

## Core Curriculum Annual Assessment

Year	2022-23
Course number and Name:	ENGL 2300 Ethics and Literature, 2322 British Lit., 2326 American Lit., 2331 British Lit., 2376 African American Lit.
Component area:	Language and Culture
Number of sections offered:	Fall 22 2300 (4 face to face, 2 online), 2322 (2 f to f, 1 online), 2326 (2 f to f, 2 online), 2331 (1 online), 2376 (2 f to f)
Number of students enrolled:	Fall 22 360
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### Summary of Continuous Improvement Efforts since Last Report

*Provide a brief description of how assessment results have been used for core course improvement. Point to a specific example of how an assessment provided the department with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.*

Respond here:

Our core classes are the only prerequisites in the core. Students take, in sequence, ENGL 1301, then 1302, and then an ENGL 23\*\*\*. Along with PHIL 2306 and 1370, which are also in our department, we coordinate writing assignments, outcomes, and expectations in all our courses. We use assessment to help coordinate and balance these courses. We use assessment in offering grading and assessment norms training. Communication (writing) and critical thinking (literary and rhetorical analysis) are the chief outcomes of our sequence of courses.

We assess all of our ENGL 23\*\*\* literature courses as one group to get a larger sampling. Since philosophy and literature compete in this category, we compare ENGL 23\*\* to Philosophy 1306 and 1376. We have developed common assignments and requirements across all literature courses, and philosophy does the same.

Assessment cannot solve most of our problems in our core courses. The colleges of Engineering and Business require students to take ethics courses to meet their accreditation. We created English 2300, now named Ethics and Literature, to allow more students discussion of ethics. This is a unique course that looks at four ethical systems and then applies to literature. Our literature sections have decline by about 75% while our philosophy classes fill right away. And we have been stung by plagiarism, Chat gpt has shown up. These problems have dominated our attention.

### Course highlights Since Last Report

*Identify and briefly discuss any changes made to the course since the last report.*

## Core Curriculum Annual Assessment

Respond here: The last time we collected our own data based on our rubrics was in 2018. The gathering of data went to the college. We monitored that data, and that information became a part of the decisions made by our Writing Director, our composition committee, and our sophomore literature committee. We yearly use that data to discuss our courses. We have common syllabi, which list core outcomes. We explain these outcomes to new faculty. This past year, we had presentations about Chat gpt. We considered developing new writing assignments, and then considered how these assignments might affect assessment. We reviewed why our assessed courses had lower passing rates in critical thinking in the core. In our past assessments, based on college measures, PHIL has most often achieved over a 70% pass rate in all categories. Literature falls behind in critical thinking. We have met to discuss assignments, expectations, and types of writing. We again suggested more integration of teaching and integrating writing complete essays into our sophomore literature courses, particularly the expansion of the 5 paragraph essay.

This year, we went back to the core-wide rubrics that we used in 2018, which were more specific, to see if we can discern difficulties for students, to correct our expectations, and to see if our rubric shares similar data to the college method.

Core Curriculum Annual Assessment

**Table 1. Assessment Results and Analysis for Current Cycle**

Stage 1: PLAN			STAGE 2: DO		Stage 3: STUDY	
General Education Competencies Addressed in this Course:	Assessment Method(s) – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data	Proficiency – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam	Benchmark – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam	Results of course assessment(s)	Analysis of results – e.g. strengths and weaknesses What does this data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and what were the results of those changes?	Recommendations for Course based on assessment
Communication (required)	scored Semester-end Essay		College: 70% will be “passing.”  Department: 60% will be proficient or acceptable.	Based on All ENGL 23** courses. College: 77% Department: 73%	We require complete essays in our 23*** literature classes. Instructors help students develop their writing. <b>Instructors seem to assess more stringently on our Dept. rubrics. These are probably more accurate.</b>	Raise dept. expectation to 70% and see if we can maintain that percentage. Meetings between PHIL and ENGL to establish comparable assessment results. <b>Decide which rubric/system to follow.</b>

