

ENGLISH ASSESSMENT REPORT 2008

GUIDING QUESTIONS

1. List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed.

Students who earn the Bachelor of Arts in English should:

1. Demonstrate the ability to write fluently, concisely, and clearly;
2. Demonstrate the ability to read literary texts analytically and critically;
3. Demonstrate good research skills;
4. Demonstrate an understanding of literary history, including literary movements and the evolutions of the genres;
5. Demonstrate knowledge of the history and structure of the English language.

These learning outcomes can be found on the School of Arts and Humanities website:

http://www.uamont.edu/Arts_and_Humanities/requirements/degree/english_learningoutcomes.htm

2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

UAM MISSION STATEMENT	Unit Learning Outcomes
<p>The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor.</p> <p>The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.</p> <p>The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.</p> <p>The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/ technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters</p>	<p>Goals 1 and 2</p> <p>Goals 1,2, and 3</p> <p>Goals 4 and 5</p>

individual achievement and personal development.	
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3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website, catalog, syllabi, brochures).

Student learning outcomes are stated, along with the English curriculum, in the university catalogue. Student learning outcomes are included in the 8-semester plan literature (http://www.uamont.edu/Arts_and_Humanities/requirements/degree/english_learningoutcomes.htm), on the SAH website, and on all English course syllabi. Student learning outcomes will be included in future brochures.

4. Provide specific evidence of how your unit assesses whether students have achieved your unit's student learning outcomes.

General education syllabi review and portfolio evaluation: Each semester, a committee of faculty evaluates all syllabi for a particular course among the university's general-education requirements (Fundamentals of English, Composition I, Composition II, World Literature I, World Literature II) to determine the appropriateness of the student learning outcomes, content, and grading policies. Faculty evaluate portfolios to determine the extent to which students demonstrate the student learning outcomes. **See Appendix A.**

English program pre-tests and post-tests: Pre-tests and post-tests measure English majors' critical reading skills and knowledge of literary history. The pre-tests were administered Fall 2007 and Spring 2008 in Introduction to Literary Studies; the post-tests were administered Fall Semester 2007 in Advanced Composition and in Senior Projects both Fall 2007 and Spring 2008 and scored by a committee of English faculty. **See Appendix B.**

English program portfolio evaluation: In Advanced Composition and Senior Writing Project, English majors submit portfolios representing their work throughout their college careers. These portfolios are evaluated by a committee of English faculty to determine the extent to which English majors demonstrate the desired student learning outcomes. **See Appendix B.**

5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly (Examples: retention rates/pass rate for classes, teacher made tests, research papers, recitals, field experiences, etc.). Give specific examples of how analyses of student performance have been used to improve unit decisions.

Analysis of retention rates, grade distributions, individual faculty analysis of student performance on essay exams, and review of course syllabi resulted in the revision of the English program in Fall 2006. Evidence indicated students lacked sufficient writing and research skills and knowledge of theoretical approaches in the analysis of literature. We created three distinct and coherent concentrations: literature, creative writing, and professional writing, along with two new courses: Introduction to Literary Studies and Creative Nonfiction. We also revised Advanced Composition to serve as a 4000-level capstone course for students doing the literature concentration.

The following data showing the number of English majors by class suggest excellent retention of majors; in fact, it appears that the English program attracts students who are uncertain of a major when first entering college and therefore are undeclared or begin their studies in another discipline.

English Majors:	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07
Freshman	14	11	6	10	8	11	10	14	8
Sophomore	11	18	14	8	9	11	9	9	11
Junior	11	6	11	10	8	7	12	7	14
Senior	13	18	13	11	17	17	13	19	19
Pre-Freshman	0	1	0	1	0	0	0	1	3
Post Bachelor	0	0	0	0	0	2	0	0	0
Total	49	54	44	40	42	48	44	50	55

English Minors, Fall 2006: Fall 2007:

Freshman	1	1
Sophomore	2	2
Junior	3	3
Senior	4	4
Post Bach	1	0
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	11	10

6. Provide specific evidence of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Describe how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys, alumni surveys, professional meetings, minutes from faculty or committee meetings, etc.)

Program Meetings: The English faculty met periodically to discuss curriculum revision and assessment throughout the academic year. **See Appendices A and B for reports of meetings.**

Professional Meetings: Several English faculty attended the Arkansas Philological Association annual meeting in October 2007. In large part as a result of enthusiastic faculty participation in APA, we have made a successful bid to host the APA journal, *Philological Review*. Hosting this journal will bring much prestige to UAM and to the English program. Dr. Kay Walter will serve as editor; Dr. Kate Stewart will serve as treasurer; and one or two English majors will serve as interns.

Strategic plan: Creating, executing, and reviewing a Strategic Plan for the School of Arts and Humanities represent a culmination of discussion, observations, and analysis on the part of the faculty in regard to how SAH might better serve students. **See Appendix C.**

7. Based on your answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit's future course of action. Include plans for what will be done, by whom, to what extent, and how often.

Fundamentals of English:

For the sake of consistency and to ensure that the curriculum for Fundamentals remains effective, we agreed to the following:

- That each Fundamentals instructor will include on his or her syllabus the same course objectives as listed in the common syllabus. These course objectives were reviewed and some minor changes were made (see below). It was agreed that the modified course objectives will be included on each Fundamentals syllabus starting this Fall (2007).
- That the “course objectives” mentioned above will be termed “Student Learning Outcomes” (see below).
- That each Fundamentals instructor will require the UAM Horizons Reader and the Pocket Wordsworth Handbook as their primary texts. Additional handouts or materials may be distributed at the discretion of the instructor.

