

## **English: Academic Learning Compact Details (2018)**

English encourages in its students a sense of enthusiasm for the subject, an appreciation of its continuing social and cultural importance, and a particular sensitivity to the nuances of language and linguistic expression. Students graduating in this area of concentration should have acquired creative and critical thinking abilities, communication skills, and content knowledge that

- 1) enable them to interpret and express complex ideas;
- 2) serve as the basis for further study in Literature, English, or related fields (i.e. Law, Publishing, Library and media studies);
- 3) and prepare them for careers that demand strong communication skills together with creative and critical thinking and problem solving.

### **EXPECTED OUTCOMES (bold indicates particular stress)**

1. Students demonstrate a strong ability to analyze and evaluate literary texts in formal and informal written work. Students will be able to defend their analysis and explain why they chose the approach used as particularly effective; [**Creative and Critical Thinking, Communication, Content**]
2. Students demonstrate engagement with historical methodolog(ies) in addition to some understanding of the relation between the material studied and its particular historical situation. [**Content, Critical Thinking**]
3. Students demonstrate the ability to analyze technical features of verse, prose, and dramatic writing; discuss the relation between form and content in multiple genres; and analyze the use of specific language. [**Content, Critical Thinking**]
4. Students demonstrate engagement with approaches to issues of national, racial, ethnic, and sexual difference. Such engagement may include non-anglophone literature but also related areas of cultural and artistic production (history, anthropology, art history). [**Content, Creative & Critical Thinking, Communication**]
5. Concentrators will demonstrate knowledge of the techniques of literary scholarship and allied fields. [**Content, Critical Thinking**]
6. Students demonstrate a strong ability to engage productively in oral discussion of complex concepts, to contribute to group oral work, to construct arguments verbally, and to make effective formal presentations; [**Communication, Creative and Critical Thinking, Content**]
7. Respecting and understanding intellectual property rights is a foundational skill for literary scholarship. Students should thus demonstrate their ability to provide an appropriate and clear record of resources used and consulted in accordance with standard referencing

forms (MLA, Chicago, etc.), and an understanding of principles of intellectual property and credit. [**Communication, Content**]

8. Students will show an ability to define a substantial literary or cultural project and carry it to successful completion. [**Content, Creative & Critical Thinking, Communication**]

Explanation: The senior capstone project, most often provides such evidence in one of the following common forms: a) literary analysis (must demonstrate competent analysis of object of study; at best will demonstrate engagement with secondary criticism and/or theoretical approaches appropriate to the project); b) portfolio project (emphasizes revision and showcases development by a selection of the student's best work); or c) plus creative thesis (allows inclusion of integrated original creative work, whether written, directed, performed, filmed, etc.). The senior project includes an oral component, the Baccalaureate Examination, during which three New College faculty (at least one from English) discuss the project with its author and assess the student's work and development.

#### **Internal Assessment:**

Each term or module course is evaluated on the "Term Evaluation" form and is available online. These evaluations give qualitative reviews of student work, identifying strengths and weaknesses in content knowledge, creative and critical thinking, and communication skills as pertinent.

Admission to the English AOC is by application: mere quantitative coursework is not in itself adequate for admission to the AOC. The quality of a student's work needs to be strongly satisfactory for a student concentrating in English, not merely satisfactory for a student taking the course for breadth or personal interest. All English faculty meet once per semester to review applications for the AOC. At that time, student learning outcomes are assessed using the Outcomes Assessment Form (Supporting Document A).

Each senior's Thesis Project is carefully evaluated in accordance with the expected outcomes described in section I, and the Project must demonstrate appropriately advanced writing and argumentation skills. In the student's Baccalaureate Examination, the Thesis Sponsor and Readers evaluate skill in oral communication and critical thinking, focusing on the Thesis Project and including some discussion of the student's entire college career. At that time, student learning outcomes are assessed using the Outcomes Assessment Form (Supporting Document A).

#### **External Validation of Measures**

The expectations for New College graduates with a concentration in English are normative for the field at competitive institutions, and our evaluation of our students' work is supported by a variety of external validations. Examples of external measures that demonstrate our graduates' competence in the field include:

1. Senior Theses and Senior Projects, which may be subject to external review periodically;
2. Baccalaureate Examinations, which are public events at which the candidate defends her or his work on the Senior Project and uses the knowledge and skills gained throughout her/his college career;
3. Scores on examinations such as the GRE, LSAT, GMAT, and other post-graduate examinations;
4. Admission to competitive graduate programs including PhD programs in English, Literature, American Studies, Cultural Studies, Rhetoric & Composition, Education, and other academic fields; MBA programs; Law schools; Education degree programs; Psychology or psychiatry programs; Nursing, medical, or counseling programs; Environmental Education and Policy programs; Library Sciences and Media Studies programs, MFA programs in Creative Writing and Creative Arts, to name a few;
5. Competitive awards and fellowships such as Fulbright, Ford Foundation, Marshall Scholars, etc.
6. Being hired into paid work or competitive internships in fields from publishing to consulting, teaching to business management, paralegal work to web-design and advertising.
7. Publishing original creative, scholarly, analytical, or public service work or research.