

# ENGLISH B.A. PROGRAM REVIEW PANEL REPORT

August 2012

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## **SECTION 1: PROGRAM OVERVIEW**

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## SECTION 1: PROGRAM OVERVIEW

### Overview of the Program

In 2000, the College of Arts and Sciences proposed an array of more traditional liberal arts majors/programs to allow the University to more effectively recruit students state-wide, compete with neighboring institutions for talented students, enhance FSU's academic reputation, and better serve the geographic area by offering a wider range of degree options. The English B.A. was one of the programs proposed and established.

The English B.A. is now in its twelfth year; this is our second academic program review.

### A. PROGRAM GOALS

In the past 6 years, the English B.A. committee has worked to improve the English B.A. program at Ferris and serve the students who enroll in it. The program's faculty, advisors, and members of the program committee are committed to

- continuously assess curriculum to strengthen the program
- assess the program outcomes as well as course level outcomes and make revisions where needed
- assist students in defining their career goals, suggesting realistic short-term goals, and helping them identify strategies for meeting their goals
- work with the department to hire and retain faculty with strong academic credentials and good teaching skills
- work with an advisory board to identify ways to enhance the program and better prepare its students.

The committee meets on a regular basis throughout the academic year to review curriculum and participate in senior portfolio evaluations. Two of the committee members also serve as academic advisors and thus have direct contact with the students and know their academic and career concerns.

#### A.1. Current learning outcomes of the program for its graduates

The following goals have been established as learning outcomes:

- Writing  
Students will demonstrate the ability to write expository essays that have focused theses, have adequate organization and development (drawing on both primary and secondary sources), use standard edited English, use proper methods for acknowledging and documenting sources, and honor the principle of academic honesty.
- Literary Analysis  
Students will demonstrate the ability to identify and analyze/discuss literary elements (such as plot, characterization, setting, theme, metaphor, personification, etc.) and literary forms (such as poetry, drama, short stories, novels, essays, etc.).

- **Cultural/Historical Contexts**  
Students will demonstrate the ability to make connections between a literary work and its historical and cultural context (for example, periods such as Victorian, modern, etc. as well as movements such as romanticism, naturalism, etc.).
- **Critical Theory**  
Students will demonstrate an understanding of critical approaches (formalist, feminist, Marxist, etc.) by applying critical theory to literary works.
- **Oral Presentation**  
Students will be able to make a clear and organized presentation of one paper/project in their senior portfolios, discussing the topic, the argument/thesis of the written paper, the evidence used to support it, and the research process.

#### **A.2. Manner in which the outcomes/goals were established**

Soon after the program was established, Dr. Roxanne Cullen, acting head of the Department, asked the program coordinator and members of an English B.A. *ad hoc* committee to determine learning outcomes and a means of assessment. The group researched and reviewed program goals/outcomes established at other universities; additionally, the committee examined a standard Educational Testing Service field test in literature. Finally, the committee consulted survey results from the department's literature committee in which literature faculty members delineated learning outcomes for literature courses at levels 100 through 400.

In 2003, the B.A. *ad hoc* Committee determined program outcomes and decided to use, on a trial basis, a portfolio method of assessment. This required that seniors, during their final semester, submit a portfolio of papers written for their courses and present one paper orally to English B.A. committee members. The outcomes and evaluation rubric appear in Appendix A.

#### **A.3. How the outcomes/goals prepare students for careers and meeting employer needs**

The English B.A. prepares students for graduate study as well as career opportunities in fields requiring good communication skills such as law, government, education, advertising, public relations, and publishing.

The courses in the program require that students exhibit the ability to communicate well, particularly in writing. Faculty members expect students to interpret and evaluate a text, conduct research, produce a focused written analysis, demonstrate a concern for clarity and grammatical accuracy in their writing, and to document fully the use of sources.

The program requires that students read widely—examining works from other time periods and cultures—and consider the various forces that influence the production and reception of literary texts. Students must engage in critical thinking in order to evaluate competing interpretations of literary texts, learning that interpretations must take into account changes in language over time as well as differences in cultural values.

Consequently, students in the program develop an awareness of historical change and cultural difference which is especially needed in fields where policies and products are created to meet changing social needs.

#### **A.4. Changes in goals since the last program review**

Since the last program review, the committee has worked to take into account the new emphasis on multicultural education by revising or adding to the program's curriculum. In part, some of the changes have been made in accordance with general education goals. For example, the short fiction course has now been recast as world short fiction; however, the B.A. committee worked to create and offer an upper-level non-western world literature course as elective. While the core program requirements remain traditional, the electives—with their emphasis on world literature and newer narratives forms—increase the scope of what students in the program will encounter.

Moreover, while the goals of the program have not changed, the method of assessment has been refined. This is explained in Section 3.1.—Assessment and Evaluation.

#### **A.5. Relevance of the program goals to the University's mission and the departmental, college, and divisional strategic plans**

The mission of Ferris State University is to prepare students “for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.” The 2011 University-Wide Student Learning Outcomes include an understanding of cultural differences—of how people of all cultures “express themselves through language and through the works they create.” Such understanding is “critical for success in a diverse and globalized world.”

The program is aligned with this mission. Students in the program read literature from different historical periods, written from different cultural perspectives. They also take at least three semesters of a foreign language.

The College of Arts and Sciences Mission Statement also emphasizes preparing students “to contribute to a complex and diverse world. One of its stated goals is to “improve students’ communication, critical-thinking, valuing, and problem-solving skills” as well as students’ understanding of “cultural expression and influences” and the multicultural and global context in which students live. English B.A. students apply critical thinking when they read works of literature and must interpret them. From analysis and discussion, they learn that literary works are cultural expressions and that interpretations are influenced by cultural values.

The Department of Languages and Literature’s stated mission is “the improvement of literacy and written communication throughout the curriculum at Ferris State University. In integrating languages, literature, and written communication with Ferris’ professional and technical programs, it assists the university’s mission to integrate liberal with profession education.” Students in the program refine their language and writing skills in their courses; with its focus on liberal education, the English B.A. program complements FSU’s technical and professional curriculum. The department also offers a minor in English literature and in creative writing.

The University, Division, and College strategic plans are built on President Eisler's three pillars: creating a learning-centered university, becoming an engaged campus, and working together. The English B.A. invokes all of the University's pillars. We are clearly a learner-centered program: our classes are small, providing for ample interaction and discussion; we incorporate technology into our classrooms widely; and our students write extensively, challenging them to grapple with the material they are presented—analyzing and interpreting it. Moreover, the courses in our program engage our students in understanding cultural and historical diversity through encounters with works of literature. B.A. students study core works in American and British literature which now include works by native, minority, and commonwealth writers. Furthermore, students may choose elective courses which focus on non-Western literature including folk literature and/or women's literature and black literature.

The English B.A. program figures prominently in three of the Department's Strategic Planning Goals to:

- develop and implement a concrete plan for enhancing Languages and Literature's curricula and course offerings;
- work to increase enrollment by promoting department programs and course offerings both on and off campus more effectively; and
- provide students in Languages and Literature programs with more opportunities for scholarships, research, conference attendance, and community-building activities.

## **B. PROGRAM VISIBILITY AND DISTINCTIVENESS**

### **B.1. Distinctive features of the program**

Our program is built upon a strong foundation of liberal education with an emphasis on literature. Students in the English B.A. program read texts from a broad range of literary periods and from diverse cultural perspectives. The growth in enrollment indicates that its visibility has steadily increased.

The most distinctive feature of our program is our emphasis on written communication. Most of the courses students are required to take in the program carry writing-intensive designators. Students consistently write several papers—often multiple drafts—in these courses. The preponderance of writing intensive courses in our major is a distinctive feature of our B.A. program and provides the cornerstone for success for students completing our major. (Seven of the required LITR courses and seven elective literature courses have a General Education Writing Intensive designator.) Adding strength to the program is an elective 21-credit-hour minor in English – Profession Writing.

Most of the classes in the program are small, with a limit of 23 students. Sometimes, the enrollment is less than this, affording much personal interaction between students and faculty. Also, students begin to form a community as they progress through their upper-level courses.

Program faculty members bring local, regional, national, and international visibility to the program. As descriptions of faculty work attest, program faculty members are active in all facets of the discipline.



## **B.2. The program's ability to attract quality students**

A table of GPA and ACT scores appears in Section 3, page 2.

Data provided by Institutional Research for the years 2007 through 2011 show that the average ACT score of students in the program ranged from 22.33 to 26. The current ACT minimum for admission to the College of Arts and Sciences remains at 18. The average high school GPA for students entering the program during these years ranged from 2.91 to 3.36. (See 3-2 for full GPA and ACT data.)

## **B.3. Institutions that are the main competitors for prospective students**

The primary competing institutions are Central Michigan University, Grand Valley State University, and Western Michigan University. The English programs at these institutions have existed much longer than the Ferris English B.A. program. Ferris students wishing to major in English who formerly left Ferris to attend these institutions are now remaining here, and our program also attracts students who previously would not have attended Ferris.

### **B.3.a Comparisons of the programs**

A table of comparisons is provided in Appendix B.

The programs listed above are very similar to the FSU program in terms of their curricula and other requirements. One notable difference is that the range of available upper-level elective courses is more extensive at these other institutions. On the other hand, the FSU program is the only one among the group that designates all (or indeed any) of its core upper-level literature courses as writing intensive, which is of significant benefit to students planning to work in a variety of communications fields or to pursue graduate study. Our program also features courses taught exclusively by full-time tenure-track faculty members with terminal degrees, in contrast to Western Michigan University, which employs graduate students to teach a number of its 200- and 300-level classes. Another strength is that Ferris offers more course hours in areas designated "diversity," "global," and "world" literature than these other schools.

Further, Ferris requires that graduating seniors submit a portfolio of written work as well as make an oral presentation to faculty in the final semester. Requiring both these elements continues to improve our students' preparations for graduate school and the world of work. The portfolio assessment tool was revised in 2008 to refine our evaluation of students' work and will allow us to similarly refine the goals of the program in time. The oral presentation component has grown increasingly professional and is well-attended by both students and faculty.

### **B.3.b Conclusions drawn from the comparisons that would help to improve the program at Ferris**

Our program would be able to provide students with better preparation, particularly for graduate education, by offering a greater selection of advanced electives focusing on specific literary periods, individual authors, and special topics. Our curriculum currently includes elective seminars at the 400-level, and it will become more feasible to offer additional courses as the number of English B.A. students increases. Newer faculty members come with academic training

in more diverse contemporary literature and literary forms (such as post-colonial literature, and graphic novels); their instruction will supplement the background students receive in American and British literature.

Additionally, continued emphasis on the senior portfolios will maintain and undoubtedly increase our students' professionalism and graduate-school preparation.

## C. PROGRAM RELEVANCE

### C.1. Program relevance – labor market demand analysis

Unlike many degree programs at Ferris, the English B.A. program is not a vocational major that trains a student for one particular field. In general, an English degree “serves as a broad base for a range of careers, many of them quite lucrative.”<sup>1</sup> As stated in Section 1: A (Program Goals) of this document, learning outcomes for the English B.A. program include exemplary writing, oral communication, and critical thinking skills. These skills provide an excellent foundation for success in “a variety of fields, including writing, editing, publishing, teaching, public relations, technical writing, paralegal and legal, marketing, consulting, business, government, museums, libraries. . . . and more.”<sup>2</sup>

As many of the careers listed above require an advanced degree, the English B.A. program provides an excellent skill set for students with aspirations for graduate-level education. In the case of the legal profession, for example, the *Occupational Outlook Handbook* stresses that analytical and writing skills are extremely important for a lawyer's effectiveness.<sup>3</sup> Again, these skills forms the core of learning outcomes for the English B.A. program.

In fact, analytical/research and communication (written and verbal) skills rank as the most desired general qualities sought by employers according to Quintessential Careers, a well-respected career development Web site.<sup>4</sup> Research conducted by the National Commission on Writing also indicates that the strong emphasis that the English B.A. program places on analytical writing skills translates well into the writing needs of American business and government sectors, specifically. In a report released in September 2004, the Commission summarizes the results of a survey of human resource directors for 120 major American corporations. Among the findings:

- Writing is a “threshold skill” for both employment and promotion, particularly for salaried employees.
- Two-thirds of salaried employees in large American companies have some writing responsibility.
- Half of all companies take writing into account when making promotion decisions.

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<sup>1</sup> “An English Degree Can Translate Into Opportunity,” *The Washington Post*, June 19, 2005, <<http://web.lexis-nexis.com/universe>> (accessed April 19, 2012).

<sup>2</sup> Shelley O'Hara, *What Can You Do with a Major in English?* (Hoboken, NJ: Wiley, 2005), 67-68.

<sup>3</sup> Bureau of Labor Statistics, “Lawyers,” in *Occupational Outlook Handbook*, 2012-2013 ed., <<http://www.bls.gov/ooh/Legal/Lawyers.htm#tab-4>> (accessed April 19, 2012).

<sup>4</sup> Randall S. Hansen and Katharine Hansen, “What Do Employers Really Want: Top Skills and Values Employers Seek from Job-Seekers,” <[http://www.quintcareers.com/job\\_skills\\_values.html](http://www.quintcareers.com/job_skills_values.html)> (accessed April 19, 2012).

- More than 40% of responding firms offer or require training for salaried employees with writing deficiencies . . . remedying deficiencies in writing may cost American firms as much as \$3.1 billion annually.<sup>5</sup>

A follow-up report, detailing a survey of human resources offices of state governments, was released by the Commission in July 2005. Not only were the general results virtually identical to the survey of businesses but, in fact, “writing is considered an even more important job requirement for the states’ nearly 2.7 million employees than it is for private-sector employees.” Other findings include:

- More than two-thirds of professional state employees have some responsibility for writing as do 60% of clerical employees.
- More than 75% of respondents report taking writing into account in hiring and promoting state employees.
- More than two-thirds of responding officials say they routinely offer writing training for professional employees with deficient skills . . . the Commission estimates that providing writing training for those employees who do not meet state standards costs state agencies about \$221 million annually.<sup>6</sup>

It is also important to note that according to the 2012-2013 edition of the *Occupational Outlook Handbook* (OOH), many of the possible career paths for English majors enjoy fairly healthy prospects for the coming decade. The OOH reports, for example, that employment opportunities will be quite good for public relations directors or managers. Job growth is projected within the average rate for lawyers, paralegals, teachers, and librarians.<sup>7</sup>

Overall, the learning outcomes of the English B.A. program correspond well with the demands of the current technology-driven economy. A graduate of English B.A. program will be well prepared for a number of available prospects, whether in the workplace or in graduate school.

To date, a few of our graduates have entered graduate school directly after finishing the program, going to Grand Valley State, University of Michigan, Central Michigan, Western Michigan, Ohio State, and Colorado State, to name a few. Some students delay entry to graduate school and, to date, we have little information on what programs they have entered.

IRT did not provide any data with regard to program graduates in its 2009/2010 graduate follow-up survey.

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<sup>5</sup> National Commission on Writing, “Writing: A Ticket to Work . . . Or a Ticket Out: A Survey of Business Leaders,” CollegeBoard, <[http://www.collegeboard.com/prod\\_downloads/writingcom/writing-ticket-to-work.pdf](http://www.collegeboard.com/prod_downloads/writingcom/writing-ticket-to-work.pdf)> (accessed April 19, 2012), 5-6.

