

FY2009 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of English
Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The English department offers a BA degree for undergraduate majors who choose concentrations in Literature, Writing, and Teaching. While the Literature and Teaching Concentrations have essentially been in place for decades, the Writing Concentration was newly added beginning with the fall 2004 semester.

Students typically choose the Literature Concentration if they intend to pursue a graduate degree in English and perhaps teach one day at the college or university level. The Writing Concentration is designed for students who wish to publish their writing, work in the publishing/editing field, or perhaps work as professional/technical writers. Students who plan to teach secondary English choose the Teaching Concentration.

The department also offers a traditional MA degree in English, as well as an In-Service MA degree, designed so that English teachers can take courses in summers only and earn their degree in two-to-three years. The program draws students primarily from Kansas and the Midwest, but we also have students from several other states; during Summer 09, we have admitted one student from Germany and one from Canada.

The MLS program with a concentration in English was overhauled in 2004-2005 to improve its attractiveness and quality. Since then, enrollment has continued to increase and the program now has as many students as does the MA program.

In addition to its dedication to its majors, the department also offers the foundation courses English Composition I and II, and provides several general-education literature courses. The department also offers ESL courses for international students. The Writing Center, directed and staffed by the English department, serves students from all across campus. The department also offers concurrent courses in

English composition and gen-ed literature at Hays High School and Ellis High School, and provides face-to-face instruction in English composition at our partnership universities in China.

A. Departmental Mission and Vision Statements

The English Department functions critically in the mission of Fort Hays State University by providing courses that serve as the foundation of the undergraduate liberal education that FHSU offers. Through courses in writing, literature, and language, the English Department provides students with knowledge and skills that will enable graduates to function successfully in an increasingly complex and diverse twenty-first-century society.

The Bachelor of Arts degree in English offers a balanced program of writing, literature, and language. It allows students flexibility in choosing one of three possible concentrations: Literature, Teaching, or Writing. The goal is to provide programs that prepare students for a variety of career choices, including graduate school, law school, and other professional schools; secondary teaching; professional and creative writing, editing, library science; and others.

The Master of Arts degree in English and the MLS degree with a concentration in English provide substantial and intellectually stimulating programs primarily for English teachers interested in strengthening their understanding of the field and improving their performance in the classroom. These degrees also serve those who intend to pursue doctoral work in English, and those whose careers and lives will be enriched by the advanced literacy the programs afford.

B. Departmental Goals, Objectives, and Strategic Priorities

GOAL

Students will acquire knowledge of an extensive range of literature: the learner will be able (1) to explain the major periods/movements in American literature from the Colonial to the modern period and (2) to explain the major periods/movements of English literature from Beowulf to the modern period.

GOAL

Students will develop skills related to written discourse: the learner will be able (1) to demonstrate proficiency in the composing process in writing for different purposes and audiences; (2) to select appropriate rhetorical strategies for organizing information or arguments effectively; and (3) to write a literary analysis and interpretation using appropriate critical approaches.

GOAL

Students will acquire a knowledge/understanding of the nature of the English language: the learner will be able (1) to explain the major developments of the English language; (2) to explain two modern theories of grammar; or (3) to explain the techniques of linguistic analysis.

GOAL

Students will be able to explain the contribution of selected major authors of the United States and Great Britain and/or to explain in depth a specific literary period or a specific literary type.

GOAL

Students will acquire a knowledge/understanding of a significant dimension of world literature (e.g., mythology, Bible, women's literature); learner will be able to integrate knowledge in interpretations of literary texts.

GOAL

Prospective teachers will be able to demonstrate integration of knowledge/understanding of theories of rhetoric & composition, young adult literature, and English pedagogy in a practice teaching setting.

GOAL

Students in the Writing Concentration will demonstrate their ability to produce effective and appropriate written documents within a variety of genres beyond the academic essay.

C. Department Productivity and Distinctive Accomplishments

Dr. Lexey Bartlett hosted and led a trip to Ireland over spring break for twenty-one members of the FHSU community. This included four English majors, one English minor, and students from Art, Music, and Psychology.

Two professors, Drs. Brad Will and Steven Trout, worked on books during the year.

Justin Nicholes, an English composition instructor in China, published a novel entitled Ash Dogs, which was a finalist in the First Novel category of the 2009 Next Generation Indie Book Awards.

Dr. Dan Kulmala won the Outstanding Faculty Service Award.

Dr. Brad Will edited three works in the series Star Wars Roleplaying Game: Knights of the Old Republic Campaign Guide (nominated for the Origins award for the best role-playing game supplement), Scum and Villainy, and The Clone Wars Campaign Guide.

In November 2008, Dr. Steven Trout delivered the keynote address for the Veterans Day Program at the Liberty Memorial in Kansas City, Missouri. His speech was titled "No Longer Forgotten: America's First World War."

In May, Dr. Brett Weaver pitched a screenplay to Binderspink Productions, and they subsequently requested his script. Binderspink has, in conjunction with Dreamworks Inc., Warner Bros., and Universal Pictures, produced a wide variety of films including *A History of Violence* and *The Ring* features.

The English Department once again organized and hosted Writing Tigers, an event recognizing quality writing at FHSU. Held on April 23, 2009, in Cody Commons, the event featured readings by winners of the English Composition Writing Contest, student writers featured in the *Lines* literary journal, and student writers from Advanced Composition and Personal Essay courses.

Sixteen students in Dr. Cheryl Duffy's Advanced Composition class produced community-based writing projects for 13 different community agencies—everything from feature articles for the Disable American Veterans to scripts for Smoky Hill Public Television's on-air auction.

For the fourth year in a row, students in Professional Editing put together the department's annual newsletter *Post Parade*—writing articles, designing pages, and of course, copy editing.

In 2008-09, the Writing Center had a record-setting sixth year of operation:

Three undergraduate members of Sigma Tau Delta presented academic papers at the annual convention held in Minneapolis, Minnesota, in March. One member did a second presentation of a creative non-fiction essay. Two faculty sponsors (Pam Shaffer and Samantha Scott) were chaperones.

Sigma Tau Delta held two new events—Banned Book Bash (October 3) and Selections from Shakespeare (April 22).

At the Sigma Tau Delta convention, chapter president Catherine Edwards was recognized as a runner-up for the Student Leadership Award and as a winner of a senior scholarship.

The 2008 edition of FHSU's literary and arts journal *Lines* was recognized as a runner-up for the National Literary Journal Award from Sigma Tau Delta.

Four English majors worked (as a service activity) with YouthFriends Mentor Mail program. They attended training and were then assigned a high school student to correspond with. E-mail subjects revolved around career and job advice, and the Sigma Tau Delta members provided a positive influence.

Three English majors were nominated for the Torch Award: Catherine Edwards, Meredith Musil, and Phil Van Horn—Edwards won!

GTA Christopher Rome earned an Outstanding GTA Award at the 2nd Annual Graduate School Honors Ceremony.

Two English faculty (Drs. Amy Cummins and Steven Trout) helped coordinate and present the Second Annual Graduate School Honors Ceremony.

Dr. Steven Trout gave the keynote address at the Kansas Association of Historians Conference in Hays.

Two English faculty (Dr. Amy Cummins and Steven Trout) were nominated for the Pilot Award. Dr. Trout was a finalist.

Dr. Steven Trout gave a lecture to the campus and community during Black History Month: "Defying Mr. Prejudice: Horace Pippin and the African-American Experience."

Dr. Brett Weaver brought to campus Professor Robert Day, western Kansas novelist and fiction writer, to teach a session of his Creative Writing class and give a public reading.

Dr. Dan Kulmala brought to campus Professor David Giffels, journalist and novelist, to teach his Personal Essay class and give two public readings.

Linda Smith's Oral History Project in Victoria, Kansas, brought together high school students and senior citizens. The project resulted in a publication.

English faculty served as judges for the Poetry Out Loud contest at Hays High School and for the annual Writing Contest sponsored in the public schools by the Hays Arts Council.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Freshmen	8	7	10	13	11
Transfer Students	5	4	2	8	3
Undergraduate (first majors/second majors)	65/8	64/8	65/4	69/4	66/5
Graduate Majors	7	6	5	11	9
MLS Majors	23	26	31	28	28
Major Retention	62.71%	63.93%	72.58%	73.44%	68.66%
Undergraduate Student Credit Hours	12,066	9,884	9,591	10,560	14,907
Graduate Student Credit Hours	415	482	700	768	745
Tenured or Tenure-track Faculty (Headcount)	11	11	11	11	11
Non Tenure-Track Faculty (Headcount)	6	5	4	4	4
Other Faculty (Headcount/Sections Taught)					
China—Number of Faculty (Sias, UIBE, SNU)	11	7.75	7.5	10.5	24.5
China—Number of sections (fall and spring)	82	67	62	85	192
Concurrent—Number of Faculty (HHS and Ellis)	2	2	2	2	2
Concurrent—Number of Sections (fall and spring)	7	5	9	9	5
VC—Number of Faculty (not reg. Eng. Dept. faculty)	2	1	3	4	5
VC—Number of Sections (summer, fall, spring)	13	6	13	15	16
VC courses taught by Eng. Dept. faculty					
# of faculty involved—Overload	5	7	2	4	5
#of sections—Overload	9	20	5	13	18
# of faculty—Inload			4	3	1
# of sections—Inload			6	6	3
Undergraduate Degrees	10	11	12	10	12
Graduate Degrees	5	5	5	10	5
MLS Degrees	1	1	7	11	7

Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.

Although the number of degrees in English is not as high for 2009 as for 2008, it is higher than or equal to that of any of the three previous years. While enrollments were higher last year, they are still strong this year.

The number of undergraduate SCHs is up significantly because of the enrollments in China.

All other factors here are steady, but not up. The department is doing an excellent job at holding its own in these

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
respects.					
Number of books, book chapters, and refereed articles published	3	5	11	12	18
Percent of faculty publishing refereed books, chapters, or articles	7% (1/15)	31% (5/16)	35% (6/17)	53% (8/15)	47% (7/15)
Number of non-refereed articles and presentations	24	17	19	17	16
Percent of faculty publishing non-refereed articles or presentations	53% (8/15)	44% (7/16)	59% (10/17)	53% (8/15)	67% (10/15)
Number of scholarly performances and other creative activities	3	1	0	0	1
Percent of faculty in scholarly performances or other creative activities	13% (2/15)	6% (1/16)	0% (0/17)	0% (0/16)	.06% (1/15)
Total number of external grant applications submitted/percent of faculty submitting	1/7%	1/6%	0/0%	0/0%	1/7%
Total number of funded external grants/percent of faculty funded	0/0%	0/0%	0/0%	0/0%	0/0%
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. The English Department proudly boasts that two professors worked on full-length scholarly books during the year: Dr. Trout's has been accepted for publication, and Dr. Will is completing his manuscript. Nearly every teacher in the department participated in scholarly activities, with one-half of us having publications, and two-thirds of us involved in professional conferences. Dr. Bartlett has completed an application for a Fulbright Scholarship to Ireland, which we expect to be successful.					
[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Outcome/Indicator 1					
OUTCOME: Senior Course Paper MEASURE: Reviewed and approved by committee of three faculty readers. Approved upon first submission (accepted/submitted:	6/8	14/15	12/12	13/14	12/13
Direct Outcome 2 OUTCOME: Praxis/PLT Content Test in English for Teacher Licensure MEASURE: Score of at least 165 (achieved score of 165/took the test)	6/7	5/5	9/9	10/10	3/4
Indirect Indicator 1					

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Number of students evaluating teachers at 3.0 or higher on a 4.0 basis					14/17
Indirect Indicator 2					
Number of students participating in discipline-related international travel (4 English Majors and 1 Minor)					5
Senior students' Level of Academic Challenge			64.55	53.16	69.12
Senior students' Active and Collaborative Learning			54.42	54.76	59.69
Senior students' Student-Faculty Interaction			61.90	44.44	63.33
Senior students' Enriching Educational Experiences			52.55	38.29	49.14
Senior students' Supportive Campus Environment			60.32	57.41	57.87
<p>Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.</p> <p>4 of 5 indicators from the National Survey of Student engagement are up, most significantly.</p> <p>Successful completion of the Senior Course Paper requirement on first effort by all students except one is particularly noteworthy.</p> <p>The overall quality of instruction by faculty as evidenced on teacher evaluations is excellent: 14 of 17 faculty were rated at 3.0 or higher, and the other 3 teachers are all well above 2.0</p> <p>Enthusiasm for international travel and study is significant and on the increase.</p>					
<p>[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]</p>					
Outcome/Indicator 1 Number of SRPs attended				X	9
Outcome/Indicator 2 Number of Contacts (phone calls, emails, regular mail, personal visits) to prospective students and Scholarship recipients				X	Ca.100
Outcome/Indicator 3 Discipline-Related International Travel					
Number of students participating				11	5 +2 non-English majors
Number of faculty visiting foreign campuses/places of historical-literary significance				1	4
<p>Briefly note 2-3 improvements over the last year prompted from the above indicators.</p>					

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Faculty represented the English Department at all SRPs where students in English were scheduled to attend. All prospective students and scholarship recipients who visited campus or attended an SRP received follow-up contacts. International travel by faculty has increased dramatically.					

C. Department Quality Initiatives and Results

FY2009 Quality Initiatives	Results
Bring to campus speakers whose careers qualify them to address students whose degrees in English will result in discipline-related professions.	Two speakers were brought to campus: Robert Day during Fall 2008 and David Giffels Spring 2009. Both taught classes in the Writing Concentration and both gave highly successful public presentations to the university community.
Review of all general education courses given by the department to assure consistency in quality and requirements.	The Chair is reviewing and requiring changes to syllabi in all gen ed courses in literature; the Director of Composition is doing the same for courses in writing and also ESL.

