Program Review

English MA

College of Liberal Arts

November 2010

MARSHALL UNIVERSITY
Date: 1 November 2010

Program: MA in English

Date of Last Review: 2004

**Recommendation**

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

**Recommendation Code (#):**

1. Continuation of the program at the current level of activity; or

2. Continuation of the program at a reduced level of activity or with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. **Progress report due by November 1 next academic year;** or

3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. **Progress report due by November 1 next academic year;** or

4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or

5. Discontinuation of the program

**Rationale for Recommendation:** (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1  Jane Hill  11-1-10

---

**Recommendation:** Signature of person preparing the report: Date: 11-1-10

---

1  Jane Hill  11-1-10

---

1  David J. Pittenger  11-1-10

---

**Recommendation:** Signature of Academic Dean: Date:

---

**Recommendation:** Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date:

1  Tracy Christofero  1-28-11

---

**Recommendation:** Signature of President, Faculty Senate/Chair, Graduate Council: Date:

---

**Recommendation:** Signature of the Provost and Senior Vice President for Academic Affairs: Date:

---

**Recommendation:** Signature of the President: Date:

---

**Recommendation:** Signature of Chair, Board of Governors: Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Program Review: MA in English
Recommendation: Continuation at Current Level

Rationale:
For many years the Department of English has provided a Master of Arts degree with areas of specialization including Composition and Rhetoric, Creative Writing, and Language and Linguistics. As this report illustrates, there are a number of matters that the department will need to address. The first is developing an appropriate method of student assessment that meets the University’s expectations in these matters. The second is the allocation of resources to the department to allow it to meet its obligations to its students and afford its faculty greater flexibility to apportion their efforts among teaching, scholarship, and service. As the report implies, much of this work is currently underway.

The most notable omission from the report is a clearly defined assessment plan. Therefore, the Department must develop an assessment plan that meets the University’s expectations for such plans. This step is critical to the extent that the University, as a state subsidized agency, must demonstrate that its academic programs achieve their stated academic objectives. In essence, an assessment of the program must be completed to meet the University’s fiduciary and academic responsibilities to provide timely and effective educational programs.

A viable method of assessment is an end state which occurs once the department has examined its curriculum and clearly articulated the objectives for students progressing through an area of specialization. According to the report, this review is underway. The importance of this analysis is further necessitated by the Department’s development of a program to assist students wishing to teach English as a foreign language. By examining the student learning objectives for the individual areas and the corresponding curricula, the department will be able to identify the methods of assessment that will yield information necessary for program review and enhancement.

The report also illustrates a number of shortcomings that are the result of inadequate resource support. Most notable are the inability to offer a sufficient number of 600-level courses and the inability to grant faculty release time for directing thesis projects. An additional problem is the department’s ability to participate in the University’s flexible workload policy. Teaching literature and creative writing is a faculty-intensive process that cannot easily be relieved with the use of technology. Some relief can be granted the department by increasing the number of graduate teaching assistants (GTAs) for the program. During their first year, GTAs can assist faculty with many of the tasks of teaching, including grading of exams, conducting review sessions, and general tutoring, thus allowing the faculty to focus on other activities. During their second year, GTAs can
teach one or more of the courses for the English composition sequence. As dean of the college I will make the changes to resource allocation as necessary.

In summary, I recommend continuation at the current level. The department, with the leadership of a new chair, is making progress on developing an assessment plan. Providing additional GTAs will afford some relief to allow some in the department to focus on developing a sensible assessment plan.

____________________
November 1, 2010

Signature of the Dean

Date
Marshall University
Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: MA in English
College: College of Liberal Arts
Date of Last Review: 2004

I  CONSISTENCY WITH UNIVERSITY MISSION
The University’s mission in relation to graduate education emphasizes “excellence in instruction, research and public service in the interest of enhancing the intellectual, professional, and personal growth of students, faculty, and staff.” The MA program in English both shares in and contributes to this mission. Through the program’s emphasis on training master's candidates to teach through a required course in Composition Pedagogy for teaching assistants, who then tutor in the Writing Center during the first year of study and teach in the composition sequence in their second year, and through collaboration with the National Writing Project site on our campus, many of our students not only gain professional preparation but go on to help shape the teaching of writing in the region and beyond. Many international students study in our program, particularly in the area of linguistics; these students often find jobs teaching overseas or teaching non-native speakers in this country. Therefore, we support the mission goals regarding a culturally diverse student body and faculty—three of our current faculty are themselves people who acquired English after a first language. Our deepest and most important connections to the community grow out of our work with in-service public-school teachers who take our graduate classes and often complete the program as part of their ongoing professional development and credentialing.

II  ACCREDITATION INFORMATION—N/A

III  PROGRAM STATEMENT

ADEQUACY
Curriculum: According to the catalog description, “Graduate courses in English provide detailed consideration of authors, literary types, and periods of literary history, as well as composition and rhetoric, English language history, and linguistics. Students are expected to acquire a broad acquaintance with the range of English and American literature and the English language; to acquire a basic knowledge of the terms and methods of critical and cultural theory; and to become thoroughly familiar with the forms of literature, critical standards, and the materials and methods of research in the field.

The program offers two options: non-thesis and thesis. Students selecting the non-
thesis option must take 36 hours of coursework; thesis students take 32 hours, in addition to as many as six hours earned by writing the thesis. All students, regardless of option, must pass a comprehensive assessment upon completion of coursework.

Students must take ENG 630—Materials and Methods of Research during the first twelve hours of the program. In addition all students must take at least one course in four discrete areas of specialization: literary areas of specialization include Medieval, Renaissance and 17th Century, Restoration and 18th Century, Romantic and Victorian, 19th-Century American, Modern British, Modern American, Critical Approaches to Literature, and Genre Study; other areas of specialization include Composition and Rhetoric, Language and Linguistics, and Creative Writing.

In addition to choosing one course from four of these areas, non-thesis students must also take three courses for an area not selected above. For thesis students, two courses and the thesis must be from an area not selected above.

These requirements seem best suited to the stated goal of broad coverage in the study of literature, including theories, terms, genres, literary history, materials and methods. While the catalog description does mention other areas (“as well as composition and rhetoric, English language history, and linguistics”), the overall description is geared almost exclusively to literary study.

The requirement that exists for students to take classes in five areas creates problems in scheduling in that the Department cannot offer enough 600-level seminars to provide the required coverage, allow students some choice in their course of study, and give graduates a coherent set of skills and knowledge with predictability. The result has been that students met these requirements by enrolling in an excessive number of 500-level classes. New regulations in the Graduate College will make the substitution of 500-level courses for 600-level seminars no longer possible.

Recently, Marshall’s program to train graduate students to teach English to non-native speakers moved from the Adult and Technical Education program in the College of Education and Human Services to COLA’s English Department. This move necessitates our developing an area of emphasis for these students that is narrower in focus than the existing MA requirements. This new area of emphasis, currently in the curricular process on campus, has raised curricular questions about the overall program that the Department must address immediately.

In addition to the MA program, the Department offers three graduate-level certificate programs: Applied Linguistics, Creative Writing, and Medieval and Renaissance Studies. Those wishing to enroll as certificate-only students apply for admission as Professional Development students.

The Applied Linguistics certificate (which does not meet requirements for teacher licensure) consists of 15 hours of study (5 courses): ENG 615: Teaching English and
Applied Linguistics; ENG 622: Language Development; ENG 627: Text Analysis; ENG 633 Research Methods in Applied Linguistics; and ENG 638: Language, Text, and Context. By choosing their courses carefully, MA students can also complete this (or another certificate) while also completing MA requirements.

The certificate in Creative Writing requires a BA in a Humanities discipline, GRE scores, and a writing sample of 5-10 pages for admission. Designed for writers wishing to pursue advanced, individualized study and practice in one or more genres, the program allows students to develop an appropriate course of study for their needs, in consultation with creative writing faculty. Most courses in the certificate program qualify for teachers' re-certification and continuing professional education requirements. The 15-hour curriculum includes 5 courses chosen from these: ENG 508: Advanced Expository Writing; ENG 544: Rendering the Landscape; ENG 558: Contemporary Fiction: Form and Theory; ENG 585: Independent Study; ENG 591: Poetry Workshop; ENG 592: Fiction Workshop; and ENG 593: Nonfiction Workshop. A capstone requirement of 25 pages of original work is required. Nine hours of coursework in the certificate program, with permission of the Chair, may be used in the MA program.

The Medieval and Renaissance Studies certificate program, housed in the English Department, is interdisciplinary, drawing upon faculty and resources from five graduate programs on campus. Students complete 15 hours (5 courses) of relevant coursework. Six to nine of these hours must come from these courses: ENG 509 (Milton), 510 (Shakespeare's Comedies, Tragicomedies, and Romances), 511 (Chaucer), 512 (Shakespeare’s Tragedies and Histories), 536 (Medieval British Literature), 537 (Tudor Literature: Poetry and Prose of the 16th Century), 538 (17th-Century Literature: Poetry and Prose), and 637 (Topics in British Literature), as appropriate. The remaining 6 to 9 hours may be drawn from the following: HST 506 (Tudor and Stuart England, 1450-1688), 521 (The Era of Renaissance and Reformation), 602 (Stuart England, 1603-1714); ART 505 (Iconography of Mary), 514 (Art and Architecture of the Italian Renaissance); 515 (Art of the Renaissance in Northern Europe), 519 (Spinning, Dyeing, and Tapestry); MUS 650 (Music of the Middle Ages), 651 (Music of the Renaissance); and advanced Latin.

Faculty: During the period under review, the Department recruited and hired new tenure-eligible colleagues in composition and rhetoric and linguistics and asked these colleagues to develop graduate-level courses for our students. In the area of composition and rhetoric, the faculty began to play a crucial role in the training and mentoring of graduate students who tutor in the Writing Center and teach in the composition sequence for first-year students. As part of the professional development of our students in composition and rhetoric and linguistics, the faculty have done an outstanding job of encouraging presentations of research at professional conferences for the students with whom they are working. By involving students in their own research interests and sponsoring research projects developed by the students in these areas, our faculty provide significant and necessary professional opportunities for MA graduates who plan to go on for doctoral level work and/or enter teaching on a two-year
or four-year college campus. The opening of these areas of study for our students has greatly increased their chances of being employed after their MA is completed.

Faculty also work extensively with students on thesis and comprehensive exam committees, most of which work carries no reassigned time but is, rather, added to their already challenging four-course teaching load. At most universities with graduate programs in English, graduate faculty have a reduced teaching load in order to do this one-on-one teaching for thesis and exam students. Thus, the Department’s faculty are to be commended for providing this crucial educational experience for our students without reduction in their other responsibilities. Many faculty serve on multiple MA committees—thesis and/or exam—each term. Students often find these “capstone” experiences the most meaningful part of their programs.

During the period under review, English faculty were incredibly productive in all areas of their multi-faceted job responsibilities. For example, in the area of scholarship and creative work, the numbers reveal numerous significant accomplishments:

- 6 books published
- 51 articles or creative works published
- 124 presentations or readings at professional conferences and community venues
- 4 residency fellowships awarded
- 4 editorships of scholarly journals
- Scholars' Prize at Eudora Welty Symposium for Black Writers, White Publishers, by John Young
- Nominations for Best American Short Stories and the Pushcart Prize (Anthony Viola)
- Selection for a National Endowment for the Humanities Summer Seminar (John Young)

Faculty in English also won major University and College teaching awards (Kateryna Schray) and a major University Service Award (Shirley Lumpkin).

**Students:** In order to enter the program, students must meet the following standards:

- Undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale
- Submit official Graduate Record Exam (GRE) scores
- Credit for 6 hours in a single foreign language or demonstrated reading ability to Department’s satisfaction
- Minimum of 15 credit hours in literary or language study or related coursework.

In addition to these requirements, all applicants must submit a statement of interest (1-2 pages); an 8-12 page scholarly or creative writing sample; and two letters of recommendation (preferably from professors who taught them in their undergraduate

---

1 Policy does provide for 3 hours (1 course) reassigned time for research after directing three thesis projects. Many faculty have not been able to avail themselves of this time, however, due to curricular needs and staffing problems within the curriculum of the undergraduate program and the composition sequence.
career). See Appendix III for detailed data on undergraduate GPAs for admitted students during the period under review.

Data for exit abilities of students who complete the program can be found in Appendix IV.

**Resources**

**Financial:** During the period under review, institutional funding for graduate teaching assistants increased from $54,000 in 2005-06 to $72,000 in 2006-07 and continued at that rate in 2007-08 and 2008-09. (Information on this funding for 2004-05 is not available to us at this time.)\(^2\) This financial increase of 33 percent represents an increase in the number of graduate students funded by the Department from nine to twelve. In addition to staffing the Writing Center, these students also taught 66 sections in the composition sequence (see Appendix IIa), thus generating approximately $396,000 in tuition revenue\(^3\). The University’s investment in this program is thus fiscally sound—were the program terminated, the revenue produced by these funded students would disappear.

