Dalton State College

Detailed Assessment Report
2015-2016 ENGL 3010
As of: 8/15/2016 08:32 AM EDT
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Course Description

Surveys materials, methods, and terminology used in the discipline of literary studies. Practice in effective critical writing and examination of the various critical theories available for interpretation and analysis.(F,S)

Prerequisites: Any 2000-level literature course with a grade of C or better

Program Outcomes

PO 1: Competence in Critical Thinking
Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts.

PO 2: Competence in Written Communication
Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.

PO 3: Competence in Oral Communication
Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.

PO 4: Effective Use of Research and Technology
Students will demonstrate the ability to use research and technology effectively in communication and scholarship.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Analysis or interpretation of literary texts
Students will use critical thinking to analyze or interpret literary texts through a variety of different literary critical theories.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation
2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)
2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)
2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)
2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)
3.3.1.1 educational programs, to include student learning outcomes
3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)
4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
4.1 Students will articulate an understanding of individual and cultural differences and perspectives across the globe.
4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
8.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.
8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.
9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 1: Measurement by holistic grade evaluating the analytical component of one short, critical writing assignment (Sp 2014/Trice)
Students' proficiency will be measured on a rubric evaluating the analytical component of one short, critical writing assignment which employs a literary theory in the analysis of an assigned literary work. (Fall 2013/Mahoney) Students' proficiency will be measured holistically on the analytical component of one short, critical writing assignment in which students reflect on their ability to employ a literary theory in the analysis of an assigned literary work. (Sp 2014/Trice)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Eighty percent of students will earn 75% or better on the analytical component of one short, critical writing assignment which employs a literary theory in the analysis of an assigned literary work. (Fall 2013/Mahoney) Eighty percent of students will earn 75% or better on the analytical component of one short, critical writing assignment which reflects on the students' ability to employ a literary theory in the analysis of an assigned literary work. (Sp 2014/ Trice)

Finding (2015-2016) - Target: Partially Met

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Provide examples.
Established in Cycle: 2012-2013
This action plan addresses the analytical component of five short, critical writing assignments based on different literary th...

Adjust Assignment to Directly Measure Analysis and Interpretation of Literary Texts and Create a Rubric (Sp 2014/Trice)
Established in Cycle: 2013-2014
This action plan goes with the finding for M1: Measurement by holistic grade evaluating the analytical component of one short, c...

Provide challenging examples.
Established in Cycle: 2013-2014
Students wrote a short analysis using deconstruction to analyze Krapps Last Tape, a postmodern play by Samuel Beckett. Students ...

M 5: Measurement by a rubric evaluating the analytical components of the first critical essay (Sp 2015/Mahoney) (Sp 2016/Mahoney)
Students' proficiency will be measured by a rubric evaluating the analytical components of the first critical essay assignment which requires use of at least two literary critical theories and the close reading of a literary text. (Spring 2015/Mahoney) (Spring 2016 Mahoney)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Eighty percent of students will earn 75% or better on the analytical components of the rubric for the first critical essay assignment which requires use of at least two literary critical theories and the close reading of a literary text. (Spring 2015/Mahoney) (Spring 2016/Mahoney)

Finding (2015-2016) - Target: Met
In English 3010-01, a traditional class taught on the Dalton campus during Spring Semester 2016, 85% of the students who completed the course (11 out of 13) earned a 75% or better on the analytical component of the rubric for the first critical essay assignment which requires use of at least two literary critical theories and the close reading of a literary text. The class average was 83%. Students were required to write a 1500-word analysis of a self-selected short story or poem from a teacher-generated list and apply at least two of the following four theories to the piece: biographical/historical, formalism, psychoanalytic, and Marxist. The analysis was to employ a close reading and applicable terminology without using any research. The elements from the rubric being analyzed were "Does the student provide a well thought-out analysis of the piece of literature?" and "Is the theory applied, using appropriate terminology, tot he piece of literature?". The students who scored well were the ones who both analyzed the literature and applied the critical theories to the literature. They used specific terminology from the chosen theory and expanded the analysis to include the critical terminology. Two out of 13 or 15% of the students who completed the course did not employ a close analysis nor did they use appropriate critical terminology. In the future, I will require students to complete an expanded outline which delineates the piece of literature chosen, the theories, and a required number of critical terms that must be employed in the essay. I will grade and return this outline. This extra piece will ensure that students have considered the terms they will be employing, and I believe it will clarify the assignment. (Spring 2016/Mahoney)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Require expanded outline for first critical essay. (Sp2016/Mahoney)
Established in Cycle: 2015-2016
In English 3010-01, a traditional class taught on the Dalton campus during Spring Semester 2016, 85% of the students who complet...

M 9: Measurement by a holistic grade on the analytical component of eleven short critical writing practices (Fall 2015/Trice)
Students' proficiency will be measured holistically on the analytical component of eleven short critical writing practices in which students employ a literary theory in the analysis of an assigned literary work. (Fall 2015/Trice)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Eighty percent of students will earn 75% or better on the analytical component of eleven short, critical writing practices which require students to employ a literary theory in the analysis of an assigned literary work. (Fall 2015/Trice)

Finding (2015-2016) - Target: Partially Met

In English 3010-01, a traditional class taught on the Dalton campus during Fall Semester 2015, 60% of students who completed the course (9 out of 15) earned a 75% or better on the analytical component of eleven short, critical writing practices which require students to employ literary theory in the analysis of an assigned literary work. Of the six who did not, one had a 72% and another earned a 73%. The class average was 75%. At the end of each major content chapter in Lois Tyson's Critical Theory Today, there are practice questions to apply the theory covered in the chapter to a work of literature. During a portion of the semester, students were asked to answer one of those questions, usually over a shorter work (poem, short story, etc.), for each class. The answers had to be at least one handwritten page and grammatically correct. They were graded according to the traditional scale: A = excellent, B = very good, etc. The content then became the basis for class discussion. Of the four students who did not come close to meeting the mark, they did not turn in all of the practices assigned to them for homework. (Fall 2015/Trice)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Have Students Read Literature at Home and Write Practice Activity in Class
Established in Cycle: 2015-2016
As stated in the findings, nine out of fifteen students (60%) scored an average of 75% or higher on eleven short practices app...

