



# East Carolina University

## Thomas Harriot College of Arts and Sciences Department of English Self-Study, 2009-2010

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## TABLE OF CONTENTS

<b>I. PROGRAM DESCRIPTION .....</b>	<b>3</b>
1.1 EXACT TITLE(S) OF UNIT PROGRAMS: .....	3
1.2 DEPARTMENT OR INTERDISCIPLINARY GROUP AUTHORIZED TO OFFER DEGREE PROGRAM(S): .....	3
1.3 EXACT TITLE(S) OF DEGREES GRANTED:.....	3
1.4 COLLEGE OR SCHOOL: .....	3
1.5 BRIEF HISTORY AND MISSION: .....	3
1.6 RELATIONSHIP OF THE PROGRAM TO UNC’S STRATEGIC GOALS AND TO THE ECU MISSION AND TO ECU’S STRATEGIC DIRECTIONS: .....	5
1.7 DEGREE PROGRAM OBJECTIVES, OUTCOMES AND UNIQUENESS: .....	7
1.8. PROGRAM ENRICHMENT OPPORTUNITIES:.....	10
1.9 RESPONSIVENESS TO LOCAL AND NATIONAL NEEDS:.....	21
1.10 PROGRAM QUALITY: .....	24
1.11 ADMINISTRATION: .....	27
<b>II. CURRICULUM/INSTRUCTION.....</b>	<b>35</b>
2.1 FOUNDATION CURRICULUM:.....	35
2.2 INSTRUCTIONAL RELATIONSHIP TO OTHER PROGRAMS:.....	37
2.3 CURRICULUM ASSESSMENT AND CURRICULAR CHANGES: .....	39
2.4 BACHELOR’S DEGREE: .....	48
2.5 CERTIFICATE PROGRAMS:.....	50
2.6 MASTER’S DEGREE: .....	51
2.7 DOCTORAL DEGREE: .....	52
<b>III. STUDENTS.....</b>	<b>54</b>
3.1 ENROLLMENT: .....	54
3.2 QUALITY OF INCOMING STUDENTS:.....	56
3.3 QUALITY OF CURRENT/ONGOING STUDENTS: .....	58
3.4 DEGREES GRANTED:.....	60
3.5 DIVERSITY OF STUDENT POPULATION: .....	61
3.6 NEED/PLACEMENT: .....	62
3.7 FUNDING: .....	63
3.8 STUDENT INVOLVEMENT IN THE INSTRUCTIONAL PROCESS: .....	66
3.9 PROFESSIONAL DEVELOPMENT OPPORTUNITIES:.....	68
<b>IV. FACULTY .....</b>	<b>69</b>
4.1 FACULTY LIST AND CURRICULA VITA: .....	69
4.2 FACULTY PROFILE SUMMARY: .....	69
4.3 VISITING, PART-TIME AND OTHER FACULTY:.....	73
4.4 ADVISING:.....	73
4.5 FACULTY QUALITY: .....	73
<b>V. RESOURCES .....</b>	<b>78</b>

5.1 BUDGET:.....	78
5.2 SPACE: .....	83
5.3 TECHNICAL/EQUIPMENT SUPPORT:.....	83
5.4 LIBRARY SUPPORT:.....	84
<b>VI. ASSESSMENT OF OUTCOMES/FACULTY EXPECTATIONS .....</b>	<b>85</b>
6.1 WHAT ARE THE UNIT PROGRAM VALUES OF THE FACULTY, THAT IS, THE KNOWLEDGE, SKILLS, AND OTHER ATTRIBUTES FACULTY EXPECT THEIR GRADUATES TO ATTAIN? .....	85
6.2 HOW WELL IS THE PROGRAM ACHIEVING FACULTY EXPECTATIONS? .....	88
6.3 WHAT CHANGES SHOULD BE MADE IN THE PROGRAM SO THAT IT CAN BETTER ACHIEVE FACULTY EXPECTATIONS? WHAT ONGOING PROCESS DOES THE UNIT UTILIZE TO PROMOTE QUALITY ENHANCEMENT? .....	88
6.4 ASSESSMENT REPORTS.....	89
<b>VII. CURRENT RESEARCH/CREATIVE ACTIVITY .....</b>	<b>91</b>
7.1 CURRENT RESEARCH/CREATIVE ACTIVITY: .....	91
7.2 NATIONAL COMPARISON: .....	96
7.3 INTERDISCIPLINARY PROJECTS: .....	97
7.4 EXTERNAL RESEARCH/CREATIVE ACTIVITY SUPPORT: .....	100
7.5 RESEARCH DEVELOPMENT: .....	101
7.6 ETHICS TRAINING: .....	102
<b>VIII. SERVICE/OUTREACH.....</b>	<b>103</b>
8.1 CONSULTING: .....	103
8.2 COMMUNITY SERVICE/ENGAGEMENT:.....	103
8.3 STUDENT INVOLVEMENT IN COMMUNITY SERVICE/ENGAGEMENT:.....	103
<b>IX. OTHER ISSUES FACED BY THE PROGRAM/DEPARTMENT (NOT COVERED ABOVE) .....</b>	<b>104</b>
<b>X. ACCREDITATION.....</b>	<b>104</b>
<b>XI. SUMMARY COMMENTS AND VISION FOR THE FUTURE.....</b>	<b>104</b>
11.1 STRENGTHS AND WEAKNESSES:.....	104
11.2 BRIEFLY DESCRIBE THE PROGRAM'S VISION/STRATEGIC PLAN FOR THE IMMEDIATE FUTURE .....	108
<b>APPENDIX A: GRADUATE FACULTY.....</b>	<b>113</b>
<b>APPENDIX B: STUDENT PLACEMENT .....</b>	<b>115</b>
<b>APPENDIX C: MA DEGREE CONCENTRATIONS.....</b>	<b>118</b>
<b>APPENDIX D: ASSESSMENT REPORTS.....</b>	<b>127</b>
<b>APPENDIX E: CURRICULUM VITAE .....</b>	<b>159</b>

## Department of English, Thomas Harriot College of Arts and Sciences Self-Study 2009-2010

### I. PROGRAM DESCRIPTION

#### **1.1 Exact Title(s) of Unit Programs:**

Bachelor of Arts in English  
Certificate in Business and Technical Communication  
Master of Arts in English  
Certificate in Professional Communication (2000)  
Certificate in Multicultural and Transnational Literatures (2004)  
PhD in Technical and Professional Discourse (2004)

#### **1.2 Department or Interdisciplinary Group Authorized to Offer Degree Program(s):**

Department of English

#### **1.3 Exact Title(s) of Degrees granted:** e.g., Bachelor of Science, Bachelor of Arts, Master of Science, Doctor of Education, etc.

Bachelor of Arts  
Master of Arts  
Doctor of Philosophy

#### **1.4 College or School:**

Thomas Harriot College of Arts and Science

#### **1.5 Brief History and Mission:** Provide a brief history of the development of the unit undergraduate and graduate program(s). Briefly describe the vision and the mission of the program(s).

English courses made up part of the foundational curriculum when East Carolina Teachers Training School (ECTTS) opened its doors to students in 1909, and English courses were at the core of teacher training in the early years of the school's beginnings. Growth and change have characterized the department. Through the 1920s, we had only two faculty members; today, we have over 100. Over the years, several areas of study have spun off into their own units: theatre arts, speech, philosophy, journalism, and communication. In 1921, ECTTS was renamed East Carolina Teachers College (ECTC) and began offering 4-year degree programs; in 1951, ECTC received college status and was renamed East Carolina College; and the school achieved university status in 1967. At that time, the department offered both the BA, (a liberal arts degree) and the BS, (a teaching degree). A writing

concentration was instituted as part of the BA degree in the 1980s to respond to growing interest in creative writing and technical and professional communication. Over the past twenty years, the undergraduate major has continued to emphasize historical surveys of literature, especially the British and American literary canon as traditionally defined—but also as redefined by current movements in culture and scholarship. A wide variety of courses has been created within the department at the undergraduate level in order to respond to continued evolutions in the disciplines that comprise English studies. (English Studies is an inclusive term used by this diverse unit to refer to its areas of emphasis in literary and cultural studies, creative writing, linguistics/TESOL, rhetoric and writing, and film studies.) The undergraduate curriculum was revised most recently in 2002 when the BS in English Education (which focused primarily on secondary education) was moved to the College of Education, and again in 2004 when the writing concentration was eliminated and the curriculum revised to offer students more choice and variety. At this time, the department does not have concentrations at the undergraduate level.

Graduate Programs in English at East Carolina University date to 1929, when the school was East Carolina Teacher's College (ECTC) and the first graduate program was authorized: the first master's degree in English was awarded in 1933. During the 1970s, the department's curriculum—both undergraduate and graduate—expanded its traditional emphases on teacher education and canonical British and American literature. Courses in film, African American literature, women's literature, folklore, popular literature (including science fiction, fantasy, mystery, and frontier/western literature), linguistics, technical and professional communication, and community college pedagogy were added. Additionally, creative writing, which had a place in the department starting at least as early as the mid-1950s, grew significantly as an area of emphasis in the 1970s and 1980s with the creation of courses in various specific genres of creative writing—fiction, poetry, and nonfiction, with the addition of scriptwriting coming later. Emphasis in rhetoric and composition also grew in the 1980s with the founding of the Writing Center and the hiring of faculty in this field.

Over the past twenty years, changes in English Studies as well as in the university have been reflected in the English Department's graduate curriculum. Courses focusing on literatures from English-speaking areas around the world combined with courses on American ethnic literatures (from African to African American to Asian to Latino/a, etc.), have created an emphasis in multicultural and transnational literatures. Coursework in film studies has also become more readily available with the addition of faculty in the area. In British and American literary studies, film studies, multicultural and transnational literatures, and other areas, courses in theory and cultural studies provide important complements and context.

During this period, the technical and professional communication area added faculty; at the same time, the area developed online courses becoming the first in the department to offer its programs (a graduate certificate program as well as the MA) entirely online as well as in the more conventional face-to-face configuration. Similarly, the area of multicultural and transnational literatures has developed online offerings, also including both a certificate and MA available entirely through distance education. Creative writing has added courses in

both playwriting and film script writing as well as in literature from the writer's perspective. Courses focusing on theoretical and applied language studies have been added in both the rhetoric and composition and in the linguistics and teaching English to speakers of other languages (TESOL) area.

Until the 2008-2009 academic year, MA students were able to focus their studies in any direction that the department offered courses or to mix and match areas at will. However, starting in fall 2008, the department implemented MA-level concentrations: creative writing, linguistics, literature, multicultural and transnational literatures, rhetoric and composition, TESOL, and technical and professional communication. Plans are under way to offer a concentration in film studies, and a more generalized English studies concentration that includes work in at least three of the areas is available.

Finally, in the fall of 2004, the English Department began offering a PhD in Technical and Professional Discourse. Interdisciplinary in nature and with an emphasis on discourse, students take core classes in cultural discourses, writing studies and pedagogy, and technical and professional communication. It is anticipated that the first PhD degrees will be granted during the 2009-2010 year.

**1.6 Relationship of the Program to UNC's Strategic Goals and to the ECU Mission and to ECU's Strategic Directions:** (Describe how each degree program relates to the UNC system's strategic goals, to ECU's mission, and to ECU's strategic directions.)

The UNC System's goals expressed in *UNC Tomorrow* place emphasis on Global Readiness, Access to Higher Education, Improving Public Education, Communities and Economic Transformation, Health, and Environment. Within these dimensions, the System places clear emphasis on the need for leadership within instructional, research, and outreach activities. Within the parameters of these UNC System expectations, ECU's mission is to serve as a national model for public service and regional transformation. In order to achieve this mission, ECU's strategic directions are specified in *ECU Tomorrow: A Vision for Leadership and Service*. Collectively, ECU's programs are encouraged to: 1) prepare students to compete and succeed in a multicultural society and the global economy, 2) achieve distinction in training and preparing leaders, 3) create a strong, sustainable future for Eastern North Carolina through education, research, innovation, intellectual investment, and outreach, 4) save lives, cure diseases, and positively transform health and health care, and 5) provide cultural enrichment and powerful inspiration as we work to sustain and improve quality of life.

In the context of these goals, the programs in the Department of English open minds to the transformative power of language, literatures and literacies as well as contributing to the liberal arts foundation of Thomas Harriot College of Arts and Sciences through the development and expansion of human knowledge and skill. The English Department's broad mission is to advance scholarship, creative activity, and teaching across the range of English studies—from language, literature, and composition to popular culture and folklore.

This endeavor extends from the university and the academic disciplines to communities outside the university.

Through delivery of courses in face-to-face, hybrid, and online environments, the department's programs provide students with **diverse, 21<sup>st</sup>-century** educational experiences by integrating written, oral, visual, and electronic discourses in undergraduate level and graduate level courses. The department fosters development of multiple **literacies** through the critical reading of imaginative texts and critical writing, and many courses offered in the department, including composition courses, encourage situated learning experiences through use of the Joyner Library's North Carolina Collection archive and through service-learning projects.

The department also provides additional educational opportunities (especially at the MA level, both online and face-to-face) for **teachers** already in the field at the secondary and community college levels. One example is through the Tar River Writing Project and another is our TESOL collaborations with the College of Education.

The foundations curriculum, especially our writing-intensive humanities courses, serves the needs of many students in the **Allied Health Sciences**, particularly the needs of nursing students who complete ENGL 2000: Interpreting Literature or ENGL 3570: American Folklore. Several current (2009) students in the PhD program have research interests in medical discourse, and one of the aims of the program is to foster a research cluster in this area. Additional aims of the PhD program include collaboration with other research centers and leadership in improving communication and information about the **region's** environmental safety, risks, and emergency response. This **engagement** focuses on research and education and is especially oriented toward regional economic well-being.

Online programs (MA in English concentrations in technical and professional communication and multicultural and transnational literatures, as well as certificate programs) provide educational **access** to a wide variety of students in different states and countries including military personnel serving across the globe.

The department supports **arts and culture** by nurturing the creative activity and scholarship of its faculty and students. Every year, the department sponsors readings by authors, and the public is always invited. The department also sponsors the always well attended annual Tag Lecture by a prominent writer or scholar chosen by one of the concentrations in the department. Creative writing faculty and students from the department also give readings throughout the year. Other **community arts and culture enrichment** opportunities, especially the annual Eastern North Carolina Literary Homecoming, are discussed elsewhere in this document.

Overall, the department's goals and aims clearly are aligned with goals of the UNC system, with ECU priorities, and Thomas Harriot College of Arts and Sciences and provide a foundation in written communication to ECU's undergraduate students.

Members in the department share these core beliefs:

1. Language is fundamental to human nature and is at the heart of intellectual life.
2. Literature permits us to engage our consciousness with keenness, profundity, and pleasure.
3. Writing engenders social, cultural, economic, political vitality, and critical thinking.
4. Language, literature, and writing are integral to life beyond the academy.

Certain other assumptions follow from these core beliefs and suggest some of the motives that drive English studies:

1. Increasing the ability to understand and apply language fosters growth in critical thinking.
2. Increasing literary sensitivities and consumption fosters growth in wisdom.
3. Increasing proficiency in writing fosters those communicative powers essential for successful democracy.
4. Developing capacities in language, literature, and writing yields concomitant development in the other fields.
5. Developing an understanding of the technologies of communication prepares one for the future.

**1.7 Degree Program Objectives, Outcomes and Uniqueness:** For each degree program, list the objectives and outcomes (faculty expectations) from the unit's current assessment plan. Describe the breadth and depth of the program, and indicate special features or innovations.

### **Bachelor of Arts in English**

Choice. Variety. Possibility. A BA in English coupled with a minor in a liberal arts discipline, one of Thomas Harriot College's interdisciplinary programs, or a minor in business, marketing, science, or a technical field prepares students for a lifetime of learning and provides students with a strong foundation for challenging and rewarding career(s) and for advanced degree work in a professional field.

The degree requirements for the BA in English include the following: Thirty-six hours in English (12 s.h. core: Historical Survey I & II, Shakespeare, & language or writing course and 18 s.h. English electives, 2000 or above, 6 s.h. 4000 or above); forty-two credit hours of foundations courses; twelve hours of foreign language through level 1004; a 24 s.h. minor and electives to complete 126 hours total.

The student learning outcomes listed below are evaluated by two-three tenure-track or tenured faculty through analysis of students' Senior Writing Portfolios and their reflective cover letters.

English majors are expected to demonstrate



1. competent handling of subject matter.
2. a command of college-level thinking skills of analysis.
3. a command of college-level thinking skills of literary explication.
4. a command of college-level thinking skills of problem solving.
5. a command of college-level thinking skills of description.
6. a command of college-level thinking skills of observation.
7. a command of college-level thinking skills of criticism.
8. an ability to acknowledge a specific purpose through the content of each paper.
9. an ability to state clearly and to pursue lines of argument.
10. an ability to interpret clearly a piece of literature, such as a poem, short story, or scholarly article.
11. the ability in a technical report to address clearly a need for information.
12. the ability in a creative work to incorporate relevant techniques and well-conceived ideas.
13. the ability to address a particular audience.
14. an ability to use an appropriately sophisticated style for the purpose and audience.
15. an ability to avoid grammatical errors that might damage the credibility of the writer.
16. an ability to write clearly and concisely about complicated ideas and subjects.

The English Department's graduate programs, both the MA in English and PhD in technical and professional discourse, have taken a broad English Studies approach.

### **Master of Arts in English**

In the MA program, the recent creation of concentrations with different requirements for each reflects the variety of areas in English Studies: creative writing, linguistics, literature, multicultural and transnational literatures, rhetoric and composition, teaching English to speakers of other languages (TESOL), and technical and professional communications, with plans to work toward a concentration in film studies. However, both the availability of the interdisciplinary English Studies concentration as well as the opportunity to take 6 to 12 semester hours of coursework outside of one's area of concentration help emphasize the interrelated nature of the various concentrations within the department.

The following student learning outcomes for the MA program are evaluated by a committee of three members of the graduate faculty through either a comprehensive assessment project (non-thesis option) or a thesis defense.

1. A critical understanding of literary works.
2. A critical understanding of scholarship in student's area of concentration.
3. Familiarity with relevant scholarship.
4. An understanding of appropriate research methodologies.
5. An understanding of current issues in their field of concentration.
6. Competence in utilizing computer-assisted bibliographical searches.
7. Competence in computer-assisted document preparation.

8. Competence in using MLA style sheet or other appropriate documentation formatting.
9. Awareness of audience.
10. An ability to write with an appropriate style.
11. An ability to incorporate sources into critical analyses.
12. An ability to develop a clear thesis.
13. An ability to defend a thesis.
14. An ability to use language free of errors and non-standard grammatical features.

The educational outcomes listed above were originally evaluated by way of a comprehensive examination conducted by three or more members of the graduate faculty using a standard evaluation instrument. With a change in the process for evaluation of students in the MA program (specifically the elimination of the comprehensive examination), these evaluations are now done using either the thesis writing process and defense or the non-thesis comprehensive assessment project (CAP) that each student must complete.

### **PhD in Technical and Professional Discourse**

The PhD program in Technical and Professional Discourse is strongly interdisciplinary within the department. Students take core classes that stress discourse studies—discourses and cultures, writing studies and pedagogy, and technical and professional communication—and students take 12 semester hours of coursework in other areas in the English department or in other departments within the university. As noted in the PhD handbook, “In the spirit of this broad-based, interdisciplinary doctorate, you should consider English courses outside of your primary area(s) of emphasis as well as courses in affiliate departments, according to what best prepares you for your dissertation research and career goals.”

Following the establishment of the PhD program and continuing to the present, the department has worked to develop a set of objectives and outcomes for graduates:

1. Assess critically the discourse needs of various research, development, and public and private management organizations.
2. Develop innovative and novel approaches to serving the discourse needs of many constituencies including educational, corporate, governmental, public, and medical.
3. Function as research experts in discourse development to strengthen their chosen professions.
4. Serve as faculty at various educational levels to further the needs of students for courses in their specific disciplines.
5. Create interdisciplinary professional, research, and educational programs that focus on the emerging role of discourse in both future society and education.

**1.8. Program Enrichment Opportunities:** List and describe special events, activities and programs (e.g., lecture series) that enhance the academic and research/creative activity environment.

The English Department provides several venues which enhance the academic, scholarly, and creative experiences beyond the classroom. A complete listing would be impossible, but the following examples highlight some of the areas in which such opportunities occur:

**RESEARCH AND CONTINUING EDUCATION OPPORTUNITIES**

The **ECU Outreach Network (ECU-ON)** employs graduate students to work with community organizations and nonprofits for researching, planning, and writing grant proposals. The Department of English has been involved in this organization, a part of the Office of Engagement, Innovation, and Economic Development, since its inception in January 2000. The Director of the Outreach Network, a position created in August 2003, has been an English department faculty member. The graduate students are enrolled in graduate programs in English and Public Administration in Thomas Harriot College of Arts and Sciences. Through the grant writing process, ECU-ON has both trained and educated the students while they have engaged with community members to enhance their programs and projects and, in turn, contribute to the economic development of the region.

The **Tar River Writing Project (TRWP)**, directed by Will Banks (English) and Todd Finley (Curriculum & Instruction), began in the summer of 2007, and represents a renewed effort by the English department to connect content with practice/pedagogy. More specifically, the TRWP demonstrates a robust partnership among the English department, the College of Education, and K-12 schools and community colleges in Eastern North Carolina. In its three years of summer institutes for teachers, the TRWP has enrolled 50 K-college teachers in 100 different post-graduate courses, all funded by a grant from the National Writing Project, and has served as a gateway for encouraging area teachers to return to graduate school to pursue advanced degrees in English and Education. Graduates of the Summer Institutes become Teacher Consultants (TCs) who help develop and deliver educational and professional development projects for teachers and schools in Eastern NC. After the Summer Institute, TCs stay connected to the network by participating in a year-long Teacher Research Institute (TRI), for which they earn either 3 graduate credits or 3 Continuing Education Units (CEUs).

In addition to taking formal graduate courses related to teaching and research, TCs participate in various writing and reading groups, as well as working to develop new initiatives. Currently, the following formal and informal projects are underway (or recently completed) based on the leadership of various TCs and TRWP leaders:

- Stephanie West-Puckett (SI 2007) and Danielle Lewis Ange (SI 2007) have travelled to the UNC-Charlotte Writing Project to observe an Open Institute and have been planning both a study group and a future conference centered on the topic of African-American Adolescent Male Literacies. This study group spanned the academic year 2008–

2009 and involved TCs Mahalia Breen (SI 2008), Melissa Morlock (SI 2008), Betsey White (SI 2008), and Natasha Martin (SI 2008).

- Jane Gardner (SI 2007) continues to organize and facilitate a monthly writers group, the Topsy Teapot Writers, which meets at a local coffee and tea shop to discuss both creative and professional writing. For the coming year, Gardner plans to incorporate reading in the group so that participants are nourished as writers and as readers.
- Jennifer Smyth (SI 2008), Terri Van Sickle (SI 2008), Shannon Gorka (SI 2008), Betsey White (SI 2008), and Melissa Morlock (SI 2008) currently constitute a Writing Across the Curriculum (WAC) committee, developed to address a felt need to explore WAC issues in greater detail and to prepare for future professional development events around the topic of WAC and Writing in the Disciplines (WID). This team will be especially useful to the site as the state of North Carolina is now moving to a WAC/WID model for standardized assessment at grades 4, 7, and 10.
- Danielle Lewis Ange (SI 2007), Melissa Morlock (SI 2008), Natasha Martin (SI 2008), Terri Van Sickle (SI 2008), and Mahalia Breen (SI 2008) participated in a state network retreat designed to improve TRWP's current partnership with the North Carolina Department of Public Instruction. This group, led by Jennifer Sharpe-Salter and Jonathan Bartels, now constitutes the TRWP Presenters Collaborative, a group of TCs who are trained and ready to conduct in-service and professional development events for area schools and districts.

As a result of work in the Summer Institute, teachers and faculty in the English and Curriculum & Instruction departments have developed and delivered the following professional development projects to area public schools:

- "Writing into the Graduation Project" for Williamston High School (2 facilitators, 35 participants)
- "Responding to Student Writing in Online Environments" for Nash-Rocky Mount Public Schools (4 facilitators, 60 participants)
- "WHS Website Development and Staff Training" for Williamston High School (1 facilitator, 20 participants)

Likewise, the TRWP has been awarded a competitive national mini-grant for \$4,500 and a state network mini-grant of \$1,000 to support the Leadership for Equity, Excellence, and Achievement Project (LEEAP), a collaborative effort between the English department and Northeast Elementary School (NES) in Pinetown, NC. LEEAP represents a year-long, high-quality professional development seminar that promotes and supports teacher inquiry and research as a viable means to paying down our educational debt and improving literacy skills across the curriculum. Over the course of the 2009-2010 academic year, the LEEAP team will provide 30-45 hours of direct contact and ongoing virtual support for up to ten teacher-research participants at NES, providing 12 hours of CEU credit and an incentive package that includes books, research materials, and personal technologies. Teacher-researcher participants will, in turn, explore and engage in equity-focused action research

projects; establish collaborative, results-driven professional learning communities (PLCs); and disseminate a region-specific, teacher-initiated body of knowledge of teaching to diversity in NC Schools. The LEEAP team members include Celestine Davis (ECU Graduate Student, English), Betsey White (Greene County Middle School, English), Melissa Morlock (Williamston High School, English) and team co-coordinators Danielle Lewis Ange (Northeast Elementary School, English) and Stephanie West-Puckett (ECU, Department of English).

Based on classroom and secondary research and teaching practices, TCs and TRWP directors have delivered over 40 conference presentations at regional, state, and national conferences. Likewise, TRWP Teacher Consultants have been selected to participate in research development workshops in Nebraska and Nevada; their projects have also been featured at the National Writing Project national conference.

### **Risk Perceptions and Emergency Communication Effectiveness in Coastal Zone**

A two-year study supported by National Oceanic and Atmospheric Administration-NC Sea Grant with Principal Investigators: Catherine F. Smith (English), Donna J. Kain (English), and Kenneth J. Wilson (Sociology)

The goal is to generate a model of risk and emergency communication that foregrounds the ways that different sectors of public seek and respond to information processes and products related to hurricanes and tropical storms. The research consists of three studies.

- 1) The first will update a 1999 (post-hurricane Floyd) demographic survey of households, businesses, and other organizations in North Carolina coastal counties (expanded to include CAMA counties) that includes information about evacuation decision-making and behavior. Purpose: to obtain a broad view of current information reception and evacuation behaviors.
- 2) The second study will extend the current pilot study of risk and emergency communication in Dare County by conducting semi-structured interviews with inhabitants focused on information sources and knowledge networks within communities about hurricanes and evacuation and with emergency management personnel and public information officers focused on strategies of informing diverse publics. The purpose is to obtain a more granular view of the functioning of official and unofficial sources of information about hurricanes and evacuation.
- 3) The final research study will be a document evaluation study and will collect reader feedback on a public information brochure about hurricane risks and emergency procedures. Analysis focuses on differences in interpretation of the information and on the inhabitants' acceptance of the advice offered. Purpose: to assess how inhabitants use and interpret official information about hurricanes and evacuation.

This research project opened eastern NC region as a research site for field research using qualitative and quantitative methods and interdisciplinary collaboration with social science disciplines to 6 PhD students who have served as research assistants. This project has also

been discussed in several graduate courses (eg Risk Communication, Public Interest Writing, Advanced Research Methods).

## EDITORIAL ACTIVITY

***The Children's Folklore Review***, published yearly by the Children's Folklore Section of the American Folklore Society and edited by Dr. C.W. Sullivan, III, is the only journal devoted to examining children's traditions, featuring articles on oral folklore, customary practices, and material creations. Occasionally, *CFR* publishes articles on folklore and children's literature. *Children's Folklore Review* has been supported by at least one graduate assistant per semester during its time at ECU.

***Celtic Cultural Studies*** is an independently-published and peer-reviewed interdisciplinary on-line journal ([Celtic-Cultural-Studies.com](http://Celtic-Cultural-Studies.com)) edited by Dr. C.W. Sullivan, III, of the English Department. It publishes papers on diverse subjects relating to all cultures from the Celtic territories and their diasporas, from all historical periods and geographical locations, within a broad Celtic Studies perspective.

The ***North Carolina Literary Review (NCLR)***, edited by Dr. Margaret Bauer, is published annually by East Carolina University and the North Carolina Literary & Historical Association. *NCLR* publishes poetry, fiction, and nonfiction by and interviews with North Carolina writers, and articles and essays about North Carolina writers, literature, and literary history and culture. Both graduate and undergraduate students have worked on the journal through both graduate assistantships and internships for course credit. A cross between a scholarly journal and a literary magazine, *NCLR* has won numerous awards and citations, including three from the Council of Editors of Learned Journals: the Best New Journal award in 1994, the Best Journal Design award in 1999, and the Parnassus Award for Significant Editorial Achievement in 2007.

***Tar River Poetry (TRP)***, edited by Luke Whisnant of the English Department's creative writing faculty, is a nationally ranked magazine of verse (the *Dictionary of Literary Biography* listed it as one of the top ten poetry magazines in the country). *TRP* publishes interviews, reviews, and poetry by emerging writers as well as Pulitzer Prize and National Book Award winners. Past contributors include William Stafford, Claudia Emerson, Sharon Olds, Leslie Norris, William Matthews, Louis Simpson, Betty Adcock, John Logan, A. Poulin Jr., Paula Rankin, A.R. Ammons, Carolyn Kizer, Albert Goldbarth, Patricia Goedicke, and others. Editorial assistance for the magazine has long included graduate assistants in the English Department's MA program.

The ***Journal of Caribbean Studies***, edited by Dr. Seodial Deena of the Multicultural and Transnational Literatures faculty, is the primary publication of the Association of Caribbean Studies. The journal publishes on all aspects of Caribbean Studies including anthropology, the arts, economics, education, folk culture, geography, history of languages (including creoles and pidgins), linguistics, literature, music, politics, psychology, religion, and

sociology.

**RNLAI** is a new journal published by the Region and Nation Literature Association and edited by Seodial Deena. Its first volume is to be published in the spring of 2010. *RNLAI* is a global, multicultural, multi-literary journal that seeks to capture important historical, political, literary, cultural, and critical movements through an array of new voices. It is built on the ideas that both the dynamic and subtle shifts across national, regional, and international boundaries are indicative of cultural uniqueness as well as global interconnections and that by reaching across postnationalism, transnationalism, and circumnationalism, artists can reveal important multicultural nuances reflected through diasporic peoples, cultures, and ethos.

**WORD**, the Journal of the International Linguistics Association and edited by Donna Lillian, is published three times a year, in April, August and December and contains articles and reviews devoted to the study of linguistics and its role in society.

#### **ON-CAMPUS CONFERENCE AND PROGRAM OPPORTUNITIES**

On-campus conferences and programs give students and faculty the opportunity to hear about current research and engage with authors and scholars, and such conferences also provide opportunities for students—both graduate and undergraduate—to learn about the profession by both helping organize the conferences and, in some cases themselves, present research and creative work.

The **Eastern North Carolina Literary Homecoming** brings artists originally from the area back home to meet with people, especially teachers, of the region, allowing both artists and residents the opportunity to appreciate eastern North Carolina's rich cultural history and literary talent. The Literary Homecoming, to quote a 2007 attendee, provides for a "personal exploration and learning opportunity to stay fresh, alive, and stimulated" and offers a rare opportunity for artists and members of the university and surrounding communities to share and learn from their diverse educational, economic, and cultural backgrounds. The program has grown each year with increasing collaboration from the University and the community. The event design has also matured by offering multiple genres of artistic expression (literature, drama, music, and art) as well as varied formats for meeting artists and exploring artistic expression. The department's aim is to bring greater public awareness to the Literary Homecoming by increasing both the audience size and the diversity of its participants. In the past five years, it has involved forty-five artists including writers, musicians, and illustrators. Program development has grown to include collaboration among representatives from seven East Carolina University departments and programs, the *North Carolina Literary Review*, two public libraries, two community college systems, and a local writers' group. The planning committee has increased attendance of public educators from eastern North Carolina at each year's event, and they have also secured grant funding for 2003, 2004, and 2005 from the North Carolina Humanities Council, and funding from the North Carolina Arts Council in support of the 2007 and 2008 Literary Homecoming events. The Eastern North Carolina Literary Homecoming meets

needs of the thirty-seven counties located in the North Carolina coastal plains. One-third of the counties in eastern North Carolina have more than twenty percent of their populations below the national poverty rate. These counties are also suffering population loss and, as a result, have fewer resources to provide basic human services. In 2009, thirty-three percent of the population in this area is African American, four percent is Hispanic, and two percent is Native American. This event, then, offers people of extremely limited resources an opportunity to meet and celebrate the uniqueness of their increasingly multicultural region. As part of the event's goal of reaching a broad segment of the community, marketing and outreach have expanded to 1) enhance the use of the webpage and electronic connection to audience members, 2) advertise to a broader and more geographically diverse audience, and 3) engage new audience members through carefully targeting outreach events that will be planned throughout the year. The planned community events and broader program offerings reflect the organizers' dedication to encouraging diversity and seeking to reach Native and African American communities, local educators, and the broadest eastern North Carolina community.

Organized by the Linguistics and TESOL graduate students and faculty, **TESOL/Applied Linguistics Graduate Students Conference (TALGS)** aims to provide a serious yet relaxed environment for graduate students and professionals working in TESL/TEFL and a variety of applied linguistics fields to present their work, receive feedback, and network. The TALGS Conference provides graduate students and TESOL professionals (including ESOL, TESL, EFL, ESL, TEFL, etc.) a forum to showcase their research and successful teaching practices. TALGS is committed to bettering the educational experiences of language learners in the community by providing a comfortable environment where an interaction between theory/research and practice/teaching is possible.

Since the first TALGS conference in February 2003, the conference has welcomed prominent scholars in the applied linguistics field for plenary and afternoon discussion sessions, including Professors Jack Chambers, Robert Bayley, Misha Cahnmann, Walt Wolfram, Donna Christian, Jodi Crandall, and Elaine Tarone (for TALGS 2010). Every year, 10-15 graduate students from ECU and other US and foreign universities as well as K-12 teachers, community college instructors, and other MA-level professionals have showcased their research and best teaching practices.

While the central focus remains on TESOL (Teaching of English to Speakers of Other Languages), the conference has offered coherent sessions in quite diverse areas of applied language study, giving presentation opportunities to many of the English Department's own masters and doctoral level students. The conference has grown steadily from about 30 to close to 90 participants. In addition to paper, workshop, and discussion sessions, a poster session was added last year to accommodate a growing number of worthy proposals.

The conference is unique in that it aims to attract the emerging scholars from amongst the teachers in North Carolina and beyond. The TALGS organizing team consists of graduate students and one or two faculty advisors. The team searches for new graduate students



interested in this work nearly every year as the current team members graduate. The English Department values this work as an educational opportunity, offering up to 1.5 graduate assistantships every year (up to a total of 30 hours per week, which covers up to three student organizers). Students learn to manage a larger event, prepare advertising materials, communicate with potential presenters, and help evaluate submitted presentation abstracts. They are essential to producing the event on the day of the conference as they work registration tables, provide information to all attendees, direct traffic from one session to another, document the event in photos and video segments, help with the presenters' transportation needs, interview the keynote speaker, and otherwise direct the larger team of volunteers recruited yearly closer to the event date. Again, volunteers are recruited from amongst the student population, largely graduate students of the English Department.

TALGS is nearly self-sustaining. It relies on registration fees and has been for several years co-sponsored by Carolina TESOL, which contributes to the keynote speaker honorarium. Last year's TALGS hosted the first Carolina TESOL Metro Area's meeting of teachers organized by one of our graduates, local ESL teacher, and the Greenville metro area representative, Ms. Kim Bunn. Annually, the event tries to bring in at least one or two publishers for publisher exhibits. In addition, a variety of educational materials is displayed in the same area, and several coffee breaks offer numerous opportunities for students and teachers to interact. The conference is the brainchild of Dr. Ahmar Mahboob and Josh Iorio, who was the TALGS webmaster through spring 2009. Iorio's currently finishing his doctoral dissertation at the University of Texas at Austin. This in itself shows great dedication to an event that is small in size yet large in its impact on the community of students and educators in our state.

The English Department hosted the annual **Conference of the Council for Programs in Technical and Scientific Communication (CCPTSC)**, October 11-13, 2007. The national conference began with a reception and keynote address by Dale Sullivan, Chair of the Department of English at North Dakota State University, who spoke about "Growth and Community: A Few Thoughts on the Organics of Professional Communication." At the conference, department PhD student Alexis Poe Davis served as a panel moderator for "Crossing Borders and Going Global" and faculty member Sherry Southard served as moderator for the panel "Our Work/Our World: The Role of Technical Communication in Social Justice." Faculty member Brent Henze participated in the plenary panel and spoke of "Community plots: Field-based learning through internships and outreach." The ECU conference was organized by faculty members Jan Tovey and Michelle Eble, co-chairs of the Local Arrangements Committee.

**Raleigh and the Atlantic World: An Interdisciplinary Symposium** was held at East Carolina University and at the Elizabethan Gardens in Manteo, NC, in April 2008 and brought together regional, national, and international scholars from the fields of English, comparative literature, archaeology, history, art history, and the history of science whose scholarship focuses on Sir Walter Raleigh and his circle. The gathering took advantage of,

shared, and collected new research on colonial and imperial issues in Harriot, Raleigh, Spenser, and Shakespeare studies and explored connections among New World, Irish, and English artistic cultures.

Beyond its two distinguished plenary speakers (Mark Nicholls, University of Cambridge, and Carole Levin, University of Nebraska) and four panels, highlights of the conference included an exhibit showcasing items from Joyner Library's collection dealing with Raleigh and colonial history and a visit to the original "Lost Colony" of Roanoke. All events were free and open to the public, and students, faculty, staff, and members of the community attended the symposium. The conference received funding from the North Carolina Humanities Council. Organized by three English faculty, the symposium fostered interdisciplinary conversations at ECU and beyond, contributing significantly to the English department's intellectual environment.

