English Program Review

2006
Table of Contents

Faculty

Curriculum
   Degree program
   Course rotation

Resources
   Library resources
   Facilities and Equipment

Enrollment
   Major
   Minor
   Course Enrollments
   Instructor Workload

Student Outcomes
   Assessment of Student Learning
   Number of Graduates
   Placement of Graduates
   SWOT

Program Improvement
   Strategic Planning

Attachments
   Faculty Vitae
   Appendix A
## Faculty

### Full-time Faculty:

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Tenure Status</th>
<th>Degree/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloom, Sarah</td>
<td>Asst. Professor</td>
<td>Tenure Track</td>
<td>M.F.A. (George Mason Univ.)</td>
</tr>
<tr>
<td>Hartness, Claudia</td>
<td>Instructor</td>
<td>Tenured</td>
<td>M.A. (Univ. of Arkansas)</td>
</tr>
<tr>
<td>Hendricks, Betty</td>
<td>Instructor</td>
<td>Non-Tenure Track</td>
<td>M.F.A. (Univ. of Massachusetts)</td>
</tr>
<tr>
<td>Matthews, Betty</td>
<td>Professor</td>
<td>Tenured</td>
<td>Ph.D. (Univ. of Arkansas)</td>
</tr>
<tr>
<td>Moore, Robert</td>
<td>Assoc. Professor</td>
<td>Tenured</td>
<td>Ph.D. (Univ. of Cincinnati)</td>
</tr>
<tr>
<td>Payne, Diane</td>
<td>Asst. Professor</td>
<td>Tenure Track</td>
<td>M.F.A. (Univ. of Arizona)</td>
</tr>
<tr>
<td>Redmon, Allen</td>
<td>Asst. Professor</td>
<td>Tenure Track</td>
<td>Ph.D. (Purdue Univ.)</td>
</tr>
<tr>
<td>Spencer, Mark</td>
<td>Professor/Dean</td>
<td>Tenured</td>
<td>M.F.A. (Bowling Green State Univ.)</td>
</tr>
<tr>
<td>Stewart, Kate</td>
<td>Professor</td>
<td>Tenured</td>
<td>Ph.D. (Univ. of Mississippi)</td>
</tr>
<tr>
<td>Walter, Kay</td>
<td>Asst. Professor</td>
<td>Tenure Track</td>
<td>Ph.D. (Texas A&amp;M Univ.)</td>
</tr>
<tr>
<td>Watson, Sandra</td>
<td>Instructor</td>
<td>Non-Tenure Track</td>
<td>M.A. (New Mexico State</td>
</tr>
</tbody>
</table>
Curriculum

Degree Program
The English major:

* Core Curriculum*

ENGL 2273  Advanced Composition
ENGL 3403  American Literature I
ENGL 3413  American Literature II
ENGL 3423  British Literature I
ENGL 3433  British Literature II
ENGL 4593  Intro. to Language Study
ENGL 4623  Shakespeare
ENGL 4613  The British Novel or
ENGL 4633  The American Novel or
ENGL 4703  Contemporary Writers

* Electives *

ENGL 2283  World Literature I or
ENGL 2293  World Literature II*
ENGL 3253  Technical Writing
ENGL 3343  The Bible as Literature
ENGL 3453  The Short Story
ENGL 3543  Creative Writing
ENGL 4753  Advanced Grammar
ENGL 4743  Film and Literature
ENGL 4613  The British Novel

Resumes for faculty are in Appendix A.
ENGL 4633 The American Novel
ENGL 4663 Modern Poetry
ENGL 4733 Minority Writers
ENGL 4703 Contemporary Writers
ENGL 4713 Literature of the South
ENGL 4723 Seminar in English
ENGL 479V Independent Study in English
*Course not used to satisfy Humanities cluster may be taken as an elective.

* Supportive Requirements*
Twelve hours of one language other than English.

The **English minor:**

* Core Curriculum *
ENGL 2273 Advanced Composition
ENGL 3403 American Literature I
ENGL 3413 American Literature II
ENGL 3423 British Literature I
ENGL 3433 British Literature II
ENGL 4593 Intro. to Language Study

*Electives*
Nine hours of electives selected from English courses other than ENGL 2263, ENGL 4903.

The **English major with a concentration in writing:**

* Core Curriculum *
WRITING: Select four of the following courses (12 credit hours). (It is strongly recommended that writing concentration majors take all five writing courses. Further, as long as the topic varies, three additional credit hours of ENGL 4683 may be taken to partially satisfy elective requirements.)
ENGL 2273 Advanced Composition (required)
ENGL 2223 Intro. to Creative Writing
ENGL 3253 Technical Writing
JOUR 2203 Intro. to Journalism
ENGL 4683 Seminar in Writing: Special Topics (required)

LITERATURE SURVEYS: Select three of the following courses (9 credit hours).
ENGL 3403 American Literature I
ENGL 3413 American Literature II
ENGL 3423 British Literature I
ENGL 3433 British Literature II
ENGL 4703 Contemporary Writers

CRITICAL APPROACHES: The following courses (6 credit hours) are required.
ENGL 3583 Critical Theory and Approaches to Literatures
ENGL 4593 Intro. to Language Study

GENDER/CULTURE/ETHNIC LITERATURES: Select one of the following courses (3 credit hours) required.
ENGL 4723 Seminar in English (topics will vary)
ENGL 4733 Minority Writers
ENGL 4743 Film and Literature
* Electives *
Six total credit hours. Select two English courses at the 3000-4000 level other than ENGL 4903. One course in Philosophy (3 credit hours) or Journalism (3 credit hours) may be substituted for one elective course in English.

SENIOR PROJECT: Select one of the following courses (3 credit hours). JOUR 479V may not be repeated.

- ENGL 479V Independent Study in English - Senior Writing Project
- JOUR 479V Independent Study in Journalism - Senior Journalism Project

* Supportive Requirements *

Twelve hours of one foreign language.

The **English minor with a concentration in writing**:

* Core Curriculum *

WRITING: Select four of the following courses (12 credit hours). (It is strongly recommended that writing concentration minors take all five writing courses. Further, as long as the topic varies, three additional credit hours of ENGL 4683 may be taken to partially satisfy elective requirements.)

- ENGL 2273 Advanced Composition (required)
- ENGL 3253 Technical Writing
- ENGL 2223 Intro. to Creative Writing
- JOUR 2203 Intro. to Journalism
- ENGL 4683 Seminar in Writing: Special Topics (required)

CRITICAL APPROACHES: Select one of the following courses (3 credit hours).

- ENGL 3583 Critical Theory and Approaches to Literature
- ENGL 4593 Intro. to Language Study

* Electives *

Nine total credit hours. Select three English courses at the 3000 or 4000 level other than ENGL 4903. One course in Philosophy (3 credit hours) or Journalism (3 credit hours) may be substituted for one elective course in English.

The above requirements are in addition to General Education and other university-wide graduation requirements.

**Course Rotation:**

**UPPER-LEVEL ENGLISH COURSE OFFERINGS**

<table>
<thead>
<tr>
<th>FALL 04</th>
<th>SPRING 05</th>
<th>FALL 05</th>
<th>SPRING 06</th>
<th>FALL 06</th>
<th>SPRING 07</th>
<th>FALL 07</th>
<th>SPRING 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Lit I</td>
<td>American Lit I</td>
<td>American Lit II</td>
<td>American Lit II</td>
<td>American Lit II</td>
<td>Brit Lit II</td>
<td>American Lit I</td>
<td>American Lit I</td>
</tr>
<tr>
<td>Brit Lit I</td>
<td>Brit Lit I</td>
<td>Brit Lit II</td>
<td>Brit Lit II</td>
<td>Brit Lit II</td>
<td>Adv Grammar</td>
<td>Brit Lit I</td>
<td>Brit Lit II</td>
</tr>
<tr>
<td>Lang Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**GRADUATE ENGLISH COURSE OFFERINGS**

<table>
<thead>
<tr>
<th>SPRING 05</th>
<th>FALL 05</th>
<th>SPRING 06</th>
<th>FALL 06</th>
<th>SPRING 07</th>
<th>FALL 07</th>
<th>SPRING 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 5153</td>
<td>ENGL 5123 - cross w/Lang Study</td>
<td>ENGL 5153 - cross w/Lang Study</td>
<td>ENGL 5123 - cross w/Lang Study</td>
<td>ENGL 5153</td>
<td>ENGL 5123 - cross w/Lang Study</td>
<td>ENGL 5153</td>
</tr>
<tr>
<td>ST:British Novel</td>
<td>ENGL 5153 ST:Contemp Writers</td>
<td>ENGL 5153 ST:Contemp Writers</td>
<td>ENGL 5153 ST:Contemp Writers</td>
<td>ENGL 5153 ST:Contemp Writers</td>
<td>ENGL 5153 ST:Contemp Writers</td>
<td>ENGL 5153</td>
</tr>
<tr>
<td></td>
<td>ENGL 5153 ST:Lit South</td>
<td>ENGL 5153 ST:Lit South</td>
<td>ENGL 5153 ST:Lit South</td>
<td>ENGL 5153 ST:Lit South</td>
<td>ENGL 5153 ST:Lit South</td>
<td>ENGL 5153</td>
</tr>
</tbody>
</table>

**Resources**

**Library**

**Titles and Volumes in Arts and Humanities**

<table>
<thead>
<tr>
<th>Category</th>
<th>Titles</th>
<th>Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Visual Arts (General)</td>
<td>618</td>
</tr>
<tr>
<td>NA</td>
<td>Architecture</td>
<td>241</td>
</tr>
<tr>
<td>NB</td>
<td>Sculpture</td>
<td>69</td>
</tr>
<tr>
<td>NC</td>
<td>Drawing, Design. Illustration</td>
<td>127</td>
</tr>
<tr>
<td>ND</td>
<td>Painting</td>
<td>449</td>
</tr>
<tr>
<td>NE</td>
<td>Print Media</td>
<td>57</td>
</tr>
</tbody>
</table>
English—Web Resources Report
July 26, 2006

In this Report: Databases, Stand-Alone E-Journals, and A-to-Z List of Journals.

Databases
Listed below are those databases that are most relevant to this subject discipline.

ArticleFirst (OCLC) Indexes articles from the contents pages of journals. Over 15 million records back to 1990 from multiple disciplines including medicine, technology, and pop culture.
Arts & Humanities Citation Index (OCLC) Indexes journals in the arts and humanities, social science, and sciences. Nearly 3 million records back to 1980.

Biography Resource Center More than 400,000 biographies from Thompson-Gale sources. Full-text articles are available from more than 265 magazines.

Books in Print (OCLC) In-print, out-of-print, and forthcoming books, audios and videos back to 1979. Over 5 million records with over 800,000 being reviews of fiction and non-fiction books.

Contemporary Women's Issues (OCLC) Full-text health and human rights issue articles and documents regarding women in over 150 countries. Over 66,000 records back to 1992.

Dissertation Abstracts Online (OCLC) Selection of theses and dissertations from North America, Great Britain, and Europe. Nearly two million records, the earliest of which date back to 1861 (Abstracts since 1980).

EBSCO Academic Search Elite (Ebsco) Full text for more than 2,000 serials dating back to 1985, mostly peer-reviewed, representing a broad range of subject matter. Indexing and abstracts are provided for all journals—more than 3,000.

EBSCOHost EJS (Ebsco) Gateway to thousands of e-journals containing millions of articles from hundreds of different publishers.

ECO (Electronic Collections Online) (OCLC) More than two million records dating back to 1995 from a collection of scholarly journals (some full-text).

FactSearch Over 139,000 records dating back to 1984 with an emphasis on full-text statistical statements on current issues and public policy topics.

FirstSearch Basic (OCLC) Access to all the OCLC databases for which UAM has a subscription that do NOT require a password.

FirstSearch Plus (OCLC) Access to all the OCLC databases for which UAM has a subscription that DO require a password.

Gale Discovery Collection A general reference source from Thompson-Gale for resources on culture, geography, history, literature, biography, and general and health sciences.

LEXIS-NEXIS Academic Full-text documents from over 5,900 news, business, legal, medical, and reference publications with a variety of flexible search options.

MagillOnLiteraturePlus (a.k.a Masterplots) (Ebsco) Over 35,000 critical analyses of individual works of literature, 6,500 biographical records, over 1,000 images, and a glossary of literary terms.

MLA Directory of Periodicals (Ebsco) All information available on the journals and series (frequency of publication, submission guidelines, etc.) on the bibliography's Master List of Periodicals.

MLA International Bibliography (Ebsco) Bibliography of journal articles, books, and dissertations dating back to 1963 and containing over 1.7 million citations. Some full-text is available.

Native North Americans
Notable American Men

Newspaper Source (Ebsco) Selected full text for nearly 30 national and international newspapers; selected full text for more than 200 regional (U.S.) newspapers; full text television and radio news transcripts.

OED (Oxford English Dictionary), 2nd ed. The 20-volume OED online. Meaning and usage of over 600,000 words supplemented with 2.5 million quotations, etymological analysis, listings of variant spellings, and pronunciation guides.

PapersFirst (OCLC) Covers every published congress, symposium, conference, exposition, workshop and meeting received by The British Library Document Supply Centre. Over 5.2 million records dating back as far as 1993.

ProQuest Direct Select one or more of three databases: ABI/Inform (business), National Newspaper Abstracts (NYT, USA Today, and WSJ), and/or Research Library, which has full-
TOPICSearch (Ebsco) Current events database. Full text for over 100,000 articles from 2,500 diverse sources.


WorldCat Contains all the records, representing 400 languages, cataloged by OCLC member libraries. More than 57,000,000 records added since 1971, some dating back to 1000 BC.

Stand-Alone E-Journals

Assessing Writing
English Today
Writing Instructor

A-to-Z List of Journals

Below are A) the number of journals under this subject discipline, and the number of journals for each sub-category for that discipline, and B) an alphabetical list of those journals that indicate the databases in which they appear full-text, and the full-text coverage dates for those journals.

A) Language and literature (~363)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>American literature (~30)</td>
<td></td>
</tr>
<tr>
<td>Biography, memoirs, letters, etc. (1)</td>
<td></td>
</tr>
<tr>
<td>Collections of American literature (~8)</td>
<td></td>
</tr>
<tr>
<td>Drama (1)</td>
<td></td>
</tr>
<tr>
<td>Individual authors (~5)</td>
<td></td>
</tr>
<tr>
<td>Poetry (1)</td>
<td></td>
</tr>
<tr>
<td>Prose (~3)</td>
<td></td>
</tr>
<tr>
<td>Special regions, states, etc. (1)</td>
<td></td>
</tr>
<tr>
<td>Women authors (1)</td>
<td></td>
</tr>
<tr>
<td>Classical philology (~8)</td>
<td></td>
</tr>
<tr>
<td>English (~16)</td>
<td></td>
</tr>
<tr>
<td>Modern English (~8)</td>
<td></td>
</tr>
<tr>
<td>English literature (~34)</td>
<td></td>
</tr>
<tr>
<td>17th and 18th centuries (1640-1770) (1)</td>
<td></td>
</tr>
<tr>
<td>1900-1960 (~2)</td>
<td></td>
</tr>
<tr>
<td>Anglo-Norman period. Early English. Middle (1)</td>
<td></td>
</tr>
<tr>
<td>By period (1)</td>
<td></td>
</tr>
<tr>
<td>English literature: Provincial, local, etc. (~5)</td>
<td></td>
</tr>
<tr>
<td>English renaissance (1500-1640) (~3)</td>
<td></td>
</tr>
<tr>
<td>Literary history and criticism (~16)</td>
<td></td>
</tr>
<tr>
<td>Poetry (1)</td>
<td></td>
</tr>
<tr>
<td>Fiction and juvenile belles lettres (~2)</td>
<td></td>
</tr>
<tr>
<td>Fiction in English (~2)</td>
<td></td>
</tr>
<tr>
<td>French literature (~3)</td>
<td></td>
</tr>
<tr>
<td>History and criticism (1)</td>
<td></td>
</tr>
<tr>
<td>German literature (~1)</td>
<td></td>
</tr>
<tr>
<td>Literary history and criticism (1)</td>
<td></td>
</tr>
<tr>
<td>Germanic (~2)</td>
<td></td>
</tr>
<tr>
<td>General (1)</td>
<td></td>
</tr>
<tr>
<td>North Germanic. Scandinavian (1)</td>
<td></td>
</tr>
<tr>
<td>Hyperborean, Indian, and artificial languages (1)</td>
<td></td>
</tr>
<tr>
<td>American languages (Aboriginal) (1)</td>
<td></td>
</tr>
<tr>
<td>Languages of Eastern Asia, Africa, Oceania (~2)</td>
<td></td>
</tr>
<tr>
<td>African languages and literature (~2)</td>
<td></td>
</tr>
<tr>
<td>Literature (General) (~208)</td>
<td></td>
</tr>
<tr>
<td>Authorship (~5)</td>
<td></td>
</tr>
<tr>
<td>Collections of general literature (~5)</td>
<td></td>
</tr>
<tr>
<td>Criticism (~4)</td>
<td></td>
</tr>
<tr>
<td>Drama (~39)</td>
<td></td>
</tr>
<tr>
<td>Journalism. The periodical press, etc. (~16)</td>
<td></td>
</tr>
<tr>
<td>Literary history (~12)</td>
<td></td>
</tr>
<tr>
<td>Oratory. Elocution, etc. (~5)</td>
<td></td>
</tr>
<tr>
<td>Periodicals (~12)</td>
<td></td>
</tr>
<tr>
<td>Prose. Prose fiction (~7)</td>
<td></td>
</tr>
<tr>
<td>The performing arts. Show business (~5)</td>
<td></td>
</tr>
<tr>
<td>Theory. Philosophy. Esthetics (~6)</td>
<td></td>
</tr>
<tr>
<td>Modern languages. Celtic languages (~11)</td>
<td></td>
</tr>
<tr>
<td>Modern languages (~10)</td>
<td></td>
</tr>
<tr>
<td>Oriental philology and literature (~4)</td>
<td></td>
</tr>
<tr>
<td>General (~2)</td>
<td></td>
</tr>
<tr>
<td>Hebrew (1)</td>
<td></td>
</tr>
<tr>
<td>Philology. Linguistics (~20)</td>
<td></td>
</tr>
<tr>
<td>Communication. Mass media (~3)</td>
<td></td>
</tr>
<tr>
<td>Computational linguistics. Natural language processing (1)</td>
<td></td>
</tr>
<tr>
<td>General (~8)</td>
<td></td>
</tr>
<tr>
<td>Indo-European (Indo-Germanic) philology (1)</td>
<td></td>
</tr>
<tr>
<td>Language. Linguistic theory. Comparative grammar (~5)</td>
<td></td>
</tr>
<tr>
<td>Romance (~3)</td>
<td></td>
</tr>
<tr>
<td>General (~2)</td>
<td></td>
</tr>
<tr>
<td>Slavic. Baltic. Albanian (1)</td>
<td></td>
</tr>
<tr>
<td>Slavic (1)</td>
<td></td>
</tr>
<tr>
<td>Spanish literature (~5)</td>
<td></td>
</tr>
<tr>
<td>History and criticism (~2)</td>
<td></td>
</tr>
<tr>
<td>Provincial, local, colonial, etc. (~3)</td>
<td></td>
</tr>
<tr>
<td>West Germanic (1)</td>
<td></td>
</tr>
<tr>
<td>German (1)</td>
<td></td>
</tr>
</tbody>
</table>
B) Alpha by Title and Coverage.

Advertiser
  LexisNexis Academic  1996 to present

Africa
  Academic Search Elite  1985 to present
  ProQuest Research Library Complete  1996 to present

Afro-Hispanic Review : Publication of Afro-Hispanic Institute
  ProQuest Research Library Complete  1998 to present

American Drama
  ProQuest Research Library Complete  2003 to present

American Film
  ProQuest Research Library Complete  1988 - 1992

American Journal of Philology
  ProQuest Research Library Complete  2002 to present

American journal of semiotics
  ProQuest Research Library Complete  1981 - 2001

American Letters and Commentary
  Academic Search Elite  2003 to present

American literary history
  ProQuest Research Library Complete  2002 to present  (Embargo: 1 year)

American Literature
  Academic Search Elite  1985 to present  (Embargo: 1 year)
  ProQuest Research Library Complete  1997 - 2000

The American Poetry Review
  Academic Search Elite  1994 to present
  Biography Resource Center  1993 to present
  MAS Ultra: School Edition  1994 to present
  MasterFILE Premier  1994 to present
  ProQuest Research Library Complete  1995 to present

American Theatre
  Academic Search Elite  1995 to present
  Biography Resource Center  1993 to present
  MAS Ultra: School Edition  1995 to present
  MasterFILE Premier  1995 to present
  ProQuest Research Library Complete  1994 to present

Analog Science Fiction & Fact
  ProQuest Research Library Complete  1997 to present

ANQ
  Academic Search Elite  1988 to present
  MasterFILE Premier  1988 to present
  ProQuest Research Library Complete  1997 to present

Antigonish Review
  ProQuest Research Library Complete  2004 to present

Antike und Abendland
  ProQuest Research Library Complete  2004 to present

Applied Linguistics
ProQuest Research Library Complete  1999 to present  (Embargo: 1 year)

Arcadia - Berlin
ProQuest Research Library Complete  2004 to present

Arethusa
ProQuest Research Library Complete  2003 to present

Argumentation and Advocacy : The Journal of the American Forensic Association
ProQuest Research Library Complete  1992 - 2004

Asian theatre journal : ATJ
ProQuest Research Library Complete  1998 to present

Associated Press Online
LexisNexis Academic  1997 to present

Associated Press Worldstream
LexisNexis Academic  1993 to present

Associated Press Worldstream - German
LexisNexis Academic  1995 to present

ATQ
Academic Search Elite  1990 to present
MasterFILE Premier  1990 to present
ProQuest Research Library Complete  1997 to present

Australian Literary Studies
Academic Search Elite  1990 to present
MasterFILE Premier  1990 to present

Back Stage
Business Source Elite  1995 - 2005
LexisNexis Academic  2003 to present

Backlist : what to read next
MasterFILE Premier  2000 - 2001

BASELINE Celebrity Bios
LexisNexis Academic  1978 - 2005

Belles Lettres
ProQuest Research Library Complete  1986 - 1996

The Bilingual Review = La Revista Bilingue
Academic Search Elite  1991 to present
MasterFILE Premier  1991 to present
Professional Development Collection  1991 to present

Billboard
ABI/INFORM Complete  1988 to present
Academic Search Elite  1994 to present
Biography Resource Center  1991 to present
Business Source Elite  1994 to present
LexisNexis Academic  1991 to present
MAS Ultra: School Edition  1994 to present
MasterFILE Premier  1994 to present
Middle Search Plus  1994 to present
ProQuest Research Library Complete  1988 to present

Bookbird
Boundary 2
Academic Search Elite 1985 to present (Embargo: 1 year)
ProQuest Research Library Complete 1997 - 2000

