

Assessment Plan, Data, and Analysis

UNIVERSITY MISSION STATEMENT: We educate and empower students to understand and transform our world.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES MISSION STATEMENT: The College of Liberal Arts and Social Sciences supports the University Mission in numerous ways:

- 1) Develops students' communication, analytic, and information-gathering skills by fostering positive, student-centered learning experiences;
 - 2) Promotes the use and appreciation of creative arts and skills;
 - 3) Prepares students to be informed, responsible citizens;
 - 4) Maintains a respect for all peoples and cultures, both historical and contemporary;
 - 5) Prepares students to be catalysts for change, thus contributing to the creation of a just and humane society;
 - 6) Encourages students to embrace non-traditional and experiential learning opportunities outside the traditional classroom;
 - 7) Provides outstanding academic programs and experiences which enhance cultural development opportunities and leadership throughout the University's service area; and
 - 8) Supports activities that contribute to intellectual growth and lifelong learning in the community.
- To attain these goals, the College of Liberal Arts and Social Sciences works to promote knowledge, to encourage academic and intellectual inquiry, to create a culture of success, and to foster the growth of creative enterprise among faculty, students, and the community by emphasizing quality teaching, service learning, rigorous scholarship, creative artistry, and civic involvement, both public and professional.

DEPARTMENT OF ENGLISH AND LANGUAGES MISSION STATEMENT: The mission of the Department of English and Languages is to prepare students for employment as teachers, writers, editors, or for liberal-arts positions in business and industry. The department also seeks to prepare students who are interested in continuing their education for graduate programs in English, Comparative Literature, Composition and Rhetoric, Humanities, Film Studies, and Cultural Studies.

DEPARTMENT OF ENGLISH AND LANGUAGES GOALS: The major goal of the programs of study provided by the Department of English and Languages at East Central University is to prepare students for employment as teachers, writers, editors, or for liberal-arts positions in business and industry. The minor goals of the department's program of study are to offer a sequence of courses in literature, writing, and language skills, mastery of which will lead to an accredited bachelor of arts degree in English, and also to prepare teacher-certification candidates for the successful completion of the mandatory state examinations.

STUDENT LEARNING OUTCOME 1: Students will demonstrate professional writing skills and knowledge.

Criterion 1.1: Students will demonstrate proficiency in writing as evidenced by the sustained presence of a controlling purpose, specific development of the purpose, effective organizational structure, and a clear, effective and appropriate style.

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Instrument/Measurement: Assessment assignment completed in ENG 2513 Introduction to Literary Study. All English majors must now take this course. Assignments are scored on a writing rubric by the professor of the course.

Population: English majors enrolled in ENG 2513 Introduction to Literary Study, primarily sophomore-level students.

Standard: Individual scores in each category will result in a 3 or better at an 80 percent rate.

**ENG 2513 Assessment Assignment
Ratings from Writing Rubric**

Academic Year	n	Range of Student Scores	Mean of Student Scores	Percent Pass Rate
2017-18	22	1.5-4	3.4	77%
2018-19*	0	0	0	0
2019-20	18	2.5-4	3.5	72%
2020-21	14	2-4	2.64	57%

*No data was gathered in this year. Assignment was given but rubric was not applied due to instructor error.

Individual student scores are an average of all rubric categories. A score of 3 or above is deemed passing. For a description of the assignment and the rubric used to generate these scores, see Appendix A.

Analysis: Not Met. The standard was not met in the mean score or the passing rate. The data for this year shows a significant decrease in the pass rate from previous years. One mitigating factor may be that this course was changed from a face-to-face to an online class just before the semester began as a result of the COVID-19 pandemic. Even so, evidence shows us that students at this level of the program need more focused attention to building their academic writing skills.

Criterion 1.2: Students will demonstrate proficiency in rhetorical theory, including source evaluation.

Instrument/Measurement: Assessment assignment completed in ENG 3193 Persuasive Writing and Logic. All English majors must now take this course. Assignments are scored on a writing rubric by the professor of the course.

Population: English majors enrolled in ENG 3193 Persuasive Writing and Logic.

Standard: Individual scores in each category will result in a 3 or better at an 80 percent rate.

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*East Central University***ENG 3193 Assessment Assignment
Ratings from Writing Rubric**

Academic Year	n	Range of Student Scores	Mean of Student Scores	Percent Pass Rate
2017-18	11	2-4	3.4	75%
2018-19	18	2.5-3.6	3.05	80%
2019-20	12	2.25-3.75	3.14	67%
2020-21	22	2.2-4	3.2	92%

Individual student scores are an average of all rubric categories. A score of 3 or above is deemed passing. For a description of the assignment and the rubric used to generate these scores, see Appendix B.

Analysis: Met. Improvement in this SLO was a major goal in this academic year, and students not only improved significantly but also exceeded the standard. This improvement was achieved through a collaborative effort with the library offer instruction and practice in rhetorical analysis and source evaluation. That collaboration will continue in the next academic year.

