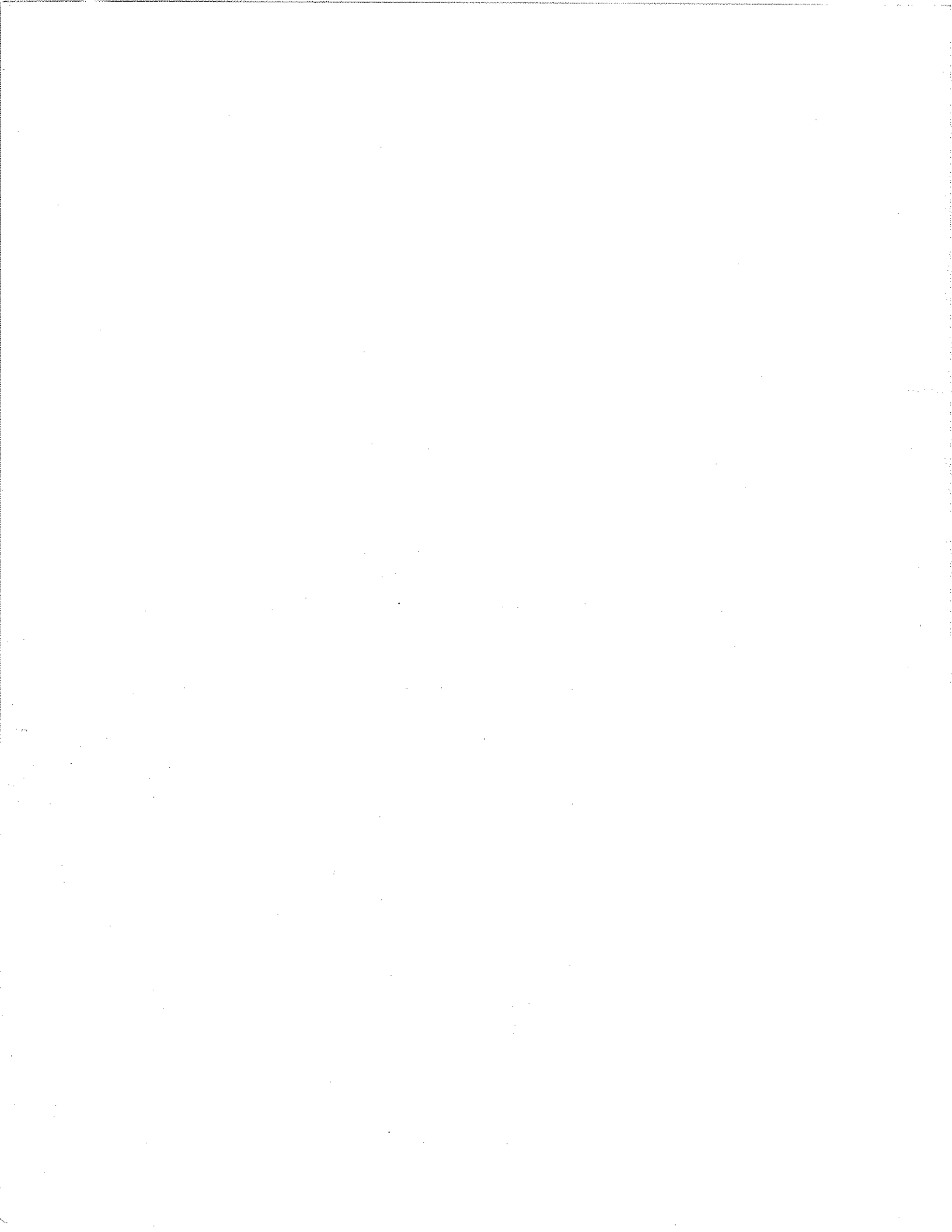




AY 2010 – 2011
Program Review

English



ENGLISH

PROGRAM

REVIEW

2004-2010

English Program Review 2004-2010

A. Program History

The English program, as it is now composed, first appeared in 1993. Prior to that time, Mesa State College offered a Bachelor of Arts in Liberal Arts with areas of emphasis in several fields, including English. Partly as a result of recommendations from the North Central Accreditation Report, the older degrees were replaced with traditional degree programs. At that time, the new B.A. in English offered four concentrations: English Literature, Writing, and English with secondary and elementary education. This change in degree increased the academic rigor of the program by ensuring exposure to common core courses and by streamlining the program.

In 2001, the B.A. in English with elementary certification was eliminated and absorbed into the new Liberal Arts program in response to mandates from the Colorado State Legislature and the Colorado Commission on Higher Education. This was also in accordance with newly-developed content area standards adopted by the Colorado Department of Education and the National Council for Accreditation of Teacher Education.

The English program has existed in its current structure since the spring semester, 2010. The B.A. in English now offers three traditional concentrations: English Literature, English Writing, and English with secondary teaching certification. Prior to spring 2010, the program contained four emphases; the three listed as well as an emphasis in Professional and Technical Writing, established in 2005. That emphasis has been withdrawn due to program prioritization. The developmental program (ENGL 030, 060, 090), which was previously under the auspices of our department, was moved to Western Colorado Community College in July 2006.

The three remaining concentrations are well established, and all English majors take a common core of classes and English 494, Senior Seminar in Literature. In addition, writing emphasis students take English 492, Senior Seminar in Writing. The English program also supports the B.A. in Liberal Arts with teacher certification and supports the college as a whole through the required composition sequence and general education Humanities offerings. Furthermore, the English program offers Honors courses on a regular basis. The program is supported by a 30 station computer-aided classroom. The Writing Center was discontinued in July, 2007 due to prioritization, and its essential functions have been absorbed by the Tutorial Learning Center. We have established and implemented assessment

goals for the composition sequence, our general education courses, and the senior seminars. The composition sequence, required of all Mesa State students, now serves about 3700 students per year, an increase of 900 students per year over the last review in 2003, with a decrease of one tenure/tenure track faculty and one full time instructor position. We also serve about 765 students per year in general education literature courses, a slight drop in numbers from 2003 attributable to the shift of three hours of humanities requirements mandated to a course in History.

B. Program Goals and Objectives

English is the study of formalized communication in the written arts, including criticism, as well as the study of language itself. Courses emphasize the critical, theoretical, and research tools necessary for understanding complex written and oral interactions, including literature and criticism. The Department of Languages, Literature and Mass Communications supports the philosophy and goals of Mesa State College by developing the “intellectual, ethical, and aesthetic sensibilities that enable a student to pursue a rewarding career and assume a responsible and productive role in society.” The department also “seeks to liberate persons from narrow interests and prejudices, to help them observe reality precisely, to judge opinions and events critically, to think logically, and to communicate effectively” (Catalog, overview).

Our goals as a department include the following:

1. To help students think clearly and express themselves effectively in writing and speaking in a society increasingly dependent upon effective communication.
2. To provide students with an education that will make them effective readers, writers, and thinkers and skilled practitioners of the scholarly procedures of research and critical analysis.
3. To help students gain an appreciation for literature as the finest expression of the human condition and to promote students' cultural awareness and critical acumen.
4. To teach the skills and principles of composition, English grammar, literary criticism and theory.
5. To help students appreciate language as a tool of self-expression and refine those forms of expression.

Students should develop the following abilities:

1. ability to think critically and objectively;
2. ability to express themselves effectively in written and oral form;
3. ability to analyze and assess literature;

4. ability to undertake and report competent research, thereby engaging in the academic dialogue;
5. ability to understand many of the works of English, American, and world literatures;
6. ability to understand the development of the English and American literary traditions;
7. ability to understand the contributions of this literature to Western culture; and
8. ability to understand and apply various critical theories.

In addition, students within the writing emphasis will be able to produce competent original works of poetry, fiction, and/or creative non-fiction as well as criticism. Students within the teaching emphasis will be able to demonstrate all the objectives of the teacher education program, especially substantial knowledge of the subject matter.

C. Analysis of Need for the Program

i) Enrollments, graduates, and other relevant data.

Enrollments:

From the period of summer 2004 through spring 2010, our statistics show a total headcount of 4,143 students enrolled in English degree courses, which is equivalent to an average headcount of 690 students per academic year, and an average of 2,060 credit hours per academic year (Appendix A: Table 2A). The number of students declared in each specialization has fluctuated over the six-year period, but based upon Fall statistics for each year (Appendix A: Table 1A), average numbers of students for each major follow: 68 in Writing, 70 in Secondary Education, 35 in Literature, and 4 in Technical and Professional Writing.

The Technical and Professional Writing concentration has been deleted from our offerings due to the relatively low demand for this major. However, demand for the remaining three majors is strong and stable. In fact, in the most recent academic year, enrollments by Literature and Secondary Education majors increased and enrollments by Literature and Writing majors are above the average counts for the six-year period (Appendix A: Table 2A).

We currently have nineteen additional students pursuing minor concentrations, 6 in English Literature and 13 in English Writing (Appendix A: Table 1B). Although the number of minors has fluctuated, it was at a high of 35 students in the most recent academic year.

Retention:

One-year retention rates from 2004-2009 averaged 62.7% for the three English concentrations (Appendix A: Table 3). This compares favorably to the overall one-year retention rate of the college, which is 58.9%.

Degrees awarded:

The total number of English degrees awarded has fluctuated from a peak of 41 degrees in 2006 to a low of 18 degrees awarded in 2009 (Appendix A: Table 4). Graduates in 2010 reached a four-year high at 32. Of the average 95 English major students retained after each year (Table 3), we have about a 27% overall

graduation rate. Our continuing enrollments are quite strong and our graduation rate is stable.

ii) Other considerations.

Enrollments, General Education:

Overall, 76% of English course sections offered are lower division (100 or 200 level courses), 17.3% are upper division (300 or 400 level courses), and 0.7% are at the graduate level (ENGL 543, in support of the M.A. in TESOL) (Appendix A: Table 5). This shows the significant and extensive role our department plays in offering coursework in addition to specialization courses (and in providing credit hours to the institution). Many of these are courses that meet general education requirements (ENGL 111, 112, 131, 132, 150, 222, 231, 232, 254, 255, 261, 262.)

As a note, enrollments in our feeder courses English 111 and 112 have increased steadily over the past four years with an all-time high enrollment in 2009-2010 of 17,234 registrations (Appendix A: Table 2B).

D. Narrative Summaries of Resources

i) Unique characteristics of the program influencing the need for resources.

Our program has few particularly unique needs. The principal areas of need, as in all degree programs, are for the recruitment of highly qualified faculty and continuing recruitment of high-achieving students. The need for physical resources is limited to classroom and computer lab space (as well as office space, computers and support for *Pinyon* and, until they receive space in the new Student Center, the *Literary Review*). However, since much of the teaching in our area involves small group work and learning communities, we have an increased need for classrooms that provide moveable desks on non-tiered floors. One need unique to all programs on our campus is increased funding for participation of faculty in scholarly conferences. In order to maintain an outstanding level of scholarship among English faculty, it is essential for them to have access to travel funds beyond what is customarily necessary at universities located closer to urban centers. Due to the isolation of our location, travel to conferences and congresses is comparatively more costly, so funding needs are greater.

ii) Faculty and staff

As of the fall semester of 2010, the English program has eleven full-time, tenured and tenure track faculty members:

- Barak, Julie, tenured Professor of Contemporary American Literature, was hired in 1997. She obtained her B.A. and M.A. from Creighton University and her Ph.D. from the University of Nebraska, Lincoln. She served for five years as the Department Head of Languages, Literature and Mass Communication. She has 24 years of teaching experience.
- Bruch, Julie, tenured Professor of Linguistics, was hired in 2002. She obtained her B.A. at Western Michigan University and her Ph.D. from the University of Kansas, Lawrence. She has 22 years teaching experience. Dr. Bruch spent a year in Tokyo, Japan as a Fulbright scholar and received the Mesa State College Outstanding Achievement in Teaching award in 2006.

- Calland, Robin, Assistant Professor of Children's and Young Adult Literature, was hired in 2009. She obtained her B.A. from University of Colorado, Denver and her M.A. and Ph.D. from University of Colorado, Boulder. She has 13 years teaching experience. She received the Distinguished Educator award at Southern Utah University in 2008.
- Gerlach, TJ, Assistant Professor of English and Faculty Advisor for *The Mesa State Literary Review*, was hired in 2005. He obtained an M.F.A. from the University of Utah and his Ph.D. from the University of Denver. He has 14 years teaching experience.
- Haas, Kurtis, Associate Professor of Medieval and Renaissance literature, was hired in 1999. He obtained his B.A. and M.A. from Truman State University and a Ph.D. from University of Nebraska. He served for two years as the Department Head of Languages, Literature, and Mass Communication. He has 19 years teaching experience. Dr. Haas won the Mesa State Distinguished Faculty award in 2006.
- Hague, Kristen, Associate Professor of 18th Century literature and Director of Honors Program, was hired in 2001. She obtained her B.A. from Providence College and her M.A. and Ph.D. from University of New Mexico. She has 14 years of teaching experience.
- Hancock, Jennifer. Assistant Professor of Creative Writing, was hired in 2010. She obtained her B.A. from Oklahoma State University, her M.F.A. from Sarah Lawrence College, and her Ph.D. from Oklahoma State University. She has 15 years of teaching experience.
- Laga, Barry, Professor of Literary Theory and American Literature and Department Head of Languages, Literature, and Mass Communication, was hired in 1997. He obtained his B.A. and M.A. from Brigham Young University and his Ph.D. from Purdue University. He has 22 years of teaching experience. Barry spent six months as a Fulbright Scholar in Antwerp, Belgium, and in 2002, he won the Mesa State College Distinguished Faculty award.

- Neal, Maureen, Professor of Composition, Rhetoric, and Linguistics, was hired in 1995. She obtained her B.A. from Colorado Women's College (University of Denver), her M.A. from Western State College, and her Ph.D. from Texas A&M University. She has 34 years of teaching experience, 12 of which were in the public schools.
- Phillis, Randy, Professor of Creative Writing, was hired in 1993. He obtained his B.A. and M.F.A. from Wichita State University and his Ph.D. from Oklahoma State University. He served for four years as the Department Chair of Languages, Literature, and Mass Communication. He has 29 years teaching experience. Dr. Phillis is the Editor of *Pinyon*, an international journal of poetry, prose and art at Mesa.
- Wright, William, Professor of Composition and Rhetoric and Poetry was hired in 1998. He obtained his B.A. from Linfield College, his M.A. from University of New Hampshire, and his Ph.D. from University of Arizona. He has 26 years teaching experience. Dr. Wright spent a year in Tromsø Norway as a Fulbright scholar and was a recipient of the Mesa State College Distinguished Faculty in Scholarship award in 2007.

The English program also relies on ten instructors to teach our classes, all of whom have at least a Master's degree and some of whom hold a Ph.D. Those instructors who have Ph.D.s teach lower-division classes and upper-division classes as needed. Instructors who hold Masters' degrees teach lower-division courses unless they have publications that establish the level of learning necessary to teach upper-division courses.

- Brown, William, Instructor of English, obtained his B.A. from Queens College, City University of New York and his Ph.D. from Graduate Center, City University of New York. He has 28 years teaching experience.
- Christ, Carol, Instructor of English, obtained her B.A. from Mesa State College and her M.F.A. from Colorado State University. She has 7 years teaching experience.
- Doug Cox, Instructor of English, obtained his B.A. from Cal Poly, SLO, his M.F.A. from Indiana University, and his Ph.D. from Florida State University. He has 9 years of teaching experience.

- Susan Finch, Instructor of English, obtained her B.A. from Emory University, her M.F.A. from Indiana University, and she is a doctoral candidate at Florida State University. She has 7 years of teaching experience.
- Geiger, Barbara, Instructor of English, obtained her B.A., M.A. and Ph.D. at Texas Tech University. She has 16 years teaching experience.
- Hanson, Michele, Instructor of English and French, obtained her B.A. at University of California, Santa Barbara, her M.A. at University of New Hampshire, and her M.L.S. at University of Arizona. She has 18 years teaching experience, 5 of which were in library instruction.
- Hills, Penney Chapin, Instructor of English, obtained her B.A. at the University of Chicago, and her M.A. at Graduate Faculty New School for Social Research. She has 39 years teaching experience.
- Leadbetter, Ann, Instructor of English, obtained her B.A. at University of Utah and her M.A. at University of New Mexico. She has 17 years teaching experience.
- Mayer-Hunke, Gabriele, Instructor of English and German, obtained her B.S., M.S., B.A., and M.A. from University of Wuerzburg in Germany. She has 30 years teaching experience. She was a recipient of the Mesa State College Outstanding Achievement in Advising award in 2007.
- Nizalowski, John, Instructor of English, obtained his B.A. from Binghamton University and his M.A. from University of Delaware. He has 32 years teaching experience.

Even with twenty professors and instructors, we still do not have enough faculty to cover all the necessary writing instruction. Eight to ten part-time adjunct faculty, all of whom have Masters' degrees, help us fill in the remaining gaps.

The main strength of our program is the faculty, all of whom, except for three instructors, have over 10 years of teaching experience. All faculty in English are committed to the scholar-teacher model and to the delivery of the highest quality undergraduate education. Among them, faculty have numerous professional publications, conference presentations, service as editors of professional journals,

and activity in many professional organizations. We have three faculty members who have traveled and taught abroad as Fulbright Scholars. Moreover, we have two faculty members who have received awards for their teaching, one faculty member who was honored for her advising, one faculty member honored for his scholarship, and two faculty members who have been honored for scholarship and teaching. All faculty teach both upper and lower division courses and share their passion, training and experience with multiple communities of Mesa State College students.

In addition, our Administrative Assistant, Angela Kimmel greets and directs students, helps our Department Heads to construct schedules and monitor budgets, and facilitates communication throughout the campus.

iii) Physical Facilities

The English program faculty offices and reception area occupy two adjoining clusters of offices in Lowell Heiny Hall. The first suite of offices is housed within the space identified to the public as the Department of Language, Literature, and Mass Communication. Inside the departmental doors are departmental mailboxes, two reception areas with couches, an open office area commanded by our administrative assistant, sixteen private offices for instructors and tenure-track faculty, and four small half-offices shared by multiple adjunct instructors and /or lecturers. Also contained within the official enclave of English offices is a spacious copy room that the English program shares with the foreign language program. The rest of the English faculty offices are located in a separate warren of nine offices adjacent to the primary grouping of offices. The English program also shares a computer lab (and its 30 computers) with the Foreign Language program. The computer lab space is available for any of the language and literature professors to reserve (through our administrative assistant) and use as a hands-on computer classroom. Two groups that are affiliated with the English program occupy office space elsewhere on the Mesa Campus. *Pinyon* has an office on the second floor of Lowell Heiny, and *The Literary Review* has an office in Elm Hall.

The English program teaches most of its classes in the Academic Classroom Building and Houston Hall, but faculty members also find themselves teaching in Saunders, Wubben, or elsewhere. All classrooms are shared by multiple disciplines and scheduled centrally by campus administration. Consequently, there are no dedicated classrooms for English, but since most classrooms are "smart" (i.e. equipped with networked computer and projector), faculty members generally have the bare essentials that they need, no matter where they are scheduled. Many current classrooms, however, lack chairs and desks that students can easily move

and reposition. Many of our classes are discussion-based and work best when students and faculty can see each others' faces, but many of the campus classrooms are equipped with immovable desks and chairs. The English faculty looks forward to the renovations on campus that promise to produce more flexible classrooms for us.

iv) Instructional equipment, including information technology and its uses.

As noted above, all English faculty teach in "smart" classrooms and, thus all English classes have access to networked computers and projectors. As far as the technology that faculty needs for research and class preparation goes, all instructors and tenure-track professors are assigned computers that have been equipped with software by campus IT services. Adjunct faculty and lecturers share four computers set aside for them. *Literary Review* does not have its own computers but has access to a bank of computers available to student groups. English faculty members print their materials on three Hewlitt Packard black and white printers and one Hewlitt Packard color printer. We also share a scanner, fax machine and photocopier with the Foreign Languages faculty. Access to the Turnitin.com anti-plagiarism software makes it possible for English faculty to be vigilant about catching cheaters while the affiliated GradeMark software package enables faculty to collect and evaluate essays online. The writing and research demanded of English students requires them to have adequate online resources available. Our students access databases like *Modern Languages Association*, *Project Muse*, *JSTOR*, and *Literature Online* through Mesa State's Tomlinson Library. At the moment, most of our department's technology needs are being met. Our only outstanding need is a publishing software program for *Pinyon* and *The Literary Review*.

v) Library, including DVD, video, etc.

The library staff has evaluated the holdings and resources related to the English program. That report is contained in Appendix B. Both the English program and the library staff agree that we need to strengthen certain areas of our collection. In particular, we need more critical works and scholarship on Children's and Young Adult literature and some texts on high-school composition pedagogy. Also, our creative writing faculty would like to keep students abreast of developing trends with more contemporary poetry and creative non-fiction. On the whole,

however, we are well pleased with our library resources. The article and reference database offerings provide students and faculty with access to a wide range of journal articles, and we greet with pleasure the news that the library plans to add more full-text online resources. When students and faculty cannot obtain books or articles through the library or the databases, the Interlibrary Loan and Prospector services are highly efficient and give faculty and students access to just about any text or document that they might need. Moreover, the multicultural fiction and poetry offerings available to students taking Children's and Young Adult Literature have been greatly expanded, and the library recently fulfilled the request by the Creative Writing faculty for more books on contemporary literary publishing. Our funding appears to be adequate and at the least should continue at its current levels.

vi) Unique sources of revenue and expenditures.

English degree programs as well as General Education English courses are funded from the budget of the Department of Language, Literature, and Mass Communications. Thanks to the number of credit hour dollars generated by English 111 and 112 (the basic required freshmen writing courses) and other general education English courses, the degree programs are largely self-sustaining. However, unlike some general education courses in other departments, enrollment in writing courses is necessarily capped at 27, which limits the capacity of the department to increase revenue per course. At the same time, since English courses are based on abstract content and critical thinking skills, our needs for equipment are minimal.

The only unique expenditures related to English programs include producing two publications (the campus-based and student-funded *Literary Review* and the internationally distributed journal *Pinyon*) and hosting the Mesa State Literary Conference (Annual Writers' Conference). The publications, as well as the conference require minimal investments from the department due to the fact that volunteers, credit-earning students, faculty advisors and staff do all of the work, and English majors engage in fund-raising in the form of annual book sales and other projects.

Section E. Program Effectiveness

i. Accreditations

Mesa State College and its academic programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Further, our concentration in Secondary Education has been accredited through the National Council for the Accreditation of Teacher Education (NCATE) since 2004.

ii. Changes since the previous program review

Many core aspects of our program effectiveness and our assessment of that efficacy have remained the same since the last program review. However, we have augmented our data collection from the Major Field Achievement Test, Senior Seminar and first-year composition courses with a set of embedded course assessments of all of our core literature classes, and have also incorporated the PRAXIS more fully into our assessment plans. Further, the rubric we use to assess the work in beginning composition courses has been revised to include analysis of critical thinking.

At the instructional level, we have increased the variety of our courses and the modes through which we offer them. We now teach ENGL 543, a linguistics course in support of the MATESOL program offered through MSC's Center for Teacher Education. In response to our students' graduate survey requests for more offerings directly applicable to the writing emphasis, such as ENGL 387 Literary Editing and Publishing and ENGL 423 Genre Studies, we also offer a variety of previously dormant technical writing courses, in particular ENGL 219 Introduction to Technical and Professional Writing and ENGL 425 Scientific Writing. We have moved slowly but surely into online modes of delivery, with ENGL 111, 112, 219, 343, 451, 543 and, soon, 471 offered as Internet-based courses.

In 2006, two significant changes to our instructional settings were made. First, we were granted funding to open a computer-assisted classroom for English instruction (now shared with foreign language courses as well). The room is designated for use by ENGL and FL courses on an appointment basis and provides a valuable shared resource for our faculty and students. Second, we merged our Writing Center with the Tutorial Learning Center, which, beyond saving on costs,

has provided a more stable administrative and support structure for the pool of writing tutors.

iii. Assessment of student academic achievements within the program assessment plan, including a summary of strengths and needs identified as a result of these assessments for the years covered by the review.

Appendix D contains our most recent assessment report. These reports ask that each program identify at least three learning objectives and use at least two assessments for identifying success or failure in meeting these objectives. For the past five years, we have identified our program's learning objectives as follows:

Objective 1. Students in the English program will express themselves effectively in written form.

To assess this goal in recent years, the department has looked at the work of senior level students. In the ENGL 494 Seminar in Literature course, students submit a portfolio of their work that allows the faculty to compare student writing from early in their careers with the hopefully more polished seminar paper they produce as part of the course. Almost universally, student growth in the areas identified by the rubric (see Appendix D) is substantial. Overall, students in all three of the program's concentrations become stronger at reading, interpreting, and writing about literary texts.

Similarly, students in the ENGL 492 Seminar in Writing course (required only by students in the Writing Concentration) are required to demonstrate an ability to produce publishable work. About 90% of students in that course meet our program's goal to produce writers capable of making a contribution in their chosen genre (fiction, poetry, non-fiction). In both creative and analytical writing, we are very confident in our students' growth during their time at Mesa State.

An area of future work--revealed both by faculty experiences teaching 494 and by a slight slippage on the 494 rubric in the category that assesses student ability to "justify the significance of his or her contribution"—may be in the area of research writing. Students at times come to the capstone course with less experience in researching and contextualizing their arguments than we expect.

Objective 2. Students in the English program will demonstrate strong content area and pedagogical knowledge.

For the most part, we have formally assessed content area knowledge through the use of two standardized tests: the Major Field Achievement Test in British and American Literature (MFAT) and the PRAXIS II exam (an entry test for prospective teachers).

Our results on the PRAXIS II have been stellar throughout the review period. No student has failed to complete the test in at least two tries and our first-time pass rate exceeds 90%, results that are far above the norms. This speaks well to the fact that our Education Students take the same core curriculum as our Writing and Literature students, providing them with a background that clearly meets or exceeds the standards of the field.

Our students' results on the MFAT have been much more pedestrian, and the analysis of those results was complicated by an interruption to their scoring scale system in the middle of the review period. In general, student performance on the exam has hovered right around the 50th percentile. In our discussions on assessment for the next review period, we will have to decide whether the exam actually reflects the sorts of “content” we intend to provide. For example, the “coverage” section of our curriculum—the 200-level literature surveys—each have embedded assessments where students regularly perform quite well on what we consider important to their knowledge set (namely, content that helps them contextualize texts from literary periods as opposed to regurgitating facts and identifying quotations from various periods). Those results provide solid evidence that students are learning what we believe is important, and causes us to question the degree to which the MFAT is capable of assessing the success or failure of our faculty’s pedagogical strategies.

3. Students in the English program will demonstrate critical thinking skills.

We assess our critical thinking instruction at two points early in the curriculum (though the writing and thinking assessments associated with objective #1 obviously connect to this as well).

First of all, our rubric for assessing the work produced in ENGL 111 and ENGL 112 (our general education writing courses, and obviously requirements for all English majors) was revised to include a category on critical thinking.

Furthermore, the rubric defines critical thinking and was introduced to the faculty with several optional meetings that discussed how to teach and think about critical thinking. We have consistently met our benchmark for at least 75% of 111 and 112 papers demonstrating an ability to think critically.

This emphasis on critical thinking was also a part of our development of the critical thinking sections of the General Education assessments in our 200-level literature surveys. Each of those 4 assessments has multiple choice sections that focus on interpretive reading of passages relevant to the periods covered in the course. We have met our benchmarks on those surveys consistently as well, though with occasional problems created by inconsistent administering of one of the exams.

When combined with the clear improvement in thinking abilities demonstrated by the ENGL 494 portfolios, our graduates are required to demonstrate strong abilities to critically read, interpret, and infer during their time in the English Program.

iv. Faculty success data: 1) teaching, 2) advising, 3) scholarship, and 4) service, 5) other achievements

1) Faculty Success in Teaching

Quality teaching is the defining value of our faculty, and that value drives the way we hire, the way we evaluate our performance, and the way we work with our students.

As a discipline, English is different in that it has an entire sub-discipline (Composition Theory and Rhetoric) dedicated to exploring the question “What does it mean to teach and communicate well?” Over the years, because of the centrality of teaching values to Mesa State, over half of our tenured and tenure-line faculty have substantial credentials (such as publication or a graduate school area of emphasis) in Composition Theory. The majority of the rest of the tenured faculty (and many of our instructors) have published or presented work on the

scholarship of teaching. As a result of this predisposition, we have—as part of the larger LLMC faculty—developed a faculty evaluation system based not only on peer evaluation and student evaluation, but one that rewards reflective practice (see Appendix D for a look at how the system works). English faculty are required to constantly try new classroom activities and evaluate their efficacy using data collection and peer evaluation as instruments. The new system has spurred technological and strategic innovations in our teaching, not to mention an unprecedented level of conversation, not just about what we are doing in the classroom, but about what works and how we measure what works.

Validation of our commitment to teaching was recently quantified by a 2009 snapshot taken by the institution-wide Academic Program Quality Performance and Prioritization effort. As part of that effort, all student course evaluations filled out in the Fall of 2009 were examined for their response to the statement, “Teaching methods and techniques used by professor are effective.” On the Likert scale used by the evaluations, 5 is the highest score possible. In the upper-division courses most representative of the program, the median student response was a 5 and the mean response was a 4.44. Lower-division courses taught by full-time instructional staff had a lower, but still impressive, median of 4.5.

2) Faculty Success in Scholarship

A college faculty becomes adept at teaching its discipline by contributing to it. During the review period, our faculty has produced 66 published articles and creative works, 24 book reviews, and 65 conference papers. The work runs the gamut from articles published in Colorado periodicals to poems in online venues to scholarly articles published in international journals. Everyone who teaches our upper-division English offerings is an active writer and thinker in the field of English studies. While the persistence and size of our teaching load limits our activities in scholarship to a degree, the faculty ensure that they continue to grow as scholars.

3) Faculty Success in Advising

The average faculty advising load for MSC English faculty is 30.5 students. Most of our faculty also serve as advisors 1-3 times per year during New Student Orientation.

In addition, among our faculty are club advisors for the Anime Club, Sigma Tau Delta/English Club, the Literary Review, the International Student Association, the Science Fiction Club and the Black Student Alliance.

4) Faculty Success in Service

A quick glance at our faculty's curriculum vitae demonstrates the rich variety of work done by our faculty on behalf of the department, the full Mesa State campus and the community beyond. As citizens of the Grand Valley, our faculty members have lead cancer fund-raisers and collected donations for food banks. They lead within their churches, coach sports teams, read poetry publicly, discuss books in libraries, judge essay contests and perform a remarkable variety of other kinds of service that contribute to a positive profile of the college within the community. On campus, our faculty serves on committees that run the expected gamut from administrative functions to technical consulting, from curricular construction to consultation on new classroom buildings, and from pedagogical explorations to new faculty searches. We believe deeply in the principles of shared governance and work hard to maintain the smooth operation of our programs and to keep a positive relationship with our partners in other programs.

5) Other Faculty Achievements

Our faculty includes 3 Fulbright Scholars (Bruch, Laga, Wright), 2 winners of Mesa State College's (MSC) campus-wide Distinguished Faculty Award (Haas, Laga), a winner of the MSC Outstanding Achievement in Teaching (Bruch), 2 winners of the MSC Distinguished Scholar Award (Wright, Phillis), a winner of the Campus Advising Award (Mayer-Hunke), and winners of the Distinguished Educator Award and Award for Diversity (at other institutions) (Calland, Hancock). These awards and accomplishments are exemplary of the overall effort put forward by the English faculty in the areas above.

Student Success Data

While our tracking of alumni activity needs to be more systematic, our program has clearly been successful in helping students achieve their personal and professional goals. In addition to the above-noted fact that all of our Secondary

Education students have passed their PRAXIS II licensure exam, we have had a variety of student successes, as the following cross-section of students from 2007-9 indicates:

Ann Hartter—Freelance writer and home-school instructor

Noelle Carson—Mission worker

Pete Ashman—Grand Junction Parks and Recreation

Ashley Doss—Middle School English Teacher, Mesa County District 51

Catrina Lee—Homebound student instructor, Mesa County District 51

Jenna Hill-- Middle School English Teacher, Mesa County District 51

William Laurienti—English Teacher, Mesa County District 51

Dylan Netter—Bicycle Retail

Carrie King—Freelance acting and entertainment

Elise Forte—Book retail, applying to Library Science M.S. programs

Johanna McCahan—Graduate school in English, Colorado State

Mary Grange—Graduate school in Library Science, Indiana University

Teri Mayeda—Graduate school in Education, CSU

Karen Mills-Cochran—Teacher in Glenwood Springs school district

Margie Heidrich—Graduate school in English, St. Xavier University

Heather Dunphey—Entered military

Lisa Wabel—Freelance technical writer

Kim Popick—HS English Teacher, Mesa County District 51

Jason James—Restaurant Manager

Our grads' successful placements as teachers, graduate students and other types of workers—especially given the beginning-career nature of students who fit within

the review period—indicates that our degrees have helped students launch themselves into a wide variety of fields and lifestyles.

F. Strengths Identified by the Review

Without a doubt, the program's strength is in the classroom. In every class taken by our majors, we offer a well-qualified, self-reflective, faculty member that performs research in a field relevant to the course, often including regular publication in major journals. Our faculty believes deeply in student involvement in the classroom. Rarely is there an upper-division course in our department in which students are not being asked to do much more than just sit in a chair and listen to a lecture. Our students are found performing plays, workshopping each others' essays, editing literary magazines, debating linguistic controversies, and engaging with text in any number of ways. Our graduates leave us with not only a firm grasp of the content of English studies, but with a set of tools that make them effective communicators, researchers, and citizens.

An adjunct to this classroom strength is our department's commitment to general education, particularly English Composition courses. In addition to the high percentage of specialized Composition and Rhetoric training done by our faculty, we have persistently worked to strengthen the teaching of English to students outside our major. The recent inauguration of a Composition Committee, a revision of our ENGL 111/112 course objectives, and the production of composition teaching materials for new faculty are all indicators of a time and energy focus that goes beyond only our English majors. For some disciplines, general education is treated as a burden; the English faculty treats it as an important part of our programmatic responsibility to the Mesa State community.

Finally, the review reveals strength in our commitment to student experiences outside the classroom. Our students are provided with a remarkable set of opportunities to edit national and campus-wide literary magazines (*Pinyon* and the *Literary Review*, respectively), read their research and creative works at national conferences and, when possible, meet important figures in English studies at locales around the region. Both within and beyond the major, a large group of students are advised and assisted by our faculty (refer again to the impressive list of clubs advised by our faculty in Section E). The sheer diversity of advising contacts our faculty makes provides opportunities for students to plug into the campus community in a variety of ways. As the campus continues to improve its retention rates, we are proud of the reach of our personal contacts with students across disciplines.

G. Areas Needing Strengthening

The college has grown both steadily and, more recently, explosively during the review period. During that time, our credit hour generation has been excellent, driven by general education enrollments and the discovery of new types of popular courses (such as Scientific Writing) as a result of our experiment with a Technical Writing emphasis and collaboration with other programs. The pendulum of literature about career construction has started to swing sharply away from strictly “professional” programs and back to supporting a broad-based education focused on building creativity, research and communication skills. We have a talented, dedicated faculty, and (as noted above) a number of fantastic opportunities for students to develop a set of abilities that will serve them in a variety of career paths. Despite all these favorable factors, however, our major numbers have been mostly flat. We clearly need to more actively seek out contact with potential students before they get to campus and recruit students with undeclared majors already here on our campus.

