A. Program Mission Statement: PHD ENGLISH

The purposes of the graduate programs in English and the associated department sponsored activities (support of student groups, access to study abroad programs, publication of a literary journal, involvement in professional conferences) are to improve the reading, writing, and analytical skills of students; to offer insight into the use and structure of language; and to develop an understanding and appreciation of texts in a variety of genres and media (drama, fiction, film, poetry) as art forms and as socio-cultural productions. The doctoral program stresses the following goals (outcomes) 1) substantive knowledge of the various fields of English, Literature, Rhetorics and Composition, Linguistics and Creative Writing. 2) introduction to the profession, including classroom teaching, tutoring, and computer-assisted instruction. 3) Evidence of critical thinking. 4) Technological fluency, including but not limited to computer and internet skills, audio-visual media, film, and new media. 5) Appreciation of diversity. 6) Life-long learning. The PhD in English is a quality program designed to enable students to teach in community or four-year colleges and universities, as well as work in the private sector, business, industry, and non-profit organizations. The PhD in English defines quality, as is traditionally done in the field, as the attainment of the received benchmarks in the field: 1) A comprehensive and in-depth qualifying examination. 2) A dissertation, written in one's area of concentration under the direction of an advisor and two other committee members from the department, plus one member from another department.

B. Culminating Experience PHD English

The culminating experience for the doctoral program is the doctoral dissertation (718s). In the past, the department has not done a separate analysis of learning outcomes for the dissertations; the assessment chair has recommended that starting in Summer 2012 that the department develop two methods for assessing learning outcomes as culminating experiences in the doctoral program (see Appendix C for details.

1. Graduate Portfolio: Faculty teaching all graduate courses turn in copies of the major projects from their graduate English classes to be assembled in a Portfolio which will be assessed by the English Assessment Committee when the student graduates. This process will be modelled on the English BA Senior Portfolio which was piloted Spring 2012.

2. 718 Assessment: The dissertation is done on the independent study model: students who have satisfied the university requirements sign up for 718 with their doctoral advisor/chair. A committee, consisting of at least two DLL faculty and one outside faculty member, also are part of the 718 process. At the final defense, the committee, as well as signing the graduate school form, can also discuss and complete a single rubric assessing the completed thesis. The doctoral chair would be responsible for turning the completed rubric into the department administrative assistant. The Department needs to develop a common rubric which would be used for all 718s.

GRADUATE COURSES IN ENGLISH: The Department of Literature and Languages (DLL) does not make a hard and fast distinction between "Master's" and "Doctoral" courses for the most part. Doctoral students must take a few courses, but master's students have the option of taking the classes as well if they wish. The one exception is English 599 which is required for the thesis track of the master's degree and for all doctoral students.
The courses that doctoral students must take are listed below:

- **Bibliography and Research**  
  English 599
- **Teaching Seminars**  
  English 571 / 677
- **Professionalization Seminars**  
  English 675 / 615
- **Either Literary Theory**  
  English 520
- **and Teaching Literature in College**  
  English 775
- OR
- **Multi-Cultural Literature and Language**  
  English 503
- **and Approaches to the Teaching of Writing**  
  English 776

This situation is fairly common in humanities programs.

All the graduate courses in the program are challenging; the more courses a student takes, the more they can meet those challenges. There is no meaningful difference between a "master's class on Shakespeare" and a "doctoral course on Shakespeare" in terms of course content.

Instead, the major differences between master's and doctoral students are that first, doctoral students must complete at least 30 more semester hours of graduate work in English and that second, dissertations must be longer and more complexly developed pieces of original scholarship than theses.

For the current purpose of evaluating the different programs, Student Learning Outcomes Reports (SLORs) from two 600-level graduate courses are used for the PHD program review along with the SLOR from English 599 (required for, and often taken fairly early in the program by, doctoral students). No attempt was made to distinguish between Master's and Doctoral students in the respective classes.

The assessment chair recommends a survey be developed and used to have some way to assess the learning outcomes of doctoral vs. master's students in the program in addition to the learning outcomes rubrics for the final projects. See Appendix C for details.
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Appendix B: Student Learning Outcomes Reports (SLORS)............................4
Appendix C: Materials and Recommendations for 2012-13 Cycle..................4
STUDENT LEARNING OUTCOME # 1: READING.

A comprehensive list of the English MA/MS program goals is included in Appendix A. The process of developing the goals included faculty input during department meetings and the collection and incorporation of all student learning outcomes on English class syllabi during the 2011 calendar year. The top three (Reading, Writing, Critical Analysis) were selected for the 2011-2012 assessment cycle.

**SLO #1: READING: MEANING** Students will:

A. produce written works (position papers, response papers, analytical essays, research/argument essays) showing they understand written and visual texts from a variety of national traditions and historical periods.

B. produce written works (position papers, response papers, analytical essays, research/argument essays) showing they understand the writings of scholars and critics about written and visual texts.

C. produce research/argument essays of substantive length (15-35 pages) showing they can integrate peer-reviewed scholarship with their analysis of written or visual texts in order to develop their own contribution to the scholarly dialogue.

2. **LINKS TO CURRICULUM & PROGRAM FACULTY**

ENG 510 - Introduction to Film Studies  
ENG 530 - History of Narrative Film  
ENG 610 - Studies in Film Genres  
ENG 620 - Adaptation: Film, Literature, and other Influences  
ENG 710 - Film Theory and Criticism  
ENG 720 - Special Topics in Film Study  
ENG 505 - The Invention of Children’s Literature and Childhood  
ENG 506 - Problems in Adolescent Literature  
ENG 507 - Narrative Transformations in Literature of Children and Adolescents  
ENG 508 - Constructing Reality and Reconstructing History in Children's and Adolescent Literature  
ENG 509 - Literary Genres  
ENG 516 - Early American Literature  
ENG 519 - American Literature in Transition: From Civil to World Wars  
ENG 520 - Approaches to Critical Theory  
ENG 521 - American Modernities  
ENG 522 - Major Figures in American Literature  
ENG 525 - Contemporary Literature  
ENG 526 - Studies in Shakespeare  
ENG 527 - Antebellum American Literature  
ENG 531 - Major Figures and Movements in British Literature  
ENG 534 - Medieval and Renaissance British Literature  
ENG 536 - The Age of Reason  
ENG 537 - Modern Transformations: British and Irish Literature  
ENG 540 - Development of the British Novel  
ENG 579 - Style and Stylistics  
ENG 775 - Teaching of Literature in College  
ENG 780 - Texts and Genders  
ENG 781 - Major Figures in World Literature
NOTE: Not all the above courses are taught every semester or even every year. Most graduate students, after meeting a few specific requirements, work with the program advisor(s) to develop a program best suited to their professional needs and scholarship interests. See Appendix B for the program requirements for an English MA/MS.

FACULTY INVOLVEMENT: An Assessment Committee consisting of two English and one Spanish faculty member worked on assessment procedures during 2011-12. In future, the committee has recommended that both an English Assessment and a Spanish Assessment Committee be formed to work with the Department head on assessment.

The Department of Literature and Languages (DLL) scheduled agenda items dealing with program assessment at all monthly meetings during the long terms for 2011-2012 academic year. During department meetings, faculty went into break-out groups relating to specific programs to set goals, content, and learning outcomes for these courses. The results of these meetings were compiled by the Assessment Chair and distributed to the faculty as a whole, with input being solicited at later meetings.

3. STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING

A. Student Learning Outcome Reports Collected: Every semester, selected Student Learning Outcome Reports generated by faculty for their courses are collected for use in program assessment. The full text of the SLORs used in this report are in Appendix B.

Depending on the program assessment outcome, different parts of SLORs will be used in the program assessment for the 2011-12 cycle. The SLORs used in this cycle's program assessment are: English 599, 677, and 697. The courses include a research and methods course, a rhetoric course, and a special topic course that covers a popular culture topic (cowboys) incorporating literature and film focused on that theme with pedagogical elements.

ENG 599 - Bibliography and Methods of Research: For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

ENG 677 - Theory and Practice of Argumentative Discourse: A study of the problems and procedures involved in teaching argumentative writing to college students. The course includes study of traditional deduction, induction, and material fallacies, plus more modern concerns such as Toulmin logic and stasis theory. The course stresses how these processes of analyzing reasoning can be used and misused in teaching writing and in current textbooks. Students write a series of illustrative argumentative essays.

ENG 697 - Special Topics. This special topic course was developed to be taught in the "flex" term during the last part of the spring semester. Course Description: A course wherein students examine and historicize the mythologies surrounding and constructions of American cowboys through literature, television, film, and scholarship; the course is also pedagogical in nature as students will develop their own 15-week graduate course on cowboys, westerns, or a similar topic, which reflects a challenging and intellectual approach to the topic.
4. ASSESSMENT OF STUDENT LEARNING OUTCOME #1.A. Students will produce written works (position papers, response papers, analytical essays, research/argument essays) showing they understand written and visual texts from a variety of national traditions and historical periods.

