



Program Review: English
2011-2017

TABLE OF CONTENTS

I. INTRODUCTION AND PROGRAM OVERVIEW	1
WHY DO WE EXIST?	1
A. WHAT DEGREES AND CERTIFICATES DOES OUR PROGRAM OFFER?	1
B. WHAT'S OUR STORY?	1
C. WHAT DID OUR PREVIOUS EXTERNAL REVIEWER RECOMMEND? HOW HAVE WE RESPONDED?	3
D. WHAT GUIDES OUR CHOICES? WHAT DO WE AIM TO ACCOMPLISH? HOW DO WE CONTRIBUTE TO CMU'S ROLE, MISSION, AND STRATEGIC PLAN? HOW DO WE CONTRIBUTE TO THE REGION?	9
OUR GOALS AS A DEPARTMENT INCLUDE THE FOLLOWING:	9
STUDENTS SHOULD DEVELOP THE FOLLOWING ABILITIES:	10
E. HOW DOES THE PROGRAM'S CURRICULUM SUPPORT OTHER MAJORS/ MINORS AND GENERAL EDUCATION REQUIREMENTS?	10
F. DOES OUR LOCATION GIVE US A COMPARATIVE ADVANTAGE?	11
G. DOES OUR PROGRAM HAVE ANY UNIQUE CHARACTERISTICS?	11
II. CURRICULUM.....	12
A. WHAT CONCENTRATIONS DOES OUR PROGRAM OFFER?	12
B. WHAT PARTICULAR CHANGES HAVE WE MADE TO MAINTAIN CURRENCY?	12
C. WHERE DO WE DELIVER OUR COURSES? WHAT FORMATS DO WE OFFER?	13
D. HOW HAVE WE MODIFIED OUR PROGRAM TO MEET THE CHANGING NEEDS OF ITS STUDENTS?	13
III. ANALYSIS OF STUDENT DEMAND AND SUCCESS	14
A. HOW MANY MAJORS AND MINORS DOES THE ENGLISH PROGRAM SERVE?	14
<i>Table 1 CMU Number of Majors by Department.....</i>	<i>14</i>
B. WHAT DO REGISTRATIONS AND STUDENT CREDIT HOURS BY STUDENT LEVEL INDICATE?	16
<i>Table 2 CMU Credit Hours by Course Level.....</i>	<i>16</i>
<i>Table 3 CMU Entering Freshmen (Fall and Spring).....</i>	<i>17</i>
<i>Table 4 CMU Percent "College Ready" Freshmen.....</i>	<i>17</i>
C. WHAT DO REGISTRATIONS AND STUDENT CREDIT HOURS (FALL AND SPRING TERMS) SUBTOTALLED BY COURSE LEVEL INDICATE?	17
D. HOW MANY STUDENTS GRADUATE BY CONCENTRATION?	18
<i>Table 5 CMU Degrees Awarded by Department.....</i>	<i>20</i>
E. ARE OUR STUDENTS SUCCESSFUL?	20
INTERNAL SUCCESS	20
EXTERNAL SUCCESS.....	21
EXAMPLES OF ALUMNI ACCOMPLISHMENTS AND EMPLOYMENT PAST AND PRESENT	22
F. IS THERE ADDITIONAL INTERESTING INFORMATION/DATA?	23
FACULTY NUMBERS:	23
CONCLUSION	24
IV. PROGRAM RESOURCES	25
A. FACULTY	25
<i>Table 6: Ratio of full-time equivalent students (FTES) to full-time equivalency faculty.....</i>	<i>25</i>
B. COURSE CREDIT HOURS AND STUDENT CREDIT HOURS BY FACULTY TYPE (I.E., TENURED/TENURE-TRACK, INSTRUCTOR, LECTURERS)	25
<i>Table 7 Course Credit Hours and Student Credit Hours by Faculty Type</i>	<i>26</i>
C. WHAT HAVE FACULTY ACCOMPLISHED, PARTICULARLY IN TERMS OF TEACHING, ADVISING, SCHOLARSHIP, SERVICE AND OTHER ACHIEVEMENTS?.....	26
D. WHAT IS THE FINANCIAL STATUS OF THE PROGRAM?	33

DOES THE PROGRAM GENERATE REVENUE?	33
WHERE DOES THE PROGRAM SPEND ITS MONEY?	33
<i>Table 8: Ratio of Total expenditures/student credit hours</i>	33
DOES THE PROGRAM RECEIVE EXTERNAL FUNDING?	34
E. LIBRARY ASSESSMENT:	34
F. DO THE PHYSICAL FACILITIES MEET PROGRAM NEEDS?	34
G. DO INSTRUCTIONAL TECHNOLOGY AND EQUIPMENT MEET PROGRAM NEEDS?	34
H. DO WE OPERATE THE PROGRAM EFFICIENTLY?	34
V. STUDENT LEARNING OUTCOMES AND ASSESSMENTS	36
A. HOW DO STUDENT LEARNING OUTCOMES (SLOs) RELATE TO THE PROGRAM'S MISSION STATEMENT AND COURSES?	36
PROGRAM STUDENT LEARNING OUTCOMES (SLOs)	36
DISCUSSION	39
INSTITUTIONAL STUDENT LEARNING OUTCOMES:	40
B. HOW DO WE ASSESS SUCCESS?	41
DIRECT ASSESSMENTS	41
C. WHAT HAVE WE DONE TO IMPROVE THE PROGRAM BASED ON ASSESSMENT OF SLOs SINCE THE LAST PROGRAM REVIEW?	43
D. ARE WE REFINING SLOs AND MODIFYING DATA COLLECTION?	44
DISCUSSION	44
VI. FUTURE PROGRAM PLANS	45
WHAT IS OUR VISION FOR PROGRAM?	45
WHAT ARE THE PROGRAM STRENGTHS?	46
WHAT CHALLENGES DOES THE PROGRAM FACE?	46
ARE THERE TRENDS IN THE DISCIPLINE THAT COULD AFFECT FUTURE PLANNING FOR PROGRAM?	47
HOW DO WE USE THE PROGRAM REVIEW PROCESS TO IMPROVE THE PROGRAM'S TEACHING AND LEARNING?	48
HOW DO WE ADDRESS OUR CHALLENGES?	48
APPENDIX A	49
DATA FROM INSTITUTIONAL RESEARCH	49
<i>Table 1 CMU Number of Majors by Department</i>	51
<i>Table 2 CMU Credit Hours by Course Level</i>	52
<i>Table 3 CMU Entering Freshmen (Fall and Spring)</i>	53
<i>Table 4 CMU Percent "College Ready" Freshmen</i>	53
<i>Table 5 CMU degrees awarded by Department</i>	54
<i>Table 6 Ratio of Full time equivalent students (FTE) to full time equivalent faculty</i>	55
<i>Table 7 Course Credit Hours and Student Credit Hours by faculty type</i>	56
<i>Table 8 Ratio of total expenditures student credit hour</i>	57
<i>Table 9 CMU Credit Hour Productivity by Course</i>	58
APPENDIX B	59
SURVEY RESULTS	59
APPENDIX C	69
LIBRARY	69
APPENDIX D	77
STUDENT LEARNING OUTCOMES AND REPORT	77

APPENDIX E	87
CURRICULUM MAP.....	87
APPENDIX G.....	91
BUDGET INFORMATION.....	91
APPENDIX H.....	95
FACULTY VITAE.....	95
APPENDIX I.....	97
PROGRAM SHEETS.....	97

I. INTRODUCTION AND PROGRAM OVERVIEW

WHY DO WE EXIST?

English is the study of formalized communication in the written arts, including criticism and the study of language itself. Courses emphasize the critical, theoretical, and research tools necessary for understanding complex written and oral interactions. The English program, as part of the Department of Languages, Literature, and Mass Communication, supports the philosophy and goals of Colorado Mesa University 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 program 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)

A. WHAT DEGREES AND CERTIFICATES DOES OUR PROGRAM OFFER?

The English program at CMU offers concentrations leading to a Bachelor of Arts in literature, writing, and secondary education, and a minor in English. In addition, we offer an 18-credit graduate certificate in Rhetoric and Literary Studies that prepares those who already have a B.A. in English and need advanced expertise to teach composition and literature at a higher education institution.

B. WHAT IS OUR STORY?

Prior to 1993, Mesa State College offered a Bachelor of Arts in Liberal Arts with areas of emphasis in several fields, including English. In **1993**, the new B.A. in English offered four concentrations:

- Literature
- Writing
- English with secondary teaching certification
- Elementary Education teaching certification.

In **2001**, in response to mandates from the Colorado State Legislature and the Colorado Commission on Higher Education, we eliminated the B.A. in English with elementary certification and merged elementary education into a new Liberal Arts program.

In **2005**, the program added a concentration in Professional and Technical writing. However, in **2010**, because of low enrollment and campus-wide program assessments, we folded the courses into the English Writing concentration.

In **2006**, we transferred responsibility for the developmental program (English 030, 060, 090) to Western Colorado Community College.

In **2007**, to improve faculty and financial efficiency, we transferred responsibility for the Writing Center to Tutorial Learning Center (TLC).

Since **2010** the undergraduate English program has not changed, and we currently offer three traditional concentrations:

- English Literature
- English Writing
- English with secondary teaching certification.

2017 saw the creation of a graduate certificate in Rhetoric and Literary Studies that meets the needs of instructors who teach college-level courses but do not have adequate graduate coursework in their fields to meet Higher Learning Commission (HLC) requirements.

C. WHAT DID OUR PREVIOUS EXTERNAL REVIEWER RECOMMEND? HOW HAVE WE RESPONDED?

1. Reduce caps in Composition courses to 22.

The reviewer noted that teaching composition is a labor-intensive task: “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.”

Unfortunately, we have not made progress in reducing our course capacities to 22 students for composition. Upper administration makes the final decisions when it comes to course size as they weigh the benefits of paying closer attention to student writing with the financial costs smaller class size would incur.

2. Reduce the number of non-tenure-line faculty and part-time faculty in the program.

The reasoning behind this recommendation addresses CMU's commitment to undergraduate education: “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.”

We have not made progress in reducing the number of non-tenure-line faculty and part-time faculty, largely because of enrollment changes at the university- and department-level. Enrollment has increased by over 2,500 students since 2012, but the number of English majors has fallen from 162 in 2012 to 131 in 2016, largely due to fewer students who want to teach in the secondary education system. This change has made it difficult to justify the addition of new tenure lines while at the same time increasing the need for qualified instructors of composition to meet the demands of a considerably larger student body.

3. Non-tenure-track faculty should be incorporated fully into the department.

The reviewer noted that, “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.”

Although we have requested more tenure-track lines, they have not been granted. This is most likely due to the enrollment numbers discussed above.

4. Part-time salaries should be brought in line with part-time salaries at peer institutions.

The reviewer roots this suggestion in the argument that paying part-time faculty \$1890 is exploitive.

We have made progress. Starting in the 2011-2012 school year, the pay per credit for part-time instructors with master's degrees increased from \$630 per credit to \$750 per credit for teaching loads of up to eight credits per semester. The salary for part-time instructors with doctoral degrees increased from \$700 per credit to \$850. This means that the salary for part-time faculty teaching two courses increased from \$7650 to \$9000 for those with master's degrees and from \$8400 to \$10,200 for those with doctoral degrees.

5. Travel funds should be increased for all faculty.

The reviewer noted that, "There is no question that being limited to a \$600 reimbursement for conference travel is a disincentive for faculty to make scholarly presentations."

We have dramatically improved the ability of faculty to travel. **First**, the standard departmental travel allotment for the English department has not changed and is still \$600 for tenured and tenure track faculty per year. However, we have generally been able to award \$800, instead of the previous \$600, by using funds awarded but unused by other faculty. **Second**, the department also has \$15,000 in roll-over funds, and faculty are now able to apply for research funding as well. This fund is limited to three awards of \$1,500, but this increase is a significant step forward in terms of being able to support both travel and research itself. **Third**, to promote development of tenure-track faculty preparing a research portfolio for tenure, the Department Head has used discretionary funds to offer additional financial assistance.

6. The English methods class for secondary education majors should be a course in the English department.

The reviewer writes that, "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.”

The university’s five secondary teaching methods courses are offered through the Department of Teacher Education, and it is not feasible to remove the English course when the others (math, science, social science, and Spanish) are located there. However, English 491: Composition Theory and Practice is still a required course for all secondary teaching majors and is housed in the English department. This course is essentially a composition methods course with the following course description: “Theory and practice of composing as it applies to teaching English in the junior and senior high schools; historical context, contemporary theory, and current pedagogy in the field of composition studies.”

7. The departmental assessment program should be better aligned with stated departmental goals.

The review observed 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?”

To improve, we are actively working on better aligning our departmental assessment program with stated departmental goals and have made changes to both exit examinations and to the departmental Student Learning Objectives. See Section 5 below for more detail.

8. The department should revamp some of its assessment tools.

The reviewer pointed out that, “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.”

We agree. To improve, we no longer use data from English 111 and 112 to assess the quality of our program. Instead, we use a “before and after” exam distributed in English 210 (for majors) and a Senior Seminar to measure growth. See Section 5 below for more detail.

9. The department should initiate a regular alumni survey, as well as some sort of exit interview for graduating seniors.

The review noted that, “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.” Plus, the problem has less to do with tracking students than the absence of a systematic method.

We have initiated a regular alumni survey and started collecting data in 2013. The results are currently in spreadsheets and only posted on an internal drive. We are considering ways to post “Where are they now?” profiles on our English Facebook page.

10. The department should designate a specific course in which students are taught to write papers about literature.

This suggestion grew out of an observation about the “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.”

To improve, we created a new course, English 210: Introduction to Literary Studies, that has been a requirement for all majors since 2014 and is offered every semester. It is designed to be an introduction to the theory and practice of studying literature. The course covers five common approaches to literature, and the pedagogy focuses on ways to introduce, support, and conclude arguments.

11. Academic advising for majors should be more focused and more formally required.

The reviewer noted that, “both current students and alumni suggested a lack of direction in their academic advising.”

To respond, we have implemented several methods for making advising more focused and formally required. **First**, in both English 210 and English 494 (our introductory and capstone courses, respectively), students are surveyed about their career goals and offered career and graduate school advising as part of the course curriculum. **Second**, we are developing “Career Pathway” handouts that identify particular viable professors and suggest advisors, courses, and “the next step” students can take. However, we do not require students to visit advisors.

12. The English faculty should explore ways to make interdisciplinary connections with other programs on campus, particularly those in their own department.

The reviewer pointed out that, “English faculty have a unique opportunity to partner with disciplines with which they share a common administrative unit.”

We have tried to address interdisciplinary connections in a number of ways. **First**, we serve the Engineering program by teaching a newly minted course, Writing for Engineers. **Second**, we are discussing ways to serve a number of programs like Health Sciences, Biology, and Kinesiology with Scientific Writing. **Third**, we are generating ways to develop a Film Studies minor that would incorporate elements from Theatre, Art, and Mass Communication departments. **Fourth**, we are working more closely with our Mass Communication program to cross-pollinate. For example, we are developing “Plus English” advising sheets for Mass Comm majors, and “Plus Mass Comm” for English majors. **Finally**, with the prospect of a new Writing Center, we will initiate more discussions about Writing Across the Curriculum.

13. The library should subscribe to the online version of the Oxford English Dictionary.

The reviewer added that, “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.”

We do not subscribe for two reasons. **First**, the library arranged for a trial subscription in the spring of 2015, but there was not enough interest to justify the cost of subscribing. **Second**, the cost is extraordinary.

14. The department should consider creating a venue for undergraduate research.

The review drew attention to the fact that, “The humanities traditionally have not found effective ways of promoting this kind of shared research for undergraduates,” and he suggested that we create a conference that would “serve as model of scholarship and professionalism for undergraduate majors.”

There is still room for improvement, but we have been successful in facilitating student presentations at the National Undergraduate

Literary Conference in the past several years. In the spring of 2017, for example, four of our majors presented. We also participate heavily in CMU's Student Showcase, a competitive annual university-wide event that provides students with a venue for presenting their research to the community. The event includes panels devoted to literature, creative writing, and composition. Plus, we make our students aware of other presentation and publishing opportunities.

15. The department should actively promote opportunities for student internships.

The review noted "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."

While we have an internship coordinator, we could do much better in terms of developing the internships and inviting students to participate. As a university, CMU is dedicating more resources to internships, and we will be able to partner with the rest of the campus.

16. The department should follow up on plans to market the English major in order to increase the number of quality majors.

The reviewer reminds us that, "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." As a result, we need to work harder to recruit students.

First, to increase the number of quality majors, we contact freshmen twice a year and prepare University recruiters so they can talk intelligently about our program. **Second**, we have plans to use our concurrent enrollment teachers to recruit for us on the high-school level, and **third**, we are creating career pathways documentation so students have a better sense of employment opportunities. **Fourth**, we now run and maintain a departmental Facebook page as well, which gives us social media presence; our last post, advertising a poetry reading, had over 250 views. **Fifth**, in terms of the English minor, we have been actively recruiting Mass Communication majors (and Mass Comm faculty have been encouraging students to add the English minor). **Sixth**, we are working with other disciplines to incorporate some writing courses as part of their curriculum. **Finally**, we are planning a mass-mailing campaign to recruit students from the valley.

D. WHAT GUIDES OUR CHOICES? WHAT DO WE AIM TO ACCOMPLISH? HOW DO WE CONTRIBUTE TO THE ROLE, MISSION, AND STRATEGIC PLAN OF CMU? HOW DO WE CONTRIBUTE TO THE REGION?

The mission of the English program is to explore the production and interpretation of a variety of texts, as well as the study of language itself. The program seeks to hone students' abilities to identify, articulate, deploy and adjust the conventions that govern texts. We strive to develop the intellectual and ethical qualities that inform productive members of society in order to encourage career adaptability and civic responsibility. The program is also dedicated to contributing to CMU's mission to sustain "a vibrant and varied campus setting that values diversity and diverse activities, and encourages involvement and interaction outside the classroom," as well as to supporting "a culture committed to integrity and academic and intellectual freedom" (CMU 2016 Catalog, 8).

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.

E. HOW DOES THE PROGRAM'S CURRICULUM SUPPORT OTHER MAJORS/ MINORS AND GENERAL EDUCATION REQUIREMENTS?

First, our program supports all other university programs by offering courses in Essential Learning, CMU Baccalaureate, and Associate (AA/AS/AAS) Degree Requirements. All of these courses are approved by the Colorado Department of Higher Education for statewide guaranteed transfer. English 111, English 112, and English 219 fulfill the English Essential Learning Requirement.

Second, 10 of the 20 course options that satisfy the Humanities Essential Learning Requirement are English courses: Western World Lit I, Western World Lit II, Intro to Lit, Mythology, non-Western World Lit), non-Western World Lit II, British Lit I, (British Lit II, American Lit I, American Lit II.

Third, other courses, including Writing for Engineers, are required for students pursuing degrees in programs such as the CMU-CU Boulder Mechanical Engineering Partnership Program.

F. DOES OUR LOCATION GIVE US A COMPARATIVE ADVANTAGE?

CMU's main campus offers all BA courses, and students at our Montrose campus can take freshman composition, Intro to Literature, Intro to Creative Writing. While we compete with Western State Colorado University in Gunnison and Ft. Lewis College in Durango, our English program is the largest on the Western Slope. Its central location gives us better access to Denver and Salt Lake City, and the size of Grand Junction provides more access to internships and cultural events.

G. DOES OUR PROGRAM HAVE ANY UNIQUE CHARACTERISTICS?

Our program is, admittedly, rather traditional, but we are proud of the fact that our students can participate in a number of extra-curricular programs the day students step on campus, from joining the English Club to creating their own radio program. Once students have more experience, they can become more involved with *The Literary Review*, *Pinyon Poetry*, and a number of Mass Communication publications. We also have a monthly guest-writer/scholar program that few universities of our size can offer.

II. Curriculum

A. WHAT CONCENTRATIONS DOES OUR PROGRAM OFFER?

The B.A. English program maintains breadth in curriculum through foundation and core classes in one of three concentrations—Literature, Creative Writing, and Secondary Teaching.

The **Literature** concentration has 6 hours of English core classes, 9 hours of required courses, and 15 hours of concentration electives.

The **Creative Writing** concentration asks for 30 hours in the concentration with 3 writing classes and 3 writing electives required.

The **Secondary Teaching** requires 18 hours of secondary teaching related courses to go with 29 hours of secondary education requirements through the Education teacher-licensure program.

The **graduate certificate** in Rhetoric and Literary Studies certificate offers up of 18 hours of 500-level classes.

B. WHAT PARTICULAR CHANGES HAVE WE MADE TO MAINTAIN CURRENCY?

Our program regularly responds to trends in the humanities and in the discipline. The program has made changes to maintain currency and to better prepare, train, and place students.

In 2013 we developed and required **Introduction to Literary Studies**. The course addresses strategies for interpreting texts across the humanities, prepares students for work in Literary Studies in each of the program concentrations, provides a baseline for assessment collection, and offers entry-level attention to professionalization and advising.

In 2013, **Introduction to Creative Writing** became a required course for all majors. The course provides students with an introduction to the concentration of creative writing and addresses the program outcome for alternative and creative responses to literature.

Genre Studies has expanded the genres addressed in the course to include flash fiction, documentary, hybridity, and food writing to provide students

with experience in composition outside the academy.

Major Authors has expanded the topics addressed in the course to include poststructuralist literary critics, writers of the Muslim diaspora, adolescent literatures, science fiction, and others.

Seminar in Literature continues to offer a variety of timely topics and now includes additional assistance in professionalization.

C. WHERE DO WE DELIVER OUR COURSES? WHAT FORMATS DO WE OFFER?

We offer most of our courses in the classroom on **the main campus**. For example, in Fall 2017, the Montrose campus only offered one section of English 111, two sections of English 112, and one section of Introduction to Literature.

On average, we offer 10 **online** courses per semester. For example, in Fall 2017, we offered five sections of freshman composition and one section of Introduction to Professional Writing, Imaginative Writing, American Literature, and Language Systems and Linguistic Diversity.

We offer limited courses during **J-Term**: one section of Introduction to Film Studies and two sections of freshman composition. We are also experimenting with “Podcasts for English Majors” in 2017. **Summer sessions** offer, on average, six sessions.

Freshman composition courses are available **as late start** classes. These classes allow students an opportunity to drop/add classes after the semester has begun and to align course scheduling with work schedules and degree requirements.

Hybrid courses are increasingly popular, and our program usually offers a half-dozen hybrid courses per semester.

D. HOW HAVE WE MODIFIED OUR PROGRAM TO MEET THE CHANGING NEEDS OF ITS STUDENTS?

As part of our normal rotation, we offer a section of upper-division literature to serve an online secondary-educational cohort.

We offer more hybrid courses to meet the needs of students who need a longer weekend because of work demands.

We have added “professionalization modules” to our English 210 and Senior Seminar courses to provide “bookend” advising.

III. ANALYSIS of Student Demand and Success

A. HOW MANY MAJORS AND MINORS DOES THE ENGLISH PROGRAM SERVE?

Our data may be insufficient to establish a clear pattern of change in the number of declared majors, and a number of social and political trends undoubtedly affect the yearly fluctuations as well. That said, all three of our concentrations—Writing, Literature, and Secondary Education—show a decline in numbers of majors. In the six-year period from 2011-12 to 2016-17, the decline for majors in Writing was 25%, in Literature 15%, and in Secondary Education 62%. At the same time, Pre-Teacher English Education majors, although not belonging to our department proper, increased by 100%. This increase might help explain the drop in Secondary Education. Within the six-year period, numbers were stable or increasing overall for the first three years, but showed declines for the most recent three years. Overall average number of majors by concentration was as follows: 81 in Writing, 47 in Literature, and 33 in Secondary Education.

CMU Number of Majors by Department (Source: Institutional Research)							
Major	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Six-year change
ENGL-LIT	48	55	51	45	41	41	-15%
ENGL-WRTG	89	88	88	80	72	67	-25%
ENGL-SEC ED	61	39	26	22	24	23	-62%
Totals	198	182	165	147	137	131	
% Change over previous year		-8%	-9%	-11%	-7%	-4%	
ENGL-Pre-Tchr Ed	17	17	23	22	20	34	+100%

Table 1 CMU Number of Majors by Department

The number of declared minors showed small but steady increases in 2013-14 and 2014-15 before returning to near previous levels in the remaining years. (We combined our two minors, Literature and Writing, into a single “English

minor” in 2014.) The average number of minors during the six-year period was 20, with an ending number of 19 in the most recent year.

Nation-wide data indicate that the incremental drop-offs in English majors in our program closely reflect national trends. “According to data from the Integrated Postsecondary Education Data System compiled by the Modern Language Association, the total number of English undergraduate degrees awarded grew from 48,689 in 1996 to 55,518 in 2009. Then numbers began to drop off – albeit not as dramatically as at Maryland – to about 52,800 in 2011 and 52,489 in 2013, the most recent year for which national data is available.” <https://www.insidehighered.com/news/2015/01/26/where-have-all-english-majors-gone>

The program has been monitoring these numbers, and in response to the decreases, has taken concrete steps to increase and improve both marketing of our programs and retention rates. For example, we have implemented the following:

We have produced a number of informational brochures that communicate the value of an English degree by outlining concrete types of careers our programs can lead into and by providing specific examples of graduate programs that are available upon completion of our degrees. (See also the departmental “Resources” website at <http://www.coloradomesa.edu/english/resources.html>.)

In addition, there is an ongoing formalized conversation among faculty regarding how we can best respond to the changing needs and interests of succeeding generations of students, perhaps by expanding our curriculum with increased courses in tech writing, writing for the professions, linguistics, and other areas relevant to upcoming professional needs and interests of students.

We are dedicating more attention to internships that give students opportunities to apply their skills in a range of settings, from interning at the district attorney’s office to crafting grants for the BLM.

The steady increase in the number of minors during part of the period may reflect the success of our department in recruiting from within our campus. With the expected growth in CMU enrollments over the coming years, we see an opportunity to become leaders in offering unique courses that will change what it means to be an English major, and thus attract student interest and create a thriving program for our department. Toward this end, formal conversations have begun and a committee was formed in Spring 2016 to formulate a new vision for

the department, collect ideas, and initiate curricular revision. Some examples of the output of that committee are: professionalization initiatives (job and graduate school related topics in Intro to Literary Studies (English 210) and Senior Seminar) and a newly revised mission statement.

B. WHAT DO REGISTRATIONS AND STUDENT CREDIT HOURS BY STUDENT LEVEL INDICATE?

Total enrollments as well as credit hours, like the numbers of majors, were stable or increasing in the first three years of the period but have been on a decreasing trend somewhat notably in the last three years, with the exception of the Sophomore level, which increased. The overall change in registrations from 2011-12 to 2016-17 by level was as follows: Freshmen down 9%, Sophomores down 15%, Juniors down 10%, and Seniors down 12%. Non-degree registrations were up 7%, and Sophomore enrollments were up 0.5% in 2016-17 over the previous year. There was an unusual spike in 2013-14 in Freshmen enrollments, and Senior enrollments spiked and remained high for 2013-14 and 2014-15, with the most notable decline in 2016-17.

CMU Credit Hours by Course Level (Source: Institutional Research)							
ENGL - Crs Lev	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Six-year change
100	4362	4408	4542	4040	4029	3902	-11%
200	743	633	651	658	672	680	-9%
300	401	401	406	335	304	316	-21%
400	219	283	283	282	248	186	-15%
500	14	4	4				
Total	5739	5729	5886	5315	5253	5084	

Table 2 CMU Credit Hours by Course Level

These numbers are difficult to interpret and raise a number of questions:

First, the declining numbers of credit hours in the required English 111 and 112 composition courses may be closely related to the lower numbers of entering freshmen in the last three years (as compared to the first three).

Second, we are also seeing increases in the percent of entering Freshmen who arrive with completed composition credits from AP courses or IB exams.

Third, as for fluctuations in Senior registrations, we might attribute some of the increases in Senior registrations to our successes in “marketing” our department to other majors on our campus and to the relevance of our upper

division course offerings to students of other majors, ranging from engineering to history, psychology, and accounting. It is common to find students from these majors in courses such as Language Systems and Linguistic Diversity, Literature for Young Adults, Introduction to Film Studies, American Folklore, Introduction to Literary Theory, Scientific Writing, Ethnic Experiences, and History of the English Language.

CMU Entering Freshmen (Fall and Spring) (Source: Institutional Research)						
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Six-year change
2454	2312	2413	2052	2329	2166	-12%

Table 3 CMU Entering Freshmen (Fall and Spring)

CMU Percent "College Ready" Freshmen (Placed "College Level" in English and/or Reading) (Source: Institutional Research)						
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
58%	59%	64%	66%	65%	65%	

Table 4 CMU Percent "College Ready" Freshmen

C. WHAT DO REGISTRATIONS AND STUDENT CREDIT HOURS (FALL AND SPRING TERMS) SUBTOTALLED BY COURSE LEVEL INDICATE?

In overall English registrations (and corresponding course credit hours), we see a slight downward trend over the last two years. The grand total of all English course registrations was steady, averaging 5,785 for the first three years of this study. However, in the most recent three years, those numbers have fallen to an average of 5,217. This represents a decrease of 9.8% between the two periods.

While registrations in English 100 level courses trended steadily upward from 4,362 to 4,542 (a 41% increase) in the first three years, the last three years have had decreases totaling a 15% drop over the six-year period.

In contrast, English 200 level courses have varied in both registrations and credit hours, appearing overall to be in a stable holding pattern, averaging 673 registrations each year.

English 300 level courses, like 100 level courses, show a somewhat precipitous drop-off in credit hours/registrations over the last three years, decreasing from 401 at the beginning to 316 most recently. This is a 21% decrease over the entire period. At the same time, certain individual courses

show stability and even some distinct increases in enrollment (Literature for Young Adults up 35%, Technical and Professional Writing stable, and Introduction to Film Studies up 50%).

With the exception of the 2016-17 year, English 400 level courses, like English 200 level courses, seemed to be strong and stable, or perhaps even in an upward trend, with variations between 219 credit hours at the beginning, 283 at the peak from 2012 to 2014, and 282 in 2014-15, but then dropping 25% in 2016-17.

(Graduate level course offerings became inactive at the end of the grant that reimbursed student tuition for completion of an M.A. in TESOL (SP 2014), so graduate credit hours are not considered here.)

Again, our data raise perhaps more questions than they answer. Why are registrations in 100 and 300 level courses not increasing, while 200 and 400 level courses remain overall stable and strong? We can suggest that our 200 level courses remain attractive options within the Essential Learning courses and pre-Elementary Education requirements, most notably Introduction to Literary Studies, Mythology, and Children's Literature, which consistently fill near to or at capacity. The 300 level courses that stand out as increasing among the overall decreasing trend may serve as a guide for us in our upcoming thinking on curricular revision. The 400 level courses may show stable results attributable to streamlined scheduling, which provides for full enrollment and fewer drops in the sections scheduled, with the exception of the 2016-17 year, which may be tied to the decline in majors. See also Appendix A, Table 9 CMU Registrations and credit hours in specific English courses.

D. HOW MANY STUDENTS GRADUATE BY CONCENTRATION?

In spite of some of the disappointing numbers above, the data for numbers of graduates are more encouraging. The numbers of graduates in all three concentrations have remained stable, or in the case of Writing, have shown an upward trend until last year. The averages are: 9 graduates in Literature, 10 in Writing, and 5 in English-Secondary Education during the first five years. The healthy enrollment numbers in 400 level courses and for seniors (discussed in 3.b. and 3.c. above) suggest that in the short term, the numbers of graduates was remaining relatively stable. At the same time, the decrease in number of declared majors (discussed in 3.a.) together with the disappointing numbers from last year may re-emphasize the need for and importance of our continuing marketing and retention efforts as well as the urgency for re-inventing our curriculum to regain relevance for today's students. The number

of minors completed averaged 6 over the period, but there was a significant increase last year to 10, an encouraging upswing. Could the minor be becoming a more popular option for some students in today's job market? Preliminary data indicate that our 2017-18 numbers of majors graduating may again surprise, with unexpected increases!

CMU Degrees Awarded by Department (Source: Institutional Research)							
Major	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Expected Dec. 2017 Graduates
ENGL-LIT	9	11	10	9	10	4	5
ENGL-WRTG	6	8	14	13	11	6	3 to 7
ENGL-SEC ED	3	7	4	5	4	1	3
Totals	18	26	28	27	25	11	11 to 15
% Change over previous year		+44%	-7%	-4%	-7%	-56%	
Minors Completed	4	3	7	7	3	10	

Table 5 CMU Degrees Awarded by Department

E. ARE OUR STUDENTS SUCCESSFUL?

INTERNAL SUCCESS

Colorado Mesa University Student Showcase

Each year, students at Colorado Mesa University have an opportunity to propose, produce, and present at an event organized as an academic conference. In order to be invited to present, students must write an abstract and have that abstract accepted. If they are invited to present, they must pare their research down to its essence and practice delivering it to an audience.

Between Spring 2010 and Spring 2017, **78** students in English classes presented at the Showcase.

Our students succeed in other ways as well. Consider a small sample:

- Ariel Diamond was Student Body Vice President for AY 2012/2013
- Micah Green was Operations Manager for The Point, a CMU Student Bar
- Barbie Harrison was Editor-In-Chief for the CMU *Literary Review* for AY 2016-2017

- Selina Najar was CMU Student Body President between May 2015 and May 2016
- Jordan Macklin was Editor-In-Chief for the CMU *Literary Review* for AY 2015-2016
- Timothy Rose was the 2011-2012 Student Editor for *Pinyon Poetry* and the Assistant Editor for the CMU *Literary Review* for AY 2012-2013

EXTERNAL SUCCESS

Publications

Lauren Lipski, "The Weird: Aesthetic Effect and Power." *Midwest Journal of Undergraduate Research*, Summer 2017.

Presentations

Lauren Lipski. "The Weird: Aesthetic Effect and Power." Monmouth University Conference of Undergraduate Research and Scholarship.

Presented at the National Undergraduate Literature Conference at Weber State in Ogden Utah.

- Rachael Lind. "Avant-Garde and Self-Mutilation."
- Lauren Lipski. "The Weird: Aesthetic Effect and Power."
- Skylar Smith. "Expat," "Montana Blanca," "Flight 197 to Reykjavik."
- Megan Vorse. "Dissolving Academic Binaries."

Katie Walters and Natalie Clayton. "Challenging the Stigma: A Unique Exploration of the Four-Chord Song." Spring 2013

EXAMPLES OF ALUMNI ACCOMPLISHMENTS AND EMPLOYMENT PAST AND PRESENT

Educators

At least **eight** students who Literature or Writing at CMU are teaching English at the elementary or secondary level.

Between Fall 2010 and Spring 2016, **36** students studied to teach English at the Secondary level

31 of those students entered teaching positions
~~**ten** at the high-school level~~
eighteen at the middle school level
two as substitute teachers
one through Americorps.

Of the remaining students,
one works with children through a social work program
one is a data engineer
one is a librarian.

As far as we know, only **two** of the thirty-six did **not** go onto further employment in teaching or elsewhere.

Other:

- Ariel Diamond (2013) graduated from the University of Colorado School of Law in 2017 and is currently an Honors Attorney for the Federal Communications Commission.
- Tammy Eastman Bendetti has published poetry in among other places, *Calliope*, *Live Oak Review* and *Sugared Water*.
- Kat Bixler (2016) is studying law at University of Oklahoma College of Law.
- Jennawade Bochman (2015) is studying law at Kansas State University
- Anthony Bruno (2014) is a Proposal Writer at J. G. Management Systems in Grand Junction, Colorado.
- Katie Folven (2014) is an Account Executive at Yelp.
- Micah Green (2016) is Resident Services Director at East West Destination Hospitality in Greenwood Village, Colorado.
- Krysta Kenney (2014) is an Adult Basic Education Instructor at Northeastern Community College in Sterling, Colorado.

- Jack Kirk (2015) is a Social Media Consultant at Hercules Industries in Denver, Colorado.
- Rachel Lind (2017) is an intern at the Borgen Project, a nonprofit organization working to reduce global poverty.
- Emilia Madison (2014) obtained a Masters in Communication and Media Studies and is currently a Content Writer for Public Trust Advisors LLC, Denver, Colorado.
- Jordan Macklin (2016) is a writer at JossBecause in Los Angeles.
- Selina Najjar (2016) has served as a Colorado Democratic Party Field Organizer as a legislative aide in the Colorado State Legislature and is currently the Political Director at Diane (Mitsch Bush) for Colorado.
- Vanessa Nielson (2015) is studying Information and Library Sciences at Kent State University.
- Erica Scribner (2016) is a Peace Corp Volunteer in Malawi.
- Lisa Stice has obtained an MFA, published a poetry collection (*Uniform*) and published in numerous poetry publications, and been nominated for a Pushcart Prize.

F. IS THERE ADDITIONAL INTERESTING INFORMATION/DATA?

FACULTY NUMBERS:

Due to a variety of factors, principally, cuts in government funding, and also the steady increases in enrollment at CMU from 8,922 in Fall 2011 to 9,656 in Fall 2016* which came with a policy of “prudent hiring,” instructor staffing has been challenging. One area in which we hope to improve as our enrollment growth becomes more predictable is the percentage of T/TT (tenure/tenure track) faculty. We realize that the current range of 22% T/TT needs improvement. In 2015-16, our department employed 48% full-time non-tenure track faculty and 31% part-time faculty. As we reach toward our year 2020 goal of growing to a campus of 15,000 students, and as we continue to strengthen our curricular offerings and begin to attract and retain new majors, it will be important to add to the number of tenure-able faculty. This will lead to improved levels of instruction and improved participation and commitment by the faculty to all aspects of our program.

*As posted on <http://www.coloradomesa.edu/institutional-research/documents/FTE2011-12.pdf> and <http://www.coloradomesa.edu/institutional-research/student-profiles/index.html> and <http://www.coloradomesa.edu/institutional-research/student-profiles/fulltime-enrollment.html>

See Appendix A: Table 7 “Credit Hours by Faculty Type-ENGLISH.

CONCLUSION

While recognizing the challenges we face, we have already initiated a number of strategies for stabilizing and improving the numbers related to “Student Demand and Success.” We remain enthusiastic about our current successes and positive about our ability to address the challenges we have identified.

IV. PROGRAM RESOURCES

A. FACULTY

Ratio of full-time equivalent students (FTES) to full-time equivalent faculty (FTEF)

Academic Year	FTES	FTEF	FTES:FTEF
2011-12	573.8	30.5	18.8
2012-13	572.4	31.5	18.2
2013-14	588.2	33.4	17.6
2014-15	531.2	28.8	18.5
2015-16	525.5	28.5	18.5

Table 6: Ratio of full-time equivalent students (FTES) to full-time equivalency faculty

The ratio of FTES:FTEF has stayed fairly consistent through the five year period since our last review. The drop in FTES tracks with the drop in FTEF.

B. COURSE CREDIT HOURS AND STUDENT CREDIT HOURS BY FACULTY TYPE (I.E., TENURED/TENURE-TRACK, INSTRUCTOR, LECTURERS)

Academic Year	Faculty Type	CCH	SCH	%SCH	Head Count
2011-12	T/T	242	4964	29	12
	FT Non T/T	312	7941	46	13
	Admin/Coach				
	PT	177	4308	25	18
	Totals	731	17213	100	43
2012-13	T/T	243	4606	27	12
	FT Non T/T	258	6267	36	12
	Admin/Coach	6	132	1	1
	PT	249	6168	36	17
	Totals	756	17173	100	42
2013-14	T/T	234	4180	24	11
	FT Non T/T	364	8686	49	14
	Admin/Coach				
	PT	204	4779	27	14
	Totals	802	17645	100	39
2014-15	T/T	210	4110	26	11
	FT Non T/T	309	7500	41	14
	Admin/Coach	3	81	1	1
	PT	168	4245	27	11
	Totals	690	15936	100	37

2015-16	T/T	194	3425	22	10
	FT Non T/T	303	7509	48	13
	Admin/Coach				
	PT	186	4821	31	12
	Totals	683	15755	100	35

Table 7 Course Credit Hours and Student Credit Hours by Faculty Type

Fluctuation in the numbers are consistent with release time for administrative duties for Tenure/Tenure Track faculty. During the 2012-13 school year, two of our faculty were granted two course releases each to work on the HLC self-study. One of our faculty members was appointed to the position of Assistant Vice-President of Academic Affairs in 2016. Generally, this is not a position that includes teaching duties; occasionally, however, this faculty member teaches a course for the Department. (See above Admin/Coach numbers). In addition, the creation of a Director of Composition position in 2014 released the faculty member who holds that position from two courses. One T/TT faculty member, also the Department Head, was on sabbatical in 2013-14. Another faculty member took over the Department Head duties during that year and, therefore, had two course releases. In the 2016 school year, a faculty member was granted release time to work on the HLC Assurance Review.

Another factor that affects our ratios is that three of our full-time faculty teach in Languages. One full-time, non-tenure track professor teaches two sections of French (on average) every semester. One T/TT faculty member teaches one section of Japanese each semester; another alternates between one section of Greek and Latin each semester.

We have added one T/TT faculty since our last program review; we now have twelve T/TT faculty. We have added three additional full-time, non-tenure track faculty since our last review for a total of thirteen. The addition of these full-time faculty have enabled us to cut the number of classes taught by part-time faculty over the course of the last five years. As the chart above indicates, we have reduced the number of part-time faculty from 18 to 12 during the current review period. Partly, of course, this reduction in part-time faculty is also due to a 7.5% drop in SCHs from 17,213 in AY 2011-12 to 15,755 in AY 2015-16.

C. WHAT HAVE FACULTY ACCOMPLISHED, PARTICULARLY IN TERMS OF TEACHING, ADVISING, SCHOLARSHIP, SERVICE AND OTHER ACHIEVEMENTS?

There are twelve Tenure/Tenure-track faculty in English. These T/TT faculty are exceptionally productive in terms of teaching, scholarship, service and advising. The table below lists the major achievements of each faculty

member in each category over the five-year review period. In addition, to these highlights, faculty have served on numerous search committees and on department's travel and assessment committees, among others. All T/TT faculty participate in student advising sessions, as well as perform regular advising duties including student consultation, monitoring of graduation petitions and writing letters of recommendation. More details are available in the Vita found in Appendix H.

