Department name: English Major name: English (B.A.)

Department mission: The English department is a community of writers, critics, and teaching scholars. We are guided by the understanding that language significantly shapes our identity, deepens our interactions with others, and enables us to change the world. We emphasize the interdependence of creativity, theory, and vocation. Therefore, our curriculum offers a comprehensive education in literature, theory, creative writing and professional writing.

| **ULO** | **CWEOs** | **Student Learning Outcome/Objective** | **Courses**  | **Measure**  | **Target**  | **Timeline**  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | (Students will demonstrate the ability to +[Bloom’s action verb]+ [something] | Courses in which **students receive feedback** on this learning objective. | Method to gauge achievement of expected results. A measure can relate to multiple outcomes | Overall level for satisfactory performance on a Measure- Outcome/Objective combination. Every outcome/measure pair has its own target. | How often will measure/data be collected? each semester? each year? every three years?  |
| **2. Breadth and depth of knowledge** Develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise | **4.1 Breadth and depth of knowledge: Students will develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise** | 1: Students will be able to analyze texts and contexts using literary concepts, theories, and methods. | ENGL 201 Intro to English StudiesENGL 494 and 496: Senior SeminarsAll upper-division majors courses | Student portfolios; **M1:** Praxis exams for secondary certification students (content); **M2:** Department-developed content exams for entry and exit comparisonMultiple-choice exam administered annually in ENGL 201 and in ENGL 494 and 496.Scores from senior year compared to base line score. | M1: 100% of students score an 80% or higher on the Praxis II for EnglishM2: To establish a baseline for comparison to exit scores.Considering using a 4-point scale where 50% score a 4, 90% score a 3 or higher.4 point scale where 1 = no improvement, 2 = little improvement, 3 = good improvement, and 4 = strong improvement, 75% score 3 or higher. | M1: AnnuallyM2: Annually (begin with 1st years 2013, collect seniors beginning 2016-17) |
| **4.2 Specialized scholarship.** Become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school | **4.2 Specialized skills and scholarship: Students will become proficient in the scholarship of their discipline and demonstrate specialized skills required for employment** | Students develop and write a persuasive essay (thesis-driven), write literary criticism using research, and write creatively | ENGL 201, ENGL 242, Upper-division American Lit courses, and both Senior Seminars, ENGL 494 & 496 | 1. Lit concentration students: Evaluate student portfolios which include papers from: ENGL 202, ENGL 494 or 496 (capstone classes) and a 300 level courseWriting Sem students: Comparison of papers from ENGL 202, 203 and ENGL 494. M2: Some student essays accepted for presentation at State and National undergraduate conferences, Student essays accepted for publication in undergraduate journals such as the Oswald Review and Sigma Tau Delta Review. | M1: On 4 point scale where 1 = no improvement, 2 = little improvement, 3 = good improvement, and 4 = strong improvement, 75% score 3 or higherM2: Two presentations and one journal article may serve as a beginning yearly target. | M1 Fall 2016, 17 and then every 4 years. M2: Annually |
| **4.3 Specialized skills** Become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school | **4.3 Specialized skills and scholarship: Students will become proficient in the scholarship of their discipline and demonstrate specialized skills required for employment** | Articulate a critical understanding of culture based on the analysis of literary texts | ENGL 494All upper-division courses | M1: 350 World Literature/Postcolonial reflection paper   | M1: On a 4-point scale, 60% score a 3 or better. | Every 4 years |
| **5. Self-Awareness** Gain awareness of identity, character, and vocational calling | **4.4 Intrapersonal Awareness: Students will gain self-awareness of identity, character, and vocational calling** | Students will identify possible career paths for themselves and develop action plans suitable to achieve that goal. | ENGL 201, ENGL 202, ENGL 494 & 496, Internships | Alumni survey, Senior surveyM1: 202 Reflection paper after career center visit  | M1: 100% of students score a three or higher out of four. | Every 4 years |
| **3. Faith knowledge & application** Develop informed and mature convictions about Christian faith and practice | **4.5 Faith knowledge & application: Students will develop informed and mature convictions about Christian faith and practice** | Students articulate how Christian faith connects and informs the study of literature and the practice of writing (and vice versa) | ENGL 494 All courses | Student portfoliosM1: 494 - reflection paper Crystal Downing’s “How Postmodernism Serves (My) Faith”  ENGL 496 Reflection Paper  |  | Every 4 years |