

**Course Outcomes Guide**  
**Updated January 15**

**Course/Program Title: ENG 204 British Literature 2**

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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 British literature from the early 19<sup>th</sup> century to present day.

**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 is required to submit a research paper utilizing sources in MLA format.

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

**ASSESSMENT PROCEDURES:**

<i>Assignment</i>	<i>Point Value</i>	<i>Final Grade Scale</i>
In Class Participation	100 points	900-1000 points = A
Discussion Questions	150pts (15pts/question)	800-900 points = B
Short Response Essays	100pts (2 @ 100 pts each)	700-800 points = C
Midterm Exam	100pts	600-700 points = D
Annotated Bibliography	100pts	Below 600 points = F
Frankenstein Essay	150 points	
Research Paper	200pts	
Final Exam	100pts	
<b>Total:</b>	<b>1000 points</b>	

See also the Course Content Objectives listed 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 204 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 SP13 Semester was the first time that data was collected for this course. The course is offered only in the Spring 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.

	Organization			Coherence			Development			Standard English Skills			Source Citation		
	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F
Total Students 3	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0

Of the 3 students who submitted a Research Paper, 100 percent of the students passed all categories. All of the papers demonstrated superior knowledge in all categories.

In the Fall of 2013, British Literature 1 and 2 will become General Education classes, and will be subject to a Common Assessment and 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 SP 2014, the class became a General Education class, and course materials were also revised to show new outcomes that were more consistent throughout the English Department.

The Department set a goal of 80% of students to be meeting all Course Outcome Standards in all categories, using a revised rubric to collect and measure data. As before, the Research Paper was the tool to measure the Course Outcomes. General Education Outcome 1 states that students will: Write or deliver an organized, coherent, fully developed essay or speech that uses standard English and cites outside sources appropriately. This document is the Research paper in this class.

General Education Outcome 1 SP14 Total

Semester	Total	Processes					Conventions					Rhetorical Knowledge					Research				
		A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
SP14	7	3	2	2	0	0	3	1	3	0	0	4	2	1	0	0	4	2	1	0	0
Percent	100	43	29	29	-	-	43	14	43	-	-	57	29	14	-	-	57	29	14	-	-

In SP14, all students in the section passed all components of the Research paper with a grade of C or higher, so 100% of students met the Outcome 1 expectation in this regard. Some of the papers submitted suffered slightly in the Conventions section due to a lack of the type of detail or required explanation required in a 200-level class. This may evidence the need for future

discussion on length, development and formatting expectations in a 204 level class, but more data is needed to determine this.

Additionally, as a General Education class, ENG 204 was also measured 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.

Semester	Total:	Question 1		Question 2		Question 3		Question 4	
		Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect
SP14	7	5	2	6	1	6	1	6	1
Percent		71	28	85	15	85	15	85	15

In this section, students met the 80% standard in all categories for the outcome except for Question 1 which is related to rhetorical purpose. There is only a one student difference determining the aberration in this score however, so again, more data needs to be collected for this class to effectively determine the nature of the outcomes.

### Follow-up

In upcoming classes, more time will be spent on essay development and requirements and rhetorical purposes of a text within the class. This will be accomplished through additional time in lecture and during the face-to-face meetings conducted with students during the semester. Additionally, the team will review and discuss the results of the Course Outcomes as necessary and make any global changes required throughout the Department as evidenced from this and other course data.

### 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:

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