

Final **ENGL 2120 - British Literature I**

Reporting Period < **2016-2017** >

Course Description

Surveys important works of English literature from the Old English period through the Neoclassical Age.

Program Outcomes/Goals

POG1 **Graduates will read and think critically.**

Graduates will read and think critically.

Student Learning Outcomes

SLO1 **Utilization of technology and data to conduct research by citing informational sources.**

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.

Supported Initiatives

6 **Standards** 9 **General Education** 0 **Institutional Priorities** 9 **Strategic Initiatives**

Measures

M1 **Measurement by a rubric.**

Measurement by a rubric that evaluates the research component of an essay on British literature.

Methodology

Students' competence will be measured by a rubric that evaluates the research component of an essay on British literature from Anglo-Saxon England through the eighteenth century that requires at least five secondary sources used in a supporting, substantive, and correct manner in the paper.

Source of Evidence: [VALUE Rubric - Critical Thinking - Academic Direct](#)

Target

75% of students will make a 75% or better on the rubric that evaluates the research component of an essay on British literature.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
75%	The target for outcome 1 was met.	:		Met

Analysis of Finding and Evaluation Results

In ENGL 2120-01, a traditional class taught on the Dalton campus in Fall Semester 2016, 95% (20 out of 21) of the students who completed the course earned 75% or better on the research component of an essay that assessed not only their abilities to use technology and gather data to conduct research from various sources, including electronic media, but also their understanding of how to avoid plagiarism by acknowledging and citing information correctly. The class average for this assignment was 87%. The one student who did not earn 75% on the research component of an essay came close to the goal with a 68%. Her grade for the assignment was below average because she submitted an essay that was inadequately developed. The measure for target 1 entailed that students write a research paper on some aspect of British literature from Anglo-Saxon England through the eighteenth century. In their papers students were required to answer a research topic question. Here are some examples. How does Seamus Heaney's Beowulf compare to earlier translations? How are the major themes of Sir Gawain and the Green Knight advanced in the poem? What influences shaped the imagination of Geoffrey Chaucer? What effects did the verse of Francesco Petrarch have on the development of English Renaissance poetry? Which of the two greatest Elizabethan playwrights has posterity deemed to be superior, Shakespeare or Christopher Marlowe? What is the difference between tragedy and comedy? What are the distinguishing characteristics of metaphysical poetry? Why is John Milton considered by many to be the most influential author in English literature? What is Samuel Johnson trying to say about the human condition in his poem "The Vanity of Human Wishes"? The measure of success was determined using a grading rubric (included in attachments) and the grading criteria included on the assignment sheet (also included in attachments). The grading criteria required (1) that the paper be inventively titled; (2) that the paper be typed, double-spaced, and grammatical; (3) that the paper reference at least five secondary sources, electronic and print; and (4) that the paper be documented according to the seventh edition of the MLA Handbook. I believe that the target for outcome 1 was achieved for four reasons in particular: (1) because the assignment sheet included a thorough description of the requirements of the research paper, (2) because I took at least half a class period to introduce the assignment, (3) because I conferred with students, either by email or face to face in my

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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office, while their papers were developing, and (4) because at the beginning of classes prior to submission day I made suggestions for improving or editing the papers in progress.

SLO2 [Analysis and evaluation of conclusions and arguments](#)

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

Supported Initiatives

0 Standards 0 General Education 0 Institutional Priorities 0 Strategic Initiatives

Measures

M1 [Measurement by a rubric..](#)

Measurement by a rubric that evaluates the analytical component of the in-class midterm exam

Methodology

Students' proficiency will be measured by a rubric that evaluates the analytical component of the in-class midterm exam that requires students to write several short essays with specific, analyzed, supporting examples drawn from assigned readings in British literature, taking into account the influences of the authors, the culture, and the trends of the period on the literature.