The **East Carolina University HumorFest and Conference** was selected as the 2008 ACUI Collaborative Program of the Year. The ACUI Collaborative Program of the Year Award is established to recognize outstanding achievement of programs that bring together two or more campus entities to achieve a common goal. The event was a partnership of the English Department and the Office of Co-Curricular Programs and Cultural Outreach with support by Thomas Harriot College of Arts and Sciences, the University Writing Program, Joyner Library, the Rives Chair of Southern Literature, the *North Carolina Literary Review*, the School of Theatre and Dance, the Department of Biology, and WITN-TV. At the first ECU HumorFest and Conference, Nov 1-3, which featured scholars from 31 universities, 18 states, and four countries, twenty faculty from the English Department presented papers and moderated and/or organized panels. ECU English Department faculty members who presented included Leanne Smith, "An Early Encounter with Dark Humor: Freshman Composition Students Meet Flannery O'Connor's 'A Late Encounter with the Enemy'"; Marie Farr, "Changes in British Comedy from Somerset Maugham to Caryl Churchill"; Su-ching Huang, "The Americanization/Westernization of Jackie Chan: *Shanghai Noon* as Model Minority Discourse"; Joyce Irene Middleton, "Whiteness, Satire, and Themes of Racial Passing in Mark Twain, Toni Morrison, and Julie Dash"; Christine Russell (PhD student) presented "A Funny Thing Happened on the Way to Harvard Law School: A Satirical Look at *Legally Blonde*"; Nicole Nolan Sidhu, "Mary and the Angel Gabriel Get it On: Obscene Comedy in the Medieval Cycle Drama Pageants of the Annunciation"; Anne Goodwyn Jones (visiting Whichard Chair), "Taboo for Who(m)?: Southern Humor as a Class Act"; Courtney Strickland (MA student), "The Politics of Midnight: Political Satire through Fragmented Time in Rushdie's *Midnight's Children*"; Elizabeth Howland (MA student), "Countering and Perpetuating Woman's Role in the West: *The Devil Wears Prada*, *Bridget Jones's Diary*, and *Miss Congeniality*"; Ellen Rainy Summer Brake (Outstanding Undergraduate Student of 2006 and now graduate student at Western Carolina University), "The Laughing Season: The Importance of Agriculture and Nature in Native Appalachian's Women's Humor." Faculty and students also organized or moderated several of the panels.

Among the special presentations at HumorFest were well-known writers Andrei Codrescu, Claire Porter, Kinky Friedman, and Jill McCorkle. A selected conference proceedings is planned to be edited by Thomas Douglass and Jill Twark and published in Spring. Ed Piacentino, editor of the *Studies in American Humor*, and Margaret Bauer, editor of *North Carolina Literary Review*, are planning to publish or have published several of the conference presentations in forthcoming issues of their journals.

Over the 2005-2009 academic years, the Department of English helped sponsor 13 talks as part of the **Medieval Irish History and Archaeology Series**. These events were coordinated by Thomas Herron.

The creative writing and literature faculty bring several writers to campus every year for public readings and to meet with students. Recent visiting writers include: Natasha Tretheway; Clyde Edgerton; Bland Simpson; Christina Garcia; Philip Terman; Randall Kenan; Doris Betts; and Kat Meads, among others.

Endowed by Dr. and Mrs. Ella Tag, **the Tag Lecture** is a lecture series that rotates sponsorship among the concentrations within the English department. The series draws exceptional scholars, writers, and speakers to ECU. Recent lecturers have included writers Marianne Gingher and Lawrence Naumoff (Creative Writing, 2009); Dennis Preston, University Distinguished Professor of English, Michigan State University (Linguistics, 2007); Paul Lauter, Professor of Literature, Trinity College (Literature, 2007); James Porter, Professor of Writing, Rhetoric, and American Cultures at Michigan State University (Technical and Professional Communication, 2005); Biodun Jeyifo, Associate Chair, Cornell University (Multicultural and Transnational Literature, 2004).

### **STUDY ABROAD AND INTERNATIONAL EXCHANGE**

Members of the ECU English Department have helped organize several study abroad programs for both undergraduate and graduate students. As examples, the following programs were offered for the summer of 2009:

The English Department has offered the summer **London Program** study abroad program for more than twenty years. The courses made available to students come from a variety of different areas within English Studies. For example, during the summer of 2009, the following courses were offered:

- Literary London: A survey of British literary history focusing on London as a center of literary productivity and on the influence of place on the writers and writings the city has produced.
- Children's Literature of England: A survey of classic and contemporary British children's literature with visits to places that have provided backdrops for the great imaginative works of British novelists writing for children and young adults.
- London & Document Design: Kew Gardens, British Museum, and travel guide analysis.

- Cinematic London: A survey of classic and contemporary British cinema, with an emphasis on films that feature London prominently as setting and cultural milieu and with visits to places that have provided backdrops for the great imaginative works of British filmmakers as well as for activities at the British Film Institute.

In the **Guyana and Brazil Study Abroad Program**, students examined issues, cultures, writers and their works, social and economic situations, and landscapes and environments, allowing students to experience Guyana and Brazil from global, postcolonial, and multicultural perspectives.

Immersion in Irish literature, history, and culture while living in the County Wicklow countryside not far from Dublin was provided through the **Ireland Study Abroad Program**. The program focused on the historical development of Irish culture and letters (including a historical survey of Irish literature), ranging from the prehistoric through the medieval and renaissance and into modernity. Among the highlights were day-trips into Dublin and a weekend in a living monastery and boarding school (Glenstal Abbey, County Limerick) and a weekend of music and sight-seeing in the city of Kilkenny (including an overnight stay in a castle converted into a youth hostel).

The Linguistics and TESOL concentrations in the English Department have been actively seeking opportunities to increase international collaboration, especially through programs for **International Exchange Students**, a move to benefit both domestic and international students. The English Department has already welcomed several students from partner universities in South Korea, Pusan, Kwandong, and Kosin, and are expecting more teaching and research exchanges with these universities in the near future. In addition, the department has launched a formal collaboration with the University American College-Skopje (UACS) in Macedonia by sending there two recent ECU graduates to teach college-level ESL courses. Our program's involvement in the international community broadens our students' perspectives of the current developments in the field and prepares them for success in the global society.

Faculty in Technical and Professional Communication are establishing an on-going relationship with faculty at the **University of Twente** (Enschede, The Netherlands). The English Department hosted visiting scholar Menno de Jong, Associate Professor of Communication Studies, U Twente, in 2007. De Jong returned to ECU in January of 2009 to deliver two lectures and to meet with graduate students to discuss their research. Professors Catherine Smith, Kirk St. Amant, and Donna Kain are pursuing the possibilities of collaborating further with faculty from Twente as part of the TPC online program.

### **OTHER STUDENT OPPORTUNITIES**

Through the **internship program**, coordinated by Brent Henze, both undergraduate and graduate students have the opportunity learn about the kinds of careers available to English majors. The program provides on-the-job experience in the fields of writing and communication and offers opportunities to work with committed professionals. Each course

is 3 semester hours and involves 140 hours of on-the-job work, as well as academic requirements. Several internship opportunities exist through the journals edited within the department.

**The English Club** is an informal organization of undergraduates interested in English studies. It sponsors readings, bi-weekly meetings, and special events, including guest lectures. Faculty often attend meetings as invited guests. Meeting topics are various and include literary discussions, resumé workshops, course previews, film discussions, seasonal readings, and social events. The English Club is led by an executive board that plans and publicizes its activities. English Club also sponsors an online journal of ECU undergraduate work in English, *The Thorn*, which will publish its first issue in Fall 2009. The English Club is open to all students interested in discussing a wide variety of topics related to English Studies. The meetings are friendly and informal and held twice a month.

**The English Graduate Student Organization (EGSO)** works to build a community of English graduate students at ECU and advocates on behalf of that community within the English department. EGSO strives to include students and faculty from all concentrations at its academic and social events, fundraisers, and community activities. Faculty volunteers are invited to give presentations, share professional advice, assist at events, host socials, etc. EGSO is open to all graduate students (both full-time and part-time) who are admitted to a graduate degree program in the East Carolina University, Department of English.

EGSO aims to serve its members in a variety of ways:

- To provide financial support in professional endeavors (e.g. conferences).
- To be a means of fellowship between department of English graduate students, faculty, and staff.
- To be a forum for the discussion of issues raised by the department of English graduate students, the Graduate School, and/or any other source that affects the department of English graduate program.
- To promote the professional development of graduate students by aiding them in developing the knowledge and skills necessary to function as professionals in teaching, scholarship, and related professions.

**Sigma Tau Delta** is the international English honor society, and qualified students are inducted each year.

**The ECU Student Chapter, Society for Technical Communication (ECU-STC)** is the local student chapter of STC, an individual membership organization dedicated to advancing the art and science of technical communication. The ECU student chapter connects East Carolina University students and alumni with the fields of writing and technical communication.

The **ECU Poetry Forum** has been in continuous existence since its founding in 1965 by Vernon Ward. With growing numbers of students and townspeople writing poetry, Ward

saw a need for a workshop where writers could read their work and receive both encouragement and criticism. Peter Makuck, English Department faculty member and editor of *Tar River Poetry*, directed the bi-monthly meetings of the Forum after Vernon Ward retired in 1978. After Makuck's retirement in May 2006, Luke Whisnant became the Forum's faculty advisor. The ECU Poetry Forum has received financial support from both the English Department and the Student Government Association. With allocations from the SGA, the Poetry Forum has sponsored the readings of visiting poets of national reputation. National Book Award and Pulitzer Prize winners like William Stafford, Carolyn Kizer, and Louis Simpson head a long list of distinguished poets who have visited ECU to give readings and free workshops that were open to the public. Other visiting poets have included Betty Adcock, Lucille Clifton, Lawrence Lieberman, Patricia Goedicke, James Dickey, Robert Creeley, Brendan Galvin, A.R. Ammons, and Samuel Hazo. The Forum is conducted in a workshop style, but meetings are open to listeners as well. Writers who plan to attend bring 8 to 10 copies of each poem they wish to have discussed. The ECU Poetry Forum encourages the composition and discussion of various styles of poetry among members of the ECU community.

**1.9 Responsiveness to Local and National Needs:** Describe the nature of the discipline and the type of educational experiences provided by the degree program(s) in the unit. In what way is/are the program(s) responsive to the needs of North Carolina, the region and the nation?

The **BA program in English** provides students with a liberal arts education that serves as a strong foundation for challenging and rewarding career(s) in the 21<sup>st</sup> century or an advanced degree in a professional field or academia. The undergraduate program combines specific content knowledge related to various literary traditions and textual conventions with the skills necessary for life-long learning. Such skills include critical reading, thinking, and writing. The program provides students with practice in a variety of research methods related to language, literatures, and literacies. Students graduating from the BA program have the ability to understand, interpret, and apply language in a wide variety of contexts for diverse audiences and are prepared to compete in a diverse, global economy and to contribute to the economic prosperity and the arts, culture, and quality of life in eastern North Carolina.

The **MA program in English** is designed to give students general knowledge of the literature of their field as well as depth in their areas of concentration. The MA program prepares students for further graduate work, offers additional educational experiences for English teachers at the secondary and community college levels within the region, nationally, and internationally (as part of our online concentrations), and provides extensive workshops for creative writers and advanced education for technical and professional writers.

The **PhD program** prepares researchers and scholars to assess discourse critically; to develop innovative and interdisciplinary approaches to serving discourse needs; to function as research experts in discourse; and to serve as faculty at various educational levels. Graduates will be able to contribute to the advancement of professional and technical discourse as an emerging discipline, conduct original

research, and to collaborate in interdisciplinary projects through a rich knowledge of the role of technologies in creating and disseminating knowledge. Dissertation research will prepare graduates themselves to contribute to the body of communication and discourse knowledge. Graduates will be prepared to fill positions as researchers, as administrators in professional communication programs and corporate information development and research departments, as policy analysts in communication issues, and as faculty at many levels.

Our graduate programs (**MA and PhD**) serve a variety of constituencies, locally, nationally, and internationally. Particularly important is the department's emphasis on the idea of English studies as the interrelated nature of the various areas in language-based study, from the interpretation of texts (in literary, rhetorical, and cultural studies) to the creation of texts (whether through creative writing, technical and professional writing, or composition studies) to the relationship between language and texts (through both theoretical and applied linguistics).

Our **MA** program gives students the opportunity to emphasize one of these areas through choice of a concentration while also taking complementary coursework in one or more of the other areas. Students in the applied linguistics field of teaching English to speakers of other languages (TESOL) can also take coursework in composition and literary studies to help them understand the writing process. Additionally, such coursework helps expand our international students' understanding of the American sociocultural/sociopolitical context. A student in multicultural and transnational literatures can take coursework in the areas of British and American literatures to understand how these emerging literatures fit into—and counter—more canonical literatures. Students in technical and professional communication can take courses in other areas to broaden their understanding of audiences and literacies. Students who want to emphasize the interrelated nature of various areas can create an individualized English Studies concentration that includes a unified program of study with coursework from at least three of the department's areas of study.

With its variety of interrelated approaches to language studies, the MA in English serves a number of constituencies: students moving immediately from their undergraduate studies into graduate studies; returning students who have been out of school for a while (both former English majors and those who were in other fields); teachers working on continuing education (as well as teachers in training in the School of Education's MAT programs); and professionals in various fields who have an interest in enhancing their ability to write for their fields. For this very reason, not only do we offer courses in a variety of fields, but also we teach these courses through different means of delivery. Face-to-face courses are offered both during the day and at night to serve both more traditional full-time graduate students and part-time students who generally hold full-time daytime jobs. Additionally, we offer many courses online. While almost every one of the concentrations offers at least the occasional online course, some offer enough that we have two non-degree certificates and two MA programs that are available as online distance education programs: the certificate in Multicultural and Transnational Literatures; the certificate in Professional

Communication; and the MA in English with a concentration either in Multicultural and Transnational Literatures or in Technical and Professional Communication.

With its cross-section of various areas of study, the MA program serves the people of the region and state, attracting local students, students from across the country and students from abroad—all with a variety of academic backgrounds. Such a cross-section of studies and students aids the region and state in areas such as regional development, public education, and health care, especially for the region's underserved and rural communities, by expanding available resources in technical and professional communication (such as grant writing, the analysis and development of health education materials, etc.); by expanding teaching skills (from TESOL to the teaching of composition to deepening secondary teachers' understanding of literary history and cultural studies); by deepening cultural awareness (through, for example, the creation, interpretation, and presentation of literary works); and so forth. Even online students from other areas of the state and country who never come to campus add to the region's development by gaining a better understanding and appreciation for what is available in eastern North Carolina.

The PhD program in Technical and Professional Discourse builds on the same strengths and is responsive to many of the same needs as the MA program but adds both depth and breadth to what is provided by the MA program. The PhD offers an opportunity for students in the region and state to enter doctoral study that incorporates the potential for teaching at all levels, for functioning as researchers at those same levels, and for supporting regional development within the university and the region.

In research and creative activity, the doctoral program prepares researchers and scholars who can advance the field of professional discourse and assist in the development of interdisciplinary approaches in both basic and applied research. For example, studies in medical patient discourse can contribute to making that discourse clearer and more accessible. Research in regionally-based weather issues, from the discourse of hurricane preparation to that of more general weather warnings (such as through weather radio accessibility and alerts) can help localities learn how best to serve their citizens in severe weather situations. The goal of a two-year study by Catherine F. Smith (English), Donna J. Kain (English), Kenneth J. Wilson (Sociology) and supported by the National Oceanic and Atmospheric Administration-NC Sea Grant is to generate a model of risk and emergency communication that foregrounds the ways that different sectors of public seek and respond to information processes and products related to hurricanes and tropical storms. Such scholarship improves and expands the quality of this discourse to citizens and enhances the reputation of the university as a leader in research.

In leadership and partnership roles, the PhD program prepares graduates who have the qualities and competencies to advance new role development and knowledge dissemination. Efforts in support of regional economic development, for example, demonstrate the kinds of activities in which scholarly research can support. Importantly, the PhD in Technical and Professional Discourse increases access to the highest levels of



education for students in the state and region. This access occurs in an economically disadvantaged part of the state where graduates have the potential for making a significant impact on the region. The PhD program answers the need for lifelong learning for practicing professionals and teachers at all levels, going beyond the BA and the MA. The second strategic direction of the Board of Governors focuses on intellectual capital formation through offering excellent graduate, professional, and undergraduate programs and the development of an educated citizenry to help the state flourish. The PhD degree addresses this strategic direction in that it answers a demonstrated need for professional education in this field. The emphasis on interdisciplinary education is especially fitting given the long history of such research activities in our department.

One important way in which the PhD program is responsive to specific needs is that it offers the possibility of continuing education to public school teachers, to community college faculty, and to the fixed-term faculty of local colleges and universities. It offers capable educators a research venue for the study of educational problems specific to the fields represented within the degree. For example, students in the PhD program may work on the problems inherent in expanding writing offerings at both the high school and community college level or may examine the impact of computer-based, especially online, instruction.

Scholarship and research conducted by students in the PhD program have the potential to stimulate economic development in North Carolina through the application of basic and applied research, technology transfer, and public service activities. And while this research is done through traditional academic outlets, as noted above, graduates are also able to do this work through industry, private organizations (both nonprofit and for profit), as well as through governmental sectors.

Finally, it is worth mentioning that through the use of information technologies and the use and/or promotion of effective educational, administrative, and business practices, both the PhD and MA programs are responding effectively to the current competitive global environment. Our online programs rely on both faculty and student expertise in delivering electronic course materials. Members of our faculty along with MA and PhD students are actively engaged in ongoing research on the use of such technologies. Our web presence, our active relationships with institutions throughout the world, and the increasing global recognition of the excellence of our programs have attracted students to campus for both the MA and PhD programs from places as diverse as China, Korea, Turkey, Belize, and Brazil.

**1.10 Program Quality:** Provide an assessment of the quality of the unit program(s) as compared to other programs in the Southeast and the rest of the nation, and explain the basis of the assessment. How does the unit program rank nationally? What is considered to be the best objective measure for national comparisons in the field? What award recognition has the program received?

Almost all colleges and universities offer undergraduate degrees in English, and these programs are not ranked. The Department of English compares nationally in curriculum

choice and faculty productivity to other schools with departments of comparable size and diversity of areas within English Studies. Our numbers of majors tend to be somewhat lower than these same schools, but our diversity remains one of the department's unique strengths for the students who choose to study English at East Carolina University.

There is currently no standard ranking of programs in English (or the humanities in general), so any comparison must be based on data of limited value. In particular, our PhD is so new—as are PhD programs of this type throughout the country—that no useful comparative data of any sort is available. However, for our MA programs, we can look at the admission requirements of our peer institutions for a basic comparison.

For the MA in English, we use the ECU Graduate School's minimum requirements for regular admission as our base. Currently, to qualify for regular admission to a graduate degree program, an applicant must:

- hold a baccalaureate degree from a regionally accredited institution or from an approved foreign college/university,
- meet the 30<sup>th</sup> percentile on the verbal and quantitative section of standardized test scores when averaged (GRE writing scores are not averaged for the purposes of regular or conditional admission; students who have earned both an undergraduate and graduate degree are exempt for submitting standardized test scores), and
- have a minimum overall GPA of 2.7 based on a 4.0 scale (the higher cumulative GPA being used for students who have earned both an undergraduate and graduate degree).

(The Graduate School uses the same minimum requirements for regular admission to PhD programs.)

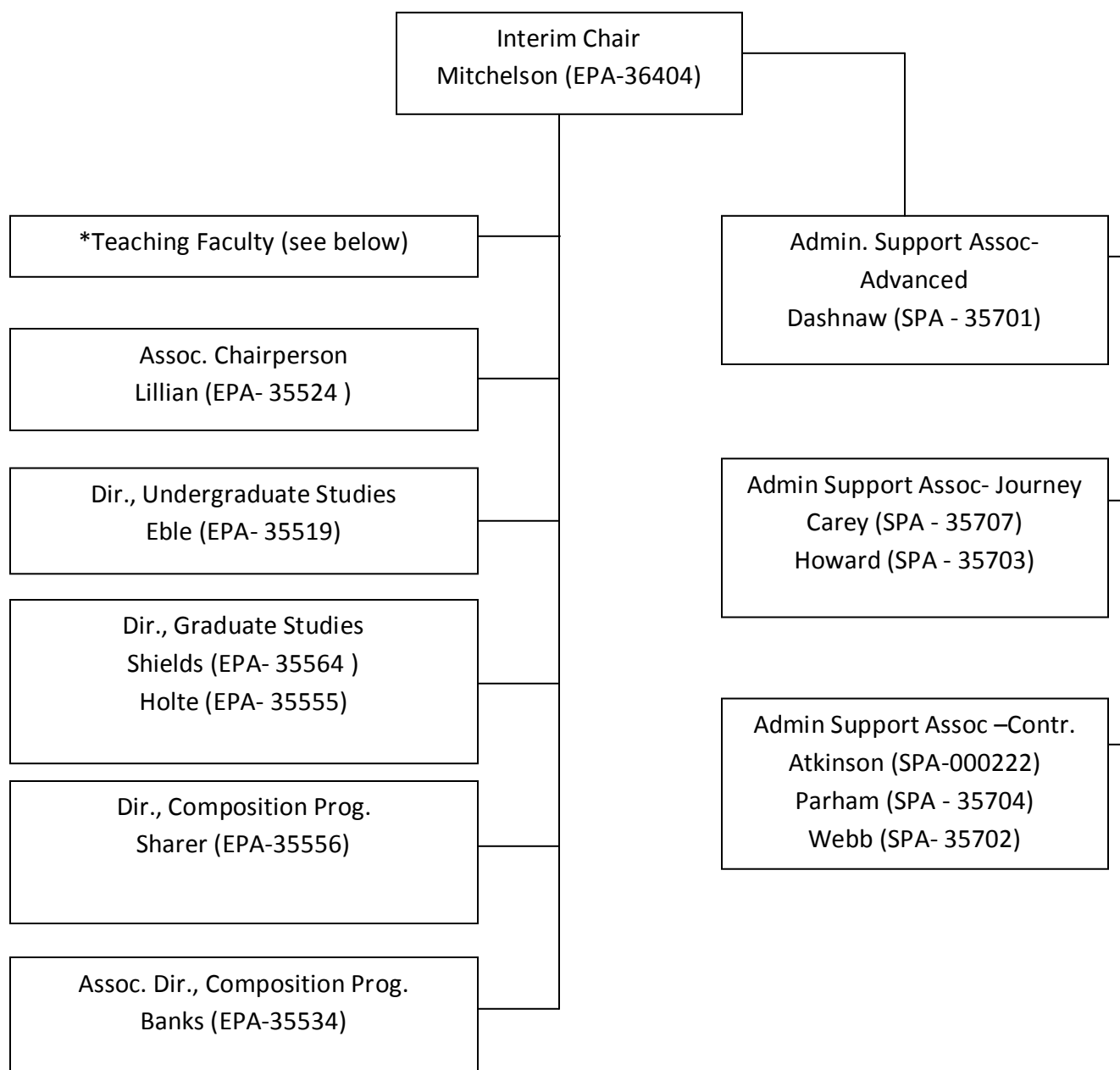
A survey of admission requirements to MA English programs in our peer institutions' online materials reveals the following:

School	GRE Minimum	GPA Minimum	Notes
<b>Florida International University</b>	<b>1000 Combined verbal and quantitative</b>	<b>3.0</b>	<b>Minimum 550 on verbal GRE or a 3.5 GPA in English Major courses</b>
<b>Northern Illinois University</b>	<b>550 verbal; 4.5 writing</b>	<b>3.0 overall; 3.2 English</b>	
<b>Ohio University</b>	<b>No minimum</b>	<b>No minimum</b>	
<b>Old Dominion University</b>	<b>None given</b>	<b>3.0</b>	

<b>Texas Tech University</b>	<b>No minimum</b>	<b>No minimum</b>	<b>Department gives averages for admitted students of 3.75 GPA in all undergraduate English courses; 550 verbal and quantitative GRE; and 5.0 writing GRE.</b>
<b>University of Missouri–Kansas City</b>	<b>At or above the 60th percentile verbal or Literature in English subject test.</b>	<b>3.0 cumulative; 3.0 in English coursework</b>	
<b>University of Wisconsin–Milwaukee</b>	<b>None given</b>	<b>3.0</b>	
<b>Western Michigan University</b>	<b>None given</b>	<b>3.0 in last two years of undergraduate work.</b>	
<b>Wright State University</b>	<b>Not required</b>	<b>Literature and Composition/Rhetoric: English majors, 3.2 in English; non-majors, 3.5 over 20 hours of upper-division English courses.  TESOL: 3.2 any major.</b>	
<b>University of Nevada–Reno</b>	<b>None given</b>	<b>3.0</b>	
<b>University of North Dakota</b>	<b>None given</b>	<b>3.0 in English</b>	
<b>Virginia Commonwealth University</b>	<b>None given</b>	<b>3.0</b>	

As can be seen, there is no uniformity concerning minimum GRE scores, while minimum GPAs tend to be around 3.0. The ECU Graduate School's new minimum GPA of 2.7 falls below this line (and is a change from its previous minimum of either a 3.0 overall GPA or a 3.0 GPA during the senior year). However, with a minimum required GRE score, it may be that the students entering ECU's MA in English program compare favorably to those at ECU's peer institutions.

**1.11 Administration:** Provide an organizational chart of the unit including all personnel. Briefly describe the program's administrative structure. List the major committees of the unit that relate to undergraduate and/or graduate education and their structure and function. Address leadership and describe any important formal and informal relationships the unit has with other units, institutes, centers, etc. at ECU and beyond.  
(Please see next page for chart.)



**\*Department of English Faculty, 2009-2010**

**Tenure-Track Faculty**

ALBERS, MICHAEL  
 DIMOVA, SLOBODANKA  
 FEDER, HELENA  
 FROULA, ANNA  
 GUEYE, MARAME  
 HARRINGTON, DANA  
 HERRON, THOMAS  
 HOPPENTHALER, JOHN  
 HUANG, SU-CHING  
 KAIN, DONNA  
 KITTA, ANDREA  
 KLEIN, AMANDA  
 MALLORY, ANNE  
 MONTGOMERY,  
 MARIANNE  
 PARILLE, KEN  
 ST. AMANT, KIRK  
 WIELAND, LIZA

**Tenured Faculty**

ACETO, MICHAEL  
 ALBRIGHT, ALEX  
 ARNOLD, ELLEN  
 BANKS, WILL  
 BAUER, MARGARET  
 COPE, LIDA  
 DEENA, SEODIAL  
 DOUGLASS, THOMAS  
 EBLE, MICHELLE  
 FAY, JULIE  
 HALLBERG, WILLIAM  
 HECIMOVICH, GREGG  
 HENZE, BRENT  
 HOAG, RONALD  
 HOLTE, JAMES  
 KIRKLAND, JAMES  
 LILLIAN, DONNA

**Tenured Faculty, continued**

MIDDLETON, JOYCE IRENE  
 PALUMBO, DONALD  
 PENROD, DIANE  
 SHARER, WENDY  
 SHIELDS, E. THOMSON  
 SIDHU, NICOLE  
 SIEGEL, ROBERT  
 SMITH, CATHERINE  
 SOUTHARD, SHERRY  
 SULLIVAN, C.W., III  
 TAWAKE, SANDRA  
 TAYLOR, RICHARD  
 TEDESCO, LAUREEN  
 TOVEY, JANICE  
 WATSON, REGINALD  
 WHISNANT, LUKE  
 WILSON-OKAMURA, DAVID

**Teaching Assistant  
 Professors & Teaching  
 Instructors**

BATES, ANDREW  
 BOND, MAJORIE  
 CAMPBELL, JOSEPH  
 CLARKE, BENJAMIN  
 COLTRAINE, LORRIE  
 DAVIS, ALEXIS  
 DUDASIK-WIGGS, CHERYL  
 DUNN, JOANNE  
 FAULKNER, JASON  
 FREEMAN, GABRIELLE  
 GALLUPPI, ERIKA  
 GLOVER, BRIAN  
 GUY, CORINEE  
 HACKETT, TIMM  
 HALLBERG, CHRISTY  
 HAMER, MIKE

**Teaching Assistant  
 Professors & Teaching  
 Instructors, continued**

HASTY, JOSH  
 HORNE, GRACE  
 HORST, JOSEPH  
 LAWRENCE, SALLY  
 LEWIS, BRENDA  
 MARTOCCIA, RANDALL  
 McPHATTER, CHRISTOPHER  
 MELLOR, ANGELA  
 MELVIN, DANIELLE  
 MILES, GERA  
 MILLER, MARILYN  
 MORRIS, DEAN  
 O'NEAL, DEBRA  
 PARKER, MICHAEL  
 PARSONS, MELISSA  
 PASTOR, CARLA  
 PATTERSON, JOHN  
 PERKINSON, ZACH  
 PETERSEN, MARC  
 PINER, BARRI  
 PROCTOR, LISA  
 RAPER, ANGELA  
 RHODES, LAKESHA  
 ROBINSON, LORRAINE  
 RODMAN, DIANE  
 ROSS, RONISHA  
 SCHLOBIN, ROGER  
 SHAMBLEY, GEORGE  
 SHOOP, DEBORAH  
 SISK, JENNIFER  
 SMITH, LEANNE  
 TETTERTON, MELLISA  
 TUCK, DEAN  
 WEINBAUM, BATYA  
 WEST-PUCKETT, STEPHANIE  
 WOOD, SHERYLL  
 YOW, MELISSA

### **Area Coordinators**

Albright, Creative Writing

Bauer, Literature

Banks, Rhetoric and Composition

Dimova, Linguistics/TESOL

Henze, Technical and Professional Communication (TPC)

Holte, Film Studies

Taylor, Multicultural and Transnational Literatures (MTL)

**Area Coordinators** are elected, by ballot, by a majority vote of the core Faculty of their Area of Study. Coordinators serve three-year renewable terms and may not serve for more than two consecutive terms. Area Coordinators should not normally serve simultaneously as Department Officers.

Area Coordinators:

- Provide input for the Fall, Spring, and Summer class schedules, in coordination with the Chair, Associate Chair, Directors, and other Area Coordinators.
- Chair regular meetings of their Area Faculty to discuss curriculum issues, including class schedules, curriculum revision, developing major/minor/graduate degrees, concentrations, or tracks.
- Announce and post agendas for forthcoming Area meetings to the Department and see that the minutes of meetings are posted in the Department's Public Folders.
- Present curricular proposals to the Department's Graduate or Undergraduate Committees, as appropriate, and to the appropriate College and/or University committee.

The **Executive Committee** consists of the Department Chair (*ex officio*, non-voting except in the case of a tie), the Associate Chair, the Director of Graduate Studies, the Director of Undergraduate Studies, the Director of Composition, the Chair of the Personnel Committee (*ex officio*, non-voting), the Chair of the Fixed-Term Faculty Committee, the Area Coordinator of each of the Areas of Study, one graduate student (non-voting) and one undergraduate student (non-voting). The Executive Committee makes recommendations to the Department Chair and to the Department as a whole. The Executive Committee may appoint subcommittees and ad hoc committees, as needed.

In its advisory role, the Executive Committee:

- Recommends changes in Department policies and procedures.
- Reviews requests to establish new Areas of Study and forwards them to the voting Faculty.
- Reviews and approves annual reports from Department Officers, Chairs of Standing Committees, and editors of ECU/Department-supported journals.
- Makes recommendations to the Chair and the Department concerning the nature and number of both new and vacant positions in the Department.

- Reviews and discusses the Department's budget, annual budget request, and annual report.
- Approves by majority vote the Department's major planning documents, assessment and accreditation documents, and other major reports on Department operations before they are approved by the voting Faculty (as required by the *East Carolina University Faculty Manual*, Appendix L) and submitted to person(s) outside the Department.
- Develops policies for review, renewal, and selection, when necessary, of editors of certain ECU/Department-supported publications.
- Reviews, as appropriate, other matters brought to it by the Department Chair or any member of the Faculty.

The Unit **Personnel Committee** consists of nine persons; two Permanently Tenured Professors, two Permanently Tenured Associate Professors, two Permanently Tenured or Probationary appointment Assistant Professors (at least one of whom must be on probationary appointment), and three at-large members, all elected from among and by the permanently tenured and probationary-term voting faculty of the Department. At least two-thirds of the committee membership must be tenured. Although not permitted by the *East Carolina University Faculty Manual* to vote in the election of Personnel Committee members, Fixed-Term Faculty may participate in the nomination process. As stated in Appendix D of the *East Carolina University Faculty Manual*, the chair of the Department's Personnel Committee must be permanently tenured and must be elected annually (at the first meeting in the fall) by and from the committee's membership.

The duties of the Personnel Committee chair are defined in the *East Carolina University Faculty Manual*, Appendix D.

**Appointments:** The Personnel Committee makes recommendations for all initial Tenure-Track and Fixed-Term appointments and for new appointments of Fixed-Term Faculty at the expiration of a current term based on the criteria in Part IV of this Code and in Appendices C and D of the *East Carolina University Faculty Manual*. If the initial appointment of a tenure-track Faculty member is being made at the rank of Associate Professor or Professor, then the appropriate Promotion Committee must make its recommendation of rank, in accordance with Section III.K of this Code and Appendix D of the *East Carolina University Faculty Manual*.

The Personnel Committee appoints search committees in accordance with Appendix D of the *East Carolina University Faculty Manual*. A search committee will consist of six members. Two are recommended by the Faculty in the Area of Study in which the position is designated. The Personnel Committee appoints three additional members, at least two of whom will be from outside the Area of Study of the search. The sixth member will be a representative of the Personnel Committee, preferably from outside the Area of Study of the search. The Personnel Committee representative is a non-voting member of the search committee. The Personnel Committee may appoint one or more search committees to fill Fixed-Term positions. The membership of such committees will depend upon Departmental



need. Each such committee will include at least three voting members, plus a non-voting Personnel Committee representative.

The **Graduate Committee** consists of the Director of Graduate Studies (*ex officio*, non-voting except in the case of a tie), the Department Chair (*ex officio*, non-voting), the Chair of the Doctoral Program Steering Committee, one member elected from among and by the Faculty of each Area of Study, and one non-voting graduate student representative (elected by the English graduate students). The Director of Graduate Studies is the chair of the committee. The Graduate Committee is responsible for the formulation and review of overall graduate policies, procedures, and programs, including admissions, retention, curricula, graduation requirements, graduate assistantships, and program assessment. It forwards its recommendations, as appropriate, to the Department's Graduate Faculty, the Director of Graduate Studies, and/or the Department Chair.

The **Doctoral Program Steering Committee** consists of six members: three Faculty members elected from among and by Graduate Faculty in the core Areas of Study, as represented in the doctoral program curriculum; one Faculty member elected from among and by the Graduate Faculty in the other Areas of Study; the Director of Graduate Studies (*ex officio*, non-voting except in the case of a tie); and one Doctoral student (non-voting) elected by the Program's Doctoral students. The committee elects a chair from among its membership and that chair serves on the Graduate Committee. The Doctoral Program Steering Committee is responsible for the formulation and review of doctoral program policies, procedures, and programs, including admissions, retention, curricula, graduation requirements, graduate assistantships, and program assessment. The Doctoral Program Steering Committee (excluding the Doctoral student representative) also serves as the admissions committee for the Doctoral program. It forwards its recommendations, as appropriate, to the Director of Graduate Studies, the Graduate Committee, and/or the Department Chair.

The **Undergraduate Committee** consists of one member elected from among and by the Faculty of each Area of Study, one member elected from among and by the Fixed-Term Faculty, one undergraduate student elected by the undergraduate English majors, and the Director of Undergraduate Studies (*ex-officio* non-voting, except in the case of a tie). The Director of Undergraduate Studies is the chair of the committee. The Undergraduate Committee is responsible for the formulation and review of overall undergraduate policies, procedures, and programs, including recruitment, retention, curricula, graduation requirements, and program assessment. It forwards its recommendations, as appropriate, to the Department's Faculty, the Director of Undergraduate Studies, and/or the Department Chair.

The **Composition Committee** consists of the Director of Composition (*ex-officio* non-voting except in the case of a tie); the Associate Director of Composition; the Director of the University Writing Program; one Graduate Teaching Assistant appointed by the Director of Composition in consultation with the Graduate Director; and five Faculty members elected by the Department Faculty, at least two of whom must be Fixed-Term Faculty and at least

one of whom must be Permanently Tenured or Probationary Faculty from an Area of Study other than Rhetoric and Composition. The Composition Committee makes recommendations regarding the structure and content of required Composition courses, the design and implementation of programmatic assessments of the Composition program, and the topics and formats of professional development events for Composition instructors. The committee serves as an advisory group to the Director of Composition.

### **Leadership and Relationships with Units, Institutes, Centers, etc.**

English faculty members serve in a variety of leadership and outreach positions and contribute to interdisciplinary programs across the university. Faculty collaborate with units and schools across campus through formal relationships (interdisciplinary programs) and informal relationships (with the Colleges of Education, Business, and Nursing) to meet the needs of students.

Gregg Hecimovich, **Associate Dean of Faculty Development**, Thomas Harriot College of Arts and Sciences

Lorraine Robinson, **Director, Center for the Liberal Arts**, Thomas Harriot College of Arts and Sciences

Donna Kain, **Director of Outreach and Communications**, RENC1 @ ECU Engagement Center for Eastern North Carolina

Jan Tovey, **Director of Outreach Network**, Office of Engagement, Innovation, and Economic Development

Michelle F. Eble, **Vice-Chair**, Behavioral and Social Sciences Institutional Review Board

Diane Penrod, **Director**, University Writing Program

Cheryl Dudasik-Wiggs, **Director of Women Studies**

Joyce Irene Middleton, **Director of Ethnic Studies**

Su-ching Huang, **Associate Director of Ethnic Studies**

William Banks, **Co-Director**, Tar River Writing Project, National Writing Project (partnership between Thomas Harriot College of Arts and Sciences and College of Education)

James Holte, **Coordinator** of (Proposed) Film Studies Minor

### **Interdisciplinary Programs & Contributing English Faculty**

**African and African-American Studies**, Seodial Deena, Reginald Watson

**Asian Studies**, Su-ching Huang

**Classical Studies**, David Wilson-Okamura

**Ethnic Studies**, Ellen Arnold, James Holte, Laureen Tedesco, Tom Shields

**Film Studies**, Amanda Klein, Anna Froula, James Holte, Su-ching Huang, Joyce Irene Middleton, Robert Siegel, Donna Kain

**Great Books**, Helena Feder, Thomas Herron, Su-ching Huang, David Wilson-Okamura, Joyce Irene Middleton

**International Studies**, Seodial Deena, Kirk St. Amant

**Medieval and Renaissance Studies**, Thomas Herron, Marianne Montgomery, Nicole Sidhu, David Wilson-Okamura

**North Carolina Studies**, Margaret Bauer, E. Thomson Shields

**Women's Studies**, Ellen Arnold, William Banks, Margaret Bauer, Julie Fay, Helena Feder, Anna Froula, Timm Hackett, Donna Kain, Donna Lillian, Sally Lawrence, Nicole Sidhu, Rick Taylor, Laureen Tedesco

**Coastal Resource Management**, Catherine Smith

**Center for Natural Hazards Research**, Donna Kain, Catherine Smith

## II. CURRICULUM/INSTRUCTION

**2.1 Foundation Curriculum:** Indicate the contributions the unit program makes to the Foundations Program and foundation course cognate requirements of other units and the university. Describe the unit's quality enhancement process for Foundations courses. State the full-time equivalents (FTE's) utilized for Foundations courses and the student credit hours (SCH) produced per 1.0 FTE for each academic year under review. Describe the percentage of the unit's resources (funding, time, faculty, other) supporting Foundations courses per academic year under review and whether a greater or lesser amount of resources needs to be allocated to Foundations courses.

