

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.

Related Items

There are no related items.

Learning Outcomes

BA-CSTA-CS 01: Oral Communication Skills

Start: 7/1/2012

End: 6/30/2013

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


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

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 decreased 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

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 is 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

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

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

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

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

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

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

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 more extended way in areas of immediate need and familiar topics. Answer questions about the context of stories and articles	Comprehend the language well enough to understand native speakers. Have a more extended conversation in areas of immediate need and familiar topic	Pronounce the language well enough to be understood by native speakers. Have a more extended conversation in areas of immediate need and familiar topic	Understand material in 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

	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

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

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 per cent 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
	Spring 2013	JOU 215: Newspaper Workshop	18	12
		JOU 202: News Reporting	7	5
	Spring 2013	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

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

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

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

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

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

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**

BSE-ENG 02: Writing

Start: 7/1/2012

End: 6/30/2013

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

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 changes to historical influences on its forms	Cite evidence of language evolution from papers and relate the changes to historical influences on its forms	Cite evidence of language evolution from papers and relate the changes to historical influences on its forms and explain how this information would be integrated into teaching and or why this knowledge has value for an English teacher	2.33
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 Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
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, 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	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 and explain how the evidence illustrates the ability to engage students	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; explain how the evidence illustrates the ability to engage students; and can explain how this knowledge contributes to effective ELA instruction	2.33
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	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	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	2.33

	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	methods help students understand the relationship between symbols and meaning	varied purposes, helping students understand the relationship between symbols and meaning; can explain why this knowledge is important in the ELA classroom	
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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, 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	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 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	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 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	3.0
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 that the process may vary for different writing tasks	Discuss composing processes—journals, freewritings, concept maps, notes, 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	Discuss composing processes—journals, freewritings, concept maps, notes, 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.	3.0
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 non-Western literature, does not reflect the literature identified or does not explain what works represent specific historical and contemporary spectrums	Evidence from papers that address works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature; and explain what works represent specific historical and contemporary spectrums	Evidence from papers that address works representing a broad historical and contemporary spectrum of United States, British, and world, including 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.	3.0
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, feminism, reader-response, Marxism, etc.) and there may or may not be an explanation for how theory contributes to reading the texts	Artifacts represent application of theory(New Criticism, feminism, reader-response, Marxism, etc.) to the analysis, and candidate can explain the theories used and how literary theory contributes to reading texts	Artifacts represent application of theory (New Criticism, feminism, reader-response, Marxism, 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	2.33

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 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 media to another may alter the emphasis to the message	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	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 is important to distinguish how the message is altered from one media to the next and how this might be taught.	2.33
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

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

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		N=3		Mean
		Sup		Coop[1]		
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 uses and purposes of language in communication.	4	1	4	3	3.5
		3	1	3		
		2	1	2		
		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

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 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
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	Explains different theoretical approaches to reading, writing, and cognitive development, usually demonstrating familiarity with major theories/theorists	Cannot explain different theoretical approaches to reading, writing, and cognitive development, appearing unfamiliar with theories/theorists Cannot explain the

	(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 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	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 Language is used precisely and accurately Sophistication is noted in language use Hesitation is infrequent	Thoughts are gathered and expressed in direct response to the question Language is used precisely and accurately with an occasional lapse Hesitation is infrequent, but there may be some groping for words	Answers to questions are indirect, unfocussed, and/or disorganized Language is often imprecise or inaccurate Little sophistication is noted in language use 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.

Related Items

There are no related items.

MED-SEC-ENG 02: Advanced Writing

Start: 7/1/2012

End: 6/30/2013

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.

Related Items

There are no related items.

MED-SEC-ENG 03: Teaching Methods

Start: 7/1/2012

End: 6/30/2013

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 informal 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 formal 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.

Related Items

There are no related items.

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)

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,

Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government, 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. Integrate and use evidence effectively to support main points. (GE 1, 2; SLO 1, 3, 5)
2. Describe the ethical principles that guide both speakers and listeners. (GE 2, 10; SLO 2-4)
3. To use PowerPoint (and other technology) to assist with the delivery of a speech. (GE 2, 4; SLO 1)
4. To use outlining rules to organize one's ideas and arguments. (GE 1, 2; SLO 5)
5. To present effective arguments and avoid fallacious reasoning. (GE 1; SLO 1, 3)
6. To use various strategies (i.e., demographics, needs model) to successfully adapt message and topic to various audience (GE 1, 2, 7; SLO 1, 3, 4)
7. To use both voice (i.e., rate, pitch) and physical delivery (eye-contact, facial expressions, gestures) to support and clarify speech content. (GE 2, 10; SLO 1, 3)

Data Collection

Graded Speech Assignments:

Students will deliver three extemporaneous speeches and one manuscript speech (ceremonial). Two of the four speeches will require research. Introductory Speech: Students will deliver a relatively brief (2-3 minute) autobiographical speech. Research is not required for this first speech. Informative and Persuasive Speech Assignments: All topics must be approved by the instructor. Outlines for graded speeches are to be originals and contain name, class, and the date the speech is delivered. Source citations must be placed within the text and a works cited page must appear at the end of the outline. For the informative speech (4-7 minutes), students must list a minimum number of sources on the reference page (five). Students can use only use two Internet sources from the "public" web (the other sources will come from the "private web" or non-electronic sources). For the persuasive speech (4-7 minutes), a minimum of seven sources must be listed on the works cited page. Ceremonial Speech: This final speech (2-3 minutes) focuses on the concept of civic engagement. Students must deliver this speech using a manuscript. The instructor will use individual criteria sheets to evaluate each speech.

(GE 1, 2, 4, 5-8, 10; SLO 1-6)

Mini-Speeches:

Students will be asked to complete five mini-speech assignments. Mini-speech assignments are worth 10 points each. Each "speech" will last approximately 15 seconds –

2 minutes. Participating students receive full credit for presenting each individual speech. (GE 2; SLO 1, 3)

Students will be evaluated by a common 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

Data report for 2012-13:

Average Scores For All Assignments (COM 101: Public Speaking)


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	95	77 (81%)
Spring 2013	6	96	80 (83%)

The target goal was reached.


Use of Results

The target goal was reached. But, the COM studies faculty identified the need to develop an evaluation tool that will more clearly delineate specific GEN Ed competencies on various assignments.

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, Prespectives, 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. 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)
5. Influence or persuade others more effectively. (GE 1, 2, 5; SLO 3, 5, 6)
6. Describe and analyze a family system. (GE 1, 2, 5, 6; SLO 1, 6)
7. Implement specific strategies to balance relational tensions. (GE 1, 2, 5; SLO 2, 3, 5, 6)
8. Use specific strategies to manage conflict and anger. (GE 1, 2, 5; SLO 3, 5, 6)
9. Use PowerPoint for public presentations (GE 1, 4; SLO 3)
10. 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 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 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

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 Thinking, 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**

 **ENG_204_ GE 01, 02, 04, 05, 07, 08, 09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thinking, 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 Interoduction 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

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 Thinking, 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


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, 1 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

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 **ESTRUCTURAS** 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 **ESTRUCTURAS** 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

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, 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 negotiations 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.

Related Items

There are no related items.

Section IV.a

Brief Description

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

To meet the goals of the mission statement presented in Section I of this document, the Unit offers **two degrees in seven majors**: a BA in English (with an emphasis in literature, creative writing, or philosophy); 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.

The unit continues to be one of the most fiscally productive in the University. In fact, it is by far the top credit hour producer at Delta State, producing substantial annual revenue for the University beyond Unit costs. (Revenue estimates are based on Unit CHP and tuition payments.) More specifically, there was a modest increase in graduation rates for undergraduates this year, up 9% from 2011-2012. This is remarkable, considering that undergraduate enrollment continues to decline at the university.

Section IV.b

Comparative data

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

Judgment

Meets Standards Does Not Meet Standards Not Applicable

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.

DSU Writing Center at a Glance

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

* 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.

[p | Delta State University Home Page](#)

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[Lang & Lit Trend Data 2009-2013](#)

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Professor Georgene Clark continued her outstanding work as Coordinator of Diversity Activities for the University. She has a two-class reduction in her teaching load to perform these duties, and the University grants the Unit a .50 FTE adjunct instructor to fill the space caused by the release time. Additionally, minority students held key staff positions on the *Delta Statement*, and minority students played major roles in student theater productions. In fact, in the spring 2013 student production, *A Pleasant Evening Out*, African American students were cast in and performed 43% of the roles (7 of 16 parts) in the play, including two of the major roles.

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

In terms of economic impact, several graduates from Unit programs have secured or enhanced professional employment in various communities in the state and region. For example, all of our graduates with a BSE in English this year have signed contracts for teaching positions for next year. Also, one of our journalism graduates was hired to be the sports editor of the newspaper in Yazoo City. Of great importance, one of our graduates this past spring was promoted to Director of Communications and Marketing at Planters Bank.