Outc. 2: Production of scholarly academic writing

Students will produce scholarly academic writing that is conventionally correct and appropriate in style and which illustrates careful close reading of a literary text and the application of a literary critical theory to that text.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation
2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)
2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)
2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)
2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)
3.3.1.1 educational programs, to include student learning outcomes
3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)
4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
5.2 Students will demonstrate the ability to evaluate observations, inferences, or relationships in works under investigation.
6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.
7.3 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.
8.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.
8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.
9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 2: Measurement by rubric evaluating grammar/usage and application components of one critical essay (Sp 2014/Trice)

Students' competence will be measured by a rubric evaluating the grammar/usage and application components of one long, critical essay assignment which requires the use of a literary critical theory and the close reading of a

literary text. (Fall 2013/Mahoney) Students' competence will be measured by a rubric evaluating the grammar/usage and application components of one long, critical essay assignment which requires the use of a literary critical theory and the close reading of a literary text. (Sp 2014/Trice)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Eighty percent of students will earn 75% or better on the grammar/usage and application components of one long, critical essay assignment which requires the use of a literary critical theory and close reading of a literary text. (Fall 2013/Mahoney) Eighty percent of students will earn 75% or better on the grammar/usage and application components of one long, critical essay assignment which requires the use of a literary critical theory and close reading of a literary text. (Sp 2014/Trice)

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

rough draft and peer edit
Established in Cycle: 2012-2013
Students improved from essay 1 to essay 2 as 84% earned 75% or better on the grammar portion of the rubric on essay 1 and 93.3...

Factor Submission of Components of the Essay in Advance into the Final Grade for the Assignment (Sp 2014/Trice)
Established in Cycle: 2013-2014
This action plan goes with the finding for M2: Measurement by rubric evaluating grammar/usage and application components of one ...

Quality example
Established in Cycle: 2013-2014
For the essay, students were to choose one literary theory (formalism, psychoanalytical, Marxist, feminist, or reader-response) ...

M 6: Measurement by a rubric evaluating the second critical essay (Sp 2015/Mahoney) (Sp 2016/Mahoney)
Students' competence will be measured by a rubric evaluating the grammar/usage, mechanics, and application components of the second critical essay assignment which requires use of at least two literary critical theories and a close reading of a literary text. (Spring 2015/Mahoney) (Spring 2016/Mahoney)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Eighty percent of students will earn 75% or better on the grammar/usage, mechanics, and application components of the second critical essay assignment which requires use of a literary critical theory and close reading of a literary text. (Spring 2015/Mahoney) (Spring 2016/Mahoney)

Finding (2015-2016) - Target: Met
In English 3010-01, a traditional class taught on the Dalton campus during Spring Semester 2016, 92% of the students who completed the course (12 out of 13) earned a 75% or better on the grammar/usage, mechanics,and application components of the second critical essay assignment which requires use of a literary critical theory and close reading of a literary text. The class average was 84%. Students were required to write a 1500-word essay on a self-selected modern poem or play from a teacher-generated list and apply two of the following five literary theories: feminism, reader-response, deconstruction, multiculturalism, or ecocriticism. I had students turn in a rough draft on turnitin.com and have the rough drafts reviewed by two of their peers, also on turnitin.com. Students who did well were the ones who completed the rough draft, did the peer editing, and applied comments from their peer editors to their papers. One student out of 13 or 8% did not do well on the grammar and mechanics portion of the rubric for the paper. She had fragments and did not correct these fragments from the rough draft to the final copy of the paper. I will just continue to stress the importance of proofreading, revising, and editing more than once. (Spring 2016/Mahoney)

M 10: Measurement by number grade evaluating the grammar/usage and application components on thirty daily quizzes (Fall 2015/Trice)
Students' competence will be measured numerically evaluating the grammar/usage and application components on thirty daily quizzes, which require students to write out a memorized definition of a literary period, genre, or theory from a literary handbook. (Fall 2015/Trice)

Source of Evidence: Writing exam to assure certain proficiency level

Target:
Eighty percent of students will earn 75% or better on the grammar/usage and application components on thirty daily quizzes, which require students to write out a memorized definition of a literary period, genre, or theory from a literary handbook. (Fall 2015/Trice)

Finding (2015-2016) - Target: Partially Met
In ENGL 3010-01, a traditional class taught on the Dalton campus during Fall Semester 2015, 73% of the students who completed the course (11 out of 15) earned a 75% or better on the grammar/usage and application components of thirty daily quizzes which required students to write out a memorized definition of a literary period, genre or theory. The class average was 81. These definitions came from William Harmon's A Handbook to Literature and covered all of the major British and American literary periods as well as multiple important genres with a final quiz demonstrating continued knowledge from the literary theories covered during the semester. Each response had to be grammatically correct and cover around six sub-points, for example, important works and authors for each era and important dates and texts associated with each genre. The typically paragraph-length responses were scored numerically according to whether or not all of the required, previously agreed upon sub-components were included. Two of the four students who did not meet the minimum had frequent absences; the other two consistently did not include all of the required info even though they had taken notes on the pertinent material. (Fall 2015/Trice)

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Cover a Literary Term per Class but Group into Larger Tests

As stated previously, eleven out of fifteen students (73%) scored an average of 75% or higher on thirty daily quizzes covering...

Outc. 3: Production of formal academic writing that demonstrates an ability to use research and technology effectively

Students will produce formal academic writing that demonstrates an ability to use research and technology effectively in communication and scholarship and an ability to engage with that research to produce a synthesis of others' ideas and the student's own insights.

Relevant Associations:

Standard Associations

SACSCOC 2012 Principles of Accreditation*

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

5.2 Students will demonstrate the ability to evaluate observations, inferences, or relationships in works under investigation.

