

FY2011 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. This is also a popular pre-law option. 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.

NOTE: In the FY2010 Department Annual Report, I indicated that English Department Goals and Objectives would change as a result of a departmental strategic planning retreat. Because I am leaving FHSU, Brett Zollinger (who had planned to lead the retreat) and I decided to cancel that event. However, serious thinking about long-term goals has already resulted from the English Department's revision of learning outcomes. That serious thinking will be reflected in the FY2012 report, which will, of course, contain the new outcomes. ST

C. Department Productivity and Distinctive Accomplishments

Scholarly Productivity and Distinctive Accomplishments (2011)

Another Impressive Departmental Bibliography: During FY2010, English faculty members published 27 items (including one monograph, several edited books and issues of journals, multiple peer-reviewed articles, several short stories, two book reviews, and several substantial entries for reference books). Forthcoming publications (i.e. items accepted for publication but not yet in print) number 13. English faculty members gave a total of 16 conference presentations or invited addresses.

An exceptional year for Dr. Dan Kulmala: Dr. Kulmala published a lead article on writing assessment in the journal *Kansas English*, and he had 2 peer-reviewed articles accepted for publication. His presentations for FY2011 number 5; he has no fewer than 4 potential publications currently under review. In recognition of his sustained work on curriculum and assessment, he was designated a Teagle Foundation Scholar and appointed to the Epsilon Executive Advisory Committee. These are both significant honors that carry external funding.

Dr. Eric Leuschner publishes like crazy: One of the leading scholars in the Department of English, Dr. Eric Leuschner published 2 peer-reviewed articles in FY2011, along with several reference-book entries; he has 2 more peer-reviewed articles forthcoming. He is well on his way to establishing a national reputation as an expert on Henry James, Wallace Stevens, and the history of the literary preface. His bibliographical work for the Modern Language Association reflects credit on the entire department.

Mrs. Sharon Wilson publishes an important article: Co-authored by Professor Pelgy Vaz, Mrs. Wilson's article "Voice and Silence: The Paradox of Silence in the Works of Sandra Cisneros, Shashi Deshpande, and Azar Nafisi" appeared in the prestigious journal *The Journal of Ethnic Studies*. This is a commendable example of interdisciplinary faculty collaboration leading to peer-reviewed publication.

Justin Nicholes, (FHSU-SIAS), contributes to the English Department's scholarly reputation: Justin Nichole's latest novel—his second—received a nomination for the Pushcart Prize.

Dr. Bradley Will completes major editing project: During FY2011, Dr. Will completed his editing work on the longest and most complicated Fort Hays Studies volume ever produced—Dr. Richard Packauskas’s *Catalog of the Coreidae or Leaf-Footed Bugs of the New World*.

Issue 2 of *Teacher-Scholar* published: Dr. Eric Leuschner (Editor in Chief) and Dr. Steven Trout edited Issue 2 of *Teacher-Scholar: The Journal of the State Comprehensive University*. Building on the success of Issue 1, Issue 2 contains work by some major thinkers who have focused their attention on the transformative changes underway in American higher education today. The contributors include George Mehaffy, John Presley, and Elizabeth Coleman.

Fostering Community Engagement

English Department leads Hays Big Read Initiative: During *My Ántonia* month in Hays (October, 2010), the English Department was involved in no fewer than a dozen community activities, including book discussions, presentations, and field trips. Highlights include the screening of the acclaimed PBS documentary *Willa Cather: The Road is All* at the Fox theater (Joel Geyer, the film’s director and producer, was on hand), the “*My Ántonia: Words and Music*” event (a collaboration between the English Department and the Department of Music), Dr. Steven Shively’s presentations at Hays High, and the interdisciplinary panel discussion on “*My Ántonia* and American Immigration” held at the Hays Public Library. Through a federal grant and a local donation, the English Department secured \$10,000 of external funding to support these events.

Continued success with the Hays Arts Council Creative Writing Competition: This year, Mrs. Sheena Hernandez organized the judging for the HAC Creative Writing Competition, an annual event that recognizes outstanding fiction and poetry by local K-12 students. The English Department has supported this important competition for over 25 years.

Maximizing Student Engagement

Dr. Singleton takes ten English Majors to New York City: During the Spring 2011 semester, Dr. Singleton led ten students in his “Literature of New York” course on a field trip to the Big Apple. The students visited literary sites, attended Broadway productions, went to the top of the Empire State Building, and experienced the full array of cultures and ethnicities contained in the metropolis. This trip represents an important new installment in the English Department’s tradition of offering affordable faculty-led trips for students.

Dr. Lexey Bartlett creates a model for Undergraduate Research in the Humanities: Supported by Reassigned Time, Dr. Lexey Bartlett successfully collaborated with Lisa Jones, an English major who plans to go into academia, on a book proposal for a university press. While learning the ins and outs of academic publishing, Ms. Jones conducted research on Dr. Bartlett’s topic and helped prepare the review of literature that formed part of the proposal. This arrangement would serve well as a model for faculty-student collaboration in Humanities research.

English Department hosts visit from UT-Arlington English Professor Tim Murphy: During the Spring 2011 semester, Professor Tim Murphy (Dr. Lexey Bartlett’s former dissertation director) gave a well-received (and well-attended) presentation on American baseball fiction and visited several classes. The English Department now has a tradition of bringing in at least one guest scholar per year.

English majors get hands-on experience through internships: During the Spring 2011 semester, two undergraduate English majors worked on editing projects related to gaming; Dr. Daniel Kulmala monitored their progress. A third undergraduate student worked with Dr. Steven Trout on the Winter 2011 issue of *The Willa Cather Newsletter and Review*. A formal Internship in Writing course will henceforth be required of all Writing Concentration students (see below).

Improvements in Curriculum, Assessment, and Accreditation

English Department Develops New Set of Learning Outcomes: Led by Dr. Dan Kulmala and Dr. Bradley Will, the English Department Assessment Committee drew up drafts of new learning outcomes (as requested by Dr. Chris Crawford) for all three of the Department's undergraduate concentrations and the English MA Program. The Department will vote on these outcomes at the August 2011 Department Meeting.

Major Improvements to the English BA Writing Concentration: The Department of English made two significant changes to the Writing Concentration. First, the department drew up a proposal for a new course, English 448: Internship in Writing, which was approved by the Faculty Senate and the Assistant Provost's Office. (See attached syllabus.) This course will be required of all Writing Concentration students. Second, the Department added COMM 345: Desktop Publishing as a Writing Concentration requirement.

Internationalization

Dr. Eric Leuschner creates new international partnership syllabi: Responding to a charge from President Hammond, Dr. Eric Leuschner, Director of International Composition, revised the existing English 101 and 102 syllabi for our partnership instructors and developed a brand-new syllabus for a course focused on Business English. These syllabi were discussed at the Summit Meeting on ESL and International Partnerships, led by Dean Faber. Mrs. Linda Smith also made significant contributions to these new syllabi.

Students from the University of Duisburg-Essen take courses for English majors: As part of the agreement between FHSU and the University of Duisburg-Essen (UDE), a total of 8 German students (2 graduate students and 6 undergraduates) studied in the English Department during FY2011. The English Department remains indebted to Dr. Avi Kempinski for his vision and leadership in regard to this partnership.

Faculty exchange with the University of Duisburg-Essen: During FY2011, Dr. Erhard Reckwitz (UDE) taught a course at FHSU, while Dr. Steven Trout taught at UDE. In FY2012, the exchange program will continue. Dr. Carl Singleton will teach in Germany; Dr. Claudia Claridge (Head of the Anglophone Studies Department at UDE) will take his place in the FHSU Summer MA Program.

Additional Student Successes

Nicole Thibodeau presents and publishes: Nicole Thibodeau, a student in the English MA program, gave a well-received poetry reading at the National Sigma Tau Delta Conference. In addition, she published her work in a literary journal.

Michelle Webb wins the Torch Award: For the second time in three years, an FHSU English Major won the prestigious Torch Award. Michelle Webb earned this honor for her outstanding academic work

and her leadership as president of the FHSU Student Honor Society and of the High Plains chapter of Sigma Tau Delta. Michelle was also a finalist for a summer internship with Penguin Books in New York City.

Additional Faculty Achievements

Dr. Lexey Bartlett tenured and promoted: Through unanimous votes at every level, Dr. Lexey Bartlett was tenured and promoted. Reviewers praised her teaching performance, service, and scholarly output.

Dr. Eric Leuschner moved to tenure-track: Dr. Leuschner outshone all other candidate when interviewed for a tenure-track Assistant Professorship in the summer of 2010. Because of his impressive scholarly output, he was granted an unprecedented three years toward tenure.

Dr. Cheryl Duffy selected as a finalist for the Torch Award: The headline speaks for itself. Dr. Duffy deserves this honor ten-times over, and it is hoped that next year will be her year. Pilot-Award recipient Sharon Wilson also received a nomination.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	10	13	11	12	14
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	2	8	3	4	13
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	65/4	69/4	66/5	69/2	80/8
Graduate Majors [20 TH DAY FALL SEMESTER, HEADCOUNT]	5	11	9	10	5
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	0	0	0	0	22
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	72.58%	73.43%	68.65%	63.64%	68.18%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	9591	10,560	14,907	15,590	15,012
Graduate Student Credit Hours [TOTAL GRAD SCH]	700	768	745	759	579
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	11	11	11	11	11
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	4	4	4	4	4
Other Faculty (Headcount/Sections Taught) Note: The figures in this section include all China partnership faculty member, adjunct VC faculty members, and part-time on-campus faculty members.					17 FTE 68 sections
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	12	10	12	7	14
Graduate Degrees [GRAD DEGREES AWARDED, NOT MLS]	5	10	5	11	5
MLS Degrees [MLS DEGREES AWARDED BASED ON 120-4901 ADVISEES IN DEPT]	7	11	7	7	7
Retention of majors improved over the past year—not as much I would like, but nevertheless significantly. The English Department will continue to make efforts in this area. Several other performance indicators reflect growth. Our total number of majors, for example, has probably never been higher. The number of transfer students is up. So is the number of undergraduate degrees. Thanks to intelligent, proactive changes (such as the creation of the Writing Concentration), the English BA Program at FHSU has never been stronger. In terms of quality, our MA Program remains healthy as well. Students continue to praise our graduate courses and faculty. However, as indicated by the amount of graduate SCH recorded for FY2011, the national economy has, to put it bluntly, given our Summer English MA Program a beating; it appears that middle- and high-school-level English					

