Department/Program: English
Academic Year of Report: 2013-2014
Date Submitted: 11/15/2013
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A. Brief Introductory Statement:
Please review the Introductory Statement and contact information for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.
If the information is not current, please provide an update:

Contact information:
Correct
B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the information is not current, please provide an update:

Revised mission statement:

The Department of English Language and Literature prepares students to become critical readers and writers through the study of literature and language in English. Moreover, the Department serves the University community by providing students with reading and writing skills integral to their academic and career success.
C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the webpage as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Revised departmental and programmatic outcomes:

Currently, we have outcomes at the departmental, programmatic, and general education level. Each program is in the process of creating an assessment plan and developing course-level outcomes for their respective areas.

DEPARTMENTAL OUTCOMES

Students will
1. Read, interpret, and analyze language and texts.
2. Compose, revise, and edit their writing.

PROGRAMMATIC OUTCOMES

Composition

ENGL 1010
Reading
○ Demonstrate an understanding of an individual text’s meaning and the broader conversation in which that text is taking part
○ Read a variety of textual genres and styles

Rhetoric
○ Use technologies and language appropriate to purpose and audience

Working with Sources
○ Identify connections between texts and among related ideas
○ Cite sources accurately
○ Summarize, paraphrase, and use quotations appropriately
○ Use sources appropriate to the project
Writing
  ○ Compose writing assignments with a clear thesis or point
  ○ Compose writing that is structurally and thematically coherent and unified
  ○ Describe complex ideas, positions, and perspectives
  ○ Use appropriate syntax, grammar and spelling

ENGL 2010
  Reading
  ○ Describe complex ideas, positions, and perspectives
  ○ Demonstrate an understanding of an individual text’s meaning and the broader conversation in which that text is taking part
  ○ Read a variety of textual genres and styles
  
Rhetoric
  ○ Use technologies and language appropriate to purpose and audience

Working with Sources
  ○ Identify connections between texts and among related ideas
  ○ Cite sources accurately
  ○ Summarize, paraphrase, and use quotations appropriately
  ○ Use sources appropriate to the project
  ○ Use sources to make arguments

Writing
  ○ Compose writing assignments with a clear thesis or point
  ○ Compose writing that is structurally and thematically coherent and unified
  ○ Use appropriate syntax, grammar and spelling

Creative Writing

Students will
  1. Demonstrate ability to produce polished original work in at least one of the traditional genres: poetry, fiction, and creative nonfiction.
2. Demonstrate critical self-awareness of the development of their own original work within the context of their peers as well as the larger professional writing community.
3. Demonstrate editorial proficiency through critique, revision, and editing of their own original creative work as well as the work of their peers.
4. Demonstrate a practical knowledge of the publication process by researching, preparing, and/or submitting selected pieces of their original work to magazines, journals, or other appropriate publications.
5. Demonstrate a confidence in their own work by participating in at least one featured public reading.
6. Create a portfolio of their writing.

**Developmental English**

Students will
1. Identify the main points and supporting details in texts.
2. Summarize and paraphrase texts.
3. Identify and make logical inferences.
4. Synthesize and compare themes and details from multiple texts.
5. Organize their writing with adequate transitions and clear patterns of order.
6. Adequately credit sources for quoted or paraphrased materials.
7. Edit writing to correct spelling, grammar, and mechanical errors.

**English Teaching**

Students will
1. Write and read in multiple genres and respond appropriately to others' writing.
2. Discuss, share, and evaluate a wide range of traditional and contemporary YA literature.
3. Plan a coherent curriculum for teaching the language arts in a variety of genres for diverse audiences and purposes based on the Common Core Standards.
4. Engage students in a variety of reading and writing strategies that teach them how to comprehend, appreciate, interpret, and generate various texts, both literary and informational.
5. Integrate reading, writing, and language instruction seamlessly into the curriculum.
6. Teach students to read and write in a variety of media technologies.
7. Use appropriate formal and informal assessments to inform instruction and verify student learning.
9. Gather and evaluate professional resources and research in the field of teaching English.
10. Articulate a professional and coherent philosophy of language arts instruction based on current best practices and the connections between reading and writing processes.

