

# 2014 Literature Assessment

1 July 2014

In addition to the learning goals of the core curriculum requirements of all English majors, the English Literature major has the following specific four learning outcome goals.

## Goals and Mission of the English Literature Major

among them graduate studies in English literature, publishing and editing, and virtually any career that asks for clarity of thinking and expression. Through the core English department curriculum, students gain a solid foundation in the literary traditions, profiting from learning side-by-side with all English majors and the emphasis of disciplinary specialty each major brings to the study of literature. Beyond this solid foundation, English literature majors gain advanced skills in the literary traditions, practice with theoretical methods, and writing critical prose. With the addition of EN 202 Writing About Literature, our majors come together early in their degree pursuit to explore literary theory and habits of scholarship, using short assignments to familiarize themselves with the varieties of method and practice. The capstone course, EN420, integrates theory and practice by requiring a full research project: a bibliographic study to know the existing scholarship and a scholarly paper to integrate their own reading of literary text(s) with those already published.

## Learning Outcome Goals

All English Literature major students will:

- L1. have advanced understanding of a variety of literary genres.
- L3. be able to apply literary criticism and theory in the interpretation of texts.
- L4. write a near-professional, original work of literary research and scholarship.

## Snapshot

The assessment report will provide a brief overview of our curricula, facilities, and faculty/staff.

## The Learning Story

The English Literature major has four main phases of instruction and development, emphasizing through all the integration of theory and practice. English Literature majors practice theory throughout the major and so are, by definition, integrating theory and practice.

Majors begin with the EN 202 Writing About Literature course, in which they gain a broad and thorough introduction to the variety of genres, the foundational method of explication, and an





## Literature Major Portfolio Evaluation Rubric

	<b>Green (3)</b>	<b>Yellow (2)</b>	<b>Red (1)</b>
<p><b>Artifact 1:</b> genre essays</p> <p>Related goal: L1</p>	<p>Portfolio includes essays that clearly present knowledge of the inherent and established features of literary genres.</p>	<p>Portfolio includes some essays that present knowledge of genre features and methods of literary genres.</p>	<p>Portfolio includes essays that have difficulty discussing fundamental genre distinctions and their workings.</p>
<p><b>Artifact 2:</b> essays related to contexts</p> <p>Related goals: L2</p>	<p>Portfolio includes essays that clearly present a range of contextual factors and contributors to text. Essays clearly articulate not only what those factors are, but how they effect authors and the works they produce.</p>		

although psychological *literary* theory was absent. L2 score

To remedy this situation and collection difficulties (50% collection rate for 2013), the English Department passed a revision to the Literature Major. Students majoring in literature, beginning with the incoming 2014 freshmen, will be required to take EN 410: Senior Writing Portfolio, where portfolios will be assembled and collected. Our hopes with this is that we get a greater breadth of student artifacts to assess, allowing us to see, across multiple works, that students understand genres; appreciate historical, literary, and cultural contexts; can apply literary theory in their own original analyses; and can produce a near-professional work of literary research.