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
teachers, our primary draw, are worried about their jobs, and they are cutting back. The good news is that as the economy recovers, enrollment in our Summer MA Program is sure to return to the high levels recorded in past fiscal years.					
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	11	12	18	10	8
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2011 (FACULTY PUBLISHING/TOTAL FACULTY)]	35% (6/17)	53% (8/15)	47% (7/15)	33% (5/15)	40% (6/15)
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	19	17	16	19	29
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	59% (10/17)	53% (10/17)	67% (10/15)	46% (7/15)	60% (9/15)
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	0	0	1	0	0
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	0% (0/17)	0% (0/16)	.06% (1/15)	0% (0/15)	0% (0/15)
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	0/0%	0/0%	1/7%	2/13%	1/6%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	0/0%	0/0%	0/0%	\$5,000 1/.06%	0/0%
Given its teaching and service load, the English Department remains remarkably engaged in scholarly activity. I must point out, again, that many significant scholarly achievements do not fit within the categories provided above. These include Dr. Will's freelance editing, the <i>Teacher-Scholar</i> journal (for which the English Department proudly serves as a headquarters), Dr. Leuschner's prestigious work as an MLA bibliographer, and Dr. Trout's editing of <i>The Willa Cather Newsletter and Review</i> .					
[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.]					
Direct Outcome 1: Senior Course Paper (accepted upon first submission/submitted) Note: All English majors must demonstrate that they are capable of writing A-level work. Senior course	12/12	13/14	12/13	7/7	14/14

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
papers are reviewed by a faculty committee.					
Direct Outcome 2: Praxis Content Test in English for Teacher Licensure Note: Students must score at least 165 (achieved score of 165/took the test)	9/9	10/10	3/4	4/4	7/10
Indirect Indicator 1 Number of faculty members evaluated at 3.5 or higher on a 5.0 basis					14/15
Indirect Indicator 2 Number of students participating in discipline-related domestic or international travel				7	10
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.15 64.55	53.87 53.16	54.65 69.12	55.9 57.07	56.4 60.69
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61 54.42	45.85 54.76	45.34 59.69	46.1 55.56	43.9 48.57
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.19 61.90	44.73 44.44	45.34 63.33	41.0 61.11	38.5 54.44
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	33.44 52.55	34.09 38.29	34.72 49.14	34.0 37.87	32.9 48.73
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.06 60.32	57.30 57.41	59.57 57.87	60.3 64.90	60.8 70.00
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	7 37%	6 35%	7 41%	9 53%	5 33.3%
<p>Note regarding changes to Indirect Indicators 1 and 2: Since the new teacher evaluation instrument uses a 5-pt. scale, I have altered indirect indicator 1 accordingly. As for Indirect Indicator 2, I concluded that a focus on student international travel is too narrow; realistically, the English Department can only sponsor an international trip every other year. The new indicator will allow us to track student engagement via all kinds of faculty-led trips, domestic as well as international.</p> <p>The lower pass rate on the Praxis Content Test is cause for concern; however, the results this year may be anomalous. Those students who passed did so with high scores; one of them even received a 200.</p> <p>Once again, the English Department's LAC, ACL, SFI, EEE, and SCE scores were higher than the overall campus rating. The Department's proactive development of internship experiences, faculty-student collaboration, and innovative classroom assignments (group presentations and so forth) helps explain these high scores. The English Department will continue to seek ways to challenge and inspire senior students.</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.)]					
Outcome/Indicator 1 Number of SRPs attended			9	5	6
Outcome/Indicator 2				46	29

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Number of prospective students (undergraduate and graduate) who met at length with the department chair during campus visits					
Outcome/Indicator 3 Number of prospective graduate students who requested information by phone or by email about the English Department's Summer MA Program				21	43
<p>Note: In FY2010 and FY2011 an English Department representative (namely the chair) attended all of the SRPs where prospective English majors were present. Of the prospective students who met with the chair during campus visits, 35% decided to come to FHSU as English majors.</p> <p>Regarding Outcome/indicator 3, the evidence from FY2011 suggests that information about our Summer English MA Program IS reaching prospective students—and more effectively than ever before. Thus, the sluggish state of the economy, as opposed to any deficiency in marketing, seems to be behind the recent downturn in our MA numbers.</p>					

C. Department Quality Initiatives and Results

FY2011 Quality Initiatives	Results
Making Improvements to our undergraduate Writing Concentration	This goal was completely met. The Department drew up a proposal for English 448: Internship in Writing, and the class was approved; now required of all Writing Concentration students, the course will be offered for the first time in Spring 212. In addition, the Department added COMM 345: Desktop Publishing and Publication Design to its set of requirements for Writing Concentration majors.
Establish strategic planning as an integral part of the English Department	Because of the chair's departure, the English Department Strategic Planning Retreat was cancelled; however, work on the Department's learning outcomes has fostered considerable discussion of curriculum and long-term goals. The chair is confident that a formal Retreat will be held next year under the Department's new leadership.

FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
Establish an indirect form of assessment for the Writing Concentration	The Department is sorely in need of a survey that can be distributed among graduates of our Writing Concentration. The Director of the Writing Concentration, Dr. Cheryl Duffy, will develop this instrument before the end of FY2012.
Draw up a proposal for curriculum changes based on the discussion of outcomes.	The English Department Assessment Committee, in consultation with the chair, will prepare a set of recommendations regarding curriculum for the entire department to review.

D. Institutional Quality Results

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	One new Hispanic student met with the chair and decided to major in English. He is currently enjoying the program.
Increase the quantity and quality of	The Department will continue to track student performance on the Praxis

K-12 teachers educated	Content test. Our pass rate for FY2011 was not as high as it has been in the past. This may be an anomaly; if not, the Department will seek an explanation and fix the problem.
Improve undergraduate students' foundational skills	Foundational skills go hand in hand with student engagement. The Department will continue to track the NSSE data with the expectation that its impressive numbers will continue at their current level—or climb even higher.
Enhance physical wellness of students, faculty, and staff	Most members of the Department exercise—when not grading papers.
Internationalize the campus and curriculum	The English Department continues to show leadership on this crucial initiative. For a full listing of relevant accomplishments in FY2011, see the “internationalization” section of Part C.

III. FY2011 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

[DISCUSSION OF YOUR DEPARTMENT’S STRATEGIC PLANNING PROCESS. RESULTS OF STRATEGIC PLANNING SHOULD BE RECORDED BELOW. DEPARTMENTS ARE NOT EXPECTED TO ENGAGE IN FORMAL STRATEGIC PLANNING ANNUALLY, BUT SOME SYSTEMATIC STRATEGIC PLANNING MODEL SHOULD BE IMPLEMENTED. IF A SWOT ANALYSIS IS USED, PLACE IN SPACES BELOW; IF A DIFFERENT MODEL IS USED, THEN SUBSTITUTE.]

Current Strengths	Current Needs
<ol style="list-style-type: none"> 1. Excellent teachers 2. Strong commitment to internationalization 3. Cooperative, organized, professional faculty 4. Relationship between majors and faculty—advising, mentoring 5. Enthusiasm of students 6. English Club/Sigma Tau Delta—faculty advisor leadership (Dr. Bartlett has stepped into this role very effectively.) 7. Writing internships (These will now be required of all Writing Concentration students.) 8. Innovative classes, ongoing course development 9. Logical, organized, systematic programs of study 10. Ability to garner new majors and minors 11. Most faculty have an active scholarly agenda (see the impressive Department Bibliography) 12. Participation in service-learning 13. Increased use of technology 14. Knowledgeable, helpful tutors in the Writing Center 15. English education majors' scores on PRAXIS/PLT exceed Kansas and national standards 16. <i>Post Parade</i> departmental newsletter—expanded, updated, and student-edited 17. Successful summer MA program now more than 40 years old and nationally recognized 	<ol style="list-style-type: none"> 1. More funding to bring professional writers, poets, and editors to campus. 2. Faculty continually stressed out because of the grading load. An average faculty member in the department writes detailed comments on <i>several</i> hundred student essays per semester. This grading load far exceeds what faculty members in other disciplines face. 3. Make Virtual-College courses more like face-to-face courses through interactive technology(The MLS Best Practices document developed by Dr. Amy Cummins has already helped considerably in this regard. All English faculty members who teach VC sections now use the Discussion Board feature of Blackboard.) 4. Although regular assignment of Track II Reassigned Time has helped immensely (a hearty “thank you” here to the Provost’s Office), most faculty members in the department find that major projects—such as books—are possible only with sabbaticals. The research records of the department’s most productive scholars demonstrate this. Articles and book reviews are fine, but a professor at a university—even an SCU—should be able to tackle a book-length project and complete it in a reasonable amount of time without a semester off. 5. 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. Our classes in China are actually larger than those offered at FHSU despite the fact that ESL writers are much more demanding.
Future Opportunities	Future Threats
<ol style="list-style-type: none"> 1. Development of a TESL Concentration in our English MA 2. Collaboration with other departments (The course in War and Memory team-taught by Professors Trout and Kite in Spring 2009 was highly successful; the department would like to participate in additional cross-disciplinary, team-taught classes.) 3. Make the current faculty-exchange arrangement 	<ol style="list-style-type: none"> 1. Any decrease in the number of tenured and tenure-track faculty. Because of the creation of the Writing Concentration, English faculty members are now spread very thin. Losing a tenure-track slot or two will harm the quality of our undergraduate programs—and, just as important, eliminate opportunities for improvement. As faculty members retire or leave, we need to shift the

<p>with the University of Duisburg-Essen (UDE) a regular feature of our summer planning from now on. Ideally, one FHSU English faculty member would go to Germany each summer, while one UDE faculty member would come here to teach a class in the FHSU English Summer MA Program.</p> <ol style="list-style-type: none"> 4. Take advantage of our connections with other European universities—The University of Reading (UK), St. John’s International University (Italy), etc.—to create exciting opportunities for our students and faculty members. To date, no FHSU faculty member has taught at St. John’s. The English Department would be happy to offer one of its professors in exchange for minimal adjunct funding. 5. Recruiting interdisciplinary tutors in Writing Center 6. Introduce interdisciplinary and/or service learning assignments in more sections of English Comp I and II. (Cheryl Duffy and Linda Smith have already taken the lead here.) 7. Expanding internal publication opportunities for faculty and students (<i>Post Parade</i> and <i>Teacher-Scholar</i> are examples of such opportunities.) 8. Expanding the department's involvement with the MSE program to increase enrollment and expand degree offerings. (Dr. Kulmala’s proposal for a class on assessment writing might fit here.) 	<p>balance of expertise in the department to an even split between literature and writing. As it is now, the department lacks faculty members with professional, non-academic writing and publishing experience. This is a major handicap that will only get worse if we lose tenure-track lines.</p> <ol style="list-style-type: none"> 2. Expansion of virtual college and international courses, especially in China, without adequate funding both at home and abroad. Adjunct faculty members and partnership faculty members are not compensated at a fair or adequate rate. 3. Concurrent enrollment threatens enrollment in our on-campus sections of ENG 101 and 102. Also, the quality of much concurrent credit is dubious. 4. "Transition to Teaching" is undermining departmental secondary-education offerings 5. Increased virtual college enrollment via on-campus students undermines on-campus faculty and course offerings. In fairness, however, it should be pointed out that this is probably less of a problem or “threat” now than it has been in the past. The vast majority of VC sections currently offered by the English Department are mostly filled with genuine distance learners.
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B. Opportunities for Improvement

[DISCUSSION OF IDENTIFIED OPPORTUNITIES FOR IMPROVEMENT, WHICH MAY REQUIRE RESOURCES. THESE IDENTIFIED OPPORTUNITIES SHOULD ALIGN WITH ACTION PLAN REQUESTS GENERATED FOR UNIVERSITY STRATEGIC PLANNING.]

