Unit Missions

🏅LL Mission Statement

Mission statement
The Division of Languages and Literature provides students with an education in the values and functions of the written and spoken word. The Division offers two degrees in two majors: a BA in English (with an emphasis in literature, creative writing, or philosophy), and a BSE in English. In addition, we are teaching out the final graduates in our journalism, modern foreign languages, and communication studies and theater arts programs, as we have ended those programs due to low enrollments. We also offer minors in English, philosophy, and communication studies and theater arts.

Learning Outcomes

📑BA-CSTA-CS 01: Oral Communication Skills
Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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

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

This degree will be phased out by Spring of 2016.

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.

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

BA-CSTA-CS 02: Writing & Research Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

Learning Outcome
Demonstrate excellent written communication skills in courses ranging from the basic to the advanced.

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

This degree will be phased out by Spring of 2016.

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

BA-CSTA-CS 03: Technology Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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

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

Data Collection (Evidence)
Oral presentations are supplemented with PowerPoint (PP) or other presentation software such as Prezi. 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.

This degree will be phased out by Spring of 2016.

BA-CSTA-TA 01: Acting Techniques

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Display effective stage movement skills. Demonstrate ability to use vocal skills to portray a character onstage.

(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.)

This degree will be phased out by Spring of 2016.

Data Collection (Evidence)
In THE 225: Introduction to Theater, students will chose and perform a one to two-minute monologue. The students are graded on their memorization; vocal skills (articulation, projection, portraying the character through vocal changes, etc.); and ability to portray the character onstage.

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.

In THE 311: Performance Studies, students create and perform an original piece based on a selected topic. In the spring, we chose to tackle bullying as our final performance. The students wrote poetry and

personal narratives chronicling their own struggles with bullying. The piece was then performed for a live audience. The students were graded on their ability to memorize and create appropriate vocal and bodily changes to create the character they were portraying.

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

≡⁊BA-CSTA-TA 02: Writing Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Demonstrate excellent written communication skills.

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

This degree will be phased out by Spring of 2016.

Data Collection (Evidence)
In THE 225 (Introduction to Theatre) and THE 311 (Performance Studies) students were required to write critiques of one performance they attended throughout the course of the semester. In the fall of 2013, the THE 225 students wrote an extended essay analyzing and critiquing *Our Town*. In the spring of 2014, the THE 311 students wrote an extended essay analyzing and critiquing *columbinus*. The students analyzed the respective performances based on the information learned throughout the semester. For example, the students in THE 225 analyzed *Our Town* based on what they had learned about acting technique and design (lighting, sound, set, and costume).

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

≡⁊BA-CSTA-TA 03: Use of Technology

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Demonstrate both effective use of technology in theatrical performances and effective technology in presentations (PowerPoint and Prezi).

This degree will be phased out by Spring of 2016.

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.

BA-ENG 01: Analysis of Literature

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will demonstrate the ability to critically analyze works of major writers (mostly British & American) who compose (d) in English and selected works of other major writers whose works can be read in English translations.

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

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

The goal is for 80% 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.

BA-ENG 02: Writing

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

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

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

BA-ENG 03: Research and Criticism

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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

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

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

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

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

If 80% 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.

BA-ENG 04: Theories and Use of Language

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will demonstrate an understanding of theories and practices of language and grammar.

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

English 406 scores are reported by the instructor who teaches the class. If 80% of the students in English 406 make a grade of C or higher, a satisfactory SLO has been reached.

BA-FL 01: Comprehensive Language Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will demonstrate proficiency in speaking, reading, writing and listening skills in the target language (French or Spanish). The primary goal of the major is to improve students' skills in communication: for reading writing, speaking and listening. In learning a new structure of language, from their native tongue to French/Spanish, students will also be improving their base of critical and creative thinking skills.

This degree will be phased out by Spring of 2016.

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.)

BA-FL 02: French or Spanish Literature

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will be able to identify the contributions of major French or Spanish writers, explain their works, and discuss the historical context in which they wrote.

This degree will be phased out by Spring of 2016.

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	" " " "

𝔈⁄BA-JOU 01: Applying Journalistic Techniques

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Demonstrate the ability to apply journalistic techniques to determine appropriate topics for news and feature stories.
(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

This degree will be phased out by Spring of 2016.

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.

𝔈⁄BA-JOU 02: Interviewing Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Master a wide range of interviewing skills as a means to gather information for news and feature stories.

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

This degree will be phased out by Spring of 2016.

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.

BA-JOU 03: Writing in "Media Style"
Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
 Demonstrate ability to write news and feature stories quickly and effectively, using "media" style.

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

This degree will be phased out by Spring of 2016.

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.

BA-JOU 04: Technology in Publishing

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Demonstrate broad understanding of technology relevant to print publishing.

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

This degree will be phased out by Spring of 2016.

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.

BA-JOU 05: Media and the Law

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Understand the relationship between the media and the law and understand the ethical responsibilities of journalists

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

This degree will be phased out by Spring of 2016.

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.

BA-JOU 06: Professional Applications

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Apply journalism skills in professional situations in the wider community.

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

This degree will be phased out by Spring of 2016.

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.

BSE-ENG 01: LO Literature

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
1. Students will demonstrate the ability to critically analyze works of major writers (mostly British & American) who compose (d) in English and selected works of other major writers whose works can be read in English translations, including works written for young adult readers.

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

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

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

The goal is for 80% of the students to make a PRAXIS II score of 157, the score
required to receive a Class A teacher license in Mississippi, and the goal is for 80% of the students in English 304 is to make a grade of C or higher.

▤BSE-ENG 02: Writing

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

Data Collection (Evidence)
The PRAXIS I Writing Test
   or
the Writing Proficiency Exam

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

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

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

▤BSE-ENG 03: Research

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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

Data Collection (Evidence)
A satisfactory grade on research assignments in English 304 (**Note: all majors are required to take this course; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all writing assignments, so all students are evaluated according to the same standards.**) and a portfolio review of selected research/analytical papers written during enrollment in the program English 304 grades on research projects are collected and reported by the instructor of the class. The portfolio is maintained by the student during the time the student is enrolled in the program. The goal is to make an average grade of C or higher on all research projects in English 304. If 70% of the students meet this goal, a satisfactory SLO has been reached.