No Student Learning Outcome Report for individual courses can address this learning outcome. Since no other means of assessing outcomes for the PHD program was approved, this outcome cannot be assessed in this cycle.

RECOMMENDATION:

The assessment chair recommends the DLL adopt a Graduate Portfolio assessment process.

Faculty teaching all graduate courses will turn in copies of the major projects from their graduate English classes to be assembled in a Portfolio which will be assessed by the English Assessment Committee when the student graduates. This process will be modeled on the English BA Senior Portfolio which was piloted Spring 2012. See Appendix C for further information.

ASSESSMENT OF STUDENT LEARNING OUTCOME #1.B. Students will produce written works (position papers, response papers, analytical essays, research/argument essays) showing they understand the writings of scholars and critics about written and visual texts.

The SLORs used to assess this student learning outcome are for English 599 and English 697.

70% is the standard for indicating a satisfactory outcome.

The data from the SLORs below indicate that the majority of faculty assessments of student work resulted in satisfactory, or above, outcomes.

ENG 599 - Bibliography and Methods of Research: For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

SLO 3
Use secondary scholarship in ways that reflects the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography. This outcome will be assessed through the annotated bibliography and bibliographic essay

SLO 3

Use secondary scholarship in ways that reflects the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography. This outcome will be assessed through the annotated bibliography and bibliographic essay.

Instrument: Bibliographic Essay (Final Project); instructions listed below

All students quoted material appropriately, wrote useful summaries and paraphrases, and used the citation method appropriate for their discipline
Findings

Students had the most difficulty at the beginning of the semester; most had to revise early papers at least once, but much of that was a result of not following instructions.

The results are excellent with all students being able to complete all of the tasks.

It is likely that the one or two students who dropped the course would not have been able to successfully complete the course.

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<tr>
<th>Student has used different forms of research including but not limited to scholarly journals, monographs, and edited collections</th>
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<td>Student’s summaries and paraphrases are helpful and accurate</td>
<td>Yes</td>
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<td>Student uses citation form associated with the discipline</td>
<td>Yes</td>
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Instrument: Bibliographic Essay, which is based on several assignments (instructions for both are included)

Drawing from the proposal, annotated bibliography, and perhaps additional sources, students will write an organized, tightly focused essay reflecting scholarship on their topic. Topics will vary, but choosing African American literature would not be sufficiently focused. Writing on the comic book Icon would, and it would allow you to look to scholarship on African American characters in comics and scholarship regarding graphic narratives or comics, thus providing plenty of sources. The essay will include a thesis statement and a conclusion. The essay will be between 3500-4500 words and will discuss 20-30 sources. You will need to position your own argument within the essay.

Evaluation: This assignment will be evaluated according to students’ ability to identify and analyze research in a way that offers insights into the trends, types of research, argument, and major scholars on the topic. Students will also need to note where the research intersects and diverges. The bibliographic essay will reflect a thorough understanding of the conventions associated with bibliographic essays.

See also the following from the bibliography, which was the basis for the Bib Essay:

- Do not use book reviews (articles summarizing and judging critical texts) or interviews.
- Articles come from journals that are peer-reviewed
- Books are published by acceptable publishers: academic publishers such as Routledge, Taylor & Francis, Sage, MLA, etc., and most university presses (see http://www.aaupnet.org/index.php?option=com_contact&view=category&catid=7&Itemid=18)
- Scholarship demonstrates depth. That is, scholarship is more than an opinion piece, journal introduction, or brief overview. For instance, early issues of some journals have articles that are 2 or 3 pages long. Articles like that generally won’t provide the depth necessary for your projects. You can include such articles, but they should be in addition to the requirements
  - Older scholarship is balanced by contemporary scholarship.
  - Bibliographic entries accurately reflect the style associated with area of study (MLA, APA, etc.)
  - Entries are applicable to the topic
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ASSESSMENT OF STUDENT LEARNING OUTCOME #1.C Students will produce research/argument essays of substantive length (15-35 pages) showing they can integrate peer-reviewed scholarship with their analysis of written or visual texts in order to develop their own contribution to the scholarly dialogue.

The SLORs used to assess this student learning outcome are for English 599 and English 677.

70% is the standard for indicating a satisfactory outcome.

The data from the SLORs below indicate that the majority of faculty assessments of student work resulted in satisfactory, or above, outcomes.

**ENG 599 - Bibliography and Methods of Research:** For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

**SLO 3**
Use secondary scholarship in ways that reflects the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography. This outcome will be assessed through the annotated bibliography and bibliographic essay

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**Findings**
Students had the most difficulty at the beginning of the semester; most had to revise early papers at least once, but much of that was a result of not following instructions.

The results are excellent with all students being able to complete all of the tasks.

It is likely that the one or two students who dropped the course would not have been able to successfully complete the course.

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**Instrument: Bibliographic Essay, which is based on several assignments (instructions for both are included)**

Drawing from the proposal, annotated bibliography, and perhaps additional sources, students will write an organized, tightly focused essay reflecting scholarship on their topic. Topics will vary, but choosing African American literature would not be sufficiently focused. Writing on the comic book Icon would, and it would allow you to look to scholarship on African American characters in comics and scholarship regarding graphic narratives or comics, thus providing plenty of sources. The essay will include a thesis statement and a conclusion. The essay will be between 3500-4500 words and will discuss 20-30 sources). You will need to position your own argument within the essay.

**Evaluation:** This assignment will be evaluated according to students’ ability to identify and analyze research in a way that offers insights into the trends, types of research, argument, and major scholars on the topic. Students will also need to note where the research intersects and diverges. The bibliographic essay will reflect a thorough understanding of the conventions associated with bibliographic essays.

See also the following from the bibliography, which was the basis for the Bib Essay:

- Do not use book reviews (articles summarizing and judging critical texts) or interviews.
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- Scholarship demonstrates depth. That is, scholarship is more than an opinion piece, journal introduction, or brief overview. For instance, early issues of some journals have articles that are 2 or 3 pages long. Articles like that generally won’t provide the depth necessary for your projects. You can include such articles, but they should be in addition to the requirements
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Students will evaluate contemporary arguments, using the criteria of some of those major theories.

Students were given four assignments represented by the one below:

Find an article on classical influences on argumentation and review the article in 400-600 words. For the review, begin with your name, the bib info (MLA or APA style), and a concise summary (roughly 200-300 words) of the article. In a separate paragraph, write evaluative comments (roughly 200-300 words) about the article. Address its usefulness to you and its general strengths and weaknesses.

Aim for articles that are more recent than the ones in Barnett’s book, and certainly don’t use any that are already anthologized in that book. Aim, also, for articles in scholarly journals; library databases like Academic Search Complete, Article First and JSTOR will be helpful. Here is the link to the video on using Academic Search Complete: <http://www.youtube.com/watch?v=2jnujBOxcKo>.

Assessment of SLO 1 (from assignment sheet):
The grade will be determined by the clarity of your summary and evaluative comments, your use of MLA or APA style, your use of Standard Edited English, and your adherence to the submission guidelines below.

SLO 1
Their papers were then assessed using the criteria noted above as follows:
Excellent: 5 points
Strong: 4 points
Fair: 3 points
Passing: 2 points
Failing: < 2 points

SLO 1
Excellent: 17 students (100%) after multiple opportunities

SLO 1
Because all students completed this objected with an excellent rating, I will continue to teach this objective the same way.
SLO 2
Students will demonstrate through research and writing their understanding of argumentative theory.
**SLO 2** Students were required to write an evaluation of an argument or argumentative approach, utilizing research.

**Assessment of SLO 2 (from the assignment sheet):**
**Criteria:** Your grade will be based on the soundness of your argument, the helpfulness of your supporting evidence (primary and secondary sources), the clarity of your prose, and your adherence to MLA or APA style, as well as to Standard American English.

**SLO 2**
The papers were assessed using the criteria above as follows:
Excellent: 36-40 points  
Strong: 32-35 points  
Fair: 28-31 points  
Passing: 24-27 points  
Failing: <24 points

**SLO 2**
Excellent: 12 students (70%)  
Strong: 5 students (30%)

**SLO 2**
Because all students completed this objective with an excellent or strong rating, I will continue to teach this objective the same way.
STUDENT LEARNING OUTCOME # 2 WRITING

A comprehensive list of the English MA/MS program goals is included in Appendix A. The process of developing the goals included faculty input during department meetings and the collection and incorporation of all student learning outcomes on English class syllabi during the 2011 calender year. The top three (Reading, Writing, Critical Analysis) were selected for the 2011-2012 assessment cycle.

A. Produce a high-quality bibliographic essay and research-based conference-length paper of the student’s own design.

B. Produce written work (primarily essays) that demonstrate the ability to use primary texts and secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography.

C. Produce essays demonstrating they know the conventions of writing for an academic audience. The conventions include: a well developed thesis paragraph which makes an original argument and which is placed last in a multi-paragraph introductory section; the comprehensive use of primary and secondary evidence in the body of the paper through the appropriately formatted and attributed use of quotations, paraphrases, and summaries; and clear textual attribution plus the Works Cited page in MLA style.