Bronte studies : journal of the Bronte Society
Academic Search Elite 2003 to present (Embargo: 8 months)

Budapest business journal
LexisNexis Academic 1994 - 1997

Budapest Sun
Newspaper Source 2000 to present

Bulletin of Hispanic Studies
ProQuest Research Library Complete 2003 to present

Bulletin of the comediantes
ProQuest Research Library Complete 2004 to present

Bulletin - Science Fiction and Fantasy Writers of America
ProQuest Research Library Complete 1998 - 2002

Burrelle's Transcripts
LexisNexis Academic visit source for coverage

Campaign
ABI/INFORM Complete 2003 to present
LexisNexis Academic 1986 to present

Canadian Fiction
ProQuest Research Library Complete 1999 - 2000

Canadian Journal of Film Studies
ProQuest Research Library Complete 2003 to present

Canadian Literature
ProQuest Research Library Complete 2001 to present

Canadian Slavonic Papers
ProQuest Research Library Complete 1996 to present

CBS Evening News
Newspaper Source 2005 to present

CBS News: Face the Nation
Newspaper Source 2000 to present

CBS News Transcripts
LexisNexis Academic visit source for coverage

Changing English
Academic Search Elite 1998 - 2004
Professional Development Collection 1998 - 2004

The Charlie Rose Show
ABI/INFORM Complete 2004 to present
LexisNexis Academic 2004 to present
Newspaper Source 2005 to present

Chasqui: Revista Latinoamericana de Comunicación
The Chaucer Review
   Academic Search Elite  2004 to present  (Embargo: 6 months)

Children's Literature
   ProQuest Research Library Complete  1998 to present

Children's literature association quarterly
   ProQuest Research Library Complete  2004 to present

Christianity and Literature
   Academic Search Elite  2003 to present
   ProQuest Research Library Complete  2004 to present

Chronicle; SF, Fantasy and Horror's Monthly Trade Journal
   ProQuest Research Library Complete  2000 to present

Cicada
   MAS Ultra: School Edition  2004 to present
   MasterFILE Premier  2004 to present
   Middle Search Plus  2004 to present

Cineaste
   Academic Search Elite  1990 to present
   Biography Resource Center  1993 to present
   MAS Ultra: School Edition  1990 to present
   MasterFILE Premier  1990 to present
   ProQuest Research Library Complete  1994 to present

Cinema journal
   Academic Search Elite  1996 to present  (Embargo: 1 year)
   ProQuest Research Library Complete  2002 to present  (Embargo: 1 year)

Circulation Management
   LexisNexis Academic  1998 - 2004

Classical Bulletin
   ProQuest Research Library Complete  1998 to present

Classical philology
   Academic Search Elite  1993 to present  (Embargo: 1 year)
   ProQuest Research Library Complete  2001 to present

Classical quarterly
   ProQuest Research Library Complete  1996 - 1999

Clues
   ProQuest Research Library Complete  2004 to present

CNN.com
   LexisNexis Academic  2001 to present

CNN: Late Edition with Wolf Blitzer
   Newspaper Source  2006 to present

CNN: Live Today
   Newspaper Source  2005 to present

CNN Presents
   Newspaper Source  2005 to present
Conradiana
  ProQuest Research Library Complete  1998 to present

Contemporary Literature
  Biography Resource Center  1993 - 1999
  ProQuest Research Library Complete  1994 - 1998

Contemporary Theatre, Film and Television
  Biography Resource Center  1984 to present

Critical Arts
  Academic Search Elite  1992 to present
  MasterFILE Premier  1992 to present

Critical Survey
  Academic Search Elite  2001 to present

Critique
  Academic Search Elite  1985 to present
  MasterFILE Premier  1984 to present
  ProQuest Research Library Complete  1992 to present

Daily variety
  LexisNexis Academic  1992 to present
  MasterFILE Premier  2000 to present

Dallas Observer
  LexisNexis Academic  1993 to present

Dance Spirit
  MAS Ultra: School Edition  2001 to present
  MasterFILE Premier  2001 to present
  Middle Search Plus  2001 to present
  ProQuest Research Library Complete  2001 to present

Diacritics
  ProQuest Research Library Complete  2001 to present

Early American literature
  Academic Search Elite  1985 to present
  MAS Ultra: School Edition  1985 to present
  MasterFILE Premier  1984 to present
  ProQuest Research Library Complete  1994 to present

Early Reading Activities in the Home
  MasterFILE Premier  2000 - 2000
  Professional Development Collection  2000 - 2000

Edebiyat
  Academic Search Elite  1997 - 2003

Editor & publisher
  ABI/INFORM Complete  1992 to present
  Academic Search Elite  1994 to present
  Biography Resource Center  1991 to present
  Business Source Elite  1994 to present
  LexisNexis Academic  1993 to present
  MasterFILE Premier  1994 to present
  ProQuest Research Library Complete  1992 to present

Eighteenth-Century Fiction
  Academic Search Elite  2000 to present (Embargo: 6 months)
Electronic publishing
   ABI/INFORM Complete  2005 to present
   Business Source Elite  1995 - 2006
   MasterFILE Premier  1995 - 2006

ELH
   ProQuest Research Library Complete  2002 to present

ELT
   ABI/INFORM Complete  1994 to present

Emily Dickinson Journal
   ProQuest Research Library Complete  2002 to present

English in Africa
   Academic Search Elite  2002 to present

English Journal
   EBSCOhost EJS  visit source for coverageYour Access: January 1997 to present
   ProQuest Research Library Complete  1988 to present

English Literary Renaissance
   Academic Search Elite  2002 to present  (Embargo: 1 year)

English Studies
   Academic Search Elite  1985 to present  (Embargo: 1 year)

English Today
   EBSCOhost EJS  2001 - 2006 Your Access: January 2001 to present

Entertainment Design
   Academic Search Elite  1999 - 2005
   LexisNexis Academic  1997 to present
   MasterFILE Premier  1999 - 2005
   ProQuest Research Library Complete  1992 - 2005

Entertainment Weekly
   Biography Resource Center  1995 to present
   LexisNexis Academic  2004 to present
   MAS Ultra: School Edition  1993 to present
   MasterFILE Premier  1993 to present
   ProQuest Research Library Complete  1998 to present

Essays in Criticism
   Biography Resource Center  1997 - 1998

Essays in Literature
   ProQuest Research Library Complete  1994 - 1996

Essays on Canadian Writing
   ProQuest Research Library Complete  1993 - 2002

Etudes Anglaises
   ProQuest Research Library Complete  2004 to present  (Embargo: 2 years)

European Journal of English Studies
   Academic Search Elite  1997 to present  (Embargo: 1 year)

EventDV
   ABI/INFORM Complete  1988 to present
   Academic Search Elite  2005 to present
Business Source Elite  2005 to present
Health Source: Nursing/Academic Edition  2005 to present
MasterFILE Premier  2005 to present
Professional Development Collection  2005 to present
ProQuest Research Library Complete  1988 to present

The Executive Speaker
LexisNexis Academic  1980 - 2005

Executive Speeches
ABI/INFORM Complete  1987 - 2005
Academic Search Elite  1996 - 2005
Business Source Elite  1996 - 2005
MasterFILE Premier  1996 - 2005

The Explicator
Academic Search Elite  1985 to present
MAS Ultra: School Edition  1985 to present
MasterFILE Premier  1984 to present
ProQuest Research Library Complete  1988 to present

Extrapolation
ProQuest Research Library Complete  1997 to present

The Faulkner Journal
Academic Search Elite  2000 to present
ProQuest Research Library Complete  1997 to present

Fiddlehead
LexisNexis Academic  visit source for coverage

Film & History: An Interdisciplinary Journal of Film and Television Studies
ProQuest Research Library Complete  2004 to present

Film Comment
ABI/INFORM Complete  1988 to present
Academic Search Elite  2002 to present
MasterFILE Premier  2002 to present
ProQuest Research Library Complete  1988 to present

Film Criticism
ProQuest Research Library Complete  2004 to present

Film History
ProQuest Research Library Complete  1998 to present

Film quarterly
ProQuest Research Library Complete  2000 to present  (Embargo: 3 months)

Films in Review
Academic Search Elite  1990 - 1996
MasterFILE Premier  1990 - 1996
ProQuest Research Library Complete  1995 - 1997

Folio
ABI/INFORM Complete  1988 to present
LexisNexis Academic  1998 - 2004
ProQuest Research Library Complete  1988 to present

Foreign Language Annals
ProQuest Research Library Complete  2004 to present
ProQuest Research Library Complete  1988 to present  (Embargo: 6 months)

Journal of Communication (pre-1986)
  ABI/INFORM Complete  1951 - 1985

Journal of Film and Video
  ProQuest Research Library Complete  1997 to present

The Journal of Language for International Business
  ABI/INFORM Complete  2005 to present

Journal of Modern Literature
  Academic Search Elite  1985 to present
  ProQuest Research Library Complete  1996 - 1997

Journal of Modern Literature; Bloomington
  ProQuest Research Library Complete  1998 to present

The journal of popular film and television : JPF & T
  ProQuest Research Library Complete  1988 to present

Journal of Psycholinguistic Research
  ProQuest Research Library Complete  1997 to present  (Embargo: 1 year)

Journal of Real Estate Literature
  ABI/INFORM Complete  1997 to present  (Embargo: 1 year)
  Business Source Elite  1998 to present
  ProQuest Research Library Complete  1997 to present  (Embargo: 1 year)

Journal of the American Oriental Society
  Academic Search Elite  2000 to present
  ProQuest Research Library Complete  1994 to present

Journalism and communication monographs
  ProQuest Research Library Complete  1999 to present  (Embargo: 1 year)

Journalism & Mass Communication Educator
  ProQuest Research Library Complete  1994 to present  (Embargo: 1 year)

Journalism and Mass Communication Monographs
  Academic Search Elite  1995 - 1998
  ProQuest Research Library Complete  1994 - 1998

Journalism and Mass Communication Quarterly
  ABI/INFORM Complete  1995 to present  (Embargo: 1 year)
  ProQuest Research Library Complete  1995 to present  (Embargo: 1 year)

Journalism History
  ProQuest Research Library Complete  1994 to present

Joyce studies annual
  Academic Search Elite  2000 - 2003

Lambda Book Report
  Academic Search Elite  1995 to present
  MAS Ultra: School Edition  1995 to present
  MasterFILE Premier  1995 to present
  ProQuest Research Library Complete  1990 to present

Language and literature (San Antonio, TX)
  ProQuest Research Library Complete  2003 - 2004
LexisNexis Academic  2001 to present

Medium aevum
   Academic Search Elite  1996 to present
   Biography Resource Center  1993 to present
   ProQuest Research Library Complete  1995 to present

MELUS; Society for the Study of the Multi-Ethnic Literature of the United States
   Academic Search Elite  1991 to present
   Biography Resource Center  1993 to present
   MasterFILE Premier  1991 to present
   ProQuest Research Library Complete  1994 to present (Embargo: 1 year)

Merlyn's pen
   MasterFILE Premier  1997 - 2000
   Middle Search Plus  1997 - 2000

Merlyn's Pen: Middle School Edition
   MasterFILE Premier  1990 - 1997
   Middle Search Plus  1990 - 1997

Merlyn's Pen: Senior Edition
   MasterFILE Premier  1993 - 1997

Mermigas on Media
   LexisNexis Academic  2003 - 2004

Middle Eastern Literatures
   Academic Search Elite  2002 to present (Embargo: 1 year)

Millennium Film Journal
   ProQuest Research Library Complete  2003 to present

Milton quarterly (Blackwell)
   Academic Search Elite  2001 to present (Embargo: 1 year)

MLA Directory of Periodicals
   MLA International Bibliography  visit source for coverage

MLN
   ProQuest Research Library Complete  2003 to present

Mnemosyne. Bibliotheca Classica Batava
   Academic Search Elite  1996 to present (Embargo: 1 year)

Modern drama (world drama from 1850 to the present)
   ProQuest Research Library Complete  1994 - 1999

Modern Fiction Studies
   ProQuest Research Library Complete  2002 to present

Modern language quarterly
   Academic Search Elite  1985 to present (Embargo: 1 year)
   Professional Development Collection  1940 to present (Embargo: 1 year)
   ProQuest Research Library Complete  1997 - 2000

Modern philology
   Academic Search Elite  1990 to present (Embargo: 1 year)
   ProQuest Research Library Complete  2002 to present
Monkeyshines on America
  MasterFILE Premier 1997 - 2004
  Middle Search Plus 1997 - 2004
  Primary Search 1997 - 2004

Monkeyshines on Great American Authors
  MasterFILE Premier 1996 - 1996
  Middle Search Plus 1996 - 1996
  Primary Search 1996 - 1996

Monkeyshines on How Things Are With You
  MasterFILE Premier 1995 - 1995
  Middle Search Plus 1995 - 1995
  Primary Search 1995 - 1995

Monkeyshines on You - The Original Monkeyshines Joke Book
  MasterFILE Premier 1988 - 1988
  Middle Search Plus 1988 - 1988
  Primary Search 1988 - 1988

Mosaic: A Journal for the Interdisciplinary Study of Literature
  ProQuest Research Library Complete 1994 to present

Narrative
  Academic Search Elite 2003 to present

The Nation (Thailand)
  LexisNexis Academic 1997 to present

Natural Language & Linguistic Theory
  ProQuest Research Library Complete 1997 to present (Embargo: 1 year)

NBC News
  LexisNexis Academic visit source for coverage

Neophilologus
  ProQuest Research Library Complete 1997 to present (Embargo: 1 year)

New England Review
  ProQuest Research Library Complete 1997 to present

New German Critique
  Academic Search Elite 1985 to present (Embargo: 1 year)
  MasterFILE Premier 1984 to present

New literary history
  ProQuest Research Library Complete 2002 to present

The New York Observer
  LexisNexis Academic 1999 to present

News & Record (Greensboro, NC)
  LexisNexis Academic 1990 to present

The Newshour with Jim Lehrer
  LexisNexis Academic 1982 to present

Newspaper financial executive journal
ABI/INFORM Complete 1992 - 1994

Newspaper research journal
   ProQuest Research Library Complete 1994 to present (Embargo: 1 year)

Nieman Reports
   ABI/INFORM Complete 1994 to present
   ProQuest Research Library Complete 1994 to present

Nineteenth-century literature
   EBSCOhost EJS 2001 - 2005 Your Access: January 2005 to present
   ProQuest Research Library Complete 2002 - 2004

North wind
   LexisNexis Academic 2000 to present

Novel; A Forum on Fiction
   Academic Search Elite 1990 to present
   MAS Ultra: School Edition 1990 to present
   MasterFILE Premier 1990 to present
   ProQuest Research Library Complete 1995 to present

NPR: All Things Considered
   Newspaper Source 1999 to present

On film
   LexisNexis Academic 2000 to present

Orbis Litterarum
   Academic Search Elite 1998 to present (Embargo: 1 year)

Papers on Language & Literature : PLL
   Academic Search Elite 1985 to present
   MasterFILE Premier 1984 to present
   ProQuest Research Library Complete 1994 to present

Paragraph : The Journal of the Modern Critical Theory Group
   Academic Search Elite 1998 to present (Embargo: 1 year)

Parnassus : Poetry in Review
   Academic Search Elite 1991 to present
   MasterFILE Premier 1991 to present
   ProQuest Research Library Complete 1998 to present

Partisan Review
   ProQuest Research Library Complete 1997 - 2003

Penrith Press
   LexisNexis Academic 1997 to present

Performing arts and entertainment in Canada
   MasterFILE Premier 1991 - 2002
   ProQuest Research Library Complete 1992 - 2002

Philological Quarterly
   Biography Resource Center 1993 to present
   ProQuest Research Library Complete 1997 to present

Philosophy and Literature
   ProQuest Research Library Complete 2002 to present

Phoenix
Plays
  Academic Search Elite  1994 to present
  MAS Ultra: School Edition  1994 to present
  MasterFILE Premier  1994 to present
  Middle Search Plus  1994 to present
  Primary Search  1994 to present

Plays (1-5710-3357-2)
  MasterFILE Premier  2001 - 2001

PMLA: Publications of the Modern Language Association of America
  ProQuest Research Library Complete  1988 - 2000

Poetics today
  Academic Search Elite  1997 to present (Embargo: 1 year)
  ProQuest Research Library Complete  1997 - 2000

Poetry
  Academic Search Elite  1998 to present
  MAS Ultra: School Edition  1998 to present
  MasterFILE Premier  1998 to present
  ProQuest Research Library Complete  1998 to present

Poets & Writers
  ProQuest Research Library Complete  2004 to present

PR Newswire
  Biography Resource Center  1991 to present
  LexisNexis Academic  1980 to present

PR Newswire Latin American
  LexisNexis Academic  2002 to present

Prensa San Diego, La
  LexisNexis Academic  2002 to present

Press Association Newsfile
  LexisNexis Academic  1989 to present

The press trust of India
  LexisNexis Academic  2000 to present

Presstime
  LexisNexis Academic  1997 to present

Primedia Insight
  LexisNexis Academic  2003 to present

PrimeZone Media
  LexisNexis Academic  1998 to present

Professional Publishing Report
  LexisNexis Academic  1997 - 2004

Prooftexts
  Academic Search Elite  1986 to present

Public Broadcasting Report
  LexisNexis Academic  1996 to present
Quarterly Review of Doublespeak
   ProQuest Research Library Complete  1998 - 2000

The Quill
   ABI/INFORM Complete  1997 to present
   ProQuest Research Library Complete  1997 to present

Quote
   LexisNexis Academic  1996 to present

Reforma (México D.F., México)
   LexisNexis Academic  2003 to present

Renascence
   Academic Search Elite  1990 to present
   MasterFILE Premier  1990 to present
   ProQuest Research Library Complete  1997 to present

Research in African Literatures
   Academic Search Elite  1993 to present
   Biography Resource Center  1992 to present
   ProQuest Research Library Complete  1994 to present

Research in Drama Education
   ProQuest Research Library Complete  1997 - 2000

Research in the Teaching of English
   EBSCOhost EJS  visit source for coverage
   Your Access: February 1997 to present

Research Matters
   ABI/INFORM Complete  2004 to present

Review of Contemporary Fiction
   Academic Search Elite  1993 to present
   Biography Resource Center  1993 to present
   ProQuest Research Library Complete  1994 to present

The Review of English Studies
   Biography Resource Center  1993 - 1998
   ProQuest Research Library Complete  1997 to present (Embargo: 1 year)

Review of Research on the Impact of Violence in Entertainment Media, A
   LexisNexis Academic  2000 - 2000

Revue de littérature comparée
   ProQuest Research Library Complete  2004 to present (Embargo: 2 years)

Revue de Philologie de Littérature et d'Histoire Anciennes
   ProQuest Research Library Complete  2002 to present (Embargo: 2 years)

Rhetoric review
   Academic Search Elite  2001 to present (Embargo: 1 year)
   Professional Development Collection  2001 to present (Embargo: 1 year)

Rhetoric Society Quarterly
   ProQuest Research Library Complete  2004 to present

Rhetorica
   ProQuest Research Library Complete  2002 - 2003
River teeth: a journal of nonfiction narrative
ProQuest Research Library Complete 2004 to present

Romance quarterly
Academic Search Elite 1990 to present
MasterFILE Premier 1990 to present
ProQuest Research Library Complete 1997 to present

Romance studies: a journal of the University of Wales
Academic Search Elite 2002 to present (Embargo: 8 months)

Romanic Review
Academic Search Elite 1996 to present
ProQuest Research Library Complete 1997 to present

Romanticism
Academic Search Elite 1998 to present (Embargo: 1 year)

Russian Studies in Literature
Academic Search Elite 2001 to present

Scandinavian Studies: Publication of the Society for the Advancement of Scandinavian Study
Academic Search Elite 1995 to present
Biography Resource Center 1993 to present
ProQuest Research Library Complete 1997 to present

Second Language Research
ProQuest Research Library Complete 2004 to present

Serials Review
Academic Search Elite 1990 - 2001
Business Source Elite 1990 - 2001
EBSCOhost EJS 1995 - 2006 Your Access: July 2005 to present
MasterFILE Premier 1990 - 2001
Professional Development Collection 1990 - 2001
ScienceDirect 1975 to present Your Access: 1990 to present

The Seventeenth Century
Academic Search Elite 1999 to present
Seventeenth Century News
ProQuest Research Library Complete 2004 to present

The Seybold report: analyzing publishing technologies
Business Source Elite 2001 to present
MasterFILE Premier 2001 to present

Shakespeare quarterly
ProQuest Research Library Complete 1988 to present

Shakespeare Studies
Academic Search Elite 1986 to present
MAS Ultra: School Edition 1986 to present
MasterFILE Premier 1984 to present
ProQuest Research Library Complete 1997 to present

Shoot
Business Source Elite 1995 to present
LexisNexis Academic 2003 - 2005

South Carolina Review
ProQuest Research Library Complete 2004 to present
The Southern Communication Journal
   ProQuest Research Library Complete  1991 to present

The Southern literary journal
   Academic Search Elite  1993 to present
   Biography Resource Center  1969 to present
   ProQuest Research Library Complete  1997 to present

Spy
   MasterFILE Premier  1993 - 1998

SRO: staging, rentals, operations
   ABI/INFORM Complete  2002 - 2005
   LexisNexis Academic  2002 - 2005

Stage Directions
   MAS Ultra: School Edition  2001 to present
   MasterFILE Premier  2001 to present
   ProQuest Research Library Complete  2001 to present

Stone Soup
   MasterFILE Premier  2001 to present
   Middle Search Plus  2001 to present
   Primary Search  2001 to present

Story
   ProQuest Research Library Complete  1998 - 1999

Studies in American Indian Literatures
   ProQuest Research Library Complete  2004 to present

Studies in English literature, 1500-1900
   Academic Search Elite  1985 - 1998
   MasterFILE Premier  1984 - 1998
   ProQuest Research Library Complete  1994 to present

Studies in philology
   Academic Search Elite  1985 to present
   ProQuest Research Library Complete  1994 to present

Studies in Romanticism
   ProQuest Research Library Complete  1997 to present

Studies in Short Fiction
   Academic Search Elite  1985 to present
   MAS Ultra: School Edition  1985 to present
   MasterFILE Premier  1984 to present
   ProQuest Research Library Complete  1994 - 1999

Studies in the Literary Imagination
   Academic Search Elite  1985 to present
   MasterFILE Premier  1984 to present
   ProQuest Research Library Complete  1997 to present

Studies in the Novel
   Academic Search Elite  1985 to present
   MasterFILE Premier  1984 to present
   ProQuest Research Library Complete  1994 to present

Style
   Academic Search Elite  1990 to present
MasterFILE Premier 1990 to present
ProQuest Research Library Complete 1994 to present

Symplekse: A Journal for the Intermingling of Literary, Cultural and Theoretical Scholarship
ProQuest Research Library Complete 2003 to present

Symposium
Academic Search Elite 1990 to present
MasterFILE Premier 1990 to present
ProQuest Research Library Complete 1990 to present