8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 3: Measurement numerically evaluating research/technology and synthesis with original ideas on take-home tests (Fall 2014/Trice)

Students' proficiency will be measured by a rubric evaluating the research/technology and synthesis with original ideas components of the research paper assignment that requires at least 10 secondary sources, 3 of which cannot be electronic, used in a substantive, supporting, and correct manner in the paper. (Fall 2013/Mahoney) Students' proficiency will be measured numerically evaluating the research/technology and synthesis with original ideas component on eight take-home tests, covering MLA requirements, literary genres, and literary history. (Sp 2014/Trice) Students' proficiency will be measured numerically evaluating the research/technology and synthesis with original ideas component on four take-home tests, covering grammar, MLA requirements, literary genres, and literary history. (Fall 2014/Trice)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Eighty percent of the students will earn 75% or better on the research/technology and synthesis with original ideas components of the research paper assignment that requires at least 10 secondary sources, 3 of which cannot be electronic, used in a substantive, supporting, and correct manner in the paper. (Fall 2013/Mahoney) Eighty percent of the students will earn 75% or better on the research/technology and synthesis with original ideas components of eight take-home tests, covering MLA requirements, literary genres, and literary history. (Sp 2014/Trice) Eighty percent of the students will earn 75% or better on the research/technology and synthesis with original ideas components of four take-home tests, covering grammar, MLA requirements, literary genres, and literary history. (Fall 2014/Trice)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Spend more time and use a student example.
Established in Cycle: 2012-2013
This target was not met. Forty percent of students did not use enough or correct research and technological sources. There was ...

Condense Number of Tests, Create a Rubric, and Revise Assignment Sheets (Sp 2014/Trice)
Established in Cycle: 2013-2014
This action plan goes with the finding for M3: Measurement numerically evaluating research/technology and synthesis with origina...

Individual conferences
Established in Cycle: 2013-2014
On the research paper assignment, which involved analyzing a modern novel using at least three of the studied literary theories ...

Give Course Tests in Class
Established in Cycle: 2014-2015
This action plan goes with the finding for "Measurement numerically evaluating research/technology and synthesis with original i...

M 7: Measurement by a rubric evaluating a research paper (Sp 2015/Mahoney) (Sp 2016/Mahoney)
Students' proficiency will be measured by a rubric evaluating the research/technology and synthesis with original ideas components of the research paper assignment that requires at least 10 secondary sources, 3 of which cannot be electronic, used in a substantive, supporting, and correct manner in the paper. (Spring 2015/Mahoney) (Spring 2016/Mahoney)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Eighty percent of the students will earn 75% of better on the research/technology and synthesis with original ideas components of the research paper assignment that requires at least 10 secondary sources, 3 of which cannot be electronic, used in a substantive, supporting, and correct manner in the paper. (Spring 2015/Mahoney) (Spring 2016/Mahoney)

Finding (2015-2016) - Target: Met
In ENGL 3010-01, a traditional class taught on the Dalton campus during Spring Semester 2016, 85% of the students who completed the course (11 out of 13) earned a 75% or better on the research/technology and synthesis with original ideas components of the research paper assignment that requires at least 10 secondary sources, 3 of which cannot be electronic, used in a substantive, supporting,and correct manner in the paper. The class average was 82%.Students were required to write an in-depth analysis of a modern novel of 3500-4000 words, much as a professional critic would, and apply four literary theories to the novel in a seamless manner. The sections on the rubric which were analyzed were: "Is there adequate research and technology used?" and "Are critics' and students' opinions synthesized?". Two out of 13 or 15% did not successfully complete these components of the research paper. In both cases, the students did not conduct enough research; therefore, they did not have enough information to synthesize with their own opinions. Neither student had the required 10 secondary sources, and both were too informal and not scholarly enough with the analysis. They did not use enough secondary sources in the paper. I required annotated bibliographies before the paper is due, and neither had enough sources on the bibliography assignment either. Both were also absent one day out of the five we spent in the library. It is difficult to know what to do with students who do not attend class or who do not meet the requirements of the assignment. (Spring 2016/Mahoney)

M 11: Measurement by rubric evaluating utilization of research/technology and synthesis of info on a research paper (Fall 2015/Trice)
Students' proficiency will be measured on a rubric evaluating their utilization of research/technology and the synthesis of information found with their own ideas on a final research paper. (Fall 2015/Trice)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Eighty percent of the students will earn 75% or better on the research/technology and synthesis with original ideas components of a final research paper. (Fall 2015/Trice)

Finding (2015-2016) - Target: Met
In English 3010-01, a traditional class taught on the Dalton campus during Fall Semester 2015, 80% of the students who completed the course (12 out of 15) earned a 75% or better on the research/technology and synthesis with original ideas components of the final research paper. The three students who did not earn the 75% average came relatively close with a 72% average each. The class average was 85%. The assignment involved a 7-10 page literary argument, applying a literary theory covered during the semester to any work of their choosing, and required at least three secondary sources (an academic book, a journal article, and a scholarly website). Essays were evaluated on a rubric with categories for thesis, support, organization, grammar, and professionalism with each described in more detail. Each area earned a customary mark of A for "Excellent," B for "Very Good," C for "Average," and so on; then all five marks were averaged for the final grade on the paper. The three students who made less than a 75%, primarily had issues laying out their argument with an overarching point about the work and minor points in the body paragraphs applying the theory. They did understand the theory itself, research, grammar, and MLA requirements. While I wish I had taken up their outlines instead of just peer editing and walking around and glancing at them, I feel that even these three students are prepared for further upper-division research and writing. (Fall 2015/Trice)

Outc. 4: Demonstration of competence in oral communication of assigned literary theories
Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments on the advantages and disadvantages of assigned literary theories in an effective manner.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation
2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the

equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

General Education Goals Associations

3.1 Students will exhibit expertise necessary to research, organize, and present an oral report or speech.

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.

4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

5.2 Students will demonstrate the ability to evaluate observations, inferences, or relationships in works under investigation.

6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

6.3 Students will demonstrate the ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States.

7.1 Students will demonstrate the ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States.

7.3 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.

