

# Comparative Literature - Ph.D 2017 - 2018 Assessment Plan

Currently status is: Report Accepted

## I. ANNUAL REPORT FOR 2016 - 2017

### Mission Statement

Comparative Literature, as the transhistorical and cross-cultural study of literature and textuality, is at the center of liberal arts. It is the disciplinary juncture where the concepts of tradition, meaning, and value are articulated. Comparative Literature does not just study texts but asks what makes a text literary, how the literary relates to the historical and the philosophical and how different linguistic and literary traditions address these questions. Our mission is to prepare our students for an active professional life in the field as teachers, scholars, writers, and members of an international community.

### Goal 1.

The department expects all graduates to be able to at once identify and question what makes a text literary, how the literary relates to the historical and the philosophical and how different linguistic and literary traditions address these questions. Our mission is to prepare our students for an active professional life in the field as teachers, scholars, writers, and members of an international community.

### Curriculum

Students complete a core curriculum in the history of literary theory (CPLT 701, 702, 703) and undergo qualifying and comprehensive exams.

Students complete the 615 reading knowledge course in a foreign language or pass an equivalency exam.

Students complete elective courses in Comparative Literature combined with coursework in three literatures (or two plus an outside area) and comprehensive exams.

### Learning Outcome 1.

Students will demonstrate basic mastery of the history of literary theory.

#### Measures and Criteria

Mastery of literary theory is attained by passing the core curriculum (CPLT 701, 702, 703) and the qualifying and comprehensive exams.

#### Methods

Students' grades and progress through this program are monitored each semester by the Comparative Literature Program's graduate advisor. Students are evaluated according to their performance on the writing of research papers, on the preparation of presentations, and on informed discussion. In addition to course exams, students must also pass the qualifying and comprehensive examinations. The qualifying examination, in particular, includes an essay question on literary theory, derived from the content of the three-course sequence in literary theory (701/702/703).

The results of comprehensive exams are reported by the graduate advisor to the program director and advisory committee.

Students' performance will be evaluated based on the following aspects: 1. Their grades in each of the three core courses of the core courses of 701, 702, and 703; 2. whether they have demonstrated in the comprehensive exams the required mastery of basic literary theory (classic, modern, and contemporary), which is reflected through how familiar they are with literary theories in general and how well they are able to apply various literary theories to literary texts.

#### Results

1. Coursework:

All students who took the core courses CPLT 701, 702, and 703 passed.

2. Exams:

a. Qualifying Exam:

In January 2017, four PhD students took the qualifying exam, which was based on the core curriculum, and consisted of two parts. For Part I, which asks students to write an essay on questions based on the materials from CPLT 701, 702, or 703, 4 out of 4 students received a "pass"; for Part II "explication de texte", 2 out of 4 received a "pass," and 2 out of 4 received a "low pass/pass with reservations." Overall, 4 out of 4 students passed the qualifying exam. This result indicates students' overall mastery of literary theories.

b. Comprehensive Exam:

In January 2017, two PhD students took the comprehensive exam, which consists of three parts based on the three reading lists each student was required to create for his/her dissertation. 1 out 2 students passed all three parts, while 1 out 2 students passed Parts I and III, failing Part II. This student retook the exam in April, and passed it.

As this exam, which is based reading lists that cover both literary and theoretical texts, is partly designed to test students' ability to apply theory to literature, the fact both students eventually passed the exam indicates their acquisition of this important ability.

In sum, despite two students receiving a "low pass/pass with reservations" for one part of the qualifying exam, and one student failing Part II of her comprehensive exam, all students eventually passed. Our assessment is that this learning outcome was met.

### **Use of Results**

The ability to apply theory to literary analysis is one of the most important skills CPLT students should enhance during their career in the Program. To better monitor the results, we propose we should design a survey/questionnaire and invite students to take it at different stages of their career. This would help us obtain an more accurate picture, and to better achieve this learning outcome.

## **Learning Outcome 2.**

Students will develop advanced linguistic competence in at least one foreign language.

### **Measures and Criteria**

Advanced linguistic competence is gained by successfully completing graduate course work in the language and by passing the qualifying and comprehensive exams.