A major part of the department's mission is to contribute to the liberal arts foundation curriculum through the composition program and courses designated as humanities courses and/or writing-intensive within the department. ENGL 1100: Composition I and ENGL 1200: Composition II, required by all students graduating from ECU, are designed especially to fulfill the following goals.

### **Foundations Curriculum Goals for Writing Competence (from Goals of the Liberal Arts Foundations Curriculum)**

The writing competence curriculum focuses on student aptitudes rather than on a particular content because composing is a recursive process that depends not on specific knowledge but on fluent, flexible, creative thinking. To concentrate on the essentials of composing, the program explicitly treats stages of process such as discovery, drafting, etc. It concentrates on exposition and argument as the modes most useful for the student and the citizen. It teaches students how to use library resources so that students may expand their access to knowledge essential for informed discourse. The program emphasizes critical thinking as well as traditional rhetorical skills because only insight can generate substance for the writer's craft to shape.

Courses earning writing credit must address the following goals:

**Goal 1.** Students will learn to use various heuristic and planning tactics in preparing a written composition. In drafting and revising, they will learn to choose words carefully, exploit English syntax fully, and ensure coherence. They will learn to edit for standard written English usage, punctuation, and spelling. They will also become competent in using the computer to perform those processes. Rationale: The ability to engage in the writing process—discovering subjects, exploring subjects; and drafting, revising, and editing manuscripts—is an aptitude fundamental to academic achievement and to a full civic life.

**Goal 2.** Students will improve their reading skills in order to understand literally, to infer, to recognize ideological bias, and to evaluate. They will deepen their sensitivities to connections and differences among texts. They will increase their capacities for reflecting on experience and analyzing and solving problems creatively. Rationale: The ability to

engage in reading and thinking critically is an aptitude fundamental to academic achievement and to a full civic life.

**Goal 3.** Students will learn the aims and means of the expositor and the advocate and will learn to write in order to inform and to persuade. Rationale: The ability to write clear and expository and argumentative compositions is an aptitude fundamental to academic achievement and to a full civic life.

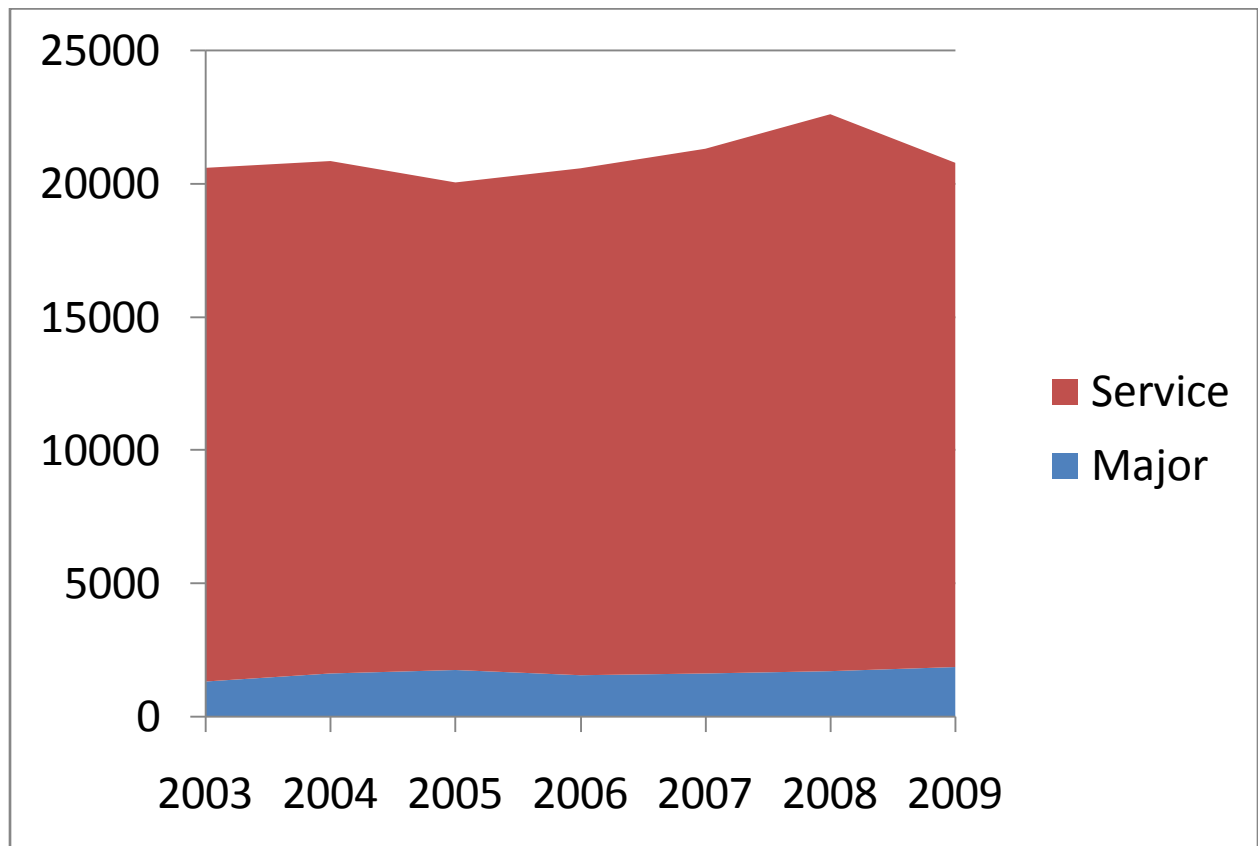
**Goal 4.** Students will learn to formulate research questions, identify and search both print and electronic bibliographic indexes, locate resources in the library, and read widely for selected kinds of information. They will learn to incorporate information gained from the library and other sources into their compositions, citing documents appropriately. Rationale: The ability to conduct bibliographic research and to use library resources effectively in written compositions is an aptitude fundamental to academic achievement and to a full civic life.”

We also offer several sections of ENGL 3880, Writing for Business and Industry to meet the needs of the College of Business students in addition to several other programs that require 3880 or offer it as an alternative within programs for an additional course that is writing-intensive. (See below for a list of programs).

ENGL 1000: Appreciating Literature, ENGL 2000: Interpreting Literature, English 2100: Major British Writers, ENGL 2200: Major American Writers, and English 3570: American Folklore are generally taken by students in other programs for Humanities foundations credit and/or writing-intensive credit (although majors and minors can also take these courses). Students can also take a wide variety of 3000 level courses to fulfill these requirements as well.

More than 50% of the faculty support Foundations courses each academic year.

The graph below shows the Student Credit Hour Production (SCH) for the last several Fall semesters and distinguishes between SCH Production from students majoring in English and SCH production through the Liberal Arts Foundations courses.



**2.2 Instructional Relationship to Other Programs:** Describe how instruction and research in this program supports or is otherwise related to other programs (undergraduate, graduate, professional) within unit and/or in other units or schools at East Carolina University. Cite other programs whose students frequently take minors or other program options with the unit's program. List courses in the unit program that are also required or are prerequisites within other degree programs.

**English Secondary English Education (Required)**  
 (2000, 2700, 2710, 3000, 3010, 3020, Shakespeare)  
 Choose one from 3240, 3250, 3260, 3300, 4340, 4360  
 Choose one from 3460, 3600, 3450 or classics courses  
 Choose 6 s.h. from any 4000 or 5000 level literature-course  
 Choose 6 s.h. ENGL courses 2000 or above

**Middle Grade Education Students**-- Students in business education, elementary education, physical education, and health education are required to complete one 18 s.h. academic concentration. Middle grades education students are required to complete two 24 s.h. academic concentrations from English, mathematics, social studies, and general science only.

Teacher Education **Academic Concentrations** (Required):

Middle Grades English (2000, 2100 or 2200, 2700, 3810 or ENED 3815 and choose one of the following: 3260, 3300, 3450, 3460, 3570, 3600, 3630, 4360, 9 ENGL Electives above 2999)

Reading (2730)

Teaching English as a Second Language (2700, 2740, 3730, 3740, 3750, 4360, 4710, 4720)

Elementary Education (4950)

### **English Cognates in Program**

Aerospace Studies Minor (3810 or 3880)

Military Science Minor (3810 or 3880)

Anthropology (2760, 3720, or 3770)

Biology (Research Skills: 3820)

Chemistry (3820)

BS Public History (3870)

Public History Minor (3870)

Math (3880)

BS in Child Life (4950)

BS, Special Education Adapted Curriculum (4710)

African and African-American Studies, BA, (3260)

North Carolina Studies (4230)

Economics, BA, BS (3880)

Applied Geography (3820, 3860 or 3880)

Political Science (3810, 3820, or 3880)

Sociology (3810, 3820 or 3880)

Speech and Hearing Sciences (3760)

BSBA Accounting (3880)

Finance (3880)

Management (3880)

Management Information Systems (3880)

Marketing (3880)

BA in Art History and Appreciation (Choose two from 3460, 3600, or 3620)

BFA in Theatre Arts (3330 & 3340 for Foundations)

BFA, Theatre Education (Choose six hours from 3330, 3340, 4070, 4080, 4090)

BS Computer Science (3880)

**Interdisciplinary Programs** (and the ENGL courses they list as electives)

BA African and African-American Studies (4340, 2760)

Minor in African and African-American Studies (4340, 3260, 2760)

Classical Studies Minor (3460, 3600)

Ethnic Studies Minor (2760, 3240, 3250, 3260, 3280, 3290, 3570, 4040, 4360, 4380)

Great Books (2100, 2200, 3600, 3610, 3630, 4010, 4020, 4030, 4070, 4080, 4090)

Indigenous People of the Americas (3250, 3270)

International Studies (3750, 3330, 3340, 3450, 3600)

Leadership Studies (3835)

Medieval and Renaissance Studies (3000, 3450, 3600, 4010, 4020, 4030, 4050, 4070, 4080, 4090)

North Carolina Studies (3570, 5230)

Religious Studies (3630, 3640, 3450, 3460, 3620, 4010, 4030, 4100)

Women Studies, BA and Minor (3260, 4360, 6460, 3300, 5330)

**2.3 Curriculum Assessment and Curricular Changes:** Describe the assessment process and the metrics involved in measuring learning outcomes and implementing quality enhancement. Describe any significant changes in curriculum and instruction in the unit program as a result of the quality enhancement process or since the last self-study. Explain the reason for the changes, such as different needs of students, shifts of emphasis in the discipline, changes in faculty, perceived weaknesses in the program, problems with facilities, etc.

In addition to assessment of the department's BA, MA, and PhD programs, the Composition Program as well as the Foundations Curriculum are assessed on an annual basis (see attached assessment reports contained in Appendix D and other information contained in section 6 of this self study).

**BA in English**

A senior portfolio, submitted by graduating seniors, and a reflective cover letter are the assessment metrics used to assess the learning outcomes in the undergraduate degree program. Internal surveys as well as the graduating senior survey have periodically been used to garner feedback from students. The portfolios are read by at least two faculty members and are assessed according to several learning outcomes each year. These data have given us insight into the types of courses or educational experiences students would like or need to have. We also receive a wealth of information from students in their reflective cover letters especially with regards to their satisfaction with their program. The students and their interests in having more choice within the undergraduate courses in the undergraduate curriculum helped faculty decide to eliminate the writing concentration in 2004. Up until 2004, the required survey courses at the 3000 level were combined in that American and British literature were taught together in one course. Faculty and students weren't always pleased with this approach to the survey courses so these were revised. The BS in English Education was moved to the College of Education in 2002, and at the same time, we saw a decrease in the number of



our majors. This has increased fairly steadily to approximately 200 over the last several years, and the department's strategic goal for 2009-2010 is to raise the number to 300 with deliberate recruitment mechanisms in courses traditionally taken by non-majors. The 2004 revision did have an unanticipated consequence in that students were no longer taking 4000 level courses in their senior year (they were not required). In spring 2009, the department instituted a revision that students need at least 6 hours at the 4000 or above level. A majority of the students are satisfied with the flexibility and choice of the major and don't see a need to specialize within the undergraduate curriculum. At the same time, some students would do well to have a more concrete path to follow.

The undergraduate committee will be revising the BA in English student learning outcomes and the portfolio evaluation process over the 2009-2010 year to be implemented in 2010-2011. We will also be instituting an internal senior exit survey in order to establish contact information with our graduates since they are our greatest recruitment tool.

In addition to the curriculum revisions of the last seven years, we have also created a large number of new undergraduate courses in the last seven years. Our survey courses, ENGL 3000, 3010, and 3020 were revised to separate the teaching of British and American Literature within these survey courses.

#### **List of Undergraduate Courses (New courses developed and approved since 2002)**

2760. Afro-Caribbean Language and Culture (3) (WI\*) (S)  
P: ENGL 1200. Description and analysis of the languages spoken by the descendents of Africans in the Caribbean.
2830. Writing and Style (3) (WI) (S)  
P: ENGL 1200. Study of stylistic techniques in written texts through rhetorical analysis and a series of experimental and practical writing activities.
3000. History of British Literature to 1700 (3) (WI) (F,S) (FC:HU)  
P: ENGL major, minor, or consent of dept; ENGL 1200. British literary history to 1700.
3010. History of British Literature, 1700-1900 (3) (WI) (F,S) (FC:HU)  
P: ENGL major, minor, or consent of dept; ENGL 1200. British literary history 1700 to 1900.
3020. History of American Literature to 1900 (3) (WI) (F,S) (FC:HU)  
P: ENGL major, minor, or consent of dept; ENGL 1200. American literature history to 1900.
3030. Introduction to Rhetorical Studies (3) (WI) (S)  
P: ENGL 1200. Introduces rhetoric, including classical and modern theories, and to research and citation practices. Attention to practical application of rhetorical principles in written texts of popular culture, mass media, and education.
3040. Introduction to Professional Writing (3) (WI) (F)  
P: ENGL 1200. Overview of professional writing principles, current communication issues, research practices, and emerging technologies.

3240. U.S. Latino/a Literature (3) (WI\*) (F) (FC:HU)  
P: ENGL 1200. Examines literatures written in English in United States by Latino/a writers, including Chicano/a, Cuban-American, Dominican-American, and Puerto Rican-American writers.
3280. African Literature (3) (S)  
P: ENGL 1200. Overview of African literature in English from the twentieth- and twenty-first centuries.
3290. Asian American Literature (3) (S) (FC:HU)  
P: ENGL 1200. Overview of Asian American literature from twentieth- and twenty-first centuries.
3490. Satire (3) (F)  
P: ENGL 1200. Representative works of literary satire.
3660. Representing Environmental Crisis (3) (F)  
P: ENGL 1200. Introduction to discursive and narrative representations of environmental crisis in various texts.
3670. Narrating Food and Environment (3) (S)  
P: ENGL 1200. Introduction to literary narratives of the connection between nature, culture, and food production.
3720. Writing Systems of the World (3) (F)  
P: ENGL 1200. Writings systems and their relationship to language, literacy, and multicultural communication.
3770. Language Universals (3) (WI)  
P: ENGL 1200. Analysis of components of human language and how they are uniquely configured within the human species, shaped by the brain and evolution.
3815. Introduction to Creative Writing (3) (F,S)  
P: ENGL 1200. Introduction to the major genres of creative writing
3831. Plays from the Writer's Perspective (3)  
P: ENGL 1200. Study and theory of play forms and techniques as practiced by contemporary writers.
3835. Persuasive Writing (3) (WI) (F)  
P: ENGL 1200. Study and practice of elements of persuasion in academic and public texts.
3841. Poetry from the Writer's Perspective (3)  
P: ENGL 1200. Study and theory of poetic forms and techniques as practiced by contemporary poets.
3851. Fiction from the Writer's Perspective (3)  
P: ENGL 1200. Study and theory of fictional forms and techniques as practiced by contemporary writers.
3861. Creative Nonfiction from the Writer's Perspective (3)  
P: ENGL 1200. Study of creative nonfiction forms and techniques as practiced by contemporary writers.
3900. American and International Film History, Part I (3) (F)  
3 lecture and 2 lab hours per week. P: ENGL 2900 or consent of instructor. Social, industrial, and aesthetic history of the major films, genres, regulatory bodies and

economic structures that defined cinema from its inception in the mid-1890s through the onset of World War II.

3901. American and International Film History Part II (3) (S)

3 lecture and 2 lab hours per week. P: ENGL 2900 or consent of instructor. Social, industrial and aesthetic history of the major films, genres, regulatory bodies and economic structures that shaped cinema from World War II to the present.

3920. Film Theory and Criticism (3) (WI) (FC:HU)

P: ENGL 2900 or consent of the instructor. Overview of the major theoretical and critical approaches to the study of cinema from the 1920s to the present.

4370. Literature and Environment (3) (F)

P: ENGL 1200. Survey of American and/or British literary narratives focusing on the relationship between imagination and nature.

4380. Studies in African American and African Diaspora Literatures (3) (S)

P: ENGL 1200. Topics in African American and African diaspora literatures from the twentieth and twenty-first centuries.

4730. Language and Society (3) (S)

P: ENGL 1200. Explores language in relation to society.

4780. Advanced Business Writing (3)

P: ENGL 3880; or consent of Director of Undergraduate Studies in English. Advanced business writing concepts and techniques to strengthen the ability to communicate effectively, ethically, responsibly, and professionally in a business environment.

4835. Classical Rhetorics (3) (WI)

P: ENGL 1200. A critical examination of rhetorical theories of the ancient, medieval, and Renaissance worlds and how those theories apply to written texts.

4885. Digital Writing (3) (WI)

P: ENGL 1200. Focuses on the theory, analysis and production of digital texts.

4930. Film: The Writer's Perspective (3)(S)

Thematic analysis of films from the screenwriter's perspective.

4940. Multicultural and Transnational Cinema (3) (WI) (S)

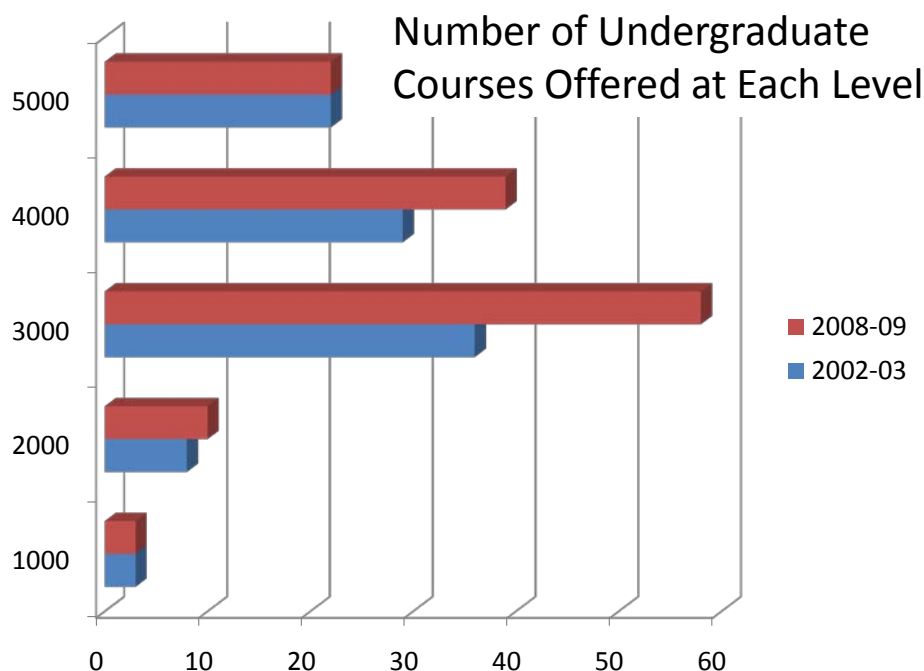
May be repeated with change of topic for maximum 6 s.h. P: ENGL 2900 or consent of instructor. Critical examination of contemporary cinema from various cultural zones.

4980. Topics in Film Aesthetics (3) (F)

May be repeated with change of topic for maximum 6 s. h. P: ENGL 2900 or consent of instructor. Selected topics may include works of individual directors, film and the other arts, and film movements. Topics vary depending on interest.

4985. Issues in Cinema and Culture (3) (S)

May be repeated with change of topic for maximum 6 s. h. P: ENGL 2900 or consent of instructor. Selected topics may include social and cultural contexts of film, and studies in national cinemas. Topics vary depending on interest.



### MA in English

Regular assessment has not been a part of the graduate program for the past several years. We restarted regular assessment last year. For the MA program, we used the objectives and outcomes that had been established prior to the suspension, though we will be asking the department's Graduate Committee to review these objectives and outcomes in light of program changes since the early 2000s. The outcomes are evaluated by way of a standard evaluation instrument filled out by faculty members following a student's thesis or non-thesis comprehensive assessment project defense.

There have been two major program changes since the last self study. The first change is the establishment of official concentrations beginning in the 2007-2008 academic year. Students prior to that time could focus their studies towards one area or another within the department, and some areas advised students in *de facto* concentration requirements. The full graduate faculty decided to establish official concentrations to regularize overall requirements for the MA program while, at the same time, providing students with specific area interests guidance concerning the type of work they should complete to gain expertise in the field, from general literary studies to rhetoric and composition to TESOL, and so forth.

The second significant program change was part of the establishment of shared overall requirements for the MA. While some areas of study have long offered a non-thesis option for completing the degree, now all students in all concentrations have a non-thesis option for

completing the degree. Each concentration has established one or more type of Comprehensive Assessment Project (CAP) that students can complete in lieu of a thesis. Faculty members in many of the concentrations believe that CAP options provide students with superior experiences and help students to progress in the profession.

**List of Courses in MA/PhD Program (proposed and approved since 2002)**

**\*Courses which were renumbered and moved to the 7000 level.**

- 6000. Critical Writing in English Studies (3)
- 6009. Research Methods in Language Study (3)
- 6390. Advanced Studies of Science Fiction and Fantasy (3)  
Historical trends, problems, and contemporary movements in science fiction and fantasy.
- 6420. Studies in Asian American Literature (3)  
Explores Asian American literature.
- 6450. Studies in World Indigenous Literatures (3)  
Explores world indigenous literatures written in English.
- \*6460. Studies in African American Literature (3) Formerly ENGL 5360  
Explores African American literature.
- \*6505. Linguistic and Cultural History of the English Language (3) Formerly ENGL 5500  
Cultural emergence and linguistic development.
- 6531. TESL: Methods and Practicum (3)  
Approaches and methods in ESL teaching. Provides ESL teaching and classroom experience.
- 6700. Technical Editing and Production (3)  
Theory and abilities needed to function as editor, particularly a managing and production editor. Culminates in project demonstrating that knowledge. Editing as part of document production process.
- 6721. Copyediting in Professional Communication (3)  
Copyediting theory and basics. Covers variety of genres, both print and electronic.  
Review of electronic editing and style manuals.
- 6700. Technical Editing and Production (3)  
Theory and abilities needed to function as editor, particularly a managing and production editor. Culminates in project demonstrating that knowledge. Editing as part of document production process.
- 6721. Copyediting in Professional Communication (3)  
Copyediting theory and basics. Covers variety of genres, both print and electronic.  
Review of electronic editing and style manuals.
- 6805. Research: The Writer's Perspective (3)  
Research methods used by creative writers.
- 6940. Film and English Studies (3)  
Examines role of film in literary studies. Emphasis on film as literary and cultural artifact.  
Major critical approaches of twentieth century.
- 7080. Cultural Studies Theory and Method (3)

- Introduction to the interdisciplinary field of cultural studies.
7300. Directed Reading in Multicultural and Transnational Literature (3)  
May be repeated for maximum of 6 s.h. credit. P: Consent of director of graduate studies in English. Directed studies in specific areas not covered by other courses.
7350. Seminar in Multicultural and Transnational Literature (3)  
Advanced comparative study of literature and criticism.
- \*7525. Language and Society (3) Formerly ENGL 6525  
Language in relation to culture and society.
- \*7530. Descriptive Linguistics (3) Formerly ENGL 6530  
Contemporary models employed in linguistic analysis on all levels, practical applications of models to wide diversity of natural languages, and evaluation of models with respect to their descriptive and explanatory adequacy and their universal and cross-cultural application.
7535. Principles of Language Testing (3)  
Principles and methods of performance and standardized language test design, implementation, and interpretation.
- \*7601. Research Design in Rhetoric and Composition (3) Formerly ENGL 6601  
Principles and techniques of research design.
- \*7605. Discourse Analysis (3) Formerly ENGL 6605  
Principles governing human communicative interaction in written and oral modalities.
- \*7615. Rhetorical Theory (3) Formerly ENGL 6615  
Classical and modern theories of rhetorical discourse.
7630. Cultural Rhetoric and Writing (3)  
Study of how cultural values and assumption affect writing practices through genre, style, and conventions of argument.
7640. Discourse for Special Interests (3)  
May be repeated for a maximum of 6 s.h. with change of topic. Focuses on analysis and production of discourse in variety of academic, professional, and public contexts.
7666. Teaching English in the Two-Year College Internship (3)  
May be repeated for a maximum of 6 s.h. P: 18 s.h. graduate ENGL credit or consent of instructor. Supervised on-site research and instruction in rhetoric, composition, and theory.
7680. Writing Systems of the World (3)  
Examines writing systems and their relationship to larger human phenomenon of spoken language.
- \*7701. Research Methods in Technical and Professional Writing (3) Formerly ENGL 6701  
Applied research in library, observation and investigation, experimentation, and survey.
7702. Research Design in Technical and Professional Communication (3)  
Quantitative and qualitative empirical research methods.
7705. Ethical Issues in Professional Communication (3)  
Overview of theories of ethics from classical to the present. Emphasizes impact of ethical systems on professional communicators preparing print and online documents in various organizations and industries.
7710. Professional Communication (3)

- Study of effective, ethical, responsible, and professional communication by learning abilities, strategies, and conceptual knowledge needed to address a variety of communication tasks in a variety of work environments. Use of emerging technologies as tools for communication.
7712. Grant and Proposal Writing (3)  
Study of grant and proposal funding resources and worksheets. Preparation of grant or proposal to be reviewed by at least two experts, revised accordingly, and then submitted to funding agency.
- \*7716. Classics in Scientific and Technical Literature (3)  
Formerly ENGL 6716 Examines scientific and technical writing from classic times to present.
- \*7730. Issues in Technical Communication (3)  
Formerly ENGL 6730 Traditions and trends in academic business and industrial theories and applications of technical communications.
7745. Teaching Professional Communication (3)  
Designed for those teaching introductory professional communication courses, particularly service courses at undergraduate level in community colleges and universities. Addresses emerging technologies as tools for teaching such courses.
7746. Training in Professional Communication (3)  
Theoretical concepts involved in preparation of training materials targeting adult learners, including instructional materials that allow users both to complete tasks and learn theoretical concepts. Review of methods of distributing training.
7750. Writing Public Science (3)  
Study of writing about science and technology in public sphere. Examines how professional writers relate scientific topics to non-specialist audiences, finding models of effective public science writing, and preparing public science writing.
- \*7765. Technical and Professional Communication (3) Formerly ENGL 6765  
May be repeated for credit. May count maximum of 9 s.h. toward certificate program. Special studies seminars.
7766. Special Studies Seminars in Communication and Emerging Technologies (3)  
May be repeated for a maximum of 6 s.h. with change of topic.
7780. Theory of Professional Communication (3)  
Traces theories drawn from variety of fields that inform such topics as social context of technical communication, aims of technical discourse, readability, invention and audience, audience analysis, technical style, and graphics.
7785. History of Professional Communication (3)  
Traces development of contemporary professional communication from print to electronic media.
7790. Public Interest Writing (3)  
Professional, governmental, nonprofit organizational, and civic writing. Emphasis on public policy making and advocacy.
- \*7950. Issues in Teaching Composition (3) Formerly 6950  
Advanced composition theory and its applications to writing instruction.
- \*7960. Methods of Teaching English in the Two-Year College (3) Formerly ENGL 6960

- History and pedagogy of teaching writing in the two-year college. Emphasis given to the development of effective teaching methods.
- \*7975. Developmental English in the Two-Year College (3) Formerly ENGL 6875  
History and pedagogy of developmental writing in the two-year college. Emphasis given to the development of effective teaching methods.
8100. Directed Reading (3)  
May be repeated for a maximum of 6 s.h. with a change of topic. Directed studies in specific areas not covered by other courses.
8200. Cooperative/Research Assignment (3)  
May be repeated for a maximum of 6 s.h. Supervised research in technical and professional discourse.
8601. Advanced Research Methods (3)  
Principles and techniques in research design.
8605. Advanced Discourse Analysis (3)  
Principles governing human communicative interaction in written and oral modalities.
8615. Advanced Rhetorical Theory (3)  
Classical and modern theories of rhetorical discourse.
8630. Advanced Cultural Rhetoric and Writing (3)  
Study of how cultural values and assumptions affect writing practices through genre, style, and conventions of arguments.
8780. Advanced Theory of Professional Communication (3)  
Traces theories drawn from variety of fields that inform such topics as social context of technical communication. Aims of technical discourse, readability, invention and audience, audience analysis, technical style, and graphics.
9000. Dissertation (3-12)  
May be repeated. May count a maximum of 18 s.h. Original research investigation of significant aspect in field of technical and professional discourse.
9001. Dissertation: Summer Research (1)  
May be repeated. May not count toward degree. Students conducting research may register for this course only during summer.
- \*7065. Foundations of Literary Criticism (3) Formerly ENGL 6065  
May be repeated for credit. Special studies seminars. Focus on literary criticism topics.
- \*7165. English Literature (3) Formerly ENGL 6165  
May be repeated for credit. Special studies seminars. Focus on author, genre, or period studies.
- \*7265. American Literature (3) Formerly ENGL 6265  
May be repeated for credit. Special studies seminar. Focus on author, genre, or period studies.
- \*7365. Selected Topics in Multicultural and Transnational Literature (3) Formerly ENGL 6365  
May be repeated for credit. Special studies seminars. Focus on topics in regional literatures, ethnic literatures, and English literatures from non-English speaking countries.
- \*7465. Folklore (3) Formerly ENGL 6465



May be repeated for credit. Special studies seminars. Focus on collection, classification, analysis, and/or archiving of traditional folk materials.

\*7565. Linguistics, Education, and ESL (3) Formerly ENGL 6565

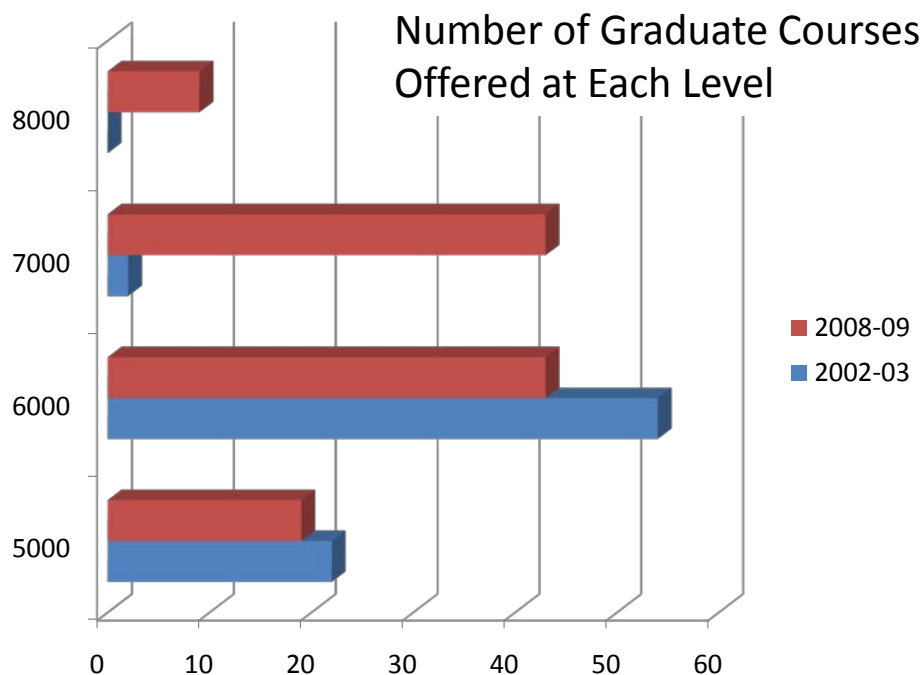
May be repeated for credit. Special studies seminars.

\*7665. Rhetoric and Composition (3) Formerly ENGL 6665

May be repeated for credit. Special studies seminars.

\*7765. Technical and Professional Communication (3) Formerly ENGL 6765

May be repeated for credit. May count maximum of 9 s.h. toward certificate program. Special studies seminars.



**2.4 Bachelor's Degree:** Describe the bachelor's degree curriculum, indicating the total number of required credits and the credit distribution among various units. If more than one concentration is available, then list the concentrations and their curricula separately. (Use Appendix C for this purpose.) If there is substantial dependence on some other unit program, describe and comment on the relationship between it and the unit's program. Indicate any associated professional certification. Include any additional information concerning curricular emphasis that would aid in characterizing the program as oriented to practice or training.

#### **BA in English**

The minimum degree requirement for a Bachelor of Arts (BA) degree in English is 126 semester hours (s.h.) of credit as follows:

**General Education Requirements: 42 s.h.**

(Comp I & II (6), Science (8), Social Sciences (12), Math (3), Humanities/Fine Arts (10), HLTH/EXSS (3))

Students are encouraged to explore minor areas in the social sciences, sciences, and humanities/fine arts as they fulfill these requirements.

**Foreign Language through Level 1004: 12 s.h.**

**English Core: 12 s.h.**

**1. Historical Survey I: 3 s.h.**

Choose one:

Engl 3000: History of British Literature to 1700

Engl 3600: Classics from Homer to Dante

**2. Historical Survey II: 3 s.h.**

Choose one:

Engl 3010: History of British Literature, 1700-1900

Engl 3020: History of American Literature to 1900

Engl 4360: World Literature in English

**3. Shakespeare: 3 s.h.**

Choose one:

Engl 4070: Shakespeare: The Histories

Engl 4080: Shakespeare: The Comedies

Engl 4090: Shakespeare: The Tragedies

**4. Language Study--Creative Writing, Linguistics, Rhetoric and Composition, or Technical and Professional Writing: 3 s.h.**

Choose one:

ENGL 2700: Introduction to Language Studies

ENGL 2710: English Grammar

ENGL 2730: Functional Grammar

ENGL 2740: Language in the USA

ENGL 2760: Afro-Caribbean Language and Culture

ENGL 2830: Writing and Style

ENGL 3030: Introduction to Rhetorical Studies

ENGL 3040: Introduction to Professional Writing

ENGL 3700: History of the English Language

ENGL 3720: Writing Systems of the World

ENGL 3730: The Structure of English: Phonology and Morphology

ENGL 3740: The Structure of English: Syntax and Semantics

ENGL 3750: Introductory Linguistics

ENGL 3770: Language Universals

ENGL 3815: Introduction to Creative Writing  
ENGL 3830: Introduction to Play Writing  
ENGL 3835: Persuasive Writing  
ENGL 3840: Introduction to Poetry Writing  
ENGL 3850: Introduction to Fiction Writing  
ENGL 3860: Introduction to Nonfiction Writing  
ENGL 3870: Introduction to Editing and Abstracting  
ENGL 4730: Language and Society

**Electives:** 24 s.h.

Choose an additional 18 s.h. of ENGL electives 2000 or above.

Choose an additional 6 s.h. of ENGL electives 4000 or above.

**Total English Hours: 36 s.h.**

**Minor or Second Major:** 24-36 s.h. varies depending on program.

**Free Electives** to bring total s.h. to 126

We do not currently have concentrations at the undergraduate level.

**2.5 Certificate Programs:** Describe the certificate curriculum, indicating the total number of required credits and the credit distribution among various units as in 2.4 above. If there is substantial dependence on some other unit program, describe and comment on the relationship between it and the unit's program.

**Certificate in Business & Technical Communication** (Undergraduate Certificate)

For certification, students must register with the Department of English and maintain a minimum average of B in at least 15 s.h. chosen from below.

**1. Core:** 3 s.h.

ENGL 3880: Writing for Business and Industry

**2. Electives:** Minimum of 12 s.h.

ENGL 2710: English Grammar **or** ENGL 2730: Functional Grammar

ENGL 3030: Introduction to Rhetorical Studies

ENGL 3040: Introduction to Professional Writing

ENGL 3810: Advanced Composition

ENGL 3820: Scientific Writing

ENGL 3860: Introduction to Nonfiction Writing

ENGL 3870: Introduction to Editing and Abstracting

ENGL 3885: Writing and Publications Development/Process

ENGL 3895: Topics in Technical and Professional Writing

ENGL 4890 **or** ENGL 4891: Practicum: Careers in Writing

ENGL 5860: Advanced Nonfiction Writing

With departmental approval, certain other courses may be substituted.

### **Certificate in Multicultural and Transnational Literatures**

The graduate certificate in multicultural and transnational literatures offers continuing education for post baccalaureate teachers, professionals, and potential graduate degree students in literatures from diverse ethnic and cultural groups that may have been excluded from mainstream literary studies. Course work is interdisciplinary, with emphases on genre, historical context, and critical methodologies, and a focus on ethnic American and world literatures written in English.

This certificate is offered only online. Completion requires 12 s.h., including ENGL 6340, Ethnic American Literature, and 6360, World Literature Written in English (both required), and 6 s.h. to be selected from 6330, Studies in Latino/a Literatures; 6350, Studies in Native American Literature; 6370, Caribbean Literature; 6460, Studies in African American Literature; and 7365, Selected Topics in Multicultural and Transnational Literature. Other special topics graduate courses in related areas may be approved on an individual basis.

