

College of Liberal Arts and Sciences

Department of English

Master of Arts in English, Assessment Plan

English, M.A.

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1. Student Learning Outcomes for the Master of Arts in English

The M.A. program in English offers instruction in English literature and the English language. This instruction prepares students for further study at the doctoral level, for teaching positions in secondary schools or two-year colleges, or for other careers that require a liberal arts education along with the verbal and analytical skills developed in English studies. The program also offers continuing professional development for those already embarked upon such occupations. Specific learning outcomes are as follows:

- A. In all areas of study, students will be able to employ the basic research tools and the standard reference and resource materials, both print and electronic.
- B. Students with teaching goals will have developed and be able to demonstrate pedagogical skill, including skill in web-based curricula and electronic environments.
- C. The English M.A. has seven possible areas of concentration, or subplans. Each of these areas has a distinctive body of content knowledge and particular methodologies that students are called upon to master, with distinctive learning outcomes as follows:
 1. *British and American Literature*: a) Students will be able to construct or recognize the significance of specific works in the context of British and American literary history and criticism, and b) they will be able to produce detailed written analyses of a variety of authors, works, and genres, using literary theory as appropriate.
 2. *Education in English Language Arts*: a) Students will be able to demonstrate content knowledge within the field of English, broadly defined; b) demonstrate pedagogical content knowledge in the teaching of English language arts; c) demonstrate experience in and knowledge of contemporary best practices; and d) demonstrate a commitment to life-long learning and reflective practice.
 3. *Film and Literature*: a) Students will be able to identify the formal and cultural issues in the adaptation of literature to film, and b) they will be able to produce detailed written analyses of the comparative differences between the conventions of literary and cinematic discourse.
 4. *Linguistics*: a) Students will be able to define the forms and procedures of the field and to produce linguistic analyses, and b) they will be able to employ the tools of standard linguistic analysis at all levels of language.
 5. *Literature and Rhetoric/Composition*: a) Students will be able to distinguish between and employ classical and modern rhetorical theory, and b) they will be able to produce detailed written analyses of the nature and use of rhetorical devices; c) they will also be able to construct or recognize the significance of specific works of literature in the context of British and American literary history and criticism, and d) they will be able to produce detailed written analyses of a variety of authors, works, and genres, using literary theory as appropriate.
 6. *Rhetoric and Professional Writing*: a) Students will be able to recognize and analyze the rhetorical modes of professional writing, and b) they will be able to demonstrate the skills of technical editing and writing.
 7. *Teaching English as a Second Language*: a) Students will be able to define the basic features of languages and b) to identify the major theoretical models of language learning and pedagogical models of English Second Language teaching.

2. Learning Outcomes Matrix—not applicable to graduate program assessment.

3. Curriculum Maps

COURSE	M.A. in British and American Literature: Student Learning Outcomes			
	A. Employ basic research tools and standard reference and resource materials, both print and electronic.	B. Demonstrate pedagogical skill, including skill in web-based curricula and electronic environments.	C.1.a) Construct or recognize the significance of specific works in the context of British and American literary history and criticism.	C.1.b) Produce detailed written analyses of a variety of authors, works, and genres, using literary theory as appropriate.
First Year, Fall				
ENGL 600 ¹		B		
ENGL 601	B			
ENGL literature elective	D		B	B
First Year, Spring				
ENGL 600		D		
ENGL literature elective	D		D	D
ENGL literature elective	D		D	D
Second Year, Fall				
ENGL literature elective	D		D	D
ENGL literature elective	D		D	D
ENGL literature elective	D		D	D
Second Year, Spring				
ENGL literature elective	P		P	P
ENGL literature elective	P		P	P
ENGL literature elective	P		P	P

¹ English 600: Internship in the Teaching of College Writing is not required of students taking the British and American Literature M.A., nor for any other of the English M.A. degrees. Two semesters of English 600 are required, however, for all students who serve as T.A.s in the First-Year Composition program; for students who have teaching goals, English 600 is the primary course in which teaching skills are introduced and refined.