The goal of the portfolio is to collect and present several papers written by the students during the course of the program of study. Each paper must have a grade of C or better. The student presents the portfolio to the Assessment Committee. The target goal is to make an average score of 2.5 from the three-member

committee. If 80% of the students receive an average score of 2.5, then a satisfactory SLO has been achieved.

BSE-ENG 04: Language Theory

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will demonstrate an understanding of theories and practices of language and grammar.

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

and

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

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

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

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

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

BSE-ENG 05: Pedagogy

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will demonstrate basic knowledge of the theory and practice of pedagogy for grades 7-12.

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

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

MED-SEC-ENG 01: Understanding Literature

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will demonstrate an advanced and comprehensive understanding of the works of major writers of British and American literature.
Data Collection (Evidence)
An oral comprehensive exam designed according to the established reading list, and administrated by three professors on the graduate English faculty.

The goal is to receive an evaluation of "pass" on the exam.

Results of Evaluation
_____ students took the comprehensive examination, with a ___ % pass rate.

Scoring sheets indicate that the students achieved in the average range. . . . blah , blah . . .
Use of Evaluation Results
Based on the evaluation of the ___ students taking the comprehensive exam this past year, graduate faculty are discussing the importance of better preparation of our students, with particular emphasis towards increasing their exposure to a wider range of authors. For example, student number one was not proficient in British literature from the 1800's on to the present.

MED-SEC-ENG 02: Advanced Writing

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will demonstrate an advanced ability to write literary analysis essays on works of literature. **Data Collection (Evidence)**
A graduate-level writing proficiency exam. The Graduate Committee designs and administers the exam and reports the results to the unit. If 80% of the students receive a passing score on this exam, a satisfactory SLO has been achieved.

MED-SEC-ENG 03: Teaching Methods

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature
Learning Outcome
Students will demonstrate proficiency in teaching various methods of literature and composition. **Data Collection (Evidence)**
A new graduate-level portfolio requirement documenting and evaluating 25 areas of teaching performance was put into place in the fall of 2011. A rubric was adopted to evaluate several areas of
teaching performance. This instrument is used both as a self-evaluation tool and as a tool for a faculty evaluator. If 90% of the candidates receive an average evaluation of 2.5 or higher, a satisfactory SLO has been achieved.

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: 7/1/2014
End: 6/30/2015

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.

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

Start: 7/1/2014
End: 6/30/2015
Gen Ed learning outcome (competency)
GE 1. Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change
GE 2. Developing skills to communicate effectively through reading, writing, speaking, and listening
GE 4. Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies
GE 5. Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
GE 6. Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government
GE 7. Developing an understanding and appreciation of the diverse cultures that form the global community
GE 8. Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social
GE 9. Developing an understanding of the concepts of various disciplines and their interdependence
GE 10. Facilitating the search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities
Data Collection
NOTE: For all courses in COM STUDIES 202 classes that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Program Coordinator, and the Program Coordinator analyzes the data.
GE 1 Students complete an extended paper analyzing an interpersonal relationship.
GE 2 Students prepare an oral presentation on some aspect of personal communication.
GE 4 Students obtained contemporary internet and/or library resources and evaluated   their relevancy to interpersonal communication.
GE 5 Students complete journals analyzing interpersonal communication within their own lives.
GE 6 Students complete multiple essay questions analyzing communication structures in their own family
GE 7 Students complete a mini-paper analyzing how intercultural similarities and differences effect interpersonal communication.
GE 8 Students completed a paper tracing the historical development of interpersonal communication using contemporary theories as applied to their own relationships.
GE 9 Students complete an exam applying various theories from other disciplines to impersonal communication.
GE 10 Students complete a written in-class conversation analysis.

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

Start: 7/1/2014
End: 6/30/2015
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
NOTE: For all courses in English Composition (ENG 101, 102 & 103) that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Chair of the Composition Committee, and the Composition Committee analyzes the data.
GE 1. Analytical Essay: Students construct a reasoned analysis of a book, play, movie, or song.
GE 2. Narrative Essay & Peer Critique: Students narrate a moment from their lives. Peer critique was part of the activity.
GE 4. Final presentation: Students prepare and deliver an oral / A-V presentation on their portfolio.

✎ENG_102_GE 01, 02 & 04: Communication, Critical & Creative Thinking and Application of Technology

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
 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
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
NOTE: For all courses in English Composition (ENG 101, 102 & 103) that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Chair of the Composition Committee, and the Composition Committee analyzes the data.
GE 1 Students complete an assignment on identifying, explaining and eliminating logical fallacies.
GE 2 Students are expected to complete their first comprehensive college-level research paper.
GE 4 Students complete a major project using several different electronic data sources.

✎ENG_103_GE 01, 02 & 04: Communication, Critical Thinking and Application of Technology

Start: 7/1/2014
End: 6/30/2015
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.
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

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
Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.
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)

GE 1 Book Review: Students are evaluated on the basis of analytical and reasoning skills and the ability to think critically, and effectively respond to change.

GE 2 Major Research Essay in 4 distinct stages: Students are evaluated on their ability to analyze the rhetorical constraints imposed by audience and purpose, construct organized and fully developed analytical arguments, locate a variety of sources, and analyze and evaluate information and ideas from different perspectives.

GE 4 Partner Presentation: students are evaluated on their ability to engage in academic research using electronic data sources evaluated by a faculty-generated rubric.

✎ENG_203_GE 01, 02, 04, 05, 07, 08, 09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thanking, Cross Disciplinary Appreciation, Self, & Application of Technology

Start: 7/1/2014
End: 6/30/2015
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 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

GENERAL COURSE OBJECTIVES (GOALS)
At the completion of this course, students will be able t0
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).

