3-Year Academic Assessment Plan Cover Sheet
Email to: assessment@unlv.edu

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>MA</th>
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<tbody>
<tr>
<td>Department</td>
<td>English</td>
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<tr>
<td>College</td>
<td>Liberal Arts</td>
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<tr>
<td>Department Chair</td>
<td>Gary Totten</td>
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<tr>
<td>Assessment Coordinator</td>
<td>Kelly Mays</td>
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<tr>
<td>Date Submitted</td>
<td>20 December 2018</td>
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Contact Person for This Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Kelly Mays</th>
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<tr>
<td>Phone</td>
<td>702-895-3589</td>
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<tr>
<td>Email</td>
<td><a href="mailto:kelly.mays@unlv.edu">kelly.mays@unlv.edu</a></td>
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Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- Plans must include a curriculum map showing which courses will address which learning outcomes. Examples can be found here: http://provost.unlv.edu/Assessment/map.html
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
STUDENT LEARNING OUTCOMES:

1. Students will achieve a thorough knowledge of British and American literature. Within the language and composition theory emphasis, students will focus equally on language and composition theory and grammar.
2. Students will study research methods, pedagogical approaches, and modes of critical thought in the discipline.
3. Students will demonstrate competence in the reading of one foreign language.

SUBPLANS:

1. Literature Emphasis Track — Thesis
2. Literature Emphasis Track — Non-Thesis
3. Language/Composition Theory Track — Thesis
4. Language/Composition Theory Track — Non-Thesis
5. Advanced Track — Thesis*
6. Advanced Track — Non-Thesis*

*To date, no students in the new Advanced Track have officially advanced to graduate status and chosen thesis or non-thesis track.

CURRICULUM MAP:

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<th>Requirements</th>
<th>Student Learning Outcomes (SLO)</th>
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<td>3</td>
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<tr>
<td>ENG 700. Bibliography &amp; Methods or (for Subplan 3 &amp; 4) ENG 704. Theory &amp; Practice of Textual Editing</td>
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<tr>
<td>ENG 791. College Teaching in Language and Literature (GAs in all subplans)</td>
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### Literature Courses
(including — for Subplan 1 & 2 — Pre-1800 & Post-1800)

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### Language/Composition Courses (Subplan 3 & 4)

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### Electives

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### Annual Review

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### Exam

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### Thesis (Subplan 1, 3, & 5)

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## 2018-2021 ASSESSMENT PLAN:

During this three-year cycle, we will continue to assess SLOs 1-3, as well as Graduate College outcomes (“student engagement in research, scholarship, creative expression,” etc.), by collecting and reviewing data from the annual student reviews and follow-up advising meetings with students.

Our major focus, however, will be on “closing the loop” — acting on past and current assessment by revisiting and, as necessary, revising our SLOs and requirements themselves. We will, that is, work to assess not only how effectively our students are meeting our current SLOs but also whether those SLOs and requirements themselves might need reworking. This assessment work will begin in the Graduate Committee and then be brought to the full faculty for consideration.


As our 2017-18 assessment report indicates, the foreign language requirement has long been “a source of anxiety for many students.” Additionally, both graduate coordinators and department faculty involved in evaluating the translation exams through which many students fulfill the requirement have also reported concerns about how late in their programs students attend to the requirement; how unevenly students have performed on exams; and how
effective our current SLO, requirement, policies, and procedures are at equipping students with skills and knowledge relevant to their programs and fields of study and to SLOs 1-2. (In practice, we believe SLO 3 should serve SLO 2, requiring a competency essential to “research methods” in our discipline.)

Under Dr. Anne Stevens’s leadership, the Graduate Committee last year began to address some of these concerns by creating a policy-and-procedures (P&P) document. This year we are building on that work. Dr. Philip Rusche submitted to us a brief memo assessing his experiences with exams and his suggestions about possible changes. We also collected data on requirements, procedures, and policies in thirty other English PhD programs. (Both of these documents are attached to the 2018-21 assessment plan for the PhD in English.) Based on this information, we elected to make some immediate changes to our exam procedures and to begin revising our SLO, language requirement, and P&P document, working both to better align these with other programs’ (which tend to be far less demanding and restrictive than ours) and to address the concerns of our students and faculty. In Spring 2019, we will present our revisions to the full faculty for discussion and vote.

