

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
OUTCOMES ASSESSMENT PLAN
DEPARTMENT OF ENGLISH

MISSION STATEMENT

The mission of the undergraduate English major is to acquaint students with a diverse range of literary texts and their cultural, historical, and aesthetic contexts; to develop through literature, writing, and language courses their appreciation of and respect for human values; to introduce them to some of the principal critical and scholarly approaches to the study of literature; to make them aware of the structure and history of the English language; to help them develop the ability to read perceptively, think critically, and write effectively, and to guide those students interested in creative writing to a suitable level of skill.

The department expects all students graduating with a B.A. in English to meet the following **GOALS**:

- I. To be familiar with the major writers, periods, and genres of English and American literature, and to be able to place important works and genres in their historical context.
- II. To be able to analyze, interpret, and compare literary works, and to write about literature in a clear, coherent, literate way that demonstrates a high level of understanding both of a text's technical merits and of its emotional impact.
- III. To know that literature can be studied in a variety of ways, and to be familiar with some of these critical approaches.
- IV. To have read several important works in non-western, ethnic, and women's literatures that illustrate the diversity of literary studies and the interconnectedness of literary traditions.
- V. To understand writing as process and, in their own writing, to demonstrate an awareness of audience, purpose, and various rhetorical forms as well as a high level of control of the conventions of standard written English.
- VI. To have some basic understanding of the phonological, morphological, and syntactic structures of English and their development, as well as to be familiar with theories of sociolinguistics and language acquisition.
- VII. In addition, students who are planning to teach English should be more specifically acquainted with pedagogical approaches to literature, language, and writing, and with the theories that underlie those approaches.
- VIII. Students taking the creative writing track are expected to be able to demonstrate a high level of competence in some genre of imaginative writing and the forms and techniques of that genre.

I.

1. **GOAL:** Students are expected to be familiar with major writers, periods, and genres of English and American literature and to be able to place important works and genres in their historical context.

2. **OBJECTIVES:**

- a. Discuss a major work or author in English and/or American literature, or compare two or more works and authors; for example, analyze the character of Satan in Milton's "Paradise Lost."
- b. Analyze a novel, short story, poem, play or a significant piece of prose showing familiarity with the techniques and literary contexts of the particular genre being examined.
- c. Show a knowledge of the historical context or literary period of the work or author being examined; for example, a discussion of Crane's Maggie as an example of American naturalism.

3. **OUTCOMES CRITERIA (HOW WILL STUDENTS DEMONSTRATE OR COMPLETE THE OBJECTIVES?):**

Students who receive a B.A. in English are required to complete survey courses in English and American literature as well as courses focusing on specific periods (e.g. English 403-"English Literature of the Renaissance") and authors or genres (e.g. English 322- "Studies in Literary Themes, Genres or Authors" or English 335 - "Studies in the Novel").

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. **ASSESSMENT METHODS:**

All English majors will be encouraged, through advising and Bulletin copy to take the required basic analysis courses (English 301, 302, 303, 304) early in their program and to enroll in the upper-division writing course early in their junior year. These courses will provide some means of formative assessment.

Portfolios will be reviewed and evaluated by a departmental committee. (See assessment measures attached.)

5. **TIME FRAME:**

Students will take the course proposed and will prepare the portfolios before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. **WHO WILL DO THE ASSESSMENT?**

Department Chair and appointed committee

7. **TYPE OF FEEDBACK:**

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate.

8. **HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA:**

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

II.

1. **GOAL:** Students will be expected to be able to analyze, interpret, and compare literary works, and to write about literature in a clear, coherent, literate way that demonstrates a high level of understanding both of a text's technical merits and of its emotional impact.

2. **OBJECTIVES:**

- a. Define/describe the various elements common to all literary texts, e.g. theme, style, tone.
- b. Generate meaning for texts and defend those choices through the application of specific theoretical tools, e.g. discuss Romantic poetry in light of the social movements of the times;
- c. Employ critical vocabulary in discussing components of literature, such as allegory, imagery, symbolism, structure, figures of speech (e.g. metaphor), as they are found in a literary work. For example, the use of images of darkness in Conrad's Heart of Darkness.

3. **OUTCOMES CRITERIA:**

All English majors are required to complete at least two analysis courses; in addition all literature courses require at least one substantial paper. All students in the literature track are required to take English 515 - "Senior Seminar in Literature," a course which requires a critical examination, in depth, of the literary topic being considered.

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. **ASSESSMENT METHODS:**

All English majors will be encouraged, through advising and Bulletin copy to take the required basic analysis courses (English 301, 302, 303, 304) early in their program and to enroll in the upper-division writing course early in their junior year. These courses will provide some means of formative assessment.

Portfolios will be reviewed and evaluated by a departmental committee.