STUDENT LEARNING OUTCOME 2: Students will demonstrate understanding of literature through cultural criticism and genre study.

Criterion 2.1: Students will demonstrate understanding of the relationship between literature and culture.

Instrument/Measurement: Scores on the Certification Examinations for Oklahoma Educators (CEOE), Subarea 4: Language and Literature. The department solicited the results from the ECU Department of Education.

Population: ECU English majors who took the exam during this academic year.

Standard: Students' aggregated scores will result in a collective average score above the state average for the five-year assessment period on Subarea 4 of the CEOE.

**The Certification Examination for Oklahoma Educators (CEOE) - English
Subarea 4: Language and Literature
Scores of East Central University English Graduates**

Year	Examinees Number	Passing		Average Score		Range ECU
		Number	Percent	ECU	Oklahoma	
2016-17	9	6	67%	243.7	247	195-278
2017-18	4	2	50%	243.5	240	167-300
2018-19	7	2	29%	229.9	236	180-260
2019-20	6	5	83%	262	249	194-273
2020-21	4	0	0%	210	232	194-220
Total	30	15	50%	239.6	240.8	167-300

Test details can be located in Appendix C.

Analysis: Not Met. The fifth year of the assessment period was an abnormally rough year that pulled down the overall average a fraction below the designated passing score of 240 as well as a little below the state

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average score. Previous to the 2020-2021 academic year the overall program students had an average above the designated pass rate and above that of peers throughout Oklahoma. The program was on track to meet its goal after four years, but the results of the fifth year brought down the overall averages.

Statewide scores during the 2020-2021 academic year were also significantly below the designated passing score. Passing scores only reflect the results of students' first attempts and not those of students who retook and passed the exam.

While there are a lot of positive takeaways from the first four years of data, we will need to further plan as a department to better prepare students facing extenuating circumstances like that caused by the Covid-19 pandemic.

Criterion 2.2: Students will demonstrate understanding of a literary form.

Instrument/Measurement: Assessment assignment completed in ENG 2513 Introduction to Literary Study. All English majors must now take this course. Assignments are scored on a literature rubric by the professor of the course.

Population: English majors enrolled in ENG 2513 Introduction to Literary Study.

Standard: Individual scores in each category will result in a 3 or better at an 80 percent pass rate.

ENG 2513 Assessment Assignment Ratings for Literature Rubric				
Academic Year	n	Range of Student Scores	Mean of Student Scores	Percent Pass Rate
2017-18	22	1.5-4	3.4	77%
2018-19*	0	0	0	0
2019-20	18	2.5-4	3.5	72%
2020-21	14	2-4	2.64	57%

*No data was gathered in this year. Assignment was given but rubric was not applied due to instructor error.

Individual student scores are an average of all rubric categories. A score of 3 or above is deemed passing. For a description of the assignment and the rubric used to generate these scores, see Appendix D.

Analysis: Not Met. The standard was not met in the mean score or the passing rate. The data for this year shows a significant decrease in the pass rate from previous years. One mitigating factor may be that this course was changed from a face-to-face to an online class just before the semester began as a result of the COVID-19 pandemic. Even so, evidence shows us that students at this level of the program need more focused attention to developing knowledge of literary form.

STUDENT LEARNING OUTCOME 3: Students will demonstrate understanding of the historical development and societal influence of the English language.

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Criterion 3.1: Students will demonstrate understanding of the relationship between society and the English language.

Instrument/Measurement: Assessment assignment completed in ENG 4013 Grammar and Linguistics. All English majors are required to take this course. Assignments are scored on a rubric by the professor of the course.

Population: English majors enrolled in ENG 4013 Grammar and Linguistics.

Standard: Individual scores in each category will result in a 3 or better at an 80 percent pass rate.

ENG 4013 Assessment Assignment

Ratings for Historical Development and Social Influences on English Language Rubric

Academic Year	n	Range of Student Scores	Mean of Student Scores	Percent Pass Rate
2017-18	22	2-4	3.5	86%
2018-19	15	3-4	3.63	100%
2019-20	13	2-4	3.585	82%
2020-21	24	1-4	2.83	71%

Individual student scores are an average of all rubric categories. A score of 3 or above is deemed passing. For a description of the assignment and rubric used to generate these scores, see Appendix E.

Analysis: Met. In ENG 4013 students met the standard at a rate of 82% with a mean score of 3.585. The trend suggests that more focused attention on the learning outcome in the Grammar and Linguistics leads to higher level of competency. We need to collect data for more years to ensure that this success is maintained.

Criterion 3.2: Students will demonstrate understanding of the historical development of the English language.

Instrument/Measurement: Assessment assignment completed in ENG 4013 Grammar and Linguistics. All English majors are required to take this course. Assignments are scored on a rubric by the professor of the course.