(The procedural changes instituted this semester have already had positive effects. Announcing in advance one date for all translation exams and having students sign up [rather than leaving it to individual students to request and schedule exams] ensured that five [rather than the originally scheduled two] MA, MFA, and/or PhD students took exams in Fall 2018. Specifying the word-count of passages students are expected to translate in the allotted time in order to demonstrate “reading knowledge” and versus “proficiency” and making all evaluation anonymous ensured that the five students who passed did so by meeting a single, more objective standard.)

Years 2-3 (2019-21): SLOs 1-2/ENG 700 & Culminating Experiences
Last year, under Dr. Stevens’s leadership, faculty collaborated in reconceiving the objectives and content of our required “gateway” course, ENG 700 (Bibliography and Methods), transforming it from a course in (historicist) research methods into one that introduces students to academic practices and genres, the discipline of literary studies, the various fields that define it, and the most pressing questions within and across those fields, thereby more effectively addressing SLO 1-2. This year, Dr. John Hay offered this revamped version of the course for the first time (syllabus is attached). And over the next three years we will be informally tracking this and later years’ entering classes to assess the impact of this change.

We will also build on this productive work on the “front end” of SLO 1-2 and the curriculum map by focusing on the “back end” — culminating experiences. To select our departmental nominee for the annual Outstanding Thesis Award, we began this year to have a subcommittee review all theses from the previous year (1 August 2017-1August 2018). Next year, we will begin using this exercise for assessment purposes as well. That is, we will draw on the feedback of the faculty subcommittee that reviewed theses, as well as sample MA reading lists from recent years, and data about comparable PhD programs’ culminating experiences, to conduct a 2-year review of our culminating experiences and the two SLOs to which they are crucial. We will produce much-needed P&P documents for these and consider options such as:

• adopting a portfolio review (as currently required for our Post-Bachelor's PhD subplan) as an optional or required culminating experience in non-thesis MA subplans;
• revising the master reading list from which individual MA students craft their exam lists (and which has not, to our knowledge, been revised in over 15 years); and
• reconsidering the nature and role of exams in MA thesis subplans.
ATTACHMENT: MODEL SYLLABUS FOR REVISED ENG 700

English 700: Bibliography and Methods
Fall 2018
RLL 219
Monday 1:00–3:45pm

Prof. John Hay
Email: john.hay@unlv.edu
Office: RLL 241
Phone: 702-895-3909

Office Hours: Wednesdays 2:00–5:00 PM

Course Description:
This course will serve as an introduction to graduate work in English. We will survey different fields in the profession along with prevalent methodologies. We will also cover various genres of graduate student writing, such as the annotated bibliography, the book review, the conference paper, the journal article, and the scholarly monograph. Students should develop a deeper familiarity with the range of available scholarly techniques and professional approaches to literary criticism. This course fulfills a requirement for MA students and can serve as an elective for MFA and PhD students.

Required Texts:

Learning Outcomes:
1) To gain a sense of professional fields and subfields in English literary scholarship
2) To develop exposure to different viable research methodologies
2) To become proficient in research bibliography and review activities

Requirements and Grading:
Class Participation 20%
Weekly Reading Responses 20%
Journal Project 15%
Annotated Bibliography 15%
Review Essay 30%

COURSE POLICIES:

Attendance: Regular attendance (from the beginning to the end of class) is absolutely required. Each student will be allowed one absence without penalty; additional absences—regardless of excuse—will each result in a deduction of five (5) percentage points from your final grade in the course. Excessive tardiness will constitute an absence. If you anticipate missing more than one class for any reason (perhaps related to family, work, religion, or a medical condition), you should contact me during the first two weeks of the course see about
setting up an alternative attendance policy. For UNLV’s Religious Holidays Policy, see http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Additional Rules: Please silence and put away phones before the beginning of the seminar. We will take a short break (5–10 minutes) in the middle of each class, usually around 2:20pm. Please refrain from leaving the class (to go to the restroom, to make a phone call) before or after this break.


ASSIGNMENTS:

Class Participation (20%): Active discussion is essential for this seminar. Everyone is expected to have completed all of the required reading for every class. Please be sure always to bring the relevant texts to class—and be ready to talk about them. The most important contributions tend to be thoughtful questions and insightful opinions (in other words, why you like/dislike a text). Asking questions is especially important when guests visit the class.

