

Model Course/Program Outcomes Guide

August 2013 (last updated SP 2015)

Course/Program Title: ENG 240 -- Seminar in English Studies

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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.
- Demonstrate independent analysis and understanding of British, American, and World literature in social, cultural, ethnic, literary, and historical contexts.
- Synthesize and evaluate mastery of English program outcomes.

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:

- Evaluate writing abilities and competence. Demonstrate competence and understanding of written English
- Evaluate and critically analyze literary works.
- Assess the social, cultural, ethnic, literary and historical contexts of literary works
- Demonstrate independent analysis and understanding of British, American, and World literature
- Synthesize and evaluate mastery of English program outcomes:
 - Write analytically using appropriate literary terms textual and critical support, and MLA documentation

- Demonstrate mastery of writing mechanics including grammar, punctuation, spelling and syntax
- Incorporate social, cultural, ethnic, literary and historical contexts in written analysis of literary works.
- Demonstrate critical and independent thinking in interpretation of American, British and World literature texts.
- Submit a portfolio that includes a reflective letter and a comprehensive body of work that demonstrates achievement of program outcomes from English 101 to completion of the program.

ASSESSMENT PROCEDURES:

Instructors use a common rubric to grade essays, which was revised in Spring 2013 and piloted in Fall 2013 (see attached rubric). The final writing portfolio and its accompanying reflection essay, which are the culminating English program assignments, are reviewed by the department as evidence of the students' strength as writers and their understanding of what they do well and what they still need to work on to perfect their skills as writers. The portfolio also demonstrates their ability to make thoughtful choices about content and presentation and shows if they have sufficiently mastered the designated outcomes for the English Program. External validation of the English program at HCC will be examined during the next year.

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

- Submit a portfolio that includes a reflective letter and a comprehensive body of work that demonstrates achievement of program outcomes from English 101 to completion of the program.
- Write and revise a minimum of three (3) unified, well-developed essays, effectively using literary analysis, primary and secondary source material, and literary terminology.
- Demonstrate critical and independent thinking in interpretation of American, British, and World literature texts.
- Discuss, critique, and analyze different critical contexts, including historical, social, theoretical, theatrical, ethnic, and cultural.

VALIDATION:

This capstone English course helps to assess the English program outcomes. After several semesters, this course has shown that students are achieving the outcomes for literature and composition. They are better critical thinkers and are able to analyze literature for multiple perspectives using literary theory. They are also able to articulate their strengths and weaknesses as writers and understand what they need to do to better their skills as English majors.

UPDATE SP 2015

We continue to run ENG 240 and collect portfolios that include reflection and revision essays. We still need to determine a way to obtain external validation, but this is hard to do without funding for an external reviewer.

RESULTS:

The English department has redesigned the outcomes for all courses leading to a degree in English. They have standardized several essay assignments, grading rubrics, and course expectations to better achieve the program outcomes.

UPDATE SP 2015

Two students completed Seminar 240 in Fall 2013.

Four students completed Seminar 240 in Spring 2014

Four students completed Seminar 240 in Fall 2014

FOLLOW-UP:

The English department is working on “closing the loop” by using the information gleaned from the ENG 240 portfolio and reflection essay to review the course requirements and academic rigor of the courses required for the English program.

UPDATE SP 2015

We have compiled a list of the students who have graduated with an English or English Education degree in the last 7 years. We will track these students’ progress.

The FA 14 students also completed an exit interview. Results are being compiled and will be used to guide us in the future. Also, part of the interview was videotaped for use on the HCC website.

BUDGET JUSTIFICATION:

Professional development funds for full time faculty.

UPDATE SP 2015

We also need funds to hire an external reviewer.

Files referenced and attached:

- 2013 Revised Rubric

English 240 Student Outcomes Assessment -- Essays

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 (___)	

<p><u>Essay Structure (35)</u></p> <p><i>Introduction</i></p> <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 <p><i>Body Paragraphs</i></p> <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 <p><i>Conclusion</i></p> <ul style="list-style-type: none"> Provides closure for entire analysis Is well-developed, transitioned, and satisfying Does not introduce new information 	<p>Out of 35 A (33) B (30) C (26) D (23) F (___)</p>	
<p><u>Grammar and Style (30)</u></p> <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 	<p>Out of 30 A (28) B (25) C (22) D (20) F (___)</p>	
<p>Rhetorical Knowledge Points Possible = 20 Points Earned =</p>		
<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 	<p>Out of 20 A (19) B (17) C (15) D (13) F (___)</p>	
<p>Research Points Possible = 50 Points Earned =</p>		

<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

Final Portfolio Assignment

“A writing portfolio consists of pieces of writing that represent a writer’s best work or most successful projects. Collected over time, a portfolio showcases a writer’s talent and effort and demonstrates his or her ability to make thoughtful choices about content and presentation. It is a final product meant to be shared with others.”

The purpose of your writing portfolio is for you to reflect on your writing growth and your knowledge while a student in the English program at HCC, to show what you have learned, and to convince an audience of your achievements, abilities, or talents.

As you progress through this course, re-read your papers from your previous English classes and consider which ones you believe are your best work and which ones may benefit from more revision. Select 1 essay that shows the most promise, and revise, edit, and polish this essay to presentation quality. Along with the remainder of your portfolio, this polished essay will become a significant portion of your final grade for the course.

In your reflective letter that will accompany your portfolio at the end of the course, you will analyze your writing and your knowledge and explain how you have grown and why certain of your papers are better than others.

Reflection Essay

Your reflective essay will serve as your introduction to your portfolio. Step back and evaluate your writing so that you can assess what you do well and need to improve. After you have spent some time reviewing your writings, write an introduction that evaluates the strengths of your work, your understanding of what you do well and what you still need to work on. In your reflective essay, consider answering some of the following questions:

- Why is the selected essay your best essay?
- What do you think you achieved in the revision of this essay?
- What did you learn in the process of writing and revising this essay? What was the hardest part of this revision? What was the easiest part?
- Next time you have a writing assignment, how will you approach it differently from how you have in the past?
- How do the essays collected in the portfolio demonstrate your writing strengths?

Portfolio Assessment

Your portfolio will be evaluated for completeness, and your reflective essay will be assessed based on the following criteria:

- It offers a detailed assessment of your strengths and/or weaknesses as a writer.
- It uses specific examples and evidence from the essays included in the portfolio to support your assessment.
- It is thoroughly proofread and edited for clarity and coherence.

