

## 2020-2025 English and Language Department Assessment Plan

Assessment plans for academic programs should contain the following information:

### I. Mission statement

The IU Kokomo English program educates students in the liberal arts tradition and prepares graduates for a full range of careers that prioritize analytical reading, persuasive writing, and critical thinking. Our English program helps students in the region cultivate scholarly and marketable skills that emerge from the close study of language and literature in a global context, a growing facility with theoretical approaches, and expertise in research and writing processes. As students become conversant in multiple literary and textual traditions, they participate in a culture of diversity that will advance them as global citizens and innovative problem-solvers for a complex and dynamic world.

### II. Student learning outcomes

#### Goal #1: Literary Analysis

##### Outcomes:

Students should be able to:

1. Identify diverse authors and literary works within global literary traditions
2. Contextualize literary works within disparate cultural and intellectual histories
3. Identify the elements of literature and classify a variety of literary works by genre
4. Interpret texts critically, creatively, and analytically

#### Goal #2: Critical Theory and Practice

##### Outcomes:

Students should be able to

1. Explain and differentiate major theories of language and literature from multiple perspectives
2. Apply critical theory to a broad selection of literary and cultural works

#### Goal #3: Written and Oral Communication

##### Outcomes:

Students should be able to

1. Demonstrate the conventions of academic writing in multiple contexts
2. Participate in inclusive oral discussions
3. Present a wide range of information using a variety of technologies

**Goal #4: Information Literacy and Research Methods**

**Outcomes:**

Students should be able to

1. Locate and evaluate varied academic resources
2. Synthesize information from a myriad of sources
3. Integrate research with analysis of diverse texts.

**III. Curriculum map**

See Attached.

**IV. Assessment Plan**

A plan that documents which outcomes will be assessed, the measures used to assess them, and the target achievement level for those measures. (Academic Years: 2020-2025)

<b>Academic Year 2020-2021</b>	
<b>Student Learning Outcomes</b>	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
1.1 Identify diverse authors and literary works within global literary traditions 1.2 Contextualize literary works within disparate cultural and intellectual histories 1.3 Identify the elements of literature and classify a variety of literary works by genre 1.4 Interpret texts critically, creatively, and analytically	
<b>Measure Description</b>	What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?
1.1 and 1.2 in ENG-L 225 Introduction to World Masterpieces Tools: Papers assigned throughout the semester. Possibly 3-4 artifacts per students When: Fall 2020 or Spring 2021 in L 225 Alignment: The class focuses on the global and cultural, which makes it ideal for these two outcomes.	

Students: The class will have both majors and non-majors, who can give varied feedback

1.3 in ENG-L 202 Literary Interpretation

Tools: Papers assigned throughout the semester. Possibly 3-4 artifacts.

When: Fall 2020 or Spring 2021 in L 202

Alignment: The class studies both genre and the elements of literature.

Students: This class will have both majors and non-majors, who can give varied feedback

1.4 in ENG-E 301 Literatures in English Beginnings to 1600

Tools: Papers assigned throughout the semester. Possibly 3-4 artifacts.

When: Fall 2020 or Spring 2021 in E 301

Alignment: Interpreting texts in a variety of ways is the main thrust of the class.

Students: Much smaller class, some non-majors but mostly majors.

### **Benchmark/Target**

Acceptable level of performance: Grade of “C” or higher.

Mastery: B+ or higher

## **Academic Year 2021-2022**

### **Student Learning Outcomes**

Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)

2.1 Explain and differentiate major theories of language and literature from multiple perspectives

2.2 Apply critical theory to a broad selection of literary and cultural works

3.1 Demonstrate the conventions of academic writing in multiple contexts

3.2 Participate in inclusive oral discussions

3.3 Present a wide range of information using a variety of technologies

### **Measure Description**

What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes?  
What students are being assessed? Why these students?

2.1 in ENG-E 303 Literatures in English 1600-1800

Tool: Papers assigned throughout the semester. 4-5 artifacts per student

When: Fall 2021 or Spring 2022 semester

Alignment: Literature class which is text and multiple perspective-driven

Students: Class is fully online, so not only could we get non-majors, but students from other schools

2.2 in ENG-L 371 Critical Practices

Tool: Survey. Required class for English majors; often considered difficult

When: Fall 2021 or Spring 2022 semester

Alignment: Critical theory is the lynch-pin of the entire class supplemented by varied texts

Students: All English majors and required. Small class.

3.1 in ENG-W 131 Reading, Writing, and Inquiry

Tool: Papers assigned throughout the semester. Possibly 5 artifacts per student

When: Fall 2021 or Spring 2022 Semester

Alignment: Conventions of academic writing are the bulk of the course

Students: A cross-section majors and non-majors. Typically larger classes

3.2 in ENG-W 311 Writing Creative Non-Fiction

Tool: Class participation monitoring by faculty as part of the grade. Unique

When: Fall 2021 or Spring 20 Semester

Alignment: Discussion is part of the class

Students: Majors, Non-majors, and, the newest addition, minors.