The program also benefits from generous funding from the Marian Alexander Blake and Merrill Clifford Blake Scholarship in Confederate Literature, which provides a tuition waiver and a stipend averaging $5000 per academic year for an MA student interested in pursuing research related to the documents housed in the Morrow Library’s Blake Collection. In addition, the Maier Writing Awards also generously offer financial recognition for outstanding critical and creative writing by students in the MA program.

During the period under review, faculty taught 154 courses at the 500-level, 60 seminars at the 600-level, and directed 15 independent study or readings projects as well as supervised 74 thesis students. The normal scheduling pattern for graduate-level faculty during the period under review devoted 50 percent of their teaching (2 courses) to courses for majors and graduate students. Averaging 25 such faculty during this period, the Department offered roughly 500 classes beyond the composition sequence; thus, approximately 22 percent of the total teaching load of each graduate faculty member was actually at the graduate level. These calculations do not include direction of or reading on thesis projects, independent studies, or directing or serving on comprehensive exam committees. Because this work does not count toward the faculty’s teaching load, it is above the four-course workload on which these calculations are based.

These rough data suggest, though, that approximately 22 percent of each graduate faculty’s salary is devoted to the MA program.

---

\(^2\) The graduate teaching assistants also receive a tuition waiver, but data on the exact cost of these waivers during the period under review is not available. The current in-state waiver is $2300 per student per semester, bringing the total for the academic year $4600 per student.

\(^3\) Tuition waivers would have to be subtracted from this figure before a precise assessment of revenue generated could be made. Based on 12 assistantships funded with in-state tuition waivers at current rates, however, we can estimate $115,000 as that cost, making revenue generated in excess of cost for the period under review roughly $281,000, or an average of more than $56,000 per academic year.
If the MA in English were terminated, the most immediate loss would be teaching assistants who staff the Writing Center as tutors and sections in the high-demand composition sequence while they complete their studies. Without these teaching assistants, faculty would have to be moved from teaching in the major and/or general education courses other than composition to staffing composition sections formerly covered by TAs. Such a shift in human resources would undermine most aspects of our programs. In addition, public-school teachers would find it more difficult to continue their professional development as students in our graduate classes, meaning that ending the MA program would eventually harm the quality of language arts instruction in the region. The resulting de-emphasis of research in the discipline—because of the absence of graduate-level teaching—would gradually undermine the undergraduate curriculum and faculty morale and professional development. Our role in attracting international students to our linguistics classes would also be greatly diminished, undercutting the mission of the institution regarding diversity and globalization.

Facilities: With only one seminar room in the space devoted to English programs in Corbly Hall, we cannot schedule the number of classes each semester that need the seminar-style classroom for the pedagogy and collaborative learning that defines graduate education in our discipline. In addition, the graduate teaching assistants are placed three to very, very small offices, sharing a single computer. This space situation makes confidential conferences with students impossible; learning to conduct effective student conferences is essential to training composition instructors. In addition, student privacy is an obligation we have to all our students.

Assessment Information
As Appendix V reveals, the program did not have a formal assessment system in place during the period under review. While all students who receive the MA in English must pass a comprehensive exam, composed of essay questions on three discrete areas of their course of study, no compilation of the data on student performance for the period in question exists. There is also no control mechanism in place to ensure that the exam is consistent in terms of assessment expectations brought to the task by individual faculty serving on committees. Nor does the pre-exam preparation for individual students conform to a standardized plan for level of faculty-student interaction, level of detail about the exam content, etc.

Other Learning and Service Activities
Students who are teaching assistants in the Department receive training in ENG 640 (required for them) to prepare them to tutor in the Writing Center and to teach in the composition sequence. Through those assigned responsibilities attached to their assistantship funding, these students are evaluated by the Director of the Writing Center and the Coordinator of Composition through observations in the tutorial and/or teaching settings. These observations are documented in formal reports by the observer and placed in the students’ files. However, no evaluative measure of the program is derived from these documents.
**Plans for Program Improvement**

Three major areas for improvement are obvious based on the information in this document:

- curricular revision;
- development and implementation of a valid assessment plan for the program; and
- development and implementation of a valid plan for tracking graduates, assisting more actively in career preparation, and involving the community in planning and program development through an Advisory Board.

The curriculum revision has already begun, in that the Graduate Program Committee approved a two-year course rotation for 600-level seminars in Fall 2010. This important first step toward course offerings that students can count on as they develop their plans of study will also help us as we build an assessment plan based on content that the students will actually be able to study.

This initial step toward curricular improvement will be enhanced by the University’s newly implemented Academic Master Plan. By Spring 2011, we will have the 500-level course offerings (with staffing assigned) also laid out for our MA students, and in by Fall 2011 a full four-year version of this plan will be available, with annual updates thereafter. Thus, for the first time, an entering MA student will be able to work with her or his advisor to chart the entire plan of study for the degree when the student enters the program.

Such clarity will help not only the students and faculty to plan but will, again, make the development of a valid assessment plan much easier.

Beyond these changes already underway, we need to reduce the number of 600-level courses currently in the catalog. Those that haven’t been taught during the period under review, for example, should be deleted or subsumed under more general headings. As the enrollment figures in Appendix VI indicate, students during the review period responded in significant numbers to special topics and other courses defined by their content outside the regular curriculum (ENG 580-85, 610, and 650-53). This trend suggests that the regular curriculum should perhaps include more of what the special topics courses include in order best to serve students and maximize faculty resources for teaching at the graduate level.

Finally, the curriculum must be reconsidered given the addition of the separate linguistics area of emphasis. How to balance faculty resources and course offerings in order to meet our obligations to both student populations—those pursuing the current MA program with linguistics as an exam and/or thesis area and those who will enroll in the new linguistics area of emphasis—while also maintaining our obligations to the major, general education, and the composition sequence will be a challenge, which must be addressed immediately.
The assessment plan that is crucial to planning and growth as well as to decision-making on a smaller scale in terms of scheduling, faculty teaching assignments, and design of learning outcomes for individual course offerings on an ongoing basis must grow quickly out of the evolving curricular changes already underway and necessitated by enrollment and other data presented in this report. The Graduate Program Committee will develop an appropriate assessment plan as it works on the steps in its curricular revision. This plan should be ready to present to the Department during Spring 2011 and implemented in Fall 2011.

The proposed but never adopted learning outcomes presented in Appendix V need to be considered in relation to the learning outcomes for the BA program to ensure that the distinction between the two programs in terms of expectations for student learning (both knowledge and abilities) is clear in the documents for each program. In addition, syllabi for individual courses need to indicate how those courses address the program learning goals for students. Finally, the comprehensive exam and/or whatever new or additional program assessment measures the faculty develop need to grow out of the learning outcomes and be clearly in dialogue with them for each student and all students exiting the program.

Revised program assessment tools should be in place in time for end-of-term assessment in Fall 2011.

Work should begin immediately (Spring 2011) on building an Advisory Committee with representatives from the community, alumni, and current MA students. In addition, we must collect from the institution all data pertinent to graduates of the MA program and build a database that will allow us to contact them, gather information from them, and make them a viable resource for the program and its graduates in the future. This work needs to be completed no later than January 2012.

**Graduate and Employer Satisfaction:** No data on these subjects available for period under review. See above for timeline by which we will begin to collect this information and to use it in planning.

**Responses to annual assessment reports for period under review:**
Dr. Donna Spindel, Interim Chair
English
COLA

Dear Donna:

The Graduate Council and I have completed our evaluation of the MA in English’s assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric for the first time this year and, as you will see, it has changed considerably from the ones used in previous years. It raises the bar for what is considered excellent assessment considerably and, since it was not shared with programs before this assessment cycle, I’m not comfortable using it to give programs a formal rating this year. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this new rubric.

Although your report gives a lot of nice detail about Assessment Day activities and results, and shows that you are using these results to make changes in how assessment is done in the MA in English program, there are elements that are not included in this report. The primary element missing is your program’s student learning objectives/outcomes. You list your program’s goals, but these are listed as things the department will do, i.e. “prepare students for………..,” “increase students’ knowledge………..,” etc. Please specify what students will be able to do when they complete the MA in English. For example, you might want them to be able to compare and contrast various literary genres, analyze the development of writing style through several time periods, etc. Then, you need to identify appropriate assessment measures for each outcome. You should have more than one assessment measure for each learning objective/outcome and measures should be complementary and integrated throughout the two-year curriculum.

I recommend that you use more than the comprehensive exam to assess student learning. Using analytic assessment rubrics (as was done with the BA assessment report) also will allow you to identify specific strengths and weaknesses in your students’ learning. Also, there is no need to assess every outcome every year. We recommend that you assess outcomes on a four-year cycle, with ¼ of your outcomes assessed each year.
Please see the attached rubric and letter to Deans, Chairs, and Faculty detailing general suggestions for an effective assessment program. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment
Dr. David Hatfield, Chair
English
COLA

Dear David,

The Graduate Council and I have completed our evaluation of the annual program assessment report for the MA in English. This letter will provide feedback in the following manner. First, I will comment generally on each section of your report. Second, I will rate the following areas of the report on a four point scale (D – 3, with 3 being the highest rating): student learning outcomes, assessment measures, and the feedback loop. Although I considered feedback from committee members, I made the final decision on ratings for all reports submitted. Third, I will offer suggestions for your consideration as you plan your assessment for the 2008-2009 academic year. Fourth, I will include my evaluation using the Primary Traits Analysis rubric and will include reviewers' comments for your information.

General Comments

Your program goals are appropriate. Your student learning outcomes are divided into two major categories, knowledge and abilities. In the knowledge category, I suggest that you write the outcomes by specifying how students will demonstrate this knowledge. I know they do this on the comprehensive exam, but what does the exam ask them to do? Will they analyze a major area of literary and writing study, compare and contrast several literary periods?

I appreciate the amount of self-study in which you have engaged during the past year regarding your assessment program. Although I agree that the comprehensive exam is an essential element of most graduate programs and can give the program important program level assessment data, its major purpose is to assess individual students. For program assessment, it is preferable to have multiple measures integrated throughout the curriculum. Can specific exam questions, other types of papers and presentations given throughout the curriculum be included in analysis of student learning outcomes?

Also, when analyzing the outcomes of assessment measures, it is helpful to do an in-depth analysis by reporting the mean score (across students) on each area of the scoring rubrics used. This helps you to identify students' relative strengths and weaknesses, which will help to inform curricular change. For example, if term papers presentations are evaluated on a scale of 4 – 1, with 4 meaning "outstanding," 3 meaning "proficient," 2 meaning "acceptable," and 1 meaning "not acceptable," you will be able to determine the mean class performance on each area of the rubric, e.g. completeness of literature review, depth of analysis, etc. Benchmarks should indicate expected mean performance across students. For the example above, you might expect different levels of performance at different points in the program. Perhaps for classes early in the program, your benchmark for mean performance...
MA in English

across students might be 2.5 in all areas of the rubric, whereas by the time of program completion, it might be at least a 3.

Ratings for Student Learning Outcomes, Assessment Measures, and the Feedback Loop

Student Learning Outcomes = 3. This rating was given because your student learning outcomes are comprehensive, for the most part measurable, support Marshall’s educational goals, and span multiple learning domains. I would suggest some of the rewording mentioned above, but I think you’ve done a nice job of outlining the competencies your students should acquire in the graduate program in English.

Assessment Measures = 1. This rating was given because measures were identified and they relate to student learning outcomes. To move to level 2, you need to develop more varied measures and, although the emphasis should be on direct measures, you also should include some indirect measures. Additionally, these measures should be integrated into the curriculum.

Feedback Loop = 2. This rating was given because you have done a great deal of analysis of your program during this past year and are on your way to making improvements in the assessment of student learning. Direct data from student learning also are given, but are too holistic in nature to adequately inform curricular revisions.

Suggestions to consider as you plan your assessment strategies for the 2008-2009 academic year

I recommend first identifying at least two direct (and one indirect) measures for each student learning outcome. These measures should be integrated throughout the curriculum. The next step is to develop scoring rubrics, which you may already have developed, for each measure. The next step is to identify a workable assessment schedule. It is perfectly acceptable and encouraged to assess only a portion of your student learning outcomes each year. So, you may choose to do an in-depth assessment of one-third of your outcomes during year 1. If this is done using several assessment measures with detailed rubrics, you will be able to collect detailed data regarding the outcomes. These data should allow you to identify specific strengths and weaknesses regarding student learning (and hence, your program). Changes to strengthen these areas of learning can be implemented the following year, while you assess two more outcomes. This will allow you to assess all outcomes on a three-four year rotation and will give you sufficient time to allow curricular modifications to have an effect before the next assessment.

I appreciate the work you are doing to make your assessment stronger. If I can be of additional help, please do not hesitate to contact me at 62987 or at reynoldm@marshall.edu.

