Unit Missions

LL Mission Statement

Mission statement
The Division of Languages and Literature strives to teach students the values and functions of the written and spoken word. The division teaches students to read, write and speak the English language with greater fluency, creativity and accuracy. In addition, the Division offers students the chance to become proficient in the reading, writing and speaking of three modern foreign languages. To meet these goals, we offer two degrees in seven majors: a BA in English (with an emphasis in literature, creative writing, or philosophy), and a BSE in English, a BA in journalism, a BA in Spanish, French, German or foreign languages/philosophy, and a BA in communication studies and theater arts (with emphasis in communication studies or theater). Furthermore, we offer **minors** in English, French, German, journalism, philosophy, Spanish, and communication studies and theater arts.
We also offer classes in Greek and Hebrew.

After students finish their chosen course of study, several opportunities await them. Many will teach in different settings and at different levels. Others will become lawyers, editors, translators, journalists, actors and politicians. Some will join the ranks of the clergy, and others will become missionaries. All of our graduates will do writing of some sort: novels, poems, news stories, scholarly work, advertising, feature stories, sermons, and film scripts, to mention a few. Some will be trained for specific jobs, teaching in public schools for example. All will learn skills that will help them succeed in whatever profession they choose to enter. Jobs become obsolete, but thinking, reading and writing skills never do. When honed with dedication and passion, these skills will only get better.

Learning Outcomes

BA-CSTA-CS 01: Oral Communication Skills

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Demonstrate effective oral communication skills in courses ranging from the basic to the advanced.

(Note: all upper-level classes for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)
A criteria form is used to evaluate introductory, informative, persuasive, and ceremonial speeches in the COM 101: Public Speaking course (See Appendix G in File Library for sample informative speech criteria). Each major category is weighted according to significance. Data is derived from observing and critiquing individual speeches. Students receive both oral feedback (directly after a speech) and a written critique.

In many upper-division courses, questions are often used to evaluate individual and/or group presentations. In other courses, an interactive quiz show assignment is used to evaluate effective use of oral communication. Effective communication skills are evaluated on whether students answer questions in a coherent and cogent manner.

If 80% of the students earn a "C" or higher on the assignment, then the student learning outcome will be satisfied.

- APPENDIXES A to Z

Results of Evaluation
In the Fall 2012 semester, approximately 81% of student speakers earned a C or higher on the informative speech assignment. In Spring 2013, the number of students who earned a C or higher on the informative speech increased to 83% (Table I provides data from grades earned on the informative speech assignment.)

While many COM 101 students improve during the course of a semester, systematic weaknesses include poor outlining skills, improper/inadequate use of evidence, incomplete or incorrect attribution of sources (e.g., the use of oral footnotes during a speech), inadequate research skills as well as poor use of movement and gestures (physical delivery).

COM 101: Student learning outcomes were satisfied during the Fall 2012 and Spring 2013 semesters. In the Fall 2012 semester, approximately 100% of the COM 306 students earned a C or higher on the Quiz Show assignment. In the Spring 2013 semester, approximately 100% of the COM 202 students earned a C or higher on the Quiz Show Assignment (see Table II).

While most students could effectively express ideas and concepts, other students were not prepared for Quiz Show; a few had difficulty expressing concepts effectively (problems with precise word choice).

COM 306: The student learning outcome was satisfied.
COM 202: The student learning outcome was satisfied.

TABLE I
Scores for Informative Speech Assignment (COM 101: Public Speaking)

Semester	Number of Sections	Number of Speeches	Number of Speeches that Received a C or Higher
Fall 2012	6	95	77 (81%)
Spring 2013	6	96	80 (83%)

Note: Students who were absent on the day of a scheduled speech (and did not have a verifiable and documented excuse) were not counted as part of the aggregate.

TABLE II (COM 306 and 202)
Quiz Show Assignment

Semester	Number of Sections	Number of Students	Number of Students that Received a C or Higher
Fall 2012	1	9	9 (100%)
Spring 2013	1	16	16 (100%)

Use of Evaluation Results
For the COM 101 students, continue to develop and implement different mini-speech assignments (non-graded speech exercises) that focus on delivery (movement and gestures). Require students to present one part of their research speech in class to check for proper use of oral footnotes. Alternatively, show students two speeches; one speech exemplifies excellent use of oral footnotes while another speech demonstrates poor use of source citation. Require students to evaluate a poorly written outline and/or unscramble a "scrambled" outline; establish a class period day devoted to research (library tour) or, alternative, show a video that demonstrate excellent use of evidence and a speech that demonstrates the outcomes when a speech is based largely on assertion, not research; add facilitation assignments to upper-division courses. Add test questions on topics related to delivery, source citations, and the like.

For advanced level courses, additional training in recall and effective expression of ideas is needed. A class session should be devoted to teaching students communication competency, specifically the use of precise and concise expression of ideas as well as how to organize one's ideas effectively.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 05: Self

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 08: Perspectives

GE 10: Values

BA-CSTA-CS 02: Writing & Research Skills
Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Demonstrate excellent written communication skills in courses ranging from the basic to the advanced.
(Note: all upper-level classes for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)
A writing rubric is used to evaluate major papers/projects (See Appendix H in File Library.). In addition, tips on how to research and write a research paper, along with examples of well-written essays, are given to the students. An hour of class time is devoted to discussing these issues. If 80% of students earn a C or higher on the assignment, then the student learning outcome has been satisfied.

- APPENDIXES A to Z

Results of Evaluation
In the interpersonal communication course (COM 202), the percentage of students who received a C or higher on the research/relationships projects was 84% (Fall 2012). This percentage increased (87%) the following semester (See Table III.).

COM 202: Student learning outcomes were satisfied in fall 2012 and spring 2013.

In the small group communication course (COM 306), the percentage of students who earned a C or higher on the major project assignment (small group project) was 100% (Fall 2012). (See Table IV)

COM 306: The student learning outcome was satisfied.

In the Rhetoric of Social Movement class (COM 400), the percentage of students who earned a C or higher on the major research paper was 77% (Spring 2013). See Table V

COM 400: The student learning outcome was not satisfied.

While many students received a C or higher on research and writings projects in COM 202, COM 306, and COM 400, some students still display poor writing skills (organization of information, development of arguments, use of evidence, grammar, paragraph formation, etc.).

TABLE III
Scores for Relationship Analysis Paper/Conversational Analysis (COM 202: Interpersonal Communication)

Semester	Number of Sections	Number of Papers Received	Number of Papers that Received a C or Higher
Fall 2012	2	25	21 (84%)
Spring 2013	2	32	20 (87%)

Note: Students who did not submit a paper by the deadline (and did not have a verifiable and documented excuse) were not counted as part of the aggregate.

TABLE IV
Scores for Major Project (COM 306: Small Group Discussion)

Semester	Number of Sections	Number of Projects Received	Number of Projects That Received a C or Higher
Fall 2012	1	9	9 (100%)

TABLE V
Scores for Major Project (COM 400: Rhetoric of Social Movements)

Semester	Number of Sections	Number of Papers Received	Number of Papers That Received a C or Higher
Spring 2013	1	9	7 (77%)

Use of Evaluation Results

In beginning (interpersonal communication) and advanced (rhetoric of social movements) courses, instruction will re-emphasize the importance of developing effective writing skills. One or two class periods will be used to emphasize expectations for student writing. For example, instructors will use a published journal article to a model for good scholarship: audiences will expect an essay to include a purpose statement, justification statement, thesis and preview as well as topic sentences, evidence, transitions, etc. Instructors will also re-emphasize the importance of citing sources correctly in the manuscript as well as on a works cited page or reference section.

In some sections, students will continue to be required to turn in journal entries and other writing assignments that are designed to strengthen writing competence. Also, instructors will continue to require students to turn in rough drafts prior to assignment deadline, as opposed to suggested rough draft deadlines. Students who are struggling with their writing will be required to visit the University's Writing Center.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 05: Self

⬚BA-CSTA-CS 03: Technology Skills

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Demonstrate effective use of technology in public speaking situations.

(Note: all upper-level classes for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)
Oral presentations are supplemented w/ PowerPoint (PP). Students are evaluated on their ability to use the technology effectively in public settings (the criteria include: clarity of information, relevance of PP to topic, proper sequencing of slides, correct information on slides, visually appealing).

If 80% of students earn a C or higher on an assignment that uses PowerPoint, then the student learning outcome has been satisfied.

Results of Evaluation
For the COM 101 course, the use of technology is part of a larger assessment of the effectiveness of the presentation. During the Fall 2011 semester, approximately 84% of student speakers earned a C or higher on the informative or persuasive speech assignments that required the use of technology (PowerPoint). In Spring 2012, the number of students who earned a C or higher on the informative or persuasive speech assignments slightly deceased to 83%. (See Table VI.)

COM 101: Student learning outcomes were satisfied during the fall 2012 and spring 2013 semesters.

In the COM 306 course (Small Group Discussion), students were required to present a 20-30 minute PowerPoint Presentation as part of the major group project. During the fall 2012 semester, approximately 100% of student speakers earned a C or higher on the group project presentations. (See Table VII).

COM 306: The student learning outcome was satisfied.

While students still have problems with organization of material, proper display of items on slides, the Power Point presentations have improved in quality and content.

TABLE VI
Scores for Informative/Persuasive Speech Assignments Involving Use of a Visual Aid (PowerPoint) (COM 101: Public Speaking)

Semester	Number of Sections	Number of Speeches	Number of Speeches that Received a C or Higher
Fall 2012	6	91	77 (84%)
Spring 2013	6	96	80 (83%)

Note: Students who were absent on the day of a scheduled speech (and did not have a verifiable and documented excuse) were not counted as part of the aggregate.

TABLE VII
Scores for Major Project Presentation (COM 306: Small Group Discussion)

Semester	Number of Sections	Number of Students Involved in Presentations	Number of Students That Received a C or Higher
Fall 2012	1	9	9 (100%)

Use of Evaluation Results
Instructors will continue to approve student PP before use in class; limit the number of slides per presentation to five; instructor presents two PP presentations—one effective, the other ineffective to draw out the elements that make up an effective PP presentation; provide more specific information about how to construct PowerPoint slides (the 6-6 rule); ask a guest speaker to discuss the differences between an effective and ineffective PP presentations. Cite studies that indicate problems audiences encounter with professional PP presentations. Ask students to develop mini PowerPoint presentation and critique presentations in class. Discuss the advantages and drawbacks associated with PowerPoint presentations.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

BA-CSTA-TA 01: Acting Techniques
Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Display effective stage movement skills

Demonstrate ability to use vocal skills in character portrayal on stage

(Note: all upper-level classes for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)
In THE 225: Introduction to Theater, tests will be used to evaluate a student's knowledge of various genres, styles and staging terminology, character development, and biographical information about the playwrights. Selected material for the course includes plays from the Greek and Roman times to recent modern productions presented on Broadway. In an effort to enable them to understand the time and

commitment required for a theatrical production, students in this course are given the option of working on one of the stage crews of the campus production. Students who cannot give the time to this project will instead write in-depth research papers, incorporating aspects of three of the works addressed in the course. The paper must incorporate aspects of three of the works covered in the course.

If 80% of students earn a "C" or higher on the respective assignments, then the student learning outcome has been satisfied.

In theater courses 339 and 221, Dramatic Performance and Production and Theater Activities, respectively, the campus productions are the focus. **In these specific courses, the course grade <u>is</u> the major course assignment (students either act or participate in the technical aspect of theater production).**

Interpretation of the material and creative staging techniques are emphasized and practiced. Expertise is requested from faculty and students from other disciplines as well. For example, some of the departments offering assistance for the theater are Art, Fashion Merchandizing, and the Delta Music Institute. Students are graded on a pass/fail method. Members of the cast and crew understand their specific importance to the overall product. If a student is committed to the tasks during the rehearsal period and follows through by performing those tasks from opening night to the closing of the show, the student receives an "A" for participation in either of these courses. In addition to the assessment of the work ethic of the student involved in on stage or off stage tasks, another crucial assessment of a successful performance is the audience response. Actors, technical crew members, and the director all want to hone skills to make campus productions more effective, interesting, and enjoyable for those who attend the performances. To gain specific insight into that perspective, responses from students and faculty are sought after each performance. Those responses are made known to the cast and crew immediately; concerning legitimate criticisms. If corrections can be made before the next performance, they are addressed. If some aspects cannot be changed, the feedback received often helps in succeeding productions of the future. In an effort to improve our program, we will continue to seek feedback from our spectators.

Quantitative and qualitative responses, from both faculty and students, will be encouraged in several areas: acting acuity, technical effectiveness, and/ or directorial decisions. Because the campus production may be the first live theater performance some students have seen, there are those students who may prefer more guidance in the evaluation process. In this case a rubric with a quantitative rating scale from 1 to 5, with one indicating the poorest level of performance to five indicating excellent skill, can be provided. This evaluation form will focus on such acting skills as: projection, enunciation, stage movement, and character motivation; lighting, set design, and costuming in the technical areas; and material selection and interpretation in the directorial area. The evaluation form will also include the option of responding to qualitative questions as well. The specific methods for measuring this are still being explored.

If 80% of students earn a "C" or higher on the major course assignment, then the student learning outcome has been satisfied.

Results of Evaluation
Students enrolled in THE 225 receiving a C or higher on tests, writing assignments, and projects amounted to 80% of the class. (See Table VIII).

THE 225: The learning outcome was satisfied.

Students enrolled in THE 211 and 339 receiving a C or higher on acting expertise amounted to 100% of class. (see Table IX).

THE 221 and THE 339: The learning outcome was satisfied.

TABLE VIII
Scores for Theater Production Project (THE 225: Introduction to Theater)

Semester	Number of Sections	Number of Students	Number of Participants in Theater Production Project Receiving a C or Higher in Class
Fall 2012	**1**	**10**	**12 (83%)**

TABLE IX
Scores for Acting Proficiency (THE 221: Theater Activities; THE 339: Dramatic Performance and Production)

Semester	Number of Sections	Number of Students	Number of Students who Received a C of Higher on Acting or Technical Theater
Fall 2012	**2**	**30**	**30 (100%)**
Spring 2013	**2**	**28**	**28 (100%)**

Use of Evaluation Results
Give students more varied opportunities to develop their creative talents and interest for acting in and/or staging productions. Provide those students, with beginning interests in theater, opportunities to realize those performance-related aspirations. Although we have state-of-the-art equipment in our facilities, more in-depth training for students operating this equipment is a need that we should address in the future.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 05: Self

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

GE 10: Values

BA-CSTA-TA 02: Writing Skills

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Demonstrate excellent written communication skills.

(Note: all upper-level classes for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)
In THE 309 (Acting I) and THE 310 Acting II) students were required to write critiques of three performances they had attended throughout the course of the semester. The final written assignment for the course was the self-critique. All of the students in the acting classes had been cast in one or more roles for the Delta Players spring production of *A Pleasant Evening Out*, a series of one act plays written by Dennis DiClaudio. Students were to discuss their characters, their process in rehearsal, their growth as an actor and to assess their own performances. Students were to incorporate what they learned from the different schools of thought on acting we discussed during the semester from Constantin Stanislavski to Sanford Meisner, Stella Adler, Lee Strasberg and Uta Hagen.

If 80% of students earned a "C" or higher on the assignment, then the student learning outcome was satisfied.

Results of Evaluation
THE 309 and THE 310: The student learning outcome was satisfied. (See Table X).

The level of writing of the students in these classes is far better than any other class I have taught in my two years here at Delta State University. With very few exceptions, the writing assignments turned in this semester were clear, concise, and well thought out essays. The three students who did not achieve the desired outcome simply did not turn in the assignment for one reason or another; it had nothing to do with their writing ability (see note).

Note: Students who did not submit a paper by the deadline (and did not have a verifiable and documented excuse) were not counted as part of the aggregate.

TABLE X
Pleasant Evening Out Writing Assignment (THE 309 and 310: Acting I and II)

Semester	Number of Sections	Number of Students	Participants in Theater Production Receiving a C or Higher on Assignment
Spring 2013	**2**	**4**	**4 (100%)**

Use of Evaluation Results
The writing assignments for this class consisted of critiquing four performances and researching an innovator in the field of acting and their particular approach or technique. Most of the writing assignments

were well researched and edited, although some students would benefit from a visit to the writing center in order to learn how to cite sources correctly and to how to gain insight into the use of sources other than those featured on the internet.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 05: Self

BA-CSTA-TA 03: Use of Technology

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Demonstrate effective use of technology in theatrical performances

Data Collection (Evidence)
Theater lends itself to both basic and creative venues in technology. Allowing students to implement effective use of design techniques in set, sound, and lighting techniques is a vital part of the program. **In these specific courses, the course grade is the major course assignment (students either act or participate in the technical aspect of theater production).**

THE 221 and THE 339 are specifically designed to assist students achieve competencies in the use of technology (for specific competency areas see above).

If 80% of students earned a "C" or higher on the major course assignment, then the student learning outcome was satisfied.

Results of Evaluation
Students enrolled in THE 211 and 339 receiving a C or higher in technical theater amounted to 100% of class (see Table XI).

THE 221 and THE 339: The learning outcome was satisfied.

Although students demonstrated fundamental competency in technical aspects related to theater, many still need to fully develop their knowledge of lighting, and sound design. These inadequacies exist because historically there has been no personnel available with training in these design areas in our program (Van Jenkins, an adjunct instructor, has expertise in sound and lightening, but he works full-time as the Technical Director at the Performing Arts Center). Training for students is dependent on our financial ability to hire designers outside the university for some specifically more technically challenging productions**.** We have made a request to hire a full-time theater director who can teach these skills to our students.

TABLE XI
Scores for Technical Proficiency (THE 221: Theater Activities; THE 339: Introduction to Theater)

Semester	Number of Sections	Number of Students	Number of Students who Received a C of Higher on Technical Theater
Fall 2012	2	30	30 (100%)
Spring 2013	2	28	28 (100%)

Use of Evaluation Results
Experts in these technical areas will be contacted to give students more dynamic options in design. For example, contact the Delta Music Institute Director to establish training workshops conducted by DMI for students for training of theater students enrolled in THE 339: Dramatic Performance and Production Techniques. Arrange lighting workshops to be conducted by lighting consultants (e.g., Van Jenkins), and/or by students trained by lighting consultants.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

BA-ENG 01: Analysis of Literature
Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Students will demonstrate the ability to critically analyze works of major writers (mostly British & American) who compose (d) in English and selected works of other major writers whose works can be read in English translations.

Data Collection (Evidence)
A satisfactory grade in English 304, a capstone course for all English majors

English 304 scores are collected and reported by the instructor of the class.(**Note: all majors are required to take this course; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all writing assignments, so all students are evaluated according to the same standards.)**

The goal is for 70% of the students in the class to make a grade of C or higher in English 304. When this goal is reached or exceeded, a satisfactory SLO has been achieved.

Results of Evaluation
70% of the students (N=10) who completed English 304 in the current year made a score of C or higher (See the Table XII below.)

Table XII
Grades Reported from English 304 Classes

Year*	Total # of Students	Total # of Students with a Grade of C or Higher in Class	Per cent Reaching Goal
2004	12	7	58%
2005	15	12	80%
2006	14	13	93%
2007	12	9	75%
2008	24	22	92%
2009	12	10	83.3%
2010	9	8	88.8%
2011	11	9	81.8%
2012	10	7	70%

*Note: Class is taught only in the Fall Term.

Use of Evaluation Results
Two of the students who did not have a C or better in the class will be encouraged to repeat the course and attend one-on-one help sessions with the instructor twice a week in the Writing Center. The other student who did not make a grade of C or higher has changed majors.

In the spring of 2008, the Unit Assessment Committee recommended that students pursuing the B.A. degree in English take the PRAXIS II exam sometime during their senior year. The entire English faculty considered this proposal during the 2008-09 academic year, but concluded that this would cause an unnecessary cost for students. The Assessment Committee tried to develop an "in house" pre & post test for students pursuing the B.A. degree in English.

However, no consensus could be reached on a format for this exam. Thus, the committee has recommended using grades in other capstone courses (ENG. 435/436 or Shakespeare, for example) to assist with measuring this SLO. Data collection began with the summer of 2010. See Table XIII. The instructor in ENG 312 classes will add an additional exam between the midterm and the final.

Table XIII
Grades in Capstone Courses for Majors

Year	Grades	ENG 309	ENG 310	ENG 312	ENG 313	ENG 435/436
2010-2011	C or better	17 of 22 = 77%	15 of 18 = 83%	9 of 12 = 75%	17 of 21 = 81%	11 of 13 = 85%
2011-2012	C or better	11 of 13 = 85%	17 of 22 = 77%	9 of 16 = 56%	9 of 10 = 90%	12 of 12 = 100%
2012-2013	C or better	19 of 23 = 83%	5 of 6 = 83%	7 of 11 = 64%	18 of 19 = 95%	10 of 12 = 83%

(Note: all majors are required to take these courses; they are usually taught once a year, by the same instructor, who uses a common rubric to evaluate all writing assignments, so all students are evaluated according to the same standards.)

The next time ENG 312 is taught, Fall 2013, the instructor will give weekly reading quizzes to help insure that students are better prepared when they come to class.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 10: Values

BA-ENG 02: Writing
Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

Data Collection (Evidence)
B.A. students take the Writing Proficiency Exam. The DSU Office of Institutional Research reports the aggregate WPE scores to the Unit, after they have been evaluated by the faculty readers who have been chosen from the entire full-time faculty.

 If 80% of the students receive a CR (Credit) on the WPE, then a satisfactory SLO has been achieved.

Results of Evaluation

For the current year, 100% of the students (N=5) in the B.A. program in English who took the Writing Proficiency Exam received a score of CR. (See Table XIV below.)

Table XIV
WPE Results for Undergraduate English Majors

Year	# Taking the Exam	# Receiving Credit	% Receiving Credit
2005-06	10	9	90%
2006-07	5	4	80%
2007-08	4	4	100%
2008-09	4	2	50%
2009-10	7	5	71%
2010-11	3	3	100%
2011-12	5	5	100%
2012-13	5	5	100%

Use of Evaluation Results
Advisors **will continue** to encourage students to attend the preparation sessions prior to taking the WPE.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

BA-ENG 03: Research and Criticism
Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Students will demonstrate familiarity with research procedures and critical perspectives in the discipline.

Data Collection (Evidence)
A satisfactory grade on English 304 documented research assignments

and

A portfolio review by the Assessment Committee of selected research/analytical papers written while the students were enrolled in the program

English 304 assignment grades are collected and reported by the instructor of the course.

The portfolio is maintained by the student during the time the student is enrolled in the program.

If 70% of the students make an average grade of C or higher on the research assignments in English 304, a satisfactory SLO has been accomplished.

The goal of the portfolio is to collect and present several papers written by the students during the course of their program of study. Each paper must have a grade of C or higher. The student presents the portfolio to the Assessment Committee, and the committee evaluates the portfolio according to a common rubric. If 80% of the students earn a satisfactory evaluation on their portfolios, a satisfactory SLO has been accomplished.

Results of Evaluation
70% of the students (N=10) who completed English 304 in the current year made a score of C or higher (See Table XV.)

Table XV
Grades Reported from English 304 Classes

Year*	Total # of Students	Total # of Students with a Grade of C or Higher in Class	Per cent Reaching Goal
2004	12	7	58%
2005	15	12	80%
2006	14	13	93%
2007	12	9	75%
2008	24	22	92%
2009	12	10	83.3%
2010	9	8	88.8%
2011	11	9	81.8%
2012	10	10	70%

*Note: Class is taught only in the Fall Term.

100% of the graduates (N=10) in the current year received a successful portfolio review from the Assessment Committee (See Table XVI.)

Table XVI
Portfolio Review for Senior English Majors

Year	# Reviewed by the Assessment Committee	# Reaching Target Goal of 2.5 or Higher	% Reaching Target Goal
2005-06	5	5	100%
2006-07	9	9	100%
2007-08	6	6	100%*
2008-09	9	9	100%**

2009-10	10	10	100%***
2010-11	9	9	100%****
2011-12	6	6	100%*****
2012-13	11	11	100%******

*Note: Totals include two students who took ENG 490 and made a grade of B or better.
**Note: Totals include one student who took ENG 490 and made a grade of B or better.
***Note: Totals include two students who took ENG 490 and made a grade of B or better.
****Note: Totals include two students who took ENG 490 and made a grade of B or better.
*****Note: Totals include two students who took ENG 490 and made a grade of B or better.
******Note; Totals include three students who took ENG 490 and made a grade of B or better.

Use of Evaluation Results
The Assessment Committee has designed a rubric specifically aimed at evaluating papers written by students seeking the B.A. in English. This rubric is now being reviewed by the entire English faculty. NOTE: Students who earn the B.A. in English with a Concentration in Creative Writing are exempt from this evaluation because they take a specific course (ENG 490) which prepares them for portfolio presentation. The grade of B or higher in English 490 is considered a satisfactory SLO for students in this program.
(See Table XII).

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

BA-ENG 04: Theories and Use of Language
Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Students will demonstrate an understanding of theories and practices of language and grammar.

Data Collection (Evidence)
A satisfactory grade in English 406 (History and Grammars of the English Language), a capstone course for all English majors (**Note: all majors are required to take this course; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.**)

English 406 scores are reported by the instructor who teaches the class. If 70% of the students in English 406 make a grade of C or higher, a satisfactory SLO has been reached.

Results of Evaluation

70% of the students (N=10) who completed English 406 in the current year made a score of C or higher. (See Table XVII.)

Table XVII
Grades Reported from English 406 Classes

Year*	Total # of Students	Total # of Students With Grade of C or Higher	Per cent Reaching Goal
2005	15	13	86%
2006	13	10	77%
2007	20	15	75%
2008	15	12	80%
2009	20	17	85%
2010	18	16	88%
2011	9	7	77.7%
2012	11	10	91%
2013	10	7	70%

*Note: Class is offered only in the Spring Term.

Use of Evaluation Results

Two of the students who made below a C for the final grade have changed majors. The other student who did not make the target evaluation in ENG 406 failed the final exam. The next time the course is taught, the instructor will, **once again**, offer a comprehensive, in-class review before the final exam. Additionally, the instructor will consider starting the class with modern grammar concepts and save the history of the English language study (the syntax, phonology, and grammar of Old and Middle English) until after mid-term.

Related Items

GE 02: Communication

GE 07: Cultural Awareness

GE 10: Values

BA-FL 01: Comprehensive Language Skills

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome

Students will demonstrate proficiency in speaking, reading, writing and listening skills in the target language (French or Spanish). The primary goal of the major is to improve students' skills in communication: for reading writing, speaking and listening. In learning a new structure of language, from

their native tongue to French/Spanish, students will also be improving their base of critical and creative thinking skills.

Data Collection (Evidence)
The Foreign Language faculty has been using a common rubric to evaluate the four skills. Yearly, the Foreign Language faculty adapts the rubric used, after consultation with Dr. Marilyn Schultz, the unit's assessment expert. The four skills are measured, evaluated and recorded by the instructor accordingly:

Listening: Language Lab and Podcast exercises
Writing: Essays and other written assignments collected in a portfolio
Reading: Standardized quizzes
Speaking: Dialogues and role playing spoken in the target language

If 80% of the students receive an average rating of satisfactory on all four areas of evaluation, then a successful SLO has occurred.

(Note: All required classes in each target language are taught by the same instructor at all times; so, all students are evaluated by the same standards.)

Results of Evaluation
The Foreign Language faculty has been using a common rubric to evaluate the four skills. Yearly, the Foreign Language faculty adapts the rubric used, after consultation with Dr. Marilyn Schultz, the unit's assessment expert. The four skills are measured, evaluated and recorded by the instructor accordingly:

Listening: Language Lab and Podcast exercises
Writing: Essays and other written assignments collected in a portfolio
Reading: Standardized quizzes
Speaking: Dialogues and role playing spoken in the target language

If 80% of the students receive an average rating of satisfactory on all four areas of evaluation, then a successful SLO has occurred.
(Note: All required classes in each target language are taught by the same instructor at all times; so, all students are evaluated by the same standards.)
Results of Evaluation

TABLE XVIII

	Writing	Listening	Speaking	Reading
Level I	Ask/answer questions in areas of immediate need and familiar topics	Understand the language in areas of immediate need and familiar topics	Pronounce the language well enough to be understood by native speakers	Understand material presented in simple paragraphs, especially in cultural areas
Level II	Ask/answer questions in a	Comprehend the language	Pronounce the language well	Understand material in

	more extended way in areas of immediate need and familiar topics. Answer questions about the context of stories and articles	well enough to understand native speakers. Have a more extended conversation in areas of immediate need and familiar topic	enough to be understood by native speakers. Have a more extended conversation in areas of immediate need and familiar topic	newspaper and scholarly articles, including cultural subjects.
Level III	Write essays and other genres of extended length with minimal interference from the native tongue	Engage in conversation on areas of French/Spanish literature and culture and follow stories presented in film and recordings	Engage in conversation on areas of French/Spanish literature and culture and follow stories presented in film and recordings	Read longer stories and essays being able to understand the political and social background
Level IV	Write research papers on chosen literature topics	Be able to engage in a protracted conversations on familiar topics	Be able to engage in a protracted conversations on familiar topics	Be able to read and understand complex works of literature, especially poetry

Assessments for the BA in Modern Foreign Language (French/Spanish 2012-2013

	Level I	Level II	Level III	Level IV	% of Total
Excellent	68	22	20	12	52%
Good	28	9	1	3	18%
Satisfactory	27	13	0	0	17%
Unsatisfactory	16	4	0	0	9%
Poor	9	2	0	0	4%
Total	148	50	21	15	100%

Students were clearer in the expectations of individual assignments and the courses through the use the rubric. As a result of this, their work was more consistent. However, it seemed that oral proficiency had gone down while reading proficiency seemed to be higher.

The rubric showed consistency the two foreign languages.

Use of Evaluation Results
87% of the students received an average rating or above in the four areas of evaluation. Thus, the target goal was exceeded. This is a slight improvement over last year (about 4%). However, students continue to have the most trouble with speaking the target language. In the future, additional one-on-one verbal drills will be added to the assignments, especially in Level I and II classes.

Related Items
GE 01: Critical and Creative Thinking

GE 02: Communication

BA-FL 02: French or Spanish Literature
Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Students will be able to identify the contributions of major French or Spanish writers, explain their works, and discuss the historical context in which they wrote.

Data Collection (Evidence)
The foreign language faculty used a common rubric to score and evaluate student knowledge and understanding of the literature and culture of the target language.

If 80% of the students receive a grade of C or better on a comprehensive exam at each level, then a successful SLO has been accomplished for that level.
(Note: All required classes in each target language are taught by the same instructor at all times; so, all students are evaluated by the same standards.)

Level I Students	Comprehensive exam for target language	Average student evaluation for exam	See section three for the results.
Level II Students	Comprehensive exam for target language	Average student evaluation for exam	" " " "

| Level III Students | Comprehensive exam for target language | Average student evaluation for exam | "   "   "   " |
| Level IV Students | Comprehensive exam for target language | Average student for exam evaluation | "   "   "   " |

Results of Evaluation

Level I Students	Comprehensive exam for target language	Average student evaluation for exam of C or better	82%
Level II Students	Comprehensive exam for target language	Average student evaluation for exam of C or better	86.4%
Level III Students	Comprehensive exam for target language	Average student evaluation for exam of C or better	100%
Level IV Students	Comprehensive exam for target language	Average student for exam evaluation of C or better	100%

Students continued to be stronger in author backgrounds and culture than in analysis of literary texts, especially poetry.

Use of Evaluation Results
The Analysis Team decided to put more emphasis in classroom instruction on the analysis of poetry in the target language. More poems will be used but shorter in length.

Related Items

GE 05: Self

GE 07: Cultural Awareness

GE 08: Perspectives

GE 09: Cross-disciplinary Appreciation

GE 10: Values

⬛BA-JOU 01: Applying Journalistic Techniques

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome

Demonstrate the ability to apply journalistic techniques to determine appropriate topics for news and feature stories.
(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

Published work of articles relevant to a target audience indicates mastery of this skill. The primary target audience is the campus community, as indicated by publication in *The Delta Statement*. In cases where target audience is a regional, state or national readership, sources of information must be locally accessible.
Students submit ideas as queries for editorial review at *The Delta Statement,* as well as to regional, state and national publications.
Data is collected and analyzed through periodic reviews of *The Delta Statement* as well as broader publications markets. This outcome is also measured through classroom assignments and periodic exams.
If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Results of Evaluation

This cumulative skill is developed in all reporting, writing and editing courses. Table XIX shows the number of students at each level who reached a benchmark score of 80 percent in 2012-13.
JOU 215 (Newspaper Workshop) emphasizes teamwork in identification and execution of story ideas, and includes students from all levels. The student-produced *Delta Statement* won top awards for news, feature columns, advertising and general excellence in a statewide competition judged by the Mississippi State Press Association in Spring 2013. This is an indicator of the success in achieving this goal.
Eight students completing JOU 493 in 2012-13 demonstrated ability to apply journalistic methodology in the professional environment, as measured by external employers.
Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
	Spring 2013	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
		JOU 303: Journalism History	6	5
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-13	JOU 493: Internship in Journalism	8	8

Use of Evaluation Results

Continue the use of web resources to develop skills at understanding credibility of online resources and verifying facts which originate from online research.

Assign papers which require analysis of outstanding published articles as model topics, including 2012 Pulitzer Prize winners, 2012 National Magazine Editor's Award winners and current articles published on *New York Times* and *ProPublica* websites.

Use 2013 online *Writer's Market* to determine marketability of journalistic work to target audiences outside the local area.

Increase visits of working journalists to classroom. Improve student usage of traditional library and community research sources. Require student participation in periodic workshops hosted by the Mississippi Association of Broadcasters, the Mississippi Press Association and the College Media Association. Continue to expand statewide network of professional internships.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 08: Perspectives

GE 09: Cross-disciplinary Appreciation

BA-JOU 02: Interviewing Skills

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Master a wide range of interviewing skills as a means to gather information for news and feature stories.

(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)
Classroom exercises develop and assess ability to conduct background research as preparation for interviews; to formulate effective questions; to dress appropriately for interview situations; to take effective, accurate notes; to gather anecdotal background information during interviews; and to execute fair usage of material. One classroom exercise requires students to interview each other and write stories using quotes, then receive feedback on fairness and accuracy from the interview subject. Another exercise presents one interview subject to the entire class, a shared subject matter that enables comparative assessment of skills.

The ability to write and publish articles using quotes gathered from interviews demonstrates effective achievement of the learning outcome. Consistently favorable feedback from a target audience, including the interview subject, indicates mastery of this skill.

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Results of Evaluation

Interview skills are emphasized in all reporting and writing courses. Development of appropriate techniques is sometimes challenging for students who are uncomfortable approaching strangers to solicit information. However, with practice, the majority of students are able to master this vital skill. Table XIX shows the number of students who reached a benchmark score of 80 percent in classroom exercises and exams during 2012-13.

The student-produced *Delta Statement* won multiple awards, including a general excellence award, in writing contests in a statewide competition judged by the Mississippi State Press Association in Spring 2013. The use of interview techniques in reporting and writing these articles indicates success in achieving this goal.

Eight students completing JOU 493 in 2012-13 demonstrated ability to apply journalistic methodology in interview situations in a professional environment, as measured by external employers.

Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
	Spring 2013	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
		JOU 303: Journalism History	6	5
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-2013	JOU 493: Internship in Journalism	8	8

Use of Evaluation Results

Base frequent "live" exercises on recent and breaking news events. Encourage students to make full use of online resources to locate names and contact information for interview subjects.

Encourage use of cell phones to contact national and state spokespersons for organizations relevant to stories in progress. Train students to use this live source material to enhance local reporting.

Require all students to simultaneously use digital recording devices and professional reporter notebooks during interviews.

Continue to use digital resources to play interviews with current newsmakers to demonstrate effective interviewing techniques.

Continue use of classroom guests as subjects for practice interviews

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 05: Self

GE 07: Cultural Awareness

BA-JOU 03: Writing in "Media Style"

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome

Demonstrate ability to write news and feature stories quickly and effectively, using "media" style.

(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

Students demonstrate mastery of a range of "good practice models" of media writing, through classroom exercises, writing assignments and exams. Work is evaluated according to a rubric that measures use of lead paragraphs, inverted pyramid organization, and Associated Press style. Timed exercises are used to build and measure speed, writing technique and factual accuracy.

Participation in JOU 215 (newspaper workshop) is required of all journalism majors and minors, and requires periodic demonstration of both writing ability and timeliness in published editions of *The Delta Statement.*

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Results of Evaluation

This cumulative skill is developed in all reporting and writing courses. Table XIX shows the number of students who reached a benchmark score of 80 per cent.

Evaluation of published news and feature stories in the student-produced *Delta Statement* demonstrates effective application of these skills. Further evidence of results is the extensive body of work published by journalism students in local and regional newspapers in Cleveland, Clarksdale and Greenville during 2012-13. In Spring 2013, journalism majors and minors won top state awards for news and features.

Eight students completing JOU 493 in 2012-13 demonstrated ability to write timely stories in professional journalistic style, as measured by external employers.

Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
	Spring 2013	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
		JOU 303: Journalism History	6	5
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-2013	JOU 493: Internship in Journalism	8	8

Use of Evaluation Results

Continue to encourage familiarity with good models of media style through periodic classroom quizzes on news topics from targeted publications which are available online.

Increase timed classroom exercises to   improve news writing skills.

Update journalism style usage by making online 2013 Associated Press stylebook available for classroom use.

Continue to develop breaking news coverage in online edition of *The Delta Statement.*

Join at least two new regional organizations to expand opportunities for student participation in regional and national news and feature writing competitions.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

BA-JOU 04: Technology in Publishing

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Demonstrate broad understanding of technology relevant to print publishing.

(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)
Classroom tests and assignments in photography and layout courses measure ability to use digital cameras and layout software to "tell the story" in print media.
Classroom assignments measure ability to design and execute digital newspaper and magazine pages using professional InDesign software. Digital portfolios are evaluated at the end of each class period.
The excellent graphic quality of *The Delta Statement* demonstrates application of publishing technology in production of a professional print product. It also demonstrates effective collaboration with skilled graphic artists, essential in the contemporary media environment.

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Results of Evaluation

This skill is developed in JOU 302 (print layout and design), as well as JOU 203 (basic photography) and JOU 215 (newspaper workshop). Table XIX shows the number of students who reached a benchmark score of 80 per cent in exercises and exams during 2012-13.

Evaluation of photography and layout in the student-produced *Delta Statement* by the Mississippi State Press Association provides a further indicator. In Spring 2013, the *Delta Statement* editorial team awards for general excellence and ad design. *The Delta Statement* website continued a high level of quality.

Eight students completing JOU 493 are able to take basic photographs and to collaborate with graphic arts experts in a professional setting.

Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
	Spring 2013	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
		JOU 303: Journalism History	6	5
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12

Apply skills in professional situation	2012-2013	JOU 493: Internship in Journalism	8	8

Use of Evaluation Results

Journalists who enter the job market with a basic understanding of video and audio podcasting now hold a competitive edge over those who lack this training. Podcasting is increasingly used throughout the profession, including traditional print media.

Offer courses in audio and video editing, as well as documentary production as soon as funds are available to supply adjunct instruction for this aspect of professional training.

The *Delta Statement* website will be used as a teaching tool to improve skills at digital journalism.

Related Items

GE 01: Critical and Creative Thinking

GE 04: Inquiry and Technology

BA-JOU 05: Media and the Law

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome

Understand the relationship between the media and the law and understand the ethical responsibilities of journalists

(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

Classroom exercises and tests measure this ability in all news writing, reporting and editing courses.

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Review of *The Delta Statement* by the Publications Analysis Team.

Results of Evaluation

Students demonstrate working knowledge of media law, with emphasis on Constitutional First Amendment press freedoms. Table XIX shows the number of students who reached a benchmark score of 80 per cent in exercises and exams during 2012-2013.
Delta Statement editors demonstrate working knowledge of legal and ethical issues, and consult with the national Student Press Law Association (SPLC) whenever a questionable situation arises.

The absence of any grounds for legal action against *The Delta Statement* indicates that student editors can effectively apply classroom knowledge to operation of a campus publication.

Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
	Spring 2013	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
		JOU 303: Journalism History	6	5
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-2013	JOU 493: Internship in Journalism	8	8

Use of Evaluation Results
Recommend continued membership and use of expertise of the SPLC.

Continue to emphasize media law and ethics as essential component of all journalism courses.

Textbooks that feature media law and ethics components have been adopted for use in all courses. Legal and ethical understanding is broadened through journalism history, political science and mass communications courses required of all journalism majors. Ethical standards are taught using the "Statement of Principles" of the American Society of Newspaper Editors.

(See Appendix I in File Library below.)
APPENDIXES A to Z

Related Items
GE 06: Social Institutions

GE 10: Values

BA-JOU 06: Professional Applications
Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Apply journalism skills in professional situations in the wider community.

 (Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)
Employer evaluations of interns measure a full range of learning outcomes.

Students submit portfolios of work performed during internships for evaluation.

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Results of Evaluation
All student interns working for regional employers during the 2012-13 academic year received very favorable employer evaluations (see Table XIX).
Students successfully use portfolios of their best published articles to obtain internships and entry level journalism positions.

Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
	Spring 2013	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
		JOU 303: Journalism History	6	5
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-2013	JOU 493: Internship in Journalism	8	8

Use of Evaluation Results
Broaden student internship opportunities to include broadcast and web-based opportunities.

Continue active networking with the Mississippi Press Association and the Mississippi Association of Broadcasters, which will bring more newspapers, television and radio stations into the internship network.

Related Items
GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 05: Self

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 08: Perspectives

GE 09: Cross-disciplinary Appreciation

GE 10: Values

BSE-ENG 01: LO Literature
Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
1. Students will demonstrate the ability to critically analyze works of major writers (mostly British & American) who compose (d) in English and selected works of other major writers whose works can be read in English translations, including works written for young adult readers.

Data Collection (Evidence)
PRAXIS II scores in English Language and Literature and a satisfactory grade in English 304 (Advanced Composition), a capstone course for all English majors (**Note: all majors are required to take this course; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all writing assignments, so all students are evaluated according to the same standards.**)

PRAXIS II scores are reported by Educational Testing Services, the company that produces and evaluates the exam,

English 304 grades are collected and reported by the instructor of the class.

The goal is for 80% of the students to make a PRAXIS II score of 157, the score

required to receive a Class A teacher license in Mississippi, and the goal is for 70% of the students in English 304 is to make a grade of C or higher.

Results of Evaluation
100% of the students (N=3) who took the PRAXIS II exam made a score of 157 or higher (See Table I).

70% of the students (N=10) who completed English 304 in the current year made a score of C or higher (See Table II.)

Table XX
PRAXIS II Scores for DSU English Majors

Year	Candidates	Range	Average Score	Pass Rate
2003-04	7	161-182	170.14	100%
2004-05	11	159-177	168.0	100%
2005-06	2	159-172	165.5	100%
2006-07	6	159-190	176.66	100%
2007-08	4	157-191	171.0	100%
2008-09	7	161-195	176.0	100%
2009-10	4	159-196	186.0	100%
2010-11	10	151-196	174.8	90%
2011-12	4	164-176	160.75	100%
2012-13	3	157-196	176.33	100%

Table XXI
Grades Reported from English 304 Classes

Year*	Total # of Students	Total # of Students with a Grade of C or Higher in Class	Per cent Reaching Goal
2004	12	7	58%
2005	15	12	80%
2006	14	13	93%
2007	12	9	75%
2008	24	22	92%
2009	12	10	83.3%
2010	9	8	88.8%
2011	11	9	81.8%
2012	10	7	70%

*Note: Class is taught only in the Fall Term.

Use of Evaluation Results

100% of the students who took the PRAXIS II exam achieved the target score or higher, thus the SLO was reached.

Two of the students who did not have a C or better in the class have changed majors. The other student will be encouraged to repeat the course and attend one-on-one help sessions with the instructor twice a week in the Writing Center.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 10: Values

BSE-ENG 02: Writing

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome

Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

Data Collection (Evidence)

The PRAXIS I Writing Test
        or
The Writing Proficiency Exam

Educational Testing Services, the company that develops, distributes, and evaluates the PRAXIS I Writing Test, reports the scores to the Unit.

The DSU Office of Institutional Research reports the aggregate WPE scores to the Unit, after they have been evaluated with the use of a common rubric by faculty readers who are chosen from the entire full-time faculty.

If 80% of the students who take the PRAXIS I Writing Test score 172 or higher (the minimum score required to enter the DSU Teacher Education Program),
        or
If 80% of the students who take the WPE receive a CR (Credit), then SLO proficiency in this area has been reached.

Results of Evaluation

For the current year, 100% of the students (N=5) in the program who took the PRAXIS I Writing Test scored 172 or above. (See Table III.)

And, for the current year, 83.3% of the students (N=6) in the program who took the Writing Proficiency Exam earned a CR or credit (See Table XXII.).

Table XXII
PRAXIS I Writing Test Results

Year	Total # of Students	Total # of Students Who Reached the Target Score of 172	Per cent Who Reached the Target Goal
2006-07	9	9	100%
2007-08	11	11	100%
2008-09	11	10	93%
2009-10	6	5	83%
2010-11	5	5	100%
2011-12	5	5	100%
2012-13	5	5	100%

Table XXIII
WPE Results for Undergraduate English Majors (BSE)

Year	# Taking the Exam	# Receiving Credit	% Receiving Credit
2005-06	10	9	90%
2006-07	5	4	80%
2007-08	5	4	80%
2008-09	3	3	100%
2009-10	3	2	67%
2010-11*	0	0	0%
2011-12	4	4	100%
2012-13	6	5	83%

*Note: During 2010-11, none of the BSE candidates took the WPE; they all took the PRAXIS I Writing Exam. See Table XXII above.

Use of Evaluation Results

What we have in place is working rather well for this SLO. So, we do not recommend any changes at this time. The one student who did not get credit for the Writing Proficiency Exam will be required to take ENG 301, a composition class designed to improve writing skills.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

BSE-ENG 03: Research

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome

Students will demonstrate proficiency with research procedures and critical perspectives in the discipline.

Data Collection (Evidence)

A satisfactory grade on research assignments in English 304

(Note: all majors are required to take this course; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all writing assignments, so all students are evaluated according to the same standards.)

and a portfolio review of selected research/analytical papers written during enrollment in the program

English 304 grades on research projects are collected and reported by the instructor of the class.

The portfolio is maintained by the student during the time the student is enrolled in the program.

The goal is to make an average grade of C or higher on all research projects in English 304. If 70% of the students meet this goal, a satisfactory SLO has been reached.

The goal of the portfolio is to collect and present several papers written by the students during the course of the program of study. Each paper must have a grade of C or better. The student presents the portfolio to the Assessment Committee. The target goal is to make an average score of 2.5 from the three-member committee. If 80% of the students receive an average score of 2.5, then a satisfactory SLO has been achieved.

Results of Evaluation

70% of the students (N=10) who completed English 304 in the current year made a score of C or higher.

A score for the cohort group (N=3) of 2.5 on all areas of evaluation for the portfolio review is considered a satisfactory SLO. 100% of the graduates received a successful portfolio review by the Assessment Committee (See Table XXIV.)

Table XXIV
Portfolio Review for Senior BSE English Majors

Year	# Reviewed by the Assessment Committee	# Reaching Target Goal of 2.5 or Higher	% Reaching Target Goal
2005-06	5	5	100%
2006-07	9	9	100%
2007-08	6	6	100%
2008-09	7	7	100%
2009-10	4	4	100%
2010-11	6	6	100%
2011-12	4	4	100%
2012-13	3	3	100%

Use of Evaluation Results
One of the students that did not make a C or better will be encouraged to repeat the course and attend one-on-one help sessions with the instructor twice a week in the Writing Center. The other two students who did not make a C or better have changed majors.

 Four years ago, the unit established a new class, ENG 486, which is partly aimed at helping students prepare their portfolios for final presentation. This class met for the first time in the Spring 2010 semester, and it was very effective for helping students complete their portfolios. The students, however, suggested that they be informed earlier in their programs about the importance of the portfolio. The Unit Assessment Committee recommended that upon initial entry into the program each student be presented with a list of guidelines and expectations required for the portfolio. The Assessment Committee has completed a working draft of these guidelines given them to the entire English faculty for suggestions
BSE Portfolio Rubric of Selected Papers (N= 3)
SCALE: Not Acceptable=1; Acceptable=2; and Target=3
Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.
        3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language. AS A RESULT, CANDIDATES:

NCTE Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	AVERAGE SCORE
3.1.5	May or may not cite evidence of language evolution and/or may or may not relate the	Cite evidence of language evolution from papers and relate the changes to	Cite evidence of language evolution from papers and relate the changes to historical influences	2.33

	changes to historical influences on its forms	historical influences on its forms	on its forms and explain how this information would be integrated into teaching and or why this knowledge has value for an English teacher	
3.1.6	Using references to errors marked in papers, may or may not explain the differences between prescriptive and descriptive grammars but the explanation lacks clarity or reflects confusion in understanding the differences	Using references to errors marked in papers, explain the differences between prescriptive and descriptive grammars and how these differences result in inconsistencies following rules for editing writing	Using references to errors marked in papers, explain the differences between prescriptive and descriptive grammars and discuss how this knowledge benefits the English teacher and students in understanding inconsistencies in rules for editing writing	2.33
3.1.7	May provide inadequate evidence of an understanding of semantics, syntax, morphology, and phonology in papers and/or documented presentation or may not be able to discuss the evidence	Provides evidence of an understanding of semantics, syntax, morphology, and phonology through effective use of language in papers and/or documented presentation and can discuss why the cited information illustrates this understanding	Provides evidence of an understanding of semantics, syntax, morphology, and phonology through effective use of language from papers and/or documented presentation and can discuss how the cited information illustrates this understanding; explains how this information can be integrated into teaching students to use oral and written language effectively	2.33

3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy. AS A RESULT, CANDIDATES:

NCTE	NOT	ACCEPTABLE	TARGET	

Standard	ACCEPTABLE			
3.2.1	May or may not cite evidence from papers that candidate understands the influence of language and visual images on thinking and composing; may or may not explain the effects on thinking. The discussion addresses only part of the task or does not fully demonstrate an understanding	Cite evidence from papers that candidate understands the influence of language and visual images on thinking and composing; can explain the effects on thinking	Cite evidence from papers that candidate understands the influence of language and visual images on thinking and composing; can explain the effects on thinking; and can explain how this insight might be integrated into teaching	3
3.2.3	May not provide examples from papers and/or documented presentations but may not be able to explain why these various approaches to communication are important to an ELA class.	Using examples from papers, candidate can explain how visual images, writing, and speaking can be used for different audiences and purposes and explain why these various approaches to communication are important in an ELA class	Using examples from papers and/or documented presentations, candidate can explain how visual images, writing, and speaking can be used for different audiences and purposes and explain why these various approaches to communication are important in an ELA class and how they would be integrated into the curriculum	2.33
3.2.4	May or may not provide evidence from a lesson or series of lessons that demonstrates that candidate can engage students in activities that demand writing,	Provide evidence from a lesson or series of lessons that demonstrates that candidate can engage students in activities that demand writing, speaking, and creating visual images for varied audiences and purposes	Provide evidence from a lesson or series of lessons that demonstrates that candidate can engage students in activities that demand writing, speaking, and creating visual	2.33

	speaking, and creating visual images for varied audiences and purposes, and may or may not explain how the evidence illustrates the ability to engage students	and explain how the evidence illustrates the ability to engage students	images for varied audiences and purposes; explain how the evidence illustrates the ability to engage students; and can explain how this knowledge contributes to effective ELA instruction	
3.2.5	May or may not include evidence from papers (or lessons) that illustrates a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for varied purposes and may or may not explain how the methods help students understand the relationship between symbols and meaning—what is presented is not adequate to address both parts of task	Include evidence from papers (or lessons) that illustrates a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for varied purposes, and can explain how the methods help students understand the relationship between symbols and meaning	Include and explain how evidence from papers (or lessons) that illustrate a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for varied purposes, helping students understand the relationship between symbols and meaning; can explain why this knowledge is important in the ELA classroom	2.33

3.3   Candidates demonstrate their knowledge of reading processes. AS A RESULT CANDIDATES:

3.3.1	Show no or limited evidence (lessons or papers) of knowledge to integrate into their teaching continuous use of carefully designed learning experiences (reader-response, vocabulary development, guides, images,	Evidence (lessons or papers) of knowledge to integrate into their teaching continuous use of carefully designed learning experiences (reader-response, vocabulary development, guides, images, character, plot, theme, readers' theater, video excerpts, etc.) that encourage students	Evidence (lessons or papers) of knowledge to integrate into their teaching continuous use of carefully designed learning experiences (reader-response, vocabulary development, guides, images, character, plot,	3.0

	character, plot, theme, readers' theater, video excerpts, etc.) that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty and may or may not explain how the evidence illustrates knowing a variety of strategies	to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty and can explain how the evidence illustrates knowing a variety of strategies	theme, readers' theater, video excerpts, etc.) that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty; can provide an explanation for why knowing a variety of strategies is important for the ELA classroom	
3.3.2	May or may not provide evidence from papers that they are knowledgeable enough to use a wide of approaches for helping students draw upon their experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts; may or may not explain why these connections are important—all parts of task are not addressed.	Evidence from papers that they are knowledgeable enough to use a wide of approaches for helping students draw upon their experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts; can explain why these connections are important	Evidence from papers that they are knowledgeable enough to use a wide of approaches for helping students draw upon their experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts; can provide theoretical support for personal responses and connections to readings	2.33

3.4   Candidates demonstrate knowledge of different composing processes. AS A RESULT, CANDIDATES:

NCTE Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
3.4.1	Discuss only one process used in writing and does not seem to understand	Discuss composing processes—journals, freewritings, concept maps, notes, revision,	Discuss composing processes—journals, freewritings, concept maps, notes,	3.0

	that the process may vary for different writing tasks	editing--used in varied writing assignments completed for different purposes to provide evidence that you can develop in your students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding	revision, editing-- used in varied writing assignments completed for different purposes to provide evidence that you can develop in your students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding; explain how these strategies will be integrated into the ELA classroom.	
3.4.2	**Produce a very limited number of forms of written discourse and show little understanding of how written discourse can influence thought and action;**	**Reference different forms of written discourse and explain how written discourse can influence thought and action;**	**Provide evidence of knowledge to help students make appropriate selections from different forms of written discourse for a variety of audiences and explain the differences in influencing thought and action;**	**2.33**

3.5   Candidates demonstrate knowledge of, and uses for, an extensive range of literature. AS A RESULT, CANDIDATES:

	Show little knowledge of a variety of literature:	**Know a variety of literature:**	**Demonstrate an in-depth knowledge of a variety of literature:**	
3.5.1	**Evidence from papers that address works representing a broad historical and contemporary spectrum of United States, British, and world, including**	**Evidence from papers that address works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western**	**Evidence from papers that address works representing a broad historical and contemporary spectrum of United States, British, and world, including**	**3.0**

NCTE STANDARDS	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
	non-Western literature, does not reflect the literature identified or does not explain what works represent specific historical and contemporary spectrums	literature; and explain what works represent specific historical and contemporary spectrums	non-Western literature; and explain how the works represent the literature and explain why the ELA teacher should be knowledgeable about a variety of works.	
3.5.2	Artifacts do not represent works from a wide variety of genres and cultures, works by female authors, and works by authors of color; or there may be no explanation of how the artifacts represent the genres, cultures, and authors	Artifacts provide evidence of works from a wide variety of genres and cultures, works by female authors, and works by authors of color; explains how the artifacts represent the genres, cultures, and authors	Artifacts provide evidence of works from a wide variety of genres and cultures, works by female authors, and works by authors of color; candidate can explain why studying varied genres from diverse cultures is important in the ELA classroom	3.0
3.5.3	Artifacts (possibly the annotated list from YA Lit) represent numerous works specifically written for older children and younger adults; but candidate cannot explain either the role or importance of YA	Artifacts (possibly the annotated list from YA Lit) represent numerous works specifically written for older children and younger adults; can explain either the role or importance of YA lit in the curriculum	Artifacts (possibly the annotated list from YA Lit) represent numerous works specifically written for older children and younger adults; candidate can explain the role and importance of YA literature in the curriculum and how it might be integrated	3.0
NCTE STANDARDS	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
3.5.4	Artifacts and discussion do not reflect or reflect limited application of literary theory (New Criticism,	Artifacts represent application of theory (New Criticism, feminism, reader-response, Marxism, etc.) to the analysis,	Artifacts represent application of theory (New Criticism, feminism, reader-response, Marxism,	2.33

	feminism, reader-response, Marxism, etc.) and there may or may not be an explanation for how theory contributes to reading the texts	and candidate can explain the theories used and how literary theory contributes to reading texts	etc.) to the analysis, and candidate can explain the theories used and how literary theory contributes to reading texts and their value in the classroom	

3.6   Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture. AS A RESULT, CANDIDATES:

3.6.1	Artifact may or may not reflect an understanding of media's(television, radio, film, CDs, DVDs, computer technology, magazines, newspapers) influence on culture and people's actions and communication, but the candidate cannot explain how the influences contribute to people's actions and thinking.	Artifact reflects an understanding of media's (television, radio, film, CDs, DVDs, computer technology, magazines, newspapers) influence on culture and people's actions and communication and demonstrates that knowledge in own work as a resource for teaching; candidate can explain how the influences contribute to people's actions and thinking.	Artifact reflects an understanding of media's (television, radio, film, CDs, DVDs, computer technology, magazines, newspapers) influence on culture and people's actions and communication and demonstrates that knowledge in own work as a resource for teaching; candidate can explain how the influences contribute to people's actions and thinking. Candidate can explain importance of integrating this knowledge into classroom lessons.	2.33
3.6.3	Artifact may or may not reflect an understanding of knowledge of how to respond to film, video, graphic, photographic, audio, and multimedia texts and how to incorporate into own work but candidate cannot explain how information transformed from one	Artifact reflects an understanding of knowledge of how to respond to film, video, graphic, photographic, audio, and multimedia texts and how to incorporate into own work; candidate can discuss how information transformed from one media to another may	Artifact reflects an understanding of knowledge of how to respond to film, video, graphic, photographic, audio, and multimedia texts and how to incorporate into own work; candidate can discuss how information transformed from one media to another may alter the emphasis to the message; explain why it	2.33

	media to another may alter the emphasis to the message	alter the emphasis to the message	is important to distinguish how the message is altered from one media to the next and how this might be taught.	
3.7.1	Artifact may or may not demonstrate understanding of language acquisition and candidate does not explain the connections between acquiring language skills and teaching—or how what is known about language acquisition (theory) informs instruction.	Artifact reflects an understanding of language acquisition and candidate can explain the connections between acquiring language skills and teaching—or how what is known about language acquisition (theory) informs instruction.	Artifact reflects an understanding of language acquisition and candidate can explain the connections between acquiring language skills and teaching—or how what is known about language acquisition (theory) informs instruction. Candidate provides examples of strategies that promote language acquisition and those that might hinder it.	2.33

[*] This rubric includes the NCTE standards and assessment criteria from the website on assessment. and input. After collecting several suggestions from the entire English faculty, the Assessment Committee produced a final draft that was employed for the first time in the Spring Semester of 2013. the results are as follows:

Related Items

GE 02: Communication

GE 04: Inquiry and Technology

⧉BSE-ENG 04: Language Theory

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Students will demonstrate an understanding of theories and practices of language and grammar.

Data Collection (Evidence)
PRAXIS II scores in English Language & Literature,

and

a satisfactory grade in English 406 (History and Grammars of the English Language ((**Note: This is a capstone course that all majors are required to take; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)**

PRAXIS II scores are reported to the unit by Educational Testing Services, the company that writes and evaluates the exam.

English 406 scores are reported by the instructor that teaches the class.

The goal is to reach a PRAXIS II score of 157, the score that is required to receive a Class A teacher license in Mississippi.

The goal in English 406 is to make a grade of C or higher. If 70% of the students meet this goal, a satisfactory Student Learning Outcome has been reached.

Results of Evaluation
100% of the students (N=3) who took the PRAXIS II exam made a score of 157 or higher.

70% of the students (N=10) who completed English 406 in the current year made a score of C or higher. (See Table XXV.)

Table XXV
Grades Reported from English 406 Classes

Year*	Total # of Students	Total # of Students With Grade of C or Higher	Per cent Reaching Goal
2005	15	13	86%
2006	13	10	77%
2007	20	15	75%
2008	15	12	80%
2009	20	17	85%
2010	18	16	88%

2011	9	7	77.8%
2012	11	10	91%
2013	10	7	70%

*Note: Class is offered only in the Spring Term.

Use of Evaluation Results

100% of the students who took the PRAXIS II exam made the target score.

Two of the students who made a grade below a C on the required assignments changed majors. The other student who made below a C for the assignments in ENG 406 failed the final exam. The next time the course is taught the instructor will, **once again**, offer a comprehensive, in-class review before the final exam. Note: students who attended the review session tended to score above their assignment average for the semester.

Related Items

GE 02: Communication

GE 07: Cultural Awareness

GE 10: Values

BSE-ENG 05: Pedagogy
Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Students will demonstrate basic knowledge of the theory and practice of pedagogy for grades 7-12.

Data Collection (Evidence)
Students will take the Principles of Learning and Teaching (PLT) test.
ETS, the company that develops, validates and scores the test, reports the results to the unit.
If 80% of the students score 152 or above on the test, this is considered a satisfactory SLO. (Note: a score of 152 is required to gain teacher licensing in the state of Mississippi.)

During the student teaching semester, candidates are evaluated on their teaching performance by both the cooperative teacher and the university supervisor. A rubric is used for the evaluation, and the goal is to receive a 3 score of a possible 4 on all required NCTE standards. If 80% of the candidates receive a score of 3 or better, a satisfactory SLO has been achieved.

Results of Evaluation
100% of the students (N=3) who took the PLT for the current year made a score of 152 or higher. (See Table XXVI.)

Students who did their student teaching this year received an average of 3.87 on all 13 of the NCTE standards. The target goal for a successful SLO is 3.0 or above.

Table XXVI
PLT Scores for DSU English Majors

Year	Candidates	Range	Average Score	Pass Rate
2003-04	7	162-180	170.57	100%
2004-05	11	153-172	164.72	100%
2005-06	2	163-166	164.72	100%
2006-07	6	163-171	168.16	100%
2007-08	4	157-179	168	100%
2008-09	7	167-191	174.4	100%
2009-10	4	157-180	167	100%
2010-11	6	158-185	172	100%
2011-12	4	166-170	166.25	100%
2012-13	3	157-185	175	100%

Use of Evaluation Results

Of special note: the average score in this cohort group of students of 175 is the highest score achieved since the unit started collecting the data on this exam ten years ago.

Additionally, an average of 3.85 for this cohort group of teaching interns is remarkably high.

Data Chart for NCTE EVALUATION OF TEACHING INTERNS 2012-2013 (N=3)

4—Outstanding—Candidate consistently demonstrates the indicators of the performance.
3—Acceptable—Candidate generally or usually demonstrates the indicators of the performance.
2—Marginal—Candidate sometimes and adequately demonstrates the indicators of the performance.
1—Unacceptable—Candidate rarely or never and inappropriately or superficially demonstrates the indicators of the performance.

NCTE Standards	Standard Described		N=3 Sup		N=3 Coop[1]	Mean
2.2	Candidates use ELA to help their students become familiar with their own and others' cultures.	**4**	2	**4**	2	**3.67**
		3	1	**3**	1	
		2		**2**		
		1		**1**		
2.3	Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	**4**	1	**4**	2	**3.5**
		3	2	**3**	1	
		2		**2**		
		1		**1**		

2.5	Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	**4**	1	**4**	2	**3.5**
		3	2	**3**	1	
		2		**2**		
		1		**1**		
2.6	Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	**4**	1	**4**	1	**3.3**
		3	2	**3**	2	
		2		**2**		
		1		**1**		
3.1	Candidates demonstrate knowledge of, and skills in the use of the English language.	**4**	1	**4**	2	**3.5**
		3	2	**3**	1	
		2		**2**		
		1		**1**		
3.2	Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	**4**	2	**4**	2	**3.67**
		3	1	**3**	1	
		2		**2**		
		1		**1**		
3.3	Candidates demonstrate their knowledge of reading processes.	**4**	1	**4**	2	**3.67**
		3	2	**3**	1	
		2		**2**		
		1		**1**		
3.6	Candidates demonstrate knowledge of different composing processes.	**4**	2	**4**	2	**3.67**
		3	1	**3**	1	
		2		**2**		
		1		**1**		
4.4	Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	**4**	2	**4**	2	**3.5**
		3	1	**3**		
		2		**2**	1	
		1		**1**		
4.6	Candidates engage students in critical analysis of different media and communications technology.	**4**	2	**4**	1	**3.5**
		3	1	**3**	2	
		2		**2**		
		1		**1**		
4.7	Candidates engage students in learning experiences that consistently emphasize varied	**4**	1	**4**	3	**3.5**
		3	1	**3**		
		2	1	**2**		

	uses and purposes of language in communication.	1		1		
4.8	Candidates engage students in making meaning of text through personal response	4	3	4	3	**4.0**
		3		3		
		2		2		
		1		1		
4.9	Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of texts.	4	2	4	2	**3.67**
		3	1`	3	1	
		2		2		
		1		1		
4.10	Candidates integrate assessment consistently into instruction by using a variety of formal and informal activities to evaluate processes and products and creating regular opportunities to use a variety of ways to interpret and report assessment methods to students, parents, administrators, and other audiences.	4	2	4	2	**3.67**
		3	`1	3	1	
		2		2		
		1		1		

Analysis of Data Findings

The three **2012-2013** candidates scored mean scores in the acceptable to the outstanding range (3.3 to 4.0) on all the indicators for the Supplemental Assessment. Candidates performed the strongest (4.0) on **NCTE 4.8** (Candidates engage students in making meaning of text through personal response). Candidates earned the lowest mean score (3.3) on **NCTE 2.6** (Candidates engage their students in activities that demonstrate the role of arts and humanities in learning)**.**

Related Items

- **GE 01: Critical and Creative Thinking**
- **GE 02: Communication**
- **GE 04: Inquiry and Technology**
- **GE 05: Self**
- **GE 06: Social Institutions**
- **GE 09: Cross-disciplinary Appreciation**
- **GE 10: Values**

MED-SEC-ENG 01: Understanding Literature

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Students will demonstrate an advanced and comprehensive understanding of the works of major writers of British and American literature.

Data Collection (Evidence)
An oral comprehensive exam designed and administrated by three professors on the graduate English faculty

The chair of the three-person examining committee reports the results of the exam to the unit.

The goal is to receive an evaluation of "pass" on the exam. If 80% of students receive this score a satisfactory SLO will be achieved.

Results of Evaluation
For the current year, 80% of the students (N=5) who took the comprehensive graduate exam received a passing score. (See Table XXVII below.)

Table XXVII
M.Ed. Oral Comprehensive Exam

Year	Candidates	# Number Receiving Credit	Pass Rate
2005-06	2	2	100%
2006-07	5	5	100%
2007-08	4	3	75%
2008-09	1	1	100%
2009-10	5	5	100%
2010-11	2	2	100%
2011-12	5	5	100%
2012-13	5	4	80%

Use of Evaluation Results

All candidates who are nearing completion of this program will be encouraged to read and study with care all of the suggestions on the M.Ed. reading list prior to taking the oral exam. The unit holds an orientation session with all of new students in the program in the fall semester of each year. At this orientation, special emphasis will be placed on preparation for the comprehensive exam. Also, a sub-committee of the Graduate Committee has developed a more detailed and demanding rubric for evaluation of the oral comprehensive exam. See sample below.

Master's Oral Exam in English
Scoring Rubric

Name_____

Date_____

OVERALL SCORE: _____

PASS   FAIL

KNOWLEDGE AND FLUENCY	EXEMPLARY (5 or 4 Points)	SATISFACTORY (3 or 2 Points)	UNSATISFACTORY (1 or 0)
BRITISH LITERATURE (NCATE 1.a) (NCTE 3.1.4 and 3.5.1)[ii]	Demonstrates a careful reading of texts from list and courses Uses pertinent details—authors, plots, characters, etc.—of major texts to support assertions Develops answers through discussion of some significant passages Places works and authors in terms of period, genre, and significance Makes connections between and among texts Demonstrates sophisticated knowledge	Demonstrates a careful reading of texts from list and courses Uses pertinent details—authors, plots, characters, etc.—of major texts to support most assertions Develops answers through sometimes general references to specific texts Places works and authors in terms of period, genre, and significance Makes connections between and among texts Demonstrates knowledge of historical periods,	Demonstrates a questionable or superficial reading of texts from the list and courses Uses vague generalities—about authors, plots, characters, etc.—from major texts to support assertions Cannot answer questions on many texts—confuses readings or can only provide general information Cannot place works and authors in terms of period, genre, and significance Does not make connections between or among texts Provides vague and/or inaccurate information about historical periods

	of historical periods, including issues, trends, generic development, etc.	including issues, trends, generic development, etc.	
AMERICAN LITERATURE (NCATE 1.a) (NCTE 3.1.4 and 3.5.1)	Demonstrates a careful reading of texts from list and courses Uses pertinent details—authors, plots, characters, etc.—of major texts to support assertions Develops answers through discussion of some significant passages Places works and authors in terms of period, genre, and significance Makes connections between and among texts Demonstrates sophisticated knowledge of historical periods, including issues, trends, generic development, etc.	Demonstrates a careful reading of texts from list and courses Uses pertinent details—authors, plots, characters, etc.—of major texts to support most assertions Develops answers through sometimes general references to specific texts Places works and authors in terms of period, genre, and significance Makes connections between and among texts Demonstrates knowledge of historical periods, including issues, trends, generic development, etc.	Demonstrates a questionable or superficial reading of texts from the list and courses Uses vague generalities—about authors, plots, characters, etc.—from major texts to support assertions Cannot answer questions on many texts—confuses readings or can only provide general information Cannot place works and authors in terms of period, genre, and significance Does not make connections between or among texts Provides vague and/or inaccurate information about historical periods
TERMINOLOGY (NCATE 1.a) (NCTE 3.5.1 and 3.5.2)	Discusses texts using appropriate literary terminology Uses literary terms as a natural means of discussion Defines significant literary terms	Discusses texts using appropriate literary terminology Use of literary terms may sometimes require prompting Defines most significant literary terms	Discusses texts using general, vague, or inappropriate language instead of the more precise terminology Use of terms seems to be strained and awkward; prompting may be required Defines few significant literary terms

PEDAGOGY (NCATE 1.a and 1.c) (NCTE 3.1.7, 3.3.2, 3.5.2, 3.5.3, 3.5.4, 3.7.1, 4.4, and 4.8)	**Explains different theoretical approaches to reading, writing, and cognitive development, demonstrating familiarity with major theories/theorists** **Explains the acquisition of language and language diversity (dialect, ELL, etc.)** **Examines and defends theories used in teaching** **Provides sophisticated explanation of the transactional theory of reading and its implications for teaching, including efferent and aesthetic stances** **Explains and illustrates the value of literary theory in the classroom** **Explains choices of specific texts and how controversial choices would be handled** **Uses theory to explain the value of writing to learn**	**Explains different theoretical approaches to reading, writing, and cognitive development, usually demonstrating familiarity with major theories/theorists** **Explains the acquisition of language and language diversity (dialect, ELL, etc.)** **Examines and defends theories used in teaching** **Demonstrates an understanding of the transactional theory of reading and its implications for teaching, including efferent and aesthetic stances** **Explains and illustrates the value of literary theory in the classroom** **Explains choices of specific texts and how controversial choices would be handled** **Uses theory to explain the value of writing to learn**	**Cannot explain different theoretical approaches to reading, writing, and cognitive development, appearing unfamiliar with theories/theorists** **Cannot explain the acquisition of language and language diversity (dialect, ELL, etc.)** **Cannot defend theories used in teaching** **Cannot explain clearly the transactional theory of reading and its implications for teaching, including efferent and aesthetic stances** **Cannot explain or illustrate the value of literary theory in the classroom** **Cannot explain choices of specific texts and/or how controversial choices would be handled** **Cannot use theory to explain the value of writing to learn**
VERBAL FLUENCY (NCATE 1.a) (NCTE 3.1.7)	**Thoughts are gathered and expressed in direct response to the question**	**Thoughts are gathered and expressed in direct response to the question**	**Answers to questions are indirect, unfocussed, and/or disorganized** **Language is often imprecise or inaccurate** **Little sophistication is noted in language use**

	Language is used precisely and accurately Sophistication is noted in language use Hesitation is infrequent	Language is used precisely and accurately with an occasional lapse Hesitation is infrequent, but there may be some groping for words	Frequent hesitation and groping for words

Comments:_____

Chair of Examination Committee_____

(Signature)

Names of Other Examiners_____

(Signatures)

[i] CANDIDATE MAY NOT SCORE 0 IN ANY AREA TO PASS THE EXAM.

[ii] NCTE Standards Approved October 2012 are used; the exam with the same criteria has been administered for years.

The Graduate Committee also developed a set of guidelines to assist candidates with preparation for the oral exam.

Preparation for the M.Ed. Oral Exam

1.   The reading list is your major guide for what you need to be able to discuss. Study the rubric provided because you will be evaluated on the criteria defined in each section.

2.   Enroll in and/or audit courses in areas that you need to strengthen.

3.   In free moments during the semesters as well as over weekends, Christmas, spring break, and the summer, carefully read and/or review the works on the reading list.

4.   Review your graduate and undergraduate notes.

5.   Consult anthologies and other critical sources for critical and historical backgrounds to literary periods and individual authors.

6.   Construct literary timelines, and know the major characteristics of the literary periods, movements, and schools. Know how individual authors reflect the major issues or concerns or formal characteristics of these periods as well as how they stand out. (Think about T. S. Eliot's "Tradition and the Individual Talent.")

7.   Review and/or study literary terms so that they become a natural part of your discussion. (Be able to define them if asked.)

8.   Practice answering questions and discussing literary works to increase and polish your verbal fluency. Your committee members and other faculty members would welcome the chance to talk with you about literature, so use them as a resource.

9.   Know how theories inform your pedagogy. Be able to refer to specific theorists and theories to explain your approach to teaching reading, writing, media, and grammar.

10. Examine the sample questions for a sense of the kinds of questions that will be asked. With the samples as a model, devise your own questions and think about how you might answer them.

SELECTING THE COMMITTEE

1.   Three members from the English graduate faculty will administer the oral exam. In consultation with the Division Chair, you will select the three members for your committee. One of those members will be designated as the committee chair and will coordinate the time, location, and necessary paperwork.

2.   When you feel that you are prepared for the exam—generally at the end of your courses and several weeks before the desired date—you work with your chair on scheduling feasible dates. The exam must be scheduled at least two weeks before the end of classes.

3.   Be there on time.

MED-SEC-ENG 02: Advanced Writing

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Students will demonstrate an advanced ability to write literary analysis essays on works of literature.

Data Collection (Evidence)
A graduate-level writing proficiency exam. The Graduate Committee designs and administers the exam and reports the results to the unit.

If 80% of the students receive a passing score on this exam, a satisfactory SLO has been achieved.

Results of Evaluation
During the current year, 80% of the students (N=4) who took the GWPE in English made a passing score. (See Table XXVIII.)

Table XXVIII
Graduate Writing Proficiency Exam for M. Ed. Candidates in English

Year	Candidates	# Receiving Credit	Pass Rate
2006-07	2	2	100%
2007-08	2	2	100%
2008-09	6	5	84%
2009-10	5	4	80%
2010-11	6	5	84%
20011-12	5	5	100%
2012-13	5	4	80%

Use of Evaluation Results
The one student who did not earn a passing evaluation on the GWPE, will be asked to write a comprehensive, analytical paper with assistance from the Director of the Writing Center. When the paper is completed, if a majority of the committee members rate the paper as acceptable, then the GWPE requirement will be satisfied for this student. Furthermore, the committee will now conduct a review/help session at least one week before the GWPE is administered.

MED-SEC-ENG 03: Teaching Methods

Start: 7/1/2012
End: 6/30/2013
Providing Department: Languages and Literature

Learning Outcome
Students will demonstrate proficiency in teaching various methods of literature and composition.

Data Collection (Evidence)

A new graduate-level portfolio requirement documenting and evaluating 25 areas of teaching performance was put into place in the fall of 2011. A rubric was adopted to evaluate several areas of teaching performance. This instrument is used both as a self-evaluation tool and as a tool for a faculty evaluator. If 90% of the candidates receive an average evaluation of 2.5 or higher, a satisfactory SLO has been achieved.

Results of Evaluation
    The target goal was reached.

Table XXIX
Teaching Portfolio Evaluation for M. Ed. Candidates in English

Year	Candidates	# Receiving a 2.5 Average Evaluation or Above	Pass Rate
2011-12	3	3	100%
2012-13	1	1	100%

Attachment Summary Data
Teacher Intern Assessment Instrument (TIAI) Teaching Summary Data
for Graduate Teaching in the Secondary School
Percentage of candidates performing at each descriptor level on the TIAI
2011--2012
N=3

Domain I. Planning and Preparation
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. **(NCTE 4.1)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			

Mean Score	(100) 3	(100) 3	(100) 6

2. Plans appropriate teaching procedures. **(NCTE 4.2)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

3. Selects a variety of appropriate materials and technology for lessons. **(NCTE 4.1)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

4. Prepares appropriate assessment procedures and materials to evaluate learner progress. **(NCTE 4.10)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	
Descriptor	**(#) Percent**		
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

5. Uses assessment information (ex.—pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. **(NCTE 4.10)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**

3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles, inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. **(NCTE 3.1.1)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

7. Integrates knowledge from several subject areas in lessons. **(NCTE 4.3)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

8. Incorporates diversity, including multicultural perspectives, into lessons. **(NCTE 2.2)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

Domain II. Communication and Interaction

14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. **(NCTE 4.2)**

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc. **(NCTE 4.10)**

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

Domain III. Teaching and Learning

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc. **(NCTE 4.2)**

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs. **(NCTE 4.4)**

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations

Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

19. *Provides opportunities for students to apply concepts in problem solving and critical thinking.* **(NCTE 2.4)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

20. *Responds to and elicits student input during instruction.* **(NCTE 4.2)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

21. *Allows sufficient and equitable wait time to encourage students to expand and support their responses.* **(NCTE 4.2)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

22. *Uses higher-order questions to engage students in analytic, creative, and critical thinking.* **(NCTE 2.4)**

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

23. *Uses family and/or community resources (human or material) in lessons to enhance student learning.* **(NCTE 4.1)**

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

IV. Management of the Learning Environment

24. *Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.* **(NCTE 2.1)**

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

25. *Adjusts lessons according to individual student cues, professional reflections, and group responses.* **(NCTE 2.3)**

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations

Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

27. Uses a variety of strategies to foster appropriate student behavior according to individual situational needs. **(NCTE 4.2)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	(100) 3
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	(100) 3

V. ASSESSMENT OF STUDENT LEARNING

30. Communicates assessment criteria and performance standards to the students. **(NCTE 4.10)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

31. Develops and uses a variety of <u>informal</u> assessments (es.—pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. **(NCTE 4.10)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

32. Develops and uses a variety of <u>formal</u> assessments (es.—pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. **(NCTE 4.10)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. **(NCTE 4.10)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

34. Maintains records of student work and performance and appropriately communicates student progress. **(NCTE 4.10)**

	TIAI Unit Evaluations—DSU Sup Teacher	TIAI Unit Evaluations—Self-Evaluation	Totals of All Evaluations
Descriptor	**(#) Percent**	**(#) Percent**	**(#) Percent**
3—Target	(100) 3	(100) 3	**(100) 6**
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	**(100) 3**	**(100) 3**	**(100) 6**

Use of Evaluation Results
Because new NCATE standards now require students in the M.Ed. program who **are not** attempting to earn a Class A Mississippi teacher license to be evaluated on an "in class" teacher work sample, the

Graduate Committee is now tasked with developing an assessment tool to evaluate these students. That tool should be in place by the end of the Fall 2013 Semester.

Gen Ed Learning Outcomes

🖊 COM_101_GE 01,02,04,05,06,08,09 & 10: Critical and Creative Thinking, Communication, Technology, Self, Social Institutions, Perspectives, Cross Discipline & Values and Cultural Diversity

Start: 7/1/2012
End: 6/30/2013
Gen Ed learning outcome (competency)

1. Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change
2. Developing skills to communicate effectively through reading, writing, speaking, and listening
3. Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies
4. Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
5. Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government
6. Developing an understanding and appreciation of the diverse cultures that form the global community
7. Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social
8. Facilitating the search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

Data Collection
NOTE: For all courses in COM 101 courses that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Program Coordinator, and the Program Coordinator analyzes the data.
GE 1. Students complete an outline and deliver a persuasive speech.
GE 2. Students complete an introductory speech.
GE 4. Students complete at least one speech with PowerPoint/Prezi.
GE 5. Students will present a mini-speech connecting their birth with a world event.
GE 6. Students will complete an exam testing their knowledge on civic engagement and public speaking.
GE 7. Prior to their speech, students will conduct an audience analysis and tailor their speech to their specific audience.
GE 8. Students will listen to and write a critique of other students' speeches on a major social issue.
GE 10. Students will complete outlines with proper source citations.
Results of Evaluation
Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 101 students evaluated
     91 met benchmark
     90% met benchmark

GE 2 101 students evaluated
         85 met benchmark
         84% met benchmark

GE 4 104 students evaluated
         104 met benchmark
         100% met benchmark

GE 5 103 students evaluated
         101 met benchmark
          98% met benchmark

GE 6 103 students evaluated
          92 met benchmark
          89% met benchmark

GE 7   100 students evaluated
          96 met benchmark
          96% met benchmark

GE 8   103 students evaluated
          103 met benchmark
          100% met benchmark

GE 10   101 students evaluated
          86 met benchmark
          85% met benchmark

Use of Results

GE 1 More emphasis will be placed on the extra burden of choosing quality and quantity of supporting material.

GE 2 Students will complete the outline for the introductory speech earlier to ensure completeness.

GE 4 Add one PowerPoint/Prezi tutorial.

GE 5 Use the mini-speech as a springboard to help students brainstorm potential speech topics.

GE 6 Students will be required to attend an outside speaker event and critique the speech.

GE 7 Students will complete an audience questionnaire before they give their speech.

GE 8 Students will find an historical speech and deliver it.

GE 10 Class lecture/discussion/workshop on the ethnical utilization of sources…

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 05: Self

GE 06: Social Institutions

GE 08: Perspectives

GE 09: Cross-disciplinary Appreciation

GE 10: Values

COM_202_GE 01,02,04,05,06,07,08,09 &10: Critical and Creative Thanking, Communication, Technology, Self, Social Institutions, Cultural Awareness, Perspectives, Cross-Disciplines & Values

Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change,
Developing skills to communicate effectively through reading, writing, speaking, and listening,
Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies,
Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health,
Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health,
Understanding the major institutions of society and the contemporary world, including families, work, voluntary
associations, and government,
Developing an understanding and appreciation of the diverse cultures that form the global community,
Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social.
Developing an understanding of the concepts of various disciplines and their interdependence, and
Facilitating the search for moral, social, and ethical values and their roles in making decisions and assuming
personal responsibilities

At the completion of this course, students will be able to:
1. 1. Evaluate their level of communication competence (minimal to optimal). (GE 1, 2, 5; SLO 1,   5)
2. Speak more assertively. (GE 1, 2, 5; SLO 3, 5)
3. Know how to send effective relational messages. (GE 1, 2; SLO 3, 5)
4. Influence or persuade others more effectively. (GE 1, 2, 5; SLO 3, 5, 6)
5. Describe and analyze a family system. (GE 1, 2, 5, 6; SLO 1, 6)
6. Implement specific strategies to balance relational tensions. (GE 1, 2, 5; SLO 2, 3, 5, 6)
7. Use specific strategies to manage conflict and anger. (GE 1, 2, 5; SLO 3, 5, 6)
8. Use PowerPoint for public presentations (GE 1, 4; SLO 3)

9. To write an analytical essay about a relationship (GE 1, 2, 5, 7, 10; SLO 4, 5, 6)

Data Collection
Relationship Paper
Students will hand in a 7-10 page paper analyzing the influence of an interpersonal communication concept/principle in the development, maintenance, and/or deterioration of a long-term romantic relationship or friendship. Use either the first or second generation of relationship developmental theories to organize your paper. This paper does not require additional research. However, you must introduce relevant terms in your paper (e.g., self-disclosure, love, intimacy, attribution theory, etc.). (GE 1, 2, 5, 6, 7, 8, 10; SLO 2, 4, 5, 6, 7)

Facilitation Report

During the semester, student groups will present two 10-15 minute extemporaneous presentations designed to identify central issues in the assigned reading(s) from Interpersonal Communication. Keep in mind that your task here is not to merely summarize the readings; everyone will have read them actively and responsively before class. After summarizing (please prepare a handout) the reading(s) (5 minutes), please the present the material in a creative way (e.g., in-class activity, questionnaire, skit, etc.) to the class. Everyone in the group must play an active role in the presentation. You can use PowerPoint for your presentation, but I need to approve the slide show prior to the date of the presentation. (GE 1 2, 4, 5; SLO 3, 5, 6)

Weekly Journals

Students will turn in ten (1-2 pages, handwritten) journal entries during the course of the semester. Use a spiral notebook. Please use a concept(s) from the week's readings to analyze either an impersonal or intimate relationship. I will not grade more than one journal entry per student each week. (GE 1, 2, 5, 6, 7, 8, 10; SLO 2, 4, 5, 6, 7)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by all the instructors of the class. If the average is 70% or above, then the target goal has been reached for is these SLO's.

Results of Evaluation
Average Scores For All Assignments (COM 202, Interpersonal Communication)

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	**2**	**27**	**21(78%)**
Spring 2013	**2**	**32**	**27 (84%)**

The target goal was reached.

Use of Results

Although the target goal was reached for each of the SLO's, instructors noticed that student papers lacked, in general, a polished style. Next year, instructors will require that students get help from the writing center or hand in working drafts of assignments before the final deadline.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 05: Self

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 08: Perspectives

GE 09: Cross-disciplinary Appreciation

GE 10: Values

ENG_101_GE 01, 02 & 04: Communication, Critical and Creative Thinking, and Technology

Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
GENERAL EDUCATION COMPETENCIES:
GE 1. Critical and Creative Thinking: sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change.
GE 2. Communication: skills to communicate effectively through writing, speaking, and listening.
GE 4. Inquiry and Technology: skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies information, including an understanding of the nature and limits of appropriate technology.

STUDENT LEARNING OUTCOMES:
SLO 1. Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as purpose, audience, thesis, organization, and development.
SLO 2. Students will demonstrate the ability to analyze critically texts and arguments.
SLO 3. Students will demonstrate competence in English grammar and usage.
SLO 4. Students will demonstrate competence in using technology to format and present written arguments.

SPECIFIC OBJECTIVES:
At the completion of this course students will be able to

1. Understand and apply steps in the writing process, i.e., discovering, ordering, shaping, editing. (GE 2, SLO 1, 3)
2. Determine such necessary considerations as thesis, purpose, audience and organization in various writing situations. (GE 1, 2; SLO 1, 3)
3. Demonstrate a reasonable proficiency in varieties of analytical expository writing, such as cause/effect, comparison, evaluation. (GE 1, 2; SLO 1, 2, 3)
4. Demonstrate reasonable proficiency in standard written English. (GE 2; SLO 3)
5. Apply computer skills to organize and present essays. (GE 1, 2, 4; SLO 4)

Data Collection
   MAJOR STUDENT ACTIVITIES:
   1. Students will read and analyze student and professional sample essays. (SLO 2)
   2. Students will complete 5-7 writing assignments of 500-1000 words. (SLO 1, 2, 3, 4)
   3. Students will complete multiple drafts of each essay. (SLO 1, 3, 4)
   4. Students will engage in peer and/or self-evaluation. (SLO 1, 2, 3)
Students will be evaluated by a common rubric on all assignments, and the results will be reported by all the instructors of the class. If the average is 70% or above, then the target goal has been reached for these SLO's.

Results of Evaluation
Average Scores For All Assignments (ENG 101, English Composition I)

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	**16**	**289**	**230(79%)**
Spring 2013	**4**	**77**	**58(75%)**

The target goal was met.

Use of Results
Students who do not make a grade of C or better on the first essay will be encouraged to get one-on-one tutoring either from the instructor or in the Writing Center.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

ENG_102_GE 01, 02 & 04: Communication, Critical & Creative Thinking and Application of Technology
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
GENERAL COURSE OBJECTIVES:

At the completion of this course students will be able to

1. Locate a variety of sources using the library (both print and electronic media) and the Internet.
2. Analyze and evaluate information and ideas from different perspectives.
3. Incorporate information and other perspectives into well-reasoned arguments.
4. Construct organized and fully developed analytical arguments.

GENERAL EDUCATION COMPETENCIES:

GE 1. Critical and Creative Thinking: sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change.
GE 2. Communication: skills to communicate effectively through writing, speaking, and listening.
GE 4. Inquiry and Technology: skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies information, including an understanding of the nature and limits of appropriate technology.

STUDENT LEARNING OUTCOMES:
SLO 1. Students will demonstrate proficiency in analytical expository writing and in the ability to determine such necessary considerations as purpose, audience, thesis, organization and development.
SLO 2. Students will demonstrate the ability to analyze critically texts and arguments and the perspectives and sources upon which they are based.
SLO 3. Students will demonstrate competence in English grammar and usage.
SLO 4. Students will demonstrate familiarity with research procedures and critical perspectives.
SLO 5. Students will demonstrate competence in using technology to conduct research and to document and present written arguments.
SPECIFIC COURSE OBJECTIVES:
At the completion of the course students will be able to

1. Use the library and Internet sources for research. (GE 4; SLO 4, 5)
2. Accurately document research materials in accordance with an appropriate style manual. (GE 4; SLO 4, 5)
3. Read and evaluate sources. (GE 1, 2, 4; SLO 1-5)
4. Demonstrate ability to summarize and paraphrase. (GE 1, 2; SLO 1-5)
5. Compose a fully researched essay demonstrating original critical judgments. (GE 1, 2, 4; SLO 1-5)
6. Demonstrate proficiency in the varieties of analytic expository writing that use research. (GE 1, 2, 4; SLO 1-5)

Data Collection
MAJOR STUDENT ACTIVITIES:

1. Students will write 3-4 expository essays of 500-1000 words. (GE 1, 2, 4; SLO 1-5)
2. Students will analyze and evaluate sample essays that rely on research. (GE 1, 2, 4; SLO 2, 4, 5)

3. Students will visit library for instruction in research techniques. (GE1, 4; SLO 2, 4, 5)
4. Students will apply skills in analyzing and evaluating sources to their own research project which will include a proposal and multiple drafts, resulting in a documented essay of approximately 2000 words. (GE 1, 2, 4; SLO 1-5)
5. Students will engage in peer and/or self-evaluation. (GE1, 2; SLO 1, 2, 3, 5)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by all the instructors of the class. If the average is 70% or above, then the target goal has been reached for these SLO's.

Results of Evaluation
Average Scores For All Assignments (ENG 102, English Composition II)

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	4	68	41(60%)
Spring 2013	15	274	215 (77%)

The target goal was met for both semesters combined.

Use of Results
An analysis of the data shows that students who took ENG 102 online had a much higher failure rate than students who took the class face to face. The Composition Committee will study the inconsistency, and make recommendations to the online instructor.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

ENG_103_GE 01, 02 & 04: Communication, Critical Thinking and Application of Technology
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
GENERAL COURSE OBJECTIVES:

At the completion of this course students will be able to

1. Analyze the rhetorical constraints imposed by audience and purpose.
2. Construct organized and fully developed analytical arguments.
3. Locate a variety of sources using the library (both print and electronic media) and the Internet.

4. Analyze and evaluate information and ideas from different perspectives.
5. Incorporate information and other perspectives into well-reasoned arguments.

GENERAL EDUCATION COMPETENCIES:
GE 1. Critical and Creative Thinking: sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change.
GE 2. Communication: skills to communicate effectively through writing, speaking, and listening.
GE 4. Inquiry and Technology: skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies information, including an understanding of the nature and limits of appropriate technology.

STUDENT LEARNING OUTCOMES:

SLO 1. Students will demonstrate proficiency in analytical expository writing and in the ability to determine such necessary considerations as purpose, audience, thesis, organization and development.
SLO 2. Students will demonstrate the ability to analyze critically texts and arguments and the perspectives and sources upon which they are based.
SLO 3. Students will demonstrate competence in English grammar and usage.
SLO 4. Students will demonstrate familiarity with research procedures and critical perspectives.
SLO 5. Students will demonstrate competence in using technology to conduct research and to document and present written arguments.
SPECIFIC COURSE OBJECTIVES:
At the completion of the course students will be able to

1. Demonstrate proficiency in the varieties of analytic expository writing that use research. (GE 1, 2, 4; SLO 1-5)
2. Use the library and Internet sources for research. (GE 4; SLO 4, 5)
3. Accurately document research materials in accordance with an appropriate style manual. (GE 4; SLO 4, 5)
4. Read and evaluate sources. (GE 1, 2, 4; SLO 1-5)
5. Demonstrate ability to summarize and paraphrase. (GE 1, 2; SLO 1-5)
6. Demonstrate ability to synthesize multiple perspectives. (GE 1, 2, 4; SLO 2, 4)
7. Compose a fully researched essay demonstrating original critical judgments. (GE 1, 2, 4; SLO 1-5)

Data Collection
MAJOR STUDENT ACTIVITIES:

- Students will write 3-4 expository essays of 500-1000 words. (GE 1, 2, 4; SLO 1-5)
- Students will analyze and evaluate a variety of professional and student essays. (GE 1, 2, 4; SLO 2, 4, 5)
- Students will keep a reading journal, providing experience in summarizing and reflecting on a variety of texts. (GE 1, 2; SLO 2, 3, 4)
- Students will visit library for instruction in research techniques. (GE1, 4; SLO 2, 4, 5)
- Students will apply skills in analyzing and evaluating sources to their own research project which will include a proposal and multiple drafts, resulting in a documented essay of approximately 2000 words. (GE 1, 2, 4; SLO 1-5)

- Students will engage in peer and/or self-evaluation. (GE1, 2; SLO 1, 2, 3, 5)

 Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructor of the class. If the average is 90% or above, then the target goal has been reached for these SLO's.

Results of Evaluation
Average Scores For All Assignments (ENG 103, Honors Composition)

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	1	10	10(100%)
Spring 2013*			

*Note: The class is only offered once a year, and that is during the fall semester.

The target goal was met.

Use of Results
The unit will work with the Admissions Office and the Director of the Honors program to increase the number of students who take this class. More students are eligible to take Honors Composition than are enrolled.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

ENG_203_GE 01, 02, 04, 05, 07, 08, 09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thanking, Cross Disciplinary Appreciation, Self, & Application of Technology
Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
GENERAL COURSE OBJECTIVES (GOALS)
At the completion of this course, students will be able to
1. Read with greater understanding and awareness of aesthetic and cultural codes and conventions
2. Write with stronger analytical and logical coherency,
3. Understand the relationship between aesthetic uses of language and self-awareness,
4. Understand the relationship between aesthetic uses of languages and moral and social, and
5. Understand the relationship between aesthetic uses of language and diverse cultural contexts

(Contemporary and historical).

GENERAL EDUCATION COMPETENCIES
In this course, students will demonstrate competency in

GE 1.   Critical and Creative Thinking - sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change

GE 2.   Communication – skills to communicate effectively through reading, writing, speaking, and listening

GE 4. Inquiry and Technology - skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

GE 5. Self - a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health

GE 7. Cultural Awareness - understanding and appreciation of the diverse cultures that form the global community

GE 8. Perspectives - knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social

GE 9. Cross-disciplinary Appreciation - understanding of the concepts of various disciplines and their interdependence

GE 10.Values - understanding search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

STUDENT LEARNING OUTCOMES
SLO1. Students will demonstrate the ability to practice close reading and critically analyze works of major writers in the genres of short story and novel.

SLO 2. Students will demonstrate proficiency in writing literary analysis of works of short story and novel with consideration of thesis, purpose, audience, and organization.

SLO 3. Students will demonstrate familiarity with research procedures relating to literary criticism and analysis as well as the various strategies that inform critical approaches to literary criticism in the discipline (including, but not limited to, formalist, psychological, historical, and gender based strategies).

SLO 4. Students will demonstrate an understanding of the accepted conventions and documentation procedures appropriate to the discipline.

SPECIFIC OBJECTIVES
At the completion of the course students will be able to

1. Identify the elements of short story and novel and understand their aesthetic and persuasive functions in both oral and written communication, (GE 1,2,4,5,7,8,9,10; SLO 1,2,3,4)
2. . Define the basic terms and concepts related to the analysis of these genres and apply them critically,(GE 1,2,4; SLO 1,2,3,4)
3. Analyze and interpret given works individually and in relationship to other works, communicating in both oral and written form (GE1, 2, 4, 7, 8. 9; SLO 1, 2, 3, 4), and
4. Communicate a critical understanding both in oral and written form. (GE 1, 2 ; SLO 1, 2, 3, 4)

Data Collection
MAJOR STUDENT ACTIVITIES

This section contains specific descriptions of activities that will ensure students meet the learning outcomes (see LEARNING OUTCOMES). Each activity will ideally facilitate one or more specific learning outcomes.
Students will be required

- to read all selections as outlined on the syllabus (GE 2, SLO 1)
- to write one analytical paper (typed,1500 words minimum) (GE 1, 2, 4, 5,7,8,9,10; SLO 1,2,3,4)
- to prepare assigned topics for a journal as well as to respond to in-class writing prompts (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1,2,3,4)
- to participate in a group presentation and class discussions (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 3)
- and to take unit tests and a final examination (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 2, 3, 4,).

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

Results of Evaluation
Average Scores For All Assignments (ENG 203 Introduction to Literature, Fiction)

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	**6**	**165**	**121(73%)**
Spring 2013	**6**	**151**	**88(58%)**

The target goal was met.

Use of Results
ENG 203 instructors may increase the number of analytical writing assignments but reduce the minimum number of required words. For example, require two papers with a minimum of 750 words as opposed to one paper with a minimum of 1500 words.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 05: Self

GE 07: Cultural Awareness

GE 08: Perspectives

GE 09: Cross-disciplinary Appreciation

GE 10: Values

ENG_204_ GE 01, 02, 04, 05,o7.08,09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thanking, Cross Disciplinary Appreciation, Self, & Application of Technology

Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
GENERAL COURSE OBJECTIVES (GOALS)
At the completion of this course, students will be able to

1. Read with greater understanding and awareness of aesthetic and cultural codes and conventions,
2. Write with stronger analytical and logical coherency,
3. Understand the relationship between aesthetic uses of language and self-awareness,
4. Understand the relationship between aesthetic uses of languages and moral and social values, and
5. Understand the relationship between aesthetic uses of language and diverse cultural contexts (contemporary and historical).

GENERAL EDUCATION COMPETENCIES

GE 1.   Critical and Creative Thinking - sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change
GE 2.   Communication – skills to communicate effectively through reading, writing, speaking, and listening
GE 4.   Inquiry and Technology - skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies
GE 5.   Self - a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
GE 7.   Cultural Awareness - understanding and appreciation of the diverse cultures that form the global community
GE 8.   Perspectives - knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social
GE 9.   Cross-disciplinary Appreciation - understanding of the concepts of various disciplines and their interdependence
GE 10.   Values - understanding search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

STUDENT LEARNING OUTCOMES
SLO1. Students will demonstrate the ability to practice close reading and critically analyze works of major writers in the genres of poetry and drama.
SLO 2. Students will demonstrate proficiency in writing literary analysis of works of poetry and drama, with consideration of thesis, purpose, audience, and organization.
SLO 3. Students will demonstrate familiarity with research procedures relating to literary criticism and analysis as well as the various strategies that inform critical approaches to literary criticism in the discipline (Including, but not limited to, formalist, psychological, historical, and gender based strategies).
SLO 4. Students will demonstrate an understanding of the accepted conventions and documentation procedures appropriate to the discipline.

SPECIFIC OBJECTIVES

At the completion of the course students will be able to

1. Identify the elements of poetry and drama and understand their aesthetic and persuasive functions in both oral and written communication, (GE 1,2,4,5,7,8,9,10; SLO 1,2,3,4
2. Define the basic terms and concepts related to the analysis of these genres and apply them critically,(GE 1,2,4; SLO 1,2,3,4)
3. Analyze and interpret given works individually and in relationship to other works, communicating both in oral and written form (GE1, 2, 4, 7, 8. 9; SLO 1, 2, 3, 4), and
4. Communicate a critical understanding both in oral and written form. (GE 1, 2 ; SLO 1, 2, 3, 4)

Data Collection
MAJOR STUDENT ACTIVITIES

This section contains specific descriptions of activities that will ensure students meet the learning outcomes (see STUDENT LEARNING OUTCOMES). Each activity will ideally facilitate one or more specific learning outcome.

Students will be required

- to read all selections as outlined on the syllabus (GE 2, SLO 1)
- to write one analytical paper (typed,1500 words minimum) (GE 1, 2, 4, 5,7,8,9,10; SLO 1,2,3,4)
- to prepare assigned topics for a journal as well as to respond to in-class writing prompts (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1,2,3,4)
- to participate in a group presentation and class discussions (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 3)
- and to take unit tests and a final examination (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 2, 3, 4,).

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

Results of Evaluation
Average Scores For All Assignments (ENG 204 Introduction to Fiction, poetry and Drama)

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	7	188	133(71%)
Spring 2013	7	163	119(73%)

The target goal was met.

Use of Results

In selected courses, instructors will give a comprehensive review before the final exam. Students who are repeating the class who took the online section will be encouraged to take the class in a face-to-face environment.

Related Items

- GE 01: Critical and Creative Thinking
- GE 02: Communication
- GE 04: Inquiry and Technology
- GE 05: Self
- GE 07: Cultural Awareness
- GE 08: Perspectives
- GE 09: Cross-disciplinary Appreciation
- GE 10: Values

ENG_206_ GE 01, 02, 04, 05, 07. 08, 09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thanking, Cross Disciplinary Appreciation, Self, & Application of Technology

Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
GENERAL COURSE OBJECTIVES (GOALS)
At the completion of this course, students will be able to

1. Read with greater understanding and awareness of aesthetic and cultural codes and conventions, especially those of cultures different than one's own.
2. Write with stronger analytical and logical coherency
3. Understand the relationship between aesthetic uses of language and self-awareness
4. Understand the relationship between aesthetic uses of languages and moral and social values and how they are conveyed
5. Understand the relationship between aesthetic uses of language and diverse cultural contexts (contemporary and historical)

GENERAL EDUCATION COMPETENCIES
In this course, students will demonstrate competency in

GE 1. Critical and Creative Thinking - sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change
GE 2. Communication – skills to communicate effectively through reading, writing, speaking, and listening
GE 4. Inquiry and Technology - skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies
GE 5. Self - a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
GE 7. Cultural Awareness - understanding and appreciation of the diverse cultures that form the global community

GE 8. Perspectives - knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social

GE 9. Cross-disciplinary Appreciation - understanding of the concepts of various disciplines and their interdependence

GE 10. Values - understanding search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

STUDENT LEARNING OUTCOMES

SLO1. Students will demonstrate the ability to practice close reading and critically analyze works of major writers in the genres of short story, novel, poetry and drama in cultures other than Western European and North American.

SLO 2. Students will demonstrate proficiency in writing literary analysis of works in genres of non-Western European and North American cultures, with consideration of thesis, purpose, audience, and organization.

SLO 3. Students will demonstrate familiarity with research procedures relating to literary criticism and analysis as well as the various strategies that inform critical approaches to literary criticism in the discipline (including, but not limited to, formalist, psychological, historical, and gender based strategies).

SLO 4. Students will demonstrate an understanding of the accepted conventions and documentation procedures appropriate to the discipline.

SPECIFIC OBJECTIVES

At the completion of the course students will be able to

1. Identify and compare elements of foreign cultures that add to our communication with people in the global community (GE 1,2,4,5,7,8,9,10; SLO 1,2,3,4)
2. Define the basic terms and concepts related to the analysis of these genres and apply them critically, (GE 1,2,4; SLO 1,2,3,4)
3. Analyze and interpret given works individually and in relationship to other works, communicating both in oral and written form (GE1, 2, 4, 7, 8. 9; SLO 1, 2, 3, 4), and
4. Communicate a critical understanding both in oral and written form. (GE 1, 2 ; SLO 1, 2, 3, 4)

Data Collection
MAJOR STUDENT ACTIVITIES
Students will be required

- to read all selections as outlined on the syllabus (GE 2, SLO 1)
- to write one analytical paper (typed,1500 words minimum) (GE 1, 2, 4, 5,7,8,9,10; SLO 1,2,3,4)
- to prepare assigned topics for a journal as well as to respond to in-class writing prompts (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1,2,3,4)
- to participate in a group presentation and class discussions (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 3)
- and to take unit tests and a final examination (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 2, 3, 4,)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

Results of Evaluation

Average Scores For All Assignments in ENG 206, World Literature

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	1	18	12(67%)
Spring 2013	1	17	13(76%)

Both semesters combined, the target goal was reached.

Use of Results
The instructor will give pop quizzes, or like assignments, to help insure that the students are better prepared for class.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 05: Self

GE 07: Cultural Awareness

GE 08: Perspectives

GE 09: Cross-disciplinary Appreciation

GE 10: Values

🖎FRE_101_ 01, 02, 05, 06, 07 & 09: Communication, Critical Thinking, Self, Social Institutions, Cultural Awareness, and Cross-Disciplinary Appreciation

Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
PURPOSE: This course will improve several General Education Competencies and the Student Learning Outcomes or Competencies in the Foreign Language Major including demonstrating proficiency in all the foreign language skills (SLO 1) and understanding the historical, literary, and cultural aspects of the language (SLO 2). The primary goal of the course is to improve students' skills in communication in reading, writing, speaking and listening (GE 2). In learning a new structure of language, from their native tongue to French, students will be improving their base of Critical and Creative Thinking skills (GE 1). Students will gain greater cultural awareness (GE 7) of the world. When learning a foreign language students will be re-inventing or re-seeing themselves in a new way and be gaining a greater knowledge of self in a philosophical sense (GE 5). The "story" (dialogues) in the text will allow for discussion in all aspects of life, including artistic, economic, scientific, religious and social realms (GE 8 and GE 6). Learning a foreign language is also a science and students will learn how the nature of foreign language learning enters into all disciplines of learning. While not "testing" Quantitative skills (GE 3) [except for numbers], Technology skills [except maybe for using the language lab](GE 4), and the understanding of values (GE 10), it is a hope that this course will lead students to think about and explore these areas.

GENERAL EDUCATION COMPETENCIES:
In this course, students will demonstrate proficiency in the following competencies: 1, 2, 5, 6, 7, and 8. (See p. 10 of the current DSU Bulletin for a full description of the general education competencies).

STUDENT LEARNING OUTCOMES: There are two major student learning outcomes or competencies in the Foreign Language Major: demonstrating proficiency in speaking, reading, writing and listening skills in the target language (SLO 1) and understanding the contributions of major French writers and thinkers and their works as well as the historical and cultural context in which they wrote (SLO 2).

SPECIFIC OBJECTIVES: At the conclusion of FRE 101 students will be able to

1. Apply knowledge of French grammar in translating sentences in written form from English to French structural patterns (GE 2, GE 1, SLO 1),
2. Ask and answer questions and maintain a simple conversation with the teacher, communicating in areas of immediate need and on familiar topics such as everyday situations in the culture including greetings, leave-takings, buying food, making transactions in stores, and asking directions (GE 1, 2, 7, 5 SLO 1 and 2)
3. Pronounce the language well enough to communicate and be intelligible to native speakers (GE 2, SLO 1),
4. Understand simple lectures in French on the philosophy of learning language and literature and how language/literature learning applies to other disciplines (GE 2, 7, 8, 9, SLO 1 and 2),
5. Read and demonstrate understanding of information presented in a simple paragraphs, short literary and philosophic passages, and selected poetry (GE 1 2, 6,7,8,9 SLO 1 and 2),

6. Write short paragraphs on familiar topics and communicate them orally in an understandable way GE 2 SLO 1).

Data Collection
MAJOR STUDENT ACTIVITIES:
The text has 60 chapters or "lessons" with each lesson having three sections: a **Minimum Knowledge** page where there is a short dialogue; a **Working Knowledge** page where there are grammar explanations based on the dialogue; and a **Thorough Knowledge** page consisting of exercises that are applications of the grammar. The major exercise of each "Thorough Knowledge" is an English to French translation of sentences. In addition to the grammar lessons, there are 12 "Speaking French" exercises where students will

1. Students will memorize the dialogues in each chapter. They should be able to recite and write each sentence of the **Minimum Knowledge** dialogue without "looking." There is a CD to help. **(SLO 1, SLO 2 and GE 2 GE 6, GE 7 & GE 8)**
2. Students will learn the principles of the **Working Knowledge** section. There are CDs to supplement this section if students have to miss class. **SLO 1, SLO 2, GE 2, GE 7, GE 9)**
3. Students will prepare assigned exercises in the **Thorough Knowledge** section. The major exercise is a section of sentences to translate from English to French. They should understand the structures in these sentences and be ready to produce different sentences upon request of the teacher. **(SLO 1, GE 1, GE 2 & GE 9)**
4. Students will prepare to answer the French questions in the Appendix that supplement each chapter. **(SLO 1, SLO 2, GE 2, GE 6, GE 7& GE 8)**
5. Students will prepare written and orally 5 short presentations each semester from the "Speaking French" exercises. The topics are about family, college life, vocations or jobs, historical people, the Delta, everyday situations like getting a traffic ticket or explaining an absence, and comparing people from different parts of the country and world. These exercises are less grammatically rigorous and aim at inducing students to speak the language. **(SLO 1, SLO 2, GE 1, GE 2, GE 5, GE 6)**
6. Students will keep a notebook containing lecture notes on philosophical, literary, cultural subjects and reading passages. **(SLO 1, SLO 2, GE 2, GE 5, GE 7, GE 8, GE 9)**
7. Students will take oral and written quizzes, a mid-term, and a final examination. **(SLO 1, SLO 2, GE 2)**

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

Results of Evaluation
Average Scores For All Assignments for FRE 101

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	**1**	**16**	**12(75%)**
Spring 2013*			

* Note: Course is only offered in the Fall Semester

The target goal was met.

Use of Results
The next time the class is taught, the instructor will put more emphasis on oral practice, especially speaking.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 05: Self

GE 06: Social Institutions

GE 08: Perspectives

GE 09: Cross-disciplinary Appreciation

GE 10: Values

PHI_201_ GE 01, 02, 05, 06, 07, 08, 09 & 10: Critical Thinking, Communication, Self, Social Institutions, Cultural Awareness, Perspectives, Cross Disciplinary Appreciation and Values

Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
General Education Competencies:

GE 1. Critical and Creative Thinking - sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change
GE 2. Communication – skills to communicate effectively through reading, writing, speaking, and listening
GE 5. Self - a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
GE 6. Social institutions – understanding of the major institutions of society and the contemporary world, including families, work, voluntary associations, and government
GE 7. Cultural Awareness - understanding and appreciation of the diverse cultures that form the global community
GE 8. Perspectives - knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social
GE 9. Cross-disciplinary Appreciation - understanding of the concepts of various disciplines and their interdependence
GE 10.Values - understanding search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

Student Learning Outcomes:
SLO 1. The student will be able to read philosophical essays and evaluate the arguments presented in each
SLO 2. The student will be able to differentiate inductive from deductive arguments and valid from invalid arguments
SLO 3. The student will be able to explore and critically evaluate a variety of theories of human nature, society, government, religion, reality, knowledge, and axiology.
SLO 4. The student will be able to explore and critically evaluate the applications of epistemology, metaphysics, human nature, society, government, ethics, and religion.

Specific Objectives:
1. Students will demonstrate the ability to critically analyze works of major philosophers, both ancient and modern (GE 1, 2; SLO 1, 2, 3)
2. Students will demonstrate proficiency in writing critical assessments of the works of major philosophers (GE 1, 2; SLO 1, 3)
3. Students will demonstrate an understanding of theories in philosophy such as human nature, politics, epistemology, metaphysics, ethics, and religion (GE 1, 2, 5, 6, 7, 8, 9, 10; SLO 3, 4)
4. Students will demonstrate basic knowledge of logic and argument making and distinguish between valid and invalid, deductive and inductive (GE 1, 2; SLO 2)
5. Students will demonstrate the ability to communicate and argue effectively in the areas of philosophy that deal with such life issues as politics, decision making, religion, ethics, human nature, and science (GE 1, 2, 5, 6, 7, 8, 9, 10; SLO 3, 4)
6. Students will demonstrate the ability to think critically and the ability to inquire, search, evaluate, and reason through a problem (GE 1, 2; SLO 1, 3, 4)
7. Students will acquire an attitude of curiosity and an inquisitive, disciplined posture toward their world around them (GE 1, 2, 6, 7, 8, 9, 10; SLO 3, 4)

Data Collection
Major Student Activities:
1. The student will read and analyze samples of philosophical works spanning all major periods of western philosophy (SLO 1, 3, 4)
2. The student will complete 9-10 writing assignments of 3-4 pages in length, double-spaced (SLO 1, 3, 4)
3. The student will demonstrate in class the ability to discern logical fallacies in a presentation or speech (SLO 2)

The Analytical Paper:
The analytical paper is a necessary means for the student to practice his/her reading comprehension skills and writing skills. The student will compose ten analytical papers for this course. Each paper should be between 3 and 4 pages in length, double-spaced, one inch margins top and bottom, one and ¼ margins right and left, and 12 font Times New Roman. The writing assignments come from your primary readings text, Abel, *Fifty Readings*, and the readings are those marked with a **bullet point** under "Tentative Schedule" below. These papers are designed to check both the students' reading comprehension and writing skills. Not only does the student receive a good dose of reading philosophical texts, but also the students' reading comprehension and writing skills are developed and improved in the process.

When writing each paper, the student needs to be sure and answer the following questions:

1. What question or problem is the author trying to answer?
2. What answer/s does he give?
3. What are the reasons for his answer/s?
4. What are the strengths and weaknesses of his answer/s?
5. Is his answer a good one? Why or why not?

.Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

Results of Evaluation

Average Scores For All Assignments PHI 201

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	2	43	30(70%)
Spring 2013	2	46	32(70%)

The target goal was met.

Use of Results
Students may be required to turn in working drafts of the first two papers that are due for the class so that they may get feedback early on in the semester.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 05: Self

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 08: Perspectives

GE 09: Cross-disciplinary Appreciation

GE 10: Values

SPA_101_ GE 01, 02, 05, 06, 07 & 9: Communication, Critical Thinking, Self, Social Institutions, Cultural Awareness, and Cross Disciplinary Awareness

Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
GENERAL COURSE OBJECTIVE: In Spanish 101, students will acquire proficiency in order to function in the language outside of the classroom. They will learn to understand, speak, read, and write simple Spanish in meaningful contexts and build a foundation for a more thorough and accurate mastery of the Spanish language, literature and civilization.

*Foreign students, especially native Spanish speakers, with very little knowledge of English, may be allowed to take this course as an elective to enhance their English skills. The "English to Spanish" nature of the course would easily allow foreign students to take the course in "reverse." In addition to helping the foreign students, the class will benefit from their expertise in the native tongue.

PURPOSE: This course will address several General Education Competencies (see p. 10 of the current DSU Bulletin for a fuller description) and all the Student Learning Outcomes or Competencies in the Foreign Language Major including demonstrating proficiency in all the foreign language skills (SLO 1) and understanding the historical, literary, and cultural aspects of the language (SLO 2). The primary goal of the course is to improve students' skills in communication, in reading, writing, speaking and listening (GE 2). In learning a new structure of language, from their native tongue to Spanish, students will be improving their base of Critical and Creative Thinking skills (GE 1). Students will gain greater cultural awareness (GE 7) of the world. When learning a foreign language students will be re-inventing or re-seeing themselves in a new way and be gaining a greater knowledge of self in a philosophical sense (GE 5). The "story" (dialogues) in the text will allow for discussion in all aspects of life, including artistic, economic, scientific, religious and social realms (GE 8 and GE 6). Learning a foreign language is also a science and students will learn how the nature of foreign language learning enters into all disciplines of learning. While not "testing" Quantitative skills (GE 3) [except for numbers], Technology skills [except maybe for using the language lab] (GE 4), and the understanding of values (GE 10), it is a hope that this course will lead students to think about and explore these areas.

GENERAL EDUCATION COMPETENCIES:
In this course, students will demonstrate proficiency in the following competencies: 1, 2, 5, 6, 7, and 8.
(See p. 10 of the current DSU Bulletin for a full description of the general education competencies).

STUDENT LEARNING OUTCOMES: there are two major student learning outcomes or competencies in the Foreign Language Major: demonstrating proficiency in speaking, reading, writing and listening skills in the target language (SLO 1) and understanding the contributions of major Spanish writers and thinkers and their works as well as the historical and cultural context in which they wrote (SLO 2).

SPECIFIC OBJECTIVES: At the conclusion of SPA 101, students will be able to

1. Apply knowledge of Spanish grammar in translating sentences in written form from English to Spanish structural patterns (GE 1, GE 2, SLO 1),
2. Ask and answer questions and maintain a simple conversation with the teacher, communicating in areas of immediate need and on familiar topics such as everyday situations in the culture

including greetings, leave-takings, buying food, making transactions in stores, and asking directions (GE 1, 2 7, 5 SLO 1 and 2),

3. Pronounce the language well enough to communicate and be intelligible to native speakers (GE 2, SLO 1),
4. Understand simple lectures in Spanish on the philosophy of learning language and literature and how language/literature learning applies to other disciplines (GE 2, 7, 8, 9, SLO 1 and 2),
5. Read and demonstrate understanding of information presented in simple paragraphs, short literary and (GE 1, 2, 6, 7, 8, 9 SLO 1 and 2),
6. Write short paragraphs on familiar topics and communicate them orally in an understandable way GE 2, 1 SLO 1).

Data Collection
MAJOR STUDENT ACTIVITIES:

The text has 18 chapters or "lessons" with each lesson having three sections: a **DIALOGUE**, where some of the grammar structures are incorporated; an E**STRUCTURAS** page where there are grammar explanations based on the dialogue; and **PRACTICA** pages consisting of exercises that are applications of the grammar. In addition to the grammar lessons, there are written as well as oral exercises in the Workbook/Lab Manual that provide students additional practice in speaking and hearing Spanish.

1. Students will memorize the dialogues in each chapter. They should be able to recite and write each sentence of the dialogue without "looking." There is a DVD to help them in the lab. (SLO 1, GE 2, SLO 2, GE 6, GE 7, GE 8)
2. Students will learn the principles of the E**STRUCTURAS** section. There are CDs to supplement this section if students have to miss class. (SLO 1, GE 2, SLO 2, GE 9, GE 7)
3. Students will do the exercises in the **PRACTICA** section in class under the supervision of the teacher. (SLO 1, GE 2, GE 1, GE 9)
4. Students will prepare to answer the Spanish questions in the PANORAMA HISPANICO which supplement each chapter. (SLO 1, SLO 2, GE 2, GE 1, GE 5, GE 6)
5. Students will take 8 Word Tests, 3 oral and written Chapter Tests and a final examination. (SLO 1, SLO 2, GE 2)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

Results of Evaluation
Average Scores For All Assignments for SPA 101

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	**2**	**37**	**29(78%)**
Spring 2013*			

* Note: Course is only offered in the Fall Semester.
The target goal was met.

Use of Results
The next time the course is taught, the instructor will conduct a comprehensive review prior to the final exam.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 05: Self

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

THE_225_ GE 01, 02, 04, 07, 08, 09, & 10 : Critical Thinking, Communication, Inquiry &Technology, Cultural Awareness, Perspectives, Cross Disciplinary Appreciation and Values

Start: 7/1/2012
End: 6/30/2013

Gen Ed learning outcome (competency)
GENERAL COURSE OBJECTIVES
The students will analyze dramatic works from the perspective of style, history, and effect, beginning with works written by the Greeks in ancient times through contemporary material written during the 21st century. The following objectives should be achieved in this course:

1. To understand theater from the significance of historical and cultural contexts.
2. To understand the elements of theatrical styles and trends.
3. To understand the collaborative process involved in staging techniques.
4. To develop an ability to analyze various characterizations presented in selected plays.
5. To develop an understanding of the playwright's intention and style in the dramatic work through the study of critiques of the material or from published interviews with the playwright.
6. To develop an ability to understand the elements of production through participation in the fall production.

GENERAL EDUCATION COMPETENCIES
In this course students will demonstrate understanding in the following competencies: 1, 2, 4, 5, 6, 7, 8, 9, and 10. ((See p. 10 of the current DSU Bulletin for a full description of the general education competencies)

STUDENT LEARNING OUTCOMES
SLO 1: Through class discussions and written responses, students will demonstrate an understanding of the evolution of theatrical space from the arena style theater of the early Greeks to proscenium and thrust style stages of the 20th century.

SLO 2: Students will demonstrate an understanding of the various genres of theater, such as tragedy, comedy, melodrama, tragicomedy, and absurdism, through the perspective of the historical period, by responding to essay questions or writing papers on aspects of the material covered in the course.

SLO 3: Through class discussions, written responses, and projects, students will demonstrate an ability to interpret dramatic material through the various elements with which playwrights work: plot, characterization, setting, dialogue, movement, and themes.

SLO 4: Students will be able to understand the collaborative nature of theatrical performance by participating in some aspect of the campus theater production, such as props, costuming, lighting, set construction, or programs.

SLO 5. Through the analysis of material from various cultures, such as African American, Hispanic, and/or Chinese, students will understand themes and styles from various cultural perspectives.

SPECIFIC COURSE OBJECTIVES

At the completion of this course, students will be able to do the following:

1. Through oral and written responses, students will apply sound analytical and reasoning skills to think critically about dramatic material from various historical periods. (GE 1, 2 and 8; SLO 1, 2, 3)
2. Through participation on stage-crew projects, students will apply skills for search discover and application of information, including an understanding of the nature and limits of appropriate technologies. (GE 2, 4, 8, and 9; SLO 4)
3. Through reading, class discussions, and written responses, students will develop an understanding of the contributions of the global community to the wealth of dramatic material. (GE 2, 7, and 8; SLO 5)
4. Through participation on production projects/crews or acting roles, students will develop understanding of work, voluntary associations, artistic and social perspectives, as well as a cross-disciplinary appreciation of the art of performance. (GE 8, 9, and 10; SLO 4)

Data Collection
MAJOR STUDENT ACTIVITIES

Students will be required to read selected plays specified in the syllabus, provide written responses to questions on daily class quizzes, mid-term exam, and final exam. Students who are unable to work on acting roles or stage crew projects for the fall production will be required to attend and critique the fall campus theater production. Activity points are given for class discussions and written assignments involving character analysis.

Graded Assignments:
Students will respond to questions on two exams: midterm and final. Essay papers, focusing on specific aspects of material covered in the course or participation in the campus production, be that participation as a crew member or an actor, will be presented in class by the student himself/herself.

Research Assignment
Students are required to research the terminology or genres on which their essays are based. All students are required to either participate or observe the fall theatrical production. Students, who do not have the time or ability to participate on a project connected with the production, must attend one performance of the show and write a critique of the production. Students participating in the campus production must research the aspect of the position they are assuming, either from an acting perspective or a crew venue. Much research and understanding takes place in the rehearsal segments for the actor and research

for the stage crew member usually involves being an apprentice to someone who is more experienced in the assigned area, such as set construction, lighting, props, costumes, or programs.

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

Results of Evaluation

Average Scores For All Assignments for THE 225

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	1	12	10(83%)
Spring 2013*			

* Note: Course is only offered in the Fall Semester.
The target goal was met.

Use of Results
If a full-time theater director is hired in this year, then the instructor of THE 225 will help develop two to three workshops for students to get "hands on" experience, and, thus, their appreciation of live theater will be increased.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 07: Cultural Awareness

GE 08: Perspectives

GE 09: Cross-disciplinary Appreciation

GE 10: Values

Unit Goals

⊘L&L 2013_01: Increase Scholarship Production

Start: 7/1/2012
End: 6/30/2013
Unit Goal
To increase scholarship production in the Unit by 5% in 2012-13.
Evaluation Procedures
We will tally the number of publications and presentations at all levels: local, state, regional and national, and compare the results to past years.
Actual Results of Evaluation

Goal	Baseline (AY 08-09)	Year 1 (09-10)	% of Increase/Decrease vs. 08-09	Year 2 (10-11)	% of Increase/ Decrease vs. 2009-10	Year 3 (11-12)	% of Increase/Decrease vs. 2010-11	Year 4 (12-13)	% of Increase/Decrease vs. 2011-12
To increase scholarship production by 5% in 2011-12	76	94	+ 23.6 % (N = 18)	106	+ 12.7% (N = 12)	119	+ 12.3% (N = 13)	127	+ 6.7% (N = 8)

Use of Evaluation Results
The goal was met, unit visibility and status increased, and we were able to use the results in hiring a new faculty member.

Related Items
  💧📊**SP2.Ind01: Enrollment**
  💧📊**SP4.Ind07: Website**

L&L 2013_02: Increase Partnerships

Start: 7/1/2012
End: 6/30/2013

Unit Goal
The Unit will increase its professional and community partnerships by 5% as compared to 2011-12.

Evaluation Procedures
We will tally the number of partnerships in 2012-13 and compare that number to the baseline year.

Actual Results of Evaluation
The goal was exceeded.

Professional and Community Partnerships with Languages and Literature

	Baseline Year: 2011-12	2012-2013	% of increase
Number of professional and community partnerships with the DSU Division of Languages and Literature	48	60	25% > the baseline year (N = 12)

Use of Evaluation Results
The visibility and professional exposure of the Unit and the University has been increased.

Related Items
SP5.Ind06: Community Outreach

SP5: Improve the quality of life for all constituents

L&L 2013_03: Funding for a Full-time Theatre Position

Start: 7/1/2012
End: 6/30/2013

Unit Goal
The Unit lost funding for its only full-time, tenure-track theater position for FY 2012 due to a budget cut, despite the fact that the theater program has great diversity appeal. Although the theater program produced fabulous success in Academic Year 2011-12, funding was denied once again for FY 2013. In Academic Year 2012-13, we will continue to work to have the position restored.

Evaluation Procedures
As we have previously done, we will present a statistical and logical case to the DSU president. (See APPENDIX J in File Library.)

- APPENDIXES A to Z

Actual Results of Evaluation
Actual results:
The proposal was denied.

Use of Evaluation Results
Actual use of results:
We are in informal negotiations with the new administration to restore the theater line. The negations have gone well, and the president has committed in principle to support the goal. At this writing, final details have not been worked out.

Related Items
SP1.Ind05: Diversity -- access to diverse ideas/programs

L&L 2013_04: Recruitment and Retention:

Start: 7/1/2012
End: 6/30/2013

Unit Goal
Maintain flat or only slightly decreased enrollment

Evaluation Procedures
enrollment trends

Actual Results of Evaluation
We are pleased to report that the Unit experienced a 4.3% increase in undergraduate majors over the past five years, remarkable given declines in undergraduate enrollment for the University during the same time period.

Undergraduate Majors in Selected Units in the College of Arts and Sciences Fall 2007 vs. Fall of 2011*			
Unit	Fall 2007	Fall 2012	5 Year % of

			Change
Art	133	119	-10.5%
Bio & Phy Sciences	285	301	+5.6%
Languages and Literature	93	97	+4.3%
Mathematics	42	35	-16.7%
Music	82	60	-26.8%
Social Science and History	286	262	-8.4%
Speech and Hearing Sciences	72	58	-19.4%

 *Data in the above table was reported by the DSU Office of Institutional Research and Planning in a report titled "Mississippi Institutions of Higher Learning Student File 2007-2011" and distributed by the Dean of Arts and Sciences to department/division heads in the college.

However, with the current economic and political climate at the University, it is impossible for the Unit to set realistic recruitment and retention goals. As the Unit continues to lose resources, it would be a major accomplishment for enrollment in most programs (both in the Unit and at the University) to remain flat or experience only modest declines. The data in the table below supports our position:

Full-time Undergraduate Enrollment Fall 2001	**Full-time Undergraduate Enrollment Fall 2006**	**Full-time Undergraduate Enrollment Fall 2010**	**% of Decrease in Full-time UG Enrollment For Past Ten Years**
3320	3427	2948	(N = -372) -11.2%

 Source: *DSU Factbook* for 2010-2011

Use of Evaluation Results
Given these facts, it is reasonable to conclude that a comprehensive recruitment and retention plan for the entire University is needed.

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Narrative

Trend data for Languages & Literature for 2009-2013 (official data from IRP)

Number of Graduates for all programs in the Unit

Year	Undergraduate	Graduate
2012-13	21*	4
2011-12	19	5
2010-11	14	2
2009-10	21	5
2008-09	24	2
2007-08	18	4
2006-07	19	5
2005-06	11	2
2004-05	19	2
2003-04	15	3
2002-03	14	3
2001-02	22	3
2000-01	9	3

*Note: Total includes two students who were double majors.

Credit Hour Production

Semester	Undergraduate	Graduate
Spring 2013	4147	64
Fall 2012	4507	45
Summer 2012	545	18
Spring 2012	4321	60
Fall 2011	5021	65
Summer 2011	543	30
Spring 2011	4263	108
Fall 2010	5054	60
Summer 2010	572	72
Spring 2010	4566	92
Fall 2009	5455	136
Summer 2009	551	84
Spring 2009	4587	34
Fall 2008	5599	33
Summer 2008	642	27
Spring 2008	4564	17
Fall 2007	5513	90
Summer 2007	726	57
Spring 2007	4750	58
Fall 2006	5665	61
Summer 2006	906	111
Spring 2006	4166	65
Fall 2005	5207	86
Summer 2005	791	48
Spring 2005	4099	42

Majors for all Programs in the Unit

Semester	Undergraduate	Graduate
Spring 2013	98	15*
Fall 2012	102	16*
Spring 2012	102	16
Fall 2011	102	16
Spring 2011	102	20
Fall 2010	105	19
Spring 2010	125	17
Fall 2009	117	22
Spring 2009	110	16
Fall 2008	117	12
Spring 2008	115	10
Fall 2007	131	12
Spring 2007	115	16
Fall 2006	117	16
Spring 2006	79	6
Fall 2005	86	12
Spring 2005	79	6

*Note: Figure includes M.Ed. students who are still active majors but not enrolled. For example, they may be working on a thesis. Also, the figure includes seven graduate students in the fall and eight in the spring who are enrolled in our new MALS program.

The DSU Writing Center at a Glance

The table below shows the number of client help sessions in the DSU Writing Center for the past nine academic years.

Semester	Number of Client Help Sessions	Semester	Number of Client Help Sessions	Total Per Year	Average Per Semester	
Fall 2004	535	Spring 2005	554	1,089	544.5	
Fall 2005	570	Spring 2006	462	1,032	516	
Fall 2006	375	Spring 2007	363	738*	369	
Fall 2007	470	Spring 2008	463	933	466.5	
Fall 2008	535	Spring 2009	501	1,036	518	
Fall 2009	382	Spring 2010	560	942	471	
Fall 2010	512	Spring 2011	490	1,002	501	
Fall 2011	364	Spring 2012	400	764	382	
Fall 2012	560	Spring 2013	417	977	488.5	**Nine Year Trend: Average Number of Clients Served**

						Per Year
Nine Year Totals	4,303		4,210	8513		946

*Note: During Academic Year 2006-07 the Writing Center was temporarily located in Bailey Hall, because of the Kethley Hall renovation project. For a number of reasons, the Bailey Hall location was not very accessible to clients who would normally seek Writing Center services.

- Clients are served by appointment or on a drop in basis.
- Most sessions last for 30 minutes, though some are longer.
- Student tutors receive intense training by the Writing Center Director.
- At least one faculty member is available for assistance during most of the hours of operation.
- The Writing Center serves DSU students, faculty, staff and the community at large.
- The Writing Center has formed partnerships with every academic unit at the University, especially with the Division of Biological and Physical Sciences, the Social Work Department, and the School of Nursing. In addition to the data in the table above, writing center personnel conduct an average of 30 tours per year, many of them in conjunction with GST classes.

APPENDIX A

ENGLISH DEPARTMENT
GRADING RUBRIC

The bulleted elements of each grade may not be represented with each assessment within the course. However, when all coursework assessments are considered, each grade would represent the bulleted qualities, although the list is not exhaustive. Most qualities are intended to apply to each grade.

A   **This grade represents excellent to distinguished work for the course.**
- The work exceeds what is ordinarily expected in scope and depth.
- The work shows originality and creativity and/or demonstrates sound critical thinking.
- The work may demonstrate application of concepts studied to new situations; there is willingness for risk-taking to tackle challenging problems.
- The work demonstrates mastery of the material; it is organized and complete.
- The argument, analysis, or problem-solving is complex.
- Writing and logic flow smoothly.
- The work contains few, if any, errors.

B   **This grade represents work that exceeds the basic expectations for the course.**
- The work demonstrates insight and critical thinking.
- The work is organized, clear, and generally correct in analysis and/or facts; it is complete and reasonably thorough.
- The work demonstrates a solid understanding of the material covered by the assignment.
- The work demonstrates sound problem-solving skills; there is evidence of some risk-taking.
- The structure is sound and logical, but the work may lack depth in some parts of the argument.
- The work contains few errors.

C   **The work is competent, generally satisfying expectations, but reveals some gaps in student understanding, mastery, or presentation for the course.**
- The work satisfies the major requirements for the assignment.
- The work demonstrates competent problem-solving skills; it may manage straightforward problems well but have problems making connections and/or applying concepts to new situations.

- The work may leave some questions about understanding of parts of the course material because it is not quite complete or because there are noticeable oversights. It is less thorough and lacks details.
- The work is generally correct but contains some organizational or structural problems.
- The ideas have merit, but they may not be clearly presented or fully developed.
- The ideas may be obvious or somewhat superficial.
- The work may be weakened by grammar or punctuation errors.

D   **The work is of a poor quality; it is substandard in several areas for the course.**
- The work may not satisfy all requirements for the assignment.
- The work contains serious flaws in logic or omissions of information.
- The work reflects noticeable gaps in mastering the material and concepts studied.
- The work reflects oversight or incomplete analysis.
- The thinking is flawed except for that on the most basic of problems.
- The work may be unclear and poorly organized.
- The work may be disrupted with grammar or mechanical errors.

F   **The work is not acceptable; it is substandard in many areas for the course.**

- The work does not achieve the goals of the assignment.
- The work reflects little understanding of the material and concepts studied.
- The work contains serious errors, oversights, incomplete analysis, or carelessness. There is little evidence of the ability to recall information and relate it to the concepts studied.
- The work is incomplete and/or provides evidence of little thought.
- The work may not address the assignment.
- The work may be disrupted with serious errors in grammar and mechanics.

APPENDIX B

A Portfolio Rubric[1] Candidate Knowledge 3.0

SCALE: Not Acceptable=1; Acceptable=2; and Target=3

Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

   3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language. AS A RESULT, CANDIDATES:

2011-2012 N=4

NCTE Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	AVERAGE SCORE
3.1.5	Demonstrate little knowledge of the English language influences on its various forms;	Demonstrate knowledge of the evolution of the English language and the historical influences on its various forms;	Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and ability to integrate this knowledge into student learning;	**2.25**
3.1.6	Exhibit a lack of knowledge of English grammars and their application to teaching;	Demonstrate knowledge of English grammars in teaching students both oral and written forms of the language;	Demonstrate in-depth knowledge of English grammars that will empower students to compose and to respond effectively to written, oral, and other texts;	**2.5**
3.1.7	Show little knowledge of semantics, syntax, morphology, and phonology or their	Knowledge of semantics, syntax, morphology, and phonology is evident and could be used in teaching	Evidence of an in-depth knowledge of semantics, syntax, morphology, and phonology through their	

[1] This rubric includes the NCTE standards and assessment criteria from the website on assessment.

				2.5
applications to their teaching;	their students how to use oral and written language;	own effective use of language and ability to integrate that knowledge into teaching their students to use oral and written language effectively.		

3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy. AS A RESULT, CANDIDATES:

NCTE Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
3.2.1	Demonstrate a lack of understanding of the influence that language and visual images have on thinking and composing;	Use their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching;	Create opportunities and develop strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing;	2.75
3.2.3	Exhibit infrequent use of the processes of composing to create various forms of oral, visual, and written literacy;	Use composing processes in creating various forms of oral, visual, and written literacy of their own;	Demonstrate knowledge of a variety of ways to teach students composing processes that will enable students to use various forms of oral, visual, and written literacy;	3
3.2.4	Use writing, visual images, and speaking for a variety of audiences and purposes;	Demonstrate through own learning, how writing, visual images, and speaking can be used effectively to perform a variety of functions for varied audiences and purposes;	Demonstrate knowledge to engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes;	2.5

3.2.5	Show little knowledge of language structure and conventions in creating and critiquing print and non-print texts;	Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and non-print texts;	Show evidence of knowing a variety of ways to assist students in creating and critiquing a wide range of print and non-print texts for multiple purposes and ability to help students understand the relationship between symbols and meaning;	2.5

3.3 Candidates demonstrate their knowledge of reading processes. AS A RESULT CANDIDATES:

3.3.1	Show limited ability to respond to and interpret what is read;	Respond to and interpret, in varied ways, what is read, so they can teach students how to do this;	Evidence of knowledge to integrate into their teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty;	3
3.3.2	Show a lack of knowledge of ways to discover and create meaning from texts;	Show that they can discover and create meaning from texts and guide students in the processes;	Show that they are knowledgeable enough to use a wide of approaches for helping students draw upon their experiences,	3
			sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts;	

3.4 Candidates demonstrate knowledge of different composing processes. AS A RESULT, CANDIDATES:

5

NCTE Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
3.4.1	Use a limited number of writing strategies to generate meaning and clarify meaning;	Use a variety of writing strategies to generate meaning and clarify understanding;	Provide evidence that they can develop in their students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding;	3
3.4.2	Produce a very limited number of forms of written discourse and show little understanding of how written discourse can influence thought and action;	Produce different forms of written discourse and understand how written discourse can influence thought and action;	Provide evidence of knowledge to help students make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to design assessments the effectiveness influencing thought and action;	2.25

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature. AS A RESULT, CANDIDATES:

	Show little knowledge of a variety of literature:	Know a variety of literature:	Demonstrate an in-depth knowledge of a variety of literature:	
3.5.1	Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature;	Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature;	Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature;	3
3.5.2	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	3

3.5.3	Numerous works specifically written for older children and younger adults;	Numerous works specifically written for older children and younger adults;	Numerous works specifically written for older children and younger adults;	3

NCTE STANDARDS	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
3.5.4	A range of works of literary theory and criticism;	A range of works of literary theory and criticism;	A range of works of literary theory and criticism;	3

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture. AS A RESULT, CANDIDATES:

3.6.1	Exhibit a lack of understanding of the influence of media on culture and on people's actions and communication;	Understand how media can influence construction of a text's meaning, and know how media can enhance composing processes;	Understand media's influence on culture and people's actions and communication and reflecting that knowledge in own work as a resource for teaching;	2.75
3.6.3	Demonstrate limited knowledge of how to incorporate technology and print/non-print media into work;	Demonstrate knowledge of how to incorporate technology and print-non-print media into own work;	Demonstrate knowledge of how to respond to film, video, graphic, photographic, audio, and multimedia texts and how to incorporate into own work;	2.75
3.7	Demonstrate limited knowledge of how to relate language theory to teaching and learning	Demonstrate knowledge of the connections between theory and acquiring language and teaching and learning	Demonstrate knowledge of articulating the connections between acquiring language skills and teaching and learning and what it means for the classroom	3

APPENDIX C

English Language Arts Data Chart 2011-2012

(N=4)

4—Outstanding—Candidate consistently demonstrates the indicators of the performance.
3—Acceptable—Candidate generally or usually demonstrates the indicators of the performance.
2—Marginal—Candidate sometimes and adequately demonstrates the indicators of the performance.
1—Unacceptable—Candidate rarely or never and inappropriately or superficially demonstrates the indicators of the performance.

NCTE Standards	Standard Described	N=4 Sup		N=4 Coop[2]		Mean
2.2	Candidates use ELA to help their students become familiar with their own and others' cultures.	**4**	3	**4**	3	**3.75**
		3	1	**3**	1	
		2		**2**		
		1		**1**		
2.3	Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	**4**	3	**4**	3	**3.75**
		3	1	**3**	1	
		2		**2**		
		1		**1**		
2.5	Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	**4**	3	**4**	3	**3.75**
		3	1	**3**	1	
		2		**2**		
		1		**1**		
2.6	Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	**4**	2	**4**	3	**3.625**
		3	2	**3**	1	
		2		**2**		
		1		**1**		
3.1	Candidates demonstrate knowledge of, and skills in the use of the English language.	**4**	2	**4**	3	**3.625**
		3	2	**3**	1	
		2		**2**		
		1		**1**		
		4	3	**4**	3	

3.2	Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	**3**	1	**3**	1		**3.75**
		2		**2**			
		1		**1**			
3.3	Candidates demonstrate their knowledge of reading processes.	**4**	3	**4**	3		**3.75**
		3	1	**3**	1		
		2		**2**			
		1		**1**			
3.6	Candidates demonstrate knowledge of different composing processes.	**4**	3	**4**	3		**3.75**
		3	1	**3**	1		
		2		**2**			
		1		**1**			
4.4	Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	**4**	3	**4**	3		**3.75**
		3		**3**			
		2	1`	**2**	1		
		1		**1**			
4.6	Candidates engage students in critical analysis of different media and communications technology.	**4**	2	**4**	3		**3.625**
		3	2	**3**	1		
		2		**2**			
		1		**1**			
4.7	Candidates engage students in learning experiences that consistently emphasize varied uses and purposes of language in communication.	**4**	3	**4**	4		**3.875**
		3	1	**3**			
		2		**2**			
		1		**1**			
		4	3	**4**	3		

4.8	Candidates engage students in making meaning of text through personal response	3	1	3	1	**3.75**
		2		2		
		1		1		
4.9	Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of texts.	4	3	4	3	**3.75**
		3	1`	3	1	
		2		2		
		1		1		
4.10	Candidates integrate assessment consistently into instruction by using a variety of formal and informal activities to evaluate processes and products and creating regular opportunities to use a variety of ways to interpret and report assessment methods to students, parents, administrators, and other audiences.	4	3	4	3	**3.75**
		3	`1	3	1	
		2		2		
		1		1		

APPENDIX D

Description and Analysis of Appendix C

6 (Required—Additional assessment that addresses NCTE standards: English Language Arts Supplemental Teacher Performance Evaluation Using the NCTE Standards)

    Assessment 6: English Language Arts Supplemental Teacher Performance Evaluation Using the NCTE Standards[3]

1. Brief Description

    Assessment #6 is the English Language Arts Supplemental Student Teacher Performance Evaluation Using the NCTE Standards. Both the cooperating teacher and the supervising teacher complete this assessment during the internship. NCTE/NCATE program standards inadequately addressed in Assessment #4 for the internship are emphasized with this instrument.

2. Alignment with NCTE Standards

    This Supplemental assessment is specifically **aligned to the following NCTE standards:**

NCTE Standards	Standard Described
2.2	Candidates use ELA to help their students become familiar with their own and others' cultures.
2.3	Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.
2.5	Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.
2.6	Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.
3.1	Candidates demonstrate knowledge of, and skills in the use of the English language.
3.2	Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
3.3	Candidates demonstrate their knowledge of reading processes.
3.6	Candidates demonstrate knowledge of different composing processes.
4.4	Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.
4.6	Candidates engage students in critical analysis of different media and communications technologies.

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[3]This assessment is adapted from one created at University of Southern Mississippi .

4.7	Candidates engage students in learning experiences that consistently emphasize varied uses and purposes of language in communication.
4.8	Candidates engage students in making meaning of text through personal response.
4.9	Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.
4.10	Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

3. Brief Analysis of Data Findings

The average scores for the **2011-2012** NCTE standards on the English Language Arts Supplemental ranged from 3.625 (between acceptable and outstanding) and 3.875 (near outstanding). The four candidates demonstrated overall satisfactory performance on the indicators represented on this assessment. The cohort's highest average is on NCTE 4.7, suggesting candidates engage students "in learning experiences that consistently emphasize varied uses and purposes of language in communication." Determining the weakest area is difficult since the lowest score is 3.625, a respectable score. The cohort averages more than acceptable on all other NCTE standards assessed on the ELA Supplemental Assessment #6.

4. Interpretation of Data Relevant to Meeting the Standards

The **2011-2012** four candidates performed satisfactorily on the standards assessed with the English Language Arts Supplemental #6. The results on such a small sample do not clearly reflect the weaknesses of the cohort. The faculty continues to strive to support candidates in achieving the standards represented on this assessment.

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APPENDIX E

Master's Oral Exam in English
Scoring Rubric

Name of master's candidate_____

Date of exam_____

Overall result: **Pass**   **Fail**

Verbal fluency:	Exemplary	Satisfactory	Unsatisfactory
British literature knowledge:	Exemplary	Satisfactory	Unsatisfactory
American literature knowledge:	Exemplary	Satisfactory	Unsatisfactory
Terminology knowledge:	Exemplary	Satisfactory	Unsatisfactory
Pedagogical knowledge:	Exemplary	Satisfactory	Unsatisfactory

Comments: _____

_____

Chair of examination committee_____
Signature

names of other examiners_____

APPENDIX F

Evaluation Guide for Graduate Field/Clinical Experience Portfolio

DISTINGUISHED (4) Candidate has followed instructions and organized all parts of the portfolio in a notebook: resume, assignment sheet and categories of experiences, log, reports for each experience, reflection on overall reflection, and the College of Education Conceptual Framework. The log is completed with the required information. There are at least four categories of experiences, and twenty-five hours were devoted to these experiences. In addition, the candidate has followed the format for reporting field/clinical experiences. The distinguished portfolio will be most noticeable in the quality of the reflections. The summary and the theoretical applications will be detailed and clearly related to a course, standards, and/or the College of Education Conceptual Framework. The candidate will be able to explain more than one connection, e.g. to a course and the conceptual framework or to a course and the IRA/NCTE standards. The final overall reflective piece puts in field experiences in a context for where candidate is in teaching career: What was learned from these experiences? How does candidate anticipate using what was gained from these experiences? There are no disruptive patterns of errors throughout the reports.

SATISFACTORY (3) Candidate has followed instructions and organized all parts of the portfolio in a notebook: resume, assignment sheet and categories of experiences, log, reports for each experience, reflection on overall reflection, and the College of Education Conceptual Framework. The log is completed with the required information: There are at least four categories of experiences, and twenty-five hours were devoted to these experiences. In addition, the candidate has followed the format for candidate may have fewer than four categories of experiences and/or may have devoted less than twenty-five hours to the experiences. In addition, the candidate may or may not have followed the format for reporting field/clinical experiences. Written reports are not adequate for this project; the reports may be sketchy or have patterns of errors. The candidate must strengthen any weak areas or provide any missing pieces until the portfolio is acceptable.

UNACCEPTABLE (0) Candidate may or may not have followed instructions and organized all parts of the portfolio in a notebook: resume, assignment sheet and categories of experiences, log, reports for each experience, reflection on overall reflection, and the College of Education Conceptual Framework. The log may or may not be completed with the required information. The candidate may have fewer than four categories of experiences and/or may have devoted less than twenty-five hours to the experiences. In addition, the candidate may or may not have followed the format for reporting field/clinical experiences. Written reports are not adequate for this project; the reports may be sketchy or have patterns of errors. The candidate must strengthen any weak areas or provide any missing pieces until the portfolio is acceptable.

APPENDIX G

CRITERIA FOR EVALUATING INFORMATIVE SPEECHES

In conjunction with the evaluation form, your instructor will use the following criteria when evaluating speeches. For all sections: Speech components that appear in both speech and outline: (F) = item is not evident in outline or presentation; (D) = an attempt has been made to include item in either outline or presentation.

OUTLINE (10 Possible Points)
FOLLOWS OUTLINE FORMAT
(D) = Student submits outline, but the outline conforms to 0-2 of the outlining rules discussed in class. (C) = The outline satisfies 3 out of 4 outlining rules discussed in class. (B) = In addition, the outline satisfies the four outlining rules. (A) = In addition, the outline is complete—it has an introduction, conclusion, transitions, and a consistent pattern of indentation, with little or no grammatical and stylistic errors. The specific purpose is detectable and correct.
REFERENCES CORRECT/SUFFICIENT
(D) = Sources are not cited correctly (MLA) on reference page and/or textual citations are missing or incorrectly formatted. (C) = Sources on reference page and outline are cited correctly, with few exceptions, and speaker used appropriate number (and type) of sources on the reference page. (B) = In addition, sources cited are from credible and qualified sources. (A) = In addition, sources provide an insightful perspective on the issue(s).
INTRODUCTION (20 Possible Points)
GAINED ATTENTION
(C) = Attention getting device makes a good attempt to prepare the audience to listen to a speech on the topic. (B) = In addition, the attention-getter is the proper length (approximately 4-8 sentences) and it creates a need to listen to the rest of the speech and flowed well into the preview statement. (A) = In addition, it is creative, original, and highly motivating.
SHOWED RELEVANCE OF TOPIC TO AUDIENCE
(C) = The importance of the topic is established. (B) = In addition, the importance of the topic is related to the audience through strategies and tactics of adaptation. (A) = In addition, it is of significant importance to a COM 101 audience.
INTRODUCED TOPIC/THESIS STATEMENT CLEARLY
(C) = Statement avoids most of the problems associated with writing a poor thesis statement. (B) = The thesis statement is correct, it leaves no room for confusion about the speech's key idea, and it flows well into the preview. (A) = In addition, the thesis statement grows out of and answers the specific purpose.

PREVIEWED BODY OF SPEECH

(C) = Speaker fails to preview <u>all</u> the main points in the speech.

(B) = Speaker previews all the main points, but it is somewhat difficult to distinguish between the main points previewed and/or the main points previewed do not always match how the main points are worded/described in the body of the speech. (A) = The above problems are not present in the speech and the preview fits well with the topic and clearly (and briefly) states exactly what each main point will be to ensure clarity.

BODY (30 Possible Points)

<u>MAIN POINTS CLEAR</u>

(C) = Main points are mostly easy to identify. (B) = In addition, all main points are easy to identify and each is an independent idea. (A) = In addition, main points are made exceptionally clear with the use of transitions and previews, as well as signposting.

<u>STRONG EVIDENCE AND SUPPORTING MATERIAL</u>

(C) = Supporting materials from a minimum of five sources have been used for evidence. (B) = In addition, speaker's use of supporting materials satisfies the specific criteria for each type of supporting material (e.g., examples satisfy importance and typicality) (A) = In addition, the supporting materials satisfy the general criteria discussed in class/book (accuracy, recency, completeness, sufficiency, variety, etc.) and the evidence demonstrates a thorough and rich understanding of the topic.

<u>SOURCES ARE WELL INTEGRATED, CREDIBLE, AND CITED FULLY</u>

(D) = Speaker rarely provides oral footnotes (source citations) in speech and/or speaker typically presents incomplete oral footnotes. (C) = With few exceptions, the source and date of information have been provided (declaimer: use of testimony in speech=add name and credentials). (B) = In addition, the sources are cited before the information being cited. (A) = In addition, sources are from a reputable source, are fully cited, and include evidence of source credibility.

<u>ORGANIZATION EFFECTIVE/ORGANIZATIONAL DESIGN</u>

(D) = Speaker does not identify the organizational pattern on the outline. (C) = Speaker identifies the organizational pattern on the outline. (B) = In addition, the organizational pattern is correct and accurate. (A) = In addition, the speech is well organized with a clear preview, transitions, and summary statement.

<u>LANGUAGE PRECISE, CLEAR, POWERFUL</u>

(C) = Language has been used appropriately with heavy use of familiar, "user-friendly" words. (B) = In addition, clutter (superfluous words) is absent from the presentation, demonstrating clarity, accuracy, and an economy of language use. (A) = In addition to exemplifying good oral style, language use reflects the use of vivid imagery, figures of speech (e.g., metaphor, and reveals a smooth rhythm.

<u>TRANSITIONS EFFECTIVE</u>

(C) = With few exceptions, external transitions or transitional devices are used to connect main points in a clear and effective manner and speaker rarely skips over transitions and/or transitional devices. (B) = In addition, speaker does not skip over transitions or transitional phrases and the speech includes both external transitions and transitional devices. (A) = In addition, the speaker uses internal transitional devices between minor points.

CONCLUSION (10 Possible Points)

PURPOSE AND MAIN POINTS REVIEWED

(C) = With a few exceptions, the main points have been briefly noted and no new information has been presented. (B) = Speaker summarizes all the main points and links have been provided that bridge the gaps between transition and review, and the review to the closing statement.

(A) = In addition, it is not just a restatement of the opening preview.

CLOSED SPEECH BY REFERENCE TO INTRO./OTHER DEVICES

(C) = 1 last sentence is provided after review that closes speech. (B) = In addition, a link has been provided between the summary statement and closing thought. (A) = In addition, closing thought is a quotation (or other concluding device) and one that is very memorable.

DELIVERY (15 Possible Points)

MAINTAINED EYE CONTACT

(D) = Speaker established no eye contact or very minimal eye contact during the speech. (C) = Speaker maintained eye contact with audience for at least part of the speech. (B) = In addition, eye contact was purposeful with a comfortable transition between notes and audience. (A) = In addition, eye contact was used to gage feedback from most of the audience most of the time.

USED VOICE, DICTION, AND RATE FOR MAXIMUM EFFECT

(D) = Significant problems with articulation and pronunciation and/or problems with rate, pitch, or volume are pronounced and distracting.

(C) = Majority of words have been pronounced and articulated properly and speaker avoids problems with pitch (e.g., monotone), rate (e.g., speaking too fast) and volume (e.g., speaking too softly). (B) = In addition, effective vocal variety has been employed to highlight key information. (A) = In addition, voice, diction, and rate demonstrate the speaker's interest in the topic and enthusiasm.

USED SPACE, MOVEMENT, AND GESTURES FOR EMPHASIS

(D) = Speaker does not move and/or gesture during speech.

(C) = Minimal gestures and movement are employed in speech and delivery had few distracting gestures, movements, or body shifting.

 (B) = In addition, space and movement was used to transition between points, and gestures to add emphasis. (A) = In addition, use of space, movement and gestures clearly demonstrated the speaker's enthusiasm for the topic and maintained audience attention.

OVERALL IMPRESSION (15 Possible Points)

EVIDENCE OF PREPARATION & PRACTICE

(C) = Speech must have been delivered extemporaneously. (B) = In addition, speaker did not rely heavily on note cards and was clearly ready to present the speech. (A) = In addition, speaker displayed poise and confidence indicative of a well-practiced speech.

CREDIBILITY/ETHOS

(C) = Speech reflected a conscious effort to improve the speaker's credibility. (B) = In addition, speaker satisfied many of the relevant components of ethos (trustworthiness, composure, dynamism, openmindedness, competence). (A) = In addition, speaker satisfied <u>all</u> the relevant parts of credibility.

<u>WAS INFORMATIVE</u>

(C) = Speech was of the type assigned. (B) = In addition, information was easy to understand. (A) = In addition, speech achieve its objective (understanding) because the topic was both news and newsworthy.

A speaker will receive an F (or 0) on this assignment if a speaker fails to cite sources during the presentation, and/or the speech presented is one that violates DSU's guidelines involving academic misconduct/plagiarism.

TOTAL POINTS FOR ASSIGNMENT: 100

APPENDIX H

Writing Rubric

A **This grade represents excellent to distinguished work.**

- The work exceeds what is ordinarily expected in scope and depth.
- The work shows originally and creativity and/or demonstrative sound critical thinking.
- The work contains a clear statement of purpose, argument, and preview.
- The author is very mindful of his/her audience.
- The work represents mastery of the material; it is well-organized and complete.
- Generalizations are supported with helpful, memorable, and/or vivid examples/evidence from credible sources.
- The argument, analysis, or problem-solving is complex.
- Writing and logic flow smoothly.
- The work contains few, if any, errors.

B **This grade represents work that exceeds the basic expectations for the   assignment.**

- The work demonstrates insight and critical thinking.
- The work is organized, clear, and generally correct in analysis and facts; it is complete and reasonably thorough.
- The work demonstrates a solid understanding of the material covered by the assignment.
- For the most part, the work contains a clear statement of purpose, argument, and preview.
- The author is generally mindful of his or her audience.
- The structure is sound and logical but the work may lack depth in some parts of the argument.
- Generalizations are generally supported with helpful, memorable, and/or vivid examples/evidence from credible sources.
- The work contains few errors.

C   **The work is competent, generally satisfying expectations, but reveals some gaps in student understanding of course materials.**

- The work satisfies the major requirements for the assignment.
- The work may leave some questions about understanding of part of the course materials because it is not quite complete or because there are noticeable oversights. It is less thorough and lacks details.
- The work is generally correct but contains some organizational or structural problems.
- The purpose, argument, and preview statement needs to be revised—problems with clarity and conciseness.
- The work reflects a general lack of understanding of the author's audience.
- Generalizations are more often than not supported by clear and helpful examples/evidence.
- The ideas have merit, but they may not be clearly presented or fully developed.
- The ideas may be obvious or somewhat superficial.
- The work may be weakened by grammar or punctuation errors.

D   **The work is of a poor quality; it is substandard in several areas.**

- The work may not satisfy all requirements for the assignment.
- The work contains serious flaws in logic or omissions of information.
- The work reflects noticeable gaps in mastering the material and concepts studied.
- The purpose, argument, and preview statements are missing.
- The work reflects oversight or incomplete analysis.
- The thinking is flawed except for that on the most basic of problems.
- The work is filled with generalizations (examples or other forms of evidence are rarely used).
- The work reflects a general disregard for the audience.
- The work may be unclear and poorly organized.
- The work may be disrupted with grammar or mechanical problems

F   **The work is not acceptable; it is substandard in many areas.**

- The work does not achieve the goals of the assignment.
- The work reflects little understanding of the materials and concept studied.

- The work contains several serious errors, oversights, incomplete analysis, and/or carelessness.
- The work is incomplete and/or provides evidence of little thought.
- The purpose, argument and preview statements are missing.
- The work is filled with generalizations (examples or other forms of evidence are not used).
- The work reflects a disregard for the audience.
- The work may not address the assignment.
- The work may be disrupted with serious errors in grammar and mechanics.

ASNE Statement of Principles

ASNE's Statement of Principles was originally adopted in 1922 as the "Canons of Journalism." The document was revised and renamed "Statement of Principles" in 1975.

PREAMBLE. The First Amendment, protecting freedom of expression from abridgment by any law, guarantees to the people through their press a constitutional right, and thereby places on newspaper people a particular responsibility. Thus journalism demands of its practitioners not only industry and knowledge but also the pursuit of a standard of integrity proportionate to the journalist's singular obligation. To this end the American Society of Newspaper Editors sets forth this Statement of Principles as a standard encouraging the highest ethical and professional performance.

ARTICLE I - Responsibility. The primary purpose of gathering and distributing news and opinion is to serve the general welfare by informing the people and enabling them to make judgments on the issues of the time. Newspapermen and women who abuse the power of their professional role for selfish motives or unworthy purposes are faithless to that public trust. The American press was made free not just to inform or just to serve as a forum for debate but also to bring an independent scrutiny to bear on the forces of power in the society, including the conduct of official power at all levels of government.

ARTICLE II - Freedom of the Press. Freedom of the press belongs to the people. It must be defended against encroachment or assault from any quarter, public or private. Journalists must be constantly alert to see that the public's business is conducted in public. They must be vigilant against all who would exploit the press for selfish purposes.

ARTICLE III - Independence. Journalists must avoid impropriety and the appearance of impropriety as well as any conflict of interest or the appearance of conflict. They should neither accept anything nor pursue any activity that might compromise or seem to compromise their integrity.

ARTICLE IV - Truth and Accuracy. Good faith with the reader is the foundation of good journalism. Every effort must be made to assure that the news content is accurate, free from bias and in context, and that all sides are presented fairly. Editorials, analytical articles and commentary should be held to the same standards of accuracy with respect to facts as news reports. Significant errors of fact, as well as errors of omission, should be corrected promptly and prominently.

ARTICLE V - Impartiality. To be impartial does not require the press to be unquestioning or to refrain from editorial expression. Sound practice, however, demands a clear distinction for the reader between news reports and opinion. Articles that contain opinion or personal interpretation should be clearly identified.

ARTICLE VI - Fair Play. Journalists should respect the rights of people involved in the news, observe the common standards of decency and stand accountable to the public for the fairness and accuracy of their news reports. Persons publicly accused should be given the earliest opportunity to respond. Pledges of confidentiality to news sources must be honored at all costs, and therefore should not be given lightly. Unless there is clear and pressing need to maintain confidences, sources of information should be identified.

These principles are intended to preserve, protect and strengthen the bond of trust and respect between American journalists and the American people, a bond that is essential to sustain the grant of freedom entrusted to both by the nation's founders.

APPENDIX J

To: Ann Lotven, Provost and Vice President of Academic Affairs
       John Hilpert, President

From: Paul Hankins, Interim Dean, College of Arts and Sciences
       Bill Hays, Chair, Division of Languages and Literature
       Stephen King, Professor of Communication Studies

Re: A Proposal for the DSU Theatre Program

Date: 2/28/2012

We propose to restore the full-time theatre budget line to the Division of Languages and Literature and hire Michael Ewing to fill this position. Since Michael Ewing arrived on campus in late August of last year to assume the role of Visiting Theatre Director, he has generated an unprecedented interest, excitement, and enthusiasm for student/community theatre. Michael's historical accomplishments as a professional actor and director are well documented. However, for the purposes of this proposal, we want to focus on Michael's tremendous accomplishments in the short time he has been at Delta State:

The fall 2012 production, *The Last Days of Judas Iscariot,* was an unprecedented qualitative and quantitative success for Delta State student/community performances.

Attendance for the three nights that *Judas* was produced totaled over 800.

Average attendance for each performance of *Judas* was over 250 per night. (This is a sharp contrast to the approximate 120 average attendance for each performance at student/community productions for the past five years.)

Average student attendance for *Judas* was approximately 200 per night.

Written and oral exit surveys for *Judas* were 100% positive.

Judas received a rave critical review in the press.

For the Spring 2012 production, *The Liar*, 60 people showed up for auditions, nearly 40 tried out for parts, and 30 who auditioned were invited to call backs.

Enrollment in theatre classes for the Fall 2011 Semester is up 100% over the Fall of 2010. (See Table 3 below.)

The following tables present a statistical comparison that shows that the Communication Studies and Theatre Arts program is growing, despite a significant reduction in support and resources from the University.

Student Enrollment
Communication Studies and Theatre Arts (Combined)
Table 1

Sources: Banner, Factbook, Institutional Research Data, and University Budget Committee documents

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	**Fall 2005-2011**
181	200	179	200	207	184	216	**+35**
	+10.4%	-10.5%	+11.7%	-3.5%	-11.1%	+18.0	**+19.3%**

As Table 1 indicates, student enrollment in both communication studies and theatre courses **increased** by **19.3%** from 2005 to 2011.

Student Enrollment
Communication Studies Only
Table 2

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	**Fall 2005-2011**
165	155	165	174	180	160	170	**+5**
	-6%	+6.4%	+5.4%	+3.4%	-11.1%	+6.2%	**+3%**

As Table 2 indicates, student enrollment in communication studies courses **increased** by **3%** from 2005 to 2011.

<p style="text-align:center">Student Enrollment
Theatre Arts Only
Table 3</p>

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	**Fall 2005-2011**
16	45	14	26	27	23	46	**+30**
	+181%	-68.8%	+85.7%	+3.8%	-14.8%	+100%	**+187.5%**

As Table 3 indicates, student enrollment in theatre arts courses **increased** by **187.5%** from 2005 to 2011.

<p style="text-align:center">Communication Studies and Theatre Arts (Combined)
Credit Hour Production
Table 4</p>

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	**Fall 2005-2011**
525	550	529	578	593	536	610	**+85**
	+4.7%	-3.8%	+9.2%	+2.5%	-9.6%	+13.8	**+16.1**

As Table 4 indicates, credit hour production in communication studies and theatre courses **increased** by **16.1%** from 2005-2011.

<p style="text-align:center">Communication Studies Only
Credit Hour Production
Table 5</p>

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	**Fall 2005-2011**
495	465	495	522	540	480	510	**+15**
	-6%	+6.4%	+5.4%	+3.4	-11.1%	+6.2%	**+3%**

As Table 5 indicates, credit hour production in communication studies **increased** by **3%** from 2005-2011.

Theatre Arts Only
Credit Hour Production
Table 6

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2005-2011
30	85	34	56	53	56	100	**+70**
	+183.3%	-60%	+64.7%	-5.3%	+5.6%	+78.5%	**+233.3**

As Table 6 indicates, credit hour production in theatre arts **increased** by **233.3%** from 2005-2011.

Communication Studies and Theatre Arts Majors
Table 7

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	**2005-2011**
7	8	6	2	5	11	11	**+4**
	+14.2%	+25%	-66.6%	+150%	+120%	+0%	**+57.1**

As Table 7 indicates, the number of majors in the program has **increased** by **57.1%** from 2005-2011.

In addition to the data provided above, we would like to add the following points of support for our proposal: an active, visible, high-quality theatre program benefits Delta State by

- Appealing to diverse student groups (In *Judas*, many roles, including one of the most important roles, were played by African-American students.)
- Recruiting and retaining students (Simply put, students either don't enroll at DSU or they leave before they graduate because "there is nothing to do here.")
- Contributing significantly to the general education curriculum (For many of our students, when they attend a student play, it is the first live theatre performance they have ever seen, and few, if any, go away disappointed.)
- Advancing University partnerships, especially with the community (In *Judas*, community members held four of the nineteen parts in the play.)
- Furthering alumni relationships (Clearly, as the letter-writing campaign organized by alumni in the fall of 2011 illustrates, many of our alumni want the theatre program to thrive here.)

- Intensifying ties with Teach for America, especially with Delta Corps members (Many TFA members attended *Judas*, and all had high praise for the production. See Attachment D)

Addendum

Note: The spring 2012 numbers for theatre arts classes are included in an addendum because they were not available when this report was presented in early March of 2012.

Student Enrollment for Theatre Arts Classes
Spring Semester 2008-2012
Table 8

Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Totals
10	2	17	7	41	+31
	-80%	+750%	-143%	+486%	+323%

Credit Hour Production for Theatre Arts Classes
Spring Semester 2008-2012
Table 8

Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Totals
26	2	37	13	81	+55
	-1200%	+1750%	-185%	+523%	+212%

0   12345   67890   5

"Foolish consistency is the hobgoblin of little minds."

	Credit Hour Production						
	Summer		*Fall*		*Spring*		
	UG	*GR*	*UG*	*GR*	*UG*	*GR*	*Total*
COM							
AY 2013	60	0	420	0	450	0	930
AY 2012	39	0	510	0	498	0	1,047
AY 2011	63	0	480	0	504	0	1,047
AY 2010	45	0	540	0	495	0	1,080
AY 2009	81	0	489	0	492	0	1,062
ENG							
AY 2013	428	18	3098	42	2,920	60	6,566
AY 2012	426	30	3,243	65	3,025	60	6,849
AY 2011	422	72	3407	60	2,999	108	7,068
AY 2010	416	84	3,740	91	3,331	92	7,754
AY 2009	470	27	3,770	33	3,256	34	7,590
FRE							
AY 2013	0	0	141	3	114	0	258
AY 2012	0	0	168	0	114	0	282
AY 2011	0	0	138	0	135	0	273
AY 2010	0	0	120	0	108	0	228
AY 2009	0	0	165	0	177	0	342
GER							
AY 2013	0	0	0	0	0	0	0
AY 2012	0	0	0	0	0	0	0
AY 2011	0	0	6	0	6	0	12
AY 2010	0	0	54	0	24	0	78
AY 2009	0	0	45	0	24	0	69
GLS							
AY 2013	0	0	0	33	0	0	33
AY 2012	0	0	0	0	0	0	0
AY 2011	0	0	0	0	0	0	0
AY 2010	0	0	0	0	0	0	0
AY 2009	0	0	0	0	0	0	0
JOU							
AY 2013	0	0	112	0	109	0	221
AY 2012	0	0	150	0	137	0	287
AY 2011	0	0	121	0	163	0	284
AY 2010	0	0	110	0	143	0	253
AY 2009	0	0	166	0	154	0	320

	Credit Hour Production						
	Summer		Fall		Spring		
	UG	GR	UG	GR	UG	GR	Total
PHI							
AY 2013	0	0	228	0	249	0	477
AY 2012	0	0	273	0	222	0	495
AY 2011	0	0	228	0	243	0	471
AY 2010	0	0	270	0	288	0	558
AY 2009	0	0	234	0	237	0	471
SPA							
AY 2013	57	0	231	0	180	0	468
AY 2012	78	0	258	0	246	0	582
AY 2011	87	0	318	0	198	0	603
AY 2010	90	0	306	0	154	0	550
AY 2009	90	0	327	0	246	0	663
THE							
AY 2013	0	0	90	0	92	4	186
AY 2012	0	0	100	0	79	0	179
AY 2011	0	0	56	0	15	0	71
AY 2010	0	0	55	0	21	0	76
AY 2009	1	0	73	0	1	0	75
AY Totals							
AY 2013	545	18	4651	78	4147	64	9503
AY 2012	543	30	5021	65	4321	60	10040
AY 2011	572	72	5054	60	4263	108	10129
AY 2010	551	84	5455	136	4566	92	10884
AY 2009	642	27	5602	33	4587	34	10925

	Enrollment by Major					
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Communication Studies & Theatre Arts						
AY 2013	6	0	14	0	12	0
AY 2012	2	0	10	0	11	0
AY 2011	3	0	11	0	11	0
AY 2010	1	0	5	0	6	0
AY 2009	3	0	2	0	5	0
English						
AY 2013	5	0	27	0	26	0
AY 2012	8	0	27	0	25	0
AY 2011	6	0	30	0	26	0
AY 2010	8	0	30	0	36	0
AY 2009	8	0	31	0	31	0
English Education						
AY 2013	4	0	21	0	13	0
AY 2012	3	0	22	0	23	0
AY 2011	7	0	21	0	21	0
AY 2010	10	0	30	0	25	0
AY 2009	6	1	28	0	28	0
Journalism						
AY 2013	7	0	18	0	19	0
AY 2012	12	0	21	0	19	0
AY 2011	6	0	19	0	20	0
AY 2010	6	0	16	0	15	0
AY 2009	3	0	20	0	21	0
Liberal Studies						
AY 2013	0	0	0	7	0	8
AY 2012	0	0	0	0	0	0
AY 2011	0	0	0	0	0	0
AY 2010	0	0	0	0	0	0
AY 2009	0	0	0	0	0	0
Modern Foreign Languages						
AY 2013	2	0	3	0	3	0
AY 2012	0	0	4	0	3	0
AY 2011	1	0	8	0	3	0
AY 2010	2	0	3	0	5	0
AY 2009	2	0	4	0	3	0
AY Totals						
AY 2013	24	0	83	7	73	8
AY 2012	25	0	84	0	81	0
AY 2011	23	0	89	0	81	0
AY 2010	27	0	84	0	87	0
AY 2009	22	1	85	0	88	0

	Graduates					
	Comm Stu	*English*	*English Ed*	*Journalism*	*Mod Fgn Lang*	
	BA	*BA*	*BSE*	*BA*	*BA*	*Total*
AY 2013	2	9	2	5	1	19
AY 2012	1	4	4	9	1	19
AY 2011	2	4	5	1	2	14
AY 2010	12	2	4	3	0	21
AY 2009	10	6	1	5	1	23