

List the learning outcomes to be assessed and the methods of assessment to be used for each. Also indicate if assessments are direct or indirect and when they are scheduled to be conducted.

Learning Outcome	Methods of Assessment	Direct or Indirect	Time-Table 2006 - 2012
<p>1. Read literary, cultural, and scholarly texts critically by</p> <ul style="list-style-type: none"> . analyzing, through close reading, the rhetorical and aesthetic qualities of texts . demonstrating understanding of the characteristics, conventions, and techniques associated with various literary genres . situating texts within their historical and cultural contexts . demonstrating understanding of the literary traditions in U.S., British, and other national literatures 	<ul style="list-style-type: none"> a. ECC (English Curriculum Committee) and Department Chair check syllabi and reading and writing assignments and exams b. Chair evaluates the range of graded work supplied by faculty members in their annual self-evaluations c. ECC examines portfolios submitted by graduating majors and reports to the Department the degree to which graduates command these outcomes d. Chair evaluates speaking skills of graduates in exit interviews e. Faculty members critique students' oral presentations on capstone projects 	<p>D</p> <p>D</p> <p>D</p> <p>I</p> <p>D</p>	<p>Chair: yearly ECC: begins 2008 Chair: yearly</p> <p>ECC: yearly</p> <p>Chair: yearly As available</p>
<p>2. Produce mature college-level writing that</p> <ul style="list-style-type: none"> . advances rhetorically astute arguments about texts . analyzes texts within their historical and cultural contexts . applies a guiding critical methodology . employs appropriate scholarly diction and tone 	<ul style="list-style-type: none"> a. Chair evaluates the range of graded work supplied by faculty members in their annual self-evaluations b. ECC applies faculty-developed rubric to one assignment from all three genre courses (required of all English majors) and reports to Department results of investigation c. ECC applies faculty-developed rubric to one assignment from a sampling of other upper-level <u>W</u> courses and reports results to Department d. ECC applies faculty-developed rubric to one assignment from a sampling of sophomore literature courses and reports results to Department e. ECC examines portfolios submitted by graduating majors and reports to the Department the degree to which graduates command these outcomes 	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>Chair: yearly</p> <p>ECC: begun 2008; to be repeated in 3 years ECC: beginning 2009, repeating every third year ECC: beginning 2010, repeating every third year ECC: yearly</p>

<p>3. use and document sources appropriately to</p> <ul style="list-style-type: none"> . advance/enrich an argument . demonstrate engagement in critical debate 	<ul style="list-style-type: none"> a. Chair evaluates the range of graded work supplied by faculty members in their annual self-evaluations b. ECC applies faculty-developed rubric to one assignment from all three genre courses (required of all English majors) and reports results to Department c. ECC applies faculty-developed rubric to one assignment from a sampling of other upper-level <u>W</u> courses and reports results to Department d. ECC applies faculty-developed rubric to one assignment from a sampling of sophomore literature courses and reports results to Department e. ECC examines portfolios submitted by graduating majors and reports to Department the degree to which graduates command these outcomes 	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>Chair: yearly</p> <p>ECC: begun 2008; to be repeated every 3 years</p> <p>ECC: beginning 2009, repeating every third year</p> <p>ECC: beginning 2010, repeating every third year</p> <p>ECC: yearly</p>