

Assessment Plan: Ph.D. in English Studies

At the heart of the Assessment Plan for the Ph.D. are the primary values of the Graduate Faculty in English:

Values of the Graduate Faculty in English Studies

- English Studies model that integrates epistemologies from various subdisciplines;
- Professional range of reading, writing, and oral skills across a variety of rhetorical situations in the profession;
- Pertinent theoretical and content information that is appropriate to the wide range of specializations in the Department;
- Respect for the differences in disciplines, perspectives, epistemologies, languages, cultures, and economies that comprise English Studies;
- Importance of understanding historical developments and contexts as a component of any specialization and of the larger field;
- Professional development, professional ethics, and the ability to participate in the discourse of the academy;
- What the professoriate contributes to society, with the goal of justifying the production of public intellectuals and literary artists to people outside of the academy.

Goals of the Ph.D. In English Studies

From these values come the following broad goals of the Ph.D. in English Studies

- The program seeks to develop students' ability to conduct original research commensurate with faculty in college and university English departments worldwide in one or more of the fields of English Studies;
- The program seeks to develop students' pedagogical skills commensurate with faculty in college and university English departments worldwide through exposure to theories of pedagogy in special classes and throughout the curriculum, and through supervised teaching in a variety of educational settings appropriate to each student's career goals, primarily college-level classrooms.
- The program seeks to assist students in integrating the knowledge from the various disciplines and subdisciplines contributing to English Studies and applying that integrated knowledge in their research and teaching.

Objectives for Students

Linked to these broad goals are the following specific objectives, or desired abilities, for students in the Ph.D. program in English Studies:

- a. An integrative and self-reflexive pedagogical awareness;
- b. Engagement with cultural, global, and economic contexts;
- c. Writing, reading, technological, and oral communication skills that prepare students to participate in their chosen fields;

- d. Theoretical and content information appropriate to the area of the student's specialization and the ability to articulate the importance of those ideas;
- e. The ability to historicize and contextualize areas of study;
- f. Research and bibliographic methods commensurate with the student's field;
- g. The ability to integrate theory and practice in scholarship, pedagogy, and service to the academic community;
- h. An appreciation of the public role of the academy and the ability to participate in the public arena professionally and ethically.

The Ph.D. in English Studies program at Illinois State University has instituted an extensive and systematic plan of assessing student learning keyed to the objectives/desired abilities (a-h) outlined above:

How Desired Abilities of Students are Assessed Systematically

- All Ph.D. candidates complete 13 graduate courses including four doctoral seminars in Literature and Culture, Rhetoric and Composition, Linguistics, and Pedagogy; five courses in the student's area of specialization, one of which must have a historical focus and one of which must have a multicultural and/or global focus; two English Studies electives; and two courses emphasizing pedagogy (effective early assessment of desired abilities a-h);
- All Ph.D. candidates are required to design and complete a pedagogically focused internship. These teaching internships may be shaped by one of two general emphases: 1) Research in the Classroom or 2) Course Design and Teaching. At the conclusion of the internship, Ph.D. candidates write an internship essay of 20 to 30 pages in length, including a bibliography, that a) situates a discussion of pedagogical issues raised during the internship in the context of broader scholarly conversations about pedagogical issues reflected in texts that the student has included in her/his bibliography; b) identifies pedagogical questions raised during the internship that the student would like to investigate further in the future; and c) articulates the potential impact of the work conducted during the internship on the student's dissertation project. Upon completion of this essay, the student's internship advisor evaluates the document and records a grade for ENG 591: Internship in College Teaching;
- All Ph.D. candidates complete comprehensive exam activities in each of two areas: a focused area of specialization within English studies that pertains to the student's anticipated dissertation topic and an area of issues in English Studies that demonstrates the student's awareness of the intersections between language/linguistics, literature/culture, and/or rhetoric/writing, preferably with pertinence to the student's dissertation topic. Faculty assess the components of the comprehensive exam according to the following rubric, indicating a level of mastery that ranges from 1 (strongest) to 5 (weakest) (effective assessment of desired abilities a-h):
 - Has the student problematized a specific issue or group of issues in a manner that demonstrates a professional understanding of and ability to articulate the complexities involving the issue or group of issues?

- Has the student engaged professionally in the ongoing scholarly conversations and demonstrated awareness of the emergent questions in the field pertinent to the topic?
 - Is the response to the topic appropriately broad?
 - Is the response appropriately complex?
 - Is the response articulated as a rhetorically sound argument and written in language that is appropriate for the student's academic audience?;
- All Ph.D. candidates complete a dissertation of original research in English Studies that involves pedagogical concerns (effective assessment of desired abilities a-g);
 - All Ph.D. candidates are encouraged to present their research and creative productions at local, state, national, and international academic conferences. (effective assessment of desired abilities c and g in particular);
 - All Ph.D. candidates are encouraged to publish their research and creative productions in nationally recognized, peer-reviewed venues (effective assessment of desired abilities c and g in particular);
 - All Ph.D. candidates are mentored through the academic job search process. During the current review period, over 80 graduates of the Ph.D. program in English Studies have secured tenure-track faculty positions at colleges and universities worldwide, including the University of Tennessee-Martin, North Shore Community College (MA), Columbus State University (GA), Broward College (FL), Fayetteville State University (NC), University of North Texas, University of Ghana (Legon), University of Puerto Rico, University of West Virginia, Illinois Central College, Long Island University, Brooklyn campus, Lewis University (IL), Srinakharinwirot University (Thailand), University of Illinois, University of N'Djamena (Chad), Millikin University (IL), Hawkeye Community College (IA), Albany State University (GA), Concord University (WV), Surrey Christian School (Surrey, B.C.), Ministero della Pubblica Istruzione (Italy), Ubon Ratchathani University (Thailand), University of Buea (Cameroon), University of South Carolina (Salkehatchie campus), Purdue University North Central (IN), Heartland Community College (IL), Kansas State University, Pedagogical Institute of Mozambique, Tusculum College (TN), Metropolitan State University (CO), Soochow University (China), Millersville University (PA), Colby-Sawyer College (NH), Fredonia University (NY), Eastern Michigan University, San Francisco State University, University of Denver, Oklahoma State University, University of West Virginia, International School at Vietnam National University (Hanoi), University of Ouagadougou (Burkina Faso), Texas State University, University of Sierra Leone (Africa), Truman College (IL), University of Winnipeg, Kuwait University, Longwood College (VA), LeTourneau University (TX), Missouri State University, College of San Mateo (CA), Lincoln College (IL), Bradley University (IL), Alabama State University (IL), Kankakee Community College (IL), Eastern Carolina University, Stephen F. Austin State University (TX), Middle Tennessee State University, Clemson University (SC), Cleveland State University (OH), San Diego State University (CA), Liberty University (VA), Columbia College (IL), Northern Michigan University, Mico Teacher's College (Jamaica), University of the Southwest (NM), Colorado State University, Keene State

University (NH), and the College of Mt. St. Vincent (NY) (effective assessment of desired abilities a, b, g, and h in particular).