Sincerely,

Mary Beth
Mary E. Reynolds
Interim Director of Assessment

C: Dr. Donna Spindel, Interim Dean, COLA
August 20, 2007

Dr. David Hatfield, Chair
Humanities
COLA
Campus

Dear David,

The Subcommittee on Assessment Reports completed its review of your annual assessment report for the MA in English and I concur with their analysis.

The MA in English is performing at Level 1 in the area of Learning Objectives. This suggests that learning objectives were identified and that they describe student behaviors. The reviewers noted that your learning outcomes were student outcomes only (no program goals were included).

The MA in English also is performing at Level 1 in Assessment Measures. This suggests that measures were identified and that they relate to the learning objectives. However, they do not include both direct and indirect measures of student learning, they are not multiple, and they are not integrated into the curriculum. It appears that all assessment takes place at the end of the student’s program, i.e. in the comprehensive assessment and the Master’s thesis.

Finally, the MA in English is performing at Level 1 in the area of the Feedback Loop. This suggests that data are being collected, but are not being interpreted or used. For example, if some students are not successfully completing the comprehensive assessment, what steps might be taken to refine the curriculum or offer remedial instruction (rather than just examining the grading rubric)?

The new Director of Assessment, Dr. Mary Beth Reynolds, would be happy to assist your program in improving its assessment efforts. She can be reached at 6-2987 or through email at reynolds@marshall.edu.

Sincerely,

Francis S. Hensley
Associate Vice President for Academic Affairs

C: Dr. Donna Spindel, Interim Dean, COLA
To: David Hatfield, Chair, Department of English
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: July 13, 2006

Yearly Assessment Report for: MA English

Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2006-2007.

The Yearly Assessment Report for documenting AY 2005-2006 assessment activities is due by October 3, 2006. If the program is scheduled for a program review during the 2006-7 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

Reviewer summary of yearly assessment report:
What follows is a brief critique of the report you submitted for the academic year 2004-2005. In most cases the report has been reviewed by members of the University Assessment Committee.

<table>
<thead>
<tr>
<th>Yearly Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a. Program goals:</td>
</tr>
<tr>
<td>b. Learning outcomes and data collection:</td>
</tr>
<tr>
<td>c. Results:</td>
</tr>
<tr>
<td>II. BOT Initiative #3:</td>
</tr>
<tr>
<td>III. Plans for current year:</td>
</tr>
<tr>
<td>IV. Assistance needed:</td>
</tr>
<tr>
<td>V. Lessons learned:</td>
</tr>
</tbody>
</table>

Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The unit presented an assessment summary chart. An outcome was listed for the graduate program. The unit is encouraged to increase the number of outcomes to at least 4-6. Reassessment of the rubric would be helpful. The rubric must be in line with the questions asked on the comprehensive examination.

Efficacy of Assessment:
Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total Overall Score</td>
<td>2</td>
<td>1</td>
<td>2.7</td>
<td>7.67</td>
<td>8</td>
</tr>
<tr>
<td>Level of Implementation (efficacy of assessment)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Score Ranges**

<table>
<thead>
<tr>
<th>Score Ranges 0-3 in each of the three categories</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A score of 0 indicates minimum activity in the category</td>
<td></td>
</tr>
<tr>
<td>A score of 1 indicates that a program is in the beginning stages of assessment</td>
<td></td>
</tr>
<tr>
<td>A score of 2 indicates that a program is making progress toward implementing a viable assessment program</td>
<td></td>
</tr>
<tr>
<td>A score of 3 indicates that a program is in the maturing stages of its assessment program</td>
<td></td>
</tr>
</tbody>
</table>

**Levels of Implementation**

<table>
<thead>
<tr>
<th>Efficacy of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A total overall score between 0 and 3 indicates</td>
</tr>
<tr>
<td>A total overall score between 4 and 5 indicates</td>
</tr>
<tr>
<td>A total overall score between 7 and 9 indicates</td>
</tr>
</tbody>
</table>

**Interpretation:**
The unit has indicated the learning outcomes for the program. The unit uses the same outcomes for both the undergraduate major as well as the graduate major. Is there an inherent problem in this? The unit uses the comprehensive examination as its major assessment tool. The unit is addressing the relationship between the comprehensive examination and the rubric as they do not appear to match appropriately.

**Recommendations:**
The unit should revisit the relationship between the comprehensive examination and the rubric. The program may wish to revise the outcomes so that they more directly relate to the parameters of the comprehensive examination.

**General Comments:**
Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

**Enclosures**
Office of Program Review & Assessment

To: David Hatfield, Chair, Department of English  
From: Bob Edmunds, Coordinator for Program Review and Assessment  
Date: July 29, 2005

Yearly Assessment Report for: MA English

Thank you for submitting the Program Review Assessment Report. Please use the information in this report to guide your assessment activities during AY 2005-2006.

The Yearly Assessment Report for documenting AY 2004-2005 assessment activities is due by October 3, 2005. If the program is scheduled for a program review during the 2005-6 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

Reviewer summary of yearly assessment report:
What follows is a brief critique of the report you submitted for the academic year 2003-2004. In most cases the report has been reviewed by 3 members of the University Assessment Committee.

<table>
<thead>
<tr>
<th>Program Review Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summarize the principal elements of the departmental assessment plan</td>
</tr>
<tr>
<td>II. Provide summary information on the following elements: Student Outcomes:</td>
</tr>
<tr>
<td>Assessment Tools or approaches/Standards/Benchmarks (BOT Initiative #3 if applicable)</td>
</tr>
<tr>
<td>Results/Analysis</td>
</tr>
<tr>
<td>Action Taken</td>
</tr>
<tr>
<td>IV. Provide information on how assessment data is used to improve program quality. Include at least 3 specific examples drawn from the past 5 years.</td>
</tr>
<tr>
<td>V. Is there a chart which identifies the program objectives/appropriate assessment tools/standards/results/action taken</td>
</tr>
</tbody>
</table>

Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.
The Assessment Summary Chart is present. The chart is in draft format at this time as the program has only recently revised the learning outcomes. A new assessment model is in the beginning stages of development. Continue with this work and the results should begin to show up on the 2004-2005 yearly report.

Efficacy of Assessment:

As Marshal approaches its ten year self-study by the North Central Association’s Higher Learning Commission, programs will be measured in terms of their efficacy of assessment. Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Scores:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td>0</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td>1</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td>1</td>
</tr>
<tr>
<td>Total Overall Score</td>
<td>2</td>
</tr>
<tr>
<td>Level of Implementation</td>
<td>1</td>
</tr>
</tbody>
</table>

**Score Ranges**

Score Ranges 0-3 in each of the three categories

- A score of 0 indicates minimum activity in the category
- A score of 1 indicates that a program is in the beginning stages of assessment
- A score of 2 indicates that a program is making progress toward implementing a viable assessment program
- A score of 3 indicates that a program is in the maturing stages of its assessment program

**Levels of Implementation**

<table>
<thead>
<tr>
<th>Efficacy of Assessment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1:</td>
<td>the program is in the beginning stages of its assessment of student academic achievement</td>
</tr>
<tr>
<td>Level 2:</td>
<td>the program is making progress toward implementing a viable assessment program</td>
</tr>
<tr>
<td>Level 3:</td>
<td>the program is in the maturing stages of continuous improvement of student academic achievement</td>
</tr>
</tbody>
</table>

The goal is to have the majority of our programs in level 3 by May 2006.

**Interpretation:**

The program has made remarkable improvement in its assessment efforts during the year of review. The program has adequately summarized its assessment efforts over the past five years and has indicated changes to be made as more data become available.

**Recommendations:**

The program should continue to collect data and use the resulting analysis to improve its program. In the next year or so, enough data should be collected to begin to see trends develop. Careful analysis will result in the ability to continuously monitor student academic achievement.

**General Comments:**
It is imperative that programs maintain a record of their assessment activities and have this information available for the NCA/HLC site committee if requested.

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures
Previous Reviews: Previous reviews have recommended that the program continue at the current level, asking for a viable assessment plan as the primary improvement needed. This work has not been done, but a plan for accomplishing it is included in this document. The Department has also made no progress toward developing an Advisory Committee or connecting with alumni in an organized, effective way. Here too a timeline is laid out for correcting these deficiencies.

Strengths/Weaknesses:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Productive, dedicated faculty committed to students &amp; discipline</td>
<td>1. Lack of effective assessment tools at program level</td>
</tr>
<tr>
<td>2. Motivated, enthusiastic students</td>
<td>2. Lack of system for maintaining contact with graduates</td>
</tr>
<tr>
<td>3. Professional training provided to teaching assistants for tutoring/teaching careers</td>
<td>3. Lack of Advisory Board</td>
</tr>
<tr>
<td>4. Cross-fertilization with National Writing Project teachers</td>
<td>4. Failure to provide students with information on course offerings in a timely and coherent manner</td>
</tr>
<tr>
<td>5. Mentoring of students who present their research at professional conferences</td>
<td>5. Lack of reassigned time for faculty working as thesis directors, readers, and exam committee members</td>
</tr>
<tr>
<td>6. Generous investment of faculty time to work with students individually on thesis projects and exams</td>
<td>6. Lack of clear distinctions between outcomes and expectations in BA and MA programs</td>
</tr>
<tr>
<td>7. Strong informal ties between faculty and former students</td>
<td>7. Lack of consistency and rigor in admissions process</td>
</tr>
</tbody>
</table>

Most of the weaknesses listed above are, in part, the result of limited human and financial resources. For example, new social networking possibilities make developing ongoing contact with alumni and other friends of the program much easier. But those
possibilities require time, technical expertise, and funds to realize. Faculty have chosen (rightly, I believe) to devote their time to individual students currently in the program—as both teachers and professional mentors through the teaching-assistant program. That has been and should remain the top priority. The necessary work to develop a viable assessment plan and to rethink the curriculum—linked projects, inevitably—requires a significant portion of time for faculty to collaborate, research, and build these vital parts of a successful program. These too require technical expertise in terms of building and maintaining databases.

In the period under review, the faculty have not had the resources necessary to this work. While this caveat does not eliminate or diminish the absolute necessity of the work, the Department has found itself with an unsolvable crisis of competing demands. One possible solution is to use the flexible workload policy to target those faculty with the specific skills necessary to various stages of the processes we need to engage in to do the work, defining their workload in the coming months according to the needs revealed by this report. The needs are so great, however, that I am not sure the flexible workload policy can provide all the human resources that will be required.

See also “Plans for Program Improvement” above.

VIABILITY
Articulation Agreements: N/A

Off-Campus Classes: Classes in the program were offered on the main in campus in Huntington during the period under review.

Online Courses: The MA program has not developed online classes at this time.

Service Courses: N/A

Program Course Enrollment: See Appendix VI for these data.

Program Enrollment: See Appendix VII and Figure 1 for details. Total enrollment in the program for the period under review averaged 49.4. The average number of new students admitted each year during the review period was 14.

Enrollment Projections: During the next five years, the greatest increase in enrollment is likely to come from the addition of an area of emphasis in Teaching English for Speakers of Other Languages (a program formerly housed in the Adult and Technical Education Department in the College of Education and Human Services). We anticipate beginning the program in Fall 2011 with a cohort of ten to twelve students and to increase the numbers gradually as interest and resources allow to annual cohorts of no more than twenty-five students.

With additional funding for teaching assistants and a recruitment plan aimed at four-year colleges within our region that do not offer an MA in English, we also hope to increase
the numbers gradually as interest and resources allow to annual cohorts of no more than twenty-five students.

With additional funding for teaching assistants and a recruitment plan aimed at four-year colleges within our region that do not offer an MA in English, we also hope to increase the number of students in the literature and creative writing areas of the program as well as to develop as area of emphasis in composition and rhetoric. While total enrollments averaged 49.4 during the period under review, we anticipate the changes noted above to bring that average closer to 60 or 65 by 2015.

Such growth would mean shifting the faculty teaching load to increase the percentage of their teaching devoted to graduate students. In addition, the consequent increase in the number of exam and thesis committees requiring graduate faculty members would necessitate developing a formula for including these activities in the formal definition of the teaching load.

**NECESSITY**

**Advisory Committee:** The program has no Advisory Committee at this time.

**Graduates:** During the period under review, the Department had no formal mechanism for tracking data related to the job placement or doctoral study of its graduates. During the period under review, approximately ten of the MA graduates spent some time teaching as term, temporary, or part-time instructors in the Department, working both on campus and at various off-campus sites, including MOVC and Teays Valley. The salary for a term or temporary instructor for the academic year was $20,000 during the period under review (raised to $31,000 in academic year 2010-11). Part-time faculty holding an MA as their highest degree earn $1500 per class.

**Job Placement:** While most graduates of the program can find temporary or part-time work, the Department has no organized plan to help them find more secure employment in the private sector or to support their job search beyond writing letters of recommendation. Many of our graduates do not want to leave the area, thus constricting their employment opportunities. We also have no tracking system to document the academic and subsequent employment success of those who go on to doctoral programs.

