English Department Meeting Minutes  
13 Jan. 2014  
11:30 SH 133  
Submitted by Wes Spratlin

Faculty present:
Mary McLemore, Annette Graham, Stuart Bloodworth, Wes Spratlin, Judith Russell, Rhonda Wittenberg, Jay Stringfield, John Hart, Nathan Sweeton, Nick Bush, Hal Werlein, Jan Jennings, Michael Hartman, Linda Hasty, Jenna Caviezel (adjunct), Elizabeth White (adjunct), and John Rudin (adjunct).

Agenda Items:

1). Academic Audit Update: 
   Approval of Program Outcomes and Best Practices

   With some revision, the department approved the English Program Outcomes and Best Practices listed on pages 4-5 below. The Program Outcomes will appear on all ENGL course outlines; both the Program Outcomes and list of Best Practices will appear on the department’s web page.

2). Sample Syllabus Format

   The sample 2130 syllabus on pages 6-13 below follows the new Master Syllabus format that all Motlow classes will be expected to use beginning this semester. In our discussions, we emphasized that the sample daily assignments, late-work policy, attendance policy, etc. are not meant to be departmental norms; they are samples only. It as stressed, however, that no course policy can be enforced by the instructor or supported by the chair in student disputes if the policy does not appear on the syllabus.

3). Assessments
   Review of Procedures

   The participation rate for our 1010 assessments went from 65% in S13 to 98%. So, the department decided to keep the existing assessment procedures in place. Faculty will fill out the rubric by hand and return it to Sherian Oakley to be scanned on main campus.

   Discussion of F13 Results

   Generally, assessment results for 1010 were good, with only #4 (“correct diction, syntax, usage, grammar, and mechanics”) falling below the Exceeds or Meets Criteria range (see page 18 below). The department will work on communicating to students regarding the Writing Labs. This should be emphasized early and often in all ENGL classes. Additionally, we will form a sub-committee to explore this SLO specifically and recommend action.

   S14 Assessments

   ENGL 1010, 2130, and 2230 will all be assessed this semester. The assessment assignment chosen by the faculty for 2130 and 2230 is on pages 14-17 below.

4). Faculty Evaluations
Full-time faculty should have their annual evaluations turned in to the chair by Feb 1. See the schedule below:

**Long Form** (see page 19 below):
- Stuart Bloodworth
- Elizabeth White
- Jan Jennings
- Mary McLemore
- Charoline Simmons
- Jenna Caviezel

**Short Form** (see page 20 below):
- **First year:**
  - Linda Hasty
  - Nathan Sweeton
  - Judith Russell
  - John Hart
  - Hal Werlein

- **Second Year:**
  - Michael Hartman
  - Jay Stringfield
  - Rhonda Whittenberg
  - Annette Graham
  - Nick Bush

5). **Committee Needs**

Michael Hartman will serve on the Tenure and Promotion committee.

6). **CCSSEE and ETS Results: Where We Need Improvement**

The CCSSEE Student Survey results are used in our Performance Funding formula; consequently, we need to score as high as possible. Faculty should encourage students to take the survey seriously and should try to use the survey vocabulary in class whenever possible.

According to students, Motlow needs improvement in these areas:

- Active and Collaborative Learning
- Making Presentations in Class
- Academic Challenge
- Student/Faculty Interaction
- Support for Learners

Our ETS Exam scores are slightly above average, but that is basically an accident. We need to form a sub-committee to get access to the exam and discuss how we can better prepare students for the exam.

7). **The Chair as Liaison**

**Grade Appeals**

The chair’s ability to support faculty in grade appeals is directly related to the faculty member’s communication of policies to students. Any policy a faculty member intends to enforce (attendance, academic dishonesty, late-work, make-up exams, classroom misconduct, etc.) must appear on the course outline before the incident/infraction in question.

**Overrides**

Overrides will be given only in unusual/extreme situations and never without permission of the instructor. Students who wish to add a class that is full are told to monitor the class for an opportunity to add it when another student drops or is purged. For this reason, it would not be fair to add another student via override except in unusual circumstances.
8). Where Are We Headed?

**Embedding 0810 into 1010**

Wes and Jenna submitted a proposal to TBR for piloting Enhanced Freshman Composition courses next Fall. These special sections of 1010 would include 12 students with ACT scores at 18 or above and 12 with ACT scores of 15-17. This appears to be the direction TBR will be pushing all schools in the near future.