<sup>6</sup> National Commission on Writing, “Writing: A Powerful Message From State Government,” CollegeBoard, <[http://www.writingcommission.org/prod\\_downloads/writingcom/powerful-message-from-state.pdf](http://www.writingcommission.org/prod_downloads/writingcom/powerful-message-from-state.pdf)> (accessed April 16, 2012), 4-5, 7.

<sup>7</sup> Bureau of Labor Statistics, *Occupational Outlook Handbook*, 2012-2013 ed., <<http://www.bls.gov/ooh/>> (accessed April 15, 2012).

**C.2. The program's response to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change**

FSU's bachelor's program in English remains traditional in its core course requirements, eschewing trends. This is a "broad-based" approach in line with Ferris State's mission; it best meets the needs of our students since most will pursue careers outside of academia; it also serves the needs of students in a separate program—the B.S. in English Education. These students require an understanding of the core works in American and British literature to achieve teacher certification and to instruct their students.

A recent article by Harvard professor Louis Menand in the *ADE* (Association of Departments of English) *Bulletin* described two recent trends: One approach is "interdisciplinarity"—a response to the traditional paradigm of discrete university disciplines which saw these as "artificial or limited ways to organize knowledge." The second trend is what Menand calls "antidisciplinarity" or an attempt to establish "new areas of inquiry" because traditional departments had failed to recognize these areas as legitimate concerns for scholarship and teaching. Two examples of this approach are Women's studies and African American studies. These new areas of study are generally housed in the English or humanities departments. At Ferris, the humanities department now offers minors in African American studies and Women and Gender studies.

Another trend which began in the 1970's in English programs across the country was to redefine English as "cultural studies," broadening the concept of a text to include a variety of popular media. However, the FSU English B.A. continues to emphasize canonical works because the B.A. committee believes students benefit from reading literary texts considered significant in terms of their cultural and literary value.

Yet another trend shifted the focus of the program from the study of actual literary texts to the study of critical theory—the production and reception of texts. While the FSU B.A. capstone course, LITR 416, is focused on critical theory, students in the program are still required to take survey courses in American and British literature as well as a course in Shakespeare.

There now appears to be a shift once again in English studies—a return to providing undergraduates with some type of a core education in literary texts. Harvard University's undergraduate program, according to the Department of English current website, requires that students take "four common ground courses that integrate genre and modes, historical periods, and geographic dispersal in a way that lends coherence to an otherwise vast field." Stanford University, while dropping what it calls the "march of masterpieces" approach, has launched a one-year requirement in literary history, "a core that embeds literature within the cultural, political, historical and religious context of England, America, and the English-speaking nations." This came as the result of a student survey in which undergraduates said they were not getting the "big picture" of English literature. (Stanford News Service, "New curriculum gives English majors the big picture.")

The field of English has been especially sensitive to multicultural education, as any recent anthology of literature will attest. In the current FSU B.A. program, students are required to take all four "survey of literature" courses focused on American and British literature; these courses introduce them to writings by Native Americans, African Americans, Latino/a Americans, writers exploring post-colonial issues, and writers of diverse sexuality and gender identity—voices formerly at the margins of society.

Moreover, English majors may choose from a number of elective literature courses which currently satisfy general education credit in the “global consciousness” category. Last year, the department created and now offers a 300-level course in non-Western literature. By electing to take these courses, English B.A. students encounter diverse viewpoints and cultural values different from their own.

Finally, many current students in the program work part-time or are trying to complete their degrees as soon as they can. The department regularly offers a number of online courses in an attempt to accommodate the needs and schedules of our students. In addition, some professors have volunteered their time to do independent studies in order to help students meet graduation requirements.

### **C.3. Why students come to FSU for the English B.A. program**

#### **C.3.a Student choice of program and the degree to which it meets expectations**

Generally, students enter the program because they love to read and write, and they believe that reading and writing are their strengths. A number of them transfer from English education or other majors/fields (even technical ones) feeling that the English program will better meet both their personal needs and professional goals—though not all are sure what their professional goals may be as they enter the program.

**Current students** are positive about the program. The survey (detailed in Section 2) netted a 63% response rate, and over 77% of those who responded say they would still choose to attend Ferris; additionally, more than 95% say they probably or definitely would choose to major in English if they started again. As stated above, most of these students say they were attracted to the major because of their personal interest in the subject matter—they enjoy literature. More than half indicate that they feel a degree in English would be good preparation for graduate study or career preparation. Over 90% of students surveyed consider their literature/English courses to be of high quality and the faculty to be highly qualified. In survey comments, students emphasized faculty knowledge, passion, and helpfulness in their comments. (See Appendix C.)

However, some concerns did surface. Students reported a desire for more classes to be scheduled, including more options in creative writing and a wider variety of upper-level literature classes. They want Ferris to offer more presentations from published authors as campus guests. Interestingly, opinions about online classes were quite evenly divided: some students wanted more online offerings whereas others wanted fewer or no online classes. Students also commented upon the need for more literary theory as part of their curriculum.

Exit interviews with **recent seniors** indicate that they also are pleased with their decisions to become English majors and with their program at Ferris. In the last six years, interviews were conducted with 21 seniors, 19 of whom met all degree requirements for graduation. (Exit interview questions appear in Appendix F.)

Nearly all exiting seniors said the program had improved their skills in writing, analytical reading, critical thinking, and organizing their ideas. Some mentioned an improvement in conducting research and interpreting texts; still others said the program had broadened their knowledge of “the world” and introduced them to the theories of textual production and reception. Students

were very positive about their experiences—their class discussions, conferences with their instructors, and opportunities to write papers and revise them based on instructors' feedback. Many noted the advantages of class sizes that allow close interaction with faculty members and with their peers.

More than half the seniors said that, due to the program, they read many works they would not have chosen on their own and that this enhanced their appreciation of literature and gave them a better understanding of other cultures and historic periods.

Seniors rated their instructors, their advising, and the program's selection of courses highly. Students did, however, suggest that more elective choices be offered which focused on contemporary literature, non-fiction literature, and on the writing of women; seniors also suggested electives be offered which focused the writings of particular cultures. Moreover, some mentioned problems with the scheduling of required courses and the cancellation of elective courses; one student suggested that students' introduction to theory should come earlier than the capstone course. Finally, seniors would like more guidance toward, and discussion of, careers after graduation and opportunities for internships.

Most seniors interviewed said they were aware of the activities and events sponsored (or sponsored in part) by the department. Many participated but some could not, due to time constraints.

The overall feeling from these recent exit interviews is that students are pleased with their choice of the English major and the English B.A. program.

All of the **program's graduates** who responded to our online survey indicated that they would choose the same major again if given the chance. (Section 2 includes detailed information.) Their comments reflect their positive view of the program and indicate that its greatest strengths are faculty members who are knowledgeable, available for help, interested in their students, and eager to foster an appreciation of literature. Graduates also commented in particular on how their studies enhanced their awareness of the relationship between literature and its cultural context.

Graduates who responded to the survey did have recommendations, however. Cancelled courses due to low enrollment were a problem more than once for one student. Two other graduates commented that a seminar to help them find and apply to graduate school would have been helpful. Finally, one student felt that more should be done to encourage English majors to meet informally outside of class to talk about writing and literature. Both current and former students asked for internship opportunities.

### **C.3.b Method of measuring student sentiment**

As indicated in the responses above, perceptions of current students and graduates of the program were measured by surveys designed with the assistance of Institutional Research and Testing. Perceptions of the seniors were collected through exit interviews conducted by the acting head of the department.

## **D. PROGRAM VALUE**

### **D.1. The benefit of the program, facilities, and personnel to the University**

The Department of Languages and Literature provides cultural enrichment and co-curricular activities for much of the campus, including faculty, and financial support for the Literature in Person Reading Series, *Prism* writing contest, Shakespeare's Birthday Celebration, and the campus chapter of Sigma Tau Delta, international English honor society.

Faculty members in the program are active in service to the university. Sandy Balkema designs layout for the Diversity Counts newsletter. Several faculty members, including Doug Haneline and Christine Persak, have provided lectures in conjunction with screenings by the FSU Arts and Lectures Committee. Each spring, Phillip Sterling provides poetry for Poetry Month through the "Take a Poem to Lunch" activity.

Program faculty members are active in the Faculty Senate, in program review, and in interim administrative assignments throughout the university. Faculty members are often solicited for participation on university committees because of their writing and editing skills.

Contemporary training in English language and literature also emphasizes pedagogy, and program faculty members are actively involved with the Faculty Center for Teaching and Learning providing training on a variety of topics.

### **D.2. The benefit of program facilities and personnel to the students enrolled in the program**

Program faculty members sponsor and attend events, work with students on projects and independent studies, and take an interest in the future plans of their students.

- **Events**

In addition to the cultural enrichment activities mentioned above, the department sponsors panels and presentations for students, including recent ones focusing on teaching English and the future of English studies, during which program faculty members and guest experts from Ferris and outside the university spoke with students. Other events include a fall gathering for new and continuing students in English and English Education and an English department awards component during the spring College of Arts and Sciences Student Recognition Day.

- **Scholarships**

The Helen Popovich scholarship is a competitive scholarship for students interested in teaching professions, and John and Roxanne Cullen have established a scholarship for program students.

- **Independent studies**

A number of faculty members have worked with students on topics of mutual interest or when scheduling problems would have kept students from meeting their timeline for graduating.

### **D.3. Assessment of program personnel of the value of the program to employers**

The value of the English B.A. program is demonstrated through students' success in gaining admission to competitive graduate programs and in securing employment. As the job market outlook demonstrates above, the communication skills of English majors are in demand. Although English majors must often begin work in entry-level positions in order to gain experience in their specific areas, they can but progress very quickly in their chosen fields because of their skills in analysis, writing, and research. Our pool of graduates is still too small and their range of post-graduation fields of study and work is too diverse to permit meaningful generalizations about program value beyond those outlined above.

### **D.4. Program benefit to entities outside the University**

Program faculty serve a variety of outside entities, including the major types and examples described below. (See the relevant Appendix X pages referenced below for specific detail from faculty CVs.

John Caserta, Nate Garrelts , and Jody Ollenquist have provided textbook reviews to book publishers. Phillip Sterling, Jody Ollenquist, Christine Vonder Haar, Robert von der Osten, David Russell, Doug Haneline, Andrew Kantar, and Nate Garrelts serve on boards or in other leadership or consulting roles on entities ranging from professional journals and conferences to youth leadership programs.

Over the years, several program faculty members, including John Jablonski, Andrew Kantar, Phillip Sterling, Christine Vonder Haar, Gordon Reynolds, and Philip Middleton, have taught at institutions abroad as part of the Fulbright Scholars or other programs. Since the previous program review in 2006, for instance, Philip Middleton has taught African American literature at the University of Rijeka in Croatia and African American poetry at Maynooth University in Ireland.

### **D.5. Services to extra-University general public groups**

Many literary and cultural activities in and around Big Rapids are organized by and feature English B. A. program faculty members. Douglas Haneline and Betty Stolarek are longtime participants in ArtWorks and the Michigan Humanities Council, which provide a variety of cultural programming. Phillip Sterling organizes and curates the ongoing local Literature in Person series featuring readings by local and regional authors. Sterling also frequently gives public readings from his own published works of poetry and short fiction.

Novelists Betty Stolarek and Andrew Kantar also give public readings both locally at Great Lakes Books and ArtWorks as well as in other Michigan communities. Poet and musician Jonathan Taylor recently delivered a presentation on Langston Hughes' poetry and its blues elements at Crossroads Charter Academy. Douglas Haneline gives talks about tombstone art to a variety of school and community groups; Matthew Nikkari has shared his expertise on the topic of phrenology with historical societies. These examples illustrate how the community benefits from the creative talents and professional expertise of program faculty.



## **SECTION 2: PERCEPTIONS OF PROGRAM**

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## SECTION 2: PERCEPTIONS OF PROGRAM

### A. GRADUATE FOLLOW-UP SURVEY

The graduate perceptions instrument was developed by the English B.A. Program Review Committee in consultation with Institutional Research and Testing. The survey was prepared as an Internet-hosted assessment and sent to 27 email addresses. (It was not known if the addresses were current.) There were eight total responses from graduates of the program. Respondents included one graduate from each 2004-2010, excluding 2008, providing a broad range of graduate experiences. Frequency tables for the survey's 16 questions are below. (For the survey and respondents' comments, see Appendix E.)

#### Frequency Tables

**q1 Did you enter Ferris as an English major**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	25.0	25.0	25.0
	No	6	75.0	75.0	100.0
	Total	8	100.0	100.0	

**q2 From which program did you switch**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	37.5	37.5	37.5
	Elementary Education	1	12.5	12.5	50.0
	English Education	1	12.5	12.5	62.5
	English education (secondary), via pre-mortuary science	1	12.5	12.5	75.0
	History	1	12.5	12.5	87.5
	social work	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q3 What are your plans 5-10 years from now**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Continue in my current job	1	12.5	12.5	12.5
	Attend graduate school	2	25.0	25.0	37.5
	Find a job in _____	2	25.0	25.0	62.5
	Other	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

**q3.a Please specify**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	50.0	50.0	50.0
	All of the above. :) I'm currently a freelance writer; I plan to keep doing that, as well as get a Master's in education so I can teach abroad w/ my fiance, who teaches music. (International schools prefer teaching partners when they can get them, and after an abortive law career, I've realized I really do want to be in the classroom.)	1	12.5	12.5	62.5
	Continue graduate school	1	12.5	12.5	75.0
	Homeschool my children, work as a stay-at-home mother.	1	12.5	12.5	87.5
	Teaching	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q4 What is the field in which you plan/hope to find job**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	75.0	75.0	75.0
	I hope to go get a teaching certificate in order to teach English at the High School level.	1	12.5	12.5	87.5
	Medical Technology	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q5. The program helped me develop analytical skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	3	37.5	37.5	37.5
	Yes, probably	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

**q5.b The program helped me develop writing skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	6	75.0	75.0	75.0
	Yes, probably	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q5.c The program helped me develop an appreciation of literature**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	4	50.0	50.0	50.0
	Yes, probably	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

