<table>
<tr><td colspan="2" align="center">Assurance of Student Learning
2019-2020</td></tr>
<tr><td>Potter College of Arts and Letters</td><td>English</td></tr>
<tr><td colspan="2">Masters in English- 067</td></tr>
<tr><td colspan="2">Dr. Wes Berry (after July 1, 2020 Dr. Alison Youngblood-direct questions to Dr. Youngblood)</td></tr>
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Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.	

Student Learning Outcome 1: Able to articulate relevant cultural and historical context that supports an analysis of a literary text.

Instrument 1	**Direct assessment: Case study assignment in ENG 520**
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<mark>**Met**</mark>	**Not Met**

Student Learning Outcome 2: Able to synthesize a minimum of three critical perspectives of the same literary text.

Instrument 1	**Direct assessment: Case study assignment in ENG 520**
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<mark>**Met**</mark>	**Not Met**

Student Learning Outcome 3: NA

Instrument 1	
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The English department faculty revised the curriculum for this program and instituted the new curriculum in the 2017-2018 academic year. Looking back at 2018-2019, three learning outcomes were identified by the English program: (1) Understand research methods and theoretical approaches of scholarship in English language and literary studies (2) Understand a variety of pedagogical approaches and articulate a historically and theoretically informed philosophy for teaching literature (3) Understand the theoretical bases of adult and child second language acquisition, in addition to the pedagogical practices that best serve English language learners. These learning outcomes were not providing the faculty with the right information to assess and grow the program. First, each learning outcomes included more than one item for assessment. Second, the measurement of "understand" is difficult to evaluate. Third, they represent divergent skills sets for majors- not all majors focus on teaching. Finally, each outcome was distinguished by simply pass or fail with no detail. Therefore, for 2019-2020, the faculty shifted the learning outcomes to focus on ENG 520, the first class English graduate students take. The focus of these learning outcomes is to clearly establish that all English graduate students possess these two critical skills that all subsequent course instructors assume students can perform easily. With this information, the faculty now know that

students can perform these skills and can focus on assessing more advanced skills in the program, which will help us grow and revise the program as needed. However, until this year, we had no evidence that our students were meeting this assumed performance level before moving on to other coursework.

Student Learning Outcome 1		
Student Learning Outcome	Able to articulate relevant cultural and historical context that supports an analysis of a literay text	
Measurement Instrument 1	The case study in ENG 520 is a capstone assignment in the *first* semester for all English MA students. Section A of the case study is focused solely on this student learning outcome. Therefore, Section A demonstrates a student's ability to apply summative assignments practicing cultural and historical connections to a text of their choice. Students cannot pass the independent faculty review without Section A.	
Criteria for Student Success	Student learning in the M.A. program in English will be shown if 75% or more of students receive a 'meets expectations' or higher on the case study rubric for historical/cultural context. Students cannot receive a meets expectations without successfully completing section A of the assignment.	
Program Success Target for this Measurement	75% pass	**Percent of Program Achieving Target** 100% pass
Methods	The 2019-2020 cohort had 6 students. All six students submitted writing samples appropriate for this learning outcome. The instructor for ENG 520 evaluated this portion of the assignment using the rubric attached below.	

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	<mark>Met</mark>	Not Met

Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)

In 2018-2019, the program used a pass/fail distinction for SLO, so this year, the faculty member added more specificity to the assessment. In 2020-2021, the goal is to improve assessment with a rubric to bring specificity assessment of skills. Faculty will also need to decide if they want to continue to assess SLOs in the foundational course for the MA or move to deeper level work inside the program.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The coordinator will work with graduate faculty, which includes the instructor for ENG 520, to revise the learning outcomes and the rubric for use in 2021-2022. In this way, the faculty will have more information about current student performance and areas of strength and areas of development.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

The agreed upon outcome will be assessed again in fall of 2021 in ENG 520. The assignment will be collected by the instructor of record and sent to the graduate coordinator in spring of 2022.

Student Learning Outcome 2	
Student Learning Outcome	Able to synthesize a minimum of three critical perspectives of the same literay text.
Measurement Instrument 1	The case study in ENG 520 is a capstone assignment in the *first* semester for all English MA students, which reviews critical perspectives and how they inform literary analysis. Section C of the case study is focused solely on this student learning outcome and must include a minimum of three perspectives. Therefore, Section C demonstrates a student's ability to apply summative assignments connecting critical perspectives to a text of their choice. Students cannot have their topic approved without providing evidence of three perspectives for analysis nor can they pass the assignment without Section C.
Criteria for Student Success	Student learning in the M.A. program in English will be shown when 75% of students have their topic approved and receive a 'meets expectations' or higher on the critical perspectives section of the case study.

Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%

Methods	The 2019-2020 cohort had six students. Six students had topics approved for the case study. All six students submitted writing samples appropriate for this learning outcome. The instructor for ENG 520 evaluated this portion of the assignment using the second rubric attached below.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

In 2018-2019, the program used a pass/fail distinction for SLO, so this year, the faculty member added more specificity to the assessment. In 2020-2021, the goal is to improve assessment with a rubric to bring specificity assessment of skills. Faculty will also need to decide if they want to continue to assess SLOs in the foundational course for the MA or move to deeper level work inside the program.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The coordinator will work with graduate faculty, which includes the instructor for ENG 520, to revise the learning outcomes and the rubric for use in 2021-2022. In this way, the faculty will have more information about current student performance and areas of strength and areas of development.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

The agreed upon outcome will be assessed again in fall of 2021 in ENG 520. The assignment will be collected by the instructor of record and sent to the graduate coordinator in spring of 2022.

