



#### **Program Goal 4: Program Assessment**

Prepare and submit five-year UWG Program Review for the English Major, the English Graduate Program, and the Creative Writing Minor.

#### **Program Goal 5: Major Program Curriculum Assessment**

Revise rubric for assessment of learning outcomes in the English major.

#### **Program Goal 6: Student Professional Development**

Expand opportunities for professional internships with outside companies and agencies for students in our programs.

#### **Program Goal 7: Global Learning Experiences for Students**

Develop a new Study Abroad Program in Italy designed for students in our programs and led / taught by Creative Writing and Literary Studies faculty.

### **Assessment Information**

- 5) List assessments used to measure progress toward departmental goals.

#### **Program Goal 1: Personnel and Recruitment**

Goal: Conduct national searches to hire two new tenure track faculty, one in Film Studies and one in Rhetoric and Composition.

Assessment: Two search committees were formed in the fall and candidates were interviewed at MLA. Three finalists for each search were invited to campus. Dr. Erin Lee Mock (City University of New York) in Film Studies and Dr. Kevin Casper (Louisiana State University) in Rhetoric and Composition were hired for these two tenure track appointments in the spring and will begin work at UWG in August.

#### **Program Goal 2: Core Curriculum Assessment**

Goal: Revise rubrics for the assessment of learning outcomes in Core Area A1, B1, C1, and C2 classes that are offered by English faculty.

Assessment: Multiple rubrics were revised and are now being used to assess the learning outcomes in the following courses: ENGL 1101, ENGL 1102, ENGL 2050, ENGL 2060, ENGL 2110, ENGL 2120, ENGL 2130, ENGL 2180, ENGL 2190, and FILM 2080. These are available on the department's assessment link ([http://www.westga.edu/english/index\\_210.php](http://www.westga.edu/english/index_210.php)) and have been uploaded to the UWG Assessment System.

#### **Program Goal 3: Student Retention and Progression (RPG)**

Goal: Approve revisions to the First-Year Writing Program (ENGL 1101) in response to CCG, QEP, and RPG goals and develop strategies for implementation of these revisions for Fall Semester 2013.

**Assessment:** As part of its internal assessment review of the First Year Writing Program and in response to recommendations set forth in CCG, QEP, and RPG, the department began a systematic process of evaluating its FYW Program in, focusing specifically on major revisions to ENGL 1101. The process included work done by both the FYW Committee and an adhoc committee comprised of other faculty from our FYW Program. Both committees reviewed data and did research on composition programs from peer institutions which led to the development of a revised model for ENGL 1101. Meetings in the spring with all faculty (instructors, lecturers, and tenure track faculty) led to further revisions and final approval of the revised structure for ENGL 1101 which will be implemented Fall Semester 2013. Faculty have subsequently worked on the design of a new syllabus template, textbook selections, assignment guidelines, and sequenced grading rubrics. Assessment of these changes will begin in the fall. Documents associated with these changes, including new course policies and integrated rubrics can be found on the First Year Writing Program website ([http://www.westga.edu/english/index\\_183.php](http://www.westga.edu/english/index_183.php))

#### **Program Goal 4: Major Program Assessment**

**Goal:** Prepare and submit UWG Program Review for the English Major, the English Graduate Program, and the Creative Writing Minor.

**Assessment:** The department completed its Program Review last fall, a process that involved the department's assessment committee and all tenure track and lecturer faculty in the English program. The materials submitted by the three programs under review (B.A. English, M.A. English, and Creative Writing Minor) and the assessment reports of these programs by the COAH Dean, UWG Faculty Committee, and the Deputy Provost can be found at the department's assessment link ([http://www.westga.edu/english/index\\_210.php](http://www.westga.edu/english/index_210.php)). The results of the Program Review were positive. The only major concern is the low number of graduates each year from our M.A. program, which means that this program has been targeted for an additional review in three years to see if increases in the graduation rate have increased. This will be one of the program's major goals for the 2014-2016 cycle.