Name and Educational Background	Category	Most significant contributions - 2011-2015 (See Vita in appendix for full details)
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 30 years of teaching experience.	Teaching	Prepped several online courses Attended online and on-campus workshops on teaching issues
	Scholarship	Presented 6 conference papers at national and regional conferences
	Service	Department Head for one year Criterion Three Chair for self-study Faculty-to-Faculty representative for CMU to CCHIE
	Advising	39 Advisees
Bruch, Julie, tenured Professor of English, was hired in 2002. She obtained her B.A. in Spanish at Western Michigan University and her M.A. and Ph.D. in Linguistics from the University of Kansas, Lawrence. She has 30 years of teaching experience. Dr. Bruch spent a year in Tokyo, Japan as a Fulbright scholar during 2004-2005, received the Mesa State College Outstanding Achievement in Teaching award in 2006, and was nominated for CMU Teacher of the Year in 2017.	Teaching	Composed a beginning Japanese Language textbook and materials Organized a poster presentation mini-conference annually for the presentation of student research on communication disorders
	Scholarship	Translation of 117 haiku and a book, <i>Yuragi to Yuragi</i> Published two scholarly articles
	Service	Served on eight university committees including the self-study committee, student showcase committee and the technology advisory committee
	Advising	34 advisees Advisor of the International Student Association, the East Asian Culture Club and the Gamers of Western Colorado Club
Calland, Robin, tenured Associate 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 19 years of teaching experience. She	Teaching	Student showcase presentation sponsor Attended several workshops on teaching issues
	Scholarship	Published a book chapter and 2 scholarly articles Presented papers at 15 national and regional conferences

received the Distinguished Educator award at Southern Utah University in 2008 and a Faculty Member of the Month Award at CMU in 2015. She was nominated in 2016 to be recognized as an Exemplary member of the CMU Faculty.	Service	Co-chair of Teacher2Teacher Committee and Academic Policy Committee Secretary
	Advising	34 advisees Faculty sponsor of the Animesa Club and the English Club.
Gerlach, TJ, tenured Associate Professor of English and Faculty Advisor for <i>Literary Review</i> ; 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 20 years of teaching experience.	Teaching	Mentored 7 students at AWP Conference
	Scholarship	Participant in CMU Writing Series annually Regular presenter at the Colorado Language Arts Society Conference Published 5 short stories
	Service	Faculty Senate Rep for LLMC Organized the annual CMU-High School-Writer's Conference
	Advising	36 advisees Faculty advisor for <i>The Literary Review</i>
Haas, Kurt, tenured 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 the University of Nebraska. He served for two years as the Department Head of Languages, Literature and Mass Communication. He has 25 years of teaching experience. Dr. Haas won the Mesa State Distinguished Faculty award in 2006. He is currently serving as the Assistant Academic Vice President.	Teaching	Attended the Association of American Colleges and Universities Institute on Integrative Learning Attended various workshops on teaching issues Supervised two student paper presentations at the <i>Life, The Universe and Everything Science Fiction Symposium</i>
	Scholarship	Four conference presentations
	Service	Serving as Assistant Vice President of Academic Affairs Chair of the Essential Learning Committee
	Advising	Dr. Haas is not advising in the Department due to his administrative duties.
Hague, Kristen, tenured Professor of 18 th Century literature, 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 21 years of teaching experience.	Teaching	Attended various online and on-campus workshops on teaching issues
	Scholarship	15 conference presentations
	Service	Graduate Curriculum Committee member and secretary
	Advising	34 advisees
Hancock, Jennifer, tenured Associate 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 20 years of teaching experience.	Teaching	Sponsor of several Student Showcase presentations
	Scholarship	Participant annually in the CMU Poets and Writers Series Published a book of poetry
	Service	Curriculum Committee Member

		Student Showcase Committee Member
	Advising	35 advisees
		Feminist Club Faculty Advisor
Kinney, Tiffany, Assistant Professor of Professional and Technical Writing, was hired in 2017. She obtained her BA in English, Psychology, and History from Westminster College of Salt Lake, MA in English from University of Oregon, PhD in Rhetoric and Writing Studies from University of Utah.	Teaching	Just arrived at CMU.
	Scholarship	Working on book project.
	Service	CMU Writing Lab; CCHF committee work
	Advising	Internship Coordinator
Laga, Barry, tenured 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 was a Fulbright Scholar in Antwerp, Belgium, (2001-2) and Leipzig, Germany in the Academic Year 2013-2014.	Teaching	Fulbright - Leipzig, Germany, 2013-14. Sponsored students at Weber State Undergraduate Conference Sponsored students presenting in the CMU Student Showcase
	Scholarship	2 scholarly/creative publications Theory textbook - <i>Literary Theory - Key Passages</i> - accepted by Routledge Press
	Service	Department Head Grievance Committee Member
	Advising	Dr. Laga is not advising because he is serving as Department Head
Phillis, Randy, tenured Professor of English, 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 has 37 years total teaching experience and is the Editor of <i>Pinyon</i> , an international journal of poetry, prose and art at CMU.	Teaching	2012 Distinguished Faculty Award Sponsored students at Weber State Undergraduate Literature Conference
	Scholarship	Published one book of poetry and 13 separate poems Editor of <i>Pinyon</i> Presentations at 11 conferences Participant annually in the CMU Poets and Writers Series
	Service	Criterion 1 Chair for the current HLC study Handbook and Distinguished Faculty committee member
	Advising	41 advisees Adviser of students working on <i>Pinyon</i>

<p>Reddoch, Jason, tenured Associate Professor of English, was hired in 2011. He earned his B.A. from Millsaps College and his Ph.D. from the University of Cincinnati. Both degrees are in Classical Studies with an emphasis on Greek and Latin Literature. He has 8 years of experience teaching at the college level and oversees the Classical Studies minor at Mesa.</p>	Teaching	Innovative strategies developed for teaching Latin and Greek
	Scholarship	<p>3 published scholarly articles and 5 book reviews;</p> <p>Presented at 7 conferences</p> <p>Participant in the Beautiful Mars Project</p> <p>Published the Beautiful Mars coffee table book</p>
	Service	Assessment Committee member
	Advising	34 advisees
<p>Wright, William, tenured Professor of Composition and Rhetoric, 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 33 years of 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.</p>	Teaching	<p>Developed several new courses.</p> <p>Redesigned freshman composition courses.</p> <p>Created avenues for composition students to publish and share their work.</p>
	Scholarship	<p>Published one chapbook and one scholarly article</p> <p>Published 34 poems</p> <p>Book finalist for the May Swenson Award</p> <p>Participant annually in the CMU Poets and Writers Series</p>
	Service	<p>Member of the WGISAS committee</p> <p>Director of the Composition Program</p>
	Advising	34 advisees

There are thirteen full-time, non-tenure track faculty in English. These faculty are not required nor expected to perform scholarship, service or advising work, though some of them certainly do. See vita for more details.

Name and Educational Background
Belknap, Kate, Instructor of English, was hired in 2011. She obtained her B.A. from the University of the South and her M.A. from the University of Dallas.
Butler, Bonnie, Instructor of English, was hired in 2004. She obtained her B.A. from Fort Lewis College and her M.A. from Colorado State University.
Carmen, Colin, Instructor of English, was hired in 2013. He obtained his B.A. from Hamilton College and his M.A. and Ph.D. from the University of California, Santa Barbara.
Christ-Campbell, Instructor of English, was hired in 2004. She obtained her B.A. from Mesa State College and her MFA from Colorado State University.
Claridge, Rhonda, Instructor of English, was hired in 2004. She obtained her B.A. from New York University and her M.S. from the University of Colorado, Boulder.
Geiger, Barbara, Instructor of English, was hired in 2000. She obtained her B.A., M.A. and Ph.D. from Texas Tech University.
Hanson, Michele, Instructor of English and French, was hired in 2002. She obtained her BA in English and French from University of California, Santa Barbara, her MA in English from the University of New Hampshire and her MLS from the University of Arizona.
Hopkins, Steve, Instructor of English hired in 2017. He obtained his BA in Creative Writing from Brigham Young University, his MA in English Composition and Rhetoric from Oklahoma State University, and his PhD in Writing, Rhetoric, and Literacies from Arizona State University.
Jones, Labecca, Instructor of English, was hired in 2011. She obtained her B.A. from Colorado Mesa University and her MFA from Oklahoma State University.
Jurgens, Jeremy, Instructor of English, was hired in 2013. He obtained his B.S. from Utah Valley University and his M.A. from Oregon State University.
Lackey, Eric, Instructor of English hired in 2016. He obtained his BA in Theater and Films Studies, MFA in Creative Writing (Fiction), MA in Film and Media Studies, and PhD (ABD) in Film and Media Studies from the University of Kansas.
Morris, Allison, Instructor of English, was hired in 2011. She obtained her B.A. and her M.A. from Texas A&M University.
Nizalowski, John, Instructor of English, was hired in 1990. He obtained his B.A. from Binghamton University and his M.A. from the University of Delaware.

In addition to these full-time faculty members, the Department relies on a number of adjunct or part-time faculty. These faculty members are called upon to teach on an as needed basis. Those faculty currently on staff as of the Fall of 2017 are listed below.

Name and Educational Background
Beck-Snow, Amber, Lecturer of English, was hired in 2013. She obtained her B.A. from Mesa State College and her M.A. from the University of Phoenix. She is currently working on A Ph.D. in Educational Leadership.
Cannedy, Amelia, Lecturer of English, was hired in 2016. She obtained her B.A. from the University of Northern Colorado and her MA from the University College Cork, Cork Ireland.
Christensen, Angela, Lecturer of English, was hired in 2014. She obtained her B.A. from Colorado State University, her M.A. from Colorado Christian University, and her Ph.D. in Education and Human Resource Studies from Colorado State University

Flom, Robin, Lecturer of English, was hired in 2016. She obtained her B.A. from Augustana College and her M.A. and Ed.D. in Adult and Higher Education from the University of South Dakota.
Greenberg, Alissa, Lecturer of English hired in 2017. She obtained her BA in English and MFA in Creative Writing from Northern Arizona University.
Hein, Christine, Lecturer in English, was hired in 2010. She obtained her B.A. in Political Science from California Lutheran University and her JD from Ventura College of Law.
Kellerby, Carrie, Lecturer of English hired in 2016. She obtained her BFA in Art History from the University of Colorado - Boulder, her BA in English - Creative Writing from Colorado Mesa University, and her MFA in Creative Writing from Antioch University, Los Angeles, California.
Voth, Alana, Lecturer of English hired in 2011. She obtained her BA in Creative Writing from Metropolitan State University of Denver and her MFA in Creative Writing from the University of Oregon.

D. WHAT IS THE FINANCIAL STATUS OF THE PROGRAM?

Total budget revenues and program expenditures.

DOES THE PROGRAM GENERATE REVENUE?

There are no revenues brought in exclusively by org 1210. It is part of the general fund.

WHERE DOES THE PROGRAM SPEND ITS MONEY?

English, as well as Spanish and Philosophy are funded out of 1210. In order to arrive at expenditure figures only for English, I asked Institutional Research to generate a report separating out credit hours generated by English, Spanish, Philosophy and Honors Program enrollments. Then, I used that percentage to calculate the budget expenditures for English. I used this same expenditure figure to calculate the total expenditures/student credit hour ratio in the next section of the report.

Academic Year	Total Expenditures
2011-12	1,643,038.00
2012-13	1,826,573.11
2013-14	1,932,331.45
2014-15	1,829,957.61
2015-16	1,805,490.45

Ratio of total expenditures/student credit hours

Academic Year	Total Expenditures	Total Credit Hours	Ratio of Total Expenditures/Student Credit Hours
2011-12	1,643,038.00	13,300	123.53
2012-13	1,826,573.11	15,167	120.43
2013-14	1,932,331.45	15,200	127.12
2014-15	1,829,957.61	13,566	134.89
2015-16	1,805,490.45	14,006	128.90

Table 8: Ratio of Total expenditures/student credit hours

The only expenditures related to English programs external to course offerings are the production of two publications (the campus-based and student-funded *Literary Review* and the internationally distributed journal *Pinyon*). In addition, the department hosts the CMU Annual Writers' Conference for

regional high schools. 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 the work. Finally, the Department hosts two or three writers each semester. These presentations are funded by 1210 rollover.

DOES THE PROGRAM RECEIVE EXTERNAL FUNDING?

The English Department has had no external funding since its last program review. We foresee no potential opportunities for obtaining external funding during the next six years.

E. LIBRARY ASSESSMENT:

See Appendix.

F. DO THE PHYSICAL FACILITIES MEET PROGRAM NEEDS?

Yes. During the AY 2013-14, the Department of English moved from its long-time location in Lowell Heiny Hall into a new building dedicated to Languages, Literature and Mass Communications. All offices for English faculty are located on the second floor of Escalante Hall.

G. DO INSTRUCTIONAL TECHNOLOGY AND EQUIPMENT MEET PROGRAM NEEDS?

Yes. The new building has two computer labs designated for use by English courses on an appointment basis. Faculty teach classes in various buildings on campus; since all of these classrooms are “smart,” the faculty have access to up-to-date, state-of-the-art instructional equipment. Our need for equipment beyond those available to us in these classrooms is minimal. At the same time that we moved into our new building, we purchased two new printers for the department and several smaller printers for faculty whose offices are “far away” from the main office printers. Our computers are updated and/or replaced by IT on a rotating schedule.

H. DO WE OPERATE THE PROGRAM EFFICIENTLY?

Our ability to cut credit hour costs is linked to the cap on English 111 and English 112 to 27 students. Because these courses are writing intensive,

raising the cap is not an option. In fact, CMU's cap is significantly higher than recommendations for writing intensive courses according to studies by various experts and organizations who have studied the issue. For example, the Conference on College Composition and Communication has long had standards for writing courses, based on the idea that composition teaching requires the assignment of more papers than is typical of college courses, quick turnaround on evaluating those papers, and detailed discussion of those papers with students. According to the conference's guidelines, undergraduate writing sections should be limited to 20 students (15 for remedial writing), and no faculty member should be responsible for teaching and grading more than 60 writing students a semester (or 45 students in remedial courses).

We consistently close sections that don't enroll more than 10 students, unless the course is required for graduation and no other option exists. We try to schedule numbers of sections of 111 and 112 so that they fill, instead of offering several "extra" sections that have less than capacity enrollment.

V. Student Learning Outcomes and Assessments

A. How do Student Learning Outcomes (SLOs) relate to the program's mission statement and courses?

Keep in mind the following:

The mission of the English Program is to explore the production and interpretation of a variety of texts, as well as the study of language itself. The Program seeks to hone students' abilities to identify, articulate, deploy and adjust the conventions that govern texts. We strive to develop the intellectual and ethical qualities that inform productive members of society in order to encourage career adaptability and civic responsibility. The department is also dedicated to contributing to CMU's mission to sustain "a vibrant and varied campus setting that values diversity and diverse activities, and encourages involvement and interaction outside the classroom," as well as to supporting "a culture committed to integrity and academic and intellectual freedom" (CMU 2016 Catalog, 8).

PROGRAM STUDENT LEARNING OUTCOMES (SLOs)

Students will be able to...

- Express themselves effectively in a variety of forms. (Communication Fluency/Specialized Knowledge)
- Support interpretive claims about a variety of texts. (Critical Thinking)
- Identify the salient features of literary texts from a broad range of English and American literary periods. (Specialized Knowledge)
- Employ knowledge of literary traditions to produce imaginative writing. (Communication Fluency/Applied Learning)
- Use research to assist in problem-solving. (Critical Thinking)
- Apply standard conventions of English grammar and punctuation and explain grammatical structures using relevant terminology. (Specialized Knowledge)

Where/when should they learn it? (Course list)	What should Students know/be able to do?					
	SLO-1	SLO2	SLO3	SLO4	SLO5	SLO6
ENGL 111 - English Composition	X	X				x
ENGL 112 - English Composition	X	X			X	x
ENGL 131 - Western World Literature I	X	X				x
ENGL 132 - Western World Literature II	X	X				x
ENGL 150 - Introduction to Literature	X	X	X			
ENGL 196 - Topics						x
ENGL 210 - Introduction to Literary Studies	x	x				x
ENGL 219 - Introduction to Professional Writing	X	X			X	X
ENGL 222 - Mythology	X	X		X		x
ENGL 231 - Non-Western World Literature I	X	X				x
ENGL 232 - Non-Western World Literature II	X	X				x
ENGL 240 - Children's Literature	X	X	X	X	X	x
ENGL 245 - Imaginative Writing	X		X	X		
ENGL 250 - Introduction to Creative Writing	X	X		X		X
ENGL 254 - Survey of English Literature I	X	X	X			X
ENGL 255 - Survey of English Literature II	X	X	X			x
ENGL 261 - Survey of American Literature I	X	X	X			x
ENGL 262 - Survey of American Literature II	X	X	X	X	X	x
ENGL 296 - Topics						
ENGL 301 - Classical Greek and Latin Literature	X	X				x
ENGL 311 - English Medieval Literature	X	X	X	X	X	X
ENGL 313 - English Renaissance Literature	X	X	X		X	x
ENGL 314 - American Literature to 1830	X	X	X		X	x
ENGL 315 - American Literature 1830-1870	X	X	X		X	x
ENGL 316 - American Literature 1870-1900	X	X	X		X	x
ENGL 330 - Women in World Thought and Literature	X	X	X		X	x
ENGL 335 - The Bible as Literature	X	X		X		x
ENGL 343 - Language Systems and Linguistic Diversity	X	X			X	X
ENGL 355 - Shakespeare	X	X	X		X	X
ENGL 365 - Literature for Young Adults	X	X	X		X	x
ENGL 370 - Major Authors	X	X	X		X	x

ENGL 380 - Creative Writing: Non-Fiction	X	X		X		X
ENGL 381 - Creative Writing: Fiction	X	X		X		X
ENGL 382 - Creative Writing: Crafting Fiction	X	X		X		X
ENGL 383 - Creative Writing: Poetry	X	X		X		X
ENGL 384 - Expository and Persuasive Writing	X	X		X	X	X
ENGL 385 - Technical and Professional Writing	X	X			X	X
ENGL 386 - Roots of Modern Rhetoric	X	X				X
ENGL 387 - Literary Editing and Publishing	X		X			
ENGL 390 - Introduction to Film Studies	X	X	X	X		
ENGL 395 - Independent Study						
ENGL 396 - Topics						
ENGL 397 - Practicum						
ENGL 415 - American Folklore	X	X	x		X	x
ENGL 421 - Introduction to Literary Theory and Criticism	X	X	X		X	x
ENGL 423 - Genre Studies	X	X	X	X		x
ENGL 425 - Scientific Writing	X				X	x
ENGL 435 - American Literature 1900-1945	X	X	X		X	x
ENGL 436 - American Literature 1945-Present	X	X	X		X	x
ENGL 438 - Ethnic Experiences in U.S. Literature	X	X	X		X	x
ENGL 440 - History of the English Language	X	X			X	X
ENGL 451 - Structure of the English Language					X	X
ENGL 470 - 18th Century British Literature	X	X	X		X	x
ENGL 471 - British Romanticism	X	X	X		X	x
ENGL 475 - Victorian Literature	X	X	X		X	x
ENGL 478 - 20th Century British Literature	X	X	X		X	x
ENGL 491 - Composition Theory and Practice	X	X			X	X
ENGL 492 - Seminar in Writing	X	X	X	X	X	X
ENGL 494 - Seminar in Literature	X	X	X		X	x
ENGL 495 - Independent Study						

DISCUSSION

The focus of the English program is to help students acquire refined critical thinking and writing skills through the study of English and American literatures. In one way or another, all of our SLOs support this goal, but they also go beyond it.

SLO 1 addresses basic written and oral communication and is linked to essentially every course in the English program.

SLO 2 addresses the students' ability to state and support claims about texts and is also linked to essentially every course in the program.

SLO 3 is focused on content related to the study of English and American literature. Students gain this knowledge in a wide variety of survey courses such as the sequences that begin with ENGL 254 and 314. Students also take more focused courses such as ENGL 355 (Shakespeare), ENGL 311 (Medieval Literature), ENGL 370 (Major Authors), and ENGL 415 (American Folklore).

SLO 4 addresses creativity. In addition to formal academic writing, all English major are expected to have at least some experience in creative writing. All students, regardless of their concentration, take Introduction to Creative Writing, a broad introduction to creative writing. However, the English program offers many other courses on creative writing such as ENGL 380 (Non-fiction), ENGL 381 (Fiction), and ENGL 383 (Poetry).

SLO 5 becomes more relevant in our upper-level courses when our students begin to hone their research skills. Although students are expected to write research papers in many courses, for most students, the paper they write in ENGL 494 (Seminar) is the longest and most involved, and in many ways, is the culmination of their progress through the program. Students who choose the writing concentration also take ENGL 492, the seminar in creative writing.

SLO 6, which we recently revised, is intended to ensure that all English majors graduate with a firm grasp of the use of standard English in terms of punctuation and grammar. It is also intended to ensure that students acquire at least a basic vocabulary for talking about the English language on the word, phrase, and sentence level. In every course in which students receive feedback on their academic writing (which is essentially every course in the program), students are improving their use of standard English in terms of punctuation and grammar. Students who want to go deeper in this area are encouraged to take ENGL 451, Understanding and Using English Grammar.

What I have outlined so far is just a description of the core classes in the program as they relate to our SLOs. The English program offers many other classes that support the students in their progress. For example, students also study literature from around the world. The program offers a number of courses in non-English literatures such as ENGL 131-2 (World Literature), ENGL 301 (Greek and Roman Literature), and ENGL 335 (The Bible as Literature). Students may also take additional courses in linguistics (ENGL 343), editing and publishing (ENGL 387), film (ENGL 390), and scientific writing (ENGL 425). Please see the curriculum map for a complete list of the courses we offer and SLOs to which they contribute.

The English program contributes directly to all the baccalaureate SLOs except quantitative fluency. Essential learning courses include ENGL 111-112 (composition), ENGL 131-132 (World Literature), ENGL 150 (Intro to Literature), ENGL 222 (Mythology), ENGL 254-255 (Survey English Lit), and ENGL 261-262 (Survey American Lit). Over the past five years, the English program has offered an average of 158 sections of ENGL 111 and 112 per academic year. The other essential learning courses are limited to 1-4 sections per semester. All of these essential learning courses emphasize communication and critical thinking and thus contribute to 3 of the 4 Baccalaureate SLOs.

INSTITUTIONAL STUDENT LEARNING OUTCOMES:

Students will be able to ...

- Construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (Applied Learning/Specialized Knowledge – **Program SLO 5**).
- Analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions (Intellectual Skills: Quantitative Fluency).
- Make and defend assertions about a specialized topic in an extended well-organized document and an oral presentation that is appropriate to the discipline (Intellectual Skills: Communication Fluency – **Program SLO 1 and 2**).

- Identify assumptions, evaluate hypotheses or alternative views, articulate implications, and formulate conclusions (Intellectual Skills: Critical Thinking – **Program SLO 2 and 5**).

B. HOW DO WE ASSESS SUCCESS?

DIRECT ASSESSMENTS

Most of our SLOs are addressed directly by using rubrics to evaluate paper assignments. There are only two exceptions. When we assess the oral communication component of SLO 1, we use a rubric to evaluate oral presentations, and when we assess SLO 3, we use a multiple-choice test. A complete list of assessment results and actions taken can be found in Appendix D in the 3-year summary and full assessment template. The following is a summary of results and actions:

SLO 1 – Communication

We evaluated this SLO in Fall of 2013 and focused on oral communication. Oral presentations were assessed with a rubric at the 200 and 400 level. We found that students in the upper-level class outperformed students in the lower-level class by 2.5 points in delivery and 2.1 points in language use. The significant difference in scores shows that students are improving as they move through the program but we feel that the overall scores could still be higher. In order to confirm these results, we are holding a departmental norming session for the rubric and then we plan to evaluate this SLO again in Spring 2018.

SLO 2 – Critical Thinking

We evaluated this SLO in Fall 2013 and in Fall 2016. In the first round, we found that students made a significant amount of progress from the 200 to the 400 level, but we also felt that the overall scores were rather low in both classes. We used a 4-point scale, and the best students in the 200-level class only scored a 2.7 while the best students in the 400-level class only scored a 2.9. After these results, the faculty decided to add a new required class to the curriculum: ENGL 210, Introduction to Literary Studies. The hope was that this course would provide students with a better foundation in critical interpretation. When we revisited this SLO in Fall 2016, we evaluated papers from ENGL 210 and a 400-level course. In ENGL 210, 17 papers were assessed and the students scored an average of 3 on a 4-point scale. There were also 5 students who scored a 4 out of 4. Surprisingly, the 400 level students only scored a 2.9 on average (out of 11 papers); however, there were 3 students in that class who scored a 4 out of 4. We are very happy to see the high scores in each class go up since the last assessment and also very happy

to see that the average in 210 was a 3 out of 4. We would like to think that the students in 210 scored so well precisely because the class was designed to improve their critical reading and writing abilities; however, some faculty felt that this just might have been a particularly strong 210 class. Regardless, we would have liked to have seen better overall scores at the 400 level. Since we only recently added 210, it is also possible that the students in the 400-level class did not actually take 210. We need to reevaluate this SLO in a couple of years when we can be sure the students at the 400 level have had the benefit of 210.

SLO 3 – Content Knowledge

Up until Fall 2016, we assessed this SLO every year by having students take the MFAT in English. Students typically scored from the 30th to the 60th percentile. Faculty had never been particularly happy with the test since it does not always seem to map on to our curriculum very well. Therefore, in Spring 2016, the faculty (not just the assessment committee) collaborated to create an in-house multiple-choice test that is actually based on the course material taken by students as they progress through the program. The test was first administered in Fall 2016. 23 students took the test in ENGL 210 and scored 51.63% on average. 11 students took the test in ENGL 494 and scored 55.67% on average. Since this was the first time we administered the test, we were not sure what to expect. We think the scores should be a little higher, and we would like to see a bigger jump in scores from the 200 to the 400 level. However, we also discovered that in creating the test we accidentally left sometimes as many as 10 questions in a row with the same answer so we feel it is possible that this distorted the scores. We have already revised the test and plan to administer it again in Fall 2017.

SLO 4 – Creative Writing

We assessed this SLO in Spring 2015. Artifacts were collected in ENGL 250 and 492, both of which were creative writing classes. On a 4-point scale, students in ENGL 492 averaged 3.67 in this category. Students in ENGL 250 averaged 2.56. We felt these were strong scores and there is a reasonable increase between them.

SLO 5 – Research/Critical Thinking

We last assessed this SLO in Fall 2015. Data was collected in ENGL 254 and 494. After collecting essay artifacts, we realized that the assignments in these two courses were so different that the rubric did not work well. As a result, we focused our efforts on the rubric's definition of the highest level of research, which reads as follows: "Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence."

Over two thirds of the 494 students were able to perform at that high level. In ENGL 254, only one fourth of the students performed at the highest level. After seeing how the rubric did not work very well, we created a new rubric which we will use for the first time in the next review cycle.

SLO 6 – Grammar and Punctuation

This SLO has only recently been revised. After revising it, we also created a rubric and have had norming sessions, but we have not yet assessed this SLO.

C. WHAT HAVE WE DONE TO IMPROVE THE PROGRAM BASED ON ASSESSMENT OF SLOS SINCE THE LAST PROGRAM REVIEW?

Since our last program review, all SLOs have been revised (cf. sections A and D). The program faculty have also worked together to create a new rubric for each SLO. In the past we tended to associate rubrics with particular assignments or courses, but our new rubrics appropriately focus on SLOs. The program faculty have had some norming sessions for rubrics but still need to have more to ensure all faculty know how to use the rubrics. In addition to rubrics, the program assessment committee worked together to create two versions of a 50-question multiple choice test to assess SLO 3 (content). English 210 is a new course we added to the program since our last review. English 210 became a required course in Fall 2014 and is intended to introduce students to (1) disciplinary discourse, (2) reading methods, (3) research strategies, and (4) common writing strategies. In other words, 210 helps students by laying an early foundation for terminology, methods, and strategies for English as an academic discipline. Lastly, we now require all students to take English 250 as a way to directly assess SLO 4 (Creative Writing).

D. ARE WE REFINING SLOs AND MODIFYING DATA COLLECTION?

All of our SLOs were refined in the first couple of years of this program review cycle. Below is a list of our SLOs from the previous review cycle.

Students graduating with a major in English acquire the following abilities:

- think critically and objectively;
- express themselves effectively in written and oral form;
- analyze and assess literature;
- undertake and report competent research, thereby engaging in academic dialogue;
- understand many of the works of English, American, and world literatures;
- understand the development of English and American literary traditions;
- understand the contributions of this literature to Western culture; and
- understand and apply various critical theories.

DISCUSSION

As is evident above, the English program had eight SLOs last cycle. Since then, we have reduced them to six, which we believe is more manageable in terms of assessment. Although our current SLOs touch on many of the same categories of learning (communication, critical thinking, research, etc.), we feel our current SLOs are far superior. The language is more precise, and the SLOs are expressed in a way that is more measurable and thus more effective for assessment. Our current SLOs also do a better job of not overlapping with each other. Since revising all of our SLOs in the early part of this cycle, we have more recently revised SLO 6. We did this because SLO 6 was addressing two different categories: students' knowledge of the history of the English language and students' knowledge of the structure and linguistic dynamics of the English language. After weighing several options, the assessment committee decided that we needed to refine that SLO so that it focused on just the structure of the English language in terms of basic mechanics, grammar, and punctuation.

Our methods of data collection have not changed in any fundamental way. Each semester, the assessment committee meets to determine which SLOs will be assessed and in which courses we will collect artifacts. Once those decisions are made, the assessment committee chair contacts all faculty teaching courses in which assessment will take place. Faculty then submit their data to the assessment committee at the end of the semester. We strive to

have at least two faculty assess each collection in order to ensure less distortion of data due to bias.

VI. Future Program Plans

WHAT IS OUR VISION FOR PROGRAM?

The English Program supports the CMU's goal of "supporting the residents of Western Colorado to achieve a higher degree of educational attainment by preparing students to function successfully in the future" as an integral one. Not only do we encounter virtually every CMU student in composition courses, but a survey of recent articles in *Forbes*, *The New York Times*, and similar publications shows that employers are increasingly anxious for graduates with critical thinking skills, creativity, and excellent communication skills. We also see a future of continued and growing connections between campus and the larger community of writers, readers, non-profits, and business leaders in the Grand Valley.

Sometimes we forget that a degree in English means that students have a set of skills and abilities that prepare them for more than the obvious careers related to English. By reading, interpreting, and evaluating complex literature, theories, and criticism, students learn to organize ideas, assert and defend claims, and research. Employers value their ability to solve problems and present ideas in effective language to a wide range of audiences. Students think critically, having learned to weigh evidence, identify assumptions, evaluate persuasive appeals, and recognize faulty reasoning. Employers want smart, flexible, and creative employees, all hallmarks of a Colorado Mesa University graduate in English.

Above all, our program prepares students for life. As Louis Menand explains in *The Marketplace of Ideas*, the liberal arts provide "a background mentality, a way of thinking, a kind of intellectual DNA that informs work in every specialized area of inquiry." Even more importantly, in *Not for Profit*, Martha Nussbaum points out that our founding educators and leaders "connected the liberal arts to the preparation of informed, independent, and sympathetic ... citizens." She insists that that democracies need "complete citizens who can think for themselves, criticize tradition, and understand the significance of another person's sufferings and achievements." Those are grand claims, and they guide what we do in the classroom.

WHAT ARE THE PROGRAM STRENGTHS?

We are proud of what our programs offers:

- Save for two writing courses, every upper division course is taught by a tenure-track professor who holds a doctorate in the field. These professors teach *every* required core English course.
- Professors are dedicated teachers know students by name, and professors are generous with their time when it comes to meeting with students to help them write and think well.
- Professors are productive scholars who produce creative and scholarly work that contributes to the discipline and improves the quality of their teaching.
- Faculty collaborate well and serve the larger CMU community. We are dutiful academic citizens.
- Our program offers a wide variety of ways for students to become involved, from clubs that promote a sense of community to publications and projects that allow students to apply what they learn.
- We extend the classroom by inviting creative writers and scholars to campus. Our Writers Conference reaches out to local high schools, and our CMU poets and Writers series allows students to see their teachers at work.
- We offer first-class resources, and we offer opportunities to students to present their work in professional settings.

WHAT CHALLENGES DOES THE PROGRAM FACE?

Every program faces challenges, and ours echo national trends:

We need to recruit more students. Some national conversations have belittled the value of secondary education, and as a result, fewer students want to teach in our high schools. Others have critiqued the value of the liberal arts in general, encouraging students to major in disciplines that have a clear one-to-one relationship with particular vocations. We need to find ways to persuade potential students that an English degree will serve them their entire life, no matter the specific job they may land.

We need to continue to hire well-qualified faculty. Financial expediency often pressures us to hire part-time teachers, but we need to remember that freshmen are the most vulnerable students on campus, and we need to provide well-qualified, stable professionals.

We need to rethink our curriculum for the 21st century. While the ability to write, create, and think critically never goes out of date, we do need to re-imagine how reading and writing about literature, film, drama, and other cultural texts applies to a new context. We don't want to be so narrow to think we need to "vocalize" the study of Chaucer, Morrison, or Austen, but we also need to equip students to thrive in a global world that operates on two-minute news cycles via emerging technologies.

ARE THERE TRENDS IN THE DISCIPLINE THAT COULD AFFECT FUTURE PLANNING FOR PROGRAM?

While it's not really a trend in the *discipline*, extensive and recent calls from virtually all areas of employment for graduates with critical thinking skills, creativity, and excellence in communications abilities call our attention. We must focus on highlighting to students that their skills in analyzing literature, for example, include all three of those skills and can be widely applicable in the fields of law, medicine, business, non-profits, education, and more. We also respond by expanding our offerings in technical writing and professional writing.

The explosion of TV series from all networks (as well as Amazon, Hulu, Netflix, etc.) has led to a real job market in writing for TV. The old days of writing a film script and shopping it have given way to a huge need for television series writing, and critics and academics agree that this is the new frontier of entertainment writing. In the coming academic year, we will be adding a course in Screenwriting which will cover both avenues. Declining national and state financial support for non-profits indicates an increasing need for graduates able to write grant proposals and communicate purpose and mission; there are two such positions currently open in Grand Junction alone. Another booming field is that of blogging (food, motherhood, travel), and the English Program addresses this with the Genre course and other special topics courses.

HOW DO WE USE THE PROGRAM REVIEW PROCESS TO IMPROVE THE PROGRAM'S TEACHING AND LEARNING?

We view the program review process as an opportunity and invitation. We believe in reflection, and we welcome new voices and perspectives that help us see beyond our own experience. We are keenly interested in ways that other English programs have responded to the often narrow view of what a university education can provide. We recognize that some trends are out of our control, but we are ready to move on suggestions that benefit our program and students.

HOW DO WE ADDRESS OUR CHALLENGES?

- Dedicate more resources to recruiting. Nothing is more important at this time. These efforts may include mass mailings, invitations to local high-school students to English events, more scholarships for English majors, a more personal approach to students who express interest in our program, positive advertising from our alums, and an increase in our program profile.
- Reduce the number of part-time teachers who teach composition. While we certainly hire qualified teachers, the itinerant life of an adjunct doesn't always benefit a program that depends on consistent personal connections and relationships.
- Develop more interdisciplinary relationships. These connections benefit the entire campus community because all students should write and think well, but our students benefit because they will acquire complementary skills and abilities.
- Expand internship opportunities. Internships provide a kind of lab for students to apply what they learn, and they often lead to employment.
- Develop a campus Writing Center which would provide students with valuable experience and offer leadership for faculty.

Appendix A
Data From Institutional Research

CMU Number of Majors by Department (Source: Institutional Research)							
Major	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Six-year change
ENGL-LIT	48	55	51	45	41	41	-15%
ENGL-WRTG	89	88	88	80	72	67	-25%
ENGL-SEC ED	61	39	26	22	24	23	-62%
Totals	198	182	165	147	137	131	
% Change over previous year		-8%	-9%	-11%	-7%	-4%	
ENGL-Pre-Tchr Ed	17	17	23	22	20	34	+100%

Table 1 CMU Number of Majors by Department

CMU Credit Hours by Course Level (Source: Institutional Research)							
ENGL - Crs Lev	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Six-year change
100	4362	4408	4542	4040	4029	3902	-11%
200	743	633	651	658	672	680	-9%
300	401	401	406	335	304	316	-21%
400	219	283	283	282	248	186	-15%
500	14	4	4				
Total	5739	5729	5886	5315	5253	5084	

Table 2 CMU Credit Hours by Course Level

CMU Entering Freshmen (Fall and Spring) (Source: Institutional Research)						
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Six-year change
2454	2312	2413	2052	2329	2166	-12%

Table 3 CMU Entering Freshmen (Fall and Spring)

CMU Percent "College Ready" Freshmen (Placed "College Level" in English and/or Reading) (Source: Institutional Research)						
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
58%	59%	64%	66%	65%	65%	

Table 4 CMU Percent "College Ready" Freshmen

CMU Degrees Awarded by Department (Source: Institutional Research)							
Major	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Expected Dec. 2017 Graduates
ENGL-LIT	9	11	10	9	10	4	5
ENGL-WRTG	6	8	14	13	11	6	3 to 7
ENGL-SEC ED	3	7	4	5	4	1	3
Totals	18	26	28	27	25	11	11 to 15
% Change over previous year		+44%	-7%	-4%	-7%	-56%	
Minors Completed	4	3	7	7	3	10	

Table 5 CMU degrees awarded by Department

Academic Year	FTES	FTEF	FTES:FTEF
2011-12	573.8	30.5	18.8
2012-13	572.4	31.5	18.2
2013-14	588.2	33.4	17.6
2014-15	531.2	28.8	18.5
2015-16	525.5	28.5	18.5

Table 6 Ratio of Full time equivalent students (FTE) to full time equivalent faculty

Academic Year	Total Expenditures	Total Credit Hours	Ratio of Total Expenditures/Student Credit Hours
2011-12	1,643,038.00	13,300	123.53
2012-13	1,826,573.11	15,167	120.43
2013-14	1,932,331.45	15,200	127.12
2014-15	1,829,957.61	13,566	134.89
2015-16	1,805,490.45	14,006	128.90

Table 8 Ratio of total expenditures student credit hour

Appendix B

Survey Results

Alumni Survey Results - Combined 2013-2017

n=493

Year of survey

2013	38	7.7%
2014	68	13.8%
2015	127	25.8%
2016	187	37.9%
2016	73	14.8%

Overall, how satisfied are you with your undergraduate education?

	#	%
Very Satisfied	212	43.4%
Generally satisfied	238	48.7%
Ambivalent	20	4.1%
Generally Dissatisfied	15	3.1%
Very Dissatisfied	4	0.8%

While an undergraduate, about how often did you have conversations with faculty outside of class?

	#	%
Never	15	3.1%
Rarely (1-2 times per semester)	50	10.2%
Occasionally (3-5 times per semester)	107	21.8%
Often (once every two weeks)	116	23.7%
Very Often (at least once a week)	202	41.2%

Would you encourage a current high school senior to attend CMU?

	#	%
Definitely Would	297	60.5%
Probably Would	138	28.1%
Maybe	43	8.8%
Probably Would Not	6	1.2%
Definitely Would Not	7	1.4%

How would you rate the overall quality of your education within that degree/certificate program?

	#	%
Very High	175	35.5%
High	216	43.8%
Average	84	17.0%
Low	14	2.8%
Very Low	4	0.8%

Are you working for pay right now?

	#	%
Yes, work full-time	384	77.9%
Yes, work part-time	59	12.0%
No	50	10.1%

In what type of organization is your principal employment? Mark the one best answer.

Self-employed in own business or professional non-group practice	26
Private for profit corporation/company/group/group-practice	170
Higher education (public or private)	35
Elementary or secondary education (public or private)	72
International organization in the US	11
International organization outside of the US	4
US Military	3
Federal Government (except military)	12
State and local government, institution, or agency (except education)	33
Private non-profit organization (except education and int'l organizations)	43
Other -	15
Other - 501c6 & 501c3 organization, Archery Company, Banking, Corporate Mortgage Company, Internet Marketing, Oil & Gas Industry, Restaurant, Work for higher education, physical labor, Research Assistant, special district, trucking.	

Which of the following best describes your current position?

	#	%
Entry Level	143	32.6%
Mid-Level	208	47.4%
Senior Level	64	14.6%
Executive Level (except for chief executive)	10	2.3%
Chief Executive (CEO, COO, CFO, GM or principal in a business of other organization)	10	2.3%
Graduate Assistantship	4	0.9%

How many years have you been in your current job type?

	#	%
Less than 3 years	291	65.7%
3-5 years	106	23.9%
6-9 years	25	5.6%
10 or more years	21	4.7%

Is your current position related to your undergraduate field(s) of study?

	#	%
Yes, related to major(s)	336	76.2%
No, not related	105	23.8%

How well did CMU prepare you for your current career?

	#	%
Very Well	120	27.4%
More than Adequately	119	27.2%
Adequately	158	36.1%
Less Than Adequately	16	3.7%
Very Poorly	8	1.8%
NA	17	3.9%

What is your approximate annual gross income (before taxes)?

	#	%
Under \$20,000	32	8.1%
\$20,000 - \$29,999	62	15.6%
\$30,000 - \$39,999	98	24.7%
\$40,000 - \$49,999	73	18.4%
\$50,000 - \$59,999	44	11.1%
\$60,000 - \$74,999	37	9.3%
\$75,000 - \$99,999	31	7.8%
\$100,000 - \$149,999	14	3.5%
\$150,000 - \$249,999	3	0.8%
\$250,000 - \$499,999	2	0.5%
Over \$500,0001		0.3%

Why are you not currently working for pay? (Please mark all that apply)

	# of times checked
I chose not to enter the workforce at this time.	8
It has been difficult to find a position in my field.	18
It has been difficult to find a position paying an appropriate salary.	11
I am raising a family.	12
I am currently a student.	26
I am doing volunteer work.	4
I am retired.	3
Other	5

Education since College

Have you enrolled in a graduate, professional, or other degree/certificate program since graduating from CMU?

	#	%
Yes	154	31.2%
No	232	47.1%
No, but I plan to enroll in the next two years.	107	21.7%

Are you enrolled in this program now?

	#	%
Yes, I am a full-time student	57	37.3%
Yes, I am a part-time student	23	15.0%
No	73	47.7%

How long after you graduated from the degree/certificate program this survey pertains to did you start this program?

	#	%
Immediately (following fall or spring)	80	51.9%
1 Year later	24	15.6%
2-3 years later	35	22.7%
4-6 years later	12	7.8%
NA	3	1.9%

Altogether, how many years have/did you attend(ed) further schooling? Mark the best answer.

	#	%
None	10	6.6%
1 to 2 years	95	62.9%
3 to 4 years	35	23.2%
5 to 6 years	1	7.3%

How well did CMU prepare you for this educational program?

	#	%
Very Well	55	35.9%
More than Adequately	39	25.5%
Adequately	45	29.4%
Less Than Adequately	6	3.9%
Very Poorly	3	2.0%
NA	5	3.3%

What level of education are/were you pursuing?

	#	%
Certificate	12	8.0%
Associate	8	5.3%
Baccalaureate	19	12.7%
Post-Bacc Certificate	3	2.0%
Master's	85	56.7%
J.D.	8	5.3%
Doctoral	15	10.0%
Other	0	0.0%

Did you complete this program?

	#	%
Yes	60	39.5%
No	12	7.9%
In the process of finishing	80	52.6%

Demographic Questions

What is your gender?

	#	%
Male	198	40.7%
Female	275	56.5%
Prefer not to respond	14	2.9%

What is your ethnicity?

	#	%
American Indian or Alaskan Native	8	1.7%
Asian	9	1.9%
Black or African American	4	0.8%
Hispanic of any race	32	6.7%
Native Hawaiian or Pacific Islander	2	0.4%
White	386	80.2%
Two or more races	19	4.0%
Race and ethnicity unknown	1	0.2%
Non-Resident Alien (of any race or ethnicity)	1	0.2%
Prefer not to respond	19	4.0%

What is your current age?

	#	%
Under 21	7	1.4%
21-24	116	23.7%
25-34	262	53.6%
35-44	55	11.2%
45-54	27	5.5%
55 or older	13	2.7%
Prefer not to respond	9	1.8%

Do you live in the state of Colorado?

	#	%
Yes	372	76.1%
No	117	23.9%

If yes, do you live in Western Colorado?

	#	%
Yes	272	60.2%
No	180	39.8%



Appendix C

Library

**Library Program Assessment
John U. Tomlinson Library
Colorado Mesa University**

Date of Assessment: October 2017

Program under review: English Language and Literature

Description of Program: The English program at Colorado Mesa University offers a Bachelor of Arts in literature, writing, and secondary education.

Program Level/s: Bachelors

Liaison: Anne Bledsoe

Collection Assessment

Collection development is the joint responsibility of the English department faculty and the English liaison librarian. Faculty requests are collected and prioritized by a department faculty member and then passed on to the librarian. The library provides Choice review cards of new publications in the field. Faculty requests may come in the form of these cards or lists of recommend titles.

The budget line for the English Department is supplemented by the Library's participation in the Demand Driven Acquisition E-book Program sponsored by the Colorado Alliance of Research Libraries.