Core Curriculum Annual Assessment

Critical Thinking (required)	scored Semester- end Essay		College: 70% will be "passing."  Department: 60% will be proficient or acceptable.	Based on All ENGL 23*** courses College 69%*  Department: 73%	ENGL 23** courses tended to be lower than other disciplines in college method. We emphasize literary analysis.	Raise dept. expectation to 70% to be closer to other disciplines. Meetings between Philosophy and ENGL to establish comparable assessment results. <b>Decide which rubric/system to follow.</b>
<b>Select One:</b> ___ Empirical & Quantitative Skills ___ Teamwork ___x_Social responsibility ___ Personal Responsibility	scored Semester- end Essay		College: 70% will be "passing."  Department: 60% will be proficient or acceptable.	Based on All ENGL 23*** courses. College 69% of students passing.  Department: 76% but our scores were varied.	Ethical issues are in the content of both PHIL and ENGL classes at this level. We need to define to ourselves what	Raise dept. expectation to 70%. Meetings between Philosophy and ENGL to establish comparable assessment results. . <b>Decide which rubric/system to follow. Define social responsibility to ourselves.</b>
<b>Select One:</b> ___ Empirical & Quantitative Skills ___ Teamwork	Semester-end Essay			Based on All ENGL 23*** courses. College 72% of students passing.	In both methods, we had a hard time defining Personal Responsibility.	Raise dept. expectation to 70%. Meetings between Philosophy and

# Core Curriculum Annual Assessment

___ Social responsibility _x_ Personal Responsibility				Department: 78% Our scores were varied.		ENGL to establish comparable assessment results. . <b>Decide</b> <b>which</b> <b>rubric/system to</b> <b>follow.</b> Define personal responsibility to ourselves.
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Core Curriculum Annual Assessment

Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
<b>Actions/Goals based on data results</b> <i>*copy last cycles actions/goals and report on progress toward continuous improvement on those here</i>	<b>Status</b> <i>C=Complete</i> <i>P=Progressing</i> <i>N=No action taken</i>	<b>Discussion of status</b> <i>If C, describe efforts that led to accomplishment of actions/goals</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Sophomore Literature Committee	P	We will add the tasks/goals listed above to the committee meetings and open to all literature and philosophy instructors.
New goals:	Focus on improving Critical Thinking in our Core English and Philosophy courses. Define Personal and Social Responsibility to ourselves.	We will begin this task in academic year 23-24.

Core Curriculum Annual Assessment

Summary Rubric English 23\*\*\*

Faculty Name	Written																Critical thinking								Social Res				Personal Res			
	Criteria 1				Criteria 2				Criteria 3				Criteria 4				Criteria 1				Criteria 2				Criteria 1				Criteria 1			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
G. Johnson	0	1	4	4	0	1	4	4	0	1	3	5	0	1	3	5	0	1	4	4	0	1	2	6	0	0	2	7	0	0	3	6
J. Doiron	0	5	1	4	0	2	5	3	0	5	4	1	0	0	0	1					0	3	1	6				1				1
J. Nordgren	0	0	1	3	0	0	1	3	0	0	1	3	0	0	1	3	0	0	1	3	0	0	1	3	0	0	1	3	0	0	1	3
J. Nordgren	4	5	6	9	4	5	6	9	4	5	6	9	4	5	6	9	4	5	6	9	4	5	6	9	7	5	6	6	7	5	6	6
A. Nemmers	1	3	4	2	2	4	3	1	2	3	5	1	1	2	4	3	2	3	4	1	2	3	3	2	1	2	4	3	1	3	3	3
S. Joffe	3	1	4	3	3	1	4	3	3	1	4	3	3	1	4	3	3	1	4	3	3	1	4	3	3	1	4	3	3	1	4	3
s. Joffe	1	2	8	2	1	2	8	2	1	2	8	2	1	2	8	2	1	2	8	2	1	2	8	2	1	2	8	2	1	2	8	2
K. Hoerth	0	3	2	9	5	0	2	7	0	2	8	3	0	5	9		0	3	5	6	2	1	4	7	0	2	4	8	0	0	3	1
D. Carey	1	4	3	2	0	3	5	2	0	2	6	2	0	2	6	2	0	2	6	2	0	6	2	2	0	4	4	2	0	2	6	2
Total Students	115				115				115				115				115				115				115				115			
Total Prof or Better	81				82				84				88				88				81				87				90			
Percentage Prof or Better	70%				71%				73%				77%				77%				70%				76%				78%			
Met?	Target Met				Target Met				Target Met				Target Met				Target Met				Target Met				Target Met							

**Rubrics: Communication: Writing Outcome**

- Using their reading and/or research, students will compose critical/analytical/argumentative essays with a clear thesis and introduction.
- Using their reading and/or research, students will compose critical/analytical/argumentative essays with organized supporting paragraphs.
- Students will use the standard conventions of English grammar and punctuation and write clear and efficient sentences.
- Students will maintain a style and persona appropriate for a particular purpose and audience.