The Student Learning Outcomes that will be included on each Fundamentals syllabus are as follows:

- 1) Students will have positive experiences with reading, speaking, listening, writing and thinking in a supportive, interactive environment.
- 2) Students will receive instruction and practice to develop effective reading and writing skills for academic success.
- 3) Students will become familiar with the experience of writing as a process (involving: topic selection, generating ideas, narrowing the writer's topic, drafting, revising, proofreading, and editing). Students will write 4 to 6 papers with a minimum total of 2500 words.
- 4) Students will develop basic skills in standard English grammar and usage.
- 5) Students will develop skills in sentence structure, paragraph development, and essay composition.
- 6) Students will develop skills in writing expressive and expository essays, with an emphasis on audience awareness.
- 7) Students will learn and use word processing.

English Major and Composition II:

In refining its strategy the faculty will do the following: (1) stress that students, particularly those in the creative and professional writing tracks, should keep copies of all of their writing assignments from their English courses; (2) make sure that students acquire greater competency in academic research and writing, especially in Composition II, where a fully documented research paper is a departmental standard; (3) make sure that English majors know how to use such research databases as MLA; and (4) make sure that all English courses use the learning outcomes as a guideline.

8. Specifically describe how your unit is making student learning accessible, including, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.). Address historical patterns and trends.

CIV Courses: Composition I and II, as well as World Literature I and II, are available in the Early College High School program via CIV.

Online Courses: We have greatly expanded our online offerings. The classes are clearly popular with students needing alternatives to traditional modes of instruction, and instructors see no loss of educational quality or increase in dishonesty.

Alternative Methods of Instruction ENGLISH					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
CIV	ENG 0133 ENG 1013 ENG 2293	ENG 0133 ENG 1013 ENG 2283 ENG 2293	ENG 0133 ENG 1013 ENG 2283 ENG 2293		
WebCT and Online	ENG 0133 ENG 1013 ENG 1023 ENG 3253	ENG 1013	ENG 1013 ENG 1023	ENG 0133 ENG 1013 ENG 1023 ENG 2283 ENG 2293	ENG 0133 ENG 1013 ENG 1023 ENG 2283 ENG 2293
Southeast Arkansas Community Based Education Center			ENG 0133 ENG 1013 ENG 1023		
Early College High School			ENG 1013 ENG 1023	ENG 1013 ENG 1023 ENG 2283	ENG 1013 ENG 1023 ENG 2283 ENG 2293

9. Specifically describe how your unit involves students directly in the assessment process.

Capstone presentations: Beginning Fall Semester 2008, all English majors will be invited to attend the capstone presentations and asked to evaluate the presentations on a rubric to be designed by faculty.

Student evaluations: The potential exists for instructors to revise courses based upon student comments.

10. Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or at the university.

- ◆ Expanded Writing Center hours.
- ◆ Greater accommodation of interests of English majors by allowing six hours of two foreign languages each instead of requiring twelve hours of one foreign language.
- ◆ Implementation of gateway course to better assure suggest of English majors in upper-level courses.
- ◆ Increasing the number of sections of online classes.
- ◆ Implementation of a coherent course rotation.
- ◆ Expansion of upper-division offerings.
- ◆ Increasing the number of English faculty teaching majors, thereby providing students with exposure to a wider range of perspectives, knowledge, and methodologies.

APPENDIX A: English General Education Assessment

Syllabi Review and Portfolio Evaluation

General Education Assessment Timetable (3-year cycle)

<p>Spring '07/10/13/16 ENGL 0133–review of syllabi</p>	<p>Fall '07/10/13/16 ENGL 1013–review of syllabi ENGL 0133–portfolios</p>
<p>Spring '08/11/14/17 ENGL 1013–portfolios ENGL 1023–review of syllabi</p>	<p>Fall '08/11/14/17 ENGL 1023 Portfolios World Lit I--review of syllabi</p>
<p>Spring '09/12/15/18 World Lit I--review of portfolios World Lit II--review of syllabi</p>	<p>Fall '09/12/15/18 World Lit II--review of portfolios</p>

Report on Review of Syllabi – Fundamentals of English

On Tuesday, April 10, 2007, I [Sarah Bloom] met with the instructors who teach Fundamentals of English – Claudia Hartness, Sandra Watson, Rhonda Williams, and Stephanie Watson. Not present were Betty Hendricks and Patricia Goggans. Ms. Goggans provided a copy of her syllabus.

I reviewed the following documents with the instructors: the department’s “common syllabus” for Fundamentals of English, the course description from the UAM catalogue, and each instructor’s individual syllabus. We agreed that each instructor’s syllabus was comprehensive and adequate to meet the needs of the course as described in the catalog. We agreed that each instructor’s syllabus met the requirements outlined in the department’s common syllabus.

For the sake of consistency and to ensure that the curriculum for Fundamentals remains effective, we agreed to the following:

- That each Fundamentals instructor will include on his or her syllabus the same course objectives as listed in the common syllabus. These course objectives were reviewed and some minor changes were made (see below). It was agreed that the modified course objectives will be included on each Fundamentals syllabus starting this Fall (2007).
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The Student Learning Outcomes that will be included on each Fundamentals syllabus are as follows:

Student Learning Outcomes

- 1) Students will have positive experiences with reading, speaking, listening, writing and thinking in a supportive, interactive environment.
- 2) Students will receive instruction and practice to develop effective reading and writing skills for academic success.
- 3) Students will become familiar with the experience of writing as a process (involving: topic selection, generating ideas, narrowing the writer’s topic, drafting, revising, proofreading, and editing). Students will write 4 to 6 papers with a minimum total of 2500 words.
- 4) Students will develop basic skills in standard English grammar and usage.
- 5) Students will develop skills in sentence structure, paragraph development, and essay composition.
- 6) Students will develop skills in writing expressive and expository essays, with an emphasis on audience awareness.
- 7) Students will learn and use word processing.

Report on Analysis of portfolios from Fundamentals of English classes, Fall 2007

In Fall 2007, instructors of the Fundamentals of English (English 0133) course were asked to submit first and final essays from randomly selected students.

Method

Fundamentals instructors were asked to select “early” essays (usually the first assignment) and “final” essays (usually the last assignment) from randomly selected students – three “early” essays and three “final” essays. The instructors were asked to mark out any identifying information, including student name, name of the course, date, or instructor’s name. The instructors then copied the essays and submitted them to Ms. Bloom.

