DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT
For Calendar Year 2004
or Academic Year 2004-05

I. Unit Title: Division of Languages & Literature
   School: Arts & Sciences

   Unit Administrator: Dorothy Shawhan

II. Data and information for department: 2004, 2004-05

III. Personnel: 21 full-time faculty; 1 part-time; 4 adjunct; 1 full-time secretary; 1 coordinator of Diane Stewart Foreign Language Laboratory

Noteworthy activities and accomplishments: (See also the report attached from the Division Assessment Committee, Chair, Dr. Bill Spencer)

   Faculty Activities and Accomplishments
   1. Accreditation of Delta State University by SACS was accomplished under the leadership of Professor of English and Assistant to the Provost Dr. Bill Spencer.
   2. Fall commencement address, Arts & Sciences Honors Banquet speech, and Retirement remarks all were made by Dr. Elizabeth Sarcone, Professor of English.
   3. Of the six new $5,000 teaching awards established by the DSU Foundation this year, three were awarded to Division faculty: Ms. Carolyn Elkins (teaching), Dr. Susan Allen Ford (scholarship), and Dr. Beverly Moon (service).
   4. An Oratorical Contest for Speech Communication students was established by the Speech Communication faculty.
   5. Dr. Stephen King’s paper won Top Paper Award in the Popular Communications Division of the Southern States Communication Association at their conference in Baton Rouge. He was elected Vice President-elect for the Intercultural Communication Division at that conference.
   6. Dr. James Tomek, Professor of French, completed his Master’s Degree in Theological Studies at Spring Hill College in Mobile, Alabama. He was also recognized by Who’s Who Among American Teachers 2004 for excellence in teaching.
   7. The 2004-05 edition of the university’s yearbook, the Broom, was dedicated to Ms. Georhene Clark, Assistant Professor of English.
   8. Ms. Dorothy Shawhan, Chair of the Division of Languages & Literature, was Delta State’s Humanities Teacher of 2004 awarded by the Mississippi Humanities Council.
   9. Dr. Susan Allen Ford, Professor of English, was invited to join the editorial board of Persuasions, the international journal on the works of Jane Austen.
   10. Writing Center received perfect (1.0 excellent) ratings on the spring 2004 graduation exit survey.
   11. Writing Center staff set up a procedure via email and cordless phone to help off-campus students with writing.
12. Two STEP (Standards-Based Teacher Education Project) retreats were held, one involving a panel of 5 DSU alumni who are currently teaching high school English. Division faculty members received hours of focused feedback on the curriculum.
13. Foreign language faculty hosted a STEP workshop for DSU students and area teachers with a consultant from the American Council on Teaching Foreign Languages.
14. Division faculty prepared varied multiple displays on faculty and student research, creative endeavors, and experiential learning opportunities as part of the “May We Present” public, week-long scholarship week held in the Union in April.
15. Division faculty strongly supported and promoted 3 Writing Across the Curriculum (WAC) events—in November, February, and April. Karen Bell and Marilyn Schultz were the primary organizers for the April WAC event.

**Student activities & accomplishments**
16. *LIT 04-05*, the journal of the national literature honorary Lambda Iota Tau, contained work by 10 Lang & Lit majors who have since graduated.
17. Joshua Walker was awarded a $1,000 LIT scholarship from the national organization. The scholarship is awarded on the basis of leadership, service, writing ability, and general academic excellence. Walker submitted two essays as part of his application.
18. Amber Roy, Vec Rodrigues, and Toni Jones were awarded the Irene Ryan Acting Award for their performances in *Arcadia* at the state competition sponsored by the American College Theatre Festival.
19. Graduate student Hiie Saumaa from Estonia won a P.E.O. International Peace Scholarship; this fund was established in 1949 to promote graduate education in the United States and Canada for women from other countries. She will enter a Ph.D. program in English with an assistantship at the University of Tennessee. A Scoring rubric was developed for the M.Ed. oral exam and was used for the first Time for Hiie Saumaa’s exam. She scored “exemplary” for most criteria.
20. Nine of the ten 2004-05 graduates with certification to teach English have teaching jobs secured for the fall. All passed the PRAXIS exams.

**Notable speakers**

**Town and Gown**
16. Poetry Night, a project of Lambda Iota Tau for students, faculty, and the community, celebrated its 10th anniversary at the Bean Counter.