### **Certificate in Professional Communication**

Communication professionals work in a rapidly changing environment that requires them to update their abilities throughout their working career. Both conceptual and technological issues underlie those changes. This online certificate program is designed to help those communicators remain competitive.

The certificate requires 15 s.h. of courses in the area of technical and professional communication with a minimum B average in all certificate course work. Only 3 s.h. of a grade of C will count toward this certificate. Internship (ENGL 6740, 6741) and directed reading (ENGL 6725) courses cannot count toward the certificate. No hours in another discipline can be counted. Additional details can be obtained by contacting the director of graduate studies in the Department of English.

**2.6 Master's Degree:** Describe the master's degree curriculum, indicating the total number of required credits and the credit distribution among various units as in 2.4 above. If more than one concentration is available, then list the concentrations or areas of emphasis and their curricula separately. (Use Appendix C for this purpose.) If there is substantial dependence on some other unit program, describe and comment on the relationship between it and the unit's program. Indicate any associated professional certification. Include any additional information concerning curricular emphasis that would aid in characterizing the program as oriented toward practice-training. Describe the research orientation of the thesis programs.

**MA in English** (see appendix C for concentration information.)

A minimum of 33 s.h. of course work is required, with a final examination on the thesis or comprehensive assessment project; subject matter from course work may also be a

part of the examination.

A research methods course, selected from 6009, 6805, 7005, 7601, 7701 - 3 s.h.

Area of concentration (choose one of the following) - 18 s.h. (see Appendix C for details)

1. English studies
2. Creative writing
3. Linguistics
4. Literature
5. Multicultural and transnational literatures
6. Rhetoric and composition
7. Teaching English to speakers of other languages (TESOL)
8. Technical and professional communication

English electives or courses from another department - 6 s.h.

A thesis, demonstrating the student's ability to gather, arrange, and interpret material which bears on a particular problem - 6 s.h.

**OR**

A comprehensive assessment project and additional coursework in English - 6 s.h.

Research Skills Requirement: A reading knowledge of a language other than English. Students concentrating in technical and professional writing, rhetoric and composition, linguistics/TESOL, and other suitable fields may substitute an appropriate level of computer skills.

**2.7 Doctoral Degree:** Describe the doctoral degree curriculum, noting the credit and general distribution of requirements as in 2.4 above. When concentrations are offered, describe their curricula separately (Use Appendix C). Indicate whether the master's degree is required or usually completed before proceeding to the doctoral program and note the most common minor fields of study. Describe the preliminary examination requirements. Indicate any associated professional certification. Include any additional information concerning curricular emphasis that would aid in characterizing this program as oriented toward practice or research.

### **PhD Program**

Students in the program take courses in three major research areas: discourses and cultures, writing studies and pedagogy, and technical and professional communication. With the assistance of advisors selected by the students, doctoral students develop individualized plans of study drawing on the resources of the Department of English, affiliate departments, and internship sponsors.

The doctoral program requires a minimum of 60 s.h. of course work beyond the master's degree.

Required courses: ENGL 8601 (Advanced Research Methods), 8605 (Advanced Discourse Analysis), 8615 (Advanced Rhetorical Theory), 8630 (Advanced Cultural Rhetoric and Writing), 8780 (Advanced Theory of Professional Communication) - 15 s.h.

ENGL electives- 15 s.h.

Electives in ENGL or affiliate departments - 12 s.h.

ENGL 9000 (Dissertation) - 18 s.h.

Students complete three candidacy examinations providing a comprehensive review of their core coursework and their preparation to embark upon the dissertation. The exams ask students to draw connections among the different scholarly areas represented in the degree program and to develop and defend sophisticated positions on important questions in their areas of study. Examinations will consist of a 4-hour connective exam, a 4-hour dissertation project exam, and a 3-hour special topic examination. The connective exam provides asks students to identify and elaborate connections among the three major emphases that make up the PhD in Technical and Professional Discourse. The dissertation project exam is developed from a reading list put together by the student in consultation with his or her committee that illustrates the student's foundation for the dissertation. The special topic exam is built around a reading list of works put together by the student in consultation with his or her committee relating to a secondary area of interest (special topic) that will not play a prominent role in the dissertation (and thus is not covered extensively in the dissertation project exam); the goal of this exam is to showcase the breadth of the student's interests—especially because a secondary specialty can often be very useful when applying for jobs.

Students must also meet a foreign language research skill competency requirement in one of the following ways:

- Passing the GRE Foreign Language Examination,
- Passing a test administered by a faculty member competent in the language,
- Completing FORL6000, or
- Presenting evidence of successful completion of five semesters of college-level study with an average grade of B.

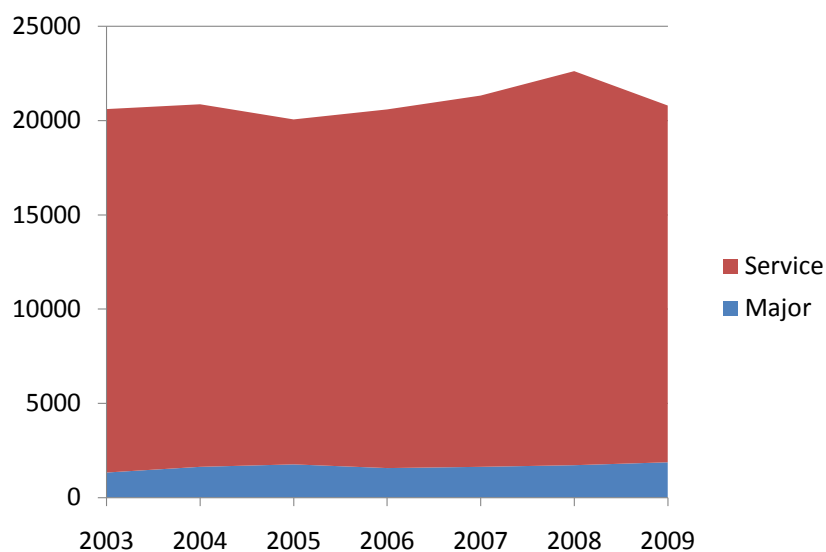
Admission requirements include completion of a master's degree, though because of the interdisciplinary nature of the program, not necessarily in English. Also because of the interdisciplinary nature of the program, there are no particular areas of minor study that tend to be typical among students in the program.

### III. STUDENTS

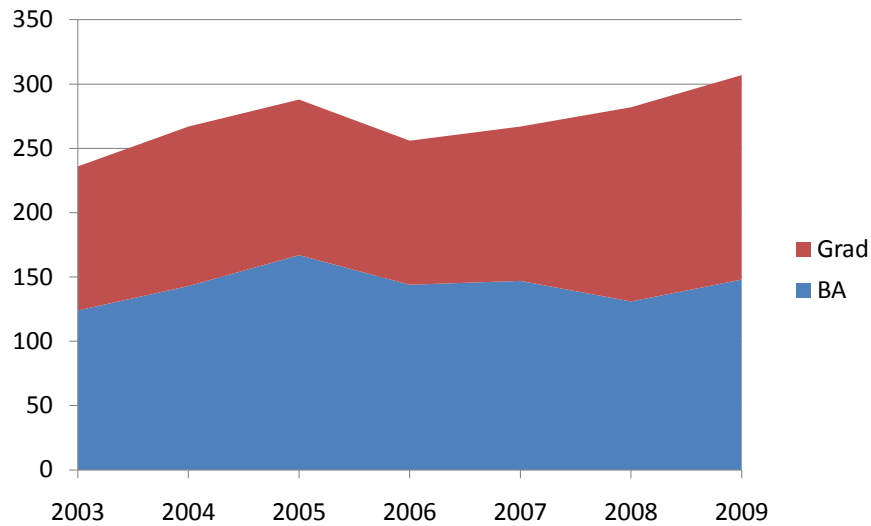
**3.1 Enrollment:** Provide student credit hour data on unit degree programs and, as appropriate, on the unit's contribution to the Foundations Program. Assess the strength of student demand for the degree program and for courses in the Foundations Program. Utilizing appropriate data, comment on student enrollment trends in the degree program and as appropriate in Foundations courses. What are the implications of these trends for future unit planning?

The majority of SCH production is generated through composition courses and other courses taken by non-majors humanities and/or writing-intensive credit.

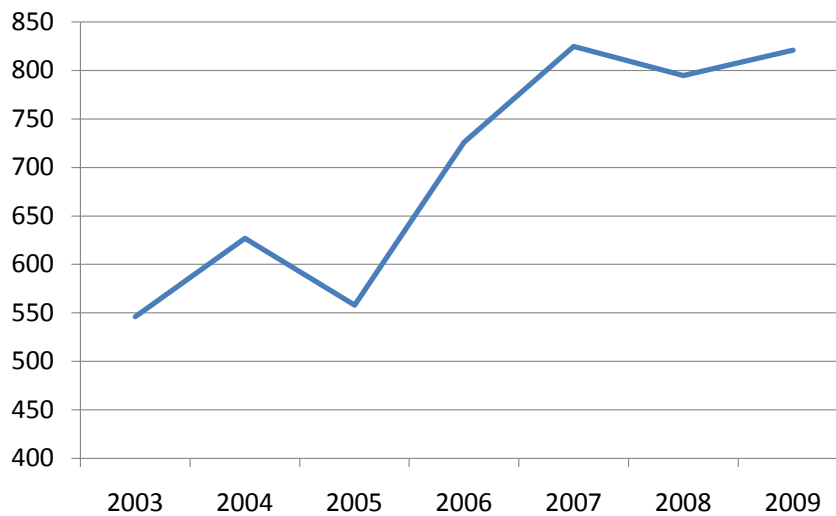
Fall Student Credit Hour Production, ENGL Programs and Foundations



Number of Fall Majors, Undergraduate and Graduate



Growth in on-line Delivery (# SCH), Fall Snapshot





**3.2 Quality of Incoming Students:** Comment on how evaluation and assessment of the quality of students in the unit's degree programs and, as appropriate in Foundations courses, is accomplished. Referring to appropriate data, comment on incoming student quality and trends over the past 10 years. What specific measures does the unit use to evaluate the quality of entering students? (For example, what use is made of the GPA or of standardized test scores?). Is the quality of the enrolling students as good as desired? What does the annual applications/acceptance ratio indicate about the quality of entering students and the faculty's standards of student quality?

#### **BA in English**

Undergraduate students are welcome to major in English, and the requirements for a degree are those defined by Thomas Harriot College of Arts and Sciences. Students are required to complete 4 semesters of a foreign language and choose a minor to accompany their major.

#### **Post-Baccalaureate Certificate Program Admissions**

Admission to the English Department's non-degree certificate programs requires the Graduate School application form and official transcripts of all prior academic work. Admission decisions are made by the Graduate Director and are based on prior academic preparation and achievement as shown through the transcripts as well as on space availability in the courses required for the specific certificate program.

Because the certificate programs are non-degree and are useful mainly to people already in areas connected with the programs fields, we rarely have significantly inappropriate applications. During spring and summer of 2009 (the time frame for which we currently have data), we had 13 completed applications for the Certificate in Multicultural and Transnational Literatures and 15 completed applications for the Certificate in Professional Communication, with all students being accepted. Anecdotally, the high quality of the students in these programs is attested to by significant numbers of positive responses by faculty.

#### **MA Admissions**

For the MA in English, applicants are required to submit a completed ECU Graduate School application form, official transcripts of all prior academic work, three letters of recommendation, GRE or MAT (Miller Analogies Test) scores, TOEFL test scores for international applicants, and a statement of purpose. Students seeking a concentration in Creative Writing must also submit a portfolio of poems, short stories, essays, or scripts to the Creative Writing faculty prior to admission to that concentration.

Admission decisions are made by the Graduate Director, and the most weight in decisions is given to the type and quality of previous coursework along with the applicant's letters of recommendation. While attention is paid to standardized test scores, they are only of secondary importance in admission decisions. However, with regards to the GPA and test scores, the department adheres to the ECU Graduate School's minimum requirements for

regular admission. Currently, to qualify for regular admission to a graduate degree program, an applicant must:

- hold a baccalaureate degree from a regionally accredited institution or from an approved foreign college/university,
- meet the 30<sup>th</sup> percentile on the verbal and quantitative section of standardized test scores when averaged (GRE writing scores are not averaged for the purposes of regular or conditional admission; students who have earned both an undergraduate and graduate degree are exempt from submitting standardized GRE/MAT test scores), and
- have a minimum overall GPA of 2.7 based on a 4.0 scale (the highest cumulative GPA being used for students who have earned both an undergraduate and graduate degree).

Students who do not qualify for regular admission can be recommended for conditional acceptance. In such cases, the conditions students must meet to remain in the program vary, but typically require earning no less than a B in the first 9 s.h. of coursework and not being allowed to drop a course without the permission of the Graduate Director. Other conditions may include the completion of specific coursework, either undergraduate or graduate.

For the MA program during spring and summer of 2009 (the time frame for which we currently have data), we received 86 completed applications and rejected 12 of those applicants. Because our program serves a wide constituency—from public school teachers and other professionals working on continuing education to people aspiring to be able to teach at community colleges or in similar positions to students who hope to go on for advanced degrees—the application to acceptance ratio seems appropriate. Additionally, of the 236 students admitted to the MA program between Fall 2007 and Fall 2009, only 10 did not meet the Graduate School requirements for regular admission and were admitted conditionally.

### **PhD Admissions**

Admission decisions for the PhD program are made by an elected Doctoral Steering Committee. (This is a change begun in Spring 2009 with the implementation of a new department code; in the past decisions were made by the PhD Admissions Committee, appointed by the Graduate Director.)

To apply for admission, students must provide:

- Official transcripts of all prior academic work. The transcripts must document successful completion of a master's degree
- Scores on the Graduate Record Examination (taken within the past five years)
- TOEFL score of no less than 600 points (international students only)
- Three letters of recommendation
- Curriculum vitae
- Statement of Intent (narrative with goals)
- Writing sample

Particular attention is given to the student's statement of intent, to insure that he/she understands the focus of the PhD in Technical and Professional Discourse and that his/her own goals are consistent with those of the program. Other important parts of the application are the letters of recommendation, the record of past coursework, and the writing sample. Because of the interdisciplinary nature of the PhD program, no particular field is required for the past coursework and master's degree, though appropriate training connected with the program is considered; promising students who do not have training in one of the program's areas of emphasis (discourses and cultures, writing studies and pedagogy, and technical and professional communication) may be required to take specific coursework outside the program's required courses. The Graduate School uses the same minimum GPA and GRE requirements for regular admission to PhD programs as to MA programs, and the English Department uses these as a minimum for regular admission as well.

For the PhD program since its first students entered in 2004, we have received 71 completed applications and rejected 24 of those applicants. (This is for both full-time and for part-time study, with most part-time students being working professionals with an academic background, whether working in an academic setting or in the private or governmental sectors.) As a new PhD program with a focus different from most others in English departments across the country, students seem to have been careful so far about choosing to apply or not, being mostly self-selecting if their backgrounds and academic interests are not appropriate for the program. Anecdotally from faculty who have been teaching courses with doctoral students in them, the quality of PhD students has been high.

**3.3 Quality of Current/Ongoing Students:** Are current students performing as well as desired? If not, what are the contributing factors? (Briefly refer to the findings of the outcomes assessment document, which is described in more detail in another section). Describe measures of student accomplishment (ex. major field tests, licensure scores, course-embedded assessment, etc.). List student recognition data such as research/creative activity publications and exhibits, campus awards, presentations, fellowships, and scholarships.

The graduate programs in English were to be assessed in 2005; however, before the process could begin, assessments were suspended until new guidelines were published. No new guidelines appeared, and assessment was put on hold until we began systematic assessment of all programs last year in the 2008-2009 year.

### **MA Program**

Outcomes for three of the MA program's objectives were assessed for the 2008-2009 academic year. For each objective, outcomes were measured through the common assessment instrument for MA theses and non-thesis Comprehensive Assessment Projects (CAPs). Thirty students were assessed during the period, with each student being assessed by three faculty members. The instrument uses a four-point Likert scale for each area (1, excellent; 2, good; 3, fair; 4, poor), 80% of students should earn a 1 or 2 for each objective. The following objectives were measured:

1. An ability to write with an appropriate style
  - 77% of students received an overall score of 1 (excellent) or 2 (good) so that the objective of 80% of students earning a 1 or 2 was nearly achieved.
2. A critical understanding of scholarship in student's area of concentration
  - 83% of students scored at the desired level, so the objective was achieved.
3. An ability to orally present and defend an academic position
  - 83% of students scored at the desired level, so the objective is achieved.

These results are being provided to the English Department Graduate Committee, which oversees MA development.

### **PhD Program**

Because the assessment process was suspended just as the PhD program was beginning, objectives and outcomes for the program are still pending. While the department's Doctoral Steering Committee codifies such outcomes this year, we do have the measure of completion of PhD Candidacy Examinations. At the start of fall 2009, there were 28 active PhD students in the program, both full and part time. Nine students have taken candidacy examinations, with five students having taken and passed all three examinations. Others have not completed the exams. Only one student who has completed the required coursework has not started to take exams yet, but plans to begin taking exams in January. Two students have had their dissertation prospectuses approved with several more students ready to meet with their dissertation committees for topic approval. We should graduate our first student from the program either this fall or spring, and we may have as many as three or four students graduating in the spring or summer of 2010.

### **Overall**

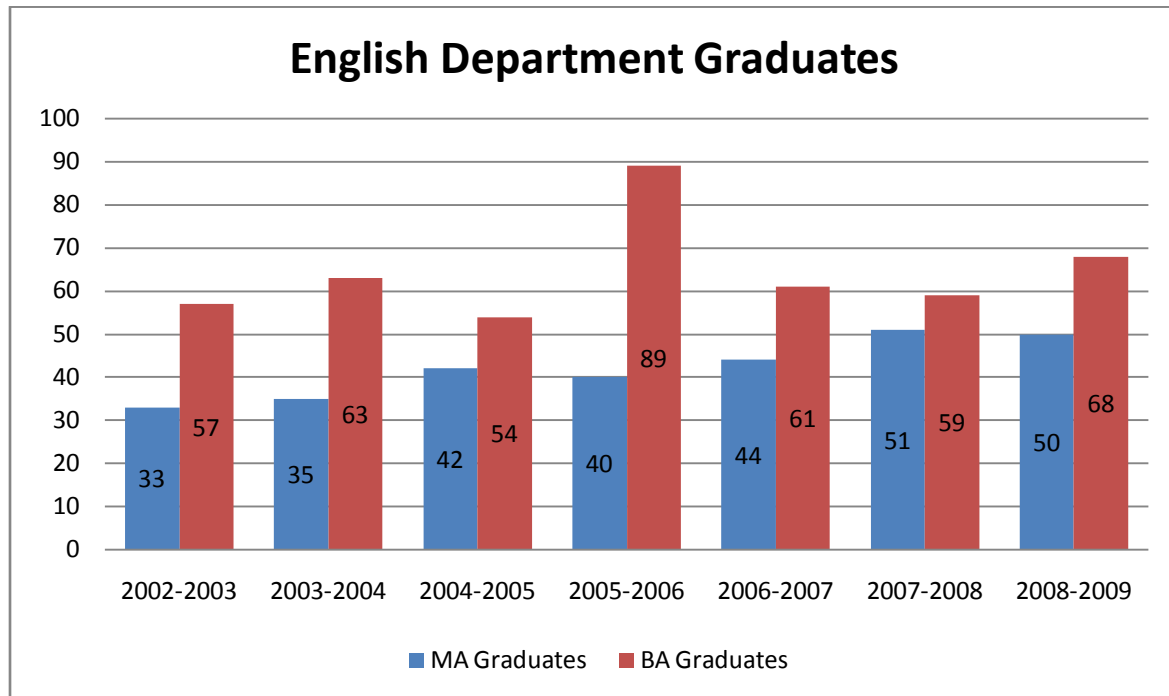
Because of the newness of the PhD program, we have not yet had any formal record of student achievement. However, as a basic measure, a quick count of notices in the English Department online newsletter, *The Common Reader*, shows that over the past 4 years at least 42 students have presented work at professional meetings, in readings of creative works, and at public meetings, etc. Fifteen of these have been students in the PhD program and 27 in the MA program. The number is almost certainly larger from both programs, and we plan to investigate and develop a way to document these successes using appropriate tools and technologies.

**3.4 Degrees Granted:** Using appropriate data, comment on the trends in the number of degrees awarded annually and the average length of time required to complete each degree program. What has been the trend in attrition over the past seven years? If attrition has been increasing, what measures, if any, have been taken to address that increase?

**Total Degrees Granted (since 2002-2003):**

BA Degrees: 451

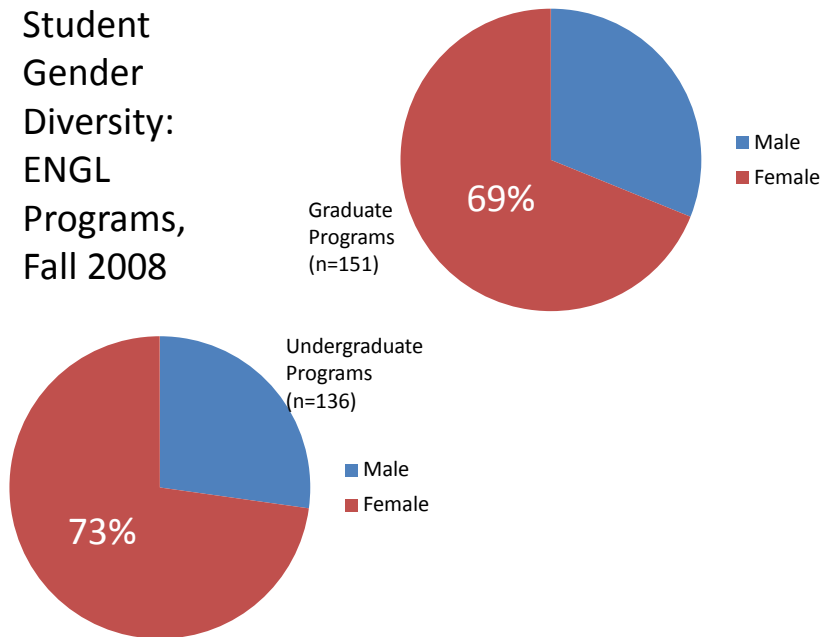
MA Degrees: 295



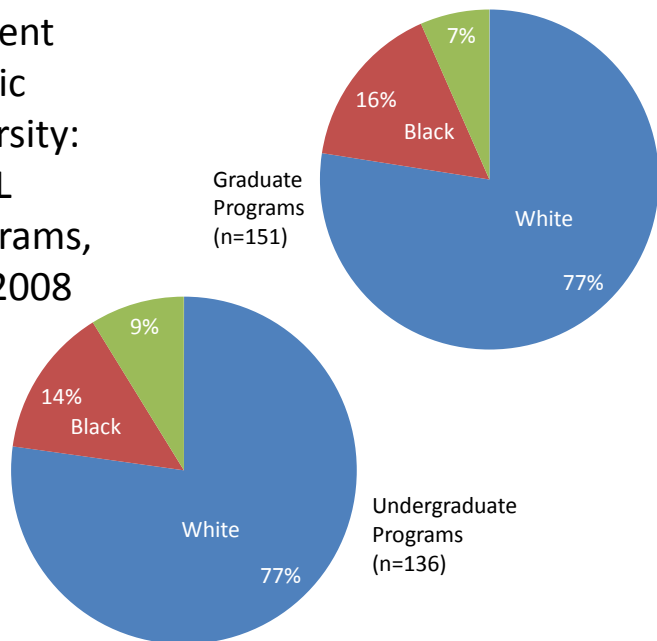
Please note the spike in the number of BA English majors in 2005-06, which resulted (at least in part) from program revision that emphasized student choice and flexibility.

**3.5 Diversity of Student Population:** Provide student profiles relative to gender, age, minority, and international status. Describe plans to promote diversity.

Student  
Gender  
Diversity:  
ENGL  
Programs,  
Fall 2008



Student  
Ethnic  
Diversity:  
ENGL  
Programs,  
Fall 2008



Note: Green represents all other categories.

**3.6 Need/Placement:** Comment on the strength of employers or others' demand for students with the knowledge and skills provided by the unit's courses. Describe past, present and future need for graduates from the program in the region, state, Southeast, and the nation. Cite any pertinent studies. Present data on the placement of students who have earned their degrees in the unit in the past seven years (Appendix B). Report those that have entered into graduate or professional schools. Report any information and data available on the level of employer satisfaction with unit graduates. Describe the level and kinds of assistance provided by the unit in placement of graduates.

See Appendix B (p. 115) for more information on placement of students after graduation. Below is a list of Firms/Agencies Employing ECU English Graduates (BA and MA) who graduated between 2002-2009.

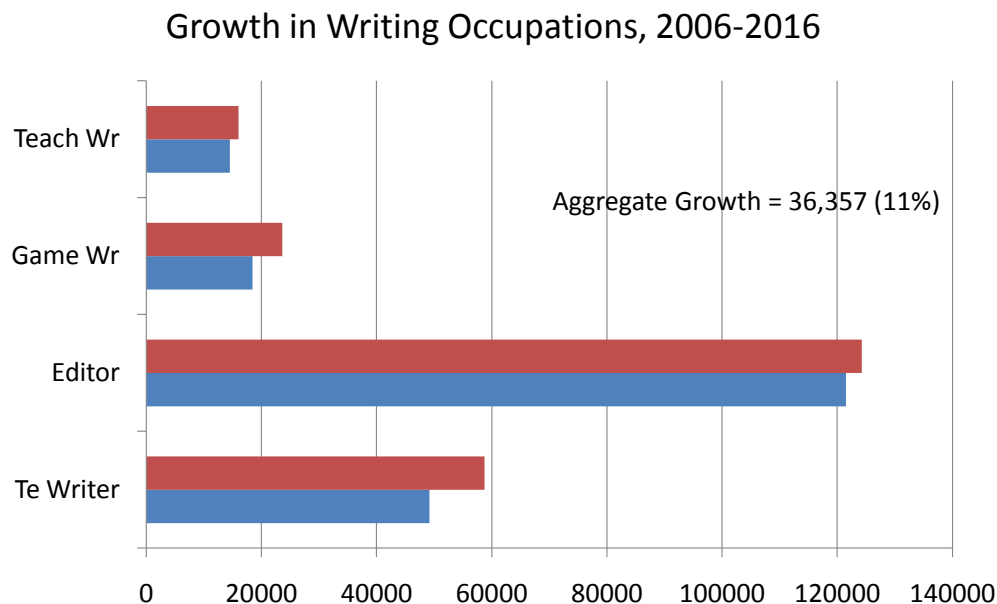
ECU	Pitt-Martin Partnership	Fayetteville
Washington State	Blue Cross/Blue Shield	Physicians of Dallas
Craven CC	Pitt County Schools	Caldwell CC
Halifax HS	South Piedmont CC	Elizabeth City SU
U.S. Army SF	MISYS Health Care	Korean Academy
Industry First, Inc	CH News and Communications	Rocky Mount HS
EMC, Inc	GlaxoSmithKline	Turning Point
NC East Region	NC Wesleyan	Pitt County Sheriff
Lenoir CC	E-Content, Inc	Lenoir County Schools
Harvard Law School	Mount Olive College	Southern New Hampshire CC
Rainbow Center	State Farm Insurance	U.S. Air Force Logistics
Pirate Queen, LLC	Progress Energy	Boise State University
Muscular Dystrophy Ass.	Department of Defense	Gardner-Webb
George Mason University	Durham Technical CC	Gastonia CC
Star News, Inc	RLM Development Solutions	Belize Channel 5
Southern Air, Inc	American Kennel Club	Albemarle Hospital
Goldsboro HS	Dare County Schools	Town of Nags Head
Krispy Kreme	Rocky Mount Tekegram	DPRA, Inc
Axiom Intermediaries	Durham Literacy Center	Business Intelligence, Inc
U. Northern Iowa	McGill Gardens	Daily Southerner
Jacobs Engineering	Chester VA HS	Hopes & Dreams Magazine
Co-Ed Magazine	Williamston HS	Red Springs HS
Pitt County Development	IPREO, LLC	CITI
E&B Boarding, Inc	Barnes & Noble	AHEC
UNC School of Govt	Street Soccer, Inc	NC State U Library
Physicians Group, LLC	Criminal Record Check, Inc	Johnston County CC
NC Wildlife Resource Comm	University Manor, Inc	HS Stone Ctr, UNC-CH
Lineberger Cancer Ctr	Briar Cliff University	NC Law Services, Inc
Louisburg College	DataDirect Technologies, Inc	Gamma Group, Inc
American Cancer Society	Philips Exeter, Inc	Winston-Salem St. U
George Mason	Pro-edit, Inc	UNC-Charlotte
Timken Corporation	ACN Marketing, Inc	National Guard (DC)
Cabarrus CC	Manteo HS	Arboretum@Tanglewood
UNC-Pembroke	Brody School Medicine	Smithsonian Museum
US Forest Service	Philips Medical Systems	Omega Performance, Inc
Mooresville SBDC	AlphaMed Press, Inc	L&M Companies

Freed-Hardeman U.  
Ashe County Schools  
NC Board Workers' Comp  
Saber Government Solns, Inc  
Wilson County Schools  
Vanguard Group  
Team Capital Bank  
Friedman, LLP  
360 Training, Inc

U. Florida  
H&R Block  
Expressions Magazine  
Queens University  
Alban Engine Systems  
TIAA-CREF  
U. Rhode Island  
Wilkinson Supply  
The Enterprise

Duke Medical  
BB&T  
Nashville Graphic  
Daiichi-Sankyo  
American Campus Communities  
Center for Remote Sensing, Inc  
Remax Realty  
Craven CC

According to the United States Bureau of Labor statistics, there will be considerable growth in occupations associated with writing (see graphic below for examples).



(Note: Teach Wr = community college instruction, Game Wr = game content or sports writing, Te Writer = technical writer)

**3.7 Funding:** Describe the scholarship and stipend support packages available for students and the approximate annual number of each type that have been received. Include Graduate Teaching Assistantships (GTA's), Graduate intern Assistantships (GIA's), and Graduate Research Assistantships (GRA's), fellowships, traineeships, etc. Include the number of semesters the average master's and doctoral student spends on a GTA or GRA. How are GTA/GRA positions publicized, and how are students selected for those appointments?



The Department of English Graduate Studies program offers students in the Master of Arts in English and the PhD in Technical and Professional Discourse financial support in the form of graduate assistantships and tuition remissions.

### **Graduate Assistantships**

English Graduate Assistantships are offered to on-campus graduate students in good standing. The English Department has several forms of assistantship opportunities available: research, editorial, classroom assistance, writing studio consulting, and teaching. As of Spring 2008, MA graduate assistants can receive four semesters of support as long as they maintain satisfactory progress towards the degree, but students can petition for additional time if needed. Generally MA students are paid a stipend of \$4000 per semester for 20 hours of work per week and normally a student will be assigned 10 or 20 hours of work per week. Graduate teaching assistants (those who are the instructor of record for a class as opposed to assisting another instructor) receive \$3000 per course taught, and each course taught is equivalent to 10 hours of assistantship work. However, to be eligible for a graduate teaching assistantship, a student must have completed 18 hours of English coursework and, also, successfully completed ENGL 6625, Teaching Composition: Theory and Practice.

Below is a chart of how stipends are broken down for MA graduate students.

<b>Assistantships Assignments</b>	<b>Semester Salary</b>
10-hr Graduate Assistant/Research Assist	\$2,000.00
10-hr Teaching Assistant	\$3,000.00
20-hr Graduate Assistant/Research Assist	\$4,000.00
20-hr Teaching Assistant	\$6,000.00
20-hr Mixed (TA [1 section] & GA [10 hrs])	\$5,000.00
30-hr TA (3 sections)	\$9,000.00
30-hr Mixed (TA [1 section]& GA [20hrs])	\$7,000.00
30-hr Mixed (TA [2 sections]& GA [10hrs])	\$8,000.00

PhD students must also be in good standing to be eligible for an assistantship. Students in the PhD program can receive eight semesters of support as long as they maintain satisfactory progress towards their degree, but students can petition for additional time if needed. PhD students are paid a stipend of \$7000 per semester for 20 hours of work per week.

To be considered for an assistantship, students notify the department's graduate administrator in the Department of English's Office of Graduate Studies to express their interest. New students are offered assistantship positions as part of their admission packets. Students who do not originally request an assistantship in their first semester may do so later.

Below is a breakdown of how many students the English Department has employed from Fall 2007 to Fall 2009.

Semester	# of GA's		# of GA Positions			Approximate % of Enrolled Students Receiving an Assistantship	
	MA	PhD	GIA	GRA	GTA	MA	PhD
Fall 2007	41	7	26	10	15	64%	41%
Spring 2008	43	7	27	10	20	52%	44%
Summer I 2008	21	3	17	10	n/a	n/a	n/a
Fall 2008	41	8	31	8	27	37%	38%
Spring 2009	42	7	29	12	23	32%	32%
Summer I 2009	14	3	n/a	17	n/a	n/a	n/a
Fall 2009	39	7	n/a	29	32	29%	28%

*Note:* GIA (Graduate Intern Assistant), GRA (Graduate Research Assistant), GTA (Graduate Teaching Assistant)

### **Tuition Remission**

The Department of English is allotted six MA and eight PhD tuition remissions a year from the Thomas Harriot College of Arts & Sciences. All tuition remissions require that the student also have a graduate assistantship.

Prospective MA out-of-state on-campus students are offered this form of financial assistance as part of their admission packet if they meet the Graduate School's qualifications for regular (not conditional) admission. To be eligible for a tuition remission, students should have a minimum 3.0 overall GPA or 3.0 senior year GPA, and a minimum GRE score of 740 (verbal & quantitative combined) or MAT score of 376. An MA student tuition remission pays only the out-of-state portion of tuition, and the student is required to pay in-state tuition and all university fees. Initially out-of-state students are awarded two semesters of out-of-state tuition remission to cover their first year of enrollment but can be eligible for up to four semesters of support of tuition remission including the summer session. After a year, domestic students are eligible to apply to become residents of North Carolina for tuition purposes and are strongly encouraged to take the necessary steps to become residents for this purpose.

Accepted full-time on-campus in-state or out-of-state PhD students are also offered tuition remissions as a form of financial assistance within their admission packet if they meet the minimum Graduate School qualifications explained for regular admission, as given above. A PhD student's tuition remission covers the full cost of tuition, whether in-state or out-of-state; however, the student is responsible for paying university fees. PhD students are allowed eight

semesters of support, including tuition remission and assistantship, but can petition for further assistance if necessary.

*Note:* Out-of-state PhD students are also strongly encouraged to take the necessary steps to become residents of North Carolina for tuition purposes.

The department is required to provide any student with a full or partial out-of-state/in-state tuition remission a minimum support of \$3000 at the master's level and \$5000 at the doctoral level through a graduate assistantship or research grant.

Below is a breakdown of the number of students to whom the English Department has awarded tuition remissions from Fall 2007 to Fall 2009.

Semester	# of Students the Received Tuition Remission		
	MA	PhD	
	Out-of-State	In-State	Out-of-State
Fall 2007	4	8	0
Spring 2008	5	7	0
Summer 2008	2	4	0
Fall 2008	4	8	0
Spring 2009	5	8	0
Summer 2009	2	3	0
Fall 2009	6	6	1

**3.8 Student Involvement in the Instructional Process:** Indicate the degree of participation by students in formal or informal teaching activities within the unit and/or in other programs on campus. Describe any preparatory training and/or ongoing mentoring that undergraduate or graduate students receive.

Students are involved in the instructional process in a number of ways. The most common are as Graduate Teaching Associates (i.e., graduate students who have the primary responsibility for a class) or Graduate Teaching Assistants (i.e., students who aid in the instruction of other students under the direct supervision of a faculty member). Teaching assistants most commonly assist faculty members in the classroom or work as tutors in the English Department's First Year Writing Studio.

Students are generally offered twenty-hour assistantships (i.e., twenty hours of work per week), but may choose to do either ten or twenty hours. The breakdown of instructionally related assignments since Fall 2008 is as follows (with each number representing ten hours of assistantship):

### Fall 2008

- Teaching Associates: 35 (28 MA, 7 PhD)
- Classroom Teaching Assistants: 11 (11 MA, 0 PhD)
- Writing Studio Tutors: 19 (18 MA, 1 PhD)

### Spring 2009

- Teaching Associates: 29 (27 MA, 2 PhD)
- Classroom Teaching Assistants: 12 (10 MA, 2 PhD\*)
- Writing Studio Tutors: 17 (15 MA, 2 PhD)

### Fall 2009

- Teaching Associates: 11 (10 MA, 1 PhD)
- Classroom Teaching Assistants: 5 (3 MA, 2 PhD\*)
- Writing Studio Tutors: 20 (20 MA, 0 PhD)

PhD students serve as Teaching Assistants in ENGL 5780, Advanced Writing for Business and Industry, a course for graduate non-English majors, primarily masters students in the College of Business. The PhD students were the *de facto* primary instructors but because the course has a graduate level number, are supervised by a faculty member who is the instructor of record.

These numbers do not include other teaching-related assignments, including twenty hours of assistantship given each semester to a PhD student to serve as the Assistant Director of Composition, working with both the Director of Composition and the Director of the Writing Studio to oversee the Composition Program. It also does not include students working as tutors in the University's Writing Center, students aiding with instructional technology in the department, assisting with the Tar River Writing Project (a continuing education opportunity for school teachers), etc.

The changes in numbers reflect the differing needs over time (for example, there is a larger call for composition instructors during the fall semester than in the spring; instructors for ENGL 2900, Introduction to Film Studies, decided not to use GAs for breakout sessions this year; a larger number of PhD students have been able to work on grant-funded research projects; etc.) as well as different levels of readiness and desire for specific assignments (for example, a large number of MA students with the necessary 18 s.h. to be able to serve as the primary instructor in a classroom graduates this past spring/summer, and fewer MA students than in the past asked to teach 2 sections of composition, or to teach at all).