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
Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.
GE 1 Students are given essay questions on exams requiring them to synthesize narratives and literary concepts among multiple assigned readings.
GE 2 Students are to lead part of the weekly discussion on assigned readings.
GE 4 Students must engage electronic databases and online literary magazines as independent research to support their use of primary sources in an analysis essay they write.
GE 5 Students are tested on their understanding of David Foster Wallace's 2005 Kenyon University commencement address, "This Is Water." This essay is selected for its connection to both literary imagination and its central idea that "a real education…has almost nothing to do with knowledge, and everything to do with simple awareness." (D. F. Wallace, 2005 Kenyon *Commencement address.)*
GE 7 Students keep a written journal discussing the novels Tar Baby by Toni Morrison and Persepolis by Marjane Satrapi.
GE 8 Students are tested on their understanding of the development of graphic narrative as it relates to the assigned novel Persepolis.
GE 9 Students submit a final Analytical Research paper that integrates literary concepts in a framework cognizant of literature's inherently interdisciplinary nature.
GE 10 Students are tested on the moral, social, and ethical ramifications of capitalism and its effects in *The Great Gatsby.*

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

Start: 7/1/2014
End: 6/30/2015
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 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

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).

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
Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.
GE 1 Drama Essay. Students must perform a close reading and critically analyze a culturally significant work of drama.
GE 2 Essay question on an exam: "Explore Ibsen's use of foils in the play *A Doll House*. Consider Kristine Linde as foil for Nora Helmer and Dr. Rank as foil for Torwald Helmer; how does the relationship between Krogstad and Mrs. Linde serve to emphasize certain qualities in the Helmer's marriage?"
GE 4 Students must engage electronic databases and online literary magazines as independent research to support their use of primary sources in an analysis essay they write.
GE 5 While studying the poem "Richard Cory," a discussion took place and a subsequent essay was written on suicide.
GE 7 Essay assignment: "Explore the anti-war sentiments in at least three poems we have studied. Relate these to the current world situation and how each poem speaks to your view of what is going on in Afghanistan, Syria, or other war-torn places."
GE 8 When reading the play *Fences,* students analyze the connection between the structure of the play and a piece of blues music; an essay question tests their understanding
GE 9 At the beginning of the semester, students are given background information on why the study of literature is required for a university degree. This sets the tone for the rest of the semester. Included in this discussion are the concepts of how literature aids in critical thinking, empathy, communication skills, etc., which are valuable skills in the business and education world as well as in the arts. A short paper on the interface between the studies of literature.
GE 10 In studying *Hamlet*, the main character's struggle between avenging wrongs done to his family vs. turning the other cheek (honor code vs. moral code) is discussed followed by an essay question on an exam.ature and the student's major is assigned.g of this concept.

ENG_206_ GE 01, 02, 04, 05, 07. 08, 09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thanking, Cross Disciplinary Appreciation, Self, & Application of Technology
Start: 7/1/2014
End: 6/30/2015
Gen Ed learning outcome (competency)
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

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)

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
Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 After studying *Things Fall Apart* by Chinua Achebe, students were given a copy of the short story "Dead Men's Path," also written by Achebe. They had not previously seen the work. They were required to read the short story in class, and to devise two short in-class essays about the story, based on prompts given out in class.

GE 2 Example of a small group discussion: Students discussed the different types of solitude in One Hundred Years of Solitude (such as grief, love, pride, and anger). Groups then reported their findings to the entire class.

GE 4 Example: Students prepare a PowerPoint presentation on the visual aspects of a work studied in class. For example, after reading *One Hundred Years of Solitude,* a student group will prepare a presentation depicting the concept of the "Banana Republic" in popular culture.

GE 5 Students were asked to write an essay on Meursault's rejection of religion in *The Stranger*, and how Meursault's "rejection" demonstrated more of an ambivalence than overt atheism.

GE 7 Example: Students were asked what they knew about modern Nigeria. There were no answers. They were then given the opportunity to use their hand-held technology devices to write a list of as much about Nigeria as they could in twenty minutes. They then shared what they knew in a classroom "Crowd Sourcing," and their instructor helped connect the dots back to the history of British colonialism in Nigeria, so that they would be familiar with the Nigeria of Chinua Achebe's childhood.

GE 8 Examples: Lecture topic: From Cave Paintings to a System of Writing; Exam essay question: "Describe how oral communication evolved into a system of writing over the course of several millennia."

GE 9 Students attended a guest lecture by Dr. Shelley Collins about Latin American music in conjunction with One Hundred Years of Solitude. Students were asked an exam question about African, Spanish, Indigenous, and Middle Eastern/Roma (Gypsy) influences on Columbian music and culture.

GE 10 Essay question for *Things Fall Apart:* "Of the tribe's traditions, which seem admirable to you, and which are distasteful and/or alien to you as a Westerner? Give examples of each and explain your reasoning."

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

Start: 7/1/2014
End: 6/30/2015
Gen Ed learning outcome (competency)
GENERAL EDUCATION COMPETENCIES:
1. Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change
2. Developing skills to communicate effectively through reading, writing, speaking, and listening
5. Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
6. Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government
7. Developing an understanding and appreciation of the diverse cultures that form the global community
8. Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social

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.

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, 1SLO 1).
Data Collection

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.
GE 1 Students were asked orally and in written form, in class, 20 questions based on the structures of sentences that they have already learned.
GE 2 Students will be tested in comprehensive formats to reproduce sentences in the target language and also to answer orally questions in the target language.
GE 5 In class, students answered questions about how the target language differs from their native language in structuring a thought.
GE 6 Students wrote paragraphs in the "speaking French" chapters of the text on family, vocations, and various "events" in their life like selling a car, repairing a car, and looking for an apartment
GE 7 A series of exercises comparing aspects of French culture to the students' own culture were given. For example, one exercise focused on comparing French holidays to American holidays.
GE 9 Students were tested on their ability to translate from English to the target language. As they did so, they learned that language is a science where paradigms have to be learned.