Population: Students enrolled in ENG 4883 Grammar and Linguistics.

Standard: Students' individual scores in each category will result in a 3 or better at an 80 percent pass rate.

ENG 4013 Assessment Assignment

Ratings for Historical Development and Social Influences on English Language Rubric

Academic Year	n	Range of Student Scores	Mean of Student Scores	Percent Pass Rate
2017-18	22	2-4	3.5	86%
2018-19	15	3-4	3.5	100
2019-20	13	2-4	3.585	82%

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2020-21	24	1-4	2.85	71%
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Analysis: Met. In ENG 4013 students met the standard at a rate of 82% with a mean score of 3.585. The trend suggests that more focused attention on the learning outcome in the Grammar and Linguistics leads to higher level of competency. We need to collect data for more years to ensure that this success is maintained.

Summary Table of Student Learning Outcomes/Criteria			
Student Learning Outcomes	Criteria	Met	Not Met
SLO1: Students will demonstrate professional writing skills and knowledge.	1.1: Students will demonstrate proficiency in writing as evidenced by the sustained presence of a controlling purpose, specific development of the purpose, effective organizational structure, and a clear, effective and appropriate style. (Writing Assessment in ENG 2513; Major Project in Capstone Course)		X
	1.2 Students will demonstrate proficiency in rhetorical theory. (Writing Assessment in ENG 3193)	X	
SLO2: Students will demonstrate understanding of literature through cultural criticism and genre study.	2.1: Students will demonstrate understanding of the relationship between literature and culture. (State Teacher Certification Exams)		X
	2.2: Students will demonstrate understanding of a literary form. (Writing Assessment in ENG 2513)		X
SLO3: Students will demonstrate understanding of the historical development and societal influence of the English language.	3.1: Students will demonstrate understanding of the relationship between society and the English language. (Writing Assessment in ENG 4013)	X	
	3.2 Students will demonstrate understanding of the historical development of the English language. (Writing Assessment in ENG 4013)	X	

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	54
Program census for Fall	53
Program census for Spring	56
Total number of Summer/Fall Program graduates	6

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Total number of Spring graduates	6
Mean major GPA of Summer/Fall graduates	3.75
Mean major GPA of Spring graduates	3.40

Faculty Meeting: The report was discussed during the department meeting on August 18, 2021.

Sharing with Stakeholders:

1. Stakeholders for this Program include: secondary schools throughout the United States, particularly those in the state of Oklahoma and Pontotoc County; graduate schools throughout the United States, particularly those in Oklahoma and Texas; any business in the United States that employs technical writers, particularly those in Oklahoma and Texas; the Chickasaw Nation; Legal Shield Corporation; Tinker Air Force Base.
2. Current program assessment reports will be made available on the website of the Office of Institutional Effectiveness:
[https://myecu.ecok.edu/ICS/Institutional Reporting/Assessment Reporting and Outcomes.jnz](https://myecu.ecok.edu/ICS/Institutional%20Reporting/Assessment%20Reporting%20and%20Outcomes.jnz)

Summary of Actions Related to Assessment Data

CURRENT ACTIONS AND/OR CHANGES:

Criteria assessed at the sophomore level did not meet standards. This suggests that students may benefit from more focused instruction in writing and literary criticism in the early stages of the program. We have also modified the recommended four-year plan to draw students to more program courses in their first year, to develop a stronger foundation for the sophomore-level courses. We will monitor progress in this area with the goal of meeting the standard of 80% passing rate in the upcoming year.

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES & UPDATE

Academic Year	Current Actions/Changes
2020-21	No changes to assessment plan. Focus on improvements in SLO 1, Criterion 1.1 and SLO 2, Criterion 2.2, both embedded in ENG 2513. Also work on SLO 2, Criterion 2.1.
2019-20	No changes to assessment plan. Focus on improvements in SLO 1 in upcoming year.
2018-19	We are in the second year of embedding assessments into the core courses of the new English degree plans. Most students are now working under the old plans which will allow us in the coming years to more usefully assess the program as a whole.
2017-18	Students began taking courses under the new degree requirements as well as under the old degree requirements. The transition is going smoothly and the

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	changes to the assessment plan have been implemented.
2016-17	Majors changes to the department's degree requirements for the B.A. in English and the B.A. in English with Teacher Certification were approved by the Regents. Seven core courses are now required of all English majors. These courses will allow us to assess every student in the program every year.
2015-16	A major project was added to the capstone course and included as part of the portfolio assessment.

SUMMARY OF ANNUAL REVIEWS BY THE DEAN AND THE UNIVERSITY ASSESSMENT COMMITTEE

The University Assessment Committee asked for more specificity in several areas in their 9/21/2017 review. That report was not approved. The report for the 2018-2019 academic year, reviewed on 03/11/2019 was approved with a condition.

In her review on 10/2/2017, Dean Lang noted the Department's use of data-driven decisions to refine the assessment plan. In her review of 9/25/2018, she positively noted the analysis of student work across the curriculum.