COURSE	M.A. in Education in English Language Arts: Student Learning Outcomes					
	A. Employ basic research tools and standard reference and resource materials, both print and electronic.	B. Demonstrate pedagogical skill, including skill in web-based curricula and electronic environments.	C.2.a) Demonstrate content knowledge within the field of English, broadly defined.	C.2.b) Demonstrate pedagogical content knowledge in the teaching of English language arts.	C.2.c) Demonstrate experience in and knowledge of contemporary best practices.	C.2.d) Demonstrate a commitment to life-long learning and reflective practice.
<i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>						
First Year, Fall						
ENGL 600		B		B	B	
ENGL 601	B					
Elective in language, literature, or rhetoric	B		B	B		
First Year, Spring						
ENGL 600		D		D	D	B
Elective in pedagogy		B		B	B	B
Other elective		B			B	B
Second Year, Fall						
Elective in pedagogy		D		D	D	D
Elective in language, literature, or rhetoric	D		D	D		D
Other elective		D			D	D
Second Year, Spring						
Elective in pedagogy		D		D	D	D
Elective in language, literature, or rhetoric	P		P	P		P
Other Elective		P			P	P
Third Year, Fall—for students pursuing initial Illinois teaching licensure						
ENGL 649			P	P	P	

COURSE	M.A. in Film and Literature: Student Learning Outcomes			
	A. Employ basic research tools and standard reference and resource materials, both print and electronic.	B. Demonstrate pedagogical skill, including skill in web-based curricula and electronic environments.	C.3.a) Identify the formal and cultural issues in the adaptation of literature to film.	C.3.b) Produce detailed written analyses of the comparative differences between literary and cinematic discourse.
<i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>				
First Year, Fall				
ENGL 600		B		
ENGL 601	B			
ENGL 690	D		B	B
First Year, Spring				
ENGL 600		D		
ENGL 691			D	D
ENGL literature elective	D			D
Second Year, Fall				
ENGL literature elective	D			D
ENGL or interdisciplinary elective	D			D
Second Year, Spring				
ENGL 604: Teaching Film and Literature		P	P	P
ENGL literature elective	P			P
ENGL or interdisciplinary elective	P			P

COURSE <i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>	M.A. in Linguistics: Student Learning Outcomes			
	A. Employ basic research tools and standard reference and resource materials, both print and electronic.	B. Demonstrate pedagogical skill, including skill in web-based curricula and electronic environments.	C.4.a) Define the forms and procedures of the field and to produce linguistic analyses.	C.4.b) Employ the tools of standard linguistic analysis at all levels of language.
First Year, Fall				
ENGL 600		B		
ENGL 608	B		B	B
ENGL 615	B		B	B
First Year, Spring				
ENGL 600		D		
ENGL 618	D		D	D
ENGL or interdisciplinary elective	D		D	
Second Year, Fall				
ENGL linguistics elective	D		D	D
ENGL linguistics elective	D		D	D
ENGL or interdisciplinary elective	D		D	
Second Year, Spring				
ENGL 617	D		D	D
ENGL 620 or 633	P		P	P
ENGL or interdisciplinary elective	P		P	

COURSE <i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>	M.A. in Literature and Rhetoric/Composition: Student Learning Outcomes					
	A. Employ basic research tools and standard reference and resource materials, both print and electronic.	B. Demonstrate pedagogical skill, including skill in web-based curricula and electronic environments.	C.5.a) Distinguish between and employ classical and modern rhetorical theory.	C.5.b) Produce detailed written analyses of the nature and use of rhetorical devices.	C.5.c) Construct or recognize the significance of specific works of literature in the context of British and American literary history and criticism.	C.5.d) Produce detailed written analyses of a variety of authors, works, and genres, using literary theory as appropriate.
First Year, Fall						
ENGL 600		B				
ENGL 601 or 625	B					
Elective in literature or rhetoric/comp	B		B (rhet/comms elective)	B (rhet/comms elective)	B (literature elective)	B (literature elective)
First Year, Spring						
ENGL 600		D				
ENGL 603	D		D	D		
Elective in literature	D				D	D
Second Year, Fall						
ENGL 610	D		D	D		
Elective in literature	D				D	D
Elective in literature	D				D	D
Second Year, Spring						
Elective in rhetoric/comp	P		P	P		
Elective in literature	P				P	P
Elective in literature	P				P	P