**q5.d The program helped me explore a variety of cultures, perspectives, human dynamics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	3	37.5	37.5	37.5
	Yes, probably	4	50.0	50.0	87.5
	Definitely not	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q6.a The level of helpfulness of the advising was**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	3	37.5	37.5	37.5
	Good	3	37.5	37.5	75.0
	Fair	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q6.b The quality of instruction I received was**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	12.5	12.5	12.5
	Good	5	62.5	62.5	75.0
	Fair	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q6.c Preparation for my career or further education was**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	25.0	25.0	25.0
	Good	2	25.0	25.0	50.0
	Fair	3	37.5	37.5	87.5
	Poor	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q6.d Choice of electives (relevant to my career choice)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	4	50.0	50.0	50.0
	Fair	3	37.5	37.5	87.5
	Poor	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q7.a Skills gained were instrumental in obtaining my current position**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	12.5	12.5	12.5
	Agree	4	50.0	50.0	62.5
	Disagree	2	25.0	25.0	87.5
	Strongly disagree	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q7.b I use skills I learned from the English B.A. program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	12.5	12.5	12.5
	Agree	5	62.5	62.5	75.0
	Disagree	1	12.5	12.5	87.5
	Strongly disagree	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q8 Awareness of opportunities to participate in English activities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, I was aware and participated	5	62.5	62.5	62.5
	Yes, I was aware but did not participate	2	25.0	25.0	87.5
	No, I was not aware	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q9 Year graduated**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2004	1	12.5	12.5	12.5
	2005	1	12.5	12.5	25.0
	2006	1	12.5	12.5	37.5
	2007	3	37.5	37.5	75.0
	2009	1	12.5	12.5	87.5
	2010	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q10 Current employment situation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working full time	4	50.0	50.0	50.0
	Working part time	3	37.5	37.5	87.5
	Attending grad school	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q11 Job title and description (full time)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	50.0	50.0	50.0
	Manager- Series and Events	1	12.5	12.5	62.5
	Office manager	1	12.5	12.5	75.0
	self-employed freelance writer; I write law firm marketing materials, book reviews, and English lang/lit educational materials (lesson plans, standardized test study guides, etc.)	1	12.5	12.5	87.5
	US Army Commissioned Officer.	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q12 Job title and description (part time)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	62.5	62.5	62.5
	Childcare	1	12.5	12.5	75.0
	None of the above. I am a full time student in a second, unrelated Bachelor's program.	1	12.5	12.5	87.5
	Substitute teacher/wanderer	1	12.5	12.5	100.0
	Total	8	100.0	100.0	



**q13 Name of your grad program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	87.5	87.5	87.5
	Middlebury College's Bread Loaf School of English and, starting this autumn, St. John's College's MA program in liberal arts/western thought. Also, I am working a part-time job as a tutor in the ASC.	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q14 Name of your grad program, job title, job description**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	100.0	100.0	100.0

**q15 How long have you held your current position**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 years	5	62.5	62.5	62.5
	3-4 years	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

**q16 Starting annual pay**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than \$20,000	5	62.5	62.5	62.5
	\$30,001 or more	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

### **A.1. Graduates' perceptions of the program as career preparation**

Of the graduates surveyed, 37.5% reported continuing in areas related to their studies in the English B.A. Program: 12.5% reported being employed full-time as a freelance writer, 12.5% reported being employed part-time as a substitute teacher, and 12.5% reported being enrolled in graduate school at Middlebury's Bread Loaf School of English. The rest reported being employed in various fields from management to the U.S. Army (as a commissioned officer). Fifty percent of graduates responded that they were employed full-time, 37.5% responded they were employed part-time, and 12.5% responded they were enrolled in graduate school. When asked about their plans for the next five to ten years, 25% reported interest in pursuing additional graduate studies.

Fifty percent of the graduates surveyed rated the program "excellent" or "good" in terms of preparation for a career or further education; slightly more than a third rated it as "fair" preparation.

In response to questions about their skill preparation and current position, 12.5% responded "strongly agree," and 50% responded "agree," when asked if the skills they gained in the program were instrumental in obtaining their current positions. Additionally, 12.5% responded "strongly agree," while 62.5% responded "agree" when asked if they currently use the skills they learned from the English B.A. program.

These responses indicate the program provides good career preparation.

### **A.2. Graduates' perceptions of faculty and the program**

All students agreed that the program helped them develop analytical skills, writing skills, and an appreciation of literature while 87.5% responded that the program helped them explore a wide variety of cultures, perspectives, and human dynamics. Most respondents rated program advising as "excellent" (37.5%) or "good" (37.5%). Seventy five percent of respondents rated the quality of instruction received positively: 12.5% as "excellent" and 62.5% as "good."

In their comments, the responding graduates were generally positive about the quality of the faculty and the instruction they received in the program. One graduate remarked that "the program was great and after talking to grad schools, I realized I had already taken courses considered to be part of many masters [sic] programs." Another graduate found the program "very challenging and quite rewarding."

### **A.3. Graduates' recommendations for improving the program**

Comments by graduate respondents for improving the program were limited. Only five students provided comments, and only two of those included suggestions for improvement. One recommended offering more internships and another suggested something beyond the purview of the program--streamlining general education requirements to allow students to focus on their interests within their major and "not be hindered by the arbitrary requisite courses for cultural studies, science with lab, or mathematics." Overall, the graduates who responded indicated they were pleased with their program of study.

## **B. EMPLOYER FOLLOW-UP SURVEY**

There was insufficient data for an employer survey. However, program students have entered, and in some cases completed, graduate programs at various institutions such as Central Michigan University, Grand Valley State University, the University of Michigan, Western Michigan University, Middlebury College VT, Colorado State University, and Ohio University. Many graduates, burdened with student loans, want to pursue graduate school but report having to work at some kind of job for a few years before being able to afford further study.

## **C. GRADUATING STUDENT EXIT INTERVIEWS**

Exit interviews with exiting seniors indicate that they are pleased with their decisions to become English majors and with the program at Ferris. In the last six years, interviews were conducted with 21 seniors (19 of whom met all degree requirements for graduation.) (See Appendix F for interview questions.)

Nearly all exiting seniors said the program had improved their skills in writing (47%), analytical reading/critical thinking (61.9%), and interpreting texts (33%). Some mentioned an improvement in conducting research and interpreting texts; still others said the program had broadened their knowledge of “the world” and historical contexts (33%). Students were very positive about their experiences—their class discussions, conferences with their instructors, and opportunities to write papers and revise them based on instructors’ feedback. Many noted the advantages of class sizes that allow close interaction with faculty and peers.

Nearly all exiting seniors rated their professors as very good (80.9%) to excellent (14%). Seniors also had very positive comments about their advising.

Seniors were also aware of activities/events/scholarships and roughly half of those interviewed said they had participated in PRISM writing contest, Shakespeare’s Birthday Celebration, and the department’s colloquium presentations by faculty members.

Seniors suggested more elective courses be offered, mentioning topics such as contemporary literature, non-Western literature, film, and non-fiction. A few seniors commented negatively on class section closures. Finally, seniors believe more guidance is needed in terms of career planning, preparation for graduate school, and opportunities for internships.

## **D. CURRENT STUDENT PROGRAM EVALUATION**

The current student perceptions instrument was developed by the English B.A. Program Review Committee in consultation with Institutional Research and Testing. The survey was prepared as an Internet-hosted assessment, and a link was emailed to 34 students. Of the 34 students surveyed, 22, or 63% responded. (Frequency tables for questions 4-12 are below. For the survey and respondents’ comments, see Appendix C.)

**q4 Would you still choose to major in ENGL BA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	14	63.6	63.6	63.6
	Yes, probably	7	31.8	31.8	95.5
	Probably not	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q5 Would you still choose FSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	6	27.3	27.3	27.3
	Yes, probably	11	50.0	50.0	77.3
	Probably not	1	4.5	4.5	81.8
	Definitely not	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

**q6 Did you meet with your advisor at least once a semester**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	100.0	100.0	100.0

**q7 How often did you contact LITR/ENGL profs for help outside class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	3	13.6	13.6	13.6
	Sometimes	12	54.5	54.5	68.2
	Seldom	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

**q8a Evaluate the quality of your advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	14	63.6	63.6	63.6
	Good	5	22.7	22.7	86.4
	Fair	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

**q8b Evaluate the availability of B.A. instructors outside of class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	12	54.5	54.5	54.5
	Good	7	31.8	31.8	86.4
	Fair	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

**q8c Evaluate the helpfulness of program instructors**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	12	54.5	54.5	54.5
	Good	8	36.4	36.4	90.9
	Fair	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**q9 Evaluate the quality of the required courses taken**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	9	40.9	40.9	40.9
	Good	11	50.0	50.0	90.9
	Fair	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**q10 Evaluate the quality of the library and database resources used**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	11	50.0	50.0	50.0
	Good	10	45.5	45.5	95.5
	Poor	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q11 Evaluate the overall quality of the English B.A. program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	9	40.9	40.9	40.9
	Good	11	50.0	50.0	90.9
	Fair	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**q12 Are program outcomes appropriate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	68.2	68.2	68.2
	Agree	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

## **Overall conclusions of the survey**

Results of this survey can be divided into three components:

- Current student perceptions of faculty and advisor interactions;
- Current student perceptions of program's strengths and weaknesses; and
- Current students' goals

### **D.1. Perceptions of faculty and advisors**

Students feel positive about their interactions with both faculty members and advisors. Over 90% of students rated the helpfulness of program instructors positively: 54.5% as "excellent," and 36.4% as "good." Many more than half (68.2%) contact their professors outside of class for assistance when needed. More than half (54.5%) indicated that instructor availability outside class was "excellent." All respondents gave at least a "fair" rating on the matter of instructor availability. The quality of advising was also rated highly. All respondents reported meeting with their advisors at least once a semester. All reported at least a "fair" rating for the quality of their advising; over 63% noted that the quality of advising was "excellent."

Overall, though, the faculty members earned the highest evaluation. Repeatedly, students made comments such as "the major strength of the program is the faculty who care about their students and are helpful." One student noted that Ferris faculty "gave the students the kind of academic instruction that is worth far more than the cost of credit hours." Another noted that Ferris faculty members are "very dedicated and qualified professors that really do go above and beyond inside and outside of the classroom." In addition, students praised the program's diversity, the small class sizes, the required course readings, the PRISM Writing Contest, and the library resources.

### **D.2. Perceptions of the program's strengths and weaknesses**

Students rated the overall quality of the program as either "excellent" (40.9%) or "good" (50%). As noted above, students had very positive feelings about the program's faculty and most of their comments regarding "program strengths" centered on that. They also indicated diversity of fellow students (4.5%), attention to literary analysis (4.5%), required coursework and readings (4.5%), and small class size (4.5%) as attributes.

Suggestions for improving the program primarily involved scheduling. Students asked for more courses, both upper-level electives and more sections of the foundation class, LITR 250. Another request was that more literary theory be taught. Students wished to be exposed more deeply and broadly to literary theory so that they can feel better prepared for their other courses in their major and for graduate school. They also want to write longer, more in-depth papers so that they will have strong choices for their portfolios, and they want more creative writing options. Students also want to see more writers brought to campus to present readings from their works. Some students wanted to have more online options, but an equal number wanted fewer online courses, especially for linguistics classes. Finally, students' concern about career preparation led to one student suggesting more effort toward "helping students to enter the real world"—more assistance in acquiring internships rather than preparing for graduate school.

### D.3. Students' future goals

After graduating from Ferris, 36% of the respondents plan to attend graduate school in either English or a related field. Graduate programs mentioned included rhetoric/composition, information/library science, publishing, and social work.

Regarding career goals, nearly 23% expressed interest in a career in publishing; 9% sought a career in writing. One student wanted a career in library/information sciences while another wished to be a researcher for a business. Twenty two percent of graduates hoped to eventually become college professors. Two expressed a desire to become teachers of English as a second language.

As indicated above, survey results overall indicate a high degree of student satisfaction with advising, faculty, university and program choice, quality of courses, library and database resources, perception of fellow students, and program quality. Students wished for more course offerings but noted that the program's small size limited the frequency and variety of certain elective offerings. As FSU's English B.A. program continues to grow and improve, these students' concerns will be taken into account.

### E. FACULTY PERCEPTIONS

The faculty perceptions instrument was developed by the English B.A. Program Review Committee in consultation with Institutional Research and Testing. The survey was prepared as an Internet-hosted assessment, and a link was emailed to the 52 members of the Languages and Literature department, including tenure-line, temporary, and adjunct faculty. Twenty of those faculty members, or 38% of the group surveyed, provided responses.

Frequencies for questions 1-6 are below. (For the survey and faculty members' comments, see Appendix G.)

q1a Program is consistent with the mission of FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	45.0	45.0	45.0
	Agree	10	50.0	50.0	95.0
	Don't Know/No Answer	1	5.0	5.0	100.0
	Total	20	100.0	100.0	



**q1b Program has clearly articulated mission and objectives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	40.0	40.0	40.0
	Agree	8	40.0	40.0	80.0
	Don't Know/No Answer	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

**q1c Program incorporates effective student retention efforts**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	4	20.0	20.0	45.0
	Disagree	1	5.0	5.0	50.0
	Don't Know/No Answer	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

**q1d Program is guided by an effective program advisory board**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	20.0	20.0	20.0
	Agree	7	35.0	35.0	55.0
	Disagree	2	10.0	10.0	65.0
	Don't Know/No Answer	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

**q2a Curriculum includes courses relevant to program objectives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	55.0	55.0	55.0
	Agree	8	40.0	40.0	95.0
	Don't Know/No Answer	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

**q2b Program is regularly reviewed to ensure that they remain current**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	55.0	55.0	55.0
	Agree	8	40.0	40.0	95.0
	Don't Know/No Answer	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

**q2c Program compares favorably with similar programs throughout the state**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	7	35.0	35.0	60.0
	Disagree	4	20.0	20.0	80.0
	Don't Know/No Answer	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

**q3a Advisors & faculty provide appropriate academic advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	45.0	45.0	45.0
	Agree	7	35.0	35.0	80.0
	Don't Know/No Answer	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

**q3b Advisors & faculty provide appropriate career planning/placement advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	7	35.0	35.0	60.0
	Disagree	1	5.0	5.0	65.0
	Don't Know/No Answer	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

**q3c Faculty provide appropriate classroom instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	50.0	50.0	50.0
	Agree	8	40.0	40.0	90.0
	Don't Know/No Answer	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

**q3d Faculty participate in appropriate professional development activity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	35.0	35.0	35.0
	Agree	9	45.0	45.0	80.0
	Don't Know/No Answer	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

**q4a FSU administration supports the program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	10	50.0	50.0	75.0
	Don't Know/No Answer	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

**q4b Current operating budget is sufficient to meet program needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	25.0	25.0	25.0
	Disagree	2	10.0	10.0	35.0
	Don't Know/No Answer	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

**q4c Number of qualified tenure-track faculty is sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	20.0	20.0	20.0
	Agree	6	30.0	30.0	50.0
	Disagree	4	20.0	20.0	70.0
	Strongly Disagree	2	10.0	10.0	80.0
	Don't Know/No Answer	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

**q4d Dept & university provide program faculty with sufficient opportunities/support for professional development**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	11	55.0	55.0	80.0
	Disagree	1	5.0	5.0	85.0
	Strongly Disagree	1	5.0	5.0	90.0
	Don't Know/No Answer	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

**q4e Number of clerical and support staff is sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	20.0	20.0	20.0
	Agree	10	50.0	50.0	70.0
	Disagree	3	15.0	15.0	85.0
	Don't Know/No Answer	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

**q4f Instructional facilities and equipment are sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	12	60.0	60.0	85.0
	Disagree	1	5.0	5.0	90.0
	Don't Know/No Answer	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

**q4g Library and research resources are sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	35.0	35.0	35.0
	Agree	9	45.0	45.0	80.0
	Disagree	3	15.0	15.0	95.0
	Don't Know/No Answer	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

**q5a Students conduct themselves professionally and diligently in classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	30.0	30.0	30.0
	Agree	10	50.0	50.0	80.0
	Disagree	1	5.0	5.0	85.0
	Don't Know/No Answer	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

**q5b Students compare favorably with students from other FSU major programs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	30.0	30.0	30.0
	Agree	10	50.0	50.0	80.0
	Strongly Disagree	1	5.0	5.0	85.0
	Don't Know/No Answer	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

**q6a Students are qualified for professional employment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	15.0	15.0	15.0
	Agree	14	70.0	70.0	85.0
	Don't Know/No Answer	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

**q6b Students are qualified for graduate-level education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	20.0	20.0	20.0
	Agree	11	55.0	55.0	75.0
	Disagree	2	10.0	10.0	85.0
	Don't Know/No Answer	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

**E.1. Faculty perceptions of the program**

The survey results indicate a consistently favorable general view of the program and its elements. Nearly unanimously, respondents agree or strongly agree that the English B.A. program is consistent with the mission of FSU, that the program's curriculum is appropriate to achieving its goals, and that the program curriculum is regularly reviewed to ensure it remains current. Most respondents (between 80 and 90%) agree or strongly agree that the clarity of the program mission, program review procedures, academic advising of students, classroom instruction, and faculty professional development activity are appropriate.