#### **Program Goal 5: Major Program Curriculum Assessment**

**Goal:** Revise rubric for assessment of learning outcomes in the English major

**Assessment:** The program's Assessment Committee was charged with revising the rubric used to assess the final student essay in ENGL 4384 (English Capstone Seminar), since this student artifact is one of the primary instruments used to assess student learning in the major program. The revisions, which were approved by the faculty, better align the rubric with the department learning outcomes. This rubric is now being used to assess the senior seminar essays and is available at the department's assessment link ([http://www.westga.edu/english/index\\_210.php](http://www.westga.edu/english/index_210.php)).

#### **Program Goal 6: Student Professional Development**

**Goal:** Expand opportunities for professional internships with outside companies and agencies for students in our programs.

**Assessment:** Dr. Margaret Mitchell, the department's Associate Chair, was assigned to

develop initiatives associated with internships. Her work was instrumental in agreements we reached to establish internships with the New Georgia Encyclopedia in Atlanta (through the Georgia Humanities Council) and the *Times-Georgian*. These internships were implemented in the spring (Spring Semester 2012), and will be offered again in FY14. The goal is to expand these internship opportunities further.

### **Program Goal 7: Global Learning Experiences for Students**

Goal: Develop a new Study Abroad Program in Italy designed for students in our programs and led / taught by Creative Writing and Literary Studies faculty.

Assessment: This is a critical need for our students that is aligned with the UWG strategic goals for global learning. Dr. Chad Davidson (Professor of English and Creative Writing) initiated the development of this new study abroad program and serves as its coordinator. The program was approved by the International Programs Office and other English program faculty were identified to participate with a launch date for Summer 2013. Although only in its first year, student interest and recruitment was phenomenal and the program quickly filled all available spaces. Two faculty (Dr. Chad Davidson and Dr. Joshua Masters) served as faculty leaders and instructors this past summer and led a very successful trip. Additional information can be found at [http://www.westga.edu/english/index\\_832.php](http://www.westga.edu/english/index_832.php) and at <http://www.westga.edu/~davidson/italystudyabroad/index.html>.

- 6) Based on the assessments of departmental goals, discuss any departmental improvements.

### **Program Goal 1: Personnel and Recruitment**

Goal: Conduct national searches to hire two new tenure track faculty, one in Film Studies and one in Rhetoric and Composition.

Improvement: The new tenure-track faculty member in Film Studies will provide leadership to the Film Studies Minor and Program and allow us to staff more courses in the graduate program, the major, and the core that are taught by tenure-track faculty. The new tenure-track faculty member in Rhetoric and Composition will provide leadership to our First-Year Writing Program. The faculty member will teach in the core and also will teach major-level and graduate courses in rhetoric and writing pedagogy which are new curricular areas for the program.

### **Program Goal 2: Core Curriculum Assessment**

Goal: Revise rubrics for the assessment of learning outcomes in Core Area A1, B1, C1, and C2 classes that are offered by English faculty.

Improvement: Revised rubrics will allow for greater consistency of assessment across multiple sections of these core courses .

### **Program Goal 3: Student Retention and Progression (CCG)**

Goal: Approve revisions to the First-Year Writing Program (ENGL 1101) in response to CCG, QEP, and RPG goals and develop strategies for implementation of these revisions for Fall Semester 2013.

Improvement: Process will lead to the development and approval of documents that will

change how we teach ENGL 1101 and assess writing in this essential first-year core course. All faculty have had an opportunity to participate in and contribute to the process, ensuring greater instructional support for the learning outcomes, instructional strategies, and assessment processes.

#### **Program Goal 4: Program Assessment**

Goal: Prepare and submit five-year UWG Program Review for the English Major, the English Graduate Program, and the Creative Writing Minor.

Improvement: The process allowed the program to assess its major areas of performance and to set strategic goals for the next program cycle.

#### **Program Goal 5: Major Program Curriculum Assessment**

Goal: Revise rubric for assessment of learning outcomes in the English major.

Improvement Assessment rubric was approved this year and is now being used as part of our ongoing assessment process in the major.

#### **Program Goal 6: Student Professional Development**

Goal: Expand opportunities for professional internships with outside companies and agencies for students in our programs.

Improvement: The program is now able to provide more students with internship opportunities that enhance their marketability for jobs in publishing, research, and business fields after graduation.