5. **TIME FRAME:**

Students will take the course proposed and will prepare the portfolios before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. **WHO WILL DO THE ASSESSMENT?**

Department chair and appointed committee

7. **TYPE OF FEEDBACK:**

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate.

8. **HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA**

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

III.

1. **GOAL:** Students will be expected to know that literature can be studied in a variety of ways and be able to describe some of these critical approaches.

2. **OBJECTIVES:**

- a. Demonstrate ability to use at least one major critical approach; for example, historical, formalist, reader-response, feminist, deconstructionist and show a knowledge of the vocabulary and methods of that approach.
- b. Read texts through the lenses of several critical approaches and be able to articulate the premises and main assumptions of those approaches, e.g. do both a Feminist and a Formalist reading of Milton.

3. **OUTCOMES CRITERIA:**

All students are required to take at least two analysis courses; in these introductory courses various critical approaches are discussed. The Senior Seminar also requires students to understand and use these approaches to a literary text. Students may also choose to take English 385- "Introduction to Literary Criticism," a course devoted specifically to critical theory and major issues in literary criticism.

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. **ASSESSMENT METHODS:**

All English majors will be encouraged, through advising and Bulletin copy to take the required basic analysis courses (English 301, 302, 303, 304) early in their program and to enroll in the upper-division writing course early in their junior year. These courses will provide some means of formative assessment.

Portfolios will be reviewed and evaluated by a departmental committee.

5. **TIME FRAME:**

Students will take the course proposed and will prepare the portfolios before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. **WHO WILL DO THE ASSESSMENT?**

Department Chair and appointed committee

7. **TYPE OF FEEDBACK:**

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate.

8. **HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA**

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

IV.

1. **GOAL:** Students will be expected to have read several important works in non-western, ethnic, and women's literatures that illustrate the diversity of literary studies and the interconnectedness of literary traditions.

2. **OBJECTIVES:**

- a. Group several pertinent authors/titles into categories representative of the above-described diversity of text, e.g. authors/titles important to Chicano Lit.;
- b. Compare/contrast relevant themes/issues from works authored by people of diverse backgrounds, e.g. compare issues of African American female authors to those of African American male authors
- c. Assess these works for their literary and cultural value, and be able to defend the assessments, e.g. discuss narrative style or defend an author's use of dialect.

3. **OUTCOMES CRITERIA:**

All English majors are required to take at least one course from the following: "American Indian Literature," "Studies in Literary Diversity," "Chicano Literature," "Women Writers," or "African American Literature." Satisfactory completion of these courses introduces students to this aspect of literary studies.

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. **ASSESSMENT METHODS:**

All English majors will be encouraged, through advising and Bulletin copy to take the required basic analysis courses (English 301, 302, 303, 304) early in their program and to enroll in the upper-division writing course early in their junior year. These courses will provide some means of formative assessment.

Portfolios will be reviewed and evaluated by a departmental committee.

5. **TIME FRAME:**

Students will take the course proposed and will prepare the portfolios before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. **WHO WILL DO THE ASSESSMENT?**

Department chair and appointed committee

7. **TYPE OF FEEDBACK:**

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate.

8. **HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA?**

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

V.

1. **GOAL:** Students will be expected to understand writing as a process and, in their own writing, to demonstrate an awareness of audience, purpose, and various rhetorical forms as well as a high level of control of the conventions of standard written English.

2. **OBJECTIVES:**

- a. Use a range of invention/brainstorming activities as a prelude to drafting
- b. Choose rhetorical strategies based on the purpose that drives the writing and according to the needs of the particular audience;
- c. Employ the drafting/revision process in his/her writing;
- d. Recognize surface errors and understand how to avoid their appearance in final drafts.

3. **OUTCOMES CRITERIA:**

Since virtually all literature courses require both papers and essay examinations satisfactory writing skills are necessary for satisfactory completion of these courses. The criteria attached to this document refer more specifically to the writing skills which are expected.

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. **ASSESSMENT METHODS:**

All English majors will be encouraged, through advising and Bulletin copy to take the required basic analysis courses (English 301, 302, 303, 304) early in their program and to enroll in the upper-division writing course early in their junior year. These courses will provide some means of formative assessment.

Portfolios will be reviewed and evaluated by a departmental committee.

5. **TIME FRAME:**

Students will take the course proposed and will prepare the portfolios before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. **WHO WILL DO THE ASSESSMENT?**

Department chair and appointed committee

7. **TYPE OF FEEDBACK:**

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate

8. **HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA**

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

VI.

1. **GOAL:** Students will be expected to understand the phonological, morphological, and syntactic structures of English and their development, as well as to be familiar with theories of sociolinguistics and language acquisition.