**ENGL 0810 after Embedding**

If the Enhanced Freshman Composition courses become the norm, we will need to revamp the existing ENGL 0810 course. At that point, we review the Pearson materials and decide if we want to stay with the current Pearson model or return to a more traditional classroom format where students are writing papers more than completing exercises. We will also revisit the IP grade and determine if that policy should remain.
The MSCC English Department’s Program Outcomes

After completing the requirements in the English Program, students will be able to . . .

1). Express themselves in writing that demonstrates mastery of the conventions of academic writing including correctness of usage, punctuation, mechanics, syntax, and format.

2). Express themselves in writing that demonstrates attention to rhetorical situation and that achieves intended and specific purposes for specific audiences.

3). Gather information from a variety of sources, evaluate that information in terms of credibility and authority, and incorporate it into writing that demonstrates independent and critical thinking and adheres to standards of academic integrity.

4). Analyze and evaluate arguments, beliefs, and issues in a variety of historical contexts in such a way as to become more informed regarding the students’ contemporary world.

5). Analyze literary texts as both works of art and products of cultural exchange.

The MSCC English Department’s Best Practices for ENGL 1010 & 1020

In order to create a list of Best Practices for our Composition courses, the English Faculty consulted professional organizations such as WPA and CEA and other institutions such as MTSU, Auburn, George Mason, University of Tennessee, Kansas State, and Loyola.

As the list of best practices below is eligible for continuous revision and improvement, it is not exhaustive and all-inclusive. While instructors have the academic freedom to implement these practices differently (and should implement them in ways that fall in line with their particular talents and strengths), instructors will carefully consider these best practices and be able to clearly articulate how their classroom instruction reflects the spirit — if not the letter — of the guidelines below:

1). Instructors should adhere to the MSCC English Department’s Description of Excellent Writing found in the department Handbook: http://www.mscc.edu/languages/EnglishFacultyHandbook.pdf

2). Skill transfer to other courses, professional settings, and personal settings will be the end goal for all students. In general, students should not be learning skills in MSCC English courses that are applicable only to or mostly only to other English courses.

3). Reading should be an integral part of any Composition course, and students should be reading and responding to readings in writing and via class discussion throughout any Composition course.
4). Instructors should choose suggested writing topics and class readings that reflect MSCC’s array of student sociocultural identities, background knowledge, and experiences.

5). As much as possible, instructors should rely less on lecturing and more on active learning activities in the course.

6). All assignments and class activities will lead back to student writing. Student writing, whether formal or informal, should make up no less than 70% of the final grade.

7). Student writing, especially for formal assignments, should be both purpose and audience oriented. (Students should write for an audience beyond the instructor). Major writing assignments should require students to write with a clear purpose to a narrow audience.

8). Students should have the opportunity to revise at least one essay in reaction to instructor feedback for either a revised or additional grade.

9). Instructors should provide grading rubrics when major assignments are initially assigned to inform students of the criteria for evaluating the assignment. Grading rubrics should be designed not only to clarify expectations, but also to help students see exactly how they may improve their writing. Ideally, these rubrics will be used to evaluate essays students read as well.

10). Continuous feedback in the form of graded homework and classwork assignments will keep students updated on their progress in the class and overall understanding of the course material.

11). Instructors should be able to provide students with a current course grade at any point in the semester when asked.

12). Returning major assignments in a timely manner (i.e. before the next major assignment is due) will ensure students are able to continuously improve their writing. Ideally, graded work should be returned within one-week of submission in order for students to learn and then apply what they have learned to future assignments.

13). Students requiring extra help should be referred to tutors (via the Honors Program, SMARTHINKING, or the Writing Center).
The mission of Motlow State Community College is to enrich and empower its students and the community it serves.

**ENGL 2130 L?? Survey of American Literature**  
*Semester/Year*

*This Course Outline is subject to change with notice.*

**Credit Hours:**  
3

**Prerequisites:**  
ENGL 1020

**Catalog Description:**  
This course is the study of representative works of American prose, poetry, and drama beginning with the early settlement period through the twentieth century.