#### **Program Goal 7: Global Learning Experiences for Students**

Goal: Develop a new Study Abroad Program in Italy designed for students in our programs and led / taught by Creative Writing and Literary Studies faculty.

Improvement: Allows the program to contribute more actively to the USG and UWG strategic goals for increasing global education and broader, multicultural awareness.

- 7) **Attach additional assessment information (not related to student learning outcomes in academic programs which are input in another section of the system), consolidate information into one PDF document and upload it here.**

Assessment File Upload (No file uploaded)

#### **Departmental Progress Toward The UWG Strategic Plan**

**Please discuss your department's initiatives toward the UWG Strategic Goals**

**You only need to reply to the goals your department addressed this year**

- 8) **Every undergraduate academic program will demonstrate a distinctive blending of liberal arts education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century.**

As the mission statement for the English program articulates, the department actively engages in teaching, service, and professional activities that fulfill each of these key areas of the strategic plan:

Training in the Liberal Arts:

Mission Statement: Educating students at all levels to be literate, linguistically proficient individuals with a firm grounding in the cultural and critical contexts of Western thought;

Beginning in the core curriculum (Introduction to Literature and Surveys of World, British, American, and Multi-Cultural Literature courses) and continuing throughout the major (advanced courses in British, American, and Multi-Cultural Literatures), the English program provides students with a comprehensive immersion into literature, one of the cornerstones of a liberal arts education.

Through its courses in literature and in creative writing, students also gain a deeper appreciation for the arts as an essential form of human communication, imaginative expression, and cultural production.

Professional competencies:

Mission Statement: Equipping students at all levels with the critical thinking and communication skills--both written and oral--that will allow them to pursue careers in a variety of professions, such as teaching, law, business, editing and publishing, writing, and research;

Because of its emphasis on writing, the English program continues to play a central role in the implementation of UWG's Quality Enhancement Plan (QEP), which emphasizes undergraduate student writing. The QEP learning outcomes (increased ability to write in standard English and to apply writing to discipline-specific communication) are aligned with the program's own learning outcomes in its writing and literature courses.

Furthermore, the program contributes to professional competencies in the following ways:

The English Education program provides students who are preparing to become secondary school teachers with a rigorous content-based education in literature and with training in writing pedagogy.

Courses in Professional and Technical Writing, Editing and Publishing, and Creative Writing prepare students to enter to a variety of professional settings where advanced writing skills are required.

Experiential learning:

Mission Statement: Offering a variety of writing-intensive, discussion-oriented classes that encourage active student participation and that incorporate current applications of technology;

Practically every upper-level course in English is designated as a DSW course (discipline specific writing intensive course) and fulfills the writing requirement for the B.A. degree.

The majority of courses that the English program teaches in the core (including first-year writing courses), the major, and in the graduate program utilize CourseDen. Many of our first-year writing courses are taught in computer-enhanced classrooms.

Students in the English Education track are required to do field work in the secondary

classroom over several semesters, culminating in an a semester-long internship in an English classroom that keyed to teaching observations and assessment by faculty in the English program.

Creative Writing courses employ a workshop format that stresses peer-editing and collaboration among participants. This model is used in many of our other classes within the major and in the core, especially those that emphasize writing instruction.

One of the hall-marks of our literature classes is the emphasis on student participation through structured class discussions and formal class presentations.

Another emphasis within the English program is undergraduate research as a form of experiential learning. With the support and mentoring of English faculty, majors and minors within the program have successfully presented their research and writing at regional and national conferences. They have also published work in regional and national venues.

Graduate students in our program are involved in experiential learning through their work as research assistants with tenure-track faculty.

This year, the program has also increased its commitment to creating internship opportunities for students. Two new internship programs were created this year, one at the *New Georgia Encyclopedia* (through the Georgia Humanities Council) and the other at the *Times-Georgian*.

This year, the program initiated a new International Study Abroad Program in Italy that provides students with experiential learning in a global, multicultural setting.

- 9) **Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations - Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.**

English faculty are actively involved in the formation and teaching of learning communities. Several English faculty serve as coordinators of learning communities. Furthermore, since all learning communities require core-level courses, many of our first-year writing faculty teach dedicated learning community sections. Throughout the scheduling process, the English program works closely with learning community coordinators from across campus in scheduling learning community sections for classes like ENGL 1101 in the fall and ENGL 1102 in the spring. This year, we have worked with other colleges (like the College of Science and Mathematics) and administrative units across campus to create learning community sections of ENGL 1101 and 1102 for students in the summer transition programs (UWise and IGNITE). These will be implemented in Fall 2013.