2. LINKS TO CURRICULUM & PROGRAM FACULTY

ENG 513 - Learning Through Composing
ENG 515 - History and Theory of Rhetoric
ENG 570 - Strategies in Composition
ENG 677 - Theory and Practice of Argumentative Discourse
ENG 599 - Bibliography and Methods of Research

NOTE: Not all courses are taught every semester or even every year; some individual courses are required of majors, but others are part of a 'group' of courses offered every two or three years that students may choose from to satisfy a category requirement, rather than a course requirement. Others may serve as electives.

NOTE: Not all the above courses are taught every semester or even every year. Most graduate students, after meeting a few specific requirements, work with the program advisor(s) to develop a program best suited to their professional needs and scholarship interests. See Appendix X for the program requirements for an English MA/MS.

FACULTY INVOLVEMENT: An Assessment Committee consisting of two English and one Spanish faculty member worked on assessment procedures during 2011-12. In future, the committee has recommended that both an English Assessment and a Spanish Assessment Committee be formed to work with the Department head on assessment.

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A: **Student Learning Outcome Reports Collected**: Every semester, selected SLO Reports generated by faculty for from selected graduate courses will be collected for use in program assessment.
4. ASSESSMENT OF STUDENT LEARNING OUTCOME #2.A: Produce a high-quality bibliographic essay and research-based conference-length paper of the student’s own design.

The SLORs used to assess this student learning outcome are for English

70% is the standard for indicating a satisfactory outcome.

The data from the SLORs below indicate that the majority of faculty assessments of student work resulted in satisfactory, or above, outcomes.
ASSESSMENT OF STUDENT LEARNING OUTCOME #2.B Produce written work (primarily essays) that demonstrate the ability to use primary texts and secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography

The SLOs used to assess this student learning outcome are for English 599 and 70% is the standard for indicating a satisfactory outcome.

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ENG 599 - Bibliography and Methods of Research: For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

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| reflect the conventions associated with researched writing: summaries |  |  |
|---------------------------------|------------------------|
| Student’s summaries and paraphrases are helpful and accurate | 12 (100%) |
| Student uses citation form associated with the discipline | 12 (100%) |
ASSESSMENT OF STUDENT LEARNING OUTCOME #2.C Produce essays demonstrating they know the conventions of writing for an academic audience. The conventions include: a well developed thesis paragraph which makes an original argument and which is placed last in a multi-paragraph introductory section; the comprehensive use of primary and secondary evidence in the body of the paper through the appropriately formatted and attributed use of quotations, paraphrases, and summaries; and clear textual attribution plus the Works Cited page in MLA style.

The SLOs used to assess this student learning outcome are for English 599.

70% is the standard for indicating a satisfactory outcome.

The data from the SLOs below indicate that the majority of faculty assessments of student work resulted in satisfactory, or above, outcomes.

ENG 599 - Bibliography and Methods of Research: For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

SLO 3
Use secondary scholarship in ways that reflects the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography. This outcome will be assessed through the annotated bibliography and bibliographic essay.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has used different forms of research including but not limited to scholarly journals, monographs, and edited collections</td>
<td>12 (100%)</td>
<td></td>
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<tr>
<td>Student understands the appropriate use of different forms of research including but not limited to scholarly journals, monographs, and edited collections</td>
<td>12 (100%)</td>
<td></td>
</tr>
<tr>
<td>Student has met or exceeded expectations in terms of</td>
<td>12 (100%)</td>
<td></td>
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</table>
research, thus demonstrating the ability to identify scholarship appropriate for the topic

<table>
<thead>
<tr>
<th>Student uses secondary scholarship in ways that reflect the conventions associated with researched writing: summaries</th>
<th>12 (100%)</th>
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</thead>
<tbody>
<tr>
<td>Student’s summaries and paraphrases are helpful and accurate</td>
<td>12 (100%)</td>
</tr>
<tr>
<td>Student uses citation form associated with the discipline</td>
<td>12 (100%)</td>
</tr>
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</table>

**Instrument: Bibliographic Essay, which is based on several assignments (instructions for both are included)**

Drawing from the proposal, annotated bibliography, and perhaps additional sources, students will write an organized, tightly focused essay reflecting scholarship on their topic. Topics will vary, but choosing African American literature would not be sufficiently focused. Writing on the comic book Icon would, and it would allow you to look to scholarship on African American characters in comics and scholarship regarding graphic narratives or comics, thus providing plenty of sources. The essay will include a thesis statement and a conclusion. The essay will be between 3500-4500 words and will discuss 20-30 sources). You will need to position your own argument within the essay.

**Evaluation:** This assignment will be evaluated according to students’ ability to identify and analyze research in a way that offers insights into the trends, types of research, argument, and major scholars on the topic. Students will also need to note where the research intersects and diverges. The bibliographic essay will reflect a thorough understanding of the conventions associated with bibliographic essays.

See also the following from the bibliography, which was the basis for the Bib Essay:

- Do not use book reviews (articles summarizing and judging critical texts) or interviews.
- Articles come from journals that are peer-reviewed.
- Books are published by acceptable publishers: academic publishers such as Routledge, Taylor & Francis, Sage, MLA, etc., and most university presses (see http://www.aaupnet.org/index.php?option=com_contact&view=category&catid=7&Itemid=18)
- Scholarship demonstrates depth. That is, scholarship is more than an opinion piece, journal introduction, or brief overview. For instance, early issues of some journals have articles that are 2 or 3 pages long. Articles like that generally won’t provide the depth necessary for your projects. You can include such articles, but they should be in addition to the requirements
- Older scholarship is balanced by contemporary scholarship.
- Bibliographic entries accurately reflect the style associated with area of study (MLA, APA, etc.)
- Entries are applicable to the topic
- Your treatment of the entries demonstrates your depth of the topic.

**ENG 677 - Theory and Practice of Argumentative Discourse:** A study of the problems and procedures involved in teaching argumentative writing to college students. The course includes study of traditional deduction, induction, and material fallacies, plus more modern concerns such as Toulmin logic and stasis theory. The course stresses how these processes of analyzing reasoning can be used and misused in teaching writing and in current textbooks. Students write a series of illustrative argumentative essays.

Students will evaluate contemporary arguments, using the criteria of some of those major theories.

Students were given four assignments represented by the one below:
Find an article on classical influences on argumentation and review the article in 400-600 words. For the review, begin with your name, the bib info (MLA or APA style), and a concise summary (roughly 200-300 words) of the article. In a separate paragraph, write evaluative comments (roughly 200-300 words) about the article. Address its usefulness to you and its general strengths and weaknesses.

Aim for articles that are more recent than the ones in Barnett’s book, and certainly don’t use any that are already anthologized in that book. Aim, also, for articles in scholarly journals; library databases like Academic Search Complete, Article First and JSTOR will be helpful. Here is the link to the video on using Academic Search Complete: <http://www.youtube.com/watch?v=2jnujBOxcKo>.

**Assessment of SLO 1 (from assignment sheet):**
The grade will be determined by the clarity of your summary and evaluative comments, your use of MLA or APA style, your use of Standard Edited English, and your adherence to the submission guidelines below.

**SLO 1**
Their papers were then assessed using the criteria noted above as follows:
Excellent: 5 points
Strong: 4 points
Fair: 3 points
Passing: 2 points
Failing: < 2 points

**SLO 1**
Excellent: 17 students (100%) after multiple opportunities

Because all students completed this objected with an excellent rating, I will continue to teach this objective the same way.

**SLO 2**
Students will demonstrate through research and writing their understanding of argumentative theory

**SLO 2**
Students were required to write an evaluation of an argument or argumentative approach, utilizing research.

**Assessment of SLO 2 (from the assignment sheet):**
**Criteria:** Your grade will be based on the soundness of your argument, the helpfulness of your supporting evidence (primary and secondary sources), the clarity of your prose, and your adherence to MLA or APA style, as well as to Standard American English.

**SLO 2**
The papers were assessed using the criteria above as follows:
Excellent: 36-40 points
Strong: 32-35 points
Fair: 28-31 points
Passing: 24-27 points
Failing: <24 points

SLO 2
Excellent: 12 students (70%)
Strong: 5 students (30%)

Because all students completed this objective with an excellent or strong rating, I will continue to teach this objective the same way.
STUDENT LEARNING OUTCOME # 3 CRITICAL THINKING & ANALYSIS

A comprehensive list of the English MA/MS program goals is included in Appendix A. The process of developing the goals included faculty input during department meetings and the collection and incorporation of all student learning outcomes on English class syllabi during the 2011 calendar year. The top three (Reading, Writing, Critical Analysis) were selected for the 2011-2012 assessment cycle.

SLO #3: READING: ANALYSIS Students will:

A. produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to synthesize ideas.

B. produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to identify, contemplate, weigh, and acknowledge multiple perspectives and multiple subject positions based on personal experience and scholarship that explores perspectives that differ from their own.

C. produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to understand the basic theoretical concepts underlying contemporary approaches to textual analysis and the major differences between them.

D. produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to use the key forms and terminology of textual analysis (whether or written or visual texts).

