Curriculum Map Annual Assessment Report

Department: English
College: Liberal and Creative Arts

Degree Program(s): BA in English: English Education Concentration

1. Please present your curriculum map.

see attached sheet

2. Who was involved in the development of your curriculum map and how did the work go forward?

The development of the curriculum map was completed as part of our redesign of the BA degree. The revision process began with a faculty retreat (attended by 23 TT faculty members, representing 70% of the department). A subcommittee of 15 members (13 faculty representing all programs within the department and 2 staff) were then tasked with developing a mission statement, along with developing a new core curriculum and core program learning outcomes. Over the course of fifteen meetings across the Fall 2016 and Spring 2017 semesters, the subcommittee worked on drafting the mission statement alongside work on the revised core curriculum and PLOs. In Fall 2017, the core program learning outcomes were ratified by the department. In Spring 2018, the subcommittee submitted curriculum maps for each of the 4 sub-programs that make up the BA: English Education, Literature, Linguistics and Professional Writing and Rhetoric. In Fall 2018 the revised BA, including these curriculum maps, was submitted to the university for approval. In Spring 2019, the Academic Senate approved the revised English BA.

3. As the map was being developed, what did you learn about your curriculum as a whole?

- Were all PLOs adequately supported along the path from introduced to mastered?
- Did all courses contribute to one or more PLOs?
- Was there too much emphasis on a few PLOs and not enough on others?
- Are your courses and PLOs adequately aligned or is some refinement needed?

We worked to ensure that the PLOs were adequately aligned across the core curriculum as well as in courses that are specific to each sub-program. All courses contribute to more than one PLO, with our lower division courses specifically designed to introduce students to three of the core PLOs. Portal courses in the major are specifically designed to introduce and develop students’ learning across the full range of PLOs. Further development and mastery of the PLOs occurs in advanced courses in the major.

4. What is the next step you will take as a department to improve your program? For example, do you want to look more closely at the content of courses and how they support the PLOs? Are you ready to identify the course and assignment that will be used to assess a PLO? Do you need to develop new courses or adjust the scope and sequence and/or structure of your curriculum to fill in gaps in fulfilling PLO’s and facilitate in student learning?

Fall 2019 will be the launch of the new BA curriculum. We have much to learn in terms of how the courses support the PLOs. To get started, in early Fall 2019, we will identify 1-2 PLOs for assessment. We will
identify the courses and assignments that will be used to assess the PLOs and we will collect that data over the academic year.

5. Your curriculum map and program learning goals should not be kept secret! Post them on your department website, put your map up where students can see it, provide it to new faculty and lecturers so that they can see how the course they teach fits into the curriculum. Keep refining the content of courses to better support the curriculum overall and keep refining the map to make sure that every course in the curriculum makes a contribution.

Give that this year you created a curriculum map, the next step would be to assess one or more program learning goals in the next academic year.
## Curriculum Map/Outcomes Matrix

**Bachelor of Arts in English: Concentration in English Education**

<table>
<thead>
<tr>
<th>PLO 1: Differentiate how language use varies across the contexts and genres of professional writing and rhetoric, literature, and linguistics.</th>
<th>ENG 250: Study of Literature</th>
<th>I</th>
<th>I</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 2: Formulate and pursue methodologically sound lines of inquiry, effectively placing their ideas side by side with the ideas of others, drawing persuasively on credible primary and secondary sources.</td>
<td>ENG 218: Area E for Prospective English Majors</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>PLO 3: Produce rhetorically effective texts across a range of digital, print and multimedia formats.</td>
<td>ENG 428: Introduction to the Study of Language</td>
<td>I, D</td>
<td>I, D</td>
<td>I, D</td>
</tr>
<tr>
<td>PLO 4: Carefully read and critically examine the ways in which culture and global context affect language, literature, and writing.</td>
<td>ENG 492: Intro to Professional Writing and Rhetoric</td>
<td>D, M</td>
<td>I, D</td>
<td>D, M</td>
</tr>
<tr>
<td>PLO 5: Analyze language and texts in relation to the historical and social contexts in which they are situated.</td>
<td>ENG 640: Global Texts and Practices</td>
<td>I, D</td>
<td>I, D</td>
<td>I, D</td>
</tr>
<tr>
<td>PLO 6: Apply critical thinking, close reading, and rhetorical persuasion to engage productively and ethically in scholarly, civic, and professional communities</td>
<td>ENG 461: Literature in English since 1800</td>
<td>I, D</td>
<td>D, M</td>
<td>I, D</td>
</tr>
<tr>
<td>PLO 7: Students will demonstrate proficient knowledge and skills across English/Language Arts in a variety of domains (Reading, Literature and Informational Texts, Language, Linguistics, and Literacy, Composition and Rhetoric, Communications: Speech, Media, and Creative Performance) as required for subject matter competency in English Education</td>
<td>ENGL 401W: Junior Seminar (GWAR)</td>
<td>D, M</td>
<td>D, M</td>
<td>I, D</td>
</tr>
<tr>
<td>PLO 8: Students will be able to demonstrate the pedagogical content knowledge and dispositions appropriate for a pre-service teacher</td>
<td>ENG 655: Literature and the Adolescent Reader</td>
<td>D, M</td>
<td>D, M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 688: English Education Capstone</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

I = course where learning outcome is **Introduced**  
D = course where learning outcome is **Developing**  
M = course where learning outcome is being **Mastered**