TCI: The Business of Entertainment Technology & Design
Academic Search Elite 1997 - 1998

TCI: Theatre Crafts International
MasterFILE Premier 1997 - 1998

TDR
Biography Resource Center 1994 - 2001

Teaching English in the Two-Year College
EBSCOhost EJS visit source for coverageYour Access: January 1997 to present

Technology Advertising and Branding Report
Business Source Elite 2001 - 2004

Teen tribute
MAS Ultra: School Edition 2001 to present
MasterFILE Premier 2001 to present
Middle Search Plus 2001 to present

TelevisionWeek
ABI/INFORM Complete 2001 to present
Business Source Elite 2003 to present
LexisNexis Academic 2003 to present
MasterFILE Premier 2003 to present

Television
ABI/INFORM Complete 2003 to present
LexisNexis Academic 2000 to present

Teatrical Practice
Academic Search Elite 1998 to present (Embargo: 1 year)

Theatre History Studies
ProQuest Research Library Complete 2005 to present

Theatre journal
ProQuest Research Library Complete 2002 to present

Theatre Notebook
ProQuest Research Library Complete 2005 to present (Embargo: 1 year)

Theatre Survey
ProQuest Research Library Complete 1998 - 2000

Theatre Topics
ProQuest Research Library Complete 2003 to present

TheatreForum (La Jolla, San Diego, Calif.)
ProQuest Research Library Complete 2004 to present
The tiger
LexisNexis Academic  1997 to present

Transactions of the American Philological Association
ProQuest Research Library Complete  2003 to present

TriQuarterly
Biography Resource Center  1992 to present
ProQuest Research Library Complete  1990 to present

Twentieth century literature
Academic Search Elite  1985 to present
Biography Resource Center  1993 to present
MAS Ultra: School Edition  1985 to present
MasterFILE Premier  1984 to present
ProQuest Research Library Complete  1992 to present

The upstart crow
ProQuest Research Library Complete  2001 to present

Utne
ProQuest Research Library Complete  2001 to present

Variety
Biography Resource Center  1997 to present
LexisNexis Academic  1993 to present
MAS Ultra: School Edition  1999 to present
MasterFILE Premier  1999 to present
Middle Search Plus  1999 to present
ProQuest Research Library Complete  2000 to present

The velvet light trap
Academic Search Elite  2000 to present  (Embargo: 1 year)
ProQuest Research Library Complete  2002 to present  (Embargo: 1 year)

Victorian Poetry
ProQuest Research Library Complete  2005 to present

Victorian Studies
Academic Search Elite  1985 to present
ProQuest Research Library Complete  1994 to present

Vital Speeches of the Day
ABI/INFORM Complete  1995 to present
Academic Search Elite  1985 to present
Biography Resource Center  1993 - 2002
Business Source Elite  1985 to present
MAS Ultra: School Edition  1934 to present
MasterFILE Premier  1934 to present
ProQuest Research Library Complete  1995 to present

Western journal of communication
ProQuest Research Library Complete  1994 to present

Women and Language : WL
ProQuest Research Library Complete  1986 to present

Women's Studies in Communication
ProQuest Research Library Complete  1997 to present

World kid
MasterFILE Premier 2002 - 2003
Middle Search Plus 2002 - 2003
Primary Search 2002 - 2003

The writer
Academic Search Elite 1990 to present
Biography Resource Center 1993 to present
MAS Ultra: School Edition 1990 to present
MasterFILE Premier 1990 to present
Middle Search Plus 1990 to present
ProQuest Research Library Complete 1988 to present

Writer's Digest
ProQuest Research Library Complete 1992 - 2001

Writing
Academic Search Elite 1999 to present
MasterFILE Premier 1999 to present
Middle Search Plus 1999 to present
Primary Search 1999 to present
Professional Development Collection 1999 to present
ProQuest Research Library Complete 1998 to present

Writing Instructor
ProQuest Research Library Complete 1996 - 1997

Writing (Teacher's Edition)
Professional Development Collection 2002 to present

The Yale Journal of Criticism
ProQuest Research Library Complete 2002 to present

Year's Work in Critical and Cultural Theory
ProQuest Research Library Complete 2002 to present (Embargo: 1 year)

Yeats Eliot Review
ProQuest Research Library Complete 2004 to present

Zeitschrift fur Germanistische Linguistik
ProQuest Research Library Complete 2004 to present

Facilities and Equipment

Equipment:

VCR/DVD Players—3
Overhead Projectors—3
Multi-media projector—1
Digital Cameras—5
Smart Classrooms—4
Wireless laptops for one of the smart rooms—26

Facilities:
Individual office space for each full-time faculty members with up-to-date computers, full internet access, and connection to the university system. One office shared by adjuncts.

Writing Center that contains 29 computers and tables and chairs with a seating capacity of 40

[web address]

Auditorium with a seating capacity of 100 and with smart room capabilities

**Enrollment**

**Fall Term Declared MAJORS**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>34</td>
<td>36</td>
<td>36</td>
<td>49</td>
<td>54</td>
<td>44</td>
<td>40</td>
<td>42</td>
<td>48</td>
<td>44</td>
</tr>
</tbody>
</table>

**Fall Term Declared MINORS**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
<td>10</td>
<td>14</td>
<td>11</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term Enrollment</td>
<td>SPR '99</td>
<td>SPR '00</td>
<td>FLL '00</td>
<td>FLL '01</td>
<td>FLL '02</td>
<td>SPR '03</td>
<td>FLL '03</td>
<td>SPR '04</td>
<td>FLL '04</td>
<td>SPR '05</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>ENGL 0133 Fundamentals of English</td>
<td>66</td>
<td>65</td>
<td>235</td>
<td>238</td>
<td>283</td>
<td>112</td>
<td>329</td>
<td>117</td>
<td>318</td>
<td>102</td>
</tr>
<tr>
<td>ENGL 1013 Composition I</td>
<td>229</td>
<td>230</td>
<td>300</td>
<td>302</td>
<td>310</td>
<td>276</td>
<td>367</td>
<td>287</td>
<td>332</td>
<td>271</td>
</tr>
<tr>
<td>ENGL 1023 Composition II</td>
<td>294</td>
<td>307</td>
<td>188</td>
<td>177</td>
<td>185</td>
<td>291</td>
<td>177</td>
<td>325</td>
<td>175</td>
<td>282</td>
</tr>
<tr>
<td>ENGL 1033 Honors Composition I</td>
<td>17</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1043 Honors Composition II</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 2263 Intro. to Creative Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 2273 Advanced Composition</td>
<td>20</td>
<td>12</td>
<td>25</td>
<td></td>
<td>27</td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 2283 Survey of World Literature I</td>
<td>135</td>
<td>168</td>
<td>142</td>
<td>147</td>
<td>144</td>
<td>166</td>
<td>132</td>
<td>139</td>
<td>141</td>
<td>--</td>
</tr>
<tr>
<td>ENGL 2293 Survey of World Literature II</td>
<td>101</td>
<td>93</td>
<td>104</td>
<td>104</td>
<td>105</td>
<td>69</td>
<td>105</td>
<td>70</td>
<td>146</td>
<td>55</td>
</tr>
<tr>
<td>ENGL 3253 Technical Writing</td>
<td>48</td>
<td>52</td>
<td>53</td>
<td>44</td>
<td>42</td>
<td>53</td>
<td>51</td>
<td>60</td>
<td>50</td>
<td>53</td>
</tr>
<tr>
<td>ENGL 3333 Foliate Oak Practicum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3343 Bible As Literature</td>
<td>24</td>
<td>23</td>
<td>30</td>
<td>30</td>
<td></td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3413 American Literature II</td>
<td>19</td>
<td>14</td>
<td></td>
<td></td>
<td>24</td>
<td>26</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3423 British Literature I</td>
<td>25</td>
<td>9</td>
<td>18</td>
<td>15</td>
<td></td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3433 British Literature II</td>
<td>14</td>
<td>23</td>
<td></td>
<td>16</td>
<td>19</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3453 The Short Story</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3463 Advanced Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3533 Intro. to Language Study</td>
<td>9</td>
<td>13</td>
<td>22</td>
<td></td>
<td>28</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3543 Creative Writing</td>
<td>24</td>
<td>16</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3573 Literature for Adolescents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3583 Critical Theory &amp; Approaches To Literature</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4613 The British Novel</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4623 Shakespeare</td>
<td>31</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4633 The American Novel</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4663 Modern Poetry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4683 Seminar in Writing: Special Topics</td>
<td>10</td>
<td>13</td>
<td>11</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4703 Contemporary Writers</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4713 Literature of the South</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4723 Seminar in English</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4733 Minority Writers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4743 Film &amp; Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 479V Independent Study in English</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4903 Seminar in Teaching English</td>
<td>4</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL FOR ENGLISH</td>
<td>940</td>
<td>1022</td>
<td>1173</td>
<td>1140</td>
<td>1205</td>
<td>1066</td>
<td>1337</td>
<td>1141</td>
<td>1291</td>
<td>1018</td>
</tr>
</tbody>
</table>
Instructor Workload
COURSE ENROLLMENT & SSCH by INSTRUCTOR

<table>
<thead>
<tr>
<th>SEQ</th>
<th>SEC</th>
<th>PREF</th>
<th>NO</th>
<th>TITLE</th>
<th>CR</th>
<th>CO</th>
<th>ENR</th>
<th>SSCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>BLOOM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2413</td>
<td>93</td>
<td>ENGL</td>
<td>0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>2413</td>
<td>94</td>
<td>ENGL</td>
<td>0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>2413</td>
<td>95</td>
<td>ENGL</td>
<td>0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>13</td>
<td>39</td>
</tr>
<tr>
<td>2401</td>
<td>01</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>26</td>
<td>78</td>
</tr>
<tr>
<td>2401</td>
<td>15</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>2401</td>
<td>90</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2401</td>
<td>91</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>2401</td>
<td>92</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall '05 Total</td>
<td>24</td>
<td>24</td>
<td>86</td>
<td>258</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring 2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2401</td>
<td>01</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>18</td>
<td>54</td>
</tr>
<tr>
<td>2401</td>
<td>13</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>2401</td>
<td>14</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>2428</td>
<td>61</td>
<td>ENGL</td>
<td>2283</td>
<td>World Lit I</td>
<td>3</td>
<td>3</td>
<td>29</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring '06 Total</td>
<td>12</td>
<td>12</td>
<td>87</td>
<td>261</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>HARTNESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2413</td>
<td>01</td>
<td>ENGL</td>
<td>0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>18</td>
<td>54</td>
</tr>
<tr>
<td>2413</td>
<td>04</td>
<td>ENGL</td>
<td>0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>19</td>
<td>57</td>
</tr>
<tr>
<td>2413</td>
<td>05</td>
<td>ENGL</td>
<td>0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>23</td>
<td>69</td>
</tr>
<tr>
<td>2413</td>
<td>16</td>
<td>ENGL</td>
<td>0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>19</td>
<td>57</td>
</tr>
<tr>
<td>2413</td>
<td>91</td>
<td>ENGL</td>
<td>0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>2413</td>
<td>92</td>
<td>ENGL</td>
<td>0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>13</td>
<td>39</td>
</tr>
<tr>
<td>2428</td>
<td>01</td>
<td>ENGL</td>
<td>2283</td>
<td>World Literature I</td>
<td>3</td>
<td>3</td>
<td>37</td>
<td>111</td>
</tr>
<tr>
<td>2428</td>
<td>03</td>
<td>ENGL</td>
<td>2283</td>
<td>World Literature I</td>
<td>3</td>
<td>3</td>
<td>39</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall '05 Total</td>
<td>24</td>
<td>24</td>
<td>178</td>
<td>534</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring 2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2401</td>
<td>12</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>27</td>
<td>81</td>
</tr>
<tr>
<td>2401</td>
<td>13</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>2401</td>
<td>90</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>2401</td>
<td>92</td>
<td>ENGL</td>
<td>1013</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>2402</td>
<td>02</td>
<td>ENGL</td>
<td>1023</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
<td>21</td>
<td>63</td>
</tr>
<tr>
<td>2402</td>
<td>05</td>
<td>ENGL</td>
<td>1023</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>2428</td>
<td>02</td>
<td>ENGL</td>
<td>2283</td>
<td>World Literature I</td>
<td>3</td>
<td>3</td>
<td>33</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring '06 Total</td>
<td>21</td>
<td>21</td>
<td>141</td>
<td>423</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Summer 1, 06</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2402</td>
<td>01</td>
<td>ENGL</td>
<td>1023</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>2428</td>
<td>90</td>
<td>ENGL</td>
<td>2283</td>
<td>World Literature I</td>
<td>3</td>
<td>3</td>
<td>18</td>
<td>54</td>
</tr>
<tr>
<td>2428</td>
<td>91</td>
<td>ENGL</td>
<td>2283</td>
<td>World Literature I</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2428</td>
<td>92</td>
<td>ENGL</td>
<td>2283</td>
<td>World Literature I</td>
<td>3</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Summer 1, '06 Total</td>
<td>12</td>
<td>12</td>
<td>34</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Summer 2, 06</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2429</td>
<td>90</td>
<td>ENGL</td>
<td>2293</td>
<td>World Literature II</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>2429</td>
<td>91</td>
<td>ENGL</td>
<td>2293</td>
<td>World Literature II</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Fall 05</td>
<td>Spring 06</td>
<td>Summer 2, '06 Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 2293</td>
<td>World Literature II</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>25, 75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>15</td>
<td>15</td>
<td>114, 342</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>Composition I</td>
<td>3</td>
<td>15</td>
<td>15</td>
<td>111, 342</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 2283</td>
<td>World Literature I</td>
<td>3</td>
<td>15</td>
<td>15</td>
<td>285, 425</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>Composition I</td>
<td>3</td>
<td>15</td>
<td>15</td>
<td>95, 285</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3413</td>
<td>American Literature II</td>
<td>3</td>
<td>26</td>
<td>27</td>
<td>53, 158</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3433</td>
<td>British Literature II</td>
<td>3</td>
<td>22</td>
<td>27</td>
<td>49, 156</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4713</td>
<td>Literature of the South</td>
<td>3</td>
<td>16</td>
<td>18</td>
<td>44, 152</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 5023</td>
<td>AS:American Literature II</td>
<td>3</td>
<td>25</td>
<td>3</td>
<td>28, 151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 5153</td>
<td>ST:Contemporary Writers</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>12, 42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 579V</td>
<td>IS:Southern Women Writers</td>
<td>3</td>
<td>---</td>
<td>3</td>
<td>6, 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3343</td>
<td>Bible as Literature</td>
<td>3</td>
<td>20</td>
<td>3</td>
<td>23, 66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 5153</td>
<td>ST:Bible as Literature</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>6, 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 2283</td>
<td>World Literature I</td>
<td>3</td>
<td>29</td>
<td>3</td>
<td>32, 97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 2293</td>
<td>World Literature II</td>
<td>3</td>
<td>17</td>
<td>3</td>
<td>20, 60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td>15, 48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>12, 42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>Composition I</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>12, 42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>Composition I</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>6, 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>Composition I</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td>12, 42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 1023</td>
<td>Composition II</td>
<td>3</td>
<td>26</td>
<td>3</td>
<td>31, 99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3423</td>
<td>British Literature I</td>
<td>3</td>
<td>22</td>
<td>3</td>
<td>25, 75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 4703</td>
<td>Contemporary Writers</td>
<td>3</td>
<td>14</td>
<td>4</td>
<td>18, 54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 5153</td>
<td>ST:Literature of the South</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>18, 54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 579V</td>
<td>IS:Southern Women Writers</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>6, 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3343</td>
<td>Bible as Literature</td>
<td>3</td>
<td>20</td>
<td>3</td>
<td>23, 66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 5153</td>
<td>ST:Bible as Literature</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>6, 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>20</td>
<td>3</td>
<td>23, 66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 0133</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>20</td>
<td>3</td>
<td>23, 66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Fall '05</td>
<td>Spring '06</td>
<td>Summer '06</td>
<td>Summer 1, '06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>---------</td>
<td>---------</td>
<td>-----------</td>
<td>------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2402 06</td>
<td>ENGL 1023</td>
<td>Composition II</td>
<td>3 3 23 69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2402 07</td>
<td>ENGL 1023</td>
<td>Composition II</td>
<td>3 3 22 66</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall '05 Total</td>
<td>12 12 85 255</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2401 01</td>
<td>ENGL 1013</td>
<td>Composition I</td>
<td>3 3 25 75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2401 08</td>
<td>ENGL 1013</td>
<td>Composition I</td>
<td>3 3 21 63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2402 08</td>
<td>ENGL 1023</td>
<td>Composition II</td>
<td>3 3 17 51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2402 09</td>
<td>ENGL 1023</td>
<td>Composition II</td>
<td>3 3 12 36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring '06 Total</td>
<td>12 12 75 225</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PAYNE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall '05</th>
<th>Spring '06</th>
<th>Summer 1, '06</th>
</tr>
</thead>
<tbody>
<tr>
<td>2427 01</td>
<td>ENGL 2273</td>
<td>Advanced Composition</td>
<td>3 3 23 69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2457 01</td>
<td>ENGL 3573</td>
<td>Literature for Adolescents</td>
<td>3 3 11 33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall '05 Total</td>
<td>6 6 34 102</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2433 01</td>
<td>ENGL 3333</td>
<td>Foliage Oak practicum</td>
<td>3 3 12 36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2473 01</td>
<td>ENGL 4733</td>
<td>Minority Writers</td>
<td>3 3 13 39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2479 01</td>
<td>ENGL 479V</td>
<td>IS:Senior Writing Project</td>
<td>3 --- 1 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring '06 Total</td>
<td>9 6 26 78</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPENCER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall '05</th>
<th>Spring 2006</th>
<th>Summer 2, '06</th>
</tr>
</thead>
<tbody>
<tr>
<td>2413 18</td>
<td>ENGL 0133</td>
<td>Fundamentals of English</td>
<td>3 3 19 57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2422 61</td>
<td>ENGL 2223</td>
<td>Intro. to Creative Writing</td>
<td>3 3 13 39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall '05 Total</td>
<td>6 6 32 96</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2468 01</td>
<td>ENGL 4683</td>
<td>Sem Writing:Special Topics</td>
<td>3 3 11 33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring '06 Total</td>
<td>3 3 11 33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STEWART**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall '05</th>
<th>Spring 2006</th>
<th>Summer 1, '06</th>
</tr>
</thead>
<tbody>
<tr>
<td>2429 01</td>
<td>ENGL 2293</td>
<td>World Literature II</td>
<td>3 3 35 105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2429 02</td>
<td>ENGL 2293</td>
<td>World Literature II</td>
<td>3 3 32 96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2440 01</td>
<td>ENGL 3403</td>
<td>American Literature I</td>
<td>3 3 25 75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2459 01</td>
<td>ENGL 4593</td>
<td>Intro. to Language Study</td>
<td>3 3 20 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall '05 Total</td>
<td>12 12 112 336</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2429 01</td>
<td>ENGL 2293</td>
<td>World Literature II</td>
<td>3 3 29 87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2429 02</td>
<td>ENGL 2293</td>
<td>World Literature II</td>
<td>3 3 31 93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2463 01</td>
<td>ENGL 4633</td>
<td>American Novel</td>
<td>3 3 14 42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2475 01</td>
<td>ENGL 4753</td>
<td>Advanced Grammar</td>
<td>3 3 10 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9012 01</td>
<td>ENGL 5123</td>
<td>English Language &amp; Teacher</td>
<td>3 3 0 ---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9015 01</td>
<td>ENGL 5153</td>
<td>ST:American Novel</td>
<td>3 3 0 ---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring '06 Total</td>
<td>18 18 84 252</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 1, '06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2429 01</td>
<td>ENGL 2293</td>
<td>World Literature II</td>
<td>3 3 11 33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 1, '06 Total</td>
<td>3 3 11 33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### WATSON

**Fall 2005**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
<th>Credits</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 0133</td>
<td>06</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>ENGL 0133</td>
<td>09</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>ENGL 0133</td>
<td>10</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>ENGL 0133</td>
<td>15</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>ENGL 0133</td>
<td>17</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1013</td>
<td>02</td>
<td>Composition I</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>93</td>
<td>Composition I</td>
<td>3</td>
<td>---</td>
</tr>
</tbody>
</table>

**Fall '05 Total**

| Units | 21 | 18 | 150 | 450 |

**Spring 2006**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 0133</td>
<td>02</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>93</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>94</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1023</td>
<td>04</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1023</td>
<td>06</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1023</td>
<td>90</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1023</td>
<td>91</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring '06 Total**

| Units | 21 | 21 | 145 | 435 |

**Summer 1, 06**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1013</td>
<td>90</td>
<td>Composition I</td>
<td>3</td>
<td>---</td>
</tr>
</tbody>
</table>

**Summer 1, '06 Total**

| Units | 3 | --- | 18 | 54 |

**Summer 2, 06**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1023</td>
<td>90</td>
<td>Composition II</td>
<td>3</td>
<td>---</td>
</tr>
</tbody>
</table>

**Summer 2, '06 Total**

| Units | 3 | --- | 17 | 51 |

### WEGLEY

**Fall 2005**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1013</td>
<td>14</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1023</td>
<td>02</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1023</td>
<td>03</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1023</td>
<td>04</td>
<td>Composition II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2293</td>
<td>03</td>
<td>World Literature II</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall '05 Total**

| Units | 15 | 15 | 119 | 357 |

**Spring 2006**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1013</td>
<td>02</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>05</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1013</td>
<td>10</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2293</td>
<td>03</td>
<td>World Literature II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3523</td>
<td>01</td>
<td>Logic</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring '06 Total**

| Units | 15 | 15 | 91  | 273 |

**Summer 1, 06**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Section</th>
<th>Course Title</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1013</td>
<td>01</td>
<td>Composition I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 2223</td>
<td>01</td>
<td>Intro. to Philosophy</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summer 1, '06 Total**

| Units | 6 | 6 | 28 | 84 |
Student Outcomes

Assessment of Student Learning
ENGLISH ASSESSMENT REPORT 2006

GUIDING QUESTIONS

1. List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed.

Students who earn the Bachelor of Arts in English should:

1. Demonstrate the ability to write fluently, concisely, and clearly;
2. Demonstrate the ability to read literary texts analytically and critically;
3. Demonstrate good research skills;
4. Demonstrate an understanding of literary history, including literary movements and the evolutions of the genres;
5. Demonstrate knowledge of the history and structure of the English language.

These learning outcomes can be found on the School of Arts and Humanities website: http://www.uamont.edu/Arts_and_Humanities/engl_outcomes.html

2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

<table>
<thead>
<tr>
<th>UAM MISSION STATEMENT</th>
<th>Unit Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.</td>
<td>Goals 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Goals 1,2, and 3</td>
</tr>
<tr>
<td></td>
<td>Goals 4 and 5</td>
</tr>
</tbody>
</table>
3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website, catalog, syllabi, brochures).