2. LINKS TO CURRICULUM & PROGRAM FACULTY

ENG 677 - Theory and Practice of Argumentative Discourse
ENG 510 - Introduction to Film Studies
ENG 530 - History of Narrative Film
ENG 610 - Studies in Film Genres
ENG 620 - Adaptation: Film, Literature, and other Influences
ENG 710 - Film Theory and Criticism
ENG 720 - Special Topics in Film Study
ENG 505 - The Invention of Children’s Literature and Childhood
ENG 506 - Problems in Adolescent Literature
ENG 507 - Narrative Transformations in Literature of Children and Adolescents
ENG 508 - Constructing Reality and Reconstructing History in Children's and Adolescent Literature
ENG 509 - Literary Genres
ENG 516 - Early American Literature
ENG 519 - American Literature in Transition: From Civil to World Wars
ENG 520 - Approaches to Critical Theory
ENG 521 - American Modernities
ENG 522 - Major Figures in American Literature
ENG 525 - Contemporary Literature
ENG 526 - Studies in Shakespeare
ENG 527 - Antebellum American Literature
ENG 531 - Major Figures and Movements in British Literature
ENG 534 - Medieval and Renaissance British Literature
ENG 536 - The Age of Reason
ENG 537 - Modern Transformations: British and Irish Literature
ENG 540 - Development of the British Novel
ENG 579 - Style and Stylistics
ENG 780 - Texts and Genders
ENG 781 - Major Figures in World Literature

NOTE: Not all the above courses are taught every semester or even every year. Most graduate students, after meeting a few specific requirements, work with the program advisor(s) to develop a program best suited to their professional needs and scholarship interests. See Appendix B for the program requirements for an English MA/MS.

FACULTY INVOLVEMENT: An Assessment Committee consisting of two English and one Spanish faculty member worked on assessment procedures during 2011-12. In future, the committee has recommended that both an English Assessment and a Spanish Assessment Committee be formed to work with the Department head on assessment.

The Department of Literature and Languages (DLL) scheduled agenda items dealing with program assessment at all monthly meetings during the long terms for 2011-2012 academic year. During department meetings, faculty went into break-out groups relating to specific programs to set goals, content, and learning outcomes for these courses. The results of these meetings were compiled by the Assessment Chair and distributed to the faculty as a whole, with input being solicited at later meetings.

A. Student Learning Outcome Reports Collected: Every semester, selected Student Learning Outcome Reports generated by faculty for their courses are collected for use in program assessment. The full text of the SLORs used in this report are in Appendix E. Depending on the program assessment outcome, different parts of SLORs will be used in the program assessment for the 2011-12 cycle. The SLORs used in this section are:
4. **ASSESSMENT OF STUDENT LEARNING OUTCOME #3.A:** Students will produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to synthesize ideas.

The SLORs used to assess this student learning outcome are for English 599 and English 697.

70% is the standard for indicating a satisfactory outcome.

The data from the SLORs below indicate that the majority of faculty assessments of student work resulted in satisfactory, or above, outcomes.

**ENG 599 - Bibliography and Methods of Research:** For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

**SLO 3**

Use secondary scholarship in ways that reflects the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography. This outcome will be assessed through the annotated bibliography and bibliographic essay.

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

**Instrument:** Bibliographic Essay (Final Project); instructions listed below

All students quoted material appropriately, wrote useful summaries and paraphrases, and used the citation method appropriate for their discipline

**Findings**

Students had the most difficulty at the beginning of the semester; most had to revise early papers at least once, but much of that was a result of not following instructions.

The results are excellent with all students being able to complete all of the tasks.

It is likely that the one or two students who dropped the course would not have been able to successfully complete the course.

<table>
<thead>
<tr>
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Instrument: Bibliographic Essay, which is based on several assignments (instructions for both are included)

Drawing from the proposal, annotated bibliography, and perhaps additional sources, students will write an organized, tightly focused essay reflecting scholarship on their topic. Topics will vary, but choosing African American literature would not be sufficiently focused. Writing on the comic book Icon would, and it would allow you to look to scholarship on African American characters in comics and scholarship regarding graphic narratives or comics, thus providing plenty of sources. The essay will include a thesis statement and a conclusion. The essay will be between 3500-4500 words and will discuss 20-30 sources. You will need to position your own argument within the essay. **Evaluation:** This assignment will be evaluated according to students’ ability to identify and analyze research in a way that offers insights into the trends, types of research, argument, and major scholars on the topic. Students will also need to note where the research intersects and diverges. The bibliographic essay will reflect a thorough understanding of the conventions associated with bibliographic essays.

See also the following from the bibliography, which was the basis for the Bib Essay:

- Do not use book reviews (articles summarizing and judging critical texts) or interviews.
- Articles come from journals that are peer-reviewed
- Books are published by acceptable publishers: academic publishers such as Routledge, Taylor & Francis, Sage, MLA, etc., and most university presses (see http://www.aapnet.org/index.php?option=com_contact&view=category&catid=7&Itemid=18)
- Scholarship demonstrates depth. That is, scholarship is more than an opinion piece, journal introduction, or brief overview. For instance, early issues of some journals have articles that are 2 or 3 pages long. Articles like that generally won’t provide the depth necessary for your projects. You can include such articles, but they should be in addition to the requirements
- Older scholarship is balanced by contemporary scholarship.
- Bibliographic entries accurately reflect the style associated with area of study (MLA, APA, etc.)
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Students will evaluate contemporary arguments, using the criteria of some of those major theories.

Students were given four assignments represented by the one below:
Find an article on classical influences on argumentation and review the article in 400-600 words. For the review, begin with your name, the bib info (MLA or APA style), and a concise summary (roughly 200-300 words) of the article. In a separate paragraph, write evaluative comments (roughly 200-300 words) about the article. Address its usefulness to you and its general strengths and weaknesses.

Aim for articles that are more recent than the ones in Barnett’s book, and certainly don’t use any that are already anthologized in that book. Aim, also, for articles in scholarly journals; library databases like Academic Search Complete, Article First and JSTOR will be helpful. Here is the link to the video on using Academic Search Complete: <http://www.youtube.com/watch?v=2jnujB0xKo>.

**Assessment of SLO 1 (from assignment sheet):**
The grade will be determined by the clarity of your summary and evaluative comments, your use of MLA or APA style, your use of Standard Edited English, and your adherence to the submission guidelines below.

**SLO 1**
Their papers were then assessed using the criteria noted above as follows:
- Excellent: 5 points
- Strong: 4 points
- Fair: 3 points
- Passing: 2 points
- Failing: < 2 points

SLO 1
Excellent: 17 students (100%) after multiple opportunities

SLO 1
Because all students completed this objected with an excellent rating, I will continue to teach this objective the same way.

SLO 2
Students will demonstrate through research and writing their understanding of argumentative theory

**SLO 2**
Students were required to write an evaluation of an argument or argumentative approach, utilizing research.

**Assessment of SLO 2 (from the assignment sheet):**
Criteria: Your grade will be based on the soundness of your argument, the helpfulness of your supporting evidence (primary and secondary sources), the clarity of your prose, and your adherence to MLA or APA style, as well as to Standard American English.

**SLO 2**
The papers were assessed using the criteria above as follows:
- Excellent: 36-40 points
- Strong: 32-35 points
Fair: 28-31 points
Passing: 24-27 points
Failing: <24 points

SLO 2
Excellent: 12 students (70%)
Strong: 5 students (30%)

SLO 2
Because all students completed this objective with an excellent or strong rating, I will continue to teach this objective the same way.
ASSESSMENT OF STUDENT LEARNING OUTCOME #3.B: Students will produce written works (position papers, response papers, analytical essays, research/argument essays demonstrating the ability to identify, contemplate, weigh, and acknowledge multiple perspectives and multiple subject positions based on personal experience and scholarship that explores perspectives that differ from their own.

There is no clear connection between the language, and specifics, of this learning outcome and any of the Student Learning Outcomes Reports turned in.

RECOMMENDATION: English faculty discuss editing or removal of this learning outcome.
ASSESSMENT OF STUDENT LEARNING OUTCOME #3.C: Students will produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to understand the basic theoretical concepts underlying contemporary approaches to textual analysis and the major differences between them.

The SLOs used to assess this student learning outcome are for English 599 and English 697.

70% is the standard for indicating a satisfactory outcome.

The data from the SLOs below indicate that the majority of faculty assessments of student work resulted in satisfactory, or above, outcomes.

**ENG 599 - Bibliography and Methods of Research:** For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

**SLO 3**
Use secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography. This outcome will be assessed through the annotated bibliography and bibliographic essay

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**Instrument:** Bibliographic Essay (Final Project); instructions listed below

All students quoted material appropriately, wrote useful summaries and paraphrases, and used the citation method appropriate for their discipline

**Findings**

Students had the most difficulty at the beginning of the semester; most had to revise early papers at least once, but much of that was a result of not following instructions.

The results are excellent with all students being able to complete all of the tasks.