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: 7/1/2014
End: 6/30/2015
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
Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 Students are tested on evaluating concepts in philosophical texts and responding to them in personal ways in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell.
GE 2 Students are expected to complete 5 reading/writing assignments on philosophical texts by Plato, Locke, Descartes, and Russell that express clarity of thought in writing.
GE 5 Students are tested on how well they have understood the reading material in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell which tests for how the individual views the world.
GE 6 Students are expected to comprehend and critically evaluate a variety of theories of human nature, religion, society, and ethics in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell.
GE 7 Students are expected to comprehend and appreciate a variety of cultural perspectives on self, ethics, and religion in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell
GE 8 Students are expected to comprehend a variety of perspectives on how we know, mind and body, and ethics in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell.
GE 9 Students are expected to appreciate the variety of intersections in philosophy: science, psychology, and mathematics in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell
GE 10 Students are expected to comprehend moral reasoning and its potential problems in 3 reading/writing assignments in the works of moral philosophers such as James Rachels.

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

Start: 7/1/2014
End: 6/30/2015
Gen Ed learning outcome (competency)
General Education Competencies
1. Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change
2. Developing skills to communicate effectively through reading, writing, speaking, and listening
5. Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
6. Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government
7. Developing an understanding and appreciation of the diverse cultures that form the global community
9. Developing an understanding of the concepts of various disciplines and their interdependence

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

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 Students were asked orally and in written form, in class, 20 questions based on the structures of sentences that they have already learned.

GE 2 Students will be tested in comprehensive formats to reproduce sentences in the target language and also to answer orally questions in the target language.

GE 5 In class, students answered questions about how the target language differs from their native language in structuring a thought.

GE 6 After watching a video, the students will prepare paragraphs in the "speaking Spanish" chapters on family, vocations, and various "events" in their life like selling a car, repairing a car, and looking for an apartment.

GE 7 A series of exercises comparing aspects of Spanish culture to the students' own culture were given. For example, one exercise focused on comparing Spanish holidays to American holidays.

GE 9 Students were tested on their ability to translate from English to Spanish. As they did so, they learned that language is a science where new paradigms have to be learned

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.

> 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)

1. Students will learn the principles of the E**STRUCTURAS** section. There are CDs to supplement this section if students have to miss class. (SLO 1, GE 2, SLO 2, GE 9, GE 7)
2. 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)
3. 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)
4. Students will take 8 Word Tests, 3 oral and written Chapter Tests and a final examination. (SLO 1, SLO 2, GE 2)

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

Start: 7/1/2014
End: 6/30/2015
Gen Ed learning outcome (competency)
<u>GENERAL EDUCATION COMPETENCIES</u>
1. Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change
2. Developing skills to communicate effectively through reading, writing, speaking, and listening
4. Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies
7. Developing an understanding and appreciation of the diverse cultures that form the global community
8. Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social
9. Developing an understanding of the concepts of various disciplines and their interdependence
10. Facilitating the search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

<u>GENERAL COURSE OBJECTIVES</u>
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.

<u>STUDENT LEARNING OUTCOMES</u>
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.
<u>SPECIFIC COURSE OBJECTIVES</u>

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
Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.
GE 1 Students complete an in-class debate for or against the use of public monies to fund the arts.
GE 2 Students complete an essay analyzing a live theatrical production
GE 4 Students complete a PowerPoint presentation explaining their design (set, costume, sound) choices for a play of their choice.
GE 7 Students complete an online discussion board post analyzing the cultural implications of *Fences* by August Wilson.
GE 8 Students complete an exam tracing the history of actor training in the modern theatre.
GE 9 Students are tested on their knowledge of the interdisciplinary nature and historical significance of American musicals.
GE 10 Students read *columbinus* and complete a mini-paper examining the Columbine shooting through a historical and artistic perspective.
<u>**MAJOR STUDENT ACTIVITIES**</u>
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.

<u>Graded Assignments:</u>
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.
<u>Research Assignment</u>
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.

Unit Goals

LL 2015_01: Increasing Enrollment

Start: 7/1/2014

End: 6/30/2015

Unit Goal

To increase the aggregated enrollment in the unit by 1% in FY 15

Evaluation Procedures

We will compare data provided by the Office of Institutional Research in FY 14 with that collected in FY 15.

Related Items

SP2.Ind01: Enrollment

Section IV.a

Brief Description
Narrative

The Division of Languages and Literature is undergoing a significant transition, as several long-time faculty members have chosen to retire.

To meet the goals of the mission statement presented in Section I of this document, the Unit offers two degrees in two majors: a BA in English (with an emphasis in literature, creative writing, or philosophy); a BA in English with Teacher Certification; and a BSE in English. Furthermore, we offer minors in English, philosophy, and communication studies & theater arts.

Regarding credit hour production, the Division of Languages & Literature has seen a downturn, due to academic programs being shuttered due to lack of enrollment. However, it should be noted that, despite the closure of programs, our undergraduate credit hours in English courses in the spring of 2015 are the second-best numbers we have seen in the 5-year reporting cycle.