Appendix A

ENG 2513: Introduction to Literary Study

Assessment Goals for Course:

- I. Learning Outcome 1: Students will demonstrate professional writing skills and knowledge. Criterion 1.1: Students will demonstrate proficiency in writing as evidenced by the sustained presence of a controlling purpose, specific development of the purpose, effective organizational structure, and a clear, effective and appropriate style.
- II. Learning Outcome 2: Students will demonstrate understanding of literature through cultural criticism and genre study. Criterion 2.2: Students will demonstrate understanding of a literary form.

ASSIGNMENT/INSTRUMENT

I. Critical Analysis of a Literary Work

DESCRIPTION

There are about as many ways to analyze literature as there are literary forms to analyze. Knowledge of literature requires not only an appreciation of it, but also a deep understanding of literary forms and techniques of analysis. This knowledge includes an understanding of prominent literary genres, narrative features specific to those genres, and common modes of literary criticism. This assignment is designed to assess students' understanding of literary genre and their ability to offer an effective written analysis

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of an example of that genre, by asking them to craft a concise interpretation of a specific work from a particular critical perspective (e.g., formalist, feminist, reader-response).

Instructions:

Students will select a specific work from a list supplied by their instructor. They will **craft a concise critical essay** in which they offer a **critical interpretation** of their chosen work.

In their individual analyses, students are expected to **articulate and defend a claim** regarding their chosen work, particularly a claim framed by their **knowledge of literary theory** and justified explicitly through their **discussion of the function of particular features** of their chosen work.

Students are expected to **demonstrate both their understanding of a particular genre and a particular theoretical perspective**, as well as their **ability to structure a clear and effective written argument**, with their essay.

Students are expected to **reference their primary source directly** and to bolster their argument with **direct references to at least two outside sources** relevant to their thesis.

Proper introduction, integration, and citation of sources is expected. Proper **formatting, syntax, and mechanics** are expected as well. **Source list:**

Insert list of selected source options here.

LEARNING OUTCOMES

This assignment should demonstrate the following learning outcomes:

- Demonstrate both understanding of, and a capacity to evaluate, an example of a literary genre.
- Demonstrate both understanding of, and the capacity to apply literary theory to an example of a literary genre.
- Demonstrate the ability to analyze an example of a literary genre closely through discussion of examples and use of both primary and secondary sources.
- Demonstrate the ability to articulate and defend a specific, and clearly articulated position or purpose (e.g., thesis or interpretive claim) relative to the example.
- Demonstrate knowledge of proper usage, organization, and formatting, including but not limited to: proper use of sources, proper syntax, and correct grammar.

REQUIREMENTS:

These can be adjusted to reflect the needs of a particular instructor. Sample:

- 4 to 5 pages double-spaced
- MLA Format, Times New Roman, 1" Margins
- Analysis and Incorporation of three sources (**MUST BE INCLUDED IN ALL ASSIGNMENTS**)

ENG 2513: Introduction to Literary Study

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Learning Outcome 1: Students will demonstrate professional writing skills and knowledge.

Criterion 1.1: Students will demonstrate proficiency in writing as evidenced by the sustained presence of a controlling purpose, specific development of the purpose, effective organizational structure, and a clear, effective and appropriate style.

Criterion	Exceeds 4	Meets 3	Acceptable 2	Developing 1	
1. Use of MLA Documentation	Knowledge and use of MLA documentation is clearly and skillfully demonstrated and specific to the task or assignment.	Knowledge and use of MLA documentation is clearly demonstrated and specific to the task or assignment.	Knowledge and use of MLA documentation is demonstrated.	Does not demonstrate knowledge and use of MLA documentation.	
2. Purpose	Author clearly and skillfully demonstrates capacity to establish, articulate, and sustain an explicit purpose.	Author clearly demonstrates capacity to establish, articulate, and sustain an explicit purpose.	Author demonstrates capacity to establish, articulate, and sustain an explicit purpose.	Author does not demonstrate capacity to establish, articulate, and sustain an explicit purpose.	
3. Style	Author employs a highly effective style, is clearly attuned to audience, and presents material in a manner appropriate to the specific to the task or assignment.	Author employs an effective style, is attuned to audience, and presents material in a manner appropriate to the specific to the task or assignment.	Author presents material in a manner generally appropriate to the specific to the task or assignment.	Author does not display awareness of style or audience and does not present material in an effective manner given the specific task or assignment.	
4. Appropriate Form, Organization, and Development	Knowledge and use of formatting, organization, and development is clearly and skillfully demonstrated for the specific goals of the task or assignment.	Knowledge and use of formatting, organization, and development is demonstrated for the specific goals of the task or assignment.	Knowledge and use of formatting, organization and development is demonstrated.	Does not demonstrate knowledge or use of formatting, organization and development.	
5. General Usage and Mechanics	Knowledge of English is clearly and skillfully demonstrated with limited grammar and syntax errors.	Knowledge of English is clearly demonstrated with limited grammar and syntax errors.	Knowledge of English is demonstrated.	Does not demonstrate knowledge of English.	