Two areas in which faculty responses may indicate a need for improvement are the role of the program advisory board and student retention efforts. Only 45% of respondents agree that the board is effective, while another 45% of respondents indicated moderate disagreement or "don't know/no answer." This perception may indicate that the departmental B.A. program coordinator and the B.A. committee need to share our advisory board suggestions and views with faculty more frequently or in more detail.

Similarly, 45% of respondents consider the program's retention efforts effective, with only one respondent disagreeing, but 50% of faculty members responding provided a "don't know/no answer." Again, this suggests that members of the English B.A. committee may need to provide more explicit or transparent information about student retention to faculty members.

### E.2. Perceptions of administrative support and resources

Perceptions of the level of administrative and financial support the program receives are somewhat less favorable than overall perceptions of the program. While 75% of respondents express agreement about the broad issue of FSU administration supportiveness, only 25% consider the current program budget sufficient. However, when asked to evaluate specific resources provided by the administration, faculty members had significantly more favorable perceptions: approximately 70-85% of respondents agree that the university provides sufficient faculty professional development opportunities, clerical and support staff, library and research resources, and instructional facilities. The one problematic area, according to faculty perceptions, is the number of tenure-track faculty positions, which only 50% of respondents agree are enough to meet program needs.

### E.3. Perceptions of students

Faculty members have favorable perceptions of program students, with 80% of respondents agreeing that students conduct themselves appropriately and compare favorably with other FSU students. Faculty members indicate a strong degree of confidence in graduating seniors' readiness for graduate study (75% agreement) and in their preparation for employment (85%). It is especially worth noting that the latter perception has improved significantly since the previous program review, during which only 64% of faculty members surveyed agreed that students were well prepared for employment.

In addition to the numerical responses, faculty members provided several suggestions for improving the program, including the need to increase tenure-line positions and gain more administrative support for small course sections and face-to-face sections to ensure students are able to get the courses they need and via their preferred delivery system.

## F. ADVISORY BOARD PERCEPTIONS

The advisory board perceptions instrument was developed by the English B.A. Program Review Committee in consultation with Institutional Research and Testing. The survey was prepared as an Internet-hosted assessment, and a link was emailed to the five members of the advisory board. The board currently consists of three graduates of the Ferris English B.A. program (Monica Frees, Danielle Ryskamp, and Justin Vance); and two professionals who majored in English at other institutions (Michele Boisvenue-Fox, Assistant Director of Kent District Library in Grand Rapids; and Paul Kammerdiner, Assistant Professor, FLITE Reference and Instructional Services). Four members responded to the survey.

Frequency tables are provided for the 4 survey questions. (For the survey and respondents' comments, see Appendix H.)

q1a Curriculum provides students with a foundation in literature

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	75.0	75.0	75.0
	Somewhat Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q1b Curriculum provides students with a foundation in writing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	50.0	50.0	50.0
	Somewhat Agree	1	25.0	25.0	75.0
	Don't Know	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q1c Curriculum provides students with a foundation for further graduate or professional study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	50.0	50.0	50.0
	Somewhat Agree	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

**q2a Program graduates are provided a foundation for multiple career possibilities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	50.0	50.0	50.0
	Somewhat Agree	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

**q2b Graduates are competitive with graduates of similar programs from other universities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	25.0	25.0	25.0
	Somewhat Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	



**q3a Program faculty have adequate academic credentials and experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	100.0	100.0	100.0

**q3b Program faculty has adequate institutional support for pro development and continuing ed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	25.0	25.0	25.0
	Somewhat Agree	2	50.0	50.0	75.0
	Don't Know	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q4a Program has adequate faculty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	100.0	100.0	100.0

**q4b Program has adequate library resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	75.0	75.0	75.0
	Somewhat Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q4c Program has adequate instructional resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	50.0	50.0	50.0
	Somewhat Agree	1	25.0	25.0	75.0
	Don't Know	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q4d Program has adequate financial support from the university**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	50.0	50.0	50.0
	Somewhat Agree	1	25.0	25.0	75.0
	Strongly Disagree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**F.1. Advisory board perceptions of the program curriculum**

All four respondents perceived the program favorably, saying that it provided a foundation in literature; three agreed that the program provided a foundation in writing; finally, all four respondents agreed that the program provided a foundation for graduate study.

One respondent posed a series of questions concerning students' opportunities for internships, resume writing, and interview practice. The respondent also asked if faculty members worked with students to review their resumes and applications to graduate school. Finally, this respondent asked if those students planning on attending graduate school were being prepared for this by being given opportunities to work on larger projects, doing research, and writing longer papers. The respondent believed this is necessary for students to succeed in graduate school.

Another respondent commented on the program's ability to prepare students to enter graduate programs in English. This program alumnus said he felt "slightly unprepared" to deal with the near total concentration on theory in his graduate program. In attending meetings/conferences at other universities, he saw the same emphasis on theory. However, he felt this approach did not serve students well. He concluded that he appreciated his English education at Ferris, with its more traditional emphasis. He recommended that the program emphasize critical thinking, solid writing, and familiarity with a wide range of literature: "This will go a long way to ensure that the students will be able to do something with their degree away from the university."

#### **F.2. Advisory board perceptions of the program's graduates**

As to whether the program provides a good foundation for multiple career opportunities, three respondents strongly agreed while one somewhat agreed. Opinions were also divided as to whether the graduates of the program are sufficiently prepared to compete with graduates from other English programs. While three respondents somewhat agreed, only one strongly agreed.

#### **F.3. Advisory board perceptions of the faculty**

When questioned as to whether the faculty members in the program have adequate academic credentials and experience, all four respondents strongly agreed. Concerning whether faculty members have adequate institutional support for professional development, one respondent strongly agreed, two somewhat agreed, and one indicated that he or she did not know.

#### **F.4. Advisory board perceptions of resources—faculty, library and instructional resources**

All four respondents strongly agreed that the program has an adequate number of faculty members. Three respondents strongly agreed when it came to the adequacy of library resources; one somewhat agreed. Finally, concerning whether the program has adequate instructional resources and receives financial support from the university, two respondents strongly agreed, one somewhat agreed, and one said he or she did not know.

From these responses and remarks, it can be concluded that the English B.A. program needs to do more to prepare students for what happens when they finish the B.A.

Faculty and advisors must increase students' awareness of and preparation for graduate study and possible career paths. This preparedness could include informal workshops on taking the GRE and writing resumes. Students could also be encouraged to attend conferences related to publishing, library sciences, and public relations. Finally, advisors need to emphasize the importance of choosing a minor that will enhance the student's chances in landing that first job.

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## SECTION 3: PROGRAM PROFILE

### A. PROFILE OF STUDENTS

#### A.1. Student demographic profile

Institutional Research and Testing provided demographic and academic data for English B. A. students from 2007-2011. To summarize, during these years, 119 students were enrolled in the program, 41 (34.4%) of whom were male and 78 (65.5%) female. Eighteen students (15.1%) were African American, and 3 (2%) were Asian. Over 95% of students enrolled in the program were residents of Michigan.

Overall, the program appears to attract Michigan residents in their early twenties; more females than male enroll in the program. Here is the complete information provided by IRT:

#### Enrollment by Gender

<u>Term</u>	<u>Enrollment</u>	<u>Male</u>	<u>Female</u>
2007	16	5	11
2008	23	12	11
2009	20	11	9
2010	25	4	21
2011	35	9	26

#### Enrollment by Ethnicity

<u>Term</u>	<u>Total</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native</u>	<u>Asian</u>	<u>Multi</u>	<u>Foreign</u>	<u>Unknown</u>
2007	16	12	3	0	1	0	0	0	0
2008	23	18	4	0	1	0	0	0	0
2009	20	16	3	0	1	0	0	0	0
2010	25	21	3	0	0	0	0	1	0
2011	35	28	5	0	0	0	0	1	1

#### Enrollment by Residency, Age, and Full/Part Time

<u>Term</u>	<u>Total</u>	<u>Resident</u>	<u>Non-Resident</u>	<u>Age</u>	<u>Full Time</u>	<u>Part Time</u>
2007	16	16	0	21	13	3
2008	23	22	0	21	18	5
2009	20	20	0	22	16	4
2010	25	23	1	23	22	3
2011	35	33	1	23	30	5

## A.2. Quality of students

### A.2.a. Range of GPA and ACT scores for students enrolled in the program

Data indicate that the program attracts qualified students. During 2007-2011, the ACT composite score for students enrolled in the program ranged from 22.33 to 26. (The minimum ACT required by the College of Arts and Sciences is currently 18.) For these same years, the Ferris State University GPA for English B.A. students ranged from 1.79 to 4.0. The average GPA was 3.17.

IRT provided the following information:

#### Enrollment by GPA and ACT

<u>Term</u>	<u>Enrolled</u>	<u>GPA</u>			<u>ACT</u>		
		<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2007	16	3.36	2.47	4	23.25	16	30
2008	23	2.98	2.09	3.98	22.85	16	29
2009	20	2.91	1.79	4	22.41	18	29
2010	25	3.32	2.29	4	22.63	14	31
2011	35	3.17	1.92	3.97	23.42	15	32

Students in the program must maintain an overall GPA of 2.5 to remain in the program. Students must also earn a minimum of B- in both ENGL 150 and ENGL 250, and they must achieve a minimum grade of C in all required program courses. To date, only two students have failed to meet these minimums and were warned by the program coordinator that they could not graduate from the program unless their grades improved.

Many B.A. students regularly make the Dean's List, and some have been inducted into Sigma Tau Delta—the International English Honor Society—which requires students to have a minimum 3.0 cumulative GPA to join.

### A.2.b. Range of GPA and ACT scores for students graduating from the program

Data indicate that the program's graduates are qualified students who generally maintain the better-than-B average. Here is the complete information provided by IRT:

#### APR Graduated

<u>Year</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2006-2007	24.67	23	29
2007-2008	23	23	23
2008-2009	26	26	26
2009-2010	22.33	18	29
2010-2011	22.33	19	27

### Graduating Senior GPAs

<b>2007</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
	3.14	3.59	3.68
	3.21		3.90
	3.70		
	3.70		
<i>Average</i>	3.44	3.59	3.79
<b>2008</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
		3.99	2.60
<i>Average</i>	-	3.99	2.60
<b>2009</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
	2.68	2.74	2.77
	2.73		
	3.46		
	3.83		
<i>Average</i>	3.18	2.74	2.77
<b>2010</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
	2.35	3.00	
	3.94		
<i>Average</i>	3.15	3.00	-
<b>2011</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
	3.44		3.08
	3.51		
	3.62		
<i>Average</i>	3.52	-	3.08
<b>2012</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
	3.24		
	3.77		
	3.79		
	3.90		
<i>Average</i>	3.7	-	-

**A.2.c. Additional means of assessing students in the program**

Students are also assessed through the work they produce for their major courses; all required 300- and 400-level literature courses are writing intensive; students demonstrate their mastery of concepts and their ability to write analytically and clearly in the papers required by their instructors. Although the senior portfolio and presentation requirement is primarily designed to assess program outcomes, it also serves as an additional means of observing whether graduating students demonstrate that they have met those outcomes.

**A.2.d. Academic awards and scholarships earned by students in the program**

Since 2007, the College of Arts and Sciences has offered Ability-Based Scholarships to students in the program. The English B.A. committee determined that students could apply for the scholarship each fall by submitting a statement of academic achievements and professional goals as well as two letters of recommendation from faculty excepting those who do serve on the B.A. committee. To date, five students applied and were awarded this scholarship.

**A.2.e. Students' involvement in creative/scholarly activities and earned awards**

Many English B.A. students have achieved academic distinction. Since the previous program review in 2006, 20 English B.A. students became members of the Sigma Tau Delta International English Honor Society. This organization provides its members with opportunities for scholarships and publishes two Sigma Tau Delta journals to which they can submit creative writing and analytical essays.

Students in the program have also demonstrated and been rewarded for their scholarly and creative efforts through the campus-wide *Prism* writing contest. In the past six years, English majors have received total of 40 awards or "honorable mention" for their essays, fiction, and poetry in this annual competition. (Some students earned awards in multiple categories.) The number of awards for each year is as follows:

2006	6 awards, 20% of total awards
2007	9 awards, 38% of total awards
2008	9 awards, 41% of total awards
2009	5 awards, 24% of total awards
2010	5 awards, 22% of total awards
2011	7 awards, 32% of total awards

Students gain confidence in their abilities when their work is singled out for merit by the faculty who judge the contest; moreover, students feel a sense of achievement in receiving the award in the presence of faculty, peers, and family members and in seeing their work published in the annual *Prism* publication.

Some English B.A. students have been actively pursuing their career interests. One current junior has, since high school, maintained a blog which reviews young adult fiction: *thecompulsivereader* gets approximately 25,000 hits per month, and quotations from her reviews have appeared on covers or inner pages of some 22 young adult novels; this student has already attended regional and national young adult publishing conferences and has formed contacts with New York publishers.



An annual activity for both English B.A. and English Education students has been the Shakespeare's Birthday Celebration, where participants publicly perform poems and scenes from plays. In 2011, this event was planned, organized, and enacted by a core team including several English B. A. students involved in the Sigma Tau Delta honor society. Faculty served only as consultants. These students designed and built scenery, rehearsed parts, and even arranged for local high school students to be bused over for the performance. Plans are already underway for next year's celebration. Because of the success of last year's event, even more FSU students are becoming involved. The Birthday Celebration gives these students the opportunity to demonstrate leadership as well as creativity.

### **A.3. Employability of students**

Based on data from survey responses (see the aforementioned Appendix E), currently one graduate is employed full-time within the field, though 50% of the alumni who responded to the survey are employed full-time overall. Thirty-seven percent of graduate respondents are working part-time. Five respondents (62.5%) indicated that the starting annual pay for their current position was under \$20,000; three respondents (37%) started at salaries at or above \$30,000.

The English degree does not prepare students for one specific career path, and roughly a third of graduates go on to graduate study. Currently, one student who completed the program is in graduate school, two intend to attend graduate school within 5-10 years, and one plans to pursue accreditation for teaching in secondary schools. As of now, we have no data to predict what percentage goes on to graduate school /further education.