General Education

ENGL 2200 HU/DV Introduction to Literature
- Oral, written, or graphic communication
- Approaching issues from multiple perspectives
- Key themes and principles in a particular discipline in the arts or humanities
- Key terminology and/or vocabulary in a particular discipline in the arts or humanities
- Identify broad themes and issues in the arts or humanities
- Recognize biases and influences that shape thinking

ENGL 2220 HU/DV Introduction to Fiction
- Oral, written, or graphic communication
- Approaching issues from multiple perspectives
- Key themes and principles in a particular discipline in the arts or humanities
- Key terminology and/or vocabulary in a particular discipline in the arts and humanities
- Identify broad themes and issues in the arts or humanities
- Integrate knowledge and forge relationships with other disciplines

ENGL 2240 HU/DV Introduction to Poetry
- Oral, written, or graphic communication
- Approaching issues from multiple perspectives
- Key terminology and/or vocabulary in a particular discipline in the arts or humanities
- The methodologies used in a particular discipline in the arts or humanities or methodologies common in multiple arts and humanities disciplines
- Identify broad themes and issues in the arts or humanities
• Recognize and evaluate diverse philosophical, artistic, and literary traditions, and the cultures that produce them, as well as their biases and influences that shape judgments and actions

ENGL 2250 CA
TBD

ENGL 2260 CA
TBD

ENGL 2270 CA
TBD

ENGL 2290 HU/DV Introduction to Drama
  • Oral, written, or graphic communication
  • Approaching issues from multiple perspectives
  • Key themes and principles in a particular discipline in the arts or humanities
  • Key terminology and/or vocabulary in a particular discipline in the arts or humanities
  • Identify broad themes and issues in the arts or humanities
  • Integrate knowledge and forge relationships with other disciplines

ENGL 2510 HU/DV Masterpieces of Literature
  • Oral, written, or graphic communication
  • Approaching issues from multiple perspectives
  • Key themes and principles in a particular discipline in the arts or humanities
  • Key terminology and/or vocabulary in a particular discipline in the arts or humanities
  • Identify broad themes and issues in the arts or humanities
  • Recognize and evaluate diverse philosophical, artistic, and literary traditions, and the cultures that produce them, as well as their biases and influences that shape judgments and actions

ENGL 2710 HU/DV Perspectives in Women's Literature
  • Oral, written, or graphic communication
  • Approaching issues from multiple perspectives
  • Key themes and principles in a particular discipline in the arts or humanities
• Key terminology and/or vocabulary in a particular discipline in the arts or humanities
• Identify broad themes and issues in the arts or humanities
• Recognize and evaluate diverse philosophical, artistic, and literary traditions, and the cultures that produce them, as well as their biases and influences that shape judgments and actions (outdated as well)

ENGL 3500 HU Introduction to Shakespeare
• Oral, written, or graphic communication
• Approaching issues from multiple perspectives
• Key terminology and/or vocabulary in a particular discipline in the arts or humanities
• The methodologies used in a particular discipline in the arts or humanities or methodologies common in multiple arts and humanities disciplines
• Identify broad themes and issues in the arts or humanities
• Recognize and evaluate diverse philosophical, artistic, and literary traditions, and the cultures that produce them, as well as their biases and influences that shape judgments and actions

ENGL 3510 HU/DV World Literature
• Oral, written, or graphic communication
• Using library, online databases, and other research sources
• Key themes and principles in a particular discipline in the arts or humanities
• The methodologies used in a particular discipline in the arts or humanities or methodologies common in multiple arts and humanities disciplines
• Recognize and appreciate diverse thought and traditions (and their effects)
• Recognize biases and influences that shape thinking

ENGL 3520 HU Literature of the Natural World
• Oral, written, or graphic communication
• Approaching issues from multiple perspectives
• Key themes and principles in a particular discipline in the arts or humanities
• The methodologies used in a particular discipline in the arts or humanities or methodologies common in multiple arts and humanities disciplines
• Identify broad themes and issues in the arts or humanities
• Integrate knowledge and forge relationships with other disciplines
ENGL 3750 HU Topics & Ideas in Literature

- Oral, written, or graphic communication
- Approaching issues from multiple perspectives
- Key terminology and/or vocabulary in a particular discipline in the arts or humanities
- The methodologies used in a particular discipline in the arts or humanities or methodologies common in multiple arts and humanities disciplines
- Identify broad themes and issues in the arts or humanities
- Integrate knowledge and forge relationships with other disciplines

Linguistics

Students will
1. Explain and illustrate, from English or another language, why at least two of the following five statements about language (first four) and linguistics (last) are true, depending on the particular course taken:
   - The set of sentences in a language is unbounded, that is, infinite (creativity).
   - Languages consist of a interlocking levels that consist of units and rules (systematicity).
   - Anything expressible in one language is expressible in another (parity).
   - All languages change through time.
   - Linguistics is a form of empirical (scientific) inquiry.