2. **OBJECTIVES:**

- a. Demonstrate basic knowledge of the phonology, morphology, and syntax of English.
- b. Be aware that English has evolved and continues to evolve.
- c. Understand that English is affected by factors such as power, gender, ethnicity, and the relationship between speakers.
- d. Understand that dialects, in their appropriate contexts, are equally legitimate.
- e. Understand major issues in language acquisition, particularly similarities and differences between first and second language acquisition.

3. **OUTCOMES CRITERIA:**

All English majors are required to complete English 311 - "The English Language," an introduction to the structure of the English language, including phonetics, phonology, morphology, syntax, pragmatics, sociolinguistics, psycholinguistics, and language acquisition. Students who are planning to enroll in the teaching credential program with a single subject in English have an additional language requirement (see VII below).

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. **ASSESSMENT METHODS:**

All English majors will be encouraged, through advising and Bulletin copy to take the required basic analysis courses (English 301, 302, 303, 304) early in their program and to enroll in the upper-division writing course early in their junior year. These courses will provide some means of formative assessment.

Portfolios, which may include papers from linguistics courses, will be reviewed and evaluated by a departmental committee. If such papers are not included in the portfolio, students will need to demonstrate some knowledge of the English language in their reflective essay.

5. **TIME FRAME:**

Students will take the course proposed and will prepare the portfolios before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. **WHO WILL DO THE ASSESSMENT?**

Department chair and appointed committee

7. **TYPE OF FEEDBACK:**

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate.

8. **HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA**

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

VII.

1. **GOAL:** Students who are planning to teach English should be more specifically acquainted with pedagogical approaches to literature, language, and writing, and with the theories that underlie those approaches.

2. **OBJECTIVES:**

- a. Demonstrate basic understanding of how writing can be used to enhance learning.
- b. Demonstrate command over basic writing skills including grammar and mechanics, organizational strategies, citation and documentation conventions, development of ideas.
- c. Demonstrate familiarity with several different approaches to literary analysis and how best to introduce these to students.
- d. Demonstrate how courses in major literary figures and historical periods might be approached in a classroom.
- e. Demonstrate a clear knowledge of modern composition theory; e.g., a portfolio including several kinds of writing situations accompanied by evidence of invention and drafting/revising and how these can be employed in a classroom situation.
- f. Demonstrate ability to analyze literature from different theoretical perspectives (e.g. papers approaching works from Feminist, Freudian, New Historical, or Deconstructionist points of view).

3. **OUTCOMES CRITERIA:**

Students planning to take the single subject credential are required to take "English in the Secondary Classroom," and either "Pedagogical Grammar" or "Theories of Language Acquisition and Learning."

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major.

Satisfactory performance on the single subject examination, which includes both a written examination and an oral interview, and is required for prospective teachers of English.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. **ASSESSMENT METHODS:**

Evaluation procedures for the single subject examination are attached

Portfolios and performance on the examination will be reviewed and evaluated by a departmental committee.

5. **TIME FRAME:**

Students will take the course proposed and will prepare the portfolios and complete the single subject examination before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. **WHO WILL DO THE ASSESSMENT?**

Department chair and appointed committee

7. **TYPE OF FEEDBACK:**

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate.

8. **HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA**

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

VIII.

1. **GOAL:** Students taking the creative writing track are expected to be able to demonstrate a high level of competence in some genre of imaginative writing and the forms and techniques of that genre.

2. **OBJECTIVES:**

- a. Demonstrate a developing command of at least one genre of imaginative writing; for example produce a portfolio containing examples of short stories or poetry, give public readings of original material or present evidence of publication.
- b. Show knowledge of the major themes and techniques of contemporary literature, particularly in the genre of the student's choice.

3. **OUTCOMES CRITERIA:**

All students in the creative writing track are required to take four creative writing courses; these courses offer intensive workshop experience and ongoing evaluation of the students' work.

Completion of Senior project (see description attached) consisting of a portfolio of four papers and a reflective essay demonstrating that the student has met a substantial number of the objectives of the English major. Portfolios should include examples of the students' own creative writing.

Alumni and, where appropriate, employer surveys will give additional information to the department on how adequately the major requirements have prepared students in this area.

4. **ASSESSMENT METHODS:**

All English majors will be encouraged, through advising and Bulletin copy to take the required basic analysis courses (English 301, 302, 303, 304) early in their program and to enroll in the upper-division writing course early in their junior year. These courses will provide some means of formative assessment.

Portfolios will be reviewed and evaluated by a departmental committee.

5. **TIME FRAME:**

Students will take the course proposed and will prepare the portfolios before the end of their senior year. Evaluation of the portfolios will be scheduled for each quarter.

