Program Outcomes and Assessment

Name of Program: Department of English

Program Contact Person: Barbara Goodman

Program Mission Statement:
The Department of English at Clayton State University comprises three areas: General Education and support courses, the Bachelor of Arts in English and the Master of Arts in Teaching English. Through our General Education courses, the English department offers First-Year Writing courses and literature survey courses. The First-Year Writing Program is devised to strengthen and enhance all university students’ writing and critical thinking skills. Its cutting-edge curriculum develops and integrates the skills necessary for students to succeed both at university and in the work place. The literary survey courses introduce students to some of the greatest writings and ideas humankind has created, thus expanding their understanding of themselves and their cultures.

The Bachelor of Arts in English serves a diverse population of students through its three tracks: literature, writing and English education. Courses in this major broaden and deepen a student’s understanding of the great ideas and writings from ancient to contemporary times. The courses also help students to develop research skills and enhance their critical thinking skills through detailed and intensive analysis and synthesis, thus providing them with the resources to reflect upon the human experience and to apply their understanding to present issues and problems. The proficiencies and knowledge acquired through the English major offer students opportunities for success in a variety modes, including:

A) graduate study (e.g. in English, library science, technical writing and creative writing);
B) professional schools (e.g. law, medical, divinity); and
C) careers in multiple fields (e.g. education, media marketing, public relations, and professional and technical writing).

The Master of Arts in Teaching English has two tracks: the certification track offers teacher candidates the opportunity for teaching certification in grades 6-12 English, while the post-secondary track allows candidates the chance to develop skills for teaching at the college level. Both tracks explore a wide range of literary works and composition theories, while instilling students with the skills necessary to succeed in teaching, whether at a secondary or college level.
Through these three areas, the English program affects and influences almost every student at Clayton State University. The program is dedicated to enhancing all students’ experiences at Clayton State University. It prepares its majors for their future endeavors and develops all students’ writing and critical thinking abilities. Finally, the English program is determined to help to create a vital community for literature and the arts on campus and in the surrounding community, thus strengthening the liberal arts component of the university and its connection with the wider community.

**Learning Outcomes**

Graduates of the program will demonstrate the following outcomes:

**Outcome 1:** Analyze and evaluate works of texts that reflect diverse genres, time periods, and cultures.

**Outcome 2:** Analyze the ways in which language and literature are related to class, culture, ethnicity, gender, histories, race, and sexuality.

**Outcome 3:** Interpret texts from various perspectives by using close readings supported by textual evidence, and informed by critical theory.

**Outcome 4:** Produce a variety of materials, including oral presentations, for a range of rhetorical contexts.

**Outcome 5:** Conduct effective research and writing as it relates to the field of English studies, by using a variety of technological and information sources.
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<td>Analyze and evaluate texts that reflect diverse genres,</td>
<td>Argument paper</td>
<td>1. In classes, according to course mapping</td>
<td>1. Course instructors</td>
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<td>period and cultures</td>
<td>Research paper</td>
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<td>Oral presentation</td>
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<td>Analyze the ways in which language and literature are</td>
<td>Argument paper</td>
<td>Same as above</td>
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<td>related to class, culture, ethnicity, gender, histories,</td>
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<td>Interpret texts from various perspectives by using close</td>
<td>Close reading with critical theory component resulting in paper and/or presentation</td>
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<td>readings supported by textual evidence, and informed by</td>
<td>Essay exam</td>
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<td>critical theory</td>
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| Produce a variety of materials, including oral presentations, for a range of rhetorical contexts | Argument paper  
Research paper  
Reading response  
Synthesis paper  
Content exam  
Rhetorical analysis  
Oral presentation  
Debate or panel discussion  
Other written document, such as professional/technical document, creative writing piece, project proposal, etc. | Same as above | Same as above |
| Conduct effective research and writing as it relates to the field of English studies, by using a variety of technological and information sources | Annotated bibliography  
Works cited page or bibliography  
Researched essay  
Project proposal and/or evaluation | Same as above | Same as above |

**Note:** Outcomes 1-3 are directly related to and encompass the university-wide outcome of critical thinking. Outcomes 4-5 are directly related to and encompass the university-wide outcome of communication.

**Note:** The department chair is ultimately responsible for collecting the assessment material and working with the department’s Assessment Committee to determine the efficacy of the assessment plan.
Discussion of Results and Changes

Note: Program outcomes were revised in Fall 2009. The following results and changes are based on the prior outcomes.

Learning Outcome 1:
Skills in the General Education outcomes of Critical Thinking and Communication demonstrated at levels required for effective performance in professional and other social or cultural contexts

Results and Changes
All English majors’ successfully completed their core classes in critical thinking and communication. No changes were made.