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
<p>The English Department’s Computer Lab (RH 348) and the University Writing Center (FL 20) are both out of date. The Department proposes that both spaces be converted into “smart rooms” that will better utilize mobile computing and better facilitate collaborative activity. In Fall 2009 and Fall 2010, the department submitted two Action Plans outlining our needs in this area. Unfortunately, we have yet to “make the cut” where strategic planning is concerned.</p>	<p>Total for both rooms: \$30,025</p>	<p>The expected results include greater use (by students and faculty) of both facilities and increased collaborative learning. The completion date would be beyond the control of the English Department.</p>
<p>Develop an indirect assessment</p>	<p>None</p>	<p>Dr. Duffy will create this instrument</p>

instrument for the Writing Concentration		and send it out to Writing Concentration graduates before the end of the Spring 2012 semester.
Hold a first-ever English Department Strategic Planning Retreat, led by Professor Brett Zollinger. The purpose of the Retreat will be to discuss possible curriculum revisions inspired by the Department's work on a new set of student learning outcomes.	\$500 honorarium for Professor Zollinger	This retreat will be held before the end of the Spring 2012 Semester.

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

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</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</p>	<p>1. <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</p> <p>2. <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:</p> <p>3. <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</p>

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. <ol style="list-style-type: none"> 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

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>	<p>3. <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</p> <p>4. <u>Graduate English Course Paper Requirement</u> ENG 898</p> <p>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.</p> <p>5. <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.</p> <p>4. <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.</p>

B. Department Staffing Plan

COLLEGE OF ARTS AND SCIENCES
PROJECTED DEPARTMENT STAFFING PLAN AND ASSIGNMENTS (SCENARIO 2011-2012)
DEPARTMENT: ENGLISH
DATE UPDATED: June 27, 2011

(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. (Leaving FHSU; will be replaced by tenure- track person; replacement unknown at this point.	Composition 19 th /20 th C. British Lit Gen Ed Lit Integrative: Ideal Societies, Lit & Environment Department Chair	1963	1.0	Professor	2004 (1993)	PhD	Tenured	\$64,565
Composition & Rhetoric Women's and Gender Studies Poetry	Hutchison, S.	Composition & Rhetoric Women's and Gender Studies Poetry	1970	1.0	Assoc Professor	2003 (2003)	PhD	Tenure Track	\$50,849

Modern British Lit World Literature		Modern British Lit World Literature							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
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 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 (leaving the English Department to serve as Assistant Dean;will be replaced by non-tenure track full-time person; replacement unknown at this point.)	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	1.0	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	1.0	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 Gen Ed Lit Virtual College: Comp GE Lit	Linda McHenry	Composition Gen Ed Lit Writing for Children	1969	1.0	Instructor	1993 (2010)	MA	Temp	\$38,000

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	Assoc Professor	2005 (2005)	PhD Required	Tenured	\$44,631
(1) Current Department Needs	(2) Faculty Member	(3) Current Faculty Expertise	(4) Birthdate	(5) Assigned Instr/FTE	(6) Rank Current	(7) Date Rank (Appointed)	(8) Degree Compl.	(9) Track	(9) Current Salary In Line
Composition British Lit (especially 18 th Century) American Lit (especially Modern American poetry) Gen Ed Lit Virtual College: MLS Courses	Leuschner, E.	Composition Gen Ed Lit American Poetry Virtual College: MLS Courses British Lit. Film and Literature	1968	1.0	Asst Professor	2005 (2005)	PhD	Tenure Tr	\$41,210

C. Bibliography of Departmental Scholarly Activity

**Fort Hays State University
English Department Bibliography
May 2010-April 2011**

Publications

- Duffy, Cheryl. "Tapping the Potential of Service-Learning: Guiding Principles for Redesigning Our Composition Courses." *Reflections: A Journal of Writing, Service-Learning, and Community Literacy* 3.1 (Winter 2003): 1-13. Rpt. in *Writing and Community Engagement: A Critical Sourcebook*. Ed. Thomas Deans, Barbara Roswell, and Adrian J. Wurr. Boston: Bedford, 2010.
- Kulmala, Dan. "Thor's Hammer: An Academic Odyssey into Assessment." *Kansas English* 94.1 (2010): 6-20. Print.
- Leuschner, Eric. "A Certain Art of the Novel: Ellen Glasgow and the Construction of Celebrity." *Southern Studies* n.s. 17.2 (2010): 51-67. Print.
- . "Nationalism in Tom Jones"; "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 in *The Encyclopedia of General Themes in Literature*. Ed. Jennifer McClinton-Temple. New York: Facts on File, 2010. Print.
- (Co-Editor). *Teacher-Scholar: The Journal of the State Comprehensive University* 1 (2009), 2 (2010).
- Meade, Michael. "Elements of the *Ballets de Cour* and Masque Traditions in Works of Beaujoyeux, Shakespeare, Milton, and Goethe." *European Studies Conference Selected Proceedings*. University of Nebraska-Omaha, 2010. Web.
- Nicholes, Justin. "Mei Ling Qian." *Slice*, Issue 6 (Spring/Summer 2010). Print.
- . "'Summer Ice.'" *Prick of the Spindle: A Quarterly Online Journal of the Literary Arts* 4.4 (2010): n. pag. Web. 30 Dec. 2010.
- Trout, Steven. *On the Battlefield of Memory: The First World War and American Remembrance, 1919-1941*. Tuscaloosa: U of Alabama P, 2010. Print.
- . Rev. of *Media, Memory, and the First World War*, by David Williams *Modern Fiction Studies* 56.3 (2010): 666-669. Print.
- (Co-Editor). Winter 2010 Issue of *The Willa Cather Newsletter and Review*.
- (Co-Editor). *Teacher-Scholar: The Journal of the State Comprehensive University* 1 (2009), 2 (2010).
- Will, Brad (Editor). *Catalog of the Coreidae, or Leaf-Footed Bugs, of the New World*, by Richard Packauskas. Fort Hays Studies Number 5. Hays, KS: Fort Hays State University, 2010
- (Editor). *Dungeons & Dragons Player's Strategy Guide*. Dungeons and Dragons Roleplaying Game. Seattle: Wizards of the Coast, 2010.
- Wilson, Sharon, and Ray Wilson. "The Howdy Doody Show," "The Cisco Kid," "Alger Hiss." Entries in *The Forties in America*. Ed. Thomas L. Lewis. Pasadena, CA: Salem P, 2011.

Forthcoming Publications

- Duffy, Cheryl. "Going Public with the Research Paper." Forthcoming in *The Ohio Journal of English Language Arts*.
- Harper, Jason. *Yellow #5*. Forthcoming from Another Sky Press.

- Hutchison, Sharla. "Re-Coding Consumer Culture: Ester Hernández, Helena Maria Viramontes, and the Farm Worker Cause." Forthcoming in *The Journal of Popular Culture* (Spring 2012).
- . "The Eco-Poetics of Marianne Moore's 'The Sycamore.'" Forthcoming in *ISLE: Interdisciplinary Studies in Literature and Environment* (Fall 2011).
- Kulmala, Daniel. "'For I do mean/To have a list of wives and concubines': Corporate Performances and the Drama of Itemization in Jonson's *The Alchemist*." Forthcoming from *SKASE Journal for Literary Studies*.
- Leuschner, Eric. "Beginning with the Ephemeral: Reading the Eighteenth-Century Preface." *Encountering Ephemera from Shakespeare to Swift: Scholarship, Performance, Classroom*. Eds. Joshua Fisher and Jad Smith. Forthcoming from Cambridge Scholars Press.
- . "The Grande Dame and the Master: Ellen Glasgow and Henry James." Forthcoming in the *Ellen Glasgow Journal of Southern Women Writers* (Fall 2011).
- Nichols, Justin. "The Factory." Forthcoming in *The Medulla Review*.
- (Editor). *Red Blood Black Sky*. Forthcoming from Another Sky Press.
- . *River Dragon Sky*. Forthcoming from Signal 8 Press.
- Trout, Steven (Editor). *No Hard Feelings!: The Memoir of a World War I Medal of Honor Recipient*, by John Lewis Barkley. Forthcoming from the University Press of Kansas.
- . Rev. of *Contested Objects: Material Memories of the Great War*, eds. Nicholas Saunders and Paul Cornish. Forthcoming in *First World War Studies*.
- Will, Brad. *Supramundane: Sublimity in Science Fiction, Beyond Physics and Metaphysic*. Forthcoming from McFarland.
- Wilson, Sharon. "Voice and Silence: The Paradox of Silence in the Works of Sandra Cisneros, Shashi Deshpande, and Azar Nafisi." Forthcoming from *The Journal of Ethnic Studies*.

Books and Articles Under Review

- Kulmala, Dan. "'Is All Our Company Here?': Shakespeare Festivals as Fields of Cultural Production." Under review by *The Drama Review*.
- . "'I Can't Find Anything on Shakespeare': The Post-Modern University and Writing Across the Curriculum Programs." Under review by the *WAC Journal*.
- . "Locating My Father." Under review by *Mid-American Review*.
- . "The Routine of Replacement." Under review by *turnrow*.
- Leuschner, Eric. "Reading Jenny Cameron in the Margins." Under review by *MLA Approaches to Teaching the Novels of Henry Fielding*.
- McHenry, Linda. *Reading Along The Road: The ABCs of Signs*. Under review by Shelf Life Literary.
- . *Dear Jacob, Follow The Signs*. Under review by Shelf Life Literary.
- . *James Forten*. Under review by Lee & Low Books.
- Trout, Steven. (Co-edited with Steve Paul and Gail Sinclair) *War & Ink: New Perspectives on Ernest Hemingway's Early Life and Writings*. Under review by Kent State University Press.

Presentations

- Bartlett, Lexey. "The Only Happy Ending?: Reinforcing Nuclear Family Values in Film Adaptations of Burnett's *A Little Princess*." National Popular Culture Association/American Culture Association Conference. San Antonio, TX. April 2011
- Craven, Brenda. "Apocalypse Coming: It's Mom's Time to Rebel." 21st Annual Conference of the Society for the Interdisciplinary Study of Social Imagery (SISSI). Pueblo, CO, 17 Mar. 2011.
- Duffy, Cheryl. "'Going Public' with the Research Paper." Kansas Association of Teachers of English Conference, Wichita, KS, 7-8 Oct. 2010.