Section IV.b

Comparative data
Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.
Narrative

Credit Hour Production						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
Communications(COMM)	84	0	444	0	537	0
English (ENG)	284	30	3465	47	3085	49
French (FRE)	0	0	69	3	49	6
German (GER)	0	0	0	0	0	0
Global Liberal Studies (GLS)	0	0	0	27	0	0
Journalism (JOU)	0	0	166	0	98	0
Philosophy (PHI)	18	3	144	0	207	0
Spanish (SPA)	0	6	195	0	177	0
Theater (THE)	0	0	82	0	107	0
Theology (THL)	0	3	0	21	0	0
Total	386	42	4565	98	4260	55

Enrollment by Major						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
Communication Studies & Theater Arts	2	0	17	0	11	0
English	1	0	25	0	20	0
English Education	3	0	13	0	13	0
Journalism	4	0	16	0	13	0
Liberal Studies	0	4	0	11	0	7
Modern Foreign Languages	2	0	5	0	3	0
Total	12	4	76	11	60	7

2014-15 Graduates	
Communication Studies & Theater Arts	
BA	2
English	
BA	4
English Education	
BSE	1
Journalism	
BA	2
Modern Foreign Languages	
BA	2
Liberal Studies	
MA - Evolving Human Voices	6
MALS - MS Philosophy	1

Semester	Number of Client Help Sessions	Semester	Number of Client Help Sessions	Total Per Year	Average Per Semester
Fall 2004	535	Spring 2005	554	1089	544.5
Fall 2005	570	Spring 2006	462	1032	516
Fall 2006	375	Spring 2007	363	738	369
Fall 2007	470	Spring 2008	463	933	466.5
Fall 2008	535	Spring 2009	501	1036	518
Fall 2009	382	Spring 2010	560	942	471
Fall 2010	512	Spring 2011	490	1002	501
Fall 2011	364	Spring 2012	400	764	382
Fall 2012	560	Spring 2013	417	977	488.5
Fall 2013	623	Spring 2014	524	1147	573.5
Fall 2014	887	Spring 2015	599	1486	743

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

WPE Passage rates:

68% of the students that took the WPE received credit in 2014-2015.

55% of the students that took the WPE received credit in 2013-2014.

62% of the students that took the WPE received credit in 2012-2013.
General information about the Writing Center:

- 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 many academic units at the University, especially with the Division of Social Sciences and History, 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 FYS classes

Section IV.c
Diversity Compliance Initiatives and Progress
Narrative

In the spring, DSU hosted its second Winning the Race Conference, and faculty members from the unit played significant roles in the conference.

Faculty members are involved with the teaching and development of the new Blues Studies curriculum, which will expand Delta State's offerings in courses pertaining to African American music, history, literature, and culture.

Faculty member Noah Lelek was the director of the DSU Quality Enhancement Plan for 2014-2015, and did much to help widen the university's definition of diversity, especially in its acceptance and acknowledgement of the LGBTQ community on campus. Dozens of faculty and staff members took part in the Safe Space training seminars that Dr. Lelek conducted.

Languages & Literature is making a concerted effort to diversify its faculty, reversing the recent trend of almost exclusively hiring white male faculty members.

Section IV.d
Economic Development Initiatives and Progress
Narrative

Don Allan Mitchell helped conceptualize the Blues Leadership Incubator, which is part of the International Delta Blues Project. In particular, this program will focus on blues-based economic success stories, as well as Mississippi's creative economy.

Section IV.e
Grants, Contracts, Partnerships, Other Accomplishments
Narrative

During the past year, individuals in the unit received a number of small grants and direct donations. These monies were received from, but were not limited to, the following organizations: The Jane Austen Society of North America, the Kent and Janice Wyatt Faculty Development Fund, the DSU Division of Student Affairs, Delta State's International Delta Blues Project, Delta State Athletics, Barns & Noble Bookstore, Aramark, and Don and Mary Sue Mitchell. Mike Smith received a generous National Endowment for the Humanities Fellowship in Translation. Don Allan Mitchell was part of a team of authors of the successful Hearin Foundation grant of $598,000 for the International Delta Blues Project, which is one of the largest grants to the study of the humanities in school history.

Section IV.f
Service Learning Data

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

Narrative

Due to extensive faculty turnover, we are not actively teaching service learning classes at this time.

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
Narrative

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 the following for each committee: Mission and by-laws, Membership, Process, Minutes.

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

Curriculum & Assessment Committee, Clint Tibbs, Chair
Budget Committee, Don Allan Mitchell, Chair
Composition Committee, Ed Plough, Chair
Graduate Committee, Jeff Smithpeters, Chair
Library & Publications Committee, Jerome Billingsley, Chair
Personnel Committee, Mike Smith, Chair
Tenure and Promotion Committee, Susan Allen Ford, Chair
Student Organizations, Scholarships, & Awards Committee, Ed Plough, Chair
Student Advisement & Recruiting Committee, Jeff Smithpeters, Chair

Section V.a
Faculty (Accomplishments)

Noteworthy activities and accomplishments
Narrative
Faculty

- **Jerome Billingsley** was chosen as the DSU Panhellenic Council's Outstanding Faculty Member of the Year for 2015.
- **Michael Ewing** directed Eugene Ionesco's *The Bald Soprano* in November.
- **Susan Allen Ford** was a panelist at the JASNA conference. She also continued her work as the editor of *Persuasions* and *Persuasions Online.* She wrote a review of *Growing Older with Jane Austen* by Maggie Lane. Also, she reviewed a book manuscript (*Jane Austen's Geographies*, ed. Robert Clark) for Palgrave-Macmillan.
- **Noah Lelek** directed the *25th Annual Putnam County Spelling Bee,* which is the first Broadway musical put on by the Delta Players in over 10 years. Instructor **Donna Spell** played one of the lead roles.
- **Don Allan Mitchell** helped to successfully launch the Blues Studies minor program at Delta State, and was instrumental in helping to conceptualize and write the $598,000 International Delta Blues Project grant awarded by the Robert M. Hearin Foundation. He co-chaired the International Conference on the Blues, held at Delta State in October.
- **Sally Paulson** presented at national and regional communications conferences.
- **Marilyn Schultz** successfully guided the unit's teacher education program in English through the reaccreditation process by the National of Council Teachers of English and NCATE (CAEP). All standards were met without conditions.
- **Mike Smith** published both essays and poetry in *the Museum of Americana, storySouth*, *Witness, Raleigh Review* and the *Edgar Allan Poe Review*, and had essays accepted for publication at *december*, *Grist*, *Image: Journal of Art and Religion*, *The Sun*, as well as the anthology *Done Darkness: An Anthology about Life after Sadness.* He was also awarded a Fellowship in translation from the National Endowment for the Humanities and attended a fully-funded summer workshop at Kent State University.