Currently, student learning outcomes are stated in the university catalogue as part of the mission and support goals of the School of Arts and Humanities. Student learning outcomes are included in the 8-semester plan literature (http://www.uamont.edu/Arts_and_Humanities/degree2.html), on the SAH website, and on all English course syllabi. They will be included in future brochures.

4. Provide specific evidence of how your unit assesses whether students have achieved your unit’s student learning outcomes.

**Syllabi review:** During the 2005-2006 academic year, an assessment committee began reviewing stated outcomes for composition classes as detailed in syllabi. The faculty will over a three-year period review syllabi for all English courses. See Attachment A for report on the review of syllabi for Fundamentals of English.

**Pre-tests and post-tests:** Pre-tests and post-tests will be developed to measure English majors’ critical reading skills and knowledge of literary history. The pre-tests will be administered in a newly developed course entitled Introduction to Literary Studies; the post-tests will be administered in Advanced Composition (which we plan to make a 4000-level course) to literature-track majors and in Senior Projects to writing-track majors. The tests will be requirements in course syllabi to assure that all English majors participate in the assessment process.

**Portfolio evaluation:** In these same courses, English majors will submit portfolios representing their work throughout their college careers. These portfolios will be evaluated by the English faculty to determine the extent to which English majors can demonstrate the desired student learning outcomes. Portfolios will also be collected in freshman composition classes as one of the tools used for measuring the level of success of the composition program.

5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly (Examples: retention rates/pass rate for classes, teacher made tests, research papers, recitals, field experiences, etc.). Give specific examples of how analyses of student performance have been used to improve unit decisions.

**Retention:** The following enrollment data indicates a very good rate of retention and success among English majors and minors.

### Majors by discipline by class

<table>
<thead>
<tr>
<th></th>
<th>Art</th>
<th>English</th>
<th>Journalism</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Freshman</td>
<td>1</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Freshman</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Junior</td>
<td>2</td>
<td>12</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Senior</td>
<td>3</td>
<td>13</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Graduate</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

### Minors by discipline by class

<table>
<thead>
<tr>
<th></th>
<th>Art</th>
<th>English</th>
<th>French</th>
<th>Journalism</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Freshman</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Freshman</td>
<td>---</td>
<td>1</td>
<td>2</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Analysis of retention rates, grade distributions, individual faculty analysis of student performance on essay exams, and review of course syllabi have resulted in plans to revise the English program to create three distinct and coherent concentrations: traditional literary studies, creative writing, and professional writing. See Attachment B.

6. Provide specific evidence of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Describe how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys, alumni surveys, professional meetings, minutes from faculty or committee meetings, etc.)

**Fundamentals Survey:** As in past years, a survey determining student attitudes about writing was distributed each semester at the beginning of Fundamentals of English and again at the end. This survey indicates whether students’ attitudes and level of confidence regarding their writing changes over the course of a semester. See Attachment C.

**Program Meetings:** The English faculty met on a number of occasions to discuss assessment. In the first meeting during Faculty Development Week, the consensus was that the annual evaluation of freshman portfolios was providing limited data and should be cancelled in lieu of implementing a new assessment program. Subcommittees were formed, each with the charge of meeting and developing an assessment for Fundamentals of English, Composition I, Composition II, World Literature, and the English major. See Attachments D and E. English faculty also met on a number of occasions to discuss the possibility of custom publishing a reader for composition classes. Faculty agreed that the benefits included course standardization, lower cost and greater convenience to students, and the generation of additional income for the School of Arts and Humanities.

**Professional Meetings:** English faculty, of course, attend meetings such as the one for Arkansas Philological Association. This meeting gave the faculty attending (Stewart, Wegley, Payne, Sparks, Spencer, Hendricks) an opportunity to share with and learn from colleagues across the state. Erin O’Neill attended the SCMLA conference with Faculty Development funds and made a report upon her return. Mark Wegley attended the Southwest/Texas Popular Culture Association Conference with Faculty Development funds and made a report upon his return. See Attachment F.

**Senior survey:** For at least a decade, the English faculty used a graduating senior survey. Although we did receive some pertinent information about our students’ performance on professional exams, we realized that the survey was quite limited in assessing accurately the effectiveness of the English curriculum.

**Strategic plan:** Doing a Strategic Plan for the School of Arts and Humanities represented a culmination of discussion, observations, and analysis on the part of the faculty in regard to how SAH might better serve students. The English faculty met, developed, and submitted several goals to the SAH strategic plan as part of UAM’s strategic plan. See Attachment G (an asterisk marks SAH goals linked to English).

7. Based on your answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit’s future course of action. Include plans for what will be done, by whom, to what extent, and how often.
During the 2005-2006 academic year, the English faculty did, in fact, form an assessment committee. The English Assessment Committee implemented a three-year cycle of general-education and program assessment. Syllabi review and portfolio review will be used to assess freshman composition courses on the three-year cycle.

During Professional Development Week in August of 2006, the English faculty will discuss the proposed curriculum changes for the major and present the proposals to Curriculum and Standards early in the Fall ’06 Semester. With the changes in place, the faculty will be able to develop the pre-tests and post-tests described in number 4 and the guidelines for English-major portfolios, thereby initiating useful program assessment with data available starting in 2007 or 2008. At present, we do not anticipate costs being incurred by the establishment of our assessment programs.

8. Specifically describe how your unit is making student learning accessible, including, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.). Address historical patterns and trends.

**CIV Courses:** Each semester English faculty teach freshman composition courses and World Literature courses in the CIV format. These courses are also available in the Early College program for high school students.

**Online Courses:** We are rapidly expanding our online offerings. In Fall 2005, we offered only one online class, a single section of online comp I. In Fall 2006, we are offering two sections of comp I and two sections of comp II. Technical Writing was offered in an online format Summer I 2006. In Spring 2007, World Lit I and World Lit II will become available as online classes. Enrollment and retention figures for online classes are studied to determine the need for additional sections of online classes and to determine whether retention is better, worse, or the same in online classes as for face-to-face classes. Online instructors report to the dean their procedures for preventing cheating (see Attachment II). The classes are clearly popular with students needing alternatives to traditional modes of instruction, and instructors see no loss of educational quality or increase in cheating.

9. Specifically describe how your unit involves students directly in the assessment process.

**Capstones:** Students taking courses that will serve as capstones in the future (Advanced Composition and Senior Projects) will be taking the assessment post test and will receive guidance in the compilation of their portfolios.

**Introduction to Literary Studies:** Students will take the Pre-tests in the context of this newly developed course.

**Student evaluations:** Students’ written comments are reviewed by the dean before being forwarded to individual instructors.

**ATTACHMENT A:**

Pilot Review of English Fundamentals Syllabi
This spring, the committee reviewed one syllabus from each instructor teaching English Fundamentals during the spring of 2006. Three syllabi were each read by three committee members; instructors’ names were removed from the syllabi, and comments were scripted for committee and administrative review. Syllabi were scored according to the Syllabus Review Checklist created last fall (see attached checklist with results).

Reviewer commentary shows that some objectives marked “not clear” or “not met”, while not explicitly mentioned in the syllabus, are probably being met. For example, objective #6 states the instructor’s intent to “have students develop skills in paragraphing.” While only 44% of the reviewers thought that syllabi explicitly stated this objective, all were in agreement that 100% of the syllabi were explicit in saying that students would be writing “expressive and expositive” essays. Since a paragraph is an important part of such an essay, it seems reasonable to conclude that all instructors meant to cover the paragraph, though their syllabi might not have clearly indicated this intent.

Further, the committee reviewed the results of the WAS pre and post-testing done in the fall of 2006. Both the pre and post test writing apprehension experienced by English fundamental students during this semester were about two percentage points below the 8 year accumulative results, indicating about an 8% reduction in apprehension self-reported by fall English fundamentals students.

Without comparative numbers from parallel institutions, it is difficult to know what a successful reduction rate in apprehension might be, although a reduction is certainly better than an increase in apprehension!

After consideration, the committee recommends that the WAS results in the future be reported question by question so that problem areas might better be determined.

In addition, the committee has set guidelines for a review of English Fundamentals portfolios to be done in the fall of 2006 (please see attachment). We believe that this review will be our best determinant as to how course objectives are being met, and will allow us to more accurately target areas for departmental improvement as well as areas of success.

Consequently, the committee agrees that subsequent review of syllabi will not be necessary. The dean reviews syllabi for evidence of components of the common syllabus, and works with new instructors to see that syllabi adhere to departmental standards.

The WAS and portfolio review processes will give us two measures of the efficacy of our fundamentals course, one of student apprehension, and one of student performance. Two measures should be sufficient for course review.

In the fall of 2006, the English fundamentals assessment committee will meet to remind instructors of the portfolio collection process. The English fundamentals checklist of performance descriptors will be amended, if need be; after that, the committee will coordinate the collection and storage of portfolios at the end of the fall semester so that they can be reviewed during the spring of 2007.

ATTACHMENT B:

Proposed changes to the English major

English Major
Major Requirements: 36 hours (additional hours beyond 36 are recommended)
Required courses:

*ENGL 2XX3 Introduction to Literary Studies*
*ENGL 3403 American Literature I*
*ENGL 3413 American Literature II*
*ENGL 3423 British Literature I*
*ENGL 3433 British Literature II*
*ENGL 4593 Introduction to Language Study*
*ENGL 4623 Shakespeare*
*ENGL 4753 Advanced Grammar*
*ENGL 4XX3 Advanced Composition*

One of the following:
*ENGL 4613 The British Novel*
*ENGL 4633 The American Novel*
*ENGL 4703 Contemporary Writers*

English Major Electives: 6 hours (*additional hours recommended*)
Choose from the following:
*ENGL 2223 Introduction to Creative Writing*
*ENGL 2283 World Lit I or ENGL 2293 World Lit II (whichever one not used for Humanities cluster requirement)*
*ENGL 2XX3 Creative Nonfiction*
*ENGL 3253 Technical Writing*
*ENGL 3333 Foliate Oak Practicum*
*ENGL 3343 The Bible as Literature*
*ENGL 3453 The Short Story*
*ENGL 3543 Creative Writing*
*ENGL 3583 Critical Theory and Approaches to Literatures*
*ENGL 4613 The British Novel*
*ENGL 4633 The American Novel*
*ENGL 4663 Modern Poetry*
*ENGL 4703 Contemporary Writers*
*ENGL 4713 Literature of the South*
*ENGL 4723 Seminar in English*
*ENGL 4733 Minority Writers*
*ENGL 4743 Film and Literature*
*ENGL 479V Independent Study in English*

Supportive Requirements: 12 hours of one language other than English

English Major with a Concentration in Creative Writing
Major Requirements: 39 hours (*additional hours beyond 39 are recommended*)
Required Courses:

*ENGL 2XX3 Introduction to Literary Studies*
*ENGL 2XX3 Creative Nonfiction*
*ENGL 2223 Introduction to Creative Writing*
*ENGL 3333 Foliate Oak Practicum*
*ENGL 3543 Creative Writing*
*ENGL 4703 Contemporary Writers*
*ENGL 4683 Seminar in Writing: Special Topics*
*ENGL 479V Independent Study—Senior Project (must be taken for 3 hours)*
Six hours from the following:
ENGL 3403 American Literature I
ENGL 3413 American Literature II
ENGL 3423 British Literature I
ENGL 3433 British Literature II

Electives: 9 hours (additional hours recommended)
Choose from the following:
ENGL 2283 World Lit I or ENGL 2293 World Lit II (whichever one not used for Humanities cluster requirement)
ENGL 3253 Technical Writing
ENGL 3343 The Bible as Literature
ENGL 3403 American Literature I
ENGL 3413 American Literature II
ENGL 3423 British Literature I
ENGL 3433 British Literature II
ENGL 3453 The Short Story
ENGL 3583 Critical Theory and Approaches to Literatures
ENGL 4593 Introduction to Language Study
ENGL 4613 The British Novel
ENGL 4623 Shakespeare
ENGL 4633 The American Novel
ENGL 4663 Modern Poetry
ENGL 4713 Literature of the South
ENGL 4723 Seminar in English
ENGL 4733 Minority Writers
ENGL 4743 Film and Literature
ENGL 4753 Advanced Grammar
ENGL 479V Independent Study in English

Supportive Requirements: 12 hours of one language other than English

English Major with a Concentration in Professional Writing
Major Requirements: 39 hours (additional hours beyond 39 are recommended)
Required Courses:
ENGL 2XX3 Introduction to Literary Studies
JOUR 2203 Introduction to Journalism
ENGL 3253 Technical Writing
ENGL 3333 Foliate Oak Practicum
ENGL 4683 Seminar in Writing: Special Topics
ENGL 4753 Advanced Grammar
JOUR 479V Independent Study—Senior Project (must be taken for 3 hours)

Six hours from the following:
ENGL 3403 American Literature I
ENGL 3413 American Literature II
ENGL 3423 British Literature I
ENGL 3433 British Literature II

Electives: 12 hours (additional hours recommended)
Choose from the following:
ENGL 2223 Introduction to Creative Writing
ENGL 2283 World Lit I or ENGL 2293 World Lit II (whichever one not used for Humanities cluster requirement)
ENGL 3343 The Bible as Literature
ENGL 3403 American Literature I
ENGL 3413 American Literature II
ENGL 3423 British Literature I
ENGL 3433 British Literature II
ENGL 3453 The Short Story
ENGL 3543 Creative Writing
ENGL 3583 Critical Theory and Approaches to Literatures
ENGL 4593 Introduction to Language Study
ENGL 4613 The British Novel
ENGL 4623 Shakespeare
ENGL 4633 The American Novel
ENGL 4663 Modern Poetry
ENGL 4703 Contemporary Writers
ENGL 4713 Literature of the South
ENGL 4723 Seminar in English
ENGL 4733 Minority Writers
ENGL 4743 Film and Literature
ENGL 479V Independent Study in English
JOUR courses can be used as elective hours with approval of the advisor and the dean.
Supportive Requirements: 12 hours of one language other than English.

English Minor (21 hours)
ENGL 2XX3 Introduction to Literary Studies
ENGL 3403 American Literature I
ENGL 3413 American Literature II
ENGL 3423 British Literature I
ENGL 3433 British Literature II
ENGL 4593 Introduction to Language Study
ENGL 4623 Shakespeare

English Minor with a Concentration in Creative Writing (21 hours)
ENGL 2XX3 Introduction to Literary Studies
ENGL 2XX3 Creative Nonfiction
ENGL 2223 Introduction to Creative Writing
ENGL 3333 Foliate Oak Practicum
ENGL 3543 Creative Writing
ENGL 4703 Contemporary Writers
3 elective hours in ENGL or JOUR

English Minor with a Concentration in Professional Writing (21 hours)
Required Courses:
ENGL 2XX3 Introduction to Literary Studies
JOUR 2203 Introduction to Journalism
ENGL 3253 Technical Writing
ENGL 3333 Foliate Oak Practicum
ENGL 4753 Advanced Grammar
6 elective hours in ENGL or JOUR
ATTACHMENT C:

Report on Assessment of General Education Fundamentals of English Course

Reporting Period: Fall 2005 Semester

Assessment Method

The English 0133 course, Fundamentals of English, was assessed using a pretest-posttest methodology and tested with a 1-tailed matched-pairs t-test, \( p<.05 \). The reliability of the instruments was measured using Cronbach’s \( \alpha \).

Assessment Instrument

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 0133</td>
<td>Writing Apprehension Scale</td>
<td>Daly (1985)</td>
</tr>
</tbody>
</table>

Course Assessed

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>No. of Sections</th>
<th>No of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 0133</td>
<td>Fundamentals of English</td>
<td>15</td>
<td>265</td>
</tr>
</tbody>
</table>

Instrument Reliability

<table>
<thead>
<tr>
<th>Course</th>
<th>Pretest</th>
<th>Posttest</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 0133</td>
<td>.9050</td>
<td>.9222</td>
<td>26</td>
</tr>
</tbody>
</table>

Assessment Results

<table>
<thead>
<tr>
<th>Course</th>
<th>T Value</th>
<th>D. F.</th>
<th>Prob.</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 0133</td>
<td>6.25</td>
<td>128</td>
<td>.0001</td>
<td>73.43</td>
<td>65.16</td>
</tr>
</tbody>
</table>

Accumulative Assessment Results

<table>
<thead>
<tr>
<th>Course</th>
<th>T Value</th>
<th>D. F.</th>
<th>Prob.</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 0133</td>
<td>17.02</td>
<td>940</td>
<td>.0001</td>
<td>75.81</td>
<td>67.62</td>
</tr>
</tbody>
</table>

Discussion

The results of the assessment of the Fundamentals of English course for the Fall 2005 semester indicate that English 0133 course does make a significant difference in the student’s perceptions of their writing skills for the students completing the class.

The accumulative results of the English 0133 assessment data over the eight years of assessment using the Writing Apprehension Scale instrument suggests that the instrument is a
consistent and reliable indicator that the Fundamentals of English course is a significant factor in the development of students' writing skills by reducing their anxiety about writing.

References


ATTACHMENT D:

English Assessment Meeting Minutes
October 5, 2005


- Dean Spencer passed around a handout for a 3-year cycle for assessing Fundamentals, Comp, World Lit, and the English major—all English faculty discussed the timetable at length—everyone voted to adopt the plan.
- A committee was formed to plan the process for assessing Fundamentals of English—Moore, Hartness, Hendricks, and O’Neill will serve.
- W.A.S. forms will continue to be used for the fall ’05 semester (used to assess Fundamentals).
- Volunteers to serve on assessment committees are needed—faculty should e-mail their committee preference(s) to Dean Spencer—committees are needed for Comp I and II, World Lit, majors, etc.

ATTACHMENT E:

English Assessment Meeting Minutes
November 2, 2005

To: English Faculty and Dean Spencer
From: Erin O’Neill
RE: Assessment of English 0133 in the Spring of 2006

This afternoon, Bob Moore, Claudia Hartness, Betty Hendricks and I met to plan the first round of assessment for Fundamentals, set to take place in the spring of 2006. We decided, with the approval of the dean and the department, to proceed as follows:

- Continue use of the WAS pre and post test, using a simplified Scranton format
- Review one English 0133 syllabus from each instructor who taught or will teach the course in the fall of 05 or the spring of 06
- Create a checklist for syllabus review using the course objectives stated on the common syllabus (a model checklist will be sent out for review once we have created it)
- Meet in the spring to analyze results of syllabus review as well as results of fall WAS testing

Prepare a report on our analysis for department and administrative review by the end of the spring semester.
Because we found it difficult to assess, we recommend moving Course Objective #1 of the Common Syllabus for English 0133 to the section of the syllabus entitled “Course Procedure.” This objective says that instructors should “provide students with positive experiences with reading, speaking, listening, writing, and thinking in a supportive, interactive environment.”

While we agree that this objective is important, we couldn’t find an efficient way to measure it, and felt that it might be best left to class observations done by the dean or by anyone observing a class, where speaking and listening and their integration into a class might be better observed. Moving it to another place on the syllabus allows us to address this important goal without actually measuring it via the proposed measures.

We are asking all instructors to include the seven English 0133 course objectives derived from the Common Syllabus on all your English 0133 syllabi from this point on. Each instructor has the freedom to meet each objective his or her own way. If at some future point you decide to change, eliminate, or add objectives, that could be done.

ATTACHMENT F:

Faculty Development Reports

From: Erin O’Neill
Associate Professor of English

RE: FACULTY DEVELOPMENT FUNDS REPORT

In October of 2005, I traveled to Houston, TX to attend the South Central Modern Language Association’s annual conference; SCMLA is a regional affiliate of the Modern Language Association, one of the two largest national associations for the professoriate in English. I went to present my paper, entitled “From Fragmented to Functioning,” and to attend sessions and review book exhibits so that I could acquaint my colleagues with useful information on recent trends in composition. What follows is a summary of what I did and its impact on my scholarship and teaching.

WHAT DID NOT HAPPEN

Having attended the South Atlantic MLA conference (SAMLA) many times, I had expected that SCMLA would have equally vigorous strands of scholarly presentation in technical writing and composition. Unfortunately, and there was no way to see this by reviewing the call for papers, SCMLA is focused mainly on highly specialized literary topics which had little to do with my research or teaching. Likewise, the book exhibits were almost solely devoted to highly specialized explorations of literary topics; the usual large exhibits and free samples offered by companies like St. Martin’s Press and Allyn and Bacon were not there.

Consequently, my stated goals of acquiring knowledge that could be shared in these areas were not met. This is not the regional conference for professional development in composition, I discovered.

WHAT DID HAPPEN

I had been invited to read my paper, which reported research on how to encourage English and foreign language departments to work collaboratively toward departmental service. I was a bit
intimidated by the session audience, mainly administrators of schools of arts and humanities, chairs, deans, and even a couple of vice chancellors for academic affairs.

The four panel presenters, as it turned out, had strikingly similar ideas supported by personal experience in some cases and research in others on what was causing the problem of isolation, competition, and a lack of unity in contemporary English departments. These ideas reinforced what I had learned from reading much on the subject, including reports from the ADE Bulletin (Association of Departments of English), a publication which is nationally recognized.

I believe that my presence at the conference raised awareness of the existence of UAM and our programs, since the audience was mainly regional administrators.

I came away from the conference with a firmer sense of what is necessary in solving the problems of polarized and apathetic English departments. I shared this information with Dr. Stewart last fall when she was expressing some frustration. Basically, the strategies of redundant hiring (hiring people with the same qualifications and goals as opposed to competing specializations, which is really only necessary for large, PhD granting institutions), shared teaching assignments (causing faculty to collaborate), and very careful distribution of power and decision making authority seemed to help many departments work together to solve problems without creating more conflict.

Protection of junior faculty as well as senior faculty while factoring in their concerns was important, as were regular meetings. Departments that met regularly seemed to understand the joint nature of their venture. These ideas, which I presented in my paper, were reiterated by others at the session, and I came away with a stronger understanding of what can cause unhealthy competition and the subsequent demoralization and detachment that plagues not only English departments, but other academic departments as well.

This has enhanced one strand of my ongoing scholarship, which is focused on the evolution of English programs as they change to meet the demands of a changing workforce. As a professional, this understanding better prepares me for success in my future department—and I can share what I have learned with interested administrators and colleagues who are invested in bringing departments through the inevitable transitions that human change inspires and necessitates.

Thanks for the opportunity—I much appreciate the University’s support of this trip.

From: Mark Wegley
Instructor

Re: FACULTY DEVELOPMENT FUNDS REPORT

February 9th through 11th, I attended the 27th Annual Meeting of the Southwest/Texas Popular Culture & American Culture Associations http://www.h-net.org/~swpca/. The PCA/ACA is comprised of a large body of scholars devoted to promoting innovative and nontraditional academic movements in the Humanities and Social Sciences. During my time there, I was able to attend over a dozen panels on various subjects from inventive literary/film studies to classroom/cultural studies with direct implications for collegiate pedagogy.