Appendix B

ENG 3193: Persuasive Writing and Logic

Assessment Goals for Course:

I. Learning Outcome 1: Students will demonstrate professional writing skills and knowledge.
Criterion 1.2: Students demonstrate proficiency in rhetorical theory, including source evaluation.

ASSIGNMENT/INSTRUMENT

I. Rhetorical Analysis

DESCRIPTION

As even the most limited study of rhetoric makes clear, persuasion takes a variety of forms. Those who seek to persuade use many means to achieve their ends. This assignment seeks to assess students' understanding of rhetoric by asking them to produce a **comprehensive analysis of a specific persuasive appeal**.

Students will **analyze an example of either a spoken or a written argument**. They will break it down in order to explain how it operates rhetorically. Examples will be provided. They may include famous speeches by prominent historical figures, well-known academic essays, and television or internet advertisements.

Regardless the form of the appeal, students will be expected to engage in a close examination of their subject and to **craft a concise yet thorough analysis of the various techniques it employs to persuade its audience**. Students are expected to discuss not only **specific techniques**, but also the **work's overall organizational structure** including how that structure (or particular components within it) are **adjusted to appeal to the work's target audience**.

Students should **reference the primary source directly** and **cite at least two outside sources** to reinforce their analysis. **Proper introduction, integration, and citation of sources is expected**.

Proper **formatting, syntax, and mechanics** are expected as well.

Students should include their assessment of the rhetorical effectiveness of the example and support their assessment clearly with evidence.

Source list:

Insert list of selected source options here.

LEARNING OUTCOMES

This assignment should demonstrate the following learning outcomes:

- Show understanding and evaluation of text type (including speaker, forum, and medium).
- Demonstrate an appreciation of the historical context and rhetorical situation/setting of example, and its purpose through the incorporation of 2 to 3 outside sources.
- Exhibit understanding of audience (both the example and their own), including the means used to relate to audience in the example.
- Demonstrate recognition of the different parts of an argument (claim, evidence, appeals, warrants, etc.), and how these elements operate in the example (text).
- Show knowledge of the logical and non-logical components within the example, including, as appropriate, the presence of common logical fallacies and logical gaps.
- Exhibit the ability to evaluate the strengths and weaknesses of the example and the capacity to frame and support these claims effectively using rhetorical means.

REQUIREMENTS:

These can be adjusted to reflect the needs of a particular instructor. Sample:

- 4 to 5 pages double-spaced
- MLA Format, Times New Roman, 1" Margins
- Analysis and Incorporation of three sources (**MUST BE INCLUDED IN ALL ASSIGNMENTS**)

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ENG 3193: Persuasive Writing and Logic

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Learning Outcome 1: Students will demonstrate professional writing skills and knowledge.

Criterion 1.2: Students demonstrate proficiency in rhetorical theory, including source evaluation.

Criterion	Exceeds 4	Meets 3	Acceptable 2	Developing 1
1. Evaluation of Source and Use of MLA Documentation	Knowledge and evaluation of source type (mode, medium, context) and use of MLA documentation is clearly and skillfully demonstrated and specific to the task or assignment.	Knowledge and evaluation of source type (mode, medium, context) is demonstrated and specific to the task or assignment.	Knowledge and evaluation of source type (mode, medium, context) is demonstrated.	Does not demonstrate knowledge and evaluation of source type (mode, medium, context).
2. Rhetorical Awareness of Argumentative Strategies	Knowledge of rhetorical strategies—including claims, evidence, appeals—are clearly and skillfully demonstrated and specific to the task or assignment.	Knowledge of rhetorical strategies—including claims, evidence, appeals—are demonstrated and specific to the task or assignment.	Knowledge of rhetorical strategies—including claims, evidence, appeals—are demonstrated.	Does not demonstrate knowledge of rhetorical strategies—including claims, evidence, and appeals.
3. Historical Context, Purpose, and Audience	Knowledge of historical and/or rhetorical context of source, and its impact upon the purpose and audience, is clearly and skillfully demonstrated and specific to the task or assignment.	Knowledge of historical and/or rhetorical context of source, and its impact upon the purpose and audience, is demonstrated and specific to the task or assignment.	Knowledge of historical and/or rhetorical context of source, and its impact upon the purpose and audience, is demonstrated.	Does not demonstrate knowledge of historical and/or rhetorical context of source, and its impact upon the purpose and audience.
4. Appropriate Form and Development	Knowledge of formatting, organization, and argument development is clearly and skillfully demonstrated for the specific goals of the task or assignment.	Knowledge of formatting, organization, and argument development is demonstrated for the specific goals of the task or assignment.	Knowledge of formatting, organization, and argument development is demonstrated.	Does not demonstrate knowledge of formatting, organization, and argument development.
5. Usage and Mechanics	Knowledge of the English language is clearly and skillfully demonstrated and specific to the task or assignment, with limited grammar and syntax errors.	Knowledge of the English language is demonstrated and specific to the task or assignment, with limited grammar and syntax errors.	Knowledge of the English language is demonstrated.	Does not demonstrate knowledge of the English language.