Related to our need to recruit, we would also be served well to strengthen our connection to schools, artists, and businesses at all levels: local, regional and national. In general, we have done an excellent job of getting faculty and students out to conferences and other venues within the bounds of our geography and budget. However, to become a presence within the various parts of our community, we need to become better at creating events that will help our students interact with the world, whether for creative inspiration, scholarly development, or professional contacts. We need to more frequently share our own abilities with the local community while also bringing in outside talents to campus for work with our students. Further, we need to be certain that potential students and the people who have contact with them regularly (teachers, counselors, parent groups, etc.) have consistent opportunities to see English in action at Mesa State.

Growth in majors would enable us over the longer term, then, to gather the momentum and staff necessary to continue building ourselves into a program with the profile of a mid-size university in the 21st Century.

H. Vision

i) Proposals for strengthening the program

As of this writing, the working draft of Mesa State's Strategic Planning Goals states that in the future the college is "To serve as the intellectual and cultural center for the region by initiating and promoting the exchange of ideas that are of regional, national, and international importance." This goal partly recognizes the current centrality of MSC to the intellectual life of the region, but also asks individual programs to consider their work for students as having consequences beyond the grounds of the college. MSC students will best thrive in a community that stimulates its members to create, seek, and disseminate knowledge. The English program has an important role in "initiating and promoting the exchange of ideas" between the college and the community; our attempts to fulfill that role will benefit the entire college and dovetail with the areas of our program that need strengthening.

Our faculty acknowledges and embraces a need to work more on recruitment and student professionalization, noting that, to a degree, the improved articulation of our students' career prospects could improve recruitment. We have identified a number of strategies to strengthen student experience and enhance our profile, as follows:

1. Our faculty frequently participate in community events, whether as readers of poetry and fiction, performers at festivals, or lecturers in public forums. However, we rarely do so within the bounds of the college and as models for our students. The creation of an on-campus lecture series, particularly if we invited successful alumni in various fields (we have many successful alumni in the Grand Valley alone), would be a great way to fortify our students within the college while also showing the community what we can do. To bolster attendance, we could extend special invitations to high school English teachers and their students, making such events well-suited to informal recruitment as well.
2. An exploratory committee has already formed to examine the feasibility of hosting an English studies conference at Mesa State. Such a conference would provide students with exposure to ideas from around the country, while also providing them an opportunity to work in hands-on ways in the organizational and interpersonal logistics that go into the undertaking.

3. Using curriculum developed during our experiment with a technical writing emphasis, we can now offer internship opportunities to students that want them. Encouraging students to take these courses as elective opportunities and show off their skills in the community would open up more obvious avenues of post-graduation employment for our students.

4. Some consideration is being given to opening up, perhaps even requiring, a one-credit course in "Applied English Studies" for our students to assist them in career exploration, experience building and identification of key skill sets for their life after graduation. As part of this process, the faculty involved will need to set aside time to research the changing job environment of the nation and the various ways that English majors are fitting into that environment.

All of these options would assist in improving our students' professionalization and in raising the profile of what we do within the community. They would also require at least some logistical and financial support from the college.

ii) Program priorities requiring additional resources

While much of what we propose in the vision statement can be achieved with little to no cost, in order to thrive, the program would benefit from institutional support in the following ways:

1. Especially given the demise of the Lectures and Forums program, we will need some level of financial support to bring outside thinkers to campus for our students and to host community members at related events.
2. An English studies conference will minimally require initial seed money to get off to a good start. Additional funds would be useful for bringing quality speakers to the conference (see above), ideally for sessions that would be open to the community in conjunction with the conference.
3. More formal relationships with the Admissions office would be useful to us for recruitment purposes. While we have been occasionally invited to share brochures and the outlines of what we do with Admissions staff, our faculty have very little idea what options are available to them in terms of ensuring that potential English majors and undecided students are given a positive impression of the power of an English degree. This should not be construed as a criticism of our Admissions staff—the phone works two ways—but we

do not feel well-informed about and well-connected to potential students. By developing stronger liaisons and regular points of contact with recruiters, we believe we as a program could bring more students to Mesa State.

Appendix A

Program Statistics

**Table 1A Undergraduate Enrollment by Major Code, Spring Terms 2005 - 2010
Mesa State College**

Level	Major Code	Program Name						
			2005	2006	2007	2008	2009	2010*
Baccalaureate	3209	English-Tech and Professional Writing						
		New Majors	0	0	1	2	2	0
		Continuing Majors	0	0	0	1	1	3
	Sub-Total		0	0	1	3	3	3
	3212	English-Literature						
		New Majors	16	6	7	6	9	9
		Continuing Majors	24	33	36	26	19	28
	Sub-Total		40	39	43	32	28	37
	3213	English-Teaching (Secondary)						
		New Majors	11	15	6	10	5	9
		Continuing Majors	71	45	51	53	51	56
	Sub-Total		82	60	57	63	56	65
	3215	English-Writing						
		New Majors	12	17	7	9	7	7
		Continuing Majors	57	50	58	54	53	57
	Sub-Total		69	67	65	63	60	64
All English	New Majors		39	38	21	27	23	25
	Continuing Majors		152	128	145	134	124	144
	Grand Total		191	166	166	161	147	169

*Preliminary

Table 1B Number of English Minors by Term

	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
M240 - English Lit.	8	5	4	4	3	5
M241 - English Writing	10	12	8	11	7	11
	Spring 05	Spring 06	Spring 07	Spring 08	Spring 09	Spring 10
M240 - English Lit.	7	5	4	5	4	6
M241 - English Writing	10	12	10	10	9	13
Total by Academic Yr.	35	34	26	30	23	35

Table 2A

Registrations and Credit Hours of English Majors in English Courses

Term	MAJOR										
	Tech/Prof Wrtg (3209)		Eng. Lit (3212)		Second. Educ. (3213)		Writing (3215)		Total		
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours	
Summer 2004			1	3	7	21	8	24	16	48	
Fall 2004			55	164	154	474	145	430	354	1,068	
Spring 2005			81	242	155	457	159	476	395	1,175	
Summer 2005			6	18	5	15	2	4	13	37	
Fall 2005			86	257	118	354	135	399	339	1,010	
Spring 2006			88	264	100	300	156	468	344	1,032	
Summer 2006			2	6	3	9	3	9	8	24	
Fall 2006			79	237	91	273	154	459	324	969	
Spring 2007	1	3	108	324	82	246	137	408	328	981	
Summer 2007			3	9	5	15	5	15	13	39	
Fall 2007	7	21	76	226	96	286	137	408	316	941	
Spring 2008	3	9	72	216	114	340	148	442	337	1,007	
Summer 2008					8	24	3	9	11	33	
Fall 2008	6	18	50	147	101	302	155	446	312	913	
Spring 2009	5	15	73	219	104	312	156	463	338	1,009	
Summer 2009					2	6	3	9	5	15	
Fall 2009	6	18	83	249	112	333	163	479	364	1,079	
Spring 2010	5	15	78	234	105	315	138	413	326	977	
Total	33	99	941	2,815	1,362	4,082	1,807	5,361	4,143	12,357	
Mean (Ave./Yr.)	11		157		227		301		690	2,060	

Table 2B

**English Registrations and Credit Hours
by Term and Course**

Report

TERM	Course					
	ENGL 111		ENGL 112		Total	
	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours
Summer 2004	24	72	28	84	52	156
Fall 2004	888	2,664	457	1,371	1,345	4,035
Spring 2005	535	1,605	750	2,250	1,285	3,855
Summer 2005	39	117	42	126	81	243
Fall 2005	919	2,757	462	1,386	1,381	4,143
Spring 2006	548	1,644	755	2,265	1,303	3,909
Summer 2006	41	123	72	216	113	339
Fall 2006	952	2,856	456	1,368	1,408	4,224
Spring 2007	511	1,533	701	2,103	1,212	3,636
Summer 2007	38	114	92	276	130	390
Fall 2007	944	2,832	376	1,128	1,320	3,960
Spring 2008	500	1,500	711	2,133	1,211	3,633
Summer 2008	34	102	63	189	97	291
Fall 2008	1,028	3,084	453	1,359	1,481	4,443
Spring 2009	514	1,542	830	2,490	1,344	4,032
Summer 2009	42	126	43	129	85	255
Fall 2009	1,226	3,678	439	1,317	1,665	4,995
Spring 2010	674	2,022	1,047	3,141	1,721	5,163
Total	9,457	28,371	7,777	23,331	17,234	51,702

**Table 3 ONE-YEAR RETENTION RATE FOR FIRST-TIME FULL-TIME STUDENTS
2004 - 2009**

Mesa State College

Level	Major Code	Program Name	Retained or Graduated Subsequent Fall # %	Not Retained Subsequent Fall # %	Total # %
Baccalaureate					
	3212	English - Literature	18 66.7%	9 33.3%	27 100.0%
	3213	English - Teaching (Secondary)	38 58.5%	27 41.5%	65 100.0%
	3215	English - Writing	39 62.9%	23 37.1%	62 100.0%
TOTAL			95 62.7%	59 38.3%	154 100.0%
	3209	English - Tech and Professional Writing	1 33.3%	2 66.7%	3 100.0%

Table 4 Degrees Awarded by Major Code, Fiscal Years 2004 - 2010
Mesa State College

Level	Major Code	Program Name	2004	2005	2006	2007	2008	2009	2010
			Baccalaureate						
BBA	3212	English-Literature	2	1	8	9	10	5	8
	3213	English-Teaching (Secondary)	7	6	18	8	4	8	8
	3214	English-Elementary Certification*	4	2	0	0	0	0	0
	3215	English-Writing	11	11	15	8	7	5	16
TOTAL			24	20	41	25	21	18	32

*This degree program moved to Teacher Education in 2006.

Table 5 COURSE SECTION COUNT BY COURSE LEVEL FY 09-10
 (excludes ENGL 395, ENGL 495, ENGL 497)

Level/Course Level	Summer Courses	Fall Courses	Spring Courses	Total Courses
Undergraduate				
Remedial - 000	1 14.3%	25 18.5%	22 16.1%	48 17.2%
Lower - 100	4 57.1%	73 54.1%	75 54.7%	152 54.5%
Lower - 200	1 14.3%	17 12.6%	19 13.9%	37 13.3%
Upper - 300	1 14.3%	13 9.6%	10 7.3%	24 8.6%
Upper - 400	0 0.0%	7 5.2%	9 6.6%	16 5.7%
Subtotal Undergraduates	7 100.0%	135 100.0%	135 98.5%	277 99.3%
Graduate				
Graduate - 500	0 0.0%	0 0.0%	2 1.5%	2 0.7%
Subtotal Graduates	0 0.0%	0 0.0%	2 1.5%	2 0.7%
Total	7 100.0%	135 100.0%	137 100.0%	279 100.0%

Appendix B

Library Assessment

Library Program Assessment

Tomlinson Library

Mesa State College

Date of assessment: July 2010

Collection under review: English Language and Literature

Program level (circle): Certificate Associates Bachelors Masters

Delivery mode: On campus and Online

Library Liaison: Anne Knipe Bledsoe

1. Current Collection Review (Library staff completes)

a. Reference Sources:

Literature

The library has a strong collection of reference materials (2,682 titles) covering literature, the history of literature, quotations, and individual authors. Many of these are serial reference works, updated annually:

Contemporary Literary Criticism, The Dictionary of Literary Biography, Twentieth Century Literary Criticism, Nineteenth Century Literature Criticism, Children's Literature Review, Something About the Author, Short Story Criticism, Contemporary Authors, and Contemporary Authors New Revision Series.

Additionally, the library holds substantial runs of the following serial reference works which are updated as funding allows:

Poetry Criticism, Drama Criticism, Classical and Medieval Literature Criticism, Literature Criticism from 1400 to 1800, British Writers, and American Writers.

English Language

The library has an extensive collection of dictionaries, thesauri, usage manuals and other reference books on the English language (369 titles, 84 published since 1990). The reference area also includes several handbooks of research in the area of teaching English and literacy:

International Handbook of English Language Teaching (2007), 2v

Handbook of Research on New Literacies (2008)

Handbook of Early Literacy Research (2006), 2 v

Professional Writing

In addition to the English language reference works mentioned above, the reference collection includes 33 titles of particular interest for creative and professional writing (19 published since 1990). These resources include style and publication manuals, directories of publishers, and encyclopedias of journalism.

b. Monographic Sources:

Literature

In the general book collection, the library has a fairly strong collection of literature and critical texts in support of the English program:

Literary theory, analysis, and philosophy—1171 titles (251 published since 1990)

Collections of general literature—1,057 titles (102 published since 1990)

Literary Criticism—203 titles (58 published since 1990)

Literary History—321 titles (59 published since 1990)

English Literature (literary works and criticism)—7,476 titles (1,474 published since 1990)

American Literature (literary works and criticism)—9,055 (2,006 published since 1990)

In 2009, the library used supplemental funds to replace worn copies of classic works of English and American literature and to update critical scholarship for major authors in these areas. Over the last 2 years, the library has also worked with English faculty to develop the library's collection of literary work by contemporary authors. Supplementary funding has been used to purchase recommended new poetry, essays and fiction.

The library holds a fairly healthy collection of literature in other languages and in translation in support of the Western World Literature and Non-Western World Literature courses:

Spanish Literature—953 titles (306 published since 1990)

French Literature—1,011 titles (86 published since 1990)

Slavic Literature—493 titles (37 published since 1990)

Italian Literature—200 titles (17 published since 1990)

German Literature—475 titles (22 published since 1990)

Dutch, Flemish, Scandinavian, and Danish Literature—44 titles (4 published since 1990)

Literature of Eastern Asia, Africa, Oceania—221 titles (65 published since 1990)

In 2007, the library worked with English faculty to identify and add key critical works in multicultural and post-colonial literature. Selection of new materials in this area has continued and will be on-going.

The Young Adult and Children's Literature collection is currently quite healthy, with 3,000 titles (366 published since 1990). Caldecott and Newberry Award nominees and winners are added yearly, and the library has been working with English faculty to acquire recently published children's poetry and alphabet books. A grant from the Education department in 2009 allowed the library to strengthen this collection greatly with the purchase of multiple copies of 219 multicultural literature titles selected by English program faculty. While the library Juvenile collection has been reinvigorated, the library's collection of scholarship and criticism of young adult and children's literature remains fairly weak, with only 30 titles (11 published since 1990). The library is working with English faculty to develop this collection with newer critical texts.

Media—The library media collection includes 108 videos and 48 DVDs covering topics in literature, literary criticism, or individual authors. Efforts are made to work with faculty to identify high-use video recordings and to replace them with DVD versions when possible.

Teaching English

The library has a strong, very current collection of materials on the teaching of English language, literature or Language Arts (845 titles, 425 published since 1990). Additionally, the book collection includes 1090 titles (331 published since 1990) on English language history and modern English style and usage.

Media—The library media collection includes 15 videos and 7 DVDs on literacy topics and teaching English.

Professional Writing

The library has a respectable, though somewhat dated collection of materials on writing and journalism:

Journalism—454 titles (170 published since 1990)

Authorship—196 titles (50 published since 1990)

Literary Composition, Technique—62 titles (17 published since 1990)

Poetry Theory and Composition—155 titles (13 published since 1990)

Prose Writing, Fiction and Nonfiction—320 titles (42 published since 1990)

Writing for Children and Young Adults—12 (6 published since 1990)

In support of a new course addition, Literary Editing and Publishing, the library requested and received one-time funding for the purchase of more recently published titles on creative writing and contemporary literary publishing.

Media—The library media collection includes 11 videos covering topics in journalism and creative writing.

c. Periodicals (online and paper):

The library has fairly good collection of print periodicals supporting English programs and majors and more extensive access to such periodical literature through online subscription databases. The hardcopy periodical collection includes 34 literary magazines and journals concerning literature, writing and the teaching of English (see attached list). An additional 93 current periodical titles in these areas are available through the library databases, and databases also provide significant archival access to 40 more online titles (see attached list). In support of the new Literary Editing and Publishing course, the library has also added a subscription to *Cimarron Review*, a literary journal published by the English Department at Oklahoma State University, at the recommendation of the course instructor.

d. Electronic Resources available both on and off campus

E-books

The library owns two large online collections of electronic books supporting English program coursework:

Literature Online database—343,000 titles

NetLibrary—2,070 titles

These collections provide access to the full text of original works of literature as well as works on writing, literary criticism and literary history. The Springerlink collection of e-books also provides scholarly titles on journalism, writing, literature, and English language teaching, published by Springer Publishing between 2005 and 2009. Additionally, the NetLibrary collection includes 47 e-book titles concerning the teaching of English.

Article and reference databases

The following databases provide indexing and, often, full text access to articles in literary magazines and journals:

Literature Online

MLA International Bibliography

Humanities International Index

Poetry Criticism Online

Drama Criticism Online

JSTOR

Project Muse

OmniFile Select

Academic Search Premier

Two further databases provide indexing and full text access to articles on literacy and English language teaching from Education journals:

ERIC

Education Research Complete

In addition, the Oxford Reference Online database includes the following reference works for Literature:

The Concise Oxford Companion to African American Literature

The Concise Oxford Companion to American Literature

The Oxford Companion to American Literature

The Oxford Companion to Australian Literature

The Oxford Companion to Canadian Literature

The Concise Oxford Companion to Classical Literature

The Concise Oxford Companion to English Literature

The Oxford Companion to English Literature

The Concise Oxford Companion to Irish Literature

The Oxford Guide to Literary Britain & Ireland

The Oxford Dictionary of Literary Terms

The Oxford Companion to New Zealand Literature

The Oxford Encyclopedia of Children's Literature

The Oxford Dictionary of Phrase and Fable

The Oxford Dictionary of Science Fiction

A Dictionary of Shakespeare

The Oxford Companion to Shakespeare

The Oxford Companion to Twentieth-Century Poetry in English

A Dictionary of Writers and their Work

2. Recommendations for additions to the collection:

English faculty are impressively active, systematic, and thoughtful in the selection of library materials in support of coursework in the program. I am confident that this will continue and that selections will reflect the needs of student and faculty researchers. In the upcoming year, the library hopes to work with faculty to

develop the collection of scholarship in children's and young adult literature as well as materials supporting creative writing and literary publishing. The library staff is also committed to continuing to add contemporary fiction, non-fiction and poetry to our collection as well as new award-winning and noteworthy young adult and children's literature titles.

The library recognizes the need to provide full-text online resources for researchers working both on and off-campus. As more coursework is offered online, we will continue to investigate online resources to support the English program.

Library Director: Elizabeth W. Brodak
August 2, 2010

Date:

Appendix C

Most Recent Program Review Summary

SELF-STUDY NARRATIVE

Program Title: English

Institution: Mesa State College

Person responsible for the self-study:

Dr. Randy Phillis

Title: Professor

Date: November 30, 2003

Submitted: *Randy Phillis*

**MESA STATE COLLEGE
Program Review**

**B.A. in English
(Including Concentrations in Literature, Writing and Secondary Teaching)**

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MESA STATE COLLEGE

PROGRAM REVIEW SELF STUDY NARRATIVE

BACHELOR OF ARTS IN ENGLISH

A. PROGRAM HISTORY

The English program has existed in its present structure since the fall semester, 2001. In response to mandates from the Colorado State Legislature and the Colorado Commission on Higher Education (CCHE), and in accordance with newly-developed content area standards adopted by the Colorado Department of Education and the National Council for Accreditation of Teacher Education, the B.A. in English with elementary certification was eliminated and absorbed into the new Liberal Arts program. The B.A. in English now offers three traditional concentrations: English Literature, English Writing, and English with secondary teacher certification.

The English program has made considerable progress toward its goals since the last program review in 1997. The three concentrations are well established, and all English majors take a common core of classes and English 494, Senior Seminar. The English program also supports the new B.A. in Liberal Arts with teacher certification and supports the college as a whole through the required composition sequence and general education Humanities offerings. The English department also offers several Honors courses on a regular basis. Basic Writing, English 090 is augmented by a twenty station computer-aided classroom. That program is now serving approximately 460 students per year. We have established common goals for our credit composition sequence, English 111 and 112, and implemented assessment to verify these goals are being met. The composition sequence, required of all Mesa State students, now serves about 2800 students per year, an increase of 400 students per year since 1997, with no increase in faculty. We have also broadened our general education offerings for humanities credit, and are now serving over 1000 students per year in these courses (See section C for a list of these courses). The Writing Center, open to all MSC students for free tutorial help, is staffed full time and records almost 400 visits per year on campus and approximately 40 through its new on-line tutorial offerings. Students from across campus are very satisfied with this service.

The English department is still working to address weakness cited in the 1997 report. It has succeeded in raising the graduation rate (number of majors/graduates) from 10.1% in 1997 to 17.1%. We have been unable to make significant progress in offering a majority of courses by tenured and tenure-track faculty, though 36% of our classes are now taught by tenured faculty, up from 33% in 1997. (See Appendix A.) Unfortunately, 48% of our classes are still taught by part-time and full-time temporary faculty, an issue that must be addressed in order to maintain the integrity of the program. We have lost three tenure/tenure track positions and added two temporary and two part-time positions. Neither have we been able to address the problem of class size, despite two exhaustive studies demonstrating the importance of this issue. Our composition classes remain at 27, a little over 20% more students than the cap at comparable institutions. Both of these issues are essentially out of our control, as the Office of the Vice-President for Academic Affairs establishes hiring guidelines and course size.

The importance of the English program to the MSC community as the core of liberal arts studies is clear and the Bachelor of Arts Program in English has established itself as a solid degree program.

B. PROGRAM GOALS AND OBJECTIVES

English is the study of formalized communication in the written arts, including criticism, as well as the study of language itself. Courses emphasize the critical, theoretical, and research tools necessary for understanding complex written and oral interactions, including literature and criticism. The Department of Languages, Literature and Communications supports the philosophy and goals of Mesa State College and the School of Humanities and Social Sciences by developing the "intellectual, ethical, and aesthetic sensibilities that enable a student to pursue a rewarding career and assume a responsible and productive role in society" (Catalog, 6). Our goals as a department include the following:

1. To help students think clearly and express themselves effectively in writing and speaking in a society increasingly dependent upon effective communication.
2. To provide students with an education that will make them effective readers, writers, and thinkers and skilled practitioners of the scholarly procedures of research and critical analysis.
3. To help students gain an appreciation for literature as the finest expression of the human condition and to promote students' cultural awareness and critical acumen.
4. To teach the skills and principles of composition, English grammar, literary criticism and theory.
5. To help students appreciate language as a tool of self-expression and refine those forms of expression.

Students should develop the following abilities:

1. ability to think critically and objectively;
2. ability to express themselves effectively in written and oral form;
3. ability to analyze and assess literature;
4. ability to undertake and report competent research, thereby engaging in the academic dialogue;
5. ability to understand many of the works of English, American, and world literatures;
6. ability to understand the development of the English and American literary traditions;

7. ability to understand the contributions of this literature to Western culture; and
8. ability to understand and apply various critical theories.

In addition, students within the writing emphasis will be able to produce competent original works of poetry, fiction, and/or non-fiction as well as criticism. Students within the teaching emphasis will be able to demonstrate all the objectives of the teacher education program, especially substantial knowledge of the subject matter.

C. EFFECTIVENESS OF MEETING GOALS AND OBJECTIVES

1. Some fields have a clear linear presentation of information, based on a core of accepted, received knowledge. By contrast, the study of English incorporates a variety of concepts and approaches which are then applied and practiced in a variety of topical courses. All students complete a common core of courses which supply them with the underlying foundation of the discipline, including the literary tradition and strategies for analysis and research. Students are then expected to apply these concepts in their various emphases, and the strands are reconnected and assessed in the capstone course, English 494--Senior Seminar. All students must take this course, which determines how well students have achieved the goals of the curriculum. This course is intended to draw on knowledge and skills developed in earlier courses and apply that knowledge to advanced topics for study. All students in ENGL 494 are required to write an extended research paper and make a formal presentation. In addition, students complete three additional tasks, designed not only to assess the students but also to guide the department in developing and implementing pedagogical approaches by revealing to us specific strengths and weaknesses: 1) Students produce a portfolio of formal research done for lower and upper division English courses, and it must include the senior seminar paper. The portfolio is evaluated by committee according to set criteria. Ninety percent of the portfolios evaluated in 2003 received passing scores. 2) Students complete a survey which reveals the perceived strengths and weaknesses of the program in general. Students have strong positive responses to 11 of the 13 questions asked, and are neutral on two, advising and extra-curricular activities. All the responses show improvement over the 1997 numbers. (See Appendix B) 3) Students take the Educational Testing Service Major Fields Achievement Test (ETS MFAT) discussed below.

2. One of the requirements for English 494 is that all students take the ETS MFAT, a standardized national exam. Our students' scores are consistent with national norms. The average mean score of MSC students for 1997-2003 was 153.1 (with a high mean of 159 and a low of 149.3) while the national mean was 155.1. (See Appendix C) Taking the MFAT is a department requirement, and we administer it only to compare our scores with those of other institutions. While the MFAT is valuable as a comparison tool to see where we stand nationally in our students' retention of a particular body of knowledge, it does not truly measure the breadth of their knowledge and ability to perform as addressed above. This is why we administer the other--and in many ways more appropriate--assessment instruments discussed in C.1.

3. Many of our students have been successful in graduate schools, both in traditional literature and writing programs. Many of our students enter the work force immediately as teachers, writers, and editors. The placement survey conducted by the Office of Institutional Research and

Planning shows 100% placement for those with English degrees. In addition, our students are satisfied with the program, and we continue to improve. The survey conducted in Senior Seminar shows the average of all responses has risen to 1.95 in 2003 from 2.33 in 1997 (1 being the highest score).

4. The English program is vital to Mesa State; it fulfills our role and mission to offer liberal arts programs. All Mesa State students must fulfill the writing competency requirements for general education by successfully completing the English 111 and 112 composition sequence or by substituting English 129, Honors English. Students in the regular sequence must pass each course with a grade of at least C. In departmental assessment of students in these classes (apart from the grade), 2003 numbers show 80% of English 111 students and 91% of English 112 students writing at the strong or satisfactory level. (See Appendix D) Clearly, the courses and instruction are effective.

In addition, several 100 and 200 level literature courses can be used to meet the college wide general education requirements in the humanities for the Bachelors degree. English 150 fulfills the general education requirements for the Associate degrees:

ENGL 131, 132--Survey of Western World Literature I and II

ENGL 150--Introduction to Literature

ENGL 222--Mythology

ENGL 231, 232—Non-Western World Literature I and II

ENGL 254, 255--Survey of English Literature I and II

ENGL 261, 262--Survey of American Literature I and II

We offer multiple sections of these courses each semester and all sections are typically full.

5. Two of our emphases, Writing and Secondary Certification, have shown a significant increase in majors since 1999, the last year numbers are available. Writing majors have grown to 66 from 45 (a 47% increase) and Secondary Certification majors have increased to 49 from 36 (a 36% increase). We have four fewer Literature majors. Elementary certification, an emphasis eliminated in 2001, has shown a steady decrease as no new students are admitted, and those in the program graduate.

6. Our courses are scheduled so that students can graduate in four years. All core requirements are offered every semester and all emphasis options are offered at least once a year. Some upper division electives are offered less often, but students have sufficient selection every year to meet their requirements.

D. ANALYSIS FOR NEED OF PROGRAM

1. English is a thriving program. The basic writing program (ENGL 090) serves approximately 460 students per year. The composition sequence, English 111 and 112, required of all Mesa State students, now serves about 2800 students per year, an increase of 400 students per year since 1997, with no increase in faculty. Our general education offerings for humanities credit, serve over 1000 students per year (See section C for a list of these courses). This means that during a given semester more than 65% of Mesa's student body is enrolled in a class offered by the English Program. The Writing Center, open to all MSC students for free tutorial help, is staffed full time and records almost 400 visits per year on campus and approximately 40 more visits through its new on-line tutorial offerings. Students from across campus are very satisfied with this service. The Writing and Secondary Certification concentrations have shown a significant increase in majors since 1999, the last year numbers are available. Writing majors have grown to 66 from 45 (a 47% increase) and Secondary Certification majors have increased to 49 from 36 (a 36% increase). We have four fewer Literature majors than we had in 1999.

2. The English program provides a good education and a solid basis for graduate school. Recent graduates are currently enrolled in or graduated from M.A. and M.F.A. programs at the University of Illinois, Chicago, the University of Alaska, Emory University, Kansas State University, Colorado State University, Emerson University, and the University of North Carolina. In addition, the Education and English Departments collaborated to offer a Masters Degree in Education. Most of the graduates of that program were Mesa State B.A. graduates.

3. Students in the program publish their work in journals around the country. Recent publications by MSC students can be found in *Box Office Magazine*, *Speak UP!*, *Touchstone*, *The Rectangle* and *the Allegheny Review*. In addition, several of our students have presented papers at the only undergraduate literature conference in the nation, sponsored by Weber State University in Ogden, Utah.

4. Graduates from our Secondary Teaching concentration find work in the local school district. Of the ninety new hires made in District 51 in 2003, twenty-nine were Mesa State graduates (32%). Most of the other hires for the district were veteran teachers transferring in from other districts.

E. STRENGTHS OF THE PROGRAM

The main strength of our program is the faculty. All faculty in English are committed to the scholar-teacher model and to the delivery of the highest quality undergraduate education. Among them, faculty have numerous professional publications, conference presentations, service as editors of professional journals, and activity in many professional organizations. Since the last review, we have had two Fullbright Scholars and won college wide awards for Outstanding Faculty Member and Outstanding Faculty Scholar. All faculty teach freshman courses—as well as those in their area—and so have a good understanding of the student population. Tenured and tenure track faculty are the following:

Julie Barak, Associate Professor, B.A., M.A., Creighton University; Ph.D., University of

Nebraska, Lincoln.

Richard Berkey, Associate Professor, B.A., Fort Lewis College; M.A., Eastern New Mexico University.

Esther Broughton, Professor, B.A., Utah State University; M.S., University of Texas; Ph.D., Indiana University of Pennsylvania.

Julie Bruch, Associate Professor, B.A., Western Michigan University; M.A., Ph.D., University of Kansas.

Matts Djos, Professor, B.A., University of Washington; M.A., University of Idaho; Ph.D., Texas A & M University.

Kurt Haas, Assistant Professor, B.A., M.A., Truman State University; Ph.D., University of Nebraska.

Kristen Hague, Assistant Professor, B.A., Providence College; M.A., Ph.D., University of New Mexico.

Bob Johnson, Professor, B.A., M.A., Western State College; Ph.D., University of Northern Colorado.

Barry Laga, Associate Professor, B.A., M.A., Brigham Young University; Ph.D. Purdue University.

Allen Learst, Associate Professor, B.S., M.A., Northern Michigan University; Ph.D., Oklahoma State University.

Maureen Neal, Associate Professor, B.A., University of Denver; M.A., Western State College; Ph.D., Texas A & M University.

Randy Phillis, Professor, B.A., M.F.A., Wichita State University; Ph.D., Oklahoma State University.

Janine Rider, Professor, B.A., Miami University; M.A., University of Michigan; Ph.D., Indiana University of Pennsylvania.

William Wright, Associate Professor, B.A., Linfield College; M.A., University of New Hampshire; Ph.D., University of Arizona.

2. A strength of the program is that students are required to take rigorous courses in an established discipline. No matter what the student's emphasis, all are required to take practical courses (Senior Seminar) and theoretical courses (History of Literary Criticism) that ultimately improve not only their knowledge base but critical thinking skills as well. The proficiency ensured by vigorous assessment is also a strength.

3. A strength of the program is the many unique opportunities afforded our students. Sigma Tau Delta, the national English honor society, is open to English majors with a 3.3 GPA. This honor society provides students the opportunity to support departmental activities by judging entries for *The Literary Review* and the Mesa State Literary Conference. Students hold an annual book sale to raise money which is used for writing awards and attendance at the national Sigma Tau Delta conference.

The Mesa State Literary Conference, held each spring and attended by over 200 high school students and teachers from six western slope high schools allows exceptional Mesa State English majors to conduct writing workshops, help in organizing and directing participants, and meet with the professional writers invited. Twenty-six Mesa State students and five faculty were involved with the 2003 conference.

The Literary Review is a literary magazine of works by Mesa State Students and it is published by MSC students. *The Literary Review* employs a unique juried system for editorial decision making which involves four student editors, 11 student judges, and publishes more than 60 student works (40 writing and 20 art). Students are responsible for all phases of the publishing process, from solicitation of manuscripts to distribution of the finished product. All MSC students may contribute to the magazine, and the editorial board and jurors are primarily English and Art majors. The magazine is advised by an English professor and an Art professor.

Pinyon is an international journal of poetry, prose and art published at Mesa, and has grown from 48 pages to 120 each issue. Manuscripts are solicited from the best writers available, and the magazine is distributed nationally to subscribers and university libraries. While faculty serve as editor and associate editors, students serve as the managing and assistant editors, a rare opportunity for undergraduates. Well over 100 students during the past seven years have held positions as assistant editors, who read, discuss, and choose submissions for publication, and seven have served in the very important position of managing editor, who controls the entire cycle of production, including budgeting.

Pinyon Press publishes books in the university press tradition. It has published two collections of poetry, a short story collection, and an anthology. Students can earn credit, as well as experience, by enrolling in ENGL 398: Practicum in Editing and Publishing while working on any of the department's publications.

The Writing Center, sponsored by the department, offers free tutorial help to all MSC students, as discussed in Section A. All tutors in the Writing Center are students; almost all are English majors.

4. English is a low cost program to deliver, even with such a large focus on general education responsibilities. The English program does not require expensive specialized equipment.

5. English study includes considerable cross-cultural and historical material in addition to discipline-specific material. The English program thus helps meet the goal stated in the *Mesa State College Handbook*: "The College seeks to liberate persons from narrow interests and

prejudices, to help them observe reality precisely, to judge opinions and events critically, to think logically, and to communicate effectively"(6).