In addition to learning communities, the University Writing Center plays a vital role in helping first year students learn the necessary skills to become successful college-level writers. The UWG is staffed by faculty and graduate tutors and has seen significant growth in the number of students requesting assistance. Over the past year, the UWG has also expanded its services, opening up a tutoring center on the Newnan Campus that is served by a faculty tutor and offering more workshops across campus.

- 10) **The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.**

The average graduation rate among students in our graduate program over the past five years is 6.2 students per academic year. This low graduation rate was cited in the M.A. degree's Program Review this year. The program is developing a three-year plan to increase graduation rates so that it meets the 10 students per year minimum. However, evidence already indicates that the program is making progress toward this important goal. Graduate enrollment in the M.A. English program continues to grow and, based on recruitment efforts and applications, we anticipate having the highest enrollment numbers in our graduate courses ever for Fall Semester 2012. The three graduate seminars we offer are already over-enrolled with many graduate students enrolling in 5000-level courses as well. The program is considering adding a fourth seminar in the spring to accommodate these increases. If you look at the graduation rates over the past five years, there is evidence of increased graduation rates as well:

Academic Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
M.A English Graduates	6	5	4	7	9
Percentage of Enrolled Students	23.08	18.52	14.29	20.59	36.00

Over the past two years, the department has already implemented several new initiatives to increase enrollment in our graduate program. These include the new capstone option (a new program track for students who do not want to pursue the thesis option) and the Graduate Teaching Instructor (GTI) program that trains graduate students in their second year to enter the composition classroom as instructors.

**11) The University will maintain an environment that is safe and conducive to learning.**

The program works throughout the year to ensure that classrooms are a safe environment for faculty and students. Faculty are provided with information and resources that support how they respond to situations in the classroom that might create unsafe conditions or disrupt the learning process. This year, the department's administrative staff and faculty met on several occasions with support staff from counseling and student services to address incidents of disruptive students in the classroom. We appreciate the support and mentoring that these other administrative units have provided.

department works with the Facilities and Risk Management departments to create and maintain a safe working environment for faculty, staff, and students. The department responds promptly to requests about maintaining a safe learning environment and works proactively to identify potential problems and safety concerns.

**12) The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.**

Every year, the department and its associated programs bring a number of nationally recognized creative writers and literary scholars to campus for public presentations. The Creative Writing Program (Dr. Greg Fraser, Coordinator), facilitated seven readings over the past academic year, featuring over a dozen writers. Dr. Rebecca Harrison coordinated a screening of the Margaret Atwood film "Money," and Dr. Alison Umminger coordinated a screening of Academy Award winning screenwriter Geoffrey Fletcher's new film, "Violet and Daisey."

**13) All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.**



While the department cannot directly improve faculty and staff compensation, it has written reports outlining salary compensation and compression issues among faculty at different academic ranks and presented these to the dean for consideration. The department chair served on the Senate Budget Committee that facilitated the Sibson Salary Study which led in the spring to initial salary increases for selected faculty to bring them closer to the national average.

Renovations to some department work spaces (faculty meeting and seminar rooms in the TLC) and the conversion of former TLC and Pafford classroom spaces to faculty office space has alleviated (but does not fully resolved) some of the serious office space and facilities limitations the department currently faces. The department has created a long range plan for improving classroom, office, and workspace as funding permits. The department currently has to borrow office space from other departments (History and Computer Science) to meet its growing needs to provide adequate work space for faculty.

**14) The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.**

The department actively participates in summer orientation sessions and in preview days throughout the year as a way to support student admission and enrollment.

English faculty have played a central role in the development of both the UWISE and IGNITE Summer Programs as program coordinators and teachers. The XIDS 2100 sections that have comprised one of the core instructional components of both programs have been taught by English faculty.

The department continues to meet the increased enrollment targets for core level seats for freshman students (especially in ENGL 1101 and ENGL 1102).