- Hutchison, Sharla. "Reading the Gothic Egyptian Romance." South Atlantic Modern Language Association. Atlanta, GA 507 Nov. 2010.
- . "Walk Like an Egyptian: Fashion, Egyptians, and Marie Corelli's *Ziska*." National Popular Culture Association/American Culture Association Conference. San Antonio, TX 20-23 Apr. 2011.
- Kulmala, Dan. "Blogging Away from the Medieval Classroom." New York Times Knowledge Network. 9 Nov. 2010.
- . "Blogging into Learning." Educause Midwest Regional Conference. Chicago, IL. 14-16 Mar. 2011.
- . "Education and the Power of Social Networking for Student Retention." SIDLIT. Johnson County Community College, Overland Park, KS. 5-6 Aug. 2010.
- . "It Takes a Community to Learn: Learning Communities VS e-Portfolios." Taking Teaching to Task. CLA in the Classroom Performance Task Conference. Jersey City, NJ. 31 July-1 Aug. 2010.
- . "What Do Students Need from Us?—A Look at Technology in the Classroom." Opening Keynote Session. SIDLIT. Johnson County Community College, Overland Park, KS. 5-6 Aug. 2010.
- Leuschner, Eric. "Prefacing Things." Midwest American Society of Eighteenth Century Studies, Wichita, KS, Sept 30-Oct 3, 2010.
- Meade, Michael. "The Use of History in Friedrich Schiller's *Don Carlos*." European Studies Conference. Omaha, NE, Oct. 2010.
- Trout, Steven. "Defying Mr. Prejudice: Horace Pippin, the Harlem Hellfighters, and African-American Memory of World War I." Armistice Week "Liberty for All" Lecture, the Liberty Memorial (the National World War I Museum), Kansas City, MO, November, 2010.
- . "Flesh and Armor: The Iron Man in *The Hurt Locker*." *War, Literature and the Arts* Conference: America's Wars since 1990, United States Air Force Academy, Colorado Springs, CO, September, 2010.
- . "'Guide-Book Ike': Dwight D. Eisenhower and the American Battle Monuments Commission." Invited address at the Dwight D. Eisenhower Presidential Library, Abilene, KS, November, 2010.
- . "'Teeth that could tear': Weird Consumption in Willa Cather's Fiction." 2010 Spring Willa Cather Scholars Summit and Festival, Red Cloud, NE, June, 2010.
- . "Voices from the Tomb: The Unknown Soldier and American Culture, 1921-1941." English Department Luncheon Address, United States Air Force Academy, Colorado Springs, CO, September, 2010.

Awards

- Bartlett, Lexey. Chosen as an alternate for a Fulbright U. S. Scholar Fellowship for Ireland for 2010-2011
- Nichols, Justin. "Mei Ling Qian" [*Slice*, Issue 6 (Spring/Summer 2010)]. Nominated for Pushcart Prize.
- Weaver, Brett. Finalist in three screenplay competitions: Creative Screenwriting Cyber Contest, Creative Screenwriting Logline Contest, and TableReadMyScreenplay Contest.

Professional Service

- Craven, Brenda. Discussion leader, Kansas Humanities Council TALK book discussions at Graham County Library, 14 Sept. 2010; Kinsley Public Library, 21 Sept 2010; Scott City Public Library, and 18 Nov. 2010; Goodland Public Library, 27 Jan. 2011; Dorothy Bramlage Public Library, Junction City, 28 Feb. 2011; and Hoxie Public Library, 14 Mar. 2011.
- Duffy, Cheryl. Discussion leader, Kansas Humanities Council: "Between the Fences: *The Tortilla Curtain*." Goodland, KS, 2010.
- . Discussion leader, Kansas Humanities Council: "Community: The Way We Live: *Fried Green Tomatoes*." Scott City, KS, 2010.
- Kulmala, Dan. Served on Core Outcomes Initiative Committee for the Kansas Board of Regents

- . Served on the P-20 Initiative Committee for the Kansas Board of Regents
- . Café Scribe presentation at Hutchison Community College (Fall 2010)
- . Café Scribe presentation at Cowley Community College (Fall 2010)
- Leuschner, Eric. Field Bibliographer. *MLA International Bibliography*.
- . Rev. of *Think About It* (proposal) for Wadsworth.
- Trout, Steven. Outside reader for *An Oral History of the 4th Marine Brigade in World War I* by George B. Clark. Reviewed for the University Press of Kansas.

D. Department Program Assessment Results

**END-OF-SESSION EVALUATION
MA IN ENGLISH
SUMMER 2010
DATE: July 30, 2010**

() In-Service MA

() Regular MA

(6) First-year student

(9) Second-year student

(6) 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:

- Facilities are excellent
- Faculty are well-informed and engaging and helpful

I think that there could be a creative writing course offered. I talked to one fellow student who seemed interest. (Although I won't be able to take it next summer). We did end up moving to room 208E from 208W because the computer was faster in 208E. The class I took was enjoyable. Perhaps the syllabus (stet) could have been more detailed.

- ~excellent instruction
- ~flexible scheduling
- ~relevent (stet) content

Great scheduling—perfect for me as teacher
Interesting courses
Well organized
Great on-campus experience—great to be with other motivated teachers of English

Many of the classes overlapped, like African American Lit. and South African Lit. This gave a great “big picture” of African Literature. All professors were knowledgeable (stet) and approachable. I had looked @ many programs before choosing this one. The classroom is the best learning environment for me—I got that with great instruction. I can’t say enough about the willingness of staff to assist in any way.

The faculty are extremely knowledgeable (stet). They are very approachable and very willing to help in any way. The content offered in the courses is really very thorough, a point which I was concerned about when I enrolled in the program. I appreciate the large variety of the types of courses available to me.

Second-Year Students:

Ability to get classes done faster.

The content is always a variety of topics in literature

I really enjoyed the reading for the classes this year. Of course, the classes are always enjoyable, and I learn so much while I am here. I am so glad to have the option to come to campus, rather than using on-line classes. I chose Fort Hays specifically because of the flexibility of this program and because it is on-campus.

Interesting classes

Variety of teaching styles—face to face (not online)

Like the hours

Facilities nice—would be nicer if no construction

Faculty is excellent-very knowledgeable (stet) and helpful. I felt there wasn’t quite the variety in class offerings this summer compared to last but that is my only criticism—facilities are excellent—it is particularly important to have library access on Fridays.

Great reading material! Face-to-face instruction is so much better for me than trying to do on-line classes. I just feel they are so much more beneficial!

--variety of classes (different genres, regions)

--good thematical connections between classes (e.g. South African Lit.—African American Lit—Irish Lit & colonial/postcolonial issues)

--no 8 am class

--visiting professor→variety of experience

I feel the program was strong in every way. I really learned a lot about the content of the courses, and the faculty were as always wonderful. I like that the classes seemed really different, but due to history & common writers, there was good complementation.

Literature courses—fun reading

Scheduling was nice—I like starting at 9 instead of 8

Facilities were ok—smell was strong some days but I understand why

A lot of variety with course offerings
Faculty is wonderful—I always learn a lot

Third-Year Students:

The faculty is excellent, and I love the variety in the courses. I liked that specific requirements were given for those of us who have decided to finish this degree slowly.

Faculty, class size, content, classes in person, scheduling, Stadium Place.

Variety was great. Scheduling & facilities were fine.

Ability to accelerate course load.

The faculty is what stands out the most for me. I am continually awed by the vast knowledge possessed by the instructors! The class discussions are always interesting & thought-provoking. I've also enjoyed the other students; they've been supportive, and they have been a great source of "teacher" info.

I really liked the course selection this summer. All of the faculty members—and Linda!—are excellent. They work well together and it shows. I consider the faculty to be the main strength of the summer MA program.

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

First-Year Students:

When you aren't used to sitting in a desk for over six hours a day, the breaks become very important to stretch your legs, get a drink, and go to the bathroom. Some teachers were not as consistent as others at giving ten minute breaks.

Adding a creative writing course would be good.

Offer Approaches yearly

Would be nice to be able to rent Wooster for one month at a time. I had great difficulties getting housing as I had kids with me.

It would be Fantastic if additional composition &/or grammar classes were offered. We only had technical writing this summer. Even just one more would be GREATLY appreciated.

Perhaps the ability to have the syllabus for each course well in advance. I would like to be able to begin papers early.

Second-Year Students:

Nothing

Make each class 1-week long so that people could take only one class @ a time.

I like earlier classes. Getting out of class at five is late. Most of us usually have to be at work at 8, so I find it easier to start earlier and get out earlier.

Young adult lit? Maybe don't offer two courses with related content during same session
Ex. African-American/South African

More variety in class choices or perhaps a wider selection of topics since many of us teach, it might be helpful to have a writing or literature class geared to our classroom use (like Dr. Duffy's Teaching Tech writing)

I don't like the split class with the lunch break; I would rather have lunch before class, then go straight through, or start earlier and have lunch after class.

No comment

I can't think of any offhand. There is one: with the Irish Lit course, it was really, really fast paced and we ended up dropping some selections due to time. So I would say pacing the course was a small problem.

The literature amount for Irish literature was overwhelming—it could be pared down. A manageable reading list is nice to have.

Third-Year Students:

None—it's perfect

More course variety—i.e., some in June; some in July (2 African lit classes in July). The campus construction stinks. (Not much you can do about that)

No comment

Offer a Young Adult Literature class.
Offer Approaches every summer.

I know it would be difficult, but if the final examinations could be more staggered & not all on the same day. Keep offering composition/writing classes!

No comment.

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

First-Year Students:

Yes

Worked well for me.

OK

Works well for me

Yes

Yes

Second-Year Students:

Yes. 2 month classes might be better, but it would be tough to take all of them.

No classes could be one week at a time

Yes

Yes—love it

Yes

Yes, definitely!

Yes

Yes. It enables me to actually have a summer vacation after classes are over.

Yes, although intense, it's nice to still have some summer to myself.

Third-Year Students:

Yes

Yes

Yes

Yes.

Yes

Yes

4. How did you find out about this program?

First-Year Students:

I went to your website and found the summer program.

When I looked into summer classes, I was pleased at the variety being offered.

Alumni

My cooperating teacher from my student teaching

Recommended by Amy Hogan Chair of Education Dept. @ Ottawa University

Dr. John Kerrigan and a post card in the teacher's lounge.

Second-Year Students:

I am in it.

Online/website

Post card in my school's mailbox

Kiki & Kallie Leyba (word of mouth)

Through a friend who got their Master's here.

Through the FHSU Fall English Workshop in 2008.

No comment

Dr. Sandra Petree, who was my professor at NWOSU, received her MA through this program & suggested it to me.

Colleague heard about the program.

Third-Year Students:

I got my undergrad here at FHSU

Friend

Through my school mail.

FHSU Website

From one of my colleagues

A flyer/postcard was sent to my school.

No comment

Great format for in-service teachers

This is the only way to work as a teacher while getting an MA in English. It greatly enhances & improves your teaching in the classroom.

No comment

The price is right, the setting is great, and staff is excellent.

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:

No comment

Send some kind of information packet to schools in KS.

No comment

Maybe notifying district offices? Current students could post flyers at home high schools.

Send info to English teachers in middle schools & high schools in Kansas

I would recommend sending out some kind of notice to graduating teachers from other schools.

Second-Year Students:

I don't know

No comment

I receive e-mails from many colleges to my school accounts, I look at them.

Email Districts/principals—we get them from other schools

I think being @ KATE last year is a step in the right direction—Perhaps email contacts in early fall—more “advertising” and play up the personal contact angle.

