## Inventory of Educational Effectiveness Indicators

### Academic Program

**Department:**
- Literature

**Major:**
- Literature/English
- Literature/Spanish
- Literature/World Literature and Culture
- Literature/Writing
  (see also additional section below)

### (1) Have formal learning outcomes been developed?
- Yes/No
  - Yes

### (6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year]
- 2012-13

### (2a) What are these learning outcomes?

**Written Communication**
- **Literature**
  - **Students graduating with a degree should be able to:**
    - Write effectively, marshalling textual evidence in their engagement with complex and diverse ideas. Write clear expository prose, as well as effective papers of cultural and literary analysis, persuasion, and critique. Read and write at an advanced level in a foreign language/literature.

### (3) Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?

**Written Communication**
- All UCSD students fulfill a basic writing requirement before admission to the campus, and each of the 6 undergraduate colleges also requires its students to complete a writing program. Students in each lower division Literature course produce at least 2500 words of writing, and for every upper division course at least 4000 words, through essays, in-class writing, and portfolios. All senior Literature majors may take a Capstone course, and those eligible for the Honors Program go on to write an Honors Thesis under close supervision by a faculty Director.

### (4) Who interprets the evidence? What is the process?

**Written Communication**
- Faculty and/or graduate instructors read and evaluate all written work, providing detailed comments on initial drafts and feedback on final drafts. This includes essays, response papers, written exams, and for Honors students, a Thesis evaluated by 3 faculty and presented at a Spring conference.

### (5) How are the findings used?

**Written Communication**
- Frequently, students are offered the opportunity to revise their writing based on instructor feedback, so they themselves use the “findings” to improve their writing.
  
  Individual instructors modify and develop courses and course offerings based on patterns in student writing performance in a particular class, perhaps requiring use of the Campus Writing Center, or incorporating a formal drafting procedure, or expanding office hours for writing consultations.

  The Curriculum Committee revises course offerings and sequence, and sometimes requirements, as when we changed our Honors Program to accommodate student desire for separate Capstone Courses for Writing majors as distinct from analytical Literature majors.

  Others such as graduate and professional schools or employers use these findings in deciding whether to admit or hire our graduates.

### Oral Communication

**Be able to state and support persuasive positions clearly and succinctly, express viewpoints confidently and respectfully, and respond appropriately to others’ oral communication. Participate in class discussions and activities both in and outside the classroom to improve communication skills and build a community of scholars within each class and across the broader cohort of majors. Exhibit competence in speaking a second language in addition to the major one.**

**Electronic communication, presentations, recitation of memorized work, group projects, regular oral participation in class discussion. Students who write an Honors Thesis orally present it during a special conference in Spring quarter. For the second language requirement, students must complete at least one upper division course in which instruction and discussion occur exclusively in that language. Majors in a foreign language literature complete more.**

**Faculty and/or graduate instructors track attendance and participation in class and assign grades on oral performances as part of the overall course grade. In some cases, specific rubrics are used to clarify for students the criteria on these. For Honors students, performance during the oral presentation of the Thesis work is assigned a numerical score that contributes to the overall score of the Honors Thesis.**

**Individual instructors use evidence of student engagement (oral communication, body language, tone, conversations in office hours, e.g.) to revise course expectations and assignments to fill perceived gaps or build on strengths in course design.**

**Honors students have their oral presentations evaluated by a faculty mentor.**
### Quantitative Reasoning:

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### Information Literacy

- **Locate, read, evaluate, and apply secondary (scholarly) sources in their analysis of primary texts, and do so with proper acknowledgement and citation. Become aware of and work in reference to current methodological models.**
  - **Students in both lower and upper division courses are required to gain familiarity with scholarly databases such as JSTOR, the MLA International Bibliography, and others, and become acquainted with digital reference sources, library archives, and Special Collections resources in our own library as well as in regional or national locations. They are required to make proper use of standard citation styles such as the MLA and Chicago Styles with each essay they write. To acquire some breadth and continuity in a coherent body of knowledge, all literature majors complete one of several three-course sequences, which variously focus on a national or ethnic literature, specific periods, genres, or a combination of these categories.**

### Critical Thinking

- **Read texts and other cultural productions in a nuanced and analytical manner, sensitive to factors of historical context, aesthetic form, and current theoretical paradigms. Develop a critical vocabulary and framework that promotes and facilitates their engagement with texts. Assess secondary sources, websites, news outlets, public discourse, media and other cultural productions. Develop sophisticated rhetorical analysis skills.**
  - **Performance in in-class discussions as well as in writing assignments and consultations with professors. All courses promote methodical selection, presentation, and interpretation of evidence, and essay assignments generally require the development and systematic support of a persuasive argument, as well as direct engagement with the arguments of other critics writing about the same texts.**

### Where are the learning outcomes published?

**Please provide your department/program website address.**

- Dept. of Literature Website: [http://literature.ucsd.edu](http://literature.ucsd.edu)
- Dept. of Literature handouts, planning sheets, and "bookmarks" for individual majors
- UCSD General Catalogue: [http://infopath-1.ucsd.edu/catalog](http://infopath-1.ucsd.edu/catalog)
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<td>Additional Information for the Literature/Writing Major</td>
<td>In addition to competencies discussed above, the Writing major asks students to produce original works of fiction, poetry, or non-fiction. Gain proficiency in editing their own work and providing written feedback to other creative writers.</td>
<td>Successfully complete three introductory writing courses (8A Writing Fiction, 8B Writing Poetry, and 8C Writing Non-Fiction) before declaring the Writing major. They take tests on the academic material and produce portfolios of creative work.</td>
<td>Faculty and/or teaching staff respond to all written work with detailed comments to optimize student learning. In workshops, students also learn to provide and receive peer critique, and revise accordingly.</td>
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<td>Develop competence in public performance of original creative work before an audience.</td>
<td>Oral interaction with other students in writing workshops is factored into assignment of overall course grades, and often students are graded on oral performance of their own work either in class or at special events and venues organized in conjunction with the course.</td>
<td>Faculty and/or graduate instructors evaluate performance in class, in performance, and in providing oral feedback during workshopping sessions.</td>
<td>Individual instructors revise the contents of courses to enhance student performance in this area. Students might be invited to perform their works at outside venues based on their reputations at public readings.</td>
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<td>Become active, sophisticated, articulate consumers of a variety of cultural texts. Demonstrate in-depth familiarity with the literary history of their chosen genre, including canonical and alternative texts across some breadth of time. Gain familiarity with the norms and venues of publishing creative work, including the importance and reputations of various outlets.</td>
<td>Performance in workshops and class discussions, as well as in individual meetings with instructors, reveals areas or gaps of knowledge. Success in securing publication/performance of a student’s work, and the quality of the forum, demonstrates achievement of this outcome as well.</td>
<td>Faculty and/or graduate instructors, through workshops, classes, individual consultations</td>
<td>Faculty in the section meet to assess strengths and weaknesses of the major and make adjustments, as by altering the size of the major to optimize faculty-student ratios in classes and in the major.</td>
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