8.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 4: Measurement by a rubric evaluating partnered presentation (Sp 2014/Trice)
Students' competence will be measured by a rubric evaluating the presentation and content components of the research presentation which presents ideas, perspectives, arguments, and the advantages and disadvantages of an assigned literary theory. (Fall 2013/Mahoney) Students' competence will be measured by a rubric evaluating the presentation and content components of the partnered presentation which presents ideas, perspectives, arguments, and the advantages and disadvantages of an assigned literary theory. (Sp 2014/Trice)

Source of Evidence: Presentation, either individual or group

Target:
Eighty percent of the students will score 75% or better on the presentation and content components of the research presentation which presents ideas, perspectives, arguments, and the advantages and disadvantages of an assigned literary theory. (Fall 2013/Mahoney) Eighty percent of the students will score 75% or better on the presentation and content components of the partnered presentation which presents ideas, perspectives, arguments, and the advantages and disadvantages of an assigned literary theory. (Sp 2014/Trice)

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Practice in the Presentation Lab
Established in Cycle: 2012-2013
This target analyzed the content and clarity portion of the rubric for the presentation. All students did well on content, but 2...

Consider Eliminating Hans Bertens' Text from the Assigned Reading List (Sp 2014/Trice)
Established in Cycle: 2013-2014
This action plan goes with the finding M4: Measurement by a rubric evaluating partnered presentation. As stated in the findings,...

Practice in the Presentation Lab
Established in Cycle: 2013-2014
Students chose a theory to present to the class and applied that theory to the current novel. The presentations were done in gro...

M 8: Measurement by rubric evaluating content and clarity components of a research presentation (Sp 2015/Mahoney) (Sp 2016/Mahoney)

Students' competence will be measured by a rubric evaluating the content and clarity components of the research presentation which presents ideas, perspectives, arguments, and the advantages and disadvantages of an assigned literary theory. (Spring 2015/Mahoney) (Spring 2016/Mahoney)

Source of Evidence: Presentation, either individual or group

Target:
Eighty percent of the students will score 75% or better on the presentation and clarity components of the research presentation which presents ideas, perspectives, arguments, and the advantages and disadvantages of an assigned literary theory. (Spring 2015/Mahoney)

Finding (2015-2016) - Target: Met
In ENGL 3010-01, a traditional class taught on the Dalton campus during Spring Semester 2016, 92% of students who completed the course (12 out of 13) earned a 75% or better on the presentation and clarity components of the research presentation which presents ideas, perspectives, arguments,and the advantages and disadvantages of an assigned literary theory. The class average was 86%. Students were required to apply four theories to their chosen novel and present why they chose each particular theory and how each applies to their novel. The students did very well overall, and I was impressed by their critical thinking abilities and their clarity. One out of 13 students or 8% did not score 75% or better, and she did not because she did not show up to class on the day of the presentation. She did not contact me to offer any explanation of why she did not show up for this assignment. This particular student was not successful in the class overall as she did not complete all assignments and of the assignments she did complete, she did not always fully complete the assignments. I suggested at midterm that she drop, and she chose not to. (Spring 2016/Mahoney)

M 12: Measurement by a rubric evaluating the presentation and content components of the literary theory presentation (Fall 2015/Trice)
Students' competence will be measured by a rubric evaluating the presentation and content components of the presentation which presents ideas, perspectives, arguments, and the advantages and disadvantages of an assigned literary theory. (Fall 2015/Trice)

Source of Evidence: Presentation, either individual or group

Target:
Eighty percent of the students will score 75% or better on the presentation and content components of the presentation which presents ideas, perspectives, arguments, and the advantages and disadvantages of an assigned literary theory. (Fall 2015/Trice)

Finding (2015-2016) - Target: Met
In English 3010-01, a traditional class taught on the Dalton campus during Fall Semester 2015, 100% of students who completed the course (15 out of 15) earned a 75% or better on the presentations, which required students to present ideas, perspectives, arguments, and the advantages and disadvantages of an assigned literary theory. The class average on the assignment was 90. Students each signed-up to cover the info in one chapter of Lois Tyson's Critical Theory Today early in the semester. Most chapters were covered by a single student; however, on a few occasions students had to split the material in the chapter since there were more students than chapters. While I did expect a certain amount of coordination when students shared a chapter, each student was graded individually and had to provide the same length of outline (2-3 pages) and time (5+ minutes) presenting it. PowerPoint or Prezi slides were also required. The rubric covered topic, presentation, outline, and professionalism. They were evaluated as Excellent-A, Very Good-B, Average-C, Needs Improvement-D, or Insufficient-F and averaged together. I believe the reason the assignment had the highest average was because it did not carry on over multiple days, and it was expository not argumentative in nature. (Fall 2015/Trice)

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Practice in the Presentation Lab
This target analyzed the content and clarity portion of the rubric for the presentation. All students did well on content, but 20% of students did not do well on the clarity portion of the rubric. Students need to have more time to put together the presentations. I need to schedule these presentations about midterm instead of the last week of class when the research paper is also due. In doing that, I will also need to change the assignment slightly so that the students are presenting mainly on the theory itself and not applying it to the novel. In addition, I need to require that students do a run-through of the presentation in the Presentation Lab on campus.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by a rubric evaluating partnered presentation (Sp 2014/Trice) | **Student Learning Outcome:** Demonstration of competence in oral communication of assigned literary theories

Implementation Description: I will rewrite my course schedule for the class so that presentations will be due at or shortly after midterm. I will rewrite the assignment, and I will also require students to practice their presentations in the Presentation Lab.
Responsible Person/Group: Kelley Mahoney

Provide examples.
This action plan addresses the analytical component of five short, critical writing assignments based on different literary theories. Almost 17% did not achieve the target. To improve the percentage of students who understand how to analyze a given literary text using a stated literary theory, I will provide a written example of exactly what the students need to do. In the past, I have provided a rubric and verbal instructions, but students need a more concrete example of how to write the analysis. A written example will be more helpful so that when students are home alone writing the analysis, they will have an example to follow.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by holistic grade evaluating the analytical component of one short, critical writing assignment (Sp 2014/Trice) | **Student Learning Outcome:** Analysis or interpretation of literary texts