Graduate Teaching Assistants are employed in large film and literature courses, ENGL 1100, 1200, and 3880. These GTAs must first complete 18 graduate hours. In preparation for instructional responsibilities, they spend their first two semesters as consultants in first-year

writing studio. They also complete ENGL 6625: Teaching Composition. As they gain instructional experience, GTAs attend on-going and weekly training sessions. Thursday morning meetings, held weekly from 9:30-10:30 AM, are used to support the TAs as they present new material to their students, comment on drafts, evaluate and grade papers, and deal with general classroom issues. Guest speakers are also invited to these meetings, including representatives from the Office of Student Rights and Responsibilities, Joyner Library Reference, the NC Collection, and The First-Year Center. In addition, GTAs are encouraged to attend the Professional Development Workshops sponsored by the Composition Committee.

**3.9 Professional Development Opportunities:** Describe any formalized research training that doctoral students in the unit receive. How are these training experiences supported, and how are students selected for them?

PhD students are given required formal research training as well as opportunities for research and other professional experiences outside the classroom.

In the area of formal research training, the PhD program requires that all students take ENGL 8601, Advanced Research Methods, which is taught by a faculty member from a different one of the program areas of emphasis (discourses and cultures, writing studies and pedagogy, and technical and professional communication) at each offering (currently once a year). Students are also encouraged to take a second research methods class outside the department in a field closely related to their research interests. Additionally, the department is considering allowing students to repeat ENGL 8601 since the approach differs each time according to the area of emphasis of the instructor. Finally, the Doctoral Steering Committee is in the process of putting together an online Research Ethics module that all students in the PhD program will be asked to complete before starting coursework and that can be used in classes in an expanded form.

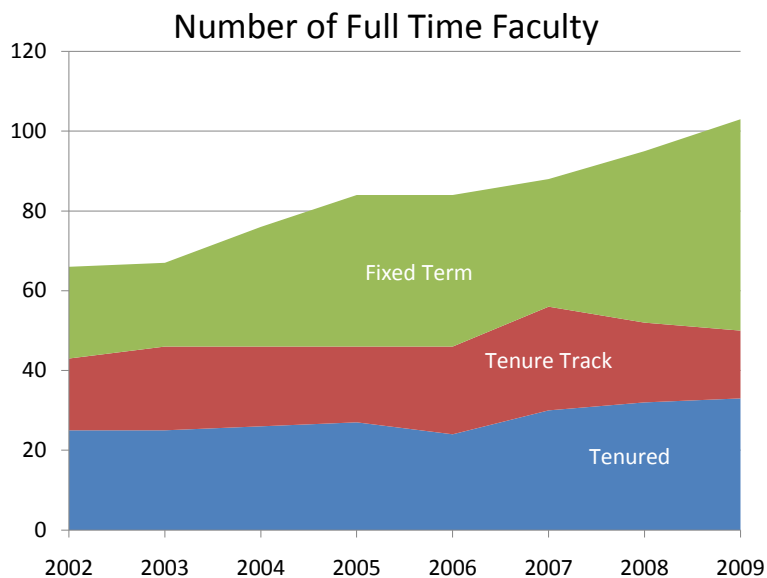
Other research/professionalizing opportunities for students in the program include serving as research assistants with faculty, such as through the North Carolina Sea Grant work being done by Drs. Catherine Smith and Donna Kain; doing research and editorial work under the supervision of Dr. Sherry Southard for the “Recent and Relevant” section of the journal *Technical Communication*; working outside the department with programs such as the Center for Sustainable Tourism or RENCi (the Renaissance Computing Institute); or serving as the Assistant Director of Composition.

## IV. FACULTY

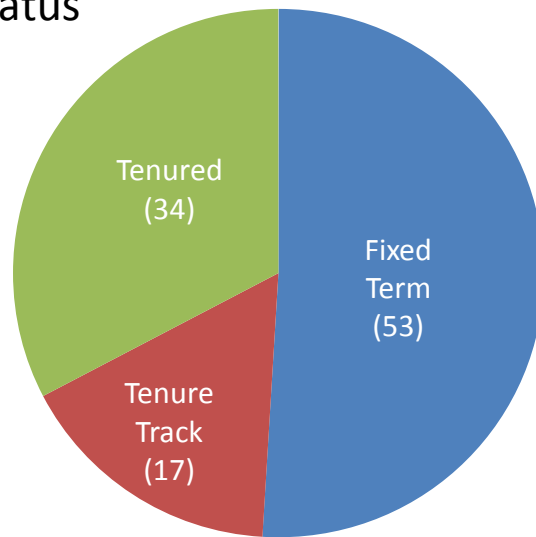
**4.1 Faculty List and Curricula Vita:** As attachments to the Self-Study narrative, provide:

- a. An alphabetical list of faculty members, including the rank of each and the number of master's and doctoral advisory committees that each member has chaired during the past seven years, and **(See Appendix A, p. 113)**
- b. Curriculum vitae for each faculty member are attached. **(See Appendix E, CD).**

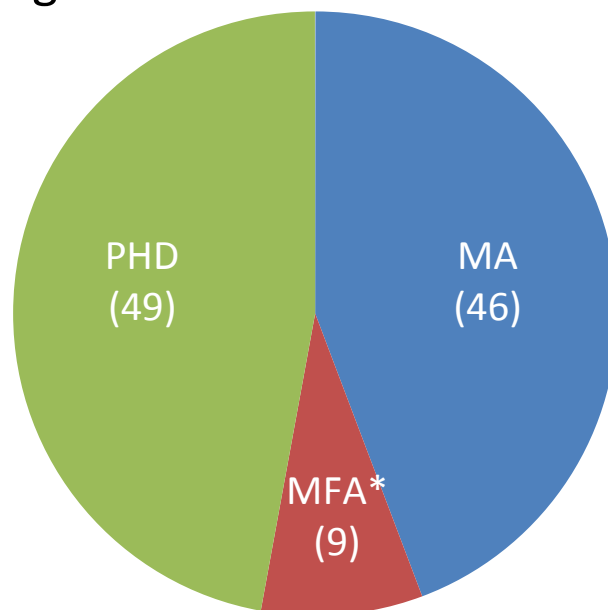
**4.2 Faculty Profile Summary:** Provide summary data on: tenured/non-tenured, terminal/non-terminal degree, gender, minority, and international status. Describe hiring trends over the past 7 years and present hiring needs.



## Faculty Status Fall 2009

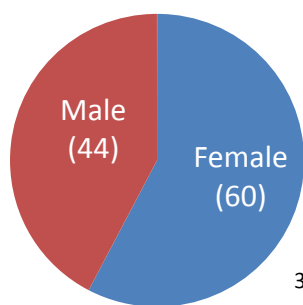
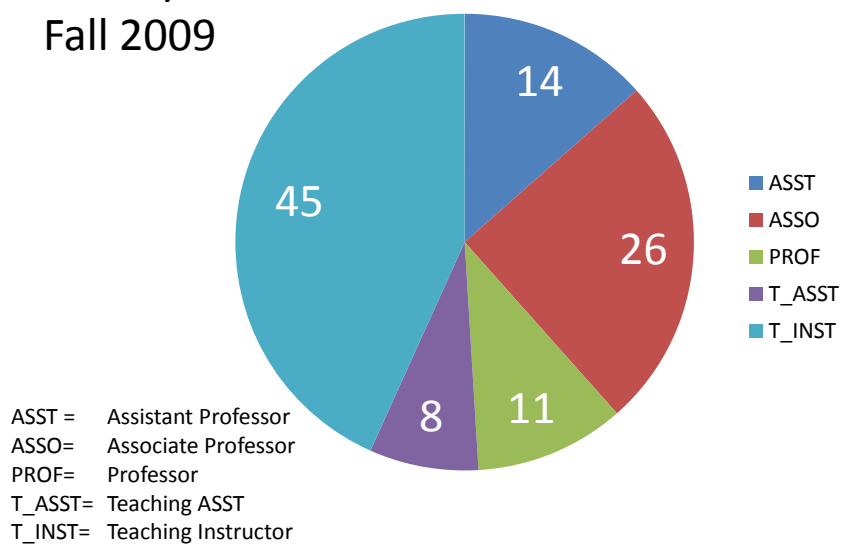


## Faculty Degrees Fall 2009

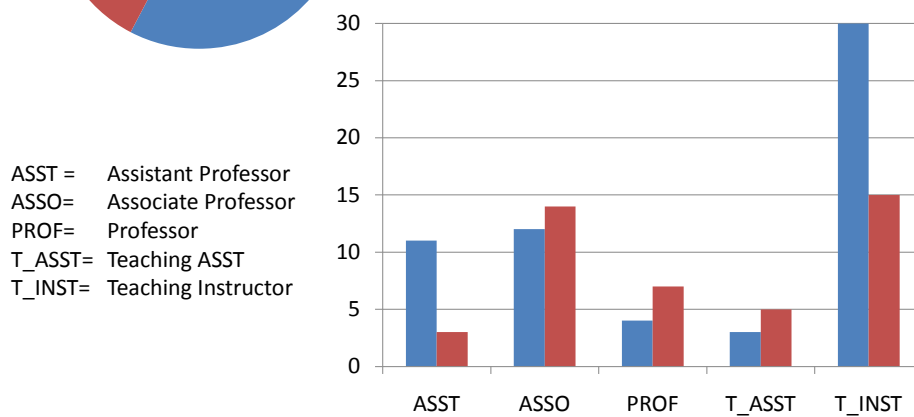


\*PhD and MFA are considered terminal degrees.

## Faculty Titles Fall 2009

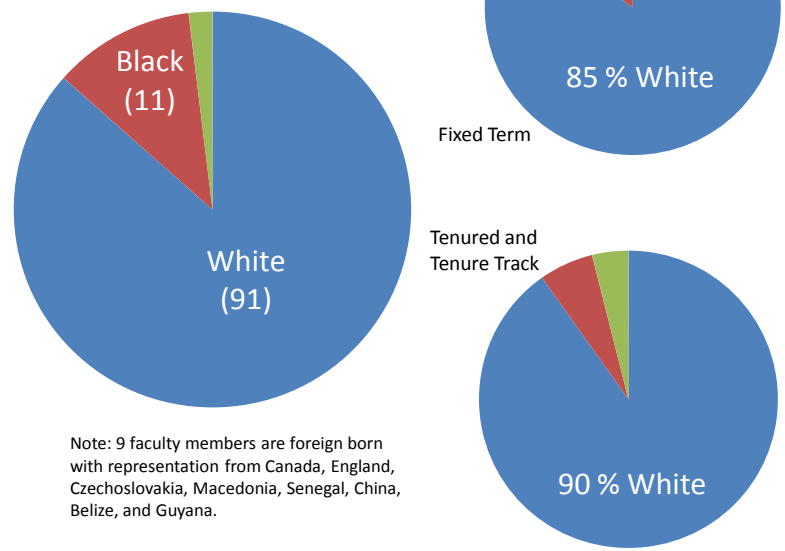


## Faculty Gender Fall 2009

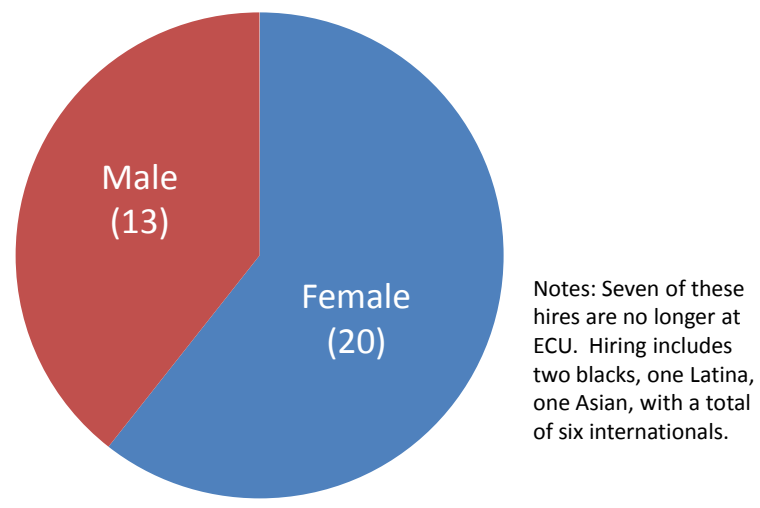




# Faculty Ethnicity Fall 2009



# Faculty Hires, 2002-2009 (Tenure Track Only)



**4.3 Visiting, Part-Time and Other Faculty:** Describe the extent to which visiting and part-time faculty participate in the undergraduate and graduate programs. A list of graduate courses taught by adjunct faculty for the last seven years should be included. Also, if faculty members from other university units serve important roles in the program, please specify.

We usually have 4-5 part-time faculty teaching at the undergraduate level including, during this academic year 2009-2010, Michael Parker, Farmville High School Teacher; Mike Hamer; Chris McPhatter, PhD candidate, UNC Greensboro.

Visiting Faculty over the last several years include, Menno deJong and Brenda Rubens, Visiting Professors in Technical and Professional Communication, and those holding the Whichard Chair of the Humanities: Brandon Galvin, Robert Morgan, and Ann Goodwyn Jones.

Julian Lethbridge, the Thomas W. Rivers Distinguished Professor in International Studies for 2007-08 and a visiting professor in the ECU English Department, provided the university community with a series of philosophical lectures concerning the nature and discipline of higher education in the 21st century.

**4.4 Advising:** Describe how and when faculty advisors are assigned to students in the unit programs, as well as any guidance that new faculty are given in directing undergraduate/graduate student research.

The Director of Undergraduate Studies, along with 3 other faculty members voted on by the Executive Committee serve as undergraduate advisors. We think this model serves students better than a more decentralized since using a small number of trained and expert advisors helps professionalize the act of advising and contribute to high retention and graduation rates.

The Director of Graduate Studies provides a list to lead faculty of incoming students, and the lead faculty initially assign an advisor upon the students' admittance and according to their intended concentration. PhD students are assigned advisors based on their research interests and until students are ready to identify their director. Master's students in TPC are all advised by Sherry Southard.

**4.5 Faculty Quality:** Provide summary faculty productivity data such as: books, articles, exhibitions, performances, presentations, awards, grants, patents, service/outreach activities, number serving as theses advisors, number serving on theses committees, and number supervising honors and/or senior projects. Describe the ways in which the unit evaluates the quality of its faculty (e.g., teaching evaluations, peer review, publications, research grants, graduate students advised and their time to degree, etc.) and how it uses the results of these evaluations.

The chair of the Department of English evaluates faculty members based on teaching/advising, research/creative activities, and service to the department, university, profession, and the community. In addition, tenure-track faculty are also evaluated by the chairperson in

collaboration with the tenure and promotion committees based on their progress towards tenure. Below is a list of the books/edited collections published by faculty over the last seven years and a table summarizing other intellectual contributions.

### **Books Published or Under Contract, Department of English Faculty (2002-2009)**

- Albers, M. (2004). *Communication of Complex Information: User Goals and Information Needs for Dynamic Web Information*. , Mahway, NJ: Erlbaum .
- Albers, M. J. & Mazur, B. (2002). *Content and Complexity: Information Design in Technical Communication*. , Mahway, NJ: Erlbaum .
- Arnold, E. (2007). *The Salt Companion to Carter Revard*. , Cambridge, England: Salt Publishing .
- Bauer, M. D. (2010). *Understanding Tim Gautreaux*. , Columbia: University of South Carolina Press (under contract).
- Bauer, M. D. (2005). *William Faulkner's Legacy: what shadow, what stain, what mark*. , Gainesville, FL: University Press of Florida .
- Birkenstein, J., Froula, A., & Randell, K. (2010). *Reframing 9/11: Popular Culture and the 'War on Terror'*. , New York: Continuum (under contract).
- Deena, S. F. (2009). *Situating Caribbean Literature and Criticism in Multicultural and Postcolonial Studies*. , New York, NY: Peter Lang Publishing .
- Deena, S. F. (2009). *Transnational Interconnections of Multicultural and Postcolonial Meanderings in Diasporic Peoples and Cultures*. , New Delhi, India: Prestige Press (under contract).
- Deena, S. F. & Szatek, K. (2007). *From Around the Globe: Secular Authors and Biblical Perspectives*. , Latham, MD: University Press of America .
- Douglass, T. E. (2009). *The Fallen Angel of the Mountains: the Life and Work of Davis Grubb*. , Knoxville: University of Tennessee Press (under contract).
- Eble, M. F. & Gaillet, L. L. (2008). *Stories of Mentoring: Theory and Praxis*. , West Lafayette, IN: Parlor Press .
- Fay, J., Joines Newman, J., & Gradin, H. (2005). *Watching TV Off the Back of a Firetruck: Voices from the Floyd Flood in Eastern North Carolina*. , Greensboro, NC: Crossroads Press .
- Fay, J. (2004). *Blue Scorpion*. , Kirksville, MO: Truman State University Press/ T.S. Eliot Prize .
- Feder, H. M. (2009). *Ecocriticism and the Idea of Culture: Biology and the Bildungsroman*. Ashgate Press (under contract).
- Feder, H. M. (2011). *A Reading Mammal's Guide to the Putah-Cache Bioregion of California*. Publication to be handled by the project sponsor, the John Muir Institute (under contract).
- Glenn, C., Sharer, W., & Lyday, M. (2004). *Rhetorical Education in America*. Tuscaloosa, AL: University of Alabama Press.
- Gueye, M. (2010). *Wolof Wedding Songs: Senegalese Women's Discourses on Marriage and Womanhood*. Peter Lang (under contract).
- Hecimovich, G. A. (2009). *Austen's Emma*. , New York and London: Continuum .
- Hecimovich, G. A. (2008). *Puzzling the Reader: Riddles in Nineteenth-Century British Literature*. , New York: Peter Lang .
- Hecimovich, G. A. (2010). *Hardy's Tess of the D'Urbervilles*. , New York and London: Continuum (under contract).
- Hecimovich, G. A. (2003). *Anthony Trollope's Phineas Redux, Penguin Classics Edition*. , New York, NY and UK: Penguin Books .
- Henze, B., Selzer, J., & Sharer, W. (2008). *1977: A Cultural Moment in Composition*. , West Lafayette, IN: Parlor Press .

- Henze, B., Selzer, J., & Sharer, W. (2008). *1977: A Cultural Moment in Composition*. , West Lafayette, IN: Parlor Press.
- Herron, T.L. (2007). *Spenser's Irish Work: Poetry, Plantation, and Colonial Reformation*. Aldershot: Ashgate Press.
- Herron, T. L. (2009). *Sir Walter Raleigh in Ireland* by John Pope Hennessy. , Dublin: University College Dublin Press .
- Herron, T. L., and M. Potterton (2007). *Ireland in the Renaissance, c. 1540-1660*. , Dublin: Four Courts Press .
- Hoppenthaler, J. (2008). *Anticipate the Coming Reservoir*. , Pittsburgh, PA: Carnegie Mellon University Press .
- Hoppenthaler, J. (2010). *Kestrel Tenth Anniversary Anthology*. , Fairmont, WV: Fairmont State University (under contract).
- Hoppenthaler, J. (2003). *Lives Of Water*. , Pittsburgh, PA: Carnegie Mellon University Press
- Huang, S. (2006). *Mobile Homes: Spatial and Cultural Negotiation in Asian American Literature*. , New York: Routledge .
- Hubert, S. & Douglass, T. E. (2004). *Hawk's Nest*. , Knoxville: Univ. of Tennessee .
- Middleton, J. I. (2010). *Of Color: African-American Writers*. Prentice Hall Press (under contract).
- Middleton, J. I. (2010). 'Shifting the Gaze': Toni Morrison and 'Race Matters' Rhetoric. (under contract).
- Palumbo, D. (2002). *Chaos Theory, Asimov's Foundations and Robots, and Herbert's Dune: The Fractal Aesthetic of Epic Science Fiction*. , Westport, CT: Greenwood Press .
- Parille, K. (2009). *Boys at Home: Discipline, Masculinity, and 'The Boy-Problem' in Nineteenth-Century American Literature*. University of Tennessee Press .
- Parille, K. (2010). *Daniel Clowes: Conversations*. University Press of Mississippi (under contract).
- Sharer, W., L'Eplattenier, B., Mastrangelo, L., & Ramsey, A. (2010). *Working in the Archives: Methods for Archival Research in Composition and Rhetoric*. , Carbondale, IL: Southern Illinois UP (under contract).
- Sharer, W. (2004). *Vote and Voice: Women's Organizations and Political Literacy, 1915-1930*. , Carbondale, IL: Southern Illinois University Press .
- Sharer, W. & Wiederhold, E. (2003). *Instructor's Flex Files for the Writer's Harbrace Handbook, 2nd Edition*. Boston: Thomson/Wadsworth 2003.
- Sharer, W. & Wiederhold E. (2003). *Instructor Flex files for the Hodges' Harbrace Handbook, 15th Edition*. Boston: Thomson/Wadsworth, 2003.
- Sharer, W. & Wiederhold E. (2004). *Instructor Flex files for the Wadsworth Handbook, 7th Edition*. Boston: Thomson/Wadsworth, 2004.
- Sharer, W. & Wiederhold E. (2006). *Instructor's Flexfiles for the Wadsworth and Harbrace Handbooks, 2nd Edition*. Boston: Thomson-Wadsworth, 2006.
- Shields, E. Thomson, Jr., and Charles R. Ewen, eds. *Searching for the Roanoke Colonies: An Interdisciplinary Collection*. Raleigh: Office of Archives and History, North Carolina Department of Cultural Resources, 2003.
- Smith, C. F. (2010). *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process, 2d edition*. , New York, London: Oxford UP (under contract).
- Smith, C. F. (2004). *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*. New York/London: Oxford UP.
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English faculty members (tenured and tenure track only) published 271 refereed journal articles or refereed book chapters between 2002 and 2009 (excluding textbook chapters, published proceedings, and encyclopedia entries). This volume is spread across 49 faculty members for a mean of 5.5 per individual. The list of journals includes some of the most prestigious outlets available to the fields of English. A selection of these is included here to emphasize this point.

<i>Language in Society</i>	<i>English World-Wide</i>	<i>World Englishes</i>
<i>Journal of Technical Writ'g and Commun</i>	<i>PMLA</i>	<i>Technical Communication</i>
<i>Technical Communication Quarterly</i>	<i>Rhetoric Society Quarterly</i>	<i>NC Literary Review</i>
<i>Studies in American Indian Literature</i>	<i>English Journal</i>	<i>Literature Compass</i>
<i>Computers and Composition</i>	<i>College English</i>	<i>Dialogue</i>
<i>Southern Spaces</i>	<i>Dissidences</i>	<i>College Literature</i>
<i>Southern Literary Journal</i>	<i>Mississippi Quarterly</i>	<i>Discourse and Interaction</i>
<i>Southern Journal of Linguistics</i>	<i>Slavic and East European Journal</i>	<i>Journal of Caribbean Studies</i>
<i>English Today</i>	<i>Appalachian Heritage</i>	<i>Appalachian Journal</i>
<i>Prairie Schooner</i>	<i>Journal of Ecocriticism</i>	<i>Women's Studies</i>
<i>Green Letters</i>	<i>Global Media Journal</i>	<i>Rhetorica</i>
<i>Journal of War and Culture Studies</i>	<i>Rhetoric Review</i>	<i>Chaucer Review</i>
<i>Victorian Newsletter</i>	<i>Spenser Review</i>	<i>Professional Studies Review</i>
<i>Business Communication Quarterly</i>	<i>Spenser Studies</i>	<i>Hermes</i>
<i>Eolas</i>	<i>Studies in Philology</i>	<i>Thoreau Society Bulletin</i>
<i>Southeast Review</i>	<i>Kestrel</i>	<i>Cortland Review</i>
<i>Pedagogy</i>	<i>Women's Folklore and Folklife</i>	<i>Excavatio</i>
<i>Quarterly Review of Film and Video</i>	<i>IEEE Transactions on Prof. Educ.</i>	<i>WORD</i>
<i>Southwestern Journal of Linguistics</i>	<i>Exemplaria</i>	<i>Names</i>
<i>Discourse and Society</i>	<i>SKY Journal of Linguistics</i>	<i>Journal of Popular Culture</i>
<i>American, British and Canadian Studies</i>	<i>Foundation</i>	<i>Journal of American Culture</i>
<i>Children's Literature Association Quarterly</i>	<i>New Hibernia Review</i>	<i>Children's Literature</i>

*J. American Soc. for Info. Sci. and Tech.*  
*J. of the Fantastic in the Arts*  
*NC English Teacher*  
*College Language Assoc. Journal*  
*English Literary Renaissance*

*Children's Folklore Review*  
*New Welsh Review*  
*NWSA Journal*  
*American Short Fiction*  
*Modern Language Quarterly*

*Extrapolation*  
*Asian Englishes*  
*Gander Press Review*  
*ELH*

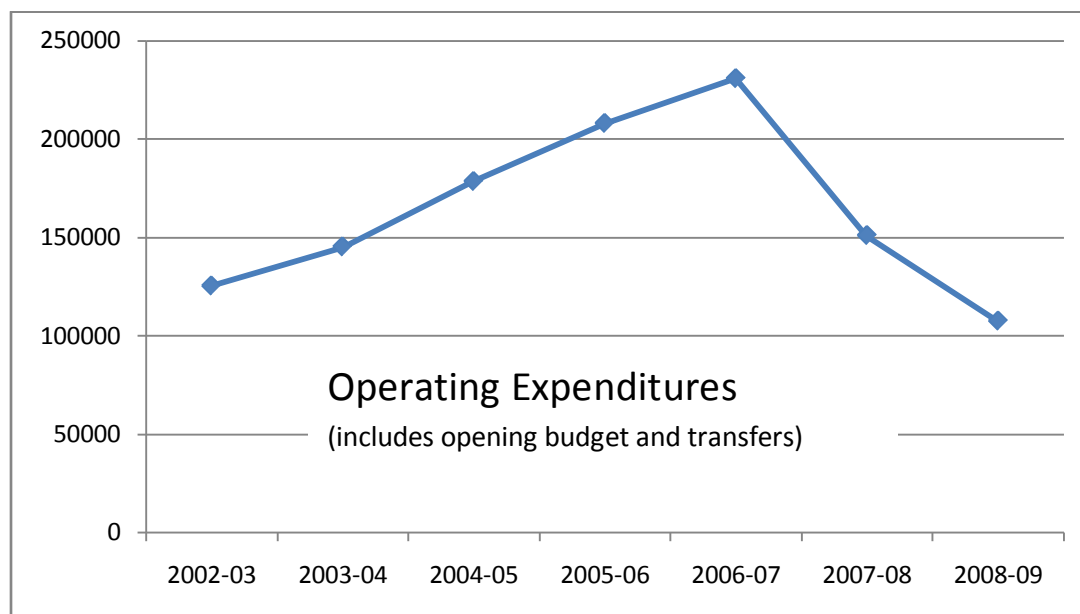
**4.6 Faculty Distribution:** Describe the faculty workload relative to teaching, research/creative activity, and service/community engagement. Is the unit staffed adequately to meet the needs of various fields of specialization in the discipline? If not, please explain how the unit could achieve an appropriate distribution of faculty across specializations offered, given no growth in resources.

In 2002-2003, the teaching workload of tenured and tenure-track faculty members was a 3-3 although this was reduced for department officers, advisors, and editors. Faculty can also be bought out of teaching through interdisciplinary programs in the College, grants, and other departments or programs on campus. Upon approval of the PhD approval in 2004, the department reduced its teaching load to a 3-2 teaching. In an effort to nurture tenure-track faculty and continue to be competitive in new hires, faculty hired in 2006 had a 2-2 teaching load in an effort to increase faculty research and creative activity. In 2008-2009, all tenure-track and most tenured faculty were on a 2-2 teaching load to allow for increased research and creative activity productivity. As a result of budget woes, many tenured faculty are teaching 3-2 during the 2009-2010 academic year, and the interim chair along with other faculty will be studying the workload issues in the department. The teaching load for fixed-term faculty members is 4-4.

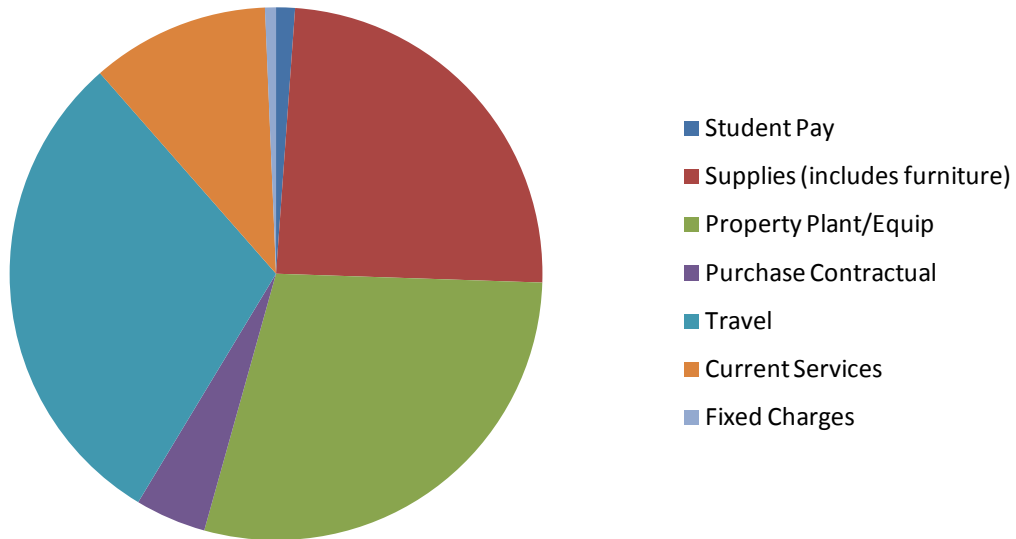
## V. RESOURCES

**5.1 Budget:** Provide data for: the unit operating budget (expenditures), sponsored projects, F&A returns, fees, royalties, special services, assistantships, scholarships, etc.

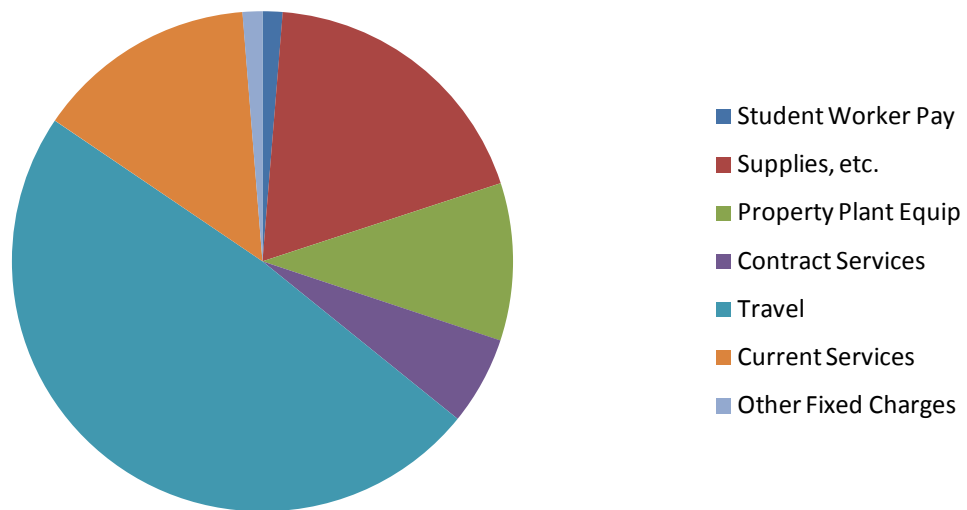
Expenditures out of the state budget increased significantly from 2002 to 2006 and then declined precipitously culminating with a general freeze on expenditures in the second half of the 2008-09 fiscal year. Furniture purchases with year-end funds inflated the size of the figure in 2006-07. Outside of that peculiar fiscal year, travel commands around half of the operating budget. As is the case with most academic units, salaries and benefits dominate the total cost structure of the unit and comprise approximately 97 percent of total. The unit has access to two large non-state accounts including: F&A (overhead), which maintains at approximately \$10,000 and is used to support research including book subventions; and the ECU Foundation discretionary account, which despite damage from the recent market conditions, has approximately \$35,000 in it (it was at \$44,000 18 months ago). Other scholarship accounts are indicated below.



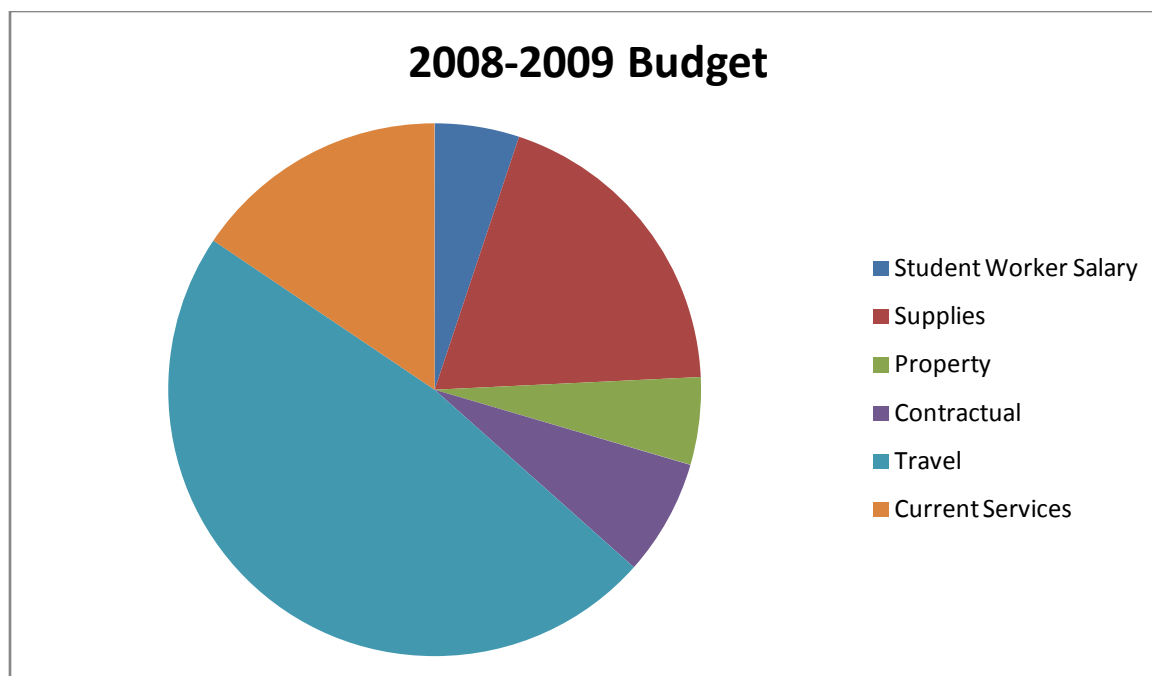
### 2006-2007 Budget



### 2007-2008 Budget







## Undergraduate Scholarships

### The Gravely Foundation Scholarship in English

This scholarship is given automatically to the student with the highest GPA at the end of the fall semester of his or her junior year. The amount of the award is generally \$500.

### The Charles and Patricia Moore Scholarship in English

Awards in-state tuition and fees to one sophomore, junior, or senior English major who has both a demonstrated financial need and has a GPA of 3.0 or better. Applicants need not be in-state students, but must have completed 36 hours at ECU by the end of the fall semester. The amount of the award is generally \$1,500. Students are notified about this scholarship opportunity, and a recipient is selected in the spring semester for the following academic year. The application process usually includes: 1) cover letter from the applicant; 2) a completed scholarship application form (available in the English Department office); 3) documentation of financial need (tax returns from the applicant and/or parents or guardians is usually sufficient); 4) an interview with the Student Services and Scholarships committee.

### The University Book Exchange Scholarship

Awarded to a junior English major with a GPA of at least 3.5 who has completed at least 36 hours at ECU by the end of the fall semester, and who exhibits potential in the field of English. The award is for \$500, paid in two installments of \$250. Students are notified about this scholarship opportunity, and a recipient is selected in the spring semester for the following academic year. The application process includes: 1) cover letter from the applicant; 2) a

completed scholarship application form 3) a resume; 4) a one-page type-written statement of goals as an English major.

### **The Russell Christman Memorial Scholarship**

This scholarship is named for Russell Christman, an English Department instructor who was killed in a car accident in 1976. The scholarship was established by his parents, and is given to the junior English major who most typifies Russ' spirit: vivacious, caring, energetic, and involved in a wide range of extra-curricular activities. Academic merit is a factor in choosing the recipient, but character is given greater weight. The amount of the award is generally \$500. Students are nominated by instructors in the English Department, and a recipient is selected in the spring semester for the following academic year. Eligible applicants must have completed 36 hours at ECU by the end of the fall semester. The application process for nominees includes: 1) cover letter from the nominee; 2) a completed scholarship application form (available in the English Department office); 3) a resume; 4) an interview with the Student Services and Scholarships Committee.

### **The Paul Farr Memorial Essay Contest**

Named in honor of a former faculty member of the English Department, the contest was established by Paul and Marie Farr before Paul's death in 1976. The contest encourages excellence in undergraduate expository writing, particularly emphasizing clarity and elegance in prose. Essays from both English and Women's Studies courses are eligible. The amount of the award is generally \$100. Essays written during the current academic year are submitted by instructors. They are considered anonymously by the Student Services and Scholarships committee. A recipient of the award is selected in the spring semester.

### **Department of English Scholarship Pool Account**

A general scholarship fund which will be used to create annual \$1500 scholarships as the fund reaches a total of \$25,000.

### **Graduate Scholarship**

**John D. and Dorothy C. Ebbs** Fellowship Account: an annual fellowship award of at least \$1500 to an English graduate student.

### **Faculty Awards**

**Bertie Fearing** Excellence in Teaching Account: supports an annual award of \$500 for outstanding teaching in the Department of English.

### **Annual Research Award**

### **Annual Service Award**

**Ralph H. Rives** Distinguished Professor of Southern Literature Account: provides a stipend and professional development support for faculty member specializing in Southern Literature.

### **Special Purpose Accounts**

**English Endowment Account:** main departmental source of funds for graduation ceremonies, receptions, and other enrichment activities for which state funds may not be used. The source of the money is donations from faculty, alumni, and friends of the English Department.

**Hermine Carraway Curriculum Library Account:** funds for Seminar Room furnishings and equipment.

**Nellvena Eustler Account:** accumulated funds to support a keynote speaker for the Children's Literature Conference, when it is held.

**Patrick Bizzaro Creative Writing Lecture Series Fund:** the purpose of the fund is to provide support for honorarium and other expenses related to a lecture series in the emerging field of creative writing studies.

**The John Patterson Endowment Fund:** funds used to support production, publication, and distribution of the English Department *Museletter*.

