

<p style="text-align: center;"><b>Course Outcomes Guide</b> <b>May 2013 (last updated SP 2015)</b></p>
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**Course/Program Title: ENG 201 World Literature 1**

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**Expected Learning Outcomes:**

Students will be able to complete 200-level work in the following areas:

**Processes**

- Employ prewriting, drafting, revising, and editing to contribute to the clear communication of ideas, taking into consideration the feedback of instructors and peers.

**Conventions**

- Formulate and support a focused thesis statement on a literary topic with adequate evidence while adhering to the conventions of standard written English in a well-structured essay.

**Rhetorical Knowledge**

- Demonstrate critical thinking and an understanding of literary analysis and terminology in order to employ collegiate voice, tone, level of formality, and support for claims.
- Analyze and interpret the social, cultural, ethnic, literary, and historical contexts of literature around the world from the ancient world to 1650.

**Research**

- Engage in inquiry-driven research, properly attributing and citing the language and ideas of others to avoid plagiarism in a well-reasoned essay.

**Learning Outcomes Prior to June 2013:**

The student will be able to:

1. Discuss the purpose and value of storytelling and how a society's stories shape and reflect its culture.
2. Contrast the culture and values of vastly diverse civilizations to understand the breadth of the human experience.
3. Compare the individual experiences within these same civilizations to understand the depth of similarity of all human experience.
4. Develop a passion for world literature by leading class discussions, participating in dramatic readings, writing essays of literary analysis, and answering thought-provoking journal questions about literary genres from various cultures and time periods.

## ASSESSMENT PROCEDURES:

Each student will be required to submit a research paper completed in MLA format. The research paper serves to measure both the course outcomes and general education outcome #1. General education outcome #2 is measured by a critical thinking exercise.

Weekly Formal Response Journals/quizzes	15%
Discussion/in-class exercises	10%
Essay 1	12.5%
Essay 2	12.5%
Research Paper	25%
Project	5%
Final Exam	20%

90 - 100% = A, 80 - 89% = B, 70 - 79% = C, 60 – 69% = D, 59% and below = F (Failing)

See also the Course content objectives below.

## COURSE CONTENT OBJECTIVES:

The student will:

1. Read and discuss the works of various authors of different origin, the time periods and places in which they wrote, and the complex connection between their lives, their work, their world, and the student's world.
2. Support a literary thesis with cited scholarly research and textual evidence.
3. Develop focused assertions supported by direct textual evidence and formal commentary that employs literary terms.
4. Identify key passages and discuss their significance.

**General Education Outcomes:** This course may fulfill an English General Education requirement. These are the outcomes for that requirement:

**Outcome 1** Write or deliver an organized, coherent, fully developed essay or speech that uses standard English and cites outside sources appropriately.

**Outcome 2** Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

**Validation:**

The outcomes and rubrics for ENG 201 were restructured to match the new ENG 101/102 outcomes and rubrics. The ENG 101/102 outcomes and rubrics were revised in the following manner:

In order to better measure student achievement and course success, we decided to revise the outcomes in such a way that data collection would be more streamlined and specific areas of weakness and strength could be better pinpointed. To that end, we decided that creating outcomes that spoke to a specific category of skill (and then revising the rubric to reflect these categories and the subset of skills measured in each) would help us to see where the course was reflecting the most success and where students or instructors were struggling to meet the course goals.

The first step of the process was to research other colleges and universities in order to get some idea of how other writing and English programs structured their goals and assessment. Upon gathering that data, we met several times to discuss the pros and cons of each of the strongest examples. With those in mind, we decided the best way to organize our outcomes was in the following categories: rhetorical knowledge, critical reading and thinking, processes, conventions, and research. While these five categories were always the foundation of assessment in this course, the rubric was organized (more or less) by essay structure rather than by category, and thus data collection and thoughtful reflection was more difficult.

Once we had decided on the categories, we went back to our original course outcomes and the specific skills measured in the rubric, and reshuffled everything into the appropriate category. We also added some items that we came across in our research that we thought were appropriate and valuable, and which had been overlooked in previous iterations of the rubric. For example, we added into our “processes” category the element of reflection consideration of feedback from peers and instructors. We also eliminated items that seemed to be redundant or unclear. The elements in place, we worked carefully on synthesizing everything into five concise outcome statements.