Implementation Description: I will write a biographical/historical analysis of a Flannery O'Connor story to give to the students as an example; thus, I will delete assignment #1 and add an assignment using multiculturalism or postcolonialism.
Responsible Person/Group: Kelley Mahoney

rough draft and peer edit

Students improved from essay 1 to essay 2 as 84% earned 75% or better on the grammar portion of the rubric on essay 1 and 93.3% scored 75% or better on the grammar portion of the rubric on essay 2. On the application of the theory to the literature, 81.2% scored 75% or better compared with 86.6% scoring 755 or better on the second essay. Some students did come to my office to ask questions or went to the Writing Lab, but a number of students did not seek help. To improve grades on the first critical essay assignment, I will require a rough draft of the paper, and we will peer edit in class. This tactic will ensure that all students have some input from another person about their papers.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Measurement by rubric evaluating grammar/usage and application components of one critical essay (Sp 2014/Trice) | **Student Learning Outcome:** Production of scholarly academic writing

Implementation Description: For critical essay 1, I will require that rough drafts be written and brought to class. I will give students a more detailed set of criteria than I do now and specific peer editing questions. We will analyze each other's papers in class and provide appropriate feedback so that students can write a more successful final copy.
Responsible Person/Group: Kelley Mahoney

Spend more time and use a student example.

This target was not met. Forty percent of students did not use enough or correct research and technological sources. There was a misunderstanding about the number of sources required and students did not consult their topic sheets; therefore, many students did not have enough sources. In addition, 47% of students did not properly synthesize their own opinions with those of critics. In short, I assumed that students knew more than they actually did about how to write a research paper. The next time I teach the course, I will spend more time on the research paper component. I plan to start teaching the paper earlier and spend more time in class discussing the paper, quoted material, and documentation procedures. I will also procure a student example of this paper so that students understand what is required.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Measurement numerically evaluating research/technology and synthesis with original ideas on take-home tests (Fall 2014/Trice) | **Student Learning Outcome:** Production of formal academic writing that demonstrates an ability to use research and technology effectively

Implementation Description: First, I will rewrite the assignment to make clear all the requirements, and I will start the research paper at least two weeks earlier than I currently do. Then, I will devote a class period to how to document internal citations with MLA style. Finally, I will ask a former student if I can use her paper as a sample paper for the class.
Responsible Person/Group: Kelley Mahoney

Adjust Assignment to Directly Measure Analysis and Interpretation of Literary Texts and Create a Rubric (Sp 2014/Trice)

This action plan goes with the finding for M1: Measurement by holistic grade evaluating the analytical component of one short, critical writing assignment. As stated in the findings, eighteen out of twenty-one students (86%) earned a 75 (or better) by demonstrating an "Average-C," "Above Average-B," or "Excellent-A" level of reflection in a two-page essay discussing their experiences in the class, focusing on their new skills gained for analyzing and interpreting literary texts. In the future, I need to adjust this particular assignment so that students are not just thinking critically about their ability to analyze or interpret literary texts through a variety of different theories (even though they do so in other assignments) but are instead directly doing so to measure this specific student learning outcome. I also need to create a rubric further breaking down students' grades on the assignment rather than awarding a holistic grade for the students' efforts. (Sp 2014/Trice)

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Measurement by holistic grade evaluating the analytical component of one short, critical writing assignment (Sp 2014/Trice) | **Student Learning Outcome:** Analysis or interpretation of literary texts

Implementation Description: I will re-do the final exam requirements so that the assignment directly measures students' ability to analyze or interpret literary texts utilizing theory instead of requiring a course reflection on what they have learned about doing so in the class. Also, instead of assigning a holistic grade, as I did during the rush of final grading, I will create a rubric that carefully breaks down different factors in the students' grade on the short, critical writing assignment. (Sp 2014/Trice)
Projected Completion Date: 12/2014
Responsible Person/Group: Myself (Natalie Trice)

Condense Number of Tests, Create a Rubric, and Revise Assignment Sheets (Sp 2014/Trice)

This action plan goes with the finding for M3: Measurement numerically evaluating research/technology and synthesis with original ideas on take-home tests. As stated in the findings, twenty out of twenty-one students (95%) scored an average of 75 or higher on eight take-home tests focusing on MLA requirements, genre-related literary terms, and periods in American and British literary history. Most importantly, in the future, I need to condense the number of exams down to three: one covering MLA formatting, Works Cited, and parenthetical citations; one covering literary genres/subgenres; and one covering British and American literary periods. Furthermore, it was too complicated and confusing to try to put a numerical score on each answer; next semester, I believe it will be adequate to evaluate the responses on a rubric with each one receiving an "Excellent-A," "Very Good-B," "Average-C," etc. and then average them together for a final grade on the test. In addition, I think the assignment sheets could be tweaked with specific examples of a successful answer (instead of just discussing the matter in class) and more emphatic wording that failure to properly paraphrase an answer will result in a "Needs Improvement-D" or "Insufficient-F," according to the degree of

severity. (Sp 2014/Trice)

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement numerically evaluating research/technology and synthesis with original ideas on take-home tests (Fall 2014/Trice) | **Student Learning Outcome:** Production of formal academic writing that demonstrates an ability to use research and technology effectively

Implementation Description: In the future, I will condense the number of tests down to three: MLA, genres, and periods. I will also create a rubric to evaluate each answer then average them. Lastly, I will revise the assignment sheets to include an example of a sucessful answer and to warn students about not paraphrasing adequately. (Sp 2014/Trice)
Projected Completion Date: 12/2014
Responsible Person/Group: Myself (Natalie Trice)

Consider Eliminating Hans Bertens' Text from the Assigned Reading List (Sp 2014/Trice)