2. Use step-by-step procedures of analysis to arrive at well founded conclusions about language at these levels:
   - Phonology – sound structure
   - Morphology – word structure
   - Syntax – sentence structure

3. Analyze the meaning (semantics) of words, sentences, and texts and their use in classroom discourse and real-world linguistic communication (pragmatics).

4. In ESL endorsement courses apply the preceding outcomes in pedagogy and assessment.

Literary/Textual Studies

Students will
1. Read, analyze, and explicate texts within their cultural, historical, and critical contexts.
2. Compose thesis-driven interpretations of texts.
3. Apply relevant critical theories to the interpretation and production of texts.
4. Demonstrate knowledge of major writers, works, genres, periods, and literary histories of texts.
5. Incorporate and document relevant research into written discussions of texts using correct MLA standards.

**Professional & Technical Writing**

**Students will**
1. Apply theories of technical communication in a variety of genres demonstrating theoretical and practical foundation of the Professional and Technical Writing minor and emphasis.
2. Write a variety of documents that reflect application of sophisticated levels of cognition in addition to mastering basic concepts in the discipline.
3. Perform substantive editing in both hard copy and electronic copy.
4. Demonstrate a rhetorical approach to document design by thoroughly analyzing situational audience, purpose, and context.
5. Construct documentation projects using single-sourcing and modular-writing principles.
6. Develop a portfolio of their best work containing a variety of documents created throughout the entire program; the portfolio may be in hardcopy, online, or a combination of media.
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “LastReviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

See attached spreadsheet. We are in the process of adding the programmatic outcomes.
E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Composition
The Composition program was assessed in Fall 2012. A random sample of 10 adjunct-taught sections from ENGL 1010 and ENGL 2010 was generated (20 sections, total) and instructors of those sections were asked to submit examples of “strong,” “adequate,” and “emerging” student writing. These documents were scanned and placed in Canvas as an assignment. A team of assessors was assembled and met to discuss the (many) Composition outcomes. In Canvas, a rubric was created out of the outcomes and attached to each artifact. Artifacts were randomly assigned to each assessor, who used the outcomes rubric to assess each artifact.

Creative Writing
TBD

Developmental English
TBD

English Teaching
TBD

General Education
We will pilot a rubric that uses the University-level outcomes for CA and HU general education classes. —in two classes taught
this fall. The department’s General Education committee will evaluate a written assignment from two sections of the same course (ENGL HU 2220) taught in fall 2013. They will conduct their assessment using the Gen Ed rubric in early spring 2014. Then, in fall 2014, the Creative Writing Committee will evaluate two sections of the same course (ENGL CA 2240) taught in spring 2014.

Linguistics
TBD

Literary/Textual Studies
TBD

Professional & Technical Writing
TBD
F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

Composition

The unwieldy list of 28 outcomes will be whittled down significantly so that they are much more manageable and easily assessed. The few outcomes where the artifacts did not meet the threshold of 75% will be re-evaluated so that we can determine whether curricular reform needs to be deployed in order to address them. The outcomes will be un-combined so that we can mark a clear distinction between 1010 and 2010. We will develop some form of common assessment vehicle.

Creative Writing
TBD

Developmental English
TBD

English Teaching
TBD

General Education

1. The three Gen Ed outcomes for HU and the two Gen Ed outcomes for CA
2. The assessment committee is in the process of creating a rubric scoring system (0-2, 1-5, or whatever we determine) for rating the HU classes.
3. Our threshold for acceptable performance in each area will be 75%, though the exact numerical range is yet to be determined.
4. Unknown. We'll conduct the first assessment in spring 2014.
5. We will tally the results of the rubrics to determine if everyone is achieving 75% in all areas.
6. If we determine that this approach is effective, we will create a rotating schedule, assessing every Gen Ed class every three years.

