

Operational Plan for English Program

Section A

Program Coordinator: Dr. Alexandria LaFaye

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Associated Faculty:

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Welcome to the English program!

The English program at Greenville University is home to the poets, the storytellers, and the observers. We encourage students to think creatively and to view the role of writing as an extension of the self. Our majors go on to pursue careers in writing, journalism, theatre, content development, and even law and medicine—the English major isn't just for the readers; it's for anyone who wants to develop a greater sense of the human experience and their own unique role within it.

Program Mission Statement

In the English program at Greenville University, we empower students to build professional and creative skills in a faith-based environment. We dedicate ourselves to four interrelated pursuits: experiencing and analyzing the diversity and depth of literature in the English language; investigating the origins of that language; cultivating exceptional writing skills in academic, professional, and

creative contexts; and reading texts within a global context. Our chief mission as educators is to enable students to realize the great worth of the literary life, which prepares students for global citizenship as critical thinkers, careful readers, arts advocates, and dedicated professionals.

Programmatic Faith Integration

The English program incorporates faith and learning by encouraging students to see all language as formative. We become who we are in part through the texts, language, and poetry we consume. Our program works to remind students regularly that we must be, as John Milton writes in *Areopagitica*, “promiscuous readers”—open to the world around us and willing to interrogate virtue in light of the breadth of human experience. An individual’s faith is complex, ideally evolving, and open to the input of other traditions. By encouraging our students to read promiscuously, we invite them to have these faith-related conversations within our classrooms. In class discussions about faith, we emphasize creating a civil and judgment-free space.

Section B

Program Objectives:

1. Reading Objectives: Students will be able to discuss, critique, and synthesize complex texts.
2. Writing Objectives: Students will be able to produce well-crafted, well-organized, and well-documented writing that communicates critically, creatively, and journalistically, depending on their area of concentration and career goals.
3. Literature Objectives: Students will encounter and interpret British, American, Continental, and non-Western literature and apply various critical approaches to literary texts and authors.

The English Program's Fulfillment of the SLOs

By pursuing this program, we are enabling students to fulfill the mission of GU by demonstrating that lives of character and service are informed by deep aesthetic sensibility, by the fundamentally empathetic act of reading, and by an awareness of the diverse and complicated landscape of the human experience. We help students fulfill our SLOs by prioritizing clear communication, critical inquiry, aesthetic values, and an appreciation of diverse worldviews.

SLO 1: CRITICAL SELF-AWARENESS – Recognize and develop personal strengths, subjecting individual ideas and expression to critical analysis and revision.

SLO 2: KNOWLEDGE AND SKILL - Employ truth-seeking measures through the use of critical inquiry, including appropriate and relevant research.

We introduce students to the fundamental literary genres, elements, and skills of literary analysis in Engl 201: Introduction to Literary Study. Another key skill we teach is creativity which is centrally addressed in Engl 160 Introduction to Creative Writing and Engl 264 Storytelling.

SLO 3: COLLABORATION AND COOPERATION ACROSS DISCIPLINES - Collaborate and cooperate effectively with others, based on open dialogue and mutual respect. .

SLO 4: COMMUNICATION - Communicate effectively, using written, oral and creatively artistic methods. While communication is a key element of all our course, we've decided to assess our students developing skills in this area in Engl 240 American Literature where they're required to communicate their analysis of a selected text's role in US Literary History to the rest of the class.

SLO 5: CULTURAL AND AESTHETIC VALUES - Recognize the value of diverse cultures and their contributions.

SLO 6: CHARACTER AND APPLICATION OF CHRISTIAN VIRTUES - Articulate the integrating of Christian faith with living and learning.

To ensure that we're assessing this SLO with all of our students, we've selected a literature and a creative writing intensive course. In ENGL 452 American Novel, student are asked to compare and contrast a religious theme in two works of literature which asks them to apply their own spiritual virtues In ENGL 460 students are asked to reflect on what they learned, how they learned it, and how they will use it as a reflection of their character and their spiritual values.

The English Department's Connections to Greenville University as a Whole

The English Department delivers several general education requirements for all Greenville University students through English 105 Writing and Critical Inquiry and our Global Foundations Courses which include ENGL 243 Global Literature and ENGL 246 Contemporary Cross-Cultural Literature. Additionally, English 160: Introduction to Creative Writing and English 264 are commonly selected Creative Arts choices for general education. All students are required to complete English 105: Writing and Critical Inquiry, and BA students can take any literature course for that requirement while BS students frequently select literature courses for their Humanities requirement, especially with the decrease in available philosophy courses.