Overall, graduates felt that the program had enhanced their employability. Sixty-two percent responded that the skills they acquired in the B.A. program were instrumental in obtaining their current positions; 75% agreed or strongly agreed that they apply these skills in their current work. One graduate suggested adding internship opportunities to the program to enhance students' preparation for employment.

Most current program students (considerably more than during the previous program review in 2006) expressed specific ideas about the professions they hope to pursue: publishing/editing, writing, research, library science, linguistics, and teaching. Those students who plan to attend graduate school also specified the programs they plan to enter, with most aiming at advanced degrees in English/writing and a few others planning to obtain master's degrees in social work, information and library science, or education.

## **B. ENROLLMENT**

In light of recent national data, FSU's B.A. Program is doing well in terms of enrollment. Our numbers have doubled since 2007.

According to the ADE (Association of Departments of English) Bulletin for 2011, the number of bachelor's degrees awarded in English has been in decline since the 1970s, with a short-lived spurt in the 1990s. The ADE reports, "In 1970-71, approximately 64,000 students received a bachelor's degree in English. That was 7.6% of all bachelor's degrees awarded, including degrees in non-liberal arts fields, such as business and education. In 2007-08, there were only 55,000 bachelor's degrees awarded in English, accounting for just 3.5% of all bachelor's degrees."

**B.1. Anticipated fall 2012 enrollment**

As of July 2012, 21 students have been admitted to the program for Fall 2012.

**B.2. Enrollment and student credit hour production trends**

(See also Appendix I)

	Student Credit Hours
Fall 2007	224
Fall 2008	302
Fall 2009	252
Fall 2010	327
Fall 2011	427

There has been a healthy increase in the number of credit hours since 2007.

**B.3, 4, and 5. Applications, admissions, and enrollment since last program review**

The data for students who applied to the programming, were admitted, and enrolled during 2007-12 is as follows:

	Completed applications	FTIACS Admitted	%	Enrolled (including transfers)
Fall 2007	27	14	52%	16
Fall 2008	55	26	47%	23
Fall 2009	12	10	83%	24
Fall 2010	45	33	77%	25
Fall 2011	34	22	65%	35

As previously stated, since 2007, the number of students enrolled in the program has more than doubled.

**B.6. Efforts to maintain/increase the number of students in the program**

In the last five years, efforts have been made to make the program more visible and increase enrollment. The committee enhanced the FSU English B.A. website by adding additional information on activities, events, scholarships, and the senior portfolio. The current on-line catalog information now lists all the possible elective literature courses so prospective students may see the variety available. The program coordinator worked with the Educational Counseling to write a "What Can I Do with this Degree" entry for English (see Appendix J.) In spring, the coordinator also assists in placing calls to students admitted to the program to generate their interest.

### **C. PROGRAM CAPACITY**

Program capacity is not limited by accreditation requirements, or state and federal regulations. We have sufficient experienced and qualified faculty to teach two or more sections of upper-division literature surveys and genre courses. Most of our upper-division courses share enrollments with English Education. The primary obstacle to growing the program is the paucity of qualified local instructors who would need to be hired to teach lower-division writing classes if the program ran at an ideal capacity of 100 students in the English B. A. program with another 90 to 100 students in the English Education B.S. program. Funding for supplemental faculty to teach lower-division writing courses could also become an issue if we ran at a full capacity of 100 students.

The department currently manages eighteen classrooms, thirteen of which are technology-enhanced classrooms. Classroom resources are sufficient to meet programmatic needs. However, all of the classrooms available to Languages and Literature would ideally be technology-enhanced classrooms because the integration of media into English language and literature courses has become commonplace, putting a strain on our available classrooms with appropriate technology. We also have three computer labs available for instructional use.

Now in its twelfth year, the program is beginning to attract the attention of graduating high school students. Until recently, most of the students in our program have come through program changes or transfers, but we are generating more interest among high school students in the state, and the program will continue to attract students through internal program change as well as external transfer.

**D. RETENTION AND GRADUATION**

IRT provided data regarding retention, attrition, and graduation and the time needed by graduates during those years to complete the program. But transfer students are not factored in.

A good number of students transfer into the program (both FTIAC and non); many of these come from the English Education program and may have already taken EDUC courses which will not apply to the English B.A. program. Hence, these students may take more time to complete the program and degree. Between 2007-2012, 8 students transferred from the English Education program into the English B.A.

Here are the numbers for FSU students transferring into the program (from various programs) for the following years:

2007	7
2008	3
2009	5
2010	4
2011	2
2012	6

**Retention, Attrition, and Graduation**  
Given in percentages of FTIAC student enrolled in program

		Year 2	Year 3	Year 4	Year 5
Fall 2007	Graduated by	0	0	0	0
	Still enrolled	0	0	100	0
	Persisters	0	0	100	0
	Non-persisters	100	100	0	100
Fall 2008	Graduated by	0	0	0	
	Still enrolled	80	80	80	
	Persisters	80	80	80	
	Non-persisters	20	20	20	
Fall 2009	Graduated by	0	0		
	Still enrolled	100	100		
	Persisters	100	100		
	Non-persisters	0	0		
Fall 2010	Graduated by	0			
	Still enrolled	80			
	Persisters	80			
	Non-persisters	20			

**D.1. The annual attrition rate (number and percent of students) in the program**

As noted, a good number of the students in the English B.A. program have transferred from other programs at Ferris State University or from elsewhere, so attrition rate numbers from Institutional Research and Testing do not provide an accurate representation of program success. Realistically, the program loses no more than 3 students in any given year, which is about 10% of our current enrollment. These students generally stay at Ferris, transferring into other programs. As it works out, the program usually picks up 3-5 students during an academic year, students wishing to transfer from other programs at Ferris.

**D.2. The program’s current goals, strategy and efforts to retain students**

We have begun to focus on creating a community for our students that provides both intellectual and social interaction. In the current academic year, we hosted our first welcome social for new students, which we hope to make an annual event.

Advisors play a key role in retention. Close and constant contact with program students—both through office visits and e mails—ensure students that they can get help and advice when they need it. Current student survey indicates positive experiences with advisors.

**D.3. Trends in number of degrees awarded in the program**

It is difficult to track a steady increase in the number of degrees awarded annually. The number of students approaching graduation varies quite a bit from year to year. (See Appendix I.) Obviously, if more students enter the program, the number of degrees awarded will increase. However, in the current economic climate, maintaining current numbers is the best that can be hoped for.

Graduation numbers are as follows:

2007	7
2008	3
2009	5
2012	4
2011	2
2012	6

**D.4. Number of students enrolled in the program and graduating within prescribed time**

Most English B.A. students have completed the program in the prescribed time. Some of our students take on more than one minor; a few have been enrolled in second majors that increase their time for graduation, but we expect that most of our students who persist in the program will complete the program within four years to four and a half years.

**D.5. Average length of time to complete the program**

Most Ferris students enroll in fourteen hours per semester. Prior to 2006, all B. A. students had to complete at least 126 credit hours for graduation, which meant that most students took at least nine semesters to complete their programs. With the reduction of the minimum number of credit hours to 120, we hope that most students will complete the program in four years if they attend at least one

summer term. Again, students who transfer programs will sometimes take more than four years as well as students carrying double minors or majors.

## **E. ACCESS**

### **E.1. Program's actions to make itself accessible to students**

The B.A. program has a number of off-site course offerings at campuses around the state, including Traverse City, Flint, Ludington, and Grand Rapids. At each of these locations, the program has adequate staff and qualified instructors. In addition to full-time traditional students, non-traditional students are attracted by the number of offerings and the flexible scheduling of off-site courses. In individual cases of special need, program students in locations across the US who lack access to off-campus courses are able to take traditional face-to-face Big Rapids courses via live webconferencing.

The program accepts course work from many other institutions and students may enter the program at any point in the academic year.

In addition to courses offered on the main campus during the academic year, including summer semester, the program offers a generous selection of mixed delivery and fully online courses: typically 25-35 sections of advanced writing, 3 upper-level core and elective literature courses, and 2 sections of linguistics or language studies are offered fully online per semester. Approximately 5 advanced writing courses are available in mixed delivery (hybrid) format each semester. Several advanced composition and 2-3 literature course sections are also offered every summer term.

Currently, the B.A. program faculty and the department are exploring the possibility of increasing the variety of literature courses – especially 200-level classes -- offered fully online or via mixed delivery to give program students (as well as English Education majors and general education students) a greater range of options.

### **E.2. Effects of these actions on the program**

With the addition of the English B.A. program to Ferris' degrees, Ferris students who previously decided to attend other Michigan institutions to earn an English B.A. now remain here, and the program increasingly attracts students who previously would not have attended Ferris.

The variety in course delivery contributes to the program's visibility as well as its desirability to students; more courses are being offered alternately on campus as well as online. (See the following section E.3 for details.)

Academic advising and scheduling have adapted to the increased number of students in the program. Dr. Christine Persak, the program coordinator and originally the sole advisor, now meets with students wanting to know more about the program, advises juniors and seniors, conducts final audits for graduation, serves as faculty sponsor for the Ferris chapter of the Sigma Tau Delta English Honor society, and handles other program-related issues. Dr. Jody Ollenquist advises freshmen and sophomores. ASC instructional facilities have been improved, with an increasing number of multimedia (i.e., "smart") classrooms containing computers, projections equipment, and Internet access. Such improvements also facilitate access to FLITE holdings and databases, which continue to expand.

The department has responded to student needs in course scheduling in several ways. First, the department head, in consultation with program directors, has constructed a schedule of courses by semester in order to facilitate curriculum planning. We have added courses when necessary, particularly during summer term, to aid students in their desire for timely program completion.

### **E.3. How these actions advance or hinder program goals and priorities**

More courses available mean that students in the program fulfill requirements in a timely fashion. As economic conditions require more students to work more hours, However, despite increased on-line and off-campus course offerings, some students have expressed dissatisfaction with the number of course options available for a semester, citing the small number of students in the program as the likely cause. Furthermore, students also expressed dissatisfaction when face-to-face courses that are originally offered do not “make” due to low enrollment.

The current population of English B.A., English Education, and post-bachelor’s teacher certification students is sufficient to support only one section per academic year of the four required “core” 300-level literature survey courses (American literature: LITR 311 and 312; British literature: LITR 351 and 352).

In order to serve on- and off-campus students, the scheduling plan alternates face-to-face on-campus delivery of each course with fully online delivery – so that LITR 311, for example, is offered on campus every other year and fully online every other year. Thus, B.A. program students usually end up taking some face-to-face and some online core courses, which creates some dissatisfaction among a few students with a strong preference for one course delivery type over another. However, the needs of the student population as a whole as well as current scheduling and budgetary realities make the alternating delivery system the most workable one for the foreseeable future and permit the greatest number of students to complete program requirements on time.

## **F. CURRICULUM**

Current and previous check sheets for the program are shown in Appendix M. Sample syllabi for courses are shown in Appendix L.

### **F.1. Program requirements**

Students in the program are required to maintain an overall 2.5 minimum GPA, earn at least a B- in ENGL 150 and ENGL 250, and earn at least a C in all courses need to complete the program. The minimum number of credits needed to complete the English program is 33 credit hours.

The program consists of 4 components:

**Component 1:** foundation and capstone courses required for all students:

LITR 250 Practical Criticism	an introduction to the fundamentals of literary analysis and writing about literature.
LITR 416 Literary Theory	in-depth coverage of major theoretical approaches to literature and cultural studies

**Component 2:** one 3-credit course in English language study:

Students may select from four classes each with a different focus—linguistics, rhetoric and style, history of the language, or literacy.

**Component 3:** five upper-level author and survey courses

LITR 323	Introduction to Shakespeare
LITR 311	American Literature 1
LITR 312	American Literature 2
LITR 351	English Literature 1
LITR 352	English Literature 2

**Component 4:** three additional 3-credit electives, with at least one at the 300-level or higher

Literature electives allow students to pursue their individual interests as well as expand their knowledge of various literary forms, works, themes, and authors.

Altogether, these courses effectively provide students with a solid background in English studies—an understanding of some aspect of the language itself along with a familiarity with an array of writers and works from different historic periods; finally, the capstone course requires that they understand the various ways in which texts are critiqued and assessed.

There are no directed electives for the program; the general education courses required for the B.A. degree help prepare students for the reading, writing, and oral presentations required of them in their program courses. In fact, students' grades in ENGL 150 and 250 are now used by the B.A. committee and the program coordinator to determine whether or not a student may be admitted into the program. Students who do not do well academically in these basic writing courses will likely be unsuccessful in the program's courses.

#### **F.2. Changes to program curriculum since last review**

Three significant changes were made to the program requirements/curriculum since the last program review in 2006:

As of the academic year 2008-09, students were required to earn a minimum GPA of 2.5 (increased from 2.0) in order to enter/remain in good standing in the program; students entering the program also had to earn a minimum of B- in ENGL 150 and ENGL 250 (required as part of General Education Communication Competence). These changes were approved by the department and curriculum committee. They were put into place in order to attract and retain good students and to ensure that those who began the program had the academic ability to complete it.

Another change involved the program's required courses. The committee decided to eliminate a 200-level "genre" course requirement and add a 300-level Non-Western world literature requirement.



However, it later decided to reserve that course as an elective and, instead, required that students in the program take all four survey courses in American and British literature; previously students had only to take three. Students in the College of Education program of English Education are required to take all four, and the committee felt that B.A. students should have the same academic requirement.

Finally, the committee decided to eliminate the requirement for a 400-level elective literature course. This requirement was often a problem since only a handful of students enrolled and, earlier in the history of the program, sometimes the class was cancelled. Until the total number of students increases, a 400-level elective course required only by students in the program runs the risk of low enrollment. The committee felt that with four survey courses now required, the elective could be changed to “300-level or higher” giving students more options to complete the program.

Thus, the total number of hours required for the program did not change.

### **F.3. Program/curricular changes in progress**

There are no program or curricular changes in progress.

### **F.4. Plans to revise the current program**

There are no plans to revise the program to date.

## **G. QUALITY OF INSTRUCTION**

**G.1. and G.2.** Perceptions of the quality of instruction have been described in Section 2.

### **G.3. Departmental and individual efforts to improve the learning environment; add and use appropriate technology**

Program classes have traditionally incorporated learning-centered pedagogy: discussion, student-led presentations and group activities, and individualized projects which contribute to course content predominate over lecture. Within the classroom setting, program faculty members improve the learning environment and promote inclusive learning in a variety of ways. Nearly all face-to-face sections use FerrisConnect as a repository for such items as syllabus, handouts, supplemental learning materials, PowerPoint presentations, multi-media materials. Most classrooms have audio, video, Internet access, and document cameras available, and course instructors regularly use these technologies to enhance classroom learning. Also, in several instances, off-campus students have been able to attend on-campus class meetings via live computer video feed.

Most program courses are offered as mixed delivery or fully online sections, and the individual faculty members who teach these courses have created the course sites and learning materials. Learning activities in online program courses employ not only the standard FerrisConnect tools but other technologies including Tegrity (or similar screen capture systems), communication tools such as Skype and Adobe Connect, and presentation sites such as VoiceThread and Prezi, allowing online off-campus students to create and share class presentations. The online environment promotes inclusive learning in both fully online and face-to-face courses, for instance, by providing electronic print materials amenable to screen readers as well lectures in both audio-visual and text versions.