This action plan goes with the finding M4: Measurement by a rubric evaluating partnered presentation. As stated in the findings, seventeen out of twenty-one students (81%) made a 75 or higher on the partnered presentation. In pairs, students covered the advantages and disadvantages of the literary theory introduced in the chapter of Hans Bertens' Literary Theory: The Basics that we were covering in class that day. Several of the students who did not meet this goal, arguably did not do so because of the challenging nature of the textbook. Three of the four did not seem to have a complete grasp on their theory, at least not at the level of being able to put it into their own words with ease. Bertens' text does stretch developing readers. However, the other seventeen students rose to the challenge beautifully. The fourth student did not even purchase the textbook, which was required, but instead tried to go off of information she found about her assigned theory online. When asked why she chose to do so, she responded that the textbooks for the class were too expensive. I have mixed feelings about her response since students were only asked to buy five books, not an unusual number for an upper-division course; nonetheless, several of the texts cannot be purchased easily used. Also, other students noticed that our other book focusing on theory, Lois Tyson's Critical Theory Today, which I had chosen to demonstrate the application of theory to texts, adequately introduced the different theories as well. My hope had been with repetition that the different theories would stick in the students' minds better; however, some, but not all, of the students felt the texts were redundant. At this point, I have not made a final decision about whether or not to eliminate Bertens' text from the reading list for the fall, the next time I will teach this course. If I do so, that will likely make the partnered presentation more dependent on research, which also has its advantages. (Sp 2014/Trice)

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by a rubric evaluating partnered presentation (Sp 2014/Trice) | **Student Learning Outcome:** Demonstration of competence in oral communication of assigned literary theories

Implementation Description: For the fall, the next time I will teach this course, I am considering removing Hans Bertens' book from our list of required reading due to its difficulty level, price, and similarities with another required text by Lois Tyson. If I do so, the partnered presentation will become more research-based. However, I do like the degree of challenge that Bertens provides, so I have not made a final decision. (Sp 2014/Trice)
Projected Completion Date: 12/2014
Responsible Person/Group: Myself (Natalie Trice)

Factor Submission of Components of the Essay in Advance into the Final Grade for the Assignment (Sp 2014/Trice)

This action plan goes with the finding for M2: Measurement by rubric evaluating grammar/usage and application components of one critical essay. As stated in the findings, fifteen out of twenty-one students (71%) earned a 75 or higher on the 7-8 page final research paper, which required the application of literary theory to a work of literature of their own choosing and the inclusion of at least three secondary sources (book, journal article, website). Although I asked students to submit a proposed topic, research (and advanced mock up of the Works Cited), outline, and complete rough draft to me in advance (and even took time out of class to peer-edit), some students simply ignored my request and offer for help. Ultimately, a few class members did not reach the required length, and others exhibited a misapplication of theory at moments in their essays. In the future, I plan to require students to turn in these paper components in advance, explicitly stating on the assignment sheet that failure to do so will affect their final grade on it, and adjust the rubric so that it shows that not doing so clearly lowers their grade. Honestly, given the maturity level of most students I have encountered in my numerous upper-division courses, I overestimated the responsibility level of these fledgling majors, who are transitioning from sophomore-level survey classes to more intensive upper-division coursework. (Sp 2014/Trice)

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by rubric evaluating grammar/usage and application components of one critical essay (Sp 2014/Trice) | **Student Learning Outcome:** Production of scholarly academic writing

Implementation Description: I will require students to turn in various components of their final research paper in advance and clearly reflect on the assignment sheet that failure to do so will lower their grade. Moreover, I will adjust the rubric to reflect this new explicit requirement. (Sp 2014/Trice)
Projected Completion Date: 12/2014
Responsible Person/Group: Myself (Natalie Trice)

Individual conferences

On the research paper assignment, which involved analyzing a modern novel using at least three of the studied literary theories and synthesizing critics' opinions with the students' own opinions, only 75.5% of the students met the stated target. On the rubric, question 1 asked, "Are adequate research and technological sources used?" 73% of students met this goal. On the rubric, question 2 asked, "Are critics' and students' opinions synthesized?" 78% of students met this goal. In analyzing these findings, I found that it was not clear to some students that our textbook cannot be a source. Even though there was a vast improvement from last semester's findings, I am still having students fail to meet

the written requirements. When I asked this class of upper-level English majors how many students had written a literary research paper, only approximately 30% had done so; therefore, I spent a week discussing how to write a research paper. I included how to quote, how to document sources, how to paraphrase, how to use effectively combine primary and secondary sources, and how to integrate sources with the writer's own critical thoughts. I improved from Spring 2013 because I became aware of this lack of information, and I sought to increase my students' knowledge and aptitude. In addition, I was pleased that I almost met my goal for synthesizing opinions. I credit my 25% increase in success to following my action plan from Spring 2013. Success on the research paper is also attributed the the embedded librarian services of Derrel Roberts Library and the instructions my students received due to this service. To improve my grades on the research paper in this class, I will start including scheduled individual conferences. Individual conferences will provide time for me to assess the students' understanding of the research paper and its requirements.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: High

Relationships (Measure | Student Learning Outcome):
    Measure: Measurement numerically evaluating research/technology and synthesis with original ideas on take-home tests (Fall 2014/Trice) | **Student Learning Outcome:** Production of formal academic writing that demonstrates an ability to use research and technology effectively

Implementation Description: I will have a sign-up sheet for students to meet with me regarding the research paper.
Responsible Person/Group: Kelley Mahoney

Practice in the Presentation Lab

Students chose a theory to present to the class and applied that theory to the current novel. The presentations were done in groups and were 15-20 minutes long. They were graded by a rubric with four areas. The two pertinent areas for this target were: "Discussion of the Literary Theory" and "Clarity of Presentation." Eight of eight or 100% of students scored higher than a 75 on the "Discussion of the Literary Theory" component. Six of eight or 75% scored 75 or higher on the "Clarity of Presentation" component. Combined, this percentage is 87.5% of the students who made 75 or better on the presentation. The students who did not score 75 or higher did not seem to be as familiar with the material as they should have been. They read their notes instead of teaching to the class. An analysis of the findings proved that all groups had researched well, but only a few were familiar with their material. Spending time practicing the presentation would have helped the students. I need to follow my first action plan and require my students to do a run-through in the Presentation Lab.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: High

Relationships (Measure | Student Learning Outcome):
    Measure: Measurement by a rubric evaluating partnered presentation (Sp 2014/Trice) | **Student Learning Outcome:** Demonstration of competence in oral communication of assigned literary theories

Implementation Description: Integrate the Presentation Lab in my syllabus
Responsible Person/Group: Kelley Mahoney

Provide challenging examples.