Finally, we applied those new categories and revised outcomes to our rubric, separating the rubric by category and then by skill. After devising a draft of the new rubric, we held a department meeting and reviewed each section and skill sub-set, and determined that success in the category “critical thinking and reading” was going to be difficult to measure in a concrete way, so we absorbed the skills into “rhetorical knowledge” and “research.” We reordered the sections of the rubric to reflect the process of writing from a student’s perspective, and were in agreement that we should be introducing research requirements into essays earlier than the formal research essay. We applied tentative point values to each section of the rubric, agreeing to each try the new rubric on five of our research essays from this semester, after which we would meet for a norming session and revision of the rubric before sending it out to the rest of the faculty.

While revising the rubric, we addressed some key issues regarding data collection. After a lengthy discussion, we decided to continue using the formal research essay for data collection, at least until we see how the new outcomes and rubrics work in terms of data collection. We determined that we may be able to use the General Education Outcome database to develop

reports that would provide feedback broken into the new outcome categories, though we would need to add other courses into that database.

In order to collect consistent data, the World Literature class will contain revised outcomes to ensure consistency across the program and the department, and the rubric (attached) will be an advanced version of the ENG 102 rubric.

**SP 2015 UPDATE:** The new rubric and outcomes were used in FA 13 and FA 14.

## **Results:**

(This course is only offered in the Fall semester.)

The research paper serves to measure both the course outcomes and general education outcome #1.

There were 15 students enrolled in the FA 12 Semester of ENG 201.

The “pass rate” for the research paper categories was as follows:

Organization 100%

Coherence 100%

Development 87% (2 failed)

Standard English Skills 100%

Source Citation 93% (1 failed)

The pass rate of this class with respect to research papers is appropriate. Students in a 200 level class should have a basic understanding of how to write an essay, even coming into the course, but there is always the occasional student who comes in underprepared. By the end of the course, the vast majority of students should be at least competent in basic essay writing. These results show that two students failed to complete the research paper in its entirety, and one student failed to cite sources correctly. While this data could be used to show the course is not teaching students to develop or document their papers, the data just as likely shows that these two students failed to take the time necessary to complete and polish the research paper. Since students are offered assistance through multiple intermediate stages of the paper, an incomplete paper often indicates a lack of student motivation rather than a lack of student skill.

The new data collection tool, developed SP 13, should give us more helpful results, since the new tool indicates specific grade levels rather than simple pass/fail rates. Most students should fall in the B/C range in the new categories of the research paper rubric that was revised SP 13.

On the day that the general education outcome #2 data was collected, 11 students were present.

The “pass rate” for each question was:

2. 36
3. 100
4. 64

Question 2 is surprising, since it deals with organization. However, it is possible that students didn't know the meaning of the word "spatial" and therefore, misunderstood the question. Please see the data collection tool and the 101 COG for more information about the general education data collection tool.

**SP 2014 UPDATE:** There were 5 students enrolled in FA 13.

Outcome 1 data:

Conventions: 3 A's, 2 B's

Research: 2 A's, 2 B's, 1 C

Outcome 2 data:

Question 1: 3/2

Question 2: 3/2

Question 3: 5/0

Question 4: 2/3

The data for the research paper (outcome 1) is consistent with what we would expect from 200 level students majoring in English. In general, the outcome 2 data looks average, although a data pool of 5 students makes it difficult to make many generalized statements.

**SP 2015 UPDATE:** There were 5 students enrolled in FA 2014

Processes 3 A's, 2 B's

Conventions: 1 A, 3 B's, 1 C

Research: 1 A, 2 B's, 2 C's

Outcome 2 data:

Question 1: 5/0

Question 2: 3/2

Question 3: 5/0

Question 4: 2/3

The data for FA 2014 is very similar to the data for FA 2013. The rubric, common assessment for outcome 1, and revisions to course content seem to be working well. We still plan to revise the assessment tool for outcome 2.

## **Follow-up**

The class will be offered again by the same instructor in FA 13 and offered by a different instructor in SU 13. Two instructors teaching the class, a new data collection tool, and a new research paper rubric will provide even more useful data.

**SP 2015 UPDATE:** Because of enrollment, the course was not offered in SU 13, and the course has still only been offered by one instructor. However, the new materials have shown to be effective for teaching and assessment.

### Budget Justification

Professional development funds for full time faculty and stipends for adjunct faculty will be needed. These will go toward conferences, webinars, and training/norming sessions for full time and adjunct faculty.

