

UNIVERSITY OF SAN FRANCISCO
College of Arts and Sciences

English — Program Assessment Plan

Program Goals

We hope that our students who complete the B.A. in English will be able to engage imaginatively and critically with literature, embrace the rich diversity of literary traditions and critical theories, understand the rhetorical nature and ethical implications of writing and publication, and mature as critical readers, thinkers and writers about the issues of diversity and social justice.

- 1) Students will have acquired a basic understanding of the literary, historical, social, and cultural influences that inform literary works.
- 2) Students will have developed a basic critical ability to identify, interpret, and evaluate the ideas and formal features in reading literature and/or writing creatively.
- 3) Students will have developed a sensitivity to the plurality of meanings within a literary text.
- 4) Students will have learned writing and communication skills.

Program Learning Outcomes

The following learning outcomes will follow the four learning goals:

- Students will identify differences between various historical periods and representative writers in English and American Literatures. (Goal 1)
- Students will identify characteristics of different literary genres: novel, short fiction, non-fiction, poetry, and drama. (Goal 1)
- Students will define and compare various literary fields and movements: e.g. Medievalism, Romanticism, Modernism, Post-Modernism, Post Colonialism, American Colonialism, American Naturalism, Ethnic American Studies. (Goal 1)

- Students will deploy the technical language and strategies for writing and/or writing about literary texts. (Goal 2)

- Students will learn to read texts from multiple perspectives: e.g. learn differentiated readings via various contemporary critical theories. (Goal 3)
- Students will demonstrate knowledge of pluralism in response to texts that focus on diversity and social justice issues, i.e. writings that underscore the complexity of race, ethnicity, gender, class and sexual orientation. (Goal 3)

- Students will demonstrate in writing and speech the ability to develop clear and coherent interpretive essays and original creative writing; they can articulated in writing and discussion/workshop their responses to literary and/or peer texts. (Goal 4)

Outcome Rubrics

Outcome	Below Expectations	Minimally Acceptable	Exemplary
Students will identify differences between various historical periods and representative writers in English and American Literatures.	Students barely exhibit knowledge of at least three historical periods in either British or American literature, e.g. representative authors, major works, and literary terms associated with them.	Students are able to identify fundamental facts about at least three historical periods, e.g. representative author, major works, and literary terms associated with them.	Students demonstrate good knowledge about at least three historical periods, e.g. representative authors, major works, and literary terms associated with them.
Students will identify characteristics of different literary genres: novel, short fiction, non-fiction, poetry, and drama.	Students are unable to define characteristics of literary genres and traditions.	Students can define basic characteristics of literary genres and traditions.	Students demonstrate comprehensive knowledge about literary genres and show skills in working within their aesthetic and scholarly traditions.
Students will define and compare various literary fields and movements: e.g. Medievalism, Romanticism, Modernism, Post-Modernism, Post Colonialism, American Colonialism, American Naturalism, Ethnic American Studies.	Students cannot demonstrate general knowledge about various literary and cultural movements and cannot compare them formally, thematically, or historically.	Students show broad knowledge about various literary movements and can identify them formally, thematically, or historically.	Students show sophisticated knowledge and demonstrate ability to identify, evaluate, and engage in various literary movements formally, thematically, or historically.
Students will deploy the technical language and strategies for writing and/or writing about literary texts.	Students barely demonstrate the ability to identify and apply formalist and stylistic elements in literary analysis and creative writing projects.	Students possess fundamental skills to identify and apply formalist and stylistic elements in literary analysis and creative writing projects.	Students show superb skills in identify and apply formalist and stylistic elements in literary analysis and creative writing projects.
Students will learn to read texts from multiple perspectives: e.g. learn differentiated readings via various contemporary critical theories.	Students fail to show familiarity of at least two different literary theories; they do not show understanding of the critical issues in the field.	Students can compare and contrast at least two literary theories; they understand the critical issues in the field.	Students demonstrate superior ability to analyze texts with precision and rigor via a broad range (more than two) of literary theories; they show understanding of the critical issues and can contribute to the debates in the field.
Students will demonstrate knowledge of pluralism in response to texts that focus on diversity and social justice issues, i.e. writings that underscore the complexity of race, ethnicity, gender, class and sexual orientation.	Students are unable to identify and define at least two issues of diversity and social justice in literary texts.	Students are able to identify and develop at least two issues of diversity and social justice in literary texts.	Students show sophisticated understanding of a wide range (more than two) of issues about diversity and social justice in literary texts.

<p>Students will demonstrate in writing and speech the ability to develop clear and coherent interpretive essays and original creative writing; they can articulated in writing and discussion/workshop their responses to literary and/or peer texts.</p>	<p>Students are unable to complete critical and research-based assignment with proper literary citation styles. Students' works fail to demonstrate standard techniques and devices in creative writing. Students do not offer appropriate editorial responses to critical and creative works in peer-review and workshop formats.</p>	<p>Students can complete critical and research-based assignments with proper literary citation styles. Student's creative works reflect adequate knowledge of standard techniques and devices. Students offer appropriate editorial responses to critical and creative works in peer-review and workshop formats.</p>	<p>Student complete works that demonstrate superior understanding of critical writing and offer significant contribution to the field. Student's creative works are considered original and show sophisticated writing techniques and devices. Students provide excellent editorial responses to critical and/or creative works in peer-review and workshop formats.</p>
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- Students will identify differences between various historical periods and representative writers in English and American Literatures.