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Narrative

Partnerships with the Division of Languages and Literature

- Mississippi Council of Teachers of English
- Mississippi Philological Association
- Mississippi Foreign Language Association
- American College Theater Association of Mississippi
- The Southern Literary Festival
- The Jane Austen Society of North America
- Mississippi Institute of Arts and Letters
- Mississippi Humanities Council
- College English Association
- South Atlantic Modern Language Association
- South Central Modern Language Association
- Mississippi Delta Community College
- Cultural Heritage Alliance, Inc.
- Passports, Inc.
- The University of Mississippi Theater Department
- Delta Center Stage
- Cleveland Public Schools
- Clarksdale Public Schools
- Indianola Academy
- Lee Academy
- Kirk Academy
- North Delta Academy
- The Washington School
- Bayou Academy
- Tupelo Christian Academy
- University Press of Mississippi
- Cotton Row Book Store
- Barns and Nobel
- LSU Press
- The Garrard Fund
- Greenwood Press
- *The Bolivar Commercial*
- *The Cleveland Current*
- *The Delta Business Journal*
- First United Methodist Church of Cleveland
- St. Luke's United Methodist Church of Cleveland
- Lawrence Printing Company
- The Associated Press
- DMI
- Focus Press
- Delta Textbooks
- WREG TV in Memphis
- WABG TV Greenwood/Greenville
- KIX (92.1) Radio in Cleveland
- Cox & Moore Law Firm
- U.S. Department of Education

Kossman and Parker Law Firm
Troop 23 of the Boy Scouts of America
NCATE
NCTE
DSU Foundation (The Unit made donations through the Foundation to the Art Department and the Journalism Department.)
Judge Gwen Thomas
Blaze VOX Press, Buffalo, New York
Teach for America
DSU Division of Social Sciences and History
Hey Joe's Pub
Delta Arts Alliance
Jacks, Adams and Norquist Law Firm
Hey Joe's Pub
Dr. Allen Dennis

g the past year, individuals in the Unit received a number of small grants and direct donations. These s were received from, but were not limited to, the following organizations: The Jane Austen Society th America, the Kent and Janice Wyatt Faculty Development Fund, the Rock River Foundation, the tudent Government Association, Barns and Noble. Aramark, Jacks, Adams & Norquist Law Firm, the Special Programs Committee, and Dr. Bill Hays. These awards total approximately \$41,000.

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Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

As we reported last year, the Unit, historically, has participated in service learning projects. Of special note, Professors Moon and Mitchell have chaired the DSU Service Learning Committee. However, in recent years, formal interest has fallen. This seems to be consistent with recent trends at the University. The following quote from the "Provost's Newsletter" on 4/7/2011 suggests just such a decline: "Last fall, [the] Faculty Senate passed a resolution asking that Academic Council eliminate those university standing committees that were not meeting. Based on that recommendation, three standing committees, **Service Learning**, Teaching Excellence, and Technology Across the Curriculum, are being eliminated for the coming academic year. Thank you to all who currently serve on active committees, and please be aware that your service is recognized as vital to the University." (Emphasis added) Thus, the unit, in keeping with university trends, does not make a formal effort to promote and document service learning activities. We can report, however, that some informal service learning projects do take place in a few classes. But we have no data to report.

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Committees reporting to the Unit (Committee records are archived by the chair of each committee listed below):

Assessment Committee, Marilyn Schultz, Chair
Budget Committee, Bill Hays, Chair
Composition Committee, Gene Clark, Chair
Courtesy Committee, Yvonne Tomek & Gene Clark, Co-Chairs
Curriculum Committee, Jim Tomek, Chair
Graduate Committee, Elizabeth Sarcone, Chair
Library Committee, Susan Allen Ford, Chair
Personnel Committee, Clint Tibbs, Chair
Promotion and Tenure Committee, Stephen King, Chair
Publications Committee, Mike Smith, Chair
Sophomore Literature Committee, Yvonne Tomek, Chair
Scholarship Committee, Renelda Owen, Chair
Student Advisement Committee, Bill Hays, Chair
Student Organizations Committee, Bill Hays, Chair