F. WEAKNESSES OF THE PROGRAM

1. Too many of our classes are being taught by part-time and full-time temporary faculty. This is problematic, as temporary staff are unlikely to be motivated by the same degree of departmental and school loyalty as permanent faculty, and constitute at least a potential morale problem for all concerned. It is also very difficult for temporary faculty to engage in the kind of long term projects, due to a lack of security and financial support, that will ultimately result in more effective teaching.
2. Our class capacities, especially in the composition sequence, remain too large. While an acceptable number of students (according to averages at comparable institutions) is 24 students, our limit is 27. Current pedagogy and official positions of professional organizations recommend 15 and suggest 20 as an absolute cap. Our survey courses, too large to begin with, were recently raised to 45 students per section.
3. Our English 090 computer laboratory is alarmingly out of date. The condition of the computers in our present lab is an embarrassment. It's also crowded and uncomfortable. All other labs on campus have been updated except this one. The computers are at least 10 years old, so old they can't be networked; because of this, any of the software available to the campus as a whole cannot be accessed by 090 students in the lab. In addition, we need new computerized classrooms for English 111 and 112. Most college and universities have the capability to teach composition with state of the art technology. Mesa State falls dismally behind its competitors in this respect.
4. The number of English Literature majors has dropped. Part of this drop can be accounted for by the College's response to new State requirements for Elementary Education majors, which re-routed Elementary Education majors out of the English literature program and in to the Liberal Arts Program. But, in a time when students are thinking more about education in terms of "jobs" than they are in terms of "life-fulfillment," we need to find a way to attract and retain majors.
5. We have established a means of assessing our work and our students' learning in English 111 and 112. However, while we have established goals for our other General Education courses, we are not actively involved in any data gathering to help us assess student achievement in these courses.
6. There are lots of things we need more money for. For example, it's difficult for faculty to attend conferences these days due to decreases in the availability of travel money. Flying from Grand Junction is expensive and the \$560.00 we are allotted for travel isn't enough to cover even one conference; most of us try to attend at least two a year in order to keep up with the scholarship in our areas. It is probable that in the near future, this amount will decrease even more. And, it should be noted that seven years ago, when fares and hotel rooms were cheaper, this amount was \$620.00. This is becoming an especially alarming problem to most of us,

because we haven't had a pay raise for two years in a row. In addition, increasing class sizes along with very heavy teaching loads, makes the pursuit of scholarship quite difficult. We would like to see more release time to reward and encourage scholarship -- if scholarship is something the College values.

G. RECOMMENDATIONS

The English department provides its students with a solid background in literature, writing, and the English language. English majors can look forward to jobs in teaching, writing, publishing, and business. Many career opportunities are open to the graduate with good writing and analytical skills developed by the English major. Those students interested in graduate studies are prepared for M.F.A. programs in Creative Writing, for Master's degree programs in English and other fields, and for law school. Our general education responsibilities make the English program vital to the college as a whole.

There are areas in which the program can improve, however.

1. We should continue to hire new tenure-track faculty to lessen our dependence on temporary instructors.
2. We should reduce class size throughout the program, but especially in composition and other writing courses.
3. The College should update the 090 classroom's computers and dedicate at least one computer classroom to 111 and 112.
4. We need to articulate and advertise the advantages of a degree in English literature with regards to post graduation educational and employment opportunities. The number of majors in the literature concentration has fallen only slightly, but we cannot let this trend continue.
5. We need to establish assessment criteria and implementation models for General Education courses other than English 111 and 112.
6. If the College is going to continue to require faculty to meet specific scholarship requirements, then it needs to fund scholarly activities with more travel money and more release time.

The English program is an intrinsic component of Mesa State College. It should be supported at present levels and expanded as resources become available. Specifically, the program needs financial support for new faculty positions, and more support for faculty scholarship and professional service, including travel money and release time.

Mesa State College
Academic Program Review Worksheet
BA in English

1999-2000 2000-2001 2001-2002 2002-2003

1. Program Majors

Total Majors		265	264	208	170
Literature	3212	32	26	21	28
Secondary Certification	3213	36	38	48	49
Elementary Certification	3214	152	153	81	27
Writing	3215	45	47	58	66

By Class Rank - Spring Semester

Freshmen		84	81	45	42
Sophomores		57	43	39	38
Juniors		49	39	37	29
Seniors		101	68	63	62

2. Credit Hour Production

a. Summer

Remedial		114	57	78	27
Lower Division		282	399	312	333
Upper Division		78	108	66	63
Total - Summer		474	564	456	423

b. Fall Semester

Remedial		858	891	942	963
Lower Division		5,049	5,497	5,664	6,138
Upper Division		1,015	978	902	870
Total - Fall		6,922	7,366	7,508	7,971

c. Spring Semester

Remedial		405	471	456	366
Lower Division		5,046	5,451	5,682	5,784
Upper Division		915	1,039	889	936
Total - Spring		6,366	6,961	7,027	7,086

Remedial Total		1,377	1,419	1,476	1,356
Lower Division Total		10,377	11,347	11,658	12,255
Upper Division Total		2,008	2,125	1,857	1,869
Annual Total		13,762	14,891	14,991	15,480

3. Annualized Student FTE

		458.7	496.4	499.7	516.0
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4. Program Graduates

a. Total number of graduates within the program		36	33	25	29
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Mesa State College
Academic Program Review Worksheet
BA in English

	1999-2000	2000-2001	2001-2002	2002-2003
5. Total Program Graduates as a Percent of Total Program Majors	13.6%	12.5%	12.0%	17.1%
6. Credits to Graduation				
a. Mean total credits to degree for all program graduates	129	135	125	130
7. Faculty FTE				
a. Instructional				
Tenured	7.65	5.82	5.07	8.13
Tenure Track	6.33	6.04	5	3.38
Temporary	7.1	8.63	9.15	10.86
Total	21.08	20.49	19.22	22.37
d. Percent Total FTE Tenured	36%	28%	26%	36%
8. Faculty Load - Fall Semester				
a. Average Credit Hours (Type A Courses)				
b. Average Contact Hours (Type A Courses)				
c. Total number Credit Hours (Type B Courses) and/or Statement of Program's involvement in Type B instruction				
9. Student FTE/Faculty FTE	21.8	24.2	26.0	23.1
10. Number of Courses Offered (Type A Courses)				
a. Lower Division	144	149	149	154
b. Upper Division	40	43	38	45
c. Total				
11. Average Class Size (Type A Courses)				
a. Lower Division	24	25	26	26
b. Upper Division	17	17	16	16
c. Total	22	23	24	24
12. Program Costs				
13. Support Staff FTE				

Appendix B

This survey is designed to help the English faculty assess how well the English program has served your needs. We appreciate your honest, thoughtful responses; we will use the results of this survey to strengthen our program.

Please respond to the following items on a scale from 1 (strongly agree) to 5 (strongly disagree). Use 0 if an item is not applicable.

	1997	2003
I was able to complete the requirements for my English major in a timely way.	2.4	2.1
I was able to schedule the courses I needed.	2.6	2.1
My advisor was informed and helpful.	2.2	2.9
I received quality instruction.	1.92	1.7
My instructors were available.	1.7	1.7
I was given the opportunity to be involved with extracurricular activities sponsored by the department.	3.8	2.9
I was given the opportunity to develop a broad knowledge of literature.	2.3	1.5
I was given the opportunity to study some subjects in depth.	2.1	1.6
I read and studied literary works outside the traditional canons of British and American literatures.	2.7	1.8
My English courses improved my ability to write a clear, well-organized paper.	2.1	1.9
My English courses improved my understanding of how language functions in literary works.	2.2	1.7
My English courses improved my understanding of how language functions in everyday life.	2.0	1.6
I would recommend the English program at MSC.	2.3	1.9
Overall average	2.33	1.95

Appendix C

Major Fields Achievement Tests

Mean scores

Mesa State College		National (1997-2003)*
1997	152	155.1
1998	149.3	
1999	159	
2000	153.2	
2001	153.7	
2002	147.8	
2003	157	

MSC average 153.1

*National averages are reported every as a mean of means every three years. 1997-2003 is the last report available.

Appendix D

Assessment for English 111, English 112 Essays

Writing instructors were asked to turn in two essays for each section taught. To achieve a random sampling, instructors turned in essays written by the thirteenth and fourteenth students on their rolls.

Results of Writing Assessment for English 111 Fall 02

Total essays: 52

Essays rated Strong by both readers:	3	(6%)
Essays rated Poor by both readers:	3	(6%)
Essays rated Satisfactory by both readers:	15	(29%)
Essays with One Strong/One Satisfactory:	16	(31%)
Essays with One Poor/One Satisfactory:	14	(27%)
Essay with One Strong/One Poor:	1	(2%)

Total readings of essays:	104	
Total Strong ratings:	23	(22%)
Total Satisfactory ratings:	60	(58%)
Total Poor ratings:	21	(20%)

Results of Writing Assessment for English 112 Fall)2

Total Essays: 28

Essays rated Strong by both readers:	5	(18%)
Essays rated Poor by both readers:	1	(3%)
Essays rated Satisfactory by both readers:	13	(46%)
Essays with One Strong/One Satisfactory:	6	(21%)
Essays with One Poor/One Satisfactory:	3	(11%)

Total readings of essays:	56	
Total Strong ratings:	16	(29%)
Total Satisfactory ratings:	35	(63%)
Total Poor ratings:	5	(9%)

Appendix E

Writing Center Statistics for the 2001-2002 Academic Year

	Fall 2001	Spring 2002	2001-2002 Academic Year
Number of Tutors	8	7	N/A
Total Number of Students Served	120	82	202
Total Number of Tutorials	249	146	395
Return Visits	38	27	65
Average Number of Return Visits per Student	4.4	3.4	4.0

Online Writing Center Statistics for the 2001-2002 Academic Year

	Fall 2001	Spring 2002	2001-2002 Academic Year
Number of Tutors	8	3	N/A
Total Number of Students Served	19	21	40
Mesa State Students Served	19	4	23
Outreach Students Served	0	17	17
Total Number of Tutorials	20	22	42
Return Visits	1	1	2
Average Number of Return Visits per Student	1	1	1

Appendix D

Assessment Plan and Results

Appendix D: Assessment Report

PROGRAM ASSESSMENT PROGRESS REPORT

English
(Instructional Degree Program)

BA
(Degree Level)

2006-9
(Assessment Period Covered)

November 6, 2009
(Date Submitted)

Submitted By: Kurt Haas
(Department Head or Faculty Assessment Representative)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission / College Goals Reference: Mesa State College's legislative charter states that the college offer liberal arts and science programs as well as limited professional programs. The English major, with its three emphases, fulfills Mesa State College's mission in both these areas.

Intended Educational (Student) Outcomes:

1. Students in the English program will express themselves effectively in written form.

2. Students in the English program will demonstrate strong content area and pedagogical knowledge.

3. Students in the English program will demonstrate critical thinking skills.

(Please Copy and Paste to create space for additional Student Outcomes, if needed)

Intended Educational (Student) Outcome #1: Students in the English program will express themselves effectively in written form.

First Means of Program Assessment for Outcome #1:

1a. Means of Program Assessment and Criteria for Success: Eighty percent of students in English 492 Seminar in Writing will produce work deemed “publishable” by a committee of our writing faculty.

1b. Summarize the Progress Made in Collecting Assessment Data: Through 2008, the data looks favorable for meeting this goal. However, 2009 data needs to be tabulated and added to the assessment.

Second Means of Assessment for Outcome #1:

1a. Means of Program Assessment and Criteria for Success: As a requirement for English 494, the capstone English course, students will turn in a writing portfolio containing an extended research paper and a paper written for a lower-division class. Portfolios will be appraised, using the five question rubric created by the Senior Seminar Committee in 2000. The Department goal for this criterion is 90% of students showing significant improvement from their lower-division work. In addition, we will examine the “guiding readership through an argument” element of the rubric, looking to assure a similar rate of improvement.

1b. Summarize the Progress Made in Collecting Assessment Data: Through 2008, we found that 92% of the responses to the rubric indicated that “yes” a student had improved in a given area. All students had improved in the area of guiding readers through arguments. However, there seems to be some slippage in terms of whether students have improved their ability “to justify the significance of his or her contribution,” with only 75% improving in that regard. 2009 data has been collected but not added to this tabulation.

Intended Educational (Student) Outcome #2: Students in the English program will demonstrate strong content area and pedagogical knowledge.

First Means of Assessment for Outcome #2:

2a. Means of Program Assessment and Criteria for Success: Students in the English literature emphasis will complete the MFAT for British and American Literature. The average of the scale score mean for these students should be 150 or higher.

2b. Summarize the Progress Made in Collecting Assessment Data: The data here is spotty due to changes in the way ETS distributes the information, and our measurement goal will have to be readjusted. The new scoring system has made it impossible to tell whether we met our goal in this area. In general, students do not score exceptionally well on this test, which is a multiple choice exam over everything that has ever been written. We may continue requiring the test, but make it a supplemental, rather than central, part of our assessment regimen.

Second Means of Assessment for Outcome #2:

2a. Means of Program Assessment and Criteria for Success: Seventy-five percent of our Secondary Education emphasis students will pass the PRAXIS exam on their first attempt.

2b. Summarize the Progress Made in Collecting Assessment Data: 100% of English: Secondary Education students taking the PRAXIS passed it through 2009.

Intended Educational (Student) Outcome #3: Students in the English program will demonstrate critical thinking skills.

First Means of Assessment for Outcome #3:

3a. Means of Program Assessment and Criteria for Success: Critical essays written as assignments for English 111 and 112 will be randomly selected and appraised by the Department Writing Committee. Success will be defined as 75% of the essays scoring 3.0 or higher on the newly created rubric question asking whether the essay demonstrates critical thinking.

3a. Summarize the Progress Made in Collecting Assessment Data: Through 2008, 205 out of the 272 papers in the set met the criteria, which is 75%.

Second Means of Assessment for Outcome #3:

3a. Means of Program Assessment and Criteria for Success: Students taking our core literature classes (254, 255, 261, and 262) will score at least 70% on the critical thinking component of the Gen. Ed. Assessments we administer.



3b. Summarize the Progress Made in Collecting Assessment Data: Either 69% or 74% of students met this benchmark (depending on whether we eliminate a significant piece of outlying data from an instructor who neglected the exam).

Please summarize progress made in addressing significant issues/problems that came up during the last Program Review.

From our recommendations from the last Program Review:

- 1) We have decreased our number of tenure-track faculty rather than increasing them.
- 2) Class size has remained the same (the recommendation was to bring ENGL 111 and 112 courses down closer to nationally recommended levels).
- 3) The program review recommended we update the 090 computer facility. Since then, we have given developmental composition to WCCC and opened a new classroom/lab in a shared arrangement with the Spanish Faculty.
- 4) We expressed a need to expand our recruitment activities. This has been done, but only fairly recently, by creating promotional materials and sponsoring campus events.
- 5) The need to establish assessment criteria and implementation models for Gen Ed courses other than 111 and 112 was cited. We have now done so.

Appendix D: Assessment Rubrics

ENGL 494: Seminar in Literature Paper Assessment Criteria

Reader: As you compare the essay produced in Senior Seminar with the essay written in a lower division course, please use the following criteria to evaluate the student's ability to apply the writing and thinking skills acquired at Mesa State College. Simply mark "yes" or "no."

1. Has the writer improved his or her ability to respond to what has been said before, or say something original, or apply a new interpretive framework to a topic?

Yes

No

2. Has the writer improved his or her ability to guide a reader through an argument?

Yes

No

3. Has the writer improved his or her ability to provide adequate and appropriate support?

Yes

No

4. Has the writer improved his or her ability to justify the significance of his or her contribution?

Yes

No

5. Has the writer improved his or her ability to adhere to professional standards of documentation, mechanics, and grammar?

Yes

No

ENGL 492: Seminar in Writing Criteria for Evaluation

1) length—Did the student achieve a full, book-length manuscript?

2) quality—Was the material of publishable quality?

3) project as a whole—Was the overall concept of the project a feasible one and one that was shaped with audience, as well as artistic, concerns?

Successful students in the course should be able to meet at least two of the above criteria.

English 112/Assessment Rubric & Score Sheet

For the following questions, please assign your essay a score from 0-5 using the following criteria:

- **5/excellent** (above and beyond typical course expectations)
- **4/very good** (exceeds typical course expectations)
- **3/acceptable** (average; meets typical course expectations)
- **2/poor** (does not meet typical course expectations, but there is evidence of some effort)
- **1/very poor** (failing; does not meet typical course expectations)
- **n/a** (expectations cannot be evaluated using this particular essay; different from 1—assumes that assignment did not ask for these particular skills or components)

Please don't assign partial scores (like 2½); to generate quantitative assessment data, it's important that everyone use the same rubric.

	Score
1. Essay demonstrates critical thinking ¹	
2. Essay demonstrates an awareness of multiple perspectives	
3. Essay has a clear and appropriate thesis/controlling argument	
4. Essay includes adequate and appropriate support for thesis/controlling argument	
5. Essay follows MLA guidelines for basic essay formatting	
6. Essay follows MLA guidelines for in-text quotations, paraphrases, and citations	

¹ Please see the back of this sheet for some examples of critical thinking/writing competencies

7. Essay follows MLA guidelines for the works cited page or bibliography	
8. Essay demonstrates knowledge of grammatical and syntactical conventions of written English	

English 111/Assessment Rubric & Score Sheet

For the following questions, please assign your essay a score from 0-5 using the following criteria:

- **5/excellent** (above and beyond typical course expectations)
- **4/very good** (exceeds typical course expectations)
- **3/acceptable** (average; meets typical course expectations)
- **2/poor** (does not meet typical course expectations, but there is evidence of some effort)
- **1/very poor** (failing; does not meet typical course expectations)
- **n/a** (expectations cannot be evaluated using this particular essay; different from 1—assumes that assignment did not ask for these particular skills or components)

Please don't assign partial scores (like 2½); to generate quantitative assessment data, it's important that everyone use the same rubric.

	Score
1. Essay demonstrates critical thinking ²	
2. Essay demonstrates adequate development of subject/issue under consideration	
3. Essay has a focused theme and/or subject	
4. Essay includes adequate development of theme or subject	
4. Essay demonstrates knowledge of grammatical and syntactical conventions of written English	

² Please see the back of this sheet for some examples of critical thinking/writing competencies

Fundamental Critical Thinking Competencies

Essential critical thinking competence appropriate for university-level work includes ability to:

- identify issues of belief, empirical truth, and logic
- evaluate credibility of sources of information and opinion
- identify necessary or probable assumptions and presuppositions
- recognize the difference between normative and non-normative claims
- identify relevant and irrelevant claims in a given context
- recognize misleading uses of language
- determine when additional information is needed for a given purpose
- construct deductive and inductive arguments
- identify valid and invalid arguments, including fallacies of deduction and induction
- recognize logical conflict, compatibility, and equivalence
- critique and construct analogical arguments and explanations
- understand and evaluate causal arguments and explanations
- assess common types of statistical information, generalizations, and reasoning

Both in theory and in practice, these competencies partially overlap each other. Each item in the list can serve as a worthwhile focus of instruction and merits appropriately designed assessment. It is reasonable to expect that just as these items lend themselves to different modes of instruction that contribute in their particular ways to a student's general education, so also different modes of assessment will return various kinds of usable information. Rigid reliance on any single mode of instruction risks an adverse effect on ability to construe novel situations, and narrowly focused assessment strategies risk skewing the inductive inferences that constitute assessment proper.

This handout is an excerpt from California State-Chico's Critical Thinking Assessment Project, where you can find more detailed description and information.

Appendix D: Faculty Evaluation Forms

2010 YEARLY EVALUATION—Sample (Typically 5 pages or so when filled)

Please refer to general instructions which accompany this form. The instructions contain lists of teaching and program goals, a scoring rubric for teaching activities, and lists of scholarship, service, and advising activities together with their values and scoring rubrics

<p>1. A. DEMONSTRATE TEACHING EFFECTIVENESS</p> <p>Specify 3 specific goals from the list of teaching and program goals which are relevant to the following overall goal: “USE STUDENT EVALUATIONS/ASSESSMENTS, CLASSROOM OBSERVATIONS, OR OTHER MEANS TO IMPROVE TEACHING.”</p> <p>Use only the boxes provided, and limit your response in each box to 150 words.</p>			
<p>GOAL</p>	<p>WHAT I DID ... (CONCRETE STEPS)</p> <p>Scoring will be based on rigor and propriety.</p>	<p>HOW IT WORKED ... (ASSESS/QUANTIFY RESULTS)</p> <p>Scoring will be based on efficacy.</p>	<p>OUTCOMES/ WHAT I LEARNED ...</p> <p>Scoring will be based on insight and understanding.</p>

<p>2. DEMONSTRATE SCHOLARLY ACTIVITY CHOOSE FROM THE PROVIDED LIST OF SCHOLARLY ACTIVITIES.</p> <p>ADD OR DELETE ROWS AS NEEDED.</p>	
<p>WHAT I DID ...</p>	<p>HOW IT CONTRIBUTES TO MY TEACHING/DISCIPLINE ...</p>

<p>3. DEMONSTRATE SERVICE TO THE INSTITUTION CHOOSE FROM THE PROVIDED LIST OF SERVICE ACTIVITIES. ADD OR DELETE ROWS AS NEEDED.</p>	
<p>WHAT I DID ...</p>	<p>IMPORTANCE/SIGNIFICANCE ...</p>

<p>4. DEMONSTRATE COMMITMENT TO ADVISING CHOOSE FROM THE PROVIDED LIST OF ADVISING ACTIVITIES.</p>

ADD OR DELETE ROWS AS NEEDED.	
WHAT I DID ...	IMPORTANCE/SIGNIFICANCE ...

Appendix E

Faculty Vitae

JULIE M. EPPERSON BARAK

Business Contact

Mesa State College
Department of Languages, Literature and Communications
1100 North Avenue
452 Lowell Heiny Hall
Grand Junction, CO 81501
jbarak@mesastate.edu
970.248.1072

Personal Contact

2283 El Monte Court
Grand Junction, CO 81507
970.216.3958

EDUCATION

Ph.D. University of Nebraska, Lincoln, Nebraska, 1996, English.

Dissertation: *Liminal Status and Carnival States in the Novels of Hurston, Alvarez, Wiseman, Laurence, and Erdrich*, directed by Dr. Fran Kaye.

Working with the theories of Bakhtin, Judith Butler, Mary Russo, Stallybrass and White, and others, in combination with various anthropological studies of liminality, this dissertation theorizes the uses of laughter, irony, and the grotesque in the work of five contemporary, culturally diverse women writers, expanding the concept of carnival as a tool for feminist writers and readers.

Major Areas of Concentration: Twentieth Century American Literature, Women's Literature, Plains Literature, Composition Studies.

M.A. Creighton University, Omaha, Nebraska, 1986, English.

Major Areas of Concentration: Nineteenth and Twentieth-Century American Literature, Romantic and Victorian British Literature.

B.A. Creighton University, Omaha, Nebraska, 1981, English.

Minors: History and Philosophy.

CONTINUING EDUCATION

University of Pennsylvania Center for East Asian Studies, 2001. "Faculty and Curriculum Development Seminar on Japan."

Japanese Studies Institute/AASCU, Summer 2000. "National Faculty Development Institute for Incorporating Japanese Studies into the Undergraduate Curriculum." San Diego, CA

Fulbright Hays Scholarship, Summer 1998. "Seminar on Modern Kenya for Colorado Faculty" Nairobi, Kenya.

PROFESSIONAL EXPERIENCE

Teaching

Mesa State College, Professor. 1997 - present

Basic Composition, English 090

English Composition, English 111 (in the classroom and on-line)

English Composition, English 112
Honors English, English 129
Introduction to Literature, English 150
Contemporary Non-Western Literature, English 232
American Literature II, English 262
Women in World Thought and Literature, English 330
Major Authors (Topics: Erdrich and Dorris, Morrison and Johnson), English 370
Special Topics (Women Writers of the Caribbean), English 396
American Literature 1945-Present, English 436
Ethnic Experiences in U. S. Literature, English 438
Advanced Writing, English 492
Senior Seminar (Topics: Native American Renaissance, National Allegory in
Postcolonial Literature), English 494
Graduate Course, Multicultural Narratives, English 579 (Adams State College)

Virginia Commonwealth University, Instructor. 1996-1997

Composition and Rhetoric I, English 101
Advanced Composition, English 304
American Literature Survey: 1865-Present, English 206
Composition and Rhetoric II, English 200

University of Nebraska-Lincoln, Teaching Assistant. 1991-1996

Composition and Literature I, English 101
Composition and Literature II, English 102 and 102 Honors
Composition I, English 150 and 150 Honors
Composition II, English 151
Twentieth Century Women's Literature, English 215J
Approaches to Literature, English 271G
Introduction to Women's Literature, English 215E
Advanced Composition, English 254
Composition Practicum for new T. A.'s, English 995
(co-taught with Professor Joy Ritchie)
Nebraska Writing Project, English 450
(co-taught with Professors Robert Brooke and Judy Slater)

Creighton University, Instructor/Teaching Assistant. 1989-91/1984-86

Introduction to Literature I -- Poetry and Drama, English 121
Introduction to Literature II -- Short Story and Novel, English 131
Composition I, English 150
Composition II, English 151

Administrative

**Mesa State College, Department Head, Languages, Literature and Mass Communication
(2003-2008)**

--design schedule
--evaluate staff
--represent department on Academic Council
--develop and monitor budgets
--observe staff
--mediate complaints/problems for faculty and students
--assess department needs long and short term

- oversee periodic program reviews
- review graduation petitions
- assist in development and oversight of recruitment and retention programs
- assist in design and implementation of assessment process for programs and general education courses

University of Nebraska-Lincoln, Associate Coordinator of Composition, 1994-95.

- review texts for composition classes
- chair composition staff meetings and workshops
- co-teach T. A. workshop
- found & foster teaching circles and reading groups
- consult and counsel junior staff, especially T. A. s
- assist coordinators as needed

SCHOLARSHIP

Publications

Articles

- "Blurs, Blends and Berdaches: Gender Mixing in the Novels of Louise Erdrich." *Studies in American Indian Literature*. 8.3 (Fall 1996): 49-62.
- "Negotiating the Swamp: Fact and Fiction in Rosario Ferre's *The House on the Lagoon*." *Journal of the Midwest Modern Language Association*. 31.2 (Winter 1998): 31-38.
- "Turning and Turning in the Widening Gyre": A Second Coming into Language in Julia Alvarez's *How The Garcia Girls Lost Their Accents*." *MELUS* 23.1 (Spring 1999): 159-176.
- "Literary Nationalism and its Intersections with Gender, Class and Ethnicity." In *Modern Kenya: Social Issues and Perspectives*. Ed. Mary Ann Watson. Lanham, Maryland: University Press of America, Inc., 2000. 163-195.
- "Kenyan Literature: "Read in America, Met in Nairobi." *Souvenir: Journal of African Literature*. 1.1 (2000): 9-13. Issue Editor: G. Odera-Outa. In print and On-line at <http://www.wits.ac.za/aflit/souvenir>.
- "Unbecoming White: Identity Transformation in Louise Erdrich's *The Antelope Wife*." *Studies in American Indian Literatures*. 13.4 (Winter 2001) 1-23.

Book Reviews

- Review of *Approaches to Teaching Louise Erdrich*. Greg Sarris, Connie A. Jacobs, and James R. Giles. *Great Plains Quarterly* 26.3 (Summer 2006) 222-223.
- Review of *Going Native: Indians in the American Cultural Imagination*. Shari M. Huhndorf. *MELUS* 30.1 (Spring 2005) 237-239.
- Review of *Dispatches from the Ebony Tower: Intellectuals Confront the African American Experience*. Manning Marable, Ed. *Rocky Mountain Review* 55.1 (2001): 134-136.

Review of *Contemporary African American Novelists: A Bio-Bibliographical Critical Sourcebook*. Emmanuel S. Nelson, Ed. *Rocky Mountain Review* 54.2 (Fall 2000):141-142.

Proceedings

"Reading Kenyan Literature from a Western Perspective: Meditations on a Kenyan Search for Nation through Literature." 1998-1999 Proceedings of the Red River Conference on World Literature: 1 (1998-1999). <http://www.ndsu.edu/RRCWL/V1/Reading1.html>.

Reviewer

Regular reviewer of articles for the *Journal of Multi Ethnic Literature of the United States (MELUS)*. (2004-present)

Conferences

International/National

"Choose between 'citizen' and 'terrorist'": Reading Arab American Poetry after 9/11. *College English Association - 41st Annual Conference*. San Antonio, Texas. 3/25-27, 2010.

"Forgive Us Our Trespasses...: Transgression and Forgiveness in Louise Erdrich's *The Painted Drum*." 12th Annual Red River Conference on World Literature. North Dakota State University, Fargo. 4/17/2009.

"Interpreting Non-western Literature in Western Classrooms." 10th Annual Red River Conference on World Literature. North Dakota State University, Fargo. 4/22/07.

"Whites on Edge: Priests in the Fiction of Erdrich and Dorris." 7th Annual Red River Conference on World Literature. North Dakota State University, Fargo. 4/23/05.

"Invention in the Multi-Ethnic Literature Classroom." 55th Annual Conference on College Composition and the Classroom." Session Title: "Where Does Invention Go after First-Year Composition?" San Antonio. 3/24-28, 2004.

"Who's passing for Whom: Taking Responsibility for Another's Racial Identity." MELUS Convention. Session Title: The Borderlands of Race and Law: Legal and Illegal Crossings. San Antonio. 3/10-13, 2004.

"'You got tuh go there to *know* there': Searching for Home in the Novels of Charles Johnson." MELUS Convention. Session Title: Home-Places and African American Identities. Boca Raton, FL. 4/10-13, 2003.

"Rewriting Racism: Whiteness Studies in the Composition Classroom." 54th Annual Conference on College Composition and the Classroom." New York, NY. 3/19-22, 2003.

"An Aversion to Whiteness: Teaching Whiteness" 16th Annual Society for the Study of Multi-Ethnic Literatures of the United States Conference. Seattle, WA. 4/11-14, 2002.

- "Becoming Indian, Unbecoming White: A Postcolonial Reading of Louise Erdrich's *The Antelope Wife*." 4th Annual Red River Conference on World Literature. North Dakota State University, Fargo. 4/27/01.
- "Composing Interludes: Writing Intervals in Busy Lives." Women's Journeys. University of Nevada, Reno. 10/6/00.
- "Partners in Post-Colonial Protest--Ngugi wa Thiong'o and Toni Morrison." Eighth National American Women Writer's of Color Conference. Ocean City, MD 10/31/99
- "Reading Kenyan Literature from a Western Perspective." 2nd Annual Red River Conference on World Literature -- Mapping Territory: Reinscriptions, Retellings, Revisions. Fargo, ND, 4/24/99
- "Saying the Unsayable: The Madness of the Inarticulate in Cofer, Alvarez, Garcia and Ferre." 1st International Conference -- Madness, Illness and Bodies: The Hispanic Woman Writer and Her Fragmented World. Washington D.C., 10/16/98
- "Writing on the Body: Fostering Feminist Thinking in Conservative Classrooms." Women Writing, Women Teaching. Reno, NV. 10/2/98
- "The Other/Self Dilemma in Writing Hypertext and Teaching Research Writing." Conference on College Composition and Communication. Chicago, IL 4/3/98
- "Navigating the Swamp: Fact and Fiction in Rosario Ferre's *The House on the Lagoon*." Seventh National American Women Writer's of Color Conference. Ocean City, MD 10/31/97
- "Turning and Turning in the Widening Gyre: A Second Coming Into Language in Julia Alvarez's *How the Garcia Girls Lost Their Accents*." Fourth International Conference on the Short Story in English. Cedar Falls/Iowa City, IA 6/11/96.
- "Feminism and the Fruit Lady: Carnival at Work." Twentieth Century Literature Conference. University of Kentucky, Louisville, KY 2/24/95.
- "Criss-Crossing Cultural Borders in the Classroom." National Women's Studies Association Conference. Iowa State University, Ames, IA 6/16/94.
- Regional**
- "Theory is Dangerous: Revis(ion)ing Margaret Oludhe Macgoye's Oeuvre" Rocky Mountain Modern Language. Coeur D'Alene, Idaho. 10/20/2005.
- "White Passing Right/Rite: Race Traitors in the Fiction of Louise Erdrich." Rocky Mountain Modern Language Association. Boulder, CO. 10/2/2004.
- "Reinterpreting Contact Zones: Two Pedagogical Approaches for 'Getting in Touch' with the Other." Rocky Mountain Modern Language Association. Boise, Idaho. 10/13/00.
- "Authoring Nation in Kenya: Ngugi, Ogola and Macgoye." Divided Nations at the Millennium Conference. Metropolitan State College, Denver, Co. 10/27/99.

- "Turning the Inside Out: Border Negotiation in Adele Wiseman's *Crackpot*." Mid-West Modern Language Association, Minneapolis. 11/9/96.
- "Phoeby's Hungry Listening: Carnival Laughter in Zora Neale Hurston's *Their Eyes Were Watching God*." Rocky Mountain Modern Language Association, Albuquerque. 10/28/96.
- "The García Girls' Rebellion in Julia Alvarez's *How the García Girls Lost Their Accents*." Missouri Western State College Symposium on Race and Gender. Missouri Western State College. 4/3/96.
- "Sister-Mothers." (Creative Non-Fiction.) Twenty-First Annual Meeting of the Missouri Philological Association. Southwest Missouri State University. 3/15/96.
- "A Feminist Study of Edith Bernard Delano's Mass-Media Fiction." Midwest Women's Studies Association and Popular Culture/American Culture Association. University of Nebraska at Kearney. 3/18/94.
- Sacrificing Love on the Altar of Success: The All or Nothing Philosophy of Ibsen's Brand in O. E. Rolvaag's Trilogies." Midland's Conference on Language and Literature. Dana College and Creighton University. 3/91.
- "Elizabeth Temple: The Woman Behind the Men in James Fennimore Cooper's *The Pioneers*." Midland's Conference on Language and Literature. Dana College and Creighton University. 3/90.

Local

- "When the Fat Lady Laughs: Contextualizing Carnival in Adele Wiseman's *Crackpot*." Women's Voices. University of Nebraska, Lincoln. 3/4/95.
- "Multi-Cultural Issues in the College Classroom." English Graduate Student Conference. University of Nebraska, Lincoln. 3/10/94.
- "How it Gets to be a Dissertation." Panel Discussion. English Graduate Student Conference. University of Nebraska, Lincoln. 3/10/94.
- "The Possession of Edna Pontellier: Cultural and Economic Influences on Edna Pontellier's Fantasies in *The Awakening*." No Limits Conference sponsored by the Women's Studies Association. University of Nebraska, Lincoln. February, 1994.

MEMBERSHIPS

MELUS

National Council for Teachers of English
Rocky Mountain MLA
CCCC

WILLIAM LANSING BROWN
English Department, Mesa State College
Grand Junction, Colorado 81501
Telephone: Work (970) 248-1867 / Cellphone (970) 201-0939
wbrown@mesastate.edu
Wlancebrown@yahoo.com

EDUCATION

Ph.D., English. City University of New York Graduate Center, 1994. B.A., English. Queens College, City University of New York, 1981.

Training Program in Psychoanalytic Psychotherapy, Washington Square Institute for Psychotherapy and Mental Health. New York, New York, 1994 - 96.

DOCTORAL DISSERTATION

Muteness of Humanity: Ineffability and Identity in Melville's Mardi, Moby-Dick, and Pierre. Advisor: David S. Reynolds, Professor Emeritus, CUNY Graduate Center, and Baruch College, CUNY.

TEACHING EXPERIENCE

Lecturer in English, Mesa State College, Grand Junction, Colorado, 2001-present. Composition I and II. Lecturer in English, Mesa State College, Grand Junction, Colorado, 2001-present. Composition. Introduction to Literature. 19th Century American Literature. Senior Seminar in American Literature—Melville. Mythology.

