

Final ENGL 3025 - History of English Language

Reporting Period < 2016-2017 >

Course Description

Provides an introduction to the background, origins, development, and structure of the English language and the fundamental tools and concepts used in the study of a language's history.

Program Outcomes/Goals

POG1 Knowledge of English

The English major produces graduates who have broad knowledge of literature that includes an understanding of theory and an emphasis on multiculturalism and diversity.

Student Learning Outcomes

SLO1 Demonstration of understanding the events that influenced the development of the English language

Students will demonstrate their knowledge for understanding of the events that influenced the development of the English language.

Supported Initiatives

7 Standards 3 General Education 0 Institutional Priorities 5 Strategic Initiatives

Measures

M1 Measurement by the scores on the written exam question.

Students will be measured by their scores on a written examination question that requires them to discuss events that influenced the development of the English language.

Methodology

Source of Evidence: Rubric Graded Exam Question/Problem - Academic Direct

Target

80% of the students will earn 80% or higher on the assessment.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
80%	88.9% (8/9 students)	:		Met

Analysis of Finding and Evaluation Results

In English 3025-01, a traditional class taught on the Dalton campus during Fall Semester 2016, 88.9% (8/9) students achieved at least 80% on the measure for Outcome 1. The average class score was 93%. The exam question appeared on the final exam and gave students a choice of three essay topics, all addressing the development of the English language. It read: Choose one of the following questions and write a well-supported paragraph discussing it: 1) Consider the end of EME/beginning of ModE and discuss some ways in which urban growth may have contributed to the rise of Standard English. 2) In chapter 16, we learn that a handful of people basically got to pick the rules for Standard English. Discuss the sociolinguistic situation that allowed/led to that sort of influence from just a few people. 3) After his presidency, Thomas Jefferson declined to be president of a proposed Academy of American English. Given what you know of him, why do you suppose that is? The question about Jefferson is relevant to this discussion because his refusal had to do with the debate at that time over whether the language should be more or less controlled. Jefferson came down on the "less" side of the debate, and his refusal influenced the development of the American version of English because of his reputation. The students who chose this essay topic were able to articulate that. The rubric for this question was: Arguable Thesis 20%, Content and Support 50%, Grammar and Mechanics 30%. Most students did well on this question because the course is discussion-based and focuses on the development of the English Language first and foremost. By the final exam, all students who attended regularly were adept at looking at historical events and analyzing and explaining how they contributed to the evolution of the language. The one student who did not succeed on this question failed to attend class regularly and submitted a response that suggested the student may also not have read the relevant sections of the text.

POG2 **Preparaton for Graduate School or Employment**

The English major prepares graduates for employment in fields requiring a firm foundation in interpretive, analytical, research, and communication skills or for employment in middle and secondary schools (secondary certification option).

**Student Learning Outcomes**

SLO1 **Demonstration of accurate and effective rhetorical composition skills on the history of the English language**

Students will demonstrate accurate and effective rhetorical composition skills for expository writing to communicate their knowledge and insights clearly on the history of the English language.

**Supported Initiatives**

7 **Standards**      5 **General Education**      0 **Institutional Priorities**      5 **Strategic Initiatives**

**Action Plans for Improvement**

**Action Plans for Improvement Description**

The next time I teach this course, I will continue to require the abstract before the final paper but after the rough draft as a "last check" for misunderstandings or lack of clarity. The timing of this work allowed all students to be sure their main thesis was still clear and logical as they put the finishing touches on their final work.

**Due Date**

Dec 20 2019

**Status**

Planned

**Measures**

M1 **Measurement by a rubric**

Students' competence will be measured by a rubric evaluating the "clarity of argument" component of the abstract to their summative analytical research essays examining an aspect of the history of the English language.

**Methodology**

**Source of Evidence: Rubric Scored Assignments - Academic Direct**

**Target**

Eighty percent of the students will earn 80% or better on the writing components.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
80%	90.0% (9/10 students)	:		Met

**Analysis of Finding and Evaluation Results**

In English 3025-01, a traditional class taught on the Dalton campus during Fall Semester 2016, 90.0% (9/10) students achieved at least 80% on the measure for Outcome 1, a rubric component addressing clarity of argument in the abstracts to students' final papers. The average class score was 83.0%. I choose to have students complete an abstract, and to require them to turn it in approximately two weeks prior to the full paper, because I have found that upper-division English students struggle with brevity, and that abstracting their work in progress often helps them see both the heart of their arguments and any logical flaws that may be present. It also gives them practice in research skills; many have never written an abstract before. Finally, the exercise is formative; students get my feedback and revise the abstract to accompany the final paper. This measure, however, is based on the assignment for the abstract alone rather than the version submitted with the paper. The students who succeeded on this measure were successful in part because the large research project is a scaffolded one; students present on their research idea early in the semester and get feedback from both professor and classmates, and then they turn in a draft of 70% or better of the final paper a month before the end of term for another round of feedback from professor and peers. When the abstract is turned in, it is a distillation of in-depth work the student has been doing for most of the semester. For the one student who did not succeed on this measure, that student had become too immersed in the details of a specialized area of linguistics and did not define terms; the student also had a misunderstanding of one component of that area of linguistics which did not directly affect the work itself but did interfere with explaining it in brief. That student was able to correct the points of confusion in the abstract which accompanied the final paper.

SLO2 [Demonstration of the ability to analyze and interpret the meaning of words in the history of the English language](#)

Students will demonstrate their ability to analyze and interpret the meaning of words as they evolved in the history of the English language.

[Supported Initiatives](#)

7 **Standards** 4 **General Education** 0 **Institutional Priorities** 5 **Strategic Initiatives**

[Measures](#)

M1 [Measured by their scores on a written exam question.](#)

Students will be measured by their scores on a written examination questions that requires them to analyze and interpret the evolution of word meanings in the history of the English language.

[Methodology](#)

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

[Target](#)

80% of the students will score 80% or higher on the rubric.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
80%	88.9% (8/9 students)			Met

[Analysis of Finding and Evaluation Results](#)

In English 3025-01, a traditional class taught on the Dalton campus during Fall Semester 2016, 88.9% (8/9) students achieved at least 80% on the measure for Outcome 1. The average class score was 88%. The exam question appeared on the final exam and gave students only one essay topic addressing the evolution of a single word in the English language. It read:  
 Write a well- supported question discussing the following question: In an interlude, Crystal discusses the word "y'all" and the difficulty of tracking down its origins and/or pinning down its usage. Looking at the evidence he presents, where do you think it came from and why, and how do you think the way it is used is changing now?  
 The rubric for this question was: Arguable Thesis 20%, Content and Support 50%, Grammar and Mechanics 30%.  
 Most students did well on this question because a secondary concern of the course is tracking the development of individual words as the language developed. They had practiced this sort of analysis in class discussions and in quiz questions. The one student who did not succeed on this question failed to attend class regularly and submitted a response that suggested the student may also not have read the relevant sections of the text.

[Related Projects](#)

There are no related projects to this project.

[Project Collaborators](#)

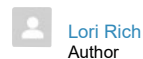












[Project Attachments](#)

Rubricforabstracts.docx

## Comments

Enter your comment...

Post