Linguistics
TBD

Literary/Textual Studies
TBD

Professional & Technical Writing
TBD
G. Summary of Artifact Collection Procedure

Composition
Assessment will occur each fall semester using the method described above.

Creative Writing
TBD

Developmental English
TBD

English Teaching
TBD

General Education
We will assess each course every three years, as follows:

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Learning Outcome Measured</th>
<th>When/How Collected?</th>
<th>Where Stored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing assignment</td>
<td>- Analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures&lt;br&gt;- Demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines&lt;br&gt;- Effectively communicate understanding of humanities materials in written, oral, or graphic forms</td>
<td>End of each semester: Fall 2013 – ENGL HU 2200 (sampling of two classes)&lt;br&gt;Spring 2014 – ENGL CA 2250 (sampling of two classes)&lt;br&gt;Fall 2014 – ENGL HU 2220, 2240 &amp; 2290 (all classes)&lt;br&gt;Spring 2015 – ENGL CA 2260, 2270 (all)&lt;br&gt;Fall 2015 – ENGL HU 2510, 2710, 3500 (all)&lt;br&gt;Spring 2016 – ENGL HU 3510, 3520, 3750 (all)&lt;br&gt;Next cycle:</td>
<td>Electronic copies on Canvas; every instructor will provide access to the assessment committee (Gen Ed Humanities and/or Creative Writing)</td>
</tr>
<tr>
<td>CA:</td>
<td>Fall 2016 – ENGL HU 2200 (all), etc.</td>
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<tr>
<td>- Demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.</td>
<td></td>
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<tr>
<td>- Create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.</td>
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</tbody>
</table>

**Linguistics**
TBD

**Literary/Textual Studies**
TBD

**Professional & Technical Writing**
TBD
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence? To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).

**General Education**
We improved our compliance with artifact collection from all Gen Ed classes in the spring of 2013; however, we determined that this method was not the most effective way to measure the success of our Gen Ed classes: we did not have a shared rubric (each instructor used his/her own), and we did not have an easy way to evaluate the samples. Therefore, we decided to make use of an existing body of English faculty (our department’s General Education committee) to serve as “outside” assessors. Starting this fall, this committee will evaluate a writing assignment from two sections of ENGL HU 2200, apply a standardized rubric consisting of the three outcomes for the Humanities General Education area, and determine how proficient students are in the three designated areas by the end of the semester. Since this is our first effort on this particular approach, we do not have evidence of student learning and do not yet know how faculty’s confidence the program has been or will be affected. As faculty have been involved in the development of the assessment program—on the department’s assessment committee (composed of representatives from every program) and through department meetings—we are confident that this approach will prove satisfactory to all.

**Other programs**
TBD

2) With whom did you share the results of the year’s assessment efforts?

**General Education**
We share the results of our assessment efforts with the assessment committee and all faculty members at department meetings.

**Other programs**
Each program director shares the results with their respective committees.
3) Based on your program’s assessment findings, what subsequent action will your program take?

**Composition**

We are preparing to embark on a top-to-bottom curriculum reform. We will be requiring all adjuncts to teach a version of the TICE ENGL 1010 curriculum (including all CE instructors). This will allow for a more consistent experience for students and will address curricular concerns. It will also allow us to perform assessment more easily. Finally, we are hoping to assemble a group to work on ensuring a more consistent student experience in ENGL 2010. While we widely agree on the “point” of the course (in ways that we do not in ENGL 1010), the requirements vary wildly from section to section.

**General Education**

After conducting the assessment of two ENGL HU 2200 classes in the spring, we will revisit our rubric, our collection method, our evaluation technique, etc. In the spring of 2014, we will sample two CA classes (ENGL 2250) and have the Creative Writing Committee evaluate these. Then we will continue with the assessment plan as scheduled.

**Other programs**

Program directors are working to develop course-level outcomes by the end of this academic year (spring 2014). Moreover, each program director will work with his/her committee to develop an assessment plan, if one does not already exist. The recent creation of a Literary/Textual Studies committee and designation of a director (forthcoming) will ensure that all English courses will have someone overseeing assessment and curriculum.