FY2010 Quality Initiatives	Responsible Party, Resources, and Plan
Review of all syllabi for courses given in the major to assure consistency in quality and adherence to course descriptions in the University catalogue.	The Chair and the department's curriculum committee, if needed, will carry out this project. No resources are required. The plan should be executed for all syllabi for both semesters and the summer session 2009-2010.
Review of the Teacher Education program during the year to assure full compliance with all licensure requirements for students who will become teachers. The state review teams come to campus March 2010.	Sharon Wilson, the department's Director of Teacher Education, will conduct the project to be sure that all requirements are met and that the paper work is in order before the NCATE team arrives.

D. Institutional Quality Results

FY2009 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	Two faculty members served as mentors to four Hispanic students. World Literature classes consistently listed readings from Latin American countries.
Increase the quantity and quality of K-12 teachers educated	There was no increase this year in number of students being certified to teach English. However, all students finishing the program and completing student teaching did so successfully and are employed, with one exception.
Improve undergraduate students' foundational skills	The review of syllabi for gen ed courses in composition and literature, and subsequent changes, assure not only increased uniformity but enhanced quality.
Enhance physical wellness of	The department is not aware of any matters requiring enhanced "physical

students, faculty, and staff	wellness"; and, accordingly, no measures were taken.
Internationalize the campus and curriculum	Dr. Lexey Bartlett arranged a trip to Ireland for students in the department and in other majors (as well as other members of the University community); faculty in the department with ESL experience worked with Cindy Elliott to make a proposal to bring students to campus from China; Dr. Dan Kulmala worked with Mehran Shahidi to pilot a program, Academic Engagement for International Students, and developed performance-based learning modules for rubric-based assessment; four faculty members travelled internationally.

III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Current Strengths	Current Needs
<ol style="list-style-type: none"> 1. Excellent teachers 2. Cooperative, organized, professional faculty 3. Relationship between majors and faculty—advising, mentoring 4. Enthusiasm of students 5. English Club/Sigma Tau Delta—faculty advisor leadership 6. Writing apprenticeships 7. Innovative classes, ongoing course development 8. Logical, organized, systematic programs of study 9. Ability to garner new majors and minors 10. Most faculty have an active scholarly agenda 11. Participation in service-learning 12. Increased use of technology 13. Knowledgeable, helpful tutors in the Writing Center 14. English education majors' scores on PRAXIS/PLT exceed Kansas and national standards 15. <i>Post Parade</i> departmental newsletter—expanded, updated, and student-written 16. Successful summer MA program 	<ol style="list-style-type: none"> 1. More funding to bring professional writers, poets, and editors to campus 2. More funding to add titles to the department's DVD collection of discipline-related movies, documentaries, and lecture series 3. Funding to cover added-on courses (KAMS and Gansu) 4. Faculty spread too thin 5. Under-funded resources—only one GTA for fall (none designated for spring) 6. Standardize virtual-college course contents and requirements so that they more effectively parallel face-to-face courses. 7. Composition classes (both on campus and online) are too large—based on NCTE guidelines the caps should be lower. 8. Need decreased teaching load for research. 9. English Comp I and II do not address APA style (or other documentation styles beyond MLA) 10. ESL Composition courses in China are too large. A maximum class size of 15 is accepted in the field; FHSU has a maximum class size of 25 11. ESL Composition faculty in China are underpaid for the work they are expected to perform and the SCH they generate for FHSU
Future Opportunities	Future Threats
<ol style="list-style-type: none"> 1. Collaboration with other departments 2. Recruiting interdisciplinary tutors in writing center 3. Introduce interdisciplinary assignments in English Comp I and II 4. Expanding internal publication opportunities for faculty and students 5. Expanding the department's involvement with the MSE program to increase enrollment and expand degree offerings 6. Develop an excellent program for the Gansu students coming 2009-2010 so that the program can repeat and expand 	<ol style="list-style-type: none"> 1. Digital Degree-Mill programs such as Straighterline.com and similar pre-packaged courses and programs 2. Decrease in the number of tenured and tenure-track faculty 3. Expansion of virtual college and international courses, especially in China, without adequate funding both at home and abroad 4. Little or no funding to cover added-on courses (KAMS and Gansu) 5. Rapidly changing expectations for what the department will do and whom it will serve. These changes are outpacing resources 6. Concurrent enrollment threatens enrollment in our on-campus ENG 101 and 102 7. "Transition to Teaching" is undermining departmental secondary-education offerings

	8. Increased virtual college enrollment undermines on-campus faculty and course offerings
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B. Opportunities for Improvement

[NOTE: Short-term OFIs are meant to be low or no-resource quick changes that can favorably impact the department. If these simply replicate what you have declared as a FY2009 Departmental Initiative, then delete this section.]

Short-Term OFI	Resources Required	Expected Result and Completion Date
1. Increase discipline-related travel, both domestic and international, for students and faculty	Students basically pay for their own travel; and funding from the department, dean, and Faculty/Staff development resources have greatly helped with travel for faculty.	Ongoing. STD meets this year in St. Louis, and students will be encouraged to go to Wichita for the KATE Conference in October. Dr. Bartlett is considering another international trip in 2011.
2. Expand/develop MS Ed program. Although English is listed as one possible concentration for the MS Ed, it needs to be revamped with the intent of enrolling students in the program.	No resources are needed.	The department's curriculum committee will make these changes no later than December 2009.
3. Review all aspects of the Teacher Education Program.	The Director of Teacher Education, working with the department's curriculum committee, will carry out this project. No funding is required.	This review will occur primarily in conjunction with the NCATE review scheduled for March 2010.
4. Conduct an annual MLS survey of current students.	This project will be carried out by the department chair and the department's Director of MLS Studies. No funding is required.	The survey forms will be designed and mailed out late summer and fall 2009. Results will be reported in next year's DAR.

[NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long-Term Strategic Initiatives	Resources Required	Expected Result
1. Maintain, protect, and increase the number of tenured and tenure-track faculty in the department. In the last few years, we have lost two or three positions—this should be reversed.	Salary funding from the University.	The department will work for these efforts when any current faculty resigns or retires. We will also seek new position(s) when budget stability returns.

<p>2. Return to established, professional enrollments in VC classes: 15 for composition classes, 15 for graduate-level literature classes, and 20 for undergraduate-level literature classes.</p>	<p>Monetary resources to fund these numbers occur through enrollment at the indicated levels.</p>	<p>Approval of these numbers by the dean and provost within the next two years.</p>
<p>3. Establish a continuing, ongoing rotation for internal evaluations of programs.</p>	<p>The department's curriculum committee (defined as all full Professors and the Director of Teacher Education) will conduct these reviews. No funding is required.</p>	<p>Schedule of reviews by curriculum committee: 2010—Teacher Education 2011—VC, International, and Concurrent classes 2012—BA (major, concentrations within the major; minor) 2013—Graduate degrees (MA, MLS, MSE) 2014—Composition/Gen Ed Lit courses (2015 begin cycle again with Teacher Education)</p>
<p>4. Resist expansion of VC courses and programs in the discipline.</p>	<p>No resources required.</p>	<p>Approval of dean and provost.</p>
<p>5. Reduce class sizes of ESL English Composition sections in China to 15.</p>	<p>Additional faculty members to cover classes.</p>	<p>As instructors have more time to respond individually to student writing (feedback on papers) and to student writers (one-on-one conferences), students' acquisition of English writing skills will improve, impacting their success in other FHSU courses and in the job market. It will also improve perceptions of program quality when others see that FHSU follows accepted guidelines for ESL writing-class sizes. This would ideally be in place by fall 2010.</p>
<p>6. Increase salaries for English composition teachers in China to \$30,000 per 1.0 FTE.</p>	<p>The current base is \$20,000, so up to \$10,000 additional would be required for each full-time faculty member teaching ENG 101 and 102 in China.</p>	<p>A respectable salary will help us attract AND retain quality instructors in China so that we might have less turn-over and more consistency in course delivery and quality. This would ideally be in place by fall 2010.</p>

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

College of Arts and Sciences

Affinity Diagram for Degree Programs

What are the elements/building blocks of a BA degree program in English that will meet the educational needs of the prospective English major?

Characteristics of English Majors	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods
<p><u>Knowledgeable</u> They understand the nature of language and literature as well as the way religious, philosophical, political, and cultural ideas provide the context for literary expression.</p> <p><u>Analytical</u> They have analytical/critical skills (enabling them to discover the meaning of a text), strong research skills (including the ability to retrieve information through traditional means in libraries and through technological means, such as the internet), and organizational skills with concern for detail.</p> <p><u>Flexible/Adaptive</u> They have the generalist's ability to see relationships and to synthesize knowledge and information.</p> <p><u>Articulate</u> They express themselves in rhetorically effective oral and written discourse.</p> <p><u>Insightful/Humane</u> They value literature as a source for exploring and interpreting diverse human experience and for affirming our common humanity.</p> <p><u>Aesthetic Appreciation/Historical Perspective</u> They appreciate the role of the creative imagination in giving literary expression to values and ideas in historical context.</p> <p><u>Collegial</u> They are assertive, cooperative, and supportive of their colleagues.</p>	<p><u>GOAL</u> To acquire knowledge of an extensive range of literature: the learner will be able (1) to explain the major periods/movements in American lit from the Colonial to the modern period and (2) to explain the major periods/movements of English lit from Beowulf to the modern period.</p> <p><u>GOAL</u> To develop knowledge and skills related to written discourse: the learner will be able (1) to demonstrate proficiency in the composing process in writing for different purposes and audiences; (2) to select appropriate rhetorical strategies for organizing information or arguments effectively; and (3) to write a literary analysis and interpretation using appropriate critical approaches.</p> <p><u>GOAL</u> To acquire knowledge/understanding of the nature of the English language: the learner will be able (1) to explain the major developments of the English language or (2) to explain two modern theories of grammar or (3) to explain the techniques of linguistic analysis.</p> <p><u>GOAL</u> The learner will be able to explain the contribution of selected major authors of the United States and Great Britain and/or to explain in depth a specific literary period or a specific literary type.</p> <p><u>GOAL</u> To acquire knowledge/understanding of a significant dimension of world lit (e.g., mythology, Bible, women's lit); learner will be able to integrate knowledge in interpretations of literary texts.</p> <p><u>GOAL</u> Prospective Teachers will be able to demonstrate integration of knowledge/ understanding of theories of rhetoric & composition, Young Adult Lit, and English pedagogy in a practice teaching setting.</p> <p><u>GOAL</u> Students in the Writing Concentration will demonstrate their ability to produce effective and appropriate written and edited documents within a variety of genres beyond the academic essay.</p>	<p><u>CORE COURSES FOR ALL CONCENTRATIONS</u> ENG 125-126-327 Introductory lit courses ENG 251/252 Survey of American Lit I and II ENG 261/262 Survey of English Lit I and II ENG 307 Intro to Lit Analysis & Theory ENG 446 Advanced Composition ENG 099 Senior English Course Paper</p> <p><u>LITERATURE CONCENTRATION and TEACHING CONCENTRATION</u> Four electives (two each) from American and English Literature selected from two different approaches: ENG 652 Studies in American Literary Periods ENG 653 Studies in American Literary Types ENG 654 Major American Authors ENG 655 Regional Literature of the US ENG 662 Studies in English Literary Periods ENG 663 Studies in English Literary Types ENG 664 Major British Authors</p> <p>One elective chosen from the following General/Comparative Literature Courses: ENG 625 Theories of Literature ENG 691 Literature in Translation ENG 693 World Literature ENG 694 Studies in Folklore/Mythology ENG 695 Comparative Studies in Literature</p> <p>One elective chosen from the following: ENG 680 Introduction to Linguistics or ENG 682 Traditional English Grammar ENG 683 History of the English Language or ENG 685 Modern Grammar & Usage</p> <p><u>TEACHING CONCENTRATION (All Required)</u> ENG 277 Early Field Experience in English Education ENG 648 Theories of Rhetoric & Composition ENG 682 Traditional English Grammar ENG 697 Young Adult Literature ENG 415 Techniques of Teaching English</p> <p><u>WRITING CONCENTRATION</u> ENG 385 Professional Editing</p> <p>Electives: ENG 146 Intro. to Creative Writing ENG 246 Technical and Professional Writing ENG 346 Advanced Creative Writing ENG 447 Professional and Community-Based Writing ENG 449 Writing for Publication ENG 602 Topics in Writing ENG 648 Theories of Rhetoric and Composition ENG 675 Playwriting/Screenwriting ENG 680 Intro. to Linguistic Science ENG 682 Traditional English Grammar ENG 683 History of the English Lang. ENG 685 Modern Grammar and Usage</p>	<ol style="list-style-type: none"> <u>Schedule of program reviews by curriculum committee:</u> 2010—Teacher Education 2011—Virtual College, International, and Concurrent classes 2012—BA (major, concentrations within the major; minor) 2013—Graduate degrees (MA, MLS, MSE) 2014—Composition/Gen Ed Lit courses 2015—Begin cycle again with Teacher Education <u>Praxis Content Exam for Teacher Licensure</u> Required minimum score: 165 Number of students passing English Praxis FY06: 2 Number of students passing English Praxis FY07: 1 Number of students passing English Praxis FY08: 2 Number of students passing English Praxis FY09: <u>ENG 099: Senior English Course Paper.</u> Papers reviewed by panel of three readers to assess students' levels of critical thinking and writing (analyzing, interpreting, evaluating). Any papers not passing the review must be revised by the student. Papers submitted and passed FY08: 12 Papers submitted and passed FY09: 11

Affinity Diagram SU09

College of Arts and Sciences
Affinity Diagram for Degree Programs

What are the **elements/building blocks** of a MA degree program in English that will meet the educational needs of the prospective English major?