Reference Support:

Literature

The library has a strong collection of print reference materials (114 titles) covering literature, the history of literature, quotations, and individual authors. In addition, the library provides online reference works concerning literature through Oxford Reference Online (33 titles) and Literature Online (27 titles). Some examples:

The Routledge Companion to Literature and Science
Encyclopedia of Latin American and Caribbean Literature 1990-2003
The New Princeton Encyclopedia of Poetry and Poetics
The Routledge Companion to Literature and Human Rights
A Dictionary of Critical Theory
The Oxford Companion to African American Literature
Oxford Guide to Literary Britain and Ireland
Oxford Encyclopedia of Children's Literature

The library also subscribes to serial online reference works in literature through Literature Criticism Online, updated continually:

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

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

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

To further support coursework in critical theory and analysis, the library also subscribes to the Johns Hopkins Guide to Literary Theory and Criticism online.

English Language

The library has an extensive collection of dictionaries, thesauri, usage manuals and other reference books on the English language (369 titles, 31 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), 3v
Handbook of Adolescent Literacy Research (2009)

Professional Writing

In addition to the English language reference works mentioned above, the reference collection includes 37 titles of particular interest for creative and professional writing (11 published since 2000). These resources include the most recent editions of style and publication manuals (such as *Writer's Market*, *Poet's Market*, and *The Associated Press Stylebook*), directories of publishers (*Literary Marketplace* and the *International Directory of Little Magazines & Small Presses*, for example), and encyclopedias and handbooks concerning history and technique within a genre.

b. Monographic Sources

Assessment of the book and ebook monograph collection was conducted using a combination of methods, including Library of Congress Subject Heading searches (where effective) and Library of Congress call number range analysis through the Sierra Integrated Library System.

Literature

The general book and ebook collection contains a fairly strong collection of literature and critical texts in support of the English program:

Literary theory & analysis—1,001 titles (487 published since 2000)
Collections of general literature—1,171 titles (109 published since 2000)
Literary Criticism—2,969 titles (1,132 published since 2000)
Literary History—6,021 titles (2,019 published since 2000)
English Literature (literary works and criticism)—7,997 titles (745 since 2000)
American Literature (literary works and criticism)—10,807 (1,554 since 2000)

In 2014, the library surveyed the British literature collection to identify worn copies of classic works for replacement. Funds from the library's replacement budget were used to purchase clean copies. In recent years the literature liaison librarian has endeavored to purchase material providing historical context for major authors, works, and literary movements in support of coursework in this area. The liaison librarian has also worked with faculty to update the library's collection of contemporary fiction and poetry, purchasing award winning and short-listed titles of major and lesser-known literary honors (including the Man Booker & Pulitzer Prizes, National Poetry Series Award, and author recipients of the Nobel Prize in Literature).

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 as well as advanced language courses.

Spanish Literature—1051 titles (200 published since 2000)
French Literature—1,071 titles (45 published since 2000)
Slavic Literature—535 titles (25 published since 2000)
Italian Literature—208 titles (9 published since 2000)
German Literature—504 titles (19 published since 2000)
Dutch, Flemish, Scandinavian, and Danish Literature—175 titles (5 published since 2000)
Literature of Eastern Asia, Africa, Oceania—435 titles (59 published since 2000)

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 3,510 titles (1,329 published since 2000). The last four years the library has applied for and received funding from the Colorado Department of Education's State Grants to Libraries to purchase materials supporting childhood literacy. With the help of these grants and in collaboration with faculty, the library has been able to build the collection with recent, highly regarded children's literature titles, particularly award winners and titles with multicultural settings and characters. The library has also

worked to build a stronger collection of scholarship and criticism of young adult and children's literature (277 titles, 23 published since 2000).

Teaching English

The library has a strong, very current collection of materials on the teaching of English language, literature or Language Arts (1,573 titles, 720 published since 2000). Additionally, the book collection includes 1426 titles (347 published since 2000) on English language history and modern English style and usage.

Professional Writing

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

Journalism—453 titles (164 published since 2000)

Authorship—214 titles (35 published since 2000)

Literary Composition, Technique—65 titles (13 published since 2000)

Poetry Theory and Composition—287 titles (17 published since 2000)

Prose Writing, Fiction and Nonfiction—509 titles (34 published since 2000)

Electronic Resources

Indexes/Databases

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

Literature Online (LION)

Literature Criticism Online

(Includes Contemporary Literary Criticism, Poetry Criticism, Drama Criticism, Nineteenth-Century Literary Criticism, & Twentieth Century Literary Criticism)

MLA International Bibliography

Humanities International Index

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

Periodicals

The library has fairly strong collection of print periodicals supporting English department programs and majors and more extensive access to such periodical literature through online subscription databases. In 2014, the liaison librarian conducted a journal review with department faculty, and nine literary journals and magazines were added at that time. The hardcopy periodical collection includes 38 literary magazines and journals concerning literature, writing and the teaching of English (see attached list). An additional 111 periodical titles in these areas are available online through subscription or through the library databases (see attached list). In support of the Creative Writing students and the Literary Editing and Publishing course, the library subscribes to 10 literary journals, available on the browsing shelves on the first floor of the library (list attached).

Media

The library media collection includes videos and DVDs covering topics in literature, literary criticism, individual authors, journalism and creative writing. The library also subscribes to the Films on Demand streaming video library. This collection includes 1,722 high quality documentaries on individual authors or literary movements and dramatic productions of literary works. Another streaming video collection, Education in Video, includes documentaries and training videos concerning teaching literature (96 titles) and literacy (205 titles) in elementary and high school classrooms.

Additional support services

Interlibrary Loan

Journal literature not available through Colorado Mesa University, including those titles not available because of publisher embargo, can be provided by the Interlibrary Loan Department. Article requests are provided through 2 programs, RapidILL and OCLC Resource Sharing. RapidILL gives access to journal collections in many academic libraries of all sizes. The average amount of time it takes to fill an article request is 12 hours. Most requests are filled through this program. Beyond that, OCLC Resource Sharing gives access to library collections worldwide. Both of these programs also provide book chapters as scanned documents.

Items not owned by Colorado Mesa University can be borrowed from other libraries through Prospector – Colorado libraries plus University of Wyoming, or OCLC Resource Sharing – libraries worldwide. Prospector books arrive in about 3 working days via the statewide library courier service.

Research Help and Instruction

The library facilitates access to resources for English majors through several research guides, developed in collaboration with faculty: the [Literature Research Guide](#), [Film Research Guide](#) and [Creative Writing Guide](#). The Library also offers research support for specific courses – through instructional sessions as well as / or an “embedded librarian” in D2L course sections. Research support is also offered at the Research Help desk within Tomlinson Library and online through a 24 hour Ask a Librarian chat service.

Evaluation and Recommendations

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 particular, the library hopes to continue to work with faculty to build the library's collection of contemporary fiction and poetry and to select materials supporting historical context research.

Library Director:

A handwritten signature in blue ink that reads "Sylvia L. Rael". The signature is written in a cursive style with a large initial 'S'.

Date: 10/13/17

Appendix D

Student Learning Outcomes and Report

COLORADO MESA UNIVERSITY

Program Outcomes and Assessment Plan

Program Name: English B.A.

Date: 12-10-14 (updated 10/24/17)

Program Outcomes	Courses/Educational Strategies Indicate if outcome is Beginning(B), Developing(D) or Advanced(A)	Assessment Method(s)	Time of Data Collection/ Person Responsible	Results of Assessment	Actions Taken
<p>Outcome #1 Express themselves effectively in a variety of forms.</p>	<p>Throughout curriculum, but especially in ENGL 254, 255, 261, 262 (developing level for those introductory surveys), 421 (A), 494 (A) and creative writing courses such as ENGL 250 (D), 381(A), 382 (A), 383 (A), 384 (A).</p>	<p>What: Oral presentation at the end of ENGL 494 and the formal paper version on the same topic in ENGL 494. In ENGL 254, data will be collected from short literary analysis papers.</p> <p>How: ENGL 494 students will be assessed for communicative performance on their scholarly writing and on the oral presentation of the same scholarship. ENGL 254 students will be asked to demonstrate the ability to communicate clearly and concisely on a lower-division assignment of a less complex nature, both in writing and in an oral presentation of the assignment.</p>	<p>Who: The professors teaching the ENGL 494 and ENGL 254 courses.</p> <p>When: Fall 2013</p>	<p>Results: Students in upper-division courses outperformed lower-division students by about 2.5 points in delivery and 2.1 points in language usage in oral performances.</p> <p>Key Findings: In the key areas of language use and delivery on the rubric, students in ENGL 494 vastly outperformed their less experienced peers in ENGL 254.</p> <p>Conclusions: We got the hoped for and expected result, but also have a sense that we can do more in this area as students move through the curriculum. Particularly in the area of organization, students in the upper-division are not</p>	<p>Action: Plans have been made to collect further information from other courses in the curriculum (such as ENGL 355) to confirm these findings. We will have further data points as well from the new Essential Learning outcome data from ENGL 111. In addition, we will have a departmental norming session for the rubric, as some doubt exists as to whether we are applying the criteria in the same way.</p> <p>The assessment committee is also discussing the possibility of dividing outcome 1 and treating oral communication and writing as separate outcomes.</p>

<p>Outcome #2 State and support interpretive claims about a variety of texts.</p>	<p>All our literature courses develop this outcome, notably 210, 254, 255, 261 and 262 at a developing level, with the upper-division literature courses and ENGL 421 (a theory course) doing so at an advanced level.</p>	<p>What: Examination of student literary analysis assignments.</p> <p>How: A common rubric for describing central claims and providing evidence for those claims will be used to collect and compare results between the lower and upper-division course.</p>	<p>Who: The professors of ENGL 254 and ENGL 421.</p> <p>When: Spring 2013</p>	<p>performing as well as might be hoped.</p> <p>Results: Using the portions of the Seminar in Literature project rubric, student abilities in reading and thinking critically were compared between the introductory literature survey and the senior seminar class.</p> <p>Key Findings: On the 4-point scale, students in the upper-division course outperformed the lower-division students by about .5 points in reading critically and .7 points in thinking critically.</p> <p>Conclusions: That's an encouraging amount of growth, though the scores on the top end (2.7 and 2.9) could be higher.</p> <p>Results: In ENGL 210, 17 papers were assessed and the average was a 3 on a 4-point scale. In ENGL 494, 11 papers were assessed and the average was 2.9 on a 4-point scale. There</p>	<p>Re-evaluation Date: Spring 2018</p> <p>Action: We have made a curricular change in the lower division (the addition of ENGL 210) that we are hoping provides a better foundation for interpretive writing that will help students throughout the curriculum. When those students reach senior age, we will collect data and see whether the curricular change is helping with performance on the graduation end.</p> <p>Re-evaluation Date: Fall 2016</p> <p>Action: We need to assess this again in a couple of years before making any program changes.</p> <p>Re-evaluation Date: Fall 2018</p>
--	--	---	---	---	--

<p>Outcome #3 Identify the salient features of literary texts from a broad range of English and American literary periods.</p>	<p>All of our literature and creative writing courses do this at a level commensurate with their numbering.</p>	<p>What: MFAT in English How: Students will be required to take the test as a graduation requirement</p>	<p>Who: LLMC Administrative Assistant will remind students to take the test. When: After students have completed at least 90 credit hours.</p>	<p>were no significant variations in the subcategories on the rubric. Key Findings: Surprisingly, students in the lower division course performed slightly better than the students from the upper division course. Conclusions: 210 is a recently created course intended to lay an early foundation in writing for students moving through the program, but it has not been in existence long enough for all of the students in 494 to have taken it; therefore, we think the impressive scores for 210 may be a sign that the course is working, but it will take a few years before all the students in the program will have had the benefit of 210.</p>	<p>Action: Construct an assessment that more closely reflects what we expect students to know about the salient features of English and American Literature and then test pilot it.</p>
			<p>Results: In the categories tested, students performed in ranges from the 30th to the 60th percentile. Key Findings: N/A Conclusions: We have long had a conflicted</p>		

<p>relationship with this test. We like the national norming, but cannot imagine crafting our curriculum and teaching in ways that would improve our performance on it.</p>	<p>Re-evaluation Date: Fall 2016</p>
<p>Fall 2016 What: A multiple choice test designed by the faculty and intended to reflect broad content knowledge throughout the curriculum. How: The professors of 210 and 494 will administer the test in class.</p>	<p>Fall 2016 Who: The professors of ENGL 210 and 494. When: Fall 2016. Students in 210 will take the test in the beginning of the semester and students in 494 will take the test at the end of the semester.</p>
<p>Fall 2016 Results: 23 students took the test in ENGL 210 and scored 51.63% on average. 11 students took the test in ENGL 494 and scored 55.67% on average.</p> <p>Conclusions: The scores from 210 are impressive (since the test is comprehensive and these students are generally early in their college career), but we hoped to see a bigger jump in scores at the 400 level. We need to redo the test and revise it to be sure these numbers are reliable.</p>	<p>Fall 2016 Action: At this point we want to revise the test and administer it again before we conclude that our numbers are reliable.</p> <p>Re-evaluation Date: Fall 2017</p>
<p>Outcome #4 Employ knowledge of literary traditions to produce imaginative writing.</p>	<p>250 (B), 380, 381, 382, 383, 384, 388 (D), 492 (A)</p>
<p>Who: Professors of English 250 and 492. When: Spring 2015</p>	<p>Results: The departmental assessment rubric for creative writing includes a category that asks whether the work "is shaped by deliberate artistic concerns," with works in the highest-scoring category demonstrating "control."</p>
<p>What: Final portfolio/projects in creative writing courses How: Data will be collected and evaluated based on a departmental rubric.</p>	<p>Action: We are proud there is a significant split between our 200 level students and our 400 level students; however, we believe it could be higher. At this point we just want to confirm these results by repeating a similar assessment next time.</p>

<p>Outcome #5 Use research to assist in problem-solving.</p>	<p>All our literature courses do this, notably 254, 255, 261 and 262 at a developing level, with the upper-division literature courses doing so at an advanced level.</p>	<p>What: The quality of research performed on students' ENGL 494 seminar papers will be assessed, as will the research done on less advanced research projects done in the lower division literature surveys.</p> <p>How: Data will be collected and evaluated based on the current departmental senior seminar rubric.</p>	<p>Who: Teachers of select lower-division surveys and ENGL 494.</p> <p>When: Fall 2015</p>	<p>and deliberate utilization of conventions and traditions of the writers' chosen genres. On a 4-point scale, students in ENGL 492 averaged 3.67 in this category. Students in ENGL 250 averaged 2.56.</p> <p>Conclusions: Clearly, our curriculum and instructional methods are successful in helping students both understand and use a variety of literary traditions across genres.</p>	<p>Results: Because lower-division assignments don't correlate exactly with Senior Seminar papers, the comparisons are more indirect than in some other categories. The rubric for ENGL 494 states the highest level of research thinking as follows: "Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Over two-thirds of students were able to perform at that</p>	<p>Action: We need to create a new rubric to assess research skills (hopefully one that could be used more effectively at the 200 level and 400 level). Furthermore, we are also aware that CMU is considering adopting an information literacy SLO. If that happens, we will likely rewrite this outcome and our rubric.</p>	<p>Re-evaluation Date: Fall 2018</p> <p>Re-evaluation Date: Spring 2018</p>
---	---	---	--	---	--	--	---

<p>high level. However, from the collection of research work (a short annotated bibliography) taken from ENGL 254, students' ability to critique the strengths and weaknesses of their sources (let alone incorporate them into an argument), was satisfactory for their level, but much lower: only 4 of 16 students performed at the highest levels.</p> <p>Conclusions: Broadly defined, our students seem to grow significantly in their ability to incorporate the ideas of others into their thinking.</p>					<p>Action: Unfortunately, assessing this SLO was delayed because our search for a new hire was not successful. However, we think we may have to rewrite this SLO to focus more on language mechanics and linguistic structures. Our plan is to rewrite this SLO and create a rubric that we can use to assess it throughout the curriculum.</p>
				<p>Results:</p> <p>Conclusions:</p>	
				<p>Who: Teachers of ENGL 440 and 451</p> <p>When: Spring 2016 (We are making a new hire in this area and want to be sure and include them in the process.)</p>	
				<p>What: Students will demonstrate this sort of linguistic knowledge via a common final exam question.</p> <p>How: The construction of the exam question is in process (see next column).</p>	
<p>Outcome #6 Demonstrate knowledge of the history or structure of the English language.</p>				<p>ENGL 440 and ENGL 451</p>	

						Re-evaluation Date: Fall 2017
--	--	--	--	--	--	----------------------------------

Template adapted from Long Beach City College and Indiana State University Assessment Plans

Appendix E

Curriculum Map

Where/when should they learn it? (Course list)	What should Students know/be able to do?					
	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6
ENGL 111 - English Composition	X	X				X
ENGL 112 - English Composition	X	X			X	X
ENGL 131 - Western World Literature I	X	X				X
ENGL 132 - Western World Literature II	X	X				X
ENGL 150 - Introduction to Literature	X	X	X			
ENGL 196 - Topics						X
ENGL 210 - Introduction to Literary Studies	x	x				x
ENGL 219 - Introduction to Professional Writing	X	X			X	X
ENGL 222 - Mythology	X	X		X		x
ENGL 231 - Non-Western World Literature I	X	X				x
ENGL 232 - Non-Western World Literature II	X	X				x
ENGL 240 - Children's Literature	X	X	X	X	X	x
ENGL 245 - Imaginative Writing	X		X	X		
ENGL 250 - Introduction to Creative Writing	X	X		X		X
ENGL 254 - Survey of English Literature I	X	X	X			X
ENGL 255 - Survey of English Literature II	X	X	X			x
ENGL 261 - Survey of American Literature I	X	X	X			x
ENGL 262 - Survey of American Literature II	X	X	X	X	X	x
ENGL 296 - Topics						
ENGL 301 - Classical Greek and Latin Literature	X	X				x
ENGL 311 - English Medieval Literature	X	X	X	X	X	X
ENGL 313 - English Renaissance Literature	X	X	X		X	x
ENGL 314 - American Literature to 1830	X	X	X		X	x
ENGL 315 - American Literature 1830-1870	X	X	X		X	x
ENGL 316 - American Literature 1870-1900	X	X	X		X	x
ENGL 330 - Women in World Thought and Literature	X	X	X		X	x
ENGL 335 - The Bible as Literature	X	X		X		x
ENGL 343 - Language Systems and Linguistic Diversity	X	X			X	X
ENGL 355 - Shakespeare	X	X	X		X	X
ENGL 365 - Literature for Young Adults	X	X	X		X	x
ENGL 370 - Major Authors	X	X	X		X	x
ENGL 380 - Creative Writing: Non-Fiction	X	X		X		X
ENGL 381 - Creative Writing: Fiction	X	X		X		X
ENGL 382 - Creative Writing: Crafting Fiction	X	X		X		X
ENGL 383 - Creative Writing: Poetry	X	X		X		X
ENGL 384 - Expository and Persuasive Writing	X	X		X	X	X
ENGL 385 - Technical and Professional Writing	X	X			X	X
ENGL 386 - Roots of Modern Rhetoric	X	X				X
ENGL 387 - Literary Editing and Publishing	X		X			
ENGL 390 - Introduction to Film Studies	X	X	X	X		
ENGL 395 - Independent Study						
ENGL 396 - Topics						
ENGL 397 - Practicum						
ENGL 415 - American Folklore	X	X	x		X	x

ENGL 421 - Introduction to Literary Theory and Criticism	X	X	X		X	x
ENGL 423 - Genre Studies	X	X	X	X		x
ENGL 425 - Scientific Writing	X				X	x
ENGL 435 - American Literature 1900-1945	X	X	X		X	x
ENGL 436 - American Literature 1945-Present	X	X	X		X	x
ENGL 438 - Ethnic Experiences in U.S. Literature	X	X	X		X	x
ENGL 440 - History of the English Language	X	X			X	X
ENGL 451 - Structure of the English Language					X	X
ENGL 470 - 18th Century British Literature	X	X	X		X	x
ENGL 471 - British Romanticism	X	X	X		X	x
ENGL 475 - Victorian Literature	X	X	X		X	x
ENGL 478 - 20th Century British Literature	X	X	X		X	x
ENGL 491 - Composition Theory and Practice	X	X			X	X
ENGL 492 - Seminar in Writing	X	X	X	X	X	X
ENGL 494 - Seminar in Literature	X	X	X		X	x
ENGL 495 - Independent Study						

Appendix G

Budget Information

Org 1210
Expenditures
FY11 through FY16

	FY11	FY12	FY13	FY14	FY15	FY16
	\$ 31,685.34	\$ 32,278.37	\$ 31,332.00	\$ 32,725.68	34,392.16	\$ 31,311.04
STATE CLASSIFIED BENEFITS	12,465.47	12,866.64	14,369.18	15,848.25	16,709.25	15,407.26
FACULTY ADMIN REGULAR	918,721.88	1,054,061.94	1,071,828.54	1,059,186.68	1,066,189.13	1,004,608.31
FACULTY ADMIN TEMP	622,136.10	756,957.89	832,103.57	923,479.86	819,748.69	817,725.03
FACULTY ADMIN BENEFITS	341,594.68	437,125.79	473,457.46	523,610.95	501,295.35	485,876.74
HOURLY COMPENSATION		8,380.09	3,875.50	2,987.53	1,906.24	4,520.02
OTHER CURRENT EXPENSE	19,091.87	16,426.82	18,791.06	33,747.15		21,114.81
FOOD SERVICE AND HOUSING	200.0					
TRAVEL		13,707.03	8,164.10	5,899.53	15,081.13	12,037.00
INTERNAL CHARGES	15,196.03	15,392.59	14,420.64	13,973.09	13,952.37	14,720.39
TRANSFERS -Total				(200.00)		
Expense Total	\$ 1,977,814.73	\$ 2,347,197.16	\$ 2,468,342.05	\$ 2,611,258.72	\$ 2,472,915.42	\$ 2,407,320.60

Appendix H
Faculty Vitae

JULIE M. EPPERSON BARAK
818 Lanai Drive, Grand Junction, CO 81506
970.210.5357 • jbarak@coloradomesa.edu

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.
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

Colorado Mesa University, Grand Junction, CO 1997 - present

Professor (2003-present) – See list of courses taught below.

Department Head, Languages, Literature and Mass Communication (2003-2008, 2014)

- Evaluate staff and observe instruction in classroom setting in order to maintain high standards within the department
- Design and apply the assessment process for programs and general education courses and oversee periodic program reviews
- Create schedule to implement findings from program assessments and to best utilize the talents of the department
- Represent department on Academic Council to devise interdepartmental strategies and institutional policies
- Oversee financial operations of department, including developing and managing budgets
- Mediate issues between faculty and students to aid in bringing them to resolution
- Review graduation petitions to ensure all requirements are met according to college regulations
- Assess departmental staffing needs, both long and short term and assist in development and oversight of recruitment and retention programs
- Advise the student organization Animesa, which explores the culture and entertainment of Japan

Other Significant Service

- Schedule Maker – LLMC (English, Mass Communication and all Languages except Spanish) – 2017
- Program Director – Mass Communication Program – 2016-17
- Tenure and Promotion Committee – 2016-17
- Handbook Committee – 2016-17
- Discipline Committee – 2013
- Higher Learning Commission Criterion Three Chapter Head – 2011-2013
- CCHE gtPathways and Guaranteed Transfer Representative for CMU in English – 2008-2013

- CCHE Faculty-to-Faculty Representative for CMU – 2007-2017
- English Department Assessment Committee – 2008-2013, 2015-2017
- Search Committee Chair – for several searches between 2008-2012
- Lumina Degree Qualifications Profile Committee Member 2012
- English Department Curriculum Mapping Committee – 2012

Virginia Commonwealth University, Richmond, VA

1996-1997

Instructor

- Taught classes on composition and literature, including, *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, NE

1991-1996

Teaching Assistant (1991-1996)

Associate Coordinator of Composition (1994-95)

- Founded and fostered teaching circles and reading groups to encourage learning in a collaborative environment
- Facilitated workshops and led composition staff meetings to encourage productive discussion
- Co-taught workshop for Teaching Assistants to train them on best practices used by the university
- Reviewed texts for classes to support the instructor and assist the students to develop ability in composition
- Consulted and counseled junior staff to help them to develop their professional skills
- Provided general assistance to teaching staff for various composition and literature classes
- Co-taught *Composition Practicum for new T. A.'s, English 995* (with Professor Joy Ritchie) and *Nebraska Writing Project, English 450* (Professors Robert Brooke and Judy Slater)

Creighton University, Omaha, NE

1984-86 & 1989-91

Instructor (1989-91)

Teaching Assistant (1984-86)

- Taught and served as Teaching Assistant for various literature and composition courses including, *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*

COURSES TAUGHT

College Success, SUPP 101

Basic Composition, English 090

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

English Composition, English 112 (in the classroom and on-line)

Honors English, English 129

Introduction to Western World Literature II, English 132

Introduction to Literature, English 150 (in the classroom and on-line)

Contemporary Non-Western Literature, English 232

American Literature II, English 262

American Literature 1870-1900, English 316 (in the classroom and on-line)

Women in World Thought and Literature, English 330

Major Authors (Topics: Erdrich and Dorris, Morrison and Johnson, Haruki Murakami, Louise Erdrich, Adrienne Rich), English 370

Special Topics (Women Writers of the Caribbean), English 396

American Literature 1900-1945, English 435

American Literature 1945-Present, English 436 (in the classroom and on-line)

Ethnic Experiences in U. S. Literature, English 438

Advanced Writing, English 492

Senior Seminar (Topics: Native American Renaissance, National Allegory in Postcolonial Literature, Cultural Translation, The Contemporary American Bildungsroman), English 494

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.
- Excerpt of "Blurs, Blends and Berdaches: Gender Mixing in the Novels of Louise Erdrich" published in *Novels for Students*. 2011.

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

- "Islands of the Everyday in Ursula LeGuin's *The Telling*." College English Association. 47th Annual Conference. Hilton Head, NC. 3/29-4/2, 2017.
- "Trauma and the Self in Erdrich's Oeuvre" College English Association. 46th Annual Conference. Denver, CO, 2016. 3/29-4/2, 2016.
- "Revisiting the Windigo: Shaping Empathic Reading Possibilities of the Windigo in Louise Erdrich's Fiction" Rocky Mountain MLA. Vancouver, WA. 10/10-10/12 2013.
- "The Nature of Time in Cynthia Kadohata's *The Floating World*." College English Association. 44th Annual Conference. Savannah, GA. 4/3-6, 2013.

- "Bloodlines: The Artist Model Relationship in Louise Erdrich's *Shadow Tag*." College English Association. 43rd Annual Conference. Richmond, VA. 3/29-31, 2012
- "Mourning and Melancholia in Louise Erdrich's *Bingo Palace*." College English Association -- 42nd Annual Conference. St. Petersburg, FL. 3/30-4/2, 2011.
- "Othering, Abjection and the Uncanny: "Translating" Arab-American Poetry in Post 9/11 America. 13th Annual Red River Conference on World Literature. North Dakota State University, Fargo ND. 4/18/2010.
- "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 Garcia Girls' Rebellion in Julia Alvarez's *How the Garcia 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 Trilogy." 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

College English Association

Kate Belknap

PO Box 187, Mesa, CO 81643
970-260-4309
kbelknap@coloradomesa.edu

EMPLOYMENT AND TEACHING EXPERIENCE

Instructor. English Department
Colorado Mesa University, Grand Junction, CO
August 2011-Present

Adjunct. English Department
Mesa State College, Grand Junction, CO
Fall Semester 1996-2011

Teacher. English, Classics
The Episcopal School of Dallas, Dallas, TX
1991-1996

Instructor
Outward Bound. North Carolina. Colorado
Summers 1985-1991, 2004-Present

EDUCATION

Masters of Arts in Humanities
The University Of Dallas
Dallas, TX
Concentration: Literature
August 1996

Bachelor of Arts
The University of the South
Sewanee, TN
Major: English
May 1983

CLASSES TAUGHT

English 111. Basic Composition
English 112. Composition
English 222. Mythology
English 150. Introduction to Literature
English 131. Western World Lit I
Essential Learning 290. Field Journal. Desert Ecology
Essential Learning 290. Field Journal. Rivers

EVIDENCE OF CONTINUOUS LEARNING. SCHOLARSHIP

Composition Committee/ Conversation participant Fall of 2011 to Present

Attended "Keeping the Garage Door Open: Using Neuroscience in the Classroom."
August 2014. Colorado Mesa University. Grand Junction, Colorado.

Attended "Training the Trainer: The Adolescent Brain in the Context of Experiential
Education." Leslie Nichols PhD. April 2016. Colorado Outward Bound School.
Moab, Utah.

Attended "Critical Thinking in the Classroom." Linda Nilson PhD. August 2016. Colorado
Mesa University. Grand Junction, Colorado.

Membership in the Composition Coaching Group. Spring 2016, Fall 2016, Spring 2017,
Fall 2017. Colorado Mesa University. Grand Junction, Colorado.

Attended "Students in the Crisis of Poverty." Dr. Donna Beegle. Spring 2017. Colorado
Mesa University. Grand Junction, Colorado.

Ignite Montrose Invitee. November 2017. "How to Scout a Rapid: What Rivers Can
Teach Us."

TedX Grand Junction Speaker applicant for January 2018. "The Healing Powers of
Rivers: My Experience with Veterans in the Grand Canyon."

JULIE BRUCH, Ph.D.

Dep of Language, Literature, and Mass Communications, Colorado Mesa University
(Tel) 970-248-1284 (E-mail) jbruch@coloradomesa.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
Dynamic Systems Approach to Grammatical Change
Second Language Acquisition, Methods of Teaching English as a Second Language
Japanese Linguistics, Japanese Language Pedagogy, 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)

Full Professor, Department of Languages, Literature and Communications, Colorado Mesa University, 8/08 to present. (Associate Professor from 8/02-7/08)
(On leave for Fulbright in Japan in AY 2004-2005 and for Research Sabbatical in 2014)

Courses Taught:

ENGL 343: Language Systems and Linguistic Diversity (traditional, video-conferenced, and on-line formats)

ENGL 543: Linguistic Diversity and Multicultural Literacies (on-line graduate)

ENGL 440: History of the English Language (traditional and intensive formats)

ENGL 451: Structure of the English Language (traditional and on-line)

FLAS 111: Beg. Spanish I (traditional and intensive)

FLAJ 111, 112, 296: Beg. Japanese I, II, Intermed. Jap. I (traditional, "flipped," and intensive)

FLAJ 295: Practicum in Teaching Japanese as a Second Lang. (independent study)

ENGL 111: English Composition (ENGL 111)

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, Inter American 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, Inter American 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

Theories of Second Language Acquisition

Freshman Literature (Literary Genres)

Courses in English as a Second Language:

Composition, Reading, Grammar,

Oral Communication, and Speech Workshop

Elementary Japanese I and II

Freshman Composition (English)

Advanced Written Composition

Writing the Research Paper

Developmental Reading Skills

Committee Work, Responsibilities, and Accomplishments

Awarded: One-Year Research Sabbatical (January to December 2014)
Exemplary Faculty Award (May 2007)
Outstanding Achievement in Teaching Award (May, 2006)
Fulbright Scholarship (2004-2005) teaching and research at Sophia University (Tokyo, Japan) for one academic year

Chaired: Co-Chair, Steering Committee, Higher Learning Commission Self Study for Reaffirmation of Accreditation (2011-2013)
Two Faculty Search Committees (Fall 2007 – Spring 2008)
Travel Funds Committee (2007) and served as member (2008 to present)
Departmental Faculty Evaluation Committee (Fall 2006)

Committee Membership:

Sabbatical Review Committee (2016-present)
Library Advisory Council (2016-present)
Academic Technology Advisory Council (2016-present)
Tutorial Learning Center Advisory Council (2010-present)
Faculty Tenure and Promotion Review Committee (2009-2013)
International Student Exchange Program Advisory Committee (2009-2015)
Departmental Program Review Committee (2009-2010 and again in Fall, 2017)
Student Showcase Committee (2009-2013)
Immigration Conference Organizing Committee (2009)
English as a Second Language Proposal Advisory Group (2007)
Study Abroad Committee (2007-2008)
Faculty Senate Academic Affairs Committee (2008-2012)
Faculty Search Committees (Spanish, English, Dance, Math, Testing Center, Advising, Forensic Anthropology, etc.) (between 1 and 3 per year)
Working Group for NCA Change Request for Accreditation of Distance Education Degree Programs (Summer 2006)
Student Scholarship Committee (2004)
Committee for Design and Implementation of Master's in TESOL (2003)
Colorado Commission on Higher Education Communications Committee (2005-2007)

Service:

Provide community service translations of Japanese and Spanish on an ongoing basis
Presented "Japan: Contrasts and Contradictions" at the first Colorado Mesa University Cultural Café series (April, 2017)
Gave guest lectures on Japanese Musical Instruments in colleagues' classes (2015-2016)
Hosted visits from groups of Japanese students in my Japanese classes (2012-present)
Mentor for new Mandarin instructor (2015)
Gave guest lectures on Second Language Acquisition and Syntax of World Languages in colleagues' courses (2012-2013)
Provided orientations for outgoing International Student Exchange Program students (2011-2013)

Served as a textbook reviewer for Prentice Hall "English Grammar: Language as Human Behavior" (2011)

Invited guest panelist at the Mesa County Library as part of the PBS Film Series, panel on discrimination against non-native speakers (2010)

Consultant for implementation of Intensive English Program (2010)

Collaborated on writing a manual for newcomers to our department (2009, 2017)

Consultant to Admissions office on revision of Foreign Student Admissions Policies (2009)

Organized two educational tours to Japan for students (2008, 2009)

PLACE Exam Evaluator for Colorado Dept. of Education (2004)

Represented content area faculty in meetings with NCATE Accreditation Team (2004)

Validation/standard setting panel for ETS-Praxis Test for Colorado state teacher licensure (2003)

Member of CCCHE grant team, "Improving Teacher Quality by Aligning Standards and Practice." (July-Dec. 2003)

Pioneered three new on-line courses (ENGL 451, 343, 543) (2005-2007)

Helped organize Unity Fest activities (2002-2012)

Proofreading for transliteration of Japanese textbooks into Braille (Summer 2006)

Reader and manuscript evaluator for Dr. Maureen Neal's book "Transforming Talk: The Language of Teaching and Learning in the College Composition Classroom (2003)

Hosted the Spanish Table for one semester (2003)

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

Organizer and chair of the annual "Encounters" conference for teachers of English as a Second Language (1992-1996)

Advising:

Faculty Advisor for 3 Student Organizations:

International Student Association (Fall 2007 – 2013)

Gamers of Western Colorado (2012 – present)

East Asian Culture Club (2014 – present)

Support student research presentations in the Student Scholar Symposium and annual Student Showcase

Facilitate application process for graduate school admissions and for job applications for students planning to work in Japan

Student Evaluations (Scores are "medians of medians")

CMU Course Evaluation -- 11-item questionnaire with 5 points possible on each item

2015	(needs updating)	2008	5.0	5.0	4.0	4.0	
2014	On sabbatical leave	2007	5.0	5.0	5.0	5.0	
2013	5.0 5.0 5.0 5.0	2006	5.0	5.0	5.0	5.0 4.5	
2012	5.0 5.0 5.0 5.0	2005	5.0	5.0	5.0	5.0 4.5 4.0	
2011	5.0 5.0 5.0 5.0 5.0 5.0	2004	Separate scale, Sophia Univ. Tokyo, Japan				4.8 4.7
2010	5.0 5.0 5.0 5.0	2003	5.0	5.0	5.0	5.0	
2009	5.0 5.0 5.0 5.0	2002	5.0	5.0	5.0	5.0	

Yearly Evaluations by Faculty Evaluation Committees or Department Chairs

Based on teaching, scholarship, service, and advising: 2002 -- 2016 → Excellent

Current and Continuing Research

De-transitivization of verbs in English
Simplification of complex verbs in English
Mutating clause structure in English
Reconceptualization of multi-lingualism as "trans-lingualism"
Cognitive linguistics and the grammar-culture construct
Methods of teaching Japanese

Publications and Research

Translation (Japanese to English) of the 20-page table of contents of "*A Vision for Societal Planning in the Earth Age: Humanity and Society.*" Author Elia Taniguchi, Publisher Michitani, Inc., Tokyo (2017)

NIHONGO Connections: A Beginning Workbook and Manual, Part 1 and 2. (600+ page beginning Japanese language textbook with original audio materials – to be published) (2014)

Haiku from an Accountant. (Translations of 115 haiku from Japanese to English – to be published) (2014)

Translation (Japanese to English) of poem-songs in the art book *Yuragi To Yuragi* by Elia Taniguchi. Katsui Design Co., Ltd., Tokyo, Japan (2014)

Review of Grammatical Change in English World-Wide, Peter Collins (ed.), *Linguist List Book Reviews*. <https://linguistlist.org/issues/26/26-5215.html> (2015)

Translation (Japanese to English) of 9-page table of contents. *New Concepts in Spatiotemporal Planning for the 21st Century* by Elia Taniguchi. ESPRE, Inc. Tokyo, Japan (2013)

Review of *Fifty Key Thinkers on Language and Linguistics*, Margaret Thomas, *Linguist List Book Reviews*, <http://linguistlist.org/issues/23/23-415.html> (January, 2012)

Review of *A Dynamic Approach to Second Language Development*, Marjolijn H. Verspoor, Kees de Bot, and Wander Lowie (eds.), *Linguist List Book Reviews*, <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=4534202> (October, 2011)

Review of *Language as a Complex Adaptive System*, Nick Ellis and Diane Larsen-Freeman (eds.), *Linguist List Book Reviews*, <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=3794299> (October, 2010)

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

- <http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=224772> (July 2009)
- Review of *Japanese Language in Use: An Introduction* by Toshiko Yamaguchi, *Linguist List Book Reviews*,
<http://linguistlist.org/issues/19/19-1907.html> (June, 2008)
- Eigo no shourai*. Tsuushin cororado rokki no yama suso no machi kara.
Series of articles on the future of the English language in the world published at
<norari.net/grace/grace.php> (9/27/07, 10/4/07, 10/11/07, 10/25/07, 11/1/07)
- Review of *Emotions and Multilingualism* by Aneta Pavlenko, *Linguist List Book Reviews*,
<http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=83369> (August, 2006)
- Review of *Cross-Linguistic Influences in the Second Language Lexicon*, edited by Janusz Arabski, *Linguist List Book Reviews*.
<http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=79750> (July 2006)
- Review of *Language Acquisition, The Growth of Grammar* by Maria Teresa Guasti,
Linguist List Book Reviews
<http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=27285> (June, 2004)
- Review of *Sociolinguistics* by Peter Stockwell, *Linguist List Book Reviews*,
<http://linguistlist.org/pubs/reviews/get-review.cfm?SubID=12081> (June 16, 2003)
- 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

"Culturally Influenced Communicative Styles in Three Countries." Mid-TESOL Conference,
Kansas City, Missouri, Sept. 29, 2017.

"Recipes for Reality in the World of English." Mid-TESOL Conference, Kansas City,
Missouri, Sept. 28, 2016.

"Classroom language: A fictional English?" Arizona TESOL Conference, Phoenix, Arizona
October, 2015.

"Grammar dynamics and chaos theory." Intermountain TESOL Conference, Salt Lake City,
Utah, Oct., 2013.

"Language Acquisition on the Edge of Chaos." COTESOL Convention, Denver, Colorado,
Nov. 9, 2012

"Which English to teach? Grammar as a dynamic system." CATESOL Convention,
Oakland, California, April 13, 2012.

"What's Happening to "our" English?" Faculty Colloquium, Colorado Mesa University,
2011.

"The Future of English Grammar: PART II." COTESOL Convention, Denver, Colorado,
Nov. 13, 2010

"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 Computóxicos" 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 as an invited speaker in the University of Puerto Rico Guest Lecturer Series, March, 2000)
- "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.

Memberships

- Colorado TESOL and TESOL International
- American Association of Applied Linguists, 2006 and 2010
- TESOL, Puerto Rico 1991 - 1996 and 1998 - 2002.
- Speech Communication Association of Puerto Rico, 1998 -2002.

Language Competence

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

Past Honors

Awarded Sabbatical (2014)
Nominated for Outstanding Faculty Award (May 2009, May 2010)
Fulbright Scholar (2004-2005)
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	731 Semantics
702 General Phonetics	750 Comparative & Historical Linguistics
706 Contrastive Phonetics	787 Modern English Grammar
709 Introduction to Language Acquisition	791 Stress and Intonation
712 Phonology I	810 Seminar in Ethno-Linguistics
714 Phonology II	860 Seminar in Applied Ling.: Teaching English as a Second Language
715 Applied Ling.: Teaching English as a Second Language	902 Acoustic Phonetics
721 Language and Literature	910 Seminar: Edward Sapir
722 Grammatical Analysis	960 Seminar in Applied Linguistics
725 Generative Grammar	992 Rdgs in Ling.: Passive Formations
730 Linguistics in Anthropology	998 Investigation: Language and Culture

Additional Graduate Coursework

Communication Disorders and Speech Science, University of Colorado at Boulder (1996):
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)

Bonnie Butler

Instructor: Department of Languages and Literature
1100 North Avenue, Colorado Mesa University, Grand Junction CO 81501, 970-248-1519
bobutler@coloradomesa.edu

Education

M.A. English, Colorado State University, Fort Collins, Colorado
December 2003

Graduate Internship: In computers and writing in conjunction with Colorado State University's Writing Center. Investigated the factors that make writing tutors and centers effective and helped to produce and edit *Writing @ CSU's* online guide to writing research papers.

Thesis Project: Developed and tested a heuristic to define the difference in teaching methods between novice, advanced, and master-level language arts teachers.

Advisors: Louann Reid and Mike Palmquist

Colorado Teaching Certificate, (Secondary English)
May 2002

Was selected (one of five) to student teach at an at-risk high school and pilot a program aimed at engaging and retaining at-risk Mexican-American students.

Study Abroad, Santa Chiara Study Center, Castiglion Fiorentino, Italy
January-May 1999

B.A. Humanities, Fort Lewis College, Durango, Colorado
April 1995

Professional Experience

Instructor, Colorado Mesa University
Grand Junction, Colorado
Fall 2004 – Present

Courses Taught

- ENGL 150 Introduction to Literature
 - ENGL 112 Composition
 - ENGL 111 Composition
 - FYI Freshman Year Initiative
 - ENGL 090-060 Developmental Composition
 - READ 090-060 Developmental Reading
 - SUPP 101 Study Skills
- Helped design and organize developmental writing curriculum and student assessment to align them with Colorado State Standards.
 - Co-created and constructed a WebCT shell designed to provide information and support for new writing instructors.

* 2008 Developmental Program Faculty of the Year 2008.

Editor, Beacon Senior Newspaper/Pendant Publishing
Grand Junction, Colorado
Fall 2005 – Spring 2009

- Recruited, hired, and managed writers.
- Wrote and edited articles and press releases.
- Organized promotional activities, worked with community organizations, and represented the paper at community events.

Language Arts Teacher, Rifle High School
Rifle Colorado
2002 - 2004

- Taught Advanced Placement (AP) Literature and Composition, Advanced Junior, Junior, and Sophomore English.
- Helped to re-align curriculum and student assessment with the Colorado State Standards.

* At the end of my second year of teaching AP Literature and Composition, I was honored because my class was the first in the school's history in which every single student passed the AP exam.

Adjunct Professor, Colorado Mountain College
Rifle, Colorado
Spring 2004

- Taught Composition I.
- Communicated with student in class and through the on-line program Blackboard.

Writing Center Tutor, Colorado State University, Writing Center
Fort Collins, Colorado
2000-2002

- Tutored students (freshman through doctoral) in writing.
- Focused in improving writing skills, providing support, and directing students toward necessary resources.

Special Education Paraprofessional, Poudre R-1 School District,
Webber Junior High
Fort Collins, Colorado
1999-2000

- Provided support for special education teachers and their students.
- Creatively tutored students using different learning modalities inside and outside of class
- Contributed to Individual Education Plans (IEP), meetings, processed IEP forms Tracked student assignments, assisted with classroom lessons, worked with parents, and aided classroom teachers.