**New position(s) requested, with justification:**
A journalism position was requested for 2004, but the person hired never came due to marriage. During 2004-05 Jody Correro and Robert Smith taught two journalism courses each, but Jody retired and Robert became managing editor of the *Cleveland News Leader*. The Division hired Patricia Roberts, who has a journalism degree from Columbia and many years experience in the field of journalism.
**Recommended change of status**
(such as promotion/tenure/change in responsibilities):
Stephen King was promoted to full professor and had a sabbatical Fall Semester 2004. Karen Bell was granted tenure. John Ford had a sabbatical Spring Semester 2004. Beverly Moon will be coordinator of the Honors program beginning Fall Semester 2005 and will continue as service learning liaison; she will teach two courses in the Division. Bill Spencer served as associate provost during 2004-05 but will return to the Division in the Fall Semester 2005. Carolyn Elkins had a sabbatical Spring Semester 2005. Bill Hays was named coordinator of advisement. The Division office changed status with a move into the former quarters of the Dean of Arts & Sciences.

IV. **Degree Program Addition/Deletions and/or Major Curriculum Changes:**
The B.A. degree in Speech Communication and Theatre Arts was implemented. Cutting back the total number of hours required for a degree from 128 to 124 prompted some curriculum change. A Teaching Grammar course was added to the curriculum in response to a need indicated by data analysis.

V. **Division/Department Goals for 2004 or 2004-05**
A. **Goal # 1** To reduce the incidence of student plagiarism of essays and other writing assignments and to reduce confusion about what constitutes plagiarism through creating or linking to an informative web page, probably as part of DSU’s Writing Center website.

B. **Institutional Goal which was supported by this goal:**
listed on pages 14-15 in the 2004-06 DSU Bulletin
Goal # 6 regarding effective use of technology in support of education.
Goal # 11 regarding ethical growth and development.

C. **Expected Results:**
(What happens if the goal is met?)
A decline in the number of reported plagiarism cases.

D. **Evaluation Procedure(s):**
(How will you determine if this goal is met?)
A form was implemented for faculty to report plagiarism to the department, the advisor, and the Academic Affairs office. Another measurement would be the number of hits on the plagiarism Web site.

E. **Actual Results of Evaluation:**
(Explain if the evaluation is not complete)
Fall 2004—11 cases reported campus wide, 5 from L&L.
Spring 2005—13 cases campus-wide, 3 in L&L.
At the present time, it is not possible to measure the hits on the plagiarism Web site, but the Link has been made from the Writing Center site.
F. 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.)
Results were examined by the Division Effectiveness Committee; the measures will have to be implemented over a longer period of time to get an accurate picture of plagiarism on campus.

A. Goal #2 To host faculty-student interactive sessions once per semester to help students with the job/graduate school application process.

B. Institutional Goal which was supported by this goal:
Goal #1 regarding preparation for the work force or graduate school.

C. Expected Results:
Students will get jobs and/or be admitted for advanced study.

D. Evaluation Procedure:
Follow-up of graduates.

E. Actual Results of Evaluation:
Of the seven students who attended the session, two are accepted to graduate school, one to law school, three have teaching positions, and one has not graduated yet. We have information on all but two of the 21 graduates from Dec. 2004 and May 2005. All are either employed or have been admitted to professional/graduate school.

F. Use of Evaluation Results:
The workshop was held in the fall semester of 2004 only because by spring most students had found employment or been accepted for advanced study. But the sessions were definitely worth while and will be continued. The Effectiveness Committee will decide how often the sessions should be held. The director of the Career Center was invited to the workshop; that practice should be continued.

A. Goal #3: To form at least one new club for Division majors that will increase faculty-student interaction, including a professional club for students in the teacher education program.

B. Institutional Goal which was supported by this goal:
Goal #9 regarding extracurricular activities for personal development.

C. Expected Results:
That a new club will be formed.

D. Evaluation Procedure:
If the club is indeed formed and if the Division response to question #29 on the graduate survey regarding the availability of professional activities or clubs in the major is good.
E. Actual Results of Evaluation:
Dr. Marilyn Schultz has formed a student affiliate of the National Council of Teachers of English (NCTE). The group meets regularly with a total membership of twelve. A brochure for the group has been designed and printed. Division response to question #29 regarding the availability of professional activities or clubs in the major was 1.3 excellent. This score is much better than that of the University or of Arts & Sciences.

