


Course Program Maps:  
An Overview of Rationale & Process



*Cycle 3:  
Strengthening Our Programs*

## Overview Goals

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- ▶ Describe course-program goal maps
- ▶ Discuss example in simple and complex forms
- ▶ Identify benefits of creating maps
- ▶ Note important reminders
- ▶ Offer ideas on how to get started



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Mapping Goals:  
**Single Course**  
to  
Program

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**Course Goals for  
ENGL 227**

- ▶ Identify major themes in antebellum period fiction
- ▶ List central texts of early American literature
- ▶ Discuss the social and historical contexts surrounding the antebellum period of American history
- ▶ Relate social and historical contexts of the period to the themes presented in the associated literature
- ▶ Demonstrate improved skills at reading, understanding, and interpreting literature in general

**Program Goals for  
ENGL Major**

- ▶ Analyze literary features/tools orally and in writing
  - ▶ Argue personal responses, assessments, judgments
  - ▶ Apply major literary criticism theories
  - ▶ Discuss cultural & historical contexts & influences
  - ▶ Develop sustained arguments backed by research
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<b>Single Course→Program (Simple) Map: ENGL 227</b>					
Course→Program	<b>PR Goal #1:</b> Analyze literary features/tools orally and in writing	<b>PR Goal #2:</b> Argue personal responses, assessments, judgments	<b>PR Goal #3:</b> Apply major literary criticism theories	<b>PR Goal #4:</b> Discuss cultural & historical contexts & influences	<b>PR Goal #5:</b> Develop sustained arg. backed by research
Identify major themes in antebellum period fiction					
List central texts of early American literature					
Discuss the social and historical contexts surrounding the antebellum period of American history					
Relate social and historical contexts of the period to the themes presented in the associated literature					
Demonstrate improved skills at reading, understanding, and interpreting literature in general					

<b>Single Course→Program (Simple) Map: ENGL 227</b>					
Course→Program	<b>PR Goal #1:</b> Analyze literary features/tools orally and in writing	<b>PR Goal #2:</b> Argue personal responses, assessments, judgments	<b>PR Goal #3:</b> Apply major literary criticism theories	<b>PR Goal #4:</b> Discuss cultural & historical contexts & influences	<b>PR Goal #5:</b> Develop sustained arg. backed by research
Identify major themes in antebellum period fiction	X				
List central texts of early American literature				X	
Discuss the social and historical contexts surrounding the antebellum period of American history				X	
Relate social and historical contexts of the period to the themes presented in the associated literature		X		X	
Demonstrate improved skills at reading, understanding, and interpreting literature in general	X				

**Single Course→Program (Detailed) Map: ENGL 227**

Course→Program With Details	Goal #1: Analyze lit features/tools orally & in writing	Goal #2: Argue pers. responses, assessments, judgments	Goal #3: Apply major literary criticism theories	Goal #4: Discuss cultural & historical contexts & influences	Goal #5: Develop sustained arguments backed by research
Identify major themes in antebellum period fiction	Introduced Journals Exams				
List central texts of early American literature				Introduced Exams	
Discuss the social and historical contexts surrounding the antebellum period of American history				Introduced Participation	
Relate social and historical contexts of the period to the themes presented in the associated literature		Reinforced Journals		Reinforced Journals Exams	
Demonstrate improved skills at reading, understanding, and interpreting lit in general	Reinforced Journals Exams Participation				

Adapted from online materials posted by University of Nevada at Reno:  
<http://www.unr.edu/assess/PPTs/AlignmentVWkshp/Alignment.html>

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Mapping Goals:  
**Multiple Courses**  
to  
Program

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▶

**Single Course→Program (Simple) Map: ENGL 227**

Course→Program	PR Goal #1: Analyze literary features/tools orally and in writing	PR Goal #2: Argue personal responses, assessments, judgments	PR Goal #3: Apply major literary criticism theories	PR Goal #4: Discuss cultural & historical contexts & influences	PR Goal #5: Develop sustained arg. backed by research
Identify themes in antebellum fiction	X				
List central characters of early American literature				X	
Discuss social and historical surroundings of antebellum America				X	
Relate social conditions of the period to present associations		X		X	
Demonstrate improved skills at reading, understanding, and interpreting literature in general	X				

**Course→Program (Simple) Map: Collapsed**

Course→Program	PR Goal #1: Analyze literary features/tools orally and in writing	PR Goal #2: Argue personal responses, assessments, judgments	PR Goal #3: Apply major literary criticism theories	PR Goal #4: Discuss cultural & historical contexts & influences	PR Goal #5: Develop sustained arguments backed by research
ENGL 227: Early American Lit	X	X		X	

