

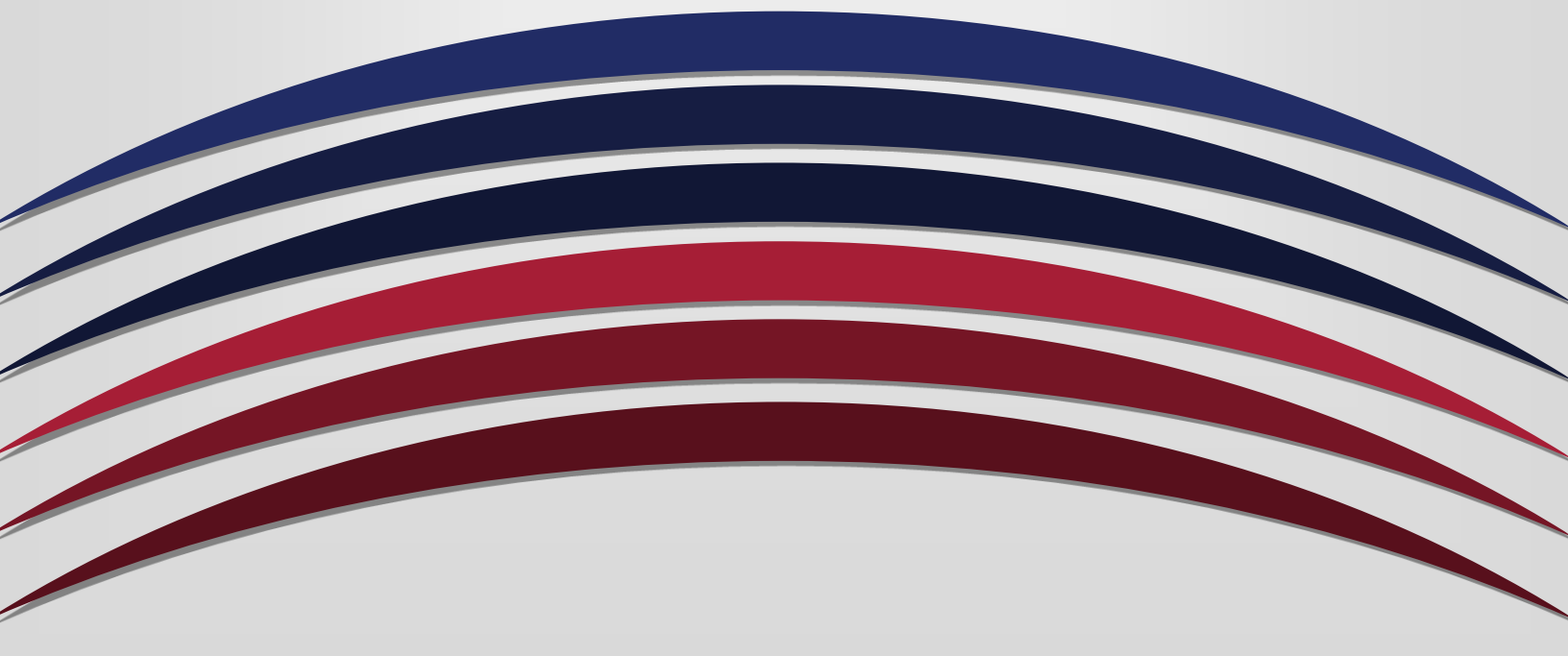
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: ENGL 2333: English

Literature Beginning to 1765

Academic Year: 2021-2022



1. Name of course: ENGL 2333: English Literature Beginning to 1765
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3. Date of submission: August 26, 2022
4. Academic year: 2021-2022

Course-Level Learning Outcomes

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

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; 2) Middle English Literature in the fourteenth and fifteenth centuries; 3) the sixteenth century; 4) the early seventeenth century; and 5) the Restoration and the eighteenth century. 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 compositions 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.

2. Which CLOs were addressed for the academic year?

All CLOs were assessed. However, only two are being actively reported on each year. This report will focus on CLOs 3 and 4.

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

For 2022-2023, the plan is to continue with the assessment plan. All CLOs are assessed through the methods described with the learning outcomes. However, we will continue to report on the last two CLOs as the assessment methods involved are standardized across English literature courses as well as all literature courses.

