English MA Assessment Plan

Mission Statement:
Through the work of research, service, and teaching, the Department of English is committed to the premise that language and literature reflect and shape the world in which we live. Faculty members conduct ongoing research in an array of sub-fields and interdisciplinary contexts and contribute to academic conversations occurring among humanities scholars on national and international levels. The nationally renowned Writers Conference brings great authors and opportunities for literary discussion to the larger community. Teaching at a wide range of levels, from first-year writers to Ph.D. students, the Department demonstrates the pleasures and value of a liberal arts education by emphasizing critical and creative thinking, by helping students think thoughtfully about cultural diversity, and by teaching strong written communication skills. In the Department of English, students at all levels of the curriculum are prepared for lives of public citizenship as they learn to analyze texts within complex cultural situations, to write and to think rhetorically, and to engage with diverse perspectives.

The Master of Arts in English stresses the acquisition of a broad foundation of discipline-specific knowledge and critical tools. To this end, the Department provides quality graduate instruction in literature in English, literary criticism and theory, the English language, composition and rhetoric studies, creative writing, cultural studies, and related fields. Successful M.A. students will be prepared, on the one hand, to pursue further graduate education in English, Law, or any other field that requires highly developed verbal, analytical, and rhetorical skills, and, on the other hand, to seek careers as writing teachers, creative writers, editors, or in a variety of other professions.

Goals:

- **Students will develop the critical skills and tools necessary to produce independent, analytical or creative work in English studies.**
  - Students use analytical or creative techniques that are associated with current work in English studies.
  - Students situate their own written work within current debates in English studies.

Students will practice these critical skills and tools throughout their coursework and particularly in the required courses English 500 and English 510/511. Students interested in Creative Writing will find additional support in English 524. Work on the thesis or the portfolio and portfolio reflective statement will help students enhance these critical skills and tools.

- **Students will use techniques—creative or critical—integral to the production of writing in English studies.**
  - Students use the rhetorical conventions of English studies.
  - Students use revision to develop and refine their writing projects.

Students will learn about and will practice writing techniques throughout the curriculum and particularly in the required course English 500. Students interested in Creative Writing will find additional writing support in English 516 and 517. English 598 will support the writing of students working on a portfolio. Work on the thesis or the portfolio and portfolio reflective statement will help students refine their writing.
• **Graduate Teaching Assistants** will demonstrate the ability to teach college-level writing effectively.
  o Students develop a range of teaching strategies.
  o Students recognize the connections between particular teaching strategies and larger learning objectives.
  o Students situate their own teaching practices in the context of significant pedagogical debates.

Students will learn about the teaching of college-level writing in the Fall Workshop and in English 501L and English 501, both of which are required for teaching assistants. Interested students may also elect to take English 525 which will further support effective teaching.
Mission Statement:

Through the work of research, service, and teaching, the Department of English is committed to the premise that language and literature reflect and shape the world in which we live. Faculty members conduct ongoing research in an array of sub-fields and interdisciplinary contexts and contribute to academic conversations occurring among humanities scholars on national and international levels. The nationally renowned Writers Conference brings great authors and opportunities for literary discussion to the larger community. Teaching at a wide range of levels, from first-year writers to Ph.D. students, the Department demonstrates the pleasures and value of a liberal arts education by emphasizing critical and creative thinking, by helping students think thoughtfully about cultural diversity, and by teaching strong written communication skills. In the Department of English, students at all levels of the curriculum are prepared for lives of public citizenship as they learn to analyze texts within complex cultural situations, to write and to think rhetorically, and to engage with diverse perspectives.

The Doctor of Philosophy in English stresses the acquisition not only of a broad foundation of discipline-specific knowledge and critical tools but also the depth of knowledge necessary to build fluency and expertise within an area of specialization. To this end, the Department provides quality graduate instruction in literature in English, literary criticism and theory, the English language, composition and rhetoric studies, creative writing, cultural studies, and related fields. Successful Ph.D. students will be prepared to seek careers as college and university faculty, writing teachers, creative writers, editors, or in a variety of other professions that require highly developed verbal, analytical, and rhetorical skills.

Goals:

- **Students will produce significant, independent work in English studies and/or creative writing.**
  - Students develop a specialization through which they position themselves as members of a disciplinary community.
  - Students produce work that contributes to debates in English studies and/or demonstrates connections between creative work and literary traditions.
  - Students demonstrate advanced writing and analytical skills to meet a variety of rhetorical goals.

Students will develop the writing and analytical skills that are required to produce significant, independent work in English studies throughout their coursework and particularly in the required courses English 500 and English 510/511. Students writing a creative dissertation will be supported in this goal by English 516, 517, and 524. Successful completion of the dissertation will require that students improve these skills.