One panel with particular pedagogical import discussed the issue of producing successful online classroom environments by adapting the successful immersion methods used by the creators of MMORPGs {Massive Multi-user Online Role-Playing Games (i.e. World of Warcraft <http://www.worldofwarcraft.com/>, Ultima <http://www.uo.com/>, Everquest}.
The panelists suggested that the reason students do not engage online curricula as readily as they do other computer applications is that faculty don’t create exciting online environments complete with true interaction between students. WebCT was pointed out specifically as a program that is not engaging for students and one that is too cumbersome to make customization worthwhile. This meshed with my experience of WebCT, a program that is typically used for little more than hosting a set of PowerPoint slides or other documents, but that doesn’t involve much interaction. Alternative educational sites Sakai and Facebook were highly recommended for their ability to create better interactive learning environments online.

A panelist in another session presented a very convincing case for using popular television as a way to encourage critical thinking about issues that exist in literature, film, and media studies. Mr. Grzanka taught a social science course on Perceptions of Race in which he used Buffy the Vampire Slayer (television series) as a text. Using the survey data he collected during the semester, he was able to demonstrate a greater rise in student awareness of race perceptions after the Buffy course than in past Race courses using other texts. His many examples of erudite student commentary were impressive. He confessed that, of course, Buffy has established a wealth of academic interest, and so was not an arbitrary choice, but, in general, he concluded that some popular television programs do make useful texts for collegiate study.

I was also happy that my own presentation seemed to fit well and be validated by the experiences and studies of other presenters. My presentation used the 1998 Japanese film Ringu and its popular and critical success in the West to offer an example of the growing similarity of social anxieties between Japanese and American cultures. Several other studies also described matter-of-fact bases for the growth of multiculturalism in pop-culture and academia. As UAM is geographically/demographically at a disadvantage for us be able to point out immediate local examples of these societal changes to our students, I am inclined to think that the studies presented at the PCA/ACA are worthwhile resources for UAM faculty.

I also suggest the PCA/ACA as an excellent outlet for scholarship. While attending this conference over the past three years, I have established professional relationships with several very impressive scholars, including a German film scholar living in Seoul, a Drama scholar teaching in Wales, and a Carnegie-Mellon recipient researching in Argentina. The interaction I’ve had with such people is one thing that reminds me how much I cherish my chosen career and convinces me that the annual PCA/ACA conference is a very worthwhile development activity.

ATTACHMENT

Preventing Cheating in Online Classes

June 14, 2006

From Sandra Watson

To avoid plagiarism, I have very specific discussion questions regarding that reading to which students must respond. They cannot find the answers to these questions anywhere but inside their own brains. Based on the quality of writing they exhibit in the DQs, I can tell if the same person wrote the essay (which has multiple drafts). Another way to judge a student’s capabilities is from the quality of their actual e-mail messages. There is no way, of course, to tell if someone else is
doing both DQs and essays (for instance, a very loyal but misguided girlfriend), but the same is true, for the most part, for on-ground classes in that respect, and while this can happen, there are very few friends who will take on an entire class for someone else -online or on-ground. If I have any question (which I have had in the past), I request the student come sit in my office and write on a topic of my choosing. This has always been successful in stopping the problem.

I hope this helps.
From Scott Lykens

I don’t prevent it any better than I could prevent it in an “in class exam”. However, I make it very difficult. My plan is that cheating is more difficult than just learning the material, and on your way to studying to cheat the quiz or exam you end up learning the information.

Web Ct has options to restrict information. You may choose to randomize the order that questions appear from a database of questions. ie, 10 random questions from a pool of 1000 make good odds. You may also randomize the order the answers appear in. You may also suspend the student’s ability to see the quiz results until after the time frame is over so that what answer is correct becomes a hunch until after all the exams are turned in. That means printing all the questions one at a time in a timed quiz, not getting confirmation on what is correct and then sharing them. Of course they will have different questions next semester. I can even restrict access to specific computer IP addresses.

I also throw in questions that hold several correct answers looking for the most correct to score points, and questions that require the an understanding of the material to deduct the correct answer. This are cause for regular confrontation with the students as they can find the wrong answer in the book but the right answer is deducted through rational conclusion by a complete understanding of the material.

I also take advantage of Web CT’s student tracking access data to plan my tests. I can see what IP address they use, when they use, how long on each page, each link, all of their habits are available, and I can see them in chart or graph form that I can export to and excel spread sheet. Somebody thought about this before it went public.

I look for what questions the class as a whole did poorly on and put them on the test. Also randomized Q and A, Timed, Cheaters don’t prosper in the short term if the person next to them has the wrong answer, and we know they lose in the long term.

Number of B.A. Graduates

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>9</td>
</tr>
<tr>
<td>2003</td>
<td>9</td>
</tr>
<tr>
<td>2004</td>
<td>5</td>
</tr>
<tr>
<td>2005</td>
<td>9</td>
</tr>
<tr>
<td>2006</td>
<td>9</td>
</tr>
</tbody>
</table>

Placement of Graduates

B.A. graduates of recent years hold the following positions:
- One is working for the Arkansas Democrat –Gazette.
- One is working on his Ph.D. at the University of Arkansas in Fayetteville.
- Two graduates are working on the Masters in Library Science.
- Several are teaching English in the public schools.
- One is working on his Ph.D. in English at Ole Miss.
- One is working on her Ph.D. in History at Ole Miss.
- One is teaching at Dumas High School.
- One is a high school French teacher in Louisiana.
- One is a 3rd year law school student.
- One is a practicing lawyer in Bozeman, MT.
- One teaches high school English and also coaches.
- One teaches Jr. high school English and also coaches.
- One is in retail customer service.

Strength, Weaknesses, Opportunities, Threats

Strengths:
Sufficient faculty to cover all classes
Strong Curriculum
Endowed Scholarships, including two that cover tuition for at least three English majors
  - Mary Claire Randolph Buffalo Scholarship
  - G. William & Verna Cahoon Scholarship
  - Thomas C. and Julia Hobson Coleman Scholarship
  - Birch Johnson Scholarship
Adequate library resources with an exceptional library staff

Weaknesses:
Schedule conflicts between upper-level English courses and foreign language courses
Somewhat haphazard course rotation plan
Grade inflation because of inconsistent standards in classes
Low GPAs of English majors
Poor work ethic of English majors
Many English majors lack adequate basic skills, especially in writing and mechanics

Opportunities:
Increasing number of English majors and minors with the three-track major options
Instituting an effective assessment plan for English courses to insure the rigor and effectiveness of the program
Developing creative ways to deliver courses based on student needs, i.e., on-line and web-based courses
Upgrading of all smart classrooms

Threats:
Low salaries of English faculty members (lowest in School of Arts and Humanities) which affect morale and recruiting
Salary parity issues among English faculty
Inability to control adequately the quality of instructors of concurrent enrollment courses
Significant number of students who take concurrent enrollment courses whose ACT scores are at the remedial level
Low number of AP students who take concurrent enrollment courses who qualify for college credit for the course
Regional perception that UAM’s academic standards are marginal

Program Improvement

Strategic Planning:

STRATEGIC PLAN FOR THE SCHOOL OF ARTS AND HUMANITIES
UNIVERSITY OF ARKANSAS AT MONTICELLO

Mission, Role, and Scope

The mission of the School of Arts and Humanities is to offer significant exposure to language, literature, communication, and artistic expression, providing students with the knowledge, appreciation, and experience necessary to develop personal and professional skills in these areas. The School’s dual function is to provide courses for its own baccalaureate programs and for the general education program in the fields of writing, speaking, and art.

The School of Arts and Humanities offers Bachelor of Arts degree programs in Art, English, Journalism, and Speech Communication, as well as minors in Art, English, French, Journalism, Spanish, and Speech Communication. The School of Arts and Humanities program offerings are available to all campus disciplines through service courses.

Support goals from Enhancement of Resources focus:
Recruit, develop, and retain a quality faculty and staff.
Build partnerships through networking and collaboration.
Enhance the University’s image, visibility, and influence.
Enhance the research environment for faculty and students.
Improve internal and external communication.
Improve employment opportunities.
Develop internal and external resources.
Recruit, retain, and graduate students.

Short-Range Objectives (1 year)

1. To generate funds for Speech scholarships from a custom-published Public Speaking text.
2. To employ two Spanish Fulbright International Teaching Assistants for ‘06-‘07.
3. *To hire a tenure-track Assistant Professor of English (replacement).
4. To begin a program of employing two Teaching Assistants in Speech each year.
5. To hire a tenure-track Assistant Professor of Foreign Languages (replacement).
6. *To host events that attract high school students to campus, such as debate tournaments, foreign-language festivals, and art shows.

Intermediate-Range Objectives (2-3 years)
1. To employ three Fulbright International TA’s, two Spanish and one French, for ’07-’08.
2. *To generate funds for English scholarships from a custom-published composition reader.
3. *To address salary inequities among all SAH faculty.
4. To employ an Art Gallery Director to manage student workers and student interns, to manage gallery exhibition schedules, and to write art grants.
5. To add a kiln yard with kilns adjoining the Art Complex.
6. To start a print newspaper.
7. *To sponsor writing contests for area high school students.

Long-Range Objectives (more than 3 years)
1. *To make all classrooms on the first floor of MCB “SMART” classrooms.
2. *To explore the feasibility of converting MCB 114 into a seminar room.
3. *To identify donors for an endowed scholarship in creative writing.
4. To hire Computer Design faculty to teach 4-D, PhotoShop, DreamWeaver, Adobe Illustrator, and other software.
5. To expand classroom space in Sorrells Hall to allow students and instructors a comfortable aesthetic work environment.
6. To have a fully equipped and staffed Communication Center in Sorrells Hall.
7. To have three “SMART” classrooms in Sorrells Hall.
8. To add two new faculty positions in Speech.
9. *To hire one additional faculty in English.
10. To hire one additional faculty in Journalism.

Support goals from Enhancement of Academic focus:
Improve academic quality standards.
Share academic opportunities across units.
Increase opportunities for faculty/student research and creative activities
and increase experimental and service learning opportunities.
Improve internal and external communications.
Provide the latest technology to our students and faculty.
Accommodate the diverse needs of students.
Enhance UAM's image.

Short-Range Objectives (1 year)

1. *To implement academic-program and general-education assessment in all disciplines
   and revise curriculum in response to valid data.

2. *To study thoroughly the English curriculum in conjunction with the Ten-Year
   Program Review

3. To develop articulation agreements with off-campus sites for placement of Speech and
   Journalism interns.

Intermediate-Range Objectives (2-3 years)

1. To implement a major in Romance Languages (Spanish, French, Italian, Latin).

2. *To expand the English Major with the Writing Concentration by creating two tracks:
   Professional Writing and Creative Writing.

3. *To refine the traditional English major curriculum.

4. *To create new courses (Introduction to Literature, Nonfiction Prose, and Senior Capstone)
   to support the three options for the English major.

5. To implement an M.A. program in Painting, Drawing, Ceramics.

6. To start a summer program of visiting artists who will teach a 3-credit course called
   Blossom Painting, Blossom Drawing, Blossom Ceramics.

7. *To enhance uniformity in general-education courses in English, Art, and Speech.

8. To create new courses (Applications and Senior Capstone) to enhance Speech
   Communication major.

9. To implement a photography class for the enhancement of the Journalism and Art
   programs.

Long-Range Objectives (more than 3 years)

1. To implement a B.F.A. program in Painting, Drawing, and Ceramics.

2. Implement a minor in German.
Support goals from Enhancement of Quality of Life focus:
Accommodate the diverse needs of students.
Develop and implement a comprehensive student retention plan.
Promote healthy lifestyles for students, employees, and communities.

Short-Range Objectives (1 year)

1. To offer online Art Appreciation.
2. *To double the number of sections of online Composition I and II classes.
3. To offer one or two Drawing I classes each semester and two or three Ceramics I classes each semester in addition to offering as many Drawing II/III and Ceramics II/III as Stage I can generate.

Intermediate-Range Objectives (2-3 years)

1. *To study the scheduling and rotation of English courses to insure they meet the needs of a diverse student population.
2. To employ an Art Gallery Director to manage student workers and student interns, to manage gallery exhibition schedules, and to write art grants.
3. To offer on-line Speech classes.
4. *To improve advisement and career guidance of English majors who wish to pursue careers in teaching, particularly in middle school and high school.

Long-Range Objectives (more than 3 years)

1. *To establish a resource center providing career information for English, Speech, Art, Journalism, and Romance Language majors.
Attachments:

Faculty Vitae
Sarah Bloom
140 East College Avenue
Monticello, AR 71655
(870) 367-9735

Education


Bachelor of Arts, English and psychology, University of Arkansas at Monticello, 1992.

Professional Experience

Teaching

- Assistant Professor of English, University of Arkansas at Monticello, August 2005 – present.

Administrative

Consulting

Private consulting for accreditation-related issues, 2002 – present.

Teaching Interests

- Composition
- Mythology
- Poetry
- The Bible as Literature

Publications


Professional Activities

- Sponsor, Sigma Tau Delta, University of Arkansas at Monticello, 2005 – present.
- Member, Arkansas State-Wide Transfer of Credit Committee, 2006.
- Member, Council on Assessment of Student Academic Achievement, University of Arkansas at Monticello, 2005 – 2006.
- Member, Committee on Teacher Education, University of Arkansas at Monticello, 2006 – present.

Languages

- Basic reading knowledge of French.
- Basic reading knowledge of Spanish.
- Basic conversational skills, Spanish.

References

Available upon request.
VITA

Claudia P. Hartness
P. O. Box 3175
Monticello, AR 71656-3175
367-7896 (Home)
460-1179 (Work)

Education: 1968, M. A., English, University of Arkansas, Fayetteville, AR
367-7896 (Home)
460-1179 (Work)

1970-72 Additional Graduate Hours

1966, B. S. E., English and History Majors, Arkansas A & M, Monticello, AR

Teaching Experience:

Instructor of English, University of Arkansas
1969 to present

English Tutor at Arkansas Baptist Home for Children, 1991 to present

English Teacher, Y. O. U. Program, UAM Monticello, AR
Summers of 1993 to 1999

English Instructor, Night Program
Forest Echoes Vo-Tech, Crossett, AR
Spring 1997, Spring 1995, Fall 1993
English Teacher, Night Program
Great Rivers Vo-Tech, McGehee, AR
Fall 1993, Spring 1994

Writing Instructor, Y. O. U. Program
Summer 1992

Director of Remedial Reading and English
Title III Pilot Program, Monticello High School, 1968
English Teacher, Selma, AR
Fourth through Eighth Grades
Spring 1968

English Teacher, Huntsville, AR
Eighth Grade, Fall 1967

Organizations:
National Council of Teachers of English
Delta Kappa Gamma

Civic Service:
Alderman, Ward 2, Position 2
City of Monticello
1986 to Present

Chairman of the Board - 2006, 2000
Board Member
Delta Counseling and Associates
Monticello, AR

Community Service Award, 2000
Delta Counseling

Certification:
Arkansas: 431866678
ED HRS + Bachelor’s + Master’s
Expiration 2006
Elizabeth (Betty) Fleming Hendricks
921 North Chester Street
Monticello, AR 71655
(870) 367-7747
(870) 723-8317 cell
e-mail: Hendricks@uamont.edu

EDUCATION

Master of Fine Arts, in English and Writing, University of Massachusetts, Amherst, 1980.
Bachelor of Arts, Major: English; Minors: Philosophy and Art History, University of Massachusetts, Amherst, 1970.
Junior Year: Mt. Holyoke College, South Hadley, MA

ACADEMIC EXPERIENCE

2000-2006 University of Arkansas at Monticello, AR. Instructor, School of Arts and Humanities. Teach Composition I and II, Fundamentals of English, and World Literature I and II. Syllabi design.

2000- Pulaski Technical College, North Little Rock, AR. Adjunct Faculty, Department of Spring General Studies. English Composition I and II. Syllabi design.


1994-1997 Boston University, Department of Education, Center for the Advancement of Ethics and Character. Team Leader for the following conferences: “First Annual Conference of the New England Higher Education Network for Education,” “Boston Area Summer Teachers Academy: Teach the Teacher,” “Teacher Academy Sessions(s),” and “Dimensions of Teacher Education.”

1990-1996 Wentworth Institute of Technology, Boston Lecturer, Adjunct Faculty, Department of Humanities and Social Sciences. Taught History of Art and Architecture, English Literature, and Expository Writing. Syllabi design.
1991-1993 Massachusetts College of Pharmacy, Boston. Assistant Professor, Department of Liberal Arts. Adjunct Faculty, Department of Liberal Arts. Taught Writing Across the Curriculum I and II, Expository Writing, and Literature. Syllabi design.

1990-Spring Boston University, Boston. Lecturer, Department of English. Expository Writing: “Writing is Thinking.” Syllabus design.

NON-ACADEMIC STUDY
1991-1992 Wisdom Center, Boston. Studied Tibetan Philosophy with Geshe La Jampa, Philosophy Professor, Lama, and tutor of His Holiness the Dalai Lama.

PREVIOUS ACADEMIC EXPERIENCE
1978-1980 University of Massachusetts, Amherst. Instructor, Department of Rhetoric. Taught “Writing about the Humanities,” both I and II, and “Advanced Writing about the Humanities.” These courses included Philosophy, Art, poetry, prose, and drama.

CORPORATE EXPERIENCE
1996-1999 Corporate Reorganization Team, MIT, Cambridge, MA.


BOOK REVIEWS FOR PUBLISHERS


PUBLICATIONS

Art Reviews

Essays

Poems


“It Was A Lovely Thing,” “As No Other,” and “Now that I Have The Chance To Tell You.”
In WITH LOVE LOTUS, Ed. J. Nadeau & Odoi. Stoughton, Massachusetts:
Manuscripts
“Ashland” A manuscript of poetry.

GRANTS AND FELLOWSHIPS
21st Century Community Learning Center Program, Monticello, AR.

1997-1980 Teaching Fellowship. Awarded a fellowship as full teaching instructor for four years.
Department of English, University of Massachusetts, Amherst.

CAMPUS COMMITTEES
AND CAMPUS ACTIVITIES
2005-2006 Assessment Committee; Evaluation of student writing.
2004-2006 English Scholarship Committee.
2004-2006 Faculty Equity & Grievance Committee: Seven faculty.
2004-2005 Candidate Interview Committee: UAM School of Education, Graduate Program.
2004-2005 American Democracy Project Sub-Committee.
2000-2006 School of Arts and Humanities registration.
2002-2004 Assessment Committee: Evaluation of student writing.
2001-2002 English Scholarship Committee.

PREVIOUS DEPARTMENTAL SERVICE
1994-1997 Administration and planning of conferences, Center for the Advancement of Ethics and Character, Department of Education, Boston University.

1993-1997 Diagnostic placement of incoming freshmen: course design, student conferences, student advising, textbook evaluation, Massachusetts College of Pharmacy and Allied Sciences, Boston.


PROFESSIONAL MEMBERSHIP
AND COMMUNITY PROGRAMS
2005-2006 Vice President, Board of Trustees, Delta Counseling Associates, Monticello, AR.
2004-2005 Secretary-Treasurer, Board of Trustees, Delta Counseling
VITA

Name: Betty Arlene Matthews

Education: Arkansas A. & M. College (now the University of Arkansas at Monticello)
B.A. in English, 1958
B.S.E. in English Education, 1958

University of Arkansas
M.A. in English, 1968
Ph.D. in English, 1979

Employment Experience:

UAM, January 1967 – present
Hired as instructor, promoted to the rank of Assistant Professor upon completion of the doctorate in 1979

Pine Bluff High School, 1961-65
Classroom English teacher

Norman Junior High School, Crossett, 1960-61
Classroom English teacher

Monticello High School, 1958-59
Classroom teacher

Dissertation: Frontier Women as Portrayed in the Humor of the Old Southwest

Professional Development:

UAM Speaker’s Bureau, 1974, 1975
UA System Intra-Campus Workshop on System Co-Operation, 1974
Workshop-Seminar on Status of Women, 1975
Attended annual meetings of South Central Modern Language Association, 1978, 1979
Attended annual meetings of Arkansas Teachers of College English, 1968 – present
Attended annual meeting of National Conference on Christianity and Literature, 1978
Served as a panelist at the annual meeting of Arkansas Teachers of College English, 1980
Made a presentation at the annual meeting of Arkansas Council of Teachers of English, 1980
Attended and participated in a writing workshop sponsored by Phi Delta Kappa, Fayetteville, 1979

Professional Recognition:

Was invited to join and subsequently was inducted into Phi Delta Kappa, 1980
Received off-campus duty assignment, 1979

Professional Service:

A. To the UAM Community

Prior to 1980: Membership on the following committees:

ICTE
Faculty Equity and Grievance
Assembly Equity and Grievance
Alumni Committee
Human Relations Committee
Status of Women Committee
Ad-Hoc Revision Committee for Assembly Constitution
UAM Senate, Vice-Chairman, 1975-76
Vice-Chairman, UAM Assembly, 1974-75
Parking and Traffic Committee
Ad-Hoc Committee on Academic Planning and Resource Reallocation
Athletic Committee
Academic Planning and Development Committee
Various Departmental Committees
President Bishop’s Faculty Advisory Council

Current:
UAM System Presidential Search Committee
UAM Search Committee, Vice-Chancellor for Student Affairs
UAM Title III Faculty Monitoring and Evaluation Group
UAM Joint Planning Steering Committee
Committee appointed by the Chancellor to study and revise the governance structure
Chairman, Academic Planning and Development Committee
Chairman, UAM Faculty Assembly
Member UAM Senate
Department Committee to study CLEP examinations
Advisor to five English majors/minors
General Studies Advisor
Made a presentation as part of a Seminar in Office Administration sponsored by the UAM Business Department
Participation in student recruiting activities

B. To the Public:

Made a presentation at the annual Southeast Arkansas Career Day, 1979
Participated as a panelist and local humanist in a forum on Energy Conservation, 1980

C. Member of the following Professional Organizations:

Arkansas Council of Teachers of English
National Council of Teachers of English
Arkansas College Teachers of English
Modern Language Association
South Central MLA
Women’s Caucus, South Central MLA
Arkansas Philological Society
National Conference on Christianity and Literature
Phi Delta Kappa
American Association of University Professors till 1972, former president, former secretary

Other Information Relevant to Candidacy:

Student Evaluations:

Have ranked in the Superior category ever since the inception of Student Evaluations in 1976

Academic Activities:

Designed and implemented a course in The Bible as Literature
Chaired a committee which designed a collateral major in English and Business Administration

Dr. Robert Moore (Red Hawk)
824 N. Hyatt Street
Monticello, AR 71655
(Moorer@uamont.edu) 870-460-0838

PUBLICATIONS

BOOKS:

   Finalist: Walt Whitman Award, Academy of American Poets.


   Nominee: National Book Award, 1996.


MAGAZINES (PARTIAL LISTING. OVER 80 MAGAZINE PUBLICATIONS.)

>“The Sioux Dog Dance” (Winner: Sadin Award, *Best Poem*, NYQ #42) and as follows:


>”The Idea of Crocodiles.” Kenyon Review (Fall 2005).

