

DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT
Academic Year 2005-06

I. | **Unit Title:** Languages & Literature

School or College: Arts & Sciences

Unit Administrator: Dorothy Shawhan

II. | Educational Program Learning Outcome Assessment Plan B.A. in English

These are Learner Outcomes identified for the **current** year. Feel free to use notes for details on items in the table.

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Critically analyze the works of major British and American writers.</p>	<p>1. Essay exams evaluated by assessment team at the end of the spring semester. Members of the Division curriculum subcommittee for English form the assessment team. The exams were from an upper Division American literature class and were evaluated by the team on the basis of the major principles of effective writing: analysis, support, & mechanics.</p> <p>2. Portfolio review by assessment team using new NCTE-NCATE prescriptions. Analytical papers included on British and American literature (See Appendix B for portfolio guidelines for previous years.)</p>	<p>1. Exams were evaluated on student's ability to analyze, support their arguments, and use mechanics of language correctly. Of essays evaluated, 32% were strong in analysis, 50% were adequate, and 18% were weak. In support, 25% were strong, 50% were adequate, and 25% were weak. In mechanics, 43% were strong, 37% adequate, and 20% weak.</p> <p>2. Two graduates scored 2.8 on a 4.0 scale for analysis on previously used rubric. (4—highly competent; 3—competent; 2—minimally competent; 1—not competent.) (See Appendices C & D for revised portfolio assessment</p>	<p>1. Grading rubric prepared for future assessments. (See Appendix A for rubric)</p> <p>2. Procedural change to adopt NCTE-NCATE prescriptions.</p>

	3. PRAXIS scores—English Languages & Literature	guidelines and grading rubric) 3. 100 % pass for PRAXIS (1 of 1) at last reporting (See Appendix E for three years of PRAXIS scores for majors)	3. Assessment team will continue to monitor PRAXIS scores.
Demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.	1. Writing Proficiency Exam, Junior level, all disciplines, faculty readers from across the university curriculum 2. PRAXIS (Writing) 3. CAAP score of 3 or 3+ 4. English 301 credit –an option for fulfilling the writing requirement.	1. WPE pass rates, summer 05 (1 of 1—100%), fall 05 (4 – of 4—100%), spring 06 (4 of 5—80%). 90% pass rate for the school year (9 of 10). Follow-up recommended for failing students. 2. PRAXIS 2005 (80% pass, 4 of 5) 3. No CAAP options reported.	1, 2. Unsuccessful majors identified and counseled by Composition Chair. Their essays are examined in conference with weaknesses addressed and appropriate remedies suggested (such as regular appointments in the Writing Center.) The Composition Chair then conveys any pertinent information helpful to the faculty in strengthening instruction and thus learning. (See Appendix E for PRAXIS chart) 3. No CAAPS. 4. Minutes of the assessment team reflect the recommendation to include essay from ENG 300 or ENG

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			301 for portfolio.
Demonstrate familiarity with research procedures in the discipline and in using other critical perspectives or arguments in defining their own.	Portfolio review by assessment team.	Two graduates scored 2.5 on a 4.0 scale in using research skills. (See Appendix D)	Assessment team will continue to monitor research skills as evidenced in the portfolio.
Students will demonstrate an understanding of the theories and practices of language and grammar.	PRAXIS scores (English Languages & Literature)	100% pass of PRAXIS at last reporting. (See Appendix E)	Assessment team will continue to monitor theories and practices of language and grammar as evidenced in the PRAXIS scores.

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Educational Program Learning Outcome Assessment Plan B.S.E. and B.A. with Teacher Certification *

These are Learner Outcomes identified for the **current** year. Feel free to use notes for details on items in the table.

Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i>	Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i>	Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i>	Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i>
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<p>Critically analyze the works of major British and American writers and works of Young Adult Literature</p>	<p>1. Essay exams evaluated by assessment team at the end of the spring semester. Members of the Division curriculum subcommittee for English form the assessment team. The exams were from an upper Division American literature class and were evaluated by the team on the basis of the major principles of effective writing: analysis, support, and mechanics.</p> <p>NCTE and NCATE data recommend the addition of a required Young Adult Literature class to the requirements for one certifying to teach English.</p> <p>2. Portfolio review by assessment team using new NCTE-NCATE prescriptions. Analytical papers included on British and American literature</p>	<p>1. Exams were evaluated on student's ability to analyze, support their arguments, and use mechanics of language correctly. Of the essays evaluated, 32% were strong in analysis, 50% were adequate, and 18% were weak. In support, 25% were strong, 50% were adequate, and 25% were weak. In mechanics, 43% were strong, 37% adequate, and 20% weak.</p> <p>Dr. Schultz, teacher education specialist, proposed adding the Young Adult Literature class to the teacher education requirements in '05. The proposal went through the English curriculum committee, the Division curriculum committee, the Dean of Arts & Sciences, the Academic Council and the Teacher Education Council and was ultimately approved.</p> <p>2. Two graduates scored 2.8 on a 4.0 scale for analysis. (4—highly competent; 3—competent; 2—minimally competent; 1—not competent.)</p>	<p>1. Grading rubric prepared for future assessments. (See Appendix A)</p> <p>Young Adult literature is now offered in a regular one-year rotation.</p> <p>2. Procedural change to adopt NCTE-NCATE prescriptions.</p>
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	<p>(See Appendix B for portfolio rubric for previous years.)</p> <p>3. PRAXIS scores—English Languages & Literature</p>	<p>(See Appendix C & D for portfolio assessment and grading rubric)</p> <p>3. 100 % pass for PRAXIS (1 of 1) at last reporting (See Appendix E for three years of PRAXIS scores for majors)</p>	<p>3. Assessment team will continue to monitor PRAXIS scores.</p>
<p>Demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.</p>	<p>1. Writing Proficiency Exam, Junior level, all disciplines, faculty readers from across the university curriculum.</p> <p>2. PRAXIS (Writing)</p> <p>3. CAAP score of 3 or 3+</p> <p>4. English 301 credit—another option for fulfilling the university writing requirement</p>	<p>1. WPE pass rates, summer 05 (1 or 1—100%), fall 05 (4 of 4—100%), spring 06 (4 of 5—80%). 90% pass rate for the school year (9 of 10). Follow-up recommended for failing students.</p> <p>2. PRAXIS 2005 (80% pass, 4 of 5)</p> <p>3. No CAAP options reported</p>	<p>1,2. Unsuccessful majors identified and counseled by Composition Chair. Their essays are examined in conference with weaknesses addressed and appropriate remedies suggested (such as regular appointments in the Writing Center.) The Composition Chair then conveys any pertinent information helpful to the faculty in strengthening instruction and thus learning. (See Appendix E for PRAXIS chart)</p> <p>3. No CAAP</p> <p>4. Minutes of the assessment team reflect the recommendation to include essay from ENG 300 or ENG</p>

			301 for portfolio
Demonstrate familiarity with research procedures in the discipline and in using other critical perspectives or arguments in defining their own.	Portfolio review by assessment team.	Two graduates scored 2.5 on a 4.0 scale in using research skills. (See Appendix D)	Assessment team will continue to monitor research skills as evidenced in the portfolio.
Students will demonstrate an understanding of the theories and practices of language and grammar.	<p>1. PRAXIS scores (English Language & Literature)</p> <p>2. STEP program retreat with 5 graduates currently teaching in area schools, Great River Road State Park, Spring 05 as well as ongoing email dialogue with former students.</p>	<p>1. 100% pass of PRAXIS at last reporting (See Appendix E)</p> <p>2. Former students now teaching reported being unprepared to teach grammar as their biggest problem. Following the retreat, Grammar for Teachers course was recommended by the assessment team.</p>	<p>1. Assessment team will continue to monitor theories and practices of language and grammar as evidenced in the PRAXIS scores.</p> <p>2. A proposal for a Grammar for Teachers course was written by Dr. Schultz, submitted to the English curriculum sub-committee, the Division curriculum committee, the Arts & Sciences Dean and finally the Academic Council. It was approved 05 and has been taught regularly since.</p>
Demonstrate ability to plan a unit of instruction and teach it effectively	Review by supervising professor and classroom teacher of unit (STAI standards) and teaching in both clinical setting and in actual classroom.	100% (7 of 7) graduates successfully performed in 2005; 100% (2 of 2) were successful in 2006. Recommendation that supervising teacher send	Dr. Schultz wrote analyses and critiques, keeping students and chair informed as to strengths and weaknesses.

		detailed critiques to student teacher and to chair of Division.	
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*The teacher education program is preparing for review by the NCATE accrediting agency. See Appendix F for the detailed English Education Assessment Plan prepared for that review.

Educational Program Learning Outcome Assessment Plan -- M.Ed in Education (English Emphasis) Program under NCATE review. See NCATE graduate charts in the appendices.

Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i>	Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i>	Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i>	Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i>
Demonstrate with greater precision and depth a comprehensive understanding of the work by and about major writers of English, American, and young adult literature. (There are separate syllabi for ENG 555 & 556, and other ENG courses—NCATE requirement-- the English department requires graduates to write papers in greater depth, use theory, and to create annotated bibliographies.)	1. Oral comprehensive exam. Three professors, the committee, examine the candidate who has finished the requirements or is completing the requirements in the semester orals are administered. Content coverage ensured by Minimum Reading List for the M.Ed. in English (See Appendix G)	For findings, see progression of candidates through transition points tabulated at the end of Spring 2006 on 15 students in the program: 6 have not met entry requirements; 8 have satisfied entry requirements; 1 followed a remediation plan to prepare for courses; 1 was dismissed from the program for plagiarism; 2 passed oral comprehensive exams.	See progress through transition points (Appendix I): Evaluations throughout the program determine whether graduate students continue toward the master's degree and whether they complete the degree at the end. Rubric designed by member of Assessment Team and used in the last three examinations. (Master's rubric for oral – Appendix H)

	<p>2. The committee uses a rubric (Appendix H) to evaluate the candidate immediately after the completion of the oral examination. After the committee rates the candidate, the candidate is advised whether the performance was passing or failing.</p> <p>3. The candidate must also maintain a 3.0 GPA to remain in the program and must score an acceptable rating on dispositions and technology examinations given in the Education Department. The English and Education Departments share assessment responsibilities of graduate students. Two completed the requirements in English education. (See Appendix I for Assessment Requirements of Transition Points, Appendix J with charts of transition points / progress of candidates through program.)</p>	<p>After Dr. Bill Spencer constructed the assessment rubric, an English education faculty member, Dr. Marilyn Schultz, informally advised (Fall 2005) that the rubric should distinguish one level of performance from another to be acceptable to NCATE.</p>	<p>While examining papers assigned to be written in MLA style, the graduate faculty noticed that candidates' documentation formats were inaccurate, so they informally discussed the problem and agreed to MLA consistency in this expectation for papers written within the program. (Dr. Susan Ford, Dr. Bill Spencer, Dr. Sarcone, Ms. Dorothy Shawhan, and Dr. Marilyn Schultz) Their advisor, Ms. Shawhan, also personally discussed this problem with the students, using major papers provided by Dr. Schultz from summer 2005.</p>
<p>Demonstrate familiarity with various critical approaches to literature and proficiency in critical analysis of literature,</p>	<p>Essay exams and critical analysis essays examined by Assessment Team. Graduates must demonstrate competency</p>	<p>Graduates tend to perform well critically analyzing literature as reflected in the literature course grades derived primarily from</p>	<p>New MLA style manuals purchased for Writing Center and student referrals for personal consultations when</p>

<p>using MLA documentation formats as needed.</p>	<p>in constructing a critical essay prior to entering the program, and three people evaluate it.</p> <p>During the program, expectations are defined within each course for greater rigor, insight, depth, and precision are expected in graduate written assignments.</p>	<p>performances on written assignments requiring analysis and application of critical approaches to literature, and more precision is required in explicating the text and the use of MLA documentation.</p> <p>One student out of seven did not pass the written entry exam that demands a demonstration of critical analysis.</p> <p>Graduate committee needs to design rubric and common standards for graduate expectations during the courses.</p>	<p>evidence of inaccurate documentation arises.</p> <p>The one student unsuccessful in the entry examination enrolled in a literature course that would provide instruction and direction in writing critical analyses.</p>
<p>Demonstrate proficiency in the use of various methods of teaching literature and composition and applications of theory supporting the methods.</p>	<p>Oral reports and mini-lessons in existing classes, in particular, Grammar for Teachers, Young Adult Literature, Language Development and Writing, and Problems of Teaching English.</p> <p>(See Appendices K, L, M for Sample English 610 assignment and rubric for paper and oral presentation)</p>	<p>Three teachers have submitted principals' evaluations that indicate competency in teaching (available upon request).</p> <p>Recommend clinical experience to extend reflective practice and broaden opportunities to explain dynamics of classroom observations or interview results in terms of methodologies supported by theoretical applications studied in courses.</p>	<p>Clinical component added to requirements, also to meet NCATE standards. (See Graduate field/clinical portfolio & rubric which follows – Appendix N.)</p>

Educational Program Learning Outcome Assessment Plan B.A. in Journalism

These are Learner Outcomes identified for the **current** year.

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Demonstrate mastery of researching, interviewing, writing, publishing the news story.</p>	<p>1. Review of <i>Delta Statement</i>, the student newspaper, by Publications Analysis Team. The <i>Associated Press Stylebook</i> is used to measure professional usage and legal performance. Ethical standards are measured using the “Statement of Principles” - American Society of Newspaper Editors (Appendix O)</p> <p>2. Student portfolios. Faculty maintain folders of unpublished work to measure progress for each journalism student enrolled in writing courses, and encourage students to submit best articles for regional and national publication. Only the best published work is added to the professional portfolio.</p>	<p>1. Recommended closer adherence to Associated Press style.</p> <p>2. Student portfolios to contain a variety of stories –editorial , news, and feature.</p>	<p>1. Associated Press style integrated more fully into curriculum. Copy editing positions were established on <i>The Delta Statement</i>. Journalism faculty increased emphasis on adherence to AP style in all writing and editing courses. All journalism students are required to own AP stylebook.</p> <p>2. Changes made in portfolio requirements. (Graduating seniors are required to assemble a professional portfolio of published work to be used in seeking employment.</p>

	3. Employer evaluations of interns (Appendix P)	3. Strong employer evaluations of interns. All student interns working for regional employers during the 05-06 academic year received very favorable employer evaluations.	3. Several students employed for the summer full-time at local newspapers, as well as in public relations positions. The scope of available opportunities for student internships is considerably enhanced through formation of a journalism advisory board comprised of professionals from the region.
Demonstrate mastery of basic technical processes necessary for journalism.	Performance with technology evaluated by Assessment Team. Journalism students demonstrate technical abilities in weekly production of <i>The Delta Statement</i> . In addition, journalism faculty score and evaluate technical proficiency in writing, editing, layout and photography courses.	Upgrade in available technology support recommended in 04-05, was facilitated through allocation of a permanent space within the Student Union and clarification of funding availability from the existing Wayne Thompson Journalism Fund	Wayne Thompson Journalism Laboratory was designed, built, and occupied in March 06. Completion of an adjacent Smart Classroom is pending in Fall 07.
Explain the relationship between the media and the law and understand the ethical responsibilities of journalists.	Essays in required Media & Law political science course included in portfolio. Journalism faculty score and evaluate mastery of legal and ethical aspects in writing and editing courses.	Attendance at off-campus seminars on journalism ethics and legal issues recommended. Current knowledge of the most recent legal and ethical issues is essential to all editors of campus newspapers.	An increased emphasis on professional networking has been implemented through active participation in workshops and conferences hosted by national and state organizations, including the Associated Collegiate Press, College Media Advisors and the Student Law Press Association, the Mississippi Scholastic Press Association

			and the Mississippi State Press Association. <i>The Statement</i> advisor and editors attended workshops in Washington D.C., New York City, and Los Angeles as well as state journalism events in Oxford and Jackson
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Educational Program Learning Outcome Assessment Plan B.A. in Modern Foreign Languages

These are Learner Outcomes identified for the **current** year.

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Students will understand the contributions of major French, German, or Spanish writers and their works as well as the historical context in which they wrote</p>	<p>Foreign Language faculty used rubric to score and evaluate oral and written work by students. The rubric not only evaluated oral and written work in the target language, but also content. The Foreign Language faculty adapted the rubrics created by Dr. Marilyn Schultz</p>	<p>Students were clearer in the expectations of individual assignments and the courses through the use of rubrics. As a result of this, their work was more consistent.</p> <p>Since faculty used rubrics their grading was also more</p>	<p>The Analysis Team decided to weight some elements such as target language proficiency slightly higher than historical context. Rubric will be subject of committee discussion to determine needed modifications.</p>

	and followed common goals in scoring and evaluating. (Appendix Q)	consistent and allowed for more consistency in department goals. Rubrics need to be continually evaluated and reworked for appropriateness and changing assessment needs.	
Students will demonstrate proficiency in oral comprehension and expository writing in the target language, and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization relate to major.	The Foreign Language faculty used rubric (Appendix Q) to score and evaluate oral and written work by students. This rubric not only evaluated oral and written work in the target language, but also content and process. The Foreign Language faculty adapted the rubrics created by Dr. Marilyn Schultz for English composition and followed common goals in scoring and evaluating. The rubric was also used for the language laboratory element. Language laboratory work is required, but is out-of-class time.	Students were clearer in the expectations of individual assignments and the courses through the use of rubrics. As a result of this, their work was more consistent. Since faculty used rubrics their grading was also more consistent and allowed for more consistency in department goals. Rubrics need to be continually evaluated and reworked for appropriateness and changing assessment needs	The Analysis Team decided to weight some elements such as target language proficiency slightly higher than organization. Rubric will be subject of committee discussion to determine needed modifications.
Students will demonstrate familiarity with research procedures in their target language and will have experience in using other critical perspectives or	The Foreign Language faculty used rubrics (Appendix Q) to score and evaluate oral and written work by students. The rubric not only evaluated oral and written work in the target	Students were clearer in the expectations of individual assignments and the courses through the use of rubrics. As a result of this, their work was more consistent.	Since these are foreign language classes the Analysis Team decided to weight target language proficiency slightly higher than research procedures. Rubric will be

arguments in defining their own.	language, but also research procedures, process, and content. The Foreign Language faculty adapted the rubrics created by Dr. Marilyn Schultz and followed common goals in scoring and evaluating	<p>Since faculty used rubrics their grading was also more consistent and allowed for more consistency in department goals.</p> <p>Rubrics need to be continually evaluated and reworked for appropriateness and changing assessment needs</p>	subject of committee discussion to determine needed modifications.
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Educational Program Learning Outcome Assessment Plan Speech Communication and Theatre Arts. These are Learner Outcomes identified for the **current** year.

Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i>	Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i>	Results of Evaluation <i>What were the findings of the Analysis Team? List any specific recommendations.</i>	Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i>
Display effective public presentation skills.	<u>Speech</u> : Evaluation form used to evaluate informative and persuasive speeches; rankings (from “excellent” to “poor”) are used to evaluate public speaking skills in three general areas: content, organization, and delivery.	<u>Speech</u> : Many students lack basic organizational/outlining and research skills. <i>Recommendation</i> : The development of more in-class exercises that help students learn how to organize and outline material in a more	<u>Speech</u> : Add at least 1-2 class periods to focus on how to organize/ outline materials; add 1 classroom session (library tour) devoted to using electronic databases to research for source material.