Adjunct Assistant Professor, Queens College CUNY, 1994 - present. Adjunct Lecturer, 1989 - 94. Graduate Assistant, 1985 - 89. Adult Collegiate Education (ACE) Program, 1985 -2001. CUNY Labor Education Advancement Program (LEAP), 1990, 1993 - 94; 1996, 1998. Queens Weekend College, 1997 - 2001. New York Research Foundation, 1997. Graduate Seminars: "Melville," July-August 2001; "James Joyce," July-August 2002. "Melville and Henry James," July-August, 2005. "The American Renaissance Re-Visioned," July-August 2006. "The Poetics and Politics of Walt Whitman," July-August 2007. "From Gilded Age to Modern: Mark Twain and Henry Adams," July - August 2008. Undergraduate Courses: Archetypes. American Studies. Aspects of Fiction. Great Works in American Literature. The American Dream. Studies in Literature. Introduction to Drama. Introduction to Poetry. 19th Century British Novel. 20th Century Literature, American and British. Great Works of Fiction. Classical Backgrounds in English Literature. The Bible and Literature. Composition and Prose. Essay Writing. Principles of Editing.

Adjunct Assistant Professor, York College CUNY, Spring 2001. College Wide Writing Program. Writing Across the Curriculum. Research Writing and Methods.

Adjunct Professor, Hofstra University, Hempstead, New York, 2000 - 02. Composition. Introduction to Literature. American Fiction 1900 - 1950. American Literature 1.

Adjunct Assistant Professor, Adelphi University, Garden City, New York. Core Curriculum Program, 1998 – 99; “The Modern Condition.” Undergraduate Program, 1999. Adelphi University School of Management and Business, Distance Learning Training Program, 1998. Core Composition. The Art and Craft of Writing.

Adjunct Professor, Marist College, Poughkeepsie, New York, 1997 - 99. American Literature I and II. American Short Fiction. Literary Genres-Fiction. Classic Works in Western Literature. College Writing I and II.

ESL Instructor, Unification Theological Seminary, Barrytown, New York, 1998 - 99. Term Paper Writing. Composition.

Lecturer, Fairfield University, Fairfield, Connecticut, Undergraduate Division, 1982 - 97; School of Continuing Education, 1996. “Dean’s Choice” Program: remedial course for underachieving students, 1996. Composition and Prose. Introduction to Literature.

Lecturer, Suffolk County Community College, SUNY, Selden Campus, Fall 2000. Sexism in the Humanities.

Lecturer, Ulster County Community College, SUNY, Stone Ridge, Fall 1996. Composition.

Lecturer, Westchester Community College, Valhalla, New York, Fall 1990. Composition.

PUBLICATIONS / PROFESSIONAL ACTIVITIES/ AWARDS

Manuscript in process: *Melville, Silence, and the ‘Engendered’ Self*. A critical study of Melville’s major novels and poetry in the light of culture, history, identity, and canonicity. Estimated date of completion: 2012.

Paper: “Re-Figuring the Heroic: The Muse as ‘Force’ in *The Education of Henry Adams*.” March 19, 2010, Colorado Springs, Colorado; Society for the Interdisciplinary Study of Social Imagery, Colorado State University—Pueblo.

Paper: “History and the Mythological Unconscious in William Blake’s *Europe: A Prophecy*.” Rocky Mountain European Scholars Consortium, Northern Arizona University, Flagstaff, Arizona, October 23, 2009.

Paper: “Technocracy’s Arc: Henry Adams, The American Century, and Randomness Re-Figured in the Metafiction of Thomas Pynchon.” Society for the Interdisciplinary Study of Social Imagery Conference—“The Image of Technology.” Colorado State University – Pueblo. Colorado Springs, Colorado; March 13, 2009.

Paper: “Feminine as Force: European Medievalism in Henry Adams’s *Education and Mont Saint-Michel and Chartres*.” Rocky Mountain European Scholars Consortium, University of Arizona, Tucson, Arizona; October 11, 2008.

Article: "*Kultur*, Ideology, and the Erasure of Self in Robert Musil's *The Man Without Qualities*." *Proceedings of the Society for the Interdisciplinary Study of Social Imagery*—"The Image of the Outsider II," September 2008.

Paper: "*Kultur*, Ideology, and the Erasure of Self in Robert Musil's *The Man Without Qualities*," SISSI Conference—"The Image of the Outsider II." Colorado State University—Pueblo. Colorado Springs, Colorado; March 15, 2008.

Paper: "Dionysos and the Hobo: Dylan's Splintered Avatars in Todd Haynes's *I'm Not There*." Southwest/Texas Popular Culture Association. University of New Mexico, Albuquerque, New Mexico; February 16, 2008.

Paper: "Metahistory, Crisis, and 'The Lived Myth,' in Thomas Mann's "Disorder and Early Sorrow." Rocky Mountain European Scholars Conference, Arizona State University, Tempe Arizona; October 10, 2007.

Article: "Violence Foreshadowed: Deception and Denial in Melville's *Benito Cereno*." *Proceedings of the Society for the Interdisciplinary Study of Social Imagery*, October 2007.

Paper: "Violence Foreshadowed: Deception and Denial in Melville's *Benito Cereno*." SISSI Conference – "The Image of Violence." CSU – Pueblo. Colorado Springs, Colorado; March 10, 2007. /Panel leader: "Youth and Violence." March 8, 2007.

Paper: "When the Legend Dies, *Shoot* it! The Making and Unmaking of Mythos in Dennis Hopper's *The Last Movie*, and Wim Wenders's *Don't Come Knocking*." SW/TX Popular Culture Association Conference. University of New Mexico, Albuquerque, New Mexico; February 17, 2007.

Article: "Alternate Histories: Power, Politics, and Paranoia in Philip Roth's *The Plot Against America* and Philip K. Dick's *The Man in the High Castle*." *Proceedings of the Society for the Interdisciplinary Study of Social Imagery*, August, 2006.

Paper: "Alternate Histories: Power, Politics, and Paranoia in Philip Roth's *The Plot Against America* and Philip K. Dick's *The Man in the High Castle*." SISSI Conference—"The Image of Power." CSU – Pueblo. Colorado Springs, Colorado; March 10, 2006.

Review: "Why John Brown Matters." Review of *John Brown, Abolitionist: The Man Who Killed Slavery, Sparked the Civil War, and Seeded Civil Rights*, by David S. Reynolds. *American Book Review*, vol. 27, no. 3, March /April 2006.

Article: "Roads Retraced: The Contrasting Odysseys of Ernesto 'Che' Guevara and Jack Kerouac." Essay. *Proceedings of the Society for the Interdisciplinary Study of Social Imagery*, August, 2005.

Paper: "Roads Retraced: The Contrasting Odysseys of Ernesto 'Che' Guevara

and Jack Kerouac." SISSI – "The Image of the Road." CSU – Pueblo. Colorado Springs, Colorado; March 12, 2005.

Review: "Portrait of the Artist as the Writing Self." Review of *Monumental Melville: The Formation of a Literary Career*, by Edgar A. Dryden, *American Book Review*, vol. 26, no. 2, January/February 2005.

Paper: "Primal Scenes and Repetitions: Teaching *Moby-Dick* Typologically." *Moby-Dick* 2001 Conference, Hofstra Cultural Center, Hofstra University, Hempstead, New York; October 18, 2001.

Review: "'Leos Carax Crazy': Postmodern Cinema Discovers *Pierre*." *Pola X*, dir. Leos Carax, 1999. *Melville Society EXTRACTS* no. 121, July 2001.

Article: "Anamnesis in 'The Dead' and *Hiroshima Mon Amour*: The Loss of First Loves" (co-authored with Selena Mustaphalli). *West Virginia University Philological Papers* vol. 47, Spring 2001. (Also available on the Amazon.com and Questia websites.)

Paper: "Anamnesis in 'The Dead' and *Hiroshima Mon Amour*: The Loss of First Loves" (co-authored and presented with Selena Mustaphalli). "Language into Light: The Written Word Becomes Cinema," Colloquium on Literature and Film, West Virginia University, Morgantown, West Virginia; September 18, 1999.

Seminar leader: "The Gnostic Spirit in Literature." Readings in Blake, Melville, Dickinson, Pynchon, and Harold Bloom. Symposia of Dutchess County. Millbrook, New York; September 9 – October 14, 1998.

Review: "Whose Melville Is It?" Tandem review of *The Errant Art of Moby-Dick: The Canon, the Cold War, and the Struggle for American Studies*, by William V. Spanos, and Melville's *Pierre, or the Ambiguities*, the "Kraken" Edition, edited by Hershel Parker; *American Book Review*, vol. 17, no. 4, April/May 1996.

Review: "The Idea of Order at Amherst." Review of *English Papers: A Teaching Life*, by William H. Pritchard. *American Book Review*, vol. 17, no. 3, February/March 1996.

Paper: "The 'Gnostic' Melville: Demiurgic Art and the Problematics of Selfhood." Le Moyne College Forum on Religion and Literature. Syracuse; New York; October 23, 1993.

Radio Interview: "Melville: The Inner Voyage." *Writers' Wrap*, Long Island University radio station WPBX-FM, Southampton. New York; December 18, 1988.

Paper: "Sublimity Subverted: The Ungraspable 'All' in Melville." Practical Criticism Conference. City University of New York Graduate Center; March 11, 1988.

NEH Summer Seminar Grant (\$2500). "English Romanticism: The Problem of Wholeness." Eight-week summer seminar, Stanford University, June - August 1985. Michael G. Cooke, Yale University, director.

George Ernest Wile Prize for best essay in literary criticism (\$100), Queens College Writing Awards, 1975. Paper: "Symbolic Determinism in the *Narrative of A. Gordon Pym*."

PROFESSIONAL WRITING / EDITING

Founding Editor, *Star & Sky* magazine, 1978 - 79. Developed, titled, and launched innovative astronomy magazine for amateur and lay enthusiasts. Circulation 23,000 subscriber and newsstand sales inclusive. Authored articles and brought in top-name feature writers and contributors. Covered breaking astronomy news, events. Designed graphics, observing charts, star maps. *Star & Sky* was cited by Rockefeller University physicist Heinz Pagels for its photographic layouts and coverage of the Voyager planetary flybys of Jupiter in 1979. The magazine also garnered special mention by Arthur C. Clarke in the afterword of his book *2010*.

Staff Writer/Copy Editor/ Book Review Columnist, *Fairfield Citizen-News*, Fairfield, Connecticut, 1981 - 85.

Contributing Editor, *Notes and Comments*, quarterly newsletter of the Washington Square Institute for Psychotherapy and Mental Health, 1995-96. Faculty interviews, profiles.

MEMBERSHIPS/AFFILIATIONS

Modern Language Association. Society for the Interdisciplinary Study of Social Imagery. Western Colorado Congress. Grand Valley Peace and Justice, Grand Junction, Colorado. Rocky Mountain European Scholars Consortium.

MILITARY SERVICE

Vietnam-Era Veteran, United States Air Force 1965 - 69. Rank, Sergeant. Honorable Discharge. Good Conduct Medal.

REFERENCES:

David S. Reynolds, Professor Emeritus, The Graduate Center, and Baruch College, City University of New York (646) 312-3942 / E-mail: rey.sn@juno.com

Professor John Bryant, Editor, Melville Society journal *Leviathan*, Hofstra University English Department (516) 463-5470 / E-mail: engjlb@hofstra.edu

Professor Bette S. Weidman, Chair, American Studies Program, Queens College, City University of New York (516) 466-3964 (no E-mail address)

JULIE BRUCH, Ph.D.

Dept. of Language, Literature, and Mass. Comm., Mesa State College
(Tel) 970-248-1284 (E-mail) jbruch@mesastate.edu

EDUCATION:

Ph.D. Linguistics University of Kansas, 1990

Specializations: Pragmatics, Language and Culture, Japanese Linguistics
Dissertation Title: A Pragmalinguistic Investigation of Inferential Structure
in Japanese

M.A. Applied Linguistics University of Kansas, 1983

Specializations: Second Language Acquisition
Teaching English as a Second Language,

Thesis Title: Sound Symbolism in Japanese

B.A. Secondary Education Western Michigan University, 1979

Major: Spanish Minors: English, German

RESEARCH INTERESTS:

Ethnolinguistic Description and Correlations between Language, Culture and Society
Linguistic Diversity and Sociolinguistics
Second Language Acquisition
Methods of Teaching English as a Second Language
Japanese Linguistics, Cross-Cultural Comparisons

TEACHING INTERESTS:

Sociolinguistics, Linguistic Awareness and Diversity, Pragmatics. Foreign Languages,
Theories of Second Language Acquisition, Applied Linguistics, General Introductory
Linguistics, TESL Methodology and ESL, Structure and History of the English Language,
English Composition

TEACHING AND RESEARCH EXPERIENCE:

(Chronological Order)

Professor, Department of Languages, Literature and Communications,
Mesa State College, 8/08 to present. (Associate Professor from 8/02-7/08)
(On leave 2004-2005 for Fulbright in Japan)

Courses Taught:

Language Systems and Linguistic Diversity
(traditional, video-conferenced, and on-line)
Linguistic Diversity and Multicultural Literacies (on-line graduate)
History of the English Language (traditional and intensive formats)
Structure of the English Language (on-line)
English Composition
Beginning Spanish I (traditional and intensive)
Beginning Japanese I, II, and III
Practicum in Teaching Japanese as a Second Language (indep.study)

Invited Guest Lecturer, Fuji Women's University, Sapporo, Japan, 8/08

Course Taught: Intensive Sociolinguistics

Fulbright Scholar and Lecturer, Sophia University, Tokyo, Japan, 9/04 to 7/05

Courses Taught:

Sociolinguistics A and B (graduate level)
Sociolinguistics I and II
Language and Culture
Communication and Culture
Linguistic Diversity

Chair, Department of Humanities, InterAmerican University of Puerto Rico, 1/95 to 5/96 and 8/98 to 7/02.

Supervised 12 full-time and 22 part-time faculty members and 3 laboratory technicians. Administered a budget of \$900,000. Participated in strategic planning and assessment of programs, collaborated with Academic Dean and Central Administration on institutional projects.

Assistant→ Associate Professor, Department of Languages, InterAmerican University of Puerto Rico, 8/91 to 5/96 and 8/98 to 7/02.

Courses Taught:

Introduction to Linguistics
Phonetics of North American English
Grammatical Structure of English
Comparative Analysis of English and Spanish
Theory of Second Language Acquisition
Elementary Japanese I and II

Freshman Composition (English)
Advanced Written Composition
Freshman Literature (Literary Genres)
Writing the Research Paper
Developmental Reading Skills
Courses in English as a Second Language:
Composition, Reading, Grammar,
Oral Communication, and Speech Workshop

Committee Work, Responsibilities, and Accomplishments

Mesa State College:

Departmental Program Review Committee (2009 to present)
Advisory Committee for the Tutorial Learning Center (2010-2012)
Student Showcase Committee (2009 to present)
Consultant for implementation of Intensive English Program (2010)
Academic Affairs Committee for Faculty Senate (2008 to present)
Study Abroad Committee (2007-08)
Advisor International Student Association (Fall 2007 – present)
Chaired Two Faculty Search Committees (Fall 2007 – Spring 2008)
Chaired Travel Funds Committee (2007) and served as member (2008 to present)
Chaired Faculty Evaluation Committee (Fall 2006)
Working Group for NCA Change Request for Accreditation of Distance Education
Degree Programs (Summer 2006)
Proofreading for transliteration of Japanese textbook into Braille (Summer 2006)
Outstanding Achievement in Teaching Award (May, 2006)
Faculty Search Committees (Spanish, English) (2003, 2005, 2006x2, 2007, 2008)
Fulbright Scholarship (2004) Taught and did research at Sophia University in
Tokyo, Japan for one academic year
Pioneered two new on-line courses (ENGL 451 and ENGL 343) (2005-2006)
Served on Colorado Commission on Higher Education Communications Committee
(2005-present)
Served as PLACE Exam Evaluator for Colorado Dept. of Education, Denver,
Colorado (2004)
Represented content area faculty in meetings with NCATE Accreditation
Team (2004)
Student Scholarship Committee (2004)
Member of CCCHE grant team, "Improving Teacher Quality by Aligning Standards
and Practice." (July-Dec. 2003)
Committee for Design and Implementation of Master's in TESOL (2003)
Served on validation/standard setting panel for ETS-Praxis Test for
teacher licensure, Denver, Colorado (2003)
Reader and manuscript evaluator for Dr. Maureen Neal's "Transforming Talk:
The Language of Teaching and Learning in the College Composition
Classroom (2003)
Help students to present their research in the Student Scholar Symposium on a
yearly basis

Student Evaluations (Scores are "medians of medians")

Mesa State College (11-item questionnaire, 5 points possible)

2009 – 5.0, 5.0, 5.0, 5.0

2008—5.0, 5.0, 4.0, 4.0

2007—5.0, 5.0, 5.0, 5.0, 5.0, 5.0, 5.0, 5.0

2006 – 5.0, 5.0, 5.0, 5.0, 4.5

2005 – 5.0, 5.0, 5.0, 5.0, 4.5, 4.0

2004 – separate scale → 4.8, 4.7 (Sophia University, Tokyo, Japan)

2003 – 5.0, 5.0, 5.0, 5.0

2002 – 5.0, 5.0, 5.0, 5.0

Evaluations of Classroom Teaching by Faculty Evaluation Committees or Department Chairs

2002 -- 2009 → Excellent

Publications and Research

Review of *Style Shifting in Japanese*, Kimberly Jones and Tsuyoshi Ono (eds.), *Linguist List Book Reviews*, (July 2009)

<<http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=224772>>

Review of *Japanese Language in Use: An Introduction* by Toshiko Yamaguchi, *Linguist List Book Reviews*, (June, 2008)

<<http://linguistlist.org/issues/19/19-1907.html>>

Eigo no shourai. Tsuushin cororado rokki no yama suso no machi kara. (9/27/07, 10/4/07, 10/11/07, 10/25/07, 11/1/07) Series of articles on the future of the English language in the world published at <norari.net/grace/grace.php>.

Review of *Emotions and Multilingualism* by Aneta Pavlenko, *Linguist List Book Reviews*, (August, 2006)

<<http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=83369>>.

Review of *Cross-Linguistic Influences in the Second Language Lexicon*, edited by Janusz Arabski, *Linguist List Book Reviews*, (July 2006).

<<http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=79750>>.

Review of *Language Acquisition, The Growth of Grammar* by Maria Teresa Guasti, *Linguist List Book Reviews*, (June, 2004).

<<http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=27285>>.

Review of *Sociolinguistics* by Peter Stockwell, *Linguist List Book Reviews*, (June 16, 2003).

<<http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=12081>>.

How ESL Students Teach Their Teachers, A Constructivist Boomerang. *Proceedings of the Third International Encounter on Education and Thought*, University of Puerto Rico Press. (2002).

A Manual for Coding and Analyzing Child Language Acquisition in Spanish.
Department of Communication Disorders and Speech Sciences Publication,
University of Colorado. 63 pp. (1997).

Teaching Pronunciation: Changing Articulatory Habits. (Paper presented to
International English Center, University of Colorado. 5 pp. (1997).

Teaching English as a Second Language at the University: Problems and Answers
from Puerto Rico. (Unpublished manuscript.) 11 pp. (1995).

A Pragmalinguistic Investigation of Inferential Structure in Japanese. *University*
Microfilms, Inc. Ann Arbor, Michigan. (1991).

What Makes the Japanese Inscrutable? A Linguistic Perspective. *Kansas Working*
Papers in Linguistics. 14, 1:1-19. (1989).

A Kinesic Approach to Understanding Communication and Context in Japanese.
Kansas Working Papers in Linguistics. 13:1-16. (1988).

The Affective Passives of Japanese. Unpublished Manuscript, University of Kansas.
pp. 1-37. (1988).

Expressive Phonemes in Japanese. *Kansas Working Papers in Linguistics.* 11:1-7.
(1986).

Presentations

"The Future of the English Language." Open Lecture, Fuji Women's University,
Sapporo, Japan, Aug. 8, 2008.

"Staying Ahead by Looking Behind: Second Language Teaching Methodologies."
COTESOL Convention, Denver, Colorado, Nov. 2, 2007.

"The Future of English Grammar." COTESOL Convention, Denver, Colorado,
Oct. 27, 2006.

"On the Fulbright Year in Japan." Faculty Colloquium, Mesa State College, Grand
Junction, Colorado, Apr. 12, 2006.

"American English in a Changing World." Japan-American Studies Guest Lecture
Series, Sendai, Japan, Feb. 19, 2005.

"Cross-Cultural Communication." Sophia University Open Lecture Series, Tokyo,
Japan, Nov. 2004.

"Living Abroad." A talk to the campus community during Unity Fest, April 7, 2004.

"Japanese O-koto, The Other Side of Japan." Faculty Colloquium, Mesa State College, Grand Junction, Colorado, March, 2004.

"Distinctive Discourses: Contributions of Minority Students." SCAPR Convention, San Juan, Puerto Rico, Dec. 5, 2003.

"Outcomes of Integration into Freshman Composition." COTESOL Convention, Denver, Colorado, Nov. 6, 2003.

"Hey You! Cross-Cultural Comparisons of Politeness in Language." Faculty Colloquium, Mesa State College, Grand Junction, Colorado, March 12, 2003.

"How ESL Students Teach Their Teachers, A Constructivist Boomerang." Third International Encounter on Education and Thought, San Juan, Puerto Rico, March 7, 2002.

In-house workshops on the use of E-mail, the Internet, word processing for faculty members who fear computers, "Talleres para Computóaticos" given every semester during the 2000-2001 and 2001-2002 academic years.

"From Students to Learners: Is a Transformation Possible?" Eastern Region Puerto Rico TESOL, Fajardo, May 5, 2001.

"Assessing Strategic Competence: How Do Puerto Rican Students Attempt to Communicate?" 27th Annual Convention, Puerto Rico TESOL, Fajardo, November 18, 2000.

"Native Speaker Accommodations in Cross-Cultural Communication: Patterns in Japanese and Puerto Rican Spanish." 19th Annual Convention of the Speech Communication Association of Puerto Rico, San Juan, Puerto Rico, December 4, 1999. Also presented in the University of Puerto Rico Guest Lecturer Series, March, 2000 with an honorarium.

"Proyecto de Assessment: Cursos de Inglés Básico." Faculty Development Workshops, InterAmerican University, Fajardo Campus, August 12, 1999 and at the Encuentro Institucional de Assessment, InterAmerican University, Law School, April 28, 1999.

"Morphological Development of Spanish-speaking Children of Mexican Descent Living in the United States." VIII International Congress for the Study of Child Language, San Sebastian, Spain, July 12, 1999. (Poster presentation)

"Comparison of MLU Measures of Mexican-American Spanish-Learning Toddlers." VIII International Congress for the Study of Child Language, San Sebastian, Spain, July 13, 1999. (Poster presentation)

"The Importance of English in Puerto Rico in the Year 2000 and Beyond."
English Week, Naguabo, Puerto Rico, March 19, 1999.

"Factors Influencing English Acquisition in Developing Bilingual Pre-School Children." National Association of Bilingual Educators Conference, Denver, Colorado, January 20, 1999. (Presented by 2nd author)

"Morphological Analysis of Spanish-Speaking Toddlers' Language." American Speech-Language-Hearing Association Convention, San Antonio, Texas, November 29, 1998. (Presented by 2nd author)

"Language Immersion in the Classroom." Encounters: Sixth Annual English Conference, March 14, 1996.

"ESL in Puerto Rico: Where Are Our Students Coming From? Where Are They Going?" Encounters: Fourth Annual English Conference of the Eastern Region, April 14, 1994.

"Making Head and Tails of Vocabulary: A Can of Worms." Puerto Rico TESOL Convention, November 13, 1993.

"Are the Japanese Inscrutable? A Study of Conversational Implicature."
Department of Linguistics Colloquy Series, University of Kansas, Oct., 1989.

"Teaching 'Live' English in the ESL Class." Teacher Training Workshop, Applied English Center, University of Kansas, Aug., 1987.

"Sound Symbolism in Japanese." Department of Linguistics Afternoon Colloquy, University of Kansas, May, 1983.

Other Activities

Member, Colorado and national TESOL, 1997 – 1998, 2005 - 2010.

Member, American Association of Applied Linguists, 2006

Test Item Writer for the College Board of Puerto Rico, English Licensing Board Exam, Spring and Summer 2002, 2003.

Member of TESOL, Puerto Rico 1991 - 1996 and 1998 - 2002.

Organizer and chair of the annual "Encounters" conference for teachers of English as a Second Language, 1992 – 1996.

Member of Speech Communication Association of Puerto Rico, 1998 –2002.

Work in Process

Research on:

"Future of English: Part II"

Reconceptualization of multi-lingualism as "trans-lingualism"

Cognitive linguistics and the grammar-culture construct

Language Competence

Tri-lingual, tri-cultural in English, Spanish and Japanese.

Scholarships and Awards

Nominated for Outstanding Faculty Award (May 2009)

Exemplary Faculty Award (May 2007)

Mesa State College Outstanding Achievement in Teaching Award
(2005-06)

Japan Fulbright Scholarship 2004-05 (Teaching Award)

Linguistics Scholarship 1987-88

Nominated to National Graduate Fellows Program 1985

Graduate Coursework

Linguistics coursework completed for the Doctoral Program at the University of Kansas:

602 Introduction to Phonetics

702 General Phonetics

706 Contrastive Phonetics

709 Introduction to Language Acquisition

712 Phonology I

714 Phonology II

715 Applied Linguistics: Teaching English as a Second Language

721 Language and Literature

722 Grammatical Analysis

725 Generative Grammar

730 Linguistics in Anthropology

731 Semantics

750 Comparative and Historical Linguistics

787 Modern English Grammar

791 Stress and Intonation
810 Seminar in Ethnolinguistics
860 Seminar in Applied Linguistics: Teaching English as a Second
Language
902 Acoustic Phonetics
910 Seminar: Edward Sapir
960 Seminar in Applied Linguistics
992 Readings in Linguistics: Passive Formations
998 Investigation and Conference: Language and Culture

Additional Graduate Coursework (1996)

Communication Disorders and Speech Science, University of Colorado
at Boulder:

5110 Clinical Theory and Practice
5242 Language Disorders of School-Age Children
5302 Phonological Disorders
5544 Seminar in Hearing, Adults
8206 Seminar in Perception and Production (Audited)

Robin Calland
English Department
303C Braithwaite
Southern Utah University
Cedar City, Utah 84720
(303)332-9669
calland@suu.edu

Curriculum Vitae

Education

- Ph.D. American Literature. University of Colorado. Boulder,
Colorado. 2004.
- M.A. English. University of Colorado. Boulder,
Colorado. 1995.
- B.A. English. University of Colorado. Denver,
Colorado. 1992.

Dissertation

Marianne Moore's Animalogies: Towards a Post-Darwinian Poetics of Embodiment.

Directed by Dr. Suzanne Juhasz.

Adopting a Foucauldian lens, I explore Marianne Moore's use of Darwinian and post-Darwinian biology to challenge the Western definitions of poets as transcending the body. I argue that in her representations of animals Moore juxtaposes different scientific and aesthetic discourses in such a way as to disrupt traditional Cartesian understandings of poets, humans and animals. Her representations of animals as ideal poets whose bodies signify the other bodies in their landscape call for poets to recognize embodiment as a source of poetry.

B.A. Honors Thesis

Natural Chaos and Social Order in William Faulkner's Wild Palms.

Directed by Dr. Colleen Donnelly

Publications

"Basil Bunting," "Nancy Cunard," "The Complaint of the Morpethshire Farmer," "Edith Sitwell," and "Still Falls the Rain." *The Facts on File Companion to 20th-Century British Poetry*. Facts on File, 2007.

"Psychological Approaches" and "These are the Days When the Birds Come Back." *An Emily Dickinson Encyclopedia*. Ed. Jane Donahue Eberwein. Westport: Greenwood Press, 1998.

Honors and Awards

Distinguished Educator Award. 2008. One of three faculty members to win this annual award bestowed by the SUU Faculty Senate upon a faculty member. Award is based on student nominations, teaching evaluations, and consultation with faculty's member's department chair.

Nominated for the Thunderbird Teacher of the Year Award. 2007

George F. Reynolds Fellowship. University of Colorado. 2002-2003. Awarded by the University of Colorado on the basis of excellence in scholarship and teaching.

Graduate Student Teaching Excellence Award. University of Colorado. 2001.

Wieggers Fellowship. University of Colorado. 2001-2002. Awarded by Department of English on the basis of academic merit.

Folsom Fellowship. University of Colorado. 2001-2002.

Teaching Experience

Department of Languages, Literature and Mass Communication, Mesa State College.

Assistant Professor

111: English Composition

112: English Composition

240: Children's Literature

365: Young Adult Literature

494: Seminar in Literature: "The Boundary between Humans and Animals in Literature."

Department of English, Southern Utah University, Cedar City, Utah

Assistant Professor

1010: Introduction to Academic Writing

2010: Intermediate Composition Topics Course

2240: Introduction to Poetry
2600: Critical Methods
3210: American Literature before the 1865
3280: Young Adult Literature
4210: Literary History: American Women Poets
4410: Advanced Critical Methods

Invited Lectures:

SUU Honors Program MAD Lecture Series (Winter 2007): Topic: Modernist Women Poet's Challenges to the Oppositions Between Humans and Animals and Minds and Bodies
2220: Introduction to Poetry (Spring 2006): Topic: Contextualizing the Poetry of Emily Dickinson
4010: Advanced Poetry Writing (Spring 2006): Topic: Poetry and Dance

Department of English, University of Colorado, Boulder

1001: English Composition
1600: Masterpieces of American Literature
1800: American Ethnic Literature
2650: Introduction to Women's Literature
2708: Lesbian, Gay, Bisexual and Transgendered Literature
3060: Modern and Contemporary Literature

Conference Presentations

- "Bringing Hostile Parties to the Table: Y.A. Novels that hold Scientific Discourses and Religious Discourses in Solution." Rocky Mountain Modern Language Association. Snowbird Utah. October 2009.
- "The Third Refuses to Choose: YA Novels that Hold Scientific and Religious Discourses Solution." Children's Literature Association Conference. Charlotte, N.C., June 11-14, 2009.
- "Failing to Abide by Disciplinary Boundaries: The Place of Evolutionary Biology in the Lyrics of Moore, Loy, and Niedecker." Rocky Mountain Modern Language Association. Calgary, Alberta. October 2007.
- "Dactyls and Feet: Restoring the Ancient Connection between Dance and Poetry." Hawaii International Conference on Arts and Humanities. Honolulu. January 2007.
- "[M]uscular docility / also mentality': Animal and Human Bodies in Motion as Metaphor for Poetry in the Work of Marianne Moore." "The Human and Its Others." American Comparative Literature Conference. Princeton. March 2006.

- "Sporting Her Speckled Stuff: Pigeons, Poets and Poems as Aesthetic and Scientific Objects (and Subjects) in the Poetry of Marianne Moore." Rocky Mountain Modern Language Association. Coeur D'Alene. October 2005.
- "Species of Masculinity: Healing Intra-Psychic Rifts with Human-Animal Intersubjectivity in the Poems of D.H. Lawrence." International D.H. Lawrence Society Conference. Santa Fe, New Mexico. June 2005.
- Commentator, History of Science Panel. Rocky Mountain Interdisciplinary Conference. University of Colorado, Boulder. September, 2003.
- "Scientific Errongance: Marianne Moore's Poetics of Deliberate Scientific Error." "A Right Good Salvo of Barks" Marianne Moore Conference. Pennsylvania State University. March 2003.
- "Transgressive Classification: Marianne Moore's Violations of Scientific Boundaries." Rocky Mountain Language Association. Vancouver, British Columbia. October 2001.
- "Where the Pieces Converge: Poetry as Home in the Work of Marilyn Hacker." Lambda Rising Conference. Boulder, Colorado. April 1998.
- "Devaluing the "Absent" Black Male Body: The Metaphor of Absence in the Work of Jacques Derrida and Ralph Ellison's Invisible Man." Rocky Mountain Language Association. Denver, Colorado. October, 1997.
- "Mountain of Body: Visual and Linguistic Signification of Butch Subjectivity in Leslie Feinberg's Stone Butch Blues." Lambda Rising Conference. Boulder, Colorado. April, 1997.
- "Homemade, homemade! But aren't we all?": Integrating the Body with the Linguistic Faculty in Elizabeth Bishop's "Crusoe in England." Rocky Mountain Language Association. Albuquerque, New Mexico. October, 1996.
- "Lesbian Riff-Raff Squatting on the Patriarchal Estate: Marilyn Hacker's Uses of Traditional Poetic Forms." GLBT Conference. Boulder, Colorado. April, 1995.

University Presentations

- Facilitator for Panel discussion between members of Anthropology, Business, and English faculty about the role of poetry in contemporary life. April 2008.
- "Does "I" Rhyme with "You"? : Homogeneity, Heterogeneity, Community and Rhyme in the Work of Marianne Moore. SUU Women's Week Panel. Presenter and Panel Chair. March 2008.

Departmental Presentations

"Defining and Teaching Style in English 1010 and 2010," SUU Composition Program Workshop, Spring 2007.

"Teaching Controversial Subject Matter in English 2010," SUU Composition Program Workshop, Spring 2005

"Dealing with Psychological Issues in the SUU Classroom," SUU Composition Program Workshop, Spring 2006.

Professional Service

Session Chair. Rocky Mountain MLA Literature and Science Session. Calgary. 2007.

University Service

Southern Utah University

Hiring Committee Sociology Department, outside member, Spring 2008.

College Curriculum Committee. 2008-present

University Faculty Lecture Committee. 2007-present.

Judge for the Campus Humanities and Social Sciences Journal, Spring 2007 and Spring 2008.

Press Committee, 2006-present.

The Exergues: a faculty critical theory discussion group, 2006-present.

Departmental Service

Mesa State College

Program Review Committee, Spring 2010.

Hiring Committee for Creative Writing Tenure Track Faculty Member, Spring 2010.

Hiring Committee for Classics and Biblical Literature Tenure Track Faculty Member, Spring 2010.

Hiring Committee for Composition-Creative Writing Instructor, Spring 2010

Composition Committee, Spring 2009 to current time.

“Newbie Manual” Committee Chair, Spring 2009 to Spring 2010.

Southern Utah University

Curriculum Committee Member, Spring 2007—present.

Hiring Committee for Comp-Rhetoric Position., Spring 2007.

Hiring Committee for Comp-Rhetoric, Creative Non-Fiction Position, Spring 2007.

Composition Peer Review Pilot Program Committee. 2005-2006.

Critical Theory Core Curriculum Committee, Chair, Spring 2006-present.

Library Committee, 2005-present.

Pretenyrds: a publication committee for junior faculty members, 2004-present

Service to Students

SUU PRIDE Club, Faculty Advisor, 2006-present.

References

Suzanne Juhasz, University of Colorado, Boulder, Colorado.