### **Methods**

Students demonstrate advanced linguistic competence in at least one foreign language by successfully completing six courses at the 500-level or above in the target language. Student competency in the foreign language is thus measured based on oral discussion of literary texts in the target language and on written performance (student research papers are written in the target language).

### **Results**

This learning outcome indicates that students should develop advanced linguistic competence in at least one foreign language. All PhD students in the program has been conscientiously taking literature courses in their first language. While not all language programs are able to offer graduate-level literature courses every semester (e.g., Chinese and Russian), students were able to take graduate-level independent studies with faculty to fulfill the literature coursework requirement, and receive training in that language by reading literary texts in the original.

Our assessment is that this learning outcome was met.

### **Use of Results**

Students need enough courses to take in their first foreign language not only to enhance their competency in that language, but also to receive adequate training in that literary tradition. However, traditionally some language programs are not always able to offer graduate-level literature courses often enough due to lack of instructors, and we have taken special efforts to remedy this. First, we try to schedule courses in a less taught literary tradition whenever possible. For instance, an Asian literature course, which examines multiple non-Western traditions in transnational context, has been scheduled for Fall 2017. For students who cannot find a literature course in his/her first foreign language, the CPLT Graduate Advisor has always been helpful in facilitating finding an independent study opportunity for the student.

We propose data on students' course needs should be regularly collected in order to schedule a maximum of suitable graduate-level courses, with the aim to help students better achieve this learning outcome.

### **Learning Outcome 3.**

Students will demonstrate reading competence in a second foreign language.

#### **Measures and Criteria**

Students will successfully complete the 615 reading knowledge course in a foreign language or successfully pass an equivalent examination.

#### **Methods**

Reading competence in a second foreign language is demonstrated in a successful translation of a five-hundred word passage from the target language into English.

#### **Results**

This learning outcome requires that students demonstrate reading competence in a second foreign language. In the past students have been quite successful at passing second foreign language test. In Spring 2017, however, one student failed her French language test. Fortunately, the situation was able to be remedied as the student was advised to take GERM 615 in the summer (result pending). Passing the course would enable her to fulfill the second foreign language requirement.

In conclusion, despite one case where a student failed in her first attempt to meet the second foreign language requirement, we found a way to remedy the situation in our effort to help every student meet the learning outcome.

#### **Use of Results**

As mentioned in the "results" part for this learning outcome, one student was able to have another chance to meet the second foreign language requirement after she failed her French test. This was largely thanks to the availability of the 615 reading knowledge courses in the summer. This information should be communicated to the scheduling staff of various language programs to let them understand the importance of the availability of the 615 courses to the students. At the same time, students should also be actively advised about the importance of the 615 courses, and should be advised to take it as soon as possible.

Furthermore, as can be seen from this case, it is crucial to advise students fulfill the second foreign language requirement as early as possible in their career as PhD students, for this would help avoid any potential delay in their progress towards fulfilling all degree requirements.

### **Learning Outcome 4.**

Students will demonstrate a mastery of three literatures, or two literatures and one outside area.

#### **Measures and Criteria**

Mastery of three literatures (or two and an outside area) is indicated by passing graduate level courses in them (six in the first literature, four in the second, two in the third or outside area) and by passing their qualifying and comprehensive exams.

#### **Methods**

Students' grades and progress through this program are monitored each semester by the Comparative Literature Program's graduate advisor.

The results of comprehensive exams are reported by the graduate advisor to the program director and advisory committee.

Students will be evaluated on the following aspects: 1. Their grades in the coursework related to these three literature/two literatures and one outside area; 2. Whether their performance in the qualifying and comprehensive exams demonstrate adequate mastery of these literatures and areas; both their grades in these exams and their advisors' evaluation of their overall performance will be taken into consideration.

#### **Results**

1. Coursework:

Communication with the CPLT Graduate Advisor confirms that in the past academic year, most students did well in their coursework in the first literature, second literature, and third literature/outside area, receiving

A's or B's/B+'s in the courses they took. The only exception is one student, who received a C in one course in his third area (Metaphysics).