**Group for Whom the Class is Intended:**  
This course is intended for students pursuing any of the following degrees and programs of study:  
- Associates of Arts/Science, Tennessee Transfer Pathways  
- Associate of Arts/Science, University Parallel

**Instructor Information:**  
Title and Name  
Office:  
Office Hours:  
(others by appointment)  
Academic Advising Office Hours: (2 hours/week; Full-time Faculty only)  
Office Phone Number:   Email:

**Required Texts:**  

**Recommended Text:**  

**Program Learning Outcomes:**  
After completing the requirements of the English Program, students will be able to . . .

1. Express themselves in writing that demonstrates mastery of the conventions of professional writing including correctness of usage, punctuation, mechanics, and syntax.
2. Express themselves in writing that demonstrates attention to rhetorical situation and that achieves intended and specific purposes.
3. Gather information from a variety of media sources, evaluate that information in terms of credibility and authority, and incorporate it into writing that demonstrates independent and critical thinking.
4). Analyze and evaluate arguments, beliefs, and issues throughout human history in such a way as to become more informed regarding the students’ contemporary world.
5). Analyze Literary texts as both works of art and products of cultural exchange.

**Student Learning Outcomes:**

By the end of the course, students will be able to . . .

1). Analyze significant primary American texts as works of art and forms of cultural and creative expression.
2). Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
3). Explore global/cultural diversity.
4). Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.
5). Recognize the ways in which both change and continuity have affected human history.
6). Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.

**Course Objectives:**

1). To practice reading Literary texts as pieces of Art to be analyzed in terms of theme and aesthetic complexity.
2). To practice using Literary texts as tools to facilitate discussions of enduring human values that students are likely to confront in contemporary America.
3). To practice reading Literary texts as cultural artifacts that reflect the socio-political conflicts of their time and place and to facilitate discussions of socio-political issues that students are likely to confront in contemporary America.
4). To practice writing and argumentation skills.
5). To practice reading comprehension and rhetorical analysis skills.

**Major Assignments and Method for Calculating the Final Grade:**

<table>
<thead>
<tr>
<th>% of Final Grade</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>1st Exam (Mid-term)</td>
</tr>
<tr>
<td>35%</td>
<td>2nd Exam</td>
</tr>
<tr>
<td>15%</td>
<td>5-10 page Essay</td>
</tr>
<tr>
<td>15%</td>
<td>Daily Grades</td>
</tr>
</tbody>
</table>

**Grading Policies:**

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>
Daily Grades Policy:
There will be a number of daily assignments including reading quizzes and discussion activities that will be worth 10 points each. At the end of the semester, I will drop your two lowest grades. For this reason, daily grades cannot be made up, and missed assignments will receive a grade of zero.

A copy of the book is in the library for students to reference until they have purchased their book. Students will not be excused from quizzes or class activities due to not having purchased a book.

Attendance Policy:
After a student’s 2nd unexcused absence, the student’s final grade will be reduced by 5% for each additional unexcused absence. Medical absences will require a note from a medical professional. Students may be given an institutional excuse for absence on the basis that the student represents the college at a public event in the interest of the college or is engaged in an activity such as a field trip, which contributes to the education of the student. In granting an institutional excuse for absence, the college does not excuse the student from the responsibility for material covered or assigned during the absence.

Late Work Policy:
Unless the absence is excused as described above, Make-up Exams will not be given, and missed exams will receive a grade of zero. Essays not turned in on the due date will be penalized 10% for each class period between the due date and the submission of the late work.

Course Policies:
Submitting the Essay:
Final draft of the course Essay must be typed via a Microsoft Word compatible program. The essay must be submitted to me via the Dropbox for our class in D2L no later than the day and time stated on the course Daily Schedule below. Any essay not submitted via D2L will be considered late even if the student submits a hardcopy of the assigned essay in class on the due date.

Academic Misconduct Policy:
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. Based on their professional judgment, instructors have the authority to impose the following academic sanctions: (a) require the student to repeat the assignment for full or partial credit; (b) assign a zero, an F, or any other grade appropriate for the assignment or examination; (c) assign an F for the course. For more information, see the 2013-2014 Catalog and Student Handbook.