3.3 in ENG-W 221 Sophomore Writing Lab

Tool: Papers assigned throughout the semester. 4-5 artifacts per student

When: Fall 2021 or Spring 2022 Semester

Alignment: Uses various technologies to get at information

Students: Writing in one specific discipline students, a unique mix compared to other classes

<b>Benchmark/Target</b>	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?
For 2.1, 3.1, 3.2, 3.4 Acceptable: C average. Mastery B+	
For 2.2 Acceptable: a plurality of positive answers . Mastery All positive answers	

<b>Academic Year 2022-2023</b>	
<b>Student Learning Outcomes</b>	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
<p>4.1 Locate and evaluate varied academic resources</p> <p>4.2 Synthesize information from a myriad of sources</p> <p>4.3 Integrate research with analysis of diverse texts.</p>	
<b>Measure Description</b>	What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?
<p>4.1 in upper-level literature course            Tool: Survey. Student input about academic resources            When: Fall 2022 or Spring 2023 Semester            Alignment: Many academic sources evaluated            Students: Primarily English majors. Experience in this kind of work.</p> <p>4.2 in ENG-W 131 Reading, Writing, and Inquiry            Tool: Assigned papers throughout the semester. Several artifacts per student            When: Fall 2022 or Spring 2023 Semester            Alignment: multiple sources used in class            Students: A cross-section of students from across campus</p> <p>4.3 in upper-level literature course            Tool: Assigned papers during semester. Many of these classes promote diverse texts            When: Fall 2022 or Spring 2023 Semester</p>	
<b>Benchmark/Target</b>	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?
<p>4.1. Acceptable: a plurality of positive responses Mastery: all positive responses</p> <p>4.2 and 4.3 Acceptable: C average Mastery: B+</p>	

<b>Academic Year 2023-2024</b>	
<b>Student Learning Outcomes</b>	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)

<p>1.1 Identify diverse authors and literary works within global literary traditions  1.2 Contextualize literary works within disparate cultural and intellectual histories</p>	
<b>Measure Description</b>	<p>What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes?  What students are being assessed? Why these students?</p>
<p>1.1 in literature course 200-300 level  Tool: Assigned papers throughout semester. Many literature classes focused on diverse texts  When: Fall 2023 or Spring 2024 Semester  Alignment: Students will be writing about diverse authors and works  Students: Could be non-majors if 200 level</p> <p>1.2 in 100 level World Masterpieces course  Tool: Survey. Larger class, many non-majors  When: Fall 2023 or Spring 2024  Alignment: The class focuses on different cultures  Students: Mostly non-majors</p>	
<b>Benchmark/Target</b>	<p>What level of performance will be considered acceptable? What performance criteria is used to determine mastery?</p>
<p>1.1 Acceptable: C average Mastery: B+  1.2 Acceptable: A plurality of positive responses. Mastery: All positive responses.</p>	

<b>Academic Year 2024-2025</b>	
<b>Student Learning Outcomes</b>	<p>Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)</p>
<p>1.3 Identify the elements of literature and classify a variety of literary works by genre  1.4 Interpret texts critically, creatively, and analytically</p>	
<b>Measure Description</b>	<p>What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes?  What students are being assessed? Why these students?</p>
<p>1.3 In ENG-L 202 Literary Interpretation  Tool: Assigned papers throughout semester. Multiple artifacts.</p>	

When: Fall 2024 or Spring 2025 Semester  
Alignment: Elements of literature studied in class.  
Students: Mostly non-majors or undeclared. Larger class.

1.4 in upper-level literature class  
Tool: Assigned papers throughout the semester. Multiple artifacts  
When: Fall 2024 or Spring 2025 Semester  
Alignment: Focus on interpretation of texts  
Students: Mostly majors. Small classes.

<b>Benchmark/Target</b>	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?
Acceptable: C average Mastery: B+	





	Literary Analysis				Critical Theory & Practice		Written & Oral Communication			Information Literacy & Research Methods		
	1.1	1.2	1.3	1.4	2.1	2.2	3.1	3.2	3.3	4.1	4.2	4.3
<b>VARIABLE TOPIC LITERATURE</b>												
ENG-L 209 Topics in American Lit and Culture	X	X	X	X	X	X	X	X	X	X	X	X
ENG-L 369 Studies in British & American Lit	X	X	X	X	X	X	X	X	X	X	X	X
ENG-L 381 Recent Writing	X	X	X	X	X	X	X	X	X	X	X	X
ENG-L 431 Topics in Literary Studies	X	X	X	X	X	X	X	X	X	X	X	X
ENG-L 450 Seminar: British & American Authors	X	X	X	X	X	X	X	X	X	X	X	X
<b>LITERATURE &amp; THEORY COURSES REQUIRED FOR MAJOR</b>												
ENG-L 202 Literary Interpretation	X	X	X	X	X	X	X	X	X	X	X	X
ENG-L 371 Critical Practices	X	X	X	X	X	X	X	X	X	X	X	X
ENG-L 495 Senior Seminar			X				X	X	X	X	X	X
ENG-L 498 Internship in English				X				X	X		X	
<b>FRESHMEN AND SOPHOMORE INTRODUCTORY LITERATURE</b>												
ENG-L 101 Ancient & Medieval World Literature	X	X	X	X	X	X	X	X	X	X	X	X
ENG-L 102 Modern World Literature	X	X	X	X	X	X	X	X	X	X	X	X
ENG-L 140 Introduction to English Studies	X	X	X	X	X	X	X	X	X	X	X	X
ENG-L 203 Introduction to Drama		X	X	X	X		X	X	X	X	X	X
ENG-L 204 Introduction to Fiction		X	X	X	X		X	X	X	X	X	X
ENG-L 205 Introduction to Poetry		X		X			X	X	X	X	X	X
ENG-L 225 Introduction to World Masterpieces	X	X	X	X			X	X	X	X	X	X
<b>CREATIVE WRITING</b>												
ENG-W 206 Creative Writing	X			X				X				
ENG-W 301 Writing Fiction	X			X				X				
ENG-W 303 Writing Poetry	X			X				X				
ENG-W 311 Creative Nonfiction	X			X				X				