

English B.A.: 2019-2020

Definition of Unit

Providing Department:

English BA

Department/Unit Contact:

Linda Null

Mission/Vision Statement:

The English BA curriculum is designed to improve students' skills in writing, critical reading, and thinking; to enrich their cultural experience; and to prepare them for all professions requiring a high level of expression, imagination, and intellectual activity, including creative writing, editing, teaching, law, politics, and management.

Program Goal 1 - Department Life & Cultural Opportunities

Define Goal:

Enrich English major through departmental life and cultural opportunities.

Intended Outcomes / Objectives:

Provide opportunities for students to take advantage of area cultural opportunities.

Invite speakers and allow students and faculty access to their presentations and in informal settings for sharing of ideas

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment: PG1: Annual Report - Departmental Life & Cultural Opportunities

Frequency of Assessment:

annually

Rationale:

The department yearly collects information from annual faculty effort reports as well as summarizing the highlights of general department accomplishments during the year. Information includes curricular and co-curricular activities offered.

RELATED ITEM LEVEL 2

Results: PG1: Annual Report - Departmental Life & Cultural Opportunities

Results:

Because part of the department's mission is to enrich students' cultural experience, the department strives to invite speakers, encourage theatrical presentations, and provide opportunities for students to take advantage of area cultural opportunities, as well as partaking in their own cultural initiatives. Through W.E.S.T., we have involved our faculty and graduate students in the improvement of writing capabilities for upper-division and graduate students across campus. Listings below are not comprehensive, but give a sense of the range of events and initiatives in the department. There were upwards of a thousand individual attendees at these events during the course of the year, including students, faculty, and members of the local community.

- **Center Stage literary visit** - The department hosted numerous Center Stage events in Fall 2019. On September 9, **Natalie Sypolt** read from her short story collection. On September 26, the department hosted a lecture on **African impressions in Eighteenth-Century Britain**. **Sharon Olds** read selections of her poetry October 3. November 14, **D.M. Aderibigbe** presented a poetry reading.
- **"Bird is the Word"** - Our in-house literary arts series featured visits by **Thaddeus Rutkowski**, novelist and creative nonfiction writer, author of six books, and winner of the Asian-American Writer's Workshop Member's Choice Award, October 27, 2018; readings January 31, 2018, by department poet **Becca Klaver** and department chair and fiction writer **Ted Pelton**, reading from their published and recent work; a visit by California-based literary artist **Jennifer Tamayo**, a queer, migrant, formerly undocumented LatinX poet, essayist, and performer, who read from her work in print and staged participatory performances with students and faculty, March 1, 2018. Both Rutkowski and Tamayo did afternoon workshops prior to their performances, where students from across campus were invited to create their own works in response to prompts from the visiting artists.
- **The Tech Players**, in cooperation with the Theatre concentration in English, and after of two years of productions staged at various locations on campus and in the city of Cookeville, presented a full season of theatre at the renovated Backdoor Playhouse. October 31-November 21, 2019, Theatre professor **Mark Harry Creter** directed the musical, **Ruthless**, to sellout crowds.
- As a member of the **Associated Writing Programs**, the English department distributed 40 copies of AWP Chronicle 6 times a year to students in our Writing concentration and other interested students and faculty. Chronicle features articles on creative writing, interviews with contemporary authors, and listings of grants and publishing opportunities for creative writers.
- **The Writing Excellence Studio at Tech (W.E.S.T.)**, dedicated to tutoring upper-division and graduate students across campus and giving English graduate students experience in working with students in a variety of professional discourses across campus, offered a "branch" service in Clement Hall to help Engineering students with their writing.
- In a thrilling, participatory year-end event, the department staged the release party of the revitalized and renamed literary magazine, **The Iris Review**, featuring roughly two dozen student and faculty readers at an event attended by well over a hundred. The Ivy Review was produced

by a new literary magazine class at TTU, and published various members from all walks of the university community.