Appendix C

Subarea IV–Language and Literature

Competency 0015–Apply knowledge of the historical, social, cultural, and technological influences shaping the English language.

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The following topics are examples of content that may be covered under this competency.

- Analyze the significance of historical events that have influenced the development of the English language (e.g., the Norman Conquest, European colonization, immigration).
- Analyze the effects of technological innovations (e.g., printing press, telephone, television, computer) on the English language.
- Relate English derivatives and borrowings, including slang terms, to their origins in other languages.
- Analyze regional and social variations in language in the United States.

Competency 0016–Apply knowledge of the characteristics of various forms of poetry.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of the formal characteristics of various types of poetry (e.g., ode, villanelle, sonnet, haiku, free verse, blank verse).
- Apply knowledge of metrical structures (e.g., iambic pentameter) and stanzaic structures (e.g., couplet, tercet, quatrain).
- Analyze the use of formal rhyme schemes and other sound devices in works of poetry (e.g., slant rhyme, alliteration, assonance, consonance, onomatopoeia).
- Analyze the use of common poetic devices in works of poetry (e.g., imagery, allusion, simile, metaphor, metonymy, hyperbole).
- Analyze how the formal characteristics of a work of poetry relate to the tone, mood, or theme of the work.

Competency 0017–Apply knowledge of major themes, characteristics, trends, writers, and works in American literature from the colonial period to the present.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of the characteristics and significance of mythology and folk literature from the oral tradition (e.g., Native American origin stories and trickster tales, tall tales from the American West).
- Analyze the significance of major writers (e.g., Washington Irving, Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, Mark Twain, Kate Chopin, Jack London, Edith Wharton), works (e.g., *Walden*; *Narrative of the Life of Frederick Douglass, an American Slave*; *The Red Badge of Courage*), and movements (e.g., regionalism, naturalism) to the development of American literature.
- Analyze changes in literary form and style in American literature of the colonial, nineteenth-century, modern, and contemporary periods.
- Analyze within the context of a passage the thematic concerns and stylistic and formal characteristics associated with significant American fiction writers (e.g., F. Scott Fitzgerald, Ernest Hemingway, Zora Neale Hurston, John Steinbeck, James Baldwin, Ralph Ellison, N. Scott Momaday, Toni Morrison, Joyce Carol Oates, Maxine Hong Kingston, Alice Walker, Bharati Mukherjee, Jhumpa Lahiri, Sherman Alexie), dramatists (e.g., Eugene O'Neill, Lorraine Hansberry, Tennessee Williams, Arthur Miller, August Wilson, David Henry Hwang, Suzan-Lori Parks), and poets (e.g., Walt Whitman, Emily Dickinson, Langston Hughes, Carl Sandburg, Gwendolyn Brooks, Allen Ginsberg, Audre Lorde, Adrienne Rich, Joy Harjo, Philip Levine, Lorna Dee Cervantes, Li-Young Lee).
- Analyze within the context of a passage references to social institutions, historical events, and cultural movements that have influenced the development of American literature (e.g., slavery, civil rights movements, the development of regional subcultures, the Great Depression, World War II, the labor movement, the Vietnam War, immigration).

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- Analyze within the context of a passage the expression of cultural values and ideas (e.g., regional, ethnic, historical) in works of American literature.
- Analyze the role of given authors and works of American literature in influencing public opinion about and understanding of social and political issues (e.g., Harriet Beecher Stowe's *Uncle Tom's Cabin*, Upton Sinclair's *The Jungle*, Ray Bradbury's *Fahrenheit 451*, Harper Lee's *To Kill a Mockingbird*).
- Apply knowledge of a range of genres (e.g., realistic, dystopian, fantasy fiction), authors (e.g., S.E. Hinton, Laurie Halse Anderson, Neal Shusterman, John Green), and works (e.g., *The Giver*, *The Hunger Games*, *The Book Thief*) of literature written for young adults.

Competency 0018–Apply knowledge of major themes, characteristics, trends, writers, and works in British literature.

The following topics are examples of content that may be covered under this competency.