Students wrote a short analysis using deconstruction to analyze Krapps Last Tape, a postmodern play by Samuel Beckett. Students were to use deconstructionist terms and apply them to the play. They were given a rubric by which the analysis would be graded. Area 3 of the rubric states: "Applies terminology to events and characters in the literature." This area refers to the literary terminology of a stated theory and the application of that theory to a piece of literature. Of the 13 who wrote the paper, 85% recieved a score of 75 or better (11/13). Fifteen percent (2/13) did not use appropriate terms when analyzing the play. In analyzing these findings, I found that some students did not use terms applicable to the critical theory, specifically deconstruction. The two students wrote in a more general manner, basically summarizing the play instead of analyzing it. Students sometimes did not take the needed amount of time to comprehend applications of the theory resulting in an inability to perform an adequate analysis. Providing the students with a very specific written example of what I expect will form the basis of my action plan. To improve the percentage of students who understand how to analyze a given literary text using a stated literary theory, I will provide a challenging written example of a literary analysis. This semester, I provided a simple written example of a historical/biographical analysis, but I need to provide a more detailed, more complex example. The students would have a better understanding of the analysis if they were able to see a challenging written example of one.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: High

Relationships (Measure | Student Learning Outcome):
    Measure: Measurement by holistic grade evaluating the analytical component of one short, critical writing assignment (Sp 2014/Trice) | **Student Learning Outcome:** Analysis or interpretation of literary texts

Implementation Description: I will write a psychoanalytical analysis of the James Joyce short story "Eveline" to give the students a more challenging example of a literary analysis.
Responsible Person/Group: Kelley Mahoney

Quality example

For the essay, students were to choose one literary theory (formalism, psychoanalytical, Marxist, feminist, or reader-response) and apply that theory to a traditional piece of literature. The rubrics' applicable questions were #3, which stated: "Is the theory applied, using appropriate terminology, to the piece of litereature?" and #5 which stated: "Are grammar and usage appropriate for an upper level course?" For the essay, 82% of the students met the criteria for area 3 of the rubric (18/22), and 78% of the students met the criteria for area 5 (17/22). In combining both areas of the rubric, 80% scored 75% or better on the essay. Of the 4 or 5 students (respectively for #3 and #5) who were not succesful, they did not make the transition from lower-level English courses to the expectations of upper-level English majors. To improve grades on the critical essay, I will provide a quality example in the form of a previous student's paper. The students will be able to ascertain my requirements for the essay through analysis of a former student's essay.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by rubric evaluating grammar/usage and application components of one critical essay (Sp 2014/Trice) | **Student Learning Outcome:** Production of scholarly academic writing

Implementation Description: When I explain the essay requirements, I will give the students a hard copy of a previous student's paper
Responsible Person/Group: Kelley Mahoney

Give Course Tests in Class

This action plan goes with the finding for "Measurement numerically evaluating research/technology and synthesis with original ideas on take-home tests." As stated in the finding, all of the twenty-two students earned a 75% (or better) average on the four take-home tests this semester, covering grammar, MLA requirements, literary eras, and literary genres. However, I still think this is the assignment or group of assignments for the course with the most room for improvement. Per last semester's action plan, I did condense the number of tests in the class from eight down to four. Nevertheless, this was only the second time that I had taught the course, and I believe it often takes a third time (if not more) to really iron out the wrinkles in an assignment or batch of assignments. Actually, I did add a new test this semester over the grammar to address some of the concerns expressed in a departmental meeting prior to the beginning of the class, particularly on recent student performance on the GACE; furthermore, I believe that the utilization of the materials from the GrammarBytes website made the concepts more engaging for the students than perhaps alternate materials would have. On the other hand, I condensed separate tests on MLA formatting, parenthetical citations, and Works Cited entries into a single take-home test; I found this streamlined approach made the tasks easier to complete (as well as grade) and better helped students to see how these different MLA components work together. Lastly, I combined separate take-home tests on definitions from Harmon & Holman's handbook for the British and American literary periods into a single examination. Similarly, I streamlined individual at-home exams on terms related to fiction, poetry, and drama into a unified test on literary genres. I did find that students paraphrased the terms from A Handbook to Literature more thoroughly this semester, rather than unacceptably parroting the phrasing as they did in the spring. Nonetheless, I think all of these tests should be administered in-class in the future. To be honest, the idea to make these exams take-home began last semester with the enrollment of a visually impaired student in the class; I continued the practice this fall because I thought it would be beneficial for students to have more time to work with the information, and thus, hopefully create more thorough study materials for those planning eventually to take the GACE. However, I just do not believe students are retaining the information the way they need to do so for future coursework, etc. by having the freedom to complete the tasks outside of class. One insightful student even suggested in the course reflection quizzing the class over a literary term or two per class session, which will also provide the opportunity to more adequately discuss them afterwards than we admittedly have been doing as well. I plan to try this approach the next time that I am assigned to teach this course.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement numerically evaluating research/technology and synthesis with original ideas on take-home tests (Fall 2014/Trice) | **Student Learning Outcome:** Production of formal academic writing that demonstrates an ability to use research and technology effectively

Implementation Description: I will make the four tests for this course (covering grammar, MLA requirements, literary eras, and literary genres) in-class assignments in the future. This will promote retention of the material for subsequent coursework, GACE, etc. It will also provide more opportunity to discuss the information since a disproportionate focus has been placed admittedly on theory in my sections of the course thus far.