It is likely that the one or two students who dropped the course would not have been able to successfully complete the course.

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Evaluation: This assignment will be evaluated according to students’ ability to identify and analyze research in a way that offers insights into the trends, types of research, argument, and major scholars on the topic. Students will also need to note where the research intersects and diverges. The bibliographic essay will reflect a thorough understanding of the conventions associated with bibliographic essays.

See also the following from the bibliography, which was the basis for the Bib Essay:

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- Scholarship demonstrates depth. That is, scholarship is more than an opinion piece, journal introduction, or brief overview. For instance, early issues of some journals have articles that are 2 or 3 pages long. Articles like that generally won’t provide the depth necessary for your projects. You can include such articles, but they should be in addition to the requirements.
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Students will evaluate contemporary arguments, using the criteria of some of those major theories.

Students were given four assignments represented by the one below:

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Aim for articles that are more recent than the ones in Barnett’s book, and certainly don’t use any that are already anthologized in that book. Aim, also, for articles in scholarly journals; library databases like Academic Search Complete, Article First and JSTOR will be helpful. Here is the link to the video on using Academic Search Complete: <http://www.youtube.com/watch?v=2jnujBOxcKo>.

**Assessment of SLO 1 (from assignment sheet):**
The grade will be determined by the clarity of your summary and evaluative comments, your use of MLA or APA style, your use of Standard Edited English, and your adherence to the submission guidelines below.

**SLO 1**
Their papers were then assessed using the criteria noted above as follows:
- Excellent: 5 points
- Strong: 4 points
- Fair: 3 points
- Passing: 2 points
- Failing: < 2 points

SLO 1
Excellent: 17 students (100%) after multiple opportunities

Because all students completed this object with an excellent rating, I will continue to teach this objective the same way.

**SLO 2**
Students were required to write an evaluation of an argument or argumentative approach, utilizing research.

**Assessment of SLO 2 (from assignment sheet):**
**Criteria:** Your grade will be based on the soundness of your argument, the helpfulness of your supporting evidence (primary and secondary sources), the clarity of your prose, and your adherence to MLA or APA style, as well as to Standard American English.

**SLO 2**
The papers were assessed using the criteria above as follows:
- Excellent: 36-40 points
- Strong: 32-35 points
- Fair: 28-31 points
- Passing: 24-27 points
- Failing: <24 points

SLO 2
Excellent: 12 students (70%)
Strong: 5 students (30 %)

Because all students completed this objective with an excellent or strong rating, I will continue to teach this objective the same way.

697 COWBOYS THEORY SECTION

**SLO 2**

Develop a syllabus for a graduate-level class that reflects an informed, theoretical, and intellectual approach as evidenced by the descriptions, rationales, and justifications of the various components of the course you develop.

**Instrument: Syllabus/Final Project (Instructions Below)**
In general, all students created a syllabus (consisting of select components) that reflected the nature of 697 and some kind of iteration of the western, cowboy, Texas literature, or the like. See findings for more discussion

**Final Project (200 pts.):**
Preamble: I’ve given this class an incredible amount of thought in terms of texts and assignments. Because some of the texts are quite long and we have such a short time, I have interspersed longer texts—The Virginian, for instance—with shorter texts, usually films. That gives everyone time to read longer texts. I have put myself in your place, but that isn’t too difficult; I do everything along with you. I offer this preamble because I want you to know some of the processes I have gone through in creating this class. You’ll need to make your processes visible as well.

Assignment:
Students will create a 15-week graduate course (the 16th week is finals week). I’m leaving it up to students as to the form it will take—that is, you can write this in essay form, syllabus form, both, or some other form. For instance, if you write it in syllabus form, you can insert your explanations below the assignment or book. Regardless of what form the text takes, it to be thorough, well-written, organized, and easy to follow. You will need to include/explain the following:

**Course Description:** Describe the nature of the course, which includes what you want to emphasize

**Rationale for the Course:** The nature of education and professors’ autonomy have changed significantly. If you don’t already know this, different segments of our population (including legislators who give and take away funding) take issue with some college courses, especially courses in the humanities. To them, some courses seem frivolous and silly. As educators, we have to make sure that the value of our courses is evident. I can make an argument for this class (I haven’t in this syllabus because I don’t want you to be influenced by my rationale). You need to do so as well. Thus, identify the value of the course you have designed.

**Texts:** Identify what texts (between 9 and 11) you will include as well as why you’ve included them. Since this is a literature course, at least half of the texts should be in the form of novels/short stories/similar forms (including graphic novels).

**Scholarship:** The course should include a healthy amount of scholarship. Identify that scholarship and provide a rationale. If you have students identify some of the scholarship, explain your reasoning for that approach. BTW, I’m not identifying the scholarship in the course because I want you to be searching through the databases, looking at articles, and familiarize yourself with what’s available in preparation for the final project. If this were a longer course, I would provide some scholarship and you would provide some scholarship.

You are welcome to use the scholarship you identified for your discussion boards.

**Theme/Topic:** Identify what you want to discuss for each text and why. For instance, I’m fairly sure I’m going to be queering a few of the texts in this class; I’ll explain in the class why.

**Goals for Students:** What do you want students to know by the end of the class?

**Assignments:** Identify assignments, assignment points or percentages, and explain why you have included these assignments and why you’ve assigned those points or percentages.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has generally created a syllabus that demonstrates an understanding of select components of creating a syllabus</td>
<td>8 (100%)</td>
<td></td>
</tr>
<tr>
<td>Course description is understandable and relevant to this course</td>
<td>8 (100%)</td>
<td></td>
</tr>
<tr>
<td>Rationale for course demonstrates the usefulness of the course</td>
<td>6 (75%)</td>
<td>2</td>
</tr>
<tr>
<td>Has provided rationales for texts that are logical</td>
<td>7 (88%)</td>
<td>1</td>
</tr>
<tr>
<td>Has identified scholarship that will be productive for students and generate discussion</td>
<td>8 (100%)</td>
<td></td>
</tr>
<tr>
<td>Theme/Topic is logical</td>
<td>8 (100%)</td>
<td></td>
</tr>
<tr>
<td>Has identified reasonable goals for students</td>
<td>7 (88%)</td>
<td>1</td>
</tr>
<tr>
<td>Has provided solid rationales for assignments</td>
<td>5 (63%)</td>
<td>3</td>
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ASSESSMENT OF STUDENT LEARNING OUTCOME #3.D: Students will produce written works (position papers, response papers, analytical essays, research/argument essays) demonstrating the ability to use the key forms and terminology of textual analysis (whether or written or visual texts).

The SLOs used to assess this student learning outcome are for English 599
70% is the standard for indicating a satisfactory outcome.

The data from the SLOs below indicate that the majority of faculty assessments of student work resulted in satisfactory, or above, outcomes.

ENG 599 - Bibliography and Methods of Research: For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

SLO 3
Use secondary scholarship in ways that reflects the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography. This outcome will be assessed through the annotated bibliography and bibliographic essay

<table>
<thead>
<tr>
<th>Findings</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students had the most difficulty at the beginning of the semester; most had to revise early papers at least once, but much of that was a result of not following instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The results are excellent with all students being able to complete all of the tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is likely that the one or two students who dropped the course would not have been able to successfully complete the course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO 3</th>
<th>Use secondary scholarship in ways that reflects the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography. This outcome will be assessed through the annotated bibliography and bibliographic essay.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument: Bibliographic Essay (Final Project); instructions listed below</td>
<td>All students quoted material appropriately, wrote useful summaries and paraphrases, and used the citation method appropriate for their discipline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student has used different forms of research including but not limited to scholarly journals, monographs, and edited collections</th>
<th>Yes (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student understands the appropriate use of different forms of research including but not limited to scholarly journals, monographs, and edited collections</td>
<td>Yes (100%)</td>
</tr>
<tr>
<td>Student has met or exceeded expectations in terms of research, thus demonstrating the ability to identify scholarship appropriate for the topic</td>
<td>Yes (100%)</td>
</tr>
<tr>
<td>Student uses secondary scholarship in ways that</td>
<td>Yes (100%)</td>
</tr>
</tbody>
</table>
reflect the conventions associated with researched writing: summaries

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s summaries and paraphrases are helpful and accurate</td>
<td>12 (100%)</td>
</tr>
<tr>
<td>Student uses citation form associated with the discipline</td>
<td>12 (100%)</td>
</tr>
</tbody>
</table>

**Instrument: Bibliographic Essay, which is based on several assignments (instructions for both are included)**

Drawing from the proposal, annotated bibliography, and perhaps additional sources, students will write an organized, tightly focused essay reflecting scholarship on their topic. Topics will vary, but choosing African American literature would not be sufficiently focused. Writing on the comic book Icon would, and it would allow you to look to scholarship on African American characters in comics and scholarship regarding graphic narratives or comics, thus providing plenty of sources. The essay will include a thesis statement and a conclusion. The essay will be between 3500-4500 words and will discuss 20-30 sources). You will need to position your own argument within the essay.