	<p>(Appendices R, S)</p> <p><u>Theatre</u>: Student/faculty critiques of performances; theatre students are evaluated on four areas related to acting (projection, enunciation, stage movement, and character motivation). The evaluation is based on a quantitative ranking scale (“excellent” to “poor”) with the option of responding to qualitative questions.</p> <p>(Appendices T, U)</p>	<p>effective manner; require students to attend a library tour.</p> <p><u>Theatre</u>: Inappropriate stage movement (body language) for character. <i>Recommendation</i>: More emphasis on stage movement workshop activities.</p>	<p><u>Theatre</u>: Viola Spolin improvisational techniques will be incorporated into rehearsal times.</p>
<p>Display excellent written communication skills in all areas, including theatre.</p>	<p>Outlines, research projects, and short-answer/essay exams.</p> <p><u>Speech</u>: Speech outlines must satisfy five basic outlining rules.</p> <p><u>Speech and Theatre</u>: organization, content, grammar, evidence in research paper; responses to short-answer essay questions must satisfy three criteria: accuracy, clarity and completeness.</p>	<p><u>Speech and Theatre</u>: Many students still display poor writing skills (organizational skills, develop of arguments, use of evidence, grammar, paragraph formation, etc.)</p> <p><i>Recommendation</i>: Incorporate more student sessions for the purposes of evaluating student progress.</p>	<p>A number of ideas are still being discussed: mandate that students seek help from the DSU Writing Center, revise content of some of the elective speech courses to require more student writing; allow students to evaluate/critique “top” papers (a formal meeting <u>will</u> be scheduled to seriously discuss these issues).</p>
<p>Use technology effectively in public speaking situations and theatrical performances.</p>	<p><u>Speech</u>: Oral presentations w/ Power Point (PP). Students are evaluated on their ability to use the technology effectively in public settings (the criteria</p>	<p><u>Speech</u>: Many students still have problems with lack of preparation, organization of material, inadequate knowledge of equipment.</p>	<p><u>Speech</u>: Arrange for all SPE 101 courses to be taught in Smart classrooms; add one class period to clarify appropriate/inappropriate use of</p>

	<p>include: clarity of information, relevance of PP to topic, proper sequencing of slides, correct information on slides, visual appeal).</p> <p><u>Theatre:</u> Designing and implementing effective use of sound and lighting. Written/oral feedback from student/faculty and ACTF adjudication.</p>	<p><i>Recommendation:</i> Incorporate more class time to discuss how to use PP in public presentations.</p> <p><u>Theatre:</u> Students have inadequate knowledge of use of lighting and sound. Until re-opening of the renovated Jobe Theatre in Fall 2005, Theatre students had no access to high-quality sound equipment and lighting boards. Renovated facilities will now allow for workshops.</p> <p><i>Recommendation:</i> Consult with experts in these areas.</p>	<p>PP.</p> <p><u>Theatre:</u> Fall of 2005, external Consultant was brought in to assist with fall production lighting and sound. Continued efforts to improve opportunities for students' training: Contact DMI (Delta Music Institute) Director and establish training workshops conducted by DMI for students enrolled in THE 339: Dramatic Production Techniques; arrange lighting workshops conducted by Mark Wise, lighting consultant, and/or by students trained by professional lighting consultants.</p>
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III. Division/Department Goals for 2005-06

This is a report on progress towards goals for the **current year**. These are operational goals for the unit that are NOT tied directly to student learning outcomes which are reported in the table above.

A. Goal # 1 To revive “comp chomps” where Division faculty will meet at lunch to grade a paper or two and then discuss their grades and rationales.

1. Institutional Goal which was supported by this goal:

Listed in the Strategic Plan or in the Quality Enhancement Plan. Please note if the unit goal is in support of a Strategic Plan goal (e.g., SP#2) or a Quality Enhancement Plan goal (e.g., QEP#1).

SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.

QEP #3 Reinforcement of communication skills.

2. Evaluation Procedure(s):

How did you determine if this goal is met?

Faculty response in terms of better communication. Student scores on WPE, PRAXIS.

3. Actual Results of Evaluation:

Explain if the evaluation is not complete

Comp chomps were revived with one meeting being held during the school year. Faculty agreed that such sessions are helpful.. but the evaluation cannot be considered complete on the basis of one meeting.

4. Use of Evaluation Results:

How were the results used to improve programs, operation, or services? Indicate if this led to a new goal for the next year.

Faculty indicate that results help to establish consistency in the grading of compositions and that the goal should continue with more sessions added during the school year.

B. Goal # 2 To increase awareness of the incidence of student plagiarism of essays and other writing assignments and to reduce their occurrence.

1. Institutional Goal which was supported by this goal:

QEP Goal #2—increased use of technology

QEP Goal #3—reinforcement of communication skills

2. Evaluation Procedure(s):

Incidences of plagiarism were reported on forms sent to the chair, the dean, and the provost. Informative links about what constitutes plagiarism were available on the Writing Center website.

3. Actual Results of Evaluation:

37 cases of plagiarism were reported in Fall 2005, as opposed to six the semester before. This increase may mean that faculty are becoming more adept at catching and proving cases of plagiarism.

4. Use of Evaluation Results:

The increase was used to make a stronger case for the purchase of Turnitin.com, a service to help faculty prove cases of plagiarism. This action is being considered by the administration. The assessment team also suggested to the Dean the consideration of an honor code and that more attention be paid to plagiarism in the orientation sessions. The orientation sessions for students and parents in summer '06 included a substantial increase in time spent discussing plagiarism and a handout which defined it.

C. Goal # 3 To help students with the job/graduate school application process.

1. Institutional Goal:

QEP Goal #1—increased faculty-student interaction

SP # 1 Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.

2. Evaluation Procedure:

Records kept of interactive sessions held for majors, job bulletin board maintained, job file maintained.

3. Actual Results of Evaluation:

The first interactive session a year ago included the Career Director on campus as well as the Writing Center staff. Eight students participated, all are currently employed. No interactive sessions were held during 2005-06 because faculty member in charge was on sabbatical, but the job bulletin board was maintained as well as the job file with 50 postings during the year. The Writing Center helped students with resumes, job applications, essays for graduate school.

4. Use of Evaluation Results:

Assessment team recommended that the interactive sessions_for majors be continued, as well as the job file and job bulletin board.

Goal # 4 To form an advisory board for the journalism department.

1. Institutional Goal which was supported by this goal:

SP #4—Friends of Delta State University, along with the general public, will become more aware and more supportive of the institution.

2. Evaluation Procedures:

Ten letters were sent to professional journalists describing the DSU journalism department, describing the functions of the advisory board, and inviting them to become members of the journalism advisory board .

3. Actual Results of Evaluation:

Eight journalists/scholars from across the state and nation accepted. Dr. John Merrill, DSU alum and Professor Emeritus of Journalism, University of Missouri, accepted a position on the advisory board, came to campus and gave a lecture on “Journalism and Existentialism,” and donated \$15,000 for a lecture series in journalism.

4. Use of Evaluation Results:

A list of prospective lecturers for the Merrill series is being developed.

Goal # 5. In partnership with the Committee for the Year of Cleveland, sponsor an essay contest for Cleveland high school students.

1. Institutional Goal which was supported by this goal:

SP # 5--The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. Evaluation Procedures:

Contest rules with information about scholarship awards was sent to the three Cleveland high schools. Two schools responses, eight students submitted essays on “What the Cleveland Community Means to Me.”_ An upper Division English class, as a service learning project, evaluated the essays on the basis of effective use of thesis, purpose, audience, support, organization, and language mechanics.

3. Actual Results of Evaluation:

First, second, and third prize scholarships were awarded in a ceremony by President Hilpert and press releases appeared in Cleveland papers.

3. Use of Evaluation Results:

The Year of Cleveland was a one-time event, but such a contest has possibilities and should be considered as a continuing process, both because of service learning possibilities as well as a recruiting tool for good writers.

IV. Date and Information for the Division:

	Number of Graduates	
	Undergraduate	Graduate
2005-06	11	2

2004-05	19	2
2003-04	15	3
2002-03	14	3
2001-02	22	3
2000-01	9	3

Credit Hour Production:

Spring 2005: 4099 undergraduate—42 graduate
 Summer 2005: 791 undergraduate—48 graduate
 Fall 2005: 5207 undergraduate—86 graduate
 Spring 2006: 4173 undergraduate—58 graduate

Majors:

Spring 2005: 73 undergraduate—14 graduate
 Fall 2005: 86 undergraduate—12 graduate
 Spring 2006: 79 undergraduate-- 6 graduate

- V. **Personnel:** 20 full-time faculty; 2 part-time; 4 adjunct; 1 full-time secretary; 1 coordinator of Diane Stewart Foreign Language Laboratory.

Noteworthy activities and accomplishments: (Report from Program Assessment Committee, Bill Spencer (Chair), Dorothy Shawhan, Beverly Moon, Marilyn Schultz)

Faculty:

- Two Division faculty won Foundation Faculty Prizes: James Tomek (teaching) and Stephen King (research);
- Dorothy Shawhan won the Kossman Teaching Award;
- Susan Allen Ford was appointed editor of the international Jane Austen journal, *Persuasions*;
- Two faculty published books: John Ford and Dorothy Shawhan;
- Carolyn Elkins' poetry volume *Coriolis Forces* was reissued in a second printing;
- Beverly Moon was awarded a Sasakawa Fellowship to attend a month-long institute on incorporating Japanese studies into the curriculum;
- Two English faculty were tapped for membership in ODK, a leadership fraternity: Bill Spencer and Georgene Clark.

External Indicators of Programmatic Success:

- Jacqueline Smith passed the Mississippi state bar exam;
- Ashley Combest was admitted into the Ph.D. program at the University of Tennessee; she won a campus-wide essay award for graduate students at U.T. (\$1500 Hodges Writing Award);
- Stephanie Eddleman was accepted into Ph.D. programs at both the University of Arkansas and the University of Mississippi;
- Rebecca Seawright was accepted into the master's program at the University of Memphis;
- Tracey Odom completed a master's degree at Mississippi State University;
- Five recent DSU alumni/current graduate students made presentations at the annual meeting of the Mississippi Philological Association: Morgan Dean, Stephanie Eddleman, Lacey Veazey, Ashley Combest, and Tracey Odom;
- Hilary Smith secured employment at the University Press of Mississippi;
- Hiie Saumaa was admitted into the Ph.D. program at the University of Tennessee and was nominated for a departmental teaching award there; she attended the ACLA Conference at Princeton; she has been accepted into the summer program at the Cornell School of Criticism and Theory and received a grant that will cover almost all of the tuition.

New position(s) requested, with justification: Two tenure-track positions in English, one one-year appointment in English approved, advertising and interviewing begun. The Division lost four tenure-track English positions. Dorothy Shawhan and Bill Spencer retired, Carolyn Elkins resigned, and Beverly Moon accepted a position in Graduate and Continuing Studies.