Source of Evidence: [Rubric Graded Exam - Academic Direct](#)

Target

Seventy-five percent of the students will score 75% or higher on the rubric.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
75%	The target for outcome 2 was met.	In Fall 2015, I articulated the following quadripartite action plan to increase the percentage of students who make 75% or better on the analytical component of the in-class midterm exam in ENGL 2120: I shall (1) advise students at the semester's beginning to take good notes in preparation for the midterm, to study and revise their notes regularly, and to consider keeping a class journal; (2) I shall encourage students to prepare by making review sheets and, if possible, to form study groups in which to share notes and test each other's knowledge of terms, phrases and quotations that might possibly appear on the exam; (3) I shall distribute copies of the grading rubric before giving the midterm and take time to discuss the rubric in class; and (4) I shall enable students to develop their paragraphs carefully and not hastily by devoting two class periods to the midterm, one period to write the five paragraphs for the first half or the exam, and a subsequent period to write the five paragraphs for the other half. In Fall 2016, I followed said plan: I advised students at the semester's beginning to take good notes and to study and revise their notes regularly; I encouraged students to prepare by making review sheets in preparation for the midterm; I distributed copies of the grading	Academic: Improved Performance	Met

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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rubric before giving the midterm and take time to discuss the rubric in class; and I enabled students to develop their paragraphs carefully and not hastily by devoting two class periods to the midterm. The plan was moderately successful: Whereas in Fall 2015, 93% (14 out of 15) of the students who completed the course earned 75% or better on the analytical component of the in-class midterm exam, in Fall 2016, 95% (20 out of 21) of the students who completed the course earned 75% or better.

Analysis of Finding and Evaluation Results

In ENGL 2120-01, a traditional class taught on the Dalton campus in Fall Semester 2016, 95% (20 out of 21) of the students who completed the course earned 75% or better on the analytical component of the in-class midterm exam that required students to write several short essays that demonstrated their abilities to analyze, evaluate, and provide convincing reasons in support of conclusions. The class average for this assignment was 86%. She who earned below 75% came very close with a 73%. This student performed much better on the final, passing it with a grade of 98%. After the midterm exam she began taking better notes and took measures to improve her study habits and therefore retained more information delivered in class. The measure for target 2 entailed that students write an in-class midterm exam (included in attachments). In the first part students were prompted to write a thoughtfully developed paragraph for each of five terms or phrases. In the second part students were prompted to write a thoughtfully developed paragraph for each of five quotations. In both parts of the midterm students were expected to demonstrate their conversance with assigned readings in British literature through careful explication and knowledgeable reference to the influences of authors, culture, and literary trends explored in class. The Measure of success was determined using a grading rubric (uploaded in Document Management). Each of the ten paragraphs composed for the midterm was evaluated according to the rubric's ten-point scale. The paragraph that received 9 to 10 points, for example, demonstrated an excellent understanding of assigned readings through superb explication of the term, phrase, or quotation and contained informed references to the influences of authors, culture, and literary trends. Moreover, the paragraph began with a topic sentence that gave direction to the discussion, was fully developed, used examples where appropriate, and conveyed the writer's thoughts intelligibly and grammatically. The paragraph that received 0 to 5 points, on the other hand, demonstrated, at best, a poor understanding of assigned readings and may have contained little or no meaningful explication of the term, phrase, or quotation and may have been void of references to the influences of authors, culture, and literary trends explored in class. Also, the paragraph may have been incoherently organized, characterized by a lack of relevant development, or undermined by a general failure to convey the writer's thoughts intelligibly and grammatically. The total of points earned on the midterm examination converted accordingly: 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F. I believe that the target for outcome 2 was achieved for four reasons in particular: (1) because I advised students at the semester's beginning to take good notes in preparation for the midterm, to study and revise their notes regularly, and to consider keeping a class journal; (2) because I encouraged students to prepare by making review sheets and, if possible, to form study groups in which to share notes and test each other's knowledge of terms, phrases and quotations that might possibly appear on the exam; (3) because I distributed copies of the grading rubric before giving the midterm and took time to discuss the rubric in class; and (4) because I enabled students to develop their paragraphs carefully and not hastily by devoting two class periods to the midterm, one period to write the five paragraphs for the first half of the exam, and a subsequent period to write the five paragraphs for the other half.