Send e-mails; our teachers rarely look at bulletin boards. Also, send a representative to one of our In-Services

No comment

Maybe set up a facebook group so that old MA students could join it and invite other teachers to join.

Word-of-mouth is best

Emails/mailings

Third-Year Students:

Have people who have gone thru the program speak w/ everyone they know about how great the program is

Contact English Depts at high schools via email. I get lots of emails from other universities.

Facebook ads! ☺ Maybe? I have English teacher as my job description, so I always see ads for Master's degrees in Ed.

No comment

Keep people talking about it; word of mouth
e-mails & postcards to school language arts depts..

What you're doing seems to be working.

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

Engage in intellectual conversations and pursue my own scholarly interests

First-Year Students=5

Second-Year Students=8

Third-Year Students=5

Improve and energize my teaching of literature

First-Year Students=4

Second-Year Students=7

Third-Year Students=4

Improve and energize my teaching of writing

First-Year Students=4

Second-Year Students=4

Third-Year Students=5

Move along the salary scale

First-Year Students=5

Second-Year Students=6

Third-Year Students=5

___ Prepare for a career change

First-Year Students=3

Second-Year Students=1

Third-Year Students=3

___ Other _____

First-Year Students=2

Develop my writing skills (with the intention to publish)

Teaching dual credit courses

Second-Year Students=5

Prepare for a career

Recertification

Prepare for adjunct college instruction

For my own personal feeling of accomplishment

Acquire a degree that might enhance job opportunities

Third-Year Students=0

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

First-Year Students:

Creative Writing
Something with grammar

Creative writing-poetry
Creative non-fiction
Fiction/short story

More medieval lit.

No comment

As mentioned, additional composition &/or grammar classes focused on teaching these would be great!

Women and fiction
19th century British novel
Another Gothic Lit course

Second-Year Students:

Hemingway

More literary theory & classical lecture

I would like grammar and poetry classes. It is nice for classes to contain some literature I could teach in class.

Young Adult Lit
Asian Lit

Writing or literature classes geared to classroom use

More of the same—the ones I've had have been great!

Regional literature (e.g. Australian, New Zealand, American regions)
Young Adult Lit

I think whatever courses are offered are worth pursuing because the professors work so hard to make them valuable & interesting.

I won't be here but having a writing course offering each summer is nice.

Third-Year Students:

Poetry
Shakespeare

Young Adult Lit
Creative Writing

Adolescent Lit should be required! (Well, at least for the HS & JH teachers).

Young Adult Lit
Approaches—every summer

Young adult/children's lit
Composition

More poetry courses if students are expected to know it for the graduate exam. This is my third summer and only one poetry class has been offered.

9. Please add any other comments about the program you wish.

First-Year Students:

No comment

It is great! Keep it going!

No comment

I'm really happy to be part of such a great program & look forward to next year.

I had a great summer! Thanks to all who made that possible.

No comment

Second-Year Students:

No comment

In class instruction is preferred to online instruction. I would never take an online course.

I am so glad to have a program that allows me to gain a Master's in English while I am working. This is the only program like this. I will highly recommend it to others.

I am so grateful this is an option. I don't have the discipline or learning styles for online courses, and I would hate to take 1 class a semester for years.

I think the real strength of the program is on-campus, "real people" contact & college rigor—It gives an English Master's real meaning. I cannot take on-line classes and did not want a masters in curriculum & instruction.

It's a great program—I'm glad I found out about it!

Excellent teachers!

It was great! Thanks for a wonderful experience!

Third-Year Students:

No comment

Dr. Singleton rocks.

Keep these courses on campus. It is valuable way to connect w/ other educators in KS.

No comment

I have had a fantastic overall experience & feel so grateful to have had the opportunity to be here.

E. Other Departmental Information

- A. Report on International Partnerships—Dr. Eric Leuschner
- B. Report on the MLS (English Concentration)—Dr. Sharla Hutchison
- C. Draft of English BA Learning Outcomes—Dr. Daniel Kulmala
- D. Report on English Composition and the Writing Center—Dr. Pamela Shaffer

A. International Partnerships Report**China Program—Annual Report 2010-2011****Dr. Eric Leuschner**

The FHSU English Department hired, trained, and supervised 17 English Composition teachers for China this past year. Currently, four instructors have over three years of experience with the program, and nine instructors are returning for 2010-2011, providing needed continuity for the program.

As the chart below illustrates, the English Composition program in China this past year generated 8,064 SCH for Fort Hays State University.

Fall 2010		Spring 2011	
Sias--ENG 101:	993	Sias—ENG 101:	32
Sias--ENG 102:	16	Sias—ENG 102:	962
SNU--ENG 101:	270	SNU—ENG 101:	83
SNU--ENG 102:	64	SNU—ENG 102:	268

Fall 2010 Total: 1,343Spring 2011 Total: 1,345**Totals for the Year—All Partners**Students: 2,688SCH: 8,064**Highlights from the China Program in English:**

- Course evaluations using the CoursEval software were instituted at both schools for Fall 2010. Response rates for English Composition courses during the fall semester averaged 85% completion.
- Issues 6 (fall 2010) and 7 (spring 2011) of *Dragon Fruit* were edited and published by FHSU composition instructors at Sias (Jason Harper and Justin Nicholes). *Dragon Fruit* continues to allow student publishes essays, poetry, and fiction by Sias students in the FHSU program. *Dragon Fruit*: <http://siasdragonfruit.weebly.com/index.html>

- The Sias administration decided to disband the Sias/FHSU Writing that had been operating for two years. In the spring, a new tutoring center was initiated and coordinated by Edward Emmerich in consultation with the dean of SIE.
- The Shenyang Normal University writing center, piloted last year, continued under the leadership of Tom Elliott.
- Instructor Rebecca Garvin completed her PhD in Composition and TESOL from Indiana University of Pennsylvania during the 2010-2011 year.
- Bryan Corbin was accepted into the PhD program in TESOL at Indiana University of Pennsylvania; Joe Lennon was accepted into the PhD program in creative writing at the University of Denver.
- Justin Nicholes was nominated for a Pushcart Prize for his story “Mei Ling Qian.” His novel *River Dragon Sky* was accepted for publication by Signal 8 Press.

B. Report on MLS (English Concentration)—Dr. Sharla Hutchison

MLS-English Highlights

- I. As of Spring 2011, we have 21 students enrolled in classes.
- II. We have approximately 6 new students who will begin taking classes in Summer 2011 and/or Fall 2011.
- III. Five students in MLS-English will graduate in May 2011: Darrin Dykes, Roxie Schlane Orhman, Melanie Woody, Jonathan Feld, and Patricia Keller.
- IV. The overall graduation rate for the MLS degree is 32.9%. This figure is based on a report run by Art Morin, and it covers enrollment vs. graduations rates from 1999-2009. The computing center will provide me with a report calculating retention and graduation rates specifically for the MLS-English program. Ultimately, I would like to compare our graduation rates for MLS-English at FHSU to state, regional, or national graduation rates calculated for similar programs.
- V. Our program continues to develop innovative ways to integrate technology to promote student engagement in online classes. Linda Smith’s class on literature and the environment is a leading example.

- VI. We are currently working with Art Morin to create an assessment instrument for the MLS-English program.

C. Draft of English BA Learning Outcomes—Daniel Kulmala

Department of English Student Learning Outcomes

Teaching Concentration Outcomes: Graduates of the Teaching Concentration will be able to

1. Construct lesson plans to teach major works of British, American, World Literature, and Young Adult literature.
2. Facilitate discussions that engage students on issues of gender, race, culture, and ethnicity.
3. Construct lesson plans and course content to teach their students how to write essays that are appropriate to a given audience and purpose (expressive, persuasive, creative, technical, and informative).
4. Articulate the methodological or theoretical bases for their teaching of literature and composition.
5. Design pedagogical strategies to help students develop competencies in grammar, usage, and conventions of standard written and oral English.
6. Design pedagogical strategies to teach research skills and the MLA format.
7. Assess student performance in a constructive manner and in compliance with established standards.
8. Utilize technology in ways that promote student learning and engagement in English classes.
9. Facilitate discussions and pedagogical strategies that foster self-reflection and self-expression in their students.

Literature Concentration Outcomes: Graduates of the Literature Concentration will be able to

1. Write an extended analysis of a literary text using research and appropriate terminology.
2. Identify and employ different critical approaches and methods for analyzing literature.
3. Contextualize literary texts within and between historical literary periods and movements.

4. Identify patterns in the structure and design of fiction, drama, and poetry that contribute to overall meaning.
5. Read and evaluate other interpretations of literary texts.
6. Utilize effective research methods in preparation to write a textual analysis. (Database selection and searching, summary, paraphrase, annotated bibliography.)
7. Define and appropriately apply critical literary terms to texts.
8. Identify and designate key literary traditions, literary movements, and theoretical paradigms in the U.S. and England.
9. Articulate how divergent cultural perspectives are significant in the study of literature.

Writing Concentration Outcomes: Graduates of the Writing Concentration will be able to

1. Write in several professional and disciplinary forms like technical, digital, personal, screen, freelance and research writing.
2. Edit copies and documents by following the conventions and rules outlined in professional manuals (APA, MLA, Chicago, and so on.)
3. Read with attention to developing, revising, and improving the quality and effectiveness of written communication.
4. Utilize digital media as a means to enhance and facilitate the visual communication of a topic and/or research project.
5. Utilize effective research strategies for publishing venues suitable to the purpose and genre of their own written work.
6. Identify and designate types or genres of writing from a studied history of the English language.
7. Utilize effective research methods in preparation to write a textual analysis. (Database selection and searching, summary, paraphrase, annotated bibliography.)

D. Report on English Composition and the Writing Center—Dr. Pamela Shaffer

**First-Year Composition Program Assessment
Fort Hays State University English Department, Fall 2007-Fall 2010*
and
The Writing Center, Fall 2009-Spring 2011**

Pamela K. Shaffer, PhD
Director of Composition and Director of the Writing Center

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.

SYLLABUS GUIDELINES

Syllabus Guidelines for English Composition I
(Approved April 2010)

Description

Required of all freshmen, English Composition I focuses on the fundamentals of successful expository writing. By completing four, five, or six different writing assignments, totaling at least 5,000 words, students will learn to tailor their usage, organization, voice, and rhetorical structure to a specific audience and purpose. The course is part one of a six-credit-hour block, extending over two semesters, and does not count toward the English major.

Student Learning Outcomes

By the end of the course, students should be able to do the following:

1. Focus on a purpose;
2. Respond to the needs of different audiences;
3. Respond appropriately to different kinds of rhetorical situations;
4. Use conventions of format and structure appropriate to the rhetorical situation;
5. Adopt appropriate voice, tone, and level of formality;
6. Control features such as syntax, grammar, punctuation, and spelling;
7. Develop flexible strategies for generating, revising, editing, and proofreading;
8. Use electronic environments for writing and revising;
9. Critique their own and others' writing;
10. Understand and participate in the collaborative and social aspects of writing processes.