Recommended change of status

(such as promotion/tenure/change in responsibilities):

Bill Hays was selected Division Chair. The Division requested that one ¾ time permanent instructorship be made full-time and that one one-year full-time instructorship be made permanent. Karen Bell was promoted to Associate Professor of German. Beverly Moon received tenure and promotion to Associate Professor of English; Nancy Clark received tenure and promotion to Associate Professor of Speech Communication and Theatre Arts.

VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year

ENG 455 Young Adult Literature was made a required course for the B.S.E. in English degree and the B.A. degree in English with teacher certification.

Recommended changes for the coming year(s)

Minor in Speech Communication be increased from 15 credit hours to 18.

VII. Division/Department Goals for 2006-07

This is a statement of goals for the **coming year**. These are operational goals for the unit that are NOT tied directly to student learning outcomes.

A. Goal # 1 Division returns to a renovated Kethley by Fall Semester 2007.

1. Institutional Goal(s) supported by this goal:

Listed in the Strategic Plan or in the Quality Enhancement Plan. Please note if the unit goal is in support of a Strategic Plan goal (e.g., SP#2) or a Quality Enhancement Plan goal (e.g., QEP#1).

SP# 3 The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.

2. Expected Results:

What happens if the goal is met?

Better teaching and learning will result with the addition of smart classrooms and a better work environment.

3. Evaluation Procedure(s):

How will you determine if this goal is met?)

Evaluation of faculty satisfaction, increased morale, better delivery of content through the latest technology.

4. Use of Evaluation Results:

How will the results used to improve programs, operation, or services?

Stronger cohesion of the Division, increased faculty morale, ability to deliver instruction in smart classrooms will result.

B. Goal # 2 Improving journalism program with dedication and use of the Wayne Thompson Journalism Lab in the Union Building, Fall 2006.

1. Institutional Goal(s) supported by this goal:

SP# 3 The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.

QEP #1 Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.

2. Expected Results:

The years of planning for the state of the art journalism lab and accompanying classroom will come to fruition in the fall of 2006, meaning better prepared journalism students and a stronger student newspaper. The lab and student newspaper office are strategically located so as to be much visible to the university community and thus will enhance communication campus wide. The advisory board, journalists throughout the state, friends and family of Wayne Thompson will attend the dedication.

3. Evaluation Procedure(s):

The community's response to the increased quality of the student newspaper, increased enrollment in journalism programs, press coverage of the dedication event.

4. Use of Evaluation Results:

To continue to increased the quality and quantity of journalism students and to attract other scholarship donors.

C. Goal # 3 Continue work with the Delta Center to establish an annual Delta Writers Conference to serve students, faculty, and the whole Delta community.

1. Institutional Goal supported by this goal.

SP#5 The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

QEP Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.

2. Expected Results

A collaborate effort with the Delta Center for Culture and Learning to expose our students to workshops and readings with professional writers and to serve the wider community with literary experiences.

3. Evaluation Procedures

Conference evaluated by feedback from students, faculty, community members.

4. Use of Evaluation Results:

Evaluations will be used by planning committee to make necessary changes in next conference.

APPENDIX A

English Department ESSAY GRADING RUBRIC (NCTE Requirements)

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.

Student Portfolio: Division of Languages and Literature
For students earning teacher licensure: BSE or BA

I. Pre-program Assessment

English ACT score _____

Reading ACT score _____

II. General Education: Writing skills, computer skills and critical thinking skills

Grade reports or transcripts from course work in all General Education classes _____

Praxis I scores Reading _____ Writing _____ Math _____

A grade report or a transcript showing credit in at least one computer class _____

Other () _____

Other () _____

III. The Major: Students should demonstrate their ability to complete in licensure requirements, the work force, or professional and graduate school.

Grade reports or transcripts from all classes in the major _____

Praxis Specialty Area Scores _____

Praxis Principles of Teaching Learning Scores _____

Evidence of evaluation of student teaching _____ (if available)

Evidence or admission to graduate school _____ (if available)

Evidence of procurement of professional employment _____ (if available)

Other () _____

Other () _____

APPENDIX C

English Major Portfolio Assessment Requirements

Rationale Supported by current educational research, portfolio assessment is theoretically based as a means of providing direct assessment and qualitative information. The portfolio enables “continuous” assessment of our English majors, and its multidimensional nature accommodates the linguistic and cultural diversity within our learning community. The portfolio provides evidence or “artifacts” of how information from various English content courses is applied and perhaps even how information from other disciplines is integrated into writings. Reflecting the nature of learning as a nonlinear and fluctuating process, the portfolio is flexible, and this flexibility also enables the strengthening of any weak areas identified in the program. Most importantly, the nature of language and thinking demands that we move beyond standardized testing to assess these skills. Portfolio assessment enables “showcasing” language and thinking abilities to address complex issues and problems. An important part of the portfolio will be reflective pieces intended to help extend and transform these writing experiences into personal examinations and evaluations that will lead to new understandings about reading, writing, and thinking. English education majors will also reflect on how these assignments address or demonstrate satisfying the National Council of Teachers of English (NCTE) standards pertaining to knowledge while the BA major will evaluate success in achieving the department’s program standards. Those studying English education will submit this portfolio to Task Stream after faculty evaluation.

Purpose This portfolio provides both an opportunity to demonstrate growth during the program and to evaluate learning achievement. The portfolio will also be used for program evaluation.

Audience English faculty and outside accreditation representatives will read the portfolio.

Submission One semester prior to graduation or student teaching, submit your portfolio to your advisor. Appointments for help may be made with English faculty while working on this portfolio.

Portfolio Requirements and Formatting Use a 2.5 inch three-ring notebook. On the front of your portfolio, create an attractive cover that includes name, major and degree, semester and year of anticipated graduation. Use fresh copies of assignments without grades. Use 8 ½ by 11 inch white paper. Place a cover sheet over each assignment indicating course it was submitted for and semester and year.

Table of Contents There should be a table of contents with your portfolio, and the pages should be numbered.

Resume Place your resume just before the table of contents. Any standard format for the resume will be acceptable. The resume should include not only identifying information and work experiences but also all schools attended. Including your professional activities will also enable you to discuss your professional development. Place a reflection on your professional development after the resume.

Artifacts Choose papers and assignments/projects that meet the following criteria:

- A. Choose a paper that was written for a literature course early in your studies.
- B. Choose one paper from an upper-level course. The paper should demonstrate critical thinking, which is more than a display of knowledge on a content studied in English classes. Critical thinking involves the higher level skills of analyzing, evaluating, and synthesizing ideas and concepts explored in your courses. Good writing does not necessarily represent critical thinking, unless it does involve the higher-order thinking skills just stated.
- C. Choose a paper or an analysis of a literature paper or test that enables discussion of knowledge of language evolution and/or grammar.
- D. Choose at least one research paper that demonstrates not only the critical thinking but also your ability to integrate texts and use MLA documentation.

Reflective Writings A portfolio without reflection is simply a collection of papers. Reflective thinking contributes to your transformation from a student to a professional. Reflective thinking requires returning to these writing experiences, attending to feelings, evaluating the experiences in terms of what was learned, and putting these experiences into a context for the future. These reflections are both retrospective and projective.

A. For the introduction, just after the table of contents, write one reflective piece that creates a context for each artifact. Explain why the topic was chosen for the assignment given in what particular course, the process required to complete the assignment, feelings about working on the assignment and after working on the assignment, and what was learned in doing the assignment. Is there anything that would be done differently if revising any particular assignment? What distinguishes the weakest paper from the strongest one? Any changes in how writing and thinking are approached? This would even include the use of tools, e.g. papers handwritten first and now directly written on the computer, the Internet, the library, and collaboration with faculty? Why? Has awareness of how knowledge is acquired increased? What was learned about the reading process? What was learned about critically reading texts? What was learned about the connections among reading, writing, and speaking? How does purpose shape the reading and writing processes? Do the strategies change with the purpose? What has been learned about the evolution of language and/or grammar? Come to some conclusion or evaluate how well you learned what in completing these assignments.

B. For the second reflective writing placed at the end of the portfolio, candidates studying English education will explain how these assignments addressed the NCTE content area standards, including and/or assuming an informed stance on issues about language. Those studying for the BA degree will explore how well program goals were satisfied. This writing will also explain how this knowledge will promote success in future plans.

APPENDIX D

Rubric for Evaluating English Portfolio

Criteria	Exemplary	Satisfactory	Incomplete	
Selection of Artifacts	All artifacts are clearly and directly related to portfolio (9)	Most artifacts are related to the purpose of the portfolio. (6)	Few artifacts are related to purpose of the portfolio (3)	
Reflections	The portfolio reflects the ability to follow instructions. (3)	There is no more than one error in following instructions. (2)	There are problems with following instructions (1)	
	The context for each artifact is clearly explained. (9)	The context for most artifacts is clearly explained. (6)	The context for several artifacts lacks clarity. (3)	
	The reflection illustrates the ability to effectively critique work and provide suggestions for constructive practical alternatives. (9)	Most of the reflection illustrated the ability to effectively critique work and provide suggestions for constructive practical alternatives. (6)	Some of the reflections illustrate ability to effectively critique work and provide suggestion for constructive practical alternatives. (3)	
	Reflection includes specific description to distinguish between weak and strong papers; depth of explanation of growth is impressive. (9)	Reflection includes specific description to distinguish between weak and strong papers; the explanation may lack some depth in illustrating growth. (6)	Some of the specific descriptions distinguish between weak and strong papers but the explanation fails to illustrate growth. (3)	
	The second reflection clearly addresses the standards and explains how the portfolio contents demonstrate satisfying the standards. (9)	The second reflection addresses the standards but may not always clearly illustrate how contents demonstrate satisfying the standards. (6)	The second reflection sometimes addresses the standards but may not clearly illustrate how contents demonstrate satisfying the standards. (3)	
	The second reflection also explains clearly how this knowledge will promote success in achieving goals. (9)	The second reflection explains adequately how this knowledge will promote success in achieving goals. (6)	The second reflection provides only some unformed notion of how this knowledge will promote achieving goals. (3)	
Writing Mechanics/ Usage	The text has no disruptive patterns of errors. (5)	The text may have no more than one disruptive pattern of errors. (3)	Errors cause some disruption in reading text. (1)	

Reviewer's comments:

Interpretation of Scores

A---Exemplary: 59-63

B—Satisfactory: 37-59

Partially satisfactory or incomplete portfolios need to be resubmitted—less than 48 points.