## 2. Qualifying and Comprehensive Exams:

a. As mentioned in the "results" section for Learning Outcome, all four students who took the qualifying exam in January 2017 passed. For Part I of the exam, which asks students to write an essay on questions based on the materials from CPLT 701, 702, or 703, 4 out of 4 received a "pass"; for Part II "explication de texte", 2 out of 4 received a "pass," and 2 out of 4 received a "low pass/pass with reservations."

b. Two students took the written part of the comprehensive exam in January 2017. One student passed this exam, and subsequently passed the oral exam in February. The other student, who is working fulltime and is only pursuing her PhD parttime, passed Parts I and III of the written exam, but failed Part II. She retook the exam in April, and was able to pass it. She also passed the oral exam.

In conclusion, despite one student receiving a C in one course (in his outside area on Metaphysics), and one student failing one section of the written part of the comprehensive exam, which she retook and passed later in April, overall the majority of the students did a good job meeting this learning outcome.

### **Use of Results**

The assessment results should be used in finding ways to better help parttime students meet the learning outcome. Several students in the Program are pursuing their PhD degrees in the Program while teaching fulltime at USC or elsewhere. Due to their fully packed schedule, preparing for an exam could be especially challenging for them. For these students, who often need more time to accomplish assigned tasks, the Program should consider helping them make plans well ahead of time, and should encourage them to keep good communication with the Program.

## **Learning Outcome 5.**

Students will demonstrate an understanding of a broad literary culture.

### **Measures and Criteria**

Students will successfully complete elective courses in Comparative Literature combined with course work in the three literatures (or two plus an outside area) and by passing the comprehensive exam.

### **Methods**

Students' grades and progress through this program are monitored each semester by the Comparative Literature Program's graduate advisor.

The results of comprehensive exams are reported by the graduate advisor to the program director and advisory committee.

The following aspects will be given particular emphasis in the evaluation of students' performance: 1. How their performance in the comprehensive exams reflects their overall mastery of a broad literary culture; 2. how their knowledge of a broad literary culture helps them better situate their respective projects.

### **Results**

#### 1. Comprehensive Exam:

Students' performance in the comprehensive exams demonstrates that overall they have obtained knowledge of a broad literary culture. Among the two students who took the comprehensive exam in January 2017, one was tested on three areas: 1. Russian literature; 2. theory and criticism, with focus on the question of evolution; and 3. evolution biology. From these three topics, it is clear that this student's doctoral project deliberately goes beyond the narrow scope of literature. By taking up the comparative and interdisciplinary approach, his project creatively brings together literary studies and biology, linking them with an examination of the discourse of evolution. The other student was tested on the following three areas: 1. 16th- and 17th-century French literature; 2. Native agency in critical theory; and 3. German Colonial imagination. Clearly, this student's project also has a deliberately wide scope, which includes French, American indigenous, and German cultures. As the two students eventually both passed their exams, we conclude that they have achieved the learning outcome that requires an adequate understanding of a broad literary culture.

#### 2. Coursework:

In Spring 2017, the program offered the course CPLT 740 "The Decadent Movement in Fin-de-Siècle Europe," which, as its title suggests, introduced to students the Decadent Movement in an array of cultures (including British, German, and French) at the turn of the twentieth century. The fact that quite a few students, whose main fields do not include these cultures, took this seminar and performed well in it, speaks volumes about the passion with which CPLT PhD students embrace a broad literary culture. For instance, student Dan Luo, whose first area is Chinese literature, was an enthusiastic member of the class, and did well in it.

In conclusion, students successfully met this learning outcome.

### **Use of Results**

The results show that CPLT students indeed have achieved a good understanding of the importance of having maximum exposure to a broad literary culture. Courses such as CPLT 740 "The Decadent Movement in Fin-de-Siècle Europe," which was specially designed to expose students to multiple cultural and literary traditions and to both verbal and visual texts, should be encouraged. The Program should work closely with faculty in order to offer more such courses. In fact, a comparable course, CPLT 750 "Asian Culture in Transnational Context," which aims to invite students examine a broad non-Western culture in the larger global, transnational context, has been scheduled for Fall 2017.

### **Goal 2.**

### **Goal 2.**

The department expects all graduates to develop critical thought and to be able to use critical thinking in the interpretation and analysis of literary texts.