**Pirate Papers:** funds used for travel expenses for invited speakers and leaders of professional development events, travel expenses for graduate student teaching assistants who attend relevant professional conferences and workshops, awards for students whose papers are accepted for publication in Pirate Papers, supplies and refreshments for professional development events for instructors of English 1100 and 1200. Funds received from the sale of pirate papers and royalties from Pearson Custom Edition.

**Professional Development Account:** supports graduate student research and travel to professional conferences.

**Sigma Tau Delta:** funds to be used for the Sigma Tau Delta Honors organization.

**Tag Lecture Account:** funds expenses, including honoraria, for bringing a scholar to campus for the annual Dr. and Mrs. Ella Tag Lecture.

**TALGS Account:** funds used for the purchase of supplies and other items for the annual TALGS conference. The source of the money is from conference registration fees and donations.

**TESL/Linguistics Account:** funds for TESL/Linguistics equipment, supplies, research, and travel.

**Thomas R. Bland Writer-In-Residency Program Fund:** The purpose of the fund is to provide support for a Writer-In-Residency Program in the Department of English. Expenditures may be used at the discretion of the Department chair related to the writer's public reading activities surrounding the event. The expenditures may include but are not limited to travel and lodging expenses and an honorarium for the writer. The writer will not be an employee of East Carolina University. **(the account has not reached the expenditures yet)**

**W. Keats Sparrow Account:** supports departmental social activities designed "to lift the spirits of the English faculty."

**5.2 Space:** Describe scope, quality, and need-projections.

The department really needs a room conducive for faculty meetings in order to encourage discussion and dialogue. Currently, the majority of our classroom spaces are not conducive to effective writing instruction, both because of inadequate access to current writing technologies and because of physical structures that work against the small group discussion and collaborative revision that is essential to improving writing abilities. The majority of writing courses in the department are held in stadium-like, tiered lecture halls, the set up of which makes peer-revision and small group discussion of student writing—best practices in the teaching of writing as articulated by the national Council of Writing Program Administrators (WPA)—nearly impossible.

We also need additional smart classrooms and classrooms for writing instruction that either have places for students to plug in laptops (the percentage of students with laptops on ECU's campus is quite high, but we currently cannot take advantage of this percentage in our teaching due to lack of access to power outlets) or that are equipped with internet-ready computers for all students. Our students will do a great deal of their research and writing, both in college and on the job, using the computer, so we need to be able to teach students how to do those things most effectively. Our classroom space, at this time, is insufficient to meet the demands and needs of students and their learning for the 21<sup>st</sup> century.

**5.3 Technical/Equipment Support:** Describe equipment and technical personnel support provided to faculty, staff and students.

The Department of English employs a fixed-term faculty member, Gera Miles, who teaches and serves as the Computer Technician and Multimedia Specialist for the English department and has been in the role for the last seven years. Miles is in charge of providing computer technical support for 100+ faculty and staff members, three student computer classroom labs (Bate 2016, 2017, 2018), the First-Year Writing Studio (Bate 2005, 2007) and the wireless graduate and doctoral labs. The student labs and First-Year Writing Studio were set up by the university, but Miles himself built the wireless graduate student lab five years ago, with the doctoral lab following a year or so later. In addition, he provides support and technical assistance for approximately 8 laptop/projection carts used by instructors in classrooms with no other technology.

Gera's computer skills revolve around hardware more than software—he knows how to take computers apart and put them back together again, construct and maintain networks, install , configure, and use most application-based software, as well as assemble and set up most computer-oriented hardware devices. He learned these technical skills in his previous job involving computer-telephony integration (CTI) which has been useful in his job as a

department technician as he also understands how both IST and VOIP systems work and knows how to do software level programming for both telephony types.

He also learned his multimedia skills “on the job” prior to coming to ECU, and if something broke while he was 250 miles away from Comdial, he had to fix it himself. These skills have proven extremely useful to him in his secondary role as multimedia specialist for the English department. Gera also helps faculty learn about technology (even though this isn’t included in his job responsibilities). He instructs faculty and students in converting VHS tapes to DVDs, creates flyers for faculty less skilled in the use of Publisher and helps faculty with video conversion and editing of film needed for a class. He performs between 600 and 700 tasks a year.

In addition to Gera Miles, (the department-appointed computer technician and multimedia specialist), the department also has a dedicated support staff position. While this person is responsible for other components of the department’s administration, she is also responsible for the technical equipment inventory, equipment check-in/check-out, DVD library inventory, and for working closely with Miles on the management of laptops/projection carts, printers, and laptops.

Given the department’s commitment to Distance Education (DE) programs and courses and the innovative use of technologies in face-to-face and hybrid courses, several faculty members contribute their expertise with technology in service to the department. Donna Kain has served as Media Lab Coordinator for the last several years, and Will Banks and Michelle Eble have administered a departmental Linux, Apache, Mysql, Php server for the last 5 years in an effort to beta-test open source technologies long before the university was supporting these endeavors as it has begun to do in the last year or so.

Given the size of the department and its central role and mission in educating all students at ECU and the fact that the department has almost as many faculty members as the entire College of Business and College of Education, the Department of English needs its own Instructional Technology Consultant for department needs related to instruction and someone who would report to Gera Miles and help faculty as needed with technology for instructional purposes.

#### **5.4 Library Support:** Provide assessment of library holdings and services related to the unit program.

Historically, the Library Committee consisted of a committee chair appointed by the department Chairperson, five faculty members elected by the department, and the department Chairperson, ex-officio. The chair of the committee also served as the department’s library representative and reported for the committee to the department Chair. The new English Department Code changes the Library Committee structure beginning in the 2009-2010 academic year, when the committee will be comprised of three members elected by the department as a whole and with the chair elected from the committee.

The Library Committee supervises the expenditure of the library fund allocated to the department in order to improve library holdings and to fill the needs of the various areas of study and research within the department. The committee also assists the library's English Department Subject Librarian in recommending (or eliminating) electronic databases, and creating an acquisition philosophy, etc., as requested.

The Library Committee helps faculty members submit and evaluate possible book order requests for items to be added to the library's collection, makes faculty aware of newly available print and online resources and of database trials from the library for evaluation purposes, and collaborates with the staff of Joyner Library to make decisions about purchasing access to new resources and de-accessing others (especially Mark Sanders, who served as Joyner Library's liaison to the English Department for most of the year and Cindy Shirkey, who took over that position late in the year and especially given recent budget cuts). The committee chair, as department's library representative, also attends meetings to discuss issues in collections development as well as concerning *ScholarShip*, ECU's open access digital archive dedicated to the scholarly output of the university's faculty, staff, and students.

## VI. ASSESSMENT OF OUTCOMES/FACULTY EXPECTATIONS

**Outcomes assessment** is a part of a broader shift in higher education. Traditionally, academics have taken an inputs-based perspective on what they do. That is, they have designated a set of courses and other experiences that students will have and simply assumed that graduates will possess the knowledge, skills, and other attributes we expect of them. *An outcomes-based perspective reverses that relationship.* Instead of beginning with inputs, one begins by defining the knowledge, skills, and other attributes that are expected of graduates—program outcomes—and then rethinks the curricula to better enable students to achieve the expectations the faculty have placed before them. Program outcomes, then, are a reflection of what faculty value for their students. Outcomes assessment is a way of determining how effectively the unit programs enable students to achieve unit program values. Outcomes assessment may be understood as a process of asking and responding to the following three questions.

### ***6.1 What are the unit program values of the faculty, that is, the knowledge, skills, and other attributes faculty expect their graduates to attain?***

Unit programs at East Carolina University have answered this question. Unit faculty have established broad objectives for their programs, typically related to the students' professional and career goals. For each of these objectives, unit faculty have identified outcomes by which they have defined their particular program's expectations for students' professional development and career goals. Objectives and outcomes for each program are provided by the unit.

## **BA in English**

Students are expected to demonstrate

1. competent handling of subject matter.
2. a command of college-level thinking skills of analysis.
3. a command of college-level thinking skills of literary explication.
4. a command of college-level thinking skills of problem solving.
5. a command of college-level thinking skills of description.
6. a command of college-level thinking skills of observation.
7. a command of college-level thinking skills of criticism
8. an ability to acknowledge a specific purpose through the content of each paper.
9. an ability to state clearly and to pursue lines of argument.
10. an ability to interpret clearly a piece of literature, such as a poem, short story, or scholarly article.
11. the ability in a technical report to address clearly a need for information.
12. the ability in a creative work to incorporate relevant techniques and well-conceived ideas.
13. the ability to address a particular audience.
14. an ability to use an appropriately sophisticated style for the purpose of each paper.
15. an ability to use an appropriately sophisticated style for an intended audience.
16. an ability to avoid grammatical errors that might damage the credibility of the writer.

The English Department's graduate programs, both the MA in English and PhD in technical and professional discourse, have taken a broad English Studies approach.

## **Master of Arts in English**

In the MA program, the recent creation of concentrations with different requirements for each shows the variety of interrelated areas in English Studies: creative writing, linguistics, literature, multicultural and transnational literatures, rhetoric and composition, teaching English to speakers of other languages (TESOL), and technical and professional communications, with plans to work towards a concentration in film studies. However, both the availability of the interdisciplinary English Studies concentration as well as the availability to take 6-12 semester hours of coursework outside of one's area of concentration helps emphasize the interrelated nature of the various emphases of study within the department.

The following student learning outcomes for the MA program are evaluated by a committee of three members of the graduate faculty through a comprehensive assessment project (non-thesis option) or a thesis defense.

1. A critical understanding of literary works.
2. A critical understanding of scholarship in student's area of concentration.

3. Familiarity with relevant scholarship.
4. An understanding of appropriate research methodologies.
5. An understanding of current issues in their field of concentration.
6. Competence in utilizing computer-assisted bibliographical searches.
7. Competence in computer-assisted document preparation.
8. Competence in using MLA style sheet or other appropriate documentation formatting.
9. Awareness of audience.
10. An ability to write with an appropriate style.
11. An ability to incorporate sources into critical analyses.
12. An ability to develop a clear thesis.
13. An ability to defend a thesis.
14. An ability to use language free of non-standard grammatical features that might damage the credibility of the writer/speaker.
15. An ability to use language free of mechanical errors that might damage the credibility of the writer/speaker.

The educational outcomes listed below were originally evaluated by way of a comprehensive examination conducted by three or more members of the graduate faculty using a standard evaluation instrument. With a change in the process for evaluation of students in the MA program (dropping the comprehensive examination), these evaluations are now done using either the thesis writing process and defense or the non-thesis comprehensive assessment project (CAP) that each student must complete.

### **PhD in Technical and Professional Discourse**

The PhD program in Technical and Professional Discourse was established with the idea of embracing an interdisciplinary approach. Students take classes in core areas within the department that stress discourse studies—discourses and cultures, writing studies and pedagogy, and technical and professional communication—and students have 12 semester hours of coursework to take within other areas in the English department or in other departments within the university. As noted in the PhD handbook, “In the spirit of this broad-based, interdisciplinary doctorate, you should consider English courses outside of your primary area(s) of emphasis as well as courses in Affiliate departments, according to what best prepares you for your dissertation research and career goals.”

Following the establishment of the PhD program, no specific set of objectives and outcomes was created. We are in the process of developing them this year. As they are developed, the original educational objectives for students in the program will be kept in mind:

1. Assess critically the discourse needs of various research, development, and management organizations.
2. Develop innovative and novel approaches to serving the discourse needs of many constituencies: corporate, educational, governmental, public, and medical.
3. Function as research experts in discourse development to strengthen their chosen professions.
4. Serve as faculty at various educational levels to further the needs of students for courses in their



specific disciplines.

5. Create interdisciplinary professional, research, and educational programs that focus on the emerging role of discourse in both future society and education.

## ***6.2 How well is the program achieving faculty expectations?***

Units have generated plans for assessing their program outcomes: assessment data to be collected, the source of the data, how often the data are to be collected, and when the assessment results will be reported. Assessment plans are provided by the unit. Unit faculty are in the process of collecting and analyzing data and using the results to evaluate their programs.

Assessment results (see attached assessment reports that are presented in Appendix D, pages 126-159) from last year (2008/09) show a consistent need for improvement in student outcomes and curricular adjustments in all cases. These are being discussed by the relevant department committees: Foundations = Composition Committee, BA = Undergraduate Committee, MA = Graduate Committee, PhD = PhD Steering Committee.

## ***6.3 What changes should be made in the program so that it can better achieve faculty expectations? What ongoing process does the unit utilize to promote quality enhancement?***

This is the most important of the three questions, focusing on the goal of outcomes assessment: improving programs. Outcomes assessment provides data that unit faculty can use to identify aspects of the program that are not meeting their expectations and then to make decisions for improving the program. Continuous collection of data can provide unit faculty the information they need to determine the extent to which changes they have made in their programs are having the desired effect of improving outcomes. Summaries of what unit faculty have learned about their programs based on outcomes assessment and what changes in their programs they will make are given in their unit outcomes/assessment reports.

The Review Committee report (including its recommendations) will be shared with the academic unit to assist faculty in developing a planned quality enhancement procedure.

Assessment data, especially those focused on student outcomes, are now collected in a systematic manner. While previously collected on an ad hoc basis, no consistent effort was designed and implemented. Even ad hoc assessment data were used in the past to inform curricular decisions (ranging from minor adjustments to existing courses, to creation of new courses, and alteration to degree requirements). With a new systematic approach in place, including goals statements, measurement instruments, benchmarks for success, and appropriate storage (TracDat), the assessment results are communicated to specific committees and the faculty at large. These results are intended to inform curriculum change.

## 6.4 Assessment Reports

Assessment Reports (2008-09) are contained in Appendix D. The Foundations results (p. 127), BA results (p. 139), MA results (p. 146), and PhD results (p. 152) are attached to the end of the self-study. Some assessment data have only recently been collected and analyzed, so no changes have been implemented at this time although assessment and revision of student learning outcomes and quality are all being discussed by the Composition, Undergraduate, Graduate, and Doctoral Steering Committees.

In order to document the efforts of unit faculty to improve their programs, each unit has instituted a report of the assessment of program outcomes and the actions taken in response to the key findings of those assessments. The report could consist of brief responses to a set of questions with an emphasis on summarizing as opposed to providing details of assessment results. Possible questions that units may be posing are:

6.4.1 What outcomes were scheduled to be assessed during the present reporting period? What outcomes were actually assessed? [Please refer to the unit program assessment plan].

For details on scheduled outcomes assessed, please see Appendix D starting on page 126 of this Self Study.

6.4.2 What data were collected? Summarize findings for these data.

For details on data collected please see individual assessment reports contained in Appendix D starting on page 126 of this Self Study.

6.4.3 What did the unit program administration and the faculty learn about the program and/or the students from the analysis of the data? What areas of concern have emerged from the assessment?

For details concerning the results of assessment data analysis and interpretation please see assessment reports contained in Appendix D starting on page 126 of this Self Study.

6.4.4 As a result of the assessment, what changes, if any, have the unit program administration and the faculty implemented or considered implementing to address areas of concern? (These can include changes in the program and in the assessment plan.) How will the effectiveness of these changes be measured?

The 2008/09 assessment results have been communicated to appropriate committees responsible for curriculum adjustment and program development.

6.4.5 What outcomes are being planned for assessment for the upcoming reporting period? (If they are different from what have been proposed in the assessment plan, please update the assessment plan to reflect the change).

In general, the set of assessed outcomes will remain relatively unchanged over the first few years of assessment activity (trend analysis). However, one new item will be added to the 2009-10 assessment plan. It is an aspect of ECU's Global Perspective and reads: Students will understand how cultural beliefs, values and sensibilities shape people's perceptions and impact global decisions and actions.

6.4.6 If the program has had an external review in the past 7 years, summarize progress in achieving the Final Action Plan for the most recent review (The Final Action Plan from the unit program can be located at the Embedded Web-Site). How many action items have been completed? What items have yet to be completed? Briefly describe plans for completing these items and/or obstacles to completion.

This is the first in the new 7-year cycle.

## VII. CURRENT RESEARCH/CREATIVE ACTIVITY

**7.1 Current Research/Creative Activity:** Provide a brief description of significant ongoing research in the unit program. Indicate the major strengths or emphases of this research. Describe any unique programs that have national prominence. Describe three to five major research/creative activity accomplishments over the past seven years by faculty and/or graduate students in the unit and any new emphases planned for the near future (through new faculty hires, redirection of current faculty's research/creative activity, etc.)

Recent and current research/creative activity projects within the department of English fall into four broader categories which include: creative writing; literary and cultural studies; linguistics/TESOL; and rhetoric and writing studies. The selective list below provides highlights from the research and creative activity by current tenure-track and tenured members of the department. Reference 4.2 for a list of books published.

### Creative Writing

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**7.2 National Comparison:** Briefly describe how the research/creative activity effort in the unit compares to that in the discipline nationally in terms of focus areas and breadth of coverage.

The Department of English is a large and diverse unit with programming in literature, multicultural literature, rhetoric and composition, creative writing, professional communication, linguistics and TESOL, and film. Research and creative production span these areas. There are vigorous programs of instruction, research, and creative production within each. Nationally, few programs match this scale or scope. These programs are recognized by the Modern Language Association, AWP Official Guide to Writing Programs, Association of

Teachers of Technical Writing, the Doctoral Consortium in Rhetoric and Composition, and TESL, Inc.

In this section (relative research/creative effort and production), our synthesis relies upon two sources of information: the March 2003 Request to Authorize the PhD in Technical and Professional Discourse, and the March 2007 Yardley Report which was commissioned to assess graduate education at ECU (In the case of English, relative to 15 other programs offering a similar PhD program.). That report indicated a large and diverse unit (49 graduate fte at the time), which was larger than any of the 15 contained in the comparative set. The mean size was 23.5.

The Yardley research group was generally positively disposed to the unit's graduate status and suggested that "we see evidence of research leadership... and ... training the next generation of scholars and faculty in English and cultural studies." However, the Yardley group was relatively unimpressed with the level (2000/01-2004/05) of external funding being generated by the English Program, i.e., approximately \$270/fte over the five years (compared to a mean which exceeded \$80,000/fte). In addition, the number of refereed journal papers did not compare favorably on a per-faculty basis at that time, i.e., 3.5/fte over five years compared to a mean of just under 15. Note that the Yardley group failed to compare publication of books, which is a particular strength of the English program at ECU (see lists below). Additionally, the amount of external funding and refereed items has expanded significantly since that previous review period. For example, the number of refereed articles and chapters has grown from 3.5 (1997-2002) to 5.0 (2004-2009) per fte while external funding grew from \$270 to about \$6,000 per fte.

In summarizing the level of preparedness of the unit to develop a PhD program, the 2003 Request to Authorize indicates that, "these advances would not be possible were it not for a vital and engaged faculty. During the past five years alone (1997-2002), our faculty published over 30 books, many of which have had excellent reviews; over 300 book chapters or refereed articles in academic journals; and have delivered almost 400 papers at professional conferences. Their reputation is such that they hold offices in a variety of national and international organizations."

So, in general terms the breadth of the unit is a distinctive quality of the program. There is commendable scholarly activity across this breadth. Reflecting this quality, scholarship ranges from the theoretical to the empirical and from the interpretive to the creative. There is a clear positive trajectory in terms of the volume of scholarly activity across these domains and that volume compares quite favorably with other units nationally that house a PhD program.

**7.3 Interdisciplinary Projects:** What opportunities are there for carrying out interdisciplinary research/creative activity projects with other units on campus and with other universities, state or federal agencies, and industry? Are the present needs for interdisciplinary research/creative activity being accommodated? How successful are the efforts? Are there plans for increasing such efforts in the future?

The following projects are examples of some of the interdisciplinary research/creative activity that involve the department of English and its faculty members.

### **Risk Perceptions and Emergency Communication Effectiveness in Coastal Zone**

A two-year study supported by National Oceanic and Atmospheric Administration-NC Sea Grant  
Investigators: Catherine F. Smith (English), Donna J. Kain (English), Kenneth J. Wilson (Sociology), ECU

The goal is to generate a model of risk and emergency communication that foregrounds the ways that different sectors of public seek and respond to information processes and products related to hurricanes and tropical storms. The research consists of three studies.

- 1.) Update a 1999 (post-hurricane Floyd) demographic survey of households, businesses, and other organizations in North Carolina coastal counties (expanded to include CAMA counties) that includes information about evacuation decision-making and behavior. Purpose: to obtain a broad view of current information reception and evacuation behaviors.
- 2.) Extend current pilot study of risk and emergency communication in Dare County. Conduct semi-structured interviews with inhabitants focused on information sources and knowledge networks within communities about hurricanes and evacuation. Conduct semi-structured interviews with emergency management personnel and public information officers focused on strategies of informing diverse publics. Purpose: to obtain a more granular view of the functioning of official and unofficial sources of information about hurricanes and evacuation.
- 3.) Conduct document evaluation study. Collect reader feedback on a public information brochure about hurricane risks and emergency procedures. Analysis focuses on differences in interpretation of the information and on the inhabitants' acceptance of the advice offered. Purpose: to assess how inhabitants use and interpret official information about hurricanes and evacuation.

### **National Writing Project (2007-present)**

The Tar River Writing Project (TRWP), directed by Will Banks (English) and Todd Finley (Curriculum & Instruction) began in the summer of 2007, and represents a renewed effort by the English department to connect content with practice/pedagogy. More specifically, the TRWP demonstrates a robust partnership among the English department, the College of Education, and K-12 schools and community colleges in Eastern North Carolina. In its three years of Summer Institutes for teachers, the TRWP has enrolled 50 K-college teachers in 100 different post-graduate courses, all funded by a grant from the National Writing Project, and has served as a gateway for encouraging area teachers to return to graduate school to pursue advanced degrees in English and Education. Graduates of the Summer Institutes become Teacher Consultants (TCs) who help develop and deliver educational and professional development projects for teachers and schools in Eastern NC. After the Summer Institute, TCs

stay connected to the network by participating in a year-long Teacher Research Institute (TRI), for which they earn either 3 graduate credits or 3 Continuing Education Units (CEUs).

### **Literary Homecoming**

The first Eastern North Carolina Literary Homecoming was organized by a planning committee, which first met in the spring of 2003.

**Mission/purpose:** The Eastern North Carolina Literary Homecoming brings artists originally from the area back home to meet with people of the region, allowing both artists and residents the opportunity to appreciate eastern North Carolina's rich history of culture and talent. The Literary Homecoming offers a rare opportunity for artists and members of the university and surrounding communities to share and learn from their diverse educational, economic, and cultural backgrounds. The program has grown each year with increasing collaboration from the University and the community. The event design has also matured by offering multiple genres of artistic expression (literature, drama, music, and art) as well as varied formats for meeting artists and exploring artistic expression. Our aim is to bring greater public awareness to the Literary Homecoming by increasing both the audience size and the diversity of its participants.

**Specific examples of previous activities:** In the past five years, we have involved forty-five artists including writers, musicians, and illustrators. Program development has grown to include collaboration among representatives from seven East Carolina University departments and programs, the *North Carolina Literary Review*, two public libraries, two community college systems, and a local writers' group. We have increased attendance of public educators from eastern North Carolina at each year's event. We also secured grant funding for 2003, 2004, and 2005 from the North Carolina Humanities Council, and funding from the North Carolina Arts Council in support of the 2007 and 2008 Literary Homecoming events.

### **Raleigh and the Atlantic World: An Interdisciplinary Symposium**

This symposium was held at East Carolina University and at the Elizabethan Gardens, Manteo, in April 2008 and brought together regional, national, and international scholars from the fields of English, Comparative Literature, Archaeology, History, Art History, and the History of Science who work on Sir Walter Raleigh and his circle. The gathering took advantage of, shared, and collected new research on colonial and imperial issues in Harriot, Raleigh, Spenser, and Shakespeare studies and explored connections among New World, Irish, and British artistic cultures. Beyond its two distinguished plenary speakers and four panels, highlights of the conference included an exhibit showcasing items in Joyner Library's collection dealing with Raleigh and colonial history and a visit to the original "Lost Colony" of Roanoke. All events were free and open to the public, and students, faculty, staff, and members of the community attended the symposium. Organized by three English faculty, the symposium fostered interdisciplinary conversations at ECU and beyond, contributing significantly to the English department's intellectual environment. A scholarly collection based partly on the proceedings from this conference is currently under consideration with Manchester University Press.

### **ECU HumorFest and Conference**

The ECU HumorFest was selected as the 2008 ACUI Collaborative Program of the Year. The ACUI Collaborative Program of the Year Award is established to recognize outstanding

achievement of programs that bring together two or more campus entities to achieve a common goal. The event was a partnership of the English Department and the Office of Co-Curricular Programs and Cultural Outreach with support by the College of Arts and Sciences, University Writing Program, Joyner Library, Rives Chair of Southern Literature, North Carolina Literary Review, School of Theatre and Dance, Department of Biology, and WITN-TV. At the first ECU HumorFest and Conference, Nov 1-3, 2007, which featured scholars from 31 universities, 18 states, and four countries, 20 faculty from the English Department presented papers, moderated and/or organized panels.

**7.4 External Research/Creative Activity Support:** Evaluate the level of external funding for research/creative activity in the unit program. Comment on any trends. Is the unit program competing effectively for external support?

<u>Name</u>	<u>Agency</u>	<u>Amount</u>	<u>Start</u>	<u>Description</u>
Chip Sullivan	Irish American Cultural Institute	3000	Mar-03	Transport diaries of Australian prisoners
Robert Siegel	Carolina Contemporary Playwrights Festival	500	May-03	Staged Reading "Truce"
Chip Sullivan	US Embassy, Hungary	2000	Jan-04	Keynote, Hungarian Society for the Study of English (travel grant)
Su-Ching Huang	National Science Council, Taiwan	10100	Jan-04	Asian American Transnationality
Robert Siegel	Burning Coal Theater	in-kind	Apr-04	Rialto Theater Rental, Director, Actors
Gregg Hecimovich	NEH	5000	Jun-04	Summer stipend, Hannah Crafts
Luke Whisnant	NEA	10000	Sep-04	Tar River Poetry
Margaret Bauer	North Caroliniana Society	500	Jun-05	Davis Fellowship
Margaret Bauer	Paul Green Foundation	4000	Jan-06	Paul Green Manuscript, Watering the Sahara
Su-Ching Huang	National Science Council, Taiwan	11800	Jan-06	Politics of mobility in multi-ethnic American Literature
Margaret Bauer	North Caroliniana Society	500	Jun-06	Davis Fellowship
Gregg Hecimovich	North Caroliniana Society	1240	Aug-06	Davis Fellowship, Hannah Crafts
Luke Whisnant	NEA	10000	Sep-06	Tar River Poetry
Catherine Smith, Donna Kain, and Ken Wilson	NC Sea Grant	100000	Jun-07	Risk perception and communications
Margaret Bauer	North Caroliniana Society	500	Jun-07	Davis Fellowship
Will Banks	National Writing Project	30000	Jun-07	Tar River Writing Project
Chip Sullivan	US Fulbright Commission	22000	Jan-08	Teaching, research to Debrecen University, Hungary

Su-Ching Huang	US Department of Education	4000	Jan-08	Travel Award, Asian/Korean American Literature
Margaret Bauer	NC Arts Council	10000	Mar-08	Arts and Audiences
Tom Herron, Marianne Montgomery, and David Wilson-Okamura	NCHC	750	Apr-08	Mini-grant to support conference, Raleigh in the Atlantic World
Will Banks	Williamston High School	7500	Apr-08	Tar River Writing Project
Michael Albers	Office of Naval Research	16000	Jun-08	Command/Control software evaluation (Marine Corp)
Will Banks	National Writing Project	43000	Jun-08	Tar River Writing Project
Will Banks	Nash-Rocky Mount Public Schs	7500	Nov-08	Tar River Writing Project
Chip Sullivan	Sheffield University, England	1800	Apr-09	Tar River Writing Project
Michael Albers	Office of Naval Research	14000	Jun-09	Outside examiner, PhD student
Will Banks	National Writing Project	50500	Jun-09	Command/Control software evaluation (Marine Corp)
Will Banks	Williamston High School	7500	Aug-09	Tar River Writing Project
Robert Siegel	Emerge Gallery	in-kind	2003-present	Tar River Writing Project
	Total=	<b>358090</b>		Sponsor Readings of Student Scripts

**7.5 Research Development:** What does the unit do to encourage and develop research/creative activity collaborations with faculty performing similar research/creative activities elsewhere in the university? Also, please describe deficiencies in facilities and resources that impede the unit's attempts to reach its objectives and any plans to address these deficiencies.

Research of all varieties, including collaborative work outside the unit, is encouraged in demonstrable ways. First, reassignment from instructional obligations is provided so that tenure track faculty members normally carry a 4 course (2/2) teaching load while tenured faculty carry (hopefully on a temporary basis) a 5 course load (2/3 or 3/2). Further reassignment has been provided to accommodate substantial editorial activity (editing a journal) or administrative duties (unit officer). Research leaves have also been accommodated at unit and college level. These have been suspended indefinitely as a result of recent budget difficulties experienced at the state, system, and university levels. Another key resource provided to support research is travel. Under normal budgetary situations, roughly half of the unit's operating budget has been devoted to faculty travel. This can include funding for the research activity itself, e.g., archival work or interviews, or to present results of research at regional, national, and international venues. The past two years have seen severe restrictions on this form of research support with priority being given to presented research by tenure track faculty. Other funds that support scholarly activity are earmarked for unit publications (*NCLR* and *TRP*). Graduate research assistants are frequently assigned to support faculty research projects. Administrative support is provided by the central office and assists in simplifying the

complexity of inter-unit collaborative funding, including cost sharing and overhead allocation. Research and creative production is encouraged within the tenure process and the annual evaluation for merit pay. A culture of productivity reinforces these forms of discipline.

The greatest concern for the research and creative enterprises of this unit places clear focus on resource allocation during times of budgetary stress, when instructional programs must be prioritized. Pressures to increase teaching loads, while restricting other budget categories are problematic. The research agendas of this unit primarily require time and access. So, teaching loads, research assistants, and travel are key ingredients that must be protected in order to achieve the volume of scholarly productivity that is expected of a unit that houses a PhD program and the commensurate quality of faculty. Should budget restrictions continue to result in reduced support to the unit's research and creative programs, interruption of production and potential loss of talented faculty could result.

**7.6 Ethics Training:** Describe any education in research/creative activity and professional ethics that the unit program provides for its students. Such education could include courses, workshops, seminars offered by the unit program or by related programs or other appropriate experiences, such as the use of resources provided by the university.

All graduate students that conduct research with human participants are required to take IRB educational modules and file their project with the university's institutional review board. Students receive instruction in research and professional ethics in the research methods courses at the graduate level. Ethics and academic integrity are discussed in many courses within the English department at the undergraduate level since so many of these courses involve writing instruction as well. The doctoral steering committee is developing an online modules for research ethics in for students to complete before beginning their programs. For MA students in Technical and Professional Communication and PhD students in Technical and Professional Discourse, the department also offers an ethics course, ENGL 7705 Ethical Issues in Professional Communication, yearly.



## VIII. SERVICE/OUTREACH

**8.1 Consulting:** To what extent are faculty involved in outside consulting work, paid and non-paid? Provide a quantitative and qualitative assessment of this type of work, and explain in what ways it contributes to the unit's program and to the mission of ECU.

Most of the consulting work done by faculty in the department of English includes expert reviews or teaching/training programs for outside constituents. A payment of some sort, usually minimal, is customary. Examples of this work include textbook reviews for publishing companies; book proposal & manuscript reviews for university presses and other publishers; and/or teaching or training activities through continuing education in the military and health fields.

**8.2 Community Service/Engagement:** To what extent is the unit's professional expertise made available to the community, state and nation through formal service programs, lectures, exhibits, public symposia, or concerts or through faculty service on governmental boards, scientific/professional associations, etc.? Evaluate the quality of this service, and indicate how it contributes to the unit's graduate instructional and research programs.

The unit's professional expertise is made available to the community through public readings and lectures at community colleges, elementary & secondary schools, and libraries in eastern North Carolina. All of the lectures and readings sponsored by the department of English are open to the public and we do engage as a department with the community, through events like Literary Homecoming, TAG Lecture, Creative Writing Faculty/Student Readings, Outreach Network, etc, See section 1.8 for descriptions of these program enhancements.

Many faculty also serve on executive boards and committees in several prominent academic/professional organizations.

**8.3 Student Involvement in Community Service/Engagement:** To what extent are students exposed to formal or informal outreach activities?

Students are exposed to formal and informal outreach activities in a wide variety of ways within the department and the university. Graduate and undergraduate students have the opportunity to work with the ECU Outreach Network (community engagement and grant writing, see 1.8), client-based or service-learning projects in writing courses, and internships with *North Carolina Literary Review*, *Tar-River Poetry*, Tar-River Writing Project, non-profit, healthcare, and governmental organizations.



## IX. OTHER ISSUES FACED BY THE PROGRAM/DEPARTMENT (not covered above)

Note: largely covered below within Section 11.1

## X. ACCREDITATION

If accreditation has been attained, provide the name of the accrediting agency, and indicate the date accreditation was granted and the frequency of accreditation review. If accreditation has been denied or has not yet been attained, describe the current status of the program in relation to gaining accreditation.

No accredited programs.

## XI. SUMMARY COMMENTS AND VISION FOR THE FUTURE

**11.1 Strengths and Weaknesses:** Summarize the major strengths and weaknesses of the unit program(s) and the challenges and opportunities it faces in the foreseeable future. Indicate options for change and specific concerns that prevail.

### Strengths

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**Disciplinary Diversity.** The programs (BA, MA, and PhD) offered by the department combine the strengths of represented disciplines within English studies. For example, the undergraduate program is broad-based to create a **well-rounded** student in English studies and provides students with a foundation for further academic study **and** life-long learning.

**Interdisciplinarity.** Faculty from the English Department engage with faculty from across the university in a variety of endeavors (see section 1.8). In addition, faculty participation in interdisciplinary programs, research centers, and institutes is frequent (see sections 7.3 and 1.11). These engagements serve to provide research and learning opportunities for English Department faculty and students as well as to promote writing and reading across the curriculum. Even within the unit, the wide range of disciplinary approaches, research perspectives, and topics of study encourage students to view the world from multiple standpoints and to discourage a disciplinary provincialism that works against the spirit of humanistic inquiry. Although students in all programs may focus their curricula in a single discipline, the design of each program rewards interdisciplinarity. In the BA program, recent changes to the curriculum enable students to take electives in several different English disciplines. In the MA program, too, recent curricular changes allow students to take electives from outside their major area. The new PhD program curriculum was designed specifically to foster interdisciplinarity in content and method: though students may specialize in one of the doctoral program areas, all doctoral students are required to take advanced coursework outside their major area, and the program rewards students' engagement with interdisciplinary, mixed-methods scholarship.

**Online Access to Graduate Studies.** The MA and certificate programs in Technical and Professional Communication and Multicultural and Transnational Literatures primarily serve North Carolina residents but also attract students from across the U.S. as well as active duty military serving throughout the world. The faculty employ a variety of technologies to maintain close relationships with students and are responsive to students' learning needs and goals. These robust programs are growing as a result of the increasing demand for high-quality distance education. The graduate certificate programs are especially noteworthy. These programs are designed to help practitioners to strengthen their communication proficiency or to make lateral career moves. For example, professionals in education, politics, business, and medicine have completed the certificate and become key communicators, organizers, and leaders in their workplaces and communities. The students in the certificate programs often do not need a full MA degree in English because they already hold a terminal graduate degree in their professional area; the certificate programs offer these students access to advanced skills and knowledge and help them to apply these skills as complements of their professional expertise.

**Enhanced Student Opportunities.** Undergraduate and graduate students work with faculty through internships, assistantships, and service-learning or client-based projects with community organizations. Students have an opportunity to work with the unit's journals, websites, and community engagement partners as well as conducting their own or helping faculty with research projects.

**Instructional Innovation.** In addition to maintaining a commitment to the best that traditional teaching methods have to offer, faculty members in the English department employ innovative teaching strategies including using role-playing as a form of literary analysis, engaging students in applied research, integrating multimedia applications in the classroom, employing a variety of technologies, and training students to use technology effectively in research and writing.

**Research, Creative Activity, and Engagement.** The unit continues to develop a culture of scholarship that recognizes and celebrates a wide variety of research and creative activity. Examples include (but are not limited to) books, book chapters, articles, screenplays, poems, conference presentations, grants, and grant proposals. In addition to professional service that benefits their discipline, many faculty members apply their research and creative activities to various forms of community service, community partnerships, and outreach activities that benefit communities in eastern North Carolina.

**Composition Instruction.** A key contribution of the unit to the ECU's overall mission is provided by ENGL 1100, ENGL 1200, and the First-Year Writing Studio. This program is enhanced by ongoing professional development for instructors and graduate teaching assistants. We have a committed group of fixed-term faculty who do almost all of the teaching of composition and participate in instructional development.

**Global Initiatives.** The unit fully supports ECU's global/international strategic direction. Much of the unit's recent curriculum development has been focused on globally diverse literatures

and language. New formal international partnerships have emerged, *e.g.*, with eastern Europe. The unit supports speakers of other languages with credit and non-credit opportunities (TESOL), on and off campus. The unit participates in many of the university's global curriculum initiatives such as Study Abroad, International Studies, African Studies, Asian Studies, and Latin American Studies.

## Weaknesses

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**Majors.** The number of undergraduate majors is small given the number of tenure-track/tenured faculty (a ratio of approximately 3:1). Although student recruitment has been championed by a few, there has been an historic lack of attention to effective (with broader participation) marketing of the BA program.

**Administrative Difficulties.** The size of the unit (over 100 full-time faculty members) provides significant challenges. A number of faculty members view the unit as being too large to be effectively administered, and this can be a source of discord. The department faces an additional instability in that we have now been led by 3 different Chairs in the past 4 years, two of them Interim Chairs from outside of the department.

**Departmental Subcultures.** Because of cultural and ideological differences, the unit frequently encounters disunity. The diversity within the unit, which is also one of its strengths, is one of its greatest challenges. For instance, one boundary may lie between the humanities tradition and a social science tradition. A lack of experience with and/or appreciation for other academic cultures and ideological frameworks is sometimes evident.

**Ethnic and Gender Diversity.** Although some progress has been made in diversifying student and faculty populations, especially in terms of gender, in terms of ethnicity, the university and the department remain predominantly White. This demographic imbalance should receive significant attention in areas of student and faculty recruitment.