APPENDIX E

Praxis Scores for Majors

Name	Test Date	ENG Lang (Area)	Prin (PLT)	Reading (PPST)	Writing (PPST)	Math (PPST)	Ele Ed	SPA/FRE
		Score(Passing)P/F	Score(Passing)P/F	Score(Passing)P/F	Score(Passing)P/F	Score(Passing)P/F	Content Know	Lang Skill
Adams, Jason	4/17/2004	173(157)P	153(152)P					
Adams, Jason A.	6/12/2004			184(170)P	184(172)P			
Adams, Jason A.	7/8/2004	173(157)P	153(152)P		184(172)P			
Atley, Dionne R.	3/15/2005			182	177(172)P CPPST	178(169)P CPPST		
Atley, Dionne R.	4/16/2005							
Bain, Phyllis	7/27/2005				183(172)P CPPST	172(169)P CPPST		
Bell, Wendy	12/13/2004			172(170)P	173(172)P	164(169)F		
Benford, Keyna	1/10/2004	159(157)P	163(152)P	177(170)P	176(172)P	179(169)P		
Blaylock, Rena D.	7/8/2004				175(172)P CPPST	176(169)P CPPST		
Blaylock, Rena D.	4/16/2005							
Bradley, Olivia	1/29/2004	176(157)P	148(152)F					
Brewer, Summer	4/13/2004	165(157)P		181(170)P	177(172)P	178(169)P		
Bricker, Sarah J.	5/21/2003			184(170)P	180(172)P	187(169)P		
Bricker, Sarah J.	6/22/2003							158 SP
Bricker, Sarah J.	8/7/2004						176	
Brinston, Genda F.	1/11/2003			182(170)P				
Brinston, Genda F.	11/15/2003				175(172)P			
Brinston, Genda F.	6/12/2004					174(169)P		
Brown, Bridgit	11/5/2003	191(157)P						
Churchwell, Kennie V.	3/5/2005				174(172)P PPST			
Churchwell, Kennie V.	4/5/2005					170(169)P CPPST		
Churchwell, Kennie V.	6/11/2005	154(157)F						
Clayborne, Louise K.	3/17/2004			177(170)P	174(172)P	167(169)F		
Clayborne, Louise K.	3/17/2004				174(172)P CPPST	167(169)F CPPST		
Clayborne, Louise K.	4/17/2004	144(157)F						
Clayborne, Louise K.	4/17/2004	144(157)F						
Clayborne, Louise K.	4/29/2004					170(169)P		
Dozier, Nicole D.	3/6/2004			175(170)P	176(172)P			
Dozier, Nicole D.	6/12/2004					167(169)F		
Dozier, Nicole D.	9/11/2004		163(152)P					
Dozier, Nicole D.	11/12/2004					171(169)P CPPST		

Dozier, Nicole D.	11/20/2004	164(157)P			
Durham, Nancy	6/15/2002			175(170)P	175(172)P
Durham, Nancy	6/12/2004	150(157)F	168(152)P		170(169)P
Durham, Nancy C.	9/11/2004	165(157)P			
Edwards, Yakisha					
Evans, Emily	10/7/2003			176(170)P	172(172)P
Evans, Emily	2/27/2004			176(170)P	172(172)P
Fipps, Nakeshia S.	1/8/2005			173(170)P	177(172)P
Flowers, Melaie S.	5/25/2004			182(170)P	172(172)P
Girdley, Kari	1/24/2004				176(172)P
Girdley, Kari	4/17/2004	156(157)F	154(152)P		176(172)P
Girdley, Kari	6/12/2004	161(157)P	154(152)P		
Grgeszezak, Mary	1/10/2004	182(157)P		181(170)P	178(172)P
Haynes, Bobbie J.	11/5/2003			177(170)P	172(172)P
Haynes, Bobbie J.	4/17/2004		158(152)P		
Haynes, Bobbie J.	6/12/2004	156(157)F	149(152)F	177(170)P	172(172)P
Haynes, Bobbie J.	6/12/2004		158(152)P		
Haynes, Bobbie J.	9/11/2004	154(157)F			
Haynes, Bobbie J.	11/20/2004	159(157)P			
Hearn, Thelma M.	5/14/2002			180(172)P CPPST	180(169)P CPPST
Hearn, Thelma M.	6/15/2002	183(157)P			
Hearn, Thelma M.	4/16/2005				174 CIA K-5
Hodges, Suzanne M.	11/20/2004	164(157)P	163(152)P		
Hunt, Loretta	4/21/2001			172(170)P	177(172)P
Hunt, Loretta	11/15/2003				169(169)P
Hunt, Loretta	1/29/2004			172(170)P	177(172)P
Hunt, Loretta	3/6/2004	161(157)P	161(152)P		169(169)P
Hunt, Loretta	4/17/2004		171(152)P		
Jackson, Cheadra T.	9/26/2002			175(170)P	175(172)P
Jackson, Cheadra T.	9/26/2002				166(169)F
Jackson, Cheadra T.	11/23/2002	152(157)F	159(152)P		
Jackson, Cheadra T.	11/23/2002		159(152)P		
Jackson, Cheadra T.	12/7/2002			175(172)P CPPST	
Jackson, Cheadra T.	4/4/2003				170(169)P
Jackson, Cheadra T.	4/4/2003				170(169)P CPPST
Jackson, Cheadra T.	4/17/2004		145(152)F		
Jackson, Cheadra T.	4/16/2005	159(157)P			
Johnson, Julius					
Kelly, Melody R.	9/26/2005			186(172)P CPPST	184(169)P CPPST

Kelly, Melody R.	1/7/2006						182 (E = P)
Mayers, Ann M.	11/15/2003	184(157)P	173(152)P				
Mayhan, Marie							
Metcalfe, Sherlyne L.	6/14/2004			181(170)P	173(172)P	172(169)P	
Metcalfe, Sherlyne L.	6/14/2004					176(169)P CPPST	
Moore, Nicole	1/10/2004	147(157)F					
Moore, Nicole	3/24/2004	147(157)F					
Moore, Nicole	4/17/2004			172(170)P	172(172)P	173(169)P	
Moore, Nicole	4/17/2004				172(172)P PPST	173(169)P PPST	
Moore, Nicole	6/12/2004	156(157)F					
Moore, Nicole	6/12/2004		156(152)P 7-12				
Moore, Nicole	11/20/2004	152(157)F					
Moore, Nicole	11/20/2004	152(157)F					
Moore, Shirley D.	6/3/2003			169(170)F	171(172)F	163(169)F	
Morris, Jessica	11/20/2004	180(157)P					
Morris, Jessica	1/8/2005		182(152)P				
Munday, Danita P.	4/17/2004						
Pounders, Vanessa							
Powell, Tura	6/12/1999			170(170)P			
Powell, Tura	11/20/1999				177(172)P		
Powell, Tura	6/26/2000					307 CBTMath	
Powell, Tura	9/13/2003					164(169)F	
Powell, Tura	1/29/2005					170(169)P CPPST	
Ratliff, Elmira	5/21/2005			175(172)P CPPST		179(169)P CPPST	
Ratliff, Elmira	8/17/2005						
Rauch, Margaret J.	11/19/2005					179(169)P PPST	
Rauch, Margaret J.	1/7/2006				172(172)P PPST		
Rogers, John	11/20/2004	177(157)P	169(152)P				
Russell, Amanda L.	11/19/2005		151(152)F 7-12		179(172)P PPST		156 (FRE)
Skorupa, Anna M.	4/17/2004	Bio 187(150)P (E)					
Skorupa, Anna M.	6/19/2004			186(170)P CPPST	185(172)P CPPST	190(169)P CPPST	
Smith, Edward F.	3/9/2004			186(170)P CPPST	186(172)P CPPST	187(169)P CPPST	
Smith, Edward F.	4/17/2004	199((157)P (E)					
Trapolino, Emily	9/11/2004	173(157)P	167(152)P				
Trout, Thomas R.	6/24/2000			334()P CBT	331()P CBT	331()P CBT	
Trout, Thomas R.	11/20/2004	SocStd 184()P (E)					
Turner, Elizabeth A.	6/12/2004			172(170)P	173(172)P	171(169)P	
Ware, Joshalyn L.	11/20/2004				171(172)F PPST	162(169)F PPST	
Ware, Joshalyn L.	4/1/2005					166(169)F CPPST	

Ware, Joshalyn L. 8/5/2005
 Ware, Joshalyn L. 11/28/2005
 Wein, David B. 4/17/2004
 Williams, Tara 9/11/2004

191(157)P
 162(157)P
 172(152)P

171(172)F CPPST

APPENDIX F

***The teacher education program is preparing for review by the NCATE accrediting agency. The following is the detailed English Education Assessment Plan prepared for that review.**

English Education Assessment Plan (NCTE Standards)

Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
1 [Licensure assessment, or other content-based assessment] PRAXIS II for English and Principles of Learning and Teaching The GPA for all English courses must be 2.0	National standardized test: Passing scores for Mississippi—English area 157 and PLT area 152 (NCTE 1) Current PRAXIS is not aligned with NCTE standards ("Research Project" 2001).	Candidates must pass this Standardized test prior to Student teaching during their Senior year.
2 [Assessment of content knowledge in English] Candidates must have a 2.0 GPA in English, including the following courses (24 credit hours) used to assess content knowledge, and create a portfolio with work samples from these courses: ENG 309: English Literature (3) ENG 310: English Literature (3) ENG 312: Early American Lit. (3) ENG 313: American Literature (3) ENG 406: History and Grammars of the English Language (3)	These are courses that represent content knowledge required in the NCTE Standards and the indicators of standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7. Work samples from these courses will be used in a portfolio to demonstrate successful completion of standards.	The assessment is completed when candidates complete these courses generally during their junior and senior years of studies. The portfolio should be completed prior to student teaching.