The essays were numbered and placed into folders along with copies of a rubric. The rubric measures five student learning outcomes, as follows: 1) student has a focus for an essay; 2) student organizes an essay into a series of coherent paragraphs that make for a clear introduction, body, and conclusion; 3) student uses transitions to link parts of sentences, sentences, and paragraphs; 4) student avoids major grammatical and mechanical errors; and 5) student uses at least some specific examples to illustrate and support generalizations. On the rubric, each student learning outcome receives a score of 1, 2, or 3. A score of “1” indicates that the student “does not demonstrate expected outcome.” A score of “2” indicates that the student “demonstrates expected outcome.” A score of “3” indicates that the student “exceed expected outcome.” The lowest possible score is 5 (each student learning outcome receiving a score of “1”), while the highest possible score is 15 (each student learning outcome receiving a score of “3”).

The essays were scored by the UAM English faculty. Each essay was scored by two faculty members, resulting in two completed rubrics for each essay.

Results: Total Scores

Because the essays were scored by two faculty members, some disagreement on scoring was evident. If the scores on an essay differed by one point only, the essay scores were allowed to stand. If the scores on an essay differed by two points, a third reader scored the essay. If the scores on an essay differed by more than two points, the essay was set aside and not included in this analysis.

In total, 18 “early” essays (36 rubrics) and 18 “final” essays (39 rubrics – includes three “third scorer” rubrics) were analyzed. The results of this analysis were as follows:

For the “early” essays, the mean **total** score was 7.7.

For the “final” essays, the mean **total** score was 11.5.

This represents a mean increase of 3.8 “points.” More significantly, it indicates that prior to taking the Fundamentals course, students consistently score below average – “does not meet expected outcome.” Upon completion of the Fundamentals course, students consistently score above average – “demonstrates” or “exceeds expected outcome.”

Results: Discrete Student Learning Outcomes

For each student learning outcome, the results of the analysis were as follows:

	<u>Mean score: “early”</u>	<u>Mean score “final”</u>	
Student has a focus for an essay	1.7	2.4	(+.7)
Student organizes an essay into a series of coherent paragraphs that make for a clear introduction, body, and conclusion	1.55	2.35	(+.8)
Student uses transitions to link parts of sentences, sentences, and paragraphs	1.5	2.2	(+.7)
Student avoids major grammatical and mechanical errors	1.46	2.0	(+.54)
Student uses at least some specific examples to illustrate and support generalizations	1.44	2.4	(+.96)

These results indicate that students taking the Fundamentals course improve their performance in all areas. The greatest improvements are seen in student learning outcome five – using specific examples.

Portfolio Evaluation Rubrics

<u>Fundamentals of English</u>	Does Not Demonstrate Expected Outcome	Demonstrates Expected Outcome	Exceeds Expected Outcome
Student has a focus for an essay.			
Student organizes an essay into a series of coherent paragraphs that make for a clear introduction, body, and conclusion.			
Student uses transitions to link parts of sentences, sentences, and paragraphs.			

Student avoids major grammatical and mechanical errors.			
Student uses at least some specific examples to illustrate and support generalizations.			
<u>Composition I</u>			
Student has a clear focus for an essay and a clear thesis.			
Student organizes an essay into a series of coherent paragraphs that make for a clear introductory paragraph, multiple body paragraphs, and an appropriate conclusion.			
Student uses transitions to link parts of sentences, sentences, and paragraphs in ways that enhance and clarify logical relationships.			
Student avoids almost all grammatical and mechanical errors.			
Student uses specific examples to illustrate and support generalizations and demonstrates some original thinking and complexity of			

thought.			
<u>Composition II</u>			
Student has a clear focus for an essay and a clear thesis that demonstrates sophisticated critical thinking.			
Student organizes the content of an essay in a sophisticated, logical, and effective way.			
Student demonstrates stylistic flair in the appropriate use of transitions to link parts of sentences, sentences, and paragraphs.			
Student avoids all grammatical and mechanical errors.			
Student uses specific examples to illustrate and support generalizations, and in general, student demonstrates originality and complexity of thought.			
Student demonstrates the ability to do appropriate research and to paraphrase, quote, and document all sources correctly and effectively.			

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APPENDIX B: English Program Assessment

Pre-tests, Post-tests, and Portfolio Evaluation

Timetable for Assessment of English Majors:

Assessment of English majors will be ongoing. Every Fall and Spring Semester literary analysis and literary history pre-tests will be administered to students in Introduction to Literary Studies. Post-tests will be administered in ENGL 4723 Advanced Composition (Literature track majors) every Fall Semester and in ENGL 479V Senior Project (Creative Writing track majors) and JOUR 479V Senior Project (Professional Writing track majors) every Fall and Spring.

Graduating seniors will be required, in the context of their “capstone” course, to submit a portfolio of papers and exams.

Literary Analysis Pre/Post Test

Instructions

Carefully read each of the following passages. For each question which follows the passage, choose and circle the letter of the best response. There is no penalty for guessing incorrectly, so make an effort to respond to each of the questions.

Please try to do your best on this exam. The more sincere your effort, the better an understanding the department will have of your knowledge, your capabilities, and the success of the English program.

We appreciate your time and effort.

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears
And water'd heaven with their tears,
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

1. Which word best describes the speaker's tone?

- A. Anger
- B. Terror
- C. Indifference
- D. Spite

2. The imagery of the fourth stanza likens the Tyger's creator to a

- A. Carpenter
- B. Sailor
- C. Blacksmith
- D. Mechanic

3. What figure of speech is used in both lines 17 and 18?

- A. Personification
- B. Synecdoche
- C. Simile
- D. Irony

4. Stanzas of four lines are known as

- A. Sestets
- B. Couplets
- C. Sonnets
- D. Quatrains

5. "The Tyger" is an example of which kind of poem?