**15) With our enrollment growth, West Georgia will remain committed to the following targets of academic quality: student to faculty of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4.4 to 1.**

This year the English program employed 47 full time faculty and 6 part-time faculty for a ratio of 7.8 to 1.

The average class size in all English courses remains below the university average because most English classes are writing-intensive, experiential learning courses, not large lecture-format classes. However, in our FYW classes, the average class size is 24, not far below the UWG average, and significantly above the number recommended by the Modern Languages Association (MLA) and National Association of Departments of English (ADE). Most faculty in our FYW program are teaching 100 students (24 students in four sections) per semester in writing intensive courses in addition to serving as tutors in the University Writing Center. In core-level literature survey classes and in other survey classes taught in Area C (FILM 2080, XIDS 2100) the enrollment cap is 30.

With the exception of ENGL 3000 (Research and Methods) and ENGL 4384 (Capstone Senior Seminar), which are capped at 15 and 12 respectively, the cap in all literature courses in the major is 22 with three additional seats allotted for graduate students for a total of 25 seats. In upper-level writing courses, the enrollment caps range from 12-18.

**16) West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth.**

None

- 17) **Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia.**

None

- 18) **Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution's integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.**

None

- 19) **Community Relations: The University will engage the local community educationally, culturally and recreationally.**

The department has a long history of active engagement with the local community. Some of the highlights from this year include the following:

Sigma Tau Delta (English Honors Society) and the English Education Program partnered with Underground Books to present 100 brand new books to Mt. Zion High School as part of World Book Night U.S., a campaign that promotes literacy across America. Dr. Rebecca Harrison and Dr. Patrick Erben (Sigma Tau Delta Faculty Advisor) and Dr. Angela Insenga (English Education Coordinator) were faculty facilitators for this community service event. The link to the news announcement is here: (<http://www.westga.edu/ucmassets/news/3570.php>).

Dr. Alison Umminger (Associate Professor of English) coordinated an event that brought Geoffrey Fletcher, the Academy Award winning screenwriter of the film "Precious," to Carrollton for an advance screening of his new film "Violet and Daisy" held at the Carrollton Cultural Arts Center.

EGADS (English Graduate Student Association) sponsored "Child's Play," a fund raising event that raised over \$2000 for the Carrollton Girls and Boys Club.

Our creative writing readings and scholarly lectures (where we bring outside writers and scholars to campus) are open to the public and advertised throughout the community (as far away as Atlanta), brought a number of nationally recognized artists and scholars to campus.

The Creative Writing Program has also been holding some of its readings and book signings at Underground Books on the Square in Carrollton to be more directly engaged with the local community.

The English Education program has established vital, working partnerships with area public schools and with secondary education teachers through its student internship and teacher observation programs.

Students and faculty from our chapter of Sigma Tau Delta, International English Honors Society, coordinated a can food drive for the Carroll County Soup Kitchen.

- 20) **Describe any notable achievements toward selected goals(s) during this reporting year.**

These are included in the areas above.

- 21) **List any resources that could have assisted your department with achieving/exceeding departmental goals and how they could have facilitated/improved the work of your the work of your department?**

The English program struggles to meet its goals of providing enough sections in core courses to meet growing enrollment demands among entering students (the program provides courses in Areas A.1, B.1, C.1 and C.2) while at the same time creating enough sections in our upper-level courses and graduate seminars to meet required courses in our major, minor, and graduate programs that are needed for students to progress toward graduation. For FY13, the number of faculty at each rank was as follows:

Full Time Tenure-Track Faculty = 17

Full Time Lecturers = 9

Full Time, Limited Term Instructors = 21

Part-Time Faculty = 6

The department received a replacement tenure track line and a new tenure track line in FY13 and completed successful national searches for both, so the tenure-track numbers above will improve in FY14, but the imbalance between faculty ranks in the department continues to be a serious concern.

The department also has a significant number of full-time but temporary (limited-term) faculty who teach in the core. While they provide excellent, dedicated instruction, their status as temporary faculty, including many who are on one-year appointments through temporary core-level funding, works against creating a stronger, more cohesive first-year writing program. More permanent positions lecturer positions are needed, and the department has requested these for the past two years. It will again this year. Lecturer salaries also need to be addressed. Some of our lecturers are making less than full-time instructors.