#### **G.4. Type of professional development faculty have participated in**

Program faculty members regularly participate in a variety professional development activities. Several faculty members have completed FerrisConnect, Blackboard Learn, quality online course design, and online instructor certification training. Other activities faculty take advantage of include departmental workshops on teaching with technology; FCTL learning communities and instructional technology training sessions; and teaching-related sessions at professional meetings such as the Lilly North conference.

#### **G.5. Efforts made to increase the interaction of students with faculty and peers**

In recent years, the department sponsored a faculty colloquia—a series of talks which was fairly well-attended by students. Students also interact with peers and faculty at Sigma Tau Delta English honor society meetings and events; students work with each other and with faculty to organize and produce the annual Shakespeare’s Birthday Celebration. Students are encouraged to attend faculty readings (poetry and fiction) at Artworks and Great Lake Books and Supply. They do, in fact, attend these sessions. Finally, students who have had a good number of courses together often meet informally on and off-campus. At times, the program coordinator has funded these informal gatherings.

#### **G.6. Extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program**

Most of the faculty members who teach in the program have extensive training and experience in composition, the pedagogy of which also infuses our literature classrooms. Several of our faculty are well grounded in contemporary literary theory and bring those perspectives into their classrooms as well. Program faculty members attend FCTL sessions and stay current with developing technology.

As the student survey attests, faculty members keep students engaged and are available to help outside the classroom.

#### **G.7. Effects of these actions (described in G. 5. and G. 6. on the quality of teaching and learning in the program**

Faculty training and expertise in pedagogy and assessment have led to the development of a culture of continuous improvement focused on student learning and outcomes. The department strives to remain current with contemporary trends in undergraduate education and to integrate those trends into the program. Faculty, students, alumni, and advisory board perceptions indicate that faculty preparation and quality are excellent and are strengths of the program.

### **H. COMPOSITION AND QUALITY OF FACULTY**

The English B.A. program faculty consists of full-time tenure and tenure-track faculty from the Department of Languages and Literature. Faculty members who wish to teach English B.A. core courses must, first, apply to be added to the rotation lists of the specific courses (see the aforementioned Appendix D for the curriculum vitae of the program advisor as well as key faculty members). According to the department’s Policies and Procedures Handbook,

Faculty members can self-identify teaching interests based on at least one of the following:

- Graduate education (CV)
- Post-graduate research (CV and personal description)
- Relevant teaching experience (CV and personnel records)
- Relevant non-academic experience (CV and personal description)

They must submit their request to teach specific courses to the department head. The request should include a CV as well as a narrative explaining how the faculty member conceives the course and how his or her credentials are appropriate. The department head then asks the Planning Committee to review the request or delegate the review as appropriate. If denied, the faculty member may appeal to the Planning Committee. At any time, a faculty member may submit a request to the department head to withdraw his or her name from a rotation list.

The Planning Committee and the B.A. program committee then recommend, with explanation, inclusion or exclusion for specific courses to department head. In the case of exclusion, final appeal rests with the department head.

## **H.1. Faculty in the program**

### **H.1.a. Rank and qualifications**

**All faculty members who teach in the program are tenured except as noted below**

#### **Professor**

Paul Blake, Ph.D.

John Caserta, M. Litt.

John Cullen, Ph. D.

Douglas Haneline, Ph.D.

John Jablonski, Ph. D.

Andrew Kantar, Ph. D.

Elaine McCullough, Ph. D.

Phillip, Middleton, Ph. D.

David Russell, Ph. D.

Phillip Sterling, Ph. D.

Elizabeth Stolarek, Ph. D.

Robert von der Osten, Ph. D.

#### **Associate Professor**

Nathan Garrelts, Ph. D.

Matthew Nikkari, Ph. D.

Jody Ollenquist, Ph. D.

Christine Persak, Ph. D.

Gordon Reynolds, Ph. D.

Jonathan Taylor, M. F. A (terminal degree in creating writing)

Christine Vonder Haar, Ph. D.

Tracy Webb, Ph. D.

### **Assistant Professor**

Rebecca Sammel, Ph. D., tenure track—eligible for promotion during the 2012-13 academic year

#### **H.1.b. Promotions and merits since last program review**

Program faculty members have received 16 promotion and merit awards since the previous program review in 2006.

#### **H.1.c. Summary of professional activities of program faculty since previous program review.**

See Appendix D for the detailed *curriculum vitae* of each faculty member.

Program faculty members regularly engage in a variety of professional activities. They write textbooks (David Russell, Betty Stolarek) and publish scholarly books and articles, attend professional conferences, and present conference papers or colloquia in program-specific areas of specialization, including literature (Rebecca Sammel, Robert von der Osten), popular culture (Nate Garrelts, Robert von der Osten), digital media (Nate Garrelts), literary theory (Robert von der Osten), cultural history (Matt Nikkari), and professional writing (Doug Haneline).

Several faculty members are publishing writers of novels, short fiction, poetry, and non-fiction: John Cullen, Andy Kantar, Phillip Sterling, Betty Stolarek, Jon Taylor.

Instructors in the program also participate in professional activity addressing broader issues relevant to program content and pedagogy, such as the impact of globalization and post-colonialism (Rebecca Sammel), effective course design (Jody Ollenquist, Rebecca Sammel), and critical thinking (Betty Stolarek).

They also serve on the boards of professional organizations and serve as editorial board members of and peer reviewers for scholarly publications (Doug Haneline, Jody Ollenquist, Robert von der Osten).

#### **H.2. Workload**

The program's tenured and tenure-track faculty members are assigned the "normal load," which contractually is the equivalent of 4 courses per semester.

Regarding the assignment of specific core courses, the department head, with the assistance of the department's scheduling coordinator, assigns courses based on the department's established course rotation lists, using historical need and established program schedules to determine which specific courses are offered each semester. Any adjustments to the established schedule that affect program courses are made in consultation with the Program Coordinator and the program committee, if needed.

In addition to teaching responsibilities, department faculty are expected to contribute by serving as academic advisors (although not always as B.A. program advisors), and participating on department, college, and/or University committees.

### **H.3. Recruitment**

The recruiting and hiring of new faculty for the English B.A. Program are the responsibility of the Department Head and the Department of Languages and Literature. When tenure-line positions open up, the processes, as outlined by the University, the CAS, and the department are followed, with active input and full participation by the department and program faculty.

#### **H.3.a. Process for new faculty**

The department follows the university Affirmative Action process in our recruitment of new faculty. Generally, open positions are advertised in both the Chronicle of Higher Education and in the Modern Language Association Job List in both traditional print media and on the Internet. The university also currently posts open positions on Higher Ed Jobs. The department head also sends position vacancy announcements to relevant discussion groups and to regional Ph.D.-granting institutions. Applicants participate in both phone and on-campus interviews, with reference checks occurring before the on-campus interview. On-campus interviews include sessions with the search committee, open forums, and a teaching demonstration.

#### **H.3.b. Qualifications (academic and experiential) typically required for new faculty**

New faculty members are required to hold the Ph.D. in a discipline relevant to the program. Candidates who have completed all requirements for the degree but have not yet defended the dissertation may be considered if the search committee and the candidate's dissertation committee feel certain that the dissertation will be defended early in the first semester of employment. New faculty must demonstrate teaching competence. New faculty members in the English program typically have had experience teaching at the college or university level prior to employment at Ferris. Only one of three recent hires, all soon to be up for tenure, teaches courses in the program.

#### **H.3.c. Program's diversity goals for both gender and race/ethnicity in the faculty**

In accordance with University, college, and department mission, the English B.A. program strives to recruit a diverse faculty with representation of minority groups and gender equality. The program strives to recruit a diverse faculty with representation of minority groups and gender equality.

#### **H.3.d. Assessment of the efforts being made to attain diversity goals**

The department structures individual search committees to be representative of the faculty and seeks to attract applicants from a broad array of sources. The department has used hiring policy exceptions to retain faculty as part of its diversity efforts.

### **H.4. Orientation process for new faculty—description and assessment**

New faculty members are encouraged to participate in the Faculty Center for Teaching and Learning pre-semester orientation, kick-off week activities, and first-year activities. Additionally, new faculty are assigned faculty mentors to whom they may turn for advice and who meet with the new faculty regularly throughout the first year to provide informal information on tenure and promotion, service work, and teaching. The department head also meets with faculty regularly to discuss tenure and promotion processes and to serve as a resource for new faculty.

### **H.5. Reward structure for faculty members**

#### **H.5.a. Description of reward structure and eligibility criteria**

The Department of Languages and Literature provides professional development funds through a committee application process. Those presenting papers at meetings or conferences receive higher awards than those simply attending meetings and conferences. Faculty members generally receive funding for one meeting per year. The department head also has a small discretionary fund account that is used to fund professional development activities that fall outside the purview of the committee. The College of Arts and Sciences evaluates professional development funding on a case-by-case basis. The English B.A. program does not have professional development funding separate from the department.

While several faculty members have been quite productive in terms of research and scholarship, the heavy teaching responsibilities in the department prevent many from pursuing their research agendas. Department-level reassigned time and/or mini-sabbatical leaves of up to half-time release for completing manuscripts for submission, etc. may become necessary.

A number of resources are available to faculty in the program. As stated in the FSU website, The Faculty Center for Teaching and Learning is available to support faculty and to influence measurable effectiveness in teaching, advance scholarly activities, and promote innovation in teaching and learning.

The Center hosts a number of events, such as book discussion groups, learning communities, instructional technology learning activities, instructional design workshops and other faculty enrichment events. The Professional Development Incentives, distributed by the Faculty Center for Teaching and Learning, are available to FSU full- and part-time faculty members. The purposes of the PDI are to support and enable faculty members' efforts to improve their teaching and their students' learning. During 2010-11, 87 faculty members from the College of Arts and Sciences participated in FCTL events, 60% of the College's faculty.

According to the FSU website, funds for travel are available from the Timme Center for Teaching Excellence/the Faculty Center for Teaching & Learning (FCTL). The purpose of these funds is to "encourage and support the enrichment of teaching and learning skills" by compensating faculty for travels to conferences, symposiums, workshops, etc.

Program faculty members regularly participate in a variety of professional development activities. Several faculty members have completed FerrisConnect, Blackboard Learn, quality online course design, and online instructor certification training. Other activities faculty take advantage of include departmental workshops on teaching with technology; FCTL learning communities and instructional technology training sessions; and teaching-related sessions at professional meetings such as the Lilly North conference.

**H.5.b. Impact of existing salary structure on the program's ability to recruit and retain quality faculty**  
Faculty salaries compare favorably with national data provided by the College and University Professional Association for Human Resources, which is the benchmark for the University's equity program. Salaries for new hires remain competitive with similar positions as found in the Modern Language Association job bulletins and the Chronicle of Higher Education.

In recent years, the department members raised concerns about the effects of compression on the retention of existing experienced faculty. New hires joined the department with salaries that were nationally competitive while the salaries of experienced faculty members failed to keep pace with peer institutions. This was a Ferris-wide phenomenon. As a result, the Ferris Faculty Association and

University instituted a salary equity program as part of the Collective Bargaining Agreement of 2003 to address salary compression and ameliorate concerns about retention.

**H.5.c. Adequacy of the current reward structure to support faculty productivity in teaching, research, and service**

Funding for professional travel has remained fairly consistent for several years. As program faculty become ever more involved in national and international organizations, current levels of support for professional travel will be inadequate to meet the professional goals and aspirations of the faculty.

While several faculty members have been quite productive in terms of research and scholarship, the heavy teaching responsibilities in the department may prevent many from pursuing their research agendas. The department encourages faculty to apply for sabbatical leaves, Fulbright appointments, and similar opportunities to expand and develop their professional interests and expertise. These opportunities also include those that develop faculty members' teaching skills, awareness of diversity issues, and develop new undergraduate research opportunities.

**H.5.d. Enhancing diversity and inclusion is a component of the reward structure**

We do not provide specific grants for enhancing diversity and inclusion in our current funding program. Nonetheless, the College of Arts and Sciences and the Vice President for Academic Affairs have recently fully funded attendance at diversity and equity conferences.

**H.6. Graduate Instruction**

At present, the program offers no graduate instruction and does not anticipate offering any graduate-level courses.

**H.7. Instruction by Non-Tenure-Track and/or Adjunct Faculty**

All courses in the program are and have been taught by tenured and tenure-track faculty. The department and B.A. committee currently would not consider it appropriate nor have a need for non-tenured faculty members to teach any course in the program.

**I. ASSESSMENT AND EVALUATION**

The curriculum map in its TracDat format appears in Appendix K. The basic outline of the curriculum map is shown below.

Legend for outcomes/skills: (I) introduced, (R) reinforced, (M) mastered

Writing skills are introduced in the general education courses of ENGL 150 and ENGL 250. Skills are reinforced in a 300-level English composition class (311 or 321 or 323 or 325).

Oral presentation skills are introduced in the general education courses (2 required) of COMM 105 or 221 or 200 or 201 or 221.

	<b>OUTCOMES</b>				
	Writing	Literary Analysis	Cultural-Historical Contexts	Critical Theory	Oral Presentation
<b>PROGRAM COURSES</b>					
ENGL 380 or 382 or 413			R		
LITR 231*		I	I		
LITR 241*		I			
LITR 250	R	I	I		
LITR 251, 261	R	I	I		
LITR 311, 312, 351, 352	R	R	R	R	R
LITR 323	R	R	R	R	R
LITR 416	M	M	M	M	M

\*on the current check sheet, these courses are no longer required; instead, 4 “survey” courses are now required whereas only 3 were previously required. The survey courses are LITR 311, 312, 351, and 352.



### I.1. and 4. Student learning outcomes at the course level

Students in the program take a minimum of 10 literature courses at the 200-level and above. At each higher course level, students are expected to demonstrate the ability to do more and produce more than at previous levels.

The outcome of a survey done within the department some years ago indicate the expectations literature faculty members have for students in their courses, as follows:

Course Level	Outcomes
200	<ul style="list-style-type: none"><li>• Have familiarity with literary terms and use them appropriately</li><li>• Read and discuss a text</li><li>• Perform a close reading of a text (orally and/or in writing)</li><li>• Write a personal response of interpretation of a text</li><li>• Make an assertion about a text and support it with evidence</li><li>• Use common literary terms</li></ul>
300	<ul style="list-style-type: none"><li>• Have some knowledge of advanced terms</li><li>• Understand the relationship between literature and cultural influences</li><li>• Write a formal literary analysis</li><li>• Synthesize from a number of primary texts in writing a paper or answering an essay question</li><li>• Locate outside sources</li><li>• Synthesize and incorporate secondary sources</li></ul>
400	<ul style="list-style-type: none"><li>• Have knowledge of and understand historical periods and movements</li><li>• Understand theoretical approaches</li><li>• Use more advanced literary terms</li><li>• Use and/or apply theoretical approaches</li></ul>

Students outcomes are measured in various ways by the faculty: quizzes, journal entries, dialogue threads, informal response papers, formal literary analysis with or without secondary sources, mid-term and final examinations. Students' grades in their classes indicate, overall, how well they are doing. Students must earn a minimum of C in any course for the program and most earn better grades than this, as their GPAs will attest.