- A. Epic
- B. Elegy
- C. Dramatic
- D. Lyric

II.

Then ten men with bows and arrows ran down that valley, chasing twenty men with bows and arrows, and the row was tremenjus. They was fair men--fairer than you or me--with yellow hair and remarkable well built. Says Dravot, unpacking the guns--'This is the beginning of the business. We'll fight for the ten men,' and with that he fires two rifles at the twenty men, and drops one of them at two hundred yards from the rock where he was sitting. The other men began to run, but Carnehan and Dravot sits on the boxes picking them off at all ranges, up and down the valley. Then we goes up to the ten men that had run across the snow too, and they fires a footy little arrow at us. Dravot he shoots above their heads and they all falls down flat. Then he walks over and kicks them, and then he lifts them up and shakes hands all round to make them friendly like. He calls them and gives them the boxes to carry, and waves his hand for all the world as though he was King already.

1. Use of misspellings like "tremenjus" indicate what about the speaker (Carnehan) in this passage?

- A. He is a British soldier.
- B. He is insane.
- C. He is from the working class.
- D. He is uneducated.

2. What do the different types of weapons symbolize?

- A. There are different levels of technology between the cultures.
- B. Carnehan and Dravot are better fighters.
- C. The men with bows are cowards.
- D. The men with bows are braver than the men with rifles.

3. From this passage, what would a psychoanalytical critic likely conclude about the speaker, Carnehan?

- A. He feels inferior to Dravot.
- B. He has delusions of grandeur.
- C. His sense of reality is fine.
- D. He has gone out of his mind.

4. What word best describes the theme of this selection?

- A. Imperialism
- B. Colonization
- C. Materialism
- D. Illusion vs. Reality

5. What does the final sentence of the selection suggest about Carnehan and Dravot's motive?

- A. They have come to kill the native people.

- B. They want to conquer the native people.
- C. They have come in search of gold.
- D. None of the above

III.

KENT: Good my lord, enter here.

LEAR: Prithee, go in thyself, seek thine own ease.

The tempest will not give me leave to ponder

On things would hurt me more. But I'll go in.

[To the Fool] In boy; go first. You houseless poverty-

Nay, get thee in. I'll pray, and then I'll sleep.

Exit [Fool into the hovel]

Poor naked wretches, wheresoe'er you are,

That bide the pelting of this pitiless storm,

How shall your houseless heads and unfed sides,

Your looped and windowed raggedness, defend you

From seasons such as these? O, I have ta'en

Too little care of this! Take physic pomp;

Expose thyself to feel what wretches feel,

That thou mayst shake the superflux to them

And show the heavens more just.

1. Which of the following most nearly reflects Lear's primary concern in this passage?

- A. Concern that the fool and Kent not get wet
- B. Concern that the universe is not just
- C. Concern that he has not been responsible as a ruler
- D. Concern that those who live in poverty have inadequate shelter

2. Which of the following best describes Lear's tone in this passage?

- A. Proudful
- B. Remorseful
- C. Relieved
- D. Ashamed

3. Which of the following might be of most interest to a Marxist critic examining this passage?

- A. Renaissance theories of the proper role of a monarch
- B. The metaphors used to describe the conditions of the poor
- C. Images of the cruelty of nature
- D. Lear's recognition that justice will be served when the rich put themselves in the position of the poor

4. *King Lear* is an example of:

- A. Classical drama
- B. Renaissance tragedy
- C. Comedy of Manners

D. The well-made play

5. What does the word "physic" mean in the context of this passage?

- A. Medicine
- B. Exercise
- C. Body type
- D. Heed

IV.

This time Milo had gone too far. Bombing his own men and planes was more than even the most phlegmatic observer could stomach, and it looked like the end for him. High-ranking government officials poured in to investigate. Newspapers inveighed against Milo with glaring headlines, and Congressmen denounced the atrocity in stentorian wrath and clamored for punishment. Mothers with children in the service organized into militant groups and demanded revenge. Not one voice was raised in his defense. Decent people everywhere were affronted, and Milo was all washed up until he opened his books to the public and disclosed the tremendous profit he had made. He could reimburse the government for all the people and property he had destroyed and still have enough money left over to continue buying Egyptian cotton. Everybody, of course, owned a share. And the sweetest part of the whole deal was that there really was no need to reimburse the government at all.

"In a democracy, the government is the people," Milo explained. "We're people, aren't we? So we might just as well keep the money and eliminate the middleman."

1. Which of the following best describes the tone of this passage?

- A. Jovial
- B. Somber
- C. Ironic
- D. Deadpan

2. Which of the following best describes the author's point in this passage?

- A. That war is horrible
- B. That war is justifiable in some circumstances
- C. That people place the importance of economic profit above all else
- D. That a democracy is run by the people

3. Which of the following best describes the literary movement or tradition that this passage represents?

- A. Romantic
- B. Absurdist
- C. Realism
- D. Naturalism

4. Which of the following best describes the apparent primary motive of the character Milo?

- A. To win the war
- B. To make a profit
- C. Both A and B
- D. To undermine the government

Literary History Pre/Post Test

Instructions: Connect each of the following five passages to one of the following literary periods or movements: a) ancient world/western, b) ancient world/eastern, c) medieval, d) renaissance, e) enlightenment/neoclassicism, f) colonial American, g) romanticism, h) nineteenth-century American, i) modernism, j) post-modernism. Then choose three of the passages, and for each passage you choose write a short essay explaining how that passage exemplifies the thematic, historical, and/or artistic concerns of its period.

I. William Wordsworth, "Ode: Intimations of Immortality"

Our birth is but a sleep and a forgetting;
The Soul that rises with us, our life's Star,
 Hath had elsewhere its setting,
 And cometh from afar:
 Not in entire forgetfulness,
 And not in utter nakedness,
But trailing clouds of glory do we come
 From God, who is our home:
Heaven lies about us in our infancy!
Shades of the prison-house begin to close
 Upon the growing Boy.
But He beholds the light, and whence it flows,
 he sees it in his joy;
The Youth, who daily farther from the east
 Must travel, still is Nature's Priest,
 And by the vision splendid
 Is on his way attended;
At length the Man perceives it die away,
And fade into the light of common day.

