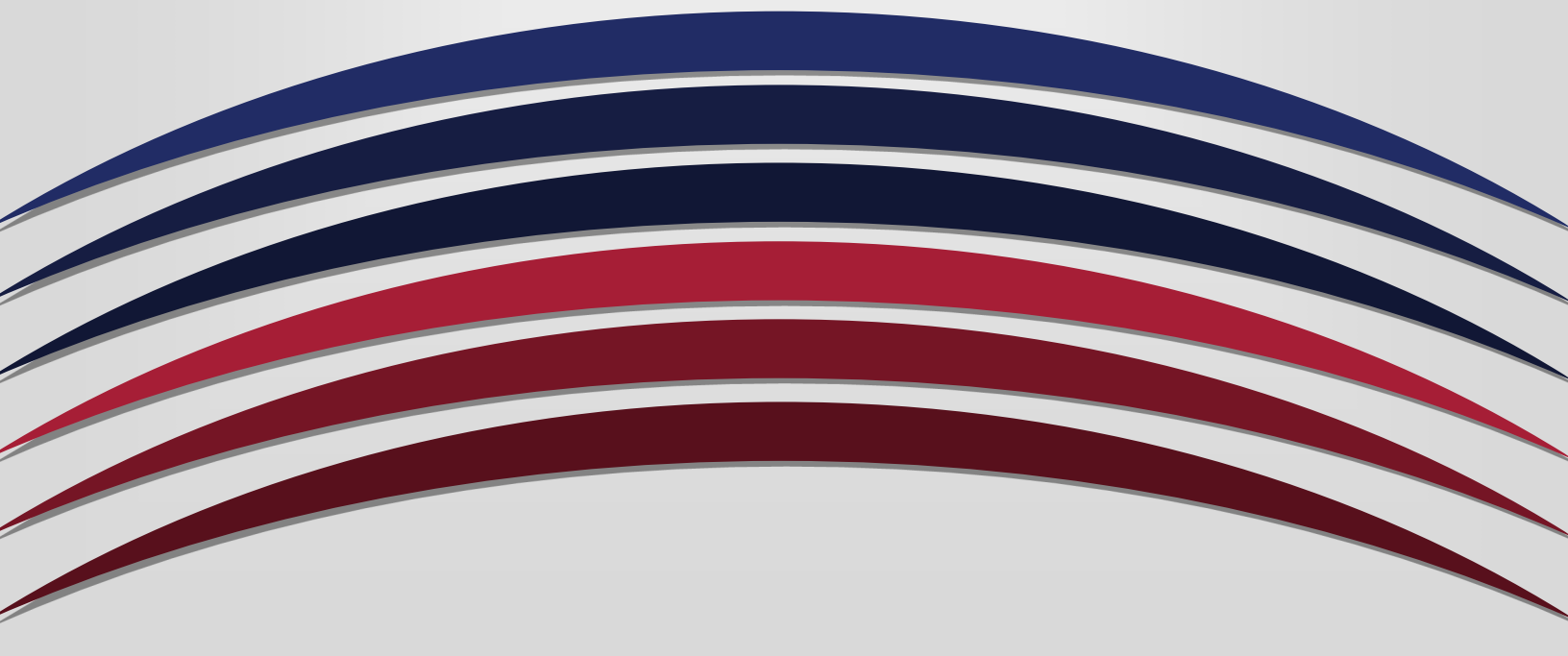




UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: Engl 2337 World Literature
from Beginning to 1650
Academic Year: 2021-2022



1. Name of course: English 2337 World Literature from the Beginning to 1650
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3. Date of submission: September 15, 2022
4. Academic year: 2021-2022

Course-Level Learning Outcomes

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

ACTS #ENGL 2113

The student will:

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.

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: 1) beginnings to A. D. 100; 2) 100 to 1500 A.D.; and 3) 1500 to 1650. 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 prepared 4-6 pages of 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.

2. Which CLOs were addressed for the academic year?

All of the CLOs were addressed and assessed; however, only CLO 3 the analytical writing component was reported.

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

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

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

CLO3 Critically analyze major works of Literature.

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>Direct - essay - literary analysis, which articulates a clear thesis statement and incorporates secondary sources, using a standardized rubric. CLO 3: Complete a significant analytical writing component.</p> <p>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.</p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>		No
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p>That the students score adequate on the rubric or higher on each item.</p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p>The goal is 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.</p>	

How many students completed the assessment, and how many were successful?	<i>Knowledge of Context</i> <i>Fall 85% met threshold</i> <i>65 Assessed</i> <i>55 Successful</i>	<i>Knowledge of Context</i> <i>Spring 78%met threshold</i> <i>74 Assessed</i> <i>58Successful</i>
	<i>Critical Thinking</i> <i>Fall 89%met threshold</i> <i>65 Assessed</i> <i>58Successful</i>	<i>Critical Thinking</i> <i>Spring 88%met threshold</i> <i>74 assessed</i> <i>65successful</i>
Academic Year Total (add the numbers from Fall and Spring)	<i>Knowledge of Context</i> <i>139 students assessed</i> <i>113 successful</i> <i>(81% success rate)</i>	
	<i>Critical Thinking</i> <i>139 students assessed</i> <i>123 successful</i> <i>(88% successful 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?

The threshold for knowledge of historical and cultural context was met by both online and traditional students; however, results for Spring 2022 were lower than results from Fall 2022. Traditional students demonstrated greater proficiency than online students.

Fall 2021: Analysis of Results The assessment goal in this category was met for this period. Online and traditional results were similar.

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

Explain.

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

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

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..

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 2337.