

GRADUATE PROGRAM LEARNING OUTCOMES
for Literature PhD program (revised March 2021)

The three PLOs are:

- 1. Disciplinary understanding**
- 2. Comparative proficiency**
- 3. Professional competencies**

1. PLO 1: Disciplinary understanding

Students develop familiarity with methods, debates, conventions, and histories of literary studies and of the subfields appropriate to their specializations. Through coursework (seminars and independent studies) and QE preparation, they hone research skills (including critically assessing recent work in the field and developing a core of foundational works relevant to their aims) and writing skills that prepare them to complete an original dissertation.

2. PLO 2: Comparative proficiency

Students develop competence in a second language relevant to their critical and/or creative work through the progressive stages of the language requirement (GSLP, two seminars in the same language literature, translation exam, incorporation of second-language texts into QE materials). Through coursework, students gain comparative historical and interdisciplinary breadth that helps them situate their work.

3. PLO 3: Professional competencies

Students are exposed to the theory and best practices of teaching and learning through the department's Pedagogy course; this training is reinforced by teaching assistantships. Students develop and define teaching fields through a combination of coursework, independent studies/directed readings, and QE preparation (Teaching Field statement and bibliography). Professional skills are developed through departmental program offerings such as writing practicums, syllabus-preparation and job placement workshops, and mock job talks. Students have the opportunity outside the department to develop skills relevant to non-academic professions, e.g., digital literacies and methods, editing, publishing, curating, performance. They are given opportunities to contribute to scholarly/creative conferences relevant to their specialization, and encouraged to communicate their research in a variety of written forms that may address different publics.

SUMMARY AND CALENDAR OF ASSESSMENTS

1. End of summer annually

- Each GSLP instructor completes matrix on all Lit students [PLO 2, Direct Evidence]
- Each Lit student completes a survey [PLO 2, Indirect Evidence]

2. End of fall quarter annually

- Proseminar instructor completes matrix [PLO 1, Direct Evidence]
- Proseminar students complete survey [PLO 1, Indirect Evidence]
- Pedagogy seminar instructor completes matrix [PLO 3, Direct Evidence]
- Pedagogy seminar students complete survey [PLO 3, Indirect Evidence]

3. Spring quarter annually

- Each second-year check-in committee completes matrix [PLOs 1, 2, and 3, Direct Evidence]
- Each second-year check-in student completes survey [PLOs 1 and 2, Indirect Evidence]

4. After each QE

- QE committee completes matrices [PLOs 1, 2, and 3, Direct Evidence]
- Student complete survey self-assessing their progress toward desired professional and pedagogical competencies [PLOs 1, 2, and 3, Indirect Evidence]

5. After each completed dissertation

- Dissertation committee completes matrix [PLO 1, Direct Evidence]
- Student completes survey [PLOs 1, 3, Indirect Evidence]