**Course→Program (Detailed) Map: Collapsed**

Courses→Program With Details	Goal #1: Analyze literary features/tools orally & in writing	Goal #2: Argue pers. responses, assessments, judgments	Goal #3: Apply major literary criticism theories	Goal #4: Discuss cultural & historical contexts & influences	Goal #5: Develop sustained arguments backed by research
ENGL 227 Early American Lit	Reinforced	Reinforced	N/A	Reinforced	N/A
	Journals, Exams Participation	Journals		Participation	

### Single Course→Program (Detailed) Map: ENGL 227

Course→Program With Details	Goal #1: Analyze lit features/tools orally & in writing	Goal #2: Argue pers. responses, assessments, judgments	Goal #3: Apply major literary criticism theories	Goal #4: Discuss cultural & historical contexts & influences	Goal #5: Develop sustained arg. backed by research
Identify major themes in antebellum period fiction	Introduced				
	Journals Exams				
List central texts of early American literature				Introduced	
				Exams	
Discuss the social and historical contexts surrounding the antebellum period of American history				Introduced	
				Participation	
Relate social and historical contexts of the period to the themes presented in the associated literature		Reinforced		Reinforced	
		Journals		Journals Exams	
Demonstrate improved skills at reading, understanding, and interpreting lit in general	Reinforced				
	Journals Exams Participation				

Adapted from online materials posted by University of Nevada at Reno:  
<http://www.unr.edu/assess/PPTs/AlignmentVtkshp/Alignment.html>

### Course→Program (Simple) Map: Collapsed

Course→Program	PR Goal #1: Analyze literary features/tool s orally and in writing	PR Goal #2: Argue personal responses, assessments, judgments	PR Goal #3: Apply major literary criticism theories	PR Goal #4: Discuss cultural & historical contexts & influences	PR Goal #5: Develop sustained arguments backed by research
ENGL 227: Early American Lit	X	X		X	

### Course→Program (Detailed) Map: Collapsed

Courses→Program With Details	Goal #1: Analyze literary features/tools orally & in writing	Goal #2: Argue pers. responses, assessments, judgments	Goal #3: Apply major literary criticism theories	Goal #4: Discuss cultural & historical contexts & influences	Goal #5: Develop sustained arguments backed by research
ENGL 227 Early American Lit	Reinforced	Reinforced	N/A	Reinforced	N/A
	Journals, Exams Participation	Journals		Participation	

**Multiple Courses→Program (Simple) Map: ENGL**

Courses→Program With Details	Goal #1: Analyze literary features/tools orally & in writing	Goal #2: Argue pers. responses, assessments, judgments	Goal #3: Apply major literary criticism theories	Goal #4: Discuss cultural & historical contexts & influences	Goal #5: Develop sustained arguments backed by research
ENGL 101 Freshman Composition	N/A	I	N/A	N/A	I
ENGL 102 Introduction to Lit	I	R	I	I	R
ENGL 227 Early American Lit	R	R	N/A	I	R
ENGL 228 Contemp Amer Lit	R	R	I	R	N/A
ENGL 301 Critical Theory	N/A	A	I	R	A
ENGL 499 Capstone Research Course	A	A	R	R	R

**Multiple Courses→Program (Detailed) Map: ENGL**

Courses→Program With Details	Goal #1: Analyze literary features/tools orally & in writing	Goal #2: Argue pers. responses, assessments, judgments	Goal #3: Apply major literary criticism theories	Goal #4: Discuss cultural & historical contexts & influences	Goal #5: Develop sustained arguments backed by research
ENGL 101 Freshman Composition	N/A	Introduced	N/A	N/A	Introduced
		Debates Essays			Activities Resrch Ppr
ENGL 102 Introduction to Lit	Introduced	Reinforced	Introduced	Introduced	Reinforced
	Activities Essays	Disc Leaders Essays	None	Exams	Essays
ENGL 227 Early American Lit	Reinforced	Reinforced	N/A	Reinforced	N/A
	Journals, Exams Participation	Journals		Participation	
ENGL 228 Contemporary Amer Lit	Reinforced	Reinforced	Introduced	Reinforced	N/A
	Participation, Essays	Participation	Essays	Essays	
ENGL 301 Critical Theory	N/A	Advanced	Introduced	Reinforced	Advanced
		Debates	Journals Resrch Ppr		Resrch Ppr
ENGL 499 Capstone Research Course	Advanced	Advanced	Reinforced	Reinforced	Advanced
	Research Paper	Response Papers	Resrch Ppr	Discussion	Resrch Ppr