**Faculty Workloads and Resources.** Perceived and/or actual inequalities in faculty workloads and access to resources have led some faculty to mistrust administration and to resent some faculty colleagues. A lack of a transparent approach to teaching assignments and reassigned time opens the door to perceived favoritism.

**Faculty Hiring.** Recent hiring freezes have caused vacancies in areas within the department that affect curriculum development and course offerings.

**Faculty Retention.** The unit has lost several talented and diverse faculty members in recent years as a result of several factors including the issue of spousal/partner employment, dissatisfaction with the Greenville region, lack of resources, and unit discord.

The strengths and weaknesses listed above are purposely thematic in nature. A few are admittedly cast as strengths **and** weaknesses. They represent perspectives from a variety of individuals. The statements that follow place greater focus on the strengths and weaknesses of the unit's three degree programs.

### **Bachelor of Arts, English**

One of the major strengths of this degree program is the diversity of courses and approaches to English studies that students can pursue within the degree. As a result of the 2004 revisions to the core requirements, all students are now required to take one course from among the non-literature offerings in addition to taking three literature courses from among the core listings. This has had the beneficial effect of steering English majors into classes they might not previously have taken in areas such as advanced writing, business and professional writing, linguistics, film studies, and rhetoric. An unintended result of the revision to the core requirements was that English majors ended up taking fewer 4000-level courses than they had previously done, a situation which was rectified in 2009 with an amendment to the core requirements which requires that students take at least 6 credit hours at the 4000 or 5000 level over and above credits they might take in specified courses (such as the required 3 credits in Shakespeare). Some faculty members have expressed concern that the diversity of courses that many see as a strength has resulted in students having a less focused study of 'traditional' or canonical literatures. Other faculty, in areas such as Technical and Professional Communication, Rhetoric and Composition, Film Studies, and Linguistics/TESOL, still often feel that their fields of study are marginalized within the undergraduate degree in English. One option (among many possibilities) which may address concerns on both sides of the issue is to develop a series of undergraduate minors and/or concentrations based in the disciplines housed in the English department. As these potential "Areas of Study" develop a critical mass of courses, students, and faculty members, the creation of minors and/or concentrations within the B.A. (or even the creation of separate bachelor's degree programs) might address the desire of students to focus on one or more specific areas within English studies while still maintaining the breadth that characterizes the current B.A. in English.

### **Master of Arts**

In 2009, the department implemented specific concentrations within the Master of Arts in English, so that now students choose from these: Creative Writing, Linguistics, Literature, Multicultural and Transnational Literatures, Rhetoric & Composition, Teaching English to Speakers of Other Languages (TESOL), Technical and Professional Communication, and English Studies. This format has the advantage of allowing students to focus in a particular area of English studies, while still having the flexibility to take elective credits from among any of the other areas. The concentration is identified on the student's transcript, and this aids students who subsequently apply for doctoral studies and/or for employment in their field of study. A challenge created by the number and range of concentrations is that each one has its own required courses, but not all areas consistently have the numbers of students to justify the number of courses they seek to offer in a given semester. On the other hand, in some areas, we don't have sufficient faculty to meet student demand. A further challenge for the department is balancing the resources needed to support the online Master's degrees and

graduate certificates in Multicultural and Transnational Literatures and in Technical and Professional Communications, on the one hand, and the campus-based concentrations on the other hand.

### **Doctor of Philosophy in Technical and Professional Discourse**

As the newest degree program in the department, the Ph.D. in Technical and Professional Discourse anticipates graduating its first students in 2010. This degree program is unique in the country in the way in which it integrates studies in technical and professional communication, rhetorical theory and writing pedagogy, linguistics, and cultural studies, all under the broad umbrella of discourse studies. Even before they have completed the program, some of our students are being offered tenure-track positions, a phenomenon which demonstrates that we are preparing students well for an academic career in the current marketplace.

Because new programs are resource intensive, there have been concerns regarding allocations of resources. Furthermore, the creation of this doctoral program within the department has resulted in some consternation and disappointment on the part of some faculty in Areas of Study that are not directly involved in the core areas of the PhD program.

**11.2 Briefly describe the program's vision/strategic plan for the immediate future:** Review the unit's major goals for the program(s) over the next five years, and describe their relation to the University's Strategic Plan and to a long-term strategy for resource allocation or reallocation.

Since 2007, initiatives within the unit have been guided by the unit's strategic framework (see below). This document was approved by the full faculty on February 28, 2007. It is the unit's response to *ECU Tomorrow: A Vision for Leadership and Service* (see self-study, section 1.6). Many of the initiatives have been met or are being met. For example, we continue to offer educational opportunities for teachers already in the field, and the proposed film studies minor is nearly through the curriculum approval process. As a result of these developments and others, there is now opportunity to review and revise the strategic directions of the department. We provide the existing strategic plan below.

### **Thomas Harriot College of Arts and Sciences Department of English Strategic Framework**

**Vision Statement:** The English department opens minds to the transformative power of language, literatures, and literacies.

**Mission Statement:** The English Department's mission is to advance scholarship, creative activity, and teaching throughout the diverse areas of English studies, from language, literature, and writing to media, cultural studies, and folklore. This endeavor extends from the University and the academic disciplines to communities outside the university.

**Strategic Directions:** The Department of English contributes to the basic Liberal Arts foundation and purposes of Thomas Harriot College of Arts and Sciences through the development and expansion of human knowledge and skill.

## 21<sup>st</sup> Century Education

Unit Name Department of English	Priority Addressed <ul style="list-style-type: none"> <li>• Access</li> <li>• Economic Development</li> <li>• Partnerships/Engagement</li> </ul>	Timeline	Resource Needs	Evaluation/ Assessment
Focus on student learning and development of multiple "literacies"	<p>Integrate written, oral, visual, and electronic discourses in teaching at undergraduate and graduate level in both online and face-to-face courses to prepare students for the workplace environment of today and tomorrow (which, as we know, starts HERE)</p> <p>Develop new courses in film, environmental literature, multicultural literature, and other emerging fields to reflect growth and change in the discipline.</p>	Fall 2008	<p>Support for on-going faculty development</p> <p>Investments in technology infrastructure to support faculty and students (i.e. media lab, updates of hardware and software in computer classrooms)</p> <p>Funding from student technology fees and dept operating funds</p>	<p>Collect and review syllabi;</p> <p>Annual assessment of student learning as reflected in their portfolios and other measures</p>
Provide additional educational opportunities for teachers already in the field	Provide additional online graduate MA concentration programs in areas such as multicultural literature	Summer 2009	Costs to be met by dept.	Maintain files of number of students enrolling in online courses
	Support alternative licensure programs, such as a B.A. in English with a minor in Education	Fall 2009	Costs to be met by dept.	Track number of students pursuing alternative licensure programs
Make increased use of assessment, especially post-graduate assessment	Offer rejuvenated National Writing Project for regional teachers	Summer 2008	Grant from National Writing Project	Evaluate public school teacher participants in program
Enrich learning experiences	Incorporate "service learning" into courses	Fall 2007	Assistance from University Volunteer and	Track service learning projects and

for students at all levels			Service Learning Center (and or other University resources) in locating opportunities and developing strategies for effectively implementing SL	initiatives offered through coursework; Survey instructors and students in pilot service learning sections.
	Evaluate curriculum annually in response to assessment results	Fall 2007	Costs to be met by dept	Create undergraduate curriculum committee to oversee curricular change and to respond to assessment.

### A Region's Health

Unit Name Department of English	Priority Addressed <ul style="list-style-type: none"> <li>• Access</li> <li>• Economic Development</li> <li>• Partnerships/Engagement</li> </ul>	Timeline	Resource Needs	Evaluation/Assessment
	Support PhD program focus on medical discourse, including development of doctor/patient telecommunication processes	Fall 2008	Costs to be met by dept	Monitor faculty and doctoral student research in field
	Continue development of Environmental Literature program	Fall 2007	Costs to be met by dept	Monitor number of courses added to curriculum

### A Region's Arts

Unit Name Department of English	Priority Addressed <ul style="list-style-type: none"> <li>• Access</li> <li>• Economic Development</li> <li>• Partnerships/Engagement</li> </ul>	Timeline	Resource Needs	Evaluation/Assessment
Emphasize interdisciplinary	Engage in interdisciplinary efforts with the College of Fine Arts and	Fall 2007	Costs to be met by depts. with	Monitor number of

ry support of the arts	Communication and the Dept of Foreign Languages, such as sponsorship of a foreign language film series		contributions from Academic Outreach/International Affairs	participants in film series
Support creative activity	1. Establish Writer in Residence program  2. Institute Conference on Humor  3. Institute Conference on Raleigh  4. Develop interdisciplinary minor in Film Studies	1. Fall 2010  2. Fall 2007  3. Spring 2008  4. Spring 2008	1. Conduct fund raising effort; seek external grants  2. Costs to be met by dept, HCAS, and other campus units 3. Costs to be met by dept and external grants 4. Costs to be met by dept	1. Ability to hire Writer in Residence  2. Establishment of annual conference  3. Establishment of conference 4. Establishment of minor; track number of students choosing minor

### A Region's Prosperity

Unit Name Department of English	Priority Addressed <ul style="list-style-type: none"> <li>• Access</li> <li>• Economic Development</li> <li>• Partnerships/Engagement</li> </ul>	Timeline	Resource Needs	Evaluation/Assessment
Focus on research and education especially oriented toward the region and the environment	Have PhD program focus on assisting communities with development of grants, public policy initiatives	Summer 2010	Costs to be met by dept and by ECU-ON	Monitor number of grants submitted
	Develop courses at the undergraduate and graduate level that focus on environmental discourse	Spring 2007	Costs to be met by dept through allocation of courses and faculty positions	Monitor number of courses added; Evaluate reception and effectiveness of courses through enrollment and



				SOIS
	Participate in community education and outreach through engagement with College research centers and institutes (i.e. Center for Natural Hazards Research, RENCI at ECU)	Fall 2007	Costs to be met by grant production and reallocation of assistantships and faculty time to research centers	Monitor efforts of participating faculty and graduate students through service and research

### The Leadership University

Unit Name Department of English	Priority Addressed <ul style="list-style-type: none"> <li>• Access</li> <li>• Economic Development</li> <li>• Partnerships/Engagement</li> </ul>	Timeline	Resource Needs	Evaluation/Assessment
Lead in improving communication in and information about the region's environmental risks, safety, and emergency response	Participate in interdisciplinary efforts to improve the region's communications capabilities through engagement with College research centers and institutes (i.e. Center for Natural Hazards Research, RENCI at ECU)	Fall 2008	Costs to be met by grant production and reallocation of assistantships and faculty time to research centers	Monitor efforts of participating faculty and graduate students through service (outreach initiatives) and research (grants, publications)
	Support PhD program focus on risk and emergency discourse, including research and coursework aimed at improving risk and emergency communication in the coastal region		Costs to be met by dept.	Monitor faculty and doctoral student research in field

Approved at the Department of English faculty meeting of February 28, 2007.

## Appendix A: Graduate Faculty

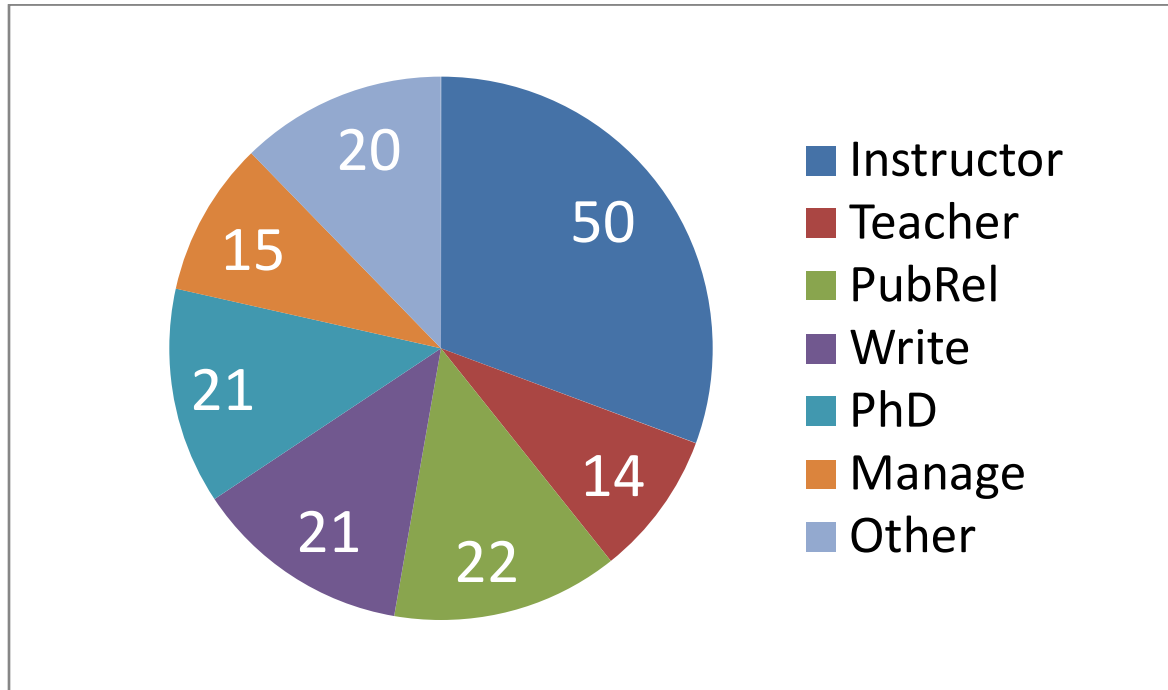
List of Department of English Faculty and the number of Comprehensive Assessment Projects (CAPs) and Thesis Committees Chaired since 2002

Name	Title	CAP	THESIS	TOTAL
ACETO, MICHAEL	ASSOCIATE PROFESSOR	3	0	3
ALBERS, MICHAEL	ASSOCIATE PROFESSOR	0	0	0
ALBRIGHT, ALEX	ASSOCIATE PROFESSOR	0	4	4
ARNOLD, ELLEN	ASSOCIATE PROFESSOR	1	3	4
*BALDWIN, KAREN	ASSOCIATE PROFESSOR	0	0	0
BANKS, WILL	ASSOCIATE PROFESSOR	1	2	3
BAUER, MARGARET	PROFESSOR	0	2	2
*BIZZARO, PATRICK	PROFESSOR	0	10	10
*BOLONYAI, AGNES	ASSISTANT PROFESSOR	2	0	2
COPE, LIDA	ASSOCIATE PROFESSOR	13	1	14
DEENA, SEODIAL	PROFESSOR	0	8	8
DIMOVA, SLOBODANKA	ASSISTANT PROFESSOR	2	0	2
DOUGLASS, THOMAS	ASSOCIATE PROFESSOR	0	4	4
EBLE, MICHELLE	ASSOCIATE PROFESSOR	10	0	10
*FARR, MARIE	ASSISTANT PROFESSOR	0	1	1
FAY, JULIE	PROFESSOR	0	3	3
FEDER, HELENA	ASSISTANT PROFESSOR	0	0	0
FROULA, ANNA	ASSISTANT PROFESSOR	0	0	0
GUEYE, MARAME	ASSISTANT PROFESSOR	0	0	0
HALLBERG, WILLIAM	ASSOCIATE PROFESSOR	1	7	8
HARRINGTON, DANA	ASSOCIATE PROFESSOR	0	0	0
*HAYHOE, GEORGE	ASSISTANT PROFESSOR	1	0	1
HECIMOVICH, GREGG	ASSOCIATE PROFESSOR	1	1	2
HENZE, BRENT	ASSOCIATE PROFESSOR	25	1	26
HERRON, THOMAS	ASSISTANT PROFESSOR	0	0	0
HOAG, RONALD	PROFESSOR	0	0	0
HOLTE, JAMES	PROFESSOR	0	1	1
HOPPENTHALER, JOHN	ASSISTANT PROFESSOR	0	0	0
HUANG, SU-CHING	ASSISTANT PROFESSOR	0	0	0
*IRIZARRY, YLCE	ASSISTANT PROFESSOR	1	0	1
KAIN, DONNA	ASSISTANT PROFESSOR	10	0	10
KIRKLAND, JAMES	PROFESSOR	1	4	5
KITTA, ANDREA	ASSISTANT PROFESSOR	0	0	0
KLEIN, AMANDA	ASSISTANT PROFESSOR	0	0	0
LILLIAN, DONNA	ASSOCIATE PROFESSOR	5	0	5
*MAHBOOB, AMHAR	ASSISTANT PROFESSOR	0	1	1
*MAKUCK, PETER	ASSISTANT PROFESSOR	0	1	1
MALLORY, ANNE	ASSISTANT PROFESSOR	0	0	0
MARTIN, ROBIN	ASSOCIATE PROFESSOR	0	1	1
*McCOMISKEY, BRUCE	ASSISTANT PROFESSOR	0	1	1
MIDDLETON, JOYCE	ASSOCIATE PROFESSOR	0	0	0
MONTGOMERY, MARIANNE	ASSISTANT PROFESSOR	0	0	0
PALUMBO, DONALD	PROFESSOR	2	2	4

PARILLE, KEN	ASSISTANT PROFESSOR	0	1	1
PENROD, DIANE	PROFESSOR	0	0	0
*RESTIVO, ANGELO	ASSISTANT PROFESSOR	0	1	1
*RUBENS, PHILIP	ASSISTANT PROFESSOR	4	0	4
SHARER, WENDY	ASSOCIATE PROFESSOR	2	0	2
*SHARP, MICHELE	ASSISTANT PROFESSOR	0	1	1
SHIELDS, E. THOMSON	ASSOCIATE PROFESSOR	0	9	9
SIDHU, NICOLE	ASSOCIATE PROFESSOR	0	0	0
SIEGEL, ROBERT	ASSOCIATE PROFESSOR	0	6	6
SMITH, CATHERINE	PROFESSOR	10	0	10
SOUTHARD, BRUCE	ASSOCIATE PROFESSOR	1	0	1
SOUTHARD, SHERRY	ASSOCIATE PROFESSOR	48	1	49
ST. AMANT, KIRK	ASSOCIATE PROFESSOR	3	0	3
SULLIVAN, C.W., III	PROFESSOR	0	2	2
TAWAKE, SANDRA	ASSOCIATE PROFESSOR	0	0	0
TAYLOR, RICHARD	ASSOCIATE PROFESSOR	2	5	7
TEDESCO, LAUREEN	ASSOCIATE PROFESSOR	2	2	4
TOVEY, JANICE	ASSOCIATE PROFESSOR	23	0	23
TUHKANEN, MIKO	ASSISTANT PROFESSOR	0	1	1
WATSON, REGINALD	ASSOCIATE PROFESSOR	2	4	6
WHISNANT, LUKE	PROFESSOR	1	11	12
WIELAND, LIZA	ASSISTANT PROFESSOR	1	2	3
*WILENTZ, GAY	PROFESSOR	1	12	13
WILSON-OKAMURA, DAVID	ASSOCIATE PROFESSOR	0	0	0
		179	116	<b>295</b>

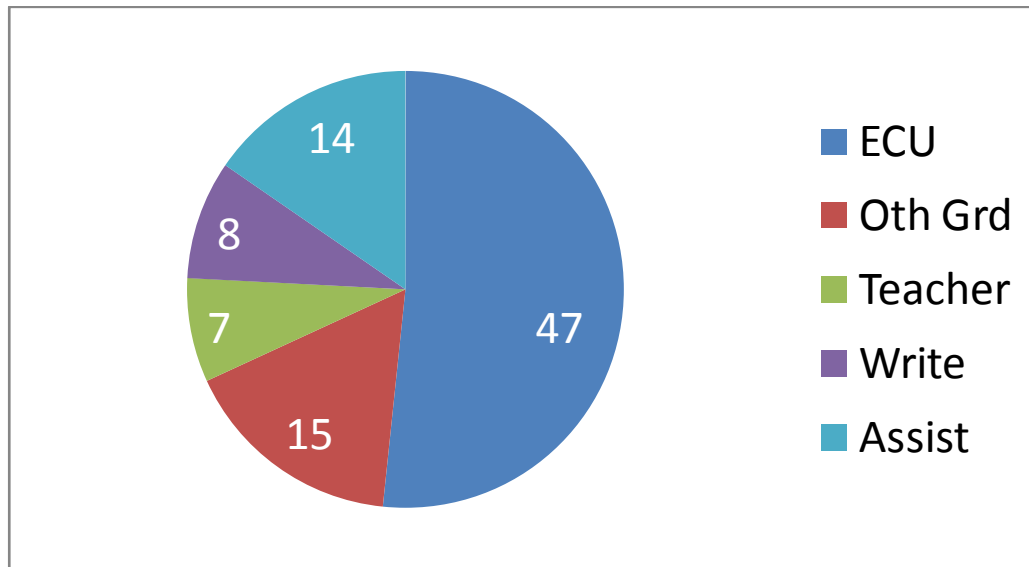
\*These faculty have left the university, retired, or are deceased.

### Graduate (MA) Initial Placement, 2002-2009



Of 308 MA graduates, the unit has tracked 163. Please note that the sample is not fully representative because those who hold instructor positions (especially the 19 at ECU) are more easily accounted for. Yet, it is probably true that approximately 25% of MA graduates do serve as instructors at the collegiate level across the U.S. (e.g., CA, TX, NY, CT, PA, WA, SC). Several serve as English instructors in other countries (Belize, Japan, India, and Australia). Seventeen of this student sample has gone on to PhD programs with six at ECU and others attending programs like UT Austin, Old Dominion, University of South Carolina, NC State, Emory, UNC Chapel Hill, CUNY. One student is enrolled in an MFA program and three are in law school. A large portion of students (perhaps 25%) find employment as writers or in public relations. High school teaching and various forms of management (property, programs, and people) round out large categories of opportunity. The 'other' category ranges from an award winning police officer to a Krispy Kreme franchise owner.

## Undergraduate (BA) Initial Placement, 2002-2009



Of 489 BA graduates, the unit has tracked 83 (17%). Please note that the sample is not representative because those who attend(ed) the ECU MA program (47 at ECU) are nearly all accounted for. So, it is probably true that approximately 10% (47/489) of all BA graduates do attend the ECU MA program. In addition, another 15 of these students has attended some other graduate program (either at ECU or elsewhere). Other schools include NC State University, UNC Chapel Hill, University of Maryland, Appalachian State University, William and Mary, etc. The employment categories that do emerge as prominent for these BA graduates can generally be labeled as writer (editor, technical writer, and reporter) or assistant (marketing, program, financial, graphic design, customer, quality control, etc.). High school teacher remains a viable professional opportunity for graduates as well.

## List of Firms/Agencies Employing ECU Graduates (BA and MA)

ECU	Pitt-Martin Partnership	Fayetteville
Washington State	Blue Cross/Blue Shield	Physicians of Dallas
Craven CC	Pitt County Schools	Caldwell CC
Halifax HS	South Piedmont CC	Elizabeth City SU
U.S. Army SF	MISYS Health Care	Korean Academy
Industry First, Inc	CH News and Communications	Rocky Mount HS
EMC, Inc	GlaxoSmithKline	Turning Point
NC East Region	NC Wesleyan	Pitt County Sheriff
Lenoir CC	E-Content, Inc	Lenoir County Schools
Harvard Law School	Mount Olive College	Southern New Hampshire CC
Rainbow Center	State Farm Insurance	U.S. Air Force Logistics
Pirate Queen, LLC	Progress Energy	Boise State University
Muscular Dystrophy Ass.	Department of Defense	Gardner-Webb
George Mason University	Durham Technical CC	Gastonia CC
Star News, Inc	RLM Development Solutions	Belize Channel 5
Southern Air, Inc	American Kennel Club	Albemarle Hospital
Goldsboro HS	Dare County Schools	Town of Nags Head
Krispy Kreme	Rocky Mount Tekegram	DPRA, Inc
Axiom Intermediaries	Durham Literacy Center	Business Intelligence, Inc
U. Northern Iowa	McGill Gardens	Daily Southerner
Jacobs Engineering	Chester VA HS	Hopes & Dreams Magazine
Co-Ed Magazine	Williamston HS	Red Springs HS
Pitt County Development	IPREO, LLC	CITI
E&B Boarding, Inc	Barnes & Noble	AHEC
UNC School of Govt	Street Soccer, Inc	NC State U Library
Physicians Group, LLC	Criminal Record Check, Inc	Johnston County CC
NC Wildlife Resource Comm	University Manor, Inc	HS Stone Ctr, UNC-CH
Lineberger Cancer Ctr	Briar Cliff University	NC Law Services, Inc
Louisburg College	DataDirect Technologies, Inc	Gamma Group, Inc
American Cancer Society	Philips Exeter, Inc	Winston-Salem St. U
George Mason	Pro-edit, Inc	UNC-Charlotte
Timken Corporation	ACN Marketing, Inc	National Guard (DC)
Cabarrus CC	Manteo HS	Arboretum@Tanglewood
UNC-Pembroke	Brody School Medicine	Smithsonian Museum
US Forest Service	Philips Medical Systems	Omega Performance, Inc
Mooreville SBDC	AlphaMed Press, Inc	L&M Companies
Freed-Hardeman U.	U. Florida	Duke Medical
Ashe County Schools	H&R Block	BB&T
NC Board Workers' Comp	Expressions Magazine	Nashville Graphic
Saber Government Solns, Inc	Queens University	Daiichi-Sankyo
Wilson County Schools	Alban Engine Systems	American Campus Communities
Vanguard Group	TIAA-CREF	Center for Remote Sensing, Inc
Team Capital Bank	U. Rhode Island	Remax Realty
Friedman, LLP	Wilkinson Supply	Craven CC
360 Training, Inc	The Enterprise	

## Appendix C: MA Degree Concentrations

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### **MA in English** (including concentration specific requirements)

A minimum of 33 s.h. of course work is required, with a final examination on the thesis or comprehensive assessment project; subject matter from course work may also be a part of the examination.

A research methods course, selected from 6009, 6805, 7005, 7601, 7701 - 3 s.h.

Area of concentration (choose one of the following) - 18 s.h.

1. English studies: An approved, unified program of study, including at least 3 s.h. from each of three concentrations or areas of study, and an additional 9 s.h. of coursework chosen from ENGL courses.
2. Creative writing: Maximum of 12 s.h. from ENGL 5840 (Advanced Poetry Writing); 5850 (Advanced Fiction Writing), 5860 (Advanced Nonfiction Writing), 5890 (Advanced Script Writing); and minimum of 6 s.h. from ENGL 6865 (Creative Writing [Special Studies Seminar]), 6870 (Literature: The Writer's Perspective), 6880 (Directed Readings in Creative Writing).
3. Linguistics: ENGL 7530 (Descriptive Linguistics); 15 s.h. from ENGL 6505 (Linguistic and Cultural History of the English Language), 6526 (The Structure of English: Phonology and Morphology), 6527 (The Structure of English: Syntax and Semantics), 6528 (Teaching English as a Second Language: Theories and Principles), 6529 (Applied Linguistics for ESL Teachers), 6531 (TESL: Methods and Practicum), 7525 (Language and Society), 7535 (Principles of Language Testing), 7565 (Linguistics, Education, and ESL [Special Studies Seminar]), 7605 (Discourse Analysis), 7680 (Writing Systems of the World).
4. Literature:
  - Pre-1800 British and American Literature, 6 s.h. from ENGL 5160 (English Drama to 1642), 5165 (English Drama: Dryden to Sheridan), 6116 (Medieval English Literature), 6121 (Shakespeare and Renaissance Literature), 6131 (Milton and Seventeenth-Century Literature), 6151 (Eighteenth-Century British Literature), 6215 (American Literature to 1830)
  - Post-1800 British and American Literature, 6 s.h. from ENGL 5125 (The English Novel Through Hardy), 5150 (The Twentieth-Century British and American Novel), 5170 (Modern Drama), 5230 (Southern Regional Literature), 5250 (The American Novel, 1800 to 1920), 5260 (The Novel Since 1945), 5275 (Nineteenth-Century Poetry), 5280 (Twentieth-Century Poetry), 6155 (Romantic Literature), 6175 (Victorian Literature), 6185 (Twentieth-Century British Literature), 6220 (The American Renaissance), 6250 (American Realism), 6260 (Twentieth-Century

American Literature), 6330 (Studies in Latino/a Literatures), 6350 (Studies in Native American Literature), 6390 (Advanced Studies of Science Fiction and Fantasy)

- Literature electives, 6 s.h. from the above or from ENGL 5060 (History of Literary Criticism), 5330 (Studies in Women's Literature), 6340 (Ethnic American Literature), 6360 (World Literature Written in English), 6370 (Caribbean Literature), 6380 (Studies in African Literature), 6450 (Studies in World Indigenous Literatures), 6515 (Advanced Studies in Children's Literature), 6870 (Literature: The Writer's Perspective), 7065 (Foundations of Literary Criticism [Special Studies Seminar]), 7070 (Literary Theory), 7165 (English Literature [Special Studies Seminar]), 7265 (American Literature [Special Studies Seminar]), 7365 (Selected Topics in Multicultural and Transnational Literature [Special Studies Seminar]).
5. Multicultural and transnational literatures: 18 s.h. from ENGL 6330 (Studies in Latino/a Literatures), 6340 (Ethnic American Literature), 6350 (Studies in Native American Literature), 6360 (World Literature Written in English), 6370 (Caribbean Literature), 6380 (Studies in African Literature), 6420 (Studies in Asian American Literature), 6450 (Studies in World Indigenous Literatures), 6460 (Studies in African American Literature), 7300 (Directed Reading in Multicultural and Transnational Literature), 7350 (Seminar in Multicultural and Transnational Literature), 7365 (Selected Topics in Multicultural and Transnational Literature [Special Studies Seminar]).
  6. Rhetoric and composition: ENGL 6625 (Teaching Composition: Theory and Practice), 7615 (Rhetorical Theory), 7630 (Cultural Rhetoric and Writing); 6 s.h. from ENGL 6000 (Critical Writing in English Studies), 7665 (Rhetoric and Composition [Special Studies Seminar]), 7950 (Issues in Teaching Composition), 7960 (Methods of Teaching English in the Two-Year College), 7975 (Developmental English in the Two-Year College); 3 s.h. from linguistics, TESOL, or technical and professional communication concentration.
  7. Teaching English to speakers of other languages (TESOL): ENGL 6528 (Teaching English as a Second Language: Theories and Principles), 6531 (TESL: Methods and Practicum), 7530 (Descriptive Linguistics); 9 s.h. from ENGL 6505 (Linguistic and Cultural History of the English Language), 6526 (The Structure of English: Phonology and Morphology), 6527 (The Structure of English: Syntax and Semantics), 6529 (Applied Linguistics for ESL Teachers), 7525 (Language and Society), 7535 (Principles of Language Testing), 7565 (Linguistics, Education, and ESL [Special Studies Seminar]), 7605 (Discourse Analysis), 7680 (Writing Systems of the World).
  8. Technical and professional communication: ENGL 7702 (Research Design in Technical and Professional Communication); 15 s.h. from ENGL 6700 (Technical Editing and Production), 6715 (Technical Writing), 6721 (Copyediting in Professional



Communication), 6725 (Directed Readings in Technical and Professional Writing), 6740 (Internship in Technical and Professional Communication), 6741 (Internship in Technical and Professional Communication), 7701 (Research Methods in Technical and Professional Writing), 7705 (Ethical Issues in Professional Communication), 7710 (Professional Communication), 7712 (Grant and Proposal Writing), 7716 (Classics in Scientific and Technical Literature), 7730 (Issues in Technical Communication), 7745 (Teaching Professional Communication), 7746 (Training in Professional Communication), 7750 (Writing Public Science), 7785 (History of Professional Communication), 7765 (Technical and Professional Communication), 7766 (Special Studies Seminars in Communication and Emerging Technologies), 7780 (Theory of Professional Communication), 7790 (Public Interest Writing).

English electives or courses from another department - 6 s.h.

**Research Skills Requirement:** A reading knowledge of a language other than English. Students concentrating in technical and professional writing, rhetoric and composition, linguistics/TESOL, and other suitable fields may substitute an appropriate level of computer skills.

A thesis, demonstrating the student's ability to gather, arrange, and interpret material which bears on a particular problem - 6 s.h.

**OR**

A comprehensive assessment project and additional coursework in English - 6 s.h.

## **Comprehensive Assessment Projects (CAPs)**

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### **ENGLISH STUDIES**

Students in the English Studies concentration who choose to do the non-thesis option will develop their CAP in consultation with their director. The CAP should reflect the work the student is doing in different areas of study by drawing on one or more of the areas' CAP requirements to develop the student's individualized English Studies CAP.

### **CREATIVE WRITING**

The CAP for students in creative writing who choose the non-thesis option is a comprehensive examination.

Goal. The comprehensive written exam option allows students to demonstrate detailed knowledge of the genre they have studied.

Student requirements

- In lieu of thesis hours, students who choose the Comprehensive Exam Option also take an extra 6 hours of coursework in the literature of their selected genre.
- The exam is taken during finals week of the student's last semester of coursework.

- At the beginning of the semester in which the student takes the exam, she/he is given 3 questions in each of the following periods:

early history

19th century

modern

contemporary

- Each period exam includes one of the 3 questions, to be selected by the faculty exam committee.

- The student has 45 minutes in which to take each period exam, with a 15 minute break between the second and third exams.

- If the student fails any of the period exams, she/he may retake that period exam in the following semester. Each period exam may only be retaken once. The student must pass all period exams to earn her/his degree.

Student preparation guidelines

- Students are encouraged to prepare answers to the questions they have been given during the semester they are taking the exam, although they will not be allowed to bring notes into the exam.

Faculty guidelines

- Before the mid-term break of the student's penultimate semester, an exam committee is assembled by the student's Examiner, or committee chair, in consultation with the student. The committee will solicit questions from all members of the creative writing faculty, and, when necessary, from appropriate literature faculty.

- Before the end of the student's penultimate semester, the committee chooses (and modifies as necessary) three questions for each of the periods. These questions should allow for a broad coverage of the student's selected genre.

- At the beginning of the student's last semester, the student's Examiner meets with the student to hand out the exam questions and to explain the exam procedures.

- Within two weeks of the end of the student's last semester, the committee will decide which question will be selected from each period.

- The student's Examiner administers the exam, which is evaluated by the Examiner and the exam committee. Each member of the committee evaluates the exam and, within 48 hours of completion of the exam, anonymously submits a "pass" or "fail" grade for each question. A student must receive at least two passes on each section to pass the exam.

- Individual committee members' evaluations are kept confidential. Students are told only whether they passed or failed each exam.

## **LINGUISTICS**

The Linguistics Comprehensive Assessment Project (CAP) consists of an annotated bibliography and a synthesis paper. When prepared, the student presents the project to the CAP committee during a scheduled exam. Following the presentation, committee members ask questions related to the project. The CAP demonstrates the student's ability (1) to examine field literature critically and reflectively; and (2) to evaluate the project's findings in the larger context of knowledge gained through his or her coursework.

For the annotated bibliography the student chooses a field-related topic of interest, formulates a research question, and finds, through library research, at least twenty sources directly related to his or her research question. The sources consist of current full-length articles published in peer-reviewed journals, book chapters and/or books. Dissertation abstracts are not acceptable. Foundational work on a given topic, regardless of the date of publication, is admissible. All sources have to be approved by the student's CAP committee before the student begins annotating them. The annotated bibliography follows the APA citation format. It is prefaced by an introduction giving the student's rationale for the project.

For the synthesis paper, the student writes a cover paper synthesizing the information learned from research. The student clearly shows how this research has informed his or her response to the research question. The student draws conclusions and, where relevant, considers practical implications of his or her findings. The paper is 7-10 pages (cc. 2,000-2,500 words) in length.

## **LITERATURE**

The CAP for students in the literature concentration is a mentored scholarly essay.

**Goals:** The mentored scholarly essay shows a student's ability to conduct research and to situate an argument within currently scholarly dialogue on the subject and in the field. It offers an *original* contribution to the scholarly discourse on the topic. The final essay will be article-length and appropriate for submission to a scholarly journal. This option is most appropriate for students planning to pursue a PhD in English, as it offers an opportunity to begin working towards publication.

### **Requirements:**

- *Prospectus and annotated bibliography.* The student must submit a prospectus of 600 to 900 words. The prospectus is accompanied by an annotated bibliography listing at least twenty secondary sources relevant to the topic. At least ten of these entries must have paragraph-length annotations.
- *Prospectus meeting.* A prospectus meeting should be held no later than the fourth week of classes during the semester in which the student plans to complete the mentored scholarly essay.
- *Final essay.* The final essay should be between 6,000 and 8,000 words (approximately 25 to 30 pages), not including references.

- *Report on journals.* Along with the final essay, the student should submit a report that specifies three journals to which the essay could be submitted. The student should write 200 words on each journal describing the kinds of work it regularly publishes and justifying why the essay would be appropriate for inclusion in the journal.
- Upon completion of the essay, the committee will evaluate it and pass it when both committee members agree it is ready for submission to a journal.

#### **Guidelines for students:**

- Early in his or her graduate study, a student considering writing a mentored scholarly essay should consult with faculty and begin considering potential topics.
- This essay might be substantially revised from a paper written in one of the literature seminars. It can also represent new work.
- The student should read widely within the scholarship to make sure that the topic has not been exhausted.
- The student should discuss his or her idea with graduate faculty before choosing the mentored scholarly essay option.
- The committee will be comprised of two faculty members in the student's area of interest.
- At the prospectus meeting, the student and committee discuss the primary and secondary source material relevant to the essay as well as possible journals towards which the completed work might be aimed.

#### **Additional guidelines for faculty:**

- Graduate faculty should alert students when their seminar papers might be appropriate for revision as a mentored scholarly essay.
- Faculty should determine before a student chooses the mentored scholarly essay option whether he or she has a compelling question and an original contribution to make to the scholarly discourse. If the student's work is unlikely to be appropriate for journal submission, faculty should recommend the thesis option as an alternative.
- The standard for a passing essay is that the essay is ready for *submission* to a journal, not that the essay would necessarily be accepted or published.

### **MULTICULTURAL AND TRANSNATIONAL LITERATURES**

#### **1. The Portfolio** option involves:

A **Planning Meeting** with a committee of three faculty from the Dept. of English chosen according to procedures outlined for the Thesis Committee. This meeting will be held no later than the third week of classes during the semester in which the student plans to take the Exam. The Planning Meeting may be conducted by conference call for DE students.

