

# Framingham State University

## Program Assessment Plan for BA in English 2021-2026

*Please note: Use of this template is optional. The Office of Institutional Assessment is providing it only as a potentially useful tool that could make formulating the plan and tracking implementation easier.*

Assessment Coordinator:	Rachel Trousdale
Department Chair:	Lisa Eck
Date Created/Updated:	4/27/2021

### 1) PROGRAM MISSION STATEMENT

The English Department offers a wide-ranging program of poetry, prose, drama, film, linguistics, writing, and journalism for majors and non-majors alike. This program is designed to help students develop increased skills in reading, writing, and analytical thinking; greater appreciation of literature; and deeper understanding of the relationship between literature and race, gender, culture, history, and our shared humanity. The strong reading, critical thinking, writing, and speaking skills students develop will prepare them for a wide range of careers after college including, publishing, editing, teaching, technical writing, journalism, public relations, business, social media, law, and library science.

### 2) PROGRAM LEARNING OBJECTIVES

Goals	Objectives
1. Demonstrate an aesthetic understanding of language and literature	1. Analyze complex grammar and syntax 2. Explain the specific effects of language in close readings of texts 3. Apply the terminology used in literary analysis 4. Recognize patterns, repetitions, contradictions, or

	<p>other literary techniques and strategies</p> <p>5. Articulate relationships between content and form</p> <p>6. Articulate relationships between parts of the text and the whole</p> <p>7. Situate the formal qualities and conventions of a text in relation to those of other texts</p>
2. Understand the reciprocal relationships among literary texts and specific aspects of their historical times, places, and cultures.	<p>1. Analyze relationships among literary texts, including influences and intertextuality.</p> <p>2. Select and analyze material to situate the text within its cultural and historical moment.</p>
3. Demonstrate advanced skills for reading different kinds of discourse	<p>1. Recognize different kinds of discourse</p> <p>2. Determine strategies for understanding the conventions, structure, and rhetorical purposes of those discourses</p> <p>3. Demonstrate an ability to analyze textual complexity</p>
4. Understand scholarly approaches to literature, including a variety of critical theories and methodologies	<p>1. Summarize the basic tenets of a range of critical theories and methodologies</p> <p>2. Develop interpretations of texts by applying specific critical theories and methodologies</p>
5. Demonstrate advanced communication skills, including the ability to write lucid prose for specific rhetorical situations	<p>1. Demonstrate rhetorical awareness in written work, including the ability to adapt to audience and purpose</p> <p>2. Select evidence appropriate to audience and purpose</p> <p>3. Analyze the significance of the evidence</p> <p>4. Develop structure appropriate to audience and purpose</p> <p>5. Use conventions, style, and diction appropriate for a given rhetorical situation</p> <p>6. Improve writing through revision</p>

<p>6. Demonstrate advanced ability to conduct academic research, from locating and evaluating print and electronic sources to integrating research materials into substantial critical essays</p>	<ol style="list-style-type: none"> <li>1. Design theoretically informed projects that address significant questions</li> <li>2. Use common research tools in the field, including academic databases and electronic scholarly resources</li> <li>3. Perform a comprehensive review of literature appropriate for an undergraduate research project</li> <li>4. Select and evaluate authoritative sources</li> <li>5. Explain the main elements of a critical conversation on a limited topic</li> <li>6. Use source material in the body of an essay to demonstrate critical engagement with an appropriate range of viewpoints</li> <li>7. Integrate quotations from literary and critical texts effectively</li> <li>8. Maintain a clear distinction between the voice and argument of the writer and the voice and argument of the source(s)</li> <li>9. Cite sources accurately and completely in both in-text citations and Works Cited lists following MLA style</li> </ol>
---	---

### 3) LEARNING OPPORTUNITIES

Learning opportunities for the Departmental Goals and Objectives are structured into the 200-level, 300-level, and 400-level course offerings. While all courses address elements of all six Goals and Objectives, and Goal 1 is part of every class offered, Goals 2 and 3 are most directly addressed in the 200- and 300-level literature courses; Goals 4 and 6 are in the required classes ENGL 204 (Literary Study) and ENLG 422 (Senior Seminar); and Goal 5 by the Departmental writing requirement. See Appendix 1 for the curriculum mapping form used to determine course emphases.

#### 4) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning objectives will be assessed. Refer to the curriculum map to draft a student learning objective assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

<b>Academic Years</b>	<b>Objectives(s)</b>	<b>Course(s)</b>	<b>Assessment Evidence (direct/indirect)</b>	<b>Assessment Method</b>	<b>Responsibility</b>
WHEN	WHICH Objectives(s) will you examine in each period (Use number)?	WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each objective.	WHAT student work or other evidence will you examine in order to assess each objective?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
Year 1 2021-22	Goals 4 and 5	Literary Study, 300 level courses, Seminar	Final Essays	Rubric	Department Assessment Committee
Year 2 2022-23	Goal 6	Literary Study, 300 level courses, Seminar	Final Essays	Rubric	Department Assessment Committee
Year 3 2023-24	Goals 1, 2, and 3	Literary Study, 300 level courses, Seminar	Final Essays	Rubric	Department Assessment Committee
Year 4 2024-25	Goals 4 and 5	Literary Study, 300 level courses, Seminar	Final Essays	Rubric	Department Assessment Committee
Year 5 2025-26	Goal 6	Literary Study, 300 level courses, Seminar	Final Essays	Rubric	Department Assessment Committee

#### Program Size and Sampling Technique

- a) State the number of students in the program or the number who graduate each year.

b) Describe the sampling technique to be used

Rubrics for final essays in Literary Study, 300-level courses, and Seminar

**5) PLAN FOR ANALYZING RESULTS**

- List who is responsible for distributing results and who will receive results?

Chair of the Departmental Assessment Committee will be responsible for distributing results

- State how and at which forums discussion of results will take place.

Discussion of results will take place at annual departmental retreat.

**6) DISTRIBUTION.** The program will distribute or publish these items in the following ways:

<i>ITEM</i>	<i>Distribution Method</i>					
	<b>FSU Catalog</b> (provide section title)	<b>Website</b> (provide URL)	<b>Annual Reports</b>	<b>Brochures</b>	<b>Course Syllabi</b>	<b>Other</b> (please describe, e.g. department meeting, advising session)
Program Mission	Yes	Yes	Yes	Yes	No	Accepted Students Day
Program Learning Objectives	Yes	Yes	Yes	No	Yes	Accepted Students Day
Learning Opportunities (Curriculum Map)	No	No	Yes	No	No	Annual Dept. Retreat
Assessment Plan	No	Yes	Yes	No	No	Annual Dept. Retreat

**Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Objectives**

<sup>1</sup> If you have questions or need assistance, please contact Dr. Mark Nicholas, Executive Director of Institutional Assessment at [mnicholas1@framingham.edu](mailto:mnicholas1@framingham.edu) or 508-626-4670

<sup>2</sup> Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, please cut and paste into your assessment p

*Credits: This Template was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa.*