F. Use of Evaluation Results:
Results affirm the need for such a club and the feasibility of adding others will be explored.
VI. Educational Program Learning Outcome Assessment Plan

Major: English
Degree: B.A. & B.S.E.

A. Learning Outcome # 1
Students will understand the contributions of major British and American writer and their works as well as the historical context in which they wrote.

B. Assessment Tools and Methods
Measure One: Grades in required courses
Measure Two: Graduate school follow-up
Measure Three: Senior Exit Survey

C. Data Collection and Analysis
Data Collection Procedure: grade distribution sheets—Institutional Research
GRE or PRAXIS scores—College of Ed for PRAXIS
Senior exit survey—division mail-out
Analysis Procedure: Analysis of data by Division Effectiveness Committee

D. Results of Evaluation
Finding: In required major English courses in Spring 2004, 61% of students enrolled Made C or above; in Fall 2004, 75% made C or above.
Finding: 15 students passed the English specialty area of the PRAXIS in 04; 6 failed; 2 failed more than once; 3 took the test and passed.
Recommendation: Send scores to advisees; counsel students to learn their weak areas.
Finding: All students responding to the Senior exit survey, agreed or strongly agreed that the outcome had been met. However, only 2 out of 10 returned their surveys in Fall 04 and only 6 out of 11 in Spring 05.
Recommendation: Get surveys to students before they leave campus (in class perhaps). Revise survey to provide room for suggestions.

E. Use of Evaluation Results
Response: Scores were send to advisees and students advised to examine weak areas. The Writing Center provides help in preparation for the standardized tests. Surveys were revised.

F. Assessment Team Members
The Division Curriculum Committee also serves as the assessment team:
For English: Bill Spencer, Chair; Georgene Clark, John Ford, Beverly Moon, Dorothy Shawhan
A. **Learning Outcome #2**
   Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

B. **Assessment Tools and Methods**
   Measure One: Writing Proficiency Exam (WPE)
   Measure Two: Senior exit survey—division mail-out

C. **Data Collection and Analysis**
   Data Collection Procedure: Results from WPE and exit survey
   Analysis Procedure: Analysis of data by Division Effectiveness Committee

D. **Results of Evaluation**
   **Findings:** WPE: Spring 04, 100% pass (2 Eng., 1 Eng. Ed. 2 Jou.)
   WPE: Fall 04, 75% English pass, 3 out of 4
   WPE: Spring 05, 40% pass, 2 out of 5 (English)

   Senior exit survey—Spring 04—all agree or strong agree outcome met; Fall 04—all strongly agree; Spring 05—all strongly agree

   **Recommendation 1:** That English majors who take but do not receive credit for the WPE be identified to the division chair and the chair of the effectiveness committee for follow-up analysis.

   **Recommendation 2:** That the Composition Committee consider ways of dealing with the high withdrawal rate from English Composition 102.

E. **Use of Evaluation Results**
   **Response:** Recommendation 1 is in progress. For Recommendation 2, the Composition Committee will update the generic syllabus for 101 providing more transition into 102, the research semester. The committee recommends one or more assignments that require students to think about and respond to at least one written text; exceed 600 words in length; introduce students to the concept and practice of documentation. Comp Chomps will be re-instituted.

F. **Assessment Team for English**
   Bill Spencer, Chair; Georgene Clark, John Ford, Beverly Moon, Dorothy Shawhan
A. Learning Outcome #3 Students will demonstrate an understanding of the theories and practices of language and grammar.

B. Assessment Tools and Methods
Measure One: Analysis of PRAXIS scores (English Languages & Literature)
Measure Two: Feedback from former students now teaching.

C. Data Collection and Analysis
See Outcome 1 above for analysis, results, and use of evaluation of PRAXIS scores.
Data Collection Procedure: met with former students now teaching at a retreat.
Analysis Procedure: Questionnaires sent before the retreat; open discussions between Division faculty and former students.

D. Results of Evaluation
Findings: Students said they felt ill prepared to teach grammar.
Recommendation: Consider adding a Grammar for Teachers course

E. Use of Evaluation Results
Response: Dr. Marilyn Schultz designed and had approved a new course entitled Grammar for Teachers

F. Assessment for English
Bill Spencer, Chair, Georgene Clark, John Ford, Beverly Moon, Dorothy Shawhan
A. **Learning Outcome #4 (B.S.E. or B.A. with certification degrees only)** Students will demonstrate their ability to plan a unit of instruction and teach it effectively.