**Evaluation:** This assignment will be evaluated according to students’ ability to identify and analyze research in a way that offers insights into the trends, types of research, argument, and major scholars on the topic. Students will also need to note where the research intersects and diverges. The bibliographic essay will reflect a thorough understanding of the conventions associated with bibliographic essays.

See also the following from the bibliography, which was the basis for the Bib Essay:

- Do not use book reviews (articles summarizing and judging critical texts) or interviews.
- Articles come from journals that are peer-reviewed
- Books are published by acceptable publishers: academic publishers such as Routledge, Taylor & Francis, Sage, MLA, etc., and most university presses (see http://www.aupnet.org/index.php?option=com_contact&view=category&catid=7&Itemid=18)
- Scholarship demonstrates depth. That is, scholarship is more than an opinion piece, journal introduction, or brief overview. For instance, early issues of some journals have articles that are 2 or 3 pages long. Articles like that generally won’t provide the depth necessary for your projects. You can include such articles, but they should be in addition to the requirements
- Older scholarship is balanced by contemporary scholarship.
- Bibliographic entries accurately reflect the style associated with area of study (MLA, APA, etc.)
- Entries are applicable to the topic
- Your treatment of the entries demonstrates your depth of the topic.
These two additional reports for questions 5&6 below will be due in May 11, 2012

5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc.

Review and Approval Signatures & Date:

Program Coordinator if applicable ________________________________

Department Chair: ____________________________________________

Dean _________________________________________________________
APPENDIX A:

This list is the COMPREHENSIVE list of goals that the department has developed.

1. Reading
2. Writing
3. Evidence of critical thinking
4. Substantive knowledge of the various fields of English, Literature, Rhetorics and Composition, Linguistics and Creative Writing.
5. Introduction to the profession: classroom teaching,
6. Technological fluency: computer and internet skills,
7. Technological fluency audio-visual media,
8. Technological fluency film and new media.
9. Appreciation of diversity
10. Timely completion of: exam
11. Timely completion of dissertation.
## Student Learning Outcomes Report

| COURSE INFORMATION | Bibliography and Methods of Research  
|                    | English 599.001  
|                    | Spring 2012  |

### COURSE STATISTICS

- 14 students enrolled in the class (12th day census)
- 12 students (86%) completed the course

### STUDENT LEARNING OUTCOMES FROM SYLLABUS

#### SLO 1

Demonstrate an understanding of different forms of research and when/how to use them. This outcome will be assessed through research expeditions and assignments.

**Instrument: Bibliographic Essay (Final Project); instructions listed below**

100% of the 12 students who completed the course identified different forms of research including scholarship from academic journals, monographs, and edited collections.

No students used book reviews in place of the above.

100% of the 12 students understood the difference between primary and secondary texts and used them appropriately.

#### SLO 2

Demonstrate strong research problem-solving skills. This outcome will be assessed through research expeditions and assignments.

**Instrument: Bibliographic Essay (Final Project); instructions listed below**

All students were able to complete the bibliographic essay with sufficient research materials by using a variety of methods including but not limited to different...
databases, print materials, and bibliographies from other texts.

**SLO 3**

Use secondary scholarship in ways that reflects the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography. This outcome will be assessed through the annotated bibliography and bibliographic essay.

**Instrument: Bibliographic Essay (Final Project); instructions listed below**

All students quoted material appropriately, wrote useful summaries and paraphrases, and used the citation method appropriate for their discipline

**Findings**

Students had the most difficulty at the beginning of the semester; most had to revise early papers at least once, but much of that was a result of not following instructions.

The results are excellent with all students being able to complete all of the tasks.

It is likely that the one or two students who dropped the course would not have been able to successfully complete the course.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has used different forms of research including but not limited to scholarly journals, monographs, and edited collections</td>
<td>12 (100%)</td>
<td></td>
</tr>
<tr>
<td>Student understands the appropriate use of different forms of research including but not limited to scholarly journals, monographs, and edited collections</td>
<td>12 (100%)</td>
<td></td>
</tr>
<tr>
<td>Student has met or exceeded expectations in terms of research, thus demonstrating the ability to identify scholarship appropriate for the topic</td>
<td>12 (100%)</td>
<td></td>
</tr>
</tbody>
</table>
Student uses secondary scholarship in ways that reflect the conventions associated with researched writing: summaries 12 (100%)

Student’s summaries and paraphrases are helpful and accurate 12 (100%)

Student uses citation form associated with the discipline 12 (100%)

**Instrument: Bibliographic Essay, which is based on several assignments (instructions for both are included)**

Drawing from the proposal, annotated bibliography, and perhaps additional sources, students will write an organized, tightly focused essay reflecting scholarship on their topic. Topics will vary, but choosing African American literature would not be sufficiently focused. Writing on the comic book Icon would, and it would allow you to look to scholarship on African American characters in comics and scholarship regarding graphic narratives or comics, thus providing plenty of sources. The essay will include a thesis statement and a conclusion. The essay will be between 3500-4500 words and will discuss 20-30 sources. You will need to position your own argument within the essay.

**Evaluation:** This assignment will be evaluated according to students’ ability to identify and analyze research in a way that offers insights into the trends, types of research, argument, and major scholars on the topic. Students will also need to note where the research intersects and diverges. The bibliographic essay will reflect a thorough understanding of the conventions associated with bibliographic essays.

See also the following from the bibliography, which was the basis for the Bib Essay:

- Do not use book reviews (articles summarizing and judging critical texts) or interviews.
- Articles come from journals that are peer-reviewed
- Books are published by acceptable publishers: academic publishers such as Routledge, Taylor & Francis, Sage, MLA, etc., and most university presses (see http://www.aaupnet.org/index.php?option=com_contact&view=category&catid=7&Itemid=18)
- Scholarship demonstrates depth. That is, scholarship is more than an opinion piece, journal introduction, or brief overview. For instance, early issues of some journals have articles that are 2 or 3 pages long. Articles like that generally won’t provide the depth necessary for your projects. You can include such articles, but they should be in addition to the requirements
- Older scholarship is balanced by contemporary scholarship.
- Bibliographic entries accurately reflect the style associated with area of study (MLA, APA, etc.)
- Entries are applicable to the topic
- Your treatment of the entries demonstrates your depth of the topic.
# Student Learning Outcomes Report

**English 677.001, 01W**

**Spring 2012**

| COURSE INFORMATION | Argumentative Discourse  
|                    | English 677.001,01W  
|                    | Spring 2012 |

| COURSE STATISTICS | 17 students enrolled in the class (12th day census)  
|                   | 17 students (100%) completed at least one assignment designed to measure SLO 1  
|                   | 17 students (100%) completed the final assignment designed to measure SLO 2 |

| STUDENT LEARNING OUTCOMES FROM SYLLABUS | SLO 1  
|                                        | Students will evaluate contemporary arguments, using the criteria of some of those major theories.  
|                                        | SLO 2  
|                                        | Students will demonstrate through research and writing their understanding of argumentative theory |

| ASSESSMENT CRITERIA GIVEN TO STUDENTS | SLO 1  
|                                       | Students were given four assignments represented by the one below: Find an article on classical influences on argumentation and review the article in 400-600 words. For the review, begin with your name, the bib info (MLA or APA style), and a concise summary (roughly 200-300 words) of the article. In a separate paragraph, write evaluative comments (roughly 200-300 words) about the article. Address its usefulness to you and its general strengths and weaknesses.  
|                                       | Aim for articles that are more recent than the ones in Barnett’s book, and certainly don’t use any that are already anthologized in that book. Aim, also, for articles in scholarly journals; library databases like Academic Search Complete, Article First and JSTOR will be helpful. Here is the link to the video on using Academic Search Complete: <http://www.youtube.com/watch?v=2jnujBOxeKo>. |
|                                       | SLO 2 _Students were required to write an evaluation of an argument or argumentative approach, utilizing research._  
| (continued,)                          | **Assessment of SLO 1 (from assignment sheet):**  
|                                       | The grade will be determined by the clarity of your summary and evaluative comments. |
**Assessment Criteria Given to Students**

- Your use of MLA or APA style
- Your use of Standard Edited English
- Your adherence to the submission guidelines below

**Assessment of SLO 2 (from the assignment sheet):**

**Criteria:** Your grade will be based on the soundness of your argument, the helpfulness of your supporting evidence (primary and secondary sources), the clarity of your prose, and your adherence to MLA or APA style, as well as to Standard American English.