Classroom Misconduct Policy:
The instructor has the primary responsibility for maintenance of academic integrity and
controlling classroom behavior, and can order temporary removal or exclusion from the
classroom of any student engaged in disruptive conduct or conduct that violates the
general rules and regulations of the institution for each class session during which the
conduct occurs. Extended or permanent exclusion from the classroom, beyond the session
in which the conduct occurred, or further disciplinary action can be effected only through
appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that
obstructs or disrupts the learning environment (e.g., offensive language, harassment of
students and professors, repeated outbursts from a student which disrupt the flow of
instruction or prevent concentration on the subject taught, failure to cooperate in
maintaining classroom decorum, etc.), text messaging, and the continued use of any
electronic or other noise or light emitting device which disturbs others (e.g., disturbing
noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.).

**Class Cancellation Policy:**
If class is cancelled for any reason, you will be notified via our D2L page and will be told
there how to prepare for the next class period.

**Emergency Procedures Policy:**
In case of a *medical emergency* we will immediately dial 9-911 and report the nature of
the medical emergency to emergency response personnel. We will try to stay with the
person(s) in need and maintain a calm atmosphere. We will talk to the person as much as
possible until response personnel arrive on campus, and we will have someone go outside
to meet emergency personnel and direct them to the appropriate location.

In the event of an emergency (drill or actual), a signal will be sent. Based on that signal,
students will follow the procedures below for that specific type of emergency:

- **Loud warbling sound throughout Building (FIRE):**
  Collect purses and coats and proceed immediately out of your room and exit
  through the closest emergency exit. Proceed to the Designated Assembly Area
  closing windows and doors as you exit. Remain there until the "All Clear" Signal
  is given by an Emergency Management Team member. (Instructors- Provide your
  Designated Assembly Area, and its location to students)

- **Tornado Siren (SEVERE WEATHER):**
  Proceed to the closest designated severe weather shelter on the 1st floor and
  proceed all the way into the shelter. Crouch down on the floor with your head
  between your knees facing away from the outside walls. Remain there until the
  "All Clear" Signal is given. (Instructors- Provide the recommended room number
  or hallway location to students)

- **Air Horn (1 Long Blast) and Face to Face All Clear (INTRUDER/HOSTAGE):**
  Ensure door is closed, locked and lights turned off. If your door will not lock,
  move some tables and chairs in front of the door quickly. Move immediately to
the rear of the room away from the door and sit on the floor- out of sight if possible. Remain calm and quiet and do not respond to any inquiries at the door unless you have been given the "All Clear" and a member of law enforcement or your campus Emergency Management Team member makes face-to-face contact at your door.

**Classroom Locked-door Policy:**
In order to adhere to MSCC Emergency Preparedness Policy and to facilitate effective classroom management, the classroom door will remain closed and locked for the duration of the class period.

**Educational Technology:**

Accessing Campus Computers or the MSCC Library from off Campus:
Your Username format is your First Initial, Last Name and Month and Day Birthday in the Format of MMDD. Example: Marcia Smith born on April 11, 1992 - Username: msmith0411. Your Pin will be the numeric pin you created when you initially applied to Motlow College.

Using D2L:
For help with D2L including how to submit materials to a Dropbox, see this page: [http://www.mscc.edu/techtube.aspx](http://www.mscc.edu/techtube.aspx)

Technical Support/Assistance:
Students having problems logging into a course, timing out of a course, using course web site tools, or any other technical problems, should contact the MSCC Technology Help Desk at 931-393-1510 or toll free 1-800-654-4877, Ext. #1510 (or d2lhelp@mscc.edu)

Disability Services/Accommodations:
Motlow College is committed to meeting the needs of qualified students with disabilities by providing equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. This commitment is consistent with the College's obligations under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA). Together, these laws prohibit discrimination against qualified persons with disabilities. To this end, the Director of Disability Services for Motlow College coordinates services and serves as an advocate and liaison for students with disabilities attending Motlow College. Contact the Director of Disability Services here: [http://www.mscc.edu/disability/index.aspx](http://www.mscc.edu/disability/index.aspx).

Confidentiality of Student Records:
The education records of current and former students at Motlow State Community College are maintained as confidential records pursuant to The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. For further information, see MSCC Policy No. 3:02:03:00.
Student Success:
MSCC Instructors can guide students to specific resources regarding Advisement and Tutoring in their discipline. For additional help, see the Student Success and Advisement pages of the MSCC Homepage:
http://www.mscc.edu/student_success/index.aspx
http://www.mscc.edu/advisement/index.aspx

ENGL students can get writing assistance and tutorials (by appointment) via the Learning Support Writing Lab or the Honors Tutoring program on any campus. Students should contact the Assistant Director of Student Services on their campus for tutoring schedule information: http://www.mscc.edu/student_services/index.aspx

On-line tutoring is also available via SMARTHINKING here: http://www.mscc.edu/smarthinking.aspx

Class Daily Schedule of Assignments:
Readings are to be completed before the class period when they are scheduled to be discussed.