B. **Assessment Tools and Measures**
   Measure one: Prepare and teach unit in Methods class
   Measure two: Student teaching

C. **Data Collection and Analysis**
   Data gathered by Dr. Marilyn Schultz who teaches the methods course and supervises student teachers.
   Analysis procedure: Dr. Schultz, the Division chair, the student's adviser.

D. **Results of Evaluation**
   Six students in 2004 and six in 2005 successfully met the outcome. Two did not.
   Recommendation: Detailed analysis from Dr. Schultz in writing after each observation of student teachers.

E. Dr. Schultz writes detailed emails to student teachers with copies to the chair.

F. **Assessment for this Outcome:** Dr. Marilyn Schultz, Dorothy Shawhan, representative from College of Education
M. Ed (English emphasis)

The Division Graduate Committee (Dr. Elizabeth Sarcone, Chair, Dr. Susan Allen Ford, Dr. Marilyn Schultz, Dr. Bill Spencer, Ms. Dorothy Shawhan) made changes in the program during the previous year and propose the following outcomes and assessments for 2005-2006. In the fall of 2005, the recently developed rubric for the graduate oral comprehensive exam was successfully used.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Measures</th>
<th>Criteria</th>
<th>Timetable</th>
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<tbody>
<tr>
<td>Demonstrates a comprehensive understanding of the work by and about major writers of English and American literature.</td>
<td>Oral comprehensive exam</td>
<td>-Verbal fluency -British literature knowledge -American literature knowledge -Terminology knowledge -Pedagogical knowledge</td>
<td>2005-2006</td>
</tr>
<tr>
<td>Demonstrates proficiency in the use of various methods of teaching literature and composition.</td>
<td>Exams Oral reports</td>
<td>-knowledge of pedagogy -clarity of speech</td>
<td>2005-2006</td>
</tr>
</tbody>
</table>
A. **Learning Outcome # 1:** Students will understand the contributions of major French, German, or Spanish writers and their works as well as the historical context.

B. **Assessment Tools and Methods**
   Measure one: PRAXIS scores
   Measure two: Division senior surveys

C. **Data Collection and Analysis**
   Procedure: PRAXIS scores provided by College of Education
   Analysis: examined by advisor

D. **Results of Evaluation**
   In 2004, one student successfully completed the Spanish PRAXIS
   For senior survey: One student responding strongly agreed that the outcome was met.

E. **Use of Evaluation Results**
   No changes.

F. **Assessment Team for Foreign Languages**
   Jim Tomek, chair, Karen Bell, Ben Burgos

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A. **Learning Outcome # 2:** Students will demonstrate proficiency in oral comprehension and expository writing, and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

B. **Assessment Tools and Methods**
   Measure One: Grades
   Measure Two: Senior Surveys

C. **Data Collection and Analysis**
   Grades and surveys analyzed by assessment team.

D. **Results of Evaluation**
   Findings: Grades and numbers of students enrolled in foreign languages a concern.
   The senior responding agreed that the outcome was met.
   **Recommendation 1:** Begin a portfolio system with writing samples for examination by Assessment team.

   **Recommendation 2:** Initiate stronger connections with foreign language teachers in area schools to encourage enrollment.
E. **Use of Evaluation Results:**
Response: A portfolio system was initiated for 2005-2006.
A workshop for DSU students and foreign language teachers in K-12 was sponsored on campus by foreign language faculty. The workshop was conducted by a consultant from the American Council on Teaching Foreign Languages.

F. **Assessment Team Members**
Jim Tomek, chair, Karen Bell, Ben Burgos

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A. **Learning Outcome # 3:** Students will demonstrate familiarity with research procedures in the discipline and will have experience in using other critical perspectives or arguments in defining their own.

B. **Assessment Tools and Methods**
Measure One: Analysis of research projects in upper division courses
Measure Two: Senior surveys

C. **Data Collection and Analysis**
Analysis of research projects and senior surveys.

D. **Results of Evaluation**
Findings: Respondent agrees the outcome was met.
**Recommendation:** Include research projects as part of portfolio.

