

UNIVERSITY OF DAYTON ENGLISH DEPARTMENT
ASSESSMENT PLAN FOR SCHOLARSHIP & DIVERSITY
IN THE UNDERGRADUATE ENGLISH MAJOR

03-24-2010 Revision

SUPPLEMENTARY INFORMATION FOR THE ASSESSMENT PLAN

Measures Employed

1. random sampling of papers from ENG 476, 488, 489, and from ENG 490 (with rubric)
2. anonymous survey of graduating English majors (on-line)
3. exit interviews with a sample of graduating English majors

POTENTIAL SURVEY QUESTIONS FOR ASSESSMENT PURPOSES

Likert Scale (*Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree*)

1. I wrote papers for the English major in which I presented my own argument or interpretation about a topic, issue, or text and supported it with scholarly sources from my research.
2. Texts by _____ are central to the study of English.
(e.g. Irish writers, African American writers, disabled writers, female writers, Asian American writers, continental European writers, non-American Black writers, Jewish writers, non-Western Anglophone writers, French writers, gay/lesbian/or queer writers, Latino/a writers, Muslim writers)
3. Texts or approaches that examine issues of _____ are very important to the study of English.
(e.g. race, gender, socio-economic class, dis/ability, religion, age, nation, ethnicity)
4. I understand the approach to texts represented by _____.
(e.g. Formalism, New Criticism, post-structuralism, Deconstruction, feminist theory, critical race theory, postcolonial theory, eco-criticism, reader-response theory, indigenous theorists, disability theory, trauma theory, film theory, & etc. for 488 as well as 476 and 489)

Short Answer Questions:

1. If history majors study history, as produced and modeled by historians, and philosophy majors study philosophy, as produced and modeled by philosophers, what constitutes the field or fields studied by English majors and produced and modeled by professors of English?
2. In your opinion, how important is the study of texts representative of cultural and social diversity to the discipline of English?
3. Briefly identify two or more theoretical or critical approaches you employed in your own writing for English courses? (The list provided in question #4 suggests some of the possibilities.)

POTENTIAL EXIT INTERVIEW QUESTIONS FOR ASSESSMENT PURPOSES

1. The survey of graduating English majors asked you to classify various aspects of cultural and social diversity you encountered in your coursework. Can you identify some aspect of diversity that has helped shape the way you think about literature, writing, and/or rhetoric? If yes, how has it done so?
2. English as a discipline includes a lot of different things. If each member of the English Department faculty, or each course in English, represents a field or specialty, can you identify a few basic areas or categories that, together, comprise the discipline of English?

Other likert-scale questions we might insert into the survey or exit interview, apart from formal assessment:

1. Issues of social justice are central to the study of English.
2. The English program provided opportunities to explore options for future work and/or study.
3. My advisor was helpful to me in a) planning my coursework for the major; b) planning my coursework beyond the major; c) approving my courses for registration in a timely manner; d) responding to my inquiries; e) helping me identify programs and opportunities at UD relevant to my academic interests and/or future plans; f) helping me explore my goals and options beyond the BA degree; g) helping me identify or explore a path for future service, work, or study; h) helping me prepare for application and/or admission to graduate studies; i) helping me prepare for application and/or admission to post-BA professional programs; j) connecting me to non-academic services or opportunities at UD; k) providing personal support; l) serving as a mentor; m) serving as my advocate in difficult circumstances; n) sharing intellectual or personal interests; o) making me feel at home at UD or in the English Dept.

Sample Rubric for Reviewing Papers from ENG 490

- has a clear thesis aimed at persuasion
- provides reasons and evidence to support the thesis
- quotes, paraphrases, and/or summarizes scholarly sources
- uses scholarly sources relevant to the topic
- uses up-to-date scholarly sources, where appropriate
- uses an appropriate range of sources, given the topic
- draws on a recognizable theoretical or critical approach
- uses an identifiable and appropriate documentation style (such as MLA), without egregious errors

Sample Rubric for Reviewing Papers from ENG 476, 488, and 489

- employs one or more identifiable critical and/or theoretical approaches
- use of critical and/or theoretical approach is appropriate to the text or topic in question
- does not seriously misinterpret or misrepresent key elements of a critical and/or theoretical approach