WEEK ONE
Class 1 Instructions for D2L.
Course Introduction and Discussion of Course Policies.
Discussion of Early America, England, and The Protestant Reformation

Class 2 William Bradford, Of Plymouth Plantation (74-90)

WEEK TWO
Class 1 Mary Rowlandson, A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (126-43).

Class 2 Benjamin Franklin, Autobiography (248-61)
Discussion of Early America and The Enlightenment

WEEK THREE
Class 1 Benjamin Franklin, Autobiography (293-308)

Class 2 Washington Irving, “Rip Van Winkle” (470-82)

WEEK FOUR
Class 1 James Fenimore Copper, The Last of the Mohicans (485-91)
Black Hawk, Life of Black Hawk 585-88
Petalesharo, “Speech of the Pawnee Chief” (589-90)
Ralph Waldo Emerson, “Letter to Martin Van Buren” (600-03)

Class 2 Ralph Waldo Emerson, “each and All” (581-82) and “Self-Reliance” (549-66)
**WEEK FIVE**
Class 1  Nathaniel Hawthorne, “Young Goodman Brown” (619-29) and “The Minister’s Black Veil” (636-45).

Class 2  Edgar Allan Poe, “The Fall of the house of Usher” (702-24)

**WEEK SIX**
Class 1  Emily Dickinson, selected poems TBA

Class 2  Assign the Essay.
Review for the 1st Essay Exam

**WEEK SEVEN**
Class 1  1st Essay Exam

Class 2  Frederick Douglass, *Narrative of the Life of a Slave*, (938-78)

**WEEK EIGHT**
Class 1  Frederick Douglass, *Narrative of the Life of a Slave*, (978-1002)

Class 2  Walt Whitman, “Crossing Brooklyn Ferry” (1069-74) and “Out of the Cradle Endlessly Rocking” (1074-78).

**WEEK NINE**
Class 1  William Dean Howells, “Editha” (1491-1501)
Kate Chopin, “The Story of an Hour” (1609-11)

Class 2  Charlotte Perkins Gilman, “The Yellow Wallpaper” (1669-82)
Jack London, “To Build a Fire” (1811-23)

**WEEK TEN**
Class 1  Robert Frost, selected poems TBA

Class 2  Wallace Stevens, selected poems TBA

**Week ELEVEN**
Class 1  William Faulkner, “A Rose for Emily” (2182-88) and “Barn Burning” (2188-2200)

Class 2  John Cheever, “The Swimmer” (2363-70)
Ralph Ellison, *Invisible Man* (2395-2405)

**WEEK TWELVE**
Class 1  Essay due
Class 2  Arthur Miller, *Death of a Salesman* (2419-48)

**WEEK THIRTEEN**

Class 1  Arthur Miller, *Death of a Salesman* (2448-82)

Class 2  Flannery O’Connor, “Good Country People” (2524-38)
          Alice Walker, “Everyday Use” (2715-21)

**WEEK FOURTEEN**

Class 1  Maxine Hong Kingston, *The Woman Warrior*, (2691-2700)
          Leslie Marmon Silko, “Lullaby” (2728-36)

Class 2  Review for 2\textsuperscript{nd} Essay Exam

**WEEK FIFTEEN**

2\textsuperscript{nd} Essay Exam (see the Final Exam Schedule for the current semester here):
http://www.mscce.edu/schedules.aspx
Assessment Description
This assessment will employ an essay assignment scored via a rubric. Students will write an essay-exam to be completed either in or out of class at the instructor’s discretion.

This essay-exam should represent at least 10% of the student’s final grade in the course.

Intended Student Learning Outcomes
Students who complete Survey of American Literature will demonstrate the ability to . . .

1). Analyze significant primary American texts and works of art as forms of cultural and creative expression.

2). Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.

3). Explore global/cultural diversity.

4). Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.

5). Recognize the ways in which both change and continuity have affected human history.

6). Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.

Methodology and Assignment
Students will write answers to the following questions suggested by the course SLO’s:

Using one or more texts from our syllabus, answer the following:

1). Choose a text from our syllabus. In what ways does this text use literary devices to express its theme?

2). Choose a text from our syllabus. In what ways does this text demonstrate the rich cultural diversity of America?

3). Choose a text from our syllabus. In what ways does this text comment on important moments of American History?

4). Choose a text from our syllabus. In what ways does this text inform your understanding of some aspect of your contemporary world?

Evaluation Plan
The essay will be scored via the ENGL 2130 Gen Ed Assessment Rubric (see below), which faculty will have mailed to them from the department Chair. These Rubrics must be created by the machine that will scan them; thus, we cannot use photocopies of the sample Rubric below. Faculty will fill out this rubric when grading the essay, and will then return the completed rubrics to their campus administrative assistant so that all rubrics can be forwarded to Sherian Oakley via campus mail (Moore County Campus S113). Contact the department Chair with any questions (wspratlin@mssc.edu).
Sample Grading Rubric for the ENGL 2130 General Education Assessment Assignment

1). Writer has analyzed significant primary American texts and works of art as forms of cultural and creative expression.
   - Exceeds criteria
   - Meets criteria
   - Not all criteria met
   - Attempt made

2). Writer has explained the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
   - Exceeds criteria
   - Meets criteria
   - Not all criteria met
   - Attempt made

3). Writer has explored global/cultural diversity.
   - Exceeds criteria
   - Meets criteria
   - Not all criteria met
   - Attempt made

4). Writer has framed a comparative context through which to critically assess the ideas, forces, and values that have created the modern world.
   - Exceeds criteria
   - Meets criteria
   - Not all criteria met
   - Attempt made

5). Recognize the ways in which both change and continuity have affected human history.
   - Exceeds criteria
   - Meets criteria
   - Not all criteria met
   - Attempt made

6). Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.
   - Exceeds criteria
   - Meets criteria
   - Not all criteria met
   - Attempt made
General Education Assessment for
ENGL 2230 Survey of British Literature

Assessment Description
This assessment will employ an essay assignment scored via a rubric. Students will write an essay-exam to be completed either in or out of class at the instructor’s discretion.

This essay-exam should represent at least 10% of the student’s final grade in the course.

Intended Student Learning Outcomes
Students who complete Survey of British Literature will demonstrate the ability to . . .

1). Analyze significant primary British texts and works of art as forms of cultural and creative expression.

2). Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.

3). Explore global/cultural diversity.

4). Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.

5). Recognize the ways in which both change and continuity have affected human history.

6). Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.

Methodology and Assignment
Students will write answers to the following questions suggested by the course SLO’s:

Using one or more texts from our syllabus, answer the following:

1). Choose a text from our syllabus. In what ways does this text use literary devices to express its theme?

2). Choose a text from our syllabus. In what ways does this text demonstrate the rich cultural diversity of Great Britain?

3). Choose a text from our syllabus. In what ways does this text comment on important moments of British History?

4). Choose a text from our syllabus. In what ways does this text inform your understanding of some aspect of your contemporary world?

Evaluation Plan
The essay will be scored via the ENGL 2230 Gen Ed Assessment Rubric (see below), which faculty will have mailed to them from the department Chair. These Rubrics must be created by the machine that will scan them; thus, we cannot use photocopies of the sample Rubric below. Faculty will fill out this rubric when grading the essay, and will then return the completed rubrics to their campus administrative assistant so that all rubrics can be forwarded to Sherian Oakley via campus mail (Moore County Campus S113). Contact the department Chair with any questions (wspratlin@mssc.edu).
Sample Grading Rubric for the ENGL 2230 General Education Assessment Assignment

1). Writer has analyzed significant primary British texts and works of art as forms of cultural and creative expression.
   ___ Exceeds criteria
   ___ Meets criteria
   ___ Not all criteria met
   ___ Attempt made

2). Writer has explained the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
   ___ Exceeds criteria
   ___ Meets criteria
   ___ Not all criteria met
   ___ Attempt made

3). Writer has explored global/cultural diversity.
   ___ Exceeds criteria
   ___ Meets criteria
   ___ Not all criteria met
   ___ Attempt made

