Course/Program Title: ENG 203 British Literature 1

Course/Program Team: Amanda Miller, Kathryn Benchoff, Alicia Drumgoole, Joan Johnson, Melinda May

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 British literature from the Middle Ages until the eighteenth century.

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:

1. To distinguish the importance of emotional values and figurative language in prose and poetry and the diversity of literary expression
2. To arrive at an accurate understanding of the terminology of each age
3. To evaluate the literature of the different periods
4. To distinguish the salient characteristics of each period
5. To recognize the influences of the spoken language upon the written language and literature of each age
6. To write analytically using appropriate literary terms, textual and critical support, and MLA Documentation

ASSESSMENT PROCEDURES:

Each student will be required to submit a research paper completed in MLA format.

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

Assignment	Point Value	Final Grade Scale
Discussion Board	150pts (10pts/week)	A = 716pts-800pts (90%-100%)
Short Response Essays	100pts (4 @ 25pts each)	B = 636pts-715pts (80%-89%)
Midterm Exam	100pts	C = 556pts-635pts (70%-79%)
Annotated Bibliography	50pts	D = 476pts-555pts (60%-69%)
Research Paper/Project	200pts	F = 475pts and below (below 60%)
Final Exam	200pts	
Total:	**800pts**	

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.

Validation:

ENG 203 Course Outcome Revision Rationale

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 British 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.

Results:

The FA12 Semester was the first time that data was collected for this course. The course is offered only in the Fall Semester. Because this class was not a General Education class, we used the Research Paper as the Common Assessment for this class, and collected data on the research paper in a manner that was consistent with Outcome 1 of the General Education requirements for the class.

FA 12	Organization		Coherence		Development		Standard English Skills		Source Citation	
Course	% Pass	%Fail	% Pass	% Fail	%Pass	% Fail	% Pass	% Fail	% Pass	% Fail
ENG 101	100	0	100	0	100	0	100	0	100	0

Of the 5 students who submitted a Research Paper, 100 percent of the students passed all categories.

In the Fall of 2013, British Literature 1 and 2 will become General Education classes, and will be subject to a revised rubric (attached) that is consistent with the outcomes developed for English 102 during the Spring of 2013, with an emphasis on the development of advanced writing specific to the time period.

In the Fall of 2013, of the 7 students in the class, 100% received a grade of C or above in all categories on the Research Paper. Most students in the class received a grade of B or above in all categories. The course only runs in the Fall Semester to date. Likewise, all students in this class were English majors, which helps explain the success of students in all categories.

FA 13 Course Outcome Assessment – Research Paper- Section																						
Semester	Section	Total	Processes					Conventions*					Rhetorical					Research				
															Knowledge							
			A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
FA 13	01	7	5	1	1	0	0	5	1	1	0	0	6	1	0	0	0	6	1	0	0	0
FA 14	01	7	3	2	2	0	0	3	1	3	0	0	4	2	1	0	0	4	2	1	0	0
Total		14	8	3	3	0	0	8	2	4	0	0	10	3	1	0	0	10	3	1	0	0
Percentages			58	21	21	0	0	58	21	21	0	0	72	21	7	0	0	72	21	7	0	0

The course is not taught in the Spring due to enrollment size. In this case, the students performed at or above expectations in all categories.

In FA 14, seven students took English 203 and all students met the goal of passing with a C or higher in all categories. The papers were unusually well done, with most students scoring an A or

a B on their research papers and in all categories. This is expected, as all students taking the class were English majors and high performers.

Additionally, English 203 became a General Education Class in FA 13, and it was necessary to assess students for General Education 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. The students reviewed a piece called the "Case for Torture" and answered questions related to the above outcomes to complete this section.

English 203: General Education Outcome 2

Semester	Total:	Question 1		Question 2		Question 3		Question 4	
		Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
FA13	7	7	0	7	0	4	3	4	3
FA 14	7	6	1	4	3	5	2	3	4
Total	14	13	1	11	3	9	5	7	7
Percent		93	7	78	14	64	36	50	50

In this section, not all students met the 80% standard in all categories for the outcome; however, this represents a fairly small sample of students, so it is likely that more data needs to be collected for this class to effectively determine the nature of the outcomes. The Department is also planning to replace this tool as meetings have revealed that the collection tool might be to blame for aberrations in the data.