- Analyze the significance of major writers (e.g., Geoffrey Chaucer, William Shakespeare, William Blake, Jane Austen, William Wordsworth, Thomas Hardy, W. B. Yeats, George Eliot, Virginia Woolf, Samuel Beckett), works (e.g., *Beowulf*, *Sir Gawain and the Green Knight*, *Paradise Lost*, *Wuthering Heights*, *Frankenstein*), and movements (e.g., alliterative verse, metaphysical poetry) to the development of British literature.
- Analyze within the context of a passage major themes (e.g., the ideal of the warrior-hero, the conventions of courtly love) and genres (e.g., the morality play, the Elizabethan sonnet) in British literature from the Anglo-Saxon period, the Middle Ages, and the Renaissance.
- Analyze within the context of a passage the thematic concerns and stylistic and formal characteristics associated with major British literary works of the Enlightenment, the Romantic and Victorian periods, and the twentieth and twenty-first centuries.
- Analyze within the context of a passage references to historical events and cultural movements that have influenced the development of British literature (e.g., the reign of Elizabeth I, the Industrial Revolution, World War I, the dissolution of the British Empire).
- Analyze within the context of a passage the expression of cultural values and ideas (e.g., regional, ethnic, historical) in British literature.
- Analyze the role of given authors (e.g., Jonathan Swift, Charles Dickens, Ellen Gaskell, Wilfred Owen) and works of British literature (e.g., *Animal Farm*, *Brave New World*, *Lord of the Flies*) in influencing public opinion about and understanding of social and political issues.

Competency 0019–Apply knowledge of major themes, characteristics, trends, writers, and works in the literatures of Asia, Africa, continental Europe, Latin America, and the Caribbean.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of major literary forms (e.g., epic, ballad), works (e.g., *The Iliad*, the Upanishads), writers (e.g., Homer, Li Po, Ovid), and characteristics of literatures from ancient civilizations.
- Apply knowledge of major literary forms (e.g., T'ang poetry, romance), works (e.g., *The Tale of Genji*, *Don Quixote*), writers (e.g., Rumi, Leo Tolstoy), and characteristics of world literature written before the modern period in languages other than English.
- Apply knowledge of major literary forms, works, writers, and characteristics of modern and contemporary literature written in English outside Great Britain and the United States (e.g., the fiction of Chinua Achebe and Bessie Head, the drama of Wole Soyinka and Athol Fugard, the poetry of Derek Walcott).

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- Apply knowledge of major literary forms, writers, works, and characteristics of modern and contemporary world literature in languages other than English (e.g., the drama of Henrik Ibsen and Anton Chekhov, the fiction of Franz Kafka and Gabriel García Márquez, the poetry of Rabindranath Tagore and Pablo Neruda).
- Analyze within the context of a passage the expression of cultural values and ideas (e.g., regional, ethnic, historical) in world literature.
- Analyze the role of given authors and works of world literature in influencing public opinion about and understanding of social issues.

Appendix D

ENG 2513: Introduction to Literary Study

Assessment Goals for Course:

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I. Learning Outcome 1: Students will demonstrate professional writing skills and knowledge.

Criterion 1.1: Students will demonstrate proficiency in writing as evidenced by the sustained presence of a controlling purpose, specific development of the purpose, effective organizational structure, and a clear, effective and appropriate style.

II. Learning Outcome 2: Students will demonstrate understanding of literature through cultural criticism and genre study. Criterion 2.2: Students will demonstrate understanding of a literary form.

ASSIGNMENT/INSTRUMENT

I. Critical Analysis of a Literary Work

DESCRIPTION

There are about as many ways to analyze literature as there are literary forms to analyze. Knowledge of literature requires not only an appreciation of it, but also a deep understanding of literary forms and techniques of analysis. This knowledge includes an understanding of prominent literary genres, narrative features specific to those genres, and common modes of literary criticism. This assignment is designed to assess students' understanding of literary genre and their ability to offer an effective written analysis of an example of that genre, by asking them to craft a concise interpretation of a specific work from a particular critical perspective (e.g., formalist, feminist, reader-response).

Instructions:

Students will select a specific work from a list supplied by their instructor. They will **craft a concise critical essay** in which they offer a **critical interpretation** of their chosen work.

In their individual analyses, students are expected to **articulate and defend a claim** regarding their chosen work, particularly a claim framed by their **knowledge of literary theory** and justified explicitly through their **discussion of the function of particular features** of their chosen work.

Students are expected to **demonstrate both their understanding of a particular genre and a particular theoretical perspective**, as well as their **ability to structure a clear and effective written argument**, with their essay.

Students are expected to **reference their primary source directly** and to bolster their argument with **direct references to at least two outside sources** relevant to their thesis.

Proper introduction, integration, and citation of sources is expected. Proper **formatting, syntax, and mechanics** are expected as well. **Source list:**

Insert list of selected source options here.

LEARNING OUTCOMES

This assignment should demonstrate the following learning outcomes:

- Demonstrate both understanding of, and a capacity to evaluate, an example of a literary genre.
- Demonstrate both understanding of, and the capacity to apply literary theory to an example of a literary genre.
- Demonstrate the ability to analyze an example of a literary genre closely through discussion of examples and use of both primary and secondary sources.
- Demonstrate the ability to articulate and defend a specific, and clearly articulated position or purpose (e.g., thesis or interpretive claim) relative to the example.
- Demonstrate knowledge of proper usage, organization, and formatting, including but not limited to: proper use of sources, proper syntax, and correct grammar.

