

Model Course/Program Outcomes Guide

Updated SP 2015 – This class has not run for several years due to low enrollment.

Course/Program Title: ENG 208 Shakespeare

Course/Program Team: Joan Johnson, Mike Harsh, Melinda May, Amanda Miller, Alicia Drumgoole, Kate Benchoff

STUDENT 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 Shakespearean plays in different critical contexts, including historical, social, theoretical, and theatrical.

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 August 2013:

- Expand his or her understanding of human nature (greed, faithfulness, love, power, gentleness, poor choices, honesty, integrity, patriotism, selfishness, self-sacrifice, etc)
- Extend his or her view of the world in general and the importance of historical events
- Apply logic and philosophy through character analysis
- Mature his or her prior knowledge of the aspects of literature (plot, character, irony, universal truth, etc.)
- Cultivate his or her perception and appreciation of figurative language
- Write analytically using appropriate literary terms, textual and critical support and MLA documentation

ASSESSMENT PROCEDURES:

Instructors use a common rubric to grade essays and the final research paper. See attached sheet for the rubric. All instructors assign a research essay based on Shakespeare and his works as the culminating course project, which is then graded to ascertain if the student has sufficiently mastered the designated outcomes for the course.

Specifically, students will be required to complete the following course content objectives:

- Write and revise a minimum of three (3) unified, well-developed essays, effectively using literary analysis, primary and secondary source material, and literary terminology.
- Formulate a literary thesis, conduct scholarly research, cite textual evidence using parenthetical documentation, and produce a research essay, using MLA format.
- Discuss, critique, and analyze different critical contexts, including historical, social, theoretical, theatrical, ethnic, and cultural.
- Apply the conventions of standard academic writing, including highly developed composition skills.

VALIDATION:

To better measure student achievement and course success, the English department revised the student learning outcomes to make data collection more consistent across all courses and to better assess specific areas of student weakness and strength in composition. To that end, we created outcomes that identified specific categories of skill and then revised the rubric to reflect these categories with specific subsets of skills in each one to ascertain where the course achieved the most success and where students or instructors struggled to meet the course outcomes.

First, we researched other colleges and universities to learn how other writing and English programs structured their goals and assessments. Using that information, we discussed the pros and cons of each of the strongest examples and ultimately decided to organize our outcomes in the following categories: processes, conventions, rhetorical knowledge, critical reading and thinking, and research. These five categories became the foundation of assessment in this course, but our rubric was organized by essay structure rather than by category, so data collection and thoughtful reflection was more difficult.

Then, we re-examined our original course outcomes and the specific skills measured in the rubric, and reshuffled them into the appropriate category. Additionally, we included some skills that we found in our research that 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 and consideration of feedback from peers and instructors. We likewise eliminated some skills that seemed redundant or unclear. With the elements in place, we synthesized the composition skills into five concise outcome statements.

Finally, we redesigned the rubric to reflect those new categories and revised outcomes within each category. After much contemplation and debate, we realized that the category entitled “critical thinking and reading” was too difficult to measure in a concrete way, so we absorbed those skills into “rhetorical knowledge” and “research.” We then applied tentative point values to each category of the rubric, compared the new rubric with the old one when examining five research essays from our Spring 2013 classes, and conducted a norming session and final revision of the rubric before piloting it in Summer and Fall 2103.

While revising the rubric, we likewise addressed key issues regarding data collection. We decided to continue using the formal research essay for data collection, at least until we ascertain how the new outcomes and rubric 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.

To collect consistent data, the Shakespeare course 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:

This course is offered sporadically as the need arises; in fact, it has not been taught since Fall 2010, and no data is available for this course. Sadly, due to lack of enrollment, Shakespeare was cancelled for Fall 2013 as well.

FOLLOW-UP:

When the course is offered with sufficient enrollment, student learning outcomes and assessments will be examined.

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:

- 2013 Revised Rubric

English 102 Student Outcomes Assessment

Student: _____

Grade: _____

A (excellent)

B (very good)

C (good)

D (fair)

F (poor)

Processes		Points Possible = 10	Points Earned =
<ul style="list-style-type: none"> 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 =
<u>Overall Organization (5)</u> <ul style="list-style-type: none"> Displays effective organization and clear transitions within and between paragraphs 		A (5) B (4) C (3) D (2) F (____)	
<u>Essay Structure (35)</u> <i>Introduction</i> <ul style="list-style-type: none"> 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 <i>Body Paragraphs</i> <ul style="list-style-type: none"> 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 <i>Conclusion</i> <ul style="list-style-type: none"> 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 (____)	
<u>Grammar and Style (30)</u> <ul style="list-style-type: none"> 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 =
<ul style="list-style-type: none"> • 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 =
<ul style="list-style-type: none"> • 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