- Upon completion of the dissertation, students will provide indirect assessment of this goal by completing the Ph.D. survey.

- Direct assessment of this goal will be provided by faculty members of dissertation committees. After reading each approved dissertation, faculty members will assess student achievement in this goal and will fill out the Ph.D. dissertation direct assessment form.

- Ph.D. dissertation surveys and PhD dissertation direct assessment forms will be collected throughout the academic year and then forwarded to the departmental curriculum committee. The committee will include the direct and indirect assessment findings in the annual assessment report, which will then be forwarded to the department as a whole.
• Students will demonstrate both breadth and depth of knowledge about disciplinary subfields, major works, and influential critical approaches in English studies.
  o Students demonstrate an awareness of significant issues in selected disciplinary subfields.
  o Students demonstrate an understanding of the cultural and social contexts in which literary works are produced.
  o Students demonstrate an understanding of the critical tools and strategies that shape the reception of literary works and the production of English studies as a discipline.

While students will demonstrate the achievement of this knowledge on the Ph.D. qualifying exam, it is knowledge that they will gain through the entirety of their graduate coursework and through their preparation for the exam. Required courses English 500 and English 510/511 serve as an introduction to academic work in English Studies, subsequent coursework deepens student understanding of subfields, major works, and approaches, and, finally, the student’s exam committee works with Ph.D. candidates to develop a plan for exam preparation.

- Upon completion of the dissertation, students will provide indirect assessment of this goal by completing the Ph.D. survey.

- Direct assessment of this goal will be provided by faculty members of exam committees. After reading each qualifying exam, faculty members will assess student achievement in this goal and will fill out the Ph.D. exam direct assessment form.

- Ph.D. exam surveys and PhD exam direct assessment forms will be collected throughout the academic year and then forwarded to the departmental curriculum committee. The committee will include the direct and indirect assessment findings in the annual assessment report, which will then be forwarded to the department as a whole.

• Graduate Teaching Assistants will be prepared to teach effectively a range of courses in the field of English studies.
  o Students use a variety of teaching strategies.
  o Students recognize and evaluate the connections between particular teaching strategies and larger learning objectives.
  o Students situate and evaluate their own teaching practices within the context of significant pedagogical debates.

Students will learn about the teaching of English Studies in the Fall Workshop and in English 501L and English 501, all of which are required for graduate teaching assistants. Interested students may also elect to take English 525 which will further prepare students to teach in the field. Faculty mentoring is available for GTAs at the PhD level who teach literature and creative writing at the 200-level.
• Upon completion of the dissertation, students will provide indirect assessment of this goal by completing the Ph.D. survey.

• Direct assessment of this goal will be provided by the directors of Composition as they complete annual evaluations of graduate teaching assistants. A combination of teaching materials, classroom observations, student evaluations, and reflective teaching statements will be used to assess student achievement in this goal.

• The directors of Composition will write a report of their findings that will be forwarded to the Curriculum Committee. The committee will include the direct assessment findings in the annual assessment report, which will then be forwarded to the department as a whole.
DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING
2004-2005 ACADEMIC YEAR

Department: Department of English

Program: Graduate Program (M.A. and Ph.D)

Mission Statement

The Department of English provides quality graduate instruction in literature in English, literary criticism and theory, the English language, literacy studies, creative writing, cultural studies, film studies, and related fields. Successful students will be prepared to seek careers as college and university teachers, writing teachers, creative writers, editors, or a variety of other professions that require highly developed verbal, analytical, and rhetorical skills.

Student Learning Goals

Student Learning Goal 1: Students will be able to conduct significant, independent research in English studies or produce a significant, independent work of creative writing.

Objective 1.1: Students will demonstrate the ability to understand and to contribute to debates within English Studies and/or will demonstrate an understanding of their creative work’s connections to literary traditions.

Objective 1.2: Students will demonstrate advanced writing skills, including the ability to situate their writing within larger discursive/textual systems and the ability to manipulate writerly techniques to meet a variety of rhetorical goals.

Objective 1.3: Students will develop a specialization within a subfield of English Studies and will begin to position themselves as contributing members of their professional community of scholars and writers.
Objective 2.1: Students will demonstrate an awareness of significant issues within several disciplinary subfields and will demonstrate a knowledge of major primary texts in those fields.

Objective 2.2: Students will demonstrate an understanding of the cultural and social contexts in which literary artifacts are produced.

Objective 2.3: Students will demonstrate an understanding of the critical tools and strategies that shape the reception of literary artifacts.

Objective 3.1: Students will demonstrate the development of a range of effective teaching strategies.