**RESOURCE DEVELOPMENT (If applicable)**

Not applicable
Appendix I
Required/Elective Course Work in the Program

Degree Program: MA in English, COLA

Person responsible for the report: Jane Hill

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 601</td>
<td>Folk and Popular Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 610</td>
<td>Readings in British and American Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 611</td>
<td>Independent Readings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 615</td>
<td>Teaching English and Applied Linguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 620</td>
<td>20th-Century Drama</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 622</td>
<td>Language Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 624</td>
<td>20th-Century British Novel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 625</td>
<td>20th-Century American Novel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 627</td>
<td>Text Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 628</td>
<td>20th-Century African-American Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 631</td>
<td>Major American Authors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 632</td>
<td>Topics in American Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 633</td>
<td>Research Methods in Applied Linguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 635</td>
<td>Major Texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 636</td>
<td>Selected British Writers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 637</td>
<td>Topics in British Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 638</td>
<td>Language and Context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 640</td>
<td>Composition Pedagogy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 641</td>
<td>Advanced Composition Institute I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 642</td>
<td>Advanced Composition Institute II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 643</td>
<td>Electronic Writing Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 644</td>
<td>Teacher Inquiry</td>
<td>&lt;sup&gt;4&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 645</td>
<td>Research Methods in Composition and Rhetoric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 646</td>
<td>Composition Theory II: Advanced Disciplinary Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 647</td>
<td>Teaching Writing in the Two-Year College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 648</td>
<td>Feminist Rhetorics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 650-53</td>
<td>Special Topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 660</td>
<td>Literary Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 661</td>
<td>Studies in Genre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 685-88</td>
<td>Independent Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 689</td>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>4</sup> ENG 641, 642, 643, and 644 limited to in-service secondary teachers only.
Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: Roxanne Aftanas
Rank: Associate Professor

Status (Check one):  
Full-time X  Part-time____  Adjunct ____
Current MU Faculty: Yes X No ___

Highest Degree Earned: PhD in Rhetoric
Date Degree Received: August 2005

Conferred by: Texas Woman’s University

Area of Specialization: Rhetoric

Professional Registration/Licensure ___________ Agency: ____________________________

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Spring</td>
<td>ENG 354</td>
<td>Scientific and Technical Writing</td>
<td>24</td>
</tr>
<tr>
<td>2009 Spring</td>
<td>ENG 640</td>
<td>Composition Pedagogy</td>
<td>12</td>
</tr>
<tr>
<td>2009 Spring</td>
<td>ENG 102 SI</td>
<td>Composition II – Supplemental Instruction</td>
<td>24</td>
</tr>
<tr>
<td>2008 Fall</td>
<td>ENG 101</td>
<td>Composition I (pilot)</td>
<td>24</td>
</tr>
<tr>
<td>2008 Fall</td>
<td>ENG 467/567</td>
<td>Visual Rhetoric</td>
<td>15/10</td>
</tr>
<tr>
<td>2008 Fall</td>
<td>ENG 610</td>
<td>Independent Study: Rhetoric of Popular Culture: Buffy the Vampire Slayer</td>
<td>3</td>
</tr>
<tr>
<td>2008 Fall</td>
<td>UNI 101</td>
<td>University 101</td>
<td>15</td>
</tr>
<tr>
<td>2008 Summer</td>
<td>ENG 102</td>
<td>Composition II (online)</td>
<td>24</td>
</tr>
<tr>
<td>2008 Summer</td>
<td>ENG 102</td>
<td>Composition II (online)</td>
<td>24</td>
</tr>
<tr>
<td>2008 Spring</td>
<td>ENG 302</td>
<td>Research-Based Composition</td>
<td>24</td>
</tr>
<tr>
<td>2008 Spring</td>
<td>ENG 640</td>
<td>Composition Pedagogy</td>
<td>12</td>
</tr>
<tr>
<td>2008 Spring</td>
<td>ENG 482/582</td>
<td>Special Topics: Foundational Texts II for Composition and Rhetoric</td>
<td>15/10</td>
</tr>
<tr>
<td>2008 Spring</td>
<td>ENG 610</td>
<td>Independent Study: Feminist Rhetorics Meets Traditional Rhetorics</td>
<td>2</td>
</tr>
<tr>
<td>2007 Fall</td>
<td>ENG 101</td>
<td>Composition I (online for OCCHS)</td>
<td>8</td>
</tr>
<tr>
<td>2007 Fall</td>
<td>ENG 302</td>
<td>Research-Based Composition</td>
<td>24</td>
</tr>
<tr>
<td>2007 Fall</td>
<td>ENG 610</td>
<td>Special Topics: Feminist Rhetorics</td>
<td>15</td>
</tr>
<tr>
<td>2007 Fall</td>
<td>ENG 483/583</td>
<td>Special Topics: Foundational Texts for Composition and Rhetoric I</td>
<td>15/10</td>
</tr>
<tr>
<td>2007 Summer</td>
<td>ENG 102</td>
<td>Composition II (online)</td>
<td>24</td>
</tr>
<tr>
<td>2007 Summer</td>
<td>ENG 102</td>
<td>Composition II (online)</td>
<td>24</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.
(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).


4) Papers presented at state, regional, national, or international conferences.


“When it isn't good for you: Why Civic Learning isn't always as Satisfying as it Should Be (Roundtable).” With Morgan Gresham and Teddi Fishman. Feminism(s) and Rhetoric(s). Little Rock, AR. October 2007.


“Tracing Our Family Trees: An Interactive Investigation of Women in Rhetoric and Composition.” Feminism(s) and Rhetoric(s). Houghton, MI. October 2005.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

MU Online Faculty of the Game – September 2008
Nominated for Pickens-Queen Teaching Award – Fall 2008

8) Community service as defined in the Greenbook.
Faculty Data Sheet
(Information for the period of this review)

Name: Kellie Bean
Rank: Full

Status (Check one): Full-time X Part-time Adjunct

Current MU Faculty: Yes X No

Highest Degree Earned: PhD Date Degree Received: 08/1994

Conferred by: University of Delaware

Area of Specialization: Drama

Professional Registration/Licensure
Agency:

Years non-teaching experience n/a
Years of employment other than Marshall 9
Years of employment at Marshall 16
Years of employment in higher education 25
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>Eng 302</td>
<td>Research-Based Composition</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Eng 302</td>
<td>Research-Based Composition</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Eng 306</td>
<td>Introduction to Drama</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Eng 350</td>
<td>Literary Studies for Majors</td>
<td>16</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>Eng 302</td>
<td>Research-Based Composition</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Eng 302</td>
<td>Research-Based Composition</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Eng 342</td>
<td>Women Writers</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Eng 342</td>
<td>Women Writers</td>
<td>32</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>Eng 102</td>
<td>English Composition II</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Eng 342</td>
<td>Women Writers</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Eng 302</td>
<td>One-semester Sabbatical</td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td>Eng 302</td>
<td>Research-Based Composition</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Eng 302</td>
<td>Research-Based Composition</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Eng 410/510</td>
<td>Shakespeare: Comedies, Tragicomedies &amp; Romances</td>
<td>15/2</td>
</tr>
<tr>
<td></td>
<td>Eng 620</td>
<td>20th-Century Drama</td>
<td>14</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.


3) Discipline-related books/papers published (provide a full citation).


4) Papers presented at state, regional, national, or international conferences.
“A Postmodern Education: Performative Encounters with Knowledge.” International Association for Philosophy and Literature, University of Helsinki. 2-7 June 2005.

“Performative Transactions and the Politics of Gender; or ‘One does not go to the theatre for a change of scenery,’” Meeting of the M/MLA, Milwaukee. 10-13 November 2005.


5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.


Reviewer/reader: Aided in the selection of play scripts for the collection Scenes from a Diverse World

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Author reading at the Shirlington Library in Arlington, Virginia. This was coordinated with a book signing at an independent bookstore nearby. The talk was part of their annual series of Author Talks and took place November 17, 2008.

8) Community service as defined in the Greenbook.

Coach: Huntington High Speech and Debate Team.
Teacher Assistant: Helped theatre teacher with rehearsal and productions of high-school plays.
Judge: One of three judges for the poetry contest held in Fall 2004 at Calamity Café to benefit Branches Women’s Shelter.
Faculty Data Sheet
(Information for the period of this review)

Name: Timothy J. Burbery
Rank: Professor

Status (Check one): Full-time X Part-time   Adjunct   Current MU Faculty: Yes X No

Highest Degree Earned: PhD
Date Degree Received: August 1997

Conferred by: SUNY Stony Brook

Area of Specialization: Renaissance Literature/Milton

Professional Registration/Licensure

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of employment other than Marshall</td>
<td>2</td>
</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>13</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>15</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>5</td>
</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>ENG 102</td>
<td>Composition</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>ENG 317</td>
<td>British Literature to 1800</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>ENG 409/509</td>
<td>Milton</td>
<td>15/5</td>
</tr>
<tr>
<td></td>
<td>YGS 271</td>
<td>Yeager Seminar: Science</td>
<td>12</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>ENG 317 (2)</td>
<td>British Literature to 1800</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>YGS 272</td>
<td>Yeager Seminar: Art, History, Music</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>HON 481</td>
<td>Gnosticism in Film and Lit</td>
<td>14</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>ENG 317</td>
<td>British Literature to 1800</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>ENG 409/509</td>
<td>Milton</td>
<td>14/3</td>
</tr>
<tr>
<td></td>
<td>Honors 480</td>
<td>Poets’ CSI</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>YGS 161</td>
<td>Yeager Seminar: Communications and Media</td>
<td>12</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>YGS 162</td>
<td>Yeager Seminar: Humanities, Texts, and Values</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>ENG 317</td>
<td>British Literature to 1800</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>ENG 412/512</td>
<td>Shakespeare: Histories and Tragedies</td>
<td>10/1</td>
</tr>
<tr>
<td></td>
<td>ENG 462/562</td>
<td>Rest &amp; 18th century Poetry and Prose</td>
<td>13/7</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

WAC re-certification.

3) Discipline-related books/papers published (provide a full citation).


4) **Papers presented at state, regional, national, or international conferences.**

*Greening New Criticism: Notes Towards an Eco-formalism.* South Atlantic Modern Language Association, 7 Nov. 2009, Atlanta, Georgia.


5) **Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

6) **Externally funded research grants and contracts you received.**

7) **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

8) **Community service as defined in the Greenbook.**

Public Lecture on C. S. Lewis’s *Prince Caspian*, and the film version. First Presbyterian Church. May 2009. (This talk was publically advertised.)

Public Lecture on *The Da Vinci Code* (book and film). First Presbyterian Church. May 2006. (This talk was publically advertised.)

Faculty Data Sheet
(Information for the period of this review)

Name: Whitney Douglas
Rank: Assistant Professor

Status (Check one): Full-time X Part-time Adjunct
Current MU Faculty: Yes X No

Highest Degree Earned: Ph.D.
Date Degree Received: August 2008

Conferred by: University of Nebraska-Lincoln

Area of Specialization: Composition and Rhetoric

Professional Registration/Licensure
Agency

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall 1
Years of employment in higher education 4
Years in service at Marshall during this period of review 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>ENG 354</td>
<td>Technical Writing</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>ENG 354</td>
<td>Technical Writing</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 101</td>
<td>Composition I</td>
<td>15</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>ENG 481/581</td>
<td>Special Topics: Literacy Studies</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>ENG 408/508</td>
<td>Advanced Expository Writing</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>ENG 102</td>
<td>Composition II</td>
<td>25</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and/or research.

- Summer 2009. Teaching Professor Conference, Washington, DC
- Fall 2008. Center for Advancement of Teaching and Learning. New Faculty Seminar.

3) Discipline-related books/papers published (provide a full citation).
   N/A

4) Papers presented at state, regional, national, or international conferences.


5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
   N/A

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
   N/A

8) Community service as defined in the *Greenbook*.
   N/A
Faculty Data Sheet

Name: Chris Green  |  Rank: Assistant Professor

Status (Check one):  Full-time X Part-time X Adjunct

Current MU Faculty:  Yes X No

Highest Degree Earned: PhD  |  Date Degree Received: 2004

Conferred by: University of Kentucky

Area of Specialization: Multicultural poetry

Years non-teaching experience: n/a

Years of employment other than Marshall: 13

Years of employment at Marshall: 4

Years of employment in higher education: 17

Years in service at Marshall during this period of review: 4

List courses you taught during the final two years of this review.

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>ENG 420</td>
<td>Senior Seminar Literature</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>ENG 426</td>
<td>Appalachian Lit &amp; Theory</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>ENG 485</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 526</td>
<td>Appalachian Lit &amp; Theory</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>ENG 585</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 681</td>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>ENG 201H</td>
<td>English Comp Honors</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>ENG 303</td>
<td>Appalachian Literature</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>ENG 631</td>
<td>Major American Authors</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>ENG 681</td>
<td>Thesis</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>ENG 350</td>
<td>Lit Studies for Majors</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>ENG 420</td>
<td>Senior Seminar Literature</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>ENG 585</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 681</td>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>ENG 303</td>
<td>Appalachian Literature</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>ENG 485</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 486</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>HON 481</td>
<td>SpTp: Documenting Appalachia</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>LITS 600</td>
<td>SpTp: Documenting Appalachia</td>
<td>4</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>ENG 303</td>
<td>Appalachian Literature</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>ENG 303</td>
<td>Appalachian Literature</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>ENG 485</td>
<td>Independent Study</td>
<td>1</td>
</tr>
</tbody>
</table>

2) Activities that have enhanced your teaching and or research.

