
Assessing Textual Analysis in 3000-Level Readings Courses

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Background

- Students now take 6 Readings Courses at the 3000 level
- AY 2022-2023: preliminary review of 3000-level Readings Courses

Created rubric for textual analysis based on:

- *Reading beyond surface level*
 - *Identification of textual devices*
 - *Using textual evidence effectively*
 - **Lesson Learned:** Necessary to have double-blind process for reliable assessment
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Student Learning Outcomes

- a) “analyze and interpret different kinds of texts across media with attention to their genres, formal and rhetorical features, and historical and cultural contexts”
- b) “understand a range of critical theories and be able to use theory to deepen their interpretations of texts with consideration for intersectional perspectives and critiques”



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Goals for 2022-2023 Mini-Grant



- Collect and assess at least 5 samples of students' work from each of the 3000-level Readings courses using a double-blind review process
- Facilitate focus groups with faculty who teach the 3000-level Readings courses
- Share findings with the department and discuss implications for future curriculum planning

Processes

FOCUS GROUPS

- Organized FG on Zoom following December department meeting
- 8 faculty members attended
- Asked open-ended questions
- Transcribed & recorded session
- Reviewed transcription to identify key takeaways about faculty perceptions of students' textual analysis
- Additional FG planned for May 5

STUDENT WORK ASSESSMENT

- Used samples of student work from previous 3 semesters
 - Randomly selected 5 samples from each course and assigned each sample to 2 readers on our team
 - Had a norming session after each of us scored the same 6 samples
 - Readers scored each sample and then we met to input the scores into a spreadsheet
 - In some cases, a third reader was assigned
 - Met to analyze and discuss results
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Focus Group Takeaways

Majority of faculty enjoy the Readings courses and believe they are effective for students learning how to *read beyond the surface, identify textual/rhetorical devices, and provide textual evidence for their interpretations.* (n=8)

- "These courses **empower students** in other classes intellectually and culturally."
 - "I teach students to **turn back to the page** rather than turning away."
 - "I **model analysis** that relates to the text and its contexts."
 - "I often have students **closely read for cultural translations** in World Literature."
 - "Students have to **corroborate their interpretations with textual evidence.**"
 - "Students are asked to **flesh out debates** specific to the traditions of the time and link them to bigger questions in literary studies."
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Results of Student Work Assessment

ENGL 3100	Sample 1 (L DL)	Sample 2 ()	Sample 3 (sexist language)	Sample 4 (LGBTQ)	Sample 5 (Criminal Justice)
	Beyond Sur Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surface Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surf Textual Evidence
	3 2 3.5	3 2 3	5 4+ 4+	2 1 3	3 3+ 4
	3.5 2 4	3.5 2 3.5	4 3 4	2 1 2.5	2.5 1 2.5
ENGL 3200	Sample 1 ()	Sample 2 ()	Sample 3 (FO)	Sample 4	Sample 5
	Beyond Sur Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surface Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surf Textual Devices
	2 2 1		2 2 2	3 4 3	3 3 3
	2.5 3 2	3.5 3 3	2 2 2		
ENGL 3300	Sample 1 (MJV)	Sample 2 ()	Sample 3	Sample 4	Sample 5
	Beyond Sur Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surface Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surf Textual Devices
	5 4 4	3- 2- 3	3 2 2	5 3+ 4+	3 3+ 4
	4.5 2 4		3.5 2.5 2.5		
ENGL 3400	Sample 1 (JJ)	Sample 2 (J)	Sample 3 (SB)	Sample 4 (b.M)	Sample 5
	Beyond Sur Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surface Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surf Textual Devices
	3 2 3	2 3 2		3- 2 2	
	4 3 3.5	4 2 4	2.5 2 2	2.5 2 1	2.5 2 3.5
ENGL 3600	Sample 1	Sample 2 (EH)	Sample 3 (SA)	Sample 4	Sample 5 (KR)
	Beyond Sur Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surface Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surf Textual Devices
	4 4- 4	3+ 4 3+	4+ 4+ 3+	5 5 5	5- 5 4+
	3 3 3	2 3 3	4 3 4	4 3 4	4 4 5
ENGL 3700	Sample 1 (Pillars)	Sample 2 ()	Sample 3	Sample 4	Sample 5
	Beyond Sur Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surface Textual Dev Evidence	Beyond Sur Textual Dev Evidence	Beyond Surf Textual Devices
	4 2 3	4 3 4		3- 1 2	2 2 2+
	4 2 3		5 5 4	2.5 2 2	
	4 4 3.5	4 3.5 4	4.5 5 4	3 3 3	2 2 2

Results for Textual Analysis

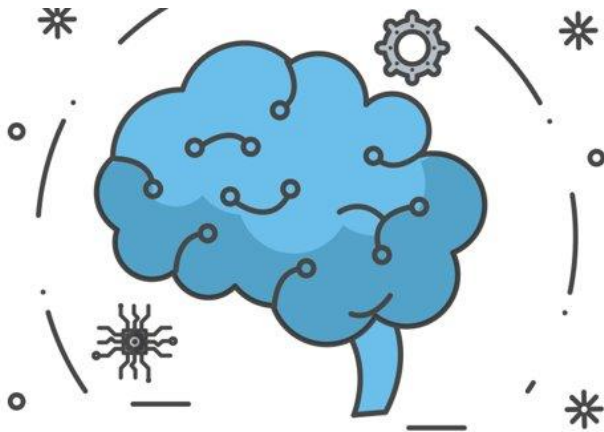
Of 30 samples assessed:

- 5 were inapplicable

Of 25 samples remaining:

- 8/25 were **not** proficient (32%)
- 17/25 demonstrate proficiency (68%)

Discussion & Recommendations



Recommendations

- Some assignment types are better suited to assess textual analysis than others.
 - Need to more explicitly teach and assess textual devices
 - Will have a pedagogy discussion for the Readings courses every semester to share successes and challenges
 - Recommend creating an Assignment Bank for 3000-level Readings Courses
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