Files referenced and attached:

- 201 Revised Rubric
- Common Assessment
- General Education Outcomes Data Collection Tools

### World Literature Student Outcomes Assessment

**Student:** \_\_\_\_\_

**Grade:**

All essays should exhibit 200-level quality.      A (excellent) B (very good) C (good) D (fair) F (poor)

Processes		Points Possible = 10	Points Earned =
<ul style="list-style-type: none"> <li>• Uses prewriting, drafting, revising, and editing to contribute to the clear communication of ideas</li> <li>• Demonstrates consideration of feedback from instructors or peers</li> </ul>	Out of 10		
	A (9)		
	B (8)		
	C (7)		
	D (6)		
	F (___)		
Conventions		Points Possible = 70	Points Earned =
<u>Overall Organization (5)</u> <ul style="list-style-type: none"> <li>• Displays effective organization and clear transitions within and between paragraphs</li> </ul>	A (5)		
	B (4)		
	C (3)		
	D (2)		
	F (___)		

<u>Essay Structure (35)</u> <i>Introduction</i> <ul style="list-style-type: none"> <li>Engages the reader with an inviting attention statement</li> <li>Provides background information that orients reader and transitions to the thesis</li> <li>Ends with an insightful, focused, one-sentence thesis on a literary topic that states the central assertion of the essay</li> </ul> <i>Body Paragraphs</i> <ul style="list-style-type: none"> <li>Contain a topic sentence that directly supports thesis and states central idea of paragraph</li> <li>Provide concrete details/evidence to explain, expand, and support the literary topic</li> <li>Are well-organized, fully developed, and on topic</li> <li>Provide satisfying closure for each paragraph</li> </ul> <i>Conclusion</i> <ul style="list-style-type: none"> <li>Provides closure for entire analysis</li> <li>Is well-developed, transitioned, and satisfying</li> <li>Does not introduce new information</li> </ul>	Out of 35 A (33) B (30) C (26) D (23) F (____)	
<u>Grammar and Style (30)</u> <ul style="list-style-type: none"> <li>Uses a variety of sophisticated (but clear and concise) sentence structures</li> <li>Exhibits specific, advanced vocabulary and diction</li> <li>Avoids fluff, wordiness, and vague, generic phrases</li> <li>Contains few errors in grammar, punctuation, and usage</li> <li>Avoids fragments, comma splices, and run-on sentences</li> </ul>	Out of 30 A (28) B (25) C (22) D (20) F (____)	
<b>Rhetorical Knowledge</b> <b>Points Possible = 20</b> <b>Points Earned =</b>		
<ul style="list-style-type: none"> <li>Demonstrates well-informed critical thinking and sound literary analysis</li> <li>Analyzes rather than summarizes ideas</li> <li>Uses literary terminology effectively</li> <li>Addresses the proper audience</li> <li>Displays a consistent and appropriate point of view</li> <li>Adopts college-level voice and tone</li> </ul>	Out of 20 A (19) B (17) C (15) D (13) F (____)	
<b>Research</b> <b>Points Possible = 50</b> <b>Points Earned =</b>		

<ul style="list-style-type: none"> <li>• Uses appropriate MLA format</li> <li>• Utilizes various sources and the student's ideas to present a cogent argument</li> <li>• Uses timely, academic, and reliable sources</li> <li>• Uses summary, paraphrase, and direct quotation to avoid plagiarism</li> <li>• Integrates short, appropriate, focused quotations into paragraphs driven by student-authored text</li> <li>• Uses parenthetical citations properly</li> <li>• Provides an accurate, properly formatted Works Cited page</li> </ul>	Out of 50 A (46) B (40) C (36) D (30) F ( )	
Note: For the research essay, instructors must weight this section at 50 points. For earlier essays involving a research component, points may be awarded at the discretion of the instructor.		
<b>Deductions</b>		
<b>Total</b>		

Point scale for the research paper assignment:

Out of 150 points: A=135-150    B=120-134    C=105-119    D=90-104    F=89 and below

Point scale for an assignment not involving any research:

Out of 100 points: A=90-99    B=80-89    C=70-79    D=60-69    F=59 and below

Common Assessment:

## Research Paper Assignment ~ World Literature

This paper is a critical essay about **[[[list of literature choices.]]]** You may pick your thesis. Rather than writing about the entire piece, you'll need to narrow down a focused thesis. Try to challenge yourself and choose an argumentative thesis that truly takes a stand on a certain aspect of the literature.

**PAPER PURPOSE AND REQUIREMENTS:** No matter the focus, your purpose is to prove a thesis (an argument)—the point you want to make about your stories. Your paper should demonstrate a close examination of the novella (evidence/quoted material from the text itself) AND at least **four** secondary sources, the literary criticism you research. These additional articles will provide you with insights into your subject choice and with support for your thesis. You may, if you are feeling "old school," use the print resources as well. If you want to include additional sources beyond this, go for it.