Mapping Goals:  
Undergraduate **Program**  
to  
CRUP

The screenshot shows the Rice University website interface. At the top left is the Rice University logo. To its right is a search bar and buttons for 'Web' and 'People'. Below this is a navigation menu with tabs for 'Undergraduates', 'Grad Students', 'Faculty & Researchers', 'Staff', and 'Alumni'. The main content area features a large image of a building at sunset. Below the navigation menu, a sidebar on the left lists various links under the heading 'Faculty and Faculty Senate', including 'Senators', 'FMRC Relations', 'Senate Minutes', 'Executive Committee', 'Plenary Minutes', 'Approved Minutes', 'Working Group', 'Report on the Program', 'Promotion', 'Governance', 'Elections', 'Resources', and 'Archives'. The main content area displays a blue box with the title 'Eleven Principles for the Undergraduate Experience (CRUPS)' and a list of eleven principles:

- Reasoning, thinking, problem solving
- Integrating knowledge from multiple perspectives
- Understanding the accelerating impact of science/technology on society
- Disciplinary knowledge
- Research and experiential learning
- Information access and evaluation
- Global culture, politics, and history
- Diversity and differences at home
- Communication capabilities, interpersonal skills
- Leadership
- Community and Civic Life



**Mapping Primary Course Learning Goals to CRUP's Characteristics of a Rice Graduate**

CRUP Characteristics Primary Course or Program Goals	1. Reasoning	2. Perspectives	3. Science/Tech	4. Discipline	5. Research	6. Info access	7. Globalization	8. Diversity	9. Communication	10. Leadership	11. Community

**CRUP Characteristics of Rice Graduates**

1. Reasoning, critical thinking, problem solving
2. Integrating knowledge from multiple perspectives
3. Understanding the accelerating impact of science/technology on society
4. Disciplinary knowledge
5. Research and experiential learning

6. Information access and evaluation
7. Global culture, politics, and history
8. Diversity and differences at home
9. Communication capabilities, interpersonal skills
10. Leadership
11. Community and Civic Life

**Mapping Primary Course Learning Goals to CRUP's Characteristics of a Rice Graduate**

CRUP Characteristics ENGL Lit Major Program Goals	1. Reasoning	2. Perspectives	3. Science/Tech	4. Discipline	5. Research	6. Info access	7. Globalization	8. Diversity	9. Communication	10. Leadership	11. Community
Analyze literary features/tools orally and in writing	X			X					X		
Argue personal responses, assessments, judgments	X	X		X				X	X	X	
Apply major literary criticism theories	X	X		X	X		X	X	X		
Discuss cultural & historical contexts & influences	X	X	X	X	X	X	X	X	X		
Develop sustained arguments backed by research	X	X		X	X	X		X	X		

**CRUP Characteristics of Rice Graduates**

1. Reasoning, critical thinking, problem solving
2. Integrating knowledge from multiple perspectives
3. Understanding the accelerating impact of science/technology on society
4. Disciplinary knowledge
5. Research and experiential learning

6. Information access and evaluation
7. Global culture, politics, and history
8. Diversity and differences at home
9. Communication capabilities, interpersonal skills
10. Leadership
11. Community and Civic Life

## Benefits of Creating Maps

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- ▶ Review of course-program structure
  - ▶ Identify progression of student development
  - ▶ Review major learning methods/evidence
  - ▶ Consider curriculum drift or “holes”
  - ▶ Make informed decisions re: changes
  - ▶ Compare/contrast programs
  - ▶ Consider university-level goals for all undergrads
  - ▶ Share with students re: expectations
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- ▶

## Reminders

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- ▶ **Nothing is final...**
    - ▶ Goals evolve over time and contexts
    - ▶ Methods vary with instructor, students, technology
    - ▶ Needs (for program, university) change
  - ▶ **Maps generate discussion...**
    - ▶ Among instructors
    - ▶ With students (current, future)
    - ▶ With administrators
    - ▶ With parents and other external audiences
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- ▶

## How to Proceed?

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- ▶ Gather and review your course goals
- ▶ Gather and review your program goals
- ▶ Decide on your group's approach...
  - ▶ Courses→Program
  - ▶ Program→Courses
  - ▶ Blended Discussion
  - ▶ Individually or in groups
  - ▶ Timelines
- ▶ Decide on CRUP map approach
- ▶ Use the table approach shown here
- ▶ Discuss and reflect!