Section C

Program Learning Objectives	Required Courses / Learning Opportunities										
	160	201	240	243	244	321	360	405	451	452	460
1	I	I	D	D	D	D	D	M	M	M	M
2	I	I	D	D	D	D	D	M	M	M	M
3	I	I	D	D	D	D	D	M	M	M	M
	Key: I = Introduced D = Developed M = Mastered										

Section D

SLOs	Program Objective	Level of Mastery (IDM)	Term	Course number	Learning Activity	Benchmark	Assessment method
Year One							
4	3	I	Fall	160	Online Discussion	>70%	Rubric
		I	Fall/Spring	201	Critical Interpretation	>70%	Rubric
		D	Spring (odd)	240	Student's Choice Presentation	>70%	Rubric
		D	Spring	243	Literary Presentation	>70%	Rubric
		D	Spring (odd)	244	Oral Exam	>70%	Rubric
		D	Fall (even)	321	Prose Analysis	>70%	Rubric
		D	Spring	360	Online Discussion	>70%	Rubric
		M	Spring (even)	451	Literary Analysis	>70%	Rubric
		M	Spring	460	Craft Talk 4	>70%	Rubric
Year Two							
6	1	I	Fall	160	Craft Presentation	>70%	Rubric
		I	Fall/Spring	201	Text Response	>70%	Rubric
		D	Spring	243	Literary Discussion	>70%	Rubric
		M	Spring (even)	451	Reflection	>70%	Rubric
		M	Spring	452	Alternate Ending	>70%	Rubric
		M	Fall	460	Comparative Essay 3	>70%	Rubric
Year Three							
2	2	I	Fall	160	Revision 3	>70%	Rubric
		I	Fall/Spring	201	Group Drama Project	>70%	Rubric
		D	Spring (odd)	240	Impersonation Essay	>70%	Rubric
		D	Spring	243	Reflection	>70%	Rubric
		D	Fall	321	Play Review	>70%	Rubric
		D	Spring (odd)	360	Revision 2	>70%	Rubric

		M	Fall/Spring	405	Reflection Essay	>70%	Rubric
		M	Spring	452	Conference Paper	>70%	Rubric
		M	Spring	460	Reflection Essay	>70%	Rubric

Formative Learning Experiences

Our courses in the English Department are appropriately sequenced to lead students through Introductory, Developing, and Mastery level skills. In 100 and 200 level English courses, students are introduced to the process of close-reading (in literature courses) and to the acknowledgement of literary form (in creative writing courses). The emphasis in these early classes within the major is to give students a foundational set of tools for discussing, analyzing, and creating literary works. For example, 200-level literature courses emphasize literary terms, genres, and a survey of major works; we assess our students’ understanding of these topics through weekly participation reports or writing assignments based on class discussion, analytical essays focused on close-reading (meaning that the students focus on the text itself and how to text itself “works”), and memorization exercises to help students understand that poetry, at its simplest, is the right words, in the right order, at the right moment. Final semester projects might include performance projects, longer essays, and revision assignments. As the student progresses to Developing-level courses, the focus of courses becomes narrower, centered on a particular genre, a historical/cultural moment, or a particular style of creative writing. Students begin practicing the integration of theoretical frameworks from contemporary literary studies (intersectional feminism, cross-cultural studies, semiotics, historicism, queer theory, etc.). Once students reach Mastery-level courses, they are expected to engage with scholarly research and participate in seminar discussions that employ close-reading, cultural awareness, and original claims about

texts. In Mastery-level creative writing courses, the emphasis moves toward holistic revision, portfolio building, and the execution of an original, thoughtful literary voice. Our Developing and Mastery level courses are ultimately assessed by students' ability to execute substantial final projects (research papers, portfolios, full-scale performances, etc.) that demonstrate a comprehensive integration of course skills into one final presentation/project.

Assessment Timetable

2020-21

Program Objective #3 Literature Objectives
SLO #4 Communication

2021-22

Program Objective #1 Reading Objectives
SLO #6 Character & Application of Christian Virtues

2022-2023

Program Objective #2 Writing Objectives
SLO #2 Knowledge & Skill

Update Process for Operational Plan:

We will discuss and propose any assessment/operational changes in the spring faculty meetings. These decisions will be based on staffing, FCARS, and student performance in meeting objectives & SLOs in the assigned/assessed courses/assignments.