HONORS, AWARDS, & GRANTS:

> 2004 Faculty Excellence Silver Award. UAM (nominee ‘98, ‘01, ‘03)


> The Sioux Dog Dance was 1 of 4 selections (985 entries) in CSU Poetry Series, 1991.

> $5,000 Individual Artist Grant. Arkansas Arts Council, 1990.

> $1,000 Grand Prize. National Federation State Poetry Societies (Judge: Wm. Stafford).

> Chair: Rockefeller Distinguished Lectures (David Halberstam, 2004)

> Rockefeller Grant to bring poet Miller Williams (official poet for Pres. Clinton’s 2nd inaugural) to UAM for a lecture and reading. March 1999.


> Secretary, UAM Faculty Assembly, 2000-2001; Vice-President, Assembly, 2001-2002

> Poetry Reading with Allen Ginsburg, 1995 Celebration of the Arts, Hot Springs, AR.

> Poetry Reading with Rita Dove (U.S. Poet Laureate), 1996 Celebration of the Arts.

> Poetry Reading with Miller Williams, 1997 Celebration of the Arts.

> Poetry Reading with Tess Gallagher, 1997 Celebration of the Arts

> Poetry Reading with Coleman Barks, 2005, AR Repertory Theater, Little Rock

EDUCATION
B.S. Illinois State University, Normal, IL. (English/History).
M.S. Illinois State University, Normal, IL. (English).
Ph.D. University of Cincinnati, Cincinnati, OH. (Contemporary American
Literature).

WORK EXPERIENCE
1997-present: Tenured Associate Professor of Composition, University of AR
Monticello.

COURSES TAUGHT: Fundamentals of English (below 19 on the ACT);
Freshman Composition I; Freshman Composition II; Creative Writing
(poetry, Indep. Study); Seminar: Poetry Writing; Special Studies in
Composition (Grad.)
Faculty Sponsor: Sigma Tau Delta, English Honor Society.
1992-1997: President & CEO, Sammasati Corp. (Restaurant Development & Food
Service), Little Rock, AR.
1986-1990: Program Director: Driver’s Education & Health; Instructor of Reading,
Little Rock Job Corps, Little Rock, AR.
1983-1985: Superintendent of Shipping (Domestic & International), Chidvilas
Publications, Boulder, CO.
1973-1979: Assistant Professor, University of AR at Little Rock, Little Rock, AR.
COURSES TAUGHT: Freshman Comp. I & II; Contemporary Amer. Lit.;
Colonial Amer. Lit.; Expository Writing; Technical Writing; Creative
Writing, Prose; Creative Writing, Poetry; Poetry Writing Workshop.
1969-1973: Graduate Teaching Ass’t., U. of Cincinnati (3 classes Fr.
Comp./quarter).
1968: Director: Freshman Honors English, Hinsdale H.S., Hinsdale, IL.
Diane Payne  
144 Mc Knight Drive  
Monticello, AR 71655  
Home: (870) 367-7762  
Office: (870) 460-1278  
dianepayne@earthlink.net

QUALIFICATIONS  
Many years of experience teaching variety of creative writing, literature, composition, and English Education courses at university and community colleges. Faculty advisor for student literary magazine. Director of Writing Center. Grant writer. Advisor for English and Education majors.

EDUCATION  
1991 Master of Fine Arts- Creative Writing  
University of Arizona  
1984 Bachelor of Science-Education  
Northern Arizona University

EMPLOYMENT  
August 2000 to present University of Arkansas-Monticello  
Monticello, AR  
Assistant Professor/Director of Writing Center  
Teach Creative Writing, Writing Seminars, Advanced Composition, Adolescent Literature, Composition 1 & 11, Fundamentals of English, Creative Nonfiction, Fiction Writing, Journalism, Senior Writing Seminar, Creative Writing, Minority Literature, Special Topics Seminar, and Methods of Teaching Secondary English. Graduate Level courses: Advanced Comp, Fiction, Creative Nonfiction, Creative Writing, Methods of Teaching Secondary English, and English Education Seminars; faculty sponsor for literary magazine, advise English and Education majors, supervise student teachers; coordinator of literacy program between university and high schools;
served on NCTE Committee for Nursing and Education; provide ongoing literacy programs in the local public schools and at the public library.

**August 1998 to May 2000**
**Mountain View Elementary School**
Rio Rico, AZ
Special Education Teacher
Provide educational services to learning disabled students.

**June 1995 to June 1998**
**Pima Community College**
Tucson, AZ
Writing Instructor
Taught Writing 100, 101, and 102 (introduction to literature and writing courses). Wrote PEN Grants to fund Writers Series.

**June 1995 to July 1998**
**Tubac Center of the Arts**
Tubac, AZ
Writing Workshop Instructor
Instruct on-going writing workshops in fiction, poetry, and creative nonfiction for people of all ages.

**June 1994 to May 1997**
**Prescott College**
Tucson, AZ
Mentor
Provide instruction to small groups in the following areas: Writing, Literature, Humanities, Education, and Psychology.

**August 1994 to June 1995**
**Rio Rico High School**
Rio Rico, AZ
Special Education and English Teacher
Provided educational services for learning disabled students and taught English for regular education.

**August 1986 to June 1989**
**Mingus Union High School**
Cottonwood, AZ
Special Education and Psychology Teacher
Developed first program for trainably-mentally handicapped. Wrote grants to fund the program. Taught Psychology.

**January, 1985 to June, 1986**
**Havasupai Elementary School**
Lake Havasu, AZ
Taught all required classes. Coordinated after-school activities.

**VOLUNTEER EXPERIENCE**
Hospice volunteer for two years, Big Sister for five years, Volunteer Probation Officer for three years, volunteer in public schools for many years, involved with local environmental groups, Special Olympics Coach for three years, and currently working as a volunteer with the Literacy Program.

**REFERENCES**
Dr. Julie Sparks, English Professor, University of Arkansas-Monticello, PO Box 2073, Monticello, AR  71656, sparksja@uamont.edu,  (870) 460-1489

Dr. Betty Matthews, English Professor, University of Arkansas-Monticello,
Payne 2

BOOKS

Burning Tulips, Red Hen Press, 2004
The Arizona Teacher Proficiency Examination Workbook, Primer Publishers, 1986

AWARDS

1990 First Prize Southwest Writers' Award--Nonfiction
1991 Second Prize Southwest Writers' Award--Fiction
1998 Honorable Mention: Byline's Literary Short Story Award
2000 Poetry Heaven's Selected Poet for Interview
1999 Semi-finalist for the New Women's Voices Chapbook Competition
2001 finalist for Concrete Wolf Chapbook Contest

CREATIVE NONFICTION/ESSAY PUBLICATIONS

“These Things Happen” forthcoming in medical anthology Propell Group
"Geographical Creases” forthcoming in Body Works Anthology
“Mattress Lineage” forthcoming in Minima
“On Track” forthcoming in Story Teller Magazine
“Questions” forthcoming in Illuminated Paths: Women's Visions on Sex & Self-Esteem Anthology
“Doctor Visit” and “The Sponge” forthcoming in Pen Womanship, October 05
“Tongue-Tied” forthcoming in Becoming Fire: Spiritual Writing from
Rising Generations
“The Living Will....” in Imperfect Parent, May 05
“Family Scrapbook” in Hip Mama, February 05
“Football Banter” in Imperfect Parent, February 05
“Techno Shopping” in Strut Magazine, November 04
“Questions” in Hip Mama, Fall 04
“Mr. Foam” in USA Deep South, September 04
“It Works For Me” in Spork, July 04
“Breath-holding Blues” and “CD Censorship” in Misadventures of Moms, 04
“Okay, I Admit it” Seven Seas Magazine, April 04
“Intentions in Philosophical Mother, April 04
“Imaginary Line” in New Works, April 04
“Breath-holding Blues” in Philosophical Mother, March, 04
“It’s Coming Along” in Seven Seas Magazine, February 2004
“The Keyhole” in Heart by Heart: Mothers and Daughters Listening to Each Other, edited by Marianne Preger-Simon
“Brains and Boys” and “Good Stock” in Chocolate for Teen’s Dream Anthology, Simon and Schuester, 2003
“Taverns and Toll Roads” in Reading Divas, Nov/Dec 2003
“On Track,” “Unloading Zone,” and “Okay, I Admit It” will be broadcast in October on the
“Something Personal” radio show—WACC-FM, Asnuntuck Community College radio station
“Frozen Dreams” in Seven Seas Magazine, October 2003
book review of Long for This World by Michael Byars in Clever Magazine, September 2003
book review of Long for This World by Michael Byars in Midwest Bookreview Magazine, September 2003
“Details, Details” in Seven Seas Magazine May 2003
“Breath-holding Blues” in Seven Seas Magazine, April 03
“Bobby Sherman” in Lifeboat: A Journal of Memoir, Spring 2003 Vol. 2, Number 1
“Jailbait and Other Concerns” in Philosophical Mother, April 2003
“Soaps” in Green Tricycle, Issue 11, March 2003
Payne 3

“Those Same Demons” in Sidewalk’s End, Volume 4, Issue 4, March 2003
book review in Nights and Weekends, November 2002
“Arrangements” in Sidewalk’s End, November 2002
“Justice” in Nights and Weekends, November 2002
“Balken-Brij and Pig-in-the-Blankets” in Nights and Weekends, October 2002
Book Review on Known Destination by Ellen Block in Moonwort Review, Fall 2002
“Less Than Personal” in Reading Divas, Summer 2002
“Maps and Detours” in Slow Trains, Summer 2002
Book review on Sentimental, Heartbroken Rednecks, in Moonwort Review, Spring 2002
Book review on An Occasion for Crying in The Arkansas Review, Spring 2002
“Just Jillin” in Moxie Magazine, March 2002
"Just Jillin" in Fabula Magazine, July 2001
"Cleaning Cupboards” in Moxie Magazine, Spring 2001
"The Bathroom" in The Sun, January 2001
"Vicarious Writing" in Pomegranate, Issue 1, Volume 1, October 2000
"For Now" and "The Confessions of a Barney Fan" in *She's Got Baby*, July 2000
"Fund Raising Blues" in *momplanet.com*, July 2000
"Ramblings" in *Walking Magazine*, January 2000
"The Other Mother" in *Teachers' Anthology Project*, November 1999
"The Other Mother" in *Chicken Soup For The Unsinkable Soul*, September 1999
"Labeled Moms" in www.momplanet.com/moms/single/, May, 2000
"Brains and Books" in *In Praise of Pedagogy*, Calendar Island Publishers, 2000
"Re-Viewing" in *Humanist Living*, Fall/Winter 1999
"Fund Raising Blues" in *Troika Magazine*, Summer 1998
"We Care About Your Welfare" in *Sojourners*, July 1998
"Cleaning Cupboards" in *Pike Creek Review*, October 1997
"Omissions" in *The Humanist*, May/June 1997
"Dogs and Rabbits" in *Artful Mind*, April/May 1997
"Excuse Me, I'm Grieving" in *Kudzu Quarterly*, Issue 97/1
"Hunting Season" in *Huge*, April, 1997
"Labeled Moms" in *Sojourners*, May 1997
"Motherless Child" in *Messages From The Heart*, Summer 1997
"Apricot Pits, Love Beads and Jesus" in *Lexicon*, Volume 2
"Seeing Everything" in *Dream Forge*, August, 1996
"Tongue-Tied" in *InterText*, Volume 6, No. 4, July-August, 1996
"Day We Drive" in *Maple Syrup Simmering*, Summer, 1996
"On Track" in *Mercury Publishing*, Summer, 1996
"Mending Battles" in *256 Shades of Grey*, Summer, 1996
"Union-Made" in *Sennet*, June, 1996
"Mending Battles" in *Thoth*, June, 1996
"Confessions of a Food Stamp Shopper" in *Hip Mama*, First Quarter, 1996
"Shedding Hair" in *Toast*, Volume 1, Spring, 1995
"On Track" in *Potomac Review*, Winter, 1995
"Confessions of a Bargain Shopper" in *Welfare Mothers Voice*, Fall, 1994
"Confessions of a Barney Fan" in *Hip Mama*, Volume 2, Fall, 1994

Payne 4

"Another Chance to Hope" in *Common Journeys*, Volume 2, Spring, 1994
"Different Worlds" in *Common Journeys*, Volume 1, Winter, 1994
"Hotbeds of Wildness and Reckless Revelry" in *Tucson Guide*, Winter, 1993
"Tongue-Tied" in *Hanson's Symposium*, Vintage Issue, 1993
"Unloading Zone" in *Contemporary American Satire 2 Anthology*, 1992
"The Day We Drive" in *Stet Magazine*, The Warm Issue, 1992

FICTION PUBLICATIONS

“Calm” forthcoming in Slab Literary Journal
“Feline Madness” in Rogue Scholar, Summer 05
“Strange Feeling” in Ducts, Summer 2005, Issue 15
“Deep Breathing” in R-KVR-Y, Summer 05
“Vacation” in Offcourse Literary Journal, Summer 05
“Shopping” in Heat City Review, Volume 2, Spring/Summer 05
“Freedom’s Just Another Word” in Slow Trains, Winter 05
“License for Lice” in Arkansas Literary Forum, October 04
“Baaaab” forthcoming in ESC, October 04
“Funny” in The Swamp, July 04
“Swimming” in RiverSedge, Winter 04
“Journeys” in Slow Trains, April 04, 2003
Being Thirty” in Full Circle Journal, March 04, Issue 1, Volume 2
“Nurses and Babysitters” forthcoming in Censored: The Best of What We Couldn’t Publish, Spire Press
“Carpentry” in Monkeybicycle, January 2004
“Oscar’s Beauty Saloon” in Arkansas Literary Forum 2003, Volume 5
“Knitting” in Small Spiral Notebook, Fall 2003
“All Things Possible” in The Sour Milk, August, 03
“The Morning Paper” in gotcannedgoods.com, June 23, 03
“Pasta Does The Trick” in Squarelake Journal, Volume 3, Spring 2003
“Frank Sighs” in Pindeldyboz, Vol. 11, No. 5, 2003
“Protection” in Got Canned Goods, April 03
“A New Kind of Growing Pain” in Dead Mule School of Literature, April 03
“Turbulence” in Word Riot, April 03
“Eggs and Things” in Coelacanth Magazine, Spring 03
“Operation AWOL” in Eyeshot, February, 03
“Behind the Door” in Rogue Scholars, December 2002
“Guidelines” in Full Circle Magazine, Issue Two, Volume One
“Remember” in Failbetter, December 2002
“Behind the Door” in Rogue Scholars, December 2002
“Sayeth” in Word Riot, November 2002
“Meditation Madness” in Nights and Weekends, September 2002
“Truck Drivers and Hippies” in 3am Magazine, September 2002
“Division”, “In The Beginning”, and “Hunting Season” in Boomerang, Issue 8, August 2002
“Night Exercise” in Short Stories Magazine, August, 2002
“The Video Store” in Samsara Quarterly, Issue 10, Summer 2002
“Tofu” in Millennium Shift, May, 2002

Payne 5

“Forgetting” in Small Spiral Notebook, March/April, Issue 2, 2002
“A Lucky Bird” in Wee One’s Magazine, March 2002
“The Hospice Garden” in Slow Trains, March/April, Issue 3
“M is For:” Millennium Shift, February, 2002
“Resting” in Frenzied Fiction, Issue 2, January 2002
“The Hypnotist” in Fresh Literary Magazine, December, 2001
"Shalanda's Story" in USA Deep South, August, 2001
"Sayeth " in Drexel Online Journal, August, 2001
"On Track” in Slow Trains, August, 2001
"A New Kind of Growing Pain” in The Mac Guffin, Summer 2001
"Ice Storm Blues" and "The Delta Walk" in Arkansas Literary Forum, September 2001
"Thinking in a Tree" in Fresh Literary Magazine, January, 2001
"The Five Dollar Car" in Abundance, Spring, 2000
"The Beach" and "The Always Hallway" in Fresh Literary Magazine, Spring 2000
"It's Been Years" in Shyflower Magazine, March, 2000
"Notes and Soaps" and "The Party" in Shyflower Gardens, October, 2000
"Good Housekeeping" in The Best of Zine Yearbook, Vol. IV, July 2000
"Oscar's Beauty Saloon" in Shyflower Gardens, July, 2000
"Night Exercise” in Dream Forge, June, 2000
"Peppermints" in Fresh Literary Magazine, July, 1999
"A Wise Investment” in Abundance, March/April, 1999
"The Interview” in Dot, Issue 1, March, 1999
"Good Housekeeping” in Snowbound, Issue 2, 1999
"The Slippers” in Wired From the Heart, June/July 1999
"Shedding Hair” in Shards Anthology, May, 1999
"Swapping Stories” in Women's Words, Number Four, Winter/Spring 1999
"Justice” in Kimera Literary Journal, 1999
"The Interview” in Satire, Autumn, 1998
"Weeding” in Fatal Embrace, Volume 1, Number 1, July, 1998
"Meditation Madness” and "The Hospice Garden” in Cross Connect, Issue 8, October 1997
"Autistic Dream” in 8: An Anthology of Possibilities, Volume 1, August, 1997

POETRY PUBLICATIONS

“They Know What’s Best” in New Verse News, February 23, 2006
“If I were you…” in Circle Magazine, January 06
“The Salesman” in Off Course Literary Journal, Summer 05
“Foreign Affairs” in Off Course Literary Journal, Summer 05
“Liver Needs to Rest” in R-KVR-Y, Winter 05
“Waiting For Ed” in Circle Magazine, Winter 05
“The Epiphany” in Healing Woman, November 04
“Grieving in Peace” in Lummox Journal, November 04
“Vulnerable” in Elenchus: A Journal of Philosophical Inquiry, October 04
“Beneath the Stars” in Sistersong: Women Across Cultures, October 04
“Affirmative Action” in In The Spirit of the Buffalo, October 04
“The Leaves” in Snowapple Three, October 04
“M is for:” in Grit, September 04
“That Fine Line” in Southwestern Poetry Anthology, September 04
“She Knows” in Motherhood Anthology, August 04

Payne 6
“At the Count of Ten” in Monday’s Poem, Leaf Press, July, 04
“Stranger Sleeping on Shoulder” in Typo Magazine, May, 04
“Beneath the Stars” in *Chicken Soup for the Soul: Celebrates Sisters, a collection in words and photographs*, 2004
“Trance” in *Typo Magazine*, January 2004
“Basement Speech” in *San Francisco Salvo*, December 2003
“Falling Motorcycle” in *Circle Magazine*, December 2003
“Beneath the Surface,” “Opening the Door,” and “Arrangements” in *Megaera*, Fall 2003
eleven poems featured in *San Francisco Salvo Magazine*, June 2003
“Slow Song” and “Directionless” in *Pulse*, December 2002
“Catatonic Climbing” in *The Climbing Art Magazine*, Issue #34
“Catatonic Climbing” in *Poetry Repairs*, December 2002
“Housekeeping Blues” and “Out of Practice” in *Woman of a Certain Age*, December 2002
“Missed Opportunities” in *Rearview Quarterly*, Summer, 2002
“The Volvo” in *Storyhouse Quarterly*, July, 2002
“Division” in *Sojourner*, June 2002
“Spare Moments” and “Vulnerable” in *Poetry Repairs*, May 2002
“Geographical Creases” and “Hong Kong Flu” in *ZeZine*, May 2002
“Before the Phone goes Dead” in *Recycled Quarterly*, Spring, 2002
“The Utah Highway” in *Red River Review*, May, 2002
“Questions” in *Concrete Wolf*, Spring 2002
“Gifts” in *Anthology Magazine*, January/February 2002
“The Volvo” and “The Old House” in *Maverick 6*, Spring 2002
“Nirvana or This?” in *Poetry Bay*, Winter, 2002
“Real Food” in *Poetry Repairs*, January, 2002
“By the River” in *Poetry Repairs*, December, 2001
“The Utah Highway” and “The B Poem” in *Comrades Anthology*, UNO, December 2001
“The Reclining Chair” in *The Concrete Wolf*, Spring, 2001
“That Fine Line” in *Nahual*, Year 2, No. 14
“Unloading Zone” in *Story House Publications*, October, 2001
“Kumbayah” in *Snow Monkey*, October, 2001
“Zen and the Art of the Monkeybars” in *Poetry Repairs*, May, 2001
“Prize Fish” in *Poetry Repair*, January, 2001
“Before the Phone Goes Dead” in *Poetry Repair*, December, 2000
“The Slippers” in *Serpentine*, Vol. 4, No. 4, Fall 2000
“This is the South” and “Zen and the Art of the Monkey Bars” in *Children, Churches, and Daddies*, October 2000
“Out of Practice,” in *Shyflower Magazine*, June, 2000
“Bible Lessons” in *Re:Verse*, Volume One, 2000
“Shoes in the Freeway Blues” in *Woolly Mammoth*, Issue 3, June 2000
“By the River” in *Maverick Magazine*, May, 2000
“Now, Then, and Tomorrow” in *Shyflower's Garden*, May, 2000
Payne 7

"Before the Phone Goes Dead" in *Shades of Expression*, April, 2000
Longevity " and "Chatter" in *Dialtone*, #8, January, 2000

"The Man At the Window" in *Lummox's Homeless Poetry Project*, Nov. 1999
Prime Poet Series #24, October, 1999, Red Dancefloor Press

"Peanut Butter and Chimes" in *Perimeter*, September, 1999
"Before the Phone Rings" in *Bloodstone Poetry Anthology*, August, 1999
"Zen and the Art of the Monkeybars" in *Limestone Circle*, Summer, 1999
"The Offering" in *Poet Depth*, Summer, 1999

"Unanswered Questions" in *Poems to Save The World Anthology*, July, 1999
"Crossing the Line" in *Blue Collar Review*, Spring, 1999
"One Last Favor" in *A Writer's Choice Literary Journal*, Volume 2, Issue 1
"Linda and The Waterbed" in *Akkadian*, Issue 2, 1999
"Over the Wires" in *Pyrowords*, January, 1999
"Picnic" in *Woman*, Final Issue, Dec., 1998
"Discovery" in *Devil Blossoms*, No. 2, November 1998
"Shoe in the Middle of the Freeway Blues" in *Pudding Magazine*, November, 1998

"The Oak Tree" in *Chirp*, October, 1998
"She Knows" in *Hip Mama*, The Dream Issue, September, 1998
"The Confession" and "Grieving in Peace" in *Poetry in Motion*, April, 1998
"What Would Betty Do?" in *Poetry Magazine*, October 1997
"Good Samaritan" in *Poetry Heaven*, Volume 1, Number 3, July, 1997
"E-mail for the Tomato Plant" in *Artisan*, Winter, 1997

"Hippie Hope" in *Moonshade Magazine*, Mega-Issue, August, 1997
"Hippie Hope" and "The Obituary" in *Introvert*, Volume 1, June 1997
"The Keyhole" and "Breasts" in *Mother's Underground Magazine*, Volume 17, Summer, 1997
"Before the Phone Goes Dead" in *Kimera*, Summer, 1997
"Routine" in *Sojourners*, May, 1997

PUBLICATIONS IN NEWSPAPERS

book review on *The Guru of Love* by Samrat Upadhyah in *Shy Librarian*, Summer 2003
book review on *Child of My Heart* by Alice McDermott in *Shy Librarian*, Spring 2003
book review on *Family Matters* by Rohinton Mistry, in *Arkansas Democrat Gazette*, November 17, 2002


Payne 8

Book review: Sentimental Heartbroken Rednecks by Greg Bottoms in *Arkansas Democrat Gazette*, November 18, 2001

"Dress Codes and Spice Girls” in *Christian Science Monitor*, September 8, 1999
"The Generous Offer” in *Arizona Daily Star*, June 9, 1999
"Rational Testing” in *Arizona Daily Star*, May 15, 1999
"Testing Anxiety" in *Christian Science Monitor*, May 11, 1999
"Welfare Options" in *Arizona Daily Star*, March 5, 1998 (op-ed)
"Unloading Zone" in *In These Times*, Volume 14, No. 4, 1989

PRESENTATIONS

Presented reading of creative nonfiction at Delta Blues Symposium in Jonesboro, Arkansas, April 2001
Reading with Foliate Oak at Monticello Public Library, November 2002
Presented at Arkansas Philological Association Conference in Fayetteville, AR October, 2004
Presented a reading from *Burning Tulips* at Arkansas Literary Festival, April 05
Reading from *Burning Tulips* on NPR’s “Tales From the South”, August 14, 05
Presented at Arkansas Philological Association conference in Little Rock, AR, October 2005

Allen H. Redmon
Department of English.
University of Arkansas, Monticello
redmon@uamont.edu

Education and Employment

2006-present Assistant Professor, Department of English, University of Arkansas, Monticello
2003-2006 Assistant Professor, Department of English, East Texas Baptist University
1999-2003 Ph.D., Purdue University, West Lafayette, Indiana

English Language and Linguistics
Specializations: Genre and Sublanguage Studies, Structuralism/Post-Structuralism, Bible as Literature, Drama

Dissertation Title and Topic: *Living Words of Fire and Ice: Reaching Toward a Full Lexical Description of the Southern Baptist*
Utilizing corpus linguistic methodology and the concepts of genre and narratology, this project identified the lexical items that mark the Southern Baptist sermon and the referents and uses assigned these terms.

