English Assessment Plan

Mission Statement:

All English majors and minors are designed to prepare students for writing and teaching careers in a variety of professional environments, in which creativity, critical thinking, and a broad cultural perspective are required. English courses teach proficiency in literary analysis, professional and creative writing, cultural analysis and creation, and the mastery of rhetorical devices. The English computer-writing classroom in 104 Boebel Hall allows students access to up-to-date computer technology.

The basic pre-professional objective of the non-teaching English majors is twofold:

1. To provide graduates with a solid preparation for graduate studies (e.g. Master’s Degree in Education, Master of Fine Arts, Master’s in Professional Writing/Communication, Literature, Library Science, Rhetoric and Composition, as well as Pre-Law).
2. To educate generalists for job placement in the publishing industry, in creative and editorial positions, in education, in businesses, in government, and in nonprofit agencies.

The more general, non-career oriented objective of the English program at UW-Platteville is to educate citizens who understand, think about, and argue complex cultural issues. Specifically our literature and advanced composition courses are designed to broaden students’ perspectives and to increase their cultural literacy. Students gain personally and professionally from an education in American, British, World, and other literatures by becoming intellectually more astute and literate. Technical Writing experience and other professional skills, including training in Teaching English as a Second or Other Language, are all highly marketable skills that graduates acquire in our program. Our emphasis on the broad variety of human experiences through internships, community-based (service) learning, as well as participation in forums on and off-campus, helps students to participate in meaningful ways in society. Graduates in English are taught to apply their knowledge in all personal, professional, and social situations in which ethical decisions demand a deepened knowledge of the human condition and an understanding of the past.

Specific Teaching Objectives Of The English Program

- Develops students’ critical thinking skills through instruction in rhetoric, linguistic logic, argumentation and general communication skills
- Cultivates students’ understanding of the role of literature and culture in social structures
- Emphasizes the understanding of literary movements across centuries, periods, and geographical regions
- Teaches to appreciate the ethical, aesthetic as well as socio-political elements of intellectual discourse
• Educates students to learn from the cultural achievements of past and present thinkers, writers, and wise people.
• Furthers the students’ ability to integrate newly developed technologies into their communication with others
• Raises awareness of the diversity of voices and global connections.

Student Learning Outcomes

Graduates of the English program shall be competent and knowledgeable in:

1. using language, in particular writing, to fit a variety of audiences and purposes;
2. integrating logic, argumentation and interpersonal communication skills (both verbal and non-verbal);
3. understanding a breadth of writing and ideas by female and male authors, both classic and contemporary, including a representative body of literature encompassing works of diverse national, cultural and ethnic groups;
4. distinguishing the function and variety of literary and aesthetic forms, including fiction, non-fiction, drama and poetry;
5. analyzing, interpreting, evaluating, and appreciating print and non-print texts, including film;
6. applying historic and contemporary rhetorical theories to all media and communication contexts;
7. conducting research, using a variety of sources, and reporting findings in diverse and appropriate formats and media.
## ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>In addition to the regular student learning outcomes and the tools by which English majors are assessed, the following Student Learning Outcomes are used in the English Education Program only</th>
<th>Tool A</th>
<th>Tool B</th>
<th>Tool C</th>
<th>Tool D</th>
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<tbody>
<tr>
<td>1. Graduates will meet DPI requirement for certification as an English teacher</td>
<td>X</td>
<td>X</td>
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<td>2. Students will attain a level of mastery in the areas of teaching methods and knowledge of theories in teaching English</td>
<td>X</td>
<td>X</td>
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<td>3. Students will meet the KSD guidelines for Portfolio Level I, II and III for the School of Education</td>
<td>X</td>
<td>X</td>
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### Assessment Tools

The following tools are used to assess achievement of Student Learning Outcomes in the English Education program.

A. PPST administered through the school of Education
B. On-Site Observations: Faculty from the School of Education observes students seeking DPI certification during clinical experience in School of Education courses
C. On-Site Observations: Faculty from the English program and cooperating teachers observe, assess, and provide constructive criticism for students seeking DPI certification during the 18 week student teaching experience
D. Content Test: All students seeking DPI certification must take and pass the Praxis II Content Test in English
## ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<tbody>
<tr>
<td>For all English Majors</td>
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1. Graduates will use language, in particular writing, to fit a variety of audiences and purposes

2. Graduates will integrate logic, argumentation and interpersonal communication skills (both verbal and non-verbal)

3. Graduates will understand a breadth of writing and ideas by female and male authors, both classic and contemporay, including a representative body of literature encompassing works of diverse national, cultural and ethnic groups

4. Graduates will distinguish the function and variety of literary and aesthetic forms, including fiction, non-fiction, drama and poetry

5. Graduate will analyze, interpret, evaluate and appreciate print and non-print texts, including film

6. Graduates will apply historic and contemporary rhetorical theories to all media and communication contexts

7. Graduates will conduct research, use a variety of sources, and report findings in diverse and appropriate formats and media

### Assessment Tools

The following tools are used to assess achievement of Student Learning Outcomes.

A. Portfolio assessment—students submit a portfolio of their writing in the second semester of their junior year to the English Program Writing committee. This portfolio is used to assess students’ progression to writing competency and interpretive skills. This portfolio contains a minimum of 8 papers and other writing items from freshman, sophomore, and junior year that illustrate the students’ ability to analyze ideas, think logically, and to present coherent and effective arguments to a variety of audiences.
B. Senior Exit Survey
C. Informal Employer survey
D. Internship supervision and internship-provider feedback.
E. Curriculum Committee review of courses
F. Student evaluations of required and elective courses
G. Major G.P.A. recording and monitoring