(303) 492-7506

juhasz@spot.colorado.edu

Karen Jacobs, University of Colorado, Boulder Colorado

(303) 492-8851

[kjacob@spot.colorado.edu](mailto:kjacobs@spot.colorado.edu)

Mary Klages, University of Colorado, Boulder

(303)-492-2868

mary.klages@colorado.edu

Lisa Ransdell, Former Director of Metro State Academic Advising

(720)-985-3300

lransdell@comcast.net

Dr. Doug Cox

Instructor: Department of English
Mesa State College
1221 White Avenue
Grand Junction, CO 81501
bdoucox@gmail.com
850-491-3924

EDUCATION

Florida State University
Tallahassee, FL
2004-2009

PhD: English (Creative Writing, Poetry)
Major: Poetry
Minor: US Multi-Cultural Literature
Director: David Kirby

Indiana University
Bloomington, IN
2001-2004

MFA: Poetry
Director: Kevin Young

Cal Poly, SLO
San Luis Obispo, CA
1994-1999

BA: English
Director: Kevin Clark

CSU Summer Arts
Fresno, CA
1999-2000

Summer Workshops
Directors: Philip Levine, Alan Shapiro

TEACHING EXPERIENCE

Kutztown University
Kutztown, PA
2009-Present

Visiting Assistant Professor: Department of English
ENG 022: Introduction to College Composition
ENG 023: College Composition
ENG 010: Introduction to Literature

Florida State University
Tallahassee, FL
2004- 2009

Teaching Assistant: Department of English
ENC 3310: Advanced Article & Essay Workshop
ENC 1142: Poetry Writing
ENC 1102: First-Year Research Writing
ENC 1101: First-Year Composition
LIT 2020: History of the Short Story

FSU First-Year Writing Program *Teaching Assistant Mentor: Department of English*
2005-2009

Indiana University
Bloomington, IN
2001- 2004

Associate Instructor: Department of English
W203: Poetry Writing
W131: Elementary Composition
W103: Introduction to Creative Writing

ACADEMIC & COMMUNITY SERVICE

Literary Magazine Committee
Kutztown, PA
2009-Present

Faculty Advisor for Student Literary Magazines

Sigma Tau Delta Advisor
Kutztown, PA
2009-Present

Faculty Advisor for English Department Club

Honors Program Advisor
Kutztown, PA
2009-Present

Faculty Advisor for Honors Program Committee

KUBoK
Kutztown, PA
2009-Present

Crime Watch & Prevention Volunteer

Mixed Tape Reading Series
Tallahassee, FL
2006-2009

Founder, Co-Host

The Southeast Review
Florida State University
July 2007-2009

Poetry Reader

Warehouse Reading Series
Florida State University
Spring 2007

Co-Host

Harmony School
Bloomington, IN
Spring 2004

Volunteer Visiting Instructor

Indiana Review
Indiana University
2003-2004

Poetry Reader

CSU, Fresno
Fresno, CA
2000-2001

Volunteer English Composition Tutor

The Grassy Knoll
Fresno, CA
2000-2001

Co-Founder, Editor

AWARDS & CONFERENCES

Crab Orchard Series in Poetry First Book Award
Southern Illinois University Press *Finalist*
2008

Best New Poets
Tallahassee, FL
2006-2008

Nomination

Gulf Coast Creative Writing Teachers Conference
Fairhope, AL
2007

First Place: Graduate Poetry

Gulf Coast Creative Writing Teachers Conference
Fairhope, AL
2006

Panelist: Teaching Music & Poetic Forms

AWP Intro to Journal Awards
Florida State University
2006

Nomination

Bertolt Clever Literary Award
Indiana University
2004

Graduate Poetry Award

Georgia P. Albright Merit Award
National Society of Arts and Letters
2004

Poetry Award

Indiana University Writers Conference
Bloomington, IN
2002-2003

Reading Contributor

Lynda Hull Fellowship in Poetry
Indiana University:
2001-2002

Graduate Poetry Fellowship

PUBLICATIONS

- Lintel, Sash, & Sill Press*
Fall 2010
The World's Last Decent Jukebox
(Book of Poems)
- The Ghazal Page*
Spring 2010
"End Times" (Poem)
- New Madrid*
Winter 2010
"AM-FM," "Back Taxes" (Poems)
- Chiron Review*
Winter 2009
"Ode to the Mohawk," "Verse, Chorus, Verse,"
"Rude Boy" (Poems)
- Crab Orchard Review*
Fall 2009
"The N-Word" (Poem)
- Suss*
Fall 2009
"Exhibit A," "Punchlines," "After All" (Poems)
- Eclipse*
Fall 2009
"Lullaby as a Second Language" (Poem)
- Tallahassee Democrat*
January 2009
"Yesterday" (Poem)
- Rio Grande Review*
Fall 2008
"Taking Stock: Rick's Toy Box,"
"Punching the Poets" (Poems)
- Apalachee Review*
Spring 2008
"Sweet Sweet Nothings" (Poem)
- SER Online*
Spring 2007
"Conversation with Jennifer L. Knox" (Interview)
- The Southeast Review*
Fall 2006
"A Gringo Like Me" (Book Review)
- Grassy Knoll*
Fall 2001
"The Probable World" (Book Review)
- Byzantium*
Fall 1998
"The Clinic" (Poem)

Carol Irene Christ
P.O. Box 656
Grand Junction, CO 81502
(970) 462-6402
cchrist@mesastate.edu

Vita Summary for Carol Irene Christ

EDUCATION

Colorado State University, Fort Collins, Colorado
MFA in Creative Writing—Poetry 2004
Creative Thesis: *West of the Divide*

Mesa State College, Grand Junction, Colorado
B.A. in Literature, Spanish Minor 2001

TEACHING EXPERIENCE

Mesa State College, Grand Junction, Colorado
Lecturer of English – English 111 (English Composition), English 111 Online, English 112 (English Composition), English 240 (Children's Literature), English 250 (Intro Creative Writing) and English 496 (Integrated Arts Institute) 2004- Present

Colorado State University, Fort Collins, Colorado
Instructor: English 201 (Beginning Creative Writing) 2002
Co-Instructor: English 475 (American Poetry) 2001

Poudre School District/A Poet Laureate Project
Instructor: *Literacy through Poetry* 2001-2003

Loveland Art Museum, Loveland, Colorado
Instructor: Surrealist Poetry Classes for Children 2002 - 2003

RELATED EXPERIENCE

Mesa State College, Grand Junction, Colorado
Poetry Editor, Pinyon 2004 - 2009

Mary Crow, Colorado Poet Laureate
Administrative/Editorial Assistant to Ms. Crow 2001 - 2003

PUBLICATIONS

Chapbook, Frank Cat Press, *Divides and Crossings* 2004

Touchstone, "Sad Little Arbitrary Word Poem" and "Perpetua," poems, no.35: 21-22. 2003

The Rectangle, "For Leota, born 1900" and "Valentine Poem,"
Poems, vol. 76: 85-87

2001

SELECTED AWARDS AND HONORS

Touchstone, Graduate Poetry Award, Kansas State University

2003

Crow/Tremblay Creative Writing Fellowship, Colorado State University

2003

CONFERENCES AND PANELS

AWP - Austin, Texas, Panelist "Intro Writing Workshops and the
Non-Writing Major"

2006

Colorado State University, Fort Collins, Colorado,
Graduate Conference on Literary Criticism, Panelist
"Murmurs of Modernism: *Cane* and *Melanctha*."

2002

SELECTED POETRY READINGS

Push/Don't Pull Dance Theatre, *West of the Divide:*
Live, Original Poetry Integrated with Dance, Grand Junction
Botanical Gardens

2010

Burning Bra Productions Presents, Tenacious Bros.
Grand Junction

2010

MSC Poets and Writers, Planet Earth Gallery

2008 - 2010

Helper, Utah, Art Gallery Reading

2008

Grand Junction Center for the Arts, *Garden Party*

2008

Mesa State College, *Women's Arts Week*,

2007

Colorado State University MFA Reading with Aaryn Richard
and Matthew Cooperman

2003

Susan Elizabeth Finch

1221 White Ave
Grand Junction, CO 81501
susan.finch@gmail.com
850-491-3926

EDUCATION

Florida State University
Tallahassee, Florida
2006-present

Ph.D. candidate in English (Creative Writing, Fiction)
expected graduation Spring 2011
Major: The Novel
Minor: Creative Nonfiction
Preliminary Exams passed with Distinction
Director: Mark Winegardner

Indiana University
Bloomington, Indiana
2001-2004

MFA (Creative Writing, Fiction)
Thesis: *In Exchange for Goodness* (Stories)
Director: John McCluskey Jr.

Emory University
Atlanta, Georgia
1995-1999

BA in Creative Writing and Psychology
Graduated with Highest Honors

TEACHING EXPERIENCE

Mesa State College
August 2010-present

Instructor
ENGL 111, Composition
ENGL 150, Introduction to Literature

Florida State University
Tallahassee, Florida
August 2006-August 2009

Teaching Assistant, Department of English
ENC 3310, Advanced Creative Nonfiction
LIT2020, History of the American Short Story
English 1142, Fiction Writing
English 1102, First-Year Research Writing
English 1101, First-Year Composition

Florida State University
Tallahassee, Florida
2007 (Jan-May)

Reading and Writing Center Tutor

Indiana University
Bloomington, Indiana
August 2003- Dec. 2003

Teaching Consultant for Incoming Teaching Assistants

Indiana University
Bloomington, Indiana
2001- 2004

Associate Instructor
W203, Mixed Genre Writing (Poetry and Fiction)
W203, Writing Short Fiction
W131, Elementary Composition
W103, Introduction to Creative Writing

Susan E. Finch

Indiana University
January 2002-May 2002

Creative Writing Tutor, Writing Tutorial Services

Harmony School
Bloomington, Indiana
April 2003

Visiting Instructor

EDITORIAL EXPERIENCE

The Southeast Review
Florida State University
July 2007-April 2010

Nonfiction Editor, Assistant Nonfiction Editor

Indiana Review
Indiana University
January 2003-July 2004

Fiction Editor

Penguin Putnam Inc.,
New York, New York
Nov. 1999-June 2001

Editorial Assistant at Dutton Children's Books

Peachtree Publishing
Atlanta, Georgia
Jan 1999 -June 1999

Editorial Assistant Intern

AWARDS AND CONFERENCES

Associated Writing Programs Conference
Denver, Colorado,
April 2010

Panelist and Organizer

"The Long and The Short of It: The Evolving Shapes of Creative Nonfiction"

Fourth River's Creative Nonfiction Prize
Spring 2009

First Runner-Up

Associated Writing Programs Conference
Chicago, Illinois,
February 2009

Panelist and Moderator

"Avoiding Sick Mothers, Absent Fathers, and Losing Your Virginity: The Tropes and Traps of Creative Nonfiction"

Arts and Letters Prizes,
Summer 2008

Finalist for Susan Atefat Creative Nonfiction Prize
Judge: Dinty Moore

Gulf Coast Creative Writing Teachers Conference
Fairhope, Alabama
April 11-12, 2008

Reader

Susan E. Finch

Southern Women Writers Conference Fall 2007	<i>Honorable Mention for Creative Nonfiction</i>
Glimmertrain's Family Matters Contest Summer 2007	<i>Finalist</i>
Ross Lockridge Jr. Award Indiana University Spring 2004	<i>Fiction Award</i>
Jean Shepard Award Indiana University Spring 2003	<i>Fiction Award</i>
National Society of Arts and Letters Bloomington, Indiana Spring 2003	<i>Second Place Fiction Award</i>
Artistian-Mann Award Emory University Spring 1999	<i>Fiction Award Honorable Mention</i>

ACADEMIC SERVICE

FSU Visiting Writers Series Fall 2007	<i>Co-Director & Host</i>
Indiana University 2003-2004	<i>MFA Representative</i>
Indiana University Reading Series 2003-2004	<i>Co-host and Organizer</i>
Indiana Review Fiction Contest 2002	<i>Fiction Judge</i>

PUBLICATIONS

<i>Apalachee Review</i> , Spring 2010	"After-School Special" (Fiction)
<i>The Fourth River</i> , Spring 2010	"Self-Arrest" (Creative Nonfiction)
<i>The Portland Review</i> , Fall 2009	"Dinner Theater" (Fiction)
<i>The Louisville Review</i> , Fall 2009	"Happy Hour" (Creative Nonfiction)

Barbara Geiger Curriculum Vitae

Contact Information 465A Bluebird Court, Grand Junction, CO 81504
• 970-255-0661 (H) • 970-248-1166 (W)
bgeiger@mesastate.edu (e-mail)

Education Ph.D. in English, Texas Tech University, Lubbock, 1999. Areas of Examination: Renaissance British Literature and Medieval British Literature.

M.A. in English, Texas Tech University, Lubbock, TX, 1995.
Specialization: British Literature.

B.A. in English and Political Science, Texas Tech University, Lubbock, TX, 1992.

Dissertation *Public Revenge and Political Chaos: The Blood Feud Motif in Renaissance Historical Writings.*
Directed by Marliiss Desens.

Publications "A Friend to Compiègne," *Calliope*. April, 2008.

"The Trial," *Calliope*. April, 2008.

"The Verdict," *Calliope*. April, 2008.

"Beowulf and the Three Monsters," with two sidebars, *Calliope*. May, 2007.

"The Emigration," *Calliope*. April, 2007.

"Relinquishing Authority: Tapping Into Students' Cognitive Skills With Familiar Content and Virtual Worlds" with K. Rickard, *In Our Own Voice*. Ed. Leanne Warshauer and Tina Good. Boston: Allyn and Bacon, 2000.

"Using the Writing Center to Empower Student Writers" with K. Rickard, *Writing Lab Newsletter*. June, 1999.

*Conference
Papers Presented*

“Thinking Makes It So’: Internal Conflict Made External in Branagh’s *Hamlet*.” 34th Texas Tech University Comparative Literature Symposium. Lubbock, TX, February, 2001.

Respondent. “Representing Shakespeare in Postmodern Environments.” Renaissance Drama Session. South Central Modern Language Association Conference. San Antonio, TX, November 2000.

“Thinking Makes It So’: Internal Conflict Made External in Branagh’s *Hamlet*.” 20th Southwest/Texas Popular Culture/American Culture Conference. Albuquerque, NM, February, 1999.

“On the Job Training: Tutoring in the On-Site Writing Center as Preparation for Satellite Projects.” Conference of College Teachers of English Conference. San Antonio, TX, April, 1998.

“The Writing Center Tutorial and the Special Needs Student.” South Central Writing Centers Association Conference. Oklahoma City, OK, February, 1998.

“Authoring the Self in the Female Romantic Writer: Jane Austen’s *Northanger Abbey* and Self-Possession Through the Role of Reader.” Graduate Student Conference. Texas Tech University. Lubbock, TX, February, 1998.

“Yin and Yang and Jane Austen: Intertextuality in Ang Lee’s Film Interpretation of *Sense and Sensibility*.” Nineteenth Annual Conference of the Texas/Southwest Popular Culture Association. Lubbock, TX, January, 1998.

“Mary McCarthy and the Making of a Romantic Desperado.” Seventeenth Annual Conference of the Texas/Southwest Popular Culture Association. Tulsa, OK, February, 1996.

*Administrative
Experience*

Director, Writing Center

Mesa State College. Grand Junction, CO. August 2001-May 2003.

Responsibilities include managing staff, designing Web site, developing Online Writing Center (OWL), overseeing outreach to area K-12 teachers, ensuring good client relations, leading staff meetings.

Software Engineer/Business Analyst

Verizon. Arlington, VA. September 1999-August 2000. Responsibilities include administering and developing database, supervising development of organizational Web site for corporate intranet, advising senior management on software purchases, training management personnel in maintenance of Web site.

Meetings Chaired Shakespeare and Popular Culture Area Chair. Twentieth Annual Southwest/Texas Popular Culture Association/American Culture Association Conference. Albuquerque, NM. 1998-99.

Texas Association of Writing Centers Session Chair. Conference of College Teachers of English Conference. San Antonio, TX. 1998.

Religion Area Chair. Nineteenth Annual Southwest/Texas Popular Culture Association/American Culture Association Conference. Lubbock, TX. 1997-98.

Department Service Webmaster. School of Humanities and Social Sciences. Mesa State College. Grand Junction, CO. 2000-2006.

Associate. Center for Teaching and Learning. Grand Junction, CO. 2001-2003.

Graduate Student Representative. Language and Literature (Curriculum) Committee. Texas Tech University. Lubbock, TX. 1997-98.

Registration Coordinator. Graduate Student Conference. Texas Tech University. Lubbock, TX. 1997-98.

Secretary. Graduate English Society. Texas Tech University. Lubbock, TX. 1997-98.

Romantic Literature Session Chair. Graduate Student Conference. Texas Tech University. Lubbock, TX. 1998.

Treasurer. Graduate English Society. Texas Tech University. Lubbock, TX. 1996-97.

British Renaissance Session Chair. Graduate Student Conference. Texas Tech University. Lubbock, TX. 1995-96.

Finance Committee Member. Graduate English Society. Texas Tech University. Lubbock, TX. 1995-96.

Assistant Director in Charge of the University Online Writing Center
University Writing Center. Texas Tech University. Lubbock, TX.
December 1998-August 1999. Responsibilities include managing staff,
ensuring good client relations, distributing online submissions, using
database.

Assistant Director in Charge of the University Writing Center
University Writing Center. Texas Tech University. Lubbock, TX. August
1998-August 1999. Responsibilities include managing staff, ensuring good
client relations, redesigning Web site, overseeing redesign of informational
brochure, leading presentations at weekly colloquium meetings.

Assistant Director in Charge of the University Satellite Writing Center
University Writing Center/Advanced Technology Learning Center. Texas
Tech University. Lubbock, TX. August 1998-January 1999.
Responsibilities include managing staff, ensuring good client relations,
using database.

Writing Program Workshop Leader
Department of English, Texas Tech University, Lubbock, TX.
"Technology and the Composition Classroom." March 1998.
"How the Writing Center Works." October 1997.
"Effective Instructor-Student Conferencing." October 1997.

Co-author. *Texas Tech University Writing Program Instructor's Guide to
A Writer's Repertoire 1302 Syllabus* with L. Myers and L. King,
Supplement in *A Writer's Reference* (Third Edition) by Diane Hacker.
Boston: Bedford Books, 1995.

Teaching Interests British Renaissance Literature
British Romantic Literature
British Literature Survey Courses
World Literature Survey Courses
First-Year and Advanced Composition
Introduction to Technical Communication
Writing Center
Computer Assisted Instruction

*Computer Skills
and Abilities*

Programming: C++, JavaScript, LotusScript, ASP, SQL, DHTML,
HTML
Software: Microsoft Office Suite, Microsoft FrontPage, Microsoft
Access, Adobe Photoshop, Lotus Notes, Visio,
DreamWeaver, Peachtree Complete Accounting
Operating Systems: Windows XP/Vista

*Honors and
Awards*

Doctor of Philosophy Excellence in Teaching Award, 1997.
Incentive Scholarship, 1993-94.

T.J. Gerlach
2126 1/2 Texas Ave.
Grand Junction, CO 81501
970-263-4703
tgerlach@mesastate.edu

EDUCATION

Ph.D. University of Denver Spring 2003

Major Areas: Creative Writing, 20th Century Lit. (emphasis on Modernism and Postmodernism),

Dissertation: *The Way The World Ends* (novel)

M.F.A University of Utah Spring 1998

Thesis: *All That Is Nothing New* (short story collection)

B.A. University of Utah 1993 (Phi Beta Kappa)

TEACHING

Associate Professor, Mesa State College 2005-current

Marsico Lecturer, AHSS University of Denver 2004-2005

- Humanities CORE: Various Terrorists. Spring 2005. From The American Revolution, Thoreau, groups like The Weathermen and the I.R.A., to 9/11 and its aftermath, this course looks at the issues, values and motivations behind what is deemed "terrorism."
- Humanities CORE: Sports and Society. Winter 2005. This course examines sport through a wide variety of larger social and intellectual contexts including those of race, gender, and economics.
- Humanities CORE: Discovering Literature. Fall 2004. Focused on enabling students to appreciate the craft, as well as the content, of literature this course looks at works which are in direct dialog with other texts. Authors include J.M. Coetzee, Pia Pera, Vladimir Nabokov, and Daniel Defoe.

- Humanities CORE: Creative Expression. Fall 2004. A creative writing course for non-majors. While this course makes use of a workshop model, it also introduces students to the theory side of creative writing through texts such as W.J.T. Mitchell's *On Narrative*.

English Dept. Adjunct Faculty University of Denver 2000-2004

- Advanced Standing Writing About Literature: The Purloined Image. Spring 2004 A course examining the appropriation of images between authors and mediums. Authors cover include Vladimir Nabokov, Don DeLillo, Rick Moody and Jay Cantor.
- Business and Technical Writing. Spring 2004. Two sections.
- Advanced Creative Writing: Fiction. Winter 2004. A fiction workshop. Readings include Alain Robbe-Grillet's *For A New Novel* and Italo Calvino's *Six Memos for the Next Millennium*.
- CREX: Creative Expression. Winter 2004. A creative writing course for non-English majors covering both fiction and poetry.
- Expository Writing. Fall 2003. Freshman introductory course.

English Dept. Teaching Fellow University of Denver 2000-2003

- Advanced Standing Writing About Literature: Big, Juicy Concepts in 20th Century Literature. Winter 2002.
- Introduction to Creative Writing. Fall 2001.
- Writing about Literature. Four sections from 2000-2003.
- Argument and Research. Four sections from 2000-2003.
- Expository Writing. Four sections from 2000-2003.

Teaching Fellow Oklahoma State University 1998-2000*

Research Assistant for Ronald Coleman University of Utah 1997-1998

Adjunct Faculty Salt Lake Community College 1996-1997

Teaching Fellow University of Utah 1993-1996

Teaching Assistant University of Utah 1991-1993

NON-ACADEMIC TEACHING

Lighthouse Writer's Workshop 2004-current

PUBLICATIONS

Fiction:

"Men and Women" *Double Room* Issue #4 Spring/Summer 2004

"I'm Dating Dorothy" *Double Room* Issue #4 Spring/Summer 2004

"Baby Ray," short story, *Literal Latte*, Vol. 6 No. 1, March/April 2000

"Arthur Madera, Author of Pierre Menard," short story, *Wisconsin Review*
Vol. 33 Issue 2, Spring 1999

"Froot Loops," short story, *Press* Issue 9, 1998

"Story From A Foreign Phrase Book," short story, *The Art of Fiction*, creative
writing textbook, University of Utah 1998-2001

Articles:

Overview Essay on David Markson, *The Review of Contemporary Fiction*

Reviews:

1

* Transferred from Oklahoma State to continue working with mentor at the University of Denver.

2
3

Instant Karma by Mark Swartz, *The Review of Contemporary Fiction*, Vol. 23
No. 3, Summer 2003

The Ambedextrist by Peter Rock, *The Review of Contemporary Fiction*, Vol. 22
No. 2, Summer 2002

Lucchesi and The Whale by Frank Lentricchia, *The Review of Contemporary
Fiction*, Vol. 22 No. 1, Spring 2002

Jewelry Talks by Richard Klein, *The Review of Contemporary Fiction*, Vol. 22
No. 1, Spring 2002

"Ballad of a Thin Woman," review, *Denver Quarterly*, Vol. 36 No. 1/2,
Spring/Summer 2001

The Museum of Useless Efforts by Cristina Peri Rossi, *The Review of
Contemporary Fiction*, Vol. 21 No. 3, Fall 2001
(reprinted in *Context* No. 9)

62: A Model Kit by Julio Cortázar, review, *The Review of Contemporary Fiction*,
Vol. 21 No. 1, Spring 2000
(reprinted in *Context* No. 7)

EDITORIAL EXPERIENCE

Editor, *Pinyon Review* 2005-current

Assistant Fiction Editor *Denver Quarterly* 2000-current

Editorial Assistant *Cimarron Review* 1998-2000

Editorial Assistant *Quarterly West* 1994-1996

AWARDS AND HONORS

Evan Frankel Fellowship 2002-2003

Service and Readings

Judge for *The Literary Review* December, 2005

Writer's Against Hunger Reading November 10th, 2005

Director, Creative Writing Club 2005-current

Judge, Regional Fiction Contest Fall 2005

Graduate School Panel, October 2005

Committees

Co-Head, Strategic Planning Committee on Retention November 2005-current

Scholarship Committee, March 2006

Kurtis Boyd Haas

Department of Languages, Literature, and Communications
Mesa State College
1100 North Avenue
Grand Junction, CO 81501-3122
(970)248-1104
khaas@mesastate.edu

Education

University of Nebraska-Lincoln, Ph.D. English, August 1998.

Dissertation: "Rhetoric, Romance and the Structure of Authority in Chaucer's *Canterbury Tales*."

Dissertation Director: Paul Olson

Dissertation Committee: Robert Haller; Stephen Buhler; Joy Ritchie; Ruth Nisse; Evelyn Jacobson

Areas of Concentration: Medieval Literature; Composition and Rhetoric; Renaissance Literature

Truman State University (Formerly Northeast Missouri State University), MA English, 1993

Truman State University, BA English, 1991

Teaching Experience

2004-present	Associate Professor, Mesa State College
1999-2004	Assistant Professor, Mesa State College
1998-99	Lecturer, University of Nebraska-Lincoln
1993-1998	Teaching Assistant, University of Nebraska-Lincoln
1991-1993	Teaching Assistant, Truman State University
1988-1991, summer	Preceptor, Joseph Baldwin Academy, Truman State University, for courses in "Shakespeare," "Literature" and "Latin"

Other Professional Experience

2006-present	Co-Head of the Department of Languages, Literature and Mass Communication, Mesa State College
1998, summer	NU Start Writing Center Instructor, University of Nebraska-Lincoln
1997, summer	Consultant, Medieval-Renaissance Digitization Project, University of Nebraska-Lincoln
1997, May	Workshop teacher, "Creating Heuristics in the Computer-assisted Classroom," University of Nebraska-Lincoln
1997, March	Facilitator, Portfolio Workshop, University of Nebraska-Lincoln
1996-97	Assistant Coordinator of Composition, University of Nebraska-Lincoln
1993, summer	Resident Coordinator, Project ACHIEVE, The University of Iowa

Publications

"The *Franklin's Tale* and the Medieval Trivium: A Call for Critical Thinking." *Journal of English and Germanic Philology* (2007).

"*The Unfortunate Traveller* and the Ramist Controversy: A Narrative Dilemma." *Quidditas* 24 (2005).

"Erec's Ascent: The Politics of Wisdom in *Erec et Enide*." *Romance Quarterly*, Issue No.1 (2000).

"Ciceronian Rhetorical Principles in Malory's Last Book." *Studia Neophilologica* 71 (1999).

"The *Shipman's Tale*, the *Tale of Sir Thopas*, and the End of Virtue." *Publications of the Medieval Association of the Midwest* 5 (1998).

Review of James Berlin's *Rhetorics, Poetics, and Cultures*. *Composition Chronicle*. February (1997).

"The Erasure of Government in *Paradise Lost*." *The Journal of the Midlands Conference on Language and Literature* VIII (1995).

Conference Presentations

"Strategy and Conflict in Chaucer's *Pardoner's Tale*." Medieval Association of the Pacific. Albuquerque, NM, March 2009.

"Game Theory and Teaching the *Pardoner's Tale*." New Chaucer Society. Swansea, Wales UK, July 2008.

"The Idea of Game in the *Miller's Tale*." Rocky Mountain Medieval and Renaissance Association. Jackson Hole, WY, June 2005.

"Providential Games in *Sir Gawain and the Green Knight*." International Medieval Congress. Leeds, UK, July 2004.

"Invention and Technology in the Literature Classroom." Conference on College Composition and Communication. San Antonio, TX, March 2004.

Session Chair, "Renaissance Prose," Rocky Mountain Medieval and Renaissance Association. Colorado Springs, CO, April 2003.

"*The Unfortunate Traveller* and the Ramist Controversy: A Narrative Dilemma." Rocky Mountain Medieval and Renaissance Association. Colorado Springs, CO, April 2003.

"The Medievalisms of *Dune*." Life, The Universe, and Everything: Marion Smith Symposium on Science Fiction and Fantasy. Provo, UT, March 2003.

"Teaching Glossing in the *Wife of Bath's Tale*." Panel. New Chaucer Society. Boulder, CO, July 2002.

"Rhetoric and Romance in the *Nun's Priest's Tale*." Rocky Mountain Medieval and Renaissance Association. Las Vegas, NV, May 2002.

"Managing Diversity in Small Groups." Roundtable. National Council of Teachers of English. Baltimore, MD, November 2001.

"Competing Discourses: Military versus Rhetorical Construction of the Social in the *Knight's Tale*." Mid-America Medieval Association. Kansas City, MO, February 2001.

"Of Angles and Slye Reflections: What Rhetoric Teaches the Squire." "Chaucer at the Millenium," sponsored by the Sewanee Medieval Colloquium. Sewanee, TN, April 1999.

"Ineloquent Aristocrats and Magical Clerks in Chaucer's *Franklin's Tale*: A Call for a Critical Pedagogy?". Northern Plains Conference on Earlier British Literature. Wayne, NE, April 1998.

"An Argument for Student Self-Selection of Texts in Composition Courses." Conference on College Composition and Communication. Chicago, April 1998.

"Rhetoric and Romance in the *Wife of Bath's Prologue and Tale*." Annual Meeting of the Mid-America Medieval Association, Kansas City, MO, February 1997.

"Malory's Invention and Cicero's *De Inventione*." 31st International Congress on Medieval Studies, Kalamazoo, MI, 1996.

"The Politics of Wisdom in *Erec et Enide*." Annual Meeting of the Mid-America Medieval Association, Emporia, KS, 1996.

"The *Shipman's Tale*, the *Tale of Sir Thopas*, and the End of Virtue." Dakotas Conference on Earlier British Literature, Brookings, SD, April 1995.

"The Erasure of Government in *Paradise Lost*." Midlands Conference on Language and Literature, Omaha, NE, 1995.

"A Derridean Look at Christ in the *Gospel of John*." English Graduate Student Association Conference, Lincoln, NE 1994.

"Male Naiveté and the Structure of Desai's *Bye-Bye Blackbird*." Missouri Philological Association Meeting, Overland Park, KS 1993.

"My Antonia: Jim Burden's Narrative of Place(lessness)." Northeast Missouri State University English Day, Kirksville, MO 1992.

Other Professional Activities

Participant in the Chaucer Pronunciation Workshop, 32nd International Congress on Medieval Studies, Kalamazoo, MI, 1997.

Participant at "Textshop, a Conference On Technology in the Classroom," University of Nebraska-Kearney, October, 1996

Awards and Distinctions

Mesa State College Distinguished Faculty Award, 2006

Nominee, Mesa State College Distinguished Faculty Award, 2004.

UNL Outstanding Graduate Teaching Assistant Award (one of two, university-wide), 1998.

Maude Hammond Fling Fellowship, 1997-98.

Wilbur Gaffney Travel Award-- Department of English, UNL, 1995 and 1998.

Nomination for Robinson Award for best scholarly paper by a graduate student English, 1994, University of Nebraska-Lincoln.

Pershing Scholarship-- Truman State University (four-year full-ride), 1987-91.

Courses Taught

English 355 --Shakespeare (Mesa State College)

English 579—Survey of Medieval Literature (For Adams State College via Mesa State College)

English 396—Topics: Medievalism (Mesa State College)

English 494—Seminar in Literature, *Hamlet: Texts and Contexts* (Mesa State College)

English 370--Major Authors: Chaucer (Mesa State College)

English 254--Survey of English Literature I (Mesa State College)

English 396--Topics: King Arthur in Literature and Legend (Mesa State College)

English 311--Medieval English Literature (Mesa State College)

English 313 --Renaissance English Literature (Mesa State College)

English 150—Introduction to Literature (Mesa State College)

English 111 and 112 -- Composition (Mesa State College)

English 102 -- Composition and Literature (University of Nebraska-Lincoln)

English 150 -- Composition I (University of Nebraska-Lincoln)

English 151 -- Composition II (University of Nebraska-Lincoln)

English 254 -- Intermediate Composition (University of Nebraska-Lincoln)

English 957-- Composition Theory and Pedagogy, Guest Lecturer, (University of Nebraska-Lincoln)

Writing Assistance Center -- Instructor (University of Nebraska-Lincoln)

Academic Service

Departmental Assessment Coordinator (Mesa State College), 2004-6.

Promotion and Tenure Committee (Mesa State College), 2004-6.

Chair, Departmental Library Acquisitions Committee (Mesa State College), 2004-present

Chair, Departmental Scholarship Committee (Mesa State College), 2004-present.

Advisor, Sigma Tau Delta (Mesa State College). 2003-present.

Chair, Ad Hoc Committee to Revise English Curriculum (Mesa State College), 2002-present.

Curriculum Committee (Mesa State College), 2000-2003.

Non-Fiction Reader for the Mesa State College *Literary Review*, 2001 and 2003.

Teacher Education/ Linguistics Search Committee (Mesa State College), 2001-2.

British Literature Search Committee (Mesa State College), 2000-1.

Assessment Committee (Mesa State College), 1999-2002.

Essay Judge for AAWP Writer's Contest (Mesa State College), 1999, 2003.

Chair's Advisory Committee (University of Nebraska-Lincoln), 1998.

Professional Memberships

New Chaucer Society

National Council of Teachers of English

Rocky Mountain Medieval and Renaissance Association

JENNIFER HANCOCK, M.F.A., PH.D.