Finally, the ongoing budget issues continue to have a severe impact on faculty and staff morale, especially as they relate to salaries. The increases that were provide in FY13 through the Sibson Study certainly have helped, but they have also brought in to sharper focus the extent of the problem for all faculty, including those whose salaries were not increased as part of the study. A long-term plan needs to be put in place to address these beyond this one-time adjustment. Otherwise, this will threaten our ability to meet the Strategic Goal of "improve[ing] the compensation and working environment of faculty ... in order to recruit and retain the best individuals."

### **Other Departmental Information**

- 22) List any changes to the structure or substructures of your department implemented during reporting year.

No changes were made.

- 23) List any additional comments about your department based on this reporting year.

None.

### **Departmental Annual Report - Part II (Academic Departments Only)**

- 24) List all new degree or certificate programs with the full/accurate program title launched in your department this reporting year.

None.

- 25) **Number of nationally recognized academic programs offered by your department?** 0
- 26) **List new or renewed accreditation or similar distinction (include name of the accrediting body and date received) in your department this year.**  
None.
- 27) **List any notable achievements accomplished by your department this year.**  
The B.A. in English undergraduate program successfully completed its five-year Program Review.  
The Creative Writing Minor / Program successfully completed its five-year Program Review.  
The M.A. in English Program successfully completed its five-year Program Review.

### **Student Achievements**

- 28) **List types of licensure your department prepares students to receive?**  
Secondary English and Language Arts Teaching, grades 6-12.
- 29) **Explain how your department prepares students for licensure?**

#### **Overview: The English Education Program Connected to The Conceptual Framework**

The English Education track is one of two tracks that the Bachelor's student in English may declare. The coursework in this program provides students with the opportunity to obtain a B.A. in English with a concentration in Secondary Education. At the end of this course of study, students are not only prepared to be knowledgeable practitioners of their content area—English and Language Arts—but may apply for and receive Secondary Education Certification as a result of knowledge gained in the classroom and from 900 hours of in-the-field training. Course objectives and activities relate to the descriptors of the Conceptual Framework in substantive ways.

Preparation for the English major begins in Area F of the core curriculum where 12 hours are dedicated to a combination of required 2000-level literary history and criticism courses, and six hours are dedicated to Foreign Language classes. In accordance with both the Conceptual Framework and the English department's Mission Statement which values knowledge of and critical thinking in the content area and beyond, students in these classes are exposed to a diverse text, not only in genre and authorship but those that come from various cultures. They dialog with peers and professors in order to craft analytical arguments for verbal or written presentation. Such classes offer the burgeoning teacher-in-training methods of closely reading literature with an eye towards empathy and understanding of historically dominant and marginalized cultures.

After finishing Area F successfully, students complete 30 hours of Upper-Division English courses. In this track, several major courses dedicate themselves not only to literary history, writing, reading, theory, criticism, and critical thinking, but also include explicit pedagogy components in their learning outcomes. Such courses help English Education students gain knowledge in the multifaceted discipline of English Studies and to understand the myriad ways teachers can convey this knowledge. In the major, the pedagogy-specific courses include: Pedagogy and Writing (ENGL 3400), Young Adult Literature (ENGL 4295), and Advanced Grammar or the History of the English Language

(ENGL 4300). In these courses, students practice effective lesson planning for a variety of secondary students, engage in collaborative work with classmates, and practice becoming proactive decision makers dedicated to developing a desire for lifelong learning in each other as well as in students, who will benefit from the Lesson Plans they deploy while out in the field. From time to time, other pedagogy-centered courses that serve English Education students are offered in the department as well.

Recently, some teacher-training programs reduced the aforementioned core Area F discipline-specific requirements to accommodate the Board of Regents' mandates for new introductory Education courses. However, to serve beginning English teachers best and to bolster their ability to reach the multitude of English and Language Arts performance standards, the English Education major's Area F courses remain discipline-centered. The English Education major, therefore, takes the mandated Education courses in a "minor" or concentration area, which is comprised of two tiers: introductory courses and the Professional Sequence. In the first tier, students acquire knowledge of broad-based educational theories delivered by experts in the field of Education and further their knowledge of diverse cultures connected to ethnicity, race, sexuality, gender, and even specific types of learners who will require empathy through differentiation in the classroom. Further, it is in this area that they begin to learn about and use various media and instructional technologies and to achieve mandates for special education instruction.