Committee: Victor Raskin; Margie Berns; April Ginther; Salvatore Attardo

1996-1999 M.A., Purdue University, West Lafayette, Indiana
   English Language and Linguistics, English as a Second Language

1992-1995 B.A., English, Howard Payne University, Brownwood, Texas

Publications

“Come Out of Her My People: Pandemonium and Power in Carl Theodor Dreyer’s La Passion de Jeanne d'Arc.” (Forthcoming, Studies in French Cinema)


(with J.A. Jackson) “And They Sang a New Song: Reading The Revelation to John from the position of the Lamb.” Contagion, Volume 12, Spring 2005

“Mechanisms of Violence in Clint Eastwood’s Unforgiven and Mystic River.” Journal of American Culture, Volume 27, Number 3, September 2004

Works Under Review and in Progress

At the End of the Crime: the Detective Genre in American Film (a book-length study of detective films from 1930 to the present that pays particular attention to the narrative evolution of this genre)

“Me and My Model(s): A Textual Analysis of Stanley Kubrick’s Paths of Glory and Full Metal Jacket.” (Under review for a Kubrick anthology being considered)

Living Words of Fire and Ice: a Lexical Analysis of the Contemporary Southern Baptist Sermon Sublanguage. (in the process of preparing dissertation manuscript for publication)

Reviews


Presentations


“Carl Theodor Dreyer’s La Passion de Jeanne d'Arc (1928) as Performance of The
Koblenz, Germany, 6-10 July 2005

“The Western Genre as Mimetic Crisis.” Panel organizer and Moderator, The National Popular
Culture and American Culture Associations Meeting, San Diego, California, 23-26 March,
2005

“Kubrick’s Full Metal Jacket as an Exploration into the Perils and Promises of the
Scapegoat Mechanism.” The Third Biennial meeting of Film and History: “War in Film,
Television, and History,” Dallas, Texas, Dallas/Fort Worth International Airport, 11-15
November 2004

“Shared Condition: Humanity and Earth as Joint Participant and Respondent in the
and Mimetic Theory,” Abiquiu, New Mexico, Ghost Ranch, 2-5 June 2004

“Gauging the Extent to Which Eastwood’s Westerners Expose or Embrace the Myth of
Redemptive Violence.” The National Popular Culture and American Culture Associations
Meeting, San Antonio, Texas, 7-10 April 2004

“Coming to Terms with Light in John’s Gospel through Emmanuel Levinas.” Southwest
Commission on Religious Studies Annual Meeting, Irving, Texas, 6-7 March 2004

“Reading the Image of Light in John’s Prologue in Terms of the Il y a.” The Midwest
Region of the Society of Biblical Literature, Calvin Theological Seminary, Grand Rapids,
Michigan, 21-23 February 2003

“The Principles, Parameters, and Early Results for the Construction of the Corpus of
Southern Baptist Sermons.” The Fourth Annual Symposium on Corpus Linguistics and
Language Teaching, Indianapolis, Indiana, IUPUI-Indianapolis, 2-4 November 2002

“Then I Saw: Freeing the Revelation to John from the Veil of Archaic Religion.”
Colloquium on Violence and Religion, 2002: ”Judaism, Christianity, and the Ancient
World: Mimesis, Sacrifice, and Scripture,” West Lafayette, Indiana, Purdue University, 5-8
June 2002

“Principles and Parameters of the Corpus of Southern Baptist Sermons.” PLSC1: 1st
Purdue Linguist Student Conference, West Lafayette, Indiana, Purdue University, 7 May
2002

“Building a Corpus to Represent the Southern Baptist Sermon”—Poster Session.
Columbia, Canada, Hotel Vancouver, 11-14 March 2000

“Discussing the Techniques of Tutoring ESL Students in the Writing Process”
Association for General and Liberal Studies, San Antonio, Texas, St. Mary’s
College, 27-30 October 1995

Teaching and Research Interests
Film Studies (Film Genres, Film History, and Film Theory)
World Literature (Drama, Film, Fiction)
Critical Theory (Structuralism/Post-Structuralism, Psychoanalysis, Contemporary Criticism)
Linguistics (Semantics, Syntax, Corpus Linguistics)

Teaching Experience: Courses taught
East Texas Baptist University:
- English 1301/1302 (First-Year Composition)
- English 2331 (World Literature)
- English 3301 (Elements of Linguistics)
- English 3305 (Critical Analysis of Literature)
- English 3312 (Western Literature II)
- English 3376 (Introduction to Cinema)
- English 4330 (Shakespeare and Film)
- English 4340 (World Mythology)

English Department, Purdue University, West Lafayette, IN
- English 101/102 (First-Year Composition)
- English 101i (English Composition for ESL Students)
- English 227 (Elements of Linguistics)
- English 264 (Bible as Literature)
- English 421 (Technical Writing)

English Department, Ivy Tech State University, Lafayette, IN
- English 100 (Basic College Writing)

Writing Lab Experience
Writing Lab Instructor, Purdue University, 1999-2000
Writing Lab ESL Coordinator, Purdue University, 1999-2000
Writing Lab Undergraduate TA Coordinator, Purdue University, 2000
Writing Lab Director, Ivy Tech Technical College, 1996-1997
Writing Lab Assistant Director, Howard Payne University, 1995-1996

Academic Service: East Texas Baptist University

University Wide:
Chapel Advisory Committee Member, 2005- present
Pi Sigma Epsilon faculty sponsor, 2005-present
Organizer and Moderator, faculty discussion group, 2003- 2005
Textual Coach for production of Oleanna, spring 2005
Textual Coach for production of A Doll’s House, fall 2004
Honors Committee Chairperson, 2004- 2005
ESL Curriculum Committee, 2004-2005
Honors Committee Member, 2003-2004

Departmental:
Sigma Tau Delta Faculty Sponsor, ETBU, 2004-present
Departmental Curriculum Committee (Writing), ETBU, 2003-2004
Awards and Grants
East Texas Baptist University Faculty Research Grant, 05-06 Academic Year
East Texas Baptist University Travel Grant, 05-06 Academic Year
East Texas Baptist University, Teacher of the Year (Nominee), Tiger Awards, 04-05
East Texas Baptist University Faculty Research Grant, 04-05 Academic Year
East Texas Baptist University Travel Grant, 04-05 Academic Year
Purdue Research Fellowship, Purdue University, Summer 2002
Purdue Research Fellowship, Purdue University, Summer 2001

Memberships
American Academy of Religion (AAR), American Culture Association (ACA), Colloquium on Violence and Religion (COV&R), Modern Language Association (MLA)

VITA
Mark Spencer
Professor of English and Dean
School of Arts and Humanities
University of Arkansas at Monticello
Monticello, AR 71656
Phone: (870) 460-1178
Fax: (870) 460-1961
E-mail: spencer@uamont.edu

ADMINISTRATIVE AND TEACHING POSITIONS
Dean and Professor, June 2005–present, School of Arts and Humanities, University of Arkansas at Monticello.

Chair and Professor, May 2003–May 2005, Department of English and Foreign Languages, Cameron University.

Assistant Chair and Professor, May 1999–May 2003, Department of English, Foreign Languages, and Journalism, Cameron University.

Director of Creative Writing and Associate Professor, August 1992–May 1999, Department of English, Cameron University.

Assistant Professor, August 1987–August 1992, Department of English, Cameron University.


Adjunct Professor of English, University of Science and Arts of Oklahoma, August 1995–May 1996.


Adjunct Instructor of English, Northern Kentucky University, August 1982–May 1983.

Graduate Associate in English, Oklahoma State University, August 1981–May 1982.
Teaching Assistant in English and Creative Writing, Bowling Green State University, September 1979-June 1981.

EDUCATION

Attended Ph.D. program in English, August 1981-August 1982, Oklahoma State University.

Master of Fine Arts (terminal) in creative writing, June 1981, Bowling Green State University.

Bachelor of Arts in English literature, August 1979, University of Cincinnati.

TEACHING AWARDS AND HONORS

Educator of the Year in the Humanities, awarded by the Lawton Arts and Humanities Council and the City of Lawton, 2000.

Professor of the Year, Cameron University, Department of English, 1992-1993.

State Regents Award, 1992.

WRITING AWARDS AND HONORS


Winner, The 1999 Omaha Prize for the Novel for The Weary Motel.


Special Mention, Pushcart Prize: Best of the Small Presses, 1992, for the short story "Jenny in Blue".

Special Mention, Pushcart Prize: Best of the Small Presses, 1992, for the short story "Robbery".

87
Special Mention, Pushcart Prize: Best of the Small Presses, 1992, for the short story "Hogs from Hell."

Special Mention, Pushcart Prize: Best of the Small Presses, 1990, for the short story "The Letter."

Finalist, Ohio State University Press/Ohio State University Creative Writing Program Prize in Short Fiction, for the collection of stories Driving Lessons, 1997.

Finalist, Oklahoma Book Award, for the novel Love and Reruns in Adams County, 1995.


Finalist, 1987 Iowa School of Letters Award, for the collection of stories Spying on Lovers.


Bio in Contemporary Authors, since 1995.


Best Sellers list, Love and Reruns in Adams County, Joseph-Beth Booksellers, Cincinnati, OH, spring 1994.


PUBLICATIONS: BOOKS


Love and Reruns in Adams County, a novel. Fawcett Columbine
hardcover (New York) and Random House of Canada Limited (Toronto), 1994.


PUBLICATIONS: FICTION IN JOURNALS AND ANTHOLOGIES


"Last Day" in Istanbul Literature Review, (fall 2006).

"Repo" in Tattoo Highway, No. 13 (August 2006)


"Why Big Foot Is a Recluse" in Bewildering Stories, No. 208, (August 2006).


"Honey, I Am Only a Big Foot" in The First Bewildering Stories Anthology (Adventure Books, 2006).

"The King" in Bewildering Stories, No. 188 (March 2006). Reprinted in Quarterly Retrospective (March 2006).
"Trespasser" (long version) in *Amarillo Bay*, Vol. 9, No. 1 (February 2006).

"Honey, I Am Only a Big Foot" in *Bewildering Stories*, No. 184 (February 2006).

"Henry" (a novella) in *Admit Two*, No. 9 (January 2006).

"Trespasser" (short version) in *The Dos Passos Review*, Vol. 1, No. 2 (Fall 2004).


"Talk" in *Natural Bridge*, No. 4 (Fall 2000).


"Ralph and Mona" in *Half Tones to Jubilee*, No. 13 (Fall 1998).


"Tonya" in *Half Tones to Jubilee*, No. 11 (Fall 1996).


"Crippled Ladies" in *Fathoms*, No. 3 (Fall 1993).


"Okies Eat Their Young" in Half Tones to Jubilee, No. 5 (Fall 1990).

"Robbery" in Short Story, No. 1 (Spring 1990).


"Waiting" in The MacGuffin, Vol. 6, No. 3 (Fall 1989).


"Medusa" in The Writers' Bar-B-Q, No. 3 (Fall 1988).


"Murder" in The MacGuffin, Vol. 4, No. 3 (Fall 1987).

"Like Dixie" in The Writers' Bar-B-Q, No. 1 (Fall 1987).


"Reconciliation" in Half Tones to Jubilee, No. 2 (Summer 1987).


**PUBLICATIONS: ARTICLES**


"Tips [on writing fiction] from a Pro" (ongoing series since September 1997), [www.dickensliteraryagency.com](http://www.dickensliteraryagency.com).


"A Revision Process for Freshman Essays" in The LAD Leaf, No. 3 (December 1983).


PUBLICATIONS: BOOK REVIEWS


READINGS, LECTURES, PRESENTATIONS, JUDGING, EDITING

Reading, Guachoya Cultural Art Center, Lake Village, AR, April 2006.

Reading, Mocha Madness, Monticello, AR, April 2006.

Speaker, Drew County Writers Group, Monticello, AR, November 2005.


Judge, Reflections Writing Project, Lawton Public Schools, October 2004.


Presenter, “Creative Writing Workshop,” Duncan Simmons Center, Duncan, OK, April 2004.


Judge, Reflections Writing Project, Lawton Public Schools, November 2003.


Judge, Reflections Writing Project, Lawton Public Schools, November 2002.

Speaker, Norman Galaxy of Writers, Norman, Oklahoma, November 2002.


Speaker, "World's Largest Writing Workshop" sponsored by Writer's Digest and Barnes and Noble, Oklahoma City, October 2001.

Speaker, Oklahoma Writer's Association, Oklahoma City, July 2001.

Speaker, Peebles Public Library, Peebles, Ohio, May 2001.


Speaker, Oklahoma City Writers Association, Oklahoma City, January 2001.

Reading, Barnes and Noble, Fayetteville, Arkansas, October 2000.

Lecture, "World's Largest Writing Workshop" sponsored by Writer's Digest and Barnes and Noble, Oklahoma City, October 2000.

Judge, Daughters of the American Revolution Good Citizen Award, January 1999.

Judge, Great Plains Writers Association Fifth Annual High School Writing Contest, January 1999.

Reading, Oklahoma Council of Teachers of English convention, Norman, OK, April 1998.

Speaker, Peebles Free Public Library, Peebles, OH, August 1997.


Reading, Oklahoma Council of Teachers of English convention, Norman, OK, April 1997.


Speaker, Lawton Business and Professional Women's Club, Lawton, OK, November 1996.

Speaker, Duncan Writers' Association, Duncan, OK, November 1996.

Reading, Faulkner Society Annual Convention, New Orleans, LA, September 1996.


Reading, Kansas State University, Manhattan, KS, April 1996.

Reading, Southwestern Oklahoma State University, Weatherford, OK, April 1996.

Reading, Western Arizona State College, Yuma, AZ, March 1996.

Speaker, Southwest Celebration of Books, University Center, Tulsa, OK, March 1996.

Speaker, Tuesday Writers, Tulsa, OK, March 1996.

Speaker, Caddo County Educators' Association, Ft. Cobb, OK, January 1996.

Speaker, Stillwater's 16th Annual Creative Writing Conference, Stillwater, OK, May 1995.

Guest, "Read About It," KXO TV, Oklahoma City, March 1995.
Reading, Oklahoma Council of Teachers of English Convention, Edmond, OK, April 1995.


Speaker, Open Doors Career Day, Cameron University, Sept. 1994.

Reading, Southwest Missouri State University, Springfield, MO, Sept. 1994.

Lecture, Duncan Public Library, Duncan, OK, May 1994.


Judge, The Devine Fellowship, MFA program, Bowling Green State University, Bowling Green, OH, March 1994.


Reading, Southwest Oklahoma Branch of the National League of PEN Women, Altus, OK, March 1994.


Reading, Southwest Oklahoma Writers Festival, Weatherford, OK, March 1993.
Reading, Southwestern Oklahoma State University, Weatherford, OK, Nov. 1992.


Juror, The Rectangle, the journal of Sigma Tau Delta, the international English honor society, 1992.

Judge, Kansas State University Graduate School Writing Contest, April 1992.

Guest, "Read About It," KXO TV, Oklahoma City, OK, April 1992.

Lecture, Oklahoma City Community College, Oklahoma City, OK, Sept. 1991.

Judge, Oklahoma Council of Teachers of English Young Writers Anthology, April 1991.


Reading, East Central Oklahoma State University, Ada, OK, July 1990.


Reading, Western Arizona State College, Yuma, AZ, March 1990.

Presentation of paper, Oklahoma Council of Teachers of English Convention, Oklahoma City, OK, April 1988.

Fiction Editor, Type, Southwest Missouri State University, 1985-1987.


MEMBERSHIPS

Associated Writing Programs.

Phi Kappa Phi.
Sigma Tau Delta.

COURSES TAUGHT

University of Arkansas at Monticello:

English 0133: Fundamentals of English
English 2223: Introduction to Creative Writing
English 4683: Writing Seminar

Cameron University:

English 1113: English Composition I.
English 1213: English Composition II.
English 2013: Popular Fiction.

Professional Writing 3003: Techniques of Fiction.
Professional Writing 3103: Creative Writing--Short Story.
Professional Writing 3403: Creative Writing--Novel.

English 3523: Contemporary American Novel.

English 4053: Seminar--Major Short Story Collections of the Twentieth Century.

English 4053: Seminar--Katherine Mansfield and Katherine Anne Porter.

English 4053: Seminar--Ernest Hemingway and Raymond Carver.

English 4053: Seminar--History and Development of the Short Story.

English 4053: Seminar--Ernest Hemingway and F. Scott Fitzgerald.

English 4053: Seminar--Ernest Hemingway.

Professional Writing 4963: Directed Writing.
English 4963: Directed Readings in English.

English 5002: Creative Writing.

English 5963: Creative Writing Workshop.

DEPARTMENTAL AND UNIVERSITY SERVICE

University of Arkansas at Monticello:

Member, First-Year-Student Experience Committee, 2005-.

Member, University Strategic Planning Committee, 2005-.

Chair, University Ad Hoc Committee on Annual Evaluation, 2005-.

Academic Council representative, University Curriculum and Standards Committee, 2005-

Member, Institutional Review Board, 2005-.

Member, University Promotion Committee, 2005-.

Cameron University:

Member, University Search Committee (Dean of Liberal Arts), 2000.

Member, University Search Committee (Director of Library), 1999.


Editor, Cameron Forum, Cameron University, 1988-1991.


University Ad Hoc Grievance Committee regarding the tenure abrogation of the Dean of the School of Business, July-September 1997.

English Department Personnel Committee, 1997.

Faculty Sponsor, Sigma Tau Delta, 1988-1993.

Department Representative to Faculty Council, 1991-92.

School of Liberal Arts Assessment Committee, 1989-1990.
E. KATE STEWART  
CURRICULUM VITA

EDUCATION:

Doctor of Philosophy (English), University of Mississippi  
Director: Benjamin Franklin Fisher IV, Ph. D.

Master of Arts (English), University of Mississippi  
Director: Charles Dale Cannon, Ph. D.

Bachelor of Arts (English), University of Mississippi  
Minors: French and History

Associate of Arts, Northeast Mississippi Community College

EMPLOYMENT HISTORY:

University of Arkansas at Monticello, Professor of English, 2000-present

University of Arkansas at Monticello, Associate Professor of English, 1994-2000

University of Arkansas at Monticello, Assistant Professor of English, 1988-1994

Worcester (MA) Polytechnic Institute, Visiting Assistant Professor, 1984-1987

University of Mississippi, Graduate Instructor, 1975-1982

University of Mississippi, Graduate Research Assistant, 1975

PUBLICATIONS:

Books and Book Sections:


[Mentioned in American Literature; reviewed favorably by Glenn O. Carey in Literary Realism and by Thomas Daniel Young in University of Mississippi Studies in English]


103


**Journal Articles:**


“‘Little Benjamin Goes West: Associate Reformed Presbyterians in Drew County.”  *Drew County Historical Journal* (December 1990): 6-17.


**Other Publications:**


In connection with my service on the Erskine College Board of Trustees, I wrote monthly columns for the Associate Reformed Presbyterian, the denominational publication of the institution’s sponsoring body which has a readership of over 6000. Between 1994 and 1996 and 1998-2000, prepared over seventy articles relating to issues in higher education.

