

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

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 of using grading and assessment norms training. Communication (writing) and critical thinking (literary and rhetorical analysis) are





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



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Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
Actions/Goals based on data results	Status	Discussion of status
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.



**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.	

**Sentence style, conventions, grammar, punctuation, spelling, and**





**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 work(s)</b> , 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:**