E. **Use of Evaluation Results**
Response: Portfolio system initiated for 2005-2006

F. **Assessment Team Members**
Jim Tomek, chair, Karen Bell, Ben Burgos
**Major:** Journalism  
**Degree:** B.A.

For the past two years the journalism program has been in a state of flux: the one full-time journalism professor resigned in the summer of 2003, and the one hired for 2004-05 decided not to come at the last minute. We were fortunate to have qualified persons on campus willing to take the journalism courses on an adjunct and temporary basis. For the coming year 2005-2006, Ms. Patricia Roberts, who has a distinguished career in journalism, has been hired as the full-time faculty member. Her goals and plans for the assessment of the B.A. in Journalism follow:

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| **Identifies** how traditional journalistic skills and ethics are applied in varied contemporary media settings, including newspapers, magazines, radio, television, Internet, corporate communications and public relations. | -The Delta Statement  
-portfolio  
-internship evaluation  
-exams in courses | -accurate  
-readable  
-supported  
-APA style | 2005-2006 |
| **Demonstrates** the ability to report, write and edit news and feature stories, using analytical thinking, document research, personal interviews, clear writing, and appropriate computer technology. | -exams in courses  
-internship evaluation  
-**The Delta Statement** | -accurate  
-readable  
-supported  
-APA style  
-word processing  
-photography  
-computer layout and design | 2005-2006 |
| **Distinguishes** the positive role which journalism plays in democratic government, through knowledge of First Amendment rights, legal constraints, professional ethics, historic impact, and contemporary media issues. | -exams and essays | -First amendment  
-Right to privacy | 2005-2006 |
## B. A. Degree in Speech Communication and Theatre Arts

The assessment team for this new degree has worked diligently throughout the year to establish goals and set the direction for the program. Members of the team are: Dr. Stephen King, chair, Dr. Nancy Clark, Ms. Sally Paulson.

(Speech Emphasis)

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| Demonstrates communication competence (oral and written) in a variety of communication situations | - Individual or group facilitations  
- Service-learning project  
- Examinations  
- Variety of paper assignments (journals to research papers) | - Substantive, clear and grammatically correct presentation of oral written material  
- Ability to act appropriately and effectively in a variety of communication situations | 2005-2006        |
| Uses critical thinking skills to problem solve and make decisions in small group settings | - Small group projects  
- Group facilitations | - Applies a variety of problem-solving/decision-making techniques to remedy problem  
- Evaluates evidence in an "objective" and logical manner | 2005-2006        |
| Analyzes data (a variety of types of evidence) and composes a conference-ready research paper | - Research papers | - Develops clear research question(s) and/or hypotheses  
- Organizes material in a clear and logical manner  
- Uses evidence to support claims  
- Prose is clear, correct, and cogent | 2005-2006        |
| Demonstrates the ability to be knowledgeable and nonjudgmental regarding cultural differences | - Service-learning project  
- Student reactions to in-class intercultural communication activities | - Avoids either/or thinking  
- Avoids ethnocentrism  
- Understands and acknowledges differences and similarities between cultures  
- Avoids racist, sexist, and other forms of discriminatory language and/or behavior | 2005-2006        |
| Uses technology effectively                                                    | - Oral presentations with PowerPoint  
- Research assignment using university electronic databases | - Uses PowerPoint effectively  
- Effectively uses electronic databases to find sources/evidence | 2005-2006        |
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| Demonstrates competence in acting skills                                        | Presentation of dramatic duo acting scene | -Conveys appropriate motivation of character.  
- Builds toward intensity of scene.  
- Generates credible gestures and movement.  
- Demonstrates proper phrasing and enunciation.  
- Relates to other character.                   | 2005 – 2006            |
| Analyzes character motivation toward developing subtext for understanding of theatrical work. | GOTE Evaluation Sheet       | - Assesses goals of character.  
- Analyzes obstacles to the goals.  
- Formulates tasks that may be performed to overcome obstacles.  
- Evaluates action that is in keeping with character's persona. | 2005 – 2006            |
| Identifies innovative work done by theatre practitioners: playwrights, performers, managers, architects, and designers, in specific cultures and historic eras. | Chapter Tests.               | - Effectively articulates outstanding styles, techniques, marketing, and design elements present in specific time periods and in specific cultures from the ancient times of Greek and Roman Theatre to theatre of the present day. | 2005 – 2006            |
| Analyzes theatrical devices employed in specific plays from five theatrical genres. | Formal Essay                 | - Effectively compares and contrasts three works, analyzing character, theme, or style. | 2005 – 2006            |
| Applies interpretive element from works of three genres: poetry, prose, and drama. | Presentation of monologue.   | - Exhibits insight into meaning of piece.  
- Generates tonal quality.  
- Demonstrates effective phrasing, incorporating proper breath control.  
- Enunciates clearly.  
A Report from the Division Assessment Committee

2004-05 Languages & Literature Accomplishments/Improvements

The Division of Languages & Literature received perfect 1.0 (excellent) ratings on the spring 2004 graduation exit survey on questions on the quality of the Writing Center and on Questions #22 and 23 (advising), 24 and 26 (quality of courses and instruction) and 36 and 38 (competence of faculty and overall quality of the department). The responses on the spring ’04 survey in general were very positive about L&L and constitute evidence of improvement.

An information session on graduate school application and job placement was conducted with 7 students in attendance (Reference: L&L’s QEP Goal # 2 and Recommendation # 2 from English Curriculum Subcommittee minutes dated 6-10-04).

A Teaching Grammar course was added to the curriculum in response to a need indicated by data analysis (Ref: Recommendation # 9 from 6-10-04 Subcommittee minutes).

A job openings bulletin board and file were maintained throughout the ’04-05 school year (Ref: Rec. # 10 from 6-10-04 Subcommittee minutes).

A student club (NCTE) was chartered by Dr. Marilyn Schultz to increase opportunities for student-student and student-faculty professional interaction (Ref: L&L’s QEP Goal # 3 and Rec. # 11 from 6-10-04 Subcommittee minutes).

The Writing Center secured a cordless phone and an email account to accommodate off-campus students needing writing help (in response to a need identified by the Office of Academic Affairs).

The Writing Center website was linked to the DSU library website for plagiarism help and to 2 other helpful OWL (online writing lab) sites (Ref: L&L’s QEP Goal # 1).

Sabbatical leave for Stephen King and Carolyn Elkins was granted (and Susan Allen Ford was granted sabbatical leave for next year). The division’s Strategic Directions goals (as listed in a document dated December 1, 2003) include increased sabbatical support, and clearly this goal was achieved in 2004-05.

Two STEP (Standards-Based Teacher Education Project) retreats were held, one involving a panel of 5 DSU alumni who are currently teaching high school English. Division faculty members received hours of focused feedback on the curriculum.

Division faculty prepared varied multiple displays on faculty and student research, creative endeavors, and experiential learning opportunities as part of the “May We Present” public, week-long scholarship week held in the Union in April.
Division faculty strongly supported and promoted 3 Writing Across the Curriculum (WAC) events—in November, February, and April. Dr. Karen Bell and Dr. Marilyn Schultz were the primary organizers for the April WAC event.

A scoring rubric was developed for the M.Ed. oral exam and was used for the first time for Hiie Saumaa’s exam. Hiie scored “exemplary” for most criteria.

External Indicators of Programmatic Success 2004-05
Division of Languages & Literature

Law School Acceptance—Bonnie Rook accepted at Ole Miss School of Law

Graduate School Acceptances—Hiie Saumaa was accepted into the Ph.D. programs at both the University of Tennessee and University of Iowa.

Job Placement
See document entitled “2005 Student Teachers’ Positions. Also, Rebecca Seawright has been hired to teach in a private school even though she does not have teacher certification. Josh Walker has been teaching in an Alternative School program.

Landry Barbieri, a current DSU student, has been hired as a reporter by the Bolivar Commercial. Alumnus Jason Patterson has been promoted to Managing Editor of the same newspaper. Alumna Jamie Kemp has been hired as a reporter by the Cleveland News Leader. Alumnus Attorney John Cox has become a municipal judge.

10 DSU students were published in the 2004-05 LIT Journal. Over one third of the authors published in this issue are DSU students/alumni, almost all of whom are Languages & Literature majors.

Josh Walker won a $1,000 national LIT scholarship in 2004.

Indicators of Teaching Success/Instructional Quality: In May 2004, Dr. Elizabeth Sarcone won the campus-wide Kossman Award for Teaching Excellence. In October 2004, Dorothy Shawhan won the DSU’s Mississippi Humanities Council Humanities Teacher of the Year Award. In February 2005, three English professors won campus-wide Foundation Faculty Awards: Carolyn Elkins (Excellence in Teaching); Dr. Susan Allen Ford (Excellence in Research); and Dr. Beverly Moon (Excellence in Service). Only 6 of these awards were presented on campus after an extensive review of submitted portfolios, and English professors won half of them, one in each category, indicating a high degree of excellence and a high degree of balance in the division.

Dr. Bill Spencer, Chair, Division Effectiveness Committee
Note: All sections must be addressed