MU Core Foundations, General Education Revision: Member, Summer 2007; Ex Officio Fall 2007-Spring 2009; Member, Core Curriculum Stipend Committee, Summer 2009.

“Introduction to Critical Thinking and the Art of Instruction,” Fall Faculty Development Workshop, Center of the Advancement of Teaching and Learning, Marshall University, 20 Aug. 2008


MU Appalachian Collection: Developed collection & worked with research tools Spring 2005-Spring 2008


3) Discipline-related books/papers published (provide a full citation).


Rev. of *No Lonesome Road: Selected Prose and Poems*, by Don West. *Appalachian Heritage* 33.3 (Summer 2005): 93-98. Print.


4) **Papers presented at state, regional, national, or international conferences.**


5) **Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.**


**Professional organizations: Modern Language Association, South Atlantic Modern Language Association, Teachers & Writers, National Council of Teachers of English, Appalachian Studies Association, American Studies Association**

6) **Externally funded research grants and contracts you received.**


West Virginia Humanities Foundation Mini-Grant ($1,500). Writers on Mountain Culture, Mountain Top Removal and the Environment. 12 Jun. 2006 (co-PI with John Van Kirk)


7) **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**


8) **Community service as defined in the Greenbook.**


Board Member. Jesse Stuart Foundation. Nov. 2006-

Faculty Data Sheet  
(Information for the period of this review)

Name: David Hatfield  
Rank: Associate Professor

Status (Check one): Full-time X  Part-time   Adjunct  Current MU Faculty: Yes X  No

Highest Degree Earned: Ph. D.  Date Degree Received: May 1993

Conferred by: Louisiana State U

Area of Specialization: Composition/Rhetoric/Technical Writing

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.  (Expand the table as necessary)

<table>
<thead>
<tr>
<th>YEAR/SEMESTER</th>
<th>ALPHA DES. &amp; NO.</th>
<th>TITLE</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>ENG 480</td>
<td>Special Topics: Comics as Literature</td>
<td>25</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>ENG 354</td>
<td>Scientific &amp; Tech Writing</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>ENG 354</td>
<td>Scientific &amp; Tech Writing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ENG 354</td>
<td>Scientific &amp; Tech Writing</td>
<td>6</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>ENG 354</td>
<td>Scientific &amp; Tech Writing</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 480</td>
<td>Special Topics: Comics as Literature</td>
<td>26</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>ENG 354</td>
<td>Scientific &amp; Tech Writing</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sabbatical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td>ENG 102</td>
<td>English Composition II</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>ENG 102</td>
<td>English Composition II</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>ENG 354</td>
<td>Scientific &amp; Tech Writing</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>ENG 480</td>
<td>Special Topics: Comics as Literature</td>
<td>32</td>
</tr>
</tbody>
</table>

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

I attended five special service-learning seminars over the summer conducted as the result of earning a Hedrick Teaching Grant awarded to connect five courses—Women’s Studies, Fashion Merchandising, Journalism Advertising, Communication Studies, and Technical Writing—in support of new non-profit Huntington agency that helps underprivileged women enter the workforce. My role was to learn how to develop a service-learning experience by preparing my students to help the clients of this non-profit build effective resumes and write effective letters of application. (I began teaching this SL course in Spring 2007.)

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) **Community service as defined in the *Greenbook*.**

Involved with fundraising events and financial support of local non-profit organization, Faith in Action.
**Faculty Data Sheet**

(Information for the period of this review)

Name: Hyo-Chang Hong  
Rank: Associate Professor

Status (Check one): Full-time X Part-time Adjunct  
Current MU Faculty: Yes X No

Highest Degree Earned: PhD  
Date Degree Received: 2003

Conferred by: Ball State University

Area of Specialization: Applied Linguistics  
Professional Registration/Licensure N/A

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of employment other than Marshall</td>
<td>0</td>
</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>8</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>8</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>5</td>
</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/Spring</td>
<td>ENG 102-204</td>
<td>English Composition</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 102-209</td>
<td>English Composition</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 475-201</td>
<td>Introduction to Linguistics</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>ENG 575-201</td>
<td>Introduction to Linguistics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ENG 476-201</td>
<td>Modern Grammar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ENG 476-201</td>
<td>Modern Grammar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ENG 585</td>
<td>Independent Study: Systemic Functional linguistics and Discourse Analysis</td>
<td>1</td>
</tr>
<tr>
<td>2008/Summer</td>
<td>ENG 101-301</td>
<td>English Composition</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 475-301</td>
<td>Introduction to Linguistics</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ENG 575-301</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>2007/Fall</td>
<td>ENG 102-105</td>
<td>English Composition</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 102-109</td>
<td>English Composition</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>ENG 475-101</td>
<td>Introduction to Linguistics</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>ENG 575-101</td>
<td>Introduction to Linguistics</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>ENG 481-101</td>
<td>Special Topics: Text Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 481-101</td>
<td>Special Topics: Text Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 585-102</td>
<td>Independent Study: English Grammar for educators</td>
<td>1</td>
</tr>
<tr>
<td>2008/Spring</td>
<td>ENG 101-208</td>
<td>English Composition I</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>ENG 475-201</td>
<td>Introduction to Linguistics</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>ENG 475-202</td>
<td>Introduction to Linguistics</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 575-201</td>
<td>Introduction to Linguistics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>ENG 476-201</td>
<td>Modern Grammar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ENG 576-201</td>
<td>Modern Grammar</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>ENG 485-201</td>
<td>Independent Study: Introduction to Old English</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 585-201</td>
<td>Independent Study: Pragmatics and Information Structure</td>
<td>3</td>
</tr>
<tr>
<td>2008/Fall</td>
<td>ENG 101-130</td>
<td>English Composition I</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>ENG 475-101</td>
<td>Introduction to Linguistics</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>ENG 575-101</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 476-101</td>
<td>Modern Grammar</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>ENG 576-101</td>
<td>Modern Grammar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ENG 610-102</td>
<td>Readings in English &amp; American Literature</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HON 480-101</td>
<td>Special Topics: CSI for Poets</td>
<td>9</td>
</tr>
<tr>
<td>(team taught with Timothy Burberry; 50% of teaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009/Spring</td>
<td>ENG 101-209</td>
<td>English Composition I</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 101-210</td>
<td>English Composition I</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>ENG 475-201</td>
<td>Introduction to Linguistics</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>ENG 575-201</td>
<td>Introduction to Linguistics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ENG 476-201</td>
<td>Modern Grammar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ENG 576-201</td>
<td>Modern Grammar</td>
<td>2</td>
</tr>
</tbody>
</table>
NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.
   "ESL writing and Cohesion/Reference" The 9th Annual WVTESOL Conference, Morgantown, WV. April 2007
   "Pragmatic Constraints on Old English Passives" 40th International Congress on Medieval Studies, Kalamazoo, Michigan, May 2005

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   Lifetime member: The Society of Modern Grammar
   Lifetime member: The Society of East Asian Humanities Studies
   Advisory board member: Center for the Study of Ethnicity and Gender in Appalachia
   Member: International Systemic Functional Linguistics Association
   Member: North American Systemic Functional Linguistics Association
   Member: American Association of Applied Linguistics
   Member: West Virginia Teachers of English to Speakers of Other Languages
   Member: Indiana Teachers of English to Speakers of Other Languages

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
   "English as a Foreign Language". Invited Lecture at Andong National University. Sponsored by Andong National University. Andong, Korea, July 2008
   "Hillbilly-Speak: why we should claim our Appalachian dialect with pride". 2006 Spring Series about Diversity in Appalachia sponsored by the Center for the Study of Ethnicity and Gender in Appalachia. Marshall University, Huntington, WV. January 2006.

8) Community service as defined in the Greenbook.
Faculty Data Sheet
(Information for the period of this review)

Name: Gwenyth E. Hood
Rank: Professor

Status (Check one): Full-time X Part-time Adjunct
Current MU Faculty: Yes X No

Highest Degree Earned: PhD
Date Degree Received: 1984

Conferred by: University of Michigan (Ann Arbor)

Area of Specialization: Comparative Literature

Professional Registration/Licensure
Agency

Years non-teaching experience n/a
Years of employment other than Marshall 3
Years of employment at Marshall 22
Years of employment in higher education 25
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-8/Fall</td>
<td>ENG 102-104</td>
<td>Composition II</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 102-105</td>
<td>Composition II</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>ENG 309-101</td>
<td>Literature of Fantasy</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>ENG 450-101</td>
<td>World Literature to Renaissance</td>
<td>21</td>
</tr>
<tr>
<td>2007-8/Spring</td>
<td>ENG 102-225</td>
<td>Composition II</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 102-231</td>
<td>Composition II</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 451-201</td>
<td>World Literature Since Renaissance</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 481-201/581-201</td>
<td>Special Topics: Arthurian Legends</td>
<td>11/5 (16 total)</td>
</tr>
<tr>
<td>2008-9/Fall</td>
<td>ENG 102-105</td>
<td>Composition II</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 319-102</td>
<td>Eng Literature since 1800</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 450-101</td>
<td>World Literature to Renaissance</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 636-101</td>
<td>Dante and Medieval Europe</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>HON 101-113</td>
<td>Introduction to Honors (1 credit course)</td>
<td>15</td>
</tr>
<tr>
<td>2008-9/Spring</td>
<td>ENG 201H-202</td>
<td>English Composition Honors</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ENG 311-201</td>
<td>Science Fiction</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 436-201/536-201</td>
<td>Medieval British Lit/ Medieval English Lit</td>
<td>12/4 (16 total)</td>
</tr>
<tr>
<td></td>
<td>YGS 162 (team-taught, 50% content responsibility)</td>
<td>Seminar Humanities &amp; Values</td>
<td>12</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and/or research.
From 1997 to the present, I have been the editor of The Mythic Circle, a small literary magazine published by the Mythopoeic Society, which celebrates the work of C. S. Lewis, J. R. R. Tolkien and Charles Williams. During the reviewing period, I edited six issues (for the years 2004-2009). This involved reading submissions, giving feedback to authors, working with illustrators, doing layout, and working with people interested in assisting the editing process.
3) **Discipline-related books/papers published (provide a full citation).**  

4) **Papers presented at state, regional, national, or international conferences.**  

5) **Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**
   - Member of Modern Language Association
   - Member of Science Fiction Writers of America
   - Member of Council of Stewards (Governing Board) of Mythopoeic Society

6) **Externally funded research grants and contracts you received.**

7) **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

8) **Community service as defined in the Greenbook.**
Faculty Data Sheet
(Information for the period of this review)

Name: Shirley Lumpkin
Rank: Professor

Status (Check one): Full-time X Part-time Adjunct
Current MU Faculty: Yes X No
Highest Degree Earned: PhD
Date Degree Received: January 1983

Conferred by: McGill University
Area of Specialization: African American poetics and poetry, 1619-1980

Professional Registration/Licensure Agency:

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of employment other than Marshall</td>
<td>11</td>
</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>27</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>38</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>5</td>
</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>ENG 341</td>
<td>Introduction to Ethnic Literature of the U.S.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ENG 402</td>
<td>Composition and Rhetoric for Pre-Service Teachers</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 642</td>
<td>Advanced Composition Institute II</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>ENG 402/502</td>
<td>Composition and Rhetoric for Pre-Service Teachers</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>ENG 419/519</td>
<td>Approaches to Teaching Literature</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ENG 585</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 643</td>
<td>Electronic Writing Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 644</td>
<td>Teacher Inquiry</td>
<td>10</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>ENG 641</td>
<td>Advanced Composition Institute I</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>ENG 642</td>
<td>Advanced Composition Institute II</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>ENG 402</td>
<td>Composition and Rhetoric for Pre-Service Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 419</td>
<td>Approaches to Teaching Literature</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>ENG 644</td>
<td>Teacher Inquiry</td>
<td>8</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.
2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).
4) Papers presented at state, regional, national, or international conferences.
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6) Externally funded research grants and contracts you received.
7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8) Community service as defined in the Greenbook.
Name: Mary B. Moore  
Rank: Professor  

Status (Check one): Full-time X  Part-time  Adjunct  
Current MU Faculty: Yes X  No  

Highest Degree Earned: PhD  
Conferring Institution: University of California, Davis  
Date Degree Received: August 1994  
Area of Specialization: English Renaissance Literature  