II. Shakespeare, *Hamlet*

I have of late—but wherefore I know not—lost all my mirth, forgone all custom of exercises; and indeed it goes so heavily with my disposition that this goodly frame, the earth, seems to me a sterile promontory; this most excellent canopy, the air, look you, this brave o'er hanging firmament, this majestic roof fretted with golden fire, why, it appeareth nothing to me but a foul and pestilent congregation of vapours. What a piece of work is man! How noble in reason, how infinite in faculties, in form and moving how express and admirable, in action how like an angel, in apprehension how like a god! The beauty of the world, the paragon of animals! And yet, to me, what is this quintessence of dust? Man delights not me—no, nor woman neither, though by your smiling you seem to say so.

III. Ralph Waldo Emerson, "Nature"

In the woods too, a man casts off his years, as the snake his slough, and at what period soever of life, is always a child. In the woods is perpetual youth. Within these plantations of God, a decorum and sanctity reign, a perennial festival is dressed, and the guest sees not how he should tire of them in a thousand years. In the woods, we return to reason and faith. There I feel that nothing can befall me in life,—no disgrace, no calamity, (leaving me my eyes,) which nature cannot repair. Standing on the bare ground,—my head bathed by blithe air, and uplifted into infinite space,—all mean egotism vanishes. I become a transparent eye-ball; I am nothing; I see all; the currents of the Universal Being circulate through me; I am part or particle of God. The name of the nearest friend sounds then foreign and accidental: to be brothers, to be acquaintances,—master or servant, is then a trifle and a disturbance. I am the lover of uncontained and immortal beauty. In the wilderness, I find something more dear and connate than in streets or villages. In the tranquil landscape, and especially in the distant line of the horizon, man beholds somewhat as beautiful as his own nature.

IV. Confucius, *Analects*

8. The Master said, “He has not lived in vain who dies the day he is told about the Way.”

9. The master said to Tzu-kung, “Who is the better man, you or Hui?”

“How dare I compare myself with Hui? When he is told one thing he understands ten. When I am told one thing I understand only two.”

The Master said, “You are not as good as he is. Neither of us is as good as he is.”

10. Tsai Yu was in bed in the daytime. The Master said, “A piece of rotten wood cannot be carved, nor can a wall of dried dung be troweled.”

V. T.S. Eliot, *The Waste Land*

April is the cruellest month, breeding
Lilacs out of the dead land, mixing
Memory and desire, stirring
Dull roots with spring rain.
Winter kept us warm, covering
Earth in forgetful snow, feeding
A little life with dried tubers.
Summer surprised us, coming over the Starnbergersee
With a shower of rain; we stopped in the colonnade,
And went on in sunlight, into the Hofgarten,
And drank coffee, and talked for an hour.
Bin gar keine Russin, stamm' aus Litauen, echt deutsch.
And when we were children, staying at the archduke's,
My cousin's, he took me out on a sled,
And I was frightened. He said, Marie,
Marie, hold on tight. And down we went.
In the mountains, there you feel free.
I read, much of the night, and go south in the winter.

What are the roots that clutch, what branches grow
Out of this stony rubbish? Son of man,
You cannot say or guess, for you know only
A heap of broken images, where the sun beats,
And the dead tree gives no shelter, the cricket no relief,
And the dry stone no sound of water. Only
There is shadow under this red rock,
(Come in under the shadow of this red rock),
And I will show you something different from either
Your shadow at morning striding behind you
Or your shadow at evening rising to meet you;
I will show you fear in a handful of dust.

Analysis of Data 2008

Overview

The 2007-2008 academic year represents the first full year of the implementation of the multi-tracked degree program in English. Students have the option of pursuing concentrations in literature, creative writing, or professional writing. Although the English faculty determined that it could conduct an assessment of syllabi for its specialized English courses, the new curriculum also calls for a pre-test administered in Introduction to Literary Studies, the gateway course for all majors regardless of their concentration, a post-test and a capstone analytical essay in Advanced Composition for those in the literature track, senior projects/portfolios in the other two concentrations.

The English faculty recognizes the following areas of competency for its English majors: (1) demonstrate the ability to write fluently, concisely, and clearly; (2) demonstrate the ability to read literary texts analytically and critically, i.e., close readings; (3) demonstrate good research skills; (4) demonstrate an understanding of literary history, including literary movements, the evolutions of the genre, and the spectrum of critical approaches; and (5) demonstrate knowledge of the history and structure of the English language.

Students enrolled in what would become the Introduction in Literary Studies course in Spring, 2007 took the pre-test. Students enrolled for the course in both the fall and spring semesters of the 2007-2008 academic year also sat for the test. In addition, the faculty administered the post-test to a small sampling (two students) during this time frame. Three students opting for the creative writing concentration submitted portfolios, and three students completed Advanced Composition, the capstone course of students on the literature track.

Pre-test Results

Both the pre- and post-tests evaluate the ability of students to analyze a number of literary passages. Students read the assigned passages and answer nineteen specific questions based on those passages. The second section of the test asks students to identify five literary movements based on specific texts and to briefly describe each of the periods.

The pre-test yielded the following wrong answers to the questions:

Spring 2007 (Six students responding): Interpretation section: 4 of 19; 9 of 19; 7 of 19; 4 of 19; 8 of 19; and 12 of 19; Literary history section: 2 of 5; 2 of 5; 1 of 5; 3 of 5; and 0 of 5.