<b>Rubric Communication: Written</b>					
<b>Criteria</b>	<b>1 developing</b>	<b>2 marginal</b>	<b>3 acceptable</b>	<b>4 proficient</b>	<b>Score</b>
<b>Clear thesis, introduction, main body, and conclusion. (Development)</b>	The essay has no clear thesis; the introduction is incoherent or not unified; or introduction is not related to the thesis. Thus the body and conclusion have nothing to develop or prove.	A general, vague, or poorly stated, implied, or posed thesis appears in an otherwise coherent, unified, appropriate introduction. Or, a clear thesis is marred by an introduction that is not unified, coherent, or appropriate for the thesis. The main body and conclusion, thus, do not fully develop or prove the thesis.	A clear and specific thesis (whether implied, posed, or directly stated) appears in a coherent, unified, and appropriate introduction. The main body and conclusion, with some problems, develop or prove the thesis.	A clear, specific, particularly insightful thesis (whether implied, posed, or directly stated) appears in a coherent, unified, and appropriate introduction. Or a coherent and unified introduction poses a clear, particularly insightful implied thesis. The main body and conclusion develop or prove the thesis.	
<b>Support and Paragraphing (Development &amp; Interpretation)</b>	Paragraphs are not developed, unified, or coherent. The evidence is illogical, weak, confusing or absent.	<b>Mostly developed</b> , unified, and coherent paragraphs that fit into the entire essay offer clear and logical support.	<b>Developed</b> , unified, and coherent paragraphs that fit into the entire essay offer clear and logical support and interpretation.	Developed, unified, and coherent paragraphs that fit into the entire essay offer revealing and insightful support and interpretation.	
<b>Sentence style, conventions, grammar, punctuation, spelling, and mechanics. (Expression)</b>	Mostly simple sentences have numerous and various errors in conventions, grammar, punctuation, spelling, mechanics, and documentation. Many of the sentences are difficult to follow or awkward.	Sentences with some variety exhibit an understanding of sentence structure but are marred by various grammar and punctuation errors.	Sentences with some variety exhibit an understanding of sentence structure and are generally free of grammar and punctuation errors.	Sentences display some grace or eloquence even if occasional typos or grammar or punctuation errors appear.	
<b>Audience, Purpose</b>	The essay seems to disregard audience and purpose.	The essay needs work to sustain a consistent and appropriate persona and style for the intended audience and purpose	Overall, but with a few lapses, the essay sustains a consistent and appropriate persona and style for the intended audience and purpose.	The essay sustains a consistent and appropriate persona and style for the intended audience and purpose.	



**Oral or visual communication and class or group discussions.**

**Outcome:** Students will present clear, salient, and supported oral/visual speeches/demonstrations. And/or students will discuss group or class topics.

<b>Rubric Communication: Oral/visual Presentation</b>					
<b>Criteria</b>	<b>1 developing</b>	<b>2 marginal</b>	<b>3 acceptable</b>	<b>4 proficient</b>	<b>Score</b>
<b>Clear thesis, introduction, main body, and conclusion. Development)</b>	The student does not establish or maintain a clear and specific thesis.	In a presentation, student presents a fuzzy thesis, offers, minimum support, and gives a reasonable conclusion..	In presentation, student articulates a clear, specific thesis and conclusion but does adequately support that thesis	In presentation, student articulates a clear, specific thesis and then distinctly introduces points to support that thesis and follows with a clear and logical conclusion.	
<b>Performance (Oral)</b>	Student is nervous, inarticulate, and seemingly lacks confidence.	While showing evidence of a firm idea, the student does not adequately present the argument.	Student stumbles with some points.	Student is relaxed, articulate, and confident and integrates any visual or oral elements.	
<b>Audience, Purpose</b>	The presentation seems to disregard audience and purpose.	The presentation needs work to sustain a consistent and appropriate persona and style for the intended audience and purpose	Overall, but with a few lapses, the presentation sustains a consistent and appropriate persona and style for the intended audience and purpose.	The presentation has a consistent and appropriate persona and style for the intended audience and purpose.	
<b>Visual components (Visual)</b>	The presentation did not integrate the visuals	The presentation used visuals but did not integrate them.	The presentation integrated visuals.	The presentation smoothly and seamlessly integrated visuals..	

