



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020:
ENGL 2333 and 2334 - English
Literature



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2. Date of submission: 01 September 2020

3. Is the assessment plan (*Check or highlight one*)

☒ an initial plan for the program ☐ a revision of an old plan ☐ unaltered from previous year

Course-Level Learning Outcomes-

1. What are the Course-Level Outcomes (CLOs)?

1. **Read, Analyze, and Interpret Literary Works** Students will read, analyze, and interpret works by representative British writers.
2. **Techniques, Methods, and Ideas** Students will identify various literary techniques, methods, and ideas.
3. **Culture and Society** Students will illustrate how literature reflects culture and society.
4. **Interpretive Paper** Students will write at least one interpretive paper.

2. Which CLOs were addressed for this academic year? (2019-2020)

All of the CLOs were addressed and assessed; however, only CLOs **3 Culture and Society** and **4 Interpretive Paper** were reported for the 2019-2020 academic year.

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

We will assess all CLOs during the 2020-2021 academic year, but we will only report on CLOs **3 Culture and Society** and **4 Interpretive Paper**.

4. Explain the assessment cycle.

We started a new three-year cycle for 2019-2020. We are considering plans on how we are going to report CLOs 1 and 3 at a later point in this assessment cycle.

5. What are the assessment methods? Are they direct or indirect?

Students in ENGL 2333 are assessed using the course and learning outcomes below.

The student will:

1. Read, analyze, and interpret works by representative British writers.
2. Identify various literary techniques, methods, and ideas.
3. Illustrate how literature reflects culture and society.
4. Write at least one interpretive paper.

Students will study a minimum of five works. Each of the following five periods must be covered—including a minimum of three genres overall and an exposure to a variety of critical approaches and literary techniques, literature, and interconnections: 1) the Middle Ages (Anglo-Saxon England, Anglo-Norman England, legendary histories of Britain, and Celtic contexts); 2) Middle English Literature in the fourteenth and fifteenth centuries; 3) the sixteenth century (literature of the sacred, and the wider world); 4) the early seventeenth century (the science of self and world, and voices of the war); and 5) the Restoration and the eighteenth century (debating women: arguments in verse, and slavery and freedom). The class will require students to read and discuss primary and secondary sources critically, with an awareness of cultural and historical significance. Students will write a minimum of 10 pages total in analytical assignments that will be divided between a number of shorter writing assignments and at least one longer literary analysis essay that will incorporate multiple critical sources and discuss historical and cultural connections. Students will demonstrate good scholarship by using the conventions of MLA style and documentation. Midterm/final/unit tests will cover content of selected readings, general factual knowledge of history and culture for each period, and some interpretation of excerpts from the readings.

Students in ENGL 2334 are assessed using the course and learning outcomes below.

The student will:

1. Read, analyze, and interpret works by representative British writers.
2. Identify various literary techniques, methods, and ideas.
3. Illustrate how literature reflects culture and society.
4. Write at least one interpretive paper.

Students will study a minimum of four works. Each of the following four periods must be covered—including a minimum of three genres overall and an exposure to a variety of critical approaches and literary techniques, literature, and interconnections: 1) the Romantic Period (1785- 1830); 2) the Victorian Age (1830-1901); 3) Modernism (1900-1945); 4) Post-Colonial Literature (1900-Present). The class will require students to read and discuss primary and secondary sources critically, with an awareness of cultural and historical significance. Students will write a minimum of 10 pages total in analytical assignments that will be divided between a number of shorter writing assignments and at least one longer literary analysis essay that will incorporate multiple critical sources. Students will demonstrate good scholarship by using the conventions of MLA style and documentation. Midterm/final/unit tests will cover content of selected readings, general factual knowledge of history and culture for each period, and some interpretation of excerpts from the readings.

Furthermore, students prepared 4-6 page literary analyses/research papers that articulated thesis statements, used supporting examples from primary and secondary sources to generate critical, well-organized, clearly written arguments through the use of those sources, and demonstrated a mastery of both MLA formatting, citation and documentation, and Standard American English in the construction of the piece. The paper is a direct assessment method.

6. What are the assessment goal(s)?

The goal for this assessment is for 70% of the students to demonstrate adequate or higher proficiency in the Content and Development area on their literary analyses papers.

A standard rubric will be used to assess demonstration of literary analysis (Content and Development) in the paper according to the following levels of proficiency - Superior, Strong, Adequate, Weak, or No Proficiency.

7. What were the findings for this academic year? (2019-2020)

In ENGL 2333 93% of students scored adequate or higher on the Knowledge of Literary Context component on their final essay assignment. Only one student out of fifteen students, or 7%, showed weakness in Knowledge of Literary Context. 100% of ENGL 2333 students displayed adequate or higher proficiency on the critical thinking component of the interpretive paper.

In ENGL 2334, 93% of students reached adequate or higher proficiency on the Culture and Society Course Learning Outcome on the final paper whereas 7% did not. 93% of students also reached adequate or higher proficiency on the critical thinking course learning outcome on the interpretive paper; 7% of students did not reach adequate proficiency on the critical thinking CLO on the interpretive paper assignment.

8. What is your analysis of the findings?

English Literature courses at UA-PTC have extremely high success rates. This is likely because most students enrolled in this course have a high level of interest in the course, and they are invested in the subject matter. In addition, ENGL 2333 and ENGL 2334 are more frequently taught online by full-time instructors. There may be a correlation between these factors and the high success rates in English courses at UA-PTC.

9. What is the action plan for the next academic year? (2020-2021) Explain.

Just like in previous years, all CLOs will continue to be assessed through a variety of assignments during the 2020-2021 academic year. The literary analyses/ research papers will continue to be the primary assessment method used for reporting.

Furthermore, reporting will continue to focus on CLOs **3 Culture and Society** and **4 Interpretive Paper**.

ENGL 2333 and 2334 instructors will refer students to online tutoring and utilize an embedded librarian in all online courses to support remote learners.

Finally, *Milestones*, UA-PTC's journal of outstanding academic writing, will continue to be expanded to include a greater variety of genres in order to maximize use as a teaching and learning tool throughout the semester in all ENGL courses. The model essays provided in *Milestones* directly support the English Course Learning Outcomes for ENGL 2333 and 2334.