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
<p>ENG 435 Shakespeare (3) ENG 455 Young Adult Literature (3) Cur 485 Teaching of Language Arts in the Secondary School (3)</p>	<p>The faculty has agreed on a rubric that interprets the meaning of A, B, C, D, and F in these courses.</p>	
<p>3 [Assessment of candidate ability to plan instruction] STAI unit of study completed in CUR 485: Methods of Teaching Secondary Language Arts.</p>	<p>Candidates create a sequence of 5-7 lessons that address selected competencies from the MS Language Arts Frameworks, and this unit is evaluated in respect to Domain I of the Special Subjects Domains and Indicators for English. (NCTE 4.1-4.12)</p> <p>The Education Department has a disk that includes the forms and instructions essential to completing the STAI unit.</p>	<p>Students create their first STAI Unit when they are taking CUR 485, and it is evaluated in this course, using the rubric.</p> <p>CUR 485 is taken prior to student teaching (CUR 498).</p>
<p>4 [Assessment of student teaching] Candidates are required to complete and teach a STAI unit during the clinical experience. Candidates must devote a minimum of 60 days to teaching and observing during this capstone experience.</p>	<p>The DSU supervisor and cooperating teacher approve the STAI unit prior to the student's teaching it. (NCTE 2.1-2.5; 4.1-4.12; and 5.1-5.2)</p> <p>The DSU special English education supervisor, the DSU education supervisor, and the cooperating teacher complete the Student Teacher Assessment Instrument (STAI) Special Subjects Assessment Form.</p> <p>The student and cooperating teacher also complete the dispositions evaluation form.</p>	<p>Student teaching (CUR 498) occurs during the senior year after the candidate has completed CUR 485.</p> <p>The DSU English and education Supervisors visit the candidate at least two times during the clinical experience and complete the evaluation forms.</p> <p>The cooperating teacher also completes a mid-term and final report on the candidate.</p> <p>The dispositions evaluation is completed during student</p>

Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³
		teaching.
<p>5 [Assessment of candidate effect on student learning] Candidate must either prepare a pre-test prior to teaching the STAI unit and/or the candidate may keep a journal reflecting on indications that particular lessons succeeded or need to be revised as demonstrated by test scores, students' comments, cooperating teacher's comments, and observations.</p>	<p>The candidate will have pre- and post-tests to compare after teaching the STAI unit and the candidate will create a journal for assessing and reflecting on personal successes and shortcomings in teaching the daily lessons. (5.2.3) The assessment and reflections on the candidate's impact on learning will be supported with evidence from tests, students' comments, cooperating teacher's comments, and observations.</p>	<p>Candidate's impact on student learning will be assessed during the clinical experience (CUR 498).</p>

APPENDIX G

Minimum Reading List for the M.Ed. in English
Delta State University

The oral examination for the M.Ed. will cover the content of all the courses the student has taken; in addition, the student is expected to have read some of the major works of the chief British and American authors. The student is also expected to be familiar with literary periods, genres, and terminology.

The following list of authors and titles is a minimum list. It is intended in the main to guide the students in areas where they have had no formal courses.

BRITISH LITERATURE

THE MIDDLE AGES

Beowulf in translation

Sir Gawain and the Green Knight (in translation)

Chaucer, *The Canterbury Tales* (“Prologue” and at least three tales)

Malory, *Morte D’Arthur* (in part)

A mystery or morality play such as *Everyman* or *The Second Shepherds’ Play*

THE RENAISSANCE

Spenser, *The Faerie Queen* (one book) and selected sonnets

Christopher Marlowe, *Dr. Faustus* and selected lyrics

Sir Philip Sidney, *The Defense of Poesia* and selected sonnets

William Shakespeare, representative comedies, tragedies, histories, romances, and sonnets

John Donne, selected lyrics and sonnets

Ben Jonson, selected lyrics

Milton, *Paradise Lost*; selected sonnets; lyrics including “Lycidas,” “L’ Allegro,” and “Ill Penseroso”; and some prose (such as “Areopagitica” or “Of Education”)

Andrew Marvell, selected lyrics

George Herbert, selected poems from *The Temple*

THE RESTORATION AND THE EIGHTEENTH CENTURY

John Dryden, “An Essay of Dramatic Poesy” and selected lyrics

Swift, selections from *Gulliver’s Travels*, and “A Modest Proposal”

Addison and Steele, *Spectator* (in part)

Pope, *Rape of the Lock* and at least three other of his poems, including an *Essay*

One Restoration play

Novels from two of the following: Behn, Defoe, Richardson, Fielding, Sterne, or Burney

THE ROMANTIC PERIOD

William Blake, selections from *Songs of Innocence and Experience*

Mary Woolstonecraft, selections from *A Vindication of the Rights Of Woman*

Wordsworth, selections from *Lyrical Ballads* (including “Tintern Abbey” and the Preface) and lyrics (including the “Intimations” Ode) and selections from *The Prelude*

Coleridge, “The Rime of the Ancient Mariner,” conversation poems, and selections from *Biographia Literaria*

Byron, *Manfred* or *Childe Harold’s Pilgrimage* (Canto III) and *Don Juan* (selections)

Shelley, lyrics (including “To A Skylark” and “Ode to the West Wind”) and “A Defense of Poetry”

Keats, representative sonnets and odes, and *The Eve of St. Agnes*

Jane Austen, one novel

THE VICTORIAN PERIOD

Dickens, at least one novel such as *Great Expectations* or *Bleak House*

Tennyson, several shorter poems and selections from *In Memoriam*

Browning, several dramatic monologues

Arnold, several shorter poems and prose including “The Function of Criticism ...”

Gerard Manley Hopkins, several poems, including “The Windhover”

Oscar Wilde, *The Importance of Being Earnest*

Novels from two of the following: Thackeray, E. Bronte, C. Bronte, Trollope, or George Eliot, or Hardy

THE MODERN PERIOD

George Bernard Shaw, one play

W.B. Yeats, selected lyrics (including “Easter 1916,” “The Second Coming,” and “Lapis Lazuli”)

T.S. Eliot, *The Waste Land*, “The Love Song of J. Alfred Prufrock,” and “Tradition and the Individual Talent”

Dylan Thomas, selected poems

Joyce, *A Portrait of the Artist as a Young Man* or *Dubliners*

W.H. Auden, selected poems

Novels from two of the following: Conrad, Woolf, Lawrence Forster, Huxley, or G. Greene

THE POST-MODERN/CONTEMPORARY PERIOD

Familiarity with at least one poet (recommended are Seamus Heaney, Ten Hughes, Philip Larkin), one novelist (recommended are Doris Lessing, Margaret Drabble, John Fowles), and one dramatist (recommended are Pinter and Beckett)

AMERICAN LITERATURE**COLONIAL PERIOD**

Considerable familiarity with writings of at least ONE of these: Captain John Smith, Anne Bradstreet, Jonathan Edwards, Edward Taylor, William Byrd, or Benjamin Franklin

ROMANTIC PERIOD

Irving, “Rip Van Winkle” and “The Legend of Sleepy Hollow”

Poe, some poetry, criticism, and at least three short stories

Emerson, *Nature* and two other essays

Hawthorne, *The Scarlet Letter* and four short stories

Melville, *Moby Dick* and either *Typee*, *Billy Budd*, “Benito Cereno” or “Bartleby, the Scrivener”

Familiarity with the poetry of one of the following: Longfellow, Bryant, Whittier, Holmes, or Lowell
Thoreau, *Walden* (at least three chapters) and “Civil Disobedience”

REALISM/NATURALISM

Whitman, selections from “Song of Myself” and two other long poems

Emily Dickinson, at least twelve poems

Henry James, *Portrait of a Lady*, *The American*, or *The Ambassadors*; at least two of his short stories

Mark Twain, *Adventures of Huckleberry Finn*

At least one novel by ONE of these: Wharton, Dreiser, Lewis, Chopin, or Crane (*The Red Badge of Courage*)

MODERN PERIOD

Hemingway, one novel and some short stories

Faulkner, two novels or one novel and several short stories

Novels by at least TWO of these: Warren, Steinbeck, Glasgow, Cather, Farrell, or F. Scott Fitzgerald,
 Wolfe or Ellison
 Familiarity with the verse of ONE of these: Pound, Robinson, Williams, Cummings, or M. Moore, or L.
 Hughes
 Frost, at least ten poems
 Stevens, "Sunday Morning" and at least six other poems
 At least one play by one of the following: O'Neill, Miller, or Tennessee Williams

POST-MODERN/CONTEMPORARY PERIOD

Familiarity with at least one post-modern poet (recommended are Adrienne Rich, Sylvia Plath, Anne
 Sexton, Robert Lowell, Mary Oliver, James Wright, Theodore Roethke); and one novelist
 (recommended are Eudora Welty, Toni Morrison, Alice Walker, Leslie M. Silko, Louise Erdrich,
 Joseph Heller, J.D. Salinger)

PEDAGOGY

Familiarity with at least two of the following pedagogical texts:
 Berthoff, *Reclaiming the Imagination*
 Britton, *Language and Learning*
 Fulwiler, *Teaching with Writing*
 Gere, *Roots in the Sawdust*
 Haugen & Bloomfield, *Language as a Human Problem*
 Miller, *Teaching the Art of Literature*
 Murray, *A Writer Teaches Writing*
 Nemetz, *Handbook for Planning an Effective Writing Program*
 Rosenblat, *Literature as Exploration*

LITERARY TERMS

M.H. Abrams, *A Glossary of Literary Terms*
 C. Hugh Holman, *Handbook to Literature*
 Chris Baldick, *Concise Oxford Dictionary of Literary Terms*

APPENDIX H

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 I

**Delta State University English Department
NCATE Report for Master of Education Degree
Assessment Requirements for Master of Education Degree
Transition Points for M.Ed. in English**

Program Entry	Completion Core	*Completion of Clinical Practice	Program Completion
Baccalaureate degree in English with 3.0 GPA	Earn 3.0 GPA on first nine English hours of graduate work	Successful Field Experience—required during completion of the program.	Earn 3.0 in major and overall
Graded writing sample from upper-level undergraduate English course	Technology Assessment Mastery—ELR 605	Successful Clinical Practice—internship required during completion of the program.	Pass an oral/and or written comprehensive exam
Complete a written exam that demonstrates ability to analyze literature—two faculty members evaluate the exam as pass/fail.	Diversity—EPY 601	Evidence of ability to plan and impact student learning or create an environment where learning is conducive—during the program.	3.0 Cumulative GPA
<u>And</u> orientation with Graduate Committee within first semester/reading list	Dispositions Assessment—ELR 605	Diversity Assessment—reflect on diverse settings—during the program	Completion of all program requirements
Must satisfy full admission requirements within first 15 hours of graduate credit		Dispositions Assessment— at the end of the program	

*When entering the program, each student will be provided a folder of expected field and clinical experiences, need for evidence of ability to plan and impact student learning or create an environment where learning is conducive, the diversity assessment expectations, and the dispositions assessment. Technology, diversity and dispositions are assessed where indicated on this chart.