Fall 2007 (22 students responding): Interpretation section: 4 of 19; 3 of 19; 9 of 19; 11 of 19; 3 of 19; 8 of 19; 10 of 19; 9 of 19; 10 of 19; 5 of 19; 6 of 19; 12 of 19; 6 of 19; 14 of 19; 5 of 19; 6 of 19; 12 of 19; 6 of 19; 14 of 19; 8 of 19; 6 of 19; 14 of 19; 8 of 19; 6 of 19; 10 of 19; 5 of 19; 10 of 19; and 7 of 19; Literary history section: 3 of 5; 1 of 5; 1 of 5; 4 of 5; 3 of 5; 3 of 5; 2 of 5; 2 of 5; 2 of 5; 2 of 5; 5 of 5; 2 of 5; 4 of 5; 4 of 5; 0 of 5; 4 of 5; 2 of 5; 3 of 5; 1 of 5; 0 of 5; and 3 of 5.

Spring 2008 (23 students responding): Interpretation section: 6 of 19; 2 of 19; 11 of 19; 5 of 19; 7 of 19; 9 of 19; 2 of 19; 3 of 19; 7 of 19; 14 of 19; 7 of 19; 12 of 19; 10 of 19; 8 of 19; 9 of 19; 7 of 19; 5 of 19; 7 of 19; 10 of 19; 3 of 19; 5 of 19; 6 of 19; 5 of 19; Literary history section: 4 of 5; 4 of 5; 4 of 5; 1 of 5; 3 of 5; 1 of 5; 3 of 5; 3 of 5; 3 of 5; 3 of 5; 3 of 5; 5 of 5; 2 of 5; 1 of 5; 2 of 5; 1 of 5; 4 of 5; 3 of 5; 3 of 5; 3 of 5; 3 of 5; 2 of 5; 2 of 5; and 1 of 5.

With regard to interpreting literary passages, the first group tended to fare the best of the three. The majority of students in the first sampling were more seasoned English majors; these students, save one, were juniors or seniors. The third group of students generally performed the worst of the group. The majority of these students had taken no upper-level English classes; the results therefore might have been predicted. None of the groups did particularly well on the literary history section. Many of them seemed to have little sense of literary movements. *Modern and contemporary literature seemed to be particular weaknesses.*

Post-test Results

Only two of the senior English majors took the post-test; only one of them had taken the pre-test.

The post-test yielded the following wrong answers to the questions:

Fall 2007 (one student): Interpretation section: 10 of 19; Literary history section: 0 of 5.

Spring 2008 (one student): Interpretation section: 9 of 19; Literary history section: 5 of 5.

The two students performed similarly on the interpretation section; they performed less well with a contemporary passage. One student displays a strong sense of literary history; the other appears to have gained little knowledge in this area. The latter student is the only one to have taken both the pre-test and the post-test. On the pre-test, the student answered seven questions incorrectly on the interpretation section and three questions incorrectly on the literary history section. On the post-test, the student shows a “decline” in both areas; the results of the literary history section is both baffling and disturbing.

Portfolios

Rubric:

Expected student performance	Does not demonstrate outcome	Meets expected outcome	Exceeds expected outcome
Writes fluently, concisely, and clearly.			
Reads literary texts analytically and critically.			
Demonstrates good research skills.			
Demonstrates an understanding of literary history, including literary movements and the evolutions of the genres.			
Demonstrates knowledge of the history and structure of the English language.			

Guidelines for English Majors:

Portfolios will be assessed to determine the degree to which students demonstrate the expected student learning outcomes for English majors.

Students who earn the Bachelor of Arts in English should:

1. Demonstrate the ability to write fluently, concisely, and clearly;
2. Demonstrate the ability to read literary texts analytically and critically;
3. Demonstrate good research skills;
4. Demonstrate an understanding of literary history, including literary movements and the evolutions of the genres;
5. Demonstrate knowledge of the history and structure of the English language.

All English majors should save all papers and/or exams from the following classes:

1. American Literature I and/or American Literature II
2. British Literature I and/or British Literature II
3. Introduction to Language Study or Advanced Grammar (not required for creative-writing concentration majors)
4. Papers and/or exams from two additional classes.

Results for 2007-2008:

Students pursuing the creative writing concentration submitted comprehensive portfolios; students in the literature track produce an extensive piece of academic writing focusing on close readings and research of literary texts. These students deliver their papers in a public forum at the end of the semester. For the 2007-2008 academic year, three students in the creative writing option submitted portfolios, while three students in the literature concentration presented analytical papers. Of the three creative writing portfolios, all students demonstrated the desired student learning outcomes, but to be more specific, we can characterize one as marginal, one as good, and one as excellent. The marginal portfolio contained only a scant sampling of work either analytical or creative. The acceptable portfolio featured creative work. In both cases, the students offer little, if any, academic writing. They apparently do not realize that answers for essay questions on exams do not constitute true analytical writing; *their research skills appear quite limited*. The best portfolio contained both creative and expository writing. This student both met and exceeded the standards of the learning outcomes for English majors. Based on the performance of the three students from the Advanced Composition class from the fall of 2007, these students have also met and/or exceeded the learning outcomes.

Conclusions

In the last eighteen months, the English faculty has put in place specific learning outcomes for English majors and has devised specific measures of these skills. In refining its strategy the faculty should do the following: (1) stress that students particularly in the creative and professional writing tracks should keep copies of all of their writing assignments from their English courses; (2) make sure that students acquire greater competency in academic research and writing, especially in Composition II,

where a fully documented research paper is a departmental standard; (3)make sure that English majors know how to use such research databases as MLA; and(4)make sure that all English courses use the learning outcomes as a guideline.

APPENDIX C:

REVIEW OF 2007-08 STRATEGIC PLAN AND THE STRATEGIC PLAN FOR 2008-2009

REVIEW OF THE STRATEGIC PLAN FOR THE SCHOOL OF ARTS AND HUMANITIES UNIVERSITY OF ARKANSAS AT MONTICELLO July 2007 – June 2008

Mission, Role, and Scope

The mission of the School of Arts and Humanities is to offer significant exposure to language, literature, communication, and artistic expression, providing students with the knowledge, appreciation, and experience necessary to develop personal and professional skills in these areas. The School's dual function is to provide courses for its own baccalaureate programs and for the general education program in the fields of writing, speaking, and art.