Learning Outcome 2:
Know the genres and conventions of literature: poetry, fiction, drama, and nonfiction prose

Results and Changes
1. Genre courses were deleted from curriculum
   a. English 4620 deleted (Spring 2005)
2. Genre courses were added to the curriculum
   a. English 4630 was added (Spring 2005)
These changes were made to better reflect the current pedagogy in genre instruction.

Learning Outcome 3:
Know the major trends in and historical periods of American and British literature

Results and Changes
1. All English majors are required to take the survey of literature courses as part of the “F” area of General Education. All English majors’ successful completed these courses. No changes were made.
2. New courses in upper level British and American Literature were added to enhance the offerings in these areas, e.g.
   a. English 4100 was added (Spring 2005)
   b. English 4250 was added (Spring 2005)
c. English 4200 was split into two courses: English 4200 and 4210 (Spring 2005)
a. English 4240 was split into two courses: English 4241 and 4242 (Spring 2007)
b. English 3400 was split into two courses: English 3410 and 3421 (2007)

3. Courses were deleted when replaced by more specific or relevant topics:
a. English 4500 was deleted (Spring 2005)

Major curriculum revamp occurred in Spring 2005. This revamp reflected the needs of the new major that had been established only a year earlier.


Learning Outcome 4:
Know how to interpret texts from various disciplinary and critical perspectives, including a close reading supported by textual evidence

Results and Changes
As part of the English core curriculum, all English majors are required to take English 4011 and all English majors are required to complete a thesis that they must present orally in the senior Showcase (done every semester). No changes made.

Learning Outcome 5:
Demonstrate competence in multiple forms of oral and written expression by understanding writing as a process including prewriting and revision; producing a variety of documents for a range of audiences, on a range of subjects, and in a range of rhetorical contexts, including oral presentations, and by organizing essays with a controlling idea and supporting evidence from appropriate primary and secondary sources to argue a claim, using standard edited English

Results and Changes
1. All English majors successfully completed their Freshman Composition (1101 and 1102 courses). No changes made.
2. In 2006, in response to the need to enhance their writing skills, it was determined that all English majors must take an additional writing course as part of their core curriculum.
3. New writing courses were adopted into the curriculum, e.g.:
   a. English 3210 was split into English 3210 and 3212 (Spring 2005)
   b. English 4300 was added to the curriculum (Spring 2005)
   c. English 3650 and 3700 were added to the curriculum (Spring 2008)
d. English 3220 was added to the curriculum (Spring 2009)

Once again many of the revisions reflect the major curricular revamp in Spring 2005

**Learning Outcome 6:**
Know how to conduct library-based and Web-based research and demonstrate ethical behavior in the use of subjects, data, and sources, including using appropriate styles of documentation (primarily MLA)

**Results and Changes**
1. All English majors successfully completed their Freshman Composition (1101 and 1102 courses). No changes made.

2. In response to the need to enhance their writing skills, it was determined that all English majors must take an additional writing course as part of their core curriculum. (2006)

**Learning Outcome 7:**
Demonstrate a global perspective with a respect for cultural differences, an understanding of the impact of multiple cultures in American life, an intermediate ability to speak, read, and write a foreign language, and recognition of the impact of race, ethnicity, gender, and sexuality on texts

**Results and Changes**
1. Foreign Language is required of all English major through Area ‘F’ of the General Education. No change made.
2. English majors must complete their cultural studies area of the major. Courses have been added to this area to enhance the offerings, e.g.
   a. English 3501 was added to the curriculum (Spring 2005)
   b. English 3510 was added to the curriculum (Spring 2009)
   c. English 3400 was split into two courses: English 3410 and 3421 (Spring 2009)

**Learning Outcome 8:**
Know the cultural, historical, and social trends in the history of critical theory and literary analysis

**Results and Changes**
Same as #4 above
Learning Outcome 9:
Introductory “working world” experience in their prospective careers or academic fields by serving effectively in at least one internship appropriate to the writing-related career (for majors with a writing concentration).

Results and Changes
English 4000 was added to the curriculum (Spring 2005)

Please note: Much of these past five years have been spent developing English as a major, so most of the changes reflect courses being added or split in order to create a fuller major offering. A major curricular revamp was done in Spring 2005 as much of the material listed above reflects.

Moreover, the entire English program has been reconfigured in the past year. The Department of Language and Literature department was disbanded and a Department of English was established. This was an administrative decision.

Also a new area of concentration (secondary education) was added to the undergraduate curriculum in 2009, which has led to new courses being added (e.g. English 4020 and 4030). The English program also now offers an M.A.T. in English (developed in 2008-09).

With these changes, we have restructured our assessment plan with new outcomes and assessment methods. We are mapping all our courses to these new outcomes and will be diligent about collecting data and assessing our program through the results of that data.