6. **WHO WILL DO THE ASSESSMENT?**

Department chair and appointed committee

7. **TYPE OF FEEDBACK:**

At the end of each evaluation, the committee will write a report describing the strengths and weaknesses which the portfolios demonstrate.

8. **HOW DATA WILL BE USED TO IMPROVE PROGRAM OR REVISE CURRICULA**

The department will meet as a whole to discuss findings and will recommend to the chair and the curriculum committee methods of improving departmental procedures and curricula.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

SENIOR PROJECT FOR ENGLISH MAJORS

English 516: Senior Project

Prof. E. M. White

Office: UH 301.25 Phone: 880-5845

Office Hours: T 3:00-5:30

Winter 1998

T 1:00-1:50 PL287

W 5:00-5:50 UH061

E-Mail: Ewhite@wiley.csusb.edu

Course Description:

Preparation and submission of a portfolio of writing representing successful work in the English major, accompanied by a reflective essay showing how the portfolio demonstrates accomplishment of most of the goals of the major. *Prerequisite: completion of 135 units including 40 units of the English major.* Graded credit/satisfactory progress/no credit.

Course Purpose:

This one-unit course allows the English department to evaluate the effectiveness of its major and also requires you to reflect on and write about the way in which your particular selection of courses achieves the goals of the English major. Although the one unit indicates that the course does not require great amounts of your time, the work you do should be careful and of high quality. You must pass the course in order to graduate.

As the department collects and assesses the portfolios produced in the 516 course over a period of years, the faculty will be able to adjust the mix of electives and requirements that make up the major to more fully meet departmental goals. Other matters, such as grading standards or individual course requirements, may also come up for discussion in the light of the departmental review of the senior projects. Thus your particular portfolio will help shape the future of the English major as well as help you review your own education.

Your particular task will be to assemble a portfolio of papers, exams, reading journals, or other written materials you have produced for your English courses, accompanied by a Reflective Essay in which you write about how the items you have selected individually and collectively demonstrate that you have met most of the English department's "Goals for the English Major." This means that you will need to consider carefully the attached "Goals" statement, select the most appropriate materials from those you have saved (remember the letter from the department chair that you received when you became an English major), and write a statement connecting your materials to the Goals.

Compiling the portfolio should be a valuable activity for you. It should help you see that an English major is not just a random selection of courses but a coherent and manageable field of study. And it should help you see the relationship between the way you have structured your major, guided by the requirements but with numbers of options and electives, and the overall goals any English major should achieve.

Portfolio Contents:

Choose for your portfolio no more than four pieces of writing which you have submitted to English courses during your time as an English major. These pieces should not be rewritten or revised beyond the version that was graded and commented on by your professor. (Of course, we are not opposed to revision but we assume you will have revised the work before handing it in for the original course.) Instructor grades and comments should be left on the papers, which will not be graded again individually. But the portfolio as a whole will be assessed in relation to your reflective essay.

Reflective Essay:

In about four pages, describe how you see the portfolio's papers demonstrating your abilities as an English major. You might write specifically about how each one meets one or more of the "Goals for the English Major"; you might write how, as a group, they represent the breadth and depth of your knowledge, with specific reference to the "Goals." There is no specific approach or format for the Reflective Essay. Because it will be read as one of your pieces of writing and as your most mature and developed statement about your education, you will want to write, revise, and edit it with particular care.

Class Meetings:

English 516 will not meet regularly as a class. We will set up one meeting in the fourth week of the term, at which you will present to the class a description of the four papers you have selected and the specific ways the papers relate to the "Goals" statement. During the fifth and sixth weeks of the term, schedule a conference with Dr. White, for a review of your Reflective Letter. Beyond the required class meeting and the conference, you are welcome to come in to talk about the project at any time during office hours.

Due Date and Scoring:

The completed portfolios will be due Tuesday, February 17. Attach a stamped, self-addressed large envelope to the portfolio, so you can receive results speedily; this is particularly important if, as has sometimes occurred, revisions are required. Your portfolio will receive two independent scores on a four-point scale (scores are added together, so the best score is 8) from a team made up of English department faculty. To receive a CR for the course, your portfolio must receive a total score of at least 4. A score of 3 means you may revise your portfolio and resubmit it. A score below 3 will require you to retake English 516.

Reader _____

Date _____

English Department Portfolio Scoring Sheet

Contents

Quality Overall

	Papers: 1 2 3 4	Reflective Essay: yes/no	Papers as a whole: Excellent – Poor	Reflective Essay: Excellent – Poor	Overall Score: 4 High to 1 Low
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Reader _____

Date _____

English Department Portfolio Scoring Sheet

Contents

Quality Overall

	Papers: 1 2 3 4	Reflective Essay: yes/no	Papers as a whole: Excellent – Poor	Reflective Essay: Excellent – Poor	Overall Score: 4 High to 1 Low
1					
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