The School of Arts and Humanities offers Bachelor of Arts degree programs in Art, English, Journalism, and Speech Communication, as well as minors in Art, English, French, Journalism, Spanish, and Speech Communication. The School of Arts and Humanities program offerings are available to all campus disciplines through service courses.

Support goals from Enhancement of Resources focus:

Recruit, develop, and retain a quality faculty and staff.
Build partnerships through networking and collaboration.
Enhance the University's image, visibility, and influence.
Enhance the research environment for faculty and students.
Improve internal and external communication.
Improve employment opportunities.
Develop internal and external resources.
Recruit, retain, and graduate students.

Short-Range Objectives

1. To continue to generate funds for Speech scholarships from a custom-published Public Speaking text. **We continue to meet this objective with complete success.**
2. To generate funds for English scholarships and a visiting scholar/writer series

from custom-published Composition and World Literature texts. **We are using the custom-published texts and await receipt of our portion of book-store profits.**

3. To employ two Spanish Fulbright International Teaching Assistants. **We met this objective with complete success.**
4. To increase the number of Graduate Assistants from one to two. **We succeeded in acquiring the second position and it will be filled in the coming academic year.**
5. To continue to host events that attract high-school students to campus, such as debate tournaments, foreign-language festivals, and art exhibitions. **We accomplished this objective with great success. Both the debate tournaments and the foreign-language festival were larger than in previous years.**
6. To continue to improve communication and collaboration with secondary schools in the region with the purpose of recruiting and of enhancing the preparation of high-school students for college. **We achieved this ongoing objective.**
7. To sponsor writing contests for area high-school students. **We are still in the planning stages of this activity.**
8. To expand the size of the debate team. **This objective was met with great success.**

Intermediate-Range Objectives

1. To employ three Fulbright International Teaching Assistants--two Spanish and one French. **We continue to pursue this goal.**
2. To have "SMART" classrooms in Sorrells Hall and Wells. **Those buildings are undergoing renovation, and we expect the classrooms to have Smart Room capabilities when work is completed in late 2008.**
3. To conduct a summer debate institute. **This goal has been achieved.**

Long-Range Objectives

1. To make all classrooms on the first floor of MCB "SMART" classrooms. **We are making progress toward this goal.**
2. To explore the feasibility of converting MCB 114 into a seminar room. **We will continue to explore this as a possibility.**
3. To identify donors for an endowed scholarship in creative writing. **No progress.**
4. To hire Computer Design faculty to teach 4-D, PhotoShop, DreamWeaver, Adobe

Illustrator, and other software. **We have decided that this is an unrealistic goal for the foreseeable future.**

5. To hire one additional faculty in Journalism. **No progress.**
6. To add a kiln yard with kilns adjoining the Art Complex. **No progress.**
7. To employ an Art Gallery Director to manage student workers and student interns, to manage gallery exhibition schedules, and to write art grants. **We will probably delete this as a goal we want to pursue in the foreseeable future.**

Support goals from Enhancement of Academics focus:

Improve academic quality standards.

Share academic opportunities across units.

Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities.

Improve internal and external communications.

Provide the latest technology to our students and faculty.

Accommodate the diverse needs of students.

Enhance UAM's image.

Short-Range Objectives

1. To continue to implement and execute academic-program and general-education assessment in all disciplines and revise curriculum in response to valid data. **We have made significant progress in the area of assessment and have revised curriculum appropriately.**
2. To continue to develop articulation agreements with off-campus sites for placement of Speech and Journalism interns. **We are achieving this ongoing objective.**
3. To offer classes in Japanese language and culture. **We achieved this objective. We offered Japanese I in the fall and Japanese II in the spring.**
4. To offer Latin classes. **We achieved this objective. We offered Latin I in the fall and Latin I and Latin II both in the spring.**
5. To increase the number of French classes offered. **We achieved this goal with great success. In fact, we doubled in one year the number of students taking French.**
6. To create a "reading" series for students and faculty who wish to give presentations of scholarly or creative work, especially in preparation for giving

presentations at regional or national conferences. **Although we did not achieve this objective, we will continue to pursue it.**

7. To implement new courses (Introduction to Literature, Nonfiction Prose, and Senior Capstone) to support the three options for the English major. **We achieved this objective with complete success. In fact, enrollment in Introduction to Literature has exceeded our expectations, and we will need to add a second section in fall '08.**
8. To implement new courses (Introduction to Communication Studies and Senior Capstone) to enhance Speech Communication major. **This objective was accomplished.**
9. To enhance uniformity in general-education courses in English. **We have achieved this objective and will continue to work toward uniformity to the extent it is desirable.**
10. To better remediate at-risk students by adding a developmental English class for students with an English ACT below 15. **No progress. However, we are now offering eight-week sections of Fundamentals of English and Composition I in conjunction with eight-week sections of Introduction to Algebra and Intermediate Algebra so that students can focus on nothing but English and math during their first semester.**

Intermediate-Range Objectives

1. To implement a major in Romance Languages (Spanish, French, Italian, Latin). **We are successfully laying a foundation for such a program and continue to work toward the goal.**
2. To create a film-studies concentration within the English major. **No progress but we will continue to pursue the idea.**

Long-Range Objectives

1. To implement a B.F.A. program in Painting, Drawing, and Ceramics. **No progress.**
2. To implement an M.A. program in Painting, Drawing, and Ceramics. **No progress.**
3. To start a summer program of visiting artists who will teach a 3-credit course called Blossom Painting, Blossom Drawing, Blossom Ceramics. **No progress.**
4. To implement a minor in German. **No progress.**

5. To implement a photography class for the enhancement of the Journalism and Art programs. **No progress.**

Support goals from Enhancement of Quality of Life focus:

Accommodate the diverse needs of students.

Develop and implement a comprehensive student retention plan.

Promote healthy lifestyles for students, employees, and communities.