When students have successfully completed this first tier, they apply to the Teacher Education Program (TEP). Prerequisites for application include a 2.7 overall GPA and either an exemption or passing score on the GACE Basic Skills test. Once these requirements have been reached, students matriculate in the second tier, or the Professional Sequence. In this upper tier, students experience an advanced and focused iteration of the first and participate in 900 hours of Field Experience.

As of fall 2008, English Education students complete not only their Methods course in the English department but also experience their Internship and Practicum while working with English faculty in the English department. Such a shift allows for an advanced focus on effective, content-specific activities that bolster knowledge. In Methods ( ENGL 4238) and Internship ( ENGL 4286), English Education students must craft Unit and Lesson Plans that reference knowledge of content connected to specific Performance Standards in English and Language Arts. Both classes provide students with opportunities to collaborate with practitioners in the field of English both in the college classroom and out in the field, where they work with high school cooperating English teachers and are observed by English faculty who then write detailed Observation Narratives for them. Students in both classes must also attend post-observation conferences in which they engage in "teacherly talk" with their Observer(s) in an effort to develop abilities to interact with another teacher in a professional environment and to enrich their disposition towards becoming leaders and decision makers in their future classrooms. Along with Unit and lesson planning and Observation Events in the field, students complete case studies that engage their decision making and content-knowledge abilities, prepare resumes and cover letters that illustrate fitness for seeking employment, and craft an Effect on Instruction assignment that requires them to create, enact, and reflect upon an ongoing assignment or a specific Lesson Plan deployed during their fifteen-week Internship. Finally, each Intern writes a reflective and analytical introduction to a final, capstone portfolio in which they synthesize course material from Education and English

Education major classes. Such assignments and collaborative approaches for Methods, Internship, and the correlating Observation Events enhance content knowledge and ensure that all students have multiple opportunities to acquire transferable pedagogical knowledge via analytical and reflective writing. In this Professional Sequence, students also have opportunities to theorize, utilize, and demonstrate using technology to convey knowledge of English and Language Arts. At the end of their course of study, successful students graduate with a B.A. in English and can apply for Secondary Certification.

From the core curriculum to Upper-Division courses in the English major to the two tiers in the Secondary Education concentration to the Field Experience, the English Education program at the University of West Georgia seeks to produce content-competent professionals ready to face multiple contingencies present in the high school English and Language Arts classroom and with parents, administrators, and colleagues.

Methods of evaluation in Area F, Upper-Division English Major courses—including pedagogy-centered courses—include opportunities to draft and revise, work shopping with peers, conferencing with professors, and objective testing. All classes include attention to writing analytically. The department uses a rubric for 2000-level classes and above (See Figure Three below), and professors utilize the language of the rubric during assessment. In pedagogy-centered classes in the English Education program, professors utilize the departmental rubric to teach and evaluate writing assignments and The Conceptual Framework, Attitudes for teacher education, the Teacher-Education Field Experience Evaluation form, and NCTE standards for Field Experience Observation Events and resulting Observation Narratives. Students upload major assignments to Foliotek for professor and/or Observer comment, and students self-align standards for each assignment and defend their choices in analytical and reflective writing.

<b>30) Percentage of students who passed the state licensure or certification examination, if applicable.</b>	<b>100</b>
<b>31) Percentage of graduating students that goes on to graduate or professional schools?</b>	<b>20</b>
<b>32) Number of research papers published by students in your department this year?</b>	<b>3</b>
<b>33) Number of research presentations completed by students in your department this year?</b>	<b>24</b>
<b>34) Number of internships completed by students in your department this year?</b>	<b>6</b>
<b>35) Number of cooperative education experiences completed by students in your department this year?</b>	<b>0</b>
<b>36) Number of scholarships awarded to students in your department this year?</b>	<b>7</b>
<b>37) Number of fellowships received by students in your department this year?</b>	<b>0</b>
<b>38) Number of students engaged in funded research in your department this year?</b>	<b>0</b>
<b>39) Number of students, in your department, that received national awards and/or recognition this year?</b>	<b>0</b>
<b>40) Number of students, in your department, inducted into Academic Honors Societies this year?</b>	<b>20</b>
<b>41) Number of students, in your department, that participated in a student program (which received national recognition) this year? (i.e. debate, cheerleading, athletic teams)</b>	<b>0</b>
<b>42) List notable achievements accomplished by students in your department this year.</b>	