APPENDIX J

**Progress of Candidates through Transition Points
for the Master of Education Degree in English**

**Spring 2006
N=15**

Program Entry Requirements Not Satisfied	Program Entry Requirements Satisfied	Recommended to Follow Remediation Plan	Dismissed from the Program/Entry Requirements Not Met/Plagiarism	Scheduled to Take Oral Comprehensive Exam Spring 2006
6	8	1	*2	**2

*These two are also included in the total of those who have not satisfied entry requirements.

**These two are included in the total of those who have satisfied entry requirements.

APPENDIX K

Problems/Schultz
Summer 2006

ENG 610: Problems in the Teaching of English

Project: Situated Problem

This project is intended to prepare you for entering your classroom this fall with research-based strategies for teaching English. Each student will consider some problem that would be both beneficial or useful in the classroom and interesting to explore. After identifying a problem, you will describe the problem and provide a theoretical rationale for an instructional strategy for improving the situation. The paper that describes the class, explains the problem, and provides some instructional strategy for engaging students in their own literacy development should be 7-10 pages long in MLA format; it may be longer but not shorter.

1. The description of the problem may include your teaching context or your anticipated teaching context. How many students do you generally have in each class? You will describe your students. What challenges have you encountered in literacy instruction? Do you have reluctant readers? Are parents involved? Free lunches? Are there adequate resources within the school for carrying out your plans? If not, where do you intend to find support for what you need? What scheduling constraints do you have?
2. After you have defined the problem and described your teaching context, you should explain what strategies that you would like to use in resolving the problem. You should be able to explain what theorists in language and/or education provide the conceptual framework that supports the instructional plan. For example, you might say that you agree with Lev Vygotsky, a social constructivist, who believes that students learn best when they interact with others and when they are using language skills in problem-solving, etc. Students must be able to put their learning into their own words. Nancy Atwell, Janet Emig, Robert Probst, James Moffett, Jean Piaget, Kenneth Bruffee, John Timbur, Mike Rose, Louise Rosenblatt, Erik Erikson, or other theorists that you have encountered in your readings may help support your plan. You can also cite some that you have studied in psychology of learning courses.
3. As you read articles related to your identified problem, you should take some notes. These notes will be useful in your creating an annotated bibliography that may be helpful when you review for your comprehensive exams or when you do other research. Create your annotated bibliography in MLA format. Your annotated bibliography may include more sources than you use in your paper. It should have at least 15 sources that you can either categorize under reading, writing, grammar, speaking, cooperative learning, psychology, etc. or arrange in alphabetical order. Why is teaching in context important? (The annotated bibliography is a separate assignment.)

4. After you have created your conceptual framework, explain when you intend to carry out the plan. At the beginning of the year? After or before studying a certain unit? What problems do you anticipate in carrying out your plan? What preventive measures do you intend to use for any anticipated problems?
5. The preventive measures may include orientation for small group instruction. Begin small. Or it might be a special project that engages their interest...creating something, multimedia representations, etc. It might be managing how students are situated in the room, differentiated tasks within the classroom, connecting the task to personal experience (situated cognition), etc.
6. What evaluation measures will you implement to assure that students participate and demonstrate accountability for whatever standards you are teaching? This may mean that you walk around with a clip board and take notes on participation. You may also create standards with the students. How should we evaluate your success in understanding X or participating in the group? They can give you some criteria similar to what you would choose. Self-evaluation is also valuable for students.
7. As with any good paper, come to some conclusion about all this. What do you think is important in carrying out your plan? What will determine its success?

Oral Presentation:

1. Share problem identified with the class.
2. Explain theories used to build your conceptual framework for the instructional plan.
3. Share handouts that might be used in your instructional plan. For example, you might have rules, questions to be answered, role assignments, project lists, books or topics especially good to use with the plan, etc.
4. How will you evaluate the success of your plan? Students?
5. If it is successful, do you see how the strategy might be generalized to other areas of the language arts?
6. Conclude something about all of this.

I will ask for your paper the week prior to end of semester or Friday, July 28. This will enable me to evaluate and to return your paper prior to the end of the semester.

Two people will give oral presentations each day beginning on Monday, Aug. 31.

APPENDIX L

Schultz/July 2006

MED in English Paper Scoring Rubric for ENG 610

Criterion	Poor	Fair	Satisfactory	Excellent
Relationship between theory and practice	The paper fails to develop adequate links between theory and practice.	An attempt is made to link theory with practice but one or the other may be inadequately discussed.	The paper includes references to both theory and practice. Practical papers make appropriate reference to theory, and theoretical papers make reference to reasonable implications or applications for practice.	The paper clearly connects theory with practice: practical papers are well anchored in theory, and theoretical papers contain substantial discussion of implications or applications for practice.
Problem/Context/Challenges/Preventive Measures	Only the problem is mentioned.	The problem may be mentioned and described, and the challenges and preventive measures may be identified, but the discussion is either inadequate or fails to make connections among these issues.	The problem is clearly identified and explained within the classroom context; either the challenges or the preventive measures may not be clearly identified and discussed.	The problem is clearly identified and explained within classroom context; the challenges in carrying out teaching strategies and reasonable preventive measures are discussed.
Scholarship	The paper reflects inadequate scholarship.	The paper reflects adequate scholarship but has frequent lapses.	The paper generally reflects good scholarship with occasional lapses.	The paper reflects sound scholarship. References to other authors and works are appropriate, with well reasoned interpretations.

Writing	The paper is poorly written and/or organized.	The paper is adequately written and organized but has frequent stylistic infelicities.	The paper is generally well written and organized with occasional stylistic infelicities.	The paper is well written and organized, with few if any stylistic infelicities.
Formatting/referencing (MLA in-text citations and works cited page)	The paper has severe problems with formatting and referencing.	The paper has frequent errors in formatting and referencing.	The paper has minor errors in formatting and referencing.	MLA formatting style is carefully followed.

APPENDIX M

ENG 610 PAPER PRESENTATION EVALUATION

Name: _____ Evaluated by: _____ Date: _____

(1=poor; 5=excellent)

A. Content 1 2 3 4 5

E.g., reasonable amount of content, appropriate selections from MA paper, balance among literature review/analysis/pedagogical implications, etc.

Comments:

B. Organization 1 2 3 4 5

E.g., introduction, logical order, appropriate use of time, focus on topic, transitions, conclusion

Comments:

C. Interaction 1 2 3 4 5

E.g., answering questions, assessing audience awareness

Comments:

D. Use of board/visuals/technology 1 2 3 4 5 N/A

E.g., appropriate choice of visuals, clear explanation, useful handout

Comments:

E. Manner of speaking 1 2 3 4 5

E.g., volume, rate, easy to follow, appropriate language

Comments:

F. Non-verbal 1 2 3 4 5

E.g., eye contact, posture, movement, energy

Comments:

G. Overall impression 1 2 3 4 5

Comments:

APPENDIX N

Division of Languages and Literature /Master of Secondary Education (English 7-12)

Field Experiences and Clinical Practice/Portfolio Requirement

The program requires that you complete 25 hours of field experiences and/or clinical practice. These experiences are intended to help you make connections between the courses studied during the program and teaching practices. Within the framework designed for these field/clinical activities, the requirements tend to be liberal since options are allowed in satisfying the 24 hours of English courses. The course choices are independently determined, and these activities will be chosen to fit your schedule during the program. You will, however, maintain a log of your field/clinical hours, and the log should be signed. In addition to the log, you will also write a report on each activity that you do and relate the activity to your courses. A form outlining the content is provided.

The National Council for the Accreditation of Teacher Education (NCATE) does not automatically count your employment for field experiences and clinical practice. Any paid employment in the schools or with children may not be counted for the field experiences and clinical practice. You are expected to examine teaching and children outside your work routines, although you may participate in the classroom of a colleague. These activities may be completed after school or on weekends.

Field experiences are generally defined as work in the field, e.g. observations, tutoring, meetings, conferences, interviews, case studies, community-based activities with children. On the other hand, opportunities for teaching in classrooms other than your own would be a clinical practice. Some of you may want to teach college in the future, and you may choose to work with one of your professors in planning a class. You may also assume responsibility for teaching a special lesson in a colleague's class—other than your assigned teaching activities in courses.

The portfolio will include the following in order of presentation and should be submitted to Dr. Marilyn Schultz one semester prior to graduation:

- A small three-ring notebook with your name and anticipated date of graduation and degree
- A resume of your work, education, and professional memberships
- This page with the assignment for your reference
- The page with examples of field experiences and clinical practice
- The log of your activities: activity, date, people involved, and signature of responsible person to verify your work
- Each report on your activities: You should have at least four categories of the activities listed. You should have a variety of experiences. Each experience should be related to your program of study.
- Overall reflection of about two pages evaluating how these activities helped you in connecting theory and practice. This should be placed at the end of your portfolio.

Categories of Field Experiences and Clinical Practice

Observation Only

- Classroom

- Student
- Group

Tutoring (One on One)

- Student on a lesson
- Mentoring student
- After-school tutoring project (community-based)

Meeting

- PTA meeting
- Board of education meeting
- Professional organization meeting (NCTE, MCTE, IRA, etc.)
- Workshop related to teaching

Group Work

- Children in camp
- Extra-curricular activities
- Small classroom group (i.e. writing or reading)
- After-school groups (i.e. Scouts)
- Substitute teaching

Field Research

- Interview a teacher(s), student(s), or administrator(s)
- Conduct a survey
- Case study

Supervised Classroom Teaching

- In a college classroom
- Teach a lesson to a class outside your own

Field Experience and Clinical Practice Graduate Report Format

Each report should be word-processed and include the following information. The first part will simply state the information requested. The other two parts will be written as a seamless and integrated report on your experience.