Characteristics of English Graduates	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods
<p align="center"><u>Knowledgeable</u></p> <p>They understand the nature of language, literature, and composition as well as the way religious, philosophical, political, and cultural ideas provide the context for literary expression.</p> <p align="center"><u>Analytical</u></p> <p>They have analytical/critical skills (enabling them to discover the meaning of a text), strong research skills (including the ability to retrieve information through traditional means in libraries and through technological means, such as the internet), and organizational skills with concern for detail.</p> <p align="center"><u>Flexible/Adaptive</u></p> <p>They have the generalist's ability to see relationships and to synthesize knowledge and information.</p> <p align="center"><u>Articulate</u></p> <p>They express themselves in rhetorically effective oral and written discourse.</p> <p align="center"><u>Insightful/Humane</u></p> <p>They value literature as a source for exploring and interpreting diverse human experience and for affirming our common humanity. They value written expression as a means of participating in the conversation of humankind.</p> <p align="center"><u>Aesthetic Appreciation/Historical Perspective</u></p> <p>They appreciate the role of the creative imagination in giving literary expression to values and ideas in historical context.</p> <p align="center"><u>Collegial</u></p> <p>They are assertive, cooperative, and supportive of their colleagues.</p>	<p align="center">GOAL</p> <p>To acquire a knowledge and understanding of modern critical theories and their application: the learner will be able to (1) explain the rationale of selected critical approaches and (2) apply any critical approach (or combination of approaches) to any literary text.</p> <p align="center">GOAL</p> <p>To acquire advanced knowledge and understanding of selected authors, literary periods, and literary types: the learner will be able to explain the contribution of selected major authors of the United States and Great Britain and/or to explain in depth a specific literary period or literary genre.</p> <p align="center">GOAL</p> <p>To develop skills in research, critical analysis, and written discourse: the learner will be able to (1) use the library, the internet, and primary/secondary sources, (2) demonstrate proficiency in the composing process, and (3) write a literary analysis or a linguistic analysis.</p> <p align="center">GOAL</p> <p>To develop further one's professional competencies in the teaching of English: the learner will be able to explain and apply the key theories of composition pedagogy to the teaching of writing and/or explain theories of language/linguistics and their application in the classroom and/or explain strategies and activities for teaching literature.</p>	<p><u>Program Curriculum</u> (30 Hrs)</p> <p align="center"><u>Develops Knowledge/Skills</u></p> <p>ENG 826 Approaches to Literature (required of all MA students)</p> <p>ENG 601 Topics in English (on-campus only) (Omnibus title for courses of select interest)</p> <p>Electives in American Literature:</p> <p>ENG 652 Studies in Amer. Literary Periods ENG 653 Studies in Amer. Literary Types ENG 654 Major American Authors ENG 655 Regional Literature of the US</p> <p>Electives in English Literature:</p> <p>ENG 662 Studies in English Literary Periods ENG 663 Studies in English Literary Types ENG 664 Major British Authors</p> <p>Electives in General/Comparative Literature:</p> <p>ENG 625 Theories of Literature ENG 691 Literature in Translation ENG 692 Theme Studies in Literature ENG 693 World Literature ENG 694 Studies in Folklore/Mythology ENG 695 Comparative Studies in Literature</p> <p>Electives in Language/Linguistics:</p> <p>ENG 680 Introduction to Linguistic Science ENG 681 Approaches to Language ENG 683 History of the English Language ENG 685 Modern Grammar & Usage ENG 810 Studies in Language/Linguistics</p> <p>Electives in Rhetoric/Pedagogy:</p> <p>ENG 602 Topics in Writing ENG 648 Theories of Rhetoric & Composition ENG 697 Young Adult Literature ENG 811 Studies in Comp. & Rhetoric ENG 813 Studies in English Pedagogy</p>	<ol style="list-style-type: none"> <u>Schedule of program reviews by curriculum committee:</u> 2010—Teacher Education 2011—Virtual College, International, and Concurrent classes 2012—BA (major, concentrations within the major; minor) 2013—Graduate degrees (MA, MLS, MSE) 2014—Composition/Gen Ed Lit courses 2015—Begin cycle again with Teacher Education <u>Graduate English Course Paper Requirement</u> ENG 898 Degree candidates submit approved copy of graduate course paper to English Department. The paper, written under supervision of a graduate faculty member, must demonstrate students' understanding of, and skills in, research and critical writing. <u>Graduate Comprehensive Examination</u> Degree candidates must pass a written graduate exam. The candidate must demonstrate (1) analytical skills and (2) rhetorically effective writing in response to questions calling for detailed analysis and application of appropriate critical theories. <u>Annual End-of-Summer Evaluation</u> Graduate students required to assess each summer's programs in terms of strengths, weaknesses. Responses overwhelmingly favorable. Changes: different structuring of class times and increased diversity of course offerings.

College of Arts and Sciences Affinity Diagram for Degree Programs

What are the **elements/building blocks** of a MLS degree program with a concentration in English that will meet the educational needs of the prospective graduate?

Characteristics of MLS-English Graduates	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	Results	Curricular Changes
<p><u>Knowledgeable</u> They are liberal thinkers who understand the global and interdisciplinary nature of culture and society; they recognize different perspectives and values with appreciation for all. They are knowledgeable about the origins, functions, and communication of knowledge.</p> <p><u>Analytical</u> They have analytical/critical skills (enabling them to discover the meaning of a text), strong research skills (including the ability to retrieve information through traditional means in libraries and through technological means, such as the internet), and organizational skills with concern for detail.</p> <p><u>Flexible/Adaptive</u> They have the generalist's ability to see relationships and to synthesize knowledge and information.</p> <p><u>Articulate</u> They express themselves in rhetorically effective written discourse.</p> <p><u>Insightful/Humane</u> They value literature as a source for exploring and interpreting diverse human experience and for affirming our common humanity. They value written expression as a means of participating in the conversation of humankind.</p> <p><u>Aesthetic Appreciation/Historical Perspective</u> They appreciate the role of the creative imagination in giving literary expression to values and ideas in historical context.</p> <p><u>Collegial</u> They are responsible, cooperative, and supportive of their colleagues.</p>	<p>GOAL To acquire knowledge and understanding of modern critical theories and their application: the learner will be able to (1) explain the rationale of selected critical approaches and (2) apply any critical approach (or combination of approaches) to any literary text.</p> <p>GOAL To develop skills in research, critical analysis, and written discourse: the learner will be able to (1) use the library, the internet, and primary/secondary sources, (2) demonstrate proficiency in the composing process, and (3) write a literary analysis.</p> <p>GOAL To be knowledgeable and command usage of the MLA style manual as the major usage text in the discipline; to produce research-based papers that demonstrate the ability to use principles of documentation of the Modern Language Association.</p> <p>GOAL To recognize methods of knowing in various disciplines, not merely English; to identify how truth/knowledge is determined in the humanities and sciences.</p>	<p><u>Program Curriculum</u> (31 Hrs) <u>Develops Knowledge/Skills</u></p> <p><u>Core Courses</u> IDS 801 Intro to Graduate MLS (1hr) IDS 802 Ways of Knowing (3) IDS 803 Emerging Knowledge (3) IDS 804 Information Literacy (3)</p> <p><u>Required Courses</u> ENG 812 Studies in Literature: Theory and Application of Criticism ENG 874 The Culminating Experience</p> <p><u>Elective Courses (Topics in English)</u> ENG 601: Literary Visions ENG 601: The Classics Part I ENG 601: The Classics Part II ENG 601: Religions, Heresy, Magic, & Myth ENG 601: Lit and the Environment ENG 601: The Short Story ENG 601: 19th Century Women Writers ENG 601: World Drama ENG 601: Literary Approaches ENG 601: European Novel ENG 601: Creative Writing ENG 601: Modern American Poetry ENG 601: British Novel ENG 601: The American Novel ENG 601: The Novella ENG 601: Classics in Detective Fiction ENG 601: Film and Literature</p>	<ol style="list-style-type: none"> <u>Schedule of program reviews by curriculum committee:</u> 2010—Teacher Education 2011—Virtual College, International, and Concurrent classes 2012—BA (major, concentrations within the major; minor) 2013—Graduate degrees--MA, MLS, 2014—Composition/Gen Ed Lit courses 2015—Begin cycle again with Teacher Education <u>Graduate English Course Paper Requirement</u> Each degree candidate submits an approved copy of a graduate course paper to the English Department. The paper, written under supervision of a graduate faculty member, must demonstrate the student's understanding of, and skills in, research and critical writing. <u>Graduate Comprehensive Examination</u> Degree candidates must pass a written graduate exam. The candidate must demonstrate (1) analytical skills (2) rhetorically effective writing in response to questions calling for detailed analysis and application of appropriate critical theories and (3) effective writing within time limits. A survey with summative questions about the program was sent to all students completing the program 08-2006 to the present (01-08). A survey of all currently enrolled students will be made each year starting Summer-Fall 2009. 	<p>Recent reviews of syllabi and the program itself identify weaknesses in students' knowledge of literary theory, ability to write and research substantial papers, command of MLA style/formatting, and production of sustained Culminating Experience projects.</p> <p>Two new courses have been added to the curriculum; others have been updated.</p>	<ol style="list-style-type: none"> Expand Course Offerings Include MLA instruction/texting as integral to course work Require all students to take course in literary theory Increase quality and work of Culminating Experience projects

B. Department Staffing Plan

COLLEGE OF ARTS AND SCIENCES
PROJECTED DEPARTMENT STAFFING PLAN AND ASSIGNMENTS (SCENARIO 2009-2010)
DEPARTMENT: ENGLISH
DATE UPDATED: June 15, 2009

(1) CURRENT Department Needs	(2) Faculty Member	(3) CURRENT Faculty Expertise	(4) Birthdate	(5) Assigned Instr/FTE	(6) Rank Current	Date Rank (Appointed)	(7) Degree Completed	(8) Track	(9) Current Salary In Line
Composition Gen Ed Lit Modern British Lit Gen/Comp Lit Chair/Director MA	Singleton, C.	Composition Gen Ed Lit Lang/Ling/TESL American Lit Modern British Lit Gen/Comp Lit Chair/Director MA	1949	1.0	Professor	1992 (1981)	PhD	Tenured	\$103,833
Composition Gen Ed Lit Composition Theory Director of International Comp.	Duffy, C.	Composition Gen Ed Lit Composition Theory 19 th C. Amer. Lit Director of International Composition	1959	1.0	Professor	2007 (1992)	PhD	Tenured	\$63,774
Composition Gen Ed Lit Lang/Ling/ESL British Lit (Medieval, 18 th C.) Multiculturalism Writing Center Director Director of Composition	Shaffer, P.	Composition Gen Ed Lit Lang/Ling/TESL British Lit Multiculturalism Director of Writing Center Director of Composition	1948	1.0	Professor	1999 (1982)	PhD	Tenured	\$66,730
Composition Virtual College: MLS Courses	Meade, M	Composition Comparative Lit Gen Ed Lit (French)	1939	1.0	Assoc. Professor	1977 (1967, For. Lang.: 1976)	PhD	Tenured	\$51,154
Composition 19 th /20 th C. British Lit Gen Ed Lit Integrative: Ideal Societies, Lit & Environment Writing for Publication	Trout, S.	Composition 19 th /20 th C. British Lit Gen Ed Lit Integrative: Ideal Societies, Lit & Environment Director of Composition	1963	1.0	Professor	2004 (1993)	PhD	Tenured	\$64,565
Composition & Rhetoric Women's and Gender Studies Poetry Modern British Lit World Literature	Hutchison, S.	Composition & Rhetoric Women's and Gender Studies Poetry Modern British Lit World Literature	1970	1.0	Ass't Professor	2003 (2003)	PhD	Tenure Track	\$46,849

DEPARTMENT ANNUAL REPORT | FY2009

(1) Current Department Needs	(2) Faculty Member	(3) Current Faculty Expertise	(4) Birthdate	(5) Assigned Instr/FTE	(6) Rank Current	Date Rank (Appointed)	(7) Degree Compl.	(8) Track	(9) Current Salary In Line
Composition Gen Ed Lit British Lit (before 1798) Shakespeare Drama	Kulmala, Daniel	Composition Gen Ed Lit British Lit (before 1798) Shakespeare Drama Poetry Personal Essay	1963	1.0	Assoc. Professor	2008 (2001)	PhD	Tenured	\$50,956
Composition Gen Ed Lit World Lit Creative Writing	Weaver, Brett	Composition Gen Ed Lit World Lit Creative Writing Creative Non-Fiction	1965	1.0	Assoc. Professor	2000 (2000)	PhD	Tenured	\$49,016
Composition Gen Ed Lit American Lit Science Fiction/Fantasy Integrative: Ideal Societies Editing	Will, Bradley	Composition Gen Ed Lit American Lit Science Fiction/Fantasy Integrative: Ideal Societies Editing	1967	1.0	Assoc. Professor	2008 (2000)	PhD	Tenured	\$50,520
Composition Gen Ed Lit Tech & Professional Writing US Minority Lit Young Adult Lit Methods/Supervise Students	Wilson, S.	Composition Gen Ed Lit Cert. 7-12 US Minority Lit Young Adult Lit Director of Teacher Education	1947	.90	Instructor	1980 (1980)	MA	Temp	\$49,430
Composition ESL Virtual College: MLS Courses Gen Ed Lit Tech & Professional Writing	Smith, L.	Composition TESL/Cert. 7-12 Gen Ed Lit Lit Visions (on-line) Lit and the Environment	1954	.90	Instructor	1993 (1993)	MA ESL Certif.	Temp	\$42,492
Composition Gen Ed Lit Virtual College: Comp/GE Lit. Methods	Craven, B.	Composition Gen Ed Lit Secondary Teaching Experience ESL	1952	1.0	Instructor	2004 (2004)	MA	Temp	\$38,238
Composition American Lit, pre-1865 Women's & Gender Studies Gen Ed Lit Young Adult Lit. Virtual College: MLS Courses	Cummins, A.	Composition American Lit, pre-1865 Women's & Gender Studies Gen Ed Lit Young Adult Lit. Culminating Experience Director of MLS Program	1973	1.0	Ass't Professor	2004 (2004)	PhD	Tenure Track	\$46,948
Composition Composition & Rhetoric Writing/Publication Gen Ed Lit	Bartlett, L.	Composition Composition & Rhetoric Generalist/Comparative Lit Classics Writing Center Gen Ed Lit	1972	1.0	Ass't Professor	2005 (2005)	PhD Required	Tenure Track	\$44,631
(1)	(2)	(3)	(4)	(5)	(6)		(7)	(8)	(9)