Your rough and final drafts should be **five (5) FULL pages minimum and should use MLA format to cite at least four (4) secondary sources from the HCC databases.** I highly recommend that you do not wait until the final draft to put your paper in MLA format; don't underestimate the time needed to write a works cited page or correctly place parenthetical



citations. Remember that plagiarism occurs most frequently when students wait until the last minute to write a paper, thereby becoming too bogged down to write a good paper and document correctly.

Finally, your paper should not be a report, a collection of long quotes from your research, or a straight biographical interpretation of the writer with little textual interaction. It should be your analysis of a particular aspect of your story, developed and supported by your study of the text and of your research. Your words (your argument) should comprise **roughly** 60% of the paper, and summaries from your sources should comprise 20% of the paper. The remaining 20% should be quoted material from the text and your sources (you'll probably need to use your sources more than once). Use these quotes to supplement your ideas and do your best to tell me why that quote is important. Quotes follow a basic MLA form with a listed page, as in "this is quoted material" (Jackson 234).

The rough draft is pass/fail and worth 2.5% of your semester grade. The final draft is worth 25% of your semester grade.

Data Collection Tool for Gen Ed Outcome 2:

## **OUTCOME 2**

Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

### **ASSESSMENT FOR OUTCOME 2**

**Read the following passage that is excerpted from a slightly longer essay. This excerpt does not misrepresent in any way the author's main point that torture is acceptable in some cases. When you are finished reading, answer the questions following.**

(Para. 1) "It is generally assumed that torture is impermissible, a throwback to a more brutal age. Enlightened societies reject it outright, and regimes suspected of using it risk the wrath of the United States.

(Para. 2) I believe this attitude is unwise. There are situations in which torture is not merely permissible but morally mandatory. Moreover, these situations are moving from the realm of imagination to fact.

(Para. 3) Death: Suppose a terrorist has hidden an atomic bomb on Manhattan Island which will detonate at noon on July 4 unless ... here follow the usual demands for money and release of his friends from jail. Suppose, further, that he is caught at 10 a.m on the fateful day, but preferring death to failure, won't disclose where the bomb is. What do we do? If we follow due process, wait for his lawyer, arraign him, millions of people will die. If the only way to save those lives is to subject the terrorist

to the most excruciating possible pain, what grounds can there be for not doing so? I suggest there are none. In any case, I ask you to face the question with an open mind.

(Para. 4) Torturing the terrorist is unconstitutional? Probably. But millions of lives surely outweigh constitutionality. Torture is barbaric? Mass murder is far more barbaric. Indeed, letting millions of innocents die in deference to one who flaunts his guilt is moral cowardice, an unwillingness to dirty one's hands. If you caught the terrorist, could you sleep nights knowing that millions died because you couldn't bring yourself to apply the electrodes?

(Para. 5) Once you concede that torture is justified in extreme cases, you have admitted that the decision to use torture is a matter of balancing innocent lives against the means needed to save them. You must now face more realistic cases involving more modest numbers. Someone plants a bomb on a jumbo jet. He alone can disarm it, and his demands cannot be met (or they can, we refuse to set a precedent by yielding to his threats). Surely we can, we must, do anything to the extortionist to save the passengers. How can we tell 300, or 100, or 10 people who never asked to be put in danger, "I'm sorry you'll have to die in agony, we just couldn't bring ourselves to . . ."

(Para. 6) Here are the results of an informal poll about a third, hypothetical, case. Suppose a terrorist group kidnapped a newborn baby from a hospital. I asked four mothers if they would approve of torturing kidnappers if that were necessary to get their own newborns back. All said yes, the most 'liberal' adding that she would like to administer it herself."

Michael Levin. "The Case for Torture" 1982.

1. This author's rhetorical purpose is mainly to:
  - a. inform readers
  - b. persuade readers
  - c. entertain readers
2. In Paragraph 3, the author uses which type of organization?
  - a. chronological
  - b. spatial
  - c. most important to least important
3. What type of evidence does the author use?
  - a. factual statistics regarding terrorism

- b. hypothetical scenarios
  - c. expert testimony
- 4. Which sentence contains a logical flaw?
  - a. Torturing the terrorist is unconstitutional? Probably. (para 4)
  - b. Moreover, these situations are moving from the realm of imagination to fact. (para 2)
  - c. If you caught the terrorist, could you sleep nights knowing that millions died because you couldn't apply the electrodes? (para 4)
  - d. You must now face more realistic cases involving more modest numbers. (para 5)