**Scholarly Presentations:**

105
“Crossing the County Line: The World beyond Yoknapatawpha,” Arkansas Philological Association, 2004. [Solicited for publication]


“‘The Raven’ and ‘The Bracelets’: Another Source for Poe’s Poem, Mississippi Philological Association, 1981.
Professional Recognition, Honors, and Grants:

Recipient, Faculty Excellence Award Silver Prize, 1999

Featured in Working Women of Monticello, Advance Monticellonian, April 21, 1999


Nominated, Who’s Who in the World, 1994

Named to Who’s Who in the South and Southwest, 23rd and 24th editions, 1993, 1994

Faculty Development Grant to attend Northeast Modern Language Association, Montreal, 1996, $750

Faculty Development Grant to attend Northeast Modern Language Association, Philadelphia, 1993, $750

Faculty Development Grant to attend Northeast Modern Language Association, Buffalo, NY, 1992, $750

Professional Service:

To the UAM Community (partial list)

Chair, UAM Assembly, 2005-2006

Member, Strategic Planning Committee, 2005-

Member, Ad Hoc Committee on Summer School, 2005

Member, Arkansas Philological Associate Planning Committee

Co-Chair, NCA Self-Study

Secretary, Curriculum & Standards, 2002-2003, 2003-2004

Assembly Chair, 1999-2000

Assembly Parliamentarian, 1997-1998

Chair, Search Committee for Vice Chancellor for Academic Affairs, 1997-1998

Promotion and Tenure Committees, 1998-2006
Academic Appeals, 1997-1998

Honor Sponsor, Alpha Chi, 1997-

Interviewer, Candidates for Teacher Education/MAT, 1994-2004

Institutional Representative, Rhodes Scholarship, 1992-

Judge, Weevil War Debate Tournament, 1999-

Judge, Big Oak Classic Speech Festival, 1998-

Advising Students, 1988-

To the Public

Lecture, “Faulkner and Paul Rainey, Friends of the Library (New Albany, MS), 2005

Lecture, “Faulkner and Paul Rainey,” Tallahatchie Arts Festival, 2004

Performed with the Pine Bluff Symphony, December 2003

President, Board of Directors, SEARK Concert Association, 1999-2003; Member of the Board, 1999-2004

To the Profession


Member, Presidential Search Committee, Erskine College, 2005-

Member, Editorial Board, Philological Review, 2005-

President, Region II, Alpha Chi, 2004-2006

Vice President, Region II Alpha Chi, 2002-2004

Judge, Scholarship Committee, Alpha Chi, Region II, 2002-2004
Curriculum Vitae

Kay J. Walter
MCB 122
University of Arkansas at Monticello
P.O. Box 2303
Monticello, Arkansas 71656
Phone: (870) 460-1578
walter@uamont.edu or ireadruskin@yahoo.com

Education:
Texas A&M University, College Station, TX: Ph.D., 1996
   University of Central Arkansas, Conway, AR: M.A., 1989
   University of Arkansas at Monticello, Monticello, AR:
      B.A. cum laude, 1983

Post-secondary Teaching Experience:
   University of Arkansas at Monticello:
   English 1013  Composition I
   French 1003  Elementary I
   French 2203  Intermediate I

   Independent Study in Idaho, University of Idaho:
   English C257  World Literature I
   English C258  World Literature II
   English C476  Shakespeare

   Idaho State University:
   English 101
   English 102  Critical Reading and Writing
   English 110
   English 115  English Composition
   English 115  Introduction to Literature
   English 115  Arthurian Studies Around the World

   Blinn College:
   English 0100  English TASP Preparation
   English 0320  Grammar and Writing
   English 1301  Composition and Rhetoric
   English 1302  Composition and Intro. to Literature
   English 2322  Survey of British Literature I
   English 2323  Survey of British Literature II

   Texas A&M University:
   English 100  Introduction to College Writing
   English 103
   English 104
   English 203
   English 210  Scientific and Technical Writing
   Mechanical Engineering 381  Seminar in Public Speaking

   University of Central Arkansas:
   English 1300  Transitional Writing
   English 1310  Communications I
Administrative Work:

Conference Director, EGSA-ISU Conference, 2004
Session Chair, 18th and 19th Century British Perspectives, EGSA-ISU Conference, 2004
Subscriptions Editor, Philological Review, 2000-02
Session Chair, 18th and 19th Century British Literature, Arkansas Philological Association Conference, 2000
Session Chair, Madness and Tropes, Arkansas Philological Association Conference, 1999
Chair, Blinn College Professional Development Committee, 1998-2001
Director, Writing Center, Blinn College, 1996-99
Session Chair, 18th and 19th Century British Literature, Arkansas Philological Association Conference, 1994
Assistant Coordinator, TAMU-Baylor Malory Symposium, 1993
Workshop Group Leader, TAMU Center for Teaching Excellence, 1993-94
Coordinator, English Department Writing Center, TAMU, 1991-92

Publications:

SCHOLARLY


CREATIVE

“Wednesday Night,” Vortex 16 (1990), 20.
“I want to dance naked” and “I! He Was Heart.” Vortex 14 (1988), 37 and 51.
“Belinda,” “Whatever happened to living,” and “Walk on!” selected for publication, UAM Foliate Oak (1980).

Editorial Work:

Acknowledgements, The Medical Case Study as a Rhetorical Form for Nineteenth-Century Literature and Art, The Intimate Circle, Popular Words, and Collectible Books of A. Edward Newton, Early Twentieth-Century American Rare Book Collector. By Kimberly Freeman Downing Braddock. Doctor of Arts Theses for Idaho State University, 2005
Assistant, Blinn College Physical Therapist Assistant Program Proposal, 1997
Thanks in Blinn College Creative Writing—Prose anthology, 1996
Editor, *The Broadcaster*, TAMU, 1992

Invited Presentations:

“A Dreamscape Removed” and “Sonnet 6,” Rocky Mountain Writers Festival (2001).
“Teaching Composition, Writing Centres, and Remediation” delivered at Hull University, Kingston-upon-Hull, UK, 2000.
“Using Writing to Facilitate Learning,” delivered to TAMU Center for Teaching Excellence Workshop, August 1993.
“The Importance of Quality in Written Communication,” delivered to TAMU Fall Leadership Conference, May 1993.

Panels:

“Bridging the *Fins-de-Siècle,*” panel presentation delivered at Texas Council of Teachers of English Conference, August 1993.

Conference Papers:

“Business as Usual” and “Puzzling” creative works presented at Arkansas Philological Association Conference, October 2000.


“Thoughts on the Medievalism of Vicar Hawker’s ‘Caledonia,’” paper read at Arkansas Philological Association Conference, November 1992.
Committees:
*Blinn College Textbook Committee, 1999-2000*
Blinn College Humanities Division Interviewing Committee, 1998
Blinn College Professional Development Committee, 1996-2001

Service:
International Missionary Teacher for Bilingual Kindergarten, Eternity Christian School, El Progreso, Yoro, Honduras, 2005
Faculty Sponsor, ISU English Graduate Student Association, 2003-04
English Faculty Representative, ISU College of Arts and Sciences Dean Search, 2002
Writing Tutor, ISU Center for Teaching and Learning, 2002
Charter Member and Co-Sponsor, Blinn College Iota Beta Chapter, Sigma Kappa Delta, 2000-01
Co-chair, Brenham Independent School District Career and Technology Advisory Board, 2000-01
Guest Speaker, Honors English IV, Brenham High School, 1998
Director, University Interscholastic League Extemporaneous Persuasive Speaking District and Regional Contests, 1998-2001
Judge, University Interscholastic League Poetry Interpretation, Prose Interpretation, Extemporaneous Informative Speaking, Extemporaneous Persuasive Speaking, and Lincoln-Douglas Debate Contests, 1997
Editorial Board Member, *Vortex* 1987
Recruiting Assistant, TAMU Office of Graduate Studies, 1993-94
Abstract Reviewer, TAMU/LSU Colloquium, 1992-94
Essay Grader, Texas Academic Decathlon, 1992
Reader, Writing Evaluation Systems, Inc. 1991-97
Volunteer Tutor, TAMU Writing Center, 1990-91
Graduate Assistant, UCA Writing Lab, 1987
Teacher, Alpena High School, Alpena, Arkansas, 1986-87

_Courses designed: French, Creative Writing, and Psychology_

_Additional courses taught: English and Speech_

Certificates:
Program for Effective Teaching Certification, 1986
Honors English Arkansas State Teacher Qualification, 1986
Arkansas State Teacher Certification, 1986

Honors and Awards:
*Who’s Who of American Women, 2003 and 2007*
*Who’s Who Among America’s Teachers, 2001 and 2002*
Blinn College Humanities Division nomination for Piper Professor, 1998 and 1999
Blinn College Professional Development Committee Travel Grant, 1998 and 1999
Dissertation Research Fellowship, 1996
American Business Women’s Association Scholarship, 1995
High Pass on Graduate Reading and Comprehension Exam—French, 1995
TAMU English Graduate Student Association Travel Grant, 1993 and 1994
Ernest Duke Award, 1993
Forrest Burt Memorial Award, 1993
TAMU English Departmental Nomination for Distinguished Graduate Assistant—Teaching Award, 1993
Section Honors on TAMU English Qualifying Exam, 1991
First Honorable Mention, Poets’ Roundtable of Arkansas, 1988
President UAM French Club, 1982
Dean’s List, UAM, 1979-83

112
Scholastic Scholarship, UAM, 1979

Membership in Professional Organizations:
A. Edward Newton Society
Arkansas Philological Association
Carson McCullers Society
Charles Lamb Society
Former Students Association of Texas A&M University
Friends of Ruskin's Brantwood
Royal Oak Foundation
Sigma Kappa Delta, Iota Beta Chapter
Degrees:

MA  New Mexico State University, May 1995
    Major: Medieval Literature
    Minor: Linguistics

BA  University of Arkansas at Pine Bluff, May 1993
    Major: Liberal Arts - English
    Minor: History

Employment:

University of Arkansas at Monticello, Monticello, Arkansas, Instructor, 1995-present

New Mexico State University, Las Cruces, New Mexico, graduate teaching assistant, 1993-95

Teaching Activity:

Fundamentals of English: a developmental writing and grammar course with an emphasis on
    on reading skills as a basis for effective writing

Composition I: a comprehensive writing course for freshmen students with an emphasis on
    developing rhetorical skills; the class includes an introduction to research methods

Composition I Online: a comprehensive writing course which focuses on written skills in conjunction
    with reading comprehension; this is a computer-based offering which emphasizes personal
    responsibility and the ability to work within a learning group format

Composition II: a comprehensive writing course which includes a one-half semester research
    seminar section culminating in a documented research paper

Composition II Online: a comprehensive writing course which includes a one-half semester research
    seminar section culminating in a documented research paper; this is a computer-based
    offering
    which emphasizes personal responsibility through weekly readings and in-depth responses to
    discussion questions in addition to the research segment

Scholarly Activity:

Publications (Poetry and Fiction):


Publications (Scholarly):


----- and Dr. Charles Long. Einfach Deutsch (German lab manual/workbook), Memphis: Memphis Press, 1993.


Conferences and Oral Presentations:


“Elegy for a New Age Poet.” Arkansas Philological Association, Thirty-second Annual Meeting. Little Rock, October, 2005

“My Turn.” Arkansas Philological Association, Thirty-second Annual Meeting. Little Rock, October, 2005

“Quietly.” Arkansas Philological Association, Thirty-second Annual Meeting. Little Rock, October, 2005


“To Scopes ðæs Cyninges Gehodscipes æt his death-dægum” [“King's command to the Poet on the Day of His Death”]. Mocha Madness II. UAM. Monticello, April, 1997.


Professional development activities:

Chair session at Arkansas Philological Association, Thirty-second Annual Meeting. Little Rock, October, 2005

Participant in ACT’s survey of freshman-level writing instructors for restructuring English portion of the ACT


Writing Consultant, Little Rock Police Department, August 2004 - present


Designed online Composition I course for English Department. UAM. May, 2003


Conducted workshop: “Reaching for the Future: Passing the PPST.” Fifth Annual Regional Pre-service Teacher Conference. UAM, March, 2001


Chaired session at Arkansas Philological Association, Twenty-seventh Annual Meeting, Memphis, October, 2000

Conducted workshop: "Writing to Pass: A Review of Success on the PPST.” Fourth Annual Regional Pre-service Teacher Conference. UAM, March, 2000

Led workshop for UAM School of Education majors. UAM. March, 1999

Conducted workshop: “Tips on Passing the Writing Section of the PPST.” Third Annual Regional Pre-service Teacher Conference. UAM, March, 1999


Edited Savant Opus, an electronically published creative writing journal. UAM, April, 1997

Served on New Policies Retention Taskforce. UAM, 1996-97

Headed sub-committee of New Policies Taskforce investigating advisability of campus daycare facilities. UAM, 1996-97

Mentor to incoming graduate assistants during their first semester of teaching duties at NMSU 1994-95

Writing/composition consultant and tutor, NMSU Writing Center. Las Cruces, 1993-94

Assisted in writing Title III grant applications, UAPB. Pine Bluff, 1992-93

Assisted in writing graduate bulletin for the English Department, UAPB. Pine Bluff, 1993

Researched Old Norse literature, UAPB. Pine Bluff, 1993

Assisted in writing and revising German lab manual/workbook, UAPB. Pine Bluff, 1992-93

Conducted bibliographic research in Old Icelandic and Old High German literary works, UAPB, Pine Bluff, 1992

Researched critical literary work on Finegan's Wake, UAPB. Pine Bluff, 1992-93

Service:

Chair, Academic Appeals Committee, 2004-present

Member Animal Use and Care Committee, 2002- present

Member - Academic Appeals Committee, 2004-present

Public Education Coordinator, Southeast Arkansas Kennel Club. 2003-present

Tutor - UAM education majors in preparation for PPAST, March-April, 2004

Judged debates at Weevil Wars Invitational Tournament. UAM, October, 2003

Conducted poetry workshop for Cub Scout Troop 224, Pine Bluff April, 2003

Tutored UAM education majors in preparation for PPAST, March, 2003

Presented educational writing/science program for fifth grade students, Indiana Street School, Pine Bluff, February 2003

Judged persuasive, prose interpretation, and impromptu speeches for Big Oak Classic High School Speech Festival. UAM, February, 2003
Presented educational/writing/environmental program for seventh/eighth grade, Walnut Ridge Christian Academy, Little Rock, January 2003

Presented educational writing/science program at W. T. Chaney Elementary School, March, 2002

Presented educational writing/science program for Cub Scout Troop 224, Pine Bluff, February, 2002

Tutored UAM education majors in preparation for PPAST, March-April 2002

Conducted Refresher Seminar in writing and grammar for education majors, UAM, August 2002

Member Academic Appeals Committee, UAM, 2002-2003

Oversaw pre-freshman student organization, UAM, December 2001-April 2002

Participated in site visit by the National League for Nursing Accrediting Commission. UAM, March 2002

Graded senior portfolios for UAM Department of Education. December 2001

Hosted visit by seminar by Pine Bluff Arsenal, Pine Bluff Chemical Stockpile Outreach Office, and Chemical Stockpile Emergency Preparedness Program, UAM, November 2001

Contacted 31 pre-freshmen students to organize a discussion group. Group organization underway, October, 2001

Judged debates at Weevil Wars Invitational Tournament. UAM, October, 2001

Member Faculty Grievance Committee, 2001-2002

Assisted in pre-registration August, 2001

Served 30 advisees for 2001 calendar year, including 65 office visits

Consulted with students other than advisees on 53 occasions during 2000-2001 calendar

Presented educational program at Wooly Hollow State Park, Conway, June 2001

Chair, Academic Appeals Committee. UAM, through May 2001

Presented educational programs in Monticello public schools:
   City Park School, May 2001
   Monticello Middle School, Monticello, May 2001

Presented educational program in Pine Bluff schools:
   Edgewood Elementary, May 2001
   W. T. Chaney, June 2001

Presented education writing/science programs in four Pine Bluff elementary schools, February-March, 2001

Tutored UAM education majors in preparation for PPST, March-April, 2001
Judged persuasive, prose interpretation, and impromptu speeches for Big Oak Classic High School Speech Festival. UAM, February, 2001

Presented educational programs in elementary and junior high area schools:
- Edgewood Elementary, Pine Bluff, August, 2000
- Wee Care, Little Rock, May, 2000
- Walnut Valley Middle School, Little Rock, May, 2000
- L. L. Owens Elementary, Pine Bluff, March, 2000

Served 29 advisees for 2000 calendar year: total of 68 visits for academic, career advising, or registration

Sponsored panel of guest speakers from Pine Bluff Arsenal, National Center for Toxicological Research, Raytheon, and Arkansas State Outreach Office, UAM, May, 2000

Participated in Relay for Life, UAM, April 2000

Served as judge for UAM’s Twenty-sixth Annual Big Oak Classic, February, 2000

Chair, Academic Appeals Committee. UAM, 2000

Participated in Parent Appreciation Day, UAM, September, 2000

Served 28 advisees for 1999 calendar year: total of 70 meetings for academic or career advising or for registration

Visited with advisees and other students for advice, paper consultations, personal issues, and other matters a total of 145 times during both semesters of 1999

Judged debates at Weevil Wars Invitational Tournament. UAM, October, 1999

Participated in Parent Appreciation Day, UAM, September, 1999

Presented writing/butterfly program for combined cub scouts troops meeting. Pine Bluff, July, 1999

Presented educational, writing-based program for third grade classes (approximately 350 students) using live butterflies, L. L. Owen Elementary, Pine Bluff, March 1999

Presented educational, writing-based program for kindergarten and first grade classes using live butterflies, Edgewood Elementary School, Pine Bluff, May, 1999

Participated in Relay for Life, UAM, April 1999

Advisee for Transfer Day, UAM, April 1999

Conducted Writing Workshop for School of Education, UAM, March 1999

Judged persuasive, prose interpretation, and duo interpretation for Big Oak Classic High School Speech Festival. UAM, February, 1999

Judged submissions to 1998 Foliate Oak. UAM, March, 1998

Served as advisor to fourteen students during 1998 school year: total of 32 meetings for academic or career advising
Visited with other students who sought advice about academics, career planning, critique of papers, or personal issues: total of 89 office visits for the 1998 calendar year

Judged prose interpretation, impromptu speeches, and persuasive speeches for Big Oak Classic High School Speech Festival. UAM, February, 1998

Sponsored guest speaker from Three Rivers Audubon for Freshman Composition II classes. UAM, February, 1998

Conducted writing-based environment studies project with Brownie Troop #202, Pine Bluff, Arkansas, June 1998

Sponsored guest speakers from Potlatch Corporation, UAM. March, 1997

Judged persuasive, prose interpretation, and impromptu speeches for Big Oak Classic High School Speech Festival. UAM, February, 1997

Sponsored guest speaker from Ducks Unlimited. February, 1997

Sponsored guest speaker from Nature Conservancy for Freshman Composition II classes [open to campus]. UAM, February, 1996

Sponsored tree-planting on UAM campus through Freshman Composition II classes, May, 1996

 Volunteer English language tutor to Hispanic, Native American, and Asian students, 1993-94

Composition tutor/consultant, NMSU Writing Center, 1993-94

Chair, UAPB Research Forum, 1993

Reporter, English Club, UAPB, 1992-93

Discussion Panel, "Let's Read," UAPB community project, 1992
CURRICULUM VITA

Mark Wegley
Day Phone: (870) 460-1079
Evening Phone: (870) 367-1928
Email: wegley@uamont.edu

Education

May 2000  Boise State University, Boise, ID
M.A. in English
Master's Thesis: "Fearing the Unknowable: A Theoretical Approach to
Reevaluating Le Fanu's Short Fiction of the Fantastic"

June 1998  University of Washington, Seattle, WA
B.A. in English
Major Field: British and American Literature
Minor Field: Philosophy

June 1996  Green River Community College, Auburn, WA
A.A. in Arts and Sciences

Teaching Experience

Aug 2000 to Present  Instructor of English and Philosophy
University of Arkansas at Monticello, Monticello, AR

The University of Arkansas-Monticello is one of four major campuses in the
University of Arkansas System. It is a nationally accredited, open enrollment
institution averaging over 2,800 full-time students per year. The University offers
Bachelor’s degrees in over twenty majors, as well as four Master’s degree programs.

Job Duties

- Teaching five courses per semester in developmental writing, freshman composition,
literature, and philosophy (specific course titles below).
- Serving as an advisor to English and Gen. Ed. majors
- Registering students for classes
- Serving on departmental and university committees (see below)
- Creating of course syllabi, including textbook selections and grading criteria
- Attending all departmental and university faculty meetings
- Holding a set number of office hours per week
- Actively participating in classroom and program assessment

Courses Taught

ENGL 0133 – Fundamentals of English (developmental writing)
ENGL 0133 – Fundamentals of English (CIV)
ENGL 1013 – Composition I (Gen. Ed. requirement, 1 of 2)
ENGL 1023 – Composition II (Gen Ed. requirement, 2 of 2)
ENGL 1023 – Composition II (CIV)
ENGL 2293 -- World Literature II (survey course, Renaissance to Modern)
ENGL 3573 – Literature for Adolescents (seminar for Education majors)
PHIL 2223 – Introduction to Philosophy
PHIL 3523 – Logic
PHIL 3623 – Ethics

Teaching Technology Experience
- I have two years experience teaching writing courses via Compressed Interactive Video (CIV), a cable broadcasting technology that allows real-time interaction between my location and students at multiple CIV equipped remote locations.
- I am computer and web literate and am currently developing web course content using WebCT.
- I am experienced with integrating teaching technologies such as PowerPoint presentations, digital video, and Internet material in a "smart" classroom setting.

Committee Record

2001 – 2005 Secretary, Freshman Writing Assessment Committee
2002 – Present Member, English Scholarship Committee
2003 Member, Plagiarism Policy Departmental Committee
2003 Member, Faculty Search Committee (English Instructor)
2004 – Present Member, Hot Springs Documentary Film Festival Outreach Program Committee
2004 Member, English Program Review Committee
2005 Chair, 2005 APA Conference Hosting Committee
2005 – Present Member, UAM Strategic Planning Steering Committee
2005 – Present Member, UAM Strategic Planning Steering Committee, Sub-Committee
2006 Member, Faculty Search Committee (French Instructor)
2006 Member, Developmental Writing Assessment Committee

Conference Presentations

“Textuality as Horror in Mark Danielewski’s House of Leaves” presented at the 32nd Annual Meeting of the Arkansas Philological Association, Capital Hotel, Downtown Little Rock, AR, October 20-22nd, 2005.


“The Spectral Monkey: Perception and Différance in Le Fanu’s Short Fiction of the Supernatural” presented at the annual conference of the Southwest Texas Popular Culture and American Culture Associations (PCA/ACA), Albuquerque, NM, Feb 14th, 2002.


Publications (All Refereed and MLA Indexed)

“Unknown Fear: Joseph Sheridan Le Fanu and the Literary Fantastic” republished in Thompson/Gale’s Short Story Criticism Vol. 84 (SSC84), 2005.


Publications Continued:


Membership in Professional Organizations

Arkansas Philological Association
- Served as Program Chair in 2005, Currently Vice President
- Five years of membership

**Popular Culture/American Culture Association(s)**
- Third year of membership

**Modern Languages Association**
- Third year of membership

**Association for the Interdisciplinary Study of the Arts**
- Second year of membership

*Other Noteworthy Professional Service Activity*

- In 2004-2005 I served as Program Chair for the Arkansas Philological Association (APA), the largest organization of English and Humanities scholars and creative writers in the state. I planned, organized, and hosted the annual conference. I also secured $2500.00 from my institution to invite best-selling author Matthew Pearl to be the keynote speaker. I am currently the Vice President of the association.

- In 2004-2005 I served as a peer-reviewer for *The Philological Review*, an MLA indexed scholarly journal, which is associated with the APA.

- In 2005, I have been a reviewer (requested and compensated) for a forthcoming composition textbook titled “Transcending Self” which will be published by McGraw-Hill.

- In 2004-2005, I organized and hosted the *School of Arts and Humanities Film Series*, screening five influential films for the student body throughout the school year in a three hundred-seat auditorium.

*Current, Ongoing Research Interests*

- Structure(s) in Literature of the Fantastic
- Research Writing and Composition Pedagogy
- Critical Thinking/Reading Pedagogy
- Philosophy in Literature
- Film as Literature
- Culture/Media Studies & Literature

Updated 9/29/06