- **Clint Tibbs** had a peer-reviewed article accepted for publication in *The Bulletin of Biblical Research;* wrote a chapter in Carlos Bovell's book *Biblical Inspiration and the Authority of the Bible: Suggestions for a Believable Doctrine of Scripture for the 21st Century;* wrote an entry for "Glossolalia: New Testament" in *The Encyclopedia of the Bible and Its Reception*, a multi-volume work published by Walter de Gruyter; and had two book reviews published in the peer-reviewed journal *Teaching Philosophy*.
- **Marilyn Schultz, Elizabeth Sarcone, Ben Burgos, Jack Phillips, Jim Tomek, and Yvonne Tomek** all retired after long careers at Delta State.

Students/Alumni

- Judges from the Mississippi Press Association awarded prizes to the *Delta Statement,* the DSU student newspaper.
- Journalism students won awards at the Better Newspaper Contest sponsored by the O. C. McDavid Journalism Conference.
- *Confidante*, the student literary journal, won the third place prize in the formal essay category at the Southern Literary Festival. The winning entry was written by English Education major Kole Oakes.
- Hallye Skillion, who graduated this year with a Mississippi Class A Teaching License in English, was hired as a teacher at Senatobia High School.
- 2015 MALS graduate Katie Turner received a generous scholarship and entered the University of Misssissippi Ph.D. in English program as a fully-funded graduate assistant.
- Alum Emma Alford will have a book of poems entitled *Stamped* published by the prestigious Finishing Line Press.

Section V.b
Staff (Accomplishments)

After over two decades of service to Delta State University, Katherine Kirsch de Burgos retired and was awarded staff emerita status. Elizabeth Ogle was hired as her replacement.

Section V.c
Administrators (accomplishments)
Narrative

Don Allan Mitchell actively acknowledges that the chairpersonship of the Division of Languages and Literature is, indeed, an administrative position.

He successfully co-chaired the International Conference on the Blues; developed, designed and coordinated the new blues studies minor; and learned a great deal about human resource issues in academe over the last year. In addition, he instituted a series of hour-long faculty meetings which met, on average, once every month, during the fall and spring semester. By comparison, his predecessor called an average of less than 3 faculty meetings a year. Finally, he led the division through a series of necessary curriculum reforms, for a curriculum that has not significantly changed since the late 1980s.

Section V.d
Position(s) requested/replaced with justification
Narrative

The unit requested to fill a tenure-track position in English vacated by Dr. Ed Plough, who left to assume duties as a faculty member at SUNY-Farmingdale. The request was approved, and a hire has been made to replace Dr. Plough. Dr. Lauren Coker-Durso of St. Louis University joined the DSU Languages and Literature faculty in August of 2015.

The unit requested to convert an instructor's position in English vacated by Jack Phillips, who retired. The request to convert this instructorship into a tenure-track assistant professorship in English, with a focus on Composition and Rhetoric, was approved, and a new hire was made. Dr. Judith Coleman joined the DSU Languages and Literature faculty in August of 2015, and will also coordinate our composition program.

The unit hired Renelda Owen as its first fully-online instructor of English. Ms. Owen had previously served the division as a traditional classroom instructor.

The unit requested to convert a tenure-track position in Communication Studies and Theater Arts vacated by Dr. Noah Lelek, who left DSU to assume the duties as a faculty member at Texas Women's University. The position was converted to an Instructorship in Communication Studies, and will focus on teaching our general education public speaking courses. Over the next year, we will seek a tenure-track faculty member who has a terminal degree in English, but who also has theater directing experience. The request was approved, and a hire has now been made to replace Dr. Lelek. Former adjunct Carolyn Ann Sledge joined the DSU Languages and Literature faculty full-time in August of 2015.

The unit requested to convert a tenure-track position in Spanish vacated by Dr. Ben Burgos, who retired. The request to convert this position to an instructorship that focuses on introductory and intermediate Spanish courses was approved, and a hire has now been made to replace Dr. Burgos. Ms. Julia Gonzalez Calderon, a native of Seville, Spain, and formerly a lecturer at the University of Michigan in Ann Arbor, joined the DSU Languages and Literature faculty in August of 2015.

The unit had unsuccessful searches for the chair's job and for the English Education faculty position. Adjuncts and a temporary hire will cover the English Education job, which was once occupied by the now-retired Marilyn Schultz, and the unit will re-examine and relaunch both searches in the fall. Elizabeth Sarcone's salary line is currently tied to the chair search.

The unit hired Donna Spell as a temporary one-year, full-time instructor focused on developmental studies, and to help us to manage our teacher education program.

The positions of the departed Michael Ewing, Jim Tomek, and Yvonne Tomek will not be filled due to cuts made during a university-wide program review. In addition, the frozen position once occupied by Georgene Clark has also been eliminated.

Section V.e
Recommended Change(s) of Status
Narrative
Upon their retirements, Professors Jim Tomek, Ben Burgos, Elizabeth Sarcone, Associate Professor Marilyn Schultz, and Instructor Yvonne Tomek were nominated and granted Emeritus/Emerita status. Instructor Jack Phillips also retired.

Section VI.a
Changes Made in the Past Year
Narrative

Changes made in the past year:

Due to low enrollment, the majors in Communication Studies and Theatre Arts, Modern Foreign Languages, and Journalism will be phased out by May of 2016. In addition, the Modern Foreign Languages and Journalism Minors will also be phased out.

Section VI.b
Recommended Changes for the Coming Year
Narrative
Recommended changes for the coming year(s):

Our division has closely examined its existing major and minor curriculums. We have decided to require a senior writing portfolio for all majors in the program, as a capstone project, in line with the university's desire to increase academic excellence.