Assignments

Students will write four, five, or six assignments, totaling at least 5,000 words. All writing assignments in English Composition I will emphasize the process approach: prewriting, writing, rewriting, and proofreading.

Textbooks

A handbook, such as Andrea Lunsford, *The Everyday Writer*, Bedford-St. Martins, 2009 and/or department-approved composition textbooks, readers, and/or any other materials the instructor deems appropriate.

Class Procedures

English Composition I is essentially a semester-long workshop. Students will analyze assigned readings through classroom discussion or discussion boards, and critique one another's writing in editing groups/workshops in the

classroom or discussion forums online. Participation in such groups/workshops is mandatory and may, at the instructor's discretion, be evaluated and counted toward the final grade.

Instructors will evaluate all writing based on the degree to which the writing meets the student learning outcomes listed above.

General Policies

Regular attendance at class meetings and scheduled conferences is required; excessive absences in face-to-face classes may result in a lowered final grade. Students must complete all essay assignments, or they automatically fail the course. Late work will be accepted only at the instructor's discretion. Incompletes are generally not given in FHSU composition courses; however, if an instructor sees just cause for awarding an incomplete, he or she should discuss the matter with the Director of Composition, who will then make the final decision.

Avoiding Plagiarism

Plagiarism is cheating that consists of using the work of others without adequate acknowledgement. Any idea, fact, or language borrowed from a source must be documented formally or informally. Students must be just as careful about information taken from the internet and databases as those from hard copy.

Some examples of plagiarism include the following:

1. copying another student's work and submitting it as one's own;
2. copying or paraphrasing passages, sentences, phrases, data, statistics, and visual aids without proper acknowledgment;
3. using someone else's ideas without giving credit to that person;
4. submitting an essay, or part of an essay, produced by a professional paper-writing service;
5. submitting assignments that are the products of inappropriate collaboration.

In the event of proven plagiarism of any kind, the plagiarist will fail the assignment in question or even the course. Disagreements between instructors and students over plagiarism, or any other form of academic misconduct, should be referred directly to the Director of Composition.

Also see the "Academic Honesty Policy" in the FHSU Student Handbook, on the FHSU website.

Services for Disabled Students

Individuals who have disabilities should contact Student Affairs, 208 Sheridan Hall, 628-4276. For more information, check www.fhsu.edu/disability.

Syllabus Format

Each instructor's syllabus for distribution to students must include the following:

1. a list of texts chosen for the course;
2. a plagiarism statement (as given above);
3. a description of the course (as given above);
4. a statement of objectives (as given above);
5. a statement of the number and type of writing assignments (as given above);
6. a statement of the grading scale and the weighting of assignments to determine the final grade;
7. a statement that all major assignments must be completed before a passing grade can be given for the course;
8. a statement indicating the availability of services for the disabled (as given above);
9. a week-by-week calendar for the semester specifying reading assignments, topics to be covered, due dates for assignments, and the method of determining the final grade.

Each semester, syllabi for composition courses should be submitted to the Director of Composition for review.

Syllabus Guidelines for English Composition II
(Approved April 2010)

Description

Composition II is the study of rhetorical principles of writing with particular emphasis on logic, argumentation, research, style, and analysis. Required of all freshmen, English Composition II builds on English Composition I, with the course being part two of a six-hour block, extending over two semesters and not counting toward the English major.

Student Learning Outcomes

By the end of the course, students should be able to do the following:

1. use writing and reading for inquiry, learning, thinking, and communicating;
2. craft an extended, well-supported argument that addresses a specific audience;
3. integrate their own ideas with those of others, through quotation, paraphrase, summary, and analysis;
4. locate, evaluate, organize, and use research materials collected from print and electronic sources, including library databases;
5. practice appropriate means of documenting their work, such as MLA, APA, or Chicago style.

Assignments

Students will write four, five, or six assignments, totaling at least 6,000 words. All writing assignments in English Composition II will emphasize the process approach: prewriting, writing, revising, and proofreading.

Textbooks

A handbook, such as Andrea Lunsford, *The Everyday Writer*, Bedford-St. Martins, 2009, and/or department-approved composition textbooks, readers, and/or any other materials that the instructor deems appropriate.

Class Procedures

English Composition II is essentially a semester-long workshop. Students will analyze assigned readings through classroom discussion or discussion boards, and critique one another's writing in editing groups/workshops in the classroom or discussion forums online. Participation in such groups/workshops is mandatory and may, at the instructor's discretion, be evaluated and counted toward the final grade.

Instructors will evaluate all writing based on the degree to which the writing meets the student learning outcomes listed above.

General Policies

Regular attendance at class meetings and scheduled conferences is required; excessive absences in face-to-face classes may result in a lowered final grade. Students must complete all essay assignments, or they automatically fail the course. Late work will be accepted only at the instructor's discretion. Incompletes are generally not given in FHSU composition courses; however, if an instructor sees just cause for awarding an incomplete, he or she should discuss the matter with the Director of Composition, who will then make the final decision.

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Students must be just as careful about information taken from the internet and databases as those from hard copy.

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6. copying another student's work and submitting it as one's own;
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8. using someone else's ideas without giving credit to that person;
9. submitting an essay, or part of an essay, produced by a professional paper-writing service;
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10. a list of texts chosen for the course;
11. a plagiarism statement (as given above);
12. a description of the course (as given above);
13. a statement of objectives (as given above);
14. a statement of the number and type of writing assignments (as given above);
15. a statement of the grading scale and the weighting of assignments to determine the final grade;
16. a statement that all major assignments must be completed before a passing grade can be given for the course;
17. a statement indicating the availability of services for the disabled (as given above);
18. a week-by-week calendar for the semester specifying reading assignments, topics to be covered, due dates for assignments, and the method of determining the final grade.

Each semester, syllabi for composition courses should be submitted to the Director of Composition for review.

FIRST-YEAR ENGLISH COMPOSITION SEQUENCE DATA AND GRADE DISTRIBUTION

Fall 2007-Fall 2009

FALL 2007							Total
ENG 101 On-Campus							
A	B	C	D	I	U	W	
71 (20%)	121 (34%)	68 (19%)	38 (11%)	1	54 (15%)	6 (2%)	359
VC International Partner							
172(20%)	344(42%)	240(29%)	48(6%)	0	17(2%)	0	821

VC Other							
27(47%)	19(33%)	6(11%)	2(4%)	0	2(4%)	1(2%)	57
ENG 102 On-Campus							
37 (20%)	63 (33%)	45 (24%)	18 (10%)	0	19 (10%)	7 (4%)	189
VC International Partner							
1 (10%)	1 (10%)	4 (40%)	3 (30%)	0	1 (10%)	0	10
VC Other							
16 (38%)	17 (40%)	6 (14%)	1 (2%)	0	2 (5%)	0	42
SPRING 2008							
ENG 101 On-Campus							
32 (25%)	34 (26%)	23 (18%)	8 (6%)	0	27 (21%)	6 (5%)	130
VC International Partner							
18 (60%)	5 (17%)	4 (13%)	1(3%)	0	2 (7%)	0	30
VC Other							
38 (49%)	28 (36%)	6 (8%)	0	0	4 (5%)	1 (1%)	77
ENG 102 On-Campus							
80 (25%)	119 (37%)	73 (23%)	23 (7%)	0	18 (6%)	9 (3%)	322
VC International Partner							
262 (31%)	371 (44%)	171 (20%)	32 (4%)	0	11 (1%)	0	847
VC Other							
23 (42%)	23 (42%)	5 (9%)	1 (2%)	0	2 (4%)	0	56
FALL 2008							
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(.01%)	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(.05%)	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
SPRING 2009							
ENG 101 On-Campus							
24 (19%)	39 (31%)	28 (23%)	5 (4%)	0	19 (15%)	9 (7%)	124
VC International Partner							
16 (10%)	74 (45%)	45 (27%)	17(10%)	0	13 (8%)	1(.06%)	166
A	B	C	D	I	U	W	Total
VC Other							
45 (46%)	38 (39%)	9 (9%)	2 (2%)	0	2 (2%)	1 (1%)	97

ENG 102 On-Campus							
113 (34%)	109 (33%)	50 (15%)	10 (3%)	0	40 (12%)	7(2%)	329
VC International Partner							
545 (32%)	688 (40%)	349 (20%)	77 (5%)	1(.00%)	47 (3%)	0	1707
VC Other							
19 (35%)	28 (52%)	3 (6%)	0	0	3 (6%)	1(2%)	54
FALL 2009							
ENG 101 On-Campus							
103 (24%)	145 (34%)	87 (20%)	27 (6%)	7 (2%)	54 (13%)	5(1%)	428
VC International Partner							
336 (23%)	651 (44%)	312 (21%)	106 (7%)	2 (.01%)	67 (4%)	5(.03%)	1479
VC Other							
25 (33%)	32 (42%)	13 (17%)	1 (1%)	1 (1%)	4 (5%)	0 (0%)	76
ENG 102 On-Campus							
43 (23%)	49 (27%)	40 (22%)	15 (8%)	0 (0%)	19 (11%)	14 (8%)	180
VC International Partner							
7 (9%)	30 (39%)	31 (40%)	3 (4%)	0	4 (5%)	2 (3%)	77
VC Other							
16(31%)	17 (33%)	8 (15%)	1 (2%)	2 (4%)	3 (6%)	5 (10%)	52
SPRING 2010							
ENG 101 On-Campus							
26(21%)	32(25%)	22(17%)	5(4%)	0	30(24%)	11(9%)	126
VC International Partner							
20(18%)	24(21%)	40(35%)	10(9%)	0	18(16%)	1(.01%)	113
VC Other							
36(37%)	43(44%)	7(7%)	2(2%)	0	5(5%)	4(4%)	98
ENG 102 On-Campus							
117(33%)	113(31%)	61(17%)	17(5%)	0	39(11%)	13(4%)	360
VC International Partner							
393(27%)	625(43%)	297(21%)	85(6%)	0	36(2%)	6(.01%)	1442
VC Other							
39(47%)	28(34%)	10(12%)	1(1%)	0	4(5%)	1(1%)	83
FALL 2010							
ENG 101 On-Campus							
101(27%)	133(35%)	74(19%)	20(5%)	0	38(10%)	14(4%)	380
VC International Partner							
307(24%)	662(53%)	213(17%)	43(3%)	3(.00%)	32(3%)	0	1260
VC Other							
43(43%)	28(28%)	9(9%)	1(1%)	3(3%)	14(14%)	1(1%)	99
ENG 102 On-Campus							
48(29%)	39(24%)	36(22%)	15(9%)	0	19(12%)	8(5%)	165

VC International Partner

12(14%)	36(43%)	18(22%)	6(7%)	1(1%)	7(8%)	3(4%)	83
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VC Other

32(46%)	16(23%)	9(13%)	0	1(1%)	8(11%)	4(6%)	70
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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 following document (Form B: Final Assessment Essay: English Composition 102.”)

Biennially, the English Department evaluates a random sample of the assessment essays. The chair(s) of the appointed committee gathers 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. Drs. Bradley Will and Daniel Kulmala have served as co-chairs of the Assessment Committee in 2009-11.