I. IDENTIFYING INFORMATION: Include the following identifying information in your report:

- Name
- Connection of experience to specific course
- Number of hours for each
- Semester and Year
- Type of activity: observation, tutoring, meeting, conference, group work, supervised teaching, field research, assessment or other
- Location and grade level (if appropriate) of experience
- Participants

II. BRIEF SUMMARY OF THE EXPERIENCE: Why did you choose this activity? What happened during the experience? How did you plan for the activity? How did you assess the activity? Do you think that you had an impact on student(s)? What evidence

do you have to show your effectiveness? If this were a meeting, you would summarize what happened at the meeting.

III. THEORETICAL APPLICATION AND REFLECTION OF VALUE OF ACTIVITY :

How is this connected to course content? How is it connected to the College of Education's Conceptual Framework? How does it relate to your understanding of adolescent development? Classroom management? Are there any connections to language development? Reading? Writing? Assessment? Standards? Interactions? Diversity? Technology? Do you see yourself applying any insights gained from this experience into your own teaching?

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 IRAN/CTE 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 reporting field/clinical experiences. The satisfactory portfolio provides adequate details about the experience, and the candidate can clearly connect the experience to at least one course. The final overall reflective piece puts the field experiences in context for where candidate is in teaching career. The candidate can explain what was learned from the experiences. There are no disruptive patterns of errors throughout the reports.

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 O

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 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 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 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 of bias and in context, and that all sides are presented fairly. Editorials, analytical articles and commentary should be held to the same standard 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. A report that contains 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 cost 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 P

REQUIREMENTS FOR JOU 493: INTERNSHIP

These steps are followed after the student has personally arranged for the internship.

1. The student will list goals, objectives, and learning outcomes that he/she expects to achieve by the end of the internship.
2. A contract of expectations must be signed by the student, intern advisor, and the employer before the start of the internship.
3. The student will keep a daily journal of activities, meetings, and events in which he/she participated. The journal may be hand-written but must be legible. The student is expected to record both positive and negative experiences.
4. The student will maintain weekly contact with the intern advisor.
5. At the conclusion of the internship, the student will write a report of at least 1000 words discussing the experience. The student should discuss to what extent the goals have been satisfied. All learning experiences need to be included. The paper must be typed and double spaced.
6. The student will have an exit interview with the intern advisor and the department chairperson. At this meeting the student will be presented with an overview of the employer's comment about the student's performance. Any

questions concerning the term paper, journal, or the internship will be asked at this time.

The student's grade will be based on the student's performance in the internship, the employer's comments, the journal, and the term paper.

The internship is a learning experience. However, the student is expected to always display a professional attitude: be on time, cheerfully complete all assigned tasks, and always act responsibly.

JOU 493

SEMESTER Spring 2006
 EMPLOYMENT PERIOD: Date Commencing January 16, 2006
 Date Terminating May 28, 2006

STUDENT'S AGREEMENT

I understand as an intern participating in Delta State's Written Communication program, I assume the following responsibilities:

1. To treat the client's affairs as strictly confidential.
2. To complete a daily journal and a final report in accordance with university instructions.
3. To report to my advisor weekly and to participate in the exit interview held at the end of the internship period by the faculty advisor.
4. To carry out assigned duties to the best of my ability, to take the job seriously, and to accept the opportunity to learn.
5. To abide by the employer's daily work and holiday schedules.
6. To maintain a professional attitude at all times.

I understand that I participate in the internship program as long as I meet the requirements of my employer.

Date 1/13/06 Signature _____

EMPLOYER'S AGREEMENT

I understand as an employer participating in Delta State's Written Communication Program, I assume the following responsibilities:

1. To see that the student gets a clear understanding of work rules and standards of professional conduct.
2. To provide the intern with varied assignments and to give adequate supervision.
3. To evaluate the student's work and discuss results with him or her.
4. To allow university supervision in the form of visits (1 to 3 per internship period) from a member of the Written Communication Faculty.
5. At the end of the internship period, to furnish an evaluation to the school (a form will be provided by the University).

Date 1/13/06 Firm _____ By _____
 Address _____ Title PUBLISHER
 Tel. No. _____

UNIVERSITY AGREEMENT

As a representative of Written Communication at Delta State, I recognize that our Department assumes the following responsibilities:

1. To provide supervision to each intern at the place of employment.
2. To provide students adequately prepared to handle work assigned.
3. To maintain contacts with the employer and to help resolve any problems which may arise.
4. To evaluate the student's journals, reports, interview, and the employer's evaluation to determine a grade for three-to-six hours credit.

DELTA STATE UNIVERSITY

Date 01/09/06By _____
Representing Written
Communications

(student's and employer's identifying information redacted)

JOURNALISM INTERNSHIP PROGRAM
RATING SCALE FOR JOURNALISM INTERNSHIP
JOU 493

NAME _____

COOPERATING FIRM _____

DATE OF ENGAGEMENT: FROM 1/16/06 TO 5/28/06

	EXCELLENT	GOOD	AVERAGE	POOR
1. Quality of Writing	✓	_____	_____	_____
2. Writing Style	✓	_____	_____	_____
3. Professionalism	✓	_____	_____	_____
4. Talent	✓	_____	_____	_____
5. Integrity	✓	_____	_____	_____
6. Vocabulary and grammar	✓	_____	_____	_____
7. Self-motivation	✓	_____	_____	_____
8. Ability to work with others	✓	_____	_____	_____
9. Self-assuredness	✓	_____	_____	_____
10. Personal Appearance	✓	_____	_____	_____

AN EVALUATION OF INTERN'S FITNESS AND PROBABLE SUCCESS IN WRITTEN COMMUNICATION.

- Do you think this intern will be a success in your field?
Absolutely!
 - Do you think this person would do better in other work?
In my opinion, Sya has a great future in journalism.
 - What strong points does the intern possess which would make for success?
Talent, attitude, enthusiasm, sense of ethics
 - Please list any weaknesses or shortcomings: _____
 - Is this intern the kind of person you should consider for permanent employment (An affirmative answer will not commit you to employ him/her at any time-- employment depends on your needs and the intern's plans for employment. This is an evaluative question only.) yes!
 - Additional Comments: I have had at least a dozen students serve as interns here. Sya finished at the top of that list. I expect to see her published in a major paper some day.
- Signed _____
Title _____
Date 5/4/06

(student's and employer's identifying information redacted)

APPENDIX Q

Foreign Languages

GRADING RUBRIC

(Adapted from a rubric created by Dr. Marilyn Schultz according to NCTE requirements)

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.**
- Writing and logic flow smoothly in the target language.
 - The work contains few, if any, errors in the target language.
 - 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.
- B This grade represents work that exceeds the basic expectations for the course.**
- The work contains few errors in the target language.
 - 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.
- C The work is competent, generally satisfying expectations, but reveals some gaps in student understanding, mastery or presentation for the course.**
- The work may be weakened by grammar or punctuation errors in the target language.
 - 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.
- D The work is of a poor quality; it is substandard in several areas for the course.**
- The work may be disrupted with grammar or mechanical errors in the target language.
 - 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.
- F The work is not acceptable; it is substandard in many areas for the course.**
- The work may be disrupted with serious errors in grammar and mechanics in the target language.
 - 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.

APPENDIX R

Speech Communication and Theatre Arts

Speech Evaluation Form (Informative Speech)

Speaker's Name:

Please use the following rating scale to evaluate the speeches:

4 Excellent	3 Good	2 Average	1 Poor	
Organization:				
			4 3 2 1	
<u>Attention-getter</u> : interesting, creative, and captivating				
			4 3 2 1	
<u>Thesis statement</u> : strong, clear and concise				
			4 3 2 1	
<u>Main points/transitions</u> : clear and logical				
			4 3 2 1	
<u>Conclusion</u> : restates thesis and provides closure to the speech				
			4 3 2 1	
Content:				
			4 3 2 1	
<u>Topic</u> : provides justification of importance of topic to audience				
			4 3 2 1	(x 1.5)
<u>Language</u> : appropriate, clear, and compelling where necessary				
			4 3 2 1	
<u>Supporting materials</u> : adequate use of statistics, examples, and testimony				
			4 3 2 1	
Delivery:				
			4 3 2 1	
<u>Eye contact</u> : sustained				
			4 3 2 1	
<u>Gestures</u> : works to emphasize and reinforce linguistic meaning				
			4 3 2 1	
<u>Vocal tone and pacing</u> : works to emphasize/reinforce meaning				
			4 3 2 1	
TOTAL				

APPENDIX S

Speech Communication and Theatre Arts

Speech Evaluation Form (Persuasive Speech)

Speaker's Name:

Please use the following rating scale to evaluate the speeches:

4 Excellent	3 Good	2 Average	1 Poor	
Organization:				
<u>Attention-getter:</u> interesting, creative, and captivating			4 3 2 1	
<u>Thesis statement:</u> strong, clear and concise			4 3 2 1	
<u>Main points/transitions:</u> clear and logical			4 3 2 1	
<u>Conclusion:</u> restates thesis and provides closure to the speech			4 3 2 1	
Content:				
<u>Topic:</u> provides justification of importance of topic to audience			4 3 2 1	
<u>Argument:</u> clear, convincing arguments to support proposition			4 3 2 1	(x 1.5)
<u>Supporting materials:</u> adequate use of statistics, examples, and testimony			4 3 2 1	
Delivery:				
<u>Eye contact:</u> sustained			4 3 2 1	
<u>Gestures:</u> works to emphasize and reinforce linguistic meaning			4 3 2 1	
<u>Vocal tone and pacing:</u> works to emphasize/reinforce meaning			4 3 2 1	
TOTAL			_____	

APPENDIX T

Speech Communication and Theatre Arts

ACTING EVALUATION I

NAME _____

DATE _____

Credibility of Character	1	2	3	4	5
Building Process	1	2	3	4	5
Business	1	2	3	4	5
Motivated Action	1	2	3	4	5
Relationship to Other	1	2	3	4	5
Memorization	1	2	3	4	5
Phrasing	1	2	3	4	5
Diction	1	2	3	4	5
Gestures / Mannerisms	1	2	3	4	5