<table>
<thead>
<tr>
<th>Professional Registration/Licensure</th>
<th>Agency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years non-teaching experience: n/a</td>
<td></td>
</tr>
<tr>
<td>Years of employment other than Marshall: 27</td>
<td></td>
</tr>
<tr>
<td>Years of employment at Marshall: 15</td>
<td></td>
</tr>
<tr>
<td>Years of employment in higher education: 21</td>
<td></td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review: 5</td>
<td></td>
</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>HON 485</td>
<td>Honors Independent Study (Newsletter)</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>HON 101</td>
<td>Introduction to Honors</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Eng 630</td>
<td>Materials and Methods</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>ENG 420</td>
<td>Senior Seminar</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>HON 201</td>
<td>Peer Mentoring</td>
<td>13</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>HON 485</td>
<td>Honors Independent Study (Newsletter)</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>ENG 630</td>
<td>Materials and Methods</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>ENG 420</td>
<td>Senior Seminar</td>
<td>9</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Eng 412</td>
<td>Shakespeare’s Histories and Tragedies</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Eng 636</td>
<td>Writing Women: Renaissance Subjectivity &amp; Gender</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Eng 681</td>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Eng 610</td>
<td>Readings in English and American Literature</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>Eng 438</td>
<td>Seventeenth-Century Literature</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Eng 538</td>
<td>Seventeenth-Century Literature</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Eng 585</td>
<td>Independent Study: Readings in the Renaissance</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Honors 395</td>
<td>Interdisciplinary Honors, team taught: 50 %</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Eng 681</td>
<td>Thesis</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   Member, Renaissance Society of America
   Member, Modern Language Association
   Member, The Sidney Society.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.
Faculty Data Sheet
(Information for the period of this review)

Name: Kelli M. Prejean
Rank: Assistant Professor

Status (Check one): Full-time X Part-time Adjunct
Current MU Faculty: Yes X No

Highest Degree Earned: PhD
Date Degree Received: August 2005
Conferred by: University of Louisville

Area of Specialization: Rhetoric and Composition

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Spring</td>
<td>ENG 201H</td>
<td>Honors Composition</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 482/582</td>
<td>Special Topics: Trends in Composition and Rhetoric</td>
<td>23</td>
</tr>
<tr>
<td>2007 Summer</td>
<td>ENG 102</td>
<td>Composition II</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ENG 302</td>
<td>Research-Based Composition</td>
<td>20</td>
</tr>
<tr>
<td>2007 Fall</td>
<td>ENG 201H</td>
<td>Honors Composition</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 482/582</td>
<td>Special Topics: Composition Theory</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>ENG 651</td>
<td>Special Topics: Research Methods in Composition and Rhetoric</td>
<td>15</td>
</tr>
<tr>
<td>2008 Spring</td>
<td>ENG 201H</td>
<td>Honors Composition</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 354</td>
<td>Scientific and Technical Writing</td>
<td>22</td>
</tr>
<tr>
<td>2008 Summer</td>
<td>ENG 302 (online)</td>
<td>Special Topics: Literacy Studies</td>
<td>23</td>
</tr>
<tr>
<td>2008 Fall</td>
<td>ENG 302 (online)</td>
<td>Research-Based Writing (2 sections)</td>
<td>24</td>
</tr>
<tr>
<td>2009 Spring</td>
<td>ENG 201H</td>
<td>Honors Composition</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>ENG 302</td>
<td>Research-Based Composition</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>ENG 647</td>
<td>Teaching Writing in the Two-Year College</td>
<td>6</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
   a. Writing Center Directorship, 2005-present
   b. Team-teaching “Dangerous Reading” with Dr. Janet Badia in Spring 2006.
   c. Development of new Rhetoric and Composition courses
   d. Mentoring graduate students via teacher-training courses (ENG 560 and 640), thesis committee membership, and comprehensive exam committee membership.

3) Discipline-related books/papers published (provide a full citation).


4) Papers presented at state, regional, national, or international conferences.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

   - National Council of Teachers of English
   - College Composition and Communication
   - International Writing Centers Association

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the *Greenbook.*
Faculty Data Sheet
(Information for the period of this review)

Name: James Riemer
Rank: Professor

Status (Check one): Full-time X Part-time Adjunct Current MU Faculty: Yes X No

Highest Degree Earned: PhD
Date Degree Received 1982

Conferred by: Bowling Green State University

Area of Specialization: English

Years non-teaching experience n/a
Years of employment other than Marshall 7
Years of employment at Marshall 26
Years of employment in higher education 33
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>ENG 102</td>
<td>English Composition II</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>ENG 340</td>
<td>Intro to African-American Literature</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>ENG 340</td>
<td>Intro to African-American Literature</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 342</td>
<td>Women Writers</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>ENG 102</td>
<td>English Composition II</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>ENG 342</td>
<td>Women Writers</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 423</td>
<td>American Lit 1865-1914</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>ENG 102</td>
<td>English Composition II</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>ENG 102</td>
<td>English Composition II</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>ENG 341</td>
<td>Intro to Ethnic Literature of the United States</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>ENG 342</td>
<td>Women Writers</td>
<td>23</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>ENG 102</td>
<td>English Composition II</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>ENG 341</td>
<td>Intro to Ethnic Literature of the United States</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>ENG 341</td>
<td>Intro to Ethnic Literature of the United States</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 342</td>
<td>Women Writers</td>
<td>22</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

2) Activities that have enhanced your teaching and or research.
Fall 2008: WAC recertification.

4) Papers presented at state, regional, national, or international conferences.


5) State, regional, national, and international conferences attended.
Faculty Data Sheet
(Information for the period of this review)

Name: Katharine Rodier
Rank: Professor

Status (Check one): Full-time X Part-time Adjunct
Current MU Faculty: Yes X No

Highest Degree Earned: PhD
Date Degree Received: 1995

Conferred by: U of Connecticut

Area of Specialization: American Renaissance Literature

Professional Registration/Licensure
Agency

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>ENG 350</td>
<td>Literary Studies for Majors</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>ENG 422/522</td>
<td>American Literature 1830-1865</td>
<td>15/8 (total 23)</td>
</tr>
<tr>
<td></td>
<td>ENG 485</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 610</td>
<td>Readings in English and American Literature</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 681</td>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>ENG 350</td>
<td>Literary Studies for Majors</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>ENG 495H</td>
<td>Honors in English</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>YGS 162</td>
<td>Seminar in Humanities and Values (team-taught—33%)</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>ENG 350</td>
<td>Literary Studies for Majors</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>ENG 422/522</td>
<td>American Literature 1830-1865</td>
<td>17/6 (total 23)</td>
</tr>
<tr>
<td></td>
<td>ENG 681</td>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>ENG 350</td>
<td>Literary Studies for Majors</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>ENG 631</td>
<td>Major American Authors: Dickinson and Whitman</td>
<td>16</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).

Book:

Articles:
“Poetry and the American Renaissance: Another Reconsideration.” MLA Approaches to Teaching Series:


4) Papers presented at state, regional, national, or international conferences.


5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Associate Editor, Nathaniel Hawthorne Review, 2008-present.

Editorial Consultant, Legacy, Spring 2002-present.

6) Externally funded research grants and contracts you received.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.
Facility Data Sheet
(Information for the period of this review)

Name: Kateryna Schray

Rank: Professor

Status (Check one): Full-time X Part-time Adjunct Current MU Faculty: Yes X No

Highest Degree Earned: PhD Date Degree Received: December 1997

Conferred by: University of North Carolina at Chapel Hill

Area of Specialization: Medieval-Renaissance Literature (British)

Professional Registration/Licensure Agency
Years non-teaching experience n/a
Years of employment other than Marshall n/a
Years of employment at Marshall 13
Years of employment in higher education 13
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>ENG 317</td>
<td>English Literature to 1800</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>ENG 650</td>
<td>Special Topic: Anglo-Saxon Poetry</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>YGS 161</td>
<td>Seminar in Communication and Computers</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>ENG 317</td>
<td>English Literature to 1800</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>ENG 411</td>
<td>Chaucer</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>ENG 511</td>
<td>Chaucer</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>ENG 585</td>
<td>Independent Study: Modern Perspectives on Beowulf</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>YGS 162</td>
<td>Seminar in Humanities, Texts, &amp; Values</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>ENG 302</td>
<td>Research-based Composition</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>ENG 317</td>
<td>English Literature to 1800</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>ENG 405</td>
<td>History of the English Language</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>ENG 585</td>
<td>Independent Study: History of the English Language for Linguists</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>YGS 271</td>
<td>Seminar in Theory of Science &amp; Statistics</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>ENG 302</td>
<td>Research-based Composition</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>ENG 317</td>
<td>English Literature to 1800</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>ENG 411</td>
<td>Chaucer</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ENG 511</td>
<td>Chaucer</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENG 485</td>
<td>Independent Study: Invented Languages</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 681</td>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>YGS 272</td>
<td>Seminar in History &amp; the Arts</td>
<td>11</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain. Not applicable.

2) Activities that have enhanced your teaching and/or research.

I attended the following training sessions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Oct. 2006</td>
<td>Teaching On-line</td>
<td>Berlin Fang</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Presenter(s)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>22 Sep. 2006</td>
<td>Photostory, Windows Moviemaker</td>
<td>Berlin Fang</td>
</tr>
<tr>
<td>13 Mar. 2006</td>
<td>Faculty Presentation</td>
<td>Evelyn-Puppolo Cody</td>
</tr>
<tr>
<td>6 Mar. 2006</td>
<td>Faculty Showcase</td>
<td>Donna Spindel, coord.</td>
</tr>
<tr>
<td>27 Jan. 2006</td>
<td>Faculty Presentation</td>
<td>Bill Bissett</td>
</tr>
<tr>
<td>28 Oct. 2005</td>
<td>Faculty Presentation</td>
<td>Lawrence Shao</td>
</tr>
<tr>
<td>6 Oct. 2005</td>
<td>Faculty Showcase</td>
<td>Donna Spindel, coord.</td>
</tr>
<tr>
<td>8 Sep. 2005</td>
<td>Faculty Presentation (e-pack)</td>
<td>Dan Holbrook</td>
</tr>
<tr>
<td>17 Aug. 2005</td>
<td>Vista drop-in session</td>
<td>Vista Support Team</td>
</tr>
<tr>
<td>25 Feb. 2005</td>
<td>Faculty Presentation</td>
<td>Jennifer McFarland</td>
</tr>
</tbody>
</table>

3) **Discipline-related books/papers published (provide a full citation).**

- “Apocrypha and Folklore in Ivan Franko’s ‘Legenda pro Pilata.’” The Ukrainian Quarterly 72.3-4 (Fall-Winter 2006): 271-88.
- “Будівники та руйначі: Теоретичні аспекти вивчення Собору Олеся Гончара” ("Builders and Destroyers: Theoretical Approaches to Oles’ Honchar’s Cathedral in the American Classroom"). Slovo i Chas, A Scholarly-Theoretical Journal 12/552 (December 2006): 44-54.
- “‘Is this your crown?’: Conquest and Coronation in Tamburlaine 2.4” Cahiers Élisabéthains 68 (Fall 2005): 19-26.

4) **Papers presented at state, regional, national, or international conferences.**


5) **Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

- Presented on “Active Learning in the Humanities,” August 16, 2006, and facilitated workshops on “Student Learning Styles” for the Graduate College’s T. A. Training Workshops, August 15, 2007 and August 20, 2008.

6) **Externally funded research grants and contracts you received.** none

7) **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

- Received 2009 Marshall University’s Reynolds Outstanding Teaching Award and a College of Liberal Arts Teaching Award for 2009; Marshall’s Autism Training Center’s College Support Program for Students with Asperger Syndrome selected me as a “Professors Who Make a Difference.”

8) **Community service as defined in the Greenbook.**

- Judged 30 elementary-school entries for Cabell County’s “Dear President Obama” letters in 2009
- Coordinated the 2009 COSI visit, a day-long, hands-on event for students K-5
- Worked weekly on classroom projects with fourth graders who benefit from one-on-one mentoring
- Served as a judge for Southside Elementary School’s 2008 Science Fair, Mar. 2008
- Presentation on “Ukrainian Children’s Literature,” 15 Jan. 2007

- Volunteered as the second-grade Library Aide at Southside Elementary (one hour/week) during the fall 2007 semester. In the spring of 2007, I sorted, packed, and labeled Cammack Elementary’s first-grade classroom library for transfer to the new building (over 1,000 children’s books).

- Judged the Art Department’s Art History Essay Competition in Mar. 2007
Faculty Data Sheet
(Information for the period of this review)

Name: Arthur E. Stringer
Rank: Professor

Status (Check one): Full-time X Part-time Adjunct
Current MU Faculty: Yes X No

Highest Degree Earned: MFA
Date Degree Received: Jun. 1979

Conferred by: University of Massachusetts
Area of Specialization: Creative Writing

Professional Registration/Licensure
Agency

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of employment other than Marshall</td>
<td>7</td>
</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>23</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>30</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>5</td>
</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 08</td>
<td>ENG 313, ENG 360 (2), ENG 491/591</td>
<td>Intro to Poetry, Intro to Creative Writing, Poetry Workshop</td>
<td>70</td>
</tr>
<tr>
<td>Spring 09</td>
<td>ENG 681</td>
<td>Thesis  (SABBATICAL LEAVE)</td>
<td>1</td>
</tr>
<tr>
<td>Fall 09</td>
<td>ENG 101, ENG 360, ENG 491/591</td>
<td>English Composition, Intro to Creative Writing, Poetry Workshop</td>
<td>41</td>
</tr>
<tr>
<td>Spring 10</td>
<td>ENG 102, ENG 360, ENG 377</td>
<td>English Composition II, Intro to Creative Writing, Creative Writing; Poetry</td>
<td>41</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).


POETRY in JOURNALS:
"Come Back to the Dance, Dick Clark" in Prairie Schooner (Fall 2009): 84.
"Kings of Boogie" in Prairie Schooner (Fall 2009): 85.
"The Evolution of Rock 'n' Roll" in Prairie Schooner (Fall 2009): 86.
"Any Sky." Kestrel Anniversary Anthology (Spring 2009): 73 (peer reviewed)
"Deep Well, Buffalo Creek." Riverwind (Fall 2005): 2.
"River Dance." Riverwind (Fall 2005): 73.

4) Papers presented at state, regional, national, or international conferences.


POETRY READINGS:
5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.


6) Externally funded research grants and contracts you received.

Fellowship to Virginia Center for the Creative Arts from the Mid-Atlantic Arts Foundation in the amount of $1500.00. Residency at the Center: 2/14-3/4/2009.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8) Community service as defined in the Greenbook.

Coordinator of Visiting Writers Series sponsoring and hosting 6 authors per year for readings and workshops, 2005-2009.
Faculty Data Sheet
(Information for the period of this review)

Name: Edmund M. Taft
Rank: Professor
Status (Check one): Full-time X Part-time Adjunct
Current MU Faculty: Yes X No
Highest Degree Earned: PhD Date Degree Received: 1983
Conferred by: Pennsylvania State U
Area of Specialization: Shakespeare & Renaissance Literature

Professional Registration/Licensure
Agency
Years non-teaching experience 5
Years of employment other than Marshall 13
Years of employment at Marshall 20
Years of employment in higher education 33
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Spring</td>
<td></td>
<td>Sabbathal</td>
<td></td>
</tr>
<tr>
<td>2008 Fall</td>
<td>Eng 417 / 517</td>
<td>English Drama to 1642</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Eng 319</td>
<td>English Literature since 1800</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Eng 201H</td>
<td>English Composition Honors</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Eng 201H</td>
<td>English Composition Honors</td>
<td>21</td>
</tr>
<tr>
<td>2008 Summer</td>
<td>Eng 412 / 512</td>
<td>Shakespeare’s Histories &amp; Tragedies</td>
<td>17</td>
</tr>
<tr>
<td>2008 Spring</td>
<td>Eng 410 / 510</td>
<td>Shakespeare’s Comedies, Tragicomedies, and Romances</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Eng 319</td>
<td>English Literature since 1800</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Eng 102</td>
<td>English Composition II</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Eng 102</td>
<td>English Composition II</td>
<td>21</td>
</tr>
<tr>
<td>2007 Fall</td>
<td>Eng 412 / 512</td>
<td>Shakespeare’s Histories &amp; Tragedies</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Eng 319</td>
<td>English Literature since 1800</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Eng 319</td>
<td>English Literature since 1800</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Eng 201H</td>
<td>English Composition Honors</td>
<td>14</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).
4) **Papers presented at state, regional, national, or international conferences.**


5) **Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.**

Memberships: Shakespeare Association of America (SAA); Ohio Valley Shakespeare Conference; Connotations Society; Shakespeare and Renaissance Association of West Virginia (2004-06).


Offices: Ohio Valley Shakespeare Conference Advisory Board (2005 to present); appointed editor of *Selected Papers of the Ohio Valley Shakespeare Conference* (2006 to present)

6) **Externally funded research grants and contracts you received.**

7) **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

8) **Community service as defined in the *Greenbook.***

Member, Huntington High School PTO (2004-08)
Faculty Data Sheet
(Information for the period of this review)

Name: John Van Kirk
Rank: Professor

Status (Check one): Full-time X Part-time Adjunct Current MU Faculty: Yes X No

Highest Degree Earned: MFA Date Degree Received: May 1991

Conferred by: University of Maryland
Area of Specialization: Creative Writing: Fiction

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Fall</td>
<td>English 102, 2 sections English 428/528, 2 sections English 681</td>
<td>Composition II International Literature Master's Thesis</td>
<td>38 22 1</td>
</tr>
<tr>
<td>2009 Spring</td>
<td>English 102, 2 sections English 492/592 YGS 162 English 681</td>
<td>Composition II Fiction Workshop Yeager Seminar: Humanities, Texts, &amp; Values (Team Taught—100%) Master's Thesis</td>
<td>33 12 12 2</td>
</tr>
<tr>
<td>2008 Fall</td>
<td>English 201H English 428/528 English 481/581</td>
<td>Honors Composition International Literature Special Topics.: Teaching Creative Writing</td>
<td>20 32 8</td>
</tr>
<tr>
<td>2008 Spring</td>
<td></td>
<td>Sabbatical Leave</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain. N/A.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).

“Endless Wall” and “Lighthouse” (poems). Wild Sweet Notes II. Huntington, WV: Publisher's Place, 2004.

4) Papers presented at state, regional, national, or international conferences.


5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6) **Externally funded research grants and contracts you received.** See #5 above.
7) **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

See # 5 above.
Also:


8) **Community service as defined in the Greenbook.**

See #7 above.
Faculty Data Sheet  
(Information for the period of this review)

Name: Anthony J. Viola  
Rank: Associate Professor

Status (Check one): Full-time X Part-time Adjunct  
Current MU Faculty: Yes X No

Highest Degree Earned: PhD  
Date Degree Received: June 2003

Conferred by: Ohio University

Area of Specialization: Creative Writing

Professional Registration/Licensure

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of employment other than Marshall</td>
<td>3</td>
</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>4</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>7</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>4</td>
</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>Eng 102-243</td>
<td>English Composition II</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Eng 360-201</td>
<td>Introduction to Creative Writing</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Eng 360-202</td>
<td>Introduction to Creative Writing</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Eng 490-201</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Eng 681-206</td>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Eng 101-139</td>
<td>English Composition I</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Eng 378-101</td>
<td>Creative Writing: Fiction Workshop</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Eng 485-102</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Eng 493-101</td>
<td>Creative Writing: Non-Fiction Workshop</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Eng 593-101</td>
<td>Creative Writing: Non-Fiction Workshop</td>
<td>8</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>Eng 331-801</td>
<td>Introduction to the Short Story</td>
<td>23</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>Eng 102-233</td>
<td>English Composition II</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Eng 102-238</td>
<td>English Composition II</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Eng 360-202</td>
<td>Introduction to Creative Writing</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Eng 492-201</td>
<td>Creative Writing: Fiction Workshop</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Eng 592-201</td>
<td>Creative Writing: Fiction Workshop</td>
<td>7</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>Eng 101-139</td>
<td>English Composition I</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Eng 360-101</td>
<td>Introduction to Creative Writing</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Eng 378-101</td>
<td>Creative Writing: Fiction Workshop</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Eng 681-104</td>
<td>Thesis</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

- Participated in English department assessment of Graduate students, 2006-2009.
- Reader for the ETS (Educational Test Services) scoring of AP Literature Exams, summer 2008 and 2009.
- Mentored an Independent Study: The Study of Interrelated Short Stories, spring 2007 and fall 2008

Graduate Thesis and Exams:
- Nicole Pramik: Creative Thesis (Screenplay), Fall 2006-Spring 2007 (Chair)
- Joshua Mattern: Creative Thesis (Short Stories), Fall 2007-Spring 2008 (Chair)
- Angela Hunt: Creative Thesis (Creative Non-Fiction), Fall 2007-Spring 2008 (Reader)
- Kelly Broce: Creative Thesis (Creative Non-Fiction), Fall 2007-Spring 2008 (Reader)
- Erin Waggoner: Creative Thesis (Short Stories), Fall 2008-Spring 2009 (Chair)
- Erin Waggoner: Master’s Exam (Short Story Subject Area), Spring 2009 (Chair)
• Todd Parks: Master's Exam (Short Story Subject Area), Spring 2009 (Reader)
• Cody Mullins: Master's Exam (Short Story Subject Area), Spring 2009 (Reader)

3) Discipline-related books/papers published (provide a full citation).

Fiction:
• “What to Do After.” *Gulf Coast*, Vol. 19, No. 1. 2006

4) Papers presented at state, regional, national, or international conferences.

“Arthur Kill, Staten Island,” (novel chapter), *Don’t You Have Anything Better to Do?: Work, Play, and Humor in English Studies*, Athens, OH, October 2006. and hosted by Ohio University.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

• Association of Writers and Writing Programs (member)
• Reader for the ETS (Educational Test Services) scoring of AP Literature Exams, summer 2008 and 2009.

6) Externally funded research grants and contracts you received.

• Graduate College Fund for Reassigned Time for Research, spring 2009
• College of Liberal Arts Faculty Development Award, fall 2008
• College of Liberal Arts Faculty Development Award, fall 2007

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

“Everybody Smells Like Fish”: “100 Other Distinguished Stories,” *Best American Short Stories 2007*
“What to Do After”: Pushcart Prize nomination, 2008

8) Community service as defined in the Greenbook.

• Active Member of the English Majors Committee, Marshall University, Fall 2008-2009
• Active Member of the Faculty Concerns Committee, Marshall University, Fall 2007-Spring 2008
• Active Member of the Writing Committee, Marshall University, Fall 2006-Spring 2008
• Advisor, *Ectetera Literary Guild*, Marshall University, Fall 2006-Fall 2009
• Evaluator, English Major Undergraduate Portfolio Assessment, Marshall University, Spring 2007-Spring 2009
• Participated in SCORES in April 2009.
• Member of the Birke Fine Arts Symposium Committee, 2009.
• Participated in Senior Portfolio Assessment, April 2009.
• Presented at the Summer 2008 Orientation session for Part- and Full-time instructors and Teaching Assistants.
• Represented the English Department for the Majors Expo in Spring 2009
• Helped organize and promote the spring 2009 English Major’s Event.
• Participated in an informal advisory group, titled the “3-2-1 Group” to offer suggestions for Interim English Department Chair, Dr. Donna Spindel, 2009.
• Sponsored Winners in 2008 and 2009 Maier Awards
• Attended all Visiting Writers Events, 2006-2009.
• Read (pro bono) at Visiting Writer Event, 2006.
Faculty Data Sheet
(Information for the period of this review)

Name: John K. Young
Rank: Associate Professor

Status (Check one):  Full-time X  Part-time Adjunct  Current MU Faculty:  Yes X  No

Highest Degree Earned: PhD
Date Degree Received: 1998

Conferred by: Northwestern University

Area of Specialization: 20th Century British & American Literature, African American Literature, Editorial Theory, Narrative Theory

Professional Registration/Licensure
Agency
Years non-teaching experience: n/a
Years of employment other than Marshall: 2
Years of employment at Marshall: 10
Years of employment in higher education: 12
Years in service at Marshall during this period of review: 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sabbatical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2007</td>
<td>ENG 101 (online)</td>
<td>English Composition I</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>ENG 102 (online)</td>
<td>English Composition II</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>ENG 102 (online)</td>
<td>English Composition II</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ENG 350</td>
<td>Literary Studies for Majors</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>ENG 660</td>
<td>Literary Theory (Psychoanalysis)</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>ENG 101 (online)</td>
<td>English Composition I</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>ENG 101 (online)</td>
<td>English Composition I</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>ENG 102 (online)</td>
<td>English Composition II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ENG 350</td>
<td>Literary Studies for Majors</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>ENG 433</td>
<td>20th-Century British Poetry</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>ENG 533</td>
<td>20th-Century British Poetry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENG 630</td>
<td>Materials &amp; Methods</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>ENG 101 (online)</td>
<td>English Composition I</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>ENG 101 (online)</td>
<td>English Composition I</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>ENG 350</td>
<td>Literary Studies for Majors</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ENG 636</td>
<td>Selected English Writers (Transnational British Modernism)</td>
<td>18</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.
3) Discipline-related books/papers published (provide a full citation).


4) Papers presented at state, regional, national, or international conferences.

- “Quite as human as it is Negro’: Subpersons and Textual Property in *Native Son.*” New Directions in African American Literature, Theory, and Cultural Studies Conference. Evanston, IL. Apr. 2007.

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.


Program co-chair, Society for Textual Scholarship, 2009.

6) Externally funded research grants and contracts you received.

Not applicable during period of review.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.


Invited lectures:


8) Community service as defined in the Greenbook.
Faculty Data Sheet  
(Information for the period of this review)

Name: Jun Zhao  
Rank: Assistant Professor

Status (Check one): Full-time X Part-time Adjunct  
Current MU Faculty: Yes X No

Highest Degree Earned: PhD  
Date Degree Received: July 2007

Conferred by: University of Arizona

Area of Specialization: Second Language Acquisition and Teaching

Professional Registration/Licensure  
Agency

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of employment other than Marshall</td>
<td>n/a</td>
</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>2</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>2</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>2</td>
</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/Fall</td>
<td>Eng 102</td>
<td>English Composition 2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Eng 478/578</td>
<td>Introduction to Sociolinguistics</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Eng 581</td>
<td>ESL Methods</td>
<td>3</td>
</tr>
<tr>
<td>2008/Spring</td>
<td>Eng 102</td>
<td>English Composition 2</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Eng 478/578</td>
<td>Introduction to Sociolinguistics</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Eng 583</td>
<td>Second Language Acquisition Theory</td>
<td>5</td>
</tr>
<tr>
<td>2008/Fall</td>
<td>Eng 102</td>
<td>English Composition 2</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Eng 478/578</td>
<td>Introduction to Sociolinguistics</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Eng 582</td>
<td>Research Methods of Applied Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>2009/Spring</td>
<td>Eng 633</td>
<td>Research Methods of Applied Linguistics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Eng 485</td>
<td>Independent Study: Cognitive Linguistics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Eng 611</td>
<td>Independent Study: Language Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Eng 102</td>
<td>English Composition 2</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Eng 478/578</td>
<td>Introduction to Sociolinguistics</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Eng 615</td>
<td>Teaching English and Applied Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain. 

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).


4) **Papers presented at state, regional, national, or international conferences.**


5) **Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.**

**Memberships:**
American Association for Applied Linguistics (AAAL)
Teaching English to Speakers of Other Languages (TESOL)
WV TESOL (West Virginia Teaching English to Speakers of Other Languages)
IN TESOL (Indiana Teaching English to Speakers of Other Languages)

6) **Externally funded research grants and contracts you received.**

N/A

7) **Awards/honors (including invitations to speak in your area of expertise) or special recognition.**

8) **Community service as defined in the Greenbook.**
## Appendix IIa
### Teaching Assistant Data Sheet

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brent Parker</td>
<td>101</td>
<td>Composition 1</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monica Queses</td>
<td>101</td>
<td>Composition 1</td>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisa Stuchell</td>
<td>101</td>
<td>Composition 1</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bart Demeter</td>
<td>101</td>
<td>Composition 1</td>
<td>23</td>
<td>22</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peggy Henderson Murphy</td>
<td>101</td>
<td>Composition 1</td>
<td>16</td>
<td>22</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Todd Snyder</td>
<td>101</td>
<td>Composition 1</td>
<td>20</td>
<td>24</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisa Stuchell</td>
<td>101</td>
<td>Composition 1</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Lisa Stuchell</td>
<td>102</td>
<td>Composition 2</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Jennifer Adams</td>
<td>101 (2 sections)</td>
<td>Composition 1</td>
<td></td>
<td></td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brandy Fraley</td>
<td>102</td>
<td>Composition 2</td>
<td></td>
<td></td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amanda Rogers</td>
<td>101</td>
<td>Composition 1</td>
<td></td>
<td></td>
<td>18</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Ryan Angus</td>
<td>101</td>
<td>Composition 1</td>
<td></td>
<td></td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Ryan Angus</td>
<td>102</td>
<td>Composition 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Emily Beard</td>
<td>101</td>
<td>Composition 1</td>
<td></td>
<td>19</td>
<td>19</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Leah Haydu</td>
<td>101</td>
<td>Composition 1</td>
<td></td>
<td>20</td>
<td>22</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Joshua Iddings</td>
<td>101</td>
<td>Composition 1</td>
<td></td>
<td>17</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joshua Iddings</td>
<td>102</td>
<td>Composition 2</td>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Matthew McBride</td>
<td>101</td>
<td>Composition 1</td>
<td></td>
<td>23</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Section</td>
<td>Year</td>
<td>COM 1</td>
<td>17</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
<td>-------</td>
<td>-------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Rhea Dates Ramey</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td>17</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Crystal Rookstool</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td>13</td>
<td>20</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Mark Davis</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td>24</td>
<td>21</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Walter Iriate</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td></td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Paul McCoy</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td></td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennifer Neff</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td>19</td>
<td>21</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Joshua Mattern</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td>21</td>
<td>23</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Susanne Samples</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td></td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennifer DePompei</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td>22</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathleen Jordan</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td></td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathleen Jordan</td>
<td>102</td>
<td>202</td>
<td>102</td>
<td></td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly Broce</td>
<td>102</td>
<td>202</td>
<td>102</td>
<td>21</td>
<td></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Samara Bennett</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td></td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kevin Cline</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td></td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kevin Cline</td>
<td>102</td>
<td>202</td>
<td>102</td>
<td></td>
<td>25</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Joe Fincham</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td></td>
<td>43</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Joe Fincham</td>
<td>102</td>
<td>202</td>
<td>102</td>
<td></td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jamie Hickman Weaver</td>
<td>101</td>
<td>201</td>
<td>101</td>
<td></td>
<td>22</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

\[5\] Two sections
## Appendix III
Students’ Entrance Abilities (Graduate Programs)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>N with GRE</th>
<th>Mean Undergraduate GPA</th>
<th>Mean GRE Verbal</th>
<th>Mean GRE Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>14</td>
<td>13</td>
<td>3.67</td>
<td>527.7</td>
<td>374.6</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>3</td>
<td>3</td>
<td>3.0</td>
<td>433.3</td>
<td>396.7</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>17</td>
<td>16</td>
<td>3.23</td>
<td>491.3</td>
<td>449.4</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>6</td>
<td>5</td>
<td>3.18</td>
<td>480.0</td>
<td>370.0</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>12</td>
<td>10</td>
<td>3.24</td>
<td>495.0</td>
<td>469.0</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>5</td>
<td>4</td>
<td>3.21</td>
<td>460.0</td>
<td>462.5</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>12</td>
<td>10</td>
<td>3.73</td>
<td>521.0</td>
<td>466.0</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>2</td>
<td>2</td>
<td>3.09</td>
<td>535.0</td>
<td>555.0</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>15</td>
<td>15</td>
<td>3.43</td>
<td>492.7</td>
<td>482.7</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>3</td>
<td>3</td>
<td>2.92</td>
<td>540.0</td>
<td>550.0</td>
</tr>
</tbody>
</table>
### Appendix IV
Students’ Exit Abilities (Graduate Programs)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>17</td>
<td>3.77</td>
</tr>
<tr>
<td>2005-06</td>
<td>14</td>
<td>3.90</td>
</tr>
<tr>
<td>2006-07</td>
<td>15</td>
<td>3.79</td>
</tr>
<tr>
<td>2007-08</td>
<td>18</td>
<td>3.82</td>
</tr>
<tr>
<td>2008-09</td>
<td>16</td>
<td>3.73</td>
</tr>
</tbody>
</table>
# Appendix V
## Assessment of the Program’s Student Learning Outcomes
### 5 year summary

**Component Area/Program/Discipline: MA, English, COLA**

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (draft of proposed plan)</td>
<td>5-hour written comprehensive exam, conducted over two days.</td>
<td>Reported as in development in 2004 program review, but not completed at this time.</td>
<td>No formal assessment done beyond individual student performance on comprehensive exam.</td>
<td>None was undertaken during the period under review.</td>
</tr>
<tr>
<td>1.1 Demonstrate comprehensive knowledge of at least three areas of literary study, which include designated historical periods, genres, or literary and cultural theory. Comprehensive knowledge should include major works in all applicable genres and relevant historical, critical, and/or theoretical material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Demonstrate competence with at least two major areas of literary and cultural theory, both in relation to and independent of particular literary periods and genres.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Demonstrate familiarity with a range of literary periods, genres, and theories beyond those described above.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abilities (draft of proposed plan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Demonstrate a sophisticated level of textual analysis for fiction, poetry, drama, film, nonfiction, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Accurately and insightfully incorporate terms and methods of literary and cultural theory as integrated aspects of the student’s own textual analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Write polished essays of substantial length which develop advanced critical arguments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Use professional research tools, showing both accuracy in format and the ability to choose, introduce, provide background for, and evaluate peer-reviewed sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Appendix VI
## Program Course Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>502</td>
<td>Composition &amp; Rhetoric for Teachers</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>508</td>
<td>Advanced Expository Writing</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>509</td>
<td>Milton</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>Shakespeare’s Comedies, Tragicomedies, &amp; Romances</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>511</td>
<td>Chaucer</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>9</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>512</td>
<td>Shakespeare’s Histories &amp; Tragedies</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>513</td>
<td>British Novel to 1800</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>514</td>
<td>19th-Century British Novel</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>1</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>515</td>
<td>Victorian Poetry</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>517</td>
<td>British Drama to 1642</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>519</td>
<td>Approaches to Teaching Literature</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>521</td>
<td>American Literature to 1830</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>522</td>
<td>American Literature, 1830-1865</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>8</td>
<td></td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>523</td>
<td>American Literature, 1865-1914</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>524</td>
<td>American Literature, 1914-1945</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>525</td>
<td>Southern Writers</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Course ID</td>
<td>Course Title</td>
<td>Credits</td>
<td>Type</td>
<td>Time 1</td>
<td>Time 2</td>
<td>Time 3</td>
<td>Time 4</td>
<td>Time 5</td>
<td>Time 6</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>526</td>
<td>Appalachian Literature &amp; Theory</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>528</td>
<td>International Literature</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>533</td>
<td>20th-Century British and Irish Poetry</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>534</td>
<td>20th-Century American Poetry</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>536</td>
<td>Medieval British Literature</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>538</td>
<td>17th-Century Literature: Poetry &amp; Prose</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>544</td>
<td>Rendering the Landscape</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>4</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>547</td>
<td>British Romantic Poets</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>555</td>
<td>Literary Criticism</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>558</td>
<td>Contemporary Fiction: Form &amp; Theory</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>562</td>
<td>Restoration &amp; 18th-Century British Poetry &amp; Prose</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>567</td>
<td>Visual Rhetoric</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>575</td>
<td>Introduction to Linguistics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>576</td>
<td>Modern Grammar</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>7</td>
<td>15</td>
<td>7</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>578</td>
<td>Introduction to Sociolinguistics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>580</td>
<td>Special Topics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>581</td>
<td>Special Topics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>582</td>
<td>Special Topics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>583</td>
<td>Special Topics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>585</td>
<td>Independent Study</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>591</td>
<td>Creative Writing: Poetry Workshop</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Time</td>
<td>Days</td>
<td>Location</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------</td>
<td>---------</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>592</td>
<td>Creative Writing: Fiction Workshop</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>4</td>
<td>10</td>
<td>6</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>593</td>
<td>Creative Writing: Nonfiction Workshop</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>601</td>
<td>Folk &amp; Popular Literature</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>610</td>
<td>Readings in British &amp; American Literature</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>611</td>
<td>Independent Readings</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>615</td>
<td>Teaching English &amp; Applied Linguistics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>14</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>630</td>
<td>Materials and Methods of Research</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>13</td>
<td>15</td>
<td>12</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>631</td>
<td>Major American Authors</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>16</td>
<td>16</td>
<td>8</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>633</td>
<td>Research Methods in Applied Linguistics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>635</td>
<td>Major Texts</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>636</td>
<td>Selected British Writers</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>5</td>
<td></td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>637</td>
<td>Topics in British Literature</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>640</td>
<td>Composition Pedagogy</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>12</td>
<td>17</td>
<td>14</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>641</td>
<td>Advanced Composition Institute I</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>16</td>
<td>16</td>
<td>17</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>642</td>
<td>Advanced Composition Institute II</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>17</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>643</td>
<td>Electronic Writing Project</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>644</td>
<td>Teacher Inquiry</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>16</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>647</td>
<td>Teaching Writing in the Two-Year College</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>650</td>
<td>Special Topics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>651</td>
<td>Special Topics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>652</td>
<td>Special Topics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>653</td>
<td>Special Topics</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literary Theory</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>----</td>
<td>-------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>660</td>
<td>Thesis</td>
<td>R (thesis option only)</td>
<td>Td</td>
<td>Huntington</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 7 10</td>
<td>4 7 9</td>
<td>2 8 4 4 3 1 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Appendix VII
## Program Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Admitted</td>
<td>17</td>
<td>23</td>
<td>17</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td>48</td>
<td>46</td>
<td>51</td>
<td>54</td>
<td>48</td>
</tr>
<tr>
<td>Minors***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total of Students Enrolled in the Program</td>
<td>48</td>
<td>46</td>
<td>51</td>
<td>54</td>
<td>48</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>17</td>
<td>14</td>
<td>15</td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>
Figure 1: Trend Line for Enrollments and Graduates

- Graduates
- Enrolled

2008-09
2007-08
2006-07
2005-06
2004-05
## Appendix VIII
### Job and Graduate School Placement Rates

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to Graduate Programs</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Five -Year Total

No formal data has been collected in this area during the period under review.