

## DEPARTMENT OF ENGLISH

**1. Outcome:** Students completing the B.A. degree in English will be able to analyze and interpret various kinds of texts.

**Indicators:** The writer fully engages textual complexities in order to arrive at a unique and compelling interpretation. The writer demonstrates ways in which thematic and structural elements of the text are interrelated through the effective use and analysis of supporting quotations.

**2. Outcome:** Students completing the B.A. degree in English will be able to express their understandings and interpretations in clear and cogent prose.

**Indicators:** The student's essay demonstrates a well-organized, logically structured product that leads to an original conclusion. The essay demonstrates the writer's ability to compose well-structured and varied sentences and to use concrete words that produce striking images. The essay demonstrates a meticulous attention to correct spelling and punctuation.

**3. Outcome:** Students completing the B.A. degree in English will be able to discuss at least one theoretical perspective about language and/or literature.

**Indicators:** Student's theoretical approach is fully integrated into the analytic process. Student writer accurately and specifically identifies theoretical concepts. Student writer clearly explains sequence by which particular theoretical standpoints lead to specific readings of texts.

**4. Outcome:** Students completing the B.A. degree in English will demonstrate knowledge of key English language texts in their options: British and American literature, Creative Writing, Language and Discourse, and New Voices.

**Indicators:** The writer fully engages textual complexities in order to arrive at a unique and compelling interpretation. The writer demonstrates ways in which thematic and structural elements of the text are interrelated through the effective use and analysis of supporting quotations.

**5. Outcome:** Students completing the B.A. degree in English will demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis.

**Indicators:** The student essay contains a well-developed use of secondary materials with significant reference to ideas beyond the primary text. Connections between primary and secondary materials are clearly identified. The essay reveals a breadth of perspective that situates the examined text within a matrix of intersecting literary, historic, and social factors.

The following courses were used as gateway courses in the academic year 2003-2004 for assessment purposes:

ENGL 2030 Introduction to Critical Writing in Fiction  
ENGL 2040 Introduction to Critical Writing in Poetry

ENGL 2050 Introduction to Critical Writing in Drama

The exit-level course, a capstone course, used the same Student Learning Outcomes for assessment purposes in the spring quarter of 2004:

**ENGL 4890 Senior Seminar**