

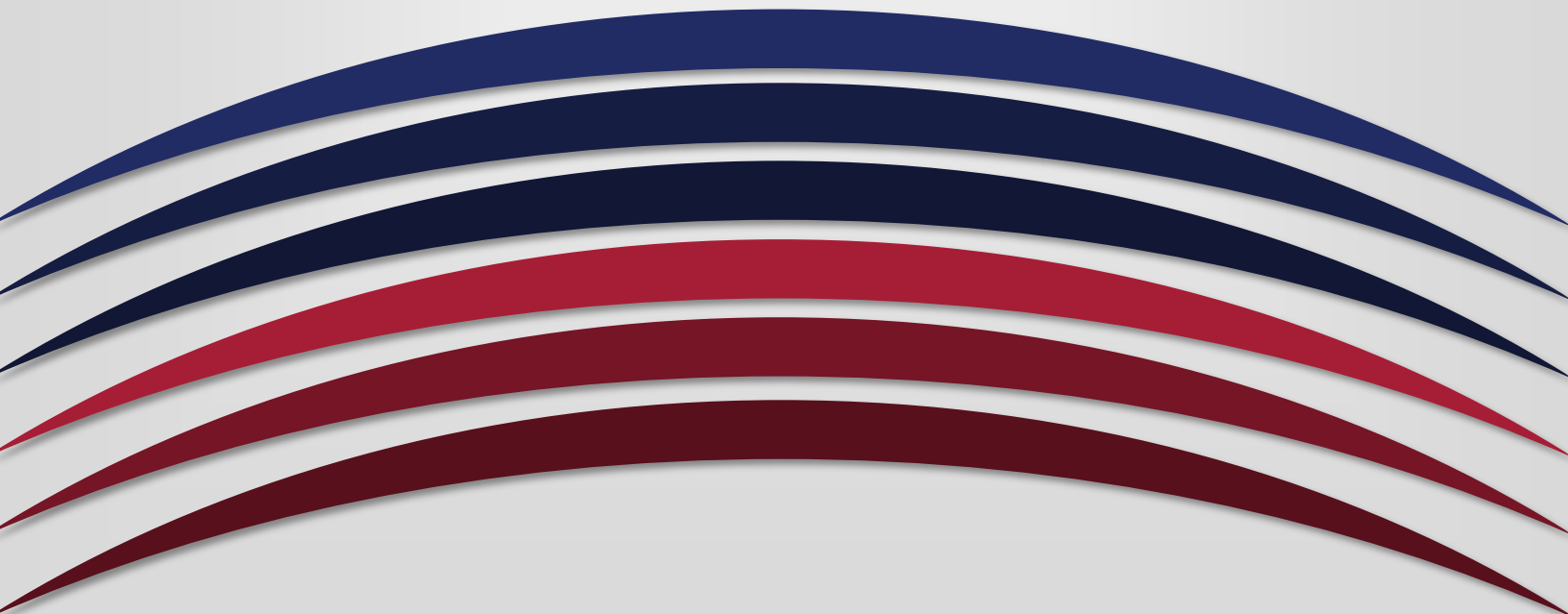
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: ENGL 2338

Academic Year: 2020-2021

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



1. Name of course: World Literature 1650 to present
2. Name of individual(s) compiling report: Joan Dudley, Antonio Garcia
3. Date of submission: September 4, 2021
4. Academic year: 2020-2021

Course-Level Learning Outcomes

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

ACTS #ENGL 2113

The student will:

Understand significant literary and cultural developments in world civilizations.

Understand the interaction of various literary and cultural traditions.

Achieve familiarity with enduring expressions of human thought by studying major texts of world literature, including the study of literary techniques, forms, and ideas.

Complete a significant analytical writing component.

2. Which CLOs were addressed for the academic year?

All of the CLOs were addressed and assessed; however, only CLO 4 the analytical writing component was reported for the 2020-2021 academic year.

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

The department implemented a new assessment plan in Fall 2019 including a new rubric and standard assignment. This is the second year of this plan measuring only literary analysis and knowledge of literary context so we will need to begin to consider which new objectives to measure after the next cycle.

4. Explain the assessment cycle.

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

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

ACTS #ENGL 2123

The student will:

Understand significant literary and cultural developments in world civilizations.

Understand the interaction of various literary and cultural traditions.

Achieve familiarity with enduring expressions of human thought by studying major texts of world literature, including the study of literary techniques, forms, and ideas.

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 interconnections1) 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 papers 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.

A standard rubric will be used to assess demonstration of literary analysis and specifically critical thinking and knowledge of literary context in the paper according to the following levels of proficiency - Superior, Strong, Adequate, Weak, or No Proficiency.

6. What are the assessment goal(s), including benchmarks?

The goal is for this assessment is for 70% of students to demonstrate adequate or higher proficiency in both categories of measurement (Critical Thinking). A standard rubric will be used to assess demonstration of literary analysis (Knowledge of Literary Context) 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?

Spring 2021: In ENGL 2337, World Literature to 1650, data was gathered from two of the six criteria of the literary analysis paper used for assessment. For Critical Thinking 90% of traditional students scored adequate or above and 83% of the students taking this course online scored adequate or above. Overall, 86.5% of students scored adequate or above in the Critical Thinking area of the literary analysis essay. The second measurement assessed Knowledge of Literary Context. The results were 76% of traditional students scored adequate or above and 83% of online students scored adequate or above. Overall 79.5% of students scored adequate or above.

Fall 2020: In ENGL 2337, World Literature to 1650, data was gathered from two of the six criteria of the literary analysis paper used for assessment. For Critical Thinking 100% of traditional students scored adequate or above and 86% of the students taking this course online scored adequate or above. Overall, 93% of students scored adequate or above in the Critical Thinking area of the literary analysis essay. The second measurement assessed Knowledge of Literary Context. The results were 76% of traditional students scored adequate or above and 78% of online students scored adequate or above. Overall 77% of students scored adequate or above.

8. What is your analysis of the findings?

We met the benchmark for adequate in both areas assessed from last year. In Spring 2020, online students surpassed traditional students in meeting the threshold set for last year in the area of Critical Thinking and Knowledge of Literary Context. The pivot to online in Spring 2020 might account for this result. In Fall 2020 we met the benchmark set for last year with traditional students surpassing online students in the area of Critical Thinking. In the second measurement assessed of Literary Context, the online and traditional students were nearly the same.

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

Explain.

Our students need not only knowledge but also the skill to apply knowledge. As we revise and review our courses, we underscore the importance of a process approach to writing with the use of small, formulative assignments. This approach provides the opportunity for instructor interventions before the end paper so that students can experience success instead of failure. Our recommendation for fostering critical thinking and knowledge of literary context is to encourage the use of supplemental teaching materials such as videos about historical and cultural context which are especially important for online students.