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

A. faculty

- Mike Smith's book, *Multiverse*, received a very favorable review in *The Huffington Post*. Mike has also had an essay accepted for publication in the *Notre Dame Review*.
- Susan Allen Ford wrote the introduction to the reprint of the 10th edition of Dr. James Fordyce's *Sermons to Young Women*, published by the Chawton House Press.
- Stephen King was selected by the University Press of Mississippi to represent Delta State in an ad awareness campaign called "Voices of Mississippi Scholars."
- Stephen King's book, *I'm Feeling the Blues Right Now* (which has just been released in paperback), continues to garner high critical praise. A critic in the *Arkansas Review* wrote, "King's...writing conveys the deep understanding of a talented writer and scholar, who clearly understands the blues and appreciates the history of Mississippi."
 - Jim Tomek completed a Master of Arts degree in theology at Spring Hill College.
 - Marilyn Schultz presented a paper at the National Council of Teachers of English conference held in Las Vegas this past October.
 - Clint Tibbs has had an article accepted for publication in *The Journal of Religion* at the University of Chicago.
 - Ed Plough made three presentations at national conferences, including one at the 41st annual meeting of the National Shakespeare Association held this spring in Toronto.
 - Patricia Roberts presented a paper at the College Media Association meeting in New York City.
 - Yvonne Tomek was selected to participate in the very selective Summer Writing Festival at the University of Iowa.
 - Don Allan Mitchell was elected to be President of the DSU Faculty Senate for 2013-14. He also received tenure and was promoted to Associate Professor of English.
 - Georgene Clark celebrated 35 years of service to Delta State.
 - The Division co-hosted a reading by Pulitzer Prize winner and U.S. Poet Laureate Natasha Trethewey. The Division co-hosted a poetry reading and lecture by noted Faulkner scholar Robert Hamblin.
 - The Division hosted a campus visit by playwright and comedy writer Dennis DiClaudio. While on campus, DiClaudio conducted workshops in writing and acting.
 - Newly-named DSU President William LaForge delivered the keynote speech at the annual honors banquet held on April 25.
 - The Division successfully co-launched a new master's degree, a Master of Arts in Liberal Studies. The first class in this program enrolled 13 students.
 - The Delta Players' fall production, *These Shining Lives*, drew near capacity crowds on all three nights of production.
 - Division personnel published 73 scholarly or creative works.
 - Division personnel presented 64 scholarly or creative works at local, state, regional or national conferences.
 - The Division published Vol. 24 of *Tapestry*, the unit's literary journal.
 - A team of faculty, students, and alumni won \$1000 in scholarship money by placing first in a semester-long trivia contest sponsored by Hey Joe's pub in Cleveland.

B. students and alumni

- A student from the Division won the Jack Winton Gunn Award, the highest academic honor that a student can receive at Delta State. (Four of the last five years, an English major has won this prestigious award.)
- An English major from the Division was named the most outstanding student in the College of Education.
- Four students from the Division graduated in May with the honor of summa cum laude.
- A student from the Division graduated in May with the honor of magna cum laude.
- A student from the Division graduated in May with the honor of cum laude.
- A student from the Division received a first diploma at the May graduation.
- A student from the Division received the second annual Doyce Stallings Mitchell diploma, given to the graduate with the highest gpa who has transferred to DSU.
- Three students from the Division won cash prizes for their creative/scholarly writing in the *Confidante* writing contest.
- Four journalism students won major state awards at the annual meeting of the Mississippi Press Association.
- An alumnus has been accepted to law school at the University of Alabama.
- An alumnus has been promoted to Director of Marketing and Communication at Planters Bank.
- An alumnus has been appointed principle of D. M. Smith Middle School in Cleveland, Mississippi.
- An alumnus has earned an M. Ed. in English from the University of Mississippi.
- An alumnus has been accepted to the Ph.D. program at LSU.
- An alumnus earned an MFA in fiction writing from Ohio State University.

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The unit requested to fill a tenure-track position in Communication Studies and Theater Arts vacated by Dr. Stephen King, who is leaving to assume the duties of Chair of the Department of Communication at Eastern Illinois University. The request was approved, and a hire has now been made to replace Dr. King. Dr. Noah Lelek will join the DSU/Languages and Literature faculty in August of 2013.

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

1) Professor Don Allan Mitchell was recommended for tenure and promotion to Associate Professor of English. His application for tenure and promotion was approved by the IHL at its May board meeting.

2) Dr. Noah Lelek was hired as a beginning Assistant Professor of English in tenure track and Coordinator of the Communication Studies and Theater Arts program. He will teach a variety Communication Studies and Theater classes.

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Changes made in the past year:

The unit had one curriculum change this year: the philosophy minor was modified to allow more electives. This is an 18 hour minor that did require 9 hours of required courses and 9 hours of electives. The minor was changed to only require PHI 201, Introduction to Philosophy, and 15 hours of philosophy electives. The total number of hours in the minor remain the same: 18. The change was made to enhance flexibility because of the course rotation schedule and to offer more appealing courses.

Recommended changes for the coming year(s): (See Section VI. b.)

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

This past year, in partnership with the Division of Social Sciences and History, the Unit created a new graduate program, the Master of Arts in Liberal Studies or MALS. This degree is a 36 hour program that is interdisciplinary in scope with six different concentration areas. Our Unit is responsible for coordinating three of the concentrations: Evolving Human Voices: Studies of the Written Word; Philosophy; and Religious Studies. For the Evolving Human Voices concentration, we created the program from existing courses. For the other two concentrations, we developed eight new 600-level courses, five in philosophy and three in Religious Studies. Now that the program has been "up and running for a year," we plan to make several recommendations for minor changes, especially with the admissions requirements.