Assessing Student Learning in the English Major Capstone

Melissa J. Homestead
University of Nebraska-Lincoln, mhomestead2@unl.edu

Follow this and additional works at: http://digitalcommons.unl.edu/accredqi
Assessing Student Learning in the English Major Capstone

ACE 10 Course: English 487
Melissa J. Homestead, Professor of English

The English department has thirteen learning outcomes for majors. We score four outcomes every year (the foundational outcomes) and the additional outcomes on a rotating basis. This year, we will be scoring outcomes 1, 2, 3, 4, 9, 11, and 13. Our scoring is conducted by a group of faculty from across the subdisciplines of English studies using a rubric. Our learning outcomes and the rubric for outcomes to be scored this year are represented below.

Outcomes for the English Major

1. demonstrate familiarity with a wide range of texts, writers, genres, and cultures.
2. read texts closely and attentively.
3. support claims made in their writing with specific examples and evidence.
4. write and revise for a variety of purposes and audiences.
5. consider the significance of new ideas, textures, and literary practices in the context of their own lives and worlds, including their personal, academic, professional, and civic goals and purposes.
6. understand the importance of cultural differences in the study of texts and literary practices.
7. understand how texts and literary practices are shaped by their historical, social, cultural, intellectual, and aesthetic contexts.
8. set their own learning goals and understand their own learning.
9. identify and take critical positions on texts and literary practices with an understanding of what is at stake in assuming these positions.
10. use appropriate vocabularies for describing the work of writing (e.g., craft language for creative writing students, rhetorical language for rhetoric students).
11. conduct both primary and secondary research (including using the library) and understand the uses and limitations of the information yielded by various research methodologies.
12. understand how media and technology shape texts and literary practices.
13. write with clarity, grace, and voice appropriate to writing tasks.

Your scoring of student portfolios is scheduled to take place on APRIL 11th. Stay tuned!

Improving ACE 10 Learning

The English Department Assessment Coordinator and subject area coordinators, as appropriate, present the results of assessment activities the subject to the department, and, based, on department discussion and feedback, individuals or committees in the department may take action to improve teaching and learning or revise curricula.

Final Capstone Project

As we discussed at the beginning of the semester, your final capstone project will bridge the interests and expertise you have developed in the English major and the reading and your inquiry. We will be reading three more novels, reading poetry, and building a documentary about slam poetry and reading critical essays keyed to these literary works in context, and you will be writing additional class reading essays and a public literary event essay. However, you will also have to start thinking forward to your final project and to the final version of your portfolio that will include this project. Return to your reflective essay and think about how you want to bring your interests and expertise to bear on the final novel we will have read and/or with questions of the public life of literature (literary value and popularity, audience, and poetry out loud). You will also define your own project to a prospectus, a proposal to me in which you 1) describe your prospectus topic, 2) explain its relationship to coursework reading and inquiry and be your interests and expertise, and 3) define your project and how it will meet our project guidelines. You will need to appeal to your prospectus an annotated bibliography (an MLA citation style) of sources you will be using in developing your project. This prospectus is required, if you fall to submit a prospectus by the deadline, I may reduce your final project grade to a final grade.

This course is certified under the outcome 10 in the ACE general education program, and as such students enrolled in the course meet “Generate a creative or scholarly product that requires broad research resources in a creative piece, such a project will need an introduction documenting your research and explaining how it has informed your creative work. Whatever approach you take, your project should draw on the knowledge and expertise you have developed in English studies (i.e. if you

Student Work: Students devise their own projects within the ACE requirements