Attachments:

Student Learning Outcome 1 - Effective Communication & Critical Thinking

Define Goal:

Introduce, reinforce, and encourage mastery of student skills in writing, presenting, and critical thinking throughout the curriculum

Intended Outcomes / Objectives:

Students will demonstrate the capacity to write and speak clearly, read perceptively, and think critically.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment: SLO 1: Effective Communication & Critical Thinking

Frequency of Assessment:

Every year

Rationale:

California Critical Thinking Skills Test (CCTST):

The California Critical Thinking Skills Test is administered as a senior exit exam for all graduates. CCTST assesses students' critical thinking skills. The department's threshold of acceptability is to be in the top half of majors tested.

ENGL 4995 senior Colloquium Oral Presentation:

A rubric was developed in 2012-13 to assess student oral presentations in our departmental capstone course, English 4995-Senior Colloquium. The rubric was used to assess presentations in the capstone in Spring 2013, Spring 2014, Spring 2016, Spring 2017, Spring 2018, and Spring 19. In Spring 2020, a different rubric was used. (See the file below.)

Threshold of acceptability: 85% of students will score Excellent or Very Good in each category of evaluation

RELATED ITEM LEVEL 2

Results: SLO 1: Effective Communication & Critical Thinking

Results:

This is the most recent available data for the California Critical Thinking Skills Test.

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Mean	N*	Mean	N*	Mean	N*	Mean	N*	Mean	N*
ENGL	14.5	10	16.4	19	15.29	21	18.0/78	17	19.2/72	5
TTU total	16.9	1485	-	-	17.55	1260	16.8/76	1515	16.1/75	1365
CCTST	17.1	-	16.2	-	-	-	15.4/74		15.4/74	

Attachments:

ENGL 4990 oral presentations sp20.pdf

Student Learning Outcome 2 - Understanding Literary Traditions

Define Goal:

Introduce students to American and British literature.

Intended Outcomes / Objectives:

Students will demonstrate understanding of historical traditions in British and American literature.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment: SLO 2: Understanding Literary Traditions

Frequency of Assessment:

every semester

Rationale:

The ETS Major Field Achievement Test in Literature provides a mean score but also subscores in the areas of Literature 1900 and Earlier (Outcomes 1, 2, 3, and 4), Literature 1901 and Later (Outcomes 1, 2, 3, and 4), Literary Analysis (Outcomes 1, 3, and 4), and Literary History and Identification (Outcomes 1 and 4). Additionally, "assessment indicators" show which questions students answered correctly, by area.

Thresholds: Minimum Performance: 3 semester average at 38%

Target Performance: 3 semester average at 55% or better

RELATED ITEM LEVEL 2

Results: SLO 2: Understanding Literary Traditions

Results:

Assessment Indicators

	Mean Percent Correct			
	FY 2017 (n=11)	FY2018 (n=12)	FY2019 (n=15)	FY2020* (n=5)
British Literature Pre-1660	54	46	44	53
British Literature 1660-1900	45	37	39	46
American Literature to 1900	57	47	51	61
British and American Literature 1901-1945	48	47	44	51
Literature in English Since 1945	52	45	47	52
Literary History	53	49	46	56
Identification	43	35	42	45
Literary Theory	45	41	36	38

Attachments:

Student Learning Outcome 3 - Understanding Diversity & Cultural Expression

Define Goal:

Introduce students to the written and spoken language expressions of authors from diverse groups and experiences.

Intended Outcomes / Objectives:

Students will demonstrate understanding of how written and spoken language expresses diverse cultural experiences.

DRILL DOWN-----

RELATED ITEM LEVEL 1

Assessment: SLO 3 - Understanding Diversity & Cultural Expression

Frequency of Assessment:

Every semester

Rationale:

Tracking Sheet of student participation in English Program Events and Initiatives

NSSE (the National Survey of Student Engagement) assesses students' experience with ideas and performance (e.g., revision, group work, exposure to cultural events). NSSE also assesses students' confidence in their writing and speaking abilities. Sadly, student participation is low; as well, English program students are grouped with Communication, Foreign Language, History, and Undeclared students, so data is of limited utility as a measure of this program.

RELATED ITEM LEVEL 2

Results: SLO 3 - Understanding Diversity & Cultural Expression

Results:

NSSE Results

NSSE: TTU A&H Senior Mean

	2014	2019	2020
Attended an art exhibit, play or other arts performance (dance, music, etc.)	2.4	1.8	2.0
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3.0	3.2	2.6

Attachments: