

Colonnade FOUNDATIONS Assessment 2021-2022	
Potter College of Arts and Letters	English
Literary Studies	
David LeNoir	

Please select the option(s) that best describe all sections of this course (you may select more than one):

- ☐ Taught 100% face to face
- ☐ Taught 100% online
- ☒ Mix of online and face to face
- ☐ Includes dual credit

Student Learning Outcome 1			
Student Learning Outcome	Command of Literary Elements: Capstone mastery (score of 4) “Student demonstrates accurate, clear, and precise comprehension of literary concepts, elements, devices, etc.”		
Measurement Instrument 1	Student formal papers—literary analyses—which have been developed over time with opportunity for in-process revision.		
Criteria for Student Success	The rubric is designed to consider the full range of literary studies, so mastery as indicated by the highest scores is not an expectation for an introductory-level course. Consistent ratings of 4—true mastery—would be anticipated only among advanced students, such as senior English majors. In an introductory-level course, student ratings are expected to be clustered in the lower portion of the rubric scale—but not the bottom.		
Program Success Target for this Measurement	80% of ENG 200 essays will score 1.5 or higher. (A supplementary measure is for 30% to score 2.5 or higher.)	Percent of Program Achieving Target	100% of the essays scored 1.5 or higher. (In the supplementary measure, 19% scored 2.5 or higher.)

Methods	A list of randomly-selected ENG 200 students was obtained from IR. Copies of student papers were submitted by faculty. Each paper was read and rated by two faculty members. If the initial ratings were identical or adjacent for an outcome, the mean scores were recorded. If the two initial ratings were disparate (i.e., differed by more than 1 point), a third faculty reader rated the paper and the mean of the three scores was recorded. N=54.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Follow-Up Academic year 2022-23			
As we move into a new academic year, the department will consider whether to continue with this outcome to affirm continuing success or to shift our next assessment to a different outcome. No changes are anticipated in our sampling or methodology.			

Student Learning Outcome 2			
Student Learning Outcome	Evidence to Support Analytical Argument: Capstone mastery (score of 4) “Information is taken from primary and/or secondary source(s) with enough interpretation/evaluation to develop a comprehensive literary analysis.”		
Measurement Instrument 1	Student formal papers—literary analyses—which have been developed over time with opportunity for in-process revision.		
Criteria for Student Success	The rubric is designed to consider the full range of literary studies, so mastery as indicated by the highest scores is not an expectation for an introductory-level course. Consistent ratings of 4—true mastery—would be anticipated only among advanced students, such as senior English majors. In an introductory-level course, student ratings are expected to be clustered in the lower portion of the rubric scale—but not the bottom.		
Program Success Target for this Measurement		Percent of Program Achieving Target	
80% of ENG 200 essays will score 1.5 or higher. (A supplementary measure is for 30% to score 2.5 or higher.)			100% of the essays scored 1.5 or higher. (In the supplementary measure, 23% scored 2.5 or higher.)
Methods	A list of randomly-selected ENG 300 students was obtained from IR. Copies of student papers were submitted by faculty. Each paper was read and rated by two faculty members. If the initial ratings were identical or adjacent for an outcome, the mean scores were recorded. If the two initial ratings were disparate (i.e., differed by more than 1 point), a third faculty reader rated the paper and the mean of the three scores was recorded. N=54		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Follow-Up Academic year 2022-23			
As we move into a new academic year, the department will consider whether to continue with this outcome to affirm continuing success or to shift our next assessment to a different outcome. No changes are anticipated in our sampling or methodology.			

Student Learning Outcome 3				
Student Learning Outcome	Human Expression Shapes Context: Capstone mastery (score of 4) “Student accurately and precisely locates particular literary works in relation to multiple relevant contexts.”			
Measurement Instrument 1	Student formal papers—literary analyses—which have been developed over time with opportunity for in-process revision.			
Criteria for Student Success	The rubric is designed to consider the full range of literary studies, so mastery as indicated by the highest scores is not an expectation for an introductory-level course. Consistent ratings of 4—true mastery—would be anticipated only among advanced students, such as senior English majors. In an introductory-level course, student ratings are expected to be clustered in the lower portion of the rubric scale—but not the bottom.			
Program Success Target for this Measurement	80% of ENG 200 essays will score 1.5 or higher. (A supplementary measure is for 30% to score 2.5 or higher.)	Percent of Program Achieving Target	68% of the essays scored 1.5 or higher. (In the supplementary measure, 23% scored 2.5 or higher.)	
Methods	A list of randomly-selected ENG 200 students was obtained from IR. Copies of student papers were submitted by faculty. Each paper was read and rated by two faculty members. If the initial ratings were identical or adjacent for an outcome, the mean scores were recorded. If the two initial ratings were disparate (i.e., differed by more than 1 point), a third faculty reader rated the paper and the mean of the three scores was recorded. N=54			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Follow-Up Academic year 2022-23				
Regardless of the disposition of the other two outcomes for this assessment, this outcome will be revisited for next year’s assessment. During the academic year, the department will, as part of a series of regularly-scheduled pedagogy discussions, explicitly address issues which may impact student performance on this measure and pedagogical strategies which can address such issues.				

LITERARY STUDIES RUBRIC¹

Literary studies encourages critique and analysis and gives students introductory knowledge of key literary terms, concepts, and reading strategies. Students apply this knowledge by writing about literary texts and by considering how literature inscribes human experience.

