Assessment Guidelines for ENGL 60

| PLO | How Met | Assignments |
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| 1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric | Students read literature in a variety of genres from the period of the British Restoration and early American colonial period, through its development on both sides of the Atlantic up until the American Civil War. Attention is paid to the use of different forms and styles, and close reading is modeled throughout. | Close reading essay  Short answer assignments in exams, reading quizzes,  Class discussions |
| 2. Show familiarity with major literary works, genres, periods, and critical approaches to British and American literature | Students in ENGL 60 show familiarity with the works and major literary periods and various critical lenses as they read, listen to lectures and participate in discussions throughout the semester. Reflections, discussions, and other class activities challenge students to compare authors and periods with specific textual examples. | Comparative final exam essay question  Reader response/reflection assignments  Essay assignments requiring historical and aesthetic contextualization.  Class discussions |
| 3. Write clearly, effectively, and creatively | Writing clearly and effectively is specifically assessed by essay assignments throughout the course of ENGL 60. Students are asked to respond in writing to specific prompts which are graded using a rubric that evaluates clarity and organization as well as argumentation. During semesters when PLO 3 is being evaluated, instructors can single out “clarity” or “organization” on a specific assignment and collect data specific to that skill.  Students complete Peer Review Workshops for all major paper (explicit instructions on how to annotate partners paper on Canvas, include reflection after on next steps for final draft)  In-class activities on differntiating between summary/analysis and identifying argumentable thesis statements. | Close reading essay  Informal writing assignments  Peer review workshops |
| 4. Develop and carry out research projects | In order to introduce students to research, instructors for ENGL 60 ask students to produce a short, annotated bibliography on a research topic of their choosing.  Hold research/annotated bibliographies workshop (students critique sample proposals) | Research essay, annotated bibliographies, research proposals |
| 5. Articulate the relations among culture, history, and texts, including structures of power. | Students in ENGL 60 are exposed to a variety of texts, they are instructed about relevant historical and cultural developments during the course of the semester, and finally, they are asked to communicate their understanding about what they learned on a midterm and final exam. For the purposes of assessing PLO 5, instructors can single out an exam or a question on an exam from which to extract data.  Theoretical context discussions that frame literature through frameworks such as gender studies (*Gender Trouble*, Judith Butler) body studies (*The Body in Pain*, Elaine Scarry), and post-colonialism (Homi Bhabha) | Exams, including questions that ask for comparisons between two different canons (ie Indigenous literature and Western literature)  Research essays |

**Program Learning Outcomes for the English Major:**

Students will demonstrate the ability to

1) Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.

2) Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.

3) Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.

4) Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.

5) Articulate the relations among culture, history, and texts, including structures of power..

# **How Department Goals are met via English 60 Course Learning Outcomes (CLOs):**

Upon successful completion of this course, students will be able to:

CLO 1: Read closely in a variety of forms, including poetry, the early novel in English, and the short story and articulate the value of close reading in the study of literature.

CLO 2: Show familiarity with major British and American literary works and genres from the period of 1680 to 1860.

CLO 3: Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject and in a range of forms, including in-class writings, a proposal, annotated bibliography, and a research-backed interpretive essay.

CLO 4: Develop and carry out an extended research project, locate, evaluate, organize, and incorporate information effectively.

CLO 5: Articulate the relation between particular texts and their cultural, historical, and geographical contexts, including structures of power.