DEPARTMENT ANNUAL REPORT | **FY2009**

Current Department Needs	Faculty Member	Current Faculty Expertise	Birthdate	Assigned Instr/FTE	Rank Current	Date Rank (Appointed)	Degree Compl.	Track	Current Salary In Line
Composition Gen Ed Lit Virtual College: MLS Courses British Lit.	Leuschner, E.	Composition Gen Ed Lit Poetry Virtual College: MLS Courses British Lit. Film and Literature	1968	1.0	Ass't Professor	2005 (2005)	PhD	Temp	\$41,210

C. Bibliography of Departmental Scholarly Activity

Publications (18)

- Bartlett, Lexey. "Developing Gender: The Path to New Identity in Ben Jelloun's *The Sand Child* and Eugenides's *Middlesex*." *Presentations of the 29th Annual SW/Texas Regional Meeting of the Popular Culture and American Culture Association: Gender*. Ed. Gypsey Elaine Teague. Newcastle Upon Tyne: Cambridge Scholars Publishing, 2009. 129-45.
- Cummins, Amy. "'There was nothing terrible to him in a bookish woman': Education and Vocation in 'Bad Spelling' by Mary Jane Holmes." *Eureka Studies in Teaching Short Fiction* 9:1 (Fall 2008): 157-165.
- . "Not Having to Think is Boring: Using Steven Johnson's *Everything Bad is Good for You* in College Writing Courses." *Louisiana English Journal* 11 (2007): 18-21.
- . "*The Curse of Caste; or The Slave Bride*, by Julia C. Collins." *Masterplots II: African American Literature, Revised Edition*. 4 vols. Ed. Tyrone Williams. Pasadena, California: Salem Press, 2009. 451-454.
- . Review of *Early American Women Critics: Performance, Religion, Race* by Gay Gibson Cima. *American Studies* 48:2 (Summer 2008): 71-72.
- . Review of *Writing Deafness: The Hearing Line in Nineteenth-Century America* by Christopher Krentz. *CLIO: A Journal of Literature, History, and the Philosophy of History* 37:3 (Summer 2008): 447-452.
- . Review of *Accidents of Nature* by Harriet McBryde. *Disability Studies Quarterly*. 28:2 (Spring 2008). <www.dsg-sds.org>.
- . "Bukowski." Poem. *The Texas Review* (Summer 2008): 114-115.
- . "Palm Trees Two." Poem. *Rio Grande Review* 31 (Spring 2008): 96.
- . "Kelp." Poem. *Dash Literary Journal* (2008): 8.
- . (Editor) *Research Matters: The Newsletter of Research and Creative Activity at Fort Hays State University* (Spring 2009).
- Hutchison, Sharla. Review of *Ain't That a Knee-Slapper: Rural Comedy in the Twentieth Century* by Tim Hollis. *The Journal of Popular Culture* 42: 2 (2009).
- Leuschner, Eric. Review of *Remapping the Rise of the European Novel*, ed. Jenny Mander. *Society for History of Authorship, Readers, and Publishing News* 17:3 (2008): 9-10.

---. "A. Alvarez." Entry in *Facts on File Companion to British Poetry, 1900 to the Present*. Eds. James Persoon and Robert R. Watson. New York: Facts on File, 2008.

Meade, Michael. "Goethe's *Torquato Tasso*: The Conflict Between the Ideal World of the Poet and the Real World of Politics and Commerce." *Proceedings of the 2008 European Studies Conference* <http://www.unomaha.edu/esc/2008papers.html>.

Trout, Steven. "The Western Front Comes to Kansas: John Steuart Curry's *The Return of Private Davis from the Argonne*." *Kansas History: A Journal of the Central Plains* 31:3 (Autumn 2008): 194-211.

---. (Issue Editor) *The Willa Cather Newsletter and Review* LII: 3 (Winter 2009).

Will, Bradley. (Editor) *The Clone Wars Campaign Guide*. Star Wars Saga Edition Roleplaying Game. Seattle, Washington: Wizards of the Coast, 2009.

Forthcoming Publications (12)

Cummins, Amy. "'An Honor to be a Teacher': Antebellum Literary Depictions of Schoolwomen." Forthcoming in *Women's Studies: An Interdisciplinary Journal*.

Hutchison, Sharla. "Re-Coding Consumer Culture: Ester Hernández, Helena Maria Viramontes, and the Farm Worker Cause." Forthcoming in *The Journal of Popular Culture*.

Kulmala, Daniel. "Blending Learning in a Digital World: Writing and Research for the Facebook Generation." Forthcoming in *Journal of the Research Center for Educational Technology* 5:1 (2009).

Leuschner, Eric. "Henry James' New York Edition Prefaces." Forthcoming in *The Critical Companion to Henry James: A Literary Reference to His Life and Work*. New York: Facts on File.

---. "A Certain Art of the Novel: Ellen Glasgow and the Construction of Celebrity." *Beautiful Objects: Women Writers and the Artifacts of Celebrity in the Long Nineteenth Century*. Eds. Maura Ives and Ann Hawkins. New York: Ashgate.

---. "Beginning with the Ephemeral: Reading the Eighteenth-Century Preface." Forthcoming in *Encountering Ephemera from Shakespeare to Swift: Scholarship, Performance, Classroom*. Eds. Joshua Fisher and Jad Smith. Newark, Delaware: University of Delaware Press.

---. "Education in *Lucky Jim*"; "Work in *Lucky Jim*"; Social Class in *Lucky Jim*"; "Illness in *The Bell Jar*"; "Ambition in *The Bell Jar*"; "Education in *The Bell Jar*." Entries forthcoming in *The Encyclopedia of General Themes in Literature*. Ed. Jennifer McClinton-Temple. New York: Facts on File.

Trout, Steven. *After the Crusade: The First World War in American Memory, 1919-1941*.
Forthcoming from the University of Alabama Press, Fall 2009.

---. Review of *The Gun and the Pen: Hemingway, Fitzgerald, Faulkner, and the Fiction of Mobilization*. Forthcoming in *War, Literature, and the Arts*.

Will, Bradley. (Editor) *Catalog of the Coreidae, or Leaf-footed Bugs, of the New World*. By Richard Packauskas. *Fort Hays Studies 5*. Hays, Kansas: Fort Hays State University, 2009.

---. (Editor) *Rebellion Era Campaign Guide*. Star Wars Saga Edition Roleplaying Game. Seattle, Washington: Wizards of the Coast, 2009.

---. (Editor) *Galaxy at War*. Star Wars Saga Edition Roleplaying Game. Seattle, Washington: Wizards of the Coast, 2009.

Books and Articles Under Review (7)

Hutchison, Sharla. "Surrealism, Evolutionary Biology, and Eco-Poetics in Marianne Moore's 'The Sycamore.'" Under review by *Interdisciplinary Studies in Literature and Environment*.

Kulmala, Daniel. "'For I do mean/To have a list of wives and concubines': Corporate Performance and the Drama of Itemization in Jonson's *The Alchemist*." Under review by *LIT: Literature Interpretation Theory*.

---. "Locating My Father." Under review by *Newsweek*.

---. "*Dr. Strangelove* and the Afterlife of Bombs." Under review by *Alaska Quarterly Review*.

---. "'Is All Our Company Here?': Shakespeare Festivals as Fields of Cultural Production." Under review by *Research in Drama Education*.

---. "'I Can't Find Anything on Shakespeare': The Post-Modern University and Writing Across the Curriculum Programs." Submitted to *The WAC Journal*.

Wilson, Sharon. "Voice and Silence: The Paradox of Silence in the Works of Sandra Cisneros, Shashi Deshpande, and Azar Nafisi." Under review by *The Journal of Ethnic Studies*.

Presentations (16)

Lexey Bartlett—Conference Presentation. "Hidden Geometries and Narrative Still-Lives: The Structure of Time in Cézanne and Virginia Woolf's *To the Lighthouse*." The 2009 National Popular Culture Association/American Culture Association Conference. New Orleans, Louisiana. April, 2009.

- Lexey Bartlett**—Conference Presentation. “Queered Reflections: Gender, Sexuality, and Disability in Ben Jelloun’s *L’Enfant de Sable*.” The 12th Red River International Conference on World Literature. Fargo, North Dakota. April, 2009.
- Amy Cummins**—Conference Presentation. “Humor and Hard Work in the Writings of Edgar Watson Howe (1853-1937).” Kansas Association of Historians 83rd Annual Conference. Hays, Kansas. April, 2009.
- Cheryl Duffy**—Conference Presentation. “Shifting the ‘Research Paper’ to the Street.” National Council of Teachers of English Conference. San Antonio, Texas. November, 2008.
- Cheryl Duffy**—Conference Presentation. “Making International Waves: Teaching Composition in China.” Conference on College Composition and Communication. San Francisco, California. March, 2009.
- Sharla Hutchison**—Conference Presentation. “Visions of a Peaceable Kingdom: Marianne Moore, Pachyderms, and Popular Culture.” The 2009 National Popular Culture Association/American Culture Association Conference. New Orleans, Louisiana. April 2009.
- Daniel Kulmala**—Conference Presentation. “A Midsummer Night’s Wiki.” SIDLIT. Johnson County Community College, Overland Park, Kansas. July-August, 2008.
- Daniel Kulmala**—Conference Presentation. “Got GLS?: Comparing Epsilen’s Global Learning System to Blackboard.” ITC. Portland Oregon. February, 2009.
- Leuschner, Eric**—Conference Presentation. “Dancing with the (Eighteenth-Century) Stars: *Tristram Shandy* and the English Country Dance.” Midwest American Society for Eighteenth-Century Studies Conference. Oklahoma City, Oklahoma. October, 2008.
- Leuschner, Eric**—Workshop Presentation. “Teaching Middle Eastern Literature.” 43rd Annual Fall English Workshop. Fort Hays State University. Hays, Kansas. September, 2008.
- Michael Meade**—Conference Presentation. “Primitivism and Related Ideas in the Works of Wordsworth, Novalis, Hoelderlin, and Chateaubriand.” European Studies Conference. Omaha, Nebraska. October, 2008.
- Carl Singleton**—Conference Presentation. “A Novelist’s Plight in Vietnam.” The 2009 National Popular Culture Association/American Culture Association Conference. New Orleans, Louisiana. April, 2009.
- Steven Trout**—Conference Presentation. “My Atavistic *Ántonia*: Willa Cather’s Fiction and the Discourse of Degeneration.” The 2008 Western American Literature Conference. Boulder, Colorado. October, 2008.
- Steven Trout**—Conference Keynote Address. “He didn’t have to . . . but he went over the top”:

Harvey Dunn, The American Legion Monthly, and American Memory of World War I. Kansas Association of Historians 83rd Annual Conference. Fort Hays State University. Hays, Kansas. April, 2009.

Steven Trout—Panel Presentation. “Reading Willa Cather’s *Obscure Destinies*.” The 2009 Spring Willa Cather Festival. Red Cloud, Nebraska. April, 2009.

Bradley Will—Conference Presentation. “Learning Your Strengths: How Paired T-Tests and Subject-Specific Graphs Enhance Understanding of Writing Program Assessment.” Writing Program Administrators Conference. Denver Colorado. July, 2008.

D. Department Program Assessment Results

Each summer students in the MA program are given a survey which affords them an opportunity to comment about the program. This year the results are all fully positive: students in the program especially praise the quality of their teachers and their experiences in the face-to-face classes on campus. Additionally, enrollment continues to be strong.

END-OF-SESSION EVALUATION MA IN ENGLISH

DATE: 8/5/08

() In-Service MA

() Regular MA

(8) First-year student

(15) Second-year student

(3) Third-year student

We are interested in your opinion and impressions of the courses and operations of our In-Service MA program this summer. Please respond to the topics and questions below (some of which overlap). Do not sign your name. This information will be used with discretion; our aim is to get feedback so that we can improve our program and begin planning for next year. We are requesting only brief responses. However, please feel free to respond in as much detail as you wish. Use extra paper if needed.

1. Chief strengths of the program offered this summer (be as specific as possible):

(Think in terms of course content, faculty, variety of offerings, scheduling, facilities, etc.)

First-Year Students

Course content fabulous a lot of information in YAL to learn and applicable to classroom. Scheduling good for me as I commute 3 hrs. daily. Facilities great. I'm very happy w/ Hays program.

Great faculty, useful courses. Good classrooms. Excellent group of students. I think the biggest strength is that the high quality of the students raises the level of discourse and allows the instructors to fully cover complex subject matter.

Variety of offerings # Faculty

Good choice of courses. Variety of faculty. Economical

FACULTY! The faculty are highly qualified & very knowledgeable in their content area. I have learned so much thanks to my classes this summer. Course content has also been very helpful—I can use much of this in my classroom.

The faculty is very knowledgeable and prepared.

Variety of profs (teaching style, specialists in various areas) Course content was thorough & diverse. Several teachers incorporated interdisciplinary content! Theories of Rhetoric & Comp was VERY applicable to my teaching, and it helped me process how I teach and how others can help me learn how to teach.

Good variety. Nice classrooms. Knowledgeable faculty. It's convenient(sic).

Second-Year Students

The course content is wonderful b/c we don't just read the most popular books but other books that may add to our teaching of the popular classics. The faculty is very knowledgeable and demanding which helps us stay focused and feel we are really working on a master's degree.

So perfect for teachers! Awesome planning and scheduling. The variety of offerings has been a pleasant mix. I feel like I am a much better teacher and material is much more applicable than I could have imagined.