Objective 3.2: Students will demonstrate an awareness of how particular teaching strategies are connected to larger learning objectives and to significant pedagogical debates within English studies.
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<th>Student Learning Goals &amp; Objectives</th>
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<th>Assessment Methods</th>
<th>Timeline</th>
<th>Responsibilities</th>
<th>Use of Results and Process for Documentation &amp; Decision-Making</th>
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<td><strong>Goal 1</strong>: Students will be able to conduct significant, independent research in English studies, or to produce a significant, independent work of creative writing.</td>
<td>English 500, English 510 and/or 511, English 515, research and writing projects in Graduate courses, M.A. Thesis, Ph.D. Dissertation</td>
<td>Evaluation of Theses and Dissertations</td>
<td>Ongoing</td>
<td>Graduate Faculty; Director of Graduate Studies</td>
<td>Thesis and Dissertation Directors will report on the extent to which completed writing projects meet Student Learning Goals and Objectives. Reports will be collected and reviewed by Director of Graduate Studies, and a summary and analysis will be provided to the Graduate Faculty.</td>
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<td><strong>Objective 1.1</strong>: Students will demonstrate the ability to understand and to contribute to debates within English Studies and/or will demonstrate an understanding of their creative work’s connections to literary traditions.</td>
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<td>Exit survey of Graduate Students upon completion of Thesis or Dissertation</td>
<td>Ongoing</td>
<td>Director of Graduate Studies</td>
<td>Surveys will be collected and reviewed by Director of Graduate Studies, and a summary and analysis will be provided to the Graduate Faculty.</td>
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<td><strong>Objective 1.2</strong>: Students will demonstrate advanced writing skills, including the ability to situate their writing within larger discursive/textual systems and the ability to manipulate writerly techniques to meet a variety of rhetorical goals.</td>
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<td>Collection of data on Graduate Student professional activities (publications, conferences)</td>
<td>Ongoing</td>
<td>Support Staff; Graduate Faculty; Director of Graduate Studies</td>
<td>Director of Graduate Studies will review the data and provide a summary to the Graduate Faculty.</td>
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<td><strong>Objective 1.3</strong>: Students will develop a specialization within a subfield of English Studies and will begin to position themselves as contributing members of their professional community of scholars and writers.</td>
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<td><strong>Goal 2:</strong> Students will demonstrate a broad knowledge of disciplinary sub-fields, major works, and influential critical approaches within English studies.</td>
<td>English 500, English 510 and/or 511, Graduate coursework, Ph.D. Qualifying Examinations</td>
<td>Evaluation of Ph.D. Qualifying Exams</td>
<td>Ongoing</td>
<td>Graduate Faculty; Director of Graduate Studies</td>
<td>Chairs of Ph.D. Qualifying Exam committees will report on the extent to which completed exams meet Student Learning Goals and Objectives. Reports will be collected and reviewed by Director of Graduate Studies, and a summary and analysis will be provided to the Graduate Faculty.</td>
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<td><strong>Objective 2.1:</strong> Students will demonstrate an awareness of significant issues within several disciplinary subfields and will demonstrate knowledge of major primary texts in those fields.</td>
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<td><strong>Objective 2.2:</strong> Students will demonstrate an understanding of the cultural and social contexts in which literary artifacts are produced.</td>
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<td>Annual survey of Graduate Students</td>
<td>Annually</td>
<td>Director of Graduate Studies</td>
<td>Surveys will be collected and reviewed by Director of Graduate Studies, and a summary and analysis will be provided to the Graduate Faculty.</td>
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<td><strong>Objective 2.3:</strong> Students will demonstrate an understanding of the critical tools and strategies that shape the reception of literary artifacts.</td>
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### ENGLISH DEPARTMENT PLAN FOR ASSESSMENT OF STUDENT LEARNING 2004-2005

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<td><strong>Goal 3:</strong> Students will demonstrate the ability to teach effectively within the field of English.</td>
<td>Fall Composition Workshop, English 501L, English 501, Graduate coursework</td>
<td>Course Evaluations for Graduate Student Teaching Assistants, Review of GTAs’ Course Materials, Class observations of GTAs, Review of GTAs’ Reflective Teaching Statements</td>
<td>Annually</td>
<td>Directors of Composition or other appropriate supervisory teaching faculty; Director of Graduate Studies</td>
<td>Directors of Composition or supervisory faculty will report on the extent to which GTA teaching meets Student Learning Goals and Objectives. This report will be reviewed by Director of Graduate Studies, and a summary and analysis will be provided to the Graduate Faculty.</td>
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<td><strong>Objective 3.1:</strong> Students will demonstrate the development of a range of effective teaching strategies.</td>
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<td><strong>Objective 3.2:</strong> Students will demonstrate an awareness of how particular teaching strategies are connected to larger learning objectives and to significant pedagogical debates within English studies.</td>
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