Short-Range Objectives

1. To continue to offer online Art Appreciation, Fundamentals of English, Composition I, Composition II, World Literature I, World Literature II, and Public Speaking. **We have accomplished this objective and will continue to add on-line classes.**
2. To offer night sections of all general-education required courses. **We have achieved this objective.**
3. To offer one or two Drawing I classes each semester and two or three Ceramics I classes each semester in addition to offering as many Drawing II/III and Ceramics II/III as Stage I can generate. **We have made significant progress and continue to pursue this goal.**
4. To offer Saturday classes in Conversational Spanish and Public Speaking. **We achieved this objective only in part. The Saturday Public Speaking class did not attract students.**
5. To explore the feasibility of offering some upper-level courses online. **We have begun to offer some upper-level Speech classes online.**

Intermediate-Range Objectives

1. To establish a resource center providing career information for English, Speech, Art, Journalism, and Romance Language majors. **No progress.**

Long-Range Objectives

1. To employ an Art Gallery Director to manage student workers and student interns, to manage gallery exhibition schedules, and to write art grants. **No progress.**

STRATEGIC PLAN FOR THE SCHOOL OF ARTS AND HUMANITIES

UNIVERSITY OF ARKANSAS AT MONTICELLO
July 2008 – June 2009

Mission, Role, and Scope

The mission of the School of Arts and Humanities is to offer significant exposure to language, literature, communication, and artistic expression, providing students with the knowledge, appreciation, and experience necessary to develop personal and professional skills in these areas. The School's dual function is to provide courses for its own baccalaureate programs and for the general education program in the fields of writing, speaking, and art.

The School of Arts and Humanities offers Bachelor of Arts degree programs in Art, English, Journalism, and Speech Communication, as well as minors in Art, English, French, Journalism, Spanish, and Speech Communication. The School of Arts and Humanities program offerings are available to all campus disciplines through service courses.

Support goals from Enhancement of Resources focus:

Recruit, develop, and retain a quality faculty and staff.
Build partnerships through networking and collaboration.
Enhance the University's image, visibility, and influence.
Enhance the research environment for faculty and students.
Improve internal and external communication.
Improve employment opportunities.
Develop internal and external resources.
Recruit, retain, and graduate students.

Short-Range Objectives

9. To continue to generate funds for Speech scholarships from a custom-published Public Speaking text.
10. To continue to generate funds from custom-published Composition and World Literature texts.
11. To employ two Spanish Fulbright International Teaching Assistants and one French Fulbright International Teaching Assistant.
12. To continue to host events that attract high-school students to campus, such as debate tournaments, foreign-language festivals, and art exhibitions.
13. To continue to improve communication and collaboration with secondary schools in the region with the purpose of recruiting and of enhancing the preparation of

high-school students for college.

14. To continue to expand the size of the debate team.
7. To have “SMART” classrooms in Sorrells Hall and Wells.
8. To expand the size of the summer debate institute.
9. To convert MCB 115 and 121 into Smart Rooms.
10. To hire a Speech faculty member.

Intermediate-Range Objectives

1. To employ four Fulbright International Teaching Assistants--two Spanish, one French, and one Italian.
2. To make all classrooms on the first floor of MCB Smart Rooms.

Long-Range Objectives

8. To convert MCB 114 into a seminar room.
9. To publish a once-a-semester, hard-copy campus news magazine.
10. To identify donors for an endowed scholarship in creative writing.
11. To add a kiln yard with kilns adjoining the Art Complex.

Support goals from Enhancement of Academics focus:

Improve academic quality standards.
Share academic opportunities across units.
Increase opportunities for faculty/student research and creative activities
and increase experimental and service learning opportunities.
Improve internal and external communications.
Provide the latest technology to our students and faculty.
Accommodate the diverse needs of students.
Enhance UAM’s image.

Short-Range Objectives

11. To continue to implement and execute academic-program and general-education assessment in all disciplines and revise curriculum in response to valid data.

12. To continue to develop articulation agreements with off-campus sites for placement of Speech and Journalism interns.
13. To continue to offer classes in Japanese language and culture.
14. To continue to offer Latin classes and to make part of the permanent curriculum.
15. To continue to increase the number of French classes offered.
16. To create a “reading” series for students and faculty who wish to give presentations of scholarly or creative work, especially in preparation for giving presentations at regional or national conferences.
17. To continue to revitalize the English program by placing greater emphasis on close readings, theory, grammar, and writing.
18. To offer Speech theatre courses in order to provide students with greater opportunities in the area of performance.
19. To enhance uniformity in all SAH general-education courses.
20. To offer several sections of eight-week Fundamentals of English and Composition I to better serve the needs of developmental students.
11. To offer Special Topics Art courses related to regional internship opportunities.

Intermediate-Range Objectives

3. To implement a major in Romance Languages (Spanish, French, Italian, Latin).
4. To create a film-studies concentration within the English major.

Long-Range Objectives

6. To start a summer program of visiting artists who will teach a 3-credit course called Blossom Painting, Blossom Drawing, Blossom Ceramics.
7. To implement a minor in German.
8. To implement a photography class for the enhancement of the Journalism and Art programs.

Support goals from Enhancement of Quality of Life focus:

Accommodate the diverse needs of students.

Develop and implement a comprehensive student retention plan.
Promote healthy lifestyles for students, employees, and communities.

Short-Range Objectives

6. To continue to offer—and, where appropriate, to expand offerings of—online Art Appreciation, Fundamentals of English, Composition I, Composition II, World Literature I, World Literature II, and Public Speaking.
7. To continue to offer night sections of all general-education required courses.
8. To offer one or two Drawing I classes each semester and two or three Ceramics I classes each semester in addition to offering as many Drawing II/III and Ceramics II/III as Stage I can generate.

Intermediate-Range Objectives

2. To explore the feasibility of offering upper-level courses online.

Long-Range Objectives

1. To establish a resource center providing career information for English, Speech, Art, Journalism, and Romance Language majors.