

## LITERATURE CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to comprehend, analyze, and determine the significance of works of literature.

Learning objectives / Desired outcomes	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<b>Comprehension</b> <i>The student comprehends the author's message or purpose.</i>	Fails to comprehend the author's message or purpose.	Demonstrates minimal comprehension of the author's message or purpose.	Demonstrates incomplete comprehension of the author's message or purpose.	Demonstrates satisfactory comprehension of the author's message or purpose.	Demonstrates thorough comprehension of the author's message or purpose. Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences.
<b>Analysis</b> <i>The student identifies and explains relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.</i>	Fails to identify the elements of the work that contribute to understanding.	Identifies an element of the work that contributes to understanding.	Identifies several elements of the work that contribute to understanding.	Identifies and explains several elements of the work that contribute to understanding.	Goes beyond identification and explanation, evaluating strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.
<b>Interpretation and Significance</b> <i>The student articulates an understanding of the multiple ways of reading and the range of interpretive strategies, and uses texts in the context of scholarship to raise and explore important questions.</i>	Fails to interpret or consider significance of the work.	Begins to employ interpretive strategies, but does not use scholarship to address the significance of the work.	Employs some interpretive strategies and identifies relevant scholarship to address the significance of the work.	Exhibits clear interpretation and thoughtfully addresses significance through use of relevant scholarship.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies, and evaluates texts for scholarly significance considering relevant contributions and consequences.

A **competency** is the ability to do something successfully.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).