Department of Languages, Literature, and Mass Communication
Mesa State College
1100 North Avenue
Grand Junction CO 81501
970.248.1832
jhancock@mesastate.edu

2126 1/2 Texas Avenue
Grand Junction CO 81501
970.361.0161
jennirane@yahoo.com

EDUCATION

Ph.D. Oklahoma State University, 2001 (Stillwater, Oklahoma)
English Dissertation: *Wintering at Mooltunya* (original poetry and critical introduction)
Director: Lisa Lewis
Examination Subjects:
Practical Poetics and the Rhetoric of Fiction (Distinction)
Modern Literature in English

M.F.A. Sarah Lawrence College, 1994 (Bronxville, New York)
Creative Writing Thesis: *A Clean, Black Line* (original poetry)
Director: Thomas Lux

B.A. Oklahoma State University, 1992 (Stillwater, Oklahoma)
English

TEACHING EXPERIENCE

August 2008-Present Instructor of English, Mesa State College (Grand Junction, CO)
English 111: English Composition I
English 112: English Composition II
English 250: Introduction to Creative Writing
English 262: Survey of American Literature II
English 370: Major Authors (Plath and Rich)
English 492: Senior Seminar in Writing

2007-2008 Associate Professor, Colorado Mountain College (Rifle, CO and Glenwood Springs, CO)
ENGL 121: English Composition I
ENGL 122: English Composition II
ENGL 221: Creative Writing I
LIT 201: Masterpieces of Literature I
LIT 212: Survey of American Literature II

2006-2007 Adjunct Instructor, Mesa State College (Grand Junction, CO)
ENGL 111: Freshman Composition I
ENGL 112: Freshman Composition II
ENGL 250: Introduction to Creative Writing

2003-2006 Visiting Assistant Professor, Illinois Wesleyan University (Bloomington, IL)
ENGL 101: Introduction to Creative Writing
ENGL 170: Special Topics in Literature:
The Short Story
Baseball as Literature
Contemporary American Poetry
ENGL 201: Fiction Writing
ENGL 202: Poetry Writing
ENGL 485: Senior Directed Study (Independent Study, Novel Writing)

- 2004 **Teacher, Leysin American School (Leysin, Switzerland)**
High School Creative Writing
College Essay Preparation for High School Students (IB Program)
- 2002 **Instructor, University of Illinois at Springfield (Springfield, IL)**
Abraham Lincoln and Leadership Summer Institute for Illinois High School Students
The Figure of Lincoln in American Poetry
- 2001-2003 **Visiting Assistant Professor, Millikin University (Decatur, IL)**
EN 440: Senior Capstone / Independent Study (Novel Writing)
EN 300: Advanced Creative Writing
EN 366: Studies in Literary History / IN 250: Global and Non-Western Studies:
Poetry, Politics, Prosperity: The Harlem Renaissance and the Talented Tenth
Celtic and Political Influence on the Literature of the Irish Renaissance
EN 201: Creative Writing
EN 150: Approaches to Literature (Introduction to Critical Theory)
IN 150: Critical Reading, Writing, and Research I (Composition I):
The Search for Self in Landscape
Contemporary Short Stories
IN 151: Critical Reading, Writing, and Research II (Composition II):
Plagues and Epidemics in the Western Tradition
The Legacy of "Civil Disobedience"
IN 151: Honors Freshman Research: *Gender and Identity*
PACE: Adult Continuing Education (College Research Skills and Writing)
Tutor: Millikin University Writing Center
- 1996-2001 **Graduate Teaching Assistant, Oklahoma State University (Stillwater, OK)**
Engl 2513: Introduction to Creative Writing (General Education Credit/Fine Arts)
Engl 1113: Freshman Composition I
Engl 1213: Freshman Composition II
Engl 2413: Introduction to Literature
- 1993-1994 **Teaching Assistant/Research Assistant, Sarah Lawrence College (Bronxville, NY)**
Poetry Workshop

PUBLICATIONS

- Review of *Wonder Cabinet* by David Barber. *American Book Review* 27.6 (Sept/Oct 2006). Book review.
- "Prologue: Sandpipers" *Ecotone*, Spring 2005. Original poetry.
- "My Parents' Old Acting Troupe, the Alpha Omega Players, Comes to Town," *Victory Park* 3.1 (Spring/Summer 2000): 39-40. Original poetry.
- "First Kiss: Portuguese Man O' War," (reprint) *Poetry Daily* (<http://www.poems.com>), January 4, 2000. Original poetry.
- "After Seeing Anne Sexton's Checkbook in a Museum," *Victory Park* 2.2 (Fall/Winter 1999): 43-44. Original poetry.
- "I Never Wanted to Say," and "First Kiss: Portuguese Man O' War," *Third Coast* 9 (Fall 1999): 11-13. Original poetry.
- "Hangi Feast: Rotorua, New Zealand," *Puerto del Sol* 34.2 (Summer 1999): 66-67. Original poetry.
- "Echo Point, Blue Mountains," *Faultline* 8 (1999): 82. Original poetry.
- "Wintering in Mooltunya," *The Spoon River Poetry Review* 24.1 (Winter/Spring 1999): 16-17. Original poetry.
- "Bone Collector," *Quarterly West* 47 (Autumn/Winter 1998-99): 158-59. Original poetry.
- "Driving Home," *The Antioch Review* 53.2 (Spring 1995): 191. Original poetry.
- "Apologies to My Mother," and "Baking," *New Plains Review* 2.4 (Fall 1994): 52, 80. Original poetry.

CONFERENCE PRESENTATIONS / ATTENDANCE

- Original Poetry Reading, Rocky Mountain MLA Conference (Snowbird, UT 2009).
- "To Abstraction and Beyond!" and "The Magic of Metaphor". Mesa State College Writing Conference (Grand Junction CO, 2009).
- Conference Attendee. The Associated Writers and Writing Programs Annual Conference (Chicago, IL 2009).
- "The Tarot Deck Poem." Mesa State College Writing Conference (Grand Junction, CO 2006).
- "On Chapman's Homer: The Challenges of Writing About Baseball Creatively." *Nine: A Journal of Baseball History and Culture* Annual Spring Training Conference (Tucson, AZ 2006).
- Conference Attendee. *Nine: A Journal of Baseball History and Culture* Annual Spring Training Conference (Tucson, AZ 2005).
- "Energetic Editing for Poetry." Tongue & Ink Undergraduate Writing Conference (Bloomington IL, 2005).
- "Using the Poetry Slam Format as Development for Workshop Evaluation Criteria." Associated Writers and Writing Programs National Conference (Pedagogy Forum) (Chicago, IL 2004).
- "Confessions of a Modernist: Re-Reading Elizabeth Bishop Since the Publication of Her Letters." Elizabeth Bishop: The Geographical Mirror. The University of Newcastle upon Tyne, UK (December 1999).
- "From Troy to Marthatown: Sheri S. Tepper's *The Gate to Women's Country*." Southwest/Texas Popular Culture/American Culture Association (Albuquerque, NM 1999).
- "Peter Weir's Feminist Interpretation of *The Year of Living Dangerously*." South Central Modern Language Association (Dallas, TX 1997).

UNIVERSITY SERVICE

2009	Faculty Advisor, Black Student Alliance, Mesa State College
2009	Faculty Reader, <i>The Literary Review</i>
2007	Member, Scholarship Committee, CMC West Garfield
2007	CMC Representative for Literature Discipline, 2:2 Conference, Front Range Community College
2006	Poetry Reading / Faculty Talent Show (Honor Society Charity Event)
2006	Presenter, Faculty Workshop: "Conferencing With Students"
2005	Faculty Advisor, <i>Tributaries</i> (Illinois Wesleyan's Undergraduate Literary Journal)
2004	Sigma Tau Delta Graduate School Panel, Illinois Wesleyan University
2002, 2003	Honors' Day Interviews/Freshman Recruitment, Millikin University
2002, 2003	Judge, Millikin University Conant Awards: Creative Writing
2002-2003	English Department Curriculum & Advising Subcommittee, Millikin University
2002-2003	Faculty Academic Advisor, English Writing Majors, Millikin University
2001-2003	Faculty Grader, Scoring Sessions, Incoming Freshmen Placement Essays
2001-2003	Faculty Advisor, JMS Honors Projects (Bri Hill, Danielle LaSusa, Ryan Jones)
2001-2003	Faculty Advisor, <i>Collage</i> (Millikin University's Undergraduate Literary Journal)
2001-2002	English Department Policies & Procedures Subcommittee, Millikin University
2001	Judge, <i>Collage</i> Writing Awards, Millikin University
2000	Co-Presenter, TA and Lecturer Orientation, Oklahoma State University "In-Class Writing Assignments"
2000	Teaching Assistant Mentor, Oklahoma State University

EDITORIAL EXPERIENCE (IN NON-FACULTY CAPACITY)

2009	Manuscript Reader, Chapbook Contest, Pinyon Press
1999-2000	Editorial Intern, <i>Crazyhorse</i> .
1999-2000	Fiction Editor, <i>Cimarron Review</i> .
1997-1999	Poetry Editor, <i>Cimarron Review</i> .
1996-1998	Associate Editor, <i>Cimarron Review</i> .
1990-1992	Poetry Editor, <i>Midland Review</i> .

HONORS

- 2003 Appreciation & Achievement Award, Millikin University Office of Multicultural Affairs Student Roundtable
- 1999 Pushcart Prize Nomination, Editors of *Third Coast*.
- 1998 Associated Writing Programs Intro Journals Project Award, Poetry.

PROFESSIONAL ACTIVITIES

- 2008, 2009 Reading, Poets & Writers of Mesa State Reading Series
- 2006, 2007, 2008 Reader, College Board Advanced Placement Exams, Daytona, FL
- 2005 Reading, Bloomington, IL
- 2002 Judge, Springfield Area Arts Council City Arts Grants (Illinois Arts Council)
- 2002 Reading, Illinois College Writers Festival, Jacksonville, IL
- 2002 Reading, Highway 51 Poets Series, Decatur, IL
- 2000 Reading, Oklahoma State University.
- 1999, 2000 Judge, Oklahoma Summer Arts Institute: Poetry Application Portfolios.
- 1999 Guest Writer/Lecturer, Tulsa Summer Arts II
- 1997-2002 *Archaic Windows*, collaborative exhibit with serigraph artist Carolynne Whitefeather (original poetry and art):
- Art in Embassies Program, U.S. Department of State, 2000-2002.
 - Gallery Ten, Scottsdale, Arizona, 2000.
 - McCray Gallery, Western New Mexico University, 1999.
 - Accent Art Gallery, Tallahassee, Florida, 1999.
 - Corbett Center Art Gallery, New Mexico State University, 1998.
 - Individual Artists of Oklahoma Gallery, Oklahoma City, 1998.
 - Lightwell Gallery, University of Oklahoma, 1997.
- 1998-1999 President, Creative Writers Association, Oklahoma State University:
- Wrote funding proposals, co-organized student and faculty readings, and co-organized guest readings: Bret Lott and Louise Glück, among others.
- 1998 Reading, Oklahoma State University.
- 1998 Secretary, Australasian Film and Literature Panel. *South Central Modern Language Association*, New Orleans, LA.
- 1997-1998 Secretary, Creative Writers Association, Oklahoma State University.
- 1996 *Napa Valley Writers' Conference*, Poetry. Jane Hirschfield, Instructor. Napa, CA.
- 1994 Counselor, Oklahoma Summer Arts Institute
- 1994 M.F.A. Thesis Reading, Sarah Lawrence College.
- 1994 Reading and Interview, *The Bon Mot Show*, KUNH, University of New Hampshire.
- 1992-1994 Graduate Poetry Assistant, Sarah Lawrence College:
- Wrote grant proposals, co-organized student and faculty readings, and co-organized guest readings: David St. John, Philip Levine, and Diane Wakoski, among others.
-

MICHELE G. HANSON

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EDUCATION:

- M.L.S. School of Library Science, University of Arizona. 1992
M.A. English, Emphasis in Fiction Writing, University of New Hampshire, Durham. 1986
B.A. English and French, University of California Santa Barbara. 1982
Graduated with High Honors; Phi Beta Kappa; Pi Delta Phi (French Honor Society)
Coursework at *l'Université de Toulouse-le-Mirail*, Toulouse, France. Oct. 1982-May 1983

ACADEMIC EXPERIENCE:

College Instruction

Instructor, English and French August 2002-present
Mesa State College, Grand Junction, CO

Instructor, English August 1988-May 1991
Pima Community College
Tucson, AZ

Instructor, English August 1994-1995
Canisius College, Buffalo, NY

Library

Assistant Librarian March 1997-November 1997
Albright-Knox Art Gallery, Buffalo, NY

Cataloguing Librarian October 1995-March 1997
Albright-Knox Art Gallery, Buffalo, NY

Assistant Librarian August 1995-March 1997
Reference, Evening/Weekend Supervisor
Canisius College, Buffalo, NY

Assistant Librarian August 1993-May 1994
Reference, University of Arizona Main Library

PUBLICATIONS:

Hanson, Michele. "About My Planets, Which Are Presently Out of Whack." *Copper Nickel* 5 (2006): 49-60.

---"Bambini: Reflections in Venice." *A Mother's World: Journeys of the Heart*. MaryBeth Bond and Pamela Michael, eds. San Francisco: Travelers' Tales, 1998. Reprinted in *Catholic Digest*, September 1998.

- "Joining the Conversation: Collaborative Learning and Bibliographic Instruction." *The Reference Librarian* 51/52 (1995): 147-60.
- "The Library as Laboratory for Interdisciplinary Studies." *Teaching English in a Two-Year College* 21 (1993).

Penney Hills

1010 White Ave.
Grand Junction, CO 81501
(970) 242-1518

Teacher

Lecturer in English: Mesa State College 1989-2002

Courses Taught: American Literature, I and II; English Composition, 111 and 112; Technical Writing; Survey of World Literature, II; Introduction to Literature; Composition for UTEC students at MSC, 086 and 087, 111 and 112 at UTEC; participation in Honors course, HUMA 396, "What's New?" Spring, 1997.

Lecturer in Sociology:

John Jay College of Criminal Justice, CUNY	1987
Fashion Institute of Technology	1986
Rutgers, UNJ	1985-86
Brooklyn College, CUNY	1973-78
U. of Connecticut at Groton	1972-73
Lecturer, Connecticut College	1970-71

Courses Taught: Criminology, Deviance, Urban Research, Social Problems, Methods, Family, Sex Roles, Introductory Sociology, Introductory Anthropology, Mass Communications, Art and Society.

Editor and Writer

Writing consultant on six successful social science dissertations and various articles, books, and concepts. 1981-88

Researched and wrote a study, for Garrard's "Let's Get Lost in a Painting" series, on Thomas Eakins' Max Schmidt in a Single Scull; edited other studies for the series. 1982-84

Helped develop "Literature and Film" teaching manuals for Brandon Films 1979-82

Research

Research Associate, Columbia School of Social Health 1964-65

Research analyst, American Social Health Association 1963-65

Associate Project Director, Market Research, J. Walter Thompson 1958-62

Research Assistant, Market Psychology 1956-58

Education

M.A. Sociology, New School for Social Research (a.b.d.)	1968
B.A. University of Chicago	1951
Certificate, Corsi per gli Stranieri, Florence, Italy	1949

Publications

"The Housewife." Madison Avenue. July, 1960.

Co-editor and co-author with L. Rust Hills, How We Live: Contemporary Life in Contemporary Fiction. New York: Macmillan, 1968; 2 volume ppbk, New York: Collier, 1971.

Writer-editor on eight Teaching Manuals for Literature and Film series, Audio Brandon Films, New York, 1979-82.

Researcher-writer, Thomas Eakins' Max Schmidt in a Single Skull, Champaign, IL: Garrard, 1985.

Other writing/editing/ presentations

Brochure, with Joyce Sexton, for successful campaign against Cisco, UT hazardous waste incinerator, 1989.

Editing on my father's last book of poems, The Haunt of Time. Dublin, NH: Bauhan, 1981.

Poetry workshops in New York with Jean Valentine, Jack Gilbert, 1980s.

Faculty Seminar, John Jay College of Criminal Justice, CUNY, "Is There a Sociology of Memory?" (1985)

Presentation, Sociologists for Women in Society, New York, "Women and Memory" (1984).

Organizations

Board of Trustees, Mesa County Public Library, 1991-93; District Planning Committee, 1992.

President, Concerned Citizens Resource Association (CCRA member of Western Colorado Congress) 1989-90.

Secretary, SHARE, support group for the head injured and their families, Grand Junction (member of Colorado Head Injury Foundation) 1988.

Co-ordinator, New York City Chapter of Sociologists for Women in Society (SWS) 1986-87.

Advisory Committee, National Project Center for Film and the Humanities, 1974-76.

Academic Humanist, National Project Center for Film and the Humanities, 1973-76.

Languages and travel: Read and write Italian; lived in Italy 1948-50. Read French; trips to France, England and Spain 1964, 1971. Four months backpacking in Greece 1979, 1980.

Dr. Barry Laga

Professor of English

1100 North Avenue, Mesa State College, Grand Junction, CO 81501 970/248-1119 blaga@mesastate.edu

Education

1997 Ph. D., English, Purdue University, Indiana.

Dissertation: "Posthistory: Negating and Negotiating Representations of History."

Director: Dr. Patrick O'Donnell.

1990 M.A., English, Brigham Young University, Utah.

Thesis: "Subverting the Victorian World of Fairy: A Sociohistorical Critique of George

MacDonald's Fairy Tales." Director: Dr. Steven Walker.

1988 B.A., English/English Ed. Brigham Young University, Provo, Utah.

NCATE (Secondary Education Accreditation) for English and French

Fields of Specialization and Interest

- American Literature: Origins to Present
- Literary and Cultural Theory
- Composition
- Native American Literature
- Modern and Contemporary American Fiction
- Postmodern Literature and Culture
- Film History and Theory
- Experimental Academic Prose

Academic Appointments

2007-present: Professor of English

Mesa State College, Grand Junction, CO

2002-2007: Associate Professor of English

Mesa State College, Grand Junction, CO

2005-2007: College Supervisor for Secondary Education Interns

Mesa State College, Grand Junction, CO

1997-2002 Assistant Professor of English

Mesa State College, Grand Junction, CO

1991-1997: Graduate Instructor

Purdue University, West Lafayette, IN

Summers of 1993-1997: Gifted Education Summer Program Instructor

Purdue University, West Lafayette, IN

1990-1991: Instructor, Full-Time

Westminster College, Salt Lake City, UT

Courses Taught

- On Difficulty
- American Immigration Narratives
- Ethnic Experiences in US Literature
- Twentieth-Century American Literature
- American Literature: Origins to Late 19th Century
- American Literature: Late 19th Century to Present
- Postmodern Culture
- History of Literary Theory and Criticism
- Fairy Tales, Ideology, and the Political Unconscious
- Introduction to Fiction
- Deconstructing Disney
- Introduction to Literature
- Sports and Literature
- Introduction to Film Studies
- Cinema and the Arts
- Breakthrough Cinema
- Literary Language and Everyday Life
- Adolescent Literature
- Politics of Fairy Tales
- Advanced Professional Writing
- Advanced Expository Writing
- Honors Writing
- Introductory Writing I & II
- Online Composition
- Basic Writing

Publications

Review of *The Jewish Graphic Novel*.

MELUS (forthcoming 2010)

"Making the Absent Visible: The Real, Ideal, and the Abstract in Mormon Art."

Dialogue 40.2 (2007): 47-77.

Review of *Comics as Philosophy*.

MELUS 32.3 (2007): 308-9.

"Cultivating Identities: Reflections on Mormon Root Metaphors."

Sunstone. March/2004. 32-39.

"Weaving a Novel Nation: Metaphors of Belonging."

Fulbright at Fifty. Ed. Rudiger Kunow. University of Potsdam. 2002.

"Maus, Holocaust, and History: Redrawing the Frame."

Arizona Quarterly 57.1 (2001): 61-90.

"Decapitated Spectators: Posthistory, *Barton Fink*, and Cinematic Pleasure."

Postmodernism in the Cinema. Ed. Cristina Degli-Esposti. Providence: Berghahan Books. 1998. 181-201.

Review of Kimberly M. Blaeser's *Gerald Vizenor: Writing in the Oral Tradition*.

Mid-America Folklore. 25.1 (1997): 40-41.

Review of Gerald Vizenor's *Manifest Manners*.

American Indian Quarterly 20.1 (Winter 1996): 119-121.

Review of Gerald Vizenor's *Shadow Distance*.

American Indian Quarterly 20.1 (Winter 1996): 121-123.

"A Postmodern Quest for More Discourse: Gerald Vizenor's *Heirs of Columbus*."

American Indian Quarterly 18. 1 (Winter 1994): 71-86.

**Publications in
Circulation**

Academic Writing (McGraw-Hill)

"Mormons and Monuments and the Construction of Memory"

Dialogue (submitted January 2010)

**Conference
Presentations**

"Universals and Particulars in Charles Johnson's *Middle Passage*."

Cultural Studies Association, Kansas City, April 2009.

"Mormon Monuments."

Sunstone Conference, August 2009.

"Are We There Yet? Nomads, Wanderers, and Post-foundationalism."

College English Association, St. Louis, 2008.

"Boring (Through) Students"

Sunstone Conference, Salt Lake City, 2009.

"Memory, Memorials, and Monuments"

Southwest Texas Conference on Pop Culture and American Culture, Albuquerque, NM. February 2007.

"Countering Memory: Peter Eisenman's Berlin Holocaust Memorial."

Rocky Mountain European Scholars Consortium. BYU, October, 2006

"Crossing the Creative/Critical Divide."

Aims Community College Conference on Communications, April, 2006.

"Frontier Transgression: The New Nomads and the American Cowboy."

International American Studies Association. Ottawa, Canada. August 2005.

"Tame Transgression."

MELUS. Chicago, Illinois. April 2005.

"Invention and Heuristics in Critical Theory Courses."

College Composition and Communications. San Antonio. March 2004.

"Romanticizing Nowhere: The New Nomads and the Quest for Transcendence."

Arts and Humanities Conference. Honolulu, Hawaii. January 2004.

"Weaving a Novel Nation": America as Transnational Community."

International American Studies Association. University of Leiden, Leiden, Netherlands. May 2003.

"Reviving the Progymnasmata."

Conference on Best Practices. Colorado Conference on College English. University of Colorado, Greeley. Greeley, Colorado. April, 2003.

"Trans-National Metaphors."

Transnational Cultures: Globalization and the United States at the Turn of the Century. University of Potsdam, Germany. June 7, 2002.

"Teaching 'The Yellow Wall-Paper.'"

Centre Universitaire de Luxembourg. Luxembourg City, Luxembourg, April 16, 2002, and Royal Library. Brussels, Belgium. April 17, 2002.

"Decoding Disney's The Jungle Book."

Conference on American Institutions. Higher Institute for Translation & Interpretation, Antwerp, Belgium. April 23, 2002.

"Decoding Disney's The Jungle Book."

Conference on American Studies. Lessius Hogeschool, Antwerp, Belgium. January 29, 2002.

"The Line Between Disdain and Exploration: Building a Community of Experimental Writers."

Conference on College Composition and Communication. Denver, Colorado. March 15, 2001.

"Blurring Boundaries: Mystory and Academic Discourse."

University of Iowa Conference on Craft, Critique, and Culture: Writing in the Academy. Iowa City, Iowa. September 2000.

"Redeeming the Dead: Memory and the Holocaust."

University of Wyoming Conference on Autobiography and Biography. Laramie, Wyoming. June, 1998.

"Gerald Vizenor and His Appropriation of the Western Outlaw."

West Virginia University Conference on Literature and Film. "Twentieth-Century Retrospective: Critical Theory Examines a Hundred Years of Literature and Film." West Virginia University, October, 1997.

"How Do We Bring About the Past? Reconceptualizing History in Atwood's The Handmaid's Tale."

West Virginia University Conference on History. "The Uses of History in Fiction and Film." West Virginia University, October, 1996.

"Decapitated Spectators: Posthistory, Barton Fink, and Cinematic Pleasure."

Indiana Teachers of English Conference. "Theory in the Classroom." Andersen University, Andersen, IN, October, 1995.

"Playing Cat and Maus with History: Art Spiegelman's Reconceptualization of the Holocaust."

20th Century Literature Conference. Panel on "Holocaust Drama and Biography." University of Louisville, February, 1995.

"Is It Real or Reel? Barton Fink and the War on Totality."

Kent State University Cinema Conference. "The Cinema and the Postmodern." Kent State University, October, 1994.

"Is Postmodernism Canary Yellow? The Simpsons's Animated Critique of American Culture,"

Emory University/Institute of Liberal Arts National Graduate Student Conference on Cultural Studies. "Bodies of Theories: Reading and Writing the Desiring Machine."
Emory University, February, 1993.

Awards **Mesa State College Distinguished Faculty Award for Teaching, Scholarship, and Service.**

Mesa State College, May 2003.

Fulbright Scholar: Universitaire Instelling Antwerpen, Antwerp, Belgium.

January 1- June 30, 2002.

Grants **Office of State of Colorado Education Grant: Funds for Film Technology,**
Mesa State College, 2000

Office of State of Colorado Education Grant: Funds for Joint Project/Wingate Elementary,

Mesa State College, 2000

Office of State of Colorado Education Grant: Funds for Joint Project/Central High School,

Mesa State College, 2000.

Office of State of Colorado Education Grant: Funds for Building Film Library
Mesa State College, 1999.

Office of State of Colorado Education Grant: Funds for Building Film Library
Mesa State College, 1998.

Languages **French: Fluent**

Dutch: Able to read non-specialized texts and conduct daily business.

Service
(just a sampling)

Department Service

- Reader for *American Indian Quarterly*
- Chaired Introduction to Literature Assessment Committee
- Co-writer of Department of English NEH Focus Grant: "Kennedy's Death to Nixon's Demise: A Decade of Disillusionment and Empowerment in American History, Literature, and Art."
- Member of Composition Assessment Committee
- Member American Literature Curriculum Review Committee
- Developed new course: Contemporary American Literature
- Developed new course: Introduction to Film Studies
- Mesa State Writers Workshop on Short, Short Fiction
- English Senior Seminar Portfolio Assessment Committee
- Library Skills Committee
- Literature Assessment Committee
- Lots and lots and lots of advising

College Service

- Member of Psychology Program Review
- Member of Faculty Evaluation Committee
- Co-Chair of Cultural Studies Minor Committee
- Co-Chair of Interdisciplinary Studies Minor Committee
- Created and advised the Mesa State Film Society
- Faculty Development Committee
- College Curriculum Committee
- Scholarship Distribution Committee
- Panelist for the English Honor Society forum: "Preparing for Graduate School"
- "Slumming in Antwerp." Mesa State College Faculty Colloquium

Community Service

- Board Member: Museum of Western Colorado
- "Creating Documentaries." Pomona Elementary
- CSAP Writing, Redlands Middle School
- "Celebrating African American Literature." Museum of Western CO
- "Introduction to Storytelling" at Wingate Elementary
- "Metaphor and Riddle Poems" at Wingate Elementary
- "Visiting Artists and Scholars Program" at Wingate Elementary
- "The History of Bookmaking" for the Mesa Country Art Center

- "Reading Native American Literature." Central High School
- "Cine-Poetry/Cine-Prose." Art Museum of Western Colorado
- Pilot Program: "Writing Like a Roman." Wingate Elementary
- District 51 Pilot Course: "Literature and Everyday Life."
- "The Politics of Fairy Tales." Museum of Western Colorado
- "Writing Strong, Persuasive Paragraphs for CSAP." Redlands Middle School
- "Reading Cathedrals." Redlands Middle School
- "What is Postmodernism?" Central High School
- "Interpreting Literature." Central High School
- "Writing Short, Short Fiction." Central High School
- "Writing Poetry." Redlands Middle School
- "Describing People, Places, and Things." Wingate Elementary

Ann Leadbetter

2440 Santa Rosa Lane

Grand Junction, CO 81507

Highlights of Qualifications

- 4 years high-school teaching experience
- 17 years college teaching experience
- 6 years as facilitator of a community writing center for women

Education

- B.A. Speech/Drama, University of Utah, 1974
- B.A. Secondary Education—English, Northern Arizona University, 1986
- M.A. English/Rhetoric, University of New Mexico, 1993

Employment

- 1986—1988: English Teacher, Flagstaff High School, Flagstaff, AZ
- 1988—1990: Substitute English Teacher, Wasilla, AK
- 1993—Present: Instructor of English, Mesa State College, Grand Junction, CO

Recent Publications

- *Life Learning Magazine*, Jan./Feb. 2005
- *Life Learning Magazine*, Sept./Oct. 2007
- *Teaching With Joy*, Ed. Sharon Shelton-Colangelo, 2007

Conferences

- *Women Writing for (a) Change*, Cincinnati, OH: "Eliciting Authentic Voice," 2005
- *Women Writing for (a) Change*, Cincinnati, OH: "Listening with 'Good Ears'," 2007
- *Women Writing for (a) Change*, Cincinnati, OH: "Writing as a Tool for Healing," 2009

GABRIELE MAYER- HUNKE
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Grand Junction, Colorado 81506
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e-mail: gabi@mesastate.edu

EDUCATION

- * M.A., B.A. English Linguistics and Literature, University of Wuerzburg, Germany, 1982
- * M.S., B.S. Sports Science, University of Wuerzburg, Germany, 1982
- * Student Exchange Program, State University of New York at Albany, 1976-1977

LANGUAGE TEACHING EXPERIENCE

- * January 1994 - present
Mesa State College, Grand Junction, Colorado
Teaching English, specializing in Basic Writing and English Composition
- * August 1993 - December 1998
Mesa State College Continuing Education, Grand Junction, Colorado
Taught German language and culture
- * March 1987 - May 1993
Mesa State College Intensive English Program, Grand Junction, Colorado
Taught English language and transmitted American cultural values to non-native speakers
- * August 1986 - May 1987
Mesa State College Continuing Education, Grand Junction, Colorado
Taught German language and culture
- * October 1981 - October 1983
Foreign Language Center, Colorado Springs, Colorado
Taught English and German language and culture
- * January 1982 - October 1983
University of Colorado at Colorado Springs, Continuing Education
Taught German language and culture
- * October 1981 - December 1983
American Language Academy, Colorado Springs, Colorado
Taught English language and transmitted American cultural values to non-native speakers

LANGUAGE SKILLS

- * Bilingual in English and German
- * Several years of studies in French, Italian, Spanish, and Latin

Professional Affiliation

Delta Kappa Gamma Society International, Alpha Mu Chapter, a woman teachers' honor society; member for 20 years; treasurer for 17 years

Service

2.10.09 presentation on Iran after Community Cinema at public library "Arusi Persian Wedding" with student Yasha Shasavary

4 translations (German-English): for Robert Cackler, Ivonne Degenhart, Nancy Godau, John Gjodin

2.21.09 School District 51 Spelling Bee, head judge

3.26.09 American Cancer Society, guest speaker on personal cancer journey

3.30.09 Delta Kappa Gamma Society International, with international students: education presentation

June 09: American Cancer Society's Relay for Life, 3rd best fundraiser out of 1250.

Sept. 09: two-day presentation fund and awareness-raising (info tables) at MSC

Oct. 09 MSC theater students: pronunciation coach for the play "An Absolute Turkey."

11.3.,4. 09 Benefits Fair for MSC faculty, Ovarian Cancer Awareness info table, with nursing department

12.4.09 Faculty Colloquium presentation on four-week trip to Japan, visiting former MSC students

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Grand Junction CO 81501
(970) 241-0959
<rneal@mesastate.edu>

Education

Ph.D. 1994 Texas A&M University
M.A. 1981 Western State College of Colorado
B.A. 1974 Colorado Women's College (University of Denver)
Bread Loaf School of English Program in Writing (Middlebury College) 1984, 1985, 1988

Research interests

Composition: Contemporary theory and pedagogy; assessment/evaluation; developmental writing; English education (secondary and liberal arts)
Sociolinguistics: Discourse analysis; register theory; spoken /written language variation; language acquisition; academic and critical literacy; classroom discourse

Teaching Experience

2005-Present: **Professor of English, Mesa State College**
English Composition; History of the English Language; Structure of the English Language; Composition Theory and Practice; Language Systems and Linguistic Diversity; Children's and Young Adult Literature; American Literature Survey II; Senior Seminar (American Literature through Linguistics)

2000—2004: **Associate Professor of English, Mesa State College**
English Composition; Developmental Writing; Composition Theory and Practice; Language Systems and Linguistic Diversity; Introduction to Literature; Senior Seminar (contemporary Bildungsroman); Major Authors (Atwood, Proulx); History of the English Language; Structure of the English Language

1995—1999: **Assistant Professor of English, Mesa State College**
English Composition; Methods of Teaching Secondary English; Persuasive and Expository Writing; Adolescent Literature; Senior Seminar (contemporary literature and popular culture); Topics (satire, parody, and humor); History, Structure of the English Language

1994-95,
1991-92, **Lecturer, Mesa State College**
Developmental writing (CAI); English Composition (two levels); Western World Literature; Introduction to Literature

1987-90
ESL, GED, ABE, and creative writing, Continuing Education program (MSC)

1990-94: **Graduate Teaching Assistant, Texas A&M University**
English Composition; Advanced Composition; Scientific and Technical Writing; Introduction to Literature

Publications (Reverse chronological)

"Look Who's Talking: Discourse Analysis, Discussion, and Initiation-Response-Evaluation Patterns in the College Classroom." TETYC 35.3 (2008): 272-281.

"Cross Talk: IRE: Who Speaks and How?" with Ed Jones. TETYC 35.3 (2008): 293-296.

- "Abdominal Conditions and Other Cretins of Habit: Hyperfluency and the Acquisition of Academic Discourse." in *Attending to the Margins*. Eds. Michelle Hall Kells and Valerie Balester. Portsmouth, NH: Heinemann-Boynton/Cook, 1999. 74-89.
- "Human Voice, Wooden Horse." *Great Beginnings: Reflections and Advice for New English Language Arts Teachers and the People Who Mentor Them*. Ed. Ira Hayes. NCTE, 1998. 14-20.
- "The Politics and Perils of Portfolio Grading." *Theory and Practice of Grading: Problems and Possibilities*. Eds. Frances Zak and Christopher Weaver. Albany: State University of New York Press, 1998. 123-37.

[Contributor] *Reflections on Assessment*. James and Kathleen Strickland. Portsmouth, NH: Heinemann-Boynton/Cook, 1998.

Academic Register: The Voice of Authority. *Dissertation*, Texas A&M University. UMI, 1994.

"Social Constructionism and Expressionism: Contradictions and Connections." *Composition Studies/Freshman English News* 21.1 (1993): 42-48.

Conference Presentations

- "Discourse Analysis and Classroom Practice: Working With (and Not Against) Strong Student Voices." Conference on College Composition and Communication. San Francisco, CA. 14-17 March 2009.
- "'Professors are the Only People Who Talk Like That': Constructing Professorial Authority and Identity through Classroom Discourse." Conference on College Composition and Communication. New York, New York. 21-24 March 2007.
- "Opening the Golden Gates? A Debate on Video Conferencing, Access, and Student Success." Conference on College Composition and Communication. San Francisco, CA. 16-19 March 2005.
- "Transforming Talk: The Language of Teaching and Learning." Conference on College Composition and Communication. New York, New York, 19-22 March 2003.
- "The Politics of Disclosure." Conference on College Composition and Communication. Minneapolis, MN, 15-19 April 2000.
- "Talking the 'Talk': Discourse Analysis in English Education." NCTE Annual Convention. Denver, Colorado, 18-21 November 1999.
- "Issues of Identity and Authority in the Writing Classroom." *Rewriting Literacies: Changing Communities, Shifting Discourses in the Twenty-First Century*. Texas A&M University, College Station, TX, 22 October 1999.
- "Talking the Talk: Academic Register and the Voice of Authority." Faculty Colloquium, Mesa State College, April 1997.
- "Being and Becoming: Developing Professional Identity through Language in New Teachers of English." with Melinda Merriam and Sharon Jacquez Williams. National Council of Teachers of English Annual Convention. Detroit, Michigan, 20-23 November, 1997.
- "Academic Register, Hyperfluency, and the Acquisition of Academic Discourse." Conference on College Composition and Communication. Washington, DC, 22-25 March 1995.
- "Teacher Talk, Academic Register, and the Voice of Authority." Penn State Conference on Composition and Rhetoric. University Park, Pennsylvania, 13-16 July 1994.
- "Social Constructionism and Expressionism: Contradictions and Connections." Conference on College Composition and Communication. Cincinnati, Ohio, 18-21 March 1992.
- "The Perils and Pleasures of Portfolio Grading." The Fourth Miami University Conference on the Teaching of Writing: New Directions in Portfolio Assessment. Miami University, Oxford, Ohio, 2-4 October 1992.

Grants and Awards

2000 Professional Development Grant, Mesa State College.

1997 Professional Development Grant, Mesa State College.

1997 Student-Faculty Research Grant, Mesa State College.

1993 Staley Creswell Award for Teaching Excellence, Texas A&M University English Department.

"Social Constructionism and Expressionism: Contradictions and Connections."

(Prize-winning graduate student essay; presentation). Third Annual Symposium on the Teaching of Composition. Texas Christian University, Ft. Worth, Texas, 6 February 1993.