- 1) Exposure to technology (Epsilon) of the type we will be forced to use in our classrooms in the near future.
- 2) YA literature for the same reason—it can be applied immediately to a classroom situation. (I had never read YA lit. before and now feel ashamed about that!)
- 3) Theory & AP lit. are fun and fairly easy for "old hands" and for broadening our horizons. Also, I realize many people who plan to go on to a doctoral program need the theory. I have already learned things in Dr. Duffy's class (after only two days), which I will apply this year.
- 4) Everyone on campus from professors to Chartwell's employees to maintenance and dorm personnel to all the students (who have helped with technology and weight room equipment) is so nice.

The classes are very challenging, which I really appreciate. Most of the content area is applicable to our classes, which I understand is not necessarily the ultimate goal, yet is still appreciated. Since a majority of the summer MA students are teachers, and since teachers must teach writing, I would like to see the program offer more writing opportunities (as in teaching writing, not just Writing literary analysis essays).

Dr. Cummins is an amazing educator, and YA lit is so relevant to our careers. Dr. Bartlett's knowledge in 1800 British lit, art and history is impressive. I learned more in her class than I could have fathomed. Dr. Kumala has a strong understanding of best practice in education and supporting maximum learning, and has let go of the "old ways" of drill & kill, testing memorization skills, and doing something because "that's the way we've always done it."

I have enjoyed the faculty, variety of offerings and because it is offered during the summer months.

Each teacher was focused to help each student in his or her classroom. My classroom skills and options have greatly improved.

The schedule was strong with diverse and interesting class choices. The teachers were excited about what they were teaching, which made the class more interesting.

Heart of Darkness was a great work to study for the approaches class, and Dr. Trout is a fine instructor of critical approaches.

I liked that 4 courses were offered in July.

I appreciated the YA lit class and how it used work to be done in the course of the semester. It took the burden off of worrying about it later. Teachers are quite flexible and I feel like I have been well served for the most part. Much thanks to Linda for helping with registration issues.

Good variety of courses between June & July. Loved having a YA Lit course—very applicable. Was happy to see courses offered by Cummins, Duffy, & Singleton.

Large number of courses offered (7 total). I like that some new instructors participated this year so I felt I had a better picture of the well-rounded nature of the English faculty.

The level of knowledge, the depth of the knowledge and the enthusiasm of all of the instructors was exceptional. That, and the fact that the program is able to compress so much information into an eight week "semester" is pretty impressive. I feel very well-read.

The variety of courses offered. Faculty was very approachable and helpful. Assignments/Projects were relevant(sic) and applicable to current profession. The relationships between students fostered a positive and productive learning environment.

Third-Year Students

The faculty, course content and facilities were great. I was able to take a class from a professor I hadn't had before, but I was also able to take a class from one of my favorite professors.

Variety of courses, great faculty

1. The compacted time
2. Excellent class offerings w/great information. Great is defined as:
 - extremely useful in the classroom
 - innovative ideas
 - critical thinking encouraged
3. The teacher's plans are high level & well thought out, incorporating final projects in monthly work.

2. What specific improvements would you recommend in next summer's program?

First-Year Students

No comment

Try to schedule 12-1 to be free . . .

More stress on completing readings ahead of time. Students need to realize how crucial that is to getting the most out of their summer courses.

An introduction day for new students to the program. Go over the requirements face-to-face. Split up final tests during last week of classes.

I would prefer to have 4 course offerings in June, not July. This would allow time for me to write papers after the classes before school started since I will only be coming one month next summer.

None, really. I don't have any complaints about the program in general or the classes I took.

You've got to tell 1st year students how the meal plan really works. Of the \$1080 I paid to live in the dorm, \$240 was on my meal plan. That's only enough for 6 or 7 meals per week. Had I known this, I would have signed up for the apartments, where cooking facilities & food storage is available. Actually, just advise all the summer MA students to live in the apartments. The dorms are less than desirable for a 35 year old!

No comment.

Second-Year Students

I would like to see more writing and composition courses. Also I would like a little more guidance especially about the importance of taking the Approaches class early.

It might be good for professors to clearly state purpose/objectives for the class and then stick to them. Most of us (as teachers) like to have clear expectations set, so we know what we are expected to do.

No comment

Overall, the program works exceptionally well. My professors have been top-notch, and communication & expectations have been clear. It's really nice to have the opportunity to take 12 hours in one month, and if possible, for those 12 hours to be different than the classes offered the previous summer.

Next summer I can't come in June because I teach until 6/8/09. I really need 4 courses in July (not Approaches). I know it's not all about me . . .

I would like to be able to take 4 classes in one session, but I have already taken Approaches. I realize it needs to be offered every summer so it is not possible to place it differently. I also enjoyed Y.A. lit this summer and the fact that all the work was done before I left for the summer. It is nice to not have a research project hanging over my head.

offer the Gothic Novel w/ Dr. L.

No comment

None

Make a testing/presentation schedule to stagger test/presentations. This program is condensed/intensive enough.

I think there needs to be a broader focus for the classes. 19th Century Women's Lit and 18th & 19th Century novel were too similar. I didn't want to take both.

Have some more current Literature classes offered—not 2 18th & 19th cent. lit. courses. We don't teach 18th cent. lit, so it wasn't the best option for in-service teachers.

The 3 June classes were all literature based. This caused a lot of stress due to the massive amount of reading and preparation involved. Please balance theory/grammar/literature options so we are not rehashing the same info.

More "modern/contemporary" literary offerings.

1. Offer an orientation class/day/evening for new MA students—possibly lead by the GTA—that covers location of Health & Wellness Center, utilizing library resources, and other "inside"/on-campus information.
2. Offer RH348 as an open writing lab (maybe 2 nights a week run by the GTA) due to the high volume of printing & writing required for classes.

Third-Year Students

To try to schedule repeat classes as either first or last in the day, in case some students have already taken them. Then they won't have a huge break between classes.

None

None based on this year—

In past:

- More application to actual classroom use
- Projects/essays more applicable to class instruction
- Allow a creative writing 3 hour independent study

3. Do you prefer our current schedule of four-week classes—some in June, some in July?**First-Year Students**

I have nothing to compare it to. It has worked for me.

I would prefer 8 concurrent 2-month classes.

Yes.

Yes, but it is intense!

Yes!

Yes

Yes. It frees up mothers & fathers for summertime w/ kiddos. You are pro-family!

Yes

Second-Year Students

Yes, I like it b/c it gives me freedom to choose only one month to take classes.

Yes. I think it is perfect.

Yes! It gives us the option to have some time off in the summer.

Yes

Yes

Yes

Absolutely

Yes

Yes, very much so.

Yes. It helps students better use their time, especially if they transfer credits.

Yes

Yes—part of the appeal of this program was that I could "finish" in two summers.

Yes

Yes, I think it works well for teachers.

Yes.

Third-Year Students

Yes, it works better that way

Yes

Yes

4. How did you find out about this program?

First-Year Students

Thru my local superintendent

I did undergrad studies here.

FHSU website

Online and a flyer at the school where I teach.

Through a colleague

From the dept.

Mail. Sandy Jarvis and Mindy Applegate

A colleague of mine completed the program.

Second-Year Students

I worked on my undergrad at Fort Hays State University

FHSU brochure ended up in my mailbox at school.

Dr. Duffy, I think. I may have seen the brochure and called her. We have one posted in our lounge every year.

I got my BA here, so I was familiar with it, but the postcard adv. in my teacher's lounge "re-sparked" my interest.

Friend

flyer

internet search

Took classes at FHSU for my BA in English.

I am a regular MA student

previous enrollee—word of mouth

Through a fellow teacher.

My roommate did her undergrad work here & told me about the MA program.

Brochure in school mailbox last year (Spring 2007)

Through the mail; a flyer/brochure came to my school

Love it!

Third-Year Students

The internet

Mail flier(sic)

A notice on our school B.Brd.

5. Would you recommend this program to other in-service teachers?

Yes (26)

No ()

Comment:

First-Year Students

This will be my 1st year teaching but I think your program would be useful to in-service.

It's a good, quick, affordable way to work on a Master's degree.

Definitely! It's been a great experience! I am energized & ready to get back in the classroom. (in July no less!)

Wonderful program structure! Allow teachers to teach at the same time rather than quitting their jobs for a few years.

Second-Year Students

I recommend it to anyone I can

It's very practical for teachers who teach full time---much easier to schedule than the classes for the Master's I earned in administration.

Absolutely—I already have.

It is easier to focus on learning when I am away from home & home responsibilities. Being immersed in the content with others is an experience for which I am so grateful. Professors are endlessly helpful and giving. Professors are enthusiastic and intelligent.

I am not a teacher, but if I were one, I would definitely(sic) recommend the program.

I've recommended the program to several colleagues & will continue to do so.

Third-Year Students

But I suggest 3 summers not 2.

This year really produced positive thoughts concerning the overall program.

1. I'd like to see an option for a hands-on class in writing (creative) and/or drama where a month could be held on site, i.e.: New York or elsewhere.
2. I'd also like to see an option of an independent study in creative writing for 3-hour credit.

6. If your answer to item 5 is "yes," what recommendation do you have to help us inform teachers about the program? That is, how can we best "get the word out"?

First-Year Students

Contact superintendents individually (in KS)

Keep doing what you're doing. Sending a flyer/ mailing out to the schools seems effective.

Word-of-mouth is really best but mailings to schools might work.

Online, or send information to surrounding schools.

Tell college English & Education Depts. about it, so teachers can go get jobs @ schools that may pay for their MA!

Second-Year Students

Mailings w/ information about the program sent to all English teachers in Kansas or elsewhere. Encouraging current students to tell others.

I don't know.

Pm-line information. Continue brochures to all districts. No brilliant ideas! I know word of mouth is helping.

Postcards & postings are good . . . ads in journals maybe? Not sure!!

Give current students lanyards, t-shirts, or other advertising that will start conversations.

Continue with flyers

internet site of the summer MA program mail brochures for English teacher candidates

Flyers and word-of-mouth

Don't know

Keep doing a good job. Ask your students to spread the word.

I mention it to anyone I know who is thinking about an MA in English. Sadly most of the teachers know aren't. Have potential MA students talk to students in the program.

Get word to Lang. Arts curriculum directors—they run our inservices—perhaps sending an ambassador to address?

Mail information to jr. highs and high schools (addressed to the English/Journalism teachers)

Keep up the mailings; maybe some "recruiting." I think word-of-mouth is good. On-line advertising? (Teacher specific websites?)

Word of mouth is always the best method, but maybe a weekend writing/grad retreat or reunion.

Third-Year Students

Flyers to teachers & schools & internet

Email to districts

1. Present 1st hand at English meetings
2. Film from Kumala's class. Through Epsilon the film work.
3. Place ads on the school's TV station?

7. Why are you pursuing your MA in English? Check all that apply, and then circle the checkmark next to your ONE primary reason.

19 Engage in intellectual conversations and pursue my own scholarly interests

19 Improve and energize my teaching of literature

19 Improve and energize my teaching of writing

20 Move along the salary scale

13 Prepare for a career change

7 Other _____

Complete certification; be able to teach at higher levels.

I had 2 decisions—sit & be a bum for the summer since all my friends worked OR get a Masters. I'm very happy w/ my decision. I've learned so much this summer, & I'm excited about teaching.

I Love school.

I was given my current position with the understanding that I was to complete my Master's within three years. Once I finish, I can change from an "interim" faculty member to full-time regular faculty.

To pursue an MA in English

Prepare for AP Exam

To be able to meet my schools need for a dual enrollment teacher.

want to teach college-level

Avoid the Master's in Education!

On assignment from God.

8. What courses would you like to see offered in the future?

First-Year Students

Contemporary Literature

Don't know. I haven't really seen a comprehensive list of all the classes recently offered.

American literature course. Another writing course. Young Adult Lit.

Creative Writing. Contemporary American Lit. Contemporary British Lit. Shakespeare. Film as Literature!! Linguistics?

Children's Lit. Modern Fiction/Lit. Grading/Assessment Strategies

Second-Year Students

Poetry, gothic novel, Shakespeare, creative writing, composition and comp theory, satire, Utopian literature

American Lit

Creative writing other than Creative Non-Fiction, which I have already taken.

Creative writing. Continue excellent literature offerings. Don't ever drop YA—it's great.

Creative writing, magical realism, historical fiction class, reading instruction (how to teach reading)

I did enjoy Y.A. this summer because I walked away with LOTS of awesome ideas and information I can use in my own classroom. I would like to see a mixture of useful and scholarly classes available.

More novel type studies.

I think more Modern British Literature would be great.

More world literature courses. i.e. Russian, Indian, Chinese in translation

African Am. novel. Irish lit . . . Yeats/Joyce/etc.

I won't be here.

World Literature. Cont. (after 1920s) American literature

Poetry class. Close-reading practice. Miedevel(sic) literature

Again, more modern/contemporary offerings.

Poetry. Writing Concentration that covers. Technical writing, creative, & analytical/scholarly writing

Third-Year Students

a gothic novel class or a poetry class

Great Satirists, Chaucer

*See #5 above

*Can a communications emphasis be offered—allowing perhaps 1 or 2 classes from communications.

9. **Presently, we are offering ENG 826 APPROACHES TO LITERATURE once each summer. The advantages to this are that students will be able to take the only required course during the first year of their program; moreover, the content of the course—approaches and literary theory—should be extremely useful to students in writing their papers.**

The disadvantage to this (giving the course every summer) is that it cuts down (by one each summer) the number of available courses. Students have one course fewer to choose from.

Should the department

--continue to offer APPROACHES each summer? 20

It's a great intro. course!

YES!

Maybe June one year, July the next.

OR

--offer APPROACHES every other summer in order to increase student choices? 6

10. **Please add any other comments about the program you wish.**

First-Year Students

I'm so glad that I had Approaches my first session because I'm so obviously going to need it to be an informed participant in my other classes.

I think that some kind of short orientation should be offered to new students (maybe on the Sunday before classes begin each session). This would help new grad students become more familiar with the campus, especially the library. In fact, a short library orientation alone would be worthwhile.

Be more up front about the living options; the dorms are OLD! Tell new grad students that almost all of the returning students choose to live in the apartments.