Weekly Reading Responses (20%): For each class you will be expected to turn in a hard-copy response to the required reading of at least 500 words. These responses are informal and will not be assigned a letter grade; your job here is simply to produce, every week, a thoughtful reaction citing the assigned text(s). Rather than offering a summary, these responses should target some element or moment that is of particular interest to you. I will often supply a brief prompt to direct your thinking. Late responses will not be accepted; if you experience printing difficulties, email the response to me before the beginning of class.

Journal Project (15%): You will be tasked with learning about a prominent scholarly journal in a field of your choice and drawing up a report of the journal’s qualities. This report should consist of at least 1000 words. A hard copy is due on Monday, September 24. You will also be expected briefly to share your findings orally with the class.

Annotated Bibliography (15%): You are required to design an annotated bibliography of at least eight scholarly monographs (published by university presses) pertaining to a field of your choice. Entries in the bibliography should be followed by several sentences of explanatory notes. This bibliography will be due in class on Monday, November 5.

Review Essay (30%): The final assignment for this course is an essay that reviews three recent scholarly books in your chosen field. This review essay should consist of at least 3000 words. It is due (via email) on Monday, December 10.
SCHEDULE

Aug. 27
Introduction
Required Reading:

Sept. 3
NO CLASS (Labor Day)

Sept. 10
Required Reading:
Franco Moretti, Graphs, Maps, Trees: Abstract Models for Literary History (Verso, 2005)
Class Visit:
Profs. John Bowers and Philip Rusche, Medieval Studies (2:30pm)

Sep. 17
Required Reading:

**Class Visit:**
Prof. Evelyn Gajowski, Early Modern Literature and Shakespearian Studies (2:30pm)

**Sep. 24**

**JOURNAL PROJECT DUE**

**Required Reading:**

**Class Visit:**
Prof. Anne Stevens, Eighteenth-Century Literature (2:30pm)

**Oct. 1**

**Required Reading:**

**Class Visit:**
Prof. Kelly Mays, Victorian Studies (2:30pm)

**Oct. 8**

**Required Reading:**

**Class Visit:**
Prof. Jessica Teague, Twentieth-Century American Literature (2:30pm)

**Oct. 15**

**Required Reading:**
Michel-Rolph Trouillot, Chapter 1 of *Silencing the Past: Power and the Production of History* (Beacon Press, 1995), pp. 1–30

**Class Visit:**
Prof. Vincent Pérez, Latino/a/x Studies (1:00pm)

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**Oct. 22**

**Required Reading:**
Additional Readings TBA

**Class Visit:**
Prof. Briana Whiteside, African American Literature (1:00pm)

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**Oct. 29**
Visit to UNLV Special Collections and Archives (Lied Library)

**Required Reading:**

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**Nov. 5**

**ANNOTATED BIBLIOGRAPHY DUE**

**Required Reading:**
Christopher Pexa, “Futurity Foreclosed: Jonestown, Settler Colonialism, and the Ending of Time in Fred D’Aguiar’s *Bill of Rights*,” *MELUS*, vol. 43, no. 1, 2018, pp. 2–20
Sean Gerrity, “Freedom on the Move: Marronage in Martin Delany’s *Blake; or, The Huts of America*,” *MELUS*, vol. 43, no. 3, 2018

**Class Visit:**
Prof. Gary Totten, Chair of the English Department and Editor of *MELUS* (1:00pm)
Nov. 12
NO CLASS (Veteran’s Day)

Nov. 19
**Required Reading:**
Emily Setina, “Marianne Moore’s Postwar Fables and the Politics of Indirection,” *PMLA*, vol. 131, no. 5, 2016, pp. 1256–73

**Class Visit:**
Prof. Emily Setina, Twentieth-Century American Literature (2:30pm)

Nov. 26
**Required Reading:**
Eric Hayot, Part III of *The Elements of Academic Style* (Columbia UP, 2014), pp. 149–209

**Class Visit:**
Beverly Rogers, Book Collector (2:30pm)

Dec. 3
**Required Reading:**
Angelika Bammer, “Introduction to ‘How We Write Now,’” *PMLA*, vol. 133, no. 1, 2018, pp. 124–131

Dec. 10: REVIEW ESSAY DUE