Follow-up

In December, faculty will collect an A, B, C, D, and F paper, as determined by our use of the rubric. We will compare the way we use the new rubric, the resulting grades, and the feedback provided on student papers. We will also encourage adjunct feedback about the new outcomes and rubric. Several of us will pilot the rubric in summer classes, and the Department will implement the outcomes and rubric in Fall 2013.

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:

- 203 Revised Rubric
- ENG 203 & 204 Common Assessment
- General Education Outcomes Data Collection Tools

<div align="center">

Research Paper Assignment
ENG 203

</div>

Length:

This paper requires a <u>minimum</u> of 5 pages to receive full credit- not including Works Cited page. Anything less than this will result in a reduction in points for the assignment.

Your Task:

This paper should be a critical analysis explaining an aspect of a longer work that we've covered this semester. You will choose a central argument about a longer literary piece discussed this semester and create a focused, central argument that will serve as a thesis on one aspect of the text. Expand on that idea in a thoughtful, well written literary analysis supported by scholarly writings and evidence.

This paper must contain a minimum of two (1) primary source AND (4) pieces of critical research for a total of (5) Works Cited entries completed in MLA style. Quoted material should comprise about twenty percent of your paper, twenty percent should be paraphrase or summary of the text, and sixty percent (60%) of the text should be your own, original interpretation and analysis of the text.

Grading:

As a 200 level writer, I expect this paper to be more thoughtful and sophisticated in tone and insights than a 100-level paper. Your topics and statements should contain an appropriate level of academic inquiry and demonstrate complexity and analysis suitable for a 200 level college student.

Paper Topics:

All topics must be approved by the instructor.

Preliminary Writing:

In addition to the final research paper, I require an annotated bibliography in MLA format and a rough draft of your work; the dates for these assignments are listed on your syllabus.

<div align="center">

Good luck, and please let me know if you have any questions!
British Literature Student Outcomes Assessment

</div>

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 =
• Uses prewriting, drafting, revising, and editing to contribute to the clear communication of ideas • Demonstrates consideration of feedback from instructors or peers	Out of 10 A (9) B (8) C (7) D (6) F (___)		

Conventions	Points Possible = 70		Points Earned =
Overall Organization (5) • Displays effective organization and clear transitions within and between paragraphs	A (5) B (4) C (3) D (2) F (___)		
Essay Structure (35) *Introduction* • Engages the reader with an inviting attention statement • Provides background information that orients reader and transitions to the thesis • Ends with an insightful, focused, one-sentence thesis on a literary topic that states the central assertion of the essay *Body Paragraphs* • Contain a topic sentence that directly supports thesis and states central idea of paragraph • Provide concrete details/evidence to explain, expand, and support the literary topic • Are well-organized, fully developed, and on topic • Provide satisfying closure for each paragraph *Conclusion* • Provides closure for entire analysis • Is well-developed, transitioned, and satisfying • Does not introduce new information	Out of 35 A (33) B (30) C (26) D (23) F (___)		
Grammar and Style (30) • Uses a variety of sophisticated (but clear and concise) sentence structures • Exhibits specific, advanced vocabulary and diction • Avoids fluff, wordiness, and vague, generic phrases • Contains few errors in grammar, punctuation, and usage • Avoids fragments, comma splices, and run-on sentences	Out of 30 A (28) B (25) C (22) D (20) F (___)		

Rhetorical Knowledge	Points Possible = 20		Points Earned =

• Demonstrates well-informed critical thinking and sound literary analysis • Analyzes rather than summarizes ideas • Uses literary terminology effectively • Addresses the proper audience • Displays a consistent and appropriate point of view • Adopts college-level voice and tone	Out of 20 A (19) B (17) C (15) D (13) F (___)	

Research	**Points Possible = 50**	**Points Earned =**
• Uses appropriate MLA format • Utilizes various sources and the student's ideas to present a cogent argument • Uses timely, academic, and reliable sources • Uses summary, paraphrase, and direct quotation to avoid plagiarism • Integrates short, appropriate, focused quotations into paragraphs driven by student-authored text • Uses parenthetical citations properly • Provides an accurate, properly formatted Works Cited page	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.

Deductions

Total

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