To paraphrase Phaedrus, texts do not explain, nor answer questions about, themselves. They must be located, approached, decoded, comprehended, analyzed, interpreted, and discussed, especially imaginative literature. Readers mature and develop their repertoire of reading performances naturally during the undergraduate years and beyond as a consequence of meeting textual challenges. This rubric provides some initial steps toward finding ways to measure undergraduate students' progress along the continuum.

Readers, as they move beyond their undergraduate experiences, should be motivated to appreciate literary texts and respond to them with a reflective level of curiosity and a critical eye toward meaning-making and the ability to apply aspects of the texts to a variety of aspects in their lives and the lives of others in both familiar and unfamiliar cultural contexts. This rubric provides the framework for evaluating both students' developing relationship to literary texts and their relative success with the range of texts their coursework introduces them to.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Analysis: The process of recognizing and using features of a text to build a more advanced understanding of the meaning of a text. Might include evaluation of genre, language, tone, stated purpose, explicit or implicit logic, and historical and cultural contexts as they contribute to the meaning of a text.
- Comprehension: The extent to which a reader "gets" the text, both literally and figuratively. Accomplished and sophisticated readers will have moved from being able to "get" the meaning that the language of the text provides to being able to "get" the implications of the text, the questions it raises, and implications for understanding human experience.
- Concepts, Elements, Devices: Features of literary texts or techniques authors use that create figurative meaning, allow for interpretation, and mark literary texts as distinct from non-fiction. Examples: symbolism, theme, archetype, imagery, assonance and consonance, rhyme scheme.
- Genre: A particular kind of "text" defined by a set of disciplinary conventions or agreements learned through participation in academic discourse. Genre governs what texts can be about, how they are structured, what to expect from them, what can be done with them, how to use them.
- Interpretation: Determining or construing the meaning of a text or part of a text in a particular way based on textual and contextual information.
- Interpretive Strategies: Purposeful approaches from different perspectives, which include, for example, asking clarifying questions, building knowledge of the context in which a text was written, visualizing and considering counterfactuals (asking questions that challenge the assumptions or claims of the text, e.g., What might our country be like if the Civil War had not happened? How would Hamlet be different if Hamlet had simply killed the King?).
- Takes texts apart: Discerns the level of importance or abstraction of textual elements and sees big and small pieces as parts of the whole meaning (compare to Analysis above).

¹ Modeled after the AAC&U's VALUE Rubrics, available at <https://www.aacu.org/value/rubrics>.

LITERARY STUDIES RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance or is considered “unable to determine.”

	Capstone 4	Milestones		Benchmark 1	Unable to Determine
		3	2		
Command of Literary Elements <i>Literary Studies SLO 1</i>	Student demonstrates accurate, clear, and precise comprehension of literary concepts, elements, devices, etc.	Student demonstrates accurate comprehension of literary concepts, elements, devices, etc.	Student demonstrates limited or inexact comprehension of literary concepts, elements, devices, etc.	Student demonstrates a beginning understanding of literary concepts, elements, devices, etc.	Unable to determine
Evidence to Support Analytical Argument <i>Literary Studies SLO 2</i>	Information is taken from primary and/or secondary source(s) with enough interpretation/evaluation to develop a comprehensive literary analysis.	Information is taken from primary and/or secondary source(s) with enough interpretation/evaluation to develop a coherent literary analysis.	Information is taken from primary and/or secondary source(s) with some interpretation/evaluation, but not enough to develop a coherent literary analysis.	Information is taken from primary and/or secondary source(s) without any interpretation/evaluation.	Unable to determine
Contextual Influences Creative Expression <i>Literary Studies SLO 3</i>	Student identifies and elaborates on the manner in which multiple relevant contexts influence the literary work(s).	Student identifies the manner in which one or more relevant contexts influence the literary work(s).	Student shows a general awareness of how one or more relevant contexts influence the work(s).	Student shows no awareness of how relevant contexts influence the work(s).	Unable to determine
Human Expression Shapes Context <i>Literary Studies SLO 4</i>	Student accurately and precisely locates particular literary works in relation to multiple relevant contexts.	Student accurately locates particular literary works in relation to some relevant contexts.	Student approximately locates literary works in relation to some relevant contexts and may have some inaccuracies.	Student fails to locate or inaccurately locates literary works in relation to relevant contexts.	Unable to determine
Relation between Literary Texts and Human Experience <i>Literary Studies SLO 5</i>	Student articulates a broad understanding of the relationship between literary texts and the enduring and contemporary issues of human experience (love, faith, individual identity, good and evil, sacrifice, and so on). Multiple connections are made between these elements.	Student describes several impacts that literary texts may have upon the enduring and contemporary issues of human experience (love, faith, individual identity, good and evil, sacrifice, and so on). Student is able to outline interconnectedness between numerous aspects of literary texts and culture.	Student describes a few impacts that literary texts have upon the enduring and contemporary issues of human experience (love, faith, individual identity, good and evil, sacrifice, and so on).	Student identifies a basic impact, or fails to describe any impact, that literary texts have upon the enduring and contemporary issues of human experience (love, faith, individual identity, good and evil, sacrifice, and so on).	Unable to determine
Interpretation <i>Literary Studies SLO 6</i>	Student provides evidence not only of the ability to read within an appropriate social, cultural, and/or historical lens, but also to read as part of a continuing dialogue about imaginative literature.	Student provides evidence of the ability to read purposefully and has a command of a variety of interpretive strategies consistent with literary analysis.	Student demonstrates the ability to read purposefully, using one or two interpretive strategies that are consistent with literary analysis.	Student provides little if any evidence of the ability to read with purpose and fails to use interpretive strategies that are consistent with literary analysis.	Unable to determine