REQUIREMENTS:

These can be adjusted to reflect the needs of a particular instructor. Sample:

- 4 to 5 pages double-spaced
- MLA Format, Times New Roman, 1" Margins
- Analysis and Incorporation of three sources (**MUST BE INCLUDED IN ALL ASSIGNMENTS**)

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Learning Outcome 2: Students will demonstrate understanding of literature through cultural criticism and genre study.

Criterion 2.2: Students will demonstrate understanding of a literary form.

Criterion	Exceeds 4	Meets 3	Acceptable 2	Developing 1
1. Knowledge and Evaluation of Literary Genre	Knowledge of, and capacity to evaluate major literary genres (e.g., poetry, prose, drama) is clearly and skillfully demonstrated and specific to the task or assignment.	Knowledge of, and capacity to evaluate major literary genres (e.g., poetry, prose, drama) is clearly demonstrated and specific to the task or assignment.	Knowledge of, and capacity to evaluate major literary genres (e.g., poetry, prose, drama) is demonstrated.	Does not demonstrate knowledge of, and capacity to evaluate major literary genres (e.g., poetry, prose, drama).
2. Knowledge of Critical Perspectives	Knowledge of, and the capacity to employ literary theory is clearly and skillfully demonstrated through effective application to a literary work.	Knowledge of, and the capacity to employ literary theory is clearly demonstrated through effective application to a literary work.	Knowledge of, and limited capacity to employ literary theory is demonstrated through application to a literary work.	Does not demonstrate knowledge of, or ability to apply literary theory to a literary work.
3. Close	Capacity to analyze	Capacity to analyze	Capacity to analyze an	Does not demonstrate

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Reading Skills	an example of a literary genre is demonstrated clearly and skillfully through close discussion of examples as well as primary and secondary sources.	an example of a literary genre is demonstrated clearly through close discussion of examples as well as primary and secondary sources.	example of a literary genre is demonstrated through limited discussion of examples as well as primary and secondary sources.	capacity to analyze an example of a literary genre.	
4. Interpretive Ability	Author clearly and skillfully demonstrates ability to articulate and defend a clear and specific position (e.g., thesis or interpretive claim) relative to the example.	Author clearly demonstrates ability to articulate and defend a position (e.g., thesis or interpretive claim) relative to the example.	Author demonstrates ability to articulate and defend a position (e.g., thesis or interpretive claim) relative to the example.	Does not demonstrate ability to articulate or defend a position relative to the example.	
5. Rhetorical Success	Author clearly and skillfully demonstrates the ability to formulate an effective argument. Knowledge of English is clearly and skillfully demonstrated with limited grammar and syntax errors. Use of MLA documentation is clearly and skillfully demonstrated and specific to the task or assignment.	Author clearly demonstrates the ability to formulate an effective argument. Knowledge of English is clearly demonstrated with limited grammar and syntax errors. Use of MLA documentation is clearly demonstrated and specific to the task or assignment.	Author demonstrates the ability to formulate an argument. Knowledge of English is demonstrated. Use of MLA documentation is demonstrated.	Author does not demonstrate the ability to formulate an argument. Knowledge of English is not demonstrated. Use of MLA documentation is not demonstrated.	

Appendix E

History of English Language Post Assessment Essay Question

Use ~1000 words

Criterion 3.1: Students will demonstrate understanding of the relationship between society and the English language.

Criterion 3.2: Students will demonstrate understanding of the historical development of the English language.

For this essay, think about what you've learned over the unit about the historical development of the English language. What were some significant events and how did they foster the development of English? Make sure to include the impact of literature, war, social power, and education in your answer. You need not follow a time line, but do show an understanding of how time affected the language. Feel free to use your paper topic as support, but do not rely on it. This question should be answered in *breadth, not depth*.

Hist of English Lang 4=Excellent 3=Meets 2=Acceptable 1=Developing							
3.1 Students will demonstrate understanding of the relationship between society and the English language.							
3.2 Students will demonstrate understanding of the historical development of the English language.							
Criterion 1: Is the student text useful for diverse target audiences?							
Criterion 2: Does the student document show an alignment between the HOEL and significant events?							
Criterion 3: Does the student document include the impact of literature, war, social power, and education on the HOEL?							
Criterion 4: Does the student document show an understanding of how time affected the HOEL?							
Criterion 5: Does the student document show understanding through a breadth of knowledge rather than a depth?							
Criterion 6: Does the student document show the ability to produce a text with little to no interference in writing conventions in a timed writing?							
Criterion 7: Does the student document show the ability to write a text with logical thinking and appropriate language in a timed writing?							
Criterion 8: Does the student reflection meet the word count requirement?							