Robin E. Calland
Curriculum Vitae

English Department
LLMC
Colorado Mesa University
1100 North Avenue
Grand Junction, Colorado 81506

Phone: 970-248-1286
Email: rcalland@coloradomesa.edu

Education

University of Colorado. Boulder,
Ph.D. American Literature, August 2004.
M.A. English, 1995

University of Colorado. Denver,
B.A. English. 1990.

Areas of Specialization

Narrative and Fiction in Children's Nonfiction; Modernist American Poetry;
Animal Studies and Literature; and Critical Theory

Areas of Teaching Competence

Pre-Colonial to 21st Century American Literature; Children's and Young Adult
Literature; Composition; Critical Theory; and Introductory Linguistics

Academic Positions

Associate Professor of English, Colorado Mesa University, 2016-
Assistant Professor of English, Colorado Mesa University, 2009-2015
Assistant Professor of English, Southern Utah University, 2004-2009
Graduate Instructor, Department of English, University of Colorado, Boulder,
1996-2004

Teaching

Courses Taught at Colorado Mesa University

Engl 111, English Composition
Engl 112, English Composition
Engl 240, Children's Literature

Engl 262, Survey of American Literature II
Engl 343, Language Systems and Linguistic Diversity
Engl 365, Young Adult Literature
Engl 370, Major Authors--Emily Dickinson
Engl 370, Major Authors—Ursula LeGuin
Engl 395, Independent Study—Phillip Pullman
Engl 395, Multicultural Literature for Young Adults
Engl 421, Introduction to Literary Theory and Criticism
Engl 435, American Literature 1900-1945
Engl 436 American Literature 1945-Present
Engl 494 Senior Seminar—Human-Animal Literary Studies
Engl 494 Senior Seminar—Post-Humanism
Essl 290 Maverick Milestone: Literature/Biology: “Disciplining Dominance”

Courses Taught at Southern Utah University

1010: Introduction to Academic Writing
2010: Intermediate Composition Topics Course
2240: Introduction to Poetry
2600: Critical Methods
3210: American Literature before 1865
3280: Young Adult Literature
3450: Modernist American Poetry
4210: Literary History: American Women Poets
4410: Advanced Critical Methods

Courses Taught at Southern Utah University

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

Supervision of Student Research at Colorado Mesa University

Faculty Sponsor for Paid Research: “Rule 11 Advisement Comics and Graphics”
by Jacob Below and Ursula Nizalowski for Colorado Alternate
Defense

Student Showcase Presentation Sponsor: "Hypertextual and Multicultural Children's Literature" by Max Miller-Ridgeway and Natalie Bamford, April 2012.

Continuing Education: Pedagogy

"Developing your Leadership Groove at Colorado Mesa University." August 2017.

"How Do We Know We Know, and Once, We Know, What Do We Do With It?":
Workshop on Assessment at Colorado Mesa University. August 2017.

"Breaking the Iron Cage of Poverty: Tools for Increasing Educational Success."
Dr. Donna Beegle. January 2017

Reciprocal Teaching-Coaching with Dr. Maureen Neal (CMU English professor)
between Fall of 2012 and Spring of 2015

"Work-Life Balance Workshop." Leslie Myers, Apr. 9, 2015.

"Maverick Milestone Brainstorming Session." CMU Teacher 2 Teacher Workshop,
February 17th, 2015.

"Keeping the Garage Door Open: Understanding and Applying Concepts of
Neuroscience." Leslie Myers, Aug. 2014.

"What Works for Me." CMU Teacher 2 Teacher Workshop, April 1st, 2014.

"Value Rubrics and e-Portfolios General Education Workshop." Dr. Terry Rhodes,
Jan. 16th and 17th, 2014.

"What Do You Do?" CMU Teacher 2 Teacher Workshop, November 20, 2013.

"Engaging NeXt Generation College Students." Mark Taylor, Oct. 15, 2013.

"General Education Learning Outcomes Workshop." Dr. Paul Gaston, Jan. 10 and
11th, 2013.

"Deep Learning." CMU Teacher 2 Teacher Workshop, December, 5, 2012.

"What the Best College Teachers Do." Ken Bain, Aug, 9 and 10th, 2012.

"Academically Adroit Workshop." Paul Gaston, Jan. 5-6, 2012.

Dr. Jennifer Hancock's Workshop on Peer Review, Dec. 2011.

Colorado Mesa Lassi Training, Oct. 2011.

Childhood Studies Conference at Rutgers University, May 2011.

Dr. Kristen Hague's workshop on Research, Mar. 2011.

State of Colorado Youth Advocacy Training, August 2009.

Scholarship

Publications

"Animal Mothers and Animal Babies in Picture Books." *Mothers in Children's and Young Adult Literature: From Historical Legacies to Postfeminist Subjectivities*. Eds. Lisa Rowe Fraustino and Karen Coats. Jackson MS: University Press of Mississippi, 2017.

"It's Not Un-American to Have One's Feet and Tongue In Different Worlds: Overcoming Resistance to Multicultural Literature in my Children's Literature Classroom." *Con-Textos: Revista de Semiótica Literaria*, Universidad de Medellin 22.45 (2010): 63-72.

"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. Print.

Conference Presentations

"Tender Scientists and Autonomous Baby Animals in Representations of Extinction in American Children's Nonfiction." Congress of the International Research Society of Children's Literature," Toronto, Ontario, Canada, July-Aug 2017.

"WHAT? Anthropomorphism in a Biology Text?: Anthropomorphism in the Biology Comics of Jay Hosler." Children's Literature Association, Columbus, OH, 2016.

"Co-Mingled Epistemologies: Comics, Narrative and Biology in Jay Hosler's Biology Comics." Rocky Mountain Modern Language Association Conference, Santa Fe, NM, October 2015.

"Give Us Scientific Salvation, or We Won't Think about Mass Extinction: The Limitations of Children's Nonfiction Featuring Scientists Saving Species." Children's Literature Association Annual Conference, Longwood University, Richmond, VA, June, 2015.

"Rescuing Nature/Redeeming Humanity: Portraits of Biologists in Recent Children's Nonfiction." Rocky Mountain Modern Language Association Conference, Boise, ID, October 2014.

"Winning Cultural Capital for the Endangered Pink Velvet Worm and other Unrecognized Endangered Animals" (with Aparna Palmer, CMU Invertebrate Biologist). Children's Literature Association Annual Conference, University of South Carolina. Columbia, SC, June 2014.

"Teaching LGBTQ Studies for the First Time" (Round table discussion with Sarah Swedberg, Adele Cummings, Erika Jackson, and Clare Boulanger). Social Science History Association Conference, Chicago, IL, November 2013.

"Lacy Elimias and Fat Pocket Book Pearly Mussels: Children's Literature's Role in Elevating the Status of Overlooked and Undervalued Endangered Species" (with Aparna Palmer, CMU Invertebrate Biologist). Colorado Mesa University Four Corners Conference on Globalization and the Environment, Grand Junction, CO, October, 2013.

" 'Stuff[ing] the Awkward Gaps' and Creating New Ones: Exploring Fact and Fiction in Children's Fictional Biographies." Rocky Mountain Modern Language Association Conference, Vancouver WA, October 2013.

" 'What Grows in the Dark Soil of Disappointment?': Pamela Muñoz Ryan's *The Dreamer* and the Risky Business of Transforming Fantasy into Biography." Children's Literature Association Annual Conference, University of Southern Mississippi, June 2013.

"Globalized 'American' Subjectivity" (with Julie Barak, CMU English Professor). Four Corner's Conference on Globalization and Ethnicity, Colorado Mesa University, Grand Junction, CO, October 2012.

"Bewitched by Enchantment: Psychoanalytic and Literary Narrative, and The Desire of the Biographical Subject and Biographer in Pamela Muñoz's Ryan's *The Dreamer*." Rocky Mountain Modern Language Association Conference, Boulder, CO, October 2012.

"Nothing more than a thousandth of a tenth of an inch on an infinite measure of time": The Tension between Evolutionary and Developmental Narratives in Recent Young Adult Literature." Children's Literature Association Annual Conference, Simmon's College. Boston MA, June 2012.

"What Students of Children's Literature Need to Know about Popular Children's Culture and Critical Media Literacy." Four Corners Conference on Globalization, Colorado Mesa University, October 2011.

"'Dependent on Each Other in So Complex a Manner': The Social Agency of YA Literary Protagonists Caught in the Divide between Science and Religion." Children's Literature Association Annual Conference. Charlottesville, VA, 2011.

"Developmental Trajectories and Children's Literature's Literary Narratives." Rocky Mountain Modern Language Association Conference. Scottsdale, AZ., October 2011.

"It's Not Un-American to Have One's Feet and Tongue In Different Worlds: Overcoming Resistance to Multicultural Literature in my Children's Literature Classroom." Four Corners Conference on Globalization, Colorado Mesa University, October 2011.

"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 Errorgance: 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.

Service

University

2016-2017 Quantitative-Assessment-Rubric-Testing Committee

2017 Teacher-to-Teacher Committee Chair

2016-2017 Teacher-to-Teacher Committee Co-Chair.

2015-2017 Teacher to Teacher Committee Member.

2014-2015 Committee to Pilot E-Portfolio for Essential Learning Assessment

2014-2105 Secretary, Academic Policy Committee (until May 2015)

Trial Run of Written Communication Rubrics for Bette Schans, Director of Assessment of Student Learning, Jun. 2014

Trial Run of Written Communication Rubrics for Bette Schans, Director of Assessment of Student Learning, Nov. 2014

Trial Run of Written Communication Rubrics for Bette Schans, Director of Assessment of Student Learning, Jun. 2014

2013-2014

Secretary, Academic Policy Committee

Four Corners Conference on Globalization Organizing Committee

2012-2013

Secretary, Academic Policy Committee

Four Corners Conference on Globalization Organizing Committee

2011-2012

Four Corners Conference on Globalization Organizing Committee
Unpaid Member of an Interdisciplinary Team Teaching CMU's first LGBT class

2011-2012

Four Corners Conference on Globalization Organizing Committee

Department

2017-2018

Committee to Investigate the Possibility of A CMU Writing Center or WAC
Program

2016-2017

Chair of the Search Committee for Composition Faculty Member
Departmental Assessment Committee
Committee to Revise Orientation Manual for the LLMC Department

2015-2016

Chair of the Search Committee for Composition/Creative Writing Faculty Member
Departmental Assessment Committee
Committee to Revise Description of the English program for University Catalog

2014-2015

Search Committee for Composition/Linguistics Faculty
Composition Committee
Departmental Assessment Committee
Search Committee

2014-2015

Composition Committee
Departmental Assessment Committee

2013-2014

Chair of Composition Committee
Person Responsible for Orienting New Composition Faculty
Departmental Assessment Committee

2012-2013

Chair of Composition Committee

Person Responsible for Orienting New Composition Faculty
Departmental Assessment Committee

2011-2012

Chair of Composition Committee

Person Responsible for Orienting New Composition Faculty

Departmental Assessment Committee

Program Review Committee

2010-2011

Search Committee for Creative Writing Tenure Track Faculty Member, Spring 2010

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

Search Committee for Composition-Creative Writing Instructor, Spring 2010
Composition Committee

Chair--"Newbie Manual" Committee, Fall 2010

Regional

2015

Session Chair. Rocky Mountain MLA Children's Literature and Culture Session. Santa Fe, NM

2014

Session Chair. Rocky Mountain MLA Children's Literature and Culture Session. Boise, ID.

2007

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

Advising

University Level

2017-2018

Alpha Chi Faculty Advisor

2016-2017

Animesa Club Faculty Advisor

English Club Faculty Advisor

2015-2016
Animesa Club Faculty Advisor
English Club Faculty Advisor

2014-2015
Animesa Club Faculty Advisor
English Club Faculty Advisor (January 2015)
SOAR Session (1)

2013-2014
Animesa Club Faculty Advisor

2012-2013
Animesa Club Faculty Advisor

2011-2012
SOAR Sessions (2)

2010-2011
SOAR Sessions (2)

2009
SOAR Sessions (2)

Department level

2015-2016
Independent Study Student (Summer 2015)
Independent Study Student (Spring 2015 semester)

2013-2014
Independent Study Student (Summer 2014)

2009--2015
Student Advisor: 20-40 students

Professional Memberships

Children's Literature Association
Rocky Mountain Modern Literature Association

Association for Psychoanalysis of Society and Culture

9/2017

Colin Carman

Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501-3122

(mobile) 805.259.8647
(office) 970.248.1199
ccarman@coloradomesa.edu

EMPLOYMENT: Instructor of English, Colorado Mesa University (Grand Junction, CO) (Fall 2013 – Present)

Visiting Assistant Professor, English, Colby College (Waterville, Maine) (2009)

Adjunct positions: Colorado Mountain College (2010-2013) and Santa Barbara City College (Santa Barbara, CA) (2005 – 2009)

EDUCATION: Ph.D. (2008) English Literature, University of California, Santa Barbara

Dissertation: *Shelley's Closet: Sexuality, History, Romanticism*
Chair: Julie A. Carlson. Committee: Alan Liu and Christopher Newfield
Additional advisor: Anne K. Mellor (Distinguished Professor, UCLA)

M.A. (2004) English Literature, University of California, Santa Barbara
Examination Areas: Romantic-Victorian, Anglophone Lit., Feminist-Queer Theory

B.A. *Magna Cum Laude* (2000) Hamilton College, New York
Visiting Student (1998-1999) Saint Edmund Hall, Oxford University, England

ARTICLES: "Tiptoeing through Keats: Queer Ecological Pedagogies in the Age of the Anthropocene," *Romantic Circles Pedagogy Commons Series* (RCPS), forthcoming (2017-8)

"Tree Worship and the Oedipal Ecology of *The Tree* and *The Tree of Life*" in *ISLE: Interdisciplinary Studies in Literature and Environment* (forthcoming, 2017-8)

"Oceans and Ecotones in Mary Shelley's *Maurice, or the Fisher's Cot*," *Landscapes: the Journal of the International Centre for Landscape and Language* 7, no. 1 (2016): Art. 23

"Godwin's *Fleetwood*, Shame, and the Sexuality of Feeling," *Nineteenth-Century Prose* 41, nos. 1/2. Guest editors R. Weston and B. Tharaud (Spring-Fall 2014): 225-276.

"Freedom leads it Forth?: Queering the Epithalamium in Shelley's *Prometheus Unbound*," *European Romantic Review* 24, no. 5 (2013): 579-602.

"Deficiencies: Mental Disability and the Imagination in Scott's *Waverley* novels," *Studies in Scottish Literature* 39, no. 1 (2013): 138-60.

"Grizzly Love: the Queer Ecology of Timothy Treadwell," *GLQ: A Journal of Lesbian and Gay Studies* 18, no. 4 (Fall 2012): 507-28.

"Shelley's Medusa: 'Eyes of Pain' in *The Cenci* of 1819," *Horror Studies* 3, no. 1 (June 2012): 3-19.

**ARTICLES
IN BOOKS:**

"Lacan, Keats, and 'Noble Animal Man'" in *Lacan and Romanticism*
Editors Daniela Garofalo & David Sigler (forthcoming, 2018)

"Byron's Flower Power: Ecology and Effeminacy in *Sardanapalus*,"
in *Romantic Ecocriticism: Origins and Legacies*, ed. Dewey W. Hall
(Lexington Books, Rowman & Littlefield, 2016), pp. 233-252.

“American Eden: Nature, Homophobic Violence and the Social Imaginary,”
in *The Brokeback Book: From Story to Cultural Phenomenon*, ed. William R. Handley
(University of Nebraska Press, 2011), pp. 123-36.

REVIEWS:

David Sigler's *Sexual Enjoyment in British Romanticism* in *Studies in Romanticism*
55 (Winter 2017): 592-595.

Lauren Berlant and Lee Edelman's *Sex, or The Unbearable* in *The Rocky Mountain Review*
(The Journal of the Rocky Mountain Modern Language Association) 69, no. 2 (2015): 257-8.

Stephen Bending's *Green Retreats: Women, Gardens, and Eighteenth-Century Culture* in
Modern Language Studies 44, no. 2 (Winter 2015): 68-70.

Richard Sha's *Perverse Romanticism* in *Journal of the History of Sexuality* 22, no.1(2013): 185-188.

Ed. Harde, *Reading the Boss: Interdisciplinary Approaches to the Work of Springsteen* in
The Rocky Mountain Review 66.1 (2012): 126-128.

Ian Dennis' *Lord Byron and the History of Desire* in *Romantic Circles Reviews*
(October 2011): <http://www.rc.umd.edu/reviews-blog/?p=868>

Valerie Rohy's *Anachronism and Its Others* in *GLQ: A Journal of Lesbian and Gay Studies*
17, no. 1(2011): 215-218.

Amy Garnai, *Revolutionary Imaginings in the 1790s: Smith, Robinson, Ingham* in *Review 19*
(2011): www.nbol-19.org

Ed., Smith, *Approaches to Teaching the Works of Oscar Wilde* in *The Rocky Mountain Review*
64.1 (2010): 99-101.

Contributing Writer at *The Gay & Lesbian Review Worldwide*; more than 35 reviews (since 2008):
“Resist!” (Review of “When We Rise” and memoir by Cleve Jones) (July-Aug 2017)
“It’s Not About the Music” (Review of *David Bowie and Berlin*) (May-June 2015)
“Lou Reed (1943-2013): Under Ground” (July-August 2014)

**REFERENCE
WORKS:**

“Teaching Percy Shelley,” *Romantic Textualities* Blog (Ed. Anthony Mandal)
<http://www.romtext.org.uk/teaching-romanticism-xi-percy-bysshe-shelley/> (2015)

Encyclopedia of Gender & Society: entries include Wollstonecraft’s “Vindication of 1792”
and “Drag Queen.” Ed. Jodi O’Brien. Sage Publications (2009)

**FELLOWSHIPS
AND AWARDS:**

Exemplary Faculty Awards, Colorado Mesa University (2015, 2016 & 2017)
Mayers Fellowship, The Huntington Library, San Marino, California (2012-2013)
Northeast Modern Language Association Essay Prize (3/2014)
LGBTQ Studies Award, University of California, Santa Barbara (6/2008)
Donald Pearce Dissertation Fellowship, English Dept., UCSB (6/2007)

REVIEWER:

Nineteenth Century Studies, an interdisciplinary journal of the Nineteenth Century
Studies Association (10/2015 – Present)
Romantik: Journal for the Study of Romanticisms (3/2017 – Present)

**CONFERENCE
SESSION CHAIR:**

Mary Shelley Session Chair, Rocky Mountain MLA Annual Conventions:
“Mary Shelley and Mary Diana Dods,” Spokane, Washington (Oct. 2017)
“Oozy Architectures in *Valperga* and *Maurice*,” Boise, Idaho (Oct. 2014)
“Mirroring Gay Desire in ‘Gods & Monsters,’” Albuquerque, New Mexico (Oct. 2010)

Romanticism Session Chair, Rocky Mountain MLA Annual Conventions:
 "Were the Romantics Un-funny?" Boulder, Colorado (Oct. 2012)
 "Shelley's Queer Ecology: Sex/Climate Change," Scottsdale, Arizona (Oct. 2011)

SELECTED

PRESENTATIONS: "Queer Communities of Feeling and the All-Male Family in Mary Shelley's *Maurice and Valperga*" at the Modern Language Association's Annual Convention, Philadelphia, PA (January 2017)

"Tree-Kissing, Affect, Environment: the Romantic Ecology of Mary Shelley" at North American Society for the Study of Romanticism (NASSR), Berkeley, CA (August 2016)

"Affective Habituation and the Ecology of Mary Shelley's *Maurice and Valperga*" at the British Women Writers Annual Convention, Columbia University, NY, NY (June 2015)

"Byron's Flower Power: Eco-Effeminacy in *Sardanapalus*," NASSR, Washington, DC (August 2014)

"'Hot Shame': Shelley, Shame and the Queer Genealogy of Feeling," NeMLA, Roundtable: "Affect: the New Sensibility?" Boston, MA (March 2013)

"'Freedom leads it forth': Queering the Epithalamium in *Prometheus Unbound*," NASSR, Park City, Utah (August 2011)

"That 'Imperious Want' of Heart & Mind: Bentham and Shelley on Greek Love," Romantic Identities Conference, British Assn. for Romantic Studies (BARS), London, UK (May 2011)

INVITED LECTURES:

"Shelley's Queer Ecology," University of Northern Colorado (April 2012)

"Nightmare Girl: Mary Shelley and the Legend of *Frankenstein*," Hamilton College (May 2009)

TEACHING FIELDS/INTERESTS:

British Romanticism, Ecocriticism, LGBTQ studies, the Long Nineteenth Century in Britain (1790s through WWI), Melville, Film Studies, Hitchcock, Apocalyptic Literatures

COURSES TAUGHT AT COLORADO MESA UNIVERSITY:

ENG 471: British Romanticism This upper-division course includes representative Romantic works that depict radical democracy and environmental stewardship. Topics include Abolition and Apocalyptic Temporalities. Readings: *Caleb Williams*, *The Prelude*, *Persuasion*, *Lady Susan*, *The Cenci*, *The Last Man*. Criticism: *Natural Supernaturalism*, *The Romantic Ideology* and *Romanticism and Gender*. (2015-Present)

ENG 261: Survey of American Literature (Origins to 1865) A reading and writing-intensive course that surveys Early American literatures including Native, Puritan, and antebellum writers (from Bradstreet to Whitman). The course examines the tensions between independence and social unity. Readings: *The Last of the Mohicans*, *Billy Budd* (2013-Present)

ENG 255: Survey of British Literature (1789 to Present) This survey-course, which spans from Wollstonecraft to Zadie Smith, provides a broad overview of British literature from the late eighteenth century to the present, and uses a historicist approach to reading texts such as *Emma*, *Howards End*, and *Enduring Love* (Wollstonecraft through McEwan). (2014-Present)

SOCI396: LGBT 101 & Milestone Course Team-taught, interdisciplinary overview of Gay and Lesbian Studies that encompasses biology, history, and transgender issues. My responsibility was to lecture on trends in contemporary queer theory and respond to student

journals. The Milestone Course was a sophomore-level course on LGBTQ themes on film (2014-2017)

ENG 150: Introduction to Literature Genre-spanning course focusing on complex issues at the core of literary analysis with an introduction to key terms and canonical texts. Readings: *Hamlet, Frankenstein, A Raisin in the Sun, A Doll's House, A Streetcar Named Desire*. (2013-Present)

ENG 131 & 132: Introduction to World Literature Introductory survey to key texts in the Western tradition organized around the theme of (anti-)heroes battling monsters outside and within themselves. The second half, 132, focused on romantic love, marriage and the challenges to those heteronormative traditions. Readings: Homer through *Hamlet, Prometheus Bound, Grendel, Zola's La Bête Humaine, The Stranger, Othello, Under the Udala Trees*, and McEwan's *The Children Act*. (2015-Present)

ENG 112 & ENG 111 The former course, based on the construction of a formal research paper through successive steps (proposal, abstract, annotated bibliography), extends one's own thinking in response to the ideas of others. Readings: *They Say/I Say*, Boyle's *Tortilla Curtain*. The latter is an introduction to writing as a process with emphasis on developing rhetorical purpose, organization, and mechanics: *In Cold Blood, Pride and Prejudice, The Yellow Birds, I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. (2013-Present)

SERVICE:

Member, Curricular Development Committee, Colorado Mesa University (2013)
Developed an Introduction to Literary Studies course

PROFESSIONAL MEMBERSHIPS:

MLA, Gay and Lesbian Caucus for the MLA, RMMLA, Keats-Shelley Association of America, North American Society for the Study of Romanticism, International Conference on Romanticism, British Women Writers Association

REFERENCES:

Barry Laga, Department Head and Professor
Department of Languages, Literature, and Mass Communication
Colorado Mesa University
1100 North Avenue, Grand Junction, CO 81501-3122
blaga@coloradomesa.edu; 970.248.1119

Julie Carlson, Professor of English, Department of English
The University of California at Santa Barbara
3431 South Hall, UCSB, Santa Barbara, CA 93106-3170
jcarlson@english.ucsb.edu; 805.893.8711

Richard C. Sha, Professor of English, Department of Literature
American University
CAS – Literature, Battelle Tompkins - 216
Washington, DC 20016-8107
rcsha@american.edu 202.885.2928

Jerrold E. Hogle, University Distinguished Professor
Department of English, The University of Arizona
1432 University Boulevard, Modern Languages 445
Tucson, AZ 85721-0067
hogle@email.arizona.edu 520.297.6728

Jennifer Finney Boylan, Professor of English and Anna Quindlen Writer in Residence,
Barnard College of Columbia University; Co-chair, Board of Directors, GLAAD, Inc.
jboylan@barnard.edu; 212.854.8542

Curriculum Vitae for Carol I. Christ-Campbell
Instructor of English
cchrist@coloradomesa.edu

EDUCATION

- | | |
|---|-------------|
| <i>Colorado State University, Fort Collins, Colorado</i>
MFA in Creative Writing—Poetry
Creative Thesis: <i>West of the Divide</i> | 2004 |
| <i>Mesa State College, Grand Junction, Colorado</i>
B.A. in Literature, Spanish Minor | 2001 |

TEACHING EXPERIENCE

- | | |
|--|---------------------|
| <i>Colorado Mesa University, Grand Junction, Colorado</i> | 2004-Present |
| English 111 (English Composition);
English 111 Online;
English 112 (English Composition);
English 112 Online;
English 240 (Children's Literature);
English 240 Online;
English 245 (Imaginative Writing);
English 245 Online;
English 250 (Intro Creative Writing);
English 496 (Integrated Arts Institute) | |
| <i>Colorado State University, Fort Collins, Colorado</i> | |
| Instructor: English 201 (Beginning Creative Writing) | 2002 |
| Co-Instructor: English 475 (American Poetry) | 2001 |
| <i>Poudre School District /A Poet Laureate Project</i>
Instructor: <i>Literacy through Poetry</i> | 2001-2003 |
| <i>Loveland Art Museum, Loveland, Colorado</i>
Instructor: Surrealist Poetry for Children | 2002-2003 |

RELATED EXPERIENCE

- | | |
|---|--------------------|
| <i>Mesa State College, Grand Junction, Colorado</i>
Poetry Editor, Pinyon | 2004 - 2009 |
| <i>Mary Crow, Colorado Poet Laureate</i>
Administrative and Editorial Assistant to Ms. Crow | 2001 - 2003 |

SELECTED PUBLICATIONS

- Grand Junction Daily Sentinel*, "Sunday Drive," Poem. December 16th 2011
- Grand Junction Daily Sentinel*, "Boarding House, 2nd and Ute," Poem. September 9th 2011
- Pilgrimage*, "Local Color Poet in a Two-Walmart Town," Poem, vol. 36, issue 1, 25 2011
- 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

- Colorado Mesa University, Grand Junction, Colorado, Panelist "Freedom to Read" 2017
- 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/COLLABORATIONS

- Lithic Bookstore and Gallery**, A Reading in Support of the Women's March and MLK Day 2017
- Lithic Bookstore and Gallery**, Poetry reading with Jennifer Hancock, Fruita, CO. 2016
- Poets and Writers of CMU**, Faculty reading. Five 60 Salon, Grand Junction, CO. 2016

Enigmatic Movement Project, <i>Speakeasy: A Modern Dance Concert and Poetry Reading</i>. Grand Junction, CO.	2014
Interlochen Center for the Arts Dance Concert, featuring <i>Clocks in Motion</i> . "It's not so Much," Poetry integrated with dance. Matthew Lindstrom, Choreographer. Interlochen, MI.	2014
Beyond Boundaries Dance Concert, "So Long Enough," Poetry integrated with dance. Laura Bradley, Choreographer. Grand Junction, CO.	2013
Poets and Writers of CMU, Planet Earth Gallery. Grand Junction, CO.	2012
Aspen Dance Connection's Colorado Choreographers' Showcase, "It's not so Much," Poetry integrated with dance. Dancer Laura Bradley. Matthew Lindstrom, Choreographer Aspen and Grand Junction, CO.	2012
Colorado Mesa's Winter Dance Concert, <i>Fall for Dance,</i> An assemblage of Poems read by Choreographer Matthew Lindstrom for the dance, "The sound of love... before...space." Grand Junction, CO.	2012
Push Don't Pull Dance Theatre, "Eve's Story," Poetry integrated with dance. Matthew Lindstrom, Choreographer. Grand Junction Botanical Gardens, Grand Junction, CO.	2011
Poets and Writers of CMU, Planet Earth Gallery. Grand Junction, CO.	2011
Push/Don't Pull Dance Theatre, <i>West of the Divide: Live, Original Poetry Integrated with Dance,</i> Matthew Lindstrom, Choreographer. Grand Junction Botanical Gardens, Grand Junction, CO.	2010
MSC Poets and Writers, Planet Earth Gallery. Grand Junction, CO.	2010
Burning Bra Productions Presents, Tenacious Bros., Grand Junction, CO.	2010
MSC Poets and Writers, Planet Earth Gallery. Grand Junction, CO.	2009
MSC Poets and Writers, Planet Earth Gallery. Grand Junction, CO.	2008

Art Gallery Reading, Helper, Utah.	2008
Grand Junction Center for the Arts, <i>Garden Party</i> Grand Junction, CO.	2008
Mesa State College, <i>Women's Arts Week</i> Grand Junction, CO.	2007
Colorado State University MFA Reading with Aaryn Richard and Matthew Cooperman, Fort Collins, CO.	2003

RHONDA CLARIDGE

P.O. Box 2083, Telluride, CO 81435 970.728.6343 rclarid@coloradomesa.edu

AGE: 50

NATIONALITY: Bahamian/Canadian

EDUCATION: 1972-1981 St. Andrew's School, Nassau, Bahamas
1981-1985 Kent School, Kent, Connecticut
1985-1987 Manhattanville College, Purchase, NY
1987-1988 St. Clare's Hall, Oxford, England
1988-1989 New York University, New York, NY
1993-1995 University of Colorado, Boulder, CO

DEGREES: 1989 Bachelor of Arts **MAJOR:** Journalism/Classical Literature
1995 Master of Arts **MAJOR:** English/Creative Writing

EMPLOYMENT:

Aug. 2004-Present Colorado Mesa University, Montrose, Colo. (970) 249-7009
Instructor of English

June 2004-April 2005 Mountains to Mesas, Conservation Plan, So. Colo. (970) 349-7104
Writer

Sept. 2002-July 2003 Forest Heights Academy, Abaco, Bahamas (242) 367-3539
High School Teacher: English, Social Studies

June 2001-Aug. 2004 Wright Stuff Foundation, Norwood, Colo. (970) 327-0557
Instructor: English for Speakers of Other Languages

Jan. 1999-May 2001 Mesa State College, Montrose, Colo. (970) 249-7009
Adjunct Instructor: English Literature, English Composition, Basic Writing

Dec. 2000-2003 *Mountain Gazette*, Breckenridge, Colo. (970) 453-4427
Contributing Writer

May 1995-Present Ah Haa School for the Arts, Telluride, Colo. (970) 728-3886
Instructor: Fiction

Aug. 1991-Present *Abaco Life*, Raleigh, NC (919) 859-6782
Contributing Writer

May 1996-May 2002 *Telluride Daily Planet*, Telluride, Colo. (970) 728-9788
Contributing Writer

Sept. 1995-June 1996 Telluride High School, Telluride, Colo. (970) 728-4377
Substitute Teacher: English, Spanish

Aug. 1993-May 1995 University of Colorado, Boulder, Colo. (303) 492-7922
Teaching Assistant: Creative Writing

Mar. 1992-Aug. 1993 *Telluride Daily Planet*, Telluride, Colo. (970) 728-9788
Columnist

AWARDS:

2008 First Prize, Telluride Literary Mirror Contest
2007 Robin Magee Fellowship Award
Honorable Mention, 2001 Katherine Anne Porter Prize, The Nimrod/Hardman Awards
Highly Commended, 2001 Commonwealth Broadcasting Prize for Short Fiction
1999 Literature Artist Fellowship, Colorado Council on the Arts
1998 Phoebe Fiction Award, George Mason University, Fairfax, VA
1997 Philip Roth Writer-in-Residence, Bucknell University, Lewisburg, PA
Third Prize, 1996 Writers' Society of the Bahamas Playwright Competition
1995 Transatlantic Review Award for Fiction, The Henfield Foundation, New York, NY
1995 Jovanovitch Imaginative Writing Award for Fiction, University of Colo., Boulder
1993 Scholarship, Squaw Valley Community of Writers

PUBLICATIONS:

Brick, A Literary Journal, Toronto, Canada
Nimrod International Journal of Poetry & Prose, University of Tulsa, OK
West Branch, Bucknell University, Lewisburg, PA
Phoebe, George Mason University, Fairfax, VA
Analecta, University of Texas, Austin, TX
Sniper Logic, University of Colorado, Boulder, CO
The Gallatin Review, New York University, NY
WomanSpeak, Nassau, Bahamas
Turtle Dreams: An Anthology of Bahamian Art and Writing, Nassau, Bahamas
E/The Environmental Magazine, Norwalk, CT
The Denver Post, Denver, CO
Writers on the Range, High Country News, Paonia, CO
Mountain Gazette, Breckenridge, CO
The American Alpine Journal, Golden, CO
Telluride Magazine, Telluride, CO
Patagonia Catalogue, Reno, NV
Mountainfreak, Telluride, CO
San Juan Almanac, Durango, CO
Western Colorado Women, Gunnison, CO
Paddler Magazine, Steamboat Springs, CO
Ultrarunning Magazine, Denver, CO
Telluride Daily Planet, Telluride, CO
Abaco Life, Raleigh, NC
The Bahamas Handbook, Nassau, Bahamas

OTHER:

- 2006-Present Editor, *Black Canyon Review*, Colorado Mesa University, Montrose Campus
- 2009 Finisher, Hardrock 100 Endurance Race
- 2008 Co-author, San Juan Mountains Wilderness Act
- 2008-2010 Ophir Town Clerk, Ophir, CO
- 2002-2004 Director, Committee for a Clean Island, Abaco, Bahamas
- 2003 Editor: *The Valley Floor Anthology: Writings & Images from the Telluride Community*
- 2002 Passed PLACE English Content Area Exam
- Selected artist on current roster of Colorado Young Audiences, Inc., Denver, CO.
- Panelist: 2001 Colorado Council on the Arts Fiction/Nonfiction Fellowship Awards
- 1996 Editor: *Streams of Conscience*, stories by Telluride High School's Grade 11
- 1995 Passed GSFLT exam in Spanish
- 1994 Producer: *Krapp's Last Tape*, by Samuel Beckett, University of Colo.
- 1993 Editor/co-publisher: *Yankee Boy Review*, Telluride, CO.

Barbara Geiger Curriculum Vitae

Contact Information 465A Bluebird Court, Grand Junction, CO 81504
• 970-255-0661 (H) • 970-248-1166 (W)
bgeiger@coloradomesa.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, Texas Tech University, Lubbock, TX, 1992.

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

Publications "Reinventing a Monster." *Calliope*. October 2011.

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

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

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

 "Beowulf and the Three Monsters." *Calliope*. May 2007.

 "Beowulf in Context." *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

Colorado Mesa University. 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.

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
Experience*

Instructor

Department of Languages, Literature, and Mass Communication, Colorado
Mesa University, Grand Junction, CO
August 2000-present.

Literature Courses

Shakespeare
British Romanticism
Survey of British Literature I
Survey of British Literature II
Introduction to Literature
Mythology

First Year Composition Courses

English Composition

Writing Consultant. TIPS Project

University Writing Center, Texas Tech University, Lubbock, TX
August 2000-Present.

Graduate Part-Time Instructor

Department of English, Texas Tech University, Lubbock, TX
September 1993-August 1999.

Literature Courses

Literature before 1700

Guest Lectures

Romantic Literature 3314.
Research strategies for the literary research paper

First Year Composition Courses

Essentials of College Rhetoric
Advanced College Rhetoric

Networked Computer Classroom Courses

Essentials of College Rhetoric in computer classroom
Advanced College Rhetoric special topics course, "The MOO and Popular
Culture: Finding Our Own Voices in the Age of the Net, the Other, and
MTV" in computer classroom
Literature before 1700

Writing Consultant. University Writing Center

Department of English, Texas Tech University, Lubbock, TX
1997-1999.

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

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

Webmaster. School of Humanities and Social Sciences. Colorado Mesa University. Grand Junction, CO. 2000-2003.

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.

*Department
Service
Continued*

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.

*Computer Skills
and Abilities*

Programming: C++, SQL, JavaScript, ASP, DHTML, XML, HTML
Software: Microsoft Office, Access, Adobe Photoshop CC, Lotus Notes

Education
Technology: D2L, Turnitin, Hypothes.is

*Honors and
Awards*

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

T.J. Gerlach
1325 Ouray Ave.
Grand Junction, CO 81501
970-361-0162
tgerlach@coloradomesa.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, Colorado Mesa University 2012 to present
- Assistant Professor, Colorado Mesa University 2005-2012
- Marsico Lecturer, AHSS University of Denver 2004-2005
- English Dept. Adjunct Faculty University of Denver 2000-2004
- English Dept. Teaching Fellow University of Denver 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

Lighthouse Writer's Workshop 2004-2007

PUBLICATIONS

Fiction:

"The Phantom Punch," short story, *Athelon* Spring 2016

"Deep Blue," short story, *Juked* Spring 2016

"Audibility," short story Honorable Mention *Glimmer Train* Very Short Story Contest, Spring 2015

"How to Bury a Dead Father" Fiction Southeast, Spring 2014

"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:

Fictions at War by R.M. Berry, ed *Puerto del Sol* Spring 2010

The River Gods by Brian Kiteley *Mid-American Review* Spring 2010

- Life Goes to the Movies* by Peter Selgin *Mid-American Review* Spring 2010
- 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* 2000-2005
- Editorial Assistant *Cimarron Review* 1998-2000
- Editorial Assistant *Quarterly West* 1994-1996

AWARDS AND HONORS

- Evan Frankel Fellowship 2002-2003

Service and Readings

Faculty Senate 2015-2017

Ad Hoc Committee on Department head Evaluations 2015

Media Fair 2015

Club Fair 2015

Colorado Mesa Writer's Conference Director 2008--current

One Book Mesa County Committee Member 2009--2014

Director, Sigma Tau Delta/English Club 2005--2015

Faculty Advisor *The Literary Review* 2011--current

Judge for *The Literary Review* December, 2005, 2006, 2007, 2008, 2009

Planet Earth Reading Series 2009, 2010, 2011, 2013, 2013, 2014, 2015, 2016

CMU Writers Reading Series 2012, 2013, 2014, 2015, 2016

Writer's Against Hunger Reading November 10th, 2005

Judge, Regional Fiction Contest Fall 2005, 2007, 2009

Graduate School Panel, October 2005

Committees

Media Board 2011--current

Curriculum Committee 2009, 2010

Co-Head, Strategic Planning Committee on Retention November 2005,
2006, 2007

Hiring Committees 2006, 2009, 2010. 2015

Scholarship Committee Chair 2006--current

**CURRICULUM VITAE
KRISTEN L. HAGUE**

**Professor of English
Department of Languages, Literature, and Communications
Colorado Mesa University
1100 North Avenue
Grand Junction, Colorado 81501
970-248-1385 (office)/970-812-6913 (mobile)
khague@coloradomesa.edu**

EMPLOYMENT

2014-Present	Professor of English, Colorado Mesa University
2006-2014	Associate Professor of English, Colorado Mesa University
2001-2006	Assistant Professor of English, Colorado Mesa University
2007-2014	Director, Academic Honors, Colorado Mesa University
2005-2007	Assistant Director, Academic Honors, Colorado Mesa University

EDUCATIONAL HISTORY

Doctor of Philosophy, English, 2001

Department of English
University of New Mexico, Albuquerque, NM
Fields: Eighteenth Century Literature; Rise of the Novel
Related Field: Language and Rhetoric
Dissertation Director: Dr. Carolyn Woodward
Dissertation Title: *John Locke and Eighteenth-Century Education for Women: The Didactic Novel as Lockean Education in the Fiction of Sarah Fielding and Charlotte Lennox*

Master of Arts, English, 1996

Department of English
University of New Mexico, Albuquerque, NM
Field: English Literature
Emphasis: Eighteenth Century Literature

Bachelor of Arts, 1993

Providence College, Providence, RI
Major: English Literature
Thesis Director: Dr. Norma Kroll
Thesis: *The Language and Workings of Fate and Destiny in the Plays of John Marston*
Graduated Magna Cum Laude

TEACHING AND RESEARCH INTERESTS

Rise of the British Novel; Female Novelists; Eighteenth-Century British Literature; Victorian Literature; British Romantic Literature; Twentieth-Century British Literature; Narrative

Theory; Feminist Theory; Marxist Theory; Composition and Rhetoric; Academic Honors Administration; Technical and Professional Writing.

COURSES TAUGHT

English 111—English Composition
English 112—English Composition
English 129—Honors Composition
English 150—Introduction to Literature
English 210—Introduction to Literary Studies
English 219—Introduction to Professional Writing
English 254—Survey of British Literature I
English 255—Survey of British Literature II
English 370—Major Authors (David Foster Wallace)
English 370—Major Authors (The Brownings)
English 385—Technical and Professional Writing
English 396—Topics (Restoration and Eighteenth-Century Drama)
English 470—Eighteenth-Century British Literature
English 471—British Romanticism
English 475—Victorian Literature
English 478—Twentieth-Century British Literature
English 491—Composition Theory and Practice
English 494—Senior Seminar (British Novel and Otherness)
English 494—Senior Seminar (Rise of the British Female Novelist)
English 494—Senior Seminar (Jane Austen)
English 494—Senior Seminar (Monstrosity)
English 495—Independent Study (James Joyce, Senior Theses, Victorian Female Novelists, and Composition Theory and Practice)
Honors 196—Topics (Modern Legacy)
Honors 396—Topics (various)
Honors 498—Honors Thesis

SUPERVISION OF STUDENT RESEARCH AND PROJECTS

2005-2014: HNRS 496: Honors Thesis--Instructor of record for all of the honors theses' written for the Honors Program, typically five to ten per year

2007: ENGL 495: Supervised a senior project on Romantic Poetry and Opium use. This was a 6-credit project (English and Honors credit), and I supervised the student on both parts

2001-2006: Supervised three other independent studies in the English Department--James Joyce, Victorian Women Writers, and Composition Theory and Practice.

PUBLICATIONS

Kristen L. Hague, 2009. "Novel Approaches." In *Teaching the Eighteenth Century*. Ed. Mary Rooks. Cambridge Scholars Publishing.

Kristen L. Hague, 2008. "Pamela K. Gilbert. *The Citizen's Body: Desire, Health, and the Social in Victorian England*" (book review). *JIFT: Journal of Interdisciplinary Feminist Thought*.

Kristen L. Hague, 2004. "Isabella, Estes, and Mountain Jim." *Pathways (The Journal of the Museum of Western Colorado)*.

Moghtader, Michael, Alanna Cotch, and Kristen Hague. "The First-Year Composition Requirement Revisited: A Survey." *CCC 52.3* (February 2001): 455-467.

PRESENTATIONS

"Courtship, Captivity, and Consent in Charlotte Lennox's *Harriot Stuart* and *Euphemia*, Rocky Mountain MLA, Spokane, WA, October 2017

"Coquettes and Captivity in *The Life of Harriot Stuart*, South Central Society for Eighteenth-Century Studies, Salt Lake City, UT, February 2017 (Also served as panel moderator)

"Unfinished Business: Sidney Bidulph's Problematic Legacy." South Central Society for Eighteenth-Century Studies, Oklahoma City, OK, February 2016

"You were always treated with the kindest indulgence": Failures of Parenting, Duty, and Education in *Conclusion of the Memoirs of Miss Sidney Bidulph*. Northeast Society for Eighteenth-Century Studies, Hartford, CT, October 2015.