COURSE	M.A. in Rhetoric and Professional Writing Student Learning Outcomes			
	A. Employ basic research tools and standard reference and resource materials, both print and electronic.	B. Demonstrate pedagogical skill, including skill in web-based curricula and electronic environments.	C.6.a) Recognize and analyze the rhetorical modes of professional writing.	C.6.b) Demonstrate the skills of technical editing and writing.
<i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>				
First Year, Fall				
ENGL 600		B		
ENGL 625	B			
Linguistics elective			B	B
First Year, Spring				
ENGL 600		D		
Writing/Applied elective (e.g. ENGL 625)			D	D
Theory/Topics elective (e.g. ENGL 603 or 631)	D			D
Second Year, Fall				
ENGL 610	D		D	
Writing/Applied elective (e.g. ENGL 626)			D	D
Linguistics elective			D	D
Second Year, Spring				
Writing/Applied elective (e.g. 609)			P	P
Theory/Topics elective	P		P	
ENGL 699	P		P	P

COURSE	M.A. in Teaching English as a Second Language: Student Learning Outcomes			
	A. Employ basic research tools and standard reference and resource materials, both print and electronic.	B. Demonstrate pedagogical skill, including skill in web-based curricula and electronic environments.	C.7.a) Define the basic features of languages.	C.7.b) Identify major theoretical models of language learning and pedagogical models of English Second Language teaching
<i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>				
First Year, Fall				
ENGL 600		B		
ENGL 608	B		B	
ENGL 622	B	B	B	B
First Year, Spring				
ENGL 600		D		
ENGL 617	D		D	
ENGL 618	D		D	
Second Year, Fall				
ENGL 615	D		D	
ENGL 623	D	P	D	P
ENGL linguistics or interdisciplinary elective	D		D	
Second Year, Spring				
ENGL linguistics or interdisciplinary elective (e.g. ENGL 703)	P		P	
ENGL linguistics or interdisciplinary elective (e.g. in Education)	P	P		P
ENGL linguistics or interdisciplinary elective (e.g. in Psychology)	P		P	

4. Assessment Methods

Assessment Methods-by-Outcomes Matrix

ASSESSMENT METHOD <i>Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment</i>	M.A. in English:		
	A. Employ basic research tools and standard reference and resource materials, both print and electronic.	B. Demonstrate pedagogical skill, including skill in web-based curricula and electronic environments.	C. Master disciplinary knowledge and methodology specific to area (e.g. Linguistics, British and American Literature, Rhetoric and Professional Writing)
M.A. Comprehensive Examination			S, D
M.A. Thesis Defense	S, D		S, D
Survey of Student-Teacher Perceptions		F, I	
Student Evaluation of Teaching Assistants		S, I	
Department Survey of Alumni	S, I	S, I	S, I
NIU Alumni Survey	S, I	S, I	S, I

Explanation of Assessment Methods

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
M.A. Comprehensive Examination	Evaluation of M.A. exams by faculty examining committees	Mastery of disciplinary knowledge and methodology specific to area, at level of competency (pass) or high competency (pass with distinction)	90% of students showing competency or high competency	Annually in spring, based upon two sittings of M.A. exam (October and March)	Graduate Director and Graduate Assessment Committee
M.A. Thesis Defense	Defense of thesis before committee of three professors	Mastery of research methods and of disciplinary knowledge and methodology specific to area, as demonstrated by successful thesis defense	90% of students defending thesis successfully	Annually in spring, tabulating results of thesis defenses from previous year	Graduate Director
Survey of Student-Teacher Perceptions	Questionnaire administered to student teachers three times during semester of student teaching, measuring level of confidence in pedagogical tasks	For 90% of items surveyed, student-teacher respondents should show either higher confidence or much higher confidence	90% of student teachers should reach target levels of increase in pedagogical confidence	Survey conducted three times during student teaching, typically in fall; survey results tabulated in spring	Student-Teaching Supervisors and Graduate Assessment Committee
Student Evaluation of Teaching Assistants	Summary of student evaluations of courses where Teaching Assistants are teachers of record	Mean score for all items evaluated greater than 4.0 on a 5.0 scale	90% of all Teaching Assistants meeting standard	Conclusion of each semester	Directors of First-Year Composition and Undergraduate Studies
Department Survey of Alumni	Questionnaire about experience at NIU in preparation for career	“Satisfied” or “Very Satisfied” on 80% of survey responses	90% of alumni responding meet standard	Every eight years; next survey to be conducted in 2016	Graduate Director
NIU Alumni Survey	Questionnaire about student satisfaction with an NIU experience	Agreement or strong agreement on 90% of relevant survey responses	Average of survey responses at or above 90% approval	1, 5, and 10 years after graduation	Assessment Office