



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020

**ENGL 2338: World Literature 1650 to
Present**



Course-Level Learning Outcomes

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

1. Understand significant literary and cultural developments in world civilizations.
2. Understand the interaction of various literary and cultural traditions.
3. Achieve familiarity with enduring expressions of human thought by studying major texts of world literature, including the study of literary techniques, forms, and ideas.
4. Complete a significant analytical writing component.

2. Which CLOs were addressed for this academic year? (2018-2019)

All of the CLOs were addressed and assessed; however, only CLO 4 the **analytical writing component** was reported for the 2019-2020 academic year.

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

The department will continue with a new assessment plan that was first implemented in Fall 2019, and included a new rubric and standard assignment. This new plan will more effectively measure literary analysis and knowledge of literary context so that we may be able to gather data on these skills more efficiently.

4. Explain the assessment cycle.

The 2020-2021 academic year is the second year of a three-year cycle using the newly developed rubric for the literary analysis. Over the next years, new methods will be developed to more explicitly measure the other two outcomes.

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

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2. Understand the interaction of various literary and cultural traditions.
3. Achieve familiarity with enduring expressions of human thought by studying major texts of world literature, including the study of literary techniques, forms, and ideas.
4. Complete a significant analytical writing component.

Students will study a minimum of four works. Each of the following three periods must be covered—including at least one non-Western literature selection, a minimum of three genres overall, and an exposure to a variety of critical approaches and literary techniques, literature, and interconnections) 1650 to 1800 (vernacular literature in China and the Enlightenment in Europe); 2) 1800 to 1900 (revolution and romanticism in Europe and America and realism, symbolism, and European realities); and 3) the twentieth century (self and other in a global context). 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.

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 students to demonstrate adequate or higher proficiency in both categories of measurement (Critical Thinking and Knowledge of Literary Context). A standard rubric will be used to assess demonstration of these two skills 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? (2018-2019)

Spring 2020: 85% of ENGL 2338 students displayed adequate or higher levels of proficiency in the Critical Thinking area of the final literary analysis paper and 75% of online students scored adequate or higher in this area on the rubric. On the Knowledge of Literary Context category 61% of traditional students scored adequate or higher compared to 91% of online students.

Fall 2019: In ENGL 2338, World Literature 1650 to present, 90% of students overall scored proficient or higher on the specific portions being measured (Content and Development) of final assessment. 97% of traditional students and 83% of online students scored proficient or higher.

8. What is your analysis of the findings?

Spring 2019: For ENGL 2338 the results are successful in all classes offered, yet traditional classes report higher levels of adequacy than online courses.

Fall 2018: For ENGL 2338 there is a significant difference between the traditional and online students who scored proficient or higher on the measured portion of the final assessment.

9. What is the action plan for the next academic year? (2019-2020) Explain.

Just like in previous years, all CLOs will continue to be assessed through a variety of assignments during the 2019-2020 academic year. The literary analyses/ research papers will continue to be the primary assessment method used for reporting. However, the new rubric will be implemented. We recommend to the department to consider new methods of assessment other than one final paper.

We recommend that literature instructors continue to review topics related to critical thinking and analysis and give assignments that may help students to develop critical thinking skills on the final paper.

We recommend the department remove the language “Standard American English” from its criteria for assessment.

We recommend the department consider if we are adequately addressing diversity in our selections of works and following the objective to include non-Western work.

Literature instructors should also direct students to the Collaboration Center for help on their literature papers, which should also help improve the quality and consistency across the department.

The department should continue to participate in norming workshops to improve the consistency of grading across the department, and workshops should be held with part-time instructors to also ensure consistency with them.

All English instructors will hold one-on-one writing conferences with students shortly after the first major assignment is submitted and shortly before the final assignment is to be submitted. Instructors will complete early alert forms for those students who are in danger of following below passing in the class due to low grades or a high number of absences.

Since online students showed a slightly lower rate of proficiency for this skill, we recommend that instructor utilize online tutors and embedded librarians to assist literature students more on their final paper assignments.

Finally, *Milestones*, UA-PTC’s journal of outstanding academic writing, has been 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 2334.

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