"*The Memoirs of Miss Sidney Bidulph*, Conduct Literature, and Contradiction: The Significance of the Novel's Failings." South Central Society for Eighteenth-Century Studies, Mobile, AL, February 26-28, 2015.

"How Can We/ Should We/ Do We Teach the Eighteenth Century in the Modern/Post-Modern Times?" (Panel Co-Chair). South Central Society for Eighteenth-Century Studies, Mobile, AL, February 26-28, 2015

"Finding the Story: Getting Started When Writing Memoir and Poetry." Colorado Language Arts Society Regional Fall Conference, Golden, CO, October 10-12, 2014

"Teaching the Eighteenth Century: The Intersection of Text and Technology" (Panel Chair and Presenter). South Central Society for Eighteenth-Century Studies, Galveston, TX, February 13-15, 2014

"De-Mystifying Poetry Explication" (with Jennifer Hancock). Colorado Language Arts Society Regional Fall Conference, Golden, CO, October 18-20, 2013.

"The Rational Economy of Friendship in the Lives and Writing of Sarah Scott, Sarah Fielding, and Jane Collier." South Central Society for Eighteenth Century Studies, Austin, TX, February 21-23, 2013.

- Panel Participant, "Teaching the Eighteenth Century." South Central Society for Eighteenth Century Studies, Asheville, NC, February 23-25, 2012
- "[P]enn'D with the purity of a Clarissa: Moral Tension in Charlotte Lennox's *The Life of Harriot Stuart*." South Central Society for Eighteenth-Century Studies, Asheville, NC, February 23-25, 2012.
- ""[S]upposing Romances were Real Pictures of Life": Educating *The Female Quixote*." South Central Society for Eighteenth-Century Studies, St. Simon Island, GA, February 17-19, 2011
- "Shifting Notions of Self: Masquerade and Desire in Haywood's *Fantomina*." South Central Society for Eighteenth-Century Studies, Salt Lake City, UT, February 22-25, 2010
- "Revision Strategies for Composition." 39th Colorado Language Arts Society Regional Spring Conference, Colorado Springs, March 5-7, 2009
- "Novel Approaches to Teaching Eighteenth-Century Fiction." South Central Society for Eighteenth-Century Studies, New Orleans, February 11-14, 2008.
- "Mapping and Metaphors: Generating Thesis Statements." 37th Colorado Language Arts Society Regional Spring Conference, Colorado Springs, CO, March 2-4, 2007.
- "Access? Progress? Student Success? A Debate on Video Conferencing."
Conference on College Composition and Communication, San Francisco, CA, March 16-19, 2005.
- "Situating Elizabeth Hamilton's *Letters of a Hindoo Rajah: Localizing the Foreign as Narrative Strategy*." South Central Society for Eighteenth-Century Studies Annual Conference, Santa Fe, NM, February 26-28, 2004.
- "The Magic of Discovery and the Wonder of Revision." 33rd Colorado Language Arts Society Regional Spring Conference, Colorado Springs, CO, March 6-8, 2003.
- "Elizabeth Hamilton's *Letters of a Hindoo Rajah* and Eighteenth-Century Educational Philosophy." British Women Writers Conference, Madison, WI, April 19-21, 2002.
- "Negotiating Captivity: The Importance of Lockean Reason in Charlotte Lennox's *The Life of Harriot Stuart*." *Aphra Behn Society*. Denver, CO. November, 2000.
- "The 1998 Composition Survey Project: The State and Status of Writing Requirements at Four-Year Colleges and Universities in the US." *Conference on College Composition and Communication*. Atlanta, GA. March, 1999.
- "Textual Inter/Dis-ruption: Reconfiguring Marginality Within Wilkie Collins' *The Moonstone*." Victorian Month, University of New Mexico. Albuquerque, NM. April, 1998.

"Sarah Fielding and John Locke: *The Governess* Revises Liberal Educational Theory." *Western Society for Eighteenth Century Studies' Annual Meeting*. Flagstaff, AZ. February, 1998.

"*The Governess; or, Little Female Academy*: or, Sarah Fielding Teaches us to Read." *Aphra Behn Society's Annual Meeting*. Athens, GA. October, 1996.

"A Passionate Fondness for a Periwig': Queering Charlotte Charke's Narrative." *American Society for Eighteenth Century Studies' Annual Meeting*. Austin, TX. March, 1996.

"Revising the Canon of Renaissance Literature." *Southwest Symposium*, University of New Mexico. Albuquerque, NM. April 1995.

"The Misogynist Impulse in Thomas Otway's *The Orphan*." *South Central Society for Eighteenth Century Studies' Annual Meeting*. Salt Lake City, UT. February, 1995.

EDITORIAL SCHOLARSHIP

Submissions Reader, Editorial Board, *Journal of Interdisciplinary Feminist Thought* (refereed journal). 2005-present. Salve Regina University, Newport, Rhode Island. Editor: Sarah Little.

UNPUBLISHED RESEARCH

A modern edition (for publication) of an annotated and corrected manuscript of Charlotte Lennox's *The Female Quixote*.

An article-in-progress about Charlotte Lennox's British-American Novels

An article-in-progress about Frances Sheridan's *The Memoirs of Miss Sidney Bidulph* and 18th-Century Conduct Literature

SABBATICALS

A one-semester sabbatical during which I edited the manuscript mentioned above and worked on an article on Charlotte Lennox's *Harriot Stuart*.

PROFESSIONAL MEMBERSHIPS

American Society for Eighteenth-Century Studies
South Central Society for Eighteenth-Century Studies, Board Member at Large
Rocky Mountain Modern Language Association

UNIVERSITY SERVICE

Faculty Senate, President Elect, 2017-Present
Faculty Senate, Senator, 2017-President (and President Elect starting 8/2017)
English Department Program Review Committee, 2017-Present
Curriculum & Program Development, Graduate Certificate in English, 2016-1017

Graduate Studies Advisory Committee, 2016-Present
 English Program Library Requests, 2016-Present
 Search Committee, Member, Technical Writing, 2015-2016
 Administrator, English Department Facebook Page, 2014-Present
 Search Committee, Chair, Creative Writing, 2014-2015
 Director, Academic Honors Program, 2007-2014
 English Department Scheduler, 2013-2016
 Secretary, Graduate Curriculum Committee, 2014-2017
 Graduate Curriculum Committee, 2012-2017
 Writing about Literature Committee, 2011-Present
 Library Focus Group, 2012-2013
 Search Committee, Instructors of English (3), 2012-2013
 Composition Committee, 2008-2012
 Search Committee, Classics, 2009-2011
 Search Committee, Poetry, 2009-2010
 Chair, Sabbatical Committee, 2007-2010
 Sabbatical Committee, 2005-2006
 Search Committee, Technical and Professional Writing, 2005-2006
 Assistant Director, Academic Honors Program, 2005-2007
 Search Committee, Technical and Professional Writing, 2004
 Committee to Develop Technical and Professional Writing Concentration in English
 Department, 2004
 Faculty Co-Advisor, Sigma Tau Delta, 2003-2010
 Search Committee, Lecturer of Theatre, 2002.
 Assessment of Composition Program, 2002-Present
 Academic Policies Committee (Secretary, 2003-2005; Chair, 2005-2006), 2002-2005.
 Submission Reviewer for Literary Review, 2003-Present
 Scholars' Day Interviewer, 2001 & 2004

EVIDENCE OF CONTINUOUS IMPROVEMENT

2017: VoiceThread, Basics I: Upload, Comment and Share (workshop)
 2017: VoiceThread, Basics 2: Groups and Secure Sharing (workshop)
 2017: VoiceThread, Basics 3: Moderating Comments, Private and Threaded Replies, and
 Copying (workshop)
 2017: VoiceThread Basics 4: VoiceThread and your LMS (workshop)
 2017: Teaching the Nation: Political Identity and Social Education in the Work of Maria
 Edgeworth, Michael Brown, Plenary Lecture, SCSECS
 2016: The Streets of London, Lecture Attendee, NEASECS
 2016: Mapping London, Lecture Attendee, NEASECS
 2016: Teaching the 18th Century--An Interdisciplinary Roundtable, Part One, Attendee,
 SCSECS

- 2016: Teaching the 18th Century--An Interdisciplinary Roundtable, Part Two, Attendee, SCSECS
- 2015: How Can We/ Should We/ Do We Teach the Eighteenth Century in the Modern/Post-Modern Times? Co-Chair SCSECS
- 2015: How Can We/ Should We/ Do We Teach the Eighteenth Century in the Modern/Post-Modern Times? Co-Chair SCSECS
- 2014: Finding the Story: Getting Started When Writing Memoir and Poetry CLAS
- 2014: Teaching the Eighteenth Century: The Intersection of Text and Technology, Panel Participant SCSECS
- 2013: De-Mystifying Poetry Explication" (with Jennifer Hancock) CLAS
- 2012: Teaching the Eighteenth Century, Panel Participant SCSECS
- 2011: Teaching the Eighteenth Century, Conference Session, South Central Society for Eighteenth-Century Studies SCSECS
- 2011: Making Classwork Matter: Western Regional Honors Conference WRHC
- 2011: Serve, Learn, Inspire, Change, Educate: Alternative Spring Break: WRHC
- 2011: Care and Maintenance of Honors Faculty: WRHC
- 2010: Teaching the Eighteenth-Century, Conference Session: SCSECS (contributor to round table)
- 2010: The Eighteenth-Century Novel in the History of Romance: SCSECS
- 2010: Approaches to Over-Studied Texts: New Looks at Canonical Works
- 2010: Honors Directors: Balancing the Multiplicities of Responsibilities: WRHC
- 2010: Scribendi: The Making of a Magazine: WRHC
- 2009: Colorado Language Arts Society Annual Conference
- 2009: The Popular Eighteenth Century: SCSECS
- 2009: Interdisciplinary Approaches: SCSECS
- 2009: Approaches to Overlooked Texts: SCSECS
- 2009: Publishing Outside the Box: Student Mentorship in Editing: WRHC
- 2008: Approaches to Overlooked Texts: SCSECS
- 2008: Teaching the Eighteenth Century (presenter): SCSECS
- 2008: Faculty-Librarian Collaborations in Teaching Eighteenth-Century Literature: SCSECS
- 2008: Textbooks? Who Needs Textbooks?: WRHC
- 2008: A Field Guide to an Honors Student Advisory Board: WRHC
- 2008: Active Leadership in Honors Education: WHRC
- 2007: Colorado Language Arts Society Annual Conference
- 2007: From Blogs to Yahoo Groups: Electronic Communities in the Honors Classroom: WRHC
- 2007: Late Summer Hours: An Early Start to Success in Honors Programs: WRHC
- 2006: Approaches to Overlooked Texts, Part I: SCSECS
- 2006: To Infinity and Beyond: The Wide World of Eighteenth-Century Literature, SCSECS
- 2004: Approaches to Non-Western Texts and Contexts in the Eighteenth-Century Classroom (presenter): SCSECS

2004: *The Romantic Novel: Recovered Texts, New Approaches*: SCSECS
2003: Colorado Language Arts Society Annual Conference

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

Department of Languages, Literature, and Mass Communication
Colorado Mesa University
1100 North Avenue
Grand Junction CO 81501
970.248.1832
jhancock@coloradomesa.edu

1325 Ouray Ave
Grand Junction CO 81501
970.361.0161

EDUCATION

Ph.D. Oklahoma State University, 2001 (Stillwater, Oklahoma)
English Dissertation: *Wintering at Moolturuya*
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*
Director: Thomas Lux

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

TEACHING EXPERIENCE / COURSES TAUGHT

August 2010-Present Assistant Professor of English, Colorado Mesa University (Grand Junction, CO)

English 111: English Composition I / Honors English Composition I
English 112: English Composition II / Honors English Composition II
English 250: Introduction to Creative Writing
English 262: Survey of American Literature II
English 370: Major Authors:
 Virginia Woolf

English 382: Crafting Fiction
English 388: Crafting Poetry
English 423: Genre Studies (Prose Poetry and Flash Fiction) (Food Writing)
English 435: American Lit 1900-1945
English 436: American Lit 1945-Present
English 438: Ethnic Lit in America
English 492: Seminar in Writing
English 494: Seminar in Literature:
 The Postmodern Novel
 AIDS Literature

English 495: Independent Study
University 101: First Year College Success / Freshman Year Initiative
Essential Learning 290: Baseball in American History, Literature, and Society
 (with Dr. Steve Schulte)

Sociology 396: LGBT(QIAP) 101 (team taught with four other faculty members)

2008-2010 Instructor of English, Mesa State College

English 111: English Composition I / Honors English Composition I
English 112: English Composition II / Honors English Composition II
English 250: Introduction to Creative Writing
English 370: Major Authors:
 Sylvia Plath and Adrienne Rich

English 382: Crafting Fiction

2007-2008 Associate Professor, Colorado Mountain College (Rifle 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
- 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
- 2006-2008, 2010-2011 Reader, Advanced Placement Language Exams (Daytona, FL and Louisville, KY)

PUBLICATIONS (TOP AND MID-TIER PUBLICATIONS ARE *)**

- "Foray." *Mycoepithalamia*. Eds. Britt Bunyard and Art Goodtimes. Moorpark, CA: FUNGI Magazine Press. 2016.

- "It's in Order to Connect" *Perspective*. Sao Paulo, Brazil: Editora FTD. Expected 2016.***
- *Between Hurricanes*. Fruita, Colorado: Lithic Press. 2015.
- "On the Dedication of the Svalbard Global Seed Vault, February 26, 2008." *The San Juan Independent*, Dec. 10, 2015.
- "Contingency Plan: Aquarium of the Americas." *Crab Orchard Review*, Summer 2015. Original poetry.***
- "After the Rain, the Earth Smells Like a Mouth." *Fruita Pulp*, May 2014. Original poetry.
- "Childhood and its Rattlesnakes." *Fruita Pulp*, May 2014. Original poetry.
- "Mother My Worry Stone." *Fruita Pulp*, May 2014. Original poetry.
- "The Bigot's Funeral." *Crab Orchard Review*, Summer/Fall 2013. Original poetry.***
- "St. Mary's Orphanage: Galveston Island, September 8, 1900." *Crab Orchard Review*, Summer/Fall 2013. Original poetry.***
- "Foray." *FUNGI Magazine* 6.3 (Fall 2013). Original Poetry.
- Review of *Wonder Cabinet* by David Barber. *American Book Review* 27.6 (Sept/Oct 2006). Book review.***
- "Prologue: Sandpipers." *Ecotone*, Spring 2005. Original poetry.***
- "Turtle Race." *Poetry Daily* (poetry.com). 20 April, 2000.
- "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." *Third Coast* 9 (Fall 1999): 11-12. Original poetry.***
- "First Kiss: Portuguese Man O'War," *Third Coast* 9 (Fall 1999): 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." *New Plains Review* 2.4 (Fall 1994): 52. Original poetry.
- "Baking," *New Plains Review* 2.4 (Fall 1994): 80. Original poetry.

CONFERENCE PRESENTATIONS/ATTENDANCE/ADMINISTRATION

- Original Poetry Reading, Poets at the Edge of the World Conference (Clifton, CO 2016).
- Workshop Participant, Bread Loaf Writers Conference (Sicily, Italy, 2015).
- Guest Speaker, American Association of University Women (Grand Junction, CO 2015).
- "De-Mystifying the Poetry Explication". Colorado Language Arts Society Conference (Golden, CO, 2014) With Dr. Kristen Hague.
- Original Poetry Reading, Popular Culture Association / American Culture Association National Conference (Boston, MA 2012).
- "Poetry of the Apocalypse." The Language of the Fantastic Writers Festival (Grand Junction, CO 2014).
- Original Poetry Reading, Popular Culture Association / American Culture Association National Conference (San Antonio, TX 2011)
- Original Poetry Reading. Rocky Mountain MLA Conference (Snowbird, UT 2009).
- Conference Attendee. The Associated Writers and Writing Programs Annual Conference (Chicago, IL 2009).
- "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).
- "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).

- Secretary, Australasian Film and Literature Panel. *South Central Modern Language Association* (New Orleans, LA, 1998).
- "Peter Weir's Feminist Interpretation of *The Year of Living Dangerously*." South Central Modern Language Association (Dallas, TX 1997).
- Workshop Participant (Juried). *Napa Valley Writers' Conference*, Poetry. Jane Hirschfield, Judge. (Napa, CA, 1996).

SERVICE

DEPARTMENT

2014-Present	Scheduler, English Department
2013-Present	Coordinator, English Department Student Internships <i>Placed 7 interns over 3 years in publishing, non-profits, and Mesa County Public Library.</i>
2010-Present	Yearly Service at Student Orientation/Majors Fair/Mav Scholars Events
2016	Organized Reading by author Juan Morales (forthcoming in November)
2016	Organized Reading by author Todd Robert Peterson (with CMU HS Writers Conf.)
2015, 2016	Organized English Department Graduate Celebration with Faculty
2015	Organized Welcome Back Majors Event
2015	Organized Reading by author Jac Jemc (with CMU HS Writers Conf.)
2014	Writing Program Assessment Committee (Member)
2014	Organized Graduating Seniors Reading
2013-Present	Judge, High School Writers Conference Poetry Entries
2013	Search Committee (Chair): Instructor of English (3 positions)
2013	Curriculum Development (New Course): ENGL 388 Crafting Poetry
2012	Organized Book Launch Reading by Dr. Randy Phillis
2011-2013	Composition Committee <i>Reviewer for Common Texts</i> <i>Presentations to Department</i> <i>Mentor Program</i> <i>Composition Director Proposal</i> <i>Adjunct Orientation</i>
2011	Sigma Tau Delta Graduate School Panel (Panelist)
2012	Committee: Re-Designing the Writing Major
2012	Introduction to Writing About Literature Committee (Curriculum Development/Member)
2012	Curriculum Development: ENGL 388 Crafting Poetry
2010	Search Committee (Member): Instructor (2 positions)
2010	Redesigning the English Minor Committee (Member)
2010-2012	Co-Director, CMU High School Writers Conference
2010-2012	Faculty Judge, <i>The Literary Review</i> Literary Awards
2009	Faculty Reader, <i>The Literary Review</i>
2006	Presenter, Faculty Workshop: "Peer Workshop in Composition" Mesa State College
2006-Present	Presenter at CMU High School Writers Conference (Yearly Workshops)
2005	Faculty Advisor, <i>Tributaries</i> (Illinois Wesleyan's Undergraduate Literary Journal)
2005	Faculty Advisor, Honors Writing Projects (one of which was published as a novel)
2005	Presentation at Tongue & Ink Undergraduate Conference, Illinois Wesleyan University
2004	Sigma Tau Delta Graduate School Panel, Illinois Wesleyan 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
1998-1999	President, Creative Writers Association, Oklahoma State University:

1997-1998 Wrote funding proposals, co-organized student and faculty readings, and co-organized
 1992-1994 guest readings: Bret Lott and Louise Glück, among others.
 Secretary, Creative Writers Association, Oklahoma State University.
 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.

UNIVERSITY

2016 Search Committee (Member): Creative Content and Social Media Management
 2015-Present Sexual Assault Response Team (First Responder and Advocate)
 2016 Curriculum Development: ESSL 290 Baseball in American History, Literature, and Society
 (with Dr. Steve Schulte)
 2015 Golden Scholars Program (welcomed four CMU Golden Scholars into classes)
 2015 "Feminism is NOT a Dirty Word" Panel (Faculty Presenter)
 2013-Present Undergraduate Curriculum Committee (LLMC Representative)
 2013-Present Student Showcase Conference (LLMC Representative)
 Created rubric for new category: *Original Reading*
 Organized photo shoot of winners beginning in 2016
 Conducted press interview (KKCO) in 2016 highlighting Student Showcase
 2013-Present Faculty Advisor, CMU Association of Feminists
 Advisor-Organized RAINN Day, Smart Start Salary Negotiation Workshops, and other events
 2012-Present Safe Zone Training Steering Committee (Member and Training Facilitator)
 2013 Diversity Working Group (Member)
 2013 Provisional Baccalaureate Curriculum Working Group (LLMC Representative)
 2013 Senate Working Group on Faculty Overloads (Member)
 2013 Miss Representation Discussion Panel (Member)
 2012 Search Committee (Member): VPSS Student Mentor
 2012 Facilitated Reading by author Craig Childs
 2011-2012 Library Advisory Committee (Member)
 2010 Search Committee (Member): Professor of Painting, Art Department
 2009 Faculty Advisor, Black Student Alliance, Mesa State College
 2007 Member, Scholarship Committee, CMC West Garfield
 2007 CMC Representative for Literature Discipline, 2:2 Conference, Front Range Community College
 2002, 2003 Honors' Day Interviews/Freshman Recruitment, Millikin University

COMMUNITY

2015-Present Chair, Grand Valley Cultural Plan Committee (sponsored by GJ Commission on Arts and Culture)
 2013-Present City of Grand Junction Commission on Arts and Culture (Member, Secretary, Vice-Chair)
 2012-Present Facilitator, Mesa County Public Library Poetry Night (Monthly)
 2016 Guest Panelist, One Book One Mesa County
 2016 Guest Panelist, Colorado West Pride Fest Book Discussion
 2012-2015 Member, Western Colorado Writers' Forum Advisory Board
 2016 Horizon Drive Business Improvement District Call for Artists / Roundabouts (Juror)
 2015 Guest Lecture, "What's Modernism Got to Do with It?", Lithic Bookstore and Gallery
 2012 CMU Representative, Advisory Board for Western Colorado Writers' Forum
 2010 Guest Lecturer, "The Harlem Renaissance", Western Colorado Center for the Arts
 2007 Guest Lecturer, "Contemporary Nature Poetry", Gateway Canyons Resort
 2002 Judge, Springfield Area Arts Council City Arts Grants (Illinois Arts Council)
 1999, 2000 Judge, Oklahoma Summer Arts Institute: Poetry Application Portfolios
 1999 Guest Writer/Lecturer, Tulsa Summer Arts II
 1994 Counselor, Oklahoma Summer Arts Institute

PROFESSIONAL MEMBERSHIPS

Associated Writing Programs

Rocky Mountain Modern Languages Association
 Colorado Language Arts Society
 American Association of University Women

EDITORIAL EXPERIENCE (IN NON-FACULTY CAPACITY)

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 AND AWARDS

2015	<i>Between Hurricanes</i> nominated to the Colorado Book Awards by Lithic Press
2015	Exemplary Faculty Award
2013	Exemplary Faculty Award
2013	Mav Awards Finalist, Club Advisor of the Year
2012	Finalist, Wabash Poetry Award (<i>Sycamore Review</i>), Purdue University
2003	Appreciation & Achievement Award, Millikin University Office of Multicultural Affairs Student Roundtable
1999	Pushcart Prize Nomination, Editors of <i>Third Coast</i>
1998	Tulsa Friends of the Library Award—Poetry
1998	Associated Writing Programs Intro Journals Project Award, Poetry
1992	Ruth Lily Undergraduate Poetry Convocation (Bloomington, Indiana)

READINGS: PERFORMANCES OF ORIGINAL WORK (INVITED OR JURIED ARE ***)

2016	Poetry Reading at the Aspen Poets Society***
2016	Poetry Reading and Guest Lecture at Illinois Wesleyan University***
2016	Poetry Reading, Headwaters Reading Series, Gunnison Arts Center***
2010-Present	Reader, CMU Poets and Writers Series
2016	Poetry Reading with Adam Tedesco of Reality Beach Books, Lithic Bookstore and Gallery
2016	Poetry Reading, Lithic Bookstore and Gallery Anniversary Celebration
2016	Reading and Book Launch, Lithic Bookstore and Gallery
2016	Reading and Book Signing, CMU
2015	Workshop Reading, Bread Loaf Writers Conference (Sicily, Italy)
2015	First Friday Poetry Reading, Western Colorado Arts Center
2015	Featured Poet, Open Bard at the Sherbino Theater, Ridgway, Colorado***
2015	Ekphrasis Poetry Reading, Colorado Canyons Art Gallery
2015	Poetry Reading, Grand Valley Audubon Society
2014	Poetry Reading, Le Rouge Restaurant, Grand Junction
2013	Reader, Poetry Night at the Bookstore, CMU
2013	Western Colorado Writers Forum Poetry Slam Reading
2012-Present	Western Colorado Writers Forum Poetry Reading "Poetry on the Air" with KAFM***
2011	Valentine's Day Reading, Western Colorado Arts Center
2009	First Friday Poetry Reading, Western Colorado Arts Center
2008-Present	Poetry Reading, Poets & Writers of Colorado Mesa University Reading Series
2010	Poetry Reading Benefitting Cats League of the Western Slope
2005	Poetry Reading, Bloomington, IL
2002	Poetry Reading, Illinois College Writers Festival, Jacksonville, IL
2002	Poetry Reading, Highway 51 Poets Series, Decatur, IL
2000	Poetry Reading, Oklahoma State University
1997-2002	<i>Archaic Windows</i> , 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
1994
1994

Poetry Reading, Oklahoma State University.
M.F.A. Thesis Reading, Sarah Lawrence College.
Poetry Reading and Interview, *The Bon Mot Show*, KUNH, University of New Hampshire.

MICHELE HANSON

Department of Languages, Literature and Mass Communication
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501

(970) 248-1038
mhanson@coloradomesa.edu

EDUCATION

M.L.S. University of Arizona School of Library Science, Tucson, May 1992

M.A. in English/Fiction Writing, University of New Hampshire, Durham, May 1986

B.A. in English and French, University of California, Santa Barbara, cum laude, Phi Beta Kappa,
June 1982

**PROFESSIONAL EXPERIENCE
TEACHING**

Instructor of English and French, Colorado Mesa Univ., Grand Junction, Colorado, 2005 to present.

Adjunct Lecturer of English and French, Colorado Mesa Univ., Grand Junction, Colorado, 2002-2004.

Instructor, English Composition, Canisius College, Buffalo, New York, August 1994-1995

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

Courses taught

- ENGL 111, College Composition
- ENGL 112, College Composition
- FLAF 111, First-Year French I
- FLAF 112, First-Year French II
- FLAF 211, Second-Year French I

LIBRARY EXPERIENCE

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

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

Assistant Librarian, Canisius College, Buffalo, New York, August 1995-March 1997

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

PUBLICATIONS

"Hippy Twist." *neutrons/protons*, 27 July 2015, online essay.

"Trash Triptych + One." *The Dr. TJ Eckleburg Review*, 16 Sept. 2014, online essay.

Dakini Lounge. Novel. Kindle Direct Publishing, 2012.

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

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

"Joining the Conversation: Collaborative Learning and Bibliographic Instruction." *The Reference Librarian* vol. 51/52 (1995), pp. 147-60.

"The Library as Laboratory for Interdisciplinary Studies." *Teaching English in a Two-Year College* vol. 21 (1993).

CREATIVE WORK

Poets and Writers of CMU Reading Series

Salon Five 60, Grand Junction, Colorado

Nonfiction shorts, March 2017

Excerpts from *About the Dog*, Feb. 2015, Nov. 2016, Oct. 2017

Planet Earth Gallery, Grand Junction, Colorado

"About the Dog," fiction. March 2014

"Hippy Twist," essay, March 2013

"I Want That Dog," essay, Nov. 2012

"A Hotdog in Paris," fiction. Nov. 2011

SERVICE 2003-Present:

Facilitator of library roundtable discussion on French farce for *Boeing Boeing*, April 12, 2017

Advisor to the CMU Yoga Club Fall 2016-present

Advisor to the CMU Club Français, 2012-13

Steven W. Hopkins

8 Colombard Ct | Grand Junction, CO 81507

405-385-2817 | shopkins@coloradomesa.edu

Education

Arizona State University | PhD Writing, Rhetorics, and Literacies Degree Expected May 2017

Dissertation: "Re-Seeing Composition: Object Oriented Reflective Teaching Practice"

Abstract: This dissertation draws from object oriented rhetorical theory to present reflective teaching practices in Composition that acknowledge and account for the agency and influence of both humans and objects in the writing classroom space. Each chapter demonstrates a reflective practice method that prompts students, teachers, and administrators to acknowledge and reconsider the networks of agency in writing and the teaching of writing. Together, these reflective practices work to enable students and teachers to more thoughtfully interact and collaborate with the tools and objects of writing and the teaching of writing.

Oklahoma State University | M.A. English Composition and Rhetoric June 2012

Thesis: *Becoming a Faithful Academic: A Place For Latter-day Saint Pedagogy in Composition and Rhetoric*

Brigham Young University - Idaho | B.A. English, Emphasis in Creative Writing June 2008

Teaching Appointments

Colorado Mesa University - Composition Instructor Aug 2017 - Present

English 111 (Three sections)

English 112 (Two sections)

Arizona State University - Graduate Teaching Associate Aug 2012 - May 2017

Writing for the Professions (Five sections)

English Promod (Two Sections Combined)

An Interdisciplinary 12-credit course combining Psychology, Human Development, and English in a Project-Based learning experience

Writing Reflective Essays (One section)

First Year Writing 1 - (Five Sections)

First Year Writing 2 - (Two Sections)

South Mountain Community College - Language Arts Adjunct Aug 2012 - Dec 2014

First Year Writing 1 - (Two Sections)

Steven W. Hopkins 2

First Year Writing 2 - (One Section)
ACE English 101 - Accelerated High School College Credit Program (One Section)
Oklahoma State University - Graduate Teaching Assistant Aug 2010-May 2012
First Year Writing 1 - (Three Sections)
First Year Writing 2 - (Four Sections)
OKState Writing Center- Writing Center Consultant Aug 2009-July 2010
BYU-Idaho - Writing Center Tutor Jan 2007 - June 2007
BYU-Idaho - Reading Center Tutor Jan 2005 - Dec 2006

Administrative Appointments

Arizona State University - Assistant Director of Writing Programs Aug 2014 - May 2015
-Generated video and audio projects to increase inter- and extra-departmental visibility
-Planned and executed departmental digital portfolio showcase event, community night, national day on writing event, and program town hall meeting
Oklahoma State University - Co-Private Investigator: Programmatic Assessment Jan 2012 - May 2012
OKState Writing Center - Web Designer and Webmaster Jan 2011- July 2011

Publications

Peer Reviewed

"A Portrait of Two CIA Men" Calling All Reactive Agents: Cutting Up Burroughs. Enculturation: A Journal of Rhetoric, Writing, and Culture. Feb. 5, 2015. YouTube Video.

Institutionally Reviewed

Video Presentation for The Consortium of Doctoral Programs in Rhetoric and Composition - 2016

I planned, produced, shot and edited this department video, which was presented at CCCC Houston to inform about the efforts of ASU Department of English and Writing Programs to innovate the culture of Graduate Student Training

10th Biennial Feminism and Rhetorics Conference Recap Video - 2015

ASU Composition Conference Recap Video - 2015

ASU Visualizing Teaching in Action (VITA) Video Component -

This institutionally referred publication is a series of three videos I produced by recording a Composition class in action and then editing three different ways to highlight salient content

National Day on Writing Recap Video - 2014

Graduate Scholars of English Association [Recruitment Video](#) - 2014

Digication Jam Session Teaching Practices Meeting [Recap Podcast](#) - 2014

Non-Peer Reviewed Digital and Multimodal Compositions

[Dramatized Skit on Plagiarism](#) - (Over 1,000 YouTube views)

[Lecture on Sentence Structure](#) - (Over 800 YouTube views)

Personal [YouTube Channel](#)

Over 100 videos with more than 93,000 Views altogether

[One video](#), the profile of a local artist, with more than 60,000 views

Writing Questions [Podcast](#)

Ten episodes with over 100 listens each

Played on Colorado 1090 AM Radio Show

Featured on [ASU NOW news](#)

“Upload Your Calling: An Exploration of LDS Mission Call Opening Videos on YouTube” - 2013

A [class project](#) video using digital ethnographic methodologies to explore genre and participatory culture on YouTube

Research Interests

Composition Pedagogy, Digital Storytelling, Multimodal Composition/Multimedia Production, Progressive Pedagogies, Actor-Network Theory, Transfer Studies, DIY/Maker Movement

Academic Conference Presentations

ASU College of Liberal Arts and Sciences Demofest: Tempe, AZ - 2016 - Innovative Curriculum Design presentation - “Flashmob Curriculum - English 301 - Writing for the Professions”

ASU Composition Conference: Tempe AZ - 2016 - “[A Fitness Tracker for Teaching](#)” (Link leads to a video of the presentation)

RSA Rhetoric Society of America: Atlanta, GA - 2016 - “Using Latour to Move Past the Rhetorical Triangle” Conference Presentation

Feminisms and Rhetorics Conference: Tempe, AZ - 2015 - “Making Ourselves as Teachers Inside Classroom Constraints” Digital Exhibit

CWPA Conference for Writing Program Administrators: Boise, ID - 2015 - “Listening in On the Challenges of Multimedia Assignments” Conference Presentation

CCCC Conference on College Composition and Communication: Tampa, FL - 2015 - “Exploring Student Motivation and Productivity with a ‘Big Data’ Research Methodology” Conference Presentation

Computers and Writing Conference: Pullman, WA - 2014 - "Monuments and Memorials in *BioShock Infinite*" Conference Presentation

Arizona State University Composition Conference: Tempe, AZ - 2014 - "How We Nurture Our Ideas: A Conversation on Scholar Workflow Methodology & Digital Tool Usage" Panel Discussion

Arizona State University Composition Conference: Tempe, AZ - 2013 - "Making Rhetoric Real: Pedagogical Options for Increased Rhetorical Awareness" Conference Presentation

Computers and Writing Conference: Raleigh, NC - 2012 - "Weathering the Postmodern: A Mormon's Graduate School Literacy Narrative" Conference Presentation

Oklahoma State University Annual Humanities Graduate Conference: Stillwater, OK - 2011 - "Meet the Gregory Brothers: A Case Study of New Media Success" Conference Presentation

Professional Development

Training

Arizona State University

Three week intensive TA training seminar before Fall 2012 semester, and year long Seminar/Practicum for new teachers

Year long seminar and practicum for Professional Writing

Completed Training and qualified for Online/Hybrid Teaching

8-week User Experience Workshop led by Dr. Dawn Opel

CITI Certification

Dissertation Completion Camp funded by GPSA

Oklahoma State University

Semester long TA seminar Fall 2009, and Colloquium Spring 2010

Writing Center Intensive training three weeks before Fall 2009

CITI Certification

Brigham Young University-Idaho

Formal training for Reading Center Employment

Formal training for Writing Center Employment

Individualized Mentorship

RSA RNF - 2016 - Mentorship with Byron Hawk, Associate Professor of English, University of South Carolina

CWPA - 2015 - Breakfast Buddies Mentorship with Dr. Edgar Singleton, Director of First-Year Writing at the Ohio State University

Computers and Writing: Graduate Research Network - 2013 - mentorship meeting with Cynthia Selfe,
Faculty Emeritus at the Ohio State University

Computers and Writing: Graduate Research Network - 2011 - "Participatory Culture and Pedagogy"

Graduate Coursework

Arizona State University

ENG 500 - Research Methods in Composition and Rhetoric with Maureen Daly Goggin

ENG 556 - Theories of Literacy with James Paul Gee

ENG 553 - Technologies of writing - Digital Ethnographic Methodologies with Alice Daer

ENG 665 - Disciplinary Discourses - Discourse Analysis with James Paul Gee

ENG 654 - Rhetoric of Places and Spaces with Kathleen Lamp

ENG 691 - Narrative Analysis with Doris Warriner

ENG 665 - WPA as Curriculum Designer with Shirley Rose

Oklahoma State University

ENGL 4901 - Writing Center Tutor Training with Rebecca Damron

ENGL 5213 - Composition Theory and Pedagogy with Ronald Brooks

ENGL 6350 - Rhetoric and Radicalism with Ronald Brooks

ENGL 6350 - Literacies in the Digital Age with Lynn Lewis

ENGL 5593 - Technical Style and Editing with Ronald Brooks

ENGL 5353 - Studies in the History of Rhetoric

Service

Discussion Facilitator for Workshop on the Future of the Arts and Humanities April 2017

Proposal Reviewer for CCCC@SJSU February 2017

Member, WPA-GO Digital Storytelling Task Force - 2015 - 2016

Participant in VITA project - ASU Writing Programs (Spring 2013)

Two years Treasurer, Graphic Designer, and Video Producer *Graduate Scholars of English Association: GSEA* - 2013-2015

Secretary, Vice President, and President *Rhetoric Society @ ASU* - 2013 - Present

Implemented monthly social gatherings called "Burkean Parlors"

Organized visit of Dr. Joshua Gunn of UT-Austin to present "The Nuts and Bolts of Writing for Academic Publishing" for RSA professionalization event

Helped organize visit of Dr. Brian Ott and produced Podcast Recap

Guest Lectures

- Mount St. Mary's University- "Recording and Editing Sound" for Dr. Jordan Loveridge's Writing to Learn Class Fall 2017
- University of Utah - "Making a Podcast" for Dr. Jon Stone's Digital Storytelling Class University of Utah Spring 2016
- Graduate Scholars of English Association - Workshop Panelist "Using Response Letters to Move Forward in the Publication Revision Process" Spring 2016
- Basis Academy Ahwatukee Term Project - "How to make a Podcast" Summer 2015
- ASU Writing Programs Night of the Open Door 2015 - Organizer/ Lecturer "Writing Behind the Scenes and Between the Lines"
- ASU Writing Programs Night of the Open Door 2013 - Organizer/Guest Lecturer - Produced Video of presentation "Image Macros and Internet Memes"
- Oklahoma State University Professional Development Workshop-"Creating an Online Academic Persona" with Dr. Ronald Clark Brooks - 2012
- OkState Writing Center Staff Meeting - "Teaching the Concept of Nominalizations in Your Tutoring Sessions" - 2011
- Oklahoma State University Classroom Presentation for Fellow Professor - "Using Prezi for Presentations" for Dr. Lynn Lewis - 2011

Grants and Awards

- Rhetoric Society of America Special Events Grant -\$300 - 2016 - Used to pay for the visit of Dr. Jody Shipka from the University of Maryland Baltimore County - Raised \$800 additional funding from other sources
- Don and Alleen Nilsen Humor Scholarship Award 2012 - \$500 - "The White Stuff: Rhetorically Listening to *Stuff White People Like*"

Languages Spoken

Fluent Spanish

References

<p>Dr. Shirley K. Rose Professor shirley.rose@asu.edu (480)965-3898</p>	<p>Dr. Maureen Daly Goggin Professor maureen.goggin@asu.edu (480)965-3168</p>	<p>Dr. Patricia Boyd Associate Professor patricia.boyd@asu.edu (480)965-2503</p>
---	---	---

Labecca J. Jones

Instructor of English
Colorado Mesa University
1100 North Ave, Grand Junction, CO 81501
(970) 248-1692
ljjones@coloradomesa.edu

Education

M.F.A.
Creative Writing

Oklahoma State University 2010, (Stillwater, Oklahoma)
Thesis: *Rawlins* (original poetry)
Director: Lisa Lewis

B.A.
English

Colorado Mesa University 2005, (Grand Junction, Colorado)

Courses Taught

Spring 2011-present

Colorado Mesa University (Grand Junction, CO)

English 111: English Composition I
English 112: English Composition II
English 150: Introduction to Literature
English 250: Introduction to Creative Writing
ESSL 290: Milestone: Violence in Literature and Society
English 425: Scientific Writing

Spring 2014

Adjunct Instructor, University of Colorado (Boulder, CO)
Engineering 496: Topics: for Writing Design Projects

Fall 2010

Adjunct Instructor, New Mexico Junior College 2010
English 103: Fundamentals of English
English 113: English Composition I
English 123: Introduction to Literature

2006-2010

Graduate Teaching Assistant, Oklahoma State University (Stillwater, Oklahoma)
English 1113: English Composition I
English 1213: English Composition II
English 1413: Literary Criticism and Analysis
English 2513: Introduction to Creative Writing

Performances

- 2016 "Poets and Writer's Reading Series," Colorado Mesa Poets and Writers
"Lithic Bookstore and Gallery" Fall Reading Series
- 2015 "Poets and Writer's Reading Series," Colorado Mesa Poets and Writers
- 2014 "Dog Days of Summer" Poetry Reading Series
"Poets and Writer's Reading Series," Colorado Mesa Poets and Writers
- 2013 "Dog Days of Summer" Poetry Reading Series
"Poets and Writer's Reading Series," Colorado Mesa Poets and Writers
- 2012 "Poets and Writer's Reading Series," Colorado Mesa Poets and Writers
"Unrehearsed Verse"
"Poetry in EEEemotion"

Publications

- "Pelle's Dad"** *Random Sampler* (Forthcoming)
- "Out South"** *Random Sampler* (Forthcoming)
- "Gravel Pile"**
Bacopa Literary Review (Fall 2017): Original Poetry.
- "Overpass"**
Switchgrass Review (Summer 2017): 4. Original Poetry.
- "The Day I Die"**
Switchgrass Review (Summer 2017): 4. Original Poetry.
- "Blue Ribbon Babies"**
Ginosko Literary Journal (Summer 2017): 19. Original Poetry.
- "Rattled"**
Ginosko Literary Journal (Summer 2017): 19. Original Poetry.
- "My Own"**
Ginosko Literary Journal (Summer 2017): 19. Original Poetry.
- "Steve's Mom Gets Out of Prison"**
Ginosko Literary Journal (Summer 2017): 19. Original Poetry.
- "At 7,000 Feet"**
Ginosko Literary Journal (Summer 2017): 19. Original Poetry.
- "Chirp"**
The Daily Sentinel: Out and About (2016). Original Poetry.
- "Bird's Eye"**
Spirit Wind Gallery (Fall 2015). Original Poetry.

“Lens”

Spirit Wind Gallery (Fall 2015). Original Poetry.

“Regret”

Spirit Wind Gallery (Fall 2015). Original Poetry.

“Chevy Recall”

Switchgrass Review 1 (Fall 2014): 17. Original Poetry.

“Hiking”

Switchgrass Review 1 (Fall 2014): 17. Original Poetry.

“Prisoners”

In-Posse Review. 31 (Spring 2013) Original Poetry.

“No Apology to Pedophiles”

In-Posse Review. 31 (Spring 2013) Original Poetry.

“The Ferris Motel”

Cimarron Review 173 (Fall 2010) 27-28. Original Poetry.

“No Apology to Pedophiles”

Cimarron Review 173 (Fall 2010): 27-28. Original Poetry.

“Grave Rubbing in Wyoming”

Haight Ashbury Literary Journal 27.1 (Summer 2009): 12 Original Poetry.

“Grave Rubbing in Wyoming”

Mad Poets Review 22 (2008): 52-52. Original Poetry.