During the process of assessment, members of the English Department Assessment Committee faculty evaluated the essays. Each anonymous paper received two separate readings and possibly a third, if the two initial scores varied widely. The assessment prompts used during academic year 2010-11, (“Form B”) are below.

***Composition data for the Spring Semester 2011 was not available at the time this report was completed.**

ENG101 and ENG102 Assessment Procedures

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**, and students in ENG 102 will write in-class essays during **the last week of the regular semester**.

Composition instructors should do the following:

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 B

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

Directions: Choose 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 nonelectronic 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 or APA format to document this use of an outside source (parenthetical citation and a Work(s) Cited or References 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.**

Topic 1

As investment in alternative energies has grown throughout the US, large-scale wind farming has become an economic interest in Kansas. Some people hold that wind energy offers an environmentally friendly means of generating much of the energy our society requires. Others suggest that large wind farms impact ecosystems by endangering birds that live in or migrate through the region.

- The county commission is considering rezoning land to allow a 30-turbine wind farm to be built on a 25 acre area in the northeast corner of the county. The commission has asked you consider the possible impact of the wind turbines on birds and write a position paper arguing for or against construction of the wind farm.

SOURCE:

Title: Wind Energy and Wildlife
Author: Not named
Web Site: American Wind Energy Association
Posting Date: Updated March 2009
Access Date: November 28, 2010
Web Address: http://www.americanwindenergyassociation.net/documents/factsheets/Wind_Energy_and_Wildlife_Mar09.pdf

“A reasonable, conservative estimate is that of every 10,000 human-related bird deaths in the U.S. today, wind plants cause less than one. The National Academy of Sciences estimated in 2006 that wind energy is responsible for less than 0.003% of (3 of every 100,000) bird deaths caused by human (and feline) activities.”

SOURCE:

Title: Wind Power: Red Not Green
Author: H. Sterling Burnett, Ph.D.
Web Site: National Center for Policy Analysis
Posting Date: Monday, February 23, 2004
Access Date: November 28, 2010
Web Address: <http://www.ncpa.org/pub/ba467>

“The most publicized environmental harm caused by wind power may be its effects on birds and bats. Wind farms must be located where the wind blows fairly constantly. Unfortunately, such locations are often prime travel routes for migratory birds, including protected species like Bald Eagles and Golden Eagles. The Sierra Club labeled wind towers ‘the Cuisinarts of the air.’ Why?

Scientists estimate as many as 44,000 birds have been killed over the past two decades by wind turbines in the Altamont Pass , east of San Francisco .

- The victims include kestrels and red-tailed hawks, and—since the area is home to the largest resident population of golden eagles in the lower 48 states—an average of 50 golden eagles each year.
- One study shows even more problems, explaining, ‘Wind farms have been documented to act as both bait and executioner—rodents taking shelter at the base of turbines multiply with the protection from raptors, while in turn their greater numbers attract more raptors to the farm.’
- Further, at least 400 migrating bats, including red bats, eastern pipistrelles, hoary bats, and possibly endangered Indiana bats, were killed at a 44-turbine wind farm in West Virginia in 2003.

Bird kill is also a problem in other countries. At Tarifa in Spain, the site of 269 wind turbines, thousands of birds from more than 13 protected species have been killed.”

SOURCE:

Title: Contextualizing avian mortality: A preliminary appraisal of bird and bat fatalities from wind, fossil-fuel, and nuclear electricity.

Author: Benjamin K. Sovacool

Journal Title: Energy Policy

Volume Number: 37

Issue Number: 6

Date: June 2009

Pages: 2241–2248

“Using data collected by Erickson and Wally (2004), avian mortality was quantified per GWh [gigawatt hour] for 339 individual turbines constituting 274 MW [megawatts] of capacity The thirty-six 660 kW [kilowatt] wind turbines comprising the Vansycle Oregon wind farm averaged 10 avian fatalities per year. The sixteen 1.5 MW wind turbines in Klondike, Oregon, were responsible for 8 fatalities per year. The one-hundred-and-thirty- three 600 and 750 kW wind turbines at Foot Creek Rim, Wyoming, were responsible for 35 avian deaths per year. The forty-four 1.5 MW wind turbines at the Mountaineer wind farm in West Virginia were responsible for 118 fatalities per year. The thirty-seven 1.3 MW turbines at Nine Canyon, Washington, were responsible for 36 fatalities per year. Finally, the seventy-three 300 kW wind turbines in Buffalo Ridge, Minnesota, were responsible for 14 deaths per year. Averaged out over all six wind farms, and presuming a capacity factor of 33%, those 339 turbines were responsible for 0.279 avian deaths per GWh.”

[From page 2244]

“For wind turbines, the risk appears to be greatest to birds striking towers or turbine blades and for bats suffering barotrauma. For fossil-fueled power stations, the most significant fatalities come from climate change, which is altering weather patterns and destroying habitats that birds depend on. For nuclear power plants, the risk is almost equally spread across hazardous pollution at uranium mine sites and collisions with draft cooling structures. Yet, taken together, fossil-fueled facilities are about 17 times more dangerous to birds on a per GWh basis than wind and nuclear power stations. In absolute terms, wind turbines may have killed about 7000 birds in 2006 but fossil-fueled stations killed 14.5 million and nuclear power plants 327,000.”

[From page 2246]

Topic 2

A high school near your home is considering restricting its computer network so that users cannot access various types of web sites. Among the types of websites considered are social networking sites such as Facebook.

- The school board has asked you to consider the effects of social networking sites and write a position paper arguing for or against restricting social networking sites accessed through the high school's computer network.

SOURCE:

Title: **Creating & Connecting: Research and Guidelines on Online Social—and Educational—Networking**
Author: **Not named**
Web Site: **National School Boards Association**
Publication Date: **July 2007**
Access Date: **November 28, 2010**
Web Address: <http://www.nsba.org/site/docs/41400/41340.pdf>

“Overall, an astonishing 96 percent of students with online access report that they have ever used any social networking technologies, such as chatting, text messaging, blogging and visiting online communities, such as Facebook, MySpace and services designed specifically for younger children, such as Webkins and the chat sections of Nick.com. Eighty-one percent say they have visited a social networking Web site within the past three months and 71 percent say they use social networking tools at least weekly.

Further, students report that one of the most common topics of conversation on the social networking scene is education. Almost 60 percent of students who use social networking talk about education topics online and, surprisingly, more than 50 percent talk specifically about schoolwork.”

SOURCE:

Title: **Even Poor Kids are Social Network Savvy**
Author: **Christopher Intagliata**
Web Site: **Scientific American**
Publication Date: **June 26, 2008**
Access Date: **November 28, 2010**
Web Address: <http://www.scientificamerican.com/podcast/episode.cfm?id=C0D90DFE-9C33-FFAF-FE7708F90078C490>

“[A] new study from the University of Minnesota says these days even the least privileged kids have profiles on MySpace and Facebook. And they're on the [internet](#) all the time. That finding goes against past studies that have found a ‘digital divide’ between rich and poor kids.

The researchers surveyed 600 urban teens from families making less than \$25,000 a year. Nearly all the kids said they go online, usually from home. And more than three quarters of them have pages on MySpace or Facebook. The students say they've learned valuable technology skills in the process: they edit and upload photos, videos and music, and some of them even mess with html to personalize their pages. The researchers say teachers might want to build on that experience. Slipping a little MySpace between reading and ‘rithmetic could be really rewarding.”

SOURCE:

Title: **Social Websites Harm a Child's Brain**

Author: David Derbyshire
Newspaper: Daily Mail (London)
Publication Date: February 24, 2009
Internet Database: LexisNexis Academic
Access Date: November 28, 2010
Web Address: <http://www.lexisnexus.com/hottopics/lnacademic/?verb=sr&csi=138794>

“Social networking websites are causing alarming changes in the brains of young users, an eminent scientist has warned.

Sites such as Facebook, Twitter and Bebo are said to shorten attention spans, encourage instant gratification and make young people more self-centred.

The claims from neuroscientist Susan Greenfield will make disturbing reading for the millions whose social lives depend on logging on to their favourite websites each day.

But they will strike a chord with parents and teachers who complain that many youngsters lack the ability to communicate or concentrate away from their screens.

More than 150 million people use Facebook to keep in touch with friends, share photographs and videos and post regular updates of their movements and thoughts.

A further six million have signed up to Twitter, the ‘micro-blogging’ service that lets users circulate text messages about themselves.

But while the sites are popular—and extremely profitable—a growing number of psychologists and neuroscientists believe they may be doing more harm than good.

Baroness Greenfield, an Oxford University neuroscientist and director of the Royal Institution, believes repeated exposure could effectively ‘rewire’ the brain.

Computer games and fast-paced TV shows were also a factor, she said.

‘We know how small babies need constant reassurance that they exist,’ she told the Mail yesterday.

‘My fear is that these technologies are infantilising the brain into the state of small children who are attracted by buzzing noises and bright lights, who have a small attention span and who live for the moment.’ Her comments echoed those she made during a House of Lords debate earlier this month. Then she argued that exposure to computer games, instant messaging, chat rooms and social networking sites could leave a generation with poor attention spans.”

SOURCE:

Title: MySpace Turns Over 90,000 Names of Registered Sex Offenders
Author: Jenna Wortham
Newspaper: New York Times
Publication Date: February 4, 2009
Internet Database: LexisNexis Academic
Access Date: November 28, 2010
Web Address: <http://www.lexisnexus.com/hottopics/lnacademic/?verb=sr&csi=8006>

“MySpace provided two state attorneys general the names of 90,000 registered sex offenders it had banned from its site in response to a subpoena.

The figure is 40,000 more than the amount previously acknowledged by MySpace, according to Attorney General Richard Blumenthal of Connecticut, who along with Attorney General Roy Cooper of

North Carolina are among officials pressing social networking sites to adopt more stringent safety measures.

‘Almost 100,000 convicted sex offenders mixing with children on MySpace—shown by our subpoena—is absolutely appalling and totally unacceptable,’ Mr. Blumenthal said in a statement. ‘For every one of them, there may be hundreds of others using false names and ages.’

Last year, MySpace, owned by News Corporation, and Facebook.com agreed to set security standards after the Web sites were criticized for not doing enough to protect minors from sexual predators lurking on social networking sites.

Facebook, a privately held company based in Palo Alto, Calif., said the company was still working with Mr. Blumenthal to respond to a similar subpoena.

The disclosure renews the debate of whether social networking sites are a haven for sex offenders. ‘This is just the tip of the iceberg on MySpace,’ said John A. Phillips, chief executive of Aristotle, a company that supplies identity and age verification technologies for companies like the New York State Lottery, breweries and film studios. ‘These are just the convicted sex offenders’ who used their real names.

MySpace's disclosure follows a report by the Internet Safety Technical Task Force, a panel created by 49 attorneys general, that said the issue is overblown. It concluded the problem of bullying among children, both online and offline, was far more serious than sexual solicitation of minors by adults online.

