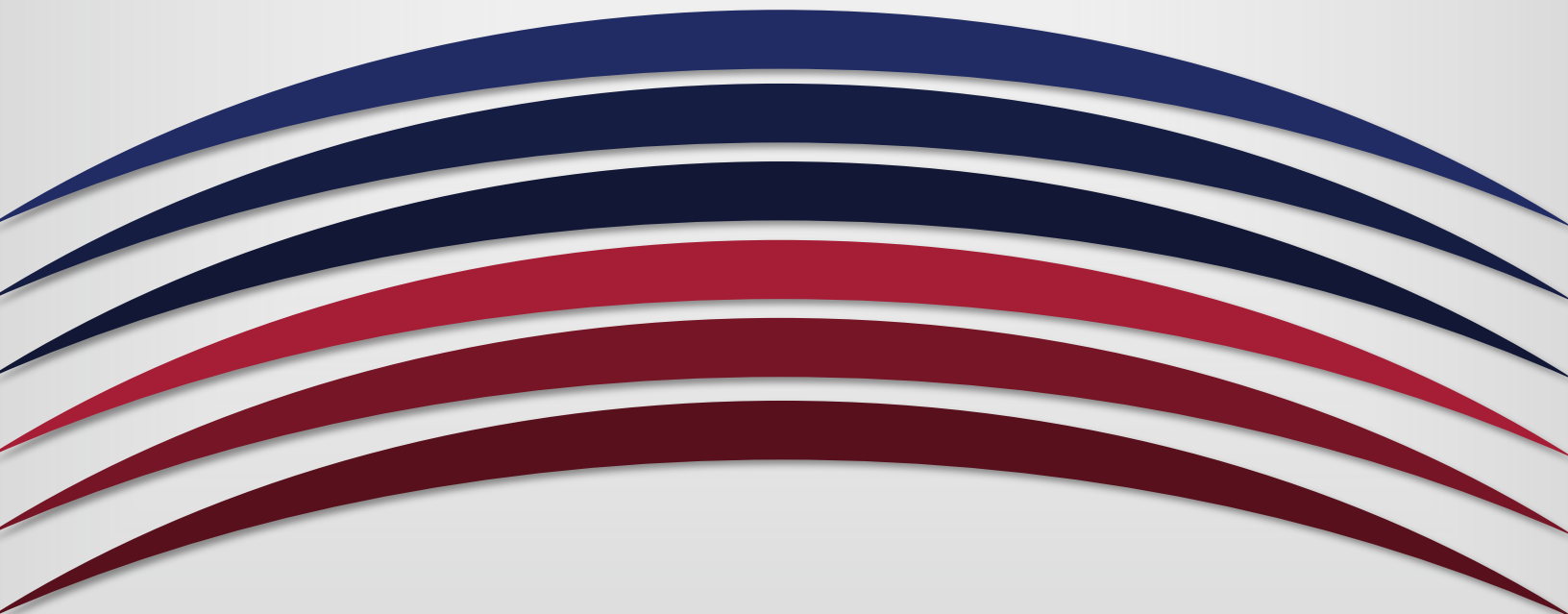


UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: ENGL 2333 and ENGL 2334
Academic Year: 2020-2021

Due to Chair/Program Director and Faculty Assessment Chair by
September 4



1. Name of course: English Literature ENGL 2334
2. Name of individual(s) compiling report: Leslie Lovenstein
3. Date of submission: September 3, 2021
4. Academic year: 2020-2021

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 the academic year?

All of the CLOs were addressed and assessed; however, only CLOs **3 Culture and Society** and **4 Interpretive Paper** were reported for the 2020-2021 academic year.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

We will assess all CLOs during the 2021-2022 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 at the beginning of the 2019-2020 academic year. The three-year cycle will be re-evaluated at the conclusion of the 2021-2022 school year.

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), including benchmarks?

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 the academic year?

In ENGL 2333, 75% of ENGL 2333 students (3/4) displayed adequate or higher proficiency on the Critical Thinking component of the interpretive paper. Only 25% of students (1 out of 4 students) did not reach adequate proficiency in this area. 100% of students scored adequate or higher on the Knowledge of Literary Context component on their final essay assignment.

In ENGL 2334, 71% (10 out of 14) of students reached adequate or higher proficiency on the Culture and Society Course Learning Outcome on the final paper whereas 29% (4 out of 14) did not. 86% (12 out of 14) of students also reached adequate or higher proficiency on the critical thinking course learning outcome on the interpretive paper; 14% (2 out of 14) of students did not reach adequate proficiency on the critical thinking CLO on the interpretive paper assignment.

All sections of English Literature ENGL 2333 and 2334 for which assessment results were reported were taught online.

8. What is your analysis of the findings?

The results for English Literature were lower than previous years, but there were limitations to the data due to the extremely low sample size. Furthermore, meeting the 70% threshold during a global pandemic should be considered a success. There may be a correlation between the pandemic and the lower than normal success rates in English Literature courses at UA-PTC during the 2020-2021 academic year.

9. What is the action plan for the upcoming academic year? Explain.

ENGL 2333 and 2334 instructors will include more supporting resources such as videos in their Blackboard shells in order to enable students' knowledge of context. These resources should contain relevant and accurate information on topics such as authors, culture, and time period.

In addition, ENGL 2333 and 2334 instructors will assign shorter, lower-stakes writing assignments throughout the semester to prepare students to write the interpretive paper at the end of the semester.

English literature instructors will continue to refer students to online tutoring and utilize an embedded librarian in all online courses to support remote learners—particularly since more students are working remotely due to the COVID-19 pandemic.

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, and the editor of Milestones is working to offer the journal online. The model essays provided in Milestones directly support the English Course Learning Outcomes for ENGL 2333 and ENGL 2334.