Measurement Tools:

Final exams and papers from the literature survey courses and/or three required period courses: 190, 191, 310, 320, or 330. In the first year assessment, the final exams and papers from the Survey of American and British Literature (190 and 191) will be used for evaluation.

Time Frame:

This outcome will fall into the FIRST YEAR ASSESSMENT plan. Students are encouraged to complete the survey courses during the first three semesters and they must complete at least one period course before taking 400 level upper-division electives. It is recommended that students complete the three period courses during the second and third years in the major.

Who Assesses:

Chair(s) and the department.

How data will be used to improve program or revise curricula:

The department will meet to discuss findings and will make recommendation to improve department curriculum.

- Students will identify characteristics of different literary genres: novel, short fiction, non-fiction, poetry, and drama.

Measurement Tools:

Various assignment and activities in the survey courses of British and American Literatures; the Introduction to Literary Studies; Introduction to Creative Writing; Introduction to Literary Studies: 190, 191, 192, and 250. The embedded questions in the final exams and papers from the Survey of American and British Literature (190 and 191) will be used for evaluation.

Time Frame:

This will fall into FIRST YEAR ASSESSMENT PLAN. Students are encouraged to take the Survey courses within the first two or three semesters as majors.

Who Assesses:

Chair(s) and department

How data will be used to improve program or revise curricula:

The department will meet to discuss findings and will make recommendation to improve department curriculum.

- Students will define and compare various literary fields and movements: e.g. Medievalism, Romanticism, Modernism, Post-Modernism, Post Colonialism, American Colonialism, American Naturalism, Ethnic American Studies.

Measurement Tools:

Selected papers, projects, and/or beginning and end of semester questionnaires from period Courses (300 level) and a few elective courses (400 level) are used.

Time Frame Tools:

This will fall into SECOND YEAR ASSESSMENT PLAN. These courses are often taken as early as the second year after completion of lower division courses.

Who Assesses:

Chair(s) and the department.

How data will be used to improve program or revise curricula:

The department will meet to discuss findings and will make recommendation to improve department curriculum.

- Students will deploy the technical language and strategies for writing and/or writing about literary texts.

Measurement Tools:

This outcome can be assessed primarily in paper, portfolios, and/or beginning and end of semester questionnaires given in the lower division courses, Introduction to Creative Writing and Introduction to Literary Studies, and/or upper division level literature and writing courses.

Time Frame:

This falls into THIRD YEAR ASSESSMENT PLAN. Students are asked to take lower division courses during the first and second years; the upper division courses are often taken during the last two years as majors.

Who Assesses:

Chair(s) and the department

How data will be used to improve program or revise curricula:

The department will meet discuss findings and will make recommendation to improve department curriculum.

- Students will learn to read texts from multiple perspectives: e.g. learn differentiated readings via various contemporary critical theories.

Measurement Tools:

Paper, portfolio, or projects from Critical Analysis courses (380) and other 300 level literature and writing courses.

Time Frame:

This outcome falls into the SECOND YEAR ASSESSMENT PLAN. The upper division (300 level) courses are often taken during students' last two years as majors.

Who Assesses:

Chair(s) and the department

How data will be used to improve program or revise curricula:

The department will meet to discuss findings and will make recommendation to improve department curriculum.

- Students will demonstrate knowledge of pluralism in response to texts that focus on diversity and social justice issues, i.e. writings that underscore the complexity of race, ethnicity, gender, class and sexual orientation.

Measurement Tools:

Papers or projects derived from courses that engage in social justice issues as primary thematic foci and/or courses that fulfill ethnic minority requirement for the major. Alumni questionnaires may also provide some data for measuring this outcome.

Time Frame:

This outcome falls into the SECOND YEAR ASSESSMENT PLAN. Students will take these courses in Ethnic Minority Literature as electives after completion of lower division courses in the major.

Who Assesses:

Chair(s) and department

How data will be used to improve program or revise curricula:

The department will meet to discuss findings and will make recommendation to improve department curriculum.

- Students will demonstrate in writing and speech the ability to develop clear and coherent interpretive essays and original creative writing; they can articulated in writing and discussion/workshop their responses to literary and/or peer texts.

Measurement Tools:

Sampling of papers, portfolio, or project derived from Senior Seminars in Literature or Creative Writing, and Creative Writing Workshop courses are used. Completion of Senior Seminar courses (major projects, weekly workshops, and final oral presentation) with C or better.

Time Frame:

This falls into the THIRD YEAR ASSESSMENT PLAN. Creative Writing Workshop courses are encouraged for students at their senior year in the major; Senior Seminar is taken only during the Spring semester prior to graduation.

Who Assesses:

Chair(s) and department

How data will be used to improve program or revise curricula:

The department will meet to discuss findings and will make recommendation to improve department curriculum.