Mr. Phillips, who served as a member of that task force, has been critical of the report. Ernest Allen, president of the National Center for Missing and Exploited Children, said the figure was ‘disturbing’ but that there is no way to know how large the presence of online predators really is.

‘We don't know if that's 80 percent of the population targeting kids on the Internet or 1 percent,’ Mr. Allen said.”

DATA ON USE OF THE FHSU WRITING CENTER 2005-2011

Year:	F05	S06	F06	S07	F07	S08	F08	S09	F09	S10	F10	S11
#Visits	507	503	579	689	943	1114	782	696	615	573	806	662
Depts.	20	22	22	23	28	25	25	27	23	28	29	24
Fac.	72	75	70	85	81	60	106	94	73	82	115	68
Crises	83	87	90	86	115	87	142	120	101	108	156	92
Stdnts	259	220	287	293	428	427	462	307	292	267	328	236

TUTORING SESSION EVALUATIONS 2010-2011

Students who work with tutors 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.

Fall 2010	Very much so	Somewhat	Not at all
Helpful	5 669 4 105	3 20 2 7	1 0
Knowledgeable	5 657 4 117	3 22 2 4	1 2 0
Courteous	5 705 4 79	3 13 2 2	1 1 0
Spring 2011	Very much so	Somewhat	Not at all
Helpful	5 584 4 68	3 18 2 6	1 2 0

Knowledgeable	5	579	4	89	3	22	2	9	1	3	0
Courteous	5	569	4	51	3	17	2	4	1		0

**Writing Center Visits by Departments/Instructors/Courses
Fall 2010**

Department	Accounting
Rumpel	Principles of Accounting II
Heronemus	Financial Statement Analysis
	Agriculture
Gleichsner	Cereal, Fiber, and Oil Crops
Greathouse	Readings in Agriculture
	Art
Ganstrom	Ceramics I
Holmes	Renaissance/Baroque Art History
	Biology
Channell	Humans and the Environment
Eberle	Laboratory Experiences in Biology
	Business Communication
Guyot	Business Communication
Jones	Business Communication
Rucker	Internship in Business Communication
Sellers	Business Communication
	Chemistry
Hohman	Orientation to Chemistry
Wiese	Thesis
	Communication Disorders
Brandel	Language Disorders: Early Childhood
Britten	Audiology
	Research in Health-related Professions
	Communication Studies
Eigenmann-Malik	Fundamentals of Oral Communication
	Contemporary Theories in Communication
Fairbanks	Organizational Communication
Haggard	Organizational Communication and Leadership
	Nonverbal Codes
	Seminar in Communication Research
Huntington	Fundamentals of Oral Communication
	Advertising Copywriting Strategy and Tactics

Marez	Mass Media in a Free Society
H. Peters	Introduction to Motion Pictures
	Recruiting and Interviewing Techniques
	Developing Human Resources through Communication
Robson	Conflict Management through Communication
Yang	Fundamentals of Oral Communication
	Communication and the Information Society
Yao	Fundamentals of Oral Communication
	Advertising Campaign Design and Analysis

Economics and Finance (ECFI)

Arano	Quantitative Methods
Breit	Money, Banking, and the Macroeconomy
	Bank Management
Johansen	Fundamentals of Investments
Toulaboe	International Finance
	Managerial Economics: Theory and Application

Education TESS and TEEC, TEEL

Cook-Benjamin	Curriculum and Assessment
Meckenstock	Children's Literature
Stoppel	Foundations of Education
Stramel	Elementary Math Methods
Walizer	Reading and Language Arts
Zimmerman	Human Growth and Development

English

Bartlett	Contemporary British Literature
	World Literature and the Human Experience
Craven	Composition I
	Introduction to Fiction
Duffy	Introduction to Literature
	Composition I
Hernandez	Composition II
Hutchison	World Literature and the Human Experience
Leuschner	Composition II
	SELT: English Novel into Film
Marconette	Composition II
McHenry	Composition I
	Composition II
Meade	Composition I
	World Literature and the Human Experience
Rankin	Composition I
Shaffer	Composition I
	Introduction to Linguistic Science
Singleton	American Lit I
	Composition I

Smith	English for International Students Composition II World Literature and the Human Experience Independent Study: Writing about Literature
Weaver	Creative Nonfiction Topics in Writing: Screenwriting Composition I
Will	Composition I
Wilson	Professional and Technical Writing Composition II Young Adult Literature
General Business	
Gabel	Business Law I
Geosciences	
Adams	Global Climate Change: Apprenticeship in Geography
Heinrichs	Global Climate Change: Apprenticeship in Geography
Kuntz	World Geography
Rohleder	Physical Science
Zakrzewski	Geological Scientific Writing
Health and Human Performance	
Burnett	Motor Learning
Ellis	Personal Wellness
Zody	Research Methods in Health & Human Performance
History	
Caulfield	The Era of the Civil War
Goodlett	Nineteenth Century Europe
Larsen	United States History to 1877
Nolan	United States History since 1877
Wilson	Independent Studies in History Historical Methods
Information Networking and Telecommunications (INT)	
Hanks	Introduction to Electronic Media
Hunsicker Walburn	Public Policy, Law, and Ethics in INT
Jiang	Leadership in Information Networking
Walters	Introduction to Web Development
Interdisciplinary Studies	
Chretien	Technology in Society
Levy	Multiculturalism in the U.S.
Morin	Information Literacy Internship in Liberal Studies Readings in Liberal Studies
Murphy	Introduction to Graduate Liberal Studies

Ways of Knowing in Comparative Perspective

Leadership Studies

Arensdorf	Introduction to Leadership Behavior
	Advanced Leadership Behaviors
Christie Brungardt	Field Work in Leadership Studies
Curt Brungardt	Principles of Civic Leadership
	Organizational Leadership
Goertzen	Field Work in Leadership Studies
Michael Martin	Introduction to Business
Montgomery	Readings in Leadership
	Leadership Concepts

Management

Carpano	International Business
Michael Martin	Introduction to Business
Maughan	Management Principles
Ross	Training and Development
Schwaller	International Business
	Business, Society, and Ethics
Smith	Tourism and Hospitality Marketing
	Independent Study
Stone	Human Resource Management
Weisenborn	Production and Operations Management

Marketing

Billiot	Marketing Research
Schwaller	International Marketing

Mathematics

Luea	Intermediate Algebra
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MBA

Arano	Business Research and Quantitative Methods
Jordan	Advanced Managerial Accounting
Mary Martin	Marketing Management

MIS

Swindler	Introduction to Computer Information Systems
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Nursing

Insley	The Older Adult and the Family in Retirement
Koerner	Introduction to Nursing
	Foundations of Nursing
Riffel	Young Adult and the Childbearing Family
Sanko	Population-Focused Care

Nursing Concepts

Department	Philosophy
Drabkin	Introduction to Philosophy
Rice	Political Philosophy

Department	Political Science
Bennett	Legal Research Methods
Mills	Current Political Issues
	Orientation to Political Science
Squires	Comparative Governments of Industrial Societies

	Psychology
Herrman	General Psychology
	Thesis
Kitzis	Physiological Psychology
Leeds	Appraisal of Children
Naylor	Experimental Methods
Patrick	Child and Developmental Psychology
Raacke	General Psychology
William	Approaches to Psychotherapy
	Couples Therapy
Windholz	Current Issues in Psychology: Growing Old in a New Age

	Sociology
Arnhold	Sociology of the Family
Kerrigan	Sociology of Death and Dying
McGonigal	Social Inequality

	Technology Studies
Rigler	Communication Systems

**Writing Center Visits by Departments/Instructors/Courses
Spring 2011**

Department	Accounting
Gnizak	Advanced Tax Procedure
Rumpel	Cost Accounting

Department	Art and Design
Ganstrom	Ceramics I
Holmes	Graduate Readings in Art History

Department	Agriculture
Stephenson	Agronomic Crop Production

	Business Communication
Sellers	Business Communication
	Communication Disorders
Britten	Research in Health-related Professions
	Communication Studies
Eigenmann-Malik	Intercultural Communication Seminar in Communication Research
Fairbanks	Listening Organizational and Coaching & Mentoring Communication
Huntington	News Reporting
Marez	Introduction to Motion Pictures
Robson	Small Group Communication
Yang	Mass Media in a Free Society Diversity and Communication Crisis Management and Strategies
	Economics and Finance (ECFI)
Breit	Financial Markets and Institutions
Terry	Retirement and Employee Benefit Planning
Toulaboe	International Economics
	Education TESS and TEEC
Stramel	Elementary Math Methods
Fulton	Theories of Exceptionalities and Diversity
Salmons	Educational Research
	English
Craven	Composition I Composition II Introduction to Literature
Hernandez	Composition II
McHenry	Composition II
Meade	Composition I Composition II World Literature and the Human Experience
Smith	Composition I English for International Students Technical and Professional Writing World Lit
Stinemetz-Ergun	Composition II World Literature and the Human Experience
Trout	Literature and the Environment
Weaver	Composition I

Will Wilson	Composition II Composition II Composition II Technical and Professional Writing
McNeil	Health and Human Performance Principles of Nutrition
Goodlett Haar Larsen Perez	History Historiography Modern World Civilization United States History since 1877 Seminar in History: Science and Exploration Historical Methods
Arano Armstrong Chretien Levy Mills Morin	Interdisciplinary Studies Economic Ideas and Current Issues Multiculturalism in the U.S. Technology in Society Multiculturalism in the U.S. Sustainability and the Future: Seven Revolutions Origins and Implications of the Knowledge Society Internship in Liberal Studies Readings in Liberal Studies
Murphy Vaz	Ways of Knowing in Comparative Perspective Multiculturalism in the U.S.
Hunsicker Walburn Tholstrup	Information Networking and Telecommunications (INT) Public Policy, Law, and Ethics in INT Research Methods in INT
Christi Brungardt Curt Brungardt	Leadership Leadership and Personal Development Principles of Organizational Leadership Model U.N
Montgomery	Leadership and Team Dynamics
Gabel Schwaller	Management Business Law Business Ethics Business Policy Business, Society, and Ethics
Smith Stone	Tourism and Hospitality Management Human Resource Management
Billiot	Marketing Strategic Electronic Marketing

Mary C. Martin Marketing Strategy
 Consumer Behavior
 Michael Martin Strategic Selling
 Customer Service and Relationship Management

Nursing

Fossum Nursing Practicum
 Heimerman Foundations of Nursing
 Insley Health Assessment Lab
 Moore Developing Nursing Theories
 Sanko Nursing Concepts

Philosophy

Rice Introduction to Philosophy
 Tostenson Bioethics
 Introduction to Philosophy

Physics

Rohleder Physical Science
 Sessolo Physical Science

Psychology

Wallert Advanced General Psychology
 Abnormal Psychology

Political Science

Bennett Introduction to the Law
 Legal Advocacy
 Squires Introduction to International Relations

Sociology

Vaz Comparative Cultures and Societies

Miscellaneous Departments

Shehidi ESL

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 th day counts) distributed to Chairs and Deans in the departmental template.
June 1	Student system information (graduates, NSSE) 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.