Cover a Literary Term per Class but Group into Larger Tests

As stated previously, eleven out of fifteen students (73%) scored an average of 75% or higher on thirty daily quizzes covering definitions of important literary terms. Of the four who did not, two had frequent absences, and the other two did not consistently include all of the necessary information. In previous semesters, I allowed students to complete take home exams, but students expressed that we did not spend enough time discussing the definitions in class. This semester, in every class session, students took a quiz on a term, discussed their answers, and then were given a new term for the next class. While I do think students learned a lot from this activity and did benefit from the pervasive class coverage, it got a little tedious and conversely overwhelming for all of us to have (and grade) a quiz of this nature every class session. In the future, I think we can still cover a term per class; however, I think the terms need to be grouped into larger tests, e.g. British literary periods, American literary periods, literary genres, etc. I believe students will do better when asked to gear up for a few larger tests rather than maintain an incredibly high level of consistency on smaller quizzes. (Fall 2015/Trice)

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by number grade evaluating the grammar/usage and application components on thirty daily quizzes (Fall 2015/Trice) | **Student Learning Outcome:** Production of scholarly academic writing

Implementation Description: In the future, the daily quizzes will be replaced by periodic tests covering the different literary terms that can still be introduced on a daily basis. I think this approach will better match the typical student's study habits, and there will be fewer incomplete assignments on this important information needed to succeed in the major. (Fall 2015/Trice)
Responsible Person/Group: Myself (Natalie Trice)

Have Students Read Literature at Home and Write Practice Activity in Class

As stated in the findings, nine out of fifteen students (60%) scored an average of 75% or higher on eleven short practices applying literary theory to a poem or short story. The four students who did not come close to the minimum simply did not turn in some of the practices. In previous semesters, I have had students read the literature and write the practice activity in class. That did not leave time for discussion. However, asking students to do both before coming to class simply kept some students from submitting it at all for whatever reason. I believe in the future I will try splitting the difference and ask students to read the literature at home; then, they can write the answers and discuss them during class time. That way the likelihood will rise that every student will turn in something and have at least some further practice with the literary theory involved. (Fall 2015/Trice)

Established in Cycle: 2015-2016
Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by a holistic grade on the analytical component of eleven short critical writing practices (Fall 2015/Trice) | **Student Learning Outcome:** Analysis or interpretation of literary texts

Implementation Description: In the future, I will ask students to read the literature necessary to complete the pertinent question at the end of each chapter of Lois Tyson's Critical Theory Today before coming to class. Then, students can write their responses on arrival and prior to discussing them. This should increase the number of practices received. (Fall 2015/Trice)
Projected Completion Date: 05/2017
Responsible Person/Group: Myself (Natalie Trice)

Require expanded outline for first critical essay. (Sp2016/Mahoney)

In English 3010-01, a traditional class taught on the Dalton campus during Spring Semester 2016, 85% of the students who completed the course (11 out of 13) earned a 75% or better on the analytical component of the rubric for the first critical essay assignment which requires use of at least two literary critical theories and the close reading of a literary text. The class average was 83%. Students were required to write a 1500-word analysis of either a self-selected short story or poem and apply at least two of the following four theories: biographical/historical, formalism, psychoanalytic, and Marxist. The analysis was to employ a close reading and applicable terminology without using any research. The students who scored well were the ones who both analyzed the literature and applied the critical theories to the literature. They used specific terminology from the chosen theory and expanded the analysis to include the critical terminology. Two out of 13 or 15% of the students who completed the course did not employ a close analysis nor did they use appropriate critical terminology. In the future, I will require students to complete an expanded outline which delineates the piece of literature chosen, the theories, and a required number of critical terms to be used which must be used in the essay. I will grade and return this outline before the first paper is due. This extra piece will ensure that students have considered the terms they will be employing in their analysis and in the writing of their first critical essay. (Spring 2016/Mahoney).

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by a rubric evaluating the analytical components of the first critical essay (Sp 2015/Mahoney) (Sp 2016/Mahoney) | **Student Learning Outcome:** Analysis or interpretation of literary texts

Implementation Description: Create assignment for an expanded outline before the first critical essay is due.
Responsible Person/Group: Kelley Mahoney
Additional Resources: None

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

This Fall 2015 semester of ENGL 3010 had several positive attributes. I am glad that I finally did away with one textbook that I had previously used for the course, Hans Bertens' Literary Theory: The Basics. While Bertens' book has its merits, it is not as basic as the title implies; I feel that its overly dense and jargon-filled nature really confused students more than helping them. Instead, I am glad that I spent more time going through Lois Tyson's Critical Theory Today. The introductory material to each chapter is a great introduction to the theory covered in it, utilizing examples and applications of the information to daily life. The presentations that students did to discuss the advantages and disadvantages of each theory really improved because we were working from clearer base material. Also, students really benefitted from the extra time going over the practice questions, applying the theory to a short literary work, at the end of Tyson's chapters rather than trudging their way through Bertens' convoluted prose. Lastly, I think students had a clearer understanding of theory because of my heavier emphasis on Tyson's explanations and guided practice, which was detectable in their largely strong research papers. Points of improvement, as discussed in the action plan, really had more to do with timing than anything else. I do think I will go back to asking students to answer Tyson's practice questions in class (even if they have read the relevant literature beforehand) so that more students complete the worthwhile activities and are fully prepared for the relevant discussions that follow. Also, while I do not regret the added focus that came with introducing one literary term during each class discussion, I do not believe that the daily quizzes were smart. They became unnecessarily burdensome to grade, and more importantly, I think students would more carefully study for a few combined tests rather than cram for the quiz of the day. (Fall 2015/Trice) In English 3010-01, Spring Semester 2016, I met all my targets. My assessment results revealed several strengths and a few area of improvements for the class. One action I took to help clarify the information for the students was to create power points on almost all of the literary theories. Students commented that having these slides to study from helped them. Both a strength and a weakness is the way I prepare students for the critical essays. Students, on the whole, did well on the essays, but the assessment results revealed that a couple of students needed more guidance in preparing for the first essay. I will have students prepare outlines in the future, which I will grade, to ensure that they have included everything they need to. One improvement that worked well was adding peer mark to turnitin.com. Students did a better job with peer editing online than they have done in class in the past. Students' grades improved on the second essay, I believe, due to the peer editing. As always, students remark that the work for the class is loaded quite heavily on the end of the semester, and they wish it was spread out more equitably. Due to the nature of the course, it is difficult to change the due dates for assignments; however, in the future, I intend to have the first two essays due earlier in the semester. I will also continue to work on how I teach the research paper. My assessment results show that my students' grades improved on the research paper this semester. I believe this is because I changed the nature of presentation which is due the same day as the research paper. Students now present on their papers instead of preparing an entirely different presentation. This change improved both the research paper and presentation grades. (Spring 2016/Mahoney)