“Held Down by Nathan”

The New Writer 92 (September/October 2008): 33. Original Poetry

Selected Service

Member: Association of Writers and Writing Programs

Board member: Western Colorado Writer’s Forum (acting secretary)

Member: Composition Committee

Member: English 150 Assessment Committee

Poetry Night: Mesa County Libraries

JEREMY JURGENS

1344 Mesa Ave
Grand Junction, CO 81501
Jurgens.Jeremy@gmail.com

EDUCATION

MA – English, September 2010

Oregon State University, Corvallis, Oregon

Thesis: “Canon, Gender, and Pedagogy: Teaching Aemelia Lanyer”

Advisor: Dr. Rebecca Olson

BS – English, April 2007

Utah Valley University, Orem, Utah

TEACHING AND PROFESSIONAL EXPERIENCE

English Instructor

Colorado Mesa University, Grand Junction, CO

August 2013-Present

- English 111: Composition and Rhetoric I
- English 112: Composition and Rhetoric II
- English 150: Composition and Literature

Duties: Teaching 4-5 sections per semester, creating curriculum and assignments, grading, designing lesson plans, holding student conferences, serving on committees

Brazosport College, Lake Jackson, TX

August 2011-August 2013

- English 1301: Composition and Rhetoric I
- English 1301: Composition and Rhetoric I (Online)
- English 1302: Composition and Rhetoric II
- English 2324: American Gothic Literature
- English 2327: American Literature I

Duties: Teaching 5 sections per semester, creating curriculum and assignments, grading, designing lesson plans, holding student conferences, advising, teaching dual-credit composition courses at local high school, teaching online courses (including holding online office hours and lecture times)

Full Time Composition Instructor

Oregon State University, Corvallis, OR

September 2010-June 2011

- Writing 222: Argument
- Writing 222: Argument - Special International Section for ESL Graduate Students
- Writing 214: Writing in Business

Duties: Teaching 4-5 sections per term, creating curriculum and assignments, grading, designing lesson plans, holding student conferences, mentoring Graduate Instructors

Graduate Instructor

Oregon State University, Corvallis, OR

September 2008-June 2010

- Writing 121: First-year Composition

Duties: As sole instructor, teaching 1-2 sections per term, creating assignments and lecture, grading, designing lesson plans, holding student conferences

Teaching Assistant – INTO Section of First Year Composition

Oregon State University, Corvallis, OR

March 2010-June 2010

- Writing 121: First-year Composition, Special International Student Section

Duties: Assisting-Primary Instructor, Conferencing with Students, Substitute Teaching, Facilitating Group Work, Lecturing, Technological Assistance

- Estimated 25 Students

RELEVANT COURSEWORK

- WR 518: Business Writing Practicum, Oregon State University, Sara Jameson (Instructor), Spring 2010
- WR 595: Introduction to Literacy Studies, Oregon State University, Dr. Anita Helle (Professor), Fall 2009
- WR 512: Current Composition Theory, Oregon State University, Dr. Lisa Ede (Professor), Spring 2009
- ENG 588: Literature and Pedagogy, Oregon State University, Dr. Anita Helle (Professor), Winter 2008
- WR 517: Freshman Composition Practicum, Oregon State University, Sara Jameson (Instructor), Fall 2008

SKILLS AND COMPETENCIES

Instructional Technology and Information Literacy

Extensive experience with

- Learning Management Systems such as:
 - Desire to Learn (D2L) versions 8 and 9
 - Blackboard ver 9.0
- Online Instruction
- Hybrid Instruction
- Pages, Keynote, and Numbers
- Word, Excel, and PowerPoint
- Designing lessons on and teaching Information Literacy
- Research Instruction

Multicultural Competencies

- Teaching large numbers of ESL students at multiple levels
- Working with INTO Section of FYC, assisting international and ESL students
- Teaching an INTO Section of Argument in Public Discourse, instructing ESL Graduate Students
- Five years working for the Department of Veterans Affairs, interacting daily with Veterans of all ages from diverse socioeconomic and cultural backgrounds

SERVICE

Committee Member, Librarian Search Committee, Colorado Mesa University, Fall 2015

Faculty Advisor, Cinema Club, Colorado Mesa University, 2014 - Present

Committee Chair, Communication and Fine Arts Travel Funds for 2012-2013, Brazosport College, Fall 2012

Committee Member, Academic Integrity Task Force, Brazosport College, Spring 2012

Academic Advisor, Brazosport College, 2011-2013

Graduate Instructor Mentor, Oregon State University Department of English, February-March 2011

Committee Member, WR 121 Freshman Composition Waiver Grading Committee, Oregon State University Department of English, 2009-2010

Committee Member, MA Committee, Oregon State University Department of English, Fall 2008

RESEARCH

Publications

"'The Only One Creature That I Can Call Blessed': Androgyny and Androgyny in Early Modern England." Proceedings of the 21st National Conference on Undergraduate Research 2007, CD-ROM, the University of North Carolina at Asheville, Editor in Chief: Dr. Robert Yearout

"The Companionate Ideal and the Miltonian Marriage Handbook in *Paradise Lost*." *Quire*, Utah Valley State College, December 2007.

Presentations

"Not Just Men of Learning Anymore: Revising the Metaphysical Canon." Annual MA Symposium, Oregon State University, February 2009.

"All the Best Cast-Aways Have Daddy Issues: *Lost* in Post-Patriarchy." Pop Culture/American Culture Conference, San Francisco, March 2008.

"'The Only One Creature That I Can Call Blessed': Androgyny and Androgyny in Early Modern England." National Conference for Undergraduate Research, San Rafael, California, April 2007.

TIFFANY D. KINNEY

Colorado Mesa University
211 Escalante Hall
Grand Junction, CO. 81501

Literatures, Languages, and Mass Communication
tkinney@coloradomesa.edu
790-248-1056

EDUCATION

Ph.D. University of Utah May 2017
Rhetoric & Writing Studies Salt Lake City, Utah

Dissertation: "Cultivating Legitimacy in a Religious Context: A Pan-historical Analysis of Mormon Feminism." Dissertation Advisor: Dr. Maureen Mathison

M.A. University of Oregon May 2010
Major: English; Contemporary American Literature Eugene, Oregon
Certificate: College Composition Instruction

B.A. Westminster College May 2008
Major: English; Minors: History and Psychology Salt Lake City, Utah

English Thesis: "Crafting a Shifting Female Identity: Seminal Second Wave Literature"
History Thesis: "Swimming in a Sea of Acronyms: Radical, Second Wave Feminism"
Honors: *Magna Cum Laude*

ACADEMIC POSITIONS

2017—Present Assistant Professor of English, Colorado Mesa University
Literatures, Languages, and Mass Communication Department

Teaching courses that include: Composition Theory, Writing for Engineer, Professional/
Technical Writing, English Composition (Introduction and Intermediate)

2012—Present Graduate Teaching Assistant, University of Utah
Department of Rhetoric & Writing Studies

Taught courses including: Science Writing, Advanced Argumentation, Introductory Writing, and
Intermediate Writing

2013—Present Upward Bound Summer Academy Instructor, University of Utah
Trio Program

Taught twelve sections of Introduction to University Writing and Thinking for the Upward
Bound Program which serves first generation, low-income, ethnic, and racial minority students

2016—Present Graduate Research Assistant, University of Utah
Department of Rhetoric & Writing Studies

Completed an ethnographic study on a University science class to gather data on how to improve writing instruction in this context

2014—2015 Graduate Writing Center Fellow, University of Utah
Department of Rhetoric & Writing Studies

Tutored and advised graduate students on their writing in every discipline at the University

2013—2015 Assistant Writing Program Administrator, University of Utah
Department of Rhetoric & Writing Studies

Assisted in administering seventy sections of Intro and Intermediate Writing and functioned as the teaching assistant for the incoming teacher colloquium

2010—2012 English Language Arts Teacher, Teach for America
Clark County School District; Las Vegas, Nevada

As a corps member in Teach for America, I taught at a Title I school in East Las Vegas, which served over eighty percent Latino students

2009—2010 Graduate Teaching Fellow, University of Oregon
Department of English

Taught sections of Intermediate and Introductory Writing throughout my Master's Degree

RESEARCH AND TEACHING INTERESTS

Social Justice Rhetorics
Feminist Theory
Rhetorical History
Archival Research
Critical Discourse Analysis

Writing Program Administration
Writing in the Disciplines
Writing across the Curriculum
Inclusive Pedagogies
Scientific Writing

PUBLICATIONS

Peer Reviewed

Kinney, Tiffany. "Cinch for Instacurves: Exploring the Discursive Assemblage of Waist Trainers in New Media," *Fat Studies: the Interdisciplinary Journal of Body Weight and Society*, 6.2 (2016): 1-18.

Kinney, Tiffany. "Do You Have a Voice?" Publication and Rhetorical Practices of One Feminist Newsletter." *Feminist Spaces*, 2.2 (2016): 64-86.

Book Chapters

Kinney, Tiffany. "Tracing the Conversation: 20th Century Mormon Feminist Thought." In Katie Fredlund, Kerri Hauman and Jessica Ouellette's *Feminist Connections: Rhetorical Strategies from Suffragists to the Cyberfeminists*. University of Alabama Press. Forthcoming 2018. 20 manuscript pages.

Kinney, Tiffany; Rachel Bloom, Tasha Dubriwny, Robin Jensen, Megan McFarlane, Carrie Murawski and Jennifer Stockwell. "Reevaluating Our Commitments: Intersectionality, Interdisciplinarity and the Future of Feminist Rhetoric." In Jenny Rice and Chelsea Graham's *Rhetorics Change*. Forthcoming 2017. 24 manuscript pages.

Book Reviews

Kinney, Tiffany. [Book Review]. *In the Archives of Composition: Writing and Rhetoric in High Schools and Normal Schools*, by Henrietta Rix Wood and Lori Ostergaard, *Peitho: Journal of the Coalition of Feminist Scholars in Rhetoric and Composition*, 19.2 (2017): 350-356.

Kinney, Tiffany. [Book Review]. *Women's Irony: Rewriting Women's Feminist Rhetorical Histories*, by Tarez Samra Graban. *Rhetorica: A Journal of the History of Rhetoric*. 35.3 (2017). 368-370.

Manuscripts In Circulation

Kinney, Tiffany; Sumiko Martinez and Julie Snyder-Yuly. "Cultivating Graduate Writing Groups as Communities of Practice: A Toolkit." *Praxis: A Writing Center Journal*. (revise and resubmit) 15 manuscript pages.

COMPETTIVELY SELECTED CONFERENCE PAPERS

National Conferences

2017—"Igniting Feminist Rhetorical Revolution through Intersectionality: An Interactive Session." Roundtable accepted at the *Feminisms and Rhetorics Biennial Conference*. Dayton, OH.

2016—"Cinch for Instacurves: Exploring the Rhetorical Assemblage of Waist Trainers in Social Media." Paper accepted to present at the *Conference for the Organization of the Study of Communication, Language and Gender*. Chicago, IL.

2016—"Intersectionality, Interdisciplinarity and the Future of Feminist Rhetoric: A Roundtable." Paper presented at the *Rhetoric Society of America 17th Biennial Conference*, Atlanta, GA.

2016—"Figuring the Materiality of Context: Sonia Johnson and Her Conversation with the Mormon Church." Paper presented at the *Symposium for the American Society for the History of Rhetoric*. Atlanta, GA.

- 2016—"Colliding Radicalism and Religion: Mobilizing Feminism for Women in the Mormon Church." Presented at the *Conference on College Composition and Communication*, Houston, TX.
- 2015—"Speaking with a Forked Tongue: the Dual Legitimizing Discourses in Writing Center Studies." Paper presented at the *National Peer Tutoring Conference*, Salt Lake City, UT.
- 2015—"Archiving the Apocrypha: Legitimizing Strategies of Mormon Feminists." Paper presented at the *Rhetorics and Feminisms Conference*, Tempe, AZ.
- 2015—"Cracking the Walls of a Closed Community: the Female Pythagoreans." Paper presented at the *Conference on College Composition and Communication*, Tampa, FL.
- 2014—"Spaces of the Sacred: A Participatory Mapping of Sacred Spaces in Salt Lake City." Paper presented at the *Conference for the Organization of the Study of Communication, Language and Gender*, San Francisco, CA.
- 2014—"Employ[power]ing Silence through Metaphor." Paper presented at the *Research Network Forum*, as part of the *Rhetoric Society of America Biennial Conference*, San Antonio, TX.
- 2014—"Silently Screaming: Sonia Johnson and her Rhetorical Figuring of Silence." Paper presented at the *Conference on College Composition and Communication*, Indianapolis, IN.
- 2013—"Repositioning the Relationships of an Independent Feminist Magazine: *Bitch Magazine* as a Case Study." Paper presented at the *Research Network Forum*, as part of the *Conference on College Composition and Communication*, Las Vegas, NV.
- 2008—"Second Wave Feminism: Angry Women Swimming in a Sea of Acronyms." Paper presented at the *Phi Alpha Theta Biennial Conference*, Albuquerque, NM.
- 2008—"Across the Gulf of Time: the Historical Sources of Hawthorne's *The Scarlet Letter* as a Critique on Puritan Society." Paper presented at the *Undergraduate National Literature Conference*, Ogden, UT.
- 2007—"Invisible Laborers: Erasing Class in Environmental Modernism." Paper presented at the *Undergraduate National Literature Conference*, Ogden, UT.

Regional Conferences

- 2017—"Graduate Writing Groups: A Tool Kit." Participated in roundtable at the *Western States Communication Association*, Salt Lake City, UT.
- 2017—"Emmeline B. Wells and Her Arrangement Patterns." Paper presented at the *Utah Academy of Science, Arts, and Letters Annual Conference*, Salt Lake City, UT.

- 2016—“Three Minute Thesis Competition.” Selected to present dissertation topic to the general public in a campus-wide competition. Salt Lake City, UT.
- 2016—“Literature Review: Legitimacy through Citation.” Paper presented and workshopped at the *1st Rocky Mountain Rhetoric Symposium*. Salt Lake City, UT.
- 2014—“Identifying the Rhetoric of 20th century Mormon Feminists: Sonia Johnson.” Paper presented at the *Western States Communication Association Conference*. Anaheim, CA.
- 2010—“Cherrie Moraga’s *Loving in the War Years*: Reinterpreting Trauma for Chicana Political Resistance.” Paper presented at the *National Women’s Association Conference—Northwest Region*, Corvallis, OR.
- 2010—“*Loving in the War Years*: Cherrie Moraga and her attempt to Reinterpret Trauma for Chicana Political Resistance.” Paper presented at the *Graduate Student Forum*, University of Oregon, Eugene, OR.
- 2008—“Second Wave Feminism: Angry Women Swimming in a Sea of Acronyms.” Paper presented at the *Phi Alpha Theta Regional Conference*, Logan, UT.
- 2008—“Second Wave Feminism: Angry Women Swimming in a Sea of Acronyms.” Paper presented at the *Undergraduate Research Fair*, Westminster College, UT.

Organized Panels

- 2017—“Igniting Feminist Rhetorical Revolution through Intersectionality: An Interactive Session.” Organized for the *Feminisms and Rhetorics Biennial Conference*. Dayton, OH.
- 2014—“Unorthodox Unions: the Discourse of Female Enclaves Troubling Women’s Rights Activism.” Organized for the *Western States Communication Association Conference*. Anaheim, CA.
- 2013 and 2014—“Veteran Teachers Panel,” Organized for the *Writing 2010 Instructor Orientation*, University of Utah. Salt Lake City, UT.
- 2010—“Featured Work of Graduate Students in English.” Organized for the *Graduate Student Forum*, University of Oregon, Eugene, OR.

Guest Lectures and Invited Talks

- 2017—“Job Market Experiences and Surprises.” Panel discussion for PhD students in Writing and Rhetoric Studies Department. University of Utah. Salt Lake City, UT.
- 2016—“Given-New Contract.” *Molecular Biology DNA Lab—Writing Analysis*. Writing workshop on starting from common knowledge. University of Utah. Salt Lake City, UT.
- 2016—“Peer Review for IMRD.” *Molecular Biology DNA Lab—Writing Analysis*. Week long writing workshop focusing on peer review. University of Utah. Salt Lake City, UT.

- 2016—"Writing a Results Section." *Molecular Biology DNA Lab—Writing Analysis*. Writing workshop focusing on constructing results section of a journal article. University of Utah, Salt Lake City, UT.
- 2016—"Tailoring Applications for Scholarships." *Utah Higher Education Assistant Authority Outreach*, Workshop on Scholarships. Granite High School, Salt Lake City, UT.
- 2015—"Feminist Archival Work: Major Debates and Research Methods." *Composition Pedagogies Graduate Seminar*. University of Utah, Salt Lake City, UT.
- 2014—"Teaching Rhetorical Claim Types," *Writing 2010 Instructor Colloquium*, University of Utah, Salt Lake City, UT.
- 2014—"Audience Analysis: Invoked versus Addressed." *Writing 2010 Instructor Colloquium*, University of Utah, Salt Lake City, UT.
- 2013—"Tips and Tricks for Zotero." *Writing 2010 Instructor Colloquium*, University of Utah, Salt Lake City, UT.
- 2007—"Ecofeminism in Modernist Literature." *Advanced Ecocriticism* for undergraduate English majors. Westminster College, Salt Lake City, UT.

HONORS, AWARDS, FELLOWSHIPS AND SCHOLARSHIPS

- 2016 Doctoral Honors Seminar, National Communication Association
Ohio University, Athens
- 2016 Organization for the Research on Women and Communication, Scholars
Retreat, University of Colorado, Denver
- 2015—2016 Clarence Snow Dissertation Fellowship, University of Utah, Department
of English; stipend and a year course release
- 2014 Ramona W. Cannon Award for Graduate Student Teaching Excellence in
the Humanities, *Finalist*, University of Utah, 2014
- 2011—2012 Segal-Americorp Education Award, Teach for America
Granted \$10,000 towards education expenses
- 2012 Commendation for "Dedication to Nevada's Students"
U.S. Senator Harry Reid's office

- 2012 "Teacher of the Month Award," *Recipient*
Clark County School District, Las Vegas, Nevada
- 2008 Outstanding Graduating Student in English, *Recipient*
Westminster College, Department of English
- 2006 Phi Alpha Theta Historical Honors Society, Westminster College

Travel Awards

- 2017 Awarded Competitive Grant from Professional Development Fund for
conference travel by Academic Affairs office, Colorado Mesa University
- 2013—2015 Department Travel Assistance Award (received three times)
Awarded \$1,400 total for conference travel by the Rhetoric & Writing
Studies Department, University of Utah
- 2014—2016 Department Travel Assistance Award (received three times)
Awarded \$1,600 total for conference travel by the English Department,
University of Utah
- 2016 ASUU Conference Travel Award
Awarded \$400 for conference travel by the Associated Students of the
University of Utah
- 2011 Conference Travel Award, Teach for America
Granted \$500 to attend the 20th Anniversary Teach for America Summit in
Washington, D.C.
- 2008 Conference Travel Award, Westminster College
Awarded \$2,000 for conference travel by the College of Arts and Science

Scholarships

- 2010—2011 Academic Achievement Scholarship, University of Nevada, Las Vegas
(\$1,000)
- 2007—2008 Forester's International Financial Foundation, Scholarship for Service
(\$4,000)
- 2007—2008 Gladys Greenlaw Endowed Scholarship for Dedication to Teaching,
Westminster College (\$3,500)
- 2007—2008 Joyce Topham Scholarship for Dedication to Teaching, Westminster
College (\$5,000)
- 2004—2008 Academic Excellence Scholarship, Westminster College
(\$10,000 renewable for four years)

PROFESSIONAL SERVICE
Service to the Discipline

- Reviewer, competitive paper submissions for the *Feminisms and Rhetoric(s) Biennial Conference*, University of Dayton (*Spring 2017*)
- Reviewer, competitive paper submissions for the *Western States Rhetoric and Literacy Conference*, University of Utah (*Spring 2017; Spring 2014*)
- Co-organizer, organized panels and secured meeting spaces for the *Western States Rhetoric and Literacy Conference*, University of Utah (*2017 and 2014*)
- Committee Member, Writing Program Administrators Graduate Organization, Mentoring and Professionalization Committee (*Spring 2017*)
- Reviewer, competitive paper submissions for annual meeting of the Western States Communication Association's Media Studies Division (*Fall 2014*)
- Co-organizer, *Consol(e)ing Passions Conference*, Women's and Gender Studies Department, University of Oregon (*2010*)
- Organizer, Celebration for the National Day of Writing, Clark County School District, Harney Middle School (*Fall 2010*)
- Founding Member, Southern Nevada Chapter, National Council for the Teachers of English (*Fall 2011*)
- Chaired panel, "Beating the Clock: Writing Centers at the College of Southern Nevada." *National Conference on Peer Tutoring in Writing*. SLC, UT. (*2015*)
- Chaired panel, "Merchandising, Microbes and Placentas: Explorations in Consuming the Female Body." *Conference for the Organization for the Study of Culture, Language and Gender*. San Francisco, CA. (*2014*)
- Chaired panel, "Attention, Silence, Conversation: Three Models for Material Rhetoric." *Western States Literacy Conference*, Salt Lake City, UT. (*2013*)

Service to the University

- Internship Coordinator, English Program, Colorado Mesa University (*2017-present*)
- Committee Member, Reconstituting the Writing Center, University-wide Committee, Colorado Mesa University (*2017-present*)
- Faculty Advisor, Esports Club, Colorado Mesa University (*2017-present*)
- Faculty Volunteer, Mesa Experience, Colorado Mesa University (*2017-2018*)
- Graduate Student Representative, Dean of the College of Humanities Search Committee, University of Utah (*2014-2015*)
- Reviewer, assessment University Writing Program, University of Utah (*Spring 2015*)
- Reviewer, assessment of Stegner Young Writing Scholars' Institute (*Spring 2015*)
- Treasurer/Secretary, Rhetoric Society of America Student Chapter (*2013-2015*)
- Reviewer, assessment of ELA courses, Clark County School District (*2010-2012*)
- Senator for the Associated Students of Westminster College (*2006-2008*)
- Vice President, Phi Alpha Theta, Westminster College (*2007-2008*)

Service to Community

- Invited Professor, O.W.L. Summer Camp, Utah County Library System (*2017*)
- Volunteer Big Sister, *Big Brothers, Big Sisters Organization* (*2006-2008*)

- Service Learning Scholar, completed 300 hours of community service to earn this distinction, Westminster College (2004-2008)

Other Professional Activities

- Member of the Maude Babcock Doctoral Writing Society (2013-Present)
- Participant in the Mentor at C's Program. Mentors: Dr. Julie Barger (2016) and Dr. Kay Halasek (2015)
- Participant in the Mentor at Feminism(s) and Rhetoric(s) conference. Mentor: Dr. Lynee Lewis Gaillet (2015)
- Participant in the Alumni Mentoring Program at Westminster College, (2006-2007) Mentors: Dr. Bryan Price and Dr. Cassie Powers

PROFESSIONAL AFFILIATIONS

- Coalition of Feminist Scholars in the History of Rhet and Comp (2014-present)
- Organization for Research on Women and Communication (2016-present)
- Rhetoric Society of America (2013-present)
- Western States Communication Association (2013-present)
- National Council for the Teachers of English (2012-present)
- National Forensics League (2003-present)

LANGUAGES

Fluent—English
Writing and Reading Knowledge—Spanish
advanced proficiency designation

1430 Hall Ave.
Grand Junction, CO 81501

Eric Lackey

(785) 393-2186
elackey@coloradomesa.edu

Education

Doctor of Philosophy (ABD)
Film and Media Studies
University of Kansas, Lawrence, KS

Master of Arts, December 2012
Film and Media Studies
University of Kansas, Lawrence, KS

Master of Fine Arts, May 2008
Creative Writing (Fiction)
University of Texas at El Paso, El Paso, TX

Bachelor of Arts
Theatre & Film Studies, May 2003
English, May 2004
University of Kansas, Lawrence, KS

Teaching Experience

Fall 2016-present
Colorado Mesa University
Instructor of English

August 2015-December 2016
Park University
Adjunct Instructor—English

Spring 2011-present
University of Kansas (KU)
Graduate Teaching Assistant (GTA)—Film & Media Studies

Fall 2008-Fall 2009
University of Kansas (KU)
Adjunct Instructor—English

Fall 2005-Spring 2008
Graduate Instructor—English
University of Texas at El Paso (UTEP)

Courses Taught

CMU: Engl 111 & Engl 112 (Composition); Engl 396 (Screenwriting); Engl 250 (Intro to Creative Writing); Engl 381 (Creative Writing: Fiction)

KU: English Department: Engl 101—Composition; Engl 102—Critical Reading and Writing

Film & Media Studies (GTA) Courses include: Screenwriting; Introduction to the Film Medium; Film and Media Aesthetics; Documentary Film; Experimental Film; Film Theory; International Film, Post-1950; International Film to 1950; American Popular Culture (four courses)—1950s, 1960s, Jazz, Gangster Film.

Related Work Experience

Graduate Writing Consultant—KU Writing Center
Aug 2010-Dec 2014

Position description: Meet with students from a variety of disciplines to help with various writing projects. Work with both graduate students, many working on theses or dissertations, and undergrads of all levels. Facilitate ongoing graduate writing groups. Frequently consult with students regarding job and academic application materials, such as resumes, letters of application, and personal narratives. Consultations and instruction occur in both face-to-face and asynchronous online settings.

Selected Awards and Scholarships

Creative Writing Award for "The Greenest Burial," an original short story. Southwest Popular/American Culture Association Conference, Albuquerque, NM, Feb. 15-19, 2017. Monetary prize.

Summer Research Fellowship, June/July 2016. Funded by the Office of Graduate Studies at the University of Kansas, \$5,000.

Post Script Graduate Student Award in Film Studies, Feb. 2015. Awarded by the Southwest Popular/American Culture Association and *Post Script: Essays in Film and the Humanities* journal for my paper "Cinematic Realism and Contemporary US Cinema of Immigrant Labor". Monetary prize.

Outstanding Graduate Teaching Assistant Award, 2012-13—Film & Media Studies

Charles "Buddy" Rogers Film Scholarship, 2014-15—Film & Media Studies

Dixon Film Scholarship, 2012-2013—Film & Media Studies

Mark Amin Scholarship, 2011-2012—Film & Media Studies

Editorial Positions and Service Activities

Editor, *Rio Grande Review*, Fall 2006-Spring 2007, University of Texas at El Paso

Assistant Editor, *A Guide to First-Year Composition (10th Edition)*, 2006, University of Texas at El Paso

Co-Director, 16th Annual Film & Media Studies Graduate Symposium, University of Kansas, 2012-13

Academic/Creative Presentations and Publications

"Happiness Is Easy," Short story presentation, *The Louisville Conference on Literature & Culture since 1900*, Louisville, Kentucky, February 18-20, 2016.

"Rejuvenating Encounters: Immigration and Renewal in Recent U.S. Cinema." *Southwest Popular/American Culture Association Conference*, Albuquerque, New Mexico, February 10-13, 2016.

"On the Bowery: The Films of Lionel Rogosin, Vol. I (review)." Blu-ray review. *The Moving Image: The Journal of the Association of Moving Image Archivists* 15.1 (2015): 128-130.

Panel Chair. Presenter of paper, "Cinematic Realism and Contemporary US Cinema of Immigrant Labor." Southwest Popular/American Culture Association Conference, 2015.

Panel Chair. Presenter of paper, "Art, Transculturalism, and *The Limits of Control*." Southwest Texas Popular Culture and American Culture Association (SWTX PCA/ACA), 2013.

"National Identity and the Cinema of Jim Jarmusch." University Film and Video Association Conference (UFVA), 2011

"Narrative Ambiguity and *The Sopranos*." Master of Fine Arts Student Organization, 1^{ra} Serie de Conferencias, University of Texas at El Paso, 2008

"These Clouds Make a Promise," short story, *Rio Grande Review* #31 (Spring 2008)

"Happiness Is Easy," short story, *Rio Grande Review* #26 (Fall 2005)

Languages

Spanish—Reading proficiency (2014)

Dr. Barry Laga

Department Head: Languages, Literature, and Mass Communication / Professor of English

1100 North Avenue, Colorado Mesa University, Grand Junction, CO 81501 ■ 970/261-1912 ■ blaga@coloradomesa.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, Provo, 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

Administrative Experience

2011-present: Department Head: Languages, Literature, and Mass Communication
Colorado Mesa University, Grand Junction, Colorado

Responsibilities

As Department Head of Languages, Literature, and Mass Communication, I am responsible for the academic and administrative leadership for the second largest department on campus, and my responsibilities include English, Mass Communications, Liberal Arts, Philosophy, six foreign languages, a partnership with Rocky Mountain PBS, and a \$3 million budget. Academic programming includes four majors, six minors, and a graduate certificate. I supervise over 60 full and part-time faculty.

Key Accomplishments

- Supervised three program reviews and implemented improvements.
- Increased "field-research" funding to initiate scholarly projects.
- Improved faculty evaluation process.
- Supervised design of Student Learning Objectives and student assessment programs.
- Created LLMC guest-speaker program.
- Created position of Composition Director and monthly in-service meetings.
- Collaborated with Academic Council to craft position on teacher-scholar model.
- Supervised a dozen faculty searches, and most notably, diversified department in terms of gender, ethnicity, and sexual orientation.
- Created new retention strategies that included "career pathways," newsletters, and career seminars.
- Formed collaborative relationship with Rocky Mountain PBS.
- Facilitated the creation of a graduate certificate in English.

2008-2011: Assistant Department Head: Languages, Literature, and Mass Comm

As Assistant Department Head, I supported the Department Head and acted on his behalf when necessary.

Key Responsibilities

- Scheduled courses.
- Redesigned all promotional material for English program.
- Created career seminars.
- Observed and evaluated faculty.
- Evaluated graduate petitions.

**Academic
Experience**

2007-present: Professor of English

Colorado Mesa University, Grand Junction, Colorado

2013-2014: Fulbright Scholar

University of Leipzig, Leipzig, Germany

2002-2007: Associate Professor of English

Mesa State College, Grand Junction, Colorado

2002: Fulbright Scholar

Universitaire Instelling Antwerpen and Lessius Hogeschool, Antwerp, Belgium

1997-2002 Assistant Professor of English

Mesa State College, Grand Junction, Colorado

**Fields of
Specialization and
Interest**

- American Literature: Origins to Present
- Literary and Cultural Theory
- Ethnic American Literature
- Modern and Contemporary American Fiction
- Postmodern Literature and Culture
- Film History and Theory
- Avant-garde/Experimental Literature

Courses Taught

- Senior Seminar: The Avant-Garde
- Senior Seminar: Difficult Texts
- Senior Seminar: 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
- Major Authors: William Faulkner
- Introduction to Literary Theory
- Intro to Literary Studies
- 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

Refereed Publications

"Swapping Memories" (nonfiction narrative)

Weber: The Contemporary West (Fall 2015) 32.2: 48-52.

"In Lieu of History: Mormon Monuments and the Shaping of History."

Dialogue 43.4 (2010): 131-153.

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

Dialogue 40.2 (2007): 47-77.

"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.

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

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

Book Reviews

Review of *The Jewish Graphic Novel*.

Shofar: An Interdisciplinary Journal of Jewish Studies. 29.2 (2011): 169-71.

Review of *Comics as Philosophy*.

MELUS 32.3 (2007): 308-309.

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.

Works in Circulation

Book: *How Do I Make Sense of That? Tools for Critical Readers*

"Memento Mori"

Submitted for *Weber: The Contemporary West*

"Notitia: Orphaned Images"

Submitted to *American Chordata*

Conference Presentations

- "The Avant-Garde and the Utopian Aesthetics of Literary Appropriation"**
Southern Atlantic MLA, Jacksonville, Florida, November, 2016.
- "Delighting in Absence: Transforming Loss into Art"**
Cultural Studies Association, University of California, Riverside, May 2015
- "On Postmodernism"**
Public lecture for American Studies program in Bamberg, Germany. 2014
- "Teaching American Exceptionalism"**
Public lecture for Martin-Luther-Universität, Halle-Wittenberg, Germany. 2014
- "American Ideas of Freedom"**
Public lecture for Community Management Society, Leipzig. 2014
- "Monuments and Museums: Representing the Holocaust in Berlin."**
Rocky Mountain European Scholars Consortium. University of Utah, October, 2012
- "Defying the Digital: Making Sense of Jonathan Safran Foer's *Tree of Codes*."**
Conference on Adaptation and Transformation. University of Western Georgia. 2011.
- "Circumscribing Meaning: Mediating Religious Experience."**
Sunstone Conference, Salt Lake City, Utah. 2011
- "The New Cosmopolitanism."**
U of West Virginia Philology Colloquium, Morgantown, WV, Oct 1-2. 2010
- "Out of Context: Rewriting Religious Narratives."**
Sunstone Conference, SLC, August 5-7. 2010
- "Universals and Particulars in Charles Johnson's *Middle Passage*."**
Cultural Studies Association, Kansas City, April 2009.
- "Mormon Monuments."**
Sunstone Conference, Salt Lake City, Utah, 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, 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

Fulbright Scholar: University of Leipzig, Leipzig, Germany.

October 1, 2013 1- July 30, 2014.

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.

Selected Service

(a sampling during my career at
CMU)

- Department Head: LLMC
- Assistant Department Head: LLMC
- Chair: VPAA Search Committee (x2)
- Member: Grievance Committee
- Architecture Design Committee
- One Book Presentation. Mesa County Library
- Composition Pilot Program: East Middle School
- Faculty Work Allocation Committee
- Board Member: Ellinwood Foundation
- Community Reading: "Memento Mori"
- Holocaust Awareness Week Presentation (yearly)
- Alpha Chi Keynote Speaker
- Library Focus Committee
- English Department Writers Conference Presenter
- Teacher 2 Teacher Conference Presenter
- Early Scholar Orientation Training Presenter
- Academic Grade Appeal Committee
- Guest Speaker: District 51 Schools (many, many times)

- Chair Digital Media Search Committee
- 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
- Library Skills Committee
- Member of Psychology Program Review
- Member of Faculty Evaluation Committee
- Created and advised the Mesa State Film Society
- Faculty Development Committee
- College Curriculum Committee
- Scholarship Distribution Committee
- Board Member: Museum of Western Colorado
- "Creating Documentaries." Pomona Elementary
- CSAP Writing, Redlands Middle School
- "Celebrating African American Literature." Museum of Western Colorado
- "Metaphor and Riddle Poems" 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."

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: "Proficient Speaker" B2-C1, European Scale**
- **German: "Independent Speaker" B1, European Scale**
- **Dutch: "Elementary Speaker" A1, European Scale (Well, I was once at this level.)**

Allison Morris
Instructor of English
Colorado Mesa University
acmorris@coloradomesa.edu
970-248-1617

Education

Texas A&M University (College Station, TX), 1992-94; Master of Arts in English with a minor in philosophy (1994).

Texas A&M University (College Station, TX), 1988-92; Bachelor of Arts in English with a minor in mathematics (1992); University Honors Program; Sigma Tau Delta English Honor Society; Dean's List, College of Science (Fall, 1988); Distinguished Student, College of Liberal Arts (Summer 1990, 1991).

Teaching Experience

Colorado Mesa University; Grand Junction, CO (2007-present)
Instructor of English

Department of Languages, Literature, and Mass Communication

Taught English Composition (ENGL 111 and ENGL 112), both in the classroom and through the on-line education program; Taught Mythology and Children's Literature

Center for Teacher Education

Taught Methods of Teaching Secondary English (EDUC 497a), a course which focuses on the theory and practice of teaching reading, writing, and literature to middle and high school students.

University of Houston; Houston, TX (2006-2007)

Adjunct Faculty, Department of Curriculum and Instruction

Taught Reading Comprehension (READ 1300), a course which focuses on improving students' abilities to read critically and recognize main ideas.

St. Stephen's Episcopal School Houston; Houston, TX (2003-2006)

English Instructor (Grade 11)

Taught Modern World Literature and American Literature; Developed curriculum and selected texts for each course.

Texas Southern University; Houston, TX (2002-2003)

Adjunct Faculty, Department of English

Taught Freshman English I (ENGL 131), a course which emphasizes critical reading and writing using different rhetorical modes of discourse.

United States Peace Corps; Karshi, Uzbekistan (1999-2001)

English as a Foreign Language (EFL) Instructor (Grades 7-11, First-year University)

Using communicative language teaching methods, taught English as a Foreign Language to high school and university students in Karshi, Uzbekistan; Emphasized activities designed to improve creative and critical thinking; Introduced students to American history and culture.

Miami Country Day School; Miami, FL (1995-1999)

English Instructor (Grades 9-12)

Taught various levels of courses including AP English Language and Composition, American Literature, American Studies, British Literature, Writing Seminar, Genre Studies, Creative Writing, Literature into Film, and Women's Studies; Developed curriculum and selected texts for each course.

Private Tutoring; Miami, FL (1996-1999)

Tutored students in Algebra I and English Composition.

Allison Morris

James F. Byrnes Academy; Florence, SC (1994-95)
English and Mathematics Instructor (Grades 7, 11-12)
Taught American Literature, Senior English Composition, and Mathematics (seventh grade); Independently designed and implemented curriculum for each course.

Texas A&M University; College Station, TX (1992-94)
Graduate Teaching Assistant
Instructed four sections of Composition and Rhetoric using collaborative learning techniques and emphasizing critical thinking; Graded for two sections of post-Civil War American Literature and one section of children's literature; Tutored students and reviewed material for exams in all sections.

Professional Development

Colorado Mesa University (2012-2017)
Faculty In-service Development
Attended workshops and presentations by Ken Bain, Terry Rhodes, Leslie Myers, Linda Nilson and Donna Beegle; completed faculty development programs and safety trainings.

Other Experience

District 51, Orchard Avenue Elementary School (2007-2017)
Volunteer
Worked once weekly on reading and writing skills with students in kindergarten through grade 5.

WOWIO, LLP; Houston, TX (2006-2008)
Editor
Edited public domain texts for errors and readability; Attended weekly meetings with site content and engineering team.

St. Stephen's Episcopal School Houston; Houston, TX (2003-2006)
Director of Admissions
Served as liaison between prospective parents and the school community;
Conducted tours of the campus and student interviews; Met regularly with teachers and administrators regarding recruitment and retention; Maintained records for enrollment and re-enrollment; Reported to Board of Trustees at monthly meetings;
Compiled and edited the self-study for accreditation with the Southwestern Association of Episcopal Schools and the American Montessori Society.

United States Peace Corps; Uzbekistan (1999-2001)
Kashkadarya and Bukhara Regional Volunteer Leader
Served as primary liaison between 27 Peace Corps Volunteers and Peace Corps Uzbekistan headquarters in Tashkent; Communicated weekly by telephone with the Programming and Training Officer, wrote quarterly reports to the Country Director, and attended quarterly meetings with upper level Peace Corps staff; Provided professional, technical, cultural, and emotional support to volunteers in two regions; Held quarterly meetings with volunteers in each region; Maintained regional site documents; Disbursed forms, files and other Peace Corps materials to volunteers.

United States Peace Corps; Uzbekistan (1999-2001)
Secondary Activities
Helped plan agendas for two Technical In-Service Trainings and facilitated sessions at each training; Participated in writing the goals, objectives, and measuring devices

Allison Morris

of the Project Plan for Secondary and University TEFL (Teaching English as a Foreign Language) sectors; Compiled, edited, and revised the Project Plan Book; Assisted the Secondary TEFL trainer with planning and presenting training sessions for new volunteers; Observed lessons and provided feedback to new volunteers; Participated in a local teaching methodology workshop; Helped plan and facilitate training for Peace Corps Uzbekistan Peer Support Network; Co-organized and facilitated Uzbekistan's first Women in Development/Gender and Development conference to include local participants.

United States Peace Corps; Uzbekistan (1999-2001)

Community Activities

Established a resource library at Karshi Engineering-Economics Lycee; Visited local orphanage weekly; Developed potential sites for new volunteers by scheduling meetings with school directors and regional and local officials; Worked at three local "Girls Leading Our World" camps.

Miami Country Day School; Miami, FL (1995-1999)

Member of Upper School Admissions Committee, 1996-1999; Served on Faculty-Student Honor Council; Served on National Honor Society selection committee (1997-1999); Served as a faculty mentor; Faculty advisor for student literary magazine; Sponsor of L.E.A.D. (Leaders Educating About Drugs), 1996-97; Sponsor of the young women's organization; Co-sponsor of the Class of 1999.

Dade Association of Academic Nonpublic Schools 1998 Educational Conference; Miami, FL (October 1998)

Presented "Reviving the Harlem Renaissance: How the National Endowment for the Humanities Can Help (Even if You're Math and Science)."

National Endowment for the Humanities Summer Seminar; Houston, TX (July 1998)

Selected to participate in a four week seminar about the autobiographies of the Harlem Renaissance.

Advanced Placement Institute; Wake Forest University (June 1996, 1997)

Interdisciplinary Group for Historical Literary Study; Texas A&M University (1992-94)

Assisted with IGHLs conference, March 1994; Attended lectures and paper presentations.

JOHN NIZALOWSKI
2324 Texas Ave.
Grand Junction, CO 81501
(970) 248-1558

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: Colorado Mesa University, 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

1999 – 2010 Book Columnist, *Telluride Magazine*
1994 – 1998 Book Columnist, *Telluride Times-Journal*
1991 – 1994 Book Columnist and Feature Writer, *Ridgway Sun*
1990 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

1996 – Present Associate Editor & Review Editor, *Pinyon Magazine*
2000 – 2001 Contributing Editor, *Inside/Outside Southwest*

Director / Co-Director

2008 – Present Poets & Writers of CMU Reading Series, Colorado Mesa University, Grand
Junction, CO
1995 – 2007 CMU Writing Conference, Colorado Mesa University, 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

Scholarly Organizations

Association for the Study of Literature and the Environment
 Association of Writers & Writing Programs
 Frank Waters Foundation – Board Member
 Phi Beta Kappa

Personal

Born – February 4, 1956, Endicott, New York Health – Excellent

References

Julie Barak, Ph.D.
 Assistant Chair of the Department of Languages, Literature, and Mass Communication
 Colorado Mesa University
 1100 North Ave.
 Grand Junction, CO 81501
 (970) 248-1072

Kurt Haas, Ph.D.
 Assistant Vice President for Academic Affairs
 Colorado Mesa University
 1100 North Ave.
 Grand Junction, CO 81501
 (970) 248-1104

Barry Laga, Ph.D.
 Chair of the Department of Languages, Literature, and Mass Communication
 Colorado Mesa University
 1100 North Ave.
 Grand Junction, CO 81501
 (970) 248-1119

Randy Phillis, Ph.D.
 Editor of *Pinyon Magazine*
 Colorado Mesa University
 1100 North Ave.
 Grand Junction, CO 81501
 (970) 248-1740

JOHN NIZALOWSKI
2324 Texas Ave.
Grand Junction, CO 81501
(970) 248-1558

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 of English: Colorado Mesa University, Grand Junction, Colorado
1987 – 1990 Instructor of English: College of Santa Fe, on campus and at the Penitentiary of New Mexico, Santa Fe, New Mexico
1987 – 1989 Instructor of 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

1999 – 2010 Book Columnist, *Telluride Magazine*
1994 – 1998 Book Columnist, *Telluride Times-Journal*
1991 – 1994 Book Columnist and Feature Writer, *Ridgway Sun*
1990 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

1996 – Present Associate Editor & Review Editor, *Pinyon Magazine*
2000 – 2001 Contributing Editor, *Inside/Outside Southwest*

Director / Co-Director

2008 – Present Poets & Writers of CMU Reading Series, Colorado Mesa University, Grand Junction, CO
1995 – 2007 CMU Writing Conference, Colorado Mesa University, 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

Scholarly Organizations

Association for the Study of Literature and the Environment
Association of Writers & Writing Programs
Frank Waters Foundation – Board Member
Phi Beta Kappa

Personal

Born – February 4, 1956, Endicott, New York Health – Excellent

References

Julie Barak, Ph.D.
Assistant Chair of the Department of Languages, Literature, and Mass Communication
Colorado Mesa University
1100 North Ave.
Grand Junction, CO 81501
(970) 248-1072

Kurt Haas, Ph.D.
Assistant Vice President for Academic Affairs
Colorado Mesa University
1100 North Ave.
Grand Junction, CO 81501
(970) 248-1104

Barry Laga, Ph.D.
Chair of the Department of Languages, Literature, and Mass Communication
Colorado Mesa University
1100 North Ave.
Grand Junction, CO 81501
(970) 248-1119

Randy Phillis, Ph.D.
Editor of *Pinyon Magazine*
Colorado Mesa University
1100 North Ave.
Grand Junction, CO 81501
(970) 248-1740

PUBLICATIONS AND PRESENTATIONS
John Nizalowski

Books

- East of Kayenta*. Kittredge, CO: Turkey Buzzard Press, 2016.
Land of Cinnamon Sun: Essays on Family, Mythology, and the American West. Santa Fe, NM: Irie Books: 2013.
The Last Matinée. Kittredge, CO: Turkey Buzzard Press, 2011
Hooking the Sun. Grand Junction, CO: Farolito Press, 2003.