4). Writer has framed a comparative context through which to critically assess the ideas, forces, and values that have created the modern world.
   ___ Exceeds criteria
   ___ Meets criteria
   ___ Not all criteria met
   ___ Attempt made

5). Recognize the ways in which both change and continuity have affected human history.
   ___ Exceeds criteria
   ___ Meets criteria
   ___ Not all criteria met
   ___ Attempt made

6). Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.
   ___ Exceeds criteria
   ___ Meets criteria
   ___ Not all criteria met
   ___ Attempt made
<table>
<thead>
<tr>
<th>Questions</th>
<th>Count</th>
<th>Mean</th>
<th>Mean as a percent of possible score</th>
<th>Exceeds Criteria</th>
<th>Meets Criteria</th>
<th>Not All Criteria Met</th>
<th>Attempt Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer has distilled a primary purpose into a single, compelling statement.</td>
<td>777</td>
<td>3.27</td>
<td></td>
<td>348</td>
<td>311</td>
<td>99</td>
<td>19</td>
</tr>
<tr>
<td>Writer has ordered and developed major points in a reasonable and convincing manner based on purpose.</td>
<td>777</td>
<td>3.27</td>
<td></td>
<td>325</td>
<td>349</td>
<td>92</td>
<td>11</td>
</tr>
<tr>
<td>Writer has developed their ideas using appropriate rhetorical patterns and other special functions (i.e., analysis, research, etc.).</td>
<td>777</td>
<td>3.18</td>
<td></td>
<td>286</td>
<td>380</td>
<td>114</td>
<td>17</td>
</tr>
<tr>
<td>Writer has employed correct diction, syntax, usage, grammar, and mechanics in their writing.</td>
<td>775</td>
<td>2.95</td>
<td></td>
<td>214</td>
<td>338</td>
<td>193</td>
<td>30</td>
</tr>
<tr>
<td>Writer has managed and coordinated basic information gathered from multiple sources.</td>
<td>772</td>
<td>3.12</td>
<td></td>
<td>268</td>
<td>343</td>
<td>144</td>
<td>17</td>
</tr>
<tr>
<td>Writer has responded adequately and appropriately to the needs of the audience and the requirements of the writing situation.</td>
<td>777</td>
<td>3.09</td>
<td></td>
<td>285</td>
<td>336</td>
<td>159</td>
<td>17</td>
</tr>
<tr>
<td>Writer understands that the writing process includes procedures such as planning, organizing, composing, revising, and editing.</td>
<td>776</td>
<td>3.11</td>
<td></td>
<td>271</td>
<td>344</td>
<td>138</td>
<td>25</td>
</tr>
</tbody>
</table>
MOTLOW STATE COMMUNITY COLLEGE
COMPREHENSIVE FACULTY EVALUATION SYSTEM

Activity Summary for 3-Year Faculty Evaluation

Evaluation Year 20__ - 20__

NAME: ____________________________________________

I. Summarize activities and accomplishments in the listed categories

A. Professional Activities/Professional Development
   (Examples: memberships, conferences attended, program participation, courses taken, etc.)

B. Instructional Activities/Instructional Improvement
   (Examples: development of supplementary materials, development of new course, revision of current course, adaptation of new textbook, computer tutorials, new teaching techniques and use of technological innovation, etc.)

C. Non-instructional College Service Activities
   (Examples: advisement/registration activities, sponsorships, committee memberships, program activity/attendance, etc.)

D. Community Service Activities
   (Examples: Committee memberships, program participations, civic activities, memberships, etc.)

E. Research and Publications
   (Examples: publication of a book, publication of an article, prepublication textbook review, documented research, etc.)

F. Other
   (Any activities reflecting professional involvement which were not included in the above categories)

II. Write a brief self-evaluation with regard to accomplishment of professional objectives identified for this evaluation year.

III. State at least two professional objectives for the upcoming evaluation period and identify steps to achieve them.
MOTLOW STATE COMMUNITY COLLEGE
COMPREHENSIVE FACULTY EVALUATION SYSTEM

Activity Summary for Annual Faculty Evaluation

Evaluation Year 20__ - 20__

NAME: __________________________________________

I. Writer a brief self-evaluation with regard to accomplishment of professional objectives identified for this evaluation year.

II. State at least two professional objectives for the upcoming evaluation period and identify steps to achieve them.