A **Portfolio**, which includes six to eight representative seminar papers and/or projects, to be presented at the Planning Meeting, and a Reading List of 20 texts, to be agreed on at the Planning Meeting. Ten of these texts will be chosen by the committee and ten by the student with the committee's approval, in an area of specialization of the student's choice. Approximately two-thirds of the texts will be book-length, and one-third may be article length.

A **Revised Portfolio**, which includes the portfolio papers, edited in accordance with the recommendations of the committee at the Planning Meeting, and a six to eight page Literacy Narrative or Cover Statement that provides a coherent synthesis of the Portfolio papers and contextualizes them within the larger scholarly field represented by the Reading Lists. The Revised Portfolio and the Literacy Narrative will be submitted to the committee no less than two weeks before the Oral Exam is scheduled.

An **Oral Defense** meeting of between one and one and one-half hours, during which the student demonstrates mastery of the theoretical and primary texts on the Reading List by discussing with the committee the Portfolio in relationship to the texts on the Reading List. The Defense may be conducted by conference call or videoconference for DE students.

**2. The Professional Project** option might be chosen by students with professional needs or interests, such as the design of a curriculum, a teaching unit, or other workplace project. The Project requires an additional 6 s.h. hours of coursework and:

A **Planning Meeting**, with a committee of three English faculty chosen according to procedures outlined for the Thesis Committee, to be held no later than the third week of classes during the semester in which the student plans to complete the Project. The Planning Meeting may be conducted by e-mail and/or conference call for DE students.

A **Project Outline** (2 to 3 pp.) and a Working Bibliography of 20 sources, to be submitted to the committee at the Prospectus Meeting.

A **Framing Essay** (5-6 pp.) relating the project to the Bibliography and explaining the theoretical framework of the project and the Project itself (20-25 pp.) to be submitted to the committee no less than two weeks before the Defense is scheduled.

An **Oral Defense** (1-1 ½ hrs.), at which the student presents the Project and its theoretical framework to the committee and answers questions posed by the committee related to the problem the project addresses, the methodology used, the utility of the project/application in curriculum or other work environments, and the relationship of the project to the student's graduate coursework. The Defense may be conducted by conference call or videoconference for DE students. Distance Education students are invited (but not required) to come to campus for the Prospectus/Planning Meeting and/or Defense of the Thesis or CAP (or at any stage of their program) for a more personal exchange with faculty.

## **RHETORIC AND COMPOSITION**

The Comprehensive Assessment Project (CAP) for students in the Rhetoric and Composition concentration who choose the non-thesis option consists of the following:

- A comprehensive oral examination on a reading list determined in consultation with a faculty advisor in rhetoric and composition.
- A portfolio of selected written work from the student's MA coursework. The student will present this portfolio, framed with an introductory/review essay, to his or her MA committee for formal review.

## **TESOL**

The Comprehensive Assessment Project (CAP) consists of an annotated bibliography and a synthesis paper. When prepared, the student presents the project to the CAP committee during a scheduled exam. Following the presentation, committee members ask questions related to the project. The CAP demonstrates the student's ability (1) to examine field literature critically and reflectively; and (2) to evaluate the project's findings in the larger context of knowledge gained through his or her coursework.

For the annotated bibliography the student chooses a field-related topic of interest, formulates a research question, and finds, through library research, at least twenty sources directly related to his or her research question. The sources consist of current full-length articles published in peer-reviewed journals, book chapters and/or books. Dissertation abstracts are not acceptable. Foundational work on a given topic, regardless of the date of publication, is admissible. All sources have to be approved by the student's CAP committee before the student begins annotating them. The annotated bibliography follows the APA citation format. It is prefaced by an introduction giving the student's rationale for the project.

For the synthesis Paper the student writes a cover paper synthesizing the information learned from research. The student clearly shows how this research has informed his or her response to the research question. The student draws conclusions and, where relevant, considers practical implications of his or her findings. The paper is 7-10 pages (cc. 2,000-2,500 words) in length.

## **TECHNICAL AND PROFESSIONAL COMMUNICATION**

Students in the Technical and Professional Communication concentration who choose the non-thesis option will turn in the following materials:

- Check sheet and abbreviated overview
- Paper: Approximately 10-pages, double-spaced; a traditional academic paper, such as a literature review (bibliographic essay), which may or may not incorporate application examples or a critical analysis of a "practical application" project that you created for a class..
- Reading list used to discuss portfolio items: a 25-work reading list, which you create to use in discussing your portfolio (a book equals 3 works, although you might consider using 2-3 chapters or essays from the book instead of the entire book).
- Portfolio for job interviews and CAP. (The TPC graduate advisor can supply sample e-portfolios.)

These materials will be used for the comprehensive assessment examination, during which the relationship between the paper, the works on the reading list (the theory/research), and the items in the portfolio (the application) will be discussed.



## Appendix D: Assessment Reports

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Foundations Courses, ENGL 1100 and 1200

BA in English

MA in English

PhD in English





# East Carolina University

**Office of Institutional Planning, Assessment and Research  
East Carolina University  
Greenville Center – Suite 2700  
2200 South Charles Boulevard  
Greenville, North Carolina 27858-4353**

Deadline for submitting Interim Report: 6 April 2009  
Deadline for submitting Final Report: 1 October 2009

## Foundation Curriculum Assessment Report East Carolina University 2008-2009

### General Instructions

Before completing the 2008-2009 Foundation Curriculum Assessment Report, **please**

- ☐ **Carefully read all directions**
- ☐ **Assign responsibility for completion and accuracy to the Unit Assessment Committee Chair**

Before returning the completed 2008-2009 assessment report, **review the last page of this document to ensure check lists are complete.**

**Please direct additional questions to Ms. Kristen Springer-Dreyfus at [springerk@ecu.edu](mailto:springerk@ecu.edu)**

(Composition/Department of English)

2008-2009

10/1/2009

(Assessment Period Covered)

(Date Submitted)

**Foundation Educational Objective:**

1. In drafting and revising, students will 1.) learn to choose words carefully, 2.) exploit English syntax fully, and 3.) ensure coherence. They will learn 4.) to edit for standard written English usage, punctuation, and spelling.

**First Means of Assessment for Objective Identified above:****Means of Assessment & Criteria for Success:**

A sample of 250 student papers was collected from across 35 sections of English 1100.<sup>1</sup> These were papers composed as the final assignment in English 1100 sections taught by fixed-term instructors or graduate teaching assistants (the two populations who teach the vast majority of 1100 courses). During the spring of 2009, the papers were read and rated using rubric/scoring guide. The three assessors participated in training and norming sessions<sup>2</sup> to ensure inter-rater reliability prior to beginning the assessment and as needed during the assessment.

**Description of Data Collection & Assessment Results:****Results**

Across the 250 papers rated, average scores on a scale of 1-4 (4 represents the highest achievement, 1 the lowest) on each individual criterion were as follows:

Criterion	Average Score
Correct Word Choice	2.64
Appropriate Word Choice	3.65
Fragments (avoidance of)	3.45
Run-ons (avoidance of)	3.22

<sup>1</sup> The total number of sections of English 1100 in Fall 2008 was 175. We sampled from 20% of these sections.

<sup>2</sup> For more on norming methods in writing assessment, see [http://writing.umn.edu/tww/responding\\_grading/inst\\_gradenorm.html](http://writing.umn.edu/tww/responding_grading/inst_gradenorm.html)

Two other aspects of the results merit mention:

1. The standard deviations for the two lowest-averaging criteria-- "Correct Word Choice" and the "Run-ons" -- were at .9 or above.
2. The standard deviation for "Fragments" was .75.

### **Discussion**

These results suggest several things of significance for future curriculum planning in English 1100:

1. Upon completion of English 1100, students seem fairly adept at determining appropriate tone and style for an audience.
2. Even after one semester of college composition, students struggle to find the most accurate words to say what they mean. Given the new concepts they are encountering, and given their general lack of familiarity with academic discourse as first-year college students, this result is not terribly surprising, but, as explained below, it does suggest some useful ways to modify the 1100 curriculum.
3. The .9 and higher standard deviations in the "Correct Word Choice" and the "Run-ons" categories suggests that our students complete 1100 with significantly varied levels of ability when it comes to choosing correct words and avoiding run-on sentences.
4. The .75 standard deviation in the "Fragments" category suggests some noteworthy variance in students' abilities, upon completion of English 1100, in this category as well

### **Use of Results to Improve Program:**

#### **Recommendations**

Several recommendations for future curriculum and professional development follow from the results of this assessment:

1. The results suggest that it would benefit students if instructors of English 1100 spent more time discussing the nuances of meaning of vocabulary and--perhaps more importantly given the variety of fields and field-related vocabulary our students will encounter in their future coursework--providing students with strategies for determining the meaning(s) of a word and for discovering the essential vocabulary in a particular academic field or surrounding a particular topic. The Composition Program might assist with this effort by organizing a Professional Development Workshop in which experienced instructors of English 1100 and 1200 share their strategies for accomplishing these goals.
2. The results for the two "Sentence Completeness" criteria, while generally good, reveal that a number of students leave English 1100 with room for improvement in these areas. The variety of skill levels (as demonstrated by the standard deviations), suggests that, rather than spending class sessions focusing on these two issues, a more effective use of instructional effort might involve individualized instruction for the particular students who struggle with these aspects of sentence completeness. The Composition Program might assist with this individualized instruction by setting up online tutorials about these two issues that students can be asked to complete should they exhibit particular difficulty in either area (one model for such tutorials might come from the online tutorials designed by

the North Carolina Collection in Joyner Library).

**Second Means of Assessment for Objective Identified above:**

Means of Assessment & Criteria for Success:

Description of Data Collection & Assessment Results:

Use of Results to Improve Program:

**Foundation Educational Objective:**

2.Students will learn to incorporate information gained from the library and other sources into their compositions, citing documents appropriately.

**First Means of Assessment for Objective Identified above:**

Means of Assessment & Criteria for Success:

A sample of approximately 230 student papers was collected from across 15 sections of English 1200.<sup>3</sup> These papers were composed as the final assignment in English 1200 sections taught by fixed-term instructors or graduate teaching assistants (the two populations who teach the vast majority of 1200

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<sup>3</sup> The number of sections of English 1200 in Spring 2007 was approximately 120.

courses). Papers were read and rated using the attached rubric/scoring guide. The three assessors participated in training and norming sessions<sup>4</sup> to ensure inter-rater reliability prior to beginning the assessment and as needed during the assessment.

### **Description of Data Collection & Assessment Results:**

#### **Results**

The average total score (across all three criteria on the assessment rubric) was 2.99 out of a possible 4 points.

Averages on each individual criterion were as follows:

<b>Criterion</b>	<b>Average Score</b>
Consistency of use	3.03
Explanation	2.62
Indication	3.31

#### **Discussion**

These results suggest several things:

1. The 1200 curriculum, and the instructors who implement it, focuses fairly heavily and successfully on ensuring that students distinguish the words of their sources from their own words. This is an encouraging finding given the increased risk of accidental plagiarism in cut-and-paste research and writing environments.
2. Our curriculum and our instructors are also doing a fairly good job of making sure students understand how much evidence they need to support their claims in research-based writing.
3. The aspect of “use of evidence” most in need of increased attention in the 1200 curriculum is the ability to explain the relationship between the evidence that students provide and the arguments they intend to support through that evidence. In other words, student writers tend to include evidence but fail to explain clearly enough how that evidence supports the claims they make.

#### **Use of Results to Improve Program:**

##### **Recommendations**

Several recommendations for future curriculum and professional development follow from the results of this assessment:

1. English 1200 instructors should continue to emphasize the importance of distinguishing between the words of a source and the words of the writer. A target average score of 3.5 should be set for future assessments of “Use of Evidence.”
2. We need to encourage students to find and incorporate more evidence to support their points. A target average score of 3.25 should be set for future assessments of “Use of Evidence.”

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<sup>4</sup> For more on norming methods in writing assessment, see [http://writing.umn.edu/tww/responding\\_grading/inst\\_gradenorm.html](http://writing.umn.edu/tww/responding_grading/inst_gradenorm.html)

3. The area in which our 1200 faculty most notably need to provide more instruction is explanation of evidence. Instructors might devote more class time to having students present the evidence they have gathered and explain the significance of that evidence to classmates. Simply providing more time for peer review and peer response/feedback may address this problem area. Writers often know in their minds how the evidence they provide relates to their arguments, but it can be difficult for them to recognize when that evidence is not fully explained for a reader. In addition, the Composition Program should provide professional development sessions devoted to helping instructors teach students how to work with the evidence they gather. A target average score of 3.0 should be set for future assessments of “Use of Evidence.”
4. Finally, future assessments should include a larger sample from a broader cross section of 1200 sections. This assessment was conducted before the Academic Standards Committee developed guidelines for Foundations course assessment and thus it does not meet the requirement that 20% of sections be sampled for assessment purposes.

**Second Means of Assessment for Objective Identified above:**

Means of Assessment & Criteria for Success:

Description of Data Collection & Assessment Results:

Use of Results to Improve Program:

**Foundation Educational Objective:**

3.Students will identify and search both print and electronic bibliographic indexes, locate resources in the library, read widely for selected kinds of information, and will improve their reading skills in order to understand literally, to infer, to recognize ideological bias, and to evaluate.

**First Means of Assessment for Objective Identified above:****Means of Assessment & Criteria for Success**

The Director of Composition and two graduate students from the English Department conducted the assessment during the summer of 2008 following these procedures:

A sample of approximately 250 student papers was collected from across 28 sections of English 1200.<sup>5</sup> These papers were composed as the final assignment in English 1200 sections taught by fixed-term instructors or graduate teaching assistants (the two populations who teach the vast majority of 1200 courses). Papers were read and rated using the attached rubric/scoring guide. The three assessors participated in training and norming sessions<sup>6</sup> to ensure inter-rater reliability prior to beginning the assessment and as needed during the assessment.

<sup>5</sup> The total number of sections of English 1200 in Spring 2008 was 140. We sampled from 20% of these sections.

<sup>6</sup> For more on norming methods in writing assessment, see  
[http://writing.umn.edu/tww/responding\\_grading/inst\\_gradenorm.html](http://writing.umn.edu/tww/responding_grading/inst_gradenorm.html)

## Description of Data Collection & Assessment Results:

### Major Areas

The assessment rated papers on a four point scale in a number of areas related to the use of strong sources. Averages for the major areas measured in the assessment were as follows:

Area	Average Score
Breadth/Variety of Sources	2.91
Relevance of Sources	3.70
Credibility of Sources	3.03

### Criteria Within Major Areas

The assessment measured for several more specific criteria within the “Breadth/Variety” and “Credibility” areas listed in the table above. Results for those measures are as follows:

#### *Breadth/Variety of Sources*

Criterion	Average Score
Consultation of Popular and Specialized Sources	2.73
Integration of Multiple Sources	3.08

#### *Credibility of Sources*

Criterion	Average Score
Reputable Publications*	3.22
Reputable Websites	2.74
Sufficient Information Provided to Assess Credibility from Works Cited/References	3.14

\*In the context of this assessment, “publication” was understood to mean a journal, newspaper, newsletter, or other genre traditionally associated with print. The category, however, included electronic versions of these genres as well (e.g. journal, magazine, or newspapers accessed through an online database, etc.).

### Information Missing from Works Cited/References

In an effort to determine what elements of a citation are most commonly omitted from the works cited or references pages of students’ papers, assessors totaled omitted elements in the following categories:



Citation Element	Total Number of Papers Omitting Element from at Least One Citation Entry (out of 252 total papers)
Author	20
Publication	53
Date	55
Sponsor of Website	98
Title	42
URL	16
Other	12
Missing entire entry	13

## Discussion

These results suggest several things:

1. Students at the completion of English 1200 appear well prepared to identify sources that are relevant to the research question(s) they are investigating through their writing.
2. While there is room for improvement, instructors in the program are doing a fairly good job of making sure students can identify reputable publications (whether those publications are in print or online).
3. It appears from this assessment that there are two areas that merit more attention in the English 1200 curriculum: 1) The use of both specialized and popular sources, and 2) The ability to evaluate the credibility of web sites. While the lower ratings in the “Consultation of Specialized and Popular Sources” category may be due in part to the specific requirements different instructors established for the final writing assignments in their classes (in other words, the instructors may not have asked students specifically to look for both types of publications), the lower ratings in the “Credible Web Sites” category suggest the need for more emphasis on evaluating websites in the 1200 curriculum.
4. By far the most commonly omitted element from entries in the works cited/references page was the “Sponsor of Website”—the group or individual responsible for content and/or maintenance of the site. In many cases, assessors were able to locate this information on the web sites referenced, but only after considerable searching. Many websites investigated by the assessors were designed in a way that seemed to intentionally obscure this information.

## Use of Results to Improve Program:

**Recommendations**

Several recommendations for future curriculum development and for future professional development for our composition instructors are suggested by the results of this assessment:

1. Instruction in 1200 needs to incorporate more practice in evaluating websites, with particular attention paid to helping students discover the organizations and/or individuals who sponsor a particular website. An average score of 3.0 should be a goal for the “Use of Reputable Websites” criteria when this assessment is repeated in 2-3 years.
2. To assist in meeting this goal, the Composition Program should provide more professional development opportunities to help instructors develop effective classroom practices for teaching the investigation and evaluation of websites.
3. Instruction in 1200 needs to do more to help students use both popular and scholarly sources. An average score of 3.0 should be a goal when this assessment is repeated in 2-3 years. For the purposes of accurate program assessment, papers collected for the purposes of this assessment should come from assignments that specifically ask students to use specialized as well as popular sources.
4. Finally, it is advisable to divide the elements of this assessment into at least two separate assessments. The many categories and criteria examined here made for an extremely complicated and time-consuming assessment process.

**Second Means of Assessment for Objective Identified above:**

Means of Assessment & Criteria for Success

Description of Data Collection & Assessment Results:

Use of Results to Improve Program:

Name of Unit Assessment Committee Chair	Wendy Sharer
Title	Director of Composition
Office Mailing Address	Bate 2201
Telephone Number	
Fax Number	
Email address	Sharerw@ecu.edu

#### **SIGNATURES OF VERIFICATION:**

***We certify that the information provided in his assessment report is correct.***

Signature of Unit Assessment Committee Chair:

Date:

Signature of Department Chair/School Director:

Date:

Signature of College/School Dean:

Date:

#### **COMPLETION CHECKLIST:**

- ☐ **Are all sections of this assessment report complete?**
- ☐ **Has the document been signed – signatures for verification?**

Return this completed report electronically to Kristen Springer-Dreyfus: [springerk@ecu.edu](mailto:springerk@ecu.edu)

Interim Report Due: 6 April 2009  
Final Report Due: 1 October 2009



**Office of Institutional Planning, Assessment and Research  
East Carolina University  
Greenville Center – Suite 2700  
2200 South Charles Boulevard  
Greenville, North Carolina 27858-4353**

Deadline for submitting this Report: 1 October 2009

## **Academic Program Assessment Final Report East Carolina University 2008-2009**

### **General Instructions**

Before completing the 2008-2009 Final Report, **please**

- ☐ **Carefully read all directions**
- ☐ **Assign responsibility for completion and accuracy to the Unit Assessment Committee Chair**

Before returning the completed 2008-2009 final assessment report, **review the last page of this document to ensure check lists are complete.**

**Please direct additional questions to Ms. Kristen Springer-Dreyfus at [springerk@ecu.edu](mailto:springerk@ecu.edu)**

<b>English--BA</b>		
2008-2009		10/1/09
(Assessment Period Covered)		(Date Submitted)

**Academic Program Outcome:**

1. Students can interpret, in writing, literature or literary scholarship  
*Students will demonstrate in writing the ability to interpret clearly a piece of literature, such as a poem, short story, or scholarly article.*

**First Means of Assessment for Outcome Identified above:**

Means of Assessment:

Direct Measure:

**Portfolio Review****Criteria for Success:**

Students' portfolios will be evaluated, by at least two readers, for evidence of student learning of the outcomes based on an assessment rubric. 85% of students will perform at satisfactory level or above.

**Description of Data Collection & Assessment Results:**

43 portfolios were reviewed and assessed using a rubric. Of the 43 portfolios, 8 did not include writing pieces that would allow assessment of this outcome. Of the 35 portfolios, 60% performed at the satisfactory level or above. This is well below what we would like to see.

**Use of Results to Improve Program:**

The portfolio instruction will be revised to include the student learning outcomes of the program and will also include more specific instructions to students as to what to include.

**Second Means of Assessment for Objective Identified above:**

Means of Assessment:

Criteria for Success:

Description of Data Collection & Assessment Results:

Use of Results to Improve Program:

**Academic Program Outcome:**

2. *Students recognize the relationship between audience and writing style.*  
*Students will demonstrate in writing the ability to use an appropriately sophisticated style for an intended audience.*

**First Means of Assessment for Objective Identified above:**

Means of Assessment:

Direct Measure:

**Portfolio Review**

**Criteria for Success:**

Students' portfolios will be evaluated, by at least two readers, for evidence of student learning of the outcomes based on an assessment rubric. 85% of students will perform at satisfactory level or above.

**Description of Data Collection & Assessment Results:**

43 portfolios were reviewed and assessed using a rubric. Of the 43 portfolios, 2 did not include writing pieces that would allow assessment of this outcome. Of the 41 portfolios, 68% performed at the satisfactory level or above. This is well below what we would like to see.

**Use of Results to Improve Program:**

**Second Means of Assessment for Objective Identified above:**

Means of Assessment:

**Portfolio cover letter review**

**Criteria for Success:**

Indirect Measure: 80% of the portfolio cover letters will discuss audience awareness.

**Description of Data Collection & Assessment Results:**

43 portfolios were reviewed and assessed using a rubric. Students were asked to discuss what they learned about writing and audience in their reflective portfolio cover memo. 60% of students discussed what they had learned about audience analysis or awareness. This objective has not been met.

**Use of Results to Improve Program:**

We will provide students with more instruction on items to include in their reflective cover memo.

**Academic Program Outcome:****3. Critical Thinking and Argument**

*Students will demonstrate in writing the ability to state clearly and to pursue lines of argument.*

**First Means of Assessment for Objective Identified above:**

Means of Assessment:

Direct Measure:

**Portfolio Review**

Students' portfolios will be read by at least two readers who will evaluate the outcomes based on an assessment rubric. 85% of students will perform at satisfactory level or above.

**Criteria for Success**

Students' portfolios will be evaluated, by at least two readers, for evidence of student learning of the outcomes based on an assessment rubric. 85% of students will perform at satisfactory level or above.

**Description of Data Collection & Assessment Results:**

43 portfolios were reviewed and assessed using a rubric. Of the 43 portfolios, 8 did not include writing pieces that would allow assessment of this outcome. Of the 35 portfolios, 69% performed at the satisfactory level or above. This is well below what we would like to see.

**Use of Results to Improve Program:****Second Means of Assessment for Objective Identified above:**

Means of Assessment:

Criteria for Success



Description of Data Collection & Assessment Results:

Use of Results to Improve Program:

**Strategic Direction Objective**

**Did not assess in 2009-2010**

**First Means of Assessment for Strategic Direction Outcome Identified above:**

Means of Assessment:

Criteria for Success:

Description of Data Collection & Assessment Results:

Use of Results to Improve Program:

**Second Means of Assessment for Strategic Direction Outcome Identified above:**

Means of Assessment:

Criteria for Success:

Description of Data Collection & Assessment Results:

Use of Results to Improve Program:

Name of Unit Assessment Committee Chair	Michelle F. Eble
Title	Associate Professor
Office Mailing Address	Bate 2207
Telephone Number	252.328.6412
Fax Number	252.328.4889
Email address	<a href="mailto:eblem@ecu.edu">eblem@ecu.edu</a>

**SIGNATURES OF VERIFICATION:**

*We certify that the information provided in his assessment report is correct.*

\_\_\_\_\_  
Signature of Unit Assessment Committee Chair:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Signature of Departmental Chair/Director:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Signature of College/School Associate Dean:

\_\_\_\_\_  
Date:

**COMPLETION CHECKLIST:**

- ☐ Are all sections of this assessment report complete?
- ☐ Has the document been signed – signatures for verification?

Return this completed report electronically to Kristen Springer Dreyfus: [springerk@ecu.edu](mailto:springerk@ecu.edu)

DUE: 1 October 2009



# East Carolina University

**Office of Institutional Planning, Assessment and Research  
East Carolina University  
Greenville Center – Suite 2700  
2200 South Charles Boulevard  
Greenville, North Carolina 27858-4353**

Deadline for submitting Interim Report: 6 APRIL 2009

Deadline for submitting Final Report: 1 October 2009

## Academic Program Assessment Report East Carolina University 2008-2009

### General Instructions

Before completing the 2008-2009 Report, **please**

- ☐ **Carefully read all directions**
- ☐ **Assign responsibility for completion and accuracy to the Unit Assessment Committee Chair**

Before returning the completed 2008-2009 assessment report, **review the last page of this document to ensure check lists are complete.**

Please direct additional questions to Ms. Kristen Springer-Dreyfus at [springerk@ecu.edu](mailto:springerk@ecu.edu)

**ENGLISH: MA**

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2008/09

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April 6, 2009

**Educational Objective:****1. Writing Objective**

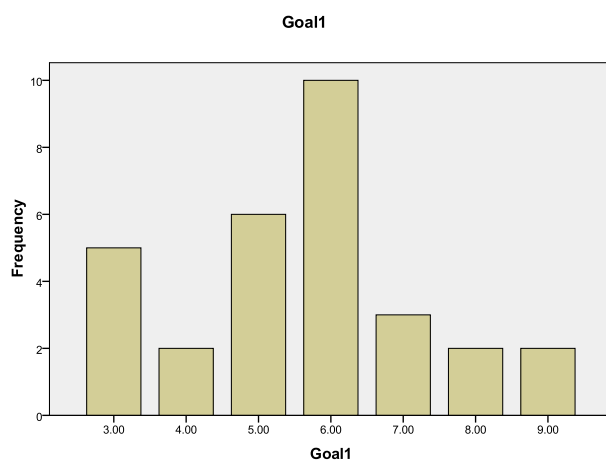
Students should be able to communicate with products that reflect understanding of field and mastery of skills. The student will illustrate an ability to write with an appropriate style.

**First Means of Assessment for Objective Identified above:**

**Means of Assessment & Criteria for Success:** The student will produce either a thesis or a comprehensive assessment project (CAP). These are portions of degree requirements depending upon concentration elected. This aspect of performance (writing) is scored on a standardized form and recorded on a 4 point Likert scale (1= Outstanding...4=Poor). Eighty (80) percent of students should score at a level of 1 or 2 (outstanding, good).

**Description of Data Collection & Assessment Results:**

An exit assessment during the thesis or CAP presentation for MA graduates of 2008/09 (n=30 assessed students). Each student's performance is rated by 3 committee members with regard to effectiveness of writing contained in thesis or portfolio products. 23 of 30 (77%) of students scored at the desired level so that the objective is nearly achieved.



**Use of Results to Improve Program:** These results and associated recommendations will be provided to the Graduate Studies Committee, which oversees MA development.

**Educational Objective:****2. Mastery of relevant literature**

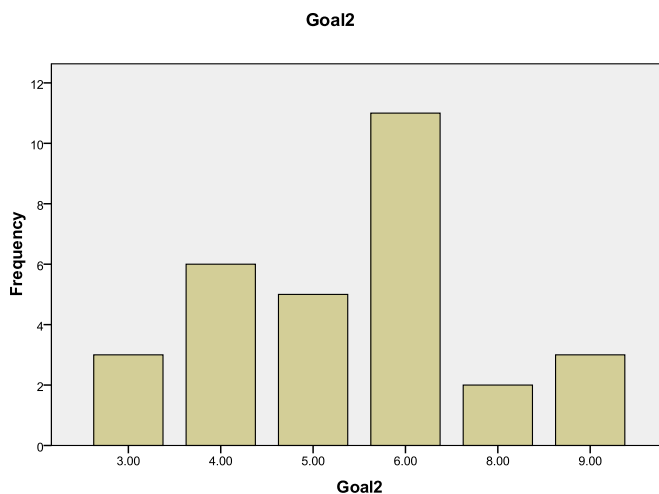
Students should possess mastery of a specialized field within the discipline of English. The student will illustrate an ability to articulate mastery of the relevant scholarship/literature within a subfield.

**First Means of Assessment for Objective Identified above:**

**Means of Assessment & Criteria for Success:** The student will produce either a thesis or a comprehensive assessment project (CAP). These are portions of degree requirements depending upon concentration elected. Comprehensive Examination administered by the graduate committee. This aspect of performance (mastery of literature) is scored on a standardized form and recorded on a 4 point Likert scale (1= Outstanding...4=Poor). Eighty (80) percent of students should score at a level of 1 or 2 (outstanding, good).

**Description of Data Collection & Assessment Results:**

An exit survey interview during the comprehensive examination for MA graduates of 2008/09 (n=30 assessed students). Each student's performance is rated by 3 committee members with regard to mastery of relevant literature contained in thesis or portfolio products. 25 of 30 (83%) of students scored at the desired level so that the objective is achieved.



**Use of Results to Improve Program:** These results and associated recommendations will be provided to the Graduate Studies Committee, which oversees MA development.

**Educational Objective:****3. Oral Communication**

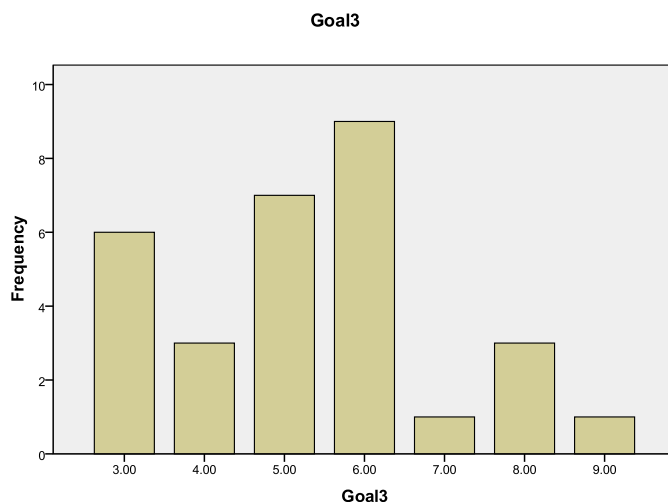
Students should possess advanced skill in the effective communication of new knowledge. The student will exhibit effective use of oral language free of errors that could damage the credibility of the speaker.

**First Means of Assessment for Objective Identified above:****Means of Assessment & Criteria for Success**

The student will produce either a thesis or a comprehensive assessment project (CAP). These are portions of degree requirements depending upon concentration elected. Comprehensive Examination administered by the graduate committee. This aspect of performance (oral communication) is scored on a standardized form and recorded on a 4 point Likert scale (1= Outstanding...4=Poor). Eighty (80) percent of students should score at a level of 1 or 2 (outstanding, good).

**Description of Data Collection & Assessment Results:**

An exit survey interview during the comprehensive examination for MA graduates of 2008/09 (n=30 assessed students). Each student's performance is rated by 3 committee members with regard to mastery of relevant literature contained in thesis or portfolio products. 25 of 30 (83%) of students scored at the desired level so that the objective is achieved.



**Use of Results to Improve Program:** These results and associated recommendations will be provided to the Graduate Studies Committee, which oversees MA development.

--

Name of Unit Assessment Committee Chair	Dr. Tom Shields
Title	Associate Professor, Graduate Coordinator
Office Mailing Address	Bate 2132A
Telephone Number	328-6715
Fax Number	328-4889
Email address	shieldse@ecu.edu

#### **SIGNATURES OF VERIFICATION:**

***We certify that the information provided in his assessment report is correct.***

Signature of Unit Assessment Committee Chair:

Date:

Signature of Department Chair/School Director:

Date:

Signature of College/School Dean:

Date:

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# East Carolina University

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Final Report Due: 1 October 2009

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## Academic Program Assessment Report East Carolina University 2008-2009

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Please direct additional questions to Ms. Kristen Springer-Dreyfus at [springerk@ecu.edu](mailto:springerk@ecu.edu)

**ENGLISH: PhD**

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2008/09

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April 6, 2009

**Educational Objective:**

Ensure that each student understands research methodology and methods appropriate to his or her field of study.

**First Means of Assessment for Objective Identified above:****Means of Assessment & Criteria for Success:**

A questionnaire for self-assessment as well as instructor assessment was developed using five areas for review on a five-level Likert scale (plus the possibility of "No Basis for Judgment." A student and instructor sense that 80% agreed or strongly agreed that they could perform the mentioned research tasks would be considered successful.

**Description of Data Collection & Assessment Results:**

The questions and instructions below were given to students in the combined sections of ENGL 8601, Advanced Research Methods, and ENGL 7601, Research Design in Rhetoric and Composition, at the end of Fall semester 2008 for self assessment. The professor instructing the class was also asked to fill out an individual questionnaire for each individual student. The responses from both the students (9 out of 10 PhD and 3 out of 4 MA students filled out the self assessment) and the professor are recorded below.

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Please answer the following questions thinking about what you have learned doing the work you have done this semester for either ENGL 7601, Research Design in Rhetoric and Composition, or ENGL 8601, Advanced Research Methods.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	No Basis for Judgement
--	----------------------	----------	-----------	-------	-------------------	------------------------------

I am able to identify an issue for possible research	<u>Students</u> <b>8601: 1</b>			<u>Students</u> <b>8601: 6</b>  <u>Instructor</u> <b>8601: 1</b>	<u>Students</u> <b>8601: 1</b> <b>7601: 3</b>  <u>Instructor</u> <b>8601: 9</b> <b>7601: 4</b>		
I am able to compile secondary sources about a research issue	<u>Students</u> <b>8601: 1</b>			<u>Students</u> <b>8601: 5</b>	<u>Students</u> <b>8601: 2</b> <b>7601: 3</b>  <u>Instructor</u> <b>8601: 10</b> <b>7601: 4</b>		
I am able to write a research review on a research issue	<u>Students</u> <b>8601: 1</b>			<u>Students</u> <b>8601: 4</b> <b>7601: 1</b>	<u>Students</u> <b>8601: 3</b> <b>7601: 2</b>  <u>Instructor</u> <b>8601: 10</b> <b>7601: 4</b>		
I am able to identify and/or form a hypothesis about a research issue	<u>Students</u> <b>8601: 1</b>			<u>Students</u> <b>8601: 5</b>  <u>Instructor</u> <b>8601: 9</b> <b>7601: 4</b>	<u>Students</u> <b>8601:2</b> <b>7601: 3</b>  <u>Instructor</u> <b>8601: 1</b>		
I am able to identify and/or develop methods for answering research questions	<u>Students</u> <b>8601: 1</b>			<u>Students</u> <b>8601: 6</b> <b>7601: 1</b>  <u>Instructor</u> <b>8601: 2</b>	<u>Students</u> <b>8601: 1</b> <b>7601: 2</b>  <u>Instructor</u> <b>8601: 8</b> <b>7601: 4</b>		
I am able to determine when a research method requires approval of an Institutional Review Board (IRB) to protect the rights and welfare of human subjects	<u>Students</u> <b>8601: 1</b>		<u>Students</u> <b>8601: 1</b>	<u>Students</u> <b>8601: 2</b>	<u>Students</u> <b>8601: 4</b> <b>7601: 3</b>  <u>Instructor</u> <b>8601: 10</b> <b>7601: 4</b>		

In addition, there was space for written comments at the end of instrument. Neither the professor nor any of the MA students chose to write any comments. Four of the PhD students chose to add written comments:

- Graduate/PhD work is about finding your niche w/ a discipline. The ideal situation is that the student picks a topic/set of topics & focuses on them in their classes to help write a dissertation. This class was extremely helpful in helping me organize my thoughts and think about the topics that most interest me. I've also heard from other PhD students further along in the program that this particular class taught by Dr. Smith helped them form their dissertation prospectus. Great class. Great teacher.
- With the exception of the IRB question I was able to do the other tasks prior to this semester.
- Would like to have learned and worked with a variety of different research methods.
- Great class. Extremely helpful w/ my dissertation topic and research plan.

---

With the exception of one anomalous set of responses, both the students and the instructor either agreed or strongly agreed that the students understood the research methodology and research methods addresses in the course by the end of the semester. (All of the "Strongly Disagree" responses came from the same student and reflect either dissatisfaction with the course or misunderstanding of the instructions/scale.)

#### **Use of Results to Improve Program:**

These results will be provided to the Doctoral Steering Committee, which oversees PhD development.

**Educational Objective:**

Ensure that each student demonstrates writing skills appropriate for student's field of study.

**First Means of Assessment for Objective Identified above:****Means of Assessment & Criteria for Success:**

Satisfactory evaluations of each student's connective exam, specialized exam, and dissertation (from post-exam documentation by student's committee)

**Description of Data Collection & Assessment Results:**

Seven PhD students have completed all three of their candidacy examinations, one student has completed two of the examinations, and two students have completed one examination.

Of the twenty-five examinations, only one student failed an examination and had to retake it. Therefore, we are meeting the assessment criteria.

**Use of Results to Improve Program:**

These results will be provided to the Doctoral Steering Committee, which oversees PhD development. Review of both the results and the methods for assessment should be reviewed.

**Educational Objective:**

Ensure that each student understands the principles and practices of ethical research,

**First Means of Assessment for Objective Identified above:****Means of Assessment & Criteria for Success**

Satisfactory completion of ethics modules (beginning 2009) including IRB certification

**Description of Data Collection & Assessment Results:**

Development of the ethics module took until this semester (Fall 2009), so this criterion has not yet been measured.

**Use of Results to Improve Program:**

This result will be provided to the Doctoral Steering Committee, which oversees PhD development, with the recommendation that the module be made available and the criterion be measured as soon as possible.

Name of Unit Assessment Committee Chair	Dr. Tom Shields
Title	Associate Professor, Graduate Coordinator
Office Mailing Address	Bate 2132A
Telephone Number	328-6715
Fax Number	328-4889
Email address	shieldse@ecu.edu

**SIGNATURES OF VERIFICATION:**

***We certify that the information provided in his assessment report is correct.***

Signature of Unit Assessment Committee Chair:

Date:

Signature of Department Chair/School Director:

Date:

Signature of College/School Dean:

Date:

**COMPLETION CHECKLIST:**

- ☐ **Are all sections of this assessment report complete?**
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Interim Report Due: 6 April 2009  
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## **Appendix E: Curriculum Vitae**

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Please note that approximately 50 faculty curriculum vitae account for just over 400 pages of material. Therefore, they have been placed on a CD which accompanies this self-study.