**INSTRUMENTS USED**

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>SLO 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their papers were then assessed using the criteria noted above as follows:</td>
<td>The papers were assessed using the criteria above as follows:</td>
</tr>
<tr>
<td><strong>Excellent:</strong> 5 points</td>
<td><strong>Excellent:</strong> 36-40 points</td>
</tr>
<tr>
<td><strong>Strong:</strong> 4 points</td>
<td><strong>Strong:</strong> 32-35 points</td>
</tr>
<tr>
<td><strong>Fair:</strong> 3 points</td>
<td><strong>Fair:</strong> 28-31 points</td>
</tr>
<tr>
<td><strong>Passing:</strong> 2 points</td>
<td><strong>Passing:</strong> 24-27 points</td>
</tr>
<tr>
<td><strong>Failing:</strong> &lt; 2 points</td>
<td><strong>Failing:</strong> &lt; 24 points</td>
</tr>
</tbody>
</table>

**RESULTS**

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>SLO 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent: 17 students (100%) after multiple opportunities</td>
<td>Excellent: 12 students (70%)</td>
</tr>
<tr>
<td></td>
<td>Strong: 5 students (30%)</td>
</tr>
</tbody>
</table>

**CLOSING THE LOOP**

<table>
<thead>
<tr>
<th>SLO 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because all students completed this objective with an excellent rating, I will continue to teach this objective the same way.</td>
</tr>
</tbody>
</table>
SLO 2

Because all students completed this objective with an excellent or strong rating, I will continue to teach this objective the same way.
<table>
<thead>
<tr>
<th>COURSE INFORMATION</th>
<th>Cwby in Cult, Lit, Clssrm English 697.01W Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE STATISTICS</td>
<td>• 13 students enrolled in the class (12th day census)</td>
</tr>
<tr>
<td></td>
<td>• 8 students (62%) completed the course</td>
</tr>
<tr>
<td>STUDENT LEARNING OUTCOMES FROM SYLLABUS</td>
<td>SLO 1</td>
</tr>
<tr>
<td>FINDINGS</td>
<td>Provide informed speculations as to how the cowboy has signified in different cultural contexts as evidenced through discussion board entries <strong>Discussion Board Entry from The Virginian (Instructions Below)</strong> Findings: My instrument was insufficient to provide statistics. However, I have developed a rubric (see below) for future discussion board use.</td>
</tr>
<tr>
<td></td>
<td>SLO 2</td>
</tr>
<tr>
<td></td>
<td>Develop a syllabus for a graduate-level class that reflects an informed, theoretical, and intellectual approach as evidenced by the descriptions, rationales, and justifications of the various components of the course you develop.</td>
</tr>
<tr>
<td></td>
<td><strong>Instrument: Syllabus/Final Project (Instructions Below)</strong> In general, all students created a syllabus (consisting of select components) that reflected the nature of 697 and some kind of iteration of the western, cowboy, Texas literature, or the like. See findings for more discussion</td>
</tr>
<tr>
<td>Findings</td>
<td>First, I needed to be more specific in terms of the discussion board and what my expectations were, for several discussion board entries did not reflect a graduate-level course. I developed a rubric that will help in that. In terms of the final project, students seemed to have the most difficulty with identifying rationales for assignments and for the course itself. It’s possible that one student simply forgot those items, for her assignment wasn’t as complete as it could have been. The findings suggest that I should spend more time discussing those components.</td>
</tr>
</tbody>
</table>

**Discussion Boards (20 pts. for each DB):**
Almost all of the discussion boards will require that students identify a scholarly article to accompany the assigned text. Students should discuss the assigned text and also connect their article in meaningful ways. At least one discussion board will be devoted to discussing ideas for the graduate class students create.
Note that I'm not giving you minimum word counts; some people will have more to say and will say it well. They will get the fullest possible points.

Specific example:

Find a scholarly article that will help you discuss *The Virginian* on the discussion board

Post to discussion board. Make sure that you discuss both *The Virginian* and the article.

Respond to other discussion board posts by Monday, 4/23

Rubric:

<table>
<thead>
<tr>
<th>Student has identified and discussed a scholarly text associated with the reading</th>
<th>Has exceeded expectations</th>
<th>Has met expectations</th>
<th>Has not met expectations (or did not complete DB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has connected article with reading in meaningful ways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has responded to other discussion board posts in meaningful ways</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Project (200 pts.):**

**Preamble:** I’ve given this class an incredible amount of thought in terms of texts and assignments. Because some of the texts are quite long and we have such a short time, I have interspersed longer texts—*The Virginian*, for instance—with shorter texts, usually films. That gives everyone time to read longer texts. I have put myself in your place, but that isn’t too difficult; I do everything along with you. I offer this preamble because I want you to know some of the processes I have gone through in creating this class. You’ll need to make your processes visible as well.

**Assignment:**

Students will create a 15-week graduate course (the 16th week is finals week). I’m leaving it up to students as to the form it will take—that is, you can write this in essay form, syllabus form, both, or some other form. For instance, if you write it in syllabus form, you can insert your explanations below the assignment or book. Regardless of what form the text takes, it to be thorough, well-written, organized, and easy to follow. You will need to include/explain the following:

**Course Description:** Describe the nature of the course, which includes what you want to emphasize
Rationale for the Course: The nature of education and professors’ autonomy have changed significantly. If you don’t already know this, different segments of our population (including legislators who give and take away funding) take issue with some college courses, especially courses in the humanities. To them, some courses seem frivolous and silly. As educators, we have to make sure that the value of our courses is evident. I can make an argument for this class (I haven’t in this syllabus because I don’t want you to be influenced by my rationale). You need to do so as well. Thus, identify the value of the course you have designed.

Texts: Identify what texts (between 9 and 11) you will include as well as why you’ve included them. Since this is a literature course, at least half of the texts should be in the form of novels/short stories/similar forms (including graphic novels).

Scholarship: The course should include a healthy amount of scholarship. Identify that scholarship and provide a rationale. If you have students identify some of the scholarship, explain your reasoning for that approach. BTW, I’m not identifying the scholarship in the course because I want you to be searching through the databases, looking at articles, and familiarize yourself with what’s available in preparation for the final project. If this were a longer course, I would provide some scholarship and you would provide some scholarship.

You are welcome to use the scholarship you identified for your discussion boards.

Theme/Topic: Identify what you want to discuss for each text and why. For instance, I’m fairly sure I’m going to be queering a few of the texts in this class; I’ll explain in the class why.

Goals for Students: What do you want students to know by the end of the class?

Assignments: Identify assignments, assignment points or percentages, and explain why you have included these assignments and why you’ve assigned those points or percentages.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has generally created a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>syllabus that demonstrates an</td>
<td>8 (100%)</td>
<td></td>
</tr>
<tr>
<td>understanding of select components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of creating a syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course description is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>understandable and relevant to this course</td>
<td>8 (100%)</td>
<td></td>
</tr>
<tr>
<td>Rationale for course demonstrates</td>
<td>6 (75%)</td>
<td>2</td>
</tr>
<tr>
<td>the usefulness of the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has provided rationales for texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that are logical</td>
<td>7 (88%)</td>
<td>1</td>
</tr>
<tr>
<td>Has identified scholarship that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>will be productive for students and generate discussion</td>
<td>8 (100%)</td>
<td></td>
</tr>
<tr>
<td>Theme/Topic is logical</td>
<td>8 (100%)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Has identified reasonable goals for students</td>
<td>7 (88%)</td>
<td>1</td>
</tr>
<tr>
<td>Has provided solid rationales for assignments</td>
<td>5 (63%)</td>
<td>3</td>
</tr>
</tbody>
</table>
APPENDIX C: MATERIALS AND RECOMMENDATIONS

1. Draft rubric for graduation Portfolio Assessment (based on English BA model, can be modified for MA MS program)

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES*</th>
<th>SUCCEEDS</th>
<th>ATTEMPTS</th>
<th>FAILS</th>
<th>NO ASSIGNMENT APPLIES</th>
</tr>
</thead>
</table>

#1: READING: MEANING  
Assess each individual element below: do not average data.

produce written works showing they understand written and visual texts from a variety of national traditions and historical periods.

produce written works showing they understand the writings of scholars and critics about written and visual texts.

produce research/argument essays of substantive length (15-35 pages) showing they can integrate peer-reviewed scholarship with their analysis of written or visual texts in order to develop their own contribution to the scholarly dialogue.

#2: WRITING  
Assess each individual element below: do not average data.

Produce a high-quality bibliographic essay and research-based conference-length paper of the student’s own design.

Produce written work (primarily essays) that demonstrate the ability to use primary texts and secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography

Produce essays demonstrating they know the conventions of writing for an academic audience. The
conventions include: a well
developed thesis paragraph
which makes an original
argument and which is
placed last in a multi-
paragraph introductory
section; the comprehensive
use of primary and secondary
evidence in the body of the
paper through the
appropriately formatted and
attributed use of quotations,
paraphrases, and summaries;
and clear textual attribution
plus the Works Cited page in
MLA style.

#3: READING: ANALYSIS
Assess each individual element below: do not average data.

<table>
<thead>
<tr>
<th>Element</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>produce written works demonstrating the ability to synthesize ideas.</td>
<td></td>
</tr>
<tr>
<td>produce written works demonstrating the ability to identify, contemplate, weigh, and acknowledge multiple perspectives and multiple subject positions based on personal experience and scholarship that explores perspectives that differ from their own.</td>
<td></td>
</tr>
<tr>
<td>produce written works demonstrating the ability to understand the basic theoretical concepts underlying contemporary approaches to textual analysis and the major differences between them.</td>
<td></td>
</tr>
</tbody>
</table>

*NOTE: The three program outcomes are the ones chosen for assessment for 2011-12; they may be changed for later cycles, depending on the final conclusions of earlier assessments. At that point, the specific outcomes must also be revised*
1. Draft of MA/MS English Survey from model of BA English Survey

One goal for the use of this survey is to be able to break out MA/MS and PHD students' responses for separate analysis.