If people do stay in the dorm, they might not be able to take advantage of the meal plan offered (oh, I mean forced) to pay for. That's not fair.

Approaches is definitely important as the content from this course is addressed in all the classes. I think it's important to offer every summer.

To alleviate multiple tests for students on the last day of courses—why not split final exams into two days Wednesday/Thursday.

Encourage students to take approaches as early as possible. That cours(sic) has been relevant in several other course and would have helped with earlier writings.

Second-Year Students

Definitely need it to understand much of other content in courses.

In regards to #9—if I would have had this class at the beginning of my MA I would have felt more confident in not only writing but also my interpretation of literature.

1. Once again, more contemporary literary offerings.
2. Some clear explanations on expectations and requirements from some classes; there have been several times when things were changed at the last minute or the actual class differed wildly from the syllabus.
3. Do something about Custer Hall! Yikes!

Some of the faculty do not seem to understand how valuable student free time is during this program and offer excessive extra work (via blackboard discussion posts, homework, or assignments created during a class period.) Please try to coordinate with all the professors during a particular session to make sure too much homework or tests are required the same day. (Some people had 3 or 4 tests scheduled the same day.)

I was pretty disappointed to see Approaches offered again this summer—had I known it would be offered every summer, I would not have taken it last summer.

The program has been quite good for me. I think it would be helpful to have potential students perhaps talk to students who have completed a year and have some idea what is going on.

The # of incompletes I have & have seen due to papers not getting turned in might be helped by making annotated bibs or equivalent a requirement for each class. . . .

So students can take the class at the beginning of their program and not the end. I have enjoyed this program greatly.

Most of your staff works extremely hard to help students. Keep up the good work!

Probably. I love being able to talk w/other teachers about Englishy-type things! It was fun to have a more scholarly approach with 19th c. lit. & really enjoyed the class, although I probably wouldn't teach most of the novels I read I enjoyed the discussions and Dr. Bartlett's insights. Y.A. lit was awesome because of the applicability to my real world. Dr. Cummins is extremely knowledgeable and keeps us moving and learning. Excellent work!

I think there is ample opp. to take Approaches, but we can be limited by its being offered yearly! I have really enjoyed getting to know all the other students over the course of this program, as well as the professors. You have all exhibited professionalism, amazing knowledge, flexibility & good teaching techniques. I will be very proud of my FHSU MA, and I will recommend this program to all of my colleagues. Thanks to you all for taking such an interest in each of us. We appreciate it!

Appreciate the flexibility regarding incompletes. After the 2005 summer, my father got sick and had to come live with me. As a result, it took two years for me to finish classwork. There was no hassle—no red tape—and that is wonderful.

Third-Year Students

1. Evidently, this program is unique. Consequently broadcasting (during the 2nd semester) of school would be beneficial.
2. Mailings need to be repeated a minimum of 3X
3. The living facilities need to be addressed. For instance, McMIndes dining hall is open sporadically & closed on wkends leaving students to forage on their own—a lonely experience for a while. Perhaps a weekly evening meal (say every Wed) where the students can gather (doesn't have to include faculty & staff but could)
4. One of selling pts for this school should be its "down home" feel which could be encouraged the 1st week by staff providing a welcoming party & where details of the town are provided & then a tour of the park, school & Fort provided.

It's hard work but great fun!

MASTER OF LIBERAL STUDIES HUMANITIES CONCENTRATION—ENGLISH EMPHASIS

The Master of Liberal Studies concentration in English continues to grow. In Spring 2009, there were 30 people registered with the English focus within the Humanities concentration, of which more than 17 were enrolled in courses. A set of standard policies was discussed and established in Fall 2009. Faculty continue using Blackboard to facilitate learning. MLS teaching faculty in English are also proud of our substantial writing requirements, our feedback given to student writing, and the quality of our proctored examinations. Program Coordinator Amy Cummins continues to work on recruiting new online graduate students and providing satisfactory advising for current students. Needs for the future include adequate funding for faculty salaries to teach courses and reasonable enrollment caps. Enrollment cannot increase past 20 per section without the quality of education decreasing.

END-OF-SESSION EVALUATION MLS—ENGLISH CONCENTRATION

DATE: 8/14/08

We are interested in your opinion and impressions of the courses and operations of our MLS—English program. Please respond to the topics and questions below (some of which overlap). Do not sign your name. This information will be used with discretion; our aim is to get feedback so that we can improve our program and begin planning for next year.

1. **Chief strengths of the program (be as specific as possible):**
(Think in terms of course content, faculty, variety of offerings, etc.)

Wide-ranging subject matter to study. A good overall view of literary theories.

Dr. Eric Leuschner(sp?) is a wonderful asset. Lit & Environ excellent class considering today's eco-friendly world. The number of course offerings (varietywise) in lit. is good. Dr. Duffy was fantastic to work with as well.

Ability to structure courses to meet individual needs or interests.

The faculty would be paramount to the program, especially in online format. I appreciated timely feedback. The variety of online offerings was somewhat restricted but workable.

Good overall view of literary theories and genres.

The flexibility, I think the program is top-notch.

Great faculty—love Dr. Mead(sic) & Dr. Duffy. Strong courses (American novel, short story). Online delivery was wonderful.

Faculty—excellent quality. Would always want more courses to choose from. Content is good--but would watch for overlapping—Heart of Darkness in 3 courses, etc.

While I didn't intend for the Liberal Studies courses to change my ways of thinking (and knowing) this broad background challenged me to question and pursue knowledge in a much more broad way than I had previously through the Humanities perspective.

Great faculty (Dr. Michael Meade is wonderful). Good variety of English course choices.

2. What specific improvements would you recommend for the immediate future?

A few more choices in topics.

A teaching grammar class online offered. More online classes each semester. Don't let Singleton advise.

Add courses from more diverse cultures—be it novels, short story and/or poetry. Change structure of Cumm. Exp.

I realize that an English concentration is different from English Education courses, but I wish I could have taken more practical courses for teaching English, such as teaching developmental writing. In my occupation of college instructor, I could have used those classes; whereas, I've taken similar classes (to those currently offered) in the past and while they were personally enriching, I will not be able to make practical use of them.

More guidance from Professor, maybe communication between students on Blackboard.

More course offerings (but then I probably would've continued taking courses and never finished my degree.) I also don't think the creative writing course should be offered during an abbreviated summer session. There wasn't enough time to "workshop." I would've also liked more interaction with the professors.

Offer more British literature courses. Let students choose a self-study program for a course.

Probably not in your plans—would've loved to have done Rhetoric/Composition instead of lit. It is more difficult to conduct a "true" online course-but creating an online learning community would help the student. Dr. L Smith does the job beautifully.

The "Ways of Knowing" course booklet was very confusing and the most time-consuming class I have ever taken with all the readings, lectures, videos, & research. I think the manual has been updated & much improved since then.

More choices of courses (more English literature)

3. How did you find out about this program?

Looked up online Master's programs.

FHSU website

Ad in local paper—called and spoke with Dean (English Dept.)

The dean of a community college recommended this program because it could be obtained online while I worked fulltime from home.

Found program on internet.

an online search engine

Through Old Dominion University staff member

web search

Other college instructors at Cloud County Comm. College

Through another college

4. If you are a teacher, would you recommend this program to other teachers?

Yes (5)

No ()

Comment:

4 were teachers

N/A

Maybe, it depends upon the person

No comment

See above answer to #2

N/A

I'm a professor because the concentration qualifies me to teach college English.

I can't tell you how much the program has helped me in now teaching ENG Comp I & II

Not a teacher.

Very broad-based background with emphasis in our discipline. All instructors could open their minds to this approach.

I just recommended a nurse to check out your school.

5. If your answer to item 4 is "yes," what recommendation do you have to help us inform teachers about the program? That is, how can we best "get the word out"?

You need to send more brochures out to community college faculty advertising the program.

6. Why are you pursuing your MLS—English Concentration? Check all that apply, and then circle the checkmark next to your ONE primary reason.

6 Engage in intellectual conversations and pursue my own scholarly interests

1 Improve and energize my teaching of literature

2 Improve and energize my teaching of writing (*Could have been more important if I would have had a better course offering online.*)

6 Move along the salary scale *I hardly consider \$700 for completion of the program a boost, in my case*

6 Prepare for a career change *My goal was to become a teacher & writer—I've achieved both
This allowed me to teach.*

1 Other *So I could become full-time community college faculty (a move up)*

7. What courses would you like to see offered in the future?

The Coming-of-Age story. A course devoted to Poe's work. MLA format and style

A teaching grammar course online. Maybe even teaching developmental level class online. A 1-2 hr APA intro class would be nice.

See prior comment

The proposed course (Eng 812) sounds beneficial, and I would like to see practical courses on the teaching of college English offered to MLS students.

Coming-of-Age genre course. Poe Course. Sherlock Holmes course. Writing about literature.

More specific literature causes, such as 18th century British lit. as opposed to "general" literature courses.

British literature

Rhetorical comp possibly 2-course sequence in Brit Lit, Envro Lit, Amer. Lit, and a world lit course focus on China, Japan, South Asia and Africa/Hispanic lit stand-alone course.

I took Classics I this summer. It was great!

English literature courses

8. Please comment about the value and worthiness of the Culminating Experience project.

It is a good preparation for writing dissertations. It seems like a lot of work, but in the end is worth it because you lean a lot on the chosen topic. A suggestion—perhaps made the Reaction & Reflection shorter and allow more time to work on research—the most valuable section

It's just a hoop to jump through.

Worthless exercise—waste of time, the way it is structured—if started at the beginning of course with deliverables collected after each class with the final goal in mind would be more worth while would require interaction with advisor that does not exist today.

Frankly, I was pleased that the Culminating Experience affirmed my love of research and writing because I related to my topic. It ended up being the best exhibition of my graduate education as well as being pleasurable to write. It also relates to the real job situation at my college.

It provided a good pre-view of writing dissertations.

I have mixed feelings about this. I think it is something that takes longer than one semester and should maybe be started sooner.

The Culminating Experience project enhanced my research skills and allowed me to choose material to research that has only helped me in the classroom. When I teach Trifles, for instance, I have a better knowledge of the play because "A Jury of Her Peers" was one short story I focused on during my research project.

For me, it was a very good experience. I learned a great deal, helped me to set new goals as well as ways of acheiving(sic) them.

I would have liked it better matched to your English thesis. Some of the introductory papers seemed redundant.

The project was very helpful. The literary works I chose to research in more detail have helped to prepare me for the classroom experience.

9. Please comment about the value and worthiness of the course ENG 874—Studies in Literature: Theory and Application.

This course is very valuable because it prepares students for the culminating experience.

I didn't take this class I don't think.

Do not see application of materials presented.

See #7.

This course was valuable as it gave a good background on the variety of ways in which to analyze literature, and it was helpful as a prerequisite to the culminating experience.

N/A

It was a review for me—it was a great deal of work—casebook could be scaled back and use more student-generated writing. Liked that there was 2 different works (depending on semester) used. Would expand that.

I did not have to take this course, as I was in the program before this was added. I did, however, read and study the book (Texts & Contexts) and could not have passed the written comps. without this knowledge. Great book.

10. Did your knowledge of MLA formatting and style requirements improve as you completed program requirements?

No. Perhaps there should be a separate(sic) course just about MLA formatting and style, as it is confusing and changes frequently.

Yes. But more than a brief intro to APA would be nice—some of us have to teach it as well.

Not at all—just different rules from use in undergrad. No practical application post grad—not worth the pain.

Yes—but I also had to learn APA and to write in both styles as required by individual instructors. I now own an APA Style Guide which is useless in my English teaching. Making the purchase of a style guide appropriate to one's field of study would have been my preference!

No. MLA formatting changes frequently. Perhaps a course devoted to MLA would be more helpful.

Definitely!

I greatly prefer APA—too much in MLA is arbitrary—I resisted using it.

Yes, but it was difficult to go back and forth between APA for the research core courses and MLA for the English courses. It was a good learning experience to understand the differences though.

Definitely. I have to teach MLA formatting every quarter that I teach Freshman composition.

11. What did you think of the Graduate Examinations? Were there particular strengths or weaknesses? Do you have suggestions for improving the exams?

The exams did a good job testing comprehensive knowledge. They made students apply knowledge rather than just recite examples. No suggestions for improvements.

There should be two dates to choose from to take the test, sometimes conflicts can be difficult to overcome! Also there needs to be more time allotted or lit works should be available for pre-reading.

No comment

Having finished my MLS in Summer 2006, I was pleased to have been able to write a paper evaluating each of my MLS courses without time limits. (I had already demonstrated beforehand in other classes that I could write exams with online time limits. Mostly they affirmed I could manage to think under stress and adrenalin and pressure! I have a better empathy with my writing students as a result but that's the only benefit in my estimation.

I thought they were tough, but good because they measured overall knowledge, making sure the student truly learned about literature and liberal studies. No suggestions for improvement.

They were very, very difficult. I suppose that's a good thing, though. It stressed me out to no end. *Overall I think the program is great and there's little I would do to change it. It was challenging and rewarding and I felt like I earned every grade—I was in no way "handed" a degree—which was very important to me when I was looking for an online program.

No suggestions at this time.

It was a grind—doing a poetry section without having taken poetry hurt would change that section for students who either had or didn't have it, replace with another lit sect.—possibly a lit review of a book using various critical stances.

Dr. S.

Sorry so late instead of putting this in my "to do" stack, I should have put it in my "do this now, or it will never get done" pile.

I thought the English written exam was very appropriate because it started with our understanding and analysis of liberal arts and then moved specifically into the discipline of English/Literature and our analysis of the specific discipline. Although I took the exam at home, it wasn't any less scary! It took me all day with all people cleared out! Don't worry—that stress component is still there!

N/A No suggestions.