520 Case Study Assignment
Fall 2019

A literary case study compiles a comprehensive bibliography of scholarship (criticism) on a literary text, provides historical contexts, and reveals major critical approaches to that text.

Purpose: In doing a case study, you exercise the basic skills of literary scholarship, such as discovering what other scholars have already written about your text and topic; summarizing previous scholarship; and demonstrating your mastery of the topic with a comprehensive bibliography. If you submit an essay for publication, the first thing a reviewer might look at is your bibliography to see if you've done extensive research. Furthermore, doing the bibliography well requires you to know the nuts and bolts of MLA documentation, such as a Works Cited page. Additionally, this case study helps you demonstrate how well you grasp the basics of contemporary literary criticism.

The whole project of publishing scholarship—and this applies to most disciplines—is to build on past knowledge while contributing something new. This makes total sense in scientific fields, some of which change quickly because of groundbreaking research. The publications give us a historical record of research on a topic. The humanities have adopted a similar method, building on the past record while contributing something original or new—a different way of seeing the issue at hand.

Instructions
1) Choose a literary text that has been the subject of substantial scholarship and analyzed through a variety of critical approaches. Because I want your work to be original, I want you to avoid the following canonical classics that have been the subject of published case studies:

Adventures of Huckleberry Finn	*Jane Eyre*
The Awakening	*Portrait of the Artist as a Young Man*
Beloved	*Rime of the Ancient Mariner*
The Dead	*The Scarlet Letter*
Dracula	*The Secret Sharer*
Emma	*The Tempest*
Frankenstein	*The Turn of the Screw*
Great Expectations	*The Waste Land*
Gulliver's Travels	*The Wife of Bath*
Hamlet	*Wuthering Heights*
Heart of Darkness	*House of Mirth*
Howard's End	

2) Compile a comprehensive bibliography on a text of your choosing. See point 3c for additional instructions.

3) Write a case study that includes the following parts:

   a) **Introduction: Biographical and Historical Contexts** (provide a short summary of the text and relevant biographical information that establishes cultural contexts for the literary work and its author

   b) **A Critical History**: summarize the text's reception throughout the years since publication. You can get this information from book reviews, literary scholarship, and other sources like radio and television segments about the book or writer.

   c) **Bibliographies of Critical Perspectives:** demonstrate your knowledge of contemporary literary criticism by compiling several bibliographies that reveal the dominant approaches to your text. Suppose your literary text has been explored primarily through feminist, Marxist, psychoanalytic, and ecocritical perspectives. In this case, you'd have 4 separate bibliographies. Ideally, you'll have 3-5 separate bibliographies. If your text has only been explored from 1-2 critical perspectives, then choose another text. Your bibliography should be comprehensive. What's an appropriate number of bibliographic entries? Let's say somewhere around 50. But if you do work on Shakespeare, for instance, you'll find hundreds of essays written about a particular play, and your bibliography may be longer. Choose a text that has been the subject of substantial scholarship.

Each bibliography should reveal a general knowledge of the critical perspective, summarize the substance of one critical essay, and then list the sources that approach the book from that perspective. Give your bibliographies titles to help with organization. For example:

Feminist Criticism and *The Great Gatsby* (put this title in bold after the critical history section—then provide a short overview feminist criticism and summarize how feminist critics have approached the novel, with one detailed summary of a favorite critical article)

Marxist Criticism and *The Great Gatsby* (continue as above for this critical perspective and then do another for psychoanalytic and ecocritical perspectives—or whatever approaches dominate scholarship of your literary work/text)

4) End your case study by writing an **abstract** of 250-500 words that proposes a fresh approach to your text. The first step to presenting papers at conferences often involves submitting an abstract of an idea rather than a full paper. So here you'll pitch your idea for a new reading of your text—one that builds on prior scholarship and also offers something fresh and original.

I hope you have some fun with this. If you do good work, you should be ready to write an essay on the topic, since you'll have done the ground work of scholarly investigation.

Speaking of work, as Tim Gunn says on Project Runway……. Make it!

Student learning outcome 1 rubric

Exceeds Expectations	Meets Expectations	Still Developing
Student is able to summarize relevant features of the text with efficiency. Student is able to make clear connections to both historical and cultural contexts for the literary work and its author. Student explains in their own words how each context relates to the work and author.	Student is able to summarize relevant features of the text. Some superfluous information is included but is not distracting. Student is able to make clear connections to historical and/or cultural contexts for the literary work and its author. Student explains in their own words how the context relates to the work and author.	Student summarizes the text with too little or too much detail; student relies on summary instead of analysis to meet length requirements of case study. Student is not able to make clear connections to historical and/or cultural contexts for the literary work and its author. Student may reference contexts but relies on the reader to draw the connection between them.

Student learning outcome 2 rubric

Exceeds Expectations	Meets Expectations	Still Developing
Student compiles bibliographies on four to five dominant critical perspectives of the text. Total bibliographies to support analysis between 50 and 75. Student does not use any critical reviews of the text. Student synthesizes the sources on	Student compiles bibliographies on three dominant critical perspectives of the text. Total bibliographies to support analysis equals 50. Student does not use any critical reviews of the text. Student synthesizes the sources on each	Student compiles bibliographies on one to two dominant critical perspectives of the text. Total bibliographies to support analysis less than 50. Student uses one to two critical reviews of the text. Student summarizes the sources on each

each perspective to demonstrate a clear interpretation of the text. Student connects synthesis back to summary. Student is also able to compare and contrast the critical perspectives.	perspective to demonstrate a clear interpretation of the text.	perspective but struggles to connect the sources together.