In addition, we will require all majors in our division to take two introductory history classes, despite the recent changes to our general education curriculum.

Furthermore, we will examine how to standardize the content of English 301, and how our English 203, 204, and 206 courses can best serve as gateways into our major.

Overall, we realize that we must do a better job in the assessment of all of our courses, in line with our institutional SACS standards.

At the graduate level, we have been asked by our fellow MALS faculty to consider making changes to our Evolving Human Voices track, in order to make the curriculum more flexible. We will do that.

To: Mr. Allan Mitchell, Interim Chair; Division of Languages & Literature

From: Office Institutional Research & Planning

Date: August 5, 2015

Subject: Academic Year Report for the Division of Languages & Literature

The following information contains Summer 2014, Fall 2014, and Spring 2015 credit hours produced, enrollment, and graduates for academic year 2014/15. If you need additional information, or have any questions regarding this information, please contact IRP at x4052.

See the Secondary Education report for information on M.Ed. majors in Art, English, History, and Social Sciences concentrations.

CREDIT HOUR PRODUCTION						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
COM	84	0	444	0	537	0
ENG	284	30	3465	47	3085	49
FRE	0	0	69	3	49	6
GER	0	0	0	0	0	0
GLS	0	0	0	27	0	0
HUM	0	0	0	0	48	6
JOU	0	0	166	0	98	0
PHI	18	3	144	0	207	0
SPA	0	6	195	0	177	0
THE	0	0	82	0	107	0
THL	0	3	0	21	0	0
Total	386	42	4565	98	4308	61

ENROLLMENT BY MAJOR*						
	Summer 2014		Fall 2014		Spring 2015	
	UG	GR	UG	GR	UG	GR
Communication Studies & Theatre Arts	2	0	17	0	11	0
English	1	0	25	0	20	0
English Education	3	0	13	0	13	0
Journalism	4	0	16	0	13	0
Liberal Studies**	0	4	0	11	0	7
Modern Foreign Languages	2	0	5	0	3	0
Total	12	4	76	11	60	7

2014/15 Graduates	
Comm. Studies & Theatre Arts	
BA	2
English	
BA	4
English Education	
BSE	1
Journalism	
BA	2
Modern Foreign Languages	
BA	2
Liberal Studies (Total 10)	
MALS-Evolving Human Voices	6
MALS-MS Philosophy	1

*Note 1 additional student was enrolled in English as a second major in Spring 15. 1 additional student was enrolled in Foreign Languages as a secondary major in Fall 14 & Spring 15.

**Liberal studies enrollment for Evolving Human Voices, Religious Studies, and Philosophy concentrations.

Credit Hour Production

	Summer		Fall		Spring		
	UG	GR	UG	GR	UG	GR	Total
COM							
AY 2015	84	0	444	0	537	0	1065
AY 2014	36	0	594	0	477	0	1,107
AY 2013	60	0	420	0	450	0	930
AY 2012	39	0	510	0	498	0	1,047
AY 2011	63	0	480	0	504	0	1,047
ENG							
AY 2015	284	30	3465	47	3085	49	6960
AY 2014	375	0	3201	57	3097	96	6,826
AY 2013	428	18	3098	42	2,920	60	6,566
AY 2012	426	30	3,243	65	3,025	60	6,849
AY 2011	422	72	3407	60	2,999	108	7,068
FRE							
AY 2015	0	0	69	3	49	6	127
AY 2014	0	0	114	9	102	9	234
AY 2013	0	0	141	3	114	0	258
AY 2012	0	0	168	0	114	0	282
AY 2011	0	0	138	0	135	0	273
GER							
AY 2015	0	0	0	0	0	0	0
AY 2014	0	0	0	0	0	0	0
AY 2013	0	0	0	0	0	0	0
AY 2012	0	0	0	0	0	0	0
AY 2011	0	0	6	0	6	0	12
GLS							
AY 2015	0	0	0	27	0	0	27
AY 2014	0	0	0	33	0	0	33
AY 2013	0	0	0	33	0	0	33
AY 2012	0	0	0	0	0	0	0
AY 2011	0	0	0	0	0	0	0
HUM							
AY 2015	0	0	0	0	48	6	54
AY 2014	0	0	0	0	0	0	0
AY 2013	0	0	0	0	0	0	0
AY 2012	0	0	0	0	0	0	0
AY 2011	0	0	0	0	0	0	0
JOU							
AY 2015	0	0	166	0	98	0	264
AY 2014	0	0	118	0	152	1	271
AY 2013	0	0	112	0	109	0	221
AY 2012	0	0	150	0	137	0	287
AY 2011	0	0	121	0	163	0	284
PHI							
AY 2015	18	3	144	0	207	0	372
AY 2014	0	0	219	6	212	15	452
AY 2013	0	0	228	0	249	0	477
AY 2012	0	0	273	0	222	0	495
AY 2011	0	0	228	0	243	0	471
SPA							
AY 2015	0	6	195	0	177	0	378
AY 2014	0	0	180	9	150	6	345
AY 2013	57	0	231	0	180	0	468
AY 2012	78	0	258	0	246	0	582
AY 2011	87	0	318	0	198	0	603
THE							
AY 2015	0	0	82	0	107	0	189
AY 2014	0	0	161	4	83	0	248
AY 2013	0	0	90	0	92	4	186
AY 2012	0	0	100	0	79	0	179
AY 2011	0	0	56	0	15	0	71
THL							
AY 2015	0	3	0	21	0	0	24
AY 2014	0	0	0	0	0	0	0
AY 2013	0	0	0	0	0	0	0
AY 2012	0	0	0	0	0	0	0
AY 2011	0	0	0	0	0	0	0
AY Totals							
AY 2015	386	42	4565	98	4308	61	9460
AY 2014	411	0	4587	118	4273	127	9516
AY 2013	545	18	4320	78	4114	64	9139
AY 2012	543	30	4702	65	4321	60	9721
AY 2011	572	72	4754	60	4263	108	9829