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Education

M.A. in English, 1983, University of Delaware, Newark, Delaware
B.A. in English and History, 1978, S.U.N.Y. at Binghamton, Binghamton, New York

Teaching Positions

1990 – Present Instructor in English: Mesa State College, Grand Junction, Colorado
1987 – 1990 Instructor in English: College of Santa Fe, on campus and at the
 Penitentiary of New Mexico, Santa Fe, New Mexico
1987 – 1989 Instructor in English: Santa Fe Community College, on campus and at
 the Penitentiary of New Mexico, Santa Fe, New Mexico
1981 – 1986 Instructor in English: Virginia Tech, Blacksburg, Virginia
1978 – 1981 Instructor / Teaching Assistant in English: University of Delaware,
 Newark, Delaware

Journalism

1994 – 1998 Book Columnist, *Telluride Times-Journal*
1992 – 1994 Book Columnist and Feature Writer, *Ridgway Sun*
1992 Reporter, *Ouray Plaindealer* and *Ridgway Sun*
1988 – 1990 Feature Writer, *Santa Fe New Mexican*
1985 – 1986 Book Reviewer, *Roanoke Times* and *World News*
1976 – 1981 Book Columnist, *Monochrome Magazine*
1975 – 1976 Book Columnist, *Jayland Magazine*

Editorial Positions

1998 – Present Associate Editor, *Pinyon Magazine*
2000 – 2001 Contributing Editor, *Inside/Outside Southwest*
1996 – 1997 Review Editor, *Pinyon Poetry*

Director / Co-Director

1995 – 2007 Mesa State Writing Conference, Mesa State College, Grand Junction,
 CO
1990 A Gathering of New Mexico Poets, New Mexico Museum of Fine Arts,
 Santa Fe, NM
1990 Native American Poetry Festival, College of Santa Fe, Santa Fe, NM
1989 Santa Fe Performance Art and Poetry Festival, Unitarian Church
 Santa Fe, NM

Awards and Grants

2001 OSC Joint Activities Grant
 1982 & 1983 Virginia Teaching/Learning Grant
 1978 – 1980 Assistantship in English, University of Delaware

Scholarly Organizations

Phi Beta Kappa
 Association for the Study of Literature and the Environment
 Association of Writers & Writing Programs
 Frank Waters Foundation

Personal

Born – February 4, 1956, Endicott, New York Health – Excellent

References

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PUBLICATIONS AND PRESENTATIONS – 2005-2010
John Nizalowski

Parts of Books

- “The Political is Personal: Sociocultural Realities and the Writings of Barbara Kingsolver.” *Critical Insights: Barbara Kingsolver*. Ed. Thomas Austenfeld. Pasadena, CA: Salem Press, 2009. 17-35.
- “From Trinity to Otowi: Mythological Images of the Atomic Bomb.” *The Image of Technology*. Ed. Will Wright and Steven Kaplan. Pueblo, CO: Society for the Interdisciplinary Study of Social Imagery, 2009. 295-302.
- “Day Four: In Search of Frank Waters.” *La Puerta, Taos: The Art of Fetching Sky*. Ed. Antoinette Nora Claypoole. Wild Embers Press, 2009. 31-36.
- “Radio.” *Critical Survey of Mystery and Detective Fiction, Revised Edition*. Ed. Carl Rollyson. Pasadena, CA: Salem Press, 2008. 2202-2213.
- “Duality of Power: Physical and Psychic Energy in the Writings of Frank Waters.” *The Image of Power*. Eds. Will Wright and Steven Kaplan. Pueblo, CO: Society for the Interdisciplinary Study of Social Imagery, 2006. 95-99.
- “Roads of Transformation: The Highway in the Life and Work of Frank Waters.” In *The Image of the Road*. Eds. Will Wright and Steven Kaplan. Pueblo, CO: Society for the Interdisciplinary Study of Social Imagery, 2005. 196-203

Interviews

- “Embracing the West: an Interview with Alexander Blackburn.” *Bloomsbury Review*. July/August, 2006: 5+.
- “An Interview With Roger Zelazny.” *The New York Review of Science-Fiction*. March, 2006: 1+.

Articles and Essays

- “Beyond the Barrier.” *Kaleidoscope*. Winter/Spring, 2010. 6-12.
- “San Juan Scribes.” *Telluride Magazine*. Winter/Spring, 2009-2010: 50-51.
- “The View From Above.” *The New York Review of Science-Fiction*. August, 2008: 19-21.
- “Owachomo: Time’s Bridge.” *Weber: the Contemporary West*. Fall, 2008: 80-88.
- “San Juan Scribes.” *Telluride Magazine*. Winter/Spring, 2008-2009: 74-77.
- “Rambling Roads: Gateway to Canyon Country.” *Telluride Magazine*. Summer/Fall, 2007: 82-84.
- “San Juan Scribes.” *Telluride Magazine*. Winter/Spring, 2007-2008: 94-97.
- “Winter Bedfellows: From the Shelves of the San Juans.” *Telluride Magazine*. Winter/Spring, 2006/2007: 86-89.
- “Angels of Flesh, Angels of Bone.” *Madblood*. August, 2006: 41-42.
- “Winter Bedfellows: From the Shelves of the San Juans.” *Telluride Magazine*. Winter, 2004/2005: 82-85

Poems

- "The Last Matinée." *Convergence*. January, 2009. Editor's Choice. www.convergence-journal.com.
- "Near Yucca Flats." *Blue Mesa Review*. Spring, 2009: 81-82.
- "The Poet's Apprentice." *Blue Mesa Review*. Spring, 2009: 83.
- "Messages from the Dead." *Mountain Gazette*. March, 2008: 27.
- "Night in the City of Rivers." *Creosote*. Spring, 2008: 18.
- "Old 66." *Desert Shovel Review*. 1.1 (2006): 46.
- "After My Mother's Funeral." *Desert Shovel Review*. 1.1 (2006): 47-48.

Encyclopedia Articles

- "J. Robert Oppenheimer: American Scientist and Physicist." *Great Lives From History: Inventors & Inventions*. Ed. Alvin K. Benson. Pasadena, CA: Salem Press, 2009: 870-873.
- "John Lennon." *The Eighties in America*. Ed. Milton Berman. Pasadena, CA: Salem Press, 2008: 582-583.
- "New Mexico State Penitentiary Riot." *The Eighties in America*. Ed. Milton Berman. Pasadena, CA: Salem Press, 2008: 705-706.
- "Man Ray." *Great Lives from History: The Twentieth Century*. Ed. Robert F. Gorman. Pasadena, CA: Salem Press, 2008: 2580-2582.

Book Reviews

- "Each Month I Sing by Luis Lopez." *InsideOutsideMag.com*. February, 2009.
- "Nazi Literature in the Americas by Roberto Bolaño." *Magill's Literary Annual: 2009*, Vol. 2. Pasadena, CA: Salem Press, 2009: 567-571.
- "The Image Taker: The Selected Stories and Photographs of Edward S. Curtis edited by Gerald Hausman & Bob Kapoun." *Inside/Outside Southwest*. September, 2009:26.
- "Literary Pilgrims: the Santa Fe and Taos Writers' Colonies - 1917-1950 by Lynn Cline." *Bloomsbury Review*. January/February, 2008: 3.
- "Winter in Taos by Mabel Dodge Luhan." *Inside/Outside Southwest*. April/May, 2008: 45.
- "Travels with Herodotus by Ryszard Kapuscinski." *Bloomsbury Review*. May/June, 2008: 16.
- "Travels with Herodotus by Ryszard Kapuscinski." *Magill's Literary Annual: 2007*, Vol. 2. Pasadena, CA: Salem Press, 2008: 772-776.
- "Elevator Music for the Dead by John Knoll." *Inside/Outside Southwest*. June/July, 2008: 45.
- "The Monkey Wrench Dad: Dispatches from the Backyard Frontline by Ken Wright." *Inside/Outside Southwest*. September/October, 2008: 45.
- "Woman of the Disturbed Earth." *Inside/Outside Southwest*. November/December, 2008: 46.
- "Last Evenings on Earth by Roberto Bolano." *Magill's Literary Annual: 2007*, Vol 2.

- Pasadena, CA: Salem Press, 2007: 459-463.
- "*Literary Pilgrims: the Santa Fe and Taos Writers' Colonies – 1917-1950* by Lynn Cline." *Inside/Outside Southwest*. October/November, 2007: 43.
- "*Legends of Modernity: Essays and Letters from Occupied Poland, 1942-1943* by Czeslaw Milosz." *Magill's Literary Annual*, Vol. 2. Ed. John D. Wilson and Steven G. Kellman. Pasadena, CA: Salem Press, 2006: 451-455.
- "*Eclipse* by Dalton Trumbo." *Inside/Outside Southwest*. March/April, 2006: 34-35.
- "Restoring a Country: *Waging Peace* by Rob Schultheis. *Telluride Magazine*. Winter 2005/2006: 90-91.
- "*Meeting the Professor* by Alexander Blackburn." *Inside/Outside Southwest*. August/September, 2005: 37-38.

Papers

- "The Life and Poetry of Robinson Jeffers." Mesa County Public Library. Grand Junction, CO. December 13, 2006.
- "*Biggest Thief* Talk-Back: a Panel on Dalton Trumbo." Mesa Experimental Theater. Mesa State College. Grand Junction, CO. September 22, 2005.
- "Colorado Narrow Gauge Railroads in the Novels of Frank Waters." Fourth Annual Narrow Gauge Symposium. Ridgway Town Hall. Ridgway, CO. September 17, 2005.

Readings

- "The Poetry Show." KRFC. Fort Collins, Colorado. October 11, 2009.
- Poets & Writers of Mesa State College. Planet Earth & the 4 Directions Gallery. Grand Junction, Colorado. September 10, 2009.
- Poets & Writers of Mesa State College. Planet Earth & the 4 Directions Gallery. Grand Junction, Colorado. October 2, 2008
- Talking Gourds Poetry Festival. Sheridan Opera House. Telluride, Colorado. April 26, 2008.
- Sparrows Poetry Festival. Steam Plant Theater. Salida, Colorado. March 3, 2007.
- Mesa State College. Grand Junction, Colorado. November 15, 2006.
- Read Moor Bookstore. Grand Junction, Colorado. August 31, 2006.
- Gerald Peters Gallery. Santa Fe, New Mexico. April 29, 2006.
- Mesa State College. Grand Junction, Colorado. April 25, 2006.

CURRICULUM VITA

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EDUCATION

Doctor of Philosophy, English, Oklahoma State University, 1992

Master of Fine Arts, Poetry, Wichita State University, 1985

Bachelor of Arts, English Language and Literature, Wichita State University, 1980

TEACHING EXPERIENCE

2001-Present: Professor of English, Mesa State College, Grand Junction, Colorado

1997-2001: Associate Professor

1993-1997: Assistant Professor

1992-1993: Lecturer

1987-1992: Graduate Teaching Associate, Oklahoma State University, Stillwater, Oklahoma

1986-1987: Instructor of English, Central Missouri State University, Warrensburg, Missouri

1985-1986: Instructor of English, Northwest Missouri State University, Maryville, Missouri

1981-1984: Graduate Teaching Assistant and Assistant Instructor, Wichita State University, Wichita, Kansas

Courses taught include Freshman Composition—Developmental through Honors, Rhetorical Writing, Introduction to Poetry, Introduction to Fiction, Introduction to Literature, Introduction to Creative Writing, Imaginative Writing, Poetry Writing—all levels, including graduate/undergraduate courses, Advanced Writing, Senior Seminar in Writing, Professional Publishing and Editing, The Literary Magazine, Practicum in Publishing, Surveys of American Literature I and II, Eighteenth Century American Literature, Nineteenth Century American Literature, Twentieth Century American Literature, Graduate Studies in Poetry and Drama, and various Senior Seminars and Topics courses including American Historical Romance, Gothic, Post-Modern Novel, Novels of the Sixties, Hawthorne and Poe, Faulkner and Nabokov, Birth of the American Novel, and Utopian Literature, as well as independent studies in Multi/Blended Genre works and Composition Theory.

ADMINISTRATIVE

1996-2000: Chair, Department of Languages, Literature and Communications, Mesa State College

1994-1996: Director of Freshman Composition, Mesa State College

1993-1996: Director of The Writing Center, Mesa State College

1988-1990: Assistant Director of Composition, Oklahoma State University

PUBLICATIONS

Books:

Kismet, Colorado, poems, Mellon Poetry Press, New York, 2000.

A Man Explains His Posture, poems, Best Minds Press, Oklahoma City, 1994

Learst, Allen and Randy Phillis, eds. *Starting Rumors: America's Next Generation of Writers*, Pinyon Press, Grand Junction, 1999

Chapters:

"Based on a True Story: Contextual Considerations for Teaching the Early American Novel." *Teaching the Eighteenth Century*. Ed. Mary Ann Rooks. Tyne, U.K.: Cambridge, 2009. 19-30.

"The Stained Blood of Rape: Elizabethan Medical Thought and Shakespeare's *Lucrece*, *Shakespeare's Theories of Blood, Character and Class*." Eds. Peter C. Rollins and Alan Smith, NY: Peter Lang, 2001. 123-130.

Periodicals (selected):

Poems published or scheduled to appear in the following magazines:

American Literary Review, American Writing, Anthology of Magazine Verse & Yearbook of American Poetry, Best Minds, Black Fly Review, Black Bear Review, Broken Bridge, The Cape Rock, CutBank, Denver Quarterly, the Eclectics, Eclipse, Ecotone, the eleventh Muse, Envy's Sting, Epiphany, Florida Review, Footwork: The Paterson Literary Review, Great River Review, The Hiram Poetry Review, The Hollins Critic, The Independent Review, The Iowa Review, In Other Words, Iron Horse Literary Review, The Journal, The Journal of American Culture, The MacGuffin, The Maverick Press, Midland Review, Mikrokosmos, Mochicilla Review, Motherwood, Oyez Review, Pacific Review, Passages North, Pavement, Phoenix, Pleiades, Poetry East, Poetry Motel, Poetalk, Poets of the American West, Poet's Sanctuary, Red Cedar Review, Red Rock Review, Rockhurst Review, The Shocker, The South Carolina Review, The Sunflower, Terminus, Terrapin, Timber Creek Review, Waterways, Wind, Without Halos, Zeitgeist, Zone 3

Short fiction in *Midland Review*

Essays in *The Open Space*

Reviews in a wide variety of journals

EDITORIAL

Editor, *Pinyon*, 1995-present

Editor and Publisher, The Frank Cat Press, 1993-present

Associate Editor, Pinyon Press, 2006-present
Editor, 1999-2005

Poetry Editor, *National Forum/Phi Kappa Phi Forum*, 1995-2007

Associate Editor, Dark Valley Press, 1994-1995

Poetry Editor, *Cimarron Review*, 1989-1992

Poetry Editor, *Midland Review*, 1988-1989
Editorial Assistant, 1987-1988

Faculty Advisor to *Pleiades*, Central Missouri State University

Poetry Editor, *Mikrokosmos*, 1981-1983

AWARDS (selected)

Six Pushcart Prize nominations

Two Academy of American Poets Awards

Two Association of Writers and Writing Programs INTRO Awards

PROFESSIONAL ACTIVITIES (selected)

Judge or Juror (all genres) of numerous national, state and local writing contests, magazine prizes and art symposiums, including Colorado Poet Laureate applications

Over fifty public poetry readings all over the United States

Writer-in-Residence for local art centers and Summer Camp projects

Numerous (and widely varied) departmental, college, and state wide committees concerned with higher education and its governance

PROFESSIONAL MEMBERSHIPS

Association of Writers and Writing Programs
Colorado Language Arts Society

PRESENTATIONS

- "Crossing Over: Bringing Creative Writing into Academic Courses." Colorado Language Arts Society, Denver, 2010.
- "Victim or Rabble-Rouser?: Caleb Williams as Anarchist in William Godwin's Novel." South Central Society for Eighteenth-Century Studies, Salt Lake, 2010.
- "Teaching the Eighteenth-Century—A Roundtable Discussion, South Central Society for Eighteenth-Century Studies, Salt Lake, 2010.
- "Tearing Down the Wall: Strategies for Identifying and Dealing With Writer's Block." Colorado Language Arts Society, Denver, 2009.
- "Based on a True Story: Contextual Considerations for Teaching the Early American Novel." South Central Society for Eighteenth Century Studies, New Orleans, 2008.
- "Beyond the TV Plot: Using Form in the Creative Writing Classroom." Colorado Language Arts Society, Denver, 2008.
- "Where Do I Begin?: Generating and Revising the Thesis Statement." Colorado Language Arts Society, Colorado Springs, 2007.
- "Introductory Workshops and the Non-Writing Major." Association of Writers and Writing Programs, Austin, 2006.
- "What's In It For Me?" Colorado Language Arts Society, Colorado Springs, 2005.
- "Sensory Association: Using Memory as a Springboard." Association for Writers and Writing Programs, Chicago, 2004.
- "The Magic of Discovery and the Wonder of Revision: Classroom Strategies for Getting Writing Going." Colorado Language Arts Society, Colorado Springs, 2003.
- "Making It Hang Together: An Exercise in Unification," Associated Writing Programs, New Orleans, 2002.
- "The Fabric of Our Lives: Reading, Writing and Identity," Colorado Language Arts Society, Colorado Springs, 2001.
- "What's So Good About This?: Building Student Confidence in Reading." Associated Writing Programs, Kansas City, 2000.
- "Sharing Our Loads." Colorado Language Arts Society, Colorado Springs, 2000.

- “Novel Approaches to Stretch the Imagination.” Colorado Language Arts Society, Colorado Springs 1999.
- “Let Me Help You Out: Peer Portfolio Review in the Creative Writing Classroom.” Associated Writing Programs, Portland (OR), 1998.
- “Beyond the Workshop: Student Responsibility for Editorial Concerns,” Colorado Language Arts Society, 1998.
- “Assessing Competency in Basic Writing and Freshman Composition.” FACT/Trustee Conference, Glenwood Springs, 1997.
- “Who Are You Talking To?: Audience and Authority in Student Writing.” Colorado Language Arts Society, Colorado Springs, 1997.
- “Let’s Start Here: Collaborative Springboarding in the Poetry Workshop.” Associated Writing Programs, Atlanta, 1996.
- “Return to the Computer-Aided Classroom.” Colorado Language Arts Society, Colorado Springs, 1996.
- “Why Don’t We Try It This Way?: The Collaborative Workshop Poem,” Associated Writing Programs, Pittsburgh, 1995.
- “The Day the Ceiling Fell: Stories from a Computer-Aided Classroom.” Colorado Language Arts Society, Colorado Springs, 1995.
- “What’s the Point?: Clarifying Purpose as a Guide to Poetry Revision.” Associated Writing Programs, Tempe, 1994.
- “Who Are You Talking To?: Implied Audience as a Basis for Poetry Revision,” Associated Writing Programs, Minneapolis, 1992.
- “Learning the American Myth: Immigrant Literature and O.E. Rolvaag,” Oklahoma Council of Teachers of English, Stillwater, 1992.
- “Who Said That?: Consistency of Speaker as a Basis for Revision.” Popular Culture Association/American Culture Association, San Antonio, 1991.
- “Judging History and Interpretation: A Reading of Melville’s *Billy Budd*.” Missouri Philological Association, Point Lookout, 1991.
- “Who’s Telling Us the Most?: The Weekly Super Market Tabloid as Purveyor of Urban Folklore.” Mid-America American Studies Association, Wichita, 1986.

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Poems 2005-10

2010

"What's a Boy to Do?" *Poets of the American West*

2009

"Just East of Liberal, Kansas" *The Shocker*

2008

"Renovation" *Mikrokosmos*

"Dirty Little Dinner" *Mikrokosmos*, First Place Poetry Prize Winner

"It's Drizzling" *In Other Words*

2006

"Driving Home" *Rockhurst Review*

"Thanksgiving" *Terminus*

"The Watering Hole" *Mochilla Review*

"Up, Again" *Broken Bridge*

2005

"Gone, Fishing" *Ecotone*

"A Husk Under the Gum" *The Oyez Review*

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EDUCATION

Ph.D. in English, Program in Rhetoric, Composition, and the Teaching of English,
University of Arizona, Tucson, August 1994.

- **Dissertation:** *Extra-Institutional Sites of Composition Instruction in the Nineteenth Century*. Committee: Thomas P. Miller, Theresa Enos, Tilly Warnock.

M.A. in English, University of New Hampshire, Durham, May 1987.

- **Masters Paper:** "Feminist Cartography: Elaine Showalter, Annette Kolodny, and History."

B.A. in English and History, cum laude, Linfield College, McMinnville, Oregon, May 1983.

PROFESSIONAL EXPERIENCE

Professor of English, Mesa State College, Grand Junction, Colorado, 2001 to present.

Fulbright Lecturer in American Studies, University of Tromsø, Tromsø, Norway, 2001 to 2002.

Assistant Professor of English, Director of the Writing Center, and Coordinator of Basic Writing, Mesa State College, Grand Junction, Colorado, 1998 to 2001

Assistant Professor of English, Co-Director of the Western New York Writing Project, Canisius College, Buffalo, New York, 1994 to 1998.

Graduate Associate in Teaching, English Department, University of Arizona, Tucson, 1987 to 1994.

Writing Coordinator, Instructor, Johns Hopkins University, Center for the Teaching of Academically Talented Youth, Lancaster, PA, Amherst, MA, Clinton, NY, 1991 to 1995.

Adjunct Faculty in Composition, English Department, University of New Hampshire, Manchester, 1986 to 1987.

PUBLICATIONS

Books, Journals and Refereed Articles:

"Fear and Humor in Frank O'Hara's Cold War Poetry." *Poetry Nation* 24 (Spring 2010).

"The Vocabulary of Affection: Attitudes Toward Objects, Characters, and Other Writers in the Poetry of Raymond Carver." In *New Perspectives on Raymond Carver*. Eds. Sandra Lee Kleppe and Robert Miltner. University of South Carolina Press, 2008.

"The Forgotten Contact Zone: The Place for Portfolios and Inquiry in Business Communication." In *Advanced Composition: Principles and Practices*. Forthcoming.

Guest Editor of the Special Bilingual (English and Norwegian) Issue of *Pinyon* 13 (Spring 2004).

"Control Problems: The Limitations of Baseball Metaphors." In *Across the Diamond*. Ed. Edward J. Reilly. Haworth, 2003.

"No Hard Feelings: Downsizing and the Limitations of Pathos in the Academic Workplace." In *A Way to Move: Rhetorics of Emotion and Composition Studies*. Eds. Dale Jacobs and Laura R. Micciche. Heinemann, 2003.

Guest Editor of the Special Issue on Rhetoric. *Nineteenth-Century Prose* 27.2 (Fall 2000).

Wright, William W. and Mick Cochrane. "The Uses of History in Baseball Labor Disputes." In *Diamond Mines: Baseball and Labor*. Ed. Paul D. Staudohar. Syracuse UP, 2000.

"Safe at Home for What?: George F. Will and the Republic of Baseball." *Diversity: A Journal of Multicultural Issues* 1.2 (1994): 57-72.

"Reading Student Publications in the Classroom: An Interdisciplinary Endeavor." *Journal of Teaching Writing* 12.2 (1994): 263-276.

"Progressive Group Assignments." *Exercise Exchange* 38.1 (1992): 10-12.

"Students as Ethnographers: Encouraging Authority." *Teaching English in the Two-Year College* 18.2 (1991): 103-108.

Poems:

In the following journals: *42opus*, *The Adirondack Review*, *The Antietam Review*, *The Beloit Poetry Journal*, *Borderlands: Texas Poetry Journal*, *Diagram*, *Eclectica*, *Field*, *Frigg*, *Illya's Honey*, *The Melic Review*, *The Ninth Letter*, *Permafrost*, *Phoebe*, *The Pittsburgh Quarterly*, *The Red Cedar Review*, *The Seattle Review*, *South Carolina Review*, *Talking River*, *Third Coast*, *Touch*, and elsewhere.

CONFERENCE PRESENTATIONS

- "Fear and Humor: The Cold-War Poetry of Frank O'Hara." *New Clear Forms: Conference on Cold-War American Poetry*. Glasgow, Scotland, September 2010.
- "Tom Stoppard's Fanboy Musical: Aesthetics Across Politics in Rock 'n' Roll." *Popular Culture Association*. New Orleans, LA, April 2009.
- "The Theatrical Katherine Mansfield." *The Katherine Mansfield Centenary Conference*. London, September 2008.
- "Looking to and From the West in Tom Stoppard's The Coast of Utopia." *Rocky Mountain European Scholars Association*. Phoenix, AZ, October 2007.
- "Tortured Rhetoric" *Conference on College Composition and Communication*. New York, March 2007.
- "Emerson on Contemporary American Exceptionalism and Optimism." *Transatlanticism in American Literature*. Oxford, England, July 2006.
- "Kenneth Burke at Abu Ghraib." *Popular Culture Association*. San Diego, March 2005.
- "The Vocabulary of Affection: Attitudes Toward Objects, Characters, and Other Writers in the Poetry of Raymond Carver." *American Literature Association*. San Francisco, May 2004.
- "Invention and Training in Composition Theory Courses." *Conference on College Composition and Communication*. San Antonio, March 2004.
- "Poetry's Offenses and Defenses." *Forms in Time: Constants in Poetry Since the Renaissance*. Kristiansand, Norway, September 2003.
- "Downsizing and Emotions in the Composition Classroom." *Conference on College Composition and Communication*. New York, March 2003.
- "Using Rhetoric to Look Across Cultures and Disciplines." *International Arctic Conference on Multidisciplinary Perspectives*. Tromsø, Norway, April 2002.
- "Four Differences: Writing Instruction in the United States." *Conference on the Teaching of Language Arts*. Tromsø, Norway, March 2002.
- "Complaints and Cooperation in Norwegian Higher Education." *Norwegian Fulbright Conference*. Oslo, Norway, February 2002.
- "No Hard Feelings: Downsizing and the Limitations of Pathos in the Academic Workplace." *Composition Program Spring Conference*. Tucson, February 2001.

- "Student Writers as Guest Authors." *Fourth International Conference for Global Conversations on Language and Literacy*. Utrecht, The Netherlands, August 2000.
- "The Difficulties of Heading Home: Complaint and Optimism in Baseball Autobiographies." *NINE: A Journal of Baseball History and Social Policy Perspective Seventh Annual Spring Training Conference*. Tucson, March 2000.
- "Imitation as Invention: Reimagining Reading in the Writing Classroom." *National Council of Teachers of English Conference*. Denver, November 1999.
- "The Role of Non-Traditional Students at Colorado State Colleges." *F.A.C.T.S. Conference for Colorado Teachers of Higher Education*. Crested Butte, CO, October 1999.
- "How Plastic is Your Story: Conventions of Conversion and Transgression in the Personal Narrative." *Stories in the Classroom: Narration as Knowledge*. Tucson, April 1999.
- "The Invisible Contact Zone of Business Communication." *Conference on College Composition and Communication*. Atlanta, March 1999.
- "No More Earthquakes: A Sister Leaves the Game." *Cooperstown Symposium on Baseball and the American Culture*. Cooperstown, NY, June 1998.
- "A Film of Their Own: Rereading the Conventions of Masculinity in the Baseball Movie." *Diamonds in the Desert: International Baseball Conference*. Phoenix, March 1998.
- "The Real and the Conventional in Teaching the Personal Essay." *Conference on College Composition and Communication*. Phoenix, March 1997.
- "The Portfolio in Business Communication: Exploring Diversity Both Inside and Outside the School." *NCTE Conference on Conflict and Consensus: Exploring Diversity and Standards in the Portfolio Movement*. New Orleans, January 1997.
- "Talk Me Out of the Ballgame: Conventions of Complaint in Fans' Responses to Baseball and Citizens' Responses to Government." *Rhetoric Society of America*. Tucson, June 1996.
- "Publishing Student Writing in Uncertain Times: Responding to the Culture Wars." *Northeast Regional Conference on English in the Two-Year College*. Portsmouth, NH, October 1995.
- "The Uses of History in Baseball Labor Disputes." *Cooperstown Symposium on Baseball and the American Culture* (with Mick Cochrane). Cooperstown, NY, June 1995.
- "Can We Consider All Things? The Rhetoric of National Public Radio." *Conference on College Composition and Communication*. Washington, D.C., March 1995.
- Discussion Leader. *Spilman Symposium on Composition Studies*. Virginia Military Institute, October 1994.

"If We Liberated the Biosphere, Would Anyone Leave?" *Conference on New Directions in Critical Theory*. Tucson, April 1994.

"Composition Instruction at Invisible Colleges in the Nineteenth Century." *Conference on College Composition and Communication*. Nashville, March 1994.

"Purloined, Mistook, and Divisive Letters in E.M. Forster's Italian Novels." *Conference on New Directions in Critical Theory*. Tucson, April, 1993.

"Social Values in Baseball Writing." *Conference on College Composition and Communication*. San Diego, April 1993.

"Student Publications and Interdisciplinary Teaching." *Southwest Regional Conference for Teachers of English*. Reno, October 1992.

"The Middle Ground of Identification in Aristotle's Ethics." *Conference on New Directions in Critical Theory*. Tucson, April 1992.

"Literacy and Liberation: Letters from Nineteenth-Century Women College Students." *Conference on College Composition and Communication*. Cincinnati, March 1992.

"What Do Graduate Student Unions Want?: A Worker-Centered Environment" (with Geraldine McNenny). *Conference on College Composition and Communication*. Boston, March 1991.

"Composing Ourselves as Professionals: Getting Graduate Students Out of Limbo" (with Geraldine McNenny). *Works in Progress*. Tucson, March 1991.

Chair, Panel on Cultural and Social Contexts of Literacy: The School, The Community. *Conference on College Composition and Communication*. Boston, March 1991.

Co-Coordinator, *Conference on Political Correctness*. Tucson, February 1991.

"Rhetoric and Imagination." *Works in Progress*. Tucson, September 1990.

COURSES TAUGHT

University of Tromsø

- E-103 Introduction to American Studies
- E-203 Border Crossings in Contemporary American Literature
- Doctoral Lectures on Rhetoric and the Problem of Poetry

Mesa State College

- English 090: Basic Writing
- English 111: English Composition
- English 112: English Composition

- English 129: Honors English
- English 231: Non-Western World Literature I
- English 255: Survey of English Literature II
- English 320: Report and Proposal Writing
- English 370: Tom Stoppard
- English 384: Persuasive Writing
- English 385: Technical Writing
- English 386: Roots of Modern Rhetoric
- English 396: Rhetoric, Discourse, and Popular Culture
- English 478: Twentieth-Century British Literature
- English 491: Composition Theory and Practice
- English 492: Advanced Writing
- English 494: Seminar in Literature: Travel Writing
- English 494: Literature and Medicine
- English 494: American Poetry

Canisius College

- General Studies 1: The Art and Interpretation of Literature
- General Studies 2: The Art and Interpretation of Literature
- English 101: English Seminar
- English 102: English Seminar
- English 295: Journey in Literature
- English 301: British Literature I
- English 302: British Literature II
- English 389: Business Communication
- English 401/Women's Studies 314: Discourse Theory
- English 402/Women's Studies 319: Writing a Life
- English 499: Baseball and Writing
- English 499: The Personal Essay
- English 499: Public Relations Internship
- English 754: Writing Project Summer Institute
- English 757: Standards in Secondary Education

University of Arizona

- English 100: Basic Writing
- English 101: Narrative and Argument
- English 102: Writing About Literature and Texts
- English 103: Honors English in Rhetoric and Composition
- English 104: Honors English in Poetics and Criticism
- English 207: Sophomore Composition

University of New Hampshire

- English 401: Conference-Centered Composition

PROFESSIONAL AFFILIATIONS AND SERVICE

National Council of Teachers of English, 1990 to present.

Conference on College Composition and Communication, 1990 to present.

Contributing Bibliographer to *The CCCC Bibliography of Composition and Rhetoric*, 1989.

SERVICE

- Trustee of the University Press of Colorado
- Organizer of the Writers Against Hunger Readings
- Strategic Planning, Retention, Center for Teaching Committees
- Writing Curriculum and Assessment Committee
- Promotion and Tenure Committee
- Search Committee Chair

LANGUAGES

French: Reading Knowledge and Travel

Italian: Reading Knowledge and Travel

Japanese: Some Study and Travel

Norwegian: Reading Knowledge and Travel

AWARDS

College of Humanities and Social Sciences Faculty Award, 2001

Chamber of Commerce Educator of the Year Award, 2004

Mesa State College Outstanding Achievement in Scholarship Award, 2004

Finalist for the Cider Press Book Award, 2009

Semi-Finalist for the Anthony Hecht Prize, Waywiser Press, 2009

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Mesa State University English Self-Study Consultant Report

The following report is based on my observations of the English program from my visit to the Grand Junction campus on Friday, November 12, as well as my perusal of the English self-study document and other materials provided to me prior to and during that visit.

As I understand it, the role of an external evaluator is to provide a relatively objective outside voice to evaluate a program according to standards of the profession. As someone with no ties to the institution or the state in which it is located, the evaluator may be expected to be a completely impartial mediator between “those who allocate resources of all kinds and those who use them” (as the Association of Departments of English puts it). But complete impartiality is impossible, and as a member of the profession of English faculty, I naturally base my observations on what experience has taught me about what makes for an ideal situation for English instruction.

As a former dean, however, I am also acutely aware of the kinds of financial constraints that are the reality of public higher education in the early 21st century. Some of the things that I suggest here may not be possible immediately, though I do think they should all be considered, and if all constituents agree, should be implemented as time and money permit. In the following report, I first provide “Findings” in a brief commentary on the different sections of the Self-Study report, noting what I perceive to be strengths and weaknesses manifested in each individual section, as well as a few opportunities that might be taken advantage of. Then I give specific “Recommendations” on how those weaknesses or opportunities might be dealt with. The recommendations are listed according to order of importance, with those I consider the most important recommendations listed first.

Let me say, as well, by way of transition into the body of my report, that I realize much of what I say here seems negative. That is because of necessity I concentrated on specific recommendations for weaknesses that I point out. However, there are more strengths listed here than weaknesses, and overall the English program at Mesa State is a strong program providing students with an excellent education in English literature, language, and composition. The college has every right to be proud of its English program.

Commentary on Self-study

A. Program History

- a. **Strength:** The new reorganization of the English program, effective in spring 2010, has allowed the department to focus on its three strong areas

of literature, writing, and secondary teaching certification, and to divest itself of the responsibilities of the "Professional and Technical Writing" emphasis. Keeping courses that supported that emphasis on the books also allows the department to reach out to majors in other disciplines with what are essentially service courses in those areas. Moreover, the responsibility for developmental courses in English moving to Western Colorado Community College in 2006 also allows the department to focus on what it does best: college-level literature and writing.