This draft is a rough suggestion only: the faculty who teach the graduate courses in the various tracks would need to prepare specific questions relating to their area.

<table>
<thead>
<tr>
<th>Survey Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate English Survey</td>
</tr>
<tr>
<td>Response Status: Completes</td>
</tr>
<tr>
<td>1. What is your class level</td>
</tr>
<tr>
<td>MA/MS</td>
</tr>
<tr>
<td>First Year</td>
</tr>
<tr>
<td>Second Year</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>PHD</td>
</tr>
<tr>
<td>First Year</td>
</tr>
<tr>
<td>Second Year</td>
</tr>
<tr>
<td>Third Year</td>
</tr>
<tr>
<td>Fourth Year</td>
</tr>
<tr>
<td>Fifth Year</td>
</tr>
<tr>
<td>Dissertation</td>
</tr>
<tr>
<td>2. What is your concentration</td>
</tr>
<tr>
<td>Composition/Rhetoric</td>
</tr>
<tr>
<td>Linguistics</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>Other (BLANK TO FILL IN)</td>
</tr>
<tr>
<td>5. Have you already taken English 599?</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Not required</td>
</tr>
<tr>
<td>6. If yes, during what semester?</td>
</tr>
<tr>
<td>Fall 2996</td>
</tr>
</tbody>
</table>
### Fall 2007

<table>
<thead>
<tr>
<th>At this point in my graduate program, I can:</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find and use the Modern Language Association's International Bibliography (MLA)</td>
<td></td>
</tr>
<tr>
<td>Do a variety of types of searches in the MLA</td>
<td></td>
</tr>
<tr>
<td>Distinguish sources published in peer-reviewed scholarly journals from sources published in general periodicals.</td>
<td></td>
</tr>
<tr>
<td>Identify and evaluate secondary scholarship in relationship to my chosen topic.</td>
<td></td>
</tr>
<tr>
<td>Identify the major arguments and the theories and methodologies used.</td>
<td></td>
</tr>
<tr>
<td>Prepare an annotated bibliography on a subject assigned in a graduate course.</td>
<td></td>
</tr>
<tr>
<td>Do a close reading on a variety of texts (poetry, fiction, non-fiction, scholarly) in order to write a paper in an upper-level English class.</td>
<td></td>
</tr>
<tr>
<td>Write a summary or paraphrase of an essay or article for and upper-level English class.</td>
<td></td>
</tr>
<tr>
<td>Distinguish between an article's arguments and the evidence presented to support the argument.</td>
<td></td>
</tr>
<tr>
<td>Correctly present and attribute quotes, paraphrases, and summaries.</td>
<td></td>
</tr>
</tbody>
</table>

### Fall 2008

- Currently taking
<table>
<thead>
<tr>
<th>Use literary terminology in papers for my literature courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe I am prepared to write formal research-based analytical papers on literary topics.</td>
</tr>
<tr>
<td>Understand and identify the important features of an essay including, voice and supporting evidence.</td>
</tr>
<tr>
<td>Read peer's draft and give constructive help during various phases of the writing process.</td>
</tr>
<tr>
<td>Analyze a writing situation, including audience, choose among rhetorical modes for the best to use, and engage in a process of writing and revising in response to instructor and peer feedback.</td>
</tr>
<tr>
<td>11. What is your CWID? (Please note that CWID's are strictly used to issue Extra Credit, your answers will remain anonymous to your instructor)</td>
</tr>
</tbody>
</table>
3. Draft of common rubric for revision process

**ENGLISH 333 COMMON RUBRIC: REVISION PROCESS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Succeeded</th>
<th>Attempted</th>
<th>Did Not Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Editing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revised surface level features</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected stylistic infelicities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structural Revision</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deleted irrelevant text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produced new text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moved text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Response to Critiques</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responded to peer response by classmates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responded to instructor suggestions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student learning outcomes this rubric measures:

1. Students will demonstrate they can edit and revise their texts.
2. Students will demonstrate they can change texts in response to feedback from classmates and instructor.
RECOMMENDATIONS

A. Student Learning Outcomes Reports Procedures

1. Selection of specific courses at the start of each term:

The facts are that we have a fairly lengthy list of program outcomes, and that faculty have a number of course outcomes from which they choose 2-4 student learning outcomes to assess.

The Syllabus 2011 Study showed that all course outcomes relate to our complete list of program outcomes, but not every class or student learning outcome will relate directly to the three program outcomes chosen for assessment.

In this cycle, two of the specific outcomes could not be assessed by means of the SLORs that were turned in.

Here is a future procedure and timeline for department consideration:

1. The recommendation of the Assessment Chair is to retain this year's goals for assessment, gathering more data, in the next cycle. Editing of specific language in the goals can be done. The department will have to vote on that in August. Then certain courses need to be selected to be used in the program assessment: those courses need to be selected as early as possible in the Fall and Spring terms.

2. As part of the process of selection, faculty have to identify specific assignments that can be assessed for specific learning outcomes related to program outcomes. Ideally at least three faculty will agree to make sure one or more of the learning outcomes from their courses relate directly to the program assessment outcome.

3. Not *all* outcomes assessed in an individual faculty's SLORs need to be a program outcome, but the department head needs to have a list of faculty who commit to producing data for the program assessment as well as their individual assessment reports. Note that courses are identified with specific outcomes for ease of identification.

4. Fall SLORs have to come in before the spring semester starts, so program assessment can begin.

2. Content and formatting information:

A great deal of time was spend copying/pasting from a variety of differently formatted documents (including landscape vs. portrait page layout, etc.). This meant that formatting was jumbled, and much editing had to be done. The faculty who volunteers their course SLORs need to follow some basic content and formatting guidelines:

1. Report raw data, not just averages. If the only assessment is 80% of students did well, that's a grade. Numbers and percentages in the raw data columns are good. The 2011-12 final draft can be used as a model.

2. Tables are absolutely necessary for data in most cases, but tables alone do not make sense of the data. We may need a workshop on how to use tables appropriately, how to introduce them, and now to format them.
3. A common rubric or table format would be useful for faculty teaching some courses relating to the same program assessment (see, the English 333 Rubric as an example for writing classes). Faculty could generate common rubrics in a group if they wish; note, that having a common rubric does not dictate teaching the same assignment!

4. If a five point scale is used in student surveys, we need keep to a standard format: the one we're using in the BA English survey should be the standard.


I would recommend that the MA/MS English Survey might be reviewed by faculty who might choose 2-3 items to administer to their courses, relating to one of the program outcomes, so that additional survey data could be generated. Those faculty could use that data in their individual outcomes reports as well.

5. A three, or four, or five point column rubric for evaluating student work would make assembling data from disparate SLORs easier. This scale would be used in assessing learning outcomes and need not (in fact should not) have to be used in grading.

One option, currently in the newly revised Portfolio Rubric, is: Succeeds/Attempts/Fail/Not Applicable.

6. Faculty need to set the standard for what they consider "satisfactory" results: that is, not just report what percentages are over average, without saying "if X% of students meet or exceed this criteria, it's satisfactory.

Secondarily, the department should decide whether 70% is a reasonable standard for 'satisfactory' for the next cycle's report.

Once a standard is set, if their expectations for success are fully met, they have to decide and report whether they will raise standard or choose another outcome for the next time they teach the class. Assessment only works if it's extended from class to the next class, and so on, and from program to program.

7. Faculty need to clearly distinguish between the INSTRUMENT (the assignment) and the ASSESSMENT CRITERIA (how student learning is assessed). Many assignments have assessment criteria in them--but some are fairly vague (i.e. the assessment criteria really should incorporate material from the rubrics that define what excellent is, etc.).

8. The department needs to assemble best Student Learning Outcomes Reports (SLORS) from Spring 2012 for reference in later terms. It would be best to have examples from different areas and using different instruments: i.e. people using student surveys PLUS some other instrument, people using essays; people using portfolios, etc. We need a common core, but reporting does differ depending on instrument.
B. GRADUATE ENGLISH SURVEY

If the DLL decides to use a Graduate Survey, we will need to work with someone who can analyze the survey results in order to compare the responses of students who have taken required courses (for example, 599). Others may be identified.

C. GRADUATION PORTFOLIO EVALUATION

1. Faculty will begin to hand in copies of at least one major assignment for every graduate course in every semester classes are taught.

2. The DLL will shift to a revised portfolio rubric (draft proposed to department is in Appendix D). The revision moves away from YES/NO assessment to SUCCEEDS/ATTEMPTS/FAILS and includes a "No Assignment Available" to allow for more nuanced assessment and to incorporate awareness of the lack of materials relating to the outcome rather than the failure to produce satisfactory materials relating to the outcome.

English 518 and 595s will be assessed by the committee (518) and the teacher of record and content specialist (595).