4. How does this report connect or map to program-level or institutional-level outcomes?

The course learning outcomes connects directly to GELO #3

It also connects directly with ILO #6

The course also reinforces GELO #1 and ILOs #3 & 4

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p><i>Students are required to study a minimum of five works. Each of the following five periods are 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; 2) Middle English Literature in the fourteenth and fifteenth centuries; 3) the sixteenth century; 4) the early seventeenth century; and 5) the Restoration and the eighteenth century. Students are required to write a minimum of 10 pages total in analytical assignments that will be divided between a number of shorter compositions 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.</i></p> <p><i>Students will submit at least one final paper at the end of the semester. The paper must follow the following guidelines: Literature students should submit a final literary analysis essay that meets all of the following minimum requirements:</i></p> <ul style="list-style-type: none"> <i>The paper must be a minimum of 1,200 words.</i>
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	<ul style="list-style-type: none"> • The paper must include a minimum of two sources including one primary and one secondary source. • The paper should include a clear thesis. • The paper should display critical thinking, particularly close analysis of the text. • The paper should accurately discuss and make connections to the literary and/or cultural context of the work. • The paper should display a clear organizational plan. • The paper should display academic integrity. • The paper should use MLA format and include in-text citations and a works cited page and entries for each source. • The paper should be proofread and display knowledge of grammatical and writing conventions. 	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.		No
How do you define success for an individual student on the CLO assessment assignment or measure?	In terms of direct measures, students must score at least Adequate on the standard rubric in the content area regarding literary analysis in order to show proficiency in that skill. They must then score at least Adequate on the standard rubric in the content area regarding discussion of cultural context in order to show proficiency in that skill.	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	The goal is that 70% of student assessed each semester demonstrate proficiency in both skill areas.	
How many students completed the assessment, and how many were successful?	Fall 14 students assessed 11 successful	Spring 15 students assessed 11 successful

	<i>(79% success rate)</i>	<i>(73% success rate)</i>
Academic Year Total (add the numbers from Fall and Spring)	<i>29 students assessed</i> <i>22 successful</i> <i>(78% success rate)</i>	
Was the benchmark/goal for this academic year met?	Yes	
Were standardized rubrics, tests, or checklists used?	Yes	

5. What is your analysis of the findings?

A different instructor took over the class in Fall 2021, taking a different approach to the class than the previous instructor. Only one section online was offered in the fall and in the spring each. The class meets the goal of at least 70% of the students demonstrating proficiency in the areas of literary analysis and discussion of cultural context. Most of the fall students were adequate in demonstrating proficiency, but about a third of them demonstrated strong proficiency.

The percentage seemingly dropped slightly from the fall semester to the spring, though upon close examination, the number of students was relatively the same from fall to spring (11 in the fall and 11 in the spring) with the only difference being one more student assessed in the spring than the fall. The goal of 70% was still met.

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

Explain.

Since the benchmark was met, no major changes are recommended. In the spring, there was a little fine-tuning in terms of guidelines for the assignment and reinforcing analysis throughout the semester with smaller writing assignments. In the fall, no specific prompts were available, meaning students had to come up with prompts on their own. For spring, prompts were made available to steer students toward topics that relate more to analysis and discussion of cultural context to help better measure these skills.

Though the percentage seemingly dropped slightly in the spring, the results are relatively consistent from fall to spring. In the spring, specific prompts were offered to better pinpoint analysis and cultural context; the assignment was also fine-tuned to emphasize discussion of context, and there is more reinforcement with smaller writing assignments and the research component. However, it had little effect on the overall number of students to successfully demonstrate this outcome as results were mostly consistent.

For next term, the plan is to build a small instructional unit reinforcing cultural awareness, more coordination with other leads for literature classes for a more comprehensive plan on addressing and discussing cultural context, and re-evaluating prompts. Perhaps a separate writing assessment could be created to more specifically assess discussion of cultural context separate from the analytical/interpretive component.

Also, the students should continue to have access to an embedded librarian in the course and be encouraged to use research through the library's literary databases to provide more information on cultural context and examples of analysis to help them in meeting the outcomes for the paper.