### **Curriculum**

Students write a dissertation.

#### **Learning Outcome 1.**

Students will comprehensively evaluate previous scholarship in their field.

#### **Measures and Criteria**

Students will successfully complete and defend their dissertations.

#### **Methods**

Students comprehensively evaluate previous scholarship in their field by establishing reading lists in consultation with faculty, and by successfully passing the PhD comprehensive examination both in writing and following an oral examination.

The evaluation will pay particular attention to the following aspects: 1. how comprehensive students' reading lists are; 2. whether they exhibit in their exams a solid mastery of the items included in the reading lists; 3. whether they demonstrate in the exams a good understanding of the "state of the field" and how they are going to make their own contribution to the field.

#### **Results**

This learning outcome requires that students achieve a mastery of existing scholarship in their field. We evaluate this outcome by looking at the following aspects:

##### 1. Comprehensive Exam:

As mentioned earlier in this report, two students took the comprehensive exam in January 2017. One of them passed all three parts of the exam in his first attempt; the other student failed Part II of the exam in her first attempt, but she retook in April and passed it. The exam is based on three reading lists, each of which consists of 20 key books, articles or book chapters from their field. The fact that both students eventually passed this exam reflects their mastery of the existing scholarship in their respective fields.

##### 2. Prospectus Defense:

In Spring 2017, three students successfully defended their prospectuses. As a prospectus always requires the student to include a solid review of the state of his/her field, these successful defenses reflect these students' mastery of the existing scholarship in their respective fields.

### 3. Dissertation Defense:

In Spring 2017, one student successfully completed and defended his doctoral dissertation, which studies the figure of touch/caress in contemporary culture by critically examining novels and films from multiple traditions. His dissertation demonstrated a good understanding of the existing scholarship on touch, particularly theories from psychoanalysis and phenomenology.

Based on the above results, we conclude that this outcome was successfully met.

#### **Use of Results**

As shown in the "results" section of this learning outcome, students' performance in the comprehensive exam in January 2017 was not perfect, and we should reflect on why one of them failed one part of the exam in her first try. As this student is teaching fulltime, and is only pursuing her PhD as a parttime student, lack of enough preparation time might be part of reason for her initial unsatisfactory performance. Catching up with existing scholarship indeed requires a lot of time and energy. The assessment results should be discussed at the CPLT Advisory Committee meeting to help the Program understand how to best help parttime students achieve this learning outcome.

### **Learning Outcome 2.**

Students will produce a piece of original research and write at a professional level.

#### **Measures and Criteria**

Students will produce an extended piece of original research and write at a professional level by successfully completing and defending their dissertations.

#### **Methods**

Students produce a piece of original research based partly on their evaluation of previous scholarship in their field in consultation with faculty experts. In consultation with a faculty advisor and three committee members, the student writes a thesis in a series of drafts which are shaped with the input and advice of the dissertation director and faculty committee members.

#### **Results**

This outcome, which requires students be able to produce a piece of original research and write at a professional level, is assessed in the following aspects:

##### 1. Dissertation

As mentioned in the "results" section of Learning Outcome 2 of Goal 2, in Spring 2017, one student successfully defended his dissertation. The fact that his committee commended the originality of his work and the intervention it presented to the field of queer studies demonstrates that this student has obtained the ability to produce a piece of original research and write at a professional level.

##### 2. Publications

This same student published research articles/book chapters over the the past few years in professional venues, and has several under submission or in progress. Again, this is solid evidence of this student's ability to write at a professional level.

##### 3. Conference Papers

CPLT PhD students have been active participants in various professional conferences. For instance, two PhD students presented their work at USC's 19th Comparative Literature Conference in May, 2017. These activities fully demonstrate these students' ability to write about and exchange scholarly ideas at the professional level.

We thus conclude that this outcome was successfully met.

#### **Use of Results**

In order to better assess students' ability to write at the professional level, we propose to do a survey next year among all PhD students, with the aim to collect comprehensive data on the following: the annual and cumulative statistics of publications, the reputation of publication venues, the number of conference papers, and conference venues. Such data would help us better understand students' scholarly activities and

productivity and to better assess the results for this learning outcome.

### **Learning Outcome 3.**

Students will analyze texts.

#### **Measures and Criteria**

Students will successfully complete and defend their dissertations.

#### **Methods**

Students produce a piece of original research based partly on their evaluation of previous scholarship in their field in consultation with faculty experts. In consultation with a faculty advisor and three committee members, the student writes a thesis in a series of drafts which are shaped with the input and advice of the dissertation director and faculty committee members. The thesis will examine a set of literary texts using a particular critical framework, and will expose a particular set of literary texts to new readings.

#### **Results**

As mentioned in other sections of this report, one CPLT PhD student successfully defended his dissertation in Spring 2017. In this dissertation, this student offered a compelling analysis of both literary texts and filmic texts. By examining the figure of touch/caress in these works, his project seeks to challenge the tendency in theory to privilege sight over touch/caress, arguing the latter contains transformative queering potentialities. Given the high quality of the dissertation and the student's excellent performance at the public defense of it, we conclude that this learning outcome was successfully achieved.

#### **Use of Results**

As is evidenced by this newly minted PhD's dissertation, CPLT students sometimes analyze in their doctoral projects various types of texts, including but not limited to literary texts. We should revise next year's assessment plan to reflect the possibility among students to engage multiple kinds of texts, both visual and verbal.

### **Goal 3.**

3. Students will complete the PhD program in a timely manner, and will pursue tenure-track job placement as appropriate.

#### **Curriculum**

Students complete their degree requirements (coursework, examinations, dissertation) as described elsewhere.

### **Learning Outcome 1.**

Students will complete the PhD program in a timely manner, and will pursue tenure-track job placement as appropriate.

#### **Measures and Criteria**

Four- and five-year graduation rates will be calculated for each cohort of entering PhD students, along with data on placement in tenure-track and other academic and non-academic jobs.

#### **Methods**

Four- and five-year graduation rates will be calculated for each cohort of entering PhD students, along with data on placement in tenure-track and other academic and non-academic jobs.

#### **Results**

As mentioned elsewhere in this report, one CPLT student completed and successfully defended his dissertation in Spring 2017. In his final year (5th year), with the generous support of a Dean's Dissertation Fellowship, this student was able to concentrate on writing his dissertation and searching for academic jobs. This student was able to land conference interviews and one campus interview for a tenure-track position. Although he was not offered the position in the end (that institution did not make any offer at the end of their search), he proved himself to be among the most competitive job candidates in his field. In addition, during the process he accumulated rich interview experience, which no doubt would be highly valuable when the new job search process starts this fall. This student eventually was selected to teach for USC's Bridge Program as a newly minted PhD.

One fifth-year student plans to complete and defend her dissertation by the end of the summer. She has secured a position in an institution outside the US.

Four other fifth-year students are still in the process of completing their dissertations. All of them searched for academic jobs in the 2016-2017 academic year, and some landed Skype or telephone interviews.

The results for this outcome are varied. While not all students completed by the end of their fifth year, all of them actively searched for jobs, and accumulated precious experience.

### **Use of Results**

The above-mentioned fifth-year students who were not able to complete will be teaching in various language programs in 2017-2018. CPLT Advisory Committee should meet to discuss how best help these students complete their PhD by the end of the academic year, and be successful on the job market. While most students are more familiar with the process of academic job search, the program--the director, the graduate advisor, students' dissertation directors, as well as other faculty members--should encourage (and help, if possible) students identify suitable non-academic positions. Furthermore, as has been regularly practiced in the Program, mock interviews and mock job talks will be organized for those who receive interview invitations. All students will be encouraged to attend job talks in the Department as a way to learn from invited job candidates.

## **II. FUTURE ASSESSMENT PLAN FOR 2017 - 2018**

### **Mission Statement**

Comparative Literature, as the transhistorical and cross-cultural study of literature and textuality, is at the center of liberal arts. It is the disciplinary juncture where the concepts of tradition, meaning, and value are articulated. Comparative Literature does not just study texts but asks what makes a text literary, how the literary relates to the historical and the philosophical and how different linguistic and literary traditions address these questions. Our mission is to prepare our students for an active professional life in the field as teachers, scholars, writers, and members of an international community.

### **Goal 1.**

The department expects all graduates to be able to at once identify and question what makes a text literary, how the literary relates to the historical and the philosophical and how different linguistic and literary traditions address these questions. Our mission is to prepare our students for an active professional life in the field as teachers, scholars, writers, and members of an international community.

### **Curriculum**

Students complete a core curriculum in the history of literary theory (CPLT 701, 702, 703) and undergo qualifying and comprehensive exams.

Students complete the 615 reading knowledge course in a foreign language or pass an equivalency exam.

Students complete elective courses in Comparative Literature combined with coursework in three literatures (or two plus an outside area) and comprehensive exams.

### **Learning Outcome 1.**

Students will demonstrate basic mastery of the history of literary theory.

### **Measures and Criteria**

Mastery of literary theory is attained by passing the core curriculum (CPLT 701, 702, 703) and the qualifying and comprehensive exams.

Students' performance will be evaluated based on the following aspects: 1. Their grades in each of the three core courses of CPLT 701, 702, and 703, in which students are evaluated according to their performance on the writing of research papers, on the preparation of presentations, and on informed discussion.; 2. whether they have demonstrated in the qualifying exam the required mastery of basic literary theory (classic, modern, and contemporary), which is reflected through how familiar they are with literary theories in general and how well they are able to apply various literary theories to literary texts. Specifically, the qualifying examination includes an essay question on literary theory, derived from the content of the three-course sequence in literary theory (CPLT 701/702/703).

### **Methods**

Students' grades from the courses they take and their overall progress through this program are monitored

each semester by the Comparative Literature Program's Graduate Advisor. Unsatisfying results will be reported to the Program Director and Advisory Committee for discussion and analysis.

Qualifying exams take place annually in the spring. Accordingly, results are collected each year in the spring by the Graduate Advisor and are reported to the Program Director and Advisory Committee for assessment. Whenever necessary, the Program Director and the Advisory Committee consult with the faculty who create and/or grade these exams.

### **Learning Outcome 2.**

Students will develop advanced linguistic competence in at least one foreign language.

#### **Measures and Criteria**

Advanced linguistic competence is gained by successfully completing graduate coursework (at the 500-level or above) in the target language and by passing the qualifying and comprehensive exams.

Student competency in the foreign language is thus measured based on oral discussion of literary texts in the target language (both in classes and in the oral section of the comprehensive exam) and on written performance (both in student research papers written in the target language and in the written sections of the qualifying and comprehensive exams).

#### **Methods**

The Program's Graduate Advisor monitors and collects students's grades in their coursework each semester, and collects the results of students' qualifying and comprehensive exams each year in the spring. These grades and results will be reported to the Program Director and Advisory Committee for analysis to assess if this outcome has been met. In cases where there are signs of difficulty to meet the outcome, decisions will be made based on the assessment of results to help students improve language skills by advising them to take appropriate language courses.

### **Learning Outcome 3.**

Students will demonstrate reading competence in a second foreign language.

#### **Measures and Criteria**

Students will successfully complete the 615 reading knowledge course in a foreign language or successfully pass an equivalent examination, which consists of a translation of a five-hundred word passage from the target language into English.

#### **Methods**

As mentioned in the "Measures and Criteria" section, to achieve this outcome, students will either successfully complete the 615 course (i.e., reading knowledge in a foreign language) or successfully pass the equivalent foreign-language exam. Students' grades from the 615 course and results of the exam are monitored and collected each semester by the Comparative Literature Program's Graduate Advisor, who reports them to Program Director and the Program Advisory Committee for discussion and assessment. The assessment result will be used by Graduate Advisor in advisement in helping students better determine when to take the 615 class/language exam in their career in the program and whether they need additional preparation before taking the course or the language exam.

### **Learning Outcome 4.**

Students will demonstrate a mastery of three literatures, or two literatures and one outside area.

#### **Measures and Criteria**

Mastery of three literatures (or two and an outside area) is indicated by passing graduate level courses in them (six in the first literature, four in the second, two in the third or outside area) and by passing the comprehensive exams.

Students will be evaluated on the following aspects: 1. Their grades in the coursework related to these three literature/two literatures and one outside area; 2. Whether their performance in the comprehensive exams demonstrate adequate mastery of these literatures and areas; both their grades in these exams and their advisors' and exam committees' evaluation of their overall performance will be taken into consideration.

#### **Methods**

Students' overall progress through this program is monitored by the Comparative Literature Program's Graduate Advisor, who also collects each semester students grades in their coursework.

In addition, the Graduate Advisory also collects the results of students' comprehensive exam results and report them to the Program Director and Advisory Committee for assessment. The Graduate Advisor also collects students' exam committee chairs' overall evaluation. Based on the assessment, concerns will be addressed by involving students' exam committees, particularly exam chairs, to ensure students will stay on track toward achieve this outcome. Students in question will be advised individually by the Graduate Advisor on which areas(s) to improve and what measures to take. The assessment results will also be used in helping junior students to determine as early as possible which third literature/field to take, as this will help students achieve this outcome more efficiently.

### **Learning Outcome 5.**

Students will demonstrate an understanding of a broad literary culture.

#### **Measures and Criteria**

Students will successfully complete elective courses in Comparative Literature combined with course work in the three literatures (or two plus an outside area) and by passing the comprehensive exam.

The following aspects will be given particularly emphasis in the evaluation of students' performance: 1. How their performance in the comprehensive exams reflects their overall mastery of a broad literary culture; 2. how their knowledge of a broad literary culture helps them better situate their respective projects.

#### **Methods**

Students' grades and progress through this program are monitored each semester by the Comparative Literature Program's Graduate Advisor. The results of comprehensive exams are collected each spring by the Graduate Advisor and then reported to the Program Director and Advisory Committee for analysis. Based on the data, the Advisory Committee, including the Graduate Advisor and Program Director, will evaluate the program's overall curriculum as well as the course offerings of the past year to see if students have a good variety of courses to take to meet this outcome. In other words, the data will be used in evaluating and enhancing the variety of courses the program offers. The Graduate Advisor will also use the data in advisement in helping students achieve this outcome by choosing elective courses in areas not already covered in their three fields.

### **Goal 2.**

The department expects all graduates to develop critical thought and to be able to use critical thinking in the interpretation and analysis of literary texts.

#### **Curriculum**

Students write a dissertation by complete 12 credit hours of CPLT 899 "Dissertation Preparation."

### **Learning Outcome 1.**

Students will comprehensively evaluate previous scholarship in their field.

#### **Measures and Criteria**

Students will successfully complete the comprehensive exam, which is based on three reading lists consisting of primary materials and previous scholarship. They will be evaluated on: 1. how comprehensive their reading lists are; 2. whether they exhibit in their exams a solid mastery of the items included in the reading lists; 3. whether they demonstrate in the exams a good understanding of the "state of the field" and how they are going to make their own contribution to the field.

In addition, students will also successfully complete and defend their dissertations, which are built upon a good mastery of previous scholarship in their fields.

#### **Methods**

The Program's Graduate Advisor collects students' comprehensive exam results each year in the spring; in addition, he/she also monitors students' progress with their dissertations. The data--exam results and results of students' prospectus and dissertation defenses--will be conveyed to the Program Director and Advisory Committee for assessment in consultation with students' exam committee chairs/dissertation

directors. If issues are observed in the comprehensive exams, the assessment results will be shared with students' exam and committees members, who will be entrusted with the task to help students achieve a better mastery of previous scholarship. Issues observed in the prospectus defenses will also be used toward disseration writing. Any remaining issues will be discussed and used toward reflection on overall program requirements.

### **Learning Outcome 2.**

Students will produce a piece of original research and write at a professional level.

#### **Measures and Criteria**

Students will produce an extended piece of original research and write at a professional level by successfully completing and defending a dissertation.

The successful completion of the work is based partly on students' critical enagement with previous scholarship in their field in consultation with a faculty advisor and three committee members. Under the supervision of the dissertation committee, particularly the dissertation director, the student produces and defends their project prospectus. Upon the successful defense of the prospectus, the student writes a thesis in a series of drafts which are shaped with the input and advice of the dissertation director and faculty committee members.

#### **Methods**

The Program's Graduate Advisor monitor students' progress with their dissertations in closely consultation with their dissertation directors. The Graduate Advisor collects dissertation directors' evaluation, the results of students' prospectus and disseration defenses, and report the data to the Program Director and Advisory Committee for analysis and assessment. Issues observed in propspectus defenses will be immedately addressed to ensure that they will successfully completing their dissertations. In addition of getting feedback form the Program's Graduate Advisor, students in quesiton will above all closely work with their disseration directors in improving their work based on feedback.

### **Learning Outcome 3.**

Students will analyze texts.

#### **Measures and Criteria**

Students will successfully complete and defend their dissertations, in which they are supposed to examine a set of literary texts using a particular critical framework, and will expose a particular set of literary texts to new readings.

#### **Methods**

The Program's Graduate Advisor will monitor students' progress with their dissertations. He/she will collect the results of students' proespectus and dissertation defenses, and will collect from students' dissertation directors evaluations on students' performance on textual analysis in their dissertations. The data will be shared with the Program Director and Advisory Committee for analysis and assessment. Issues observed in prospectus results will be immediately addressed to ensure students in question will be able to adjust/correct in time for dissertaiton writing. Remaining issues will be discussed among graduate faculty in the program and the lessons learned will be implemented to improve overall graduate advisement.

### **Goal 3.**

3. Students will complete the PhD program in a timely manner, and will pursue tenure-track job placement as appropriate.

#### **Curriculum**

Students complete their degree requirements including coursework, qualifying and comprehensive examinations, and, ultimately, dissertation. The program offers the following courses:

CPLT 597 - Special Topics in Comparative Studies in Film and Media

CPLT 700 - Introduction to Graduate Studies in Languages, Literatures, and Cultures

CPLT 701 - Classics of Western Literary Theory

CPLT 702 - Modern Literary Theory

CPLT 703 - Topics in Contemporary Literary Theory

CPLT 720 - The Periods of Literature

CPLT 730 - The Literary Genre

CPLT 740 - Themes in Literature

CPLT 750 - Cross-Cultural Literary Relations

CPLT 760 - Literature and Translation: Theory and Practice

CPLT 765 - Advanced Film Study

CPLT 777 - Supervised Instruction in Teaching Foreign Languages in College

CPLT 799 - Thesis Preparation

CPLT 850 - The Teaching of Comparative Literature

CPLT 880 - Seminar in Comparative Literature

CPLT 881 - Seminar in Comparative Literature

CPLT 882 - Seminar in Comparative Literature

CPLT 883 - Seminar in Comparative Literature

CPLT 895 - Research

CPLT 896 - Research

CPLT 899 - Dissertation Preparation

Among these offerings, CPLT 701, CPLT 702, and CPLT 703, which forms a sequence on the history of literary history, are required of all students. In addition, students are also required to take two more graduate level CPLT courses from the list above.

To meet the requirements in primary, second, and third literatures, students, under the guidance of CPLT Graduate Advisor, take a total of 12 courses (6 in primary, 4 in second, and 2 in third) in the appropriate departments/programs, including: Arabic, Chinese, Classics, English, French, German, Italian, and Spanish.

Finally, students are also required to take FORL 776 "The Teaching of Foreign Languages in College," and 12 credit hours of CPLT 899 "Dissertation Preparation."

### **Learning Outcome 1.**

Students will complete the PhD program in a timely manner, and will pursue tenure-track job placement as appropriate.

#### **Measures and Criteria**

Normally, PhD students are expected to graduate in four or five years, and are generally expected to land tenure-track and other academic and non-academic jobs.

#### **Methods**

Four- and five-year graduation rates will be calculated for each cohort of entering PhD students each year within the program, along with data on placement in tenure-track and other academic and non-academic jobs. These data will be shared among members of the Program Advisory Committee for discussion and assessment. The committee will take into consideration unforeseeable factors (e.g., economic crisis) that impact the job market, and will reflect on measures that may enhance graduate rates and placement record. Successful graduates and alumni may be invited to share experiences with current students. A survey may be designed for recent graduates to take as a way to help the program understand how to help students graduate in time.