## Student Achievements

One graduate student (Joshua Black) served as editor and nine undergraduate English majors served as associate editors for *LURe, Literary Undergraduate Research Journal*, a peer-edited journal dedicated to publishing rigorous works of undergraduate scholarship in the fields of literary studies, film, literary theory, and cultural studies. The publication includes research from undergraduates from across the country.

Diamond Forde (undergraduate English major and Creative Writing minor) was admitted into the Bucknell Summer Writer's Institute, one of the most prestigious summer workshops in the nation for young poets. Only 12 students nationally are selected to attend.

Two graduate students (Pam Murphy and Brett Armes) presented papers at the British Commonwealth and Postcolonial Literature conference in Savannah.

Two graduate students (Sydney Bolding and Jenna Harvie) and one undergraduate student (MacKenzie Reiger) presented original creative works at the National Conference on Undergraduate Research at Weber State University.

Three undergraduate English majors (Kimberly Williams, Elizabeth Raborn Wood, and Laura Stamm) had original research essays published in *LURe, Literary Undergraduate Research Journal*.

Jenna Harvie presented a research paper at the National Conference on Undergraduate Research at Weber State University.

Two undergraduates—Diamond Forde and Amadi Ozier and one graduate student—Brett Armes—were admitted to the prestigious New York State Summer Writers Institute and received scholarships to attend. UWG was the only institution with three invited participants.

### Number of Faculty

43) Number of endowed chairs in your department?	0
44) Number of full professors in your department?	3
45) Number of full-time faculty in your department this year?	47
46) Number of part-time faculty in your department this year?	6

### Faculty Extracurricular Engagement with Students

47) Number of new course developments completed by faculty in your department this year?	25
48) Number of honors courses taught by faculty in your department this year?	17
49) Number of faculty that participated or led a study abroad program this year?	2
50) Number of faculty that participated in academic advisement this year?	17

### Faculty Research Productivity

51) Number of books and/or monographs published by faculty in your department this year?	2
52) Number of book chapters published by faculty in your department this year?	2
53) Number of peer-reviewed articles published by faculty in your department this year?	39
54) Number of shorter works published by faculty in your department this year?	76
55) Number of papers presented by faculty in your department this year?	32
56) Number of other presentations delivered by faculty in your department this year?	8
57) Number of in-house publications published by faculty in your department this year?	0
58) Number of juried exhibits completed by faculty in your department this year?	21
59) Number of other exhibits or performances completed by faculty in your department this year?	8
60) Number of faculty that served in journal editing/reviewing positions this year?	14
61) Number of faculty that participated in notable continuing education efforts this year?	37
62) Number of faculty that traveled abroad for research purposes this year?	6

#### **Faculty Public Service**

63) Number of faculty that served in honors organizations this year?	4
64) Number of faculty that held positions in professional organizations this year?	14
65) Number of faculty that served as advisors to student organizations this year?	11
66) Number of faculty that participated in cooperative consulting efforts this year?	3
67) Number of faculty that served on institution (UWG) wide committees this year?	12
68) Number of faculty that served on USG system committees this year?	3
69) Number of faculty that participated in public service activities this year?	19

#### **Faculty Grants and Awards**

70) Number of grant applications submitted by faculty in your department this year?	6
71) Number of grant proposals funded for faculty in your department this year? (Answer not to exceed response to question 70)	2
72) Total dollar amount of the grants funded (reported for question 71) for faculty in your department this year? (Round to the nearest whole dollar)	0
73) Total number grants generated by faculty members in your department.	0
74) Total number of faculty receiving grants in your department this year.	3
75) Total number of faculty receiving fellowships in your department this year.	0
76) List notable achievements accomplished by faculty in your department this year.	