POG2 **Graduates will write competently.**

Students will write competently.

Student Learning Outcomes

SLO1 **Demonstration of the ability to make informed judgements in works of art, literature, and cultural experiences.**

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

Supported Initiatives

7 **Standards** 11 **General Education** 0 **Institutional Priorities** 13 **Strategic Initiatives**

Action Plans for Improvement

Action Plans for Improvement Description

I will incorporate a new pedagogical strategy for improving student performance in ENGL 2120. This strategy is inspired by a comment in last year's student evaluations of the course: "Dr. Bruce could have provided more examples of the quality of work that he expects from his students." The student is referencing the midterm and final examinations, both of which require students to write ten carefully developed paragraphs, five demonstrating conversance with terms or phrases discussed in class, and five elucidating literary quotations through careful explication and reference to context. To convey more clearly what I expect from students taking these examinations, I will photocopy and share some

Due Date

Dec 16 2016

Status

Planned

excellent paragraphs produced by students who have taken and done exceptionally well on past examinations. To assess the potential effectiveness of this strategy of exemplification, I will compare the average grade on the final examination in my Fall 2016 section of ENGL 2120, in which I did not share the paradigmatic paragraphs, with the average grade on the final exam in my next assigned section of the course, in which class I will.

Measures

M1 Measurement by a rubric

Measurement by a rubric evaluating the evaluation component on the in-class final exam..

Methodology

Students' ability will be measured by a rubric evaluating the evaluation component of the in-class final exam that requires them write a series of thesis-driven paragraphs identifying and evaluating selected passages from assigned works of British literature that relate to the major themes and issues explored over the course of the semester.

Source of Evidence: VALUE Rubric - Critical Thinking - Academic Direct

Target

75% of the students will score a 75% or higher on the rubric evaluating the evaluation component of the in-class final exam.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
75%	The target for outcome 1 was met.			Met

Analysis of Finding and Evaluation Results

In ENGL 2120-01, a traditional class taught on the Dalton campus in Fall Semester 2016, 95% (20 out of 21) of the students who completed the course earned 75% or better on the analytical component of the in-class final exam that required students to write a series of thesis-driven paragraphs that demonstrated their abilities to evaluate observations, inferences, or relationships in works under investigation. The class average for this assignment was 91%. The only student to earn below 75% came within two points with a 73%. This student wrote only nine of ten required paragraphs, thinking, one assumes, that her overall course grade would be a B whether or not she wrote the tenth paragraph. The measure for target 1 entailed that students write an in-class final exam (uploaded in attachments). The final exam consisted of two parts. In the first part students were prompted to write a thoughtfully developed paragraph for each of five terms or phrases. In the second part, students were prompted to write a thoughtfully developed paragraph for each of five quotations. In both parts of the exam students were expected to identify and evaluate selected passages from assigned works of British literature that related to the major themes and issues explored over the course of the semester. The measure of success was determined using a grading rubric (uploaded in attachments). Each of the ten paragraphs composed for the final exam was evaluated according to the rubric's ten-point scale. The paragraph that received 9 to 10 points, for example, demonstrated an excellent understanding of assigned readings through superb explication of the term, phrase, or quotation and contained informed references to major themes and issues explored in class. Moreover, the paragraph began with a topic sentence that gave direction to the discussion, was fully developed, used examples where appropriate, and conveyed the writer's thoughts intelligibly and grammatically. The paragraph that received 0 to 5 points, on the other hand, demonstrated, at best, a poor understanding of assigned readings and may have contained little or no meaningful explication of the term, phrase, or quotation and may have been void of references to major themes and issues explored in class. Also, the paragraph may have been incoherently organized, characterized by a lack of relevant development, or undermined by a general failure to convey the writer's thoughts intelligibly and grammatically. The total of points earned on the midterm examination converted accordingly: 100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F. I believe that the target for outcome 1 was achieved for three reasons in particular: (1) because I advised students at the semester's beginning to take good notes in preparation for the final exam, to study and revise their notes regularly, and to consider keeping a class journal; (2) because I encouraged students to prepare by making review sheets and, if possible, to form study groups in which to share notes and test each other's knowledge of terms, phrases and quotations that might possibly appear on the final exam; and (3) because I distributed copies of the grading rubric before giving the final exam and took time to discuss the rubric in class.