E. Other Departmental Information**Writing Center Highlights for 2008-09****by Dr. Pamela K. Shaffer**

In 2008-09, the Writing Center had a record-setting seventh year of operation: in fall, **462 (the most ever)** students made 782 visits to the Writing Center; in spring, 307 students made 696 visits. Students from more departments were represented also: **25 departments in fall and 27 in spring**; in addition, more courses in which students were enrolled were represented: **142 courses in fall and 120 in Spring**; and finally, more faculty than ever recommended that students visit the Writing Center: **106 faculty members in fall and 94 in spring**.

**DATA ON USE
OF THE FHSU WRITING CENTER
2004-2009**

Year:	F04	S05	F05	S06	F06	S07	F07	S08	F08	S09
Number of Visits:	518	431	507	503	579	689	943	1114	782	696
Depts. repr:	15	18	20	22	22	23	28	25	25	27
Faculty:	55	61	72	75	70	85	81	60	106	94
Courses:	75	74	83	87	90	86	115	87	142	120
Students:	235	174	259	220	287	293	428	427	462	307

**TUTORING SESSION EVALUATIONS
2008-09**

Students are given the evaluation form after the tutoring session. They complete the form without the tutor present and place it in a locked box; the director collects evaluation forms weekly; as the totals reveal, approximately **90%** of the students who visited the Writing Center in fall and **87%** in spring completed the evaluation form. Approximately 86% of students in fall and 84% in spring found the tutors very helpful, knowledgeable, and courteous.

Fall 2008	Very much so	Somewhat	Not at all
Helpful	5 585 4 73	3 19 2 4	1 0
Knowledgeable	5 558 4 102	3 30 2 5	1 0
Courteous	5 596 4 105	3 8 2 2	1 0
Spring 2009	Very much so	Somewhat	Not at all
Helpful	5 492 4 94	3 16 2 4	1 0
Knowledgeable	5 452 4 95	3 26 2 3	1 1 0
Courteous	5 485 4 78	3 12 2 1	1 0 1

Assessment Report: First-Year Composition
Fort Hays State University English Department
Fall 2007-Fall 2008

Dr. Pamela K. Shaffer
Director of Composition

First-Year Composition

All generic students at FHSU are required to take English Composition I (ENG 101) their first semester followed by English Composition II (ENG 102) the next semester.

Students in **ENG 101** will demonstrate their abilities to

1. understand and apply the conventions and rhetorical principles of effective writing such as audience, purpose, thesis, invention (discovery of ideas), organization (e.g., rhetorical modes), coherence, voice, and style;
2. use the process approach to composing (i.e., prewriting, writing, revising, and editing as a non-linear process of adjusting to the interrelated demands of content, structure, medium, style, and readers);
3. master acceptable standards of usage in written English such as paragraphing, transition, syntactic structures, levels of diction, and punctuation;
4. master appropriate levels of analytical reading and critical thinking;
5. use computer-assisted programs as part of the process approach in writing (i.e., word-processing, diagnosing, revising, and editing).

Students in ENG 101 will write at least six papers (approximately 500-800 words each), most of which will be expository. All writing projects will emphasize the process approach: prewriting, writing, revising, and proofreading.

In addition to the five objectives of ENG 101 given above, students in **ENG 102** will also demonstrate their abilities to

6. assemble evidence from which to generalize, structure evidence effectively, and substantiate and evaluate evidence appropriately;
7. distinguish evidence from assertions, analogies, or personal opinions; distinguish the difference between research statistics and authoritative opinions; and glean relevant from irrelevant facts;
8. recognize main ideas, supporting details, sequences of events, causal relationships; draw appropriate conclusions; make plausible inferences and interpretations;
9. read critically to summarize, paraphrase, and analyze written prose (both nonfiction and fiction);
10. use the library in writing documented research papers.

Students in ENG 102 will write essays generated on a subject or subjects of current or general interest. Paper requirements are as follows:

- Option A: Students will write four 800-word essays and a 1000-word research project. OR
- Option B: Students will write three 800-word essays and either one 2000-word research project or two 1000-word research projects.

For all ENG 102 classes, at least one paper must be argumentative, one must be literature-based, and one must be written in class.

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**FIRST-YEAR ENGLISH COMPOSITION SEQUENCE**  
**DATA AND GRADE DISTRIBUTION**  
**Fall 2007-Fall 2008**

| <b>FALL 2007</b>                |           |           |          |          |          |          | <b>Total</b> |
|---------------------------------|-----------|-----------|----------|----------|----------|----------|--------------|
| <b>ENG 101 On-Campus</b>        |           |           |          |          |          |          |              |
| <b>A</b>                        | <b>B</b>  | <b>C</b>  | <b>D</b> | <b>I</b> | <b>U</b> | <b>W</b> |              |
| 71 (20%)                        | 121 (34%) | 68 (19%)  | 38 (11%) | 1        | 54 (15%) | 6 (2%)   | 359          |
| <b>VC International Partner</b> |           |           |          |          |          |          |              |
| 172(20%)                        | 344(42%)  | 240(29%)  | 48(6%)   | 0        | 17(2%)   | 0        | 821          |
| <b>VC Other</b>                 |           |           |          |          |          |          |              |
| 27(47%)                         | 19(33%)   | 6(11%)    | 2(4%)    | 0        | 2(4%)    | 1(2%)    | 57           |
| <b>ENG 102 On-Campus</b>        |           |           |          |          |          |          |              |
| 37 (20%)                        | 63 (33%)  | 45 (24%)  | 18 (10%) | 0        | 19 (10%) | 7 (4%)   | 189          |
| <b>VC International Partner</b> |           |           |          |          |          |          |              |
| 1 (10%)                         | 1 (10%)   | 4 (40%)   | 3 (30%)  | 0        | 1 (10%)  | 0        | 10           |
| <b>VC Other</b>                 |           |           |          |          |          |          |              |
| 16 (38%)                        | 17 (40%)  | 6 (13%)   | 1 (2%)   | 0        | 2 (4%)   | 0        | 42           |
| <b>SPRING 2008</b>              |           |           |          |          |          |          |              |
| <b>ENG 101 On-Campus</b>        |           |           |          |          |          |          |              |
| 32 (25%)                        | 34 (26%)  | 23 (18%)  | 8 (6%)   | 0        | 27 (21%) | 6 (5%)   | 130          |
| <b>VC International Partner</b> |           |           |          |          |          |          |              |
| 18 (60%)                        | 5 (17%)   | 4 (13%)   | 1(3%)    | 0        | 2 (7%)   | 0        | 30           |
| <b>VC Other</b>                 |           |           |          |          |          |          |              |
| 38 (49%)                        | 28 (36%)  | 6 (8%)    | 0        | 0        | 4 (5%)   | 1 (1%)   | 77           |
| <b>ENG 102 On-Campus</b>        |           |           |          |          |          |          |              |
| 80 (25%)                        | 119 (37%) | 73 (23%)  | 23 (7%)  | 0        | 18 (6%)  | 9 (3%)   | 322          |
| <b>VC International Partner</b> |           |           |          |          |          |          |              |
| 262 (30%)                       | 371 (44%) | 171 (20%) | 32 (3%)  | 0        | 11 (1%)  | 0        | 847          |
| <b>VC Other</b>                 |           |           |          |          |          |          |              |
| 23 (41%)                        | 23 (41%)  | 5 (9%)    | 1 (2%)   | 0        | 2 (4%)   | 0        | 56           |
| <b>FALL 2008</b>                |           |           |          |          |          |          |              |

**ENG 101 On-Campus**

79 (20%) 124 (32%) 79 (20%) 30 (8%) 0 61 (16%) 16 (4%) 389

**VC International Partner**

399 (22%) 763 (43%) 404 (23%) 121 (7%) 2 87 (5%) 0 1776

**VC Other**

18 (33%) 23 (42%) 5 (9%) 0 (00%) 2 (4%) 5 (9%) 2 (4%) 55

**ENG 102 On-Campus**

41 (22%) 68 (37%) 44 (24%) 10 (5%) 1 19 (10%) 3 (2%) 186

**VC International Partner**

2 (9%) 14 (64%) 5 (23%) 1 (5%) 0 0 0 22

**VC Other**

13 (31%) 23 (55%) 2 (5%) 0 1 (2%) 3 (7%) 0 42

**Program Assessment for the First-Year Composition Sequence**

Students at the beginning of ENG 101 and at the end of ENG 102 write in-class assessment essays. As prompts, students are asked to choose between two persuasive writing situations and to write an appropriate persuasive essay, incorporating at least one of the quotations provided. (See the attached documents “Form A—Early Assessment Essay: English Composition 101” and “Form B—Final Assessment Essay: English Composition 102.”)

In scheduled years, we evaluate a random sample of those assessment essays. We gather essays from 10 percent of the students who take ENG 101 in the fall and who then immediately take and complete 102 in the spring. Two papers are selected at random from each section of ENG 102 and matched with those students’ papers from ENG 101.

Selected members of the FHSU composition faculty evaluate the composition assessment essays. Each anonymous paper receives two separate readings and possibly a third, if the two initial scores vary widely—more than 4 points out of a possible 15. (Before the actual assessment session, the readers meet to read practice essays and calibrate their scoring.) For specific information on the assessment procedures, see the attached documents: “Assessment Procedures for Readers,” “Scoring Sheet for Composition Assessment,” “Scoring Guide for Composition Assessment,” and “Assessment Prompts 2008-2009.” An Assessment Report was submitted for 2006-07; in fall 2009, an ad hoc assessment committee will carry out the assessment as described.

**101 Assessment Procedures—Fall 2008****FHSU English Department**

Students in ENG 101 will write in-class essays on **days 2, 3, and 4 of the semester for MWF classes and days 2 and 3 for TTh classes.** (Day one is reserved for going over the course syllabus and introducing the class.

Day 1 Announce that students will be writing in class for the next three (or two) days.

To ensure that students give the task serious effort, point out that you will be using this essay to diagnose their strengths and weaknesses as writers. Students may bring a regular dictionary, a spelling dictionary, and a handbook. They should also bring two pencils or pens.

Day 2 Distribute topics and lined notebook paper provided by the English Department. Spend no more than ten minutes going over the directions. Request that students **NOT put their names on the pages of their essays**. Instead, ask them to fill out the prescribed **cover sheet**. Ask that students **write on only one side** of the lined paper and **number the pages**.

Read aloud the following announcement:

**“The Board of Regents of the Kansas University System requires an assessment of the skills and knowledge that students acquire in their classes. Therefore, students write an in-class essay at the beginning of English 101 and at the end of English 102. Your performance on this essay can affect your final grade, so give it your best effort. Allow time to plan, write, revise, and edit. If you switch to another section of 101, please notify me so that I can transfer your work-in-progress to your new instructor. Also, to avoid distracting other students, please remain in class even if you have finished your essay. (Perhaps you could use the extra time to do extra editing.) Feel free to use a handbook or dictionary. If you have a documented learning or physical disability that could qualify you for testing accommodations, see me now or after class.”**

(“Testing accommodations” might include extended time or the use of a computer for spell-check—make arrangements with Carol Solko in the Kelly Center [4401], and she will monitor the testing.)

At the end of the class period, collect students’ drafts as well as the topic sheet; use paper clips brought from the English Department; the drafts will be redistributed at the next class period.

Day 3 Redistribute papers. Students continue to write. Collect the papers again at the end of the period. **For TTh classes, have each student staple his or her cover sheet on top of the final draft and hand it in.** Collect topic sheets separately.

Day 4 (For MWF classes) Follow procedures explained in Day 3 for collecting final drafts.

After reading through the essays, instructors in Composition 101 may use them as they wish—that is, for diagnostic purposes, as a class paper, etc.

**Within the first two weeks of the semester**, please return the topic sheets and give **the unmarked essays** to Pam Shaffer, who will store them in the office of the Director of Composition, for later assessment purposes.

## FORM A

### Final Assessment Essay: English Composition 102 Fort Hays State University English Department

**Directions:** Choose either one of the rhetorical situations below that call for an **argumentative** essay. Before you begin to write, brainstorm the topic and make at least a rough plan of argument, supporting your claims with specifics. If you are in a MWF class, you will have three class periods to work on this paper; if you are in a TTh class, you will have two class periods. You may use a handbook and a dictionary. Your goal is to write an in-class paper of about 600 to 800 words appropriate to the given rhetorical situation (audience, purpose, persona, and so on). *Note: Your paper MUST include at least one quotation from the outside sources provided. Use MLA format to document this use of an outside source*

*(parenthetical citation and a Work Cited [or Works Cited] page).* Be sure to put your name **on the cover sheet only**, and not on any pages of your essay. Use the paper provided, and write on one side only (but do NOT skip lines). **Please number each page.**

1. To combat the rising prices of textbooks, some students have turned to downloading e-books and texts from web sites, for use in the classes they enroll in. While this saves students money, textbook publishers and authors are losing millions of dollars, and students are violating copyright laws through this kind of pirating. Textbook companies feel as if they are being cheated and consider downloading to be theft, while students believe pirating is acceptable because of the high price of textbooks.

➔ Write a persuasive proposal to a textbook company arguing for or against textbook downloading.

*Sources:*

**Article:** First it was song downloads. Now it's organic chemistry  
**Author:** Randall Stross, Professor at San Jose State University  
**Periodical:** The New York Times  
**Date:** July 27, 2008  
**Website:** nytimes  
**Web Address:**  
[http://www.nytimes.com/2008/07/27/technology/27digi.html?\\_r=1&oref=slogin&ref=education&pagewanted=print](http://www.nytimes.com/2008/07/27/technology/27digi.html?_r=1&oref=slogin&ref=education&pagewanted=print)

“To many students, . . . prices are outrageous, set by profit-engorged corporations (and assisted by callous professors, who choose which texts are required). Helping themselves to gratis pirated copies may seem natural, especially when hard drives are loaded with lots of other products picked up free.”

“The students who create and give away digital copies are motivated not by financial self-interest but by something more powerful: the sweet satisfaction of revenge.”