### **I.2. Student learning outcomes at the program level**

Graduating seniors are required to present a portfolio of five pieces of their upper-course level work near the end of their final semester as well as make an oral presentation to members of the B.A. committee and department faculty.

Currently, assessment of the portfolio contents and the presentation is conducted by the committee using the following variables. (See Appendix A for evaluation rubrics.)

#### **Writing Skills:** The student can

- write an essay with a focused thesis
- develop and organize an essay
- apply the rules of edited American English, punctuation, etc., to his/her writing
- utilize proper MLA methods for acknowledging and documenting sources, honoring the principle of academic honesty
- locate, select, and use a range of primary and secondary material from appropriate academic sources
- use a sophisticated and flexible writing style appropriate to audience, purpose, and genre

#### **Literary Analysis:** The student can

- discuss the literary elements of a work employing literary terminology such as *plot*, *characterization*, *setting*, *theme*, *metaphor*, *personification*, etc.
- analyze works in at least two different genres (such as poetry, drama, short stories, novels, essays, etc.)
- interpret and evaluate a literary work rather than simply summarize it
- interpret, evaluate, and engage secondary material rather than simply summarize it

#### **Cultural/Historical/Aesthetic Contexts:** The student can

- demonstrate familiarity with a variety of texts from diverse range of historic periods and cultural origins.
- relate a literary work to its historical/cultural and/or aesthetic context.

#### **Theory:** The student can

- explain various critical theories for analyzing texts;
- apply critical theory to literary works.

#### **Oral Presentation:** The student can

- present a clear and organized summary of one project/paper. This includes identifying the topic, outlining the thesis of the project/paper, relating the evidence used to support it, and describing the research process.
- speak with a professional demeanor and respond adequately to questions asked by attending faculty.

Members of the English B.A. committee evaluate the portfolios/presentations at the end of each semester. Since, 2008, 19 portfolios were evaluated using a numerical rating system. Prior to that time, (see below) broader categories of skills were rated simply as “evident” or “not evident.” Data for the portfolios is provided below. This information is much more detailed and informative than that entered into TracDat.

The score in each skill “cell” represents an average based on 3 separate portfolio evaluations. The total portfolio score is derived by adding the averages and then dividing this by 64 total points to yield a percentage score.

Total portfolio points of 64 possible points and average	Writing of 24 pts. total	Analysis of 16 pts. total	Culture/Historical of 8 pts. total	Theory of 8 pts. total	Oral Presentation of 8 pts. total
<b>2008 SPRING</b>					
39.0 61%	16.3	10	5.7	1.3	5.7
54.3 85%	20.3	13.7	7	6.7	6.7
48.1 75%	18	11.7	5.7	6	6.7
<b>2009 SPRING</b>					
44.0 69%		11	5.3	6	6
34.3 54%	12.3	8.7	5	4	4.3
41.9 65%	16.3	10	6	5.3	4.3
<b>2009 FALL</b>					
30.4 47%	12	8	4.7	3.7	2
<b>2010 SPRING</b>					
50.1 78%	19.7	13	7	5.7	4.7
58.6 92%	23.3	15.3	7.7	7.3	5
49.3 77%	19.7	12.3	6.3	6	5
52.7 82%	20.7	14	7	7	4
<b>2011 SPRING</b>					
48.0 75%	19	12	6.7	5	5.3
38.6 60%	15.3	10.7	5.3	2	5.3
56.0 87%	21.7	14	6.7	6.3	7.3
<b>2012 SPRING</b>					
62.0 97%	23.3	15.7	7.7	7.3	8
44.1 67%	16.7	10.7	6.7	4.7	5.3
57.0 89%	22.7	13.7	7.3	6	7.3
43.7 68%	17.3	10.7	6	4	5.7
50.7 79%	19.7	12	7.3	4.7	7
53.5 83%	22.3	12.3	6.3	5.3	7.3

### **Description and evaluation of the program's assessment mechanisms**

In 2007, the portfolio means of assessment was still a work in-progress. The committee reviewed recent portfolios and decided to refine the requirements for papers submitted. Also in 2007, the committee explored the idea of using a standardized subject matter (field) test devised by ETS (Educational Testing Service) as an additional means of assessment.

By 2009, six seniors had taken the test—four as part of the capstone course (LITR 416). However, requiring the test posed a number of problems. The test had to be proctored or administered by Institutional Research and Testing during final exam week. Sometimes lack of personnel at IRT made this impossible. Additionally, one student was residing in California and, although she was present at the portfolio presentation, she could not take the ETS field test. A larger problem was that there was nothing in writing, either on the check sheet or the online catalog page, which stated that this test was required of all seniors in order to graduate.

At that point, the committee decided to further examine whether or not the ETS field test was a good instrument for assessing our seniors. This field test primarily measures students' ability to recognize short passages of canonical texts in British and American Literature, analyze short passages of literature, and recognize the meaning of literary/critical terminology. Since most of the seniors in our program do not go on to graduate studies in literature, and since requiring students to take the test posed a number of logistical problems, the committee decided to abandon the use of the ETS field test and rely on the data generated by the senior portfolio.

### **Revision of portfolio evaluation rubric**

In the fall of 2008, the committee decided that its current portfolio evaluation rubric needed revising since it yielded only very general information about the outcomes. The committee worked to revise the rubric by listing the specific skills we wanted graduates to demonstrate in their work and a scale by which to rate them. (See the aforementioned Appendix A). The committee then conducted a "norming" session using six senior portfolios after which it decided to adopt the new evaluation rubric.

Moreover, the committee outlined specific requirements for the content of the portfolio in terms of number of papers, course level, etc. and added this information to the English B.A. website. Finally, the committee (with departmental approval) officially added the requirement for submission of the portfolio to the check sheet/graduation audit; in the event a senior did not submit a portfolio, that student would not be able to graduate from the program.

### **Results of the current means of assessment**

The committee believes the portfolio method of assessment is a good one and is an effective mechanism for assessing the extent to which graduating seniors meet program outcomes. With the addition of the numerical rating scale, we have been able to monitor and assess which skills required by the program are in need of greater attention and reinforcement.

The overall numbers above indicate that progress in reaching goals has improved since 2009. Scores, especially in the writing category, are higher; scores in the cultural/historical category are also higher.

Of course, a number of factors may be involved in this improvement (including increased minimum requirement for ENGL 150 and 250), but the trend is toward portfolios which demonstrate increased mastery in the designated areas.

## J. SERVICE TO NON-MAJORS

### J.1. General Education service courses provided by the faculty for other departments

The courses are listed with these respective designators:

Communication Competence: CC

Cultural Enrichment: CE

Race, Ethnicity, and Gender: R

Global Consciousness: GC

Writing Intensive: WI

Prefix	Title	Credits	GE Designators
ENGL 150	English 1	3	CC
ENGL 211	Industrial and Career Writing	3	CC
ENGL 222	Introduction to Creative Writing	3	CE
ENGL 250	English 2	3	CC
ENGL 311	Advanced Technical Writing	3	CC
ENGL 321	Advanced Composition	3	CC
ENGL 323	Proposal Writing	3	CC
ENGL 325	Advanced Business Writing	3	CC
LITR 150	Introduction to Literature	3	CE
LITR 170	Women in Contemporary Culture	3	R, CE
LITR 180	Topics in American Lit. and Culture	3	CE
LITR 202	Black Literature	3	R, CE
LITR 203	Introduction to African Literature	3	GC, R, CE
LITR 204	Native American Literature	3	R, CE
LITR 231	Poetry	3	WI, CE
LITR 233	Science Fiction	3	CC
LITR 241	Introduction to World Short Fiction	3	GC, CC
LITR 242	American Popular Literature	3	CC
LITR 243	Literature and Film	3	CC

LITR 251	World Drama	3	CC
LITR 261	World Novels	3	CC
LITR 286	Justice in Literature	3	WI, CC
LITR 300-305	Global Literature	1	GC, WI, CC
LITR 311	American Literature 1	3	WI, CC
LITR 312	American Literature 2	3	WI, CC
LITR 323	Shakespeare	3	WI, CC
LITR 326	Children's Literature	3	WI, CC
LITR 327	Adolescent Literature	3	WI, CC
LITR 328	Golden Age of Children's Literature	3	WI, CC
LITR 330	Contemporary Literature	3	WI, CC
LITR 343	Crime and Violence in Literature	3	WI, CC
LITR 351	English Literature 1	3	WI, CC
LITR 352	English Literature 2	3	WI, CC
LITR 370	20th Century Women Writers	3	R, CC
LITR 380	World Folk Literature	3	GC, WI, CC
LITR 401	Major Literary Movements	3	CC
LITR 402	Major Authors	3	CC

The department and program generate a significant number of credit hours in general education courses. However, there has been a decline overall in the LITR hours.

Departmental student credit hour production is illustrated below:

Prefix	Year	Fall	Winter	Total
ENGL	2005-06	9590	7728	17,318
ENGL	2006-07	9474	7042	16,516
ENGL	2007-08	9486	6904	16,390
ENGL	2008-09	9655	7833	17,488
ENGL	2009-10	9816	7262	17,078
LITR	2004-05	1194	1430	2624
LITR	2005-06	1161	1148	2609
LITR	2006-07	929	1084	2013
LITR	2007-08	777	1302	2079
LITR	2008-09	807	954	1761
LITR	2009-10	939	1006	1945

### J.2. Non-General Education service courses or courses required for other programs

The department of Languages and Literature regularly schedules courses in coordination with other programs. The department has built a schedule for off-site courses in conjunction with the College of Education in order to meet the needs of students in the Criminal Justice program as well as those in English Education. The department keeps in constant contact with the partner programs throughout the registration process in order to assure that all student needs are met.

Courses		Programs Requiring Course
English Major (33 credit minimum)		
<a href="#">LITR 250</a>	Practical Criticism	B.A./EEDU
<a href="#">LITR 311</a>	Early American Literature	B.A./EEDU
<a href="#">LITR 312</a>	Modern American Literature	B.A./EEDU
<a href="#">LITR 323</a>	Shakespeare	B.A./EEDU
<a href="#">LITR 351</a>	Early British Literature	B.A./EEDU
<a href="#">LITR 352</a>	Modern British Literature	B.A./EEDU
<a href="#">ENGL 301</a>	Introduction to Linguistics	B.A./EEDU/ELED/TPC
<a href="#">ENGL 380</a>	History of Rhetoric - Style	B.A./EEDU/TPC
<a href="#">ENGL 382</a>	Hist - Structure Engl Language	B.A./EEDU/TPC
<a href="#">ENGL 413</a>	Literacy Issues and Conflicts	B.A./EEDU/ELED/TPC
<a href="#">LITR 286</a>	Justice in Literature	GE and CJ
<a href="#">LITR 326</a>	Children's Literature	GE/ELED/Child Dev.
<a href="#">LITR 328</a>	Golden Age-Children's Lit	GE/ELED
<a href="#">LITR 343</a>	Crime-Violence in Literature	GE and CJ
<a href="#">LITR 380</a>	World Folk Literature	ELED

### J.3. The impact of the provision of General Education and non-General Education courses on the program.

The provision of General Education courses is beneficial to the English program because of the significance of the courses to the university. Many of the General Education courses also benefit English majors directly and are part of their programs of study.

Because there are multiple audiences for most of the courses, enrollment is not dependent upon enrollment in the B.A. alone, thus affording a wide variety of electives for our majors.

We have a very close relationship with EEDU. Coordination for the English Education major is housed within our department and we make every effort to coordinate with EEDU. We have provided courses



for elementary education, child development and criminal justice for many years. The impact is positive in the sense that we have steady enrollment in these courses with room for our B.A. students to be included if they wish.

#### **J.4. Plans to increase, decrease, or keep constant its level of service courses**

We intend to maintain our current level of service and to add LITH courses to our list of service offerings. These are courses specifically offered for honors students. Should a B.A. student be in the honors program that student would be eligible for enrollment in LITH and be able to use that course as part of the major.

#### **K. Degree program cost and productivity data**

All English B.A. program costs are all included within the Department of Languages and Literature, with no separate line items or budgets. Because the English B.A. Program is integrated into the department, with no separate faculty, staff, or facilities, specific program costs are not easily identified.

#### **Faculty assignments**

Within the English B.A. Program, one faculty member has a partial load: Christine Persak: B.A. Program coordinator and faculty advisor.

#### **Program budget and expenses**

The English B.A. Program has never had its own program budget. Any program expenses — including travel costs for visiting internship sites, costs for faculty and students to attend professional meetings, and costs for updating program resources — are processed through the department budgets.

#### **Student scholarships and awards**

Each year, the English B.A. Program is allocated a portion of the CAS Dean's Office scholarship funds based on the number of enrolled students. These ability-based scholarships are awarded to English B.A. students based on established grade point requirements and the students' application materials, including letters of support and a description of career and professional goals. The English B.A. Program Committee selects recipients from the pool of applicants each fall.

In addition to the ability-based college scholarship monies, the English BA Program has one additional program scholarships: the Helen Popovich scholarship. The Helen Popovich Scholarship is awarded to English majors (B.A. or English Education) if an applicant meets the following established requirements:

- Recipients may be granted as much as the entire cost of attending the University depending on individual student financial need.
- Scholarship funding may be applied to any costs related to University attendance including tuition, room and board fees, books and other education related expenses.
- Recipients must have achieved a 3.5 GPA the semester prior to selection.
- Recipients must have attained junior or senior status and be enrolled full- or part-time at FSU.
- Financial need shall be a determining criterion.

The English B.A. program also recognizes one outstanding program student each year with the English B.A. Outstanding Student award.

All English B.A. scholarship and award recipients are publicly recognized each spring at the college's Spring Awards event with the outstanding students from the other programs.

#### **L. Administrative effectiveness**

The English B.A. program is organized in ways similar to other academic programs, following guidelines for College of Arts and Sciences administrative structures, as well as guidelines that are outlined in the bylaws of the Department of Languages and Literature.

The program coordinator is appointed for a 3-year term by the Department head following an application process for the position: The applicant submits a written application including qualifications, credentials, and other relevant information. The Department Planning Committee Chair and members review applications and make recommendations to the department head. The department head makes the final appointment

The appointed program coordinator signs a contract outlining responsibilities for the current .25 reallocated time for carrying out the responsibilities (for Coordinator Responsibilities see Appendix O). Because the English B.A. program is a subunit of the Department of Languages and Literature, the program coordinator reports directly to the department head. As a CAS program, the English B.A. Program is responsible for reporting to the Dean.

At the program and department level, the English B.A. program also works in conjunction with the English B.A. Program Committee, which is made up of six members: the program coordinator, 4 department-elected full-time tenure-track faculty (2-year terms) and one non-tenure track faculty member elected by department non-tenure track faculty (one-year term). This standing committee of the department has the purpose of addressing issues related to the program curriculum, program needs, students, and assessment. They also advise the program coordinator on scholarship applications and awards.