SL02 Demonstration of the ability to make informed judgments in works of art, literature, and cultural experiences

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

Supported Initiatives

4 Standards 4 General Education 0 Institutional Priorities 5 Strategic Initiatives

Measures

M1

Measurement by a rubric.

Measurement by a rubric that evaluates the interpretation component of a research paper

Methodology

Students' ability will be measured by a rubric that evaluates the interpretation component of a research paper that requires them to analyze the overall interpretation and effectiveness of multiple articles on one work of British literature.

Source of Evidence:

Target

Seventy-five percent of the students will score 75% or higher on the rubric.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
75%	The target of outcome 2 was met.	:		Met

Analysis of Finding and Evaluation Results

In ENGL 2120-01, a traditional class taught on the Dalton campus in Fall Semester 2016, 95% (20 out of 21) of the students who completed the course earned 75% or better on the interpretation component of a research paper that demonstrated their abilities to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world. The class average for this assignment was 87%. The one student who did not earn 75% on the interpretation component of an essay came close to the goal with a 68%. Her grade for the assignment was below average because she submitted an essay that was inadequately developed. The measure for target 2 entailed a research paper that required students to analyze the overall interpretation and effectiveness of multiple articles on a work of British literature from Anglo-Saxon England through the eighteenth century. The whole of the paper was to support a thesis with thoughtful, intelligible argumentation supported by carefully selected sources. The paper's first paragraph was to include a thesis statement. Subsequent paragraphs were to begin with arguable claims (topic sentences) that bolstered the paper's thesis. Each arguable claim (or topic sentence) was to be supported by sufficient evidence from secondary sources, which were to be clearly interpreted, explained, and discussed. The paper's concluding paragraph was to be adequately developed and proportional in length to the paper's other paragraphs. The measure of success was determined using a grading rubric (uploaded in attachments) and the grading criteria included on the assignment sheet (also uploaded in attachments). The grading criteria required (1) that the paper be inventively titled; (2) that the paper be typed, double-spaced, and grammatical; (3) that the paper reference at least five secondary sources, electronic and print; and (4) that the paper be documented according to the seventh edition of the MLA Handbook. I believe that the target for outcome 2 was achieved for four reasons in particular: (1) because the assignment sheet included a thorough description of the requirements of the research paper, (2) because I took at least half a class period to introduce the assignment, (3) because I conferred with students, either by email or face to face in my office, while their papers were developing, and (4) because at the beginning of classes prior to submission day I made suggestions for improving or editing the papers in progress.

Related Projects

There are no related projects to this project.

Project Collaborators

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Project Attachments

GradingRubricforMidtermandFinalExaminationsinEnglish2120.docx

Bruce-Syllabus-ENGL-2120-01-Fall-2016.doc

Final(Quotations).doc

GradingRubricforResearchPaperinEnglish2120.docx

Final(TermsandPhrases).doc

Midterm(TermsandPhrases).doc

ResearchPaper,Fall2016.docx

Midterm(Quotations).docx

Comments



Regina Ray
MAR 22, 2017

Cicero, Thank you for a job well-done.

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