B. Program Goals and Objectives

- a. **Opportunity:** The fact that the English program is a part of the "Department of Languages, Literature, and Mass Communications" may give the department a unique opportunity to partner with faculty in the areas of foreign languages and communications without many of the usual administrative hurdles that such cooperative ventures usually involve. From what I could see on my visit, there is little that is currently being done along those lines. It may be worth talking with the foreign language faculty about a combined comparative literature emphasis, and/or a linguistics minor, for example. (See *Recommendation 12*).
- b. **Weakness:** The goals and objectives as stated in this section of the report are all worthy ones, and appropriate for an English program, but they are presented in a kind of mish-mash. First, there are five stated departmental goals, but these are followed by eight abilities that students are expected to have, and these are followed by a paragraph noting a few other things that students in the writing and teacher-education program should be able to do. In all there are fifteen stated goals, of varying levels of specificity. The faculty ought to do some work on these—separate which goals are essentially goals for the general education courses and which are goals for the majors, and to combine those statements that overlap. Also, some things could use some clarification: number 5 under "Student Abilities" reads "ability to understand many of the works of English, American, and world literatures," while number 7 reads "ability to understand the contributions of this literature to Western culture"; so is the department interested only in western literature or in world literature? Or is one on the general education level and the other on the level of the major? If the goals or objectives are to be used for assessment purposes, they should be stated in terms of something that can be assessed, and should all be student focused. Broader philosophical statements might be put into a departmental mission statement, rather than listed as goals. (See *Recommendation 7*).

C. Analysis of Need for the Program

- a. **Strength:** The one-year retention rate for the English program is 62.7%, as compared with 58.9% for the entire college. This reflects something positive that the department seems to be doing. In my discussion with a group of representative students, it became clear that the departmental

faculty were a chief reason for this success, since the students found the faculty accessible and responsive, interested in their subject and devoted to their students and to making the course material relevant.

- b. Opportunity:** While the department's 62.7% retention rate is outstanding for the college, the college's retention rate is low in general. Departmental enrollments have been steady in major and minor courses, and the graduation rate of 27% has been steady as well. This rate is also rather low, but apparently is in line with the college as a whole. The chief reasons for these numbers are explored in the section "What external limitations constrain the college's aspirations" in the Mesa State College Strategic Plan (p. 18): "the college often is taken for granted and not viewed as an institution of 'choice.' ...[I]ts location in a relatively small community leads to a segment of students either transferring to another institution, usually in a metropolitan area, or dropping out of school." At the same time, the English department's offerings in general education have shown a strong increase in enrollments over the period of this self-study, and reached an all-time high of 17,234 registrations in the 2009-2010 academic year. While much of what Mesa State College does to change its image into a university of choice must be done at the institutional level, the English department does have an opportunity to market itself to those 17,000 students in their general education classes, and to work on retaining those students who do choose to major in English, and should develop some strategies to do so. (See *Recommendation 16*).

D. Narrative Summaries of Resources

- a. Weakness:** The self-study report specifically mentions scarce travel funds as a weakness in the program, though one that apparently reflects a college-wide situation. Currently travel funds seem to be limited to about \$600 per full-time faculty member. This may be enough to cover the majority of a conference within the state as long as it is within driving distance, but even a regional conference will cost two to three times this figure if it involves airfare from Grand Junction plus several nights in a hotel. (See *Recommendation 5*).
- b. Weakness:** The self-study report also lists recruitment as a challenge—recruitment of both high-quality students and faculty. I touched on students in the previous section (C.b). As for faculty, it is true that current tenure-line instructors almost all hail from Colorado or from states bordering Colorado. This may suggest a difficulty of finding highly qualified faculty from farther afield, perhaps because of the relatively low salaries and the relatively remote location of the college, in addition to the typical 4-4 load for faculty. Since two of the goals (#1 and #3) listed in the college strategic plan document are "To raise the level of educational attainment in the 14-county region by supporting students with diverse levels of academic preparation" and "To focus on quality faculty who are great teachers with a passion for teaching," it seems that these concerns

are college-wide. The question, of course, is how to deal with them. This seems chiefly to be a college problem. However, *Recommendations* 1 and 5 below may be of some help in this matter.

- c. **Strength:** Nevertheless, one of the chief strengths of the program is its full-time faculty. The first thing mentioned in my discussions with current students and with alumni was the high quality instructors in the program, and in my meeting with faculty, they listed "great colleagues" as one of the first areas of strength in the program. The tenured and tenure-track faculty are all from reputable programs, four have won college awards for teaching, research, or advising, and two have won awards for teaching or scholarship elsewhere. Three have experience as Fulbright scholars. The faculty are committed to teaching beginning students as well as majors.
- d. **Weakness:** While the faculty, even the non-tenure line faculty, are an impressive group, it is true that 10 of the 21 full-time instructors in the department are not on a tenure-line. In addition, 8 to 10 part-time instructors are employed each semester. This means that in any given semester, more English classes are being taught by non-tenure track instructors than by tenure-line faculty. It is true that, in general, English departments tend to hire more adjunct faculty than many other departments because of the varying needs for freshman composition, and while it is true that the demand for general education courses has grown fairly quickly at Mesa State in the past five years, the proportion of courses taught by instructors who are not permanent faculty members is extremely unbalanced. Such instructors are generally less qualified, less committed to the college and the department, and are typically underpaid and exploited. This affects the quality of students' education. On page 8 of the Mesa State Strategic Plan, one of the strengths listed reads "courses taught by faculty rather than teaching assistants." The situation in English violates the spirit of this statement—while "teaching assistants" are not being used, "faculty" here implies regular faculty. (See *Recommendations* 2, 3, and 4).
- e. **Opportunity:** In the current state of affairs, courses in English are spread over several buildings and classrooms are shared with other disciplines and are scheduled from a central location rather than by the Department Head. Rooms often do not allow for the easy use of group instruction. However, renovations on campus promise to alleviate these problems. The situation will be much improved if English winds up with rooms dedicated specifically to English classes and furnished appropriately.
- f. **Strength:** The Library seems to be particularly responsive to the needs of the English program, and unusually well financed, considering some of the other financial problems noted in the Strategic Plan. Both print resources and on-line subscriptions seem to be more than adequate on the whole, particularly with the addition of more online resources as noted in the self-study. There may be a few areas (the report notes Children's and Young Adult literature and high school pedagogy) that should be strengthened,

but the library staff seems willing and able to fulfill requests from the English department. But see *Recommendation 13*.

- g. **Weakness:** The self-study notes (p. 15) that “enrollment in writing courses is necessarily capped at 27.” This is an unacceptably high number for a variety of reasons. See *Recommendation 1*.
- h. **Strength:** The department’s two journal publications are particular strengths of the program. *The Literary Review* provides students with a vehicle for their own creative work, and also provides some students with editing and publishing experience. The journal *Pinyon* enhances the reputation of the department and of the college nationwide. Both publications are worth the relatively small expenditures—from the department and from the student funds—made to maintain them, and will be worth the cost of updated publication software.
- i. **Strength:** The annual writer’s conference—the Mesa State Literary Conference—is an exciting event that involves faculty and majors in the fundraising efforts and in the planning and organizing of the event. This in itself is a valuable community-building experience, but the attention that the conference brings to the department, the learning experiences provided for the students who take part, and the promotion of reading and writing that occurs is worth the time, effort, and money put into the conference.

E. Program Effectiveness

- a. **Opportunity:** The self-study indicates “We have moved slowly but surely into online modes of delivery,” and notes that the department now has some composition sections as well as some other writing and linguistics courses online, and is about to launch an upper level Romantic poetry course by online delivery. I do believe that the department is right to be cautious about such ventures. University administrators like such courses because of the low overhead and the dreams of University of Phoenix numbers, but faculty know that such courses must be designed well both pedagogically and aesthetically and this takes money and time; that such courses are extremely labor intensive and should actually enroll fewer students than face-to-face courses to be effective (and are therefore seldom as lucrative as administrators anticipate); and that there is an extremely high number of enrolled students who never finish such courses because they take far more discipline than face-to-face courses to complete. Add to this the problem of teaching literature in any meaningful way without classroom discussion and you have a recipe for disaster for literature classes. However, writing and linguistics classes may be more effective with online delivery than literature generally is. One of my recommendations below concerns the possibility of a linguistic minor, that might incorporate Computational Linguistics, and such a class, or even such a minor, could conceivably work online (see *Recommendation 12*).
- b. **Weakness:** As mentioned with regard to B.b above, the departmental assessment plan does not reflect goals and objectives as stated in section B. There are only three objectives listed here, while there are some 15

goals stated in section B. Somehow, these two things need to be brought into alignment. Further, it needs to be clear whether the English major is being assessed or the general education program, but not both in the same assessment. The third objective looks at students in general education courses, and then compares them with thinking skills as demonstrated in the capstone Senior Seminar. This would only work, however, if it were possible to separate English majors in the general education courses, and compare their critical thinking skills with those in the seminar using the same assessment tool. Finally, the self-study report expresses discontent with the MFAT in literature. I would caution the department to look closely at the exam and find a measurable goal that may work for the majors (“the departmental mean score will be at or above the 50th percentile nationwide,” for instance). Since the MFAT is the only nationally-normed exam of its type, the department will lose an objective set of data if they choose to abandon the test. The Praxis test, on the other hand, seems to be a success for most students. But pedagogy does not seem to be much of a part of the English curriculum for education majors. It would seem that, if the department were going to assess teacher readiness, they should have more curricular impact in the education side of the program—by teaching the English methods course within the department, for example (See *Recommendations 6, 7 and 8*).

- c. **Weakness:** A self-identified weakness in the report is the finding that students in the senior seminar “at times come to the capstone course with less experience in researching and contextualizing their arguments than we expect” (17). The question to ask is, where are they being taught this? If no single class in the major assumes as a chief course objective the training of students to write critical literary papers using published scholarship, then it is unlikely students will pick such a talent up on their own. (See *Recommendation 10*).
- d. **Strength:** The innovative faculty evaluation system employed by the Mesa State English department is an excellent model for useful pedagogical self-reflection and for encouraging innovation in teaching methods. No other department I’ve seen has such a system, but the system here allows for a positive, formative assessment rather than simply an evaluative one.
- e. **Strength:** The self-study report lists 66 articles and creative works, 24 book reviews, and 65 conference papers delivered in the six-year time period covered by the report. This is a respectable achievement for a department in which the standard load is 4-4 and in which travel funds are relatively low. The faculty should be applauded for these achievements and encouraged to continue them.
- f. **Weakness:** Advising appears to be an area of weakness in the program. Page 20 of the self-study indicates that the average advising load in the English department is 30.5 students. This means 335 students are being advised by English faculty or, if this average includes non-tenure track faculty (as suggested by Professor Mayer-Hunke’s award as Outstanding

Advisor in 2007), it may mean that 640 students are being advised. Since 169 majors are listed in the self-study report, this apparently means that the English faculty are advising a large number of non-majors as well as majors. This gives the faculty too many advisees to really do a good job and spend a significant amount of time with each individual student every semester. Both current students and alumni mentioned advising as an area of weakness in the program, one alumnus voicing a feeling of “lack of guidance.” (See *Recommendation 11*).

- g. **Strength:** The “student success data” included in the report demonstrate successful placement of graduates, particularly in teaching positions and in graduate school. In my interview with alumni of the program, former students were extremely positive about the program in English education, noting that the faculty in English not only taught their content area, but also taught pedagogy through their own effective teaching methods. Students who had gone on to graduate school noted that they were very well-prepared, and felt at least as well-grounded as anyone else in their graduate programs. They specifically mentioned the course in Literary Theory as excellent preparation for graduate school, and some mentioned their experience working on *The Literary Review* as valuable training for their future careers.

F. Strengths Identified by the Review

- a. **Strength:** I agree with the strengths mentioned here, and in one way or another have noted most of them elsewhere. I do want to emphasize one strength that I have touched on only tangentially, and that is the faculty’s commitment to general education. In particular the recent establishment of a composition committee, revision of objectives for the composition program, and production of materials to aid new faculty in teaching composition, underscore this commitment as a significant strength of the department.

G. Areas Needing Strengthening

- a. **Opportunity:** The chief area noted in this section has to do with plans to recruit students to improve the flat numbers of majors, and there are a number of suggestions listed here and in the next section (“Vision”) that I would definitely encourage. (See *Recommendations 15 and 16*).

H. Vision

- a. **Opportunity:** I would specifically encourage the English department’s suggested strategies of creating an on-campus lecture series to which high school English teachers and students might be invited; the establishment of an English studies conference at Mesa State; expanding internship opportunities for students; and an “Applied English Studies” course in which students might explore career opportunities in English. Additional funds to help these projected strategies would be money well-spent. (See *Recommendations 10, 14, 15 and 16*).

Recommendations

1. *Reduce caps in Composition courses to 22.* Composition classes are far too large, regularly enrolling 27 students as a norm. This puts a strain on both teaching effectiveness and scholarly activity, and affects retention of students as well, since it allows freshman students to remain anonymous rather than connect with other students or their instructors. In addition, there is a pedagogical problem: in practice, the best way to teach writing has been shown to be through individual student conferences and multiple drafts of papers. The more students in a class, the fewer conferences and drafts can be required, and the students' learning will suffer accordingly. The Association of Departments of English (affiliated with the Modern Language Association) released "Guidelines for Class Size and Workload for College and University Teachers of English: A Statement of Policy" in 1992 (available online at www.ade.org/policy/policy_guidelines.htm), which makes the following recommendations: "College English teachers should teach no more than thirty-five students in a literature course and no more than twenty-five in a writing-intensive course." Ideally, they recommend a class size of 20 for composition classes—no more than 15 if those classes are remedial. More specifically, the ADE recommends the following:

College English teachers should not teach more than three sections of composition per term. The number of students in each section should be fifteen or fewer, with no more than twenty students in any case. Class size should be no more than fifteen in developmental (remedial) courses. No English faculty member should teach more than sixty writing students a term; if students are developmental, the maximum should be forty-five.

These recommendations came about because of the particularly labor-intensive nature of composition classes, which require heavy commitments of one-on-one time with individual students and their compositions. While it may be financially impossible to reduce all composition classes to 20, I suggest that 22 may be an ideal goal to work toward. Under no circumstances should composition classes be allowed to exceed 25. Instructors, who are teaching four sections of composition, are particularly hard hit, and their workload far exceeds the recommendations of the ADE—in fact, they teach nearly twice the number of composition students recommended as a maximum by the ADE. This problem is a pedagogical issue, a student retention issue, and a faculty work-load issue, and so it is important to address it soon.

2. *Reduce the number of non-tenure-line faculty and part-time faculty in the program.* As noted in section D.d above, more than half the classes in the English department are currently being taught by part-time instructors and by full-time faculty who are not on a tenure-line. This runs against the spirit of the college's

own strategic planning document, and also runs counter to a number of recommendations from the Modern Language Association. In its "Recommendations on Staffing," the MLA states that "An institution's use of a critical mass of full-time tenured and tenure-track faculty members...provides a measure for judging the quality of undergraduate education." What constitutes a "critical mass"? The MLA states that "institutions show their commitment to quality in undergraduate education when the percentage of undergraduate course sections taught by full-time faculty members is above average for a given type of department. ... For BA-granting departments, staffing is above average when full-time faculty members teach more than 72% of a department's undergraduate course sections [where "full-time" implies, as in the previous quotation, full-time tenure-track]." (The full text of this report can be found at <http://www.mla.org/documents>). The English department prides itself on its commitment to general education, and this is one of its avowed strengths. But putting a significant majority of general education classes into the hands of non-tenurable faculty members seems a violation of this dedication and a disservice to students in general education classes.

I would recommend, first, reducing the number of part-time sections. If the department consistently has 9-10 part-time faculty members, there should be no academically sound reason not to convert these into two full-time slots. Secondly, if those conversions bring the total of full-time, non-tenure line faculty to 12, I would recommend that at least six of those positions be converted to tenure-track lines (this would bring the total number of sections covered by tenure-line faculty to around 75%—fairly close to the average as determined by the MLA report).

Of course, some full-time non-tenure track faculty probably have a reasonable expectation of continued employment, so such conversions should take place gradually (the tenure-line conversion of two lines taken from part-time faculty might be done immediately). Experienced instructors with Ph.D.'s should be encouraged to apply for tenure-track positions when they are approved. Once again, the MLA, in its publication "Statement on Non-Tenure-Track Faculty Members," recommends that "NTT [i.e., non-tenure-track] faculty members should be considered for tenure-track jobs alongside new PhDs whenever plausible and practicable. NTTs should additionally be given equal consideration for jobs at their home institution (presuming that their home institution is not their PhD-granting institution) whenever that institution converts NTT lines to the tenure track."

3. *Non-tenure-track faculty should be incorporated fully into the department.* One of the chief criticisms of the use of non-tenure-track faculty is their lack of commitment to the program, a reflection of the institution's lack of full commitment to them as professionals, since they have no job security and are paid a good deal less than tenure-track faculty. The English department is aware of this problem, and has taken steps, as noted in the self-study, to form a composition committee and create teaching materials to help new faculty and

non-tenure-track faculty. But these kinds of steps can go further. Many institutions have a policy by which an instructor who has been in the same position for more than six years is in a de facto tenure situation, and therefore has a reasonable expectation of non-termination from that point on. The MLA "Statement on Non-Tenure-Track Faculty Members" suggests, first, that "NTT faculty members should ideally be hired on three-year contracts with full benefits; after six years, they should be eligible for longer-term review; past six years, they should be given longer (five- or six-year) contracts and be allowed to participate in departmental governance regarding NTT lines." Such a policy would be beyond the authority of the English department to put in place on its own, but might be considered by the college's upper administration.

The MLA document further recommends that "NTT faculty members should be provided with orientation, mentoring, and professional support and development opportunities, including campus grant programs, access to sabbatical opportunities, support for travel for research, and support for participation in professional conferences." Some of this the English department already does, but a formal mentoring system might be valuable to introduce, particularly for those non-tenure-track faculty with less experience than some of the others. In addition, such faculty should, where possible, be fully incorporated into the life of the department, and allowed to serve on any department committees that do not pertain to evaluation of tenure-track faculty. Finally, the MLA recommends that "NTT faculty members should be reviewed annually with regard to salary levels and opportunities for professional advancement and promotion. Evaluations should be conducted in accordance with established, written criteria for departmental review, and departments should establish procedures for appeal or grievance in the event that an NTT faculty member alleges substantial violations of such criteria."

4. *Part-time salaries should be brought in line with part-time salaries at peer institutions.* At my own institution (a regional state institution in one of the poorest states in the U.S.), part-time faculty are paid \$2600 per three-hour course. Part-time salaries at my former institution in South Dakota (which for more than two decades has consistently ranked 50th in the nation in faculty salaries for higher education) were \$1,900 per course when I left eight years ago. My understanding is that Mesa State pays its part-time instructors approximately half of the \$2600 paid at my current institution in Arkansas. This salary is exploitative, and from what I understand it has not been raised in decades. It is lower than a typical Community College salary and is comparable to organizations like the University of Phoenix. Again, this is not a problem that can be addressed unilaterally by the English department, but I definitely recommend that it be addressed.
5. *Travel funds should be increased for all faculty.* There is no question that being limited to a \$600 reimbursement for conference travel is a disincentive for faculty to make scholarly presentations, since the majority of the cost of a national

conference must come out of their own pockets. There is no incentive at all for a faculty member to try to attend more than one conference per academic year. Doubling the current allotment should significantly increase faculty participation in scholarly conferences, an activity that not only allows faculty members to share their own work, but allows them to learn from others in their field and renews their professional zeal. Because of the importance of this kind of scholarly activity, equal travel funds should also be made available to non-tenure-track faculty (as recommended in number 3 above).

6. *The English methods class for secondary education majors should be a course in the English department.* NCATE has no specifically stated policy of where such a course should be housed, but stresses the importance of input from the content area disciplines in secondary methods classes. Specifically, the standards of the National Council of Teachers of English (which accredits secondary education English and Language Arts programs in conjunction with NCATE) delineate a number of target goals for Candidate Pedagogy that can be best taught the candidates by experts in the discipline—for example “Create opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability; Engage students in critical analysis of different media and communications technologies and their effect on students’ learning; Engage students in discovering their personal response to texts and ways to connect such responses to other larger meanings and critical stances.” These particular goals can best be taught by professionals who are expert in the content area rather than solely in pedagogy. Furthermore, including the Methods course in the content area gives the department more direct ownership of the program, and will ensure that the department is more intimately attuned to the education of future teachers in the discipline.

7. *The departmental assessment program should be better aligned with stated departmental goals.* As noted earlier (in sections B.b and E.a above), the department lists 15 goals and objectives but the assessment plan assesses only three student outcomes. My admittedly impressionistic reading of the situation is that it appears that the department began with the question “What might we use an assessment measures,” rather than starting with the question “What exactly do we want to find out, and what is the best tool to use to help us find that information?” It may be worth having a departmental retreat to determine which departmental goals are important for the major and which are important for general education, and keep those as separate assessment plans; to decide whether there should be fewer goals or more outcomes for assessment (for example, the department’s second assessment focuses on both content knowledge and pedagogical knowledge, which I would think should be two different things); and then talk about the best ways each of those outcomes can be assessed. The portfolio assessment in the senior seminar course might be used, for example, to assess more than one outcome, depending on how the evaluative rubric is constructed.

Perhaps the solution will involve more complex statements of measurable outcomes, that would therefore include several more specific goals. For purposes of providing another example of an assessment program for an English BA, I am appending a copy of the program for my home institution (the University of Central Arkansas), not because it is necessarily an ideal example or that I think everyone should be similar to us, but because it represents a working model with more specifically worded outcomes (though still only four), and has been developed over the past few years from a department that began with less than Mesa State has now in the way of assessment (assessments of the English Education program are done separately):

Outcome 1: Students completing the BA program in English will demonstrate a knowledge of the works, genres, and periods of English and American literature that compares favorably with that of English majors graduating from other American institutions.

Assessment Criterion 1a: Students completing the BA program in English will score at or above the 50th percentile on the nationally-normed Major Field Achievement Test (MFAT).

Assessment Criterion 1b: Eighty percent of alumni completing the Alumni Survey will provide a rating of 4.0 or better on items 2.1.a (How ample an opportunity did the program give you to explore English literature?), 2.1.b (How ample an opportunity did the program give you to explore American literature?), and 2.1.c (How ample an opportunity did the program give you to explore world literature in translation?).

Assessment Criterion 1c: Qualitative data from the focus group will support the quantitative data from assessments 1a and 1b.

Outcome 2: Students completing the BA program in English will be capable of writing an essay on a literary topic that shows knowledge of literature, an ability to convey that knowledge through effective writing skills, an ability to read a literary work with understanding, and an ability to support their conclusions with what they have discovered in their research.

Assessment Criterion 2a: A course assignment analysis completed by the departmental assessment committee using a rubric will provide ratings of mastery at the basic level or above for eighty percent of the class on four criteria: references to cultural traditions, critical reading/explication, critical thinking/analysis, and writing

Assessment Criterion 2b: Students completing the BA program in English will take (either in the penultimate or in the final semester of study) a senior seminar which will serve as a capstone course for the major; the course will require at least two written assignments (one a close reading, the other a research paper),

random samples of which will be submitted to the department's Assessment Committee for evaluation before they are graded. The submissions will be "blind" (without student or instructor names), and the analysis performed on them will be for programmatic improvement only.

Assessment Criterion 2c: Eighty percent of alumni completing the alumni survey will provide a rating of 4.0 or better on items 2.5.1 (How well did the classes that you took as part of your English major prepare you to write effectively in the courses composing your subsequent degree program?), 2.5.2 (How well did the classes that you took as part of your English major provide you with the research skills required for success in your subsequent degree program?), and 2.5.3 (How well did the classes that you took as part of your English major provide you with the critical thinking skills required for success in your subsequent degree program?).

Assessment Criteria 2d: Qualitative data from the focus group will support the quantitative data from assessments 2a, 2b and 2c. In particular, students' responses to two key questions will be examined: 1) In what ways did the UCA English Department help you improve as a writer? 2) What else could the department have done to help you grow as a writer?

Outcome 3: Students completing the BA program in English will demonstrate an understanding of the importance of reading, writing, critical thinking, and creative and intellectual traditions to the citizens of a free society.

Assessment Criterion 3a: Eighty percent of the students completing the Student Satisfaction Survey will provide a rating of 4.0 or better on items 1 (Has majoring in English enriched your understanding of yourself and your world?), 4 (Has majoring in English helped to create or sustain your interest in intellectual, cultural, or artistic matters in general?) and 6 (Has majoring in English helped you to cultivate habits of mind that have proven useful as well as enriching?).

Assessment Criterion 3b: Qualitative data from the focus group will support the quantitative data from assessments 3a and 3b.

Outcome 4: Students completing the BA program in English will demonstrate a high degree of satisfaction with the program of study and the instruction provided by the department.

Assessment Criterion 4a: Eighty percent of alumni completing the alumni survey will respond yes to question 4.4 (If you had it to do over again, would you choose to major in English?)

Assessment Criterion 4b: Qualitative data from the focus group will support the quantitative data from assessments 4a and 4b.

8. *The department should revamp some of its assessment tools.* First and most importantly, the use of data from the English 111 and 112 assessment rubric to analyze the ability of majors to engage in critical thinking (as is done for Outcome 3) seems unhelpful. If the department wishes to look at whether students in the major improve their abilities in critical thinking, they should collect data from majors only, at some point early in their career, and then from the Senior Seminar. I would also suggest that rubrics use an even number of scaled rankings (four or six, rather than five), since studies have shown that scorers of essays tend to gravitate toward the midpoint and rate things as "3" rather than make a clear decision on one side or the other of a question. Finally, I would suggest that the department reconsider whether the "yes" and "no" ratings for the paper assessment in the Senior Seminar are as useful as another four-point rating system might be.
9. *The department should initiate a regular alumni survey, as well as some sort of exit interview for graduating seniors.* According to p. 21 of the self-study, the department's "tracking of alumni activity needs to be more systematic." This might be accomplished through a regularly scheduled alumni survey instrument that could be sent to alumni every three to five years. Assuming the college has an alumni office, these people can help produce a list of alumni, which you may wish to limit to graduates of the past ten years for purposes of program assessment, or at most twenty years if the chief goal is to look at career accomplishments of graduates. Hard data on what alumni are doing may help with recruitment of new majors, and soliciting the opinions of alumni on different aspects of the program can also be a valuable assessment tool. Such a survey might become a part of the assessment program. Of course, such surveys are notoriously difficult to get back. Postage-paid return envelopes help, but such surveys will net only a 20% return if you are lucky. But even 20% of a large number of alumni will give you some data that can be useful.

An additional option, which is likely to garner a 100% return, is surveying graduating seniors. This could be done in the Senior Seminar, and could be conducted as a focus group rather than as individual interviews, but the opinions of graduating seniors can also be a valuable assessment opportunity (though they will not have the perspective that alumni will).

10. *The department should designate a specific course in which students are taught to write papers about literature.* As noted in E.b above, there seems to be some frustration among teachers of the Senior Seminar course with their students' ability to write papers using scholarly sources and incorporating such sources into their own arguments. If this is a chronic problem (as it is in most departments), the only answer is to have some required course in the curriculum whose main objective is to teach students that art. One possibility is to make this an additional objective for one of the required English or American survey classes. The problem with this solution, however, is that so much content needs to be covered

in those classes that it is nearly impossible to find class time to spend on the skill of research writing. Nor is it reasonable to expect that a semester of Composition II will teach students what they need to know: that course must of necessity be much more generic than a course specifically in writing research papers in English classes, and besides, students in the Senior Seminar will have already had this course and the problem still exists.

A better solution might be a required one-hour class to be taken at the same time as the students' first upper-level literature class involving a major paper. Thus the student could receive instruction in the one-hour course at every stage of the process of writing the paper in the other course, whichever that may be. This one-hour course might be the same one suggested in the department's self-study (on p. 27) as a course in which students explore career options. The course might be called something like "English as a profession," and focus on how to be a professional student of English (i.e., how to write research papers) as well as what sort of profession one might enter with an English degree.

11. *Academic advising for majors should be more focused and more formally required.* Admittedly I did not press faculty about this issue, since it arose later in my visit, but as mentioned above, both current students and alumni suggested a lack of direction in their academic advising. According to the Mesa State web site, "Academic advising is available from two sources: the MSC Faculty and the Advising & Career Center staff. Undeclared students are assigned to the Advising & Career Center. Students who have chosen a major are assigned to a faculty advisor within the area of their major. All students are advised to meet with an advisor each semester before registration. Explore the table below to learn how MSC advisors can assist students in staying on course for graduation." However, since as noted above the English faculty seem to advise a number of non-majors, their advising load is quite high. Ideally, an adviser should meet with an advisee at least once a semester to discuss the student's progress, plan the student's schedule, and discuss the student's future plans. Such meetings cannot be concluded in much less than half an hour, and a faculty member with a 4-4 teaching load cannot do justice to more than 30 advisees each semester.

It could be argued, of course, that advising undeclared students is an opportunity to recruit new majors, but it seems to me that the occasional new major might be converted in another way, and does not outweigh the academic welfare of the English majors that have already declared. The question may be how to ensure that students actually do come to see their adviser each semester. The web site says that students are "encouraged" to do so. It may be better to make such a visit a requirement, by, for example, putting a hold on students' registration that can only be lifted by their advisers after an advising meeting has occurred. Student advising is one key to retention. It is also an opportunity to discuss career goals with students, and this was a particular area in which students and alumni that I interviewed felt underserved.

12. *The English faculty should explore ways to make interdisciplinary connections with other programs on campus, particularly those in their own department.* As mentioned earlier, the English faculty have a unique opportunity to partner with disciplines with which they share a common administrative unit. My first suggestion would be to explore the feasibility of a new minor in linguistics. I mention this because there is expertise among the English faculty right now: Dr. Bruch and Dr. Neal are both experts in sociolinguistics, and Dr. Bruch is also an expert in second language acquisition. The department offers English 343 (Language Systems and Linguistic Diversity) and English 451 (Structure of the English Language), both of which are offered online. Dr. Anderson in the Spanish department has a degree in Spanish linguistics. These pieces could be the starting points for a discussion of a minor. Such a degree could conceivably serve as a kind of feeder into the MA in ESOL program in the school of Education. If new tenure-track faculty are hired, one might be a linguist—perhaps even someone able to teach Computational Linguistics, an area that might entice students interested in computers to the program.

Of course, there are other possibilities that might be explored, but I did hear interest in a possible linguistics minor from both current students and alumni with whom I spoke. A degree in Comparative Literature is also a possibility with the foreign language faculty, though it may be less marketable.

13. *The library should subscribe to the online version of the Oxford English Dictionary.* While the library does for the most part subscribe to the most important online sources for scholarship in English, one subscription that would be a significant addition to available sources is the online *Oxford English Dictionary*. This is the most important single reference work for the history of the English language, particularly in usage prior to 1900. It is valuable to both linguistics students and students of literary history. The library does have the hard-copy edition of this text, but contemporary students are far less likely to use hard copy reference works and, more importantly, the online version of the *OED* is continually updated, giving its users the most current version of the reference at all times. Supplements to the hard copy *OED* appear only every few decades.
14. *The department should consider creating a venue for undergraduate research.* One of the suggestions made in the “Vision” section of the self-study was the creation of a literary conference at Mesa State. Such a conference would serve as model of scholarship and professionalism for undergraduate majors. But it should also be noted that one of the major thrusts of recent years in all disciplines is the encouragement of undergraduate student research. The humanities traditionally have not found effective ways of promoting this kind of shared research for undergraduates. Giving undergraduates the opportunity to take part in the department’s projected professional conference, perhaps in separate sessions devoted to undergraduates, would give them a good opportunity to engage with scholars and at the same time would give students an on-campus opportunity to

present their written work in an professional setting. One of the goals of the Senior Seminar might be to produce a paper worthy of a conference presentation. This would provide students with a serious purpose in writing their papers, and could encourage them to take seriously the kind of writing that the self-study notes (in section E.b) as a weakness in their preparation.

15. *The department should actively promote opportunities for student internships.*

The department currently offers courses in publication that give students credit for internship opportunities in publishing, as the self-study indicates, "to students that want them" (p. 27). There seem to be a rather limited number of opportunities for this kind of experience, though, and students seem to need to take the initiative in asking for these internships. There appears to be a desire on the part of the department, however, to educate students about career opportunities in the field of English, implied in the suggestion of an "Applied English Studies" course on p. 27. It would be beneficial along these lines for the department to actively promote internships, not only on campus in the community as well. An internship coordinator might be appointed with release time to make connections with area employers who might have some use for people with the kinds of writing and research skills that English majors might bring. Increased contact with alumni might also provide possible contacts for internship positions. Further, one of the things that might be done in the "Applied English Studies" class could involve each student seeking out possible internship positions. One might even go so far as requiring some kind of internship experience for all majors.

16. *The department should follow up on plans to market the English major in order to increase the number of quality majors.*

The self-study notes that one of the principal needs of the program is the "continuing recruitment of high-achieving students" (p. 9). In section G of the self-study, the department notes: "our major numbers have been mostly flat. We clearly need to more actively seek out contact with potential students before they get to campus and recruit students with undeclared majors already here on our campus" (p. 25). In part, these numbers merely reflect an ongoing national trend. In the past 30 years, the proportion of undergraduate English majors in American colleges and universities has declined from 7.6% to 3.9% of the total undergraduate population. A department that remains stable in this kind of situation may be doing as much as can reasonably be expected. But it is certainly worth trying to reverse this tendency locally. The self-study suggests several strategies to achieve these ends. These include strengthening connections with schools and creating events on campus to appeal to potential majors. With this in mind, the department suggests an on-campus lecture series to which high school teachers and students might be invited (p. 26). The already existing writers' conference and the projected literary studies conference are possible venues for these kinds of connections, and I would certainly encourage these activities. The promotion of internship opportunities, and the wide communication of these opportunities, may also be a recruiting tool for potential career-minded majors. Other suggestions might include:

- a. An annual "English Day" (or, with the cooperation of other disciplines in the department, a "Language Arts Day") to which students from all area high schools might be invited. This could conceivably be done in conjunction with the proposed lecture series. The day might include poetry, fiction, creative nonfiction and journalism contests for students, with finalists reading their work and winners being named at the conference. The day might also include an "English Bowl" competition pitting teams of four students from the various high schools answering questions about literature, which would culminate in a championship round of winners from earlier in the day. Such competitions help create enthusiasm for the subject matter and help high school students associate the discipline with the department sponsoring it. The writing and quiz bowl competitions would also give the department specific names of talented high school students that they can contact with marketing materials.
- b. Social media may be an option to contact students, both on and off campus, who are more likely to check Facebook than any other medium. A departmental Facebook fan page could be a way of advertising events that the department may be planning, promote English studies in general, and disseminate announcements to majors as well as undecided students on campus. It would be important to first urge students and potential students to become fans of the department, and then to regularly update the site, so that students don't forget about it.
- c. While it would take some time and some expertise, producing a five-to-ten minute CD that promoted the possible career paths for English majors and promoted the selling points of the program at Mesa State would be worth doing. Once created, such CDs are easy and fairly cheap to reproduce, and could be distributed to talented high school students and might be given to talented writers identified by faculty teaching freshmen composition classes.

In conclusion, I would like to reiterate my overall impression that the English program at Mesa State College is a high-quality program with well-prepared faculty who are excellent teachers and competent scholars. The class that I sat in on was well-conducted and filled with students who were engaged and seemed bright and intelligent. The curriculum is appropriate and varied. Alumni seem satisfied and even enthusiastic about their experience in the program. Most of all, the leadership in the department seems forward-looking and committed to meet whatever challenges the department faces decisively and with imagination. I hope that my suggestions in this document can assist them in that task.

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