Parts of Books

- "Eiseley and Jung: Structuralism's Invisible Pyramid." *Artifacts and Illuminations: Critical Essays on Loren Eiseley*. Lincoln: University of Nebraska Press, 2012. 271-292.
- "The Adventures of Tintin." *Critical Survey of Graphic Novels: Independents and Underground Classics*, Vol. I. Ed. Bart H. Beaty and Stephen Weiner. Ipswich, MA: Salem Press. 2012. 10-15.
- "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*. Eds. 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
- "The Four Signs." *The Blueline Anthology*. Eds. Rick Henry, et al. Syracuse, NY: University of Syracuse Press, 2004: 176-181.
- "Introduction." *Rekindling the Inner Light: The Frank Waters Centennial*. Ed. Barbara Waters. Taos, NM: The Frank Waters Foundation Press, 2003: xv-xix.
- "Journey to the World Mountain: Frank Waters' *The Woman at Otowi Crossing* and Terry Tempest Williams' *Refuge*." *Rekindling the Inner Light: The Frank Waters Centennial*. Ed. Barbara Waters. Taos, NM: The Frank Waters Foundation Press, 2003: 204-214.
- "Frank Waters: Prophet of the Sixth World Consciousness." *Reading Under the Sign of Nature*. Ed. John Tallmadge and Henry Harrington. Salt Lake City: University of Utah Press, 2000: 148-162.
- "Technology as Mysticism: The Science-Fiction Visions of Asimov, Miller, and Zelazny." *The Image of Technology*. Ed. Will Wright. Pueblo, CO: Society for the Interdisciplinary Study of Social Imagery, 1994: 11-16.
- "Owl." *The Spirit That Wants Me: A New Mexico Anthology*. Eds. J. Dianne Duff, Jill Kiefer, and Michelle Miller. Albuquerque, NM: Duff Inc., 1991: 226-22

Staff Positions on Newspapers and Magazines

1999 – 2010	Book Columnist, <i>Telluride Magazine</i>
1994 – 1998	Book Columnist, <i>Telluride Times-Journal</i>
1992 – 1994	Book Columnist and Feature Writer, <i>Ridgway Sun</i>
1990	Reporter, <i>Ouray Plaindealer</i> and <i>Ridgway Sun</i>
1988 – 1990	Feature Writer, <i>Santa Fe New Mexican</i>
1985 – 1986	Book Reviewer, <i>Roanoke Times and World News</i>
1976 – 1981	Book Columnist, <i>Monochrome Magazine</i>
1975 – 1976	Book Columnist, <i>Jayland Magazine</i>

Articles and Essays

(This entry does not include pieces written as a member of a newspaper or magazine staff.)

- “The Carnival Journey.” *Under the Sun*. Issue #5. August, 2017.
- “Journeywork of the Stars.” *Dark Matter*. Winter, 2016/2017: 11-21.
- “Nights at the Burnt Horses.” *Malpais Review*. Spring, 2016: 161-170.
- “On the Air.” *Dark Matter: a Journal of Speculative Writing*. Issue #7. May, 2015: 72-81.
- “To a Destination Unknown.” *Under the Sun*. Issue #3. June, 2015.
- “Night in World’s Center.” *Weber: the Contemporary West*. 32.1. Fall, 2015: 92-100.
- “The Secret Language of Deer.” *Under the Sun*. Summer, 2012: 96-101.
- “Origins.” *Under the Sun*. Summer, 2011: 104-120.
- “Beyond the Barrier.” *Kaleidoscope*. Winter/Spring, 2010: 6-12.
- “Copper Bells.” *Under the Sun*. Summer, 2010: 46-52.
- “Rattlesnake Time.” In *Bridges: Paths Between Worlds*. Ed. Robert F. Lawson & Carol S. Lawson. West Chester, PA: Swedenborg Foundation Press, 2010. 120-125.
- “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.
- “Rambling Roads: Gateway to Canyon Country.” *Telluride Magazine*. Summer/Fall, 2007: 82-84.
- “Borderlands and Transfiguration: Desert Mysticism in Frank Waters’ *Lizard Woman*.” *Interdisciplinary Studies in Literature and the Environment*. 13.2 (2006): 93-101.
- “Angels of Flesh, Angels of Bone.” *Madblood*. August, 2006: 41-42.
- “The Direction of Winter.” *Madblood*. June, 2004: 68-71.
- “Fathers and Daughters.” *Puerto del Sol*. Spring, 2003: 90-104.
- “Pointing the Way Into the New Cycle of Time.” *Silverton Standard*. November, 29, 2002: 6.
- “Frank Waters: Prophet of the Sixth World Consciousness.” *Studies in Frank Waters*, 23 (2001): 9-31. (rpt. from *Reading Under the Sign of Nature*. Ed. John Tallmadge and Henry Harrington. Salt Lake City: University of Utah Press, 2000.)
- “Terry Tempest Williams: the Emerson of the West.” *Inside/Outside Southwest*. September, 2001: 20-22.
- “John Nichols: Undiminished Revolutionary.” *Inside/Outside Southwest*. August, 2001: 28-30.
- “Russell Martin: Cortez’s Home-Grown Literary Craftsman.” *Inside/Outside Southwest*. July, 2001: 40-41.
- “Trinity: Coming to Terms with the Atomic Bomb.” *Inside/Outside Southwest*. March, 2001: 24-27.
- “A Gift of Stars.” *Weber Studies*. Winter, 2001: 76-80.
- “David Lavender: Western Literary Legend.” *Inside/Outside Southwest*. October, 2000: 24-25.

- "Special Canyon." *Inside/Outside Southwest*. September, 2000: 28-29.
- "Bridges." *Weber Studies*. Winter, 2000: 56-60.
- "Twenty-Five Years of Saving Lives on the Edge." *Inside/Outside Southwest*. December, 1999: 16-17.
- "Take the High Road: Touring the San Juan Skyway." *Telluride Magazine*. Fall, 1999: 34-39.
- "David Lavender: The Voice of Colorado." *Telluride Magazine*. Summer, 1998: 47.
- "John Knoll: Eye, Talon, and Heart." *Harp*. May, 1994: 5-6.
- "Four Meditations on the Death of John Lennon." *Harp*. December, 1993: 3.
- "Krakow: The Dusk Parade." *Harp*. October, 1993: 3.
- "Poets Still Singing Praises of the City Different." *New Mexico Magazine*. August, 1991: 5.
- "Poetry in Santa Fe: A Brief History." *Crosswinds*. National Poetry Week Supplement. October/November, 1990: 2.
- "U.S. 64: Roadway to Discovery." *New Mexico Magazine*. September, 1990: 52-61.
- "My Brother's House." *Southwest Profile*. August, 1990: 16.
- "Diner." *Southwest Profile*. April, 1990: 11-12.
- "A Treasure Trove of Literature." *Vistas*. 11.34 (1990): 7.
- "Santa Fe Goes Class Crazy." *Santa Fe Lifestyle*. Spring, 1988: 16-17.
- "Melvin Sedillo." *Santa Fe Lifestyle*. Fall, 1987: 25.
- "Peter Rowan at Fort Marcy Park." *Dead Relix*. October, 1987: 42-43.
- "Beavers of the Little River." *Snowy Egret*. 49.1 (1986): 10-11.
- "On the Road: Eating Macrobiotically." (With Patricia Nizalowski.) *Macrobiotics Today*. January, 1986: 7-8.
- "A Bridge Passes." *Mountain Laurel*. January, 1985: 2.
- "Lightning as Teacher." *New Horizons*. 7.1 (1984): 7.

Poems

- "Winter Solstice." *Westview*. 33.1. Winter, 2017: 68-69.
- "Equinox." *Westview*. 33.1. Winter, 2017: 70-71.
- "Bias of Stone." *Pilgrimage*. 39.3 (2016): 53.
- "Where Do We Go?" *The Daily Sentinel*. Out & About. April 29-May 5, 2016: 15.
- "Blue Note from a Kiva Priest." *Malpais Review*. Autumn, 2015: 89.
- "The Evening Station." *Malpais Review*. Autumn, 2015: 90.
- "All the Things That Night Stands Upon." *Malpais Review*. Autumn, 2015: 91.
- "Before Dawn in Nebraska." *Westview*. 31.1. Fall/Winter, 2015: 31.
- "The Single Step." *Westview*. 31.1. Fall/Winter, 2015: 32-33.
- "Time's Needle." *Westview*. 31.1. Fall/Winter, 2015: 34-35.
- "Bridges and Borderlands." *Dark Matter*. Issue #6. February, 2015: 30-31.
- "Tuzigoot." *The Laughing Dog*. Issue #24, 2015: 3.
- "Origin in Depth." In *Going Down Grand: Poems from the Canyon*. Ed. Peter Anderson and Rick Kempa. Fruita, CO: Lithic Press, 2015: 123.
- "Slow Dancing in the Canyon." *Malpais Review*. 6.1. Summer, 2015: 167.
- "The One True God." *Malpais Review*. 6.1. Summer, 2015: 168-169.
- "Hermes Visits Trinity Site." *Malpais Review*. 6.1. Summer, 2015: 170.
- "Just Before the Fire." *The Grand Junction Daily Sentinel*. Out & About. December 4, 2015: 10.
- "He Still Dances." *Westview*. 30.2. Summer, 2014. 16.
- "Black God Walks." *Westview*. 30.2. Summer, 2014. 14-15.
- "Cemetery Ravens." *Fruita Pulp*. 1.1. January / February, 2014.
- "Driving North." *Fruita Pulp*. 1.1. January / February, 2014.
- "Stray Cats." *Fruita Pulp*. 1.1. January / February, 2014.

- "On the Road to Flagstaff." *Fruita Pulp*. 1.1. January / February, 2014.
- "Wasted on A Drifter." *The Ossuary Whispers*, January, 2014, 14.
- "1926: Repeated History." *Posoh. Ketapanen: a Gift for Miranda Washinawatok*. Ed. Padma Thornlyre. Kittredge, CO: Turkey Buzzard Press, 2013. 10.
- "Soul on Fire." *The Watch*. June 28, 2013: 35.
- "God's Fire." *Miriam's Well: Poetry, Land Art, and Beyond*. September 25, 2012. Web.
- "The Place Where Magpies Sleep." *New Mexico Poetry Review*. Spring, 2012: 113.
- "No Clue." *Slab*. 7.1 (2012): 30-31.
- "No Clue II." *Slab*. 7.1 (2012): 30-31.
- "Three Musicians." *Measure*. 7.2 (2012): 89-90.
- "Six Meditations on Venice II by Wojteck Gorka." *Gobshite Quarterly*. Winter-Spring, 2011-2012. 27-28.
- "From Different Eyes." *The Grand Junction Daily Sentinel*, Out & About. October 21-27, 2011: 13.
- "Dark River." *The Laughing Dog*. Issue 20, 2011: 10.
- "Holy Man Below." *Creosote*. Spring, 2010: 26.
- "The Place With Only the Sound of Insects." *New Mexico Poetry Review*. Spring, 2010: 62-63.
- "Fulgurite." *New Mexico Poetry Review*. Spring, 2010: 64-65.
- "The Wavelength of a Fish's Scale." *Chiron Review*. Summer, 2010: 37.
- "West of Liberty." *Chiron Review*. Summer, 2010: 41.
- "The Last Matinée." *Convergence*. January, 2009. Editor's Choice.
- "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.
- "Flames Wrap the River." *Silverton Mountain Journal*. 22.2 (2002): 12.
- "Upon Drawing the Hanged Man." *Talking Gourds Circle* 1 (2000): 4.
- "Chant/No Echoes." *Fish Drum* 16 (2000): 40-41
- "Jack Kerouac Saw the Fire Buddha." *Fish Drum* 16 (2000): 42-43.
- "Smiles on Hermes." *The Listening Eye*. 1998: 22.
- "Pale Rider." *Telluride Daily Planet*. June 12-14, 1998: 18.
- "Counting Coup." *Telluride Daily Planet*. June 11, 1998: 11.
- "Chalice of Bronze, River of Moons." *The Listening Eye*. 1997: 16.
- "November Moon – Kansas Prairie." *The Listening Eye*. 1997: 17-18.
- "The Singularity." *Telluride Times-Journal*. January 4, 1996: B2.
- "Sacred Fires Beyond the Fall." *Harp*. Summer, 1995: 6.
- "Christmas Eve Night on U.S. 66." *Harp*. Autumn, 1994: 27.
- "The Earth Never Lies." *Ink & Paper*. January, 1994: 20.
- "Mars Dust Patrol: A True Story." *Harp*. December, 1993: 7.
- "Rio Arriba County Line." *Harp*. June, 1993: 7.
- "The Plains of San Augustin." *Santa Fe Spirit*. March, 1990: 36.
- "Setting Crescent." *Seizure* 7 (1986): 2.
- "A Psalm a Day." *Seizure* 7 (1986): 1.
- "Cabin." *New River Free Press*. 7.1 (1985): 4.
- "Rider." *Harvest From the Hills*. Ed. Art Cuelho. Big Timber, MT: Seven Buffaloes Press, 1984: 26.
- "Jazz Poem." *Owego Review*. June, 1983: 4.
- "Conspiracy." *New River Free Press*. 1.2 (1983): 4.

Short-Stories

- "Dark Angel: Notes for an Imaginary Novel." *Harp*. Winter, 1995: 8-10.
 "Cloud Bank." *Ink & Paper*. May, 1994: 11-12.
 "The Alchemist's Door." *Yankee Boy Review*. December, 1993: 11-12.
 "The Wounded Building." *Harp*. March, 1993: 1.7.
 "The Fall." *Albany Review*. 2.4 (1988): 13.
 "Last Contact." *Engineer's Forum*. 4.1 (1985): 24-25.
 "The Four Signs." *Blueline*. 7.1 (1985): 8-13.

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+.
 "Witnessing Western History: An Interview with David Lavender." *Bloomsbury Review*.
 July/August, 1999:7. (Rpt. in *Colorado Central Magazine*. February, 2000:14-15.)
 "N. Scott Momaday." *New Mexico Magazine*. August, 1990: 21-25.
 "The Rejuvenation of Mankind: An Interview with Frank Waters." *Southwest Profile*.
 October, 1989: 38-40.

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.
 "'Emergency' by Denis Johnson" and "'Silence of the Llano' by Rudolfo Anaya." *Masterplots II, Short Story Series, Revised Edition*. Pasadena, CA: Salem Press, 2004: 1139-1142 & 3687-3689.
 "Andre Gregory" and "John Nichols." *Cyclopedia of World Authors, Fourth Revised Edition*. Pasadena, CA: Salem Press, 2003: 1308-1309 & 2322-2323.
 "Paul Bowles." (Update of original article by Charles L.P. Silet.) *Critical Survey of Long Fiction, Second Edition, Volume I*. Pasadena, CA: Salem Press, 2000: 304-311.
 "Samuel R. Delany." (Update of original article by Donald F. Larsson.) *Critical Survey of Long Fiction, Second Edition, Volume II*. Pasadena, CA: Salem Press, 2000: 808-818.
 "Linda Hogan" and "Denis Johnson." *Cyclopedia of World Authors, Third Revised Edition*. Pasadena, CA: Salem Press, 1997: 985-6 & 1071-2.
 "Dhalgren, The Jewels of Aptom, and Nova by Samuel R. Delany; This Immortal by Roger Zelazny; The Traveler in Black by John Brunner." *Magill's Guide to Science-Fiction and Fantasy Literature*. Pasadena, CA: Salem Press, 1996: 219-20, 497-8, 680-1, 924-5, 953-4.

Book Reviews

(This entry does not include pieces written as a member of a newspaper or magazine staff.)

- "New Magazine Keeps Poetry on Western Slope." *Pinyon*. Spring, 2016: 157-160.
- "Gifts from the Heart: Stories, Memories, and Chronicles of Lucille Gonzales Oller edited by Alexander Blackburn." *Bloomsbury Review*. 31.3 (2013): 8.
- "Jack Kerouac and Allen Ginsberg: the Letters edited by Bill Morgan and David Stanford." *Magill's Literary Annual, 2011*. Pasadena, CA. Web.
- "Monsieur Pain by Roberto Bolaño." *Magill's Literary Annual, 2011*. Pasadena, CA. Web.
- "The House of Wittgenstein: A Family at War by Alexander Waugh." *Magill's Literary Annual, 2010*. Pasadena, CA: Salem Press, 2010. 322-326.
- "The Posthuman Dada Guide: Tzara & Lenin Play Chess by Andrei Codrescu." *Magill's Literary Annual, 2010*. Pasadena, CA: Salem Press, 2010. 649-653.
- "Telling it Real by Peter Anderson." *Inside/Outside Southwest*. September, 2010.
- "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.
- "No Lack of Lonesome by Albino Gonzales and A Painting of Sand by Luis Lopez." *Inside/Outside Southwest*. December, 2001: 32.
- "Red by Terry Tempest Williams." *Inside/Outside Southwest*. September, 2001: 23.
- "An American Child Supreme by John Nichols." *Inside/Outside Southwest*. August, 2001: 31.
- "Telluride: Landscapes and Dreams by Eileen Benjamin." *Inside/Outside Southwest*. March, 2001: 33.
- "Celebrating the Coyote by Barbara Waters." *Inside/Outside Southwest*. January, 2001: 32.
- "Fire on the Mountain: The True Story of the South Canyon Fire." Rev. of *Fire on the Mountain* by John N. MacLean. *Inside/Outside Southwest*. February, 2000: 26-27.

- "Cortez Author Mines the Blue-Collar West." Rev. of *Mine Work* by Jim Davidson. *Inside/Outside Southwest*. January, 2000: 31.
- "Of Time and Change by Frank Waters." *Inside/Outside Southwest*. October, 1999: 37.
- "The Art of Love by Miriam Sagan." *Pinyon Poetry*. Spring, 1996: 51-52.
- "Going Home Away Indian by Leo Romero." *Bloomsbury Review*. April/May, 1991: 6.
- "Pine Mountain Sand and Gravel, 1.1." *Hard Row to Hoe*. January, 1985: 4-5.
- "Sick of Shadows by Sharyn McCrumb." *Hard Row to Hoe*. " 1.8. (1984): 2-3.

Papers

(not including presentations that later appeared in print)

- "Facing West: the Life and Work of Frank Waters." Gaylord Hall, Colorado College. Colorado Springs, CO. September 7, 2016.
- "Pike's Peak Drama: Colorado Springs in the Life and Work of Frank Waters." Edith Kinney Gaylord Cornerstone Arts Center Screening Room, Colorado College. Colorado Springs, CO. September 6, 2016.
- "Frank Waters and Taos – Panel." The Harwood Museum of Art. Taos, NM. August 3, 2016.
- "Frank Waters." A Literary Walk in the Woods. Cheyenne Mountain State Park. Colorado Springs, CO. September 26, 2015.
- "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.
- "Travels in the New Poland." Mesa State College. Grand Junction, CO. December 1, 1993.
- "Sites Related to the Manhattan Project." (With Ellen Bradbury) & "Security at Los Alamos and the Spies Who Broke It." Smithsonian Institute Seminar: Entering the Atomic Age. Los Alamos, NM. October 3, 1991.
- "Indian and Hispanic Archetypes in Southwestern Literature." Smithsonian Institute Southwestern Seminar. Santa Fe, NM. October 30, 1990.
- "Jack Kerouac: A Memorial Essay." National Poetry Week. Burnt Horses Bookstore. Santa Fe, NM. October 21, 1989.
- "Paul Kantner, the Jefferson Airplane, and Science-Fiction." Virginia Tech. Blacksburg, VA. May 21, 1986.
- "Jim Morrison: The Lizard King Returns." Virginia Tech. Blacksburg, VA. February 19, 1986.
- "The Blue Ridge Parkway: A Naturalist's View." (With Patricia Nizalowski.) Blue Ridge Parkway 50th Anniversary Conference. Appalachian State University. Boone, NC. September 10, 1985.
- "The Use of Film in Freshman Composition." Virginia Tech. Blacksburg, VA. November 18, 1983.
- "Journey Through Darkness: Phenomenology and Conrad's *The Shadow Line*." Virginia Tech. Blacksburg, VA. April 13, 1982.

RANDY PHILLIS

1008 Ouray Avenue
Grand Junction CO 81501
(970) 243-0188

Languages, Literature and Mass Communication
Colorado Mesa University
1100 North Avenue
Grand Junction CO 81501
(970) 248-1740
rphillis@coloradmesa.edu

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, Colorado Mesa University/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, American Folklore and various Senior Seminars and Topics courses including American Historical Romance, Absurdity, 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

2011-2012: Assistant Department Chair, Languages, Literature and Mass Communication, Colorado Mesa University

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:

Plots We Can't Keep Up With, Encircle Publications, Farmington ME, 2014

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, The Aurean, Best Minds, Black and White, Black Fly Review, Black Bear Review, Broken Bridge, The Cape Rock, Clover, A Literary Rag, 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, Northern New England Review, Out and About, Oyez Review, Pacific Review, Passages North, Pavement, Phoenix, Pleiades, Poetry East, Poetry Motel, Poetalk, Poets of the American West (Anthology), Poet's Sanctuary, Red Cedar Review, Red Ochre Press, Red Rock Review, River Poets Journal, Rockhurst Review, The Shocker, SLAB Literary Magazine, Slant, Snail Mail Review, The South

Carolina Review, The Sunflower, Terminus, Terrapin, Theodate, Timber Creek Review, Two Thirds North, 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

NATIONAL 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

CONFERENCE PRESENTATIONS

“Against Her Will: Reading Charlotte Temple as Captivity Narrative.” South Central Society for Eighteenth-Century Studies, Salt Lake, 2017.

“Who Are You?: Understanding the Other Through Self-Exploration.” Colorado Language Arts Society, Golden, 2015.

“A Confluence of Contexts: The Interaction of Author and Reader.” Colorado Language Arts Society, Golden, 2014.

Panel Chair: “The Contemporary American Dramatic Monologue.” PCA/ACA Combined Annual Conference, Albuquerque, 2013.

“Wow, That’s So True!” Achieving Insight, Even Wisdom, in Creative Writing.” Colorado Language Arts Society, Golden, 2013.

“Beyond Summary: Using Multiple Texts to Inform Student Writing.” Colorado Language Arts Society, Golden, 2012.

Panel Chair. “Voices in Contemporary American Poetry.” PCA/ACA, Las Vegas, 2011.

“You Don’t Say: Using Visual Images as Text.” Colorado Language Arts Society, Golden, 2011.

“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.

REFERENCES

Dr. Julie Barak
Languages, Literature and Mass Communication
Colorado Mesa University
1100 North Avenue
Grand Junction CO 81501
(970) 248-1072

Dr. Kurtis Haas
Assistant Vice President of Academic Affairs
Colorado Mesa University
1100 North Avenue
Grand Junction CO 81501
(970) 248-1104

Dr. Barry Laga, Department Head
Languages, Literature and Mass Communication
Colorado Mesa University
1100 North Avenue
Grand Junction CO 81501
(970) 248-1119

M. Jason Reddoch, Ph.D.
Assistant Professor of English
Department of Language, Literature, and Mass Communication
Colorado Mesa University
jreddoch@coloradomesa.edu
970-248-1183

EDUCATION

University of Cincinnati, Department of Classics
Ph.D. 2010, Classical Studies

Greek Palaeography Summer School
Certificate in Greek Palaeography, Summer 2008, Lincoln College, Oxford, England

American School of Classical Studies
Certificate in Greek Archaeology, Summer Session 2001, Athens, Greece

Millsaps College, Jackson, MS
B.A. May 2001, Classical Studies (*magna cum laude*)

TEACHING EXPERIENCE

Associate Professor, Colorado Mesa University, 2017-Present

Assistant Professor, Colorado Mesa University, 2011-2017

Visiting Assistant Professor, University of Cincinnati, 2010-2011

Instructor, University of Cincinnati, 2006-2007, 2007-2008, 2010

ESL Teacher, University of Science and Technology, Wuhan, China, 2001-2002

PEER REVIEWED ARTICLES

"The Stoics on Hope and Fear: How to Be a Politically Engaged Stoic" *Soundings* (forthcoming)

"Cicero's *De Divinatione* and Philo of Alexandria's Criticism of Chaldean Astrology as a Form of Artificial Divination" *Dionysius* 32 (2014).

"Enigmatic Dreams and Onirocritical Skill in *De Somniis* 2" *Studia Philonica Annual* 25 (2013) 1-16.

"Philo of Alexandria's Use of Sleep and Dreaming as Epistemological Metaphors in Relation to Joseph" *The International Journal of the Platonic Tradition* 5.2 (2011) 283-302.

"Conflict and Emotion in Medea's 'Irrational' Dream (A.R. 3.616-35)" *Acta Classica* 53 (2010) 49-67.

TRANSLATION WORK

Latin Translations, Beautiful Mars Project, an online educational project that releases high resolution images of Mars with captions in many languages. Published on tumblr by the University of Arizona, 2013-2015. Beautiful Mars Latin: www.beautifulmars-latin.tumblr.com.

Latin Translations, Beautiful Mars Project coffee table book entitled *Mars: The Pristine Beauty of the Red Planet*, a collection of the best images from the Beautiful Mars Project with captions in many languages. Published by the University of Arizona Press, 2017.

SCHOLARSHIP IN PROGRESS

Philo of Alexandria: De Somniis 1. Translation and Commentary of Philo of Alexandria's *De somniis 1*, Philo of Alexandria Commentary Series (PACS), Brill Press.

REVIEWS

Collins, John J. and Daniel C. Harlow, eds. 2012. *Early Judaism. A Comprehensive Overview*. Eerdmans: Grand Rapids. *Studia Philonica Annual* 25 (2013) 231-235.

Howland, Jacob. 2011. *Plato and the Talmud*. Cambridge: Cambridge University Press. *Journal of Hellenic Studies* 133 (2013) 289-290.

Davis, Michael. 2011. *The Soul of the Greeks*. Cambridge: Cambridge University Press. *Journal of Hellenic Studies* 132 (2012).

Watkin, Christopher. 2011. *From Plato to Postmodernism: The Story of Western Culture through Philosophy, Literature, and Art*. London: Bristol Classical Press. *Bryn Mawr Classical Review* (2012.08.02).

Calabi, Francesca. 2008. *God's Acting, Man's Acting: Tradition and Philosophy in Philo of Alexandria*. Leiden and Boston: Brill. *Journal for the Study of Judaism* 42.3 (2011) 380-381.

Kuzminski, Adrian. 2008. *Pyrrhonism: How the Greeks Reinvented Buddhism*. Lanham: Lexington Books. *Philosophy East and West* 60.3 (2010) 424-427.

Struck, Peter. 2004. *The Birth of the Symbol*. Princeton, N.J.: Princeton University Press. *Studia Philonica Annual* 21 (2009) 141-144.

CONFERENCE PAPERS PRESENTED

"The Ancient Stoics on Hope and Fear: How to find Tranquility in the Contemporary World"
Hope and Fear Conference, Carroll College, Helena, MT, March 2017

"From Plato to Philo: On the Psychology and Physiology of Prophetic Dreaming"
Society for Classical Studies National Conference, New Orleans, LA, January 2015

"Greek Encounters with India: Appropriating and Stereotyping the Naked Philosophers"
Four Corners Conference, Grand Junction, CO, October 2013

"Cicero's *De Divinatione* and Philo of Alexandria's Criticism of Chaldean Astrology"
Society of Biblical Literature (SBL), San Francisco, CA, November 2012

"Enigmatic Dreams and Onirotic Skill in *De Somniis 2*"
Society of Biblical Literature (SBL), San Francisco, CA, November 2011

"Withdrawing the Mind from the Body"

Society of Biblical Literature (SBL), San Francisco, CA, November 2011

"Heraclitus the Allegorist and the Polemics of Allegory"
Classical Association of England, Durham, UK, April 2011

"Philo of Alexandria and the Peripatetic Good in *De Somniis* II"
Society of Biblical Literature (SBL), Atlanta, GA, November 2010

"Philo of Alexandria's Philosophy of Dreams"
Classical Association of the Mid-West (CAMWS), Minneapolis, MN, April 2009

"Lucretius' Split Personality: Continuing the Reconciliation"
Classical Association of the Mid-West (CAMWS), Tucson, AZ, April 2008

"Medea's Dream and the Psychology of Emotion: *Argonautica* 3.616-635"
Ohio Classical Conference (OCC), Xavier University, October 2006

"The Tradition of *Iliad* 15.189 and the Pythagorean Triad"
Sumer to Caesar, Hebrew Union College, Cincinnati campus, Spring 2006

OTHER TALKS

"Moses and Homer: Inspired Authors and Authoritative Texts"
Invited talk, Unitarian Universalist Congregation in Grand Junction, CO, February 2014

ACADEMIC HONORS AND AWARDS

Louise Taft Semple Fellowship, 2003-2010
Laney Award Finalist, received April 2001 (awarded to the ten graduating seniors who had written the finest essays reflecting on the value of a liberal arts education)
Magnolia Coulet Senior Classics Award, received April 2001
Mississippi Eminent Scholars Grant, 1997-2001

WILLIAM W. WRIGHT

Department of Languages, Literature
and Mass Communication
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501

1326 Grand Avenue
Grand Junction, CO 81501
Office: (970) 248-1101
Home: (970) 261-2970
wwwright@coloradomesa.edu

EDUCATION

Ph.D. in English, Program in Rhetoric, Composition, and the Teaching of English,
University of Arizona, Tucson, August 1994.

M.A. in English, University of New Hampshire, Durham, May 1987.

B.A. in English and History, cum laude, Linfield College, McMinnville, Oregon, May
1983.

PROFESSIONAL EXPERIENCE

Professor of English, Director of Composition, Colorado Mesa Univ., 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.

PUBLICATIONS

Book Chapters, Journals and Refereed Articles:

Cosmonauts (A poetry chapbook). Rough Writers Publishing, Forthcoming, February, 2012.

"The Forgotten Contact Zone of Business Communication." In *Principles and Practices:
Discourses for the Vertical Curriculum*. Margaret Strain, ed. New York: Hampton Press,
2013: 171-87.

"Fear and Humor in Frank O'Hara's Cold-War Poetry." *Poetry Nation* 44 (Spring 2010): 33-37.

- "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.
- 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 (since 2003):
- "Anthropology." *Arc Poetry Magazine* 80 (2016).
- "That Day We Both Invented Calculus" in *My Cruel Invention*. Meerkat Press (2015).
- "Learning Not to Drown" *Arroyo Literary Review* (2014).
- "Cosmonauts." *Rhino* (2014). Audio link: <http://rhinopoetry.org/2015/11/10/william-winfield-wright-reads-his-2014-rhino-poem-cosmonauts/>
- "My Soul, the Size of a Bee" *Amoskeag: the Journal of Southern New Hampshire University* (2012).
- "Bedtime" and "Envyng Joan of Arc, a Little" in *The Packinghouse Review* 3.5 (2012): Forthcoming.
- "The View from Space" and "Close to the Water." *Nimrod* (2012).
- "The Nature of the Universe." *Pearl* (2011): Forthcoming.
- "The Limitations of Glasses and Antidepressants," "The Girl With Green Eyes," and "Travel Agency." *A Few Lines* 1.3 (2011): Forthcoming.

- "The Nature of the Universe" and "In All My Mother's Early Films." *A Few Lines* 1.2 (2011): 28 and 39.
- "A Natural History of Your Back" and "Clocks Mean Go to Bed." *Sandstar Review* 1.1 (June 2011): 42-43.
- "The Buzz and the Glow." *Red Cedar Review* 46 (2011): 196-7.
- "Medusa in San Francisco." *Fourteen Hills* 17.2 (2011):128 [featured on Poetry Daily 4 December 2011].
- "Presence" in *Euphony* 11.1 (Winter 2011).
- "Excuses" [12 poems]. *Reed* 61 (2010).
- "Stick Figures." *Clementine* 4 (2010) online.
- "32 Fucking Poems About Chess." *Spinning Jenny* 11 (2010): 79-86.
- "House and Portrait are Two Different Things" and "Film Noir at the Do-it-Yourself." *Mudfish* 16 (2009). Both poems were finalists for the Mudfish Prize.
- "Your Feet in the Shoe Store Mirror," "Yes Our Time is Short But That's Not Why," "Secret," "The Boy with Blue Eyes: and "Local Delicacy." *Frigg* 19 (Winter 2008) online.
- "Poems About Naked" series. *Weber Studies* 23.3 (Spring/Summer 2007) 117-21.
- "After the Revolution." *Third Coast* (Spring 2007)
- "The Buzz and the Glow" and "Zester." *Red Cedar Review* 42 (2007): 23-25.
- "Author's Photo," "Last Poem," and "Gary Kasparov's Little Brother." *Eclectica* 10.1 (Jan/Feb 2006) online.
- "Poem on Your Underpants." *The Seattle Review* 29.1 (2006): 25.
- "Contractions Count as Two." *Illya's Honey* 11.4 (Winter 2006): 38-39.
- "TOO BUSY STOP JUST SEND TITLES STOP" and "The Size of a Postage Stamp." *Aroostook Review* (Spring 2006) online.
- "Grace." *Phoebes: A Journal of Literature and Art* 35.1 (Spring 2006): 118.
- "Downtown in February." *The California Quarterly* 32.2 (2006): 34.
- "But You're the One for Me" and "Starts False and True." *The Minetta Review* (2006).
- "Donated to Science." *Touch* 1.1 (Fall 2006): 97.
- "The Wasps that Sting Our Hearts." *The South Carolina Review* 39.1 (Fall 2006): 207.

"Polar Expedition" and "Physiology as Accommodation." *The Pittsburgh Quarterly Online* (Summer 2005) online.

"Ideas are Boxes with Thin Sides." *Permafrost* 27 (Summer 2005): 14.

"The Month of the Dead" and "The Mockingbird." *Illya's Honey* 11.2 (Summer 2005): 11-13.

"Musée de Ton Visage." *Field* 71 (Fall 2004): 95-6.

"I've Nothing Intelligent to Say about the Moon" and "She Stops at the Fish Store to Rescue His Heart." *Ninth Letter* 1.2 (Fall 2004): 15-16.

"The Mower of Lawns." *Antietam Review* (2004): 51.

"Inventory." *Borderlands: Texas Poetry Journal* 22 (Spring/Summer 2004): 108.

"In Praise of Wrinkles." *Diagram* 4.3 (Spring 2004) online.

"The Sleeping Dog/Hunden sover" and "Away and Indoors on a Sunny Day in Bergen/Bortreist og innedørs på en solfylt dag i Bergen." *Pinyon* 13 (Spring 2004): 44-49.

"Anadromous." *Melic Review* 25 (Winter 2004) online.

"Away and Indoors on a Sunny Day in Bergen." *42opus* 3.4 (Fall 2003) online.

"The Rider." *The Adirondack Review* 4.3 (Winter 2003).

"The Incontinent Burglary" and "The Slightest Wind." *Beloit Poetry Journal* 53.4 (Summer 2003): 32-33.

CONFERENCE PRESENTATIONS (Since 2000)

"Frank O'Hara's Poetry of Performance." *American Cultural Association/Popular Culture Association Conference*. San Antonio, TX, April 2011.

"Turning the Wheel of Fortune at the NEH." With Kurtis Haas. *College English Association*. St. Petersburg, FL, February, 2011.

"Fear and Humor: Frank O'Hara's Cold-War Poetry." *New Clear Forms Conference*. Glasgow, Scotland, September 2009.

"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 University, 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.

COURSES TAUGHT

University of Tromsø, Norway/Sorbonne, Paris/ Høgskolen i Hedmark, Norway

- E-103 Introduction to American Studies (Tromsø)
- E-203 Border Crossings in Contemporary American Literature (Tromsø)
- Doctoral Lectures on Rhetoric and the Problem of Poetry (Tromsø)
- Lecture on Rhetoric and Contemporary Culture (Paris)
- Lectures in American Studies and Identity (Hedmark)

Colorado Mesa University

- English 090: Basic Writing
- English 111: English Composition
- English 129: Honors English

- English 131: Non-Western World Literature I
- English 219: Introduction to Professional Writing
- English 255: Survey of English Literature II
- English 320: Report and Proposal Writing
- English 370: Major Authors: Tom Stoppard
- English 384: Persuasive Writing
- English 385: Advanced Technical Writing
- English 386: Roots of Modern Rhetoric
- English 396: Rhetoric, Discourse, and Popular Culture
- English 423: Genre Studies: Documentary
- English 478: Twentieth-Century British Literature
- English 491: Composition Theory and Practice
- English 492: Seminar in Writing
- English 494: Seminar in Literature: Travel Writing
- English 494: Seminar in Literature: Literature and Medicine
- English 494: Seminar in Literature: American Poetry
- English 494: Seminary in Literature: Contemporary British Drama

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.*

Editorial Board of *The Raymond Carver Review*, 2008 to 2011.

SERVICE (Selected)

Colorado Mesa University

- 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
- Working Group on Increasing Student Academic Success
- Integrity Sub-Committee for HLC Self Study for Re-accreditation.
- Search Committee Chair

AWARDS/FELLOWSHIPS

Fulbright Scholar, Norwegian Fulbright Association, 2001-2002

Chamber of Commerce Educator of the Year Award, 2004

Mesa State College Outstanding Achievement in Scholarship Award, 2004

Fishtrap Writing Fellowship, 2010

Appendix I

Program Sheets



2017-2018 PROGRAM REQUIREMENTS

Degree: Bachelor of Arts

Major: English

Concentration: Literature

About This Major . . .

The English Program offers concentrations leading to a Bachelor of Arts in Literature, Creative Writing, and Secondary Education. The skills a student develops as an English major, such as writing, editing, problem solving, critical thinking, and analysis, are highly prized by employers in nearly every profession. The English Program is proud of what it offers – cultural experiences, unique and interesting courses and instruction, committed faculty and support staff, and a desire to provide the best liberal arts education possible.

Many occupations require individuals who can write and speak well, solve problems, learn new information quickly, and work well with others on a team. This means that English graduates use their education in a wide variety of fields, and your future career may relate more to your personal career interests, work values, and transferable skills than anything specific to the content of your major. Who hires English Majors? Book publishers, magazines, arts organizations, political offices, large corporations, radio/television stations, advertising agencies, social service agencies, chambers of commerce, research institutions, marketing consultants, newspapers, greeting card publishers, law firms, public interest organizations, consumer action groups, health organizations, educational institutions, literary agencies, theaters, printing firms, high tech firms, tutoring services, public and corporate libraries, government agencies, and public relations firms.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatmajor.html>.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Express themselves effectively in a variety of forms. (Communication Fluency/Specialized Knowledge)
2. Support interpretive claims about a variety of texts. (Critical Thinking)
3. Identify the salient features of literary texts from a broad range of English and American literary periods. (Specialized Knowledge)
4. Employ knowledge of literary traditions to produce imaginative writing. (Communication Fluency/Applied Learning)
5. Use research to assist in problem-solving. (Critical Thinking)
6. Apply standard conventions of English grammar and punctuation and explain grammatical structures using relevant terminology. (Specialized Knowledge)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.0 cumulative GPA or higher in coursework toward the major content area.
- Must earn a grade of "C" or better in all foundation and major courses.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

- ENGL 111 - English Composition (3)
- ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

- MATH 110 -College Mathematics (3) or higher

Humanities (3 semester hours)

- Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)

- Select one Social and Behavioral Sciences course (3)
- Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)

- Select one Natural Sciences course (3)
- Select one Natural Sciences course with a lab (4)

History (3 semester hours)

- Select one History course (3)

Fine Arts (3 semester hours)

- Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)

- KINE 100 - Health and Wellness (1)
- Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.

- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (24 semester hours, must pass all courses with a grade of "C" or higher.)

- ENGL 210 - Introduction to Literary Studies (3)
- ENGL 250 - Introduction to Creative Writing (3)
- ENGL 254 - Survey of English Literature I (3)
- ENGL 255 - Survey of English Literature II (3)
- ENGL 261 - Survey of American Literature I (3)
- ENGL 262 - Survey of American Literature II (3)

Two consecutive classes in the same foreign language. FLAS 114 & 115 will NOT fulfill this requirement.

- _____
- _____

BACHELOR OF ARTS: ENGLISH, LITERATURE REQUIREMENTS (30 semester hours, must pass all courses with a grade of "C" or higher.)

English Core (6 semester hours)

- ENGL 421 - Introduction to Literary Theory and Criticism (3)
- ENGL 494 - Seminar in Literature (3)

ENGL 494 Seminar in Literature must be taken after 90 semester hours have been accumulated. A student may take the seminar in the junior year, but must take it again in the senior year. The junior-year class will count as an elective.

Required Concentration Courses (9 semester hours)

- ENGL 355 - Shakespeare (3)
- ENGL 370 - Major Authors (3)
- One of the following courses:
 - ENGL 440 - History of the English Language (3)
 - ENGL 451 - Understanding and Using English Grammar (3)

Concentration Electives (15 semester hours)

American Literature Electives - Two of the following courses:

- ENGL 314 - American Literature to 1830 (3)
- ENGL 315 - American Literature 1830-1870 (3)
- ENGL 316 - American Literature 1870-1900 (3)
- ENGL 435 - American Literature 1900-1945 (3)
- ENGL 436 - American Literature 1945-Present (3)
- ENGL 438 - Ethnic Experiences in U.S Literature (3)

- _____
- _____

English Literature Electives - Two of the following courses:

- ENGL 311 - English Medieval Literature (3)
- ENGL 313 - English Renaissance Literature (3)
- ENGL 470 - 18th Century British Literature (3)
- ENGL 471 - British Romanticism (3)
- ENGL 475 - Victorian Literature (3)
- ENGL 478 - 20th Century British Literature (3)

- _____
- _____

World Literature Electives - One of the following courses:

- ENGL 301 - Classical Greek and Latin Literature (3)
- ENGL 330 - Women in World Thought and Literature (3)
- ENGL 335 - The Bible as Literature (3)
- ENGL 423 - Genre Studies (3)

- _____

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours, including 40 upper division hours. 29 semester hours; 10 hours of upper division may be needed.)

It is strongly encouraged that you take additional English courses to satisfy some of your elective credits.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits

- ENGL 111 - English Composition (3)
- MATH 110 - College Mathematics (3) or higher
- Foundation Course - Foreign Language (3)
- Essential Learning - Social and Behavioral Science (3)
- Essential Learning - Humanities (ENGL 150 - Introduction to Literature suggested) (3)
- KINE 100 - Health and Wellness (1)

Freshman Year, Spring Semester: 16 credits

- ENGL 112 - English Composition (3)
- Elective (ENGL 131 - Western World Literature I, ENGL 132 - Western World Literature II, or ENGL 231 - Non-Western World Literature I suggested) (3)
- Foundation Course - Foreign Language (3)
- Essential Learning - Fine Arts (3)
- Essential Learning - Natural Science with Lab (4)

Sophomore Year, Fall Semester: 16 credits

- ENGL 261 - Survey of American Literature I (3)
- ENGL 254 - Survey of English Literature I (3)
- Essential Learning - Social and Behavioral Science (3)
- Essential Learning - History (3)
- ENGL 250 - Introduction to Creative Writing (3)
- KINA Activity (1)

Sophomore Year, Spring Semester: 16 credits

- ENGL 262 - Survey of American Literature II (3)
- ENGL 255 - Survey of English Literature II (3)
- ENGL 210 - Introduction to Literary Studies (3)
- Essential Learning - Natural Science (3)
- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)

Junior Year, Fall Semester: 15 credits

- ENGL 421 - Introduction to Literary Theory and Criticism (3)
- Upper Division Elective - American Literature (3)
- Upper Division Elective (3)
- Elective (2 courses) (6)

Junior Year, Spring Semester: 15 credits

- ENGL 355 - Shakespeare (3)
- Upper Division Elective - World Literature (3)
- Upper Division Elective (3)
- Electives (2 courses) (6)

Senior Year, Fall Semester: 14 credits

- Upper Division Elective - American Literature (3)
- ENGL 370 - Major Authors (3)
- Upper Division Electives (2 courses) (6)
- Elective (2)

Senior Year, Spring Semester: 12 credits

- ENGL 494 - Seminar in Literature (3)
- ENGL 440 - History of the English Language (3)
- Electives (2 courses) (6)



2017-2018 PROGRAM REQUIREMENTS
Degree: Bachelor of Arts
Major: Spanish
Concentration: Secondary Education

About This Major . . .