Survey items from the current student, program graduates, department faculty, and advisory board surveys (see Section 2) attest to the effective administration of the program. Current students rate program advising positively: 64% considered the quality of their advising to be excellent while 23% rated it "good." Graduates of the program also rated their advising positively, with 38% deeming it excellent and 38% "good." Administrative support was rated positively. Among faculty respondents, 25% strongly agreed and 50% agreed that there is administrative support for the program. Eighty percent of faculty members surveyed strongly agreed or agreed that the department and university provide program faculty with sufficient opportunities or support for the program. However, only 35% agreed that the current operating budget is sufficient to meet program needs while 65% said they did not know. Members of the advisory board were also fairly positive when questioned about institutional support for the program: 25% said they agreed there was sufficient support for faculty development while 50% said they somewhat agreed.

Overall, this indicates a perception of support; however, the data also indicate that awareness of support and/or actual administrative support need to be increased.

## **SECTION 4: FACILITIES AND EQUIPMENT**

A. Instructional Environment	4-1
B. Computer Access and Availability	4-1
C. Other Instructional Technology	4-1
D. Library Resources	4-1

## SECTION 4: FACILITIES AND EQUIPMENT

### A. INSTRUCTIONAL ENVIRONMENT

Because the B.A. program is housed in the Department of Languages and Literature and all teaching faculty are professors within the department, the B.A. program facilities are simply the department facilities. These include the departmental office suite (ASC 3080), classrooms across campus, but primarily in the Starr Building, and computer labs across campus, but primarily those in the ASC building. Faculty offices are also primarily on the third floor of ASC, near the department office.

Classrooms in the Starr building are maintained by the department and updated as needed to provide comfortable, accessible teaching and learning spaces. All Languages and Literature classrooms are “smart” rooms with a teaching station with computer /internet access and instructional technology options such as DVD players, document cameras, etc. Some rooms have special software and hardware (such as Tegrity) that faculty members can request for specific class scheduling.

### B. COMPUTER ACCESS AND AVAILABILITY

Faculty may request computer labs for their class sessions. Computer labs for ENGL and LITR classes are typically scheduled for one day a week (rather than full class scheduling) upon instructor request. Students have access to open computer labs across campus; however, the department labs do not provide open access.

### C. OTHER INSTRUCTIONAL TECHNOLOGY

Not applicable

### D. LIBRARY RESOURCES

#### D.1. Book resources

Since the inception of the English B. A., the library has made an effort to expand, appropriately, its print and electronic collection. Owing to the continued importance of book materials to the humanities in general and literature studies specifically, the book allocation for Languages and Literature is the largest for any single department or program on campus. Though this allocation is spent to support not only the English B. A. program but also the English Education B. S., the Technical and Professional Communication B. S., and the English-and foreign-language related minors, emphasis is placed upon acquiring books in the areas of literary criticism and language studies. The average annual book appropriation for Languages and Literature has been a little over \$10,000 per year since FY 2006.

The English B. A. faculty has taken an active role in collection development. Since January 2002, faculty members have requested nearly 600 titles in such areas as folklore, African American literature, children’s literature, information literacy, and Shakespeare studies. The library has attempted to honor all such requests, failing only when books are out-of-print or otherwise unavailable for purchase.

Though holes in the collection still exist, roughly one-fifth of the library's book collection resides in the Library of Congress classification subclass "P": Languages and Literature. There are also an additional 300+ volumes in the LC subclass "GR": Folklore. Though the library has been engaged over the past year in a massive deselection/withdrawal project for its book collection, the Languages and Literature section has remained mostly intact.

#### **D.2. Electronic resources**

Since the inception of the English B. A. program, the library has added several Web-based database products to support the research needs of the program. These include American Periodicals Series, JSTOR, Project MUSE, Literature Resources from Gale, and MLA International Bibliography, the main indexing source for literary journals. In recent years, the library has also made an effort to subscribe to electronic versions of reference sources, including the Oxford English Dictionary.

#### **D.3. Instructional services provided by library faculty**

The current library liaison to Languages and Literature, Paul Kammerdiner, has provided extensive instructional services for the various classes offered by the department. He has also offered tailored sessions for a variety of classes within the program and has created several handouts and Web pages to support research assignments in various classes.

#### **D.4. FLITE budget adequacy**

The annual FLITE budget has been generally adequate for programmatic needs. The library has ordered most of the books that faculty members have requested. The growth of electronic resources has assisted both faculty and students in their research. There are additional electronic resources, such as ABELL, the Annual Bibliography of English Language and Literature, that would be helpful to both faculty and students in the program, but cost may be prohibitive at present.

## **SECTION 5: CONCLUSIONS**

A.	Relationship to FSU Mission	5-1
B.	Program Visibility and Distinctiveness	5-1
C.	Program Value	5-2
D.	Enrollment	5-2
E.	Characteristics, Quality, and Employability of Students	5-2
F.	Quality of Curriculum and Instruction	5-3
G.	Composition of Quality of the Faculty	5-4
H.	Advisory Board	5-4
I.	Resources	5-4

## SECTION 5: CONCLUSIONS AND RECOMMENDATIONS

### A. RELATIONSHIP TO FSU MISSION

Historically, the mission of Ferris State University has been to prepare students for careers. While the English B. A. does not prepare students for a specific career path, it does prepare them for careers where strong skills in written communication are valued and required.

The focus of the program is aligned with the President's three pillars: the program is student-centered, provides engagement activities, and fosters cooperation among faculty and between colleges.

The program is also aligned with the university's, department's, and college's missions.

### B. PROGRAM VISIBILITY AND DISTINCTIVENESS

The English B.A. program is focused on introducing students to a broad array of literature in English from a variety of periods. At present, students are required to take seven 300-level courses and one 400-level course, with a traditional emphasis on American and English literature. We now offer a good selection of elective courses focused on multicultural literature and diverse media. However, competing institutions offer a wider array of upper-division elective courses because of their larger enrollments. If enrollment in the program continues to increase, we need to offer more advanced electives for our students.

The most distinctive aspect of our program is the number of upper-division writing-intensive courses our students take. The program's focus on developing writing skills in all core literature courses is unique among our competing institutions. Faculty need to continue this emphasis, and the department head and committee need to ensure that faculty meet writing intensive requirements through their assignments.

What current students and graduates of the program found distinctive, according to survey results, was the program faculty's dedication to students and the interaction between student and teacher. Students indicate they truly value this. This aspect of the program must remain strong.

Students also mentioned the benefit of small class size which allowed them to get to know other students in the program. The department does not anticipate any changes here. Because students in the English education program also take the foundation LITR 250 course as well as the "survey" courses, the enrollment in these classes is generally 23, the cap. These are likely the largest classes program students will experience.

### **C. PROGRAM VALUE**

The Department of Languages and Literature provides engagement and co-curricular activities for much of the campus. Faculty members in the program are active in service to the community, department, and university. Program faculty members are also active in the Academic Senate, in academic program review, and in interim administrative assignments throughout the university. Finally, program faculty members provide instruction and training to regional K-12 students and teachers on writing and literature. We will continue to provide this level of service to our communities.

### **D. ENROLLMENT**

The English B.A. program has grown since its inception to its current number of 35 students. Since the B.A. committee raised academic standards for entering and maintaining good standing the program, It has attracted more qualified students; it strives to continue to attract good students from throughout the state.

Ferris State still has the reputation of being a university which specializes in technology and allied health programs. As Ferris' liberal arts majors become more widely known—through the efforts of faculty, program web sites, and the efforts of University Advancement and Marketing—more students in Michigan will begin to consider Ferris for an English B.A.

### **E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS**

As previously stated, the English major prepares students for an array of career possibilities rather than one specific profession. Some of the program's graduates go on to academic careers while others use their degrees as a foundation for further study or training in various communication-related fields. Some become employed in jobs which utilize their writing and critical thinking skills.

The 2006 Academic Program Review recommendations included advising students about **graduate school and career opportunities**.

In recent years, the program coordinator has attempted to organize informal sessions about **graduate school**, at the request of a few students. However, when it came down to actually scheduling these, the same students said they were too busy working, etc. to attend the sessions. The program coordinator is recommending that during the upcoming academic year, the program committee work to enhance the English B.A. website with information about choosing and applying to graduate programs; it would include links to the GRE site and sites offering advice on writing a candidate's personal statement. In this way, students may access it at any time and begin the process of exploring graduate education.

Students' comments from surveys and exit interviews also indicate that much work needs to be done in terms of helping students prepare for **careers**. The B. A. committee needs to add information about internships and job shadowing to the website, and the program advisors need to work with students individually to assist them. While the array of careers that students express interest in means the website information must necessarily be rather general, it will still be a starting point for them and their advisors.



It appears there is more student interest in career preparation than in graduate study. In spring 2012, two department faculty members hosted a session entitled "What can you do with a degree in English?" The session was attended by 30 students, 11 of whom were B. A. students.

Furthermore, more needs to be done in terms of encouraging students to attend conferences, both scholarly and publishing-related. In past years, department faculty members were active in the Michigan Academy of Science, Arts, and Letters, a venue which welcomes undergraduate attendance. However, faculty interest in this seems to have lapsed. It needs to be revived to encourage students' attendance and participation.

The department's annual PRISM contest regularly gets submissions from students in the B.A.; many students win awards. Faculty members need to continue encouraging students to submit work. Also, Sigma Tau Delta, the international English honor society, publishes annual journals for its undergraduate members' scholarly and creative writing. Ferris State has an active chapter; the B. A. program coordinator is faculty sponsor, and she needs to encourage more members to submit work. One student is already in the process of doing this.

#### **F. QUALITY OF CURRICULUM AND INSTRUCTION**

Overall, both students and faculty approve of the current quality of instruction, according to the respective surveys. However, as has been noted above, other programs with which we compete offer a greater array of upper-level elective courses to their English majors.

The 2006 Program Review Council recommendations noted that the department needed to find a way to offer upper-level courses more predictably. This has been nearly achieved in two ways: the capstone LITR 416 course is now being offered regularly on an every-other-year basis, and program advisors are letting students know this well in advance.

Moreover, the required 400-level elective (various topics/authors) has been changed to 300-level-or-higher, thereby eliminating the problem of juniors/seniors who register for the one course offered and are later told it is closed due to low enrollment. The committee decided to make the change not only for this reason but also to stay true to the meaning of an "elective" course: if there is only one topics/authors course offered at the 400-level, and it must be taken to meet graduation requirements, it is not really an "elective." Now students have a choice among a range of 300-level electives and the yearly topic/author course offered in spring.

In the upcoming academic year, the department and B. A. committee need to again discuss the desirability of teaching the foundation course, LITR 250, and the capstone course, LITR 416, as on line courses. Presently, neither of these is offered on line although courses from other universities may qualify for transfer credit. At this time, members of the B. A. committee and faculty do not all agree on the benefits to the program or its students of offering these two courses in any other manner than face-to-face.

#### **G. COMPOSITION AND QUALITY OF THE FACULTY**

As Section 3 indicates, the program is taught by highly qualified faculty members who actively engage in research and attend professional conferences. They work closely with students and are available outside of class. Indeed, current students and graduates were very positive about the faculty and the knowledge they provide to their students.

At present, the program has adequate faculty. However, as retirements occur, the department will need to hire doctoral graduates trained in literature. Of special concern is staffing the early British literature survey course and the Shakespeare course. Most recent hires in the department have been trained in areas other than literature, such as composition and technical writing.

#### **H. ADVISORY BOARD**

One 2006 Academic Program Review recommendation was to draw upon connections of the faculty to strengthen the advisory board. This was accomplished by adding Michelle-Boisvenue Fox to the board; she was recommended by her husband Steve Fox, journalism professor and Torch advisor. Ms. Boisvenue-Fox, a former English major, is the assistant director of public services for Kent District Library in Grand Rapids. Her comments at the last board meeting were perceptive and very helpful.

Nevertheless, it remains a challenge to find qualified and interested people to serve on the board. Those most willing to serve for 2-3 years are former graduates of the program. However, it is necessary to have members from outside the program and outside FSU to bring a different perspective to the concept and goals of the program. There is no tangible award for serving on the board, and members such as Michelle Boisvenue-Fox must take time away from their jobs to attend meetings. Yet, the B. A. committee must continue to seek members for the board and draw again upon faculty connections.

#### **I. RESOURCES**

Our faculty survey indicated that library resources could be increased, though no specific recommendations were made.

Additional funding may be needed for faculty sabbaticals, reassigned time, and international travel, as well as student engagement activities such as conference attendance.

## Appendix A: Portfolio Evaluation Rubrics

Student:

I.D.

Date:

Pre-2007 Rubric

### Portfolio Evaluation Rubric

**Writing Skills:** The student will demonstrate the ability to write expository essays that have focused theses; have adequate organization and development (drawing on both primary and secondary sources), use Standard English, use proper methods for acknowledging and documenting sources, and honor the principle of academic honesty.

\_\_\_ Evident

\_\_\_ Not evident

**Literary Analysis:** The student will demonstrate the ability to identify and analyze/discuss literary elements (such as plot, characterization, setting, theme, metaphor, personification, etc.) and literary forms (such as poetry, drama, short stories, novels, essays, etc.).

\_\_\_ Evident

\_\_\_ Not evident

**Cultural/Historical Contexts:** The student will demonstrate the ability to make connections between a literary work and its historical and cultural context (for example, periods such as Victorian, modern etc. as well as movements such as romanticism, naturalism, etc.)

\_\_\_ Evident

\_\_\_ Not evident

**Theory:** The student will demonstrate an understanding of critical approaches to literature (reader-response, feminist, Marxist, etc.) by applying a theory to a literary work.

**OR**

Student will demonstrate an understanding of rhetoric/composition theory by applying it in textual analysis.

\_\_\_ Evident

\_\_\_ Not evident

**Oral Presentation:** The student will be able to make a clear and organized presentation of one project/paper, discussing the topic, the argument or thesis of the written paper, the evidence used to support it, and the research process. The student will demonstrate a professional demeanor and the ability to respond adequately to questions asked by attending faculty.

\_\_\_ Excellent

\_\_\_ Acceptable

\_\_\_ Unacceptable

**Current Rubric**

Student:

I.D.

Date:

**Portfolio Evaluation Rubric**

Use the following scale to rate each item:

4 superior

3 good

2 fair

1 poor

0 unacceptable

**Writing Skills:** The student can

\_\_\_\_\_ write an essay with a focused thesis

\_\_\_\_\_ develop and organize an essay

\_\_\_\_\_ apply the rules of edited American English, punctuation, etc., to his/her writing

\_\_\_\_\_ utilize proper MLA methods for acknowledging and documenting sources, honoring the principle of academic honesty

\_\_\_\_\_ locate, select, and use a range of primary and secondary material from appropriate academic sources

\_\_\_\_\_ use a sophisticated and flexible writing style appropriate to audience, purpose, and genre

**Literary Analysis:** The student can

\_\_\_\_\_ discuss the literary elements of a work employing literary terminology such as *plot*, *characterization*, *setting*, *theme*, *metaphor*, *personification*, etc.

\_\_\_\_\_ analyze works in at least two different genres (such as poetry, drama, short stories, novels, essays, etc.)

\_\_\_\_\_ interpret and evaluate a literary work rather than simply summarize it

\_\_\_\_\_ interpret, evaluate, and engage secondary material rather than simply summarize it

(continued)

**Cultural/Historical/Aesthetic Contexts:** The student can

\_\_\_\_\_ demonstrate familiarity with a variety of texts from diverse range of historic periods and cultural origins.

\_\_\_\_\_ relate a literary work to its historical/cultural and/or aesