

# Composition & Applied Linguistics Ph.D. Program

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## A. C and AL Learning Outcomes

Upon completion of the program, the graduate student can

1. Articulate in oral and written forms relevant, current disciplinary knowledge concerning literacy, writing, and language in relation to a range of first language and multilingual student populations.
2. Formulate and appropriately express critical understandings concerning the relationship between writing and language pedagogy and issues of social justice.
3. Construct and appropriately implement writing and language pedagogies that are informed by current, quality disciplinary research
4. Conduct, analyze and report both qualitative and quantitative research studies on appropriate disciplinary research questions in accordance with established and accepted ethical and methodological practices

## B. C and AL Assessment Plan Proposal

Learning Outcome Assessed	Program Timeline	Assessment Tool
1. Articulate in oral and written forms relevant, current disciplinary knowledge concerning literacy, writing, and language in relation to a range of first language and multilingual student populations.	1 <sup>st</sup> Semester; 1 <sup>st</sup> Year	<b>Self-Evaluation Writing Assessment:</b> This assessment tool consists of two parts: 1) A self-reporting set of survey rating scales; 2) a written prompt for a written summary of an academic video + a evaluation rubric. This assessment is designed to assess early in the program whether a student needs additional writing support. Students with writing needs are sent to the writing center for support.
1. Articulate in oral and written forms relevant, current disciplinary knowledge concerning literacy, writing, and language in relation to a range of first language and multilingual student populations. 2. Formulate and appropriately express critical understandings concerning the relationship between writing and language pedagogy and issues of social justice.	End of 1 <sup>st</sup> Year	<b>Qualifying Paper:</b> This assessment consists of a qualifying manuscript written as a paper that will be submitted to an academic journal in the field of Composition or Applied Linguistics (with a cover letter to the editor). An established procedure and rubric for evaluation exists and has been used over the last five years. This assessed is designed to evaluate whether students will be able to move forward in their studies
3. Construct and appropriately implement writing and language	End of 2 <sup>nd</sup> Year	<b>Qualifying Research Portfolio:</b>

<p>pedagogies that are informed by current, quality disciplinary research</p> <p>4. Conduct, analyze and report both qualitative and quantitative research studies on appropriate disciplinary research questions in accordance with established and accepted ethical and methodological practices</p>		<p>This assessment consists of two components: 1) Documentation of appropriate disciplinary socialization consisting of a paper submission to (or participation in) an academic, disciplinary conference; and/or an article submission; 2) A novel qualifying research proposal including an appropriate research question, literature review, methodology and proposed analytical approach.</p> <p>The task for the qualifying research proposal needs to undergo final development and an evaluation rubric developed. Failure at this task would be grounds for redoing course work.</p>
<p>2. Formulate and appropriately express critical understandings concerning the relationship between writing and language pedagogy and issues of social justice.</p> <p>4. Conduct, analyze and report both qualitative and quantitative research studies on appropriate disciplinary research questions in accordance with established and accepted ethical and methodological practices</p>	<p>3<sup>rd</sup> Year</p>	<p><b>3 Chapter Defense:</b></p> <p>The three-chapter defense is held with the committee of the doctoral student in relation to their dissertation project. Established guidelines and procedures exist for this meeting. The aim of the meeting is to evaluate the proposed dissertation project and the student's ability to complete this project.</p>
<p>2. Formulate and appropriately express critical understandings concerning the relationship between writing and language pedagogy and issues of social justice.</p> <p>4. Conduct, analyze and report both qualitative and quantitative research studies on appropriate disciplinary research questions in accordance with established and accepted ethical and methodological practices</p>	<p>4<sup>th</sup> – 5<sup>th</sup> Year</p>	<p><b>Final Dissertation Defense:</b></p> <p>The final defense meeting is the culminating evaluation of a full version of the dissertation. The meeting is held with the full committee and is designed to evaluate the quality of the dissertation work that was conducted and the students understanding of the project presented. Established guidelines and procedures exist for this assessment.</p>