Liberal Arts Essentials Assessment Plan

Course: ENGL 231 Tradition of British Literature I

Writing Unit: Yes

Instructor: Donna Edsall

Methods: Assessment questions embedded in course exams and student course evaluation form

LAE Category: Western Heritage

Goal 1: Muskingum students will develop skills in perception, analysis and expression.

Learning Objective 1: A student will be able to define a meaningful issue (or problem) related to an academic area of study, formulate a position (or solution or argument) on that issue, and communicate his or her position effectively to a professional audience.

A. Student work examined

The students will answer items in an identification section on a major exam pertaining to major authors, literary works, and/or literary movements that are part of British literature from Anglo-Saxon times to the Eighteenth Century. In lectures and class discussions prior to the exam, information related to these topics will have been presented.

In the identification section of the exam, students will do the following tasks:

(1) Read a quotation from a significant work

(2) Identify the author and the title of the work from which the quotation has been taken (if no author, identify the author as anonymous or use the scholarly name given for the anonymous author, such as the Pearl Poet, the Wakefield Master, the York Realist, etc.)

(3) Define an issue in British literature to which the quotation relates. Explain one way in which the quotation relates to the issue.

B. Scoring Criteria.

Answers will be graded on a four-point rubric (see below).
C. Second Stream of Evidence

A second stream of evidence will be provided with an evaluation form given with the course evaluation form during the final week of class. The college course evaluation form is designed to assess the quality of the teaching. The second form will augment the first by assessing how well the student thinks he or she learned to recognize important quotations and authors and relate them to issues from the time periods covered.

The students will use the following rubric to assess their performance.

**Self-Assessment Rubric for Goal 1 of the LAE**

**Goal 1:** Muskingum students will develop skills in perception, analysis and expression.

**Learning Objective:** A student will be able to define a meaningful issue related to an academic area of study, formulate a position on that issue, and communicate his/her position effectively to a professional audience.
This course is supposed to answer the above goal and learning objective. Please rate yourself on the rubric below to help us determine how well this course is answering its goals.

<table>
<thead>
<tr>
<th>Involvement with the learning process</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read every assignment before class and paid attention in class to the literature discussed.</td>
<td>I read most assignments before class and usually paid attention in class as we discussed the literature.</td>
<td>I read most of the assignments, but only after we went over them in class. I was not always able to pay attention.</td>
<td>I did not read most of the assignments. Or, I missed a lot of classes or had difficulty paying attention in class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAE goal</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I was usually able to recognize the quotations on the tests, and was usually accurate in identifying the authors and issues involved.</td>
<td>I could identify most of the quotations and authors on the tests and was often accurate in identifying the issues addressed by the quotation.</td>
<td>Sometimes I was able to identify the quotation and/or author and/or issues addressed by the quotation.</td>
<td>I did not do well at all on this part of the test and was rarely able to identify a quotation and/or author and/or issue.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that my performance improved substantially over the semester.</td>
<td>I believe that my performance improved somewhat over the semester.</td>
<td>I believe that my performance stayed about the same over the semester or improved slightly.</td>
<td>I believe that my performance got worse over the semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>