ASSESSMENT PLAN FOR FIRST-YEAR COMPOSITON AND WORLD LITERATURE
GENERAL EDUCATIONAL CORE CURRICULUM COURSES

The English Department's Program in Rhetoric and Composition has under its purview—and thus oversees the course assessment of—the following composition and world literature courses that are part of the U of A's General Educational Core Curriculum: **ENGL 1013**, **ENGL 1023, ENGL 1033, WLIT 1113,** and **WLIT 1123.**

ENGL 1013: COMPOSITION I
The objectives and learning outcomes of ENGL 1013 as stated in the UA 2010 progress report presented to the Higher Learning Commission (Progress Report: Assessment of Student Learning in the General Education Core Curriculum University of Arkansas, Fayetteville, July 7, 2010) **remain unchanged**. These are the stated objectives and learning outcomes:

Composition I Core Course Objectives:
1. To introduce students to the reading, thinking, and writing processes associated with academic discourse
2. To introduce students to the effective drafting, revising, and editing of argumentative essays that incorporate written sources

Composition I Core Course Learning Outcomes:
1. Summarizing, synthesizing, analyzing, and evaluating written sources from across the curriculum
2. Researching and documenting sources
3. Writing academic essays with reflective analysis, sound argumentation, and clear paragraphing and overall organization
4. Writing sentences with correct mechanics and appropriate style and diction

ENGL 1023: COMPOSITION II
The objectives and learning outcomes of ENGL 1023 have been modified from those stated in the UA 2010 progress report to reflect a shift from a literature-based pedagogical approach to a meta-writing-based approach. These are the new objectives and learning outcomes for this course:

Composition II Core Course Objectives:
1. To introduce students to the understanding of writing as a situated practice that varies across academic disciplines and communicative contexts
2. To provide students with opportunities to read, think, and write about the discursive practices associated with their chosen academic major

Composition II Core Course Learning Outcomes:
1. Summarizing, synthesizing, analyzing, and evaluating multimodal texts from across the curriculum
2. Researching and documenting sources
3. Writing academic essays with reflective analysis, sound argumentation, and clear paragraphing and overall organization
4. Writing sentences with correct mechanics and appropriate style and diction

ENGL 1033: TECHNICAL COMPOSITION II
At the time that the UA 2010 progress report was written, ENGL 1033 was still being assessed as ENGL 1023. **The course number change reflected as of fall 2016 allows the separation of ENGL 1033 for the course's first individual assessment**. The objectives and learning outcomes of ENGL 1033 reflect an emphasis on matters of technical writing genres and discourse associated with technical fields. These are the objectives and learning outcomes for this course:

Technical Composition II Core Course Objectives:
1. To introduce students to the understanding of writing as a situated practice that varies across academic disciplines and communicative contexts
2. To provide students with opportunities to read, think, and write about the discursive practices associated with their chosen academic major

Technical Composition II Core Course Learning Outcomes:
1. Ability to develop and evaluate multimodal texts from across the curriculum
2. Demonstrated familiarity with technical-writing genres
3. Generating prose writing that reflects appropriate style and diction, clear paragraphing and overall organization, mechanical correctness, and purposeful communication

Assessment Plan for Core Curriculum Composition Courses:
The meeting of course objectives and learning outcomes in regard to ENGL 1013, ENGL 1023, and ENGL 1033 will be assessed by implementing an intervention-instrument model, with the courses themselves being the intervention-instrument whose influence is being determined. The data will consist of student prose writing generated in response to a standard prompt that will be used at the beginning and end of the semester in a significant number of sections chosen at random for each course.

The data will allow a comparison of students' course competencies at the start of the semester with their level of competence at the end of the semester. Third-party evaluations of student prose writing is the means by which an assessment of the difference in competencies will be established. The collective distribution of the evaluations will then be used as the index for determining the impact of the course itself in regard to the various competencies targeted in the course.

The third-party graders will use a standard rubric to evaluate the written prose for evidence of meeting course objectives and learning outcomes. In order to avoid bias, the graders will not know at which juncture of the semester each particular sample of prose writing was generated. The pre- and post- intervention writing samples, however, will be linked via a serial number to ensure that changes in individual performance are accounted, thus eliminating entries of students who failed to complete the course and thus invalidate the results.

<u>WLIT 1113: WORLD LITERATURE I</u>
Although not stated in the UA 2010 progress report, **the objectives and learning outcomes of WLIT 1113 remain unchanged since the time of the report**. These are the course's objectives and learning outcomes:

World Literature I Core Course Objectives:
1. To introduce students to the breadth and diversity of global literary traditions
2. To allow students to see and explore connections among the literary achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities
3. To provide the foundation for an appreciation of literature and literary traditions that will allow students to live richer and fuller lives after graduating

World Literature I Core Course Learning Outcomes:
1. Familiarity with literary texts representing differing cultural and historical perspectives from the earliest historical periods until 1665
2. Understanding and analyzing complex pieces of written information
3. Working with the basic vocabulary of literary criticism
4. Drafting and revising academic prose for reflective analysis, sound argumentation, and clear organization

<u>WLIT 1123: WORLD LITERATURE II</u>
Although not stated in the UA 2010 progress report, **the objectives and learning outcomes of WLIT 1123 remain unchanged since the time of the report**. These are the course's objectives and learning outcomes:

World Literature II Core Course Objectives:
1. To introduce students to the breadth and diversity of global literary traditions
2. To allow students to see and explore connections among the literary achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities
3. To provide the foundation for an appreciation of literature and literary traditions that will allow students to live richer and fuller lives after graduating

World Literature I Core Course Learning Outcomes:
1. Familiarity with literary texts representing differing cultural and historical perspectives from 1665 until the present
2. Understanding and analyzing complex pieces of written information
3. Working with the basic vocabulary of literary criticism
4. Drafting and revising academic prose for reflective analysis, sound argumentation, and clear organization

Assessment Plan for Core World Literature Courses:
The meeting of course objectives and learning outcomes in regard to WLIT 1113 and WLIT 1123 will be assessed by implementing an intervention-instrument model, with the courses themselves being the intervention-instrument whose influence is being determined. The data will consist of critical essays generated by students in response to a standard prompt that will be used at the beginning and end of the semester in a significant number of sections chosen at random for each course.

The data will allow a comparison of students' course competencies at the start of the semester with their level of competence at the end of the semester. Third-party evaluations of the students' critical essays is the means by which an assessment of difference in competencies will be established. The collective distribution of the evaluations will then be used as the index for determining the impact of the course itself in regard to the various competencies targeted in the course.

The third-party graders will use a standard rubric to evaluate the written prose for evidence of meeting course objectives and learning outcomes. To assure consistency in evaluation scoring, each essay will be scored by two separate raters. A third rater will then average the two scores to derive the essay's official score. The third rater will also intervene when there is a discrepancy between two raters' scores of more than one point on any specific criteria; in such cases, the third rater will read the essay and decide which score is appropriate for that criteria. Once the essays are scored, the scores will be averaged each for the Pre-Intervention and Post-Intervention essays, and the program administrators with oversight over these courses will analyze the difference in scores between the two essays' averages to determine the effectiveness of the courses in meeting the desired learning outcomes.