

English Department Annual Update 2013-2014

The department mission statement, PLO's, curricular map and multi-year assessment plan are posted on the [departmental website](#).

Department: English

Date: January 2015

Department Chair: Cheri Larsen Hoeckley

I. Program Learning Outcome (PLO) assessment

Program Learning Outcome	Over their career at Westmont, English majors will write at least one assignment as a means of engaging Christian faith.
Who is in Charge	Cheri Larsen Hoeckley & Sarah Skripsky
<u>Direct Assessment Methods</u>	Survey Monkey distributed sophomore and junior majors with questions on their faith and writing as part of the major curriculum.
<u>Indirect Assessment Methods</u>	Discussions amongst colleagues in department meetings and over email about survey findings.
Major Findings	75% of the majors who responded have written about the Christian faith in at least one assignment by their junior year; 45% of them have written about Christianity in the context of a literature class. It would be helpful to have survey data from students in their final semester. 100% of students reported that they chose the option to write about their faith when it was given to them as an assignment. In discussion of these findings, it became clear that department faculty need to be clearer in identifying assignments that encourage students to engage with Christianity. In classes where we knew we had assigned such projects, students did not always report that they had engaged their faith in writing. We will move forward with this POL in 2015-2016, to close a loop by refining our assessment strategies, and to establish a clear baseline on faith-integration through writing in the new curriculum. The new curriculum creates opportunities for all students to write assignments that engage their faith in their first year, and again in their capstone experience.
Closing the Loop Activities	We refined our assessment strategies from 2012-2013. Working with advice from the Program Review Committee on our 2012-2013 Survey, we improved the questions we asked here to draw more precise data about student learning. For instance, we surveyed current students (rather than alumni), and we offered possible responses for students to select (allowing them to recognize rather than recall their experiences).

Discussion: This learning outcome allows us to establish a baseline to assess how effectively the new curriculum will help majors better integrate their faith and their writing.

II. Follow-ups

Program Learning Outcome	Our graduating seniors will be able to recognize literary works that cross a range of literary traditions.
Who is in Charge	Department Chair with full participation of all department faculty
Major Findings	Students mentioned some exposure to literature outside a British tradition, but too few of them could recall those experiences to indicate that our curriculum is sufficiently supporting students in connecting their literary study to the diversity of culture the college hopes they will encounter as graduates.
Closing the Loop Activities	Major Curriculum Curriculum Revision
<p>Discussion In response to findings about student learning on our first round of study of this PLO, and also to several previous cycles of program review, we will begin a revised curriculum in 2014-2015. The revised curriculum moves from an Anglocentric core to one that requires a breadth of national traditions. We have also instituted required introductory courses to the major, as well as a senior capstone course. These bookended courses for the major will allow us to more precisely assess student learning in future graduates. More importantly for department faculty, these introductory and concluding courses incorporate into the curriculum more opportunity for guided conversations with students about the skills and capacities we expect from English majors.</p>	

III. Other assessment or key questions-related projects (optional)

Project	Website Revision
Who is in Charge	Randy VanderMey, Cheri Larsen Hoeckley, Eliane Yochum
Action	In response to feedback from the PRC in 2012-2013, we have updated our website so that students, all department faculty and administrators now have access to our PLO's and our department mission statement. Ur Multi-Year Assessment Plan is also available there.

IV. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing
Establish two clear PLO's to return to in this six-year assessment cycle.	On-going assessment of student learning in capacities we value and we implement and refine a new major curriculum. Also a response to feedback from the PRC in 2013-2014.	Remainder of this six-year cycle.

V. Appendices

Appendix A: Responses to Survey of Student Writing and Faith From Survey Monkey (separate document)

Appendix B: Revised English Major Curriculum (attached)

Appendix B
Revised English Major Curriculum for 2014-2015

English Major requirements

All English majors will complete a minimum of 40 units in the study of literature, writing and language. Of the 40 units for the major, at least 24 must be upper-division courses and at least 24 must be in literature. While completing the eight requirements below, students may use any single course to count for no more than two requirements.

1. Introduction to the major. Choose one of the following:

ENG 006H First-Year Honors Seminar in Literature (4)

ENG 090 Methods of Reading (4)

ENG 060 Writers in Conversation (4)

2. A historically organized course that spans more than a century of writing. Choose one of the following:

ENG 046 Survey of British Literature to 1800 (4)

ENG 047 Survey of British Literature 1800-Present (4)

ENG 170 British Novel 1700-Present (4)

ENG 160 Women Writers (4)

ENG 165 Topics in World Literature (4)

3. A course in literature written in English prior to 1800. Choose one of the following:

ENG 046 Survey of British Literature to 1800 (4)

ENG 117 Shakespeare (4)

ENG 151 Milton and the Early 17th Century (4)

ENG 152 Chaucer and Medieval Literature (4)

ENG 158 Literature of the English Renaissance 1485-1600 (4)

ENG 166 Neoclassic Literature 1660-1798 (4)

4. A course focusing in a single author or pair of authors and requiring a critical research paper. Choose one of the following:

ENG 117 Shakespeare (4)

ENG 151 Milton and the Early 17th Century (4)

ENG 152 Chaucer and Medieval Literature (4)

ENG 135 Faulkner (4)

ENG 163 Authors in Context (4)

5. Two courses that draw significantly on different national or transnational literatures. Choose one class from two of the following lists:

American Literature

- ENG 130 American Writers to 1865 (4)
- ENG 131 American Writers 1865-1914 (4)
- ENG 132 American Writers 1914-1945 (4)
- ENG 133 American Writers: Special Topics (4)
- ENG 134 Ethnicity and Race in American Literature (4)
- ENG 135 Faulkner (4)

Anglophone Literature

- ENG 44 Studies in World Literature (4)
- ENG 165 Topics in World Literature (4)
- ENG 185 Twentieth-Century Irish Literature (4)

British Literature

- ENG 046 Survey of British Literature to 1800 (4)
- ENG 047 Survey of British Literature 1800-Present (4)
- ENG 117 Shakespeare (4)
- ENG 121 Romantic Literature 1798-1832 (4)
- ENG 122 Victorian Literature 1832-1900 (4)
- ENG 151 Milton and the Early 17th Century (4)
- ENG 152 Chaucer and Medieval Literature (4)
- ENG 158 Literature of the English Renaissance 1485-1600 (4)
- ENG 166 Neoclassic Literature 1660-1798 (4)
- ENG 170 British Novel 1700-Present (4)
- ENG 186 British and Irish Theatre I (4)

6. One upper-division course focusing on identity. Choose one of the following:

- ENG 134 Ethnicity and Race in American Literature (4)
- ENG 160 Women Writers (4)
- ENG 165 Topics in World Literature (4)
- ENG 185 Twentieth-Century Irish Literature (4)

7. An internship. Choose one of the following:

- ENG 167 Writers' Corner (2)
- ENG 168 Student Publications: Horizon (2 or 4)
- ENG 169 Student Publications: Phoenix (2)
- ENG 190 Practicum (2 or 4)
- ENG 191SS Reading in the Community (0) *does not count toward the writing concentration

IS 190 Practicum

8. A capstone experience completed in the penultimate or ultimate semester.

Choose one of the following:

ENG 196 Capstone (2 or 4)

ENG 199 Major Honors (2 or 4)

(Any of the above may be replaced by an approved England Semester course.)

Writing Concentration

For a writing concentration, majors should complete a total of 16 writing units from among the following core and elective courses:

Required/Core Courses: 8-12 units

- ENG 104 Modern Grammar and Advanced Composition (4)
- Internship/Practicum: ENG 167, ENG 168, ENG 169, ENG 190, or IS 190 (2 or 4)
- ENG 196 Capstone: (2 or 4)

Electives

- #ENG 002H Honors Composition (4) *GE: Writing for the Liberal Arts
- #ENG 014 Introduction to Creative Writing (4)
- ENG 087 Introduction to Journalism (4)
- #ENG 105 History and Structure of English (4) *also literature elective
- #ENG 110 Topics in Writing (4) *may be repeated for credit as topics vary
- ENG 111 Screenwriting I (4)
- ENG 112 Screenwriting II (4)
- ENG 113 Screenwriting III (4)
- ENG 142 Workshop in Creative Writing (4) *may be repeated as genres vary
- ENG 167 Writers' Corner Practicum (2)
- ENG 168 or 169 Journalism Practicum (2 or 4)
- ENG 190 Practicum (2 or 4)
- IS 190 Approved Urban Practicum (4)
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- **(Any of the above may be replaced by an approved England Semester course.)**