**Critical Thinking: (see Communication)**

**Outcome:** In an essay written out-of-class or an in-class essay written with preparation and previous study or in presentation, students will analyze or assess

1. a literary or artistic work,
2. a political, sociological, philosophical, psychological, cultural, or historical movement, event, idea, argument, policy, belief, etc.

Rubric Critical Thinking					
Criteria	1 developing	2 marginal	3 acceptable	4 proficient	score
Explanation of Issues (Inquiry)	Problem was stated without clarification or description	Problem was stated, but some boundaries were undetermined	Problem was stated and described	Demonstrated the ability to use inquiry by clearly stating and comprehensively describing the problem.	
Creative Thinking, Innovation, Analysis, Evaluation, Synthesis	The essay or presentation <b>summarizes the plot, main idea, or problem or describes a literary</b> work(s), but does not critically analyze a literary or artistic work(s) or an idea, movement, epoch, event, etc. .	The essay or presentation reveals a <b>familiarity</b> with a literary or artistic work(s) or an idea, movement, epoch, event, etc.	An essay or presentation shows <b>a firm understanding and exemplification</b> in critically analyzing and evaluating a literary or artistic work(s) or an idea, movement, process, epoch, event, etc.	The essay or presentation shows <b>in-depth thought</b> in critically analyzing literary or artistic work(s) or an idea, movement, process, epoch, event, etc. Conclusions are synthesized and reflect originality and creativity.	

**Social Responsibility:**

**Note:** Since most of what we teach reflects the interplay between the individual and his society, “the one and the many,” and since we do not have field tests or laboratories in our disciplines, we see social and personal responsibility as a dynamic rather than two distinct activities. They also reveal their consideration through appropriate integrations of audience, purpose, and persona.

**Outcome:** In written responses (preferably complete essays), presentations, discussions (online or face-to-face), and potentially in the same response used to measure “social responsibility,” students will illustrate an understanding of the complexities of personal choice or the role of the individual within his or her social and cultural environment—as evidenced in at least one literary or philosophical work or idea.

Rubric: Social Responsibility					
Criteria	Developing 1	Marginal 2	Acceptable 3	Proficient 4	score
Social Responsibility (Intercultural competence, knowledge of civic responsibility, Ability to engage in regional, national and global communities	The student shows no awareness of the cultural, social, technological, philosophical, scientific, political and/or historical forces in a particular time frame that influenced the individual.	The student reveals a simplistic or one-dimensional awareness of the cultural, social, technological, philosophical, scientific, political and/or historical forces in a particular time frame that influenced the individual.	The student reveals an awareness of the cultural, social, technological, philosophical, scientific, political and/or historical forces in a particular time frame that influenced the individual.	The student reveals complex and nuanced understanding of the cultural, social, technological, philosophical, scientific, political and/or historical forces in a particular time and an ability to use this understanding to engage effectively in regional, national or global communities	

**Personal Responsibility:**

**Note:** Since most of what we teach reflects the interplay and the individual within his society, “the one and the many,” and since we do not have field tests or laboratories in our disciplines, we see social and personal responsible as a dynamic rather than two distinct activities. .). They also reveal their consideration through appropriate integrations of audience, purpose, and persona.

**Outcome:** In written responses (preferably complete essays), presentations, discussions (online or face to face), and potentially in the same response used to measure “social responsibility,” students will illustrate an understanding of the complexities of personal choice or the role of the individual within his or her social and cultural environment—as evidenced in at least one literary or philosophical work or idea.

Rubric: Personal Responsibility.					
Criteria	Developing 1	Marginal 2	Acceptable 3	Proficient 4	score
Personal Responsibility.	The student reveals no awareness of the individual’s place within his or her environment and the place of the “self” within that social, historical, technological or cultural environment.	The student reveals a simplistic or one-dimensional awareness of the individual’s place within his or her environment and the place of the “self” within that social, historical, or cultural environment.	The student reveals an understanding of the individual’s place within his or her environment and the place of the “self” within that social, historical, or cultural environment.	The student reveals complex and nuanced understanding of the individual’s place within his or her environment and the place of the “self” within that social, historical, or cultural environment.	