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Article: Copyright fight looms over college textbooks
Author: Maya T. Prabhu, Assistant Editor, eSchool News
Periodical: eSchool News
Date: July 25, 2008
Website: eSchool News
Web Address: <http://www.eschoolnews.com/news/topnews/index.cfm?i=54684&page=5>

“Driving this latest trend are soaring textbook prices, which have risen at twice the annual rate of inflation over the last 20 years, a study done by the Government Accountability Office has found.”

“Businesses and individuals should know that the publishers will continue to pursue legal action against those who violate their intellectual property rights, including those web site operators who may not themselves directly infringe the publishers' rights, but who provide internet marketplaces that permit and assist others in doing so.” (Ronald G. Dove Jr., an attorney representing the publishers in a press release).

“Soaring textbook costs haven't just spawned a new illicit trade--they've also encouraged a movement toward using free and open textbooks on campus.”

2. In 1984, when Congress passed the National Minimum Drinking Age Act, states set the minimum drinking age at 21. Recently, however, there has been renewed interest in lowering the minimum drinking age. For instance, an organization called Choose Responsibility proposes that the legal drinking age be lowered to 18 years of age, and it has devised a plan whereby an individual can earn a drinking “license.” However, organizations like Mothers Against Drunk Driving (MADD) continue to take the view that the current minimum drinking age should be maintained. Both Choose Responsibility and MADD have convincing arguments and statistics that reinforce their views. Even though they both agree that education provides the answers to the social concerns of alcohol abuse, they disagree about the age at which an individual is mature and socially responsible enough to consume alcohol.

➔ Write a persuasive proposal to your state legislator arguing either for or against maintaining the legal drinking age of 21 in Kansas.

Sources

Article: **Should the drinking age be lowered?**
Author: **John Cloud**
Periodical: **TIME**
Pages: **32-35**
Date: **June 6, 2008**

“After all, in almost every other legal and cultural respect, you’re an adult at 18. You can vote, adopt children, sign up for Iraq or become a commercial pilot at 18.” (from page 32)

The Choose Responsibility program is “in favor of licensing 18-to-20-year-olds to drink after they have completed an exhaustive 42 hours of instruction in the history, chemistry, psychology and sociology of alcohol—which could even include sitting in on an AA session for three hours.” (from page 33)

Article: **Addressing underage drinking**
Author: **MADD**
Website: **why21.org**
URL: **http://why21.org/under21/**
Date: **2007**

Date accessed: **June 11, 2008**

“Increased enforcement is an immediate and effective solution to reducing underage drinking and other alcohol-related problems such as domestic violence, sexual assault, suicide, homicide and traffic crashes.”

“Widespread availability and access to alcohol fuels the underage drinking problem.”

“The most successful laws are those that limit youth access to alcohol—either from a retail or social availability standpoint.”

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**Article:**                **Debate on lower drinking age bubbling up**  
**Author:**               **Alex Johnson**  
**Source:**               **MSNBC.com**  
**URL:**                  **<http://www.msnbc.com>**  
**Date:**                  **August 14, 2007**  
**Date Accessed:**      **June 6, 2008**

“Why would we repeal or weaken laws that save lives? It doesn’t make sense.”

“[A]lcohol is still the leading cause of death among teenagers in highway crashes.”

“The data show that when teens drink and drive they are highly unlikely to use seat belts.”

## FORM B

### Final Assessment Essay: English Composition 102 Fort Hays State University English Department

**Directions:** Choose either one of the rhetorical situations below that call for an **argumentative** essay. Before you begin to write, brainstorm the topic and make at least a rough plan of argument, supporting your claims with specifics. If you are in a MWF class, you will have three class periods to work on this paper; if you are in a TTh class, you will have two class periods. You may use a handbook and a dictionary. Your goal is to write an in-class paper of about 600 to 800 words appropriate to the given rhetorical situation (audience, purpose, persona, and so on). *Note: Your paper MUST include at least one quotation from the outside sources provided. Use MLA format to document this use of an outside source (parenthetical citation and a Work Cited [or Works Cited] page).* Be sure to put your name on the cover sheet only, and not on any pages of your essay. Use the paper provided, and write *on one side only* (but do NOT skip lines). **Please number each page.**

1. Currently, most Kansas communities still prohibit Sunday liquor sales. A debate over whether alcohol should be sold on Sundays has recently become a topic of debate in some Kansas communities. While selling alcohol on Sunday may provide additional revenue to the state for a variety of worthwhile uses, some worry that this action could have moral implications and fatal repercussions. Should alcohol be sold on Sundays?

- Write a persuasive proposal to your city commissioners arguing for or against a law allowing the sale of alcohol on Sundays.

**SOURCE:**

**Article:** Blue laws: easing up on Sunday liquor sales  
**Author:** Justin Ewer  
**News Organization:** U.S. News  
**Date:** July 8, 2008  
**Website:** U.S. News Website  
**Web Address:** <http://www.usnews.com/articles/news/national/2008/07/08/easing-up-on-sunday-liquor-sales.html?PageNr=2>

“That these Prohibition-era laws have survived as long as they have continued to mystify legislative experts and wine aficionados alike. Retailers of nonalcoholic products have been allowed to sell their wares on Sundays for decades.”

“There has been some opposition to lifting the bans from liquor-store owners themselves, who have worried that they will simply spread six days of business over seven days—and lose their day off in the process.”

“Some evangelical groups did oppose changing the law in Colorado, saying it would increase alcohol-related problems like drunk driving.”

“But proponents of repeal pointed out that alcohol was already available in restaurants and bars, that there was no evidence drunk-driving rates had increased in other states, and—most important—that the law would bring millions to the state.”

2. To combat the rising prices of textbooks, some students have turned to downloading e-books and texts from web sites, for use in the classes in which they enroll. While this saves students money, textbook publishers and authors are losing millions of dollars, and students are violating copyright laws through this kind of pirating. Textbook companies feel as if they are being cheated and consider downloading to be theft, while students believe pirating is acceptable because of the high price of textbooks.

- ➔ Write a persuasive proposal to a textbook company arguing for or against textbook downloading.

**SOURCE:**

**Article:** First it was song downloads. Now it's organic chemistry  
**Author:** Randall Stross, Professor at San Jose State University

**Periodical:** The New York Times

**Date:** July 27, 2008

**Website:** nytimes

**Web Address:**

[http://www.nytimes.com/2008/07/27/technology/27digi.html?\\_r=1&oref=slogin&ref=education&pagewanted=print](http://www.nytimes.com/2008/07/27/technology/27digi.html?_r=1&oref=slogin&ref=education&pagewanted=print)

“To many students, . . . prices are outrageous, set by profit-engorged corporations (and assisted by callous professors, who choose which texts are required). Helping themselves to gratis pirated copies may seem natural, especially when hard drives are loaded with lots of other products picked up free.”

“The students who create and give away digital copies are motivated not by financial self-interest but by something more powerful: the sweet satisfaction of revenge.”

**SOURCE:**

**Article:** Copyright fight looms over college textbooks

**Author:** Maya T. Prabhu, Assistant Editor, eSchool News

**Periodical:** eSchool News

**Date:** July 25, 2008

**Website:** eSchool News

**Web Address:** <http://www.eschoolnews.com/news/topnews/index.cfm?i=54684&page=5>

“Driving this latest trend are soaring textbook prices, which have risen at twice the annual rate of inflation over the last 20 years, a study done by the Government Accountability Office has found.”

“Businesses and individuals should know that the publishers will continue to pursue legal action against those who violate their intellectual property rights, including those web site operators who may not themselves directly infringe the publishers' rights, but who provide internet marketplaces that permit and assist others in doing so.” (Ronald G. Dove Jr., an attorney representing the publishers in a press release).

“Soaring textbook costs haven't just spawned a new illicit trade--they've also encouraged a movement toward using free and open textbooks on campus.”

## **University Writing Assessment Plan**

### **by Dr. Brad Will**

The FHSU Writing Assessment will assess the writing abilities of graduating seniors who have also taken English Composition I and II (ENG 101 and ENG 102) at FHSU. Specifically, this assessment is intended to establish a baseline of writing performance by FHSU seniors prior to full-scale implementation of the new Writing Across the Curriculum program.

### ***Assessment Methods***

Each student in the sample will be assessed on the basis of four elements: a timed, proctored essay written at the beginning of the student's participation in English Composition I; a timed, proctored essay written at the end of the student's participation in English Composition II; a timed, proctored essay written during the student's final semester before graduation; and the student's responses to the set of 27 experimental questions on writing administered by the NSSE Consortium for the Study of Writing in College.

### ***FHSU Institutional Review Board Approval***

The University Writing Assessment plan—including recruitment emails, consent forms, writing prompts, NSSE writing survey, and a rationale for compensating research subjects—was submitted to the university Institutional Review Board for the Protection of Human Subjects. On recommendation by the IRB, the compensation for participants was reduced to a \$25 Barnes and Noble gift card. The board approved the plan on April 23, 2009.

### ***Collection of Data***

Of the students meeting the criteria required by the study—seniors who had taken both English Composition I and English Composition II on campus—three hundred were solicited to participate in the study. Perhaps because of the reduced level of compensation recommended by the IRB fewer students than expected were willing to participate in the study. Further solicitation will be conducted in the fall semester, increasing the number of participants. The amount of compensation will be increased, if the IRB approves such a change.

### ***NSSE Consortium for the Study of Writing in College Survey***

The students in the sample completed the 27-question survey developed for the NSSE Consortium for the Study of Writing in College. The 27-question survey inquires about writing instruction received by students, writing assignments completed by students, and the students' own writing practices. NSSE will provide identifying information for each student completing the 27-question survey, so each student's survey answers will be paired with their three writing-assessment essays. Evaluating each student's survey answers along side his or her writing-assessment essays will indicate the correlation between the student's reported writing instruction and writing practice and that student's performance.

### ***Evaluation of Essays***

Each of the students in the sample will have written three essays requiring evaluation. Each essay will be evaluated at least twice, by different English Composition instructors, using five criteria.

## ***Analysis of Data***

The data generated through evaluating the writing-assessment essays will be subjected to Paired T-Tests and ANOVAs. President Hammond has indicated that he wants the preliminary analysis completed by the beginning of the Fall 2009 semester. I will have to conduct this analysis and write a report of the findings of the Assessment by President Hammond's requested deadline.

### **China Program—Annual Report** **by Dr. Cheryl Duffy**

The FHSU English Department hired, trained, and supervised 24 English Composition teachers for China this past year: 11 full-time at Sias University in Xinzheng, 12 full-time at Shenyang Normal University in Shenyang, and 1 quarter-time at the University of International Business and Economics in Beijing. (Tak-Ming College of Hong Kong in Taiwan provides its own ENG 102 instructor, Herbert Woo.) Because of these large numbers, the Director of International Composition, Cheryl Duffy, received two classes of release time per semester to oversee the program.

As the chart below illustrates, the English Composition program in China this past year generated 10,959 FTE for Fort Hays State University.

| <b>Fall 2008</b>             | <b>Spring 2009</b>             | <b>Totals for the Year—All Partners</b> |
|------------------------------|--------------------------------|-----------------------------------------|
| Sias--ENG 101: 906           | Sias—ENG 101: 49               | <u>Students:</u> 3653                   |
| Sias--ENG 102: 13            | Sias—ENG 102: 883              | <u>FTE:</u> 10,959                      |
| SNU--ENG 101: 867            | SNU—ENG 101: 95                |                                         |
| SNU--ENG 102: 9              | SNU—ENG 102: 777               |                                         |
| UIBE--ENG 101: 4             | UIBE—ENG 102: 11               |                                         |
| Tak-Ming—ENG 101: 0          | Tak-Ming—ENG 102: 39           |                                         |
| <u>Fall 2008 Total: 1799</u> | <u>Spring 2009 Total: 1854</u> |                                         |

### **Highlights from the China Program in English:**

One of Jason Harper's writing students from academic year '07-'08, Huang Wei Wei (Vivian), has been awarded a FULL YEAR's TUITION SCHOLARSHIP at the University of Massachusetts at Amherst for a Master's degree in English as a Second Language. (Jason will be returning to Sias for his third year teaching English Composition in 2009-10.)

Justin Nicholes's novel— *Ash Dogs* (Another Sky Press)—was chosen as a finalist in the First Novel category of the 2009 Next Generation Indie Book Awards. (Justin will be returning to Sias for his third year teaching English Composition in 2009-10.)

This year was the pilot year for the Sias/FHSU Writing Center, an innovation relatively new to China. Two co-coordinators, Justin Nicholes and Stephen Schrass, split a \$2000 stipend for the year and oversaw the staffing, training, scheduling, reporting, and publicizing duties of the Writing Center for the fall and spring semesters. English Composition instructors recommended their strongest students to serve as volunteer tutors. Students from Composition and Marketing classes visited the Writing Center

this spring, with 169 students making 277 visits to the Writing Center (a 61% return rate). As one student says, “It is a way for Fort Hays to care about the students in Sias who attend their courses. Also, it is a way for Sias to attract students to study International Courses.” Sias/FHSU Writing Center tutors gain valuable experience that makes them more competitive when applying to graduate schools in the U.S. or seeking jobs in China. One of the volunteer Writing Center tutors at Sias, for example, Miao Zhuang (Will), was awarded a teaching assistantship at Fort Hays State University to teach Chinese.

[ENCLOSE ADDITIONAL INFORMATION, ACCREDITATION, AWARDS, ETC]

**General Parameters**

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

**Annual Timeline for Department Annual Report**

|           |                                                                                                                                                                                           |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| March 1   | Draft template distributed to Deans.                                                                                                                                                      |
| April 15  | Final template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 <sup>th</sup> day counts) distributed to Chairs and Deans in the departmental template. |
| June 1    | Student system information (graduates, SCH) delivered to Chairs.                                                                                                                          |
| June 1    | Final cutoff date for elements to be considered in the Department's Annual Report.                                                                                                        |
| June 30   | Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.                                                             |
| August 15 | Completed College Annual Report due to Assistant Provost for Quality Management and Provost.                                                                                              |