Spanish majors for secondary licensure study all aspects of the language and cultures of the Spanish-speaking world and its teaching, including linguistics, phonetics and phonology, foreign language teaching methods, and the literatures of Spain and Latin America.

The Center for Teacher Education offers a comprehensive program of study that leads to licensure in Colorado. Our professors are experienced, knowledgeable, accessible, and dedicated to the improvement of public education. At Colorado Mesa University, we pride ourselves on the personal touch. Faculty offer one-on-one guidance for course selection, field placements, student teaching, and employment. Our mission is to develop *Educators as Innovators*; we are always looking to improve the quality of learning in our programs and K-12 schools.

As a student, you will gradually accumulate over 200 hours of classroom experience before beginning student teaching. School districts throughout western Colorado provide opportunities to gain experience with children of various ages and backgrounds in a variety of school settings. A minimum of 75 credit hours of Essential Learning and content area coursework must be completed with a minimum GPA of 2.80 before a candidate may apply for admission to the Center for Teacher Education secondary licensure program. Please see the Teacher Education Admission Packet for further information on admissions criteria. EDUC 115 and EDUC 215, must be taken before applying to the program.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatmajor.html>.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Express themselves coherently in written and oral Spanish. (Communication)
2. Apply knowledge of the structure of the Spanish language, including syntax, phonetics/phonology, and morphology. (Specialized Knowledge)
3. Demonstrate an awareness and appreciation of important literary and artistic movements/works, and cultural aspects in relation to the Spanish-speaking world. (Specialized Knowledge)
4. Develop a research project focused on second language acquisition or teaching methodologies. (Critical Thinking)
5. Compare commonalities and differences between Hispanic and other U.S. cultures. (Critical Thinking)
6. Demonstrate knowledge of linguistic variations that exist in the Spanish-speaking world. (Specialized Knowledge)
7. Instruct K-12 students based on self-written learning plans to address individual learning and developmental patterns for Spanish language acquisition. (Specialized Knowledge)
8. Design a safe and supportive learning environment for elementary and secondary education students. (Applied Learning)
9. Apply Spanish content knowledge while working with learners to access information, apply knowledge in real world settings, assuring learner mastery of the content. (Specialized Knowledge)
10. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/Communication Fluency)
11. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper-division credits (an alternative credit limit applies to the Bachelor of Applied Science degree).
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.80 cumulative GPA or higher in all CMU coursework
- 2.80 cumulative GPA or higher in coursework toward the major content area
- All EDUC prefix courses must be completed with a grade of B or better
- Students must take the PRAXIS II exam in the content area prior to beginning the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.
- A grade of C or better must be earned in all required courses, unless otherwise stated.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "B" or better and must be completed by the time the student has 60 semester hours.)

- ENGL 111 - English Composition (3)
- ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

- MATH 110 -College Mathematics (3) or higher

Humanities (3 semester hours)

- Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)

- PSYC 233 - Human Growth and Development (3) (must receive a grade of "B" or better)
- Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)

- Select one Natural Sciences course (3)
- Select one Natural Sciences course with a lab (4)

History (3 semester hours)

- Select one History course (3)

Fine Arts (3 semester hours)

- Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)

- KINE 100 - Health and Wellness (1)
- Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.

- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (6 semester hours)

Two consecutive classes in the same foreign language. FLAS 114 & 115 will NOT fulfill this requirement.

- _____
- _____

BA, SPANISH, HISPANIC STUDIES REQUIREMENTS (42 semester hours, must pass all courses with a grade of "C" or higher)

Spanish Core (30 semester hours)

- FLAS 300 - Spanish Composition and Grammar (3)
- FLAS 304 - Advanced Oral Production and Composition (3)
- FLAS 305 - Advanced Spanish Grammar and Spanish English Contrasts (3)
- FLAS 311 - History and Culture of Spain (3)
- FLAS 312 - History and Culture of Latin America (3)
- FLAS 323 - Introduction to Hispanic Literature I (3)
- FLAS 324 - Introduction to Hispanic Literature II (3)
- FLAS 341 - Introduction to Hispanic Linguistics (3)
- FLAS 441 - Applied Phonetics and Phonology (3)
- FLAS 498 - Spanish Practicum (3)

Hispanic Studies (3 semester hours)

- One of the following courses:
 - FLAS 424 - Advanced Hispanic Literature (3)
 - FLAS 446 - Spanish Language Variation (3)

Applied Studies (3 Semester hours)

- One of the following courses:
 - FLAS 431 - Spanish for Medical and Social Services (3)
 - FLAS 433 - Spanish for the Professions (3)
 - FLAS 434 - Introduction to Translation (3)
 - FLAS 435 - Introduction to Interpreting (3)

Restricted Electives (6 semester hours)

Select two additional 300- or 400-level FLAS or FLAV courses:

- _____
- _____

Any combination of FLAS 212, 301, 302, and 303 may also be used to satisfy the requirements of a major in which there exists a foreign language requirement.

FLAV 496 and FLAS 422 may be taken more than once as long as the title/content of each course differs. Permission may be required to take some Topics courses. Check with the professor. The FLAV courses above count for the Spanish minor only when taught in Spanish and as approved by your advisor.

Topics courses may be taken more than one time only if the course has a different topic.

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours. 6 semester hours)

- _____
- _____
- _____
- _____

SECONDARY EDUCATION REQUIREMENTS (29 semester hours)

Program Requirements: ENGL 111, ENGL 112, PSYC 233, EDUC 115 and 215 (all with a grade of B or better) and formal acceptance to the Teacher Education Program.

- EDUC 115 - What It Means to be an Educator (1) (8 field experience hours)
- EDUC 215 - Teaching as a Profession (1) (12 field experience hours)
- EDUC 342 - Pedagogy and Assessment: Secondary and K-12 (3) (20 field experience hours)
- EDUC 343 - Teaching to Diversity (3) (20 field experience hours)
- EDUC 442 - Integrating Literacy across the Curriculum: Secondary and K-12 (3) (60 field experience hours)
- EDUC 475 - Classroom Management (1)

- EDUC 497 - Content Methodology Practicum (3) (80 field experience hours)
- EDUC 497E - Methods of Teaching Secondary Spanish (2)
This course is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester.
- EDUC 499G - Teaching Internship and Colloquia: Secondary (12) (600 field experience hours)

All EDUC prefix courses listed above must be completed with a grade of B or better to progress through the program sequence. EDUC 497E - Methods of Teaching Secondary Spanish is only offered in the fall semester. It may be taken with either the 300-level or 400-level EDUC courses but must be taken before the student teaching semester. Students must take the PRAXIS II exam in the content area prior to commencing the internship. Also, ALL other coursework toward the degree must be successfully completed prior to the internship.

SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits

- FLAS 112 - Second Year Spanish I (3)
- Essential Learning - Humanities (3)
- ENGL 111 - English Composition (3)
- Essential Learning - Natural Science (3)
- KINE 100 - Health and Wellness (1)
- Elective (3)

Freshman Year, Spring Semester: 15 credits

- FLAS 213 - Spanish Conversation and Grammar (3)
 - FLAS 300 - Spanish Composition and Grammar (3)
 - ENGL 112 - English Composition (3)
 - Essential Learning - History (3)
 - MATH 113 - College Mathematics (3) or higher
-

Sophomore Year, Fall Semester: 16 credits

- FLAS 304 - Advanced Oral Production and Composition (3)
- FLAS 305 - Advanced Spanish Grammar and Spanish English Contrasts (3)
- PSYC 233 - Human Growth and Development (3)
- Essential Learning - Fine Arts (3)
- Essential Learning - Natural Science with Lab (4)

Sophomore Year, Spring Semester: 15 credits

- EDUC 115 - What It Means to be an Educator (1)
 - KINA Activity (1)
 - Essential Learning - Social and Behavioral Sciences (3)
 - FLAS 312 - History and Culture of Latin America (3)
 - FLAS 324 - Introduction to Hispanic Literature II (3)
 - ESSL 290 - Maverick Milestone (3)
 - ESSL 200 - Essential Speech (1)
-

Junior Year, Fall Semester: 16 credits

- EDUC 215 - Teaching as a Profession (1)
- Elective (3)
- FLAS 311 - History and Culture of Spain (3)
- FLAS 323 - Introduction to Hispanic Literature I (3)
- FLAS 341 - Introduction to Hispanic Linguistics (3)
- Hispanic Studies Elective (3)

Junior Year, Spring Semester: 15 credits

- EDUC 342 - Pedagogy and Assessment: Secondary and K-12 (3)
 - EDUC 343 - Teaching to Diversity (3)
 - FLAS 441 - Applied Phonetics and Phonology (3)
 - Restricted Electives (2 courses) (6)
-

Senior Year, Fall Semester: 15 credits

- EDUC 442 - Integrating Literacy Across the Curriculum (3)
- EDUC 475 - Classroom Management (1)
- EDUC 497 - Content Methodology Practicum (3)
- EDUC 497E - Methods of Teaching Secondary Spanish (2)
- FLAS 498 - Spanish Practicum (3)
- Applied Studies Elective (3)

Senior Year, Spring Semester: 12 credits

- EDUC 499G - Teaching Internship and Colloquia (12)
-



2017-2018 PROGRAM REQUIREMENTS

Degree: Bachelor of Arts

Major: English

Concentration: Writing

About This Major . . .

The English Program offers concentrations leading to a Bachelor of Arts in Literature, Creative Writing, and Secondary Education. The skills a student develops as an English major, such as writing, editing, problem solving, and critical thinking and analysis, are highly prized by employers in nearly every profession. The English Program is proud of what it offers – cultural experiences, unique and interesting courses and instruction, committed faculty and support staff, and a desire to provide the best liberal arts education possible.

Many occupations require individuals who can write and speak well, solve problems, learn new information quickly, and work well with others on a team. This means that English graduates use their education in a wide variety of fields, and your future career may relate more to your personal career interests, work values, and transferable skills than anything specific to the content of your major. Who hires English Majors? Book publishers, magazines, arts organizations, political offices, large corporations, radio/television stations, advertising agencies, social service agencies, chambers of commerce, research institutions, marketing consultants, newspapers, greeting card publishers, law firms, public interest organizations, consumer action groups, health organizations, educational institutions, literary agencies, theaters, printing firms, high tech firms, tutoring services, public and corporate libraries, government agencies, and public relations firms.

For more information on what you can do with this major, go to <http://www.coloradomesa.edu/career/whatmajor.html>.

All CMU baccalaureate graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, graduates of this major will be able to:

1. Express themselves effectively in a variety of forms. (Specialized Knowledge)
2. Support interpretive claims about a variety of texts. (Critical Thinking)
3. Identify the salient features of literary texts from a broad range of English and American literary periods. (Specialized Knowledge)
4. Employ knowledge of literary traditions to produce imaginative writing. (Communication Fluency/Applied Learning)
5. Use research to assist in problem-solving. (Critical Thinking)
6. Apply standard conventions of English grammar and punctuation and explain grammatical structures using relevant terminology. (Specialized Knowledge)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. The suggested course sequencing outlines how students could finish degree requirements. Some courses are critical to complete in specific semesters, while others may be moved around. Meeting with an academic advisor is essential in planning courses and altering the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree(s).

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a degree and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements:

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL DEGREE REQUIREMENTS

The following institutional degree requirements apply to all CMU baccalaureate degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- 120 semester hours minimum.
- Students must complete a minimum of 30 of the last 60 hours of credit at CMU, with at least 15 semester hours in major discipline courses numbered 300 or higher.
- 40 upper division credits.
- 2.00 cumulative GPA or higher in all CMU coursework.
- A course may only be used to fulfill one requirement for each degree/certificate.
- No more than six semester hours of independent study courses can be used toward the degree.
- Non-traditional credit, such as advanced placement, credit by examination, credit for prior learning, cooperative education and internships, cannot exceed 30 semester credit hours for a baccalaureate degree; A maximum of 15 of the 30 credits may be for cooperative education, internships, and practica.
- Pre-collegiate courses (usually numbered below 100) cannot be used for graduation.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Degree Requirements.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC DEGREE REQUIREMENTS

- 2.0 cumulative GPA or higher in coursework toward the major content area.
- Must earn a grade of "C" or better in all foundation and major courses.

ESSENTIAL LEARNING REQUIREMENTS (31 semester hours)

See the current catalog for a list of courses that fulfill the requirements below. If a course is an Essential Learning option and a requirement for your major, you must use it to fulfill the major requirement and make a different selection for the Essential Learning requirement.

English (6 semester hours, must receive a grade of "C" or better and must be completed by the time the student has 60 semester hours.)

- ENGL 111 - English Composition (3)
- ENGL 112 - English Composition (3)

Mathematics (3 semester hours, must receive a grade of "C" or better, must be completed by the time the student has 60 semester hours.)

- MATH 110 -College Mathematics (3) or higher

Humanities (3 semester hours)

- Select one Humanities course (3)

Social and Behavioral Sciences (6 semester hours)

- Select one Social and Behavioral Sciences course (3)
- Select one Social and Behavioral Sciences course (3)

Natural Sciences (7 semester hours, one course must include a lab)

- Select one Natural Sciences course (3)
- Select one Natural Sciences course with a lab (4)

History (3 semester hours)

- Select one History course (3)

Fine Arts (3 semester hours)

- Select one Fine Arts course (3)

OTHER LOWER-DIVISION REQUIREMENTS

Wellness Requirement (2 semester hours)

- KINE 100 - Health and Wellness (1)
- Select one Activity course (1)

Essential Learning Capstone (4 semester hours)

Essential Learning Capstone must be taken after completion of the Essential Learning English and Mathematics requirements, and when a student has earned between 45 and 75 hours.

- ESSL 290 - Maverick Milestone (3)
- ESSL 200 - Essential Speech (1)

FOUNDATION COURSES (24 semester hours, must pass all courses with a grade of "C" or higher.)

- ENGL 210 - Introduction to Literary Studies (3)
- ENGL 250 - Introduction to Creative Writing (3)
- ENGL 254 - Survey of English Literature I (3)
- ENGL 255 - Survey of English Literature II (3)
- ENGL 261 - Survey of American Literature I (3)
- ENGL 262 - Survey of American Literature II (3)

Two consecutive classes in the same foreign language. FLAS 114 & 115 will NOT fulfill this requirement.

- _____
- _____

BACHELOR OF ARTS: ENGLISH, WRITING REQUIREMENTS (30 semester hours, must pass all courses with a grade of "C" or higher.)

English Core (6 semester hours)

- ENGL 421 - Introduction to Literary Theory and Criticism (3)
- ENGL 494 - Seminar in Literature (3)

ENGL 494 Seminar in Literature must be taken after 90 semester hours have been accumulated. A student may take the seminar in the junior year, but must take it again in the senior year. The junior-year class will count as an elective.

Required Concentration Courses (9 semester hours)

- ENGL 386 - Roots of Modern Rhetoric (3)
- ENGL 492 - Seminar in Writing (3)
- One of the following courses:
 - ENGL 440 - History of the English Language (3)
 - ENGL 451 - Understanding and Using English Grammar (3)

Literary Backgrounds (6 semester hours)

Early Literature - One of the following courses:

- ENGL 301 - Classical Greek and Latin Literature (3)
- ENGL 311 - English Medieval Literature (3)
- ENGL 313 - English Renaissance Literature (3)
- ENGL 335 - The Bible as Literature (3)
- ENGL 355 - Shakespeare (3)
- ENGL 470 - 18th Century British Literature (3)

Later Literature - One of the following courses:

- ENGL 314 - American Literature to 1830 (3)
- ENGL 315 - American Literature 1830-1870 (3)
- ENGL 316 - American Literature 1870-1900 (3)
- ENGL 330 - Women in World Thought and Literature (3)
- ENGL 435 - American Literature 1900-1945 (3)
- ENGL 436 - American Literature 1945-Present (3)
- ENGL 438 - Ethnic Experiences in U.S. Literature (3)
- ENGL 471 - British Romanticism (3)
- ENGL 475 - Victorian Literature (3)
- ENGL 478 - 20th Century British Literature (3)

Writing Concentration Electives (9 semester hours)

9 semester hours from the following courses:

- ENGL 380 - Memoir and Creative Non-Fiction (3)
- ENGL 381 - Creative Writing: Fiction (3)
- ENGL 382 - Creative Writing: Crafting Fiction (3)
- ENGL 383 - Creative Writing: Poetry (3)
- ENGL 384 - Art of the Essay (3)
- ENGL 385 - Technical and Professional Writing (3)
- ENGL 388 - Creative Writing: Crafting Poetry (3)
- ENGL 396 (when applicable) - Topics (1-3)
- ENGL 496 (when applicable) - Topics (1-3)

GENERAL ELECTIVES (All college level courses appearing on your final transcript, not listed above that will bring your total semester hours to 120 hours, including 40 upper division hours. 29 semester hours; 10 hours of upper division may be needed.)

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____



SUGGESTED COURSE SEQUENCING

Freshman Year, Fall Semester: 16 credits

- ENGL 111 - English Composition (3)
- MATH 110 - College Mathematics (3)
- Foundation Course - Foreign Language (3)
- Essential Learning - Social and Behavioral Science (3)
- Essential Learning - History (3)
- KINE 100 - Health and Wellness (1)

Freshman Year, Spring Semester: 16 credits

- ENGL 112 - English Composition (3)
 - ENGL 250 - Introduction to Creative Writing (3)
 - Foundation Course - Foreign Language (3)
 - Essential Learning - Fine Arts (3)
 - Essential Learning - Natural Science with Lab (4)
-

Sophomore Year, Fall Semester: 16 credits

- ENGL 261 - Survey of American Literature I (3)
- ENGL 254 - Survey of English Literature I (3)
- Essential Learning - Social and Behavioral Science (3)
- Essential Learning - Humanities (3)
- ENGL 210 - Introduction to Literary Studies (3)
- KINA Activity (1)

Sophomore Year, Spring Semester: 16 credits

- ENGL 262 - Survey of American Literature II (3)
 - ENGL 255 - Survey of English Literature II (3)
 - Upper Division Writing Elective (3)
 - Essential Learning - Natural Science (3)
 - ESSL 290 - Maverick Milestone (3)
 - ESSL 200 - Essential Speech (1)
-

Junior Year, Fall Semester: 15 credits

- ENGL 386 - Roots of Modern Rhetoric (3)
- ENGL 355 - Shakespeare or other Early Literature course (3)
- ENGL 440 - History of the English Language or ENGL 451 - Understanding and Using English Grammar (3)
- Upper Division Writing Elective (3)
- Elective (3)

Junior Year, Spring Semester: 15 credits

- Elective (4 courses) (12)
 - Upper Division Elective, ENGL 385 - Technical Writing recommended (3)
-

Senior Year, Fall Semester: 14 credits

- ENGL 384 - Art of the Essay recommended (3)
- ENGL 492 - Seminar in Writing (3)
- ENGL 421 - Introduction to Literary Theory and Criticism (3)
- Upper Division Elective (3)
- Elective (3)

Senior Year, Spring Semester: 12 credits

- ENGL 494 - Seminar in Literature (3)
 - Upper Division Elective, ENGL 383 - Creative Writing: Poetry recommended (3)
 - Upper Division Elective (3)
 - Elective (3)
-



2017-2018 PROGRAM REQUIREMENTS
Minor: English

About This Minor . . .

The English minor should be of interest to students who want to broaden their backgrounds in the liberal arts as well as to those planning careers in which experience in literature and writing is useful, such as law, journalism, advertising, theatre, business, public service, or graduate study in other academic subjects.

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a minor. Meeting with an academic advisor is essential in planning courses and developing a suggested course sequencing. It is ultimately the student's responsibility to understand and fulfil the requirements for her/his intended minor.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a minor. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head for the minor. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

A minor cannot be awarded by itself. It must be combined with a baccalaureate degree outside the major field of study. Students should follow the graduation process outlined for the baccalaureate degree and list their majors and minors on the "Intent to Graduate" form.

If a student's petition for graduation is denied, it will be her/his responsibility to consult the Registrar's Office regarding next steps.

INSTITUTIONAL MINOR REQUIREMENTS

The following institutional requirements apply to all CMU minors. Specific programs may have different requirements that must be met in addition to institutional requirements.

- A minor consists of 15-24 semester hours. There may be prerequisites required for the minor which will increase the total number of credit hours for a student who has not already taken those prerequisites.
- Courses taken to satisfy Essential Learning, major requirements, or electives can be counted toward the minor if applicable.
- At least 33 percent of the credit hours required for the minor must be in courses numbered 300 or above.
- At least 25 percent of the classes must be taken at CMU.
- 2.00 cumulative GPA or higher for the courses used for the minor.
- A minor is not a degree by itself and must be earned at the same time as a baccalaureate degree.
- A minor must be outside the major field of study.
- A student may earn up to five minors with any baccalaureate degree at CMU.
- The Catalog Year determines which program sheet and degree requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements sheet you should follow.
- See "Requirements for Undergraduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC MINOR REQUIREMENTS

- 18 semester hours total for the minor in English.
- Students may NOT count ENGL 111 and ENGL 112 toward the English minor.

REQUIRED COURSES FOR THE ENGLISH MINOR (18 semester hours)

Complete 18 hours (6 courses) in English, 6 hours of which must be upper division.

- ENGL _____
- ENGL _____
- ENGL _____
- ENGL _____
- ENGL _____
- ENGL _____





**Department of English
External Reviewer Report**

Prepared by

Dr. Samuel J. Umland
Professor and Chair of English
University of Nebraska at Kearney

April 15, 2018

Table of Contents

Aim

Scope

Analysis of Program Elements

Review Element #1	5
Review Element #2	6
Review Element #3	7
Review Element #4	8
Review Element #5	8
Review Element #6	9
Review Element #7	10

Recommendations

Review Element #8	11
Review Element #9	13
Review Element #10	14
Review Element #11	15
Review Element #12	17
Review Element #13	18

Conclusion

Executive Summary Template

19

22

This page intentionally left blank.

**English Department Review
Colorado Mesa University
April 2018**

Aim

The aim of this External Review Report is to provide independent review and evidence of the English department's contribution to the mission and vision of Colorado Mesa University. In addition, the report will evaluate the department's achievement of its stated learning objectives and provide a summary of my observations. Finally, this report will offer a detailed response to the Program Review to include strengths, weaknesses, and opportunities for growth related to each program review element and the program as a whole.

Scope

The scope of my review is based on the following:

1. Evaluation and review of the 2011–2017 Program Review
2. My experience as an English Department Chair, former Associate Dean, and former Interim Dean at my institution
3. Observations from my site visit that included interviews with the following individuals
 - Cynthia Pemberton, Vice President for Academic Affairs
 - Kurt Haas, Assistant Vice President for Academic Affairs
 - Barry Laga, Department Head of Language, Literature, and Mass Communications
 - Suzanne Owens, Assessment Coordinator
 - Jeremy Brown, Vice President for Information Technology
 - Sylvia Rael, Library Director
 - Faculty Members
 - Current Students
 - Alumni

Overview

The English department at Colorado Mesa University succeeds in its mission to deliver exceptional instruction to all of its students. The faculty is reasonably well balanced between those serving at the full and assistant professor levels, which promises that the department is poised to maintain its core values well into the future. The department is vital, shows deep commitment to its students, and shows a clear and dedicated commitment to its future. Specific review elements follow.

1) *The department's self-study is a realistic and candid appraisal of the program.*

The department's self-study report is very thorough. The report allowed me the chance to get a very good sense of the department's latest initiatives and its aspirations. It contains detailed records of enrollment histories, information from undergraduate catalogs, and concise and current areas of expertise for all levels of faculty. In addition, the report seems to meet CMU's own set standards for self-study, and it includes a thoughtful response to the previous External Review. The department has conscientiously addressed the vast majority of the recommendations made by the previous External Reviewer—certainly those it has the ability and institutional support to redress—which shows a commitment to continued improvement. In the report following, I will reiterate some of the recommendations from the prior report that have not been addressed, with some suggestions for achieving them.

The current program review detailing faculty positions, undergraduate majors, and teaching loads suggests that CMU has remained notably strong despite recent challenges in the overall economy. No doubt its unique location in western Colorado has

in some way lessened the blows that often come from large swings that often affect each coast, but nonetheless, given the economic climate of the past several years, this department has shown remarkable stability in areas where other regions have experienced significant losses in resources. In short, this department has largely met the challenges posed by the previous External Review, and has remained stable.

2) The program's teaching-learning environment promotes the success of its students.

I enjoyed personal interviews with exceptional undergraduate students during the campus visit. These representatives of the department were quite enthusiastic and eager to share their experiences. Testimonials featured the noticeable expertise and accomplishments of students who have clearly been taught well and been prepared to succeed. As a result of these personal interactions, I would rank these students on par to compete with undergraduates being produced by most any of the nation's finest universities. There is no question that the CMU English department faculty members are focused on student success. Students and alumni unanimously praised the dedication and support of the faculty. The department's current mission statement, further elaborated by the program's Student Learning Outcomes (35; all subsequent page numbers refer to the self-study), emphasizes a focus that it is currently delivering with clear intent. Valuing cultural backgrounds, communication skills, critical thinking, and appreciation for literature are hallmarks of all successful English programs, and CMU's English department values all of these outcomes. Both current students and alumni remarked upon faculty commitment to student learning as well as faculty availability and support. Students said that faculty are friendly and accessible. Perhaps most importantly, students

and alumni were very positive about their academic experience and the education they received.

In addition, the department fulfills varying needs of its undergraduate students. Students are encouraged to join the English Club, and students are able to become involved with the department's *Literary Review*, *Pinyon Poetry*, and a number of other Mass Communication publications. While I was not able to attend the event due to my short time on campus, my visit coincided with a campus lecture delivered by one of the department's monthly guest writer-scholars, a wonderful opportunity for the students and a unique strength of the department.

The self-study report indicated that a remarkable 78 students in English classes presented in CMU's Student Showcase during the period Spring 2010–Spring 2017, a clear indication of the mentoring the students are receiving and the faculty's dedication to student success. Moreover, students have presented their work at national conferences and/or published their work in undergraduate research journals, and the report features the many alumni accomplishments and employment opportunities. (21-22)

3) Campus facilities meet the department's needs.

A student in the Entrepreneurship program gave me a tour of the beautiful CMU campus. We toured the Recreation Center, the Entrepreneurship building, food services, the Tomlinson Library, and the new Engineering building (Confluence Hall) among other locales. The facilities are impressive, contemporary, and student friendly. The administration has clearly made a deep commitment to the continuous improvement of campus facilities. Escalante Hall, the new home of the English department, is a wonderful

facility, with a wide staircase, expansive hallways, and “smart” classrooms. There appears to be ample office space, classrooms are bright and expansive, all of which are conducive to a productive education. Escalante Hall has comfortable lounge areas (one of them a furnished outdoor balcony that allows for a tremendous view of the surrounding landscape) that promote informal collaboration and the exchange of ideas among students.

4) Library resources meet the department's needs.

Having recently undergone renovation, the Tomlinson Library is a wonderful facility. The library's vision of moving more and more to electronic resources no doubt helps faculty conduct the research they are producing, and the ability to have printed materials delivered directly to their offices is an important factor in increasing faculty productivity. There is a strong interlibrary loan program with an average turnaround time of eleven hours. My conversation with the Library Director, Sylvia Rael, and the Library Instruction Coordinator (also the department's liaison), Anne Bledsoe, revealed a good working relationship with the English department, and ample support services for the students. The library report, included in the Program Review, indicates sufficient research materials enabling undergraduate research in the discipline, with new holdings added on a regular basis based on faculty recommendations.

5) Instructional technology meets the program's needs.

Although the study of English is intensively text-based, I had the opportunity to visit with the Vice President of Information Technology, Jeremy Brown, regarding the instructional technology available to students across campus and in Escalante Hall in

particular. I also visited several classrooms during a few minutes of free time I had available. Instructional technology is appropriate for students in the English department, but I should note that some of the classrooms in Escalante Hall are shared by students in programs other than English. The classrooms are “smart,” offer the best instructional technology resources available, and include instructor stations with projection. All video players are connected to the projectors through HDMI cable components, offering the best possible resolution. Computer labs are readily available for writing and research. Jeremy Brown confirmed CMU’s solid commitment to instructional technology. He indicated that constant communication with the faculty has ensured that instructional technology is current and in good operational order. I commend the many instructional technologies available to students on the campus.

6) *English faculty members are involved in on-going assessment efforts.*

It is clear that the department faculty members are involved in on-going assessment efforts. CMU’s Assessment Coordinator, Suzanne Owens, reports that English has done a very good job with program assessment. I do have one observation to make regarding one of the objectives in the department’s mission statement, and how this objective might be assessed. As it stands, I see no mechanism in place to assess it. The self-study states, “The mission of the English program is to explore the production and interpretation of a variety of texts, as well as the study of language itself. The Program seeks to hone students’ abilities to identify, articulate, deploy and adjust the conventions that govern texts. We strive to develop the intellectual and ethical qualities that inform productive members of society in order to encourage career adaptability and civic

responsibility.” (9) Promoting career adaptability is a noble aim, but I suggest that the aim of developing “productive members of society” might be more clearly defined, as well as “civic responsibility.” Does the phrase, “productive members of society,” mean citizens who are innovators, risk-takers, and iconoclasts? Do risk-takers and iconoclasts embody the intellectual and ethical qualities the CMU English faculty members wish to inculcate in their students? How might these qualities be assessed? “Civic responsibility” should also be more clearly defined, especially with an eye toward how to assess it: How would the English department go about assessing student achievements in “civic responsibility”? One solution might be to identify the civic role of rhetoric to identify and solve social problems. If, as the self-study avers, students are indeed looking for programs that encourage unique approaches to research and learning, the department’s mission statement should reflect the rhetorical skills necessary to become productive, civic-minded citizens—civic engagement—beyond using proper grammar and syntax, in the final analysis merely a matter of proper etiquette.

7) Department faculty members consistently reflect on teaching effectiveness to foster continuous improvement.

As noted in the self-study and discovered through interviews, the English faculty are involved in analyzing student learning outcome data and program effectiveness. English faculty members have put considerable effort in developing curricular Student Learning Outcomes (SLOs), and faculty members are assessed on a regular, annual basis. Department specific annual faculty evaluation forms consist of three documents: instructions, plan, and evaluation form. Advocates for the department’s assessment plan

argue defend the system because it promotes innovation. However, I felt during my discussions with faculty that the current department annual evaluation system is overly time-consuming and worn out, especially for courses taught on a regular rotation. I would suggest rather than setting three assessment goals, do the following: 1) instead of three goals, require faculty members instead to focus on one major innovation in their teaching each academic year and assess its effectiveness; 2) include a classroom observation for one class taught during the academic year, with the faculty member able to suggest to the chair the name of the peer reviewer; and 3) require student evaluations for two courses a semester. Developing student evaluations would allow the department chair to address specific student comments and also focus on a faculty member's strengths, and further departmental assessment goals.

Recommendations

Short-Term

8) *The department should reconsider its planned major curricular revision.*

CMU's English department faces problems familiar to most English departments across the country: declining or stalled growth in the numbers of majors, institutional pressure to serve greater numbers of undergraduates—primarily in Freshman composition, a threat to English departments because required composition courses become a typical undergraduate's sole exposure to the humanities—and faculty members who prefer to teach small, specialized courses in the major rather than large introductory classes for non-majors. Because of the stagnating numbers of majors, the self-study report indicates that the English department plans to “rethink” its curriculum “for the 21st

century. . . . we . . . need to re-imagine how reading and writing about literature, film, drama, and other cultural texts applies to a new context.” (46) Reimagining the English curriculum is certainly one way, as the report notes: “With the expected growth in CMU enrollments . . . we see an opportunity to become leaders in offering unique courses that will change what it means to be an English major, and thus attract student interest and create a thriving program for our department. Toward this end, formal conversations have begun and a committee was formed in Spring 2016 to formulate a new vision for the department, collect ideas, and initiate curricular revision.” (15)

If curricular revision means the development of new courses (or revisions of courses currently on the books, as the self-study indicates), I agree with the proposed plan. However, I would caution against a major curricular revision. A curricular revision would demand revised course outcomes and SLOs, burying faculty members in minutiae and unnecessary burdening them with yet more service activities. I must point to a recent article published in *The Chronicle of Higher Education* (April 2, 2018) that warns against “overhauling” the major. The author, the Associate Chair of English at the University of Kentucky, writes:

Curriculum reform is a reflex reaction for humanities departments facing declining numbers. Professors often assume, mistakenly I believe, that poor enrollments might be explained by a structural problem of some kind. But curriculum reform is taxing and does not necessarily lead to a spike in enrollment. In fact, there is often a lengthy transition period during which enrollments drop while students and instructors adjust to the new offerings,

making it difficult to tell if the fix is working. At best, curriculum reform is a major distraction; at worst, it can hide or exacerbate the problem and delay a solution. Working within the existing curriculum — offering better classes and perhaps some new ones — is the way to go.

<https://www.chronicle.com/article/We-Reversed-Our-Declining/243009>

The best method of recruiting students to the major is by using popular courses—such as the current ENGL 390 Introduction to Film Studies course—as recruitment tools. (Film Studies has been an area of emphasis in English departments since the early 1970s.) The aforementioned article above suggests that the courses students find popular should go down first on the semester’s teaching schedule, and be assigned to the most engaging instructors. Without these lower division offerings, enrollment in the upper-division courses will diminish. Indeed, the self-study notes a drop off in student enrollment beginning with the 300-level courses. Since self-assessment is such a major element of annual performance reviews, give faculty members a boost in their annual reviews if they teach a successful Intro course. Other methods may be to link the teaching of the most desirable classes (senior seminars) to the teaching of a “service” course, and offering small, low-capped seminars for first-year students.

9) *Develop a Film Studies Minor.*

I recommend the department pursue the development of the Film Studies minor mentioned in the Program Review. (7) A Film Studies minor represents a clear opportunity for student growth with no additional resources needed. Given the configuration of the administrative unit in which English is placed—Language,

Literature, and Mass Communication—the department is ideally suited to develop the minor using existing faculty members within the unit. No more than two new courses will have to be developed, but again, new course development requires no additional resources. Since an “Introduction to Film Studies” course (ENGL 390) is already taught on a regular basis—and the students I met who had taken the course spoke very highly of the value of the course—I see only two additional courses need to be developed at this point: 1) “History of the Motion Picture” and 2) “Film Genre.” Multiple iterations of each of these courses are possible (e.g., one semester of History of the Motion Picture might be focused on the Classic Hollywood period, while another semester it could explore National Cinemas, and so on). Film Genre speaks for itself (one semester, Film Genre: Horror; another, Film Genre: Science Fiction; another, Film Genre: The Hollywood Musical, and so on). The self-study indicates that a Screenwriting course is going to be offered soon, so this is an additional course that supports the creation of the minor. Courses in Mass Communications and Theatre could also be required courses in support of the program. Creation of the Film Studies minor would also help the English department achieve one of its stated goals, to build interdisciplinary connections with other programs.

10) *Foster a climate of undergraduate research and seek more opportunities for majors to present their research.*

During the CMU English department’s last program review, the external reviewer recommended that the department consider creating its own venue for undergraduate research. I concur with this previous recommendation. Student research, in conjunction

with faculty mentoring of the research, is an area for growth. I recommend the creation of a student conference specifically for English majors. An English department student conference—call it, say, the student conference on language and literature—that would model scholarship and professionalism for undergraduate majors, is one of any number of “high-impact practices,” transformative experiences shown by research to have a strong impact on students’ learning. The fact is, students value the interactions they have with faculty, and a student conference would allow students to conduct research under the mentorship of a faculty member, present the research in a public forum, and enter a dialogue with peers. The Program Review indicates that the department has been successful “facilitating student presentations” at the National Undergraduate Literary Conference during the past several years, and I applaud this practice. Sending students to other conferences, such as the National Conferences on Undergraduate Research (NCUR) is also an option, especially given that students have available financial support through the CMU PROMISE Grant, and through departmental funds as well. The department actively participates in CMU’s competitive, university-wide, annual Student Showcase, so the creation of the department’s own student conference, emphasizing the research conducted by English students, and publicizing it across campus in order to increase the English department’s profile, is a logical step.

Long-Term

11) *Prioritize Future Hires*

I recommend that the English department complete a projection of anticipated faculty hires for the next 5-7 years. The Program Review acknowledges the department’s

need “to continue to hire well-qualified faculty.” (46) I agree with the self-study’s statement that “well-qualified, stable professionals” are required for student recruitment and retention. The department will want to begin to attract scholars energized about the changes in technology and culture and teachers who are seeking to develop their skills and broaden their approaches to better serve students. Obviously, new hires will be contingent on new course development, but I recommend the department make its next hire in the field broadly defined as the Digital Humanities. This new hire would allow a more specific focus on the role communication plays in the digital age (technical communication, the relationship of science and literature, literature and the environment, and other areas), conforms with the department’s mission statement, and plays to the department’s strengths in scientific and technical writing and rhetoric, and the top-notch technology available on the campus and in the classrooms. Alternately, the department may want to define the role with a digital emphasis and couple it with an area of secondary expertise. Someone in the Digital Humanities might have an interest in seventeenth-century English literature or perhaps even have expertise in the history of the book or linguistics. Hires in this direction offer not only a way to keep current with contemporary trends in the Humanities, but this emerging field is also accompanied by exciting opportunities for external grants and fellowships. As English departments across the nation face the challenge of maintaining traditional commitments to “coverage” (making sure that traditional eras, national literatures, and genres are represented by current faculty), many are treating this new field as an opportunity to make the liberal arts more responsive to new forms of teaching and learning made possible by current

technology. Such a faculty position has the potential to make the humanities more accessible and relevant to prospective students and the community. The position should be paired with a number of other, secondary fields of expertise including composition, rhetoric, or, literature.

12) *Recruitment of English majors must become a top priority.*

The department's Program Review acknowledges the need "to recruit more students." (45) The department's greatest threat is the declining number of English majors—particularly in English Education—a phenomenon that is by no means unique to the CMU English department. The department needs to be put in the position to be able to contact students. I strongly agree with the self-study report, which is aware of recruitment efforts such as "mass mailings, invitations to local high-school students to English events, more scholarships for English majors, a more personal approach to students who express interest in our program," and "positive advertising from our alums." The English department chair, or a department liaison, should coordinate with the Admissions Office to identify students who have applied for Concurrent Enrollment but also students who have not yet declared a major. Recruitment letters are one means of contacting these students (home addresses are able through admissions) emails also work quite well. I have found it a common practice among English departments across the country that student recruitment begins when the high school student first applies for admission to the institution. Letters to the student work well because parents may also read the letter, but less formal communications, such as emails, are also effective. Faculty should understand that for English departments across the country, recruiting majors is no

longer an option—it is an essential activity. Attracting new majors is just as important as serving the ones who have already declared. During my campus visit there was mention of the department developing a Certificate in Technical Communication and Editing. Such a certificate represents an opportunity for growth, draws upon faculty strengths, and helps build relationships with local industry. It may also serve to attract students to the English department, and I urge further discussion of it as a potential growth opportunity for the department.

13) *Cap beginning composition courses at 22 students.*

The number of undergraduate students in composition classes needs to be capped at 22. The most recent National Survey of Student Engagement (NSSE) report posted on the university's institutional data page shows that CMU scored lower than its peer institutions in the number of pages Freshman students are assigned, a direct consequence of the 27 student cap currently in place for all English Composition courses. (The NSSE collects data from students at four-year colleges and universities around the country to assess the extent to which students engage in a variety of educationally effective activities as entering freshmen and as graduating seniors). While CMU showed a number of significant strengths when compared to its peers in many instructional areas, the one opportunity for growth is in the number of assigned pages in freshman writing classes. Compared to peer institutions in Colorado, CMU scored roughly the same as peers in the number of short (up to 5 page) papers assigned, but fell considerably behind in the number of 6 to 10 page papers assigned to freshmen, but more significantly, in the total number of assigned pages (37.5 pages compared to 50.7 pages at Rocky Mountain peer

institutions, and 49.3 nationally). Best practices suggest multiple drafts of all papers be a common practice in composition courses, as well individual student conference sessions. Given the number of students in the composition classes, I suspect that fewer long papers (over 6 pages) are being assigned in favor of papers 5 pages in length or under. Despite the department's stated goal of limiting the number of composition students per faculty member to 60 students, in practice that is not so. In general, smaller class sizes and lower student-faculty ratios are helpful to students' engagement and success.

I recognize that smaller class sizes incur a need for more instructors (and financial resources), but the course caps in the composition classes do not need to be reduced to 22 immediately. Lower class sizes could be instituted over a period of four to five years to reach optimal size. With the creation of a Student Writing Center—which appeared to be a likely development during my campus visit—some of the paper conferencing will be shifted to tutors in the Writing Center. However, even with the appointment of Writing Center Director, it will take some time to put writing tutors into place, as well as develop a coherent system for handling student requests for appointments. Rather obviously, these steps will require an on-going financial commitment going forward.

Conclusion

The CMU English department is an active, vibrant department committed to student success. Faculty members value hard work and expect the same from their students. I applaud the many accomplishments of the faculty and the successes of the students. I recommend that continued emphasis be placed on the traditional literary canon, the acknowledged classics on which English as a discipline is founded, even while

faculty should be developing new and perhaps even experimental teaching strategies and techniques. Instructors should not feel compelled to make their courses more relevant and less rigorous. One line of argument says that the way to grow enrollments is that the typical syllabus in an English class should contain more contemporary and multicultural texts, more media, and fewer pages of reading and written assignments. Nothing could be further from the truth. Students in the English department at CMU value their instructors and praise their rigor and erudition in the classroom. Students take teachers, not programs. Students will enroll in the courses the program requires them to take—that goes without saying—but they will also take the same teacher over and over. Successful teaching should be a source of pride for the department, and should become one of its marketing tools.

I have listed a few program review elements that should be considered as growth opportunities. These are based on my experience, research and analysis. They are not criticisms but ideas to consider, presented as opportunities for collaboration and growth. Please consider my recommendations as suggestions and determine if they are appropriate for the direction you determine.

I think CMU's English department is excellent. The faculty members value teaching and the strength of their teaching is measured by the many successes of the students. As I remarked earlier, the department's self-study was both candid and accurate: English has a clear identity and strong administrative leadership, but also seeks continuous improvement and actively engaged in program assessment. In addition, the overwhelming feeling of satisfaction and pride expressed by the alumni is the best

evidence of a successful program. I commend the department for its commitment to students and their overall education.

Table 3. Executive Summary Template for External Reviewer's Observations

Program Review Element	Check the appropriate selection				Provide explanation if not agree with element and/or why unable to evaluate
	Agree	Not Agree	Unable to Evaluate	Not Applicable	
The program's self-study is a realistic and accurate appraisal of the program.	X				
The program's mission and its contributions are consistent with the institution's role and mission and its strategic goals.	X				
The program's goals are being met.	X				
The curriculum is appropriate to the breadth, depth, and level of the discipline.	X				
The curriculum is current, follows best practices, and/or adheres to the professional standards of the discipline.	X				
Student demand/enrollment is at an expected level in the context of the institution and program's role and mission.	X				
The program's teaching-learning environment fosters success of the program's students.	X				
Program faculty members are appropriately credentialed.	X				
Program faculty members actively contribute to scholarship, service and advising.	X				
Campus facilities meet the program's needs.	X				
Equipment meets the program's needs.	X				
Instructional technology meets the program's needs.	X				
Current library resources meet the program's needs.	X				
Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.	X				
Program faculty members are involved in on-going assessment efforts.	X				
Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.	X				
The program's articulation of its strengths and challenges is accurate/appropriate and integral to its future planning.	X				