Enrollment by Major

	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Communication Studies & Theatre Arts						
AY 2015	2	0	17	0	11	0
AY 2014	2	0	15	0	12	0
AY 2013	6	0	14	0	12	0
AY 2012	2	0	10	0	11	0
AY 2011	3	0	11	0	11	0
English						
AY 2015	1	0	25	0	20	0
AY 2014	5	0	24	0	24	0
AY 2013	5	0	27	0	26	0
AY 2012	8	0	27	0	25	0
AY 2011	6	0	30	0	26	0
English Education						
AY 2015	3	0	13	0	13	0
AY 2014	3	0	14	0	11	0
AY 2013	4	0	21	0	13	0
AY 2012	3	0	22	0	23	0
AY 2011	7	0	21	0	21	0
Journalism						
AY 2015	4	0	16	0	13	0
AY 2014	0	0	15	0	16	0
AY 2013	7	0	18	0	19	0
AY 2012	12	0	21	0	19	0
AY 2011	6	0	19	0	20	0
Liberal Studies						
AY 2015	0	4	0	11	0	7
AY 2014	0	6	0	18	0	24
AY 2013	0	0	0	7	0	8
AY 2012	0	0	0	0	0	0
AY 2011	0	0	0	0	0	0
Modern Foreign Languages						
AY 2015	2	0	5	0	3	0
AY 2014	1	0	3	0	5	0
AY 2013	2	0	3	0	3	0
AY 2012	0	0	4	0	3	0
AY 2011	1	0	8	0	3	0
AY Totals						
AY 2015	12	4	76	11	60	7
AY 2014	11	6	71	18	68	24
AY 2013	24	0	83	7	73	8
AY 2012	25	0	84	0	81	0
AY 2011	23	0	89	0	81	0

Graduates

	Comm Stu	English	English Ed	Journalism	Mod Fgn Lang	Liberal Stud	
	BA	BA	BSE	BA	BA	MALS*	Total
AY 2015	2	4	1	2	2	7	18
AY 2014	4	9	3	5	1	1	23
AY 2013	2	9	2	5	1	0	19
AY 2012	1	4	4	9	1	0	19
AY 2011	2	4	5	1	2	0	14

*MALS- Evolving Human Voices and MS Philosophy graduates

ENGLISH DEPARTMENT
GRADING RUBRIC

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

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

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

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

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

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

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

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

APPENDIX B

A Portfolio Rubric[1] Candidate Knowledge 3.0

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

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

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

2011-2012 N=4

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

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

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

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

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

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

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

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

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

5

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

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

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

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

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

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

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

APPENDIX C

English Language Arts Data Chart 2011-2012

(N=4)

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

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

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

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

APPENDIX D

Description and Analysis of Appendix C

6 (Required—Additional assessment that addresses NCTE standards: English Language Arts Supplemental Teacher Performance Evaluation Using the NCTE Standards)
      Assessment 6: English Language Arts Supplemental Teacher Performance Evaluation Using the NCTE Standards[3]
1.   Brief Description
      Assessment #6 is the English Language Arts Supplemental Student Teacher Performance Evaluation Using the NCTE Standards. Both the cooperating teacher and the supervising teacher complete this assessment during the internship. NCTE/NCATE program standards inadequately addressed in Assessment #4 for the internship are emphasized with this instrument.
2. Alignment with NCTE Standards
      This Supplemental assessment is specifically **aligned to the following NCTE standards:**

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

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

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

3. Brief Analysis of Data Findings

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

4. Interpretation of Data Relevant to Meeting the Standards

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

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APPENDIX E
Master's Oral Exam in English
Scoring Rubric

Name of master's candidate_____

Date of exam_____

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

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

Comments: _____

_____

Chair of examination committee_____
Signature

names of other examiners_____

APPENDIX F

Evaluation Guide for Graduate Field/Clinical Experience Portfolio

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

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

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

APPENDIX G

CRITERIA FOR EVALUATING INFORMATIVE SPEECHES

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

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

<u>PREVIEWED BODY OF SPEECH</u>

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

BODY (30 Possible Points)

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

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

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

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

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

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

CONCLUSION (10 Possible Points)

PURPOSE AND MAIN POINTS REVIEWED

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

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

CLOSED SPEECH BY REFERENCE TO INTRO./OTHER DEVICES

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

DELIVERY (15 Possible Points)

MAINTAINED EYE CONTACT

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

USED VOICE, DICTION, AND RATE FOR MAXIMUM EFFECT

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

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

USED SPACE, MOVEMENT, AND GESTURES FOR EMPHASIS

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

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

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

OVERALL IMPRESSION (15 Possible Points)

EVIDENCE OF PREPARATION & PRACTICE

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

CREDIBILITY/ETHOS

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

<u>WAS INFORMATIVE</u>

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

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

TOTAL POINTS FOR ASSIGNMENT: 100

APPENDIX H

Writing Rubric

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

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

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

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

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

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

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

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

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

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

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

ASNE Statement of Principles

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

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

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

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

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

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

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

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

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

APPENDIX J

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

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

Re: A Proposal for the DSU Theatre Program

Date: 2/28/2012

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

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

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

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

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

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

Judas received a rave critical review in the press.

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

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

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

<div align="center">

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

</div>

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

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

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

<div align="center">

Student Enrollment
Communication Studies Only
Table 2

</div>

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

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

<div align="center">Student Enrollment

Theatre Arts Only

Table 3</div>

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

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

<div align="center">Communication Studies and Theatre Arts (Combined)

Credit Hour Production

Table 4</div>

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

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

<div align="center">Communication Studies Only

Credit Hour Production

Table 5</div>

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

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

Theatre Arts Only
Credit Hour Production
Table 6

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

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

Communication Studies and Theatre Arts Majors
Table 7

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

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

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

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

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

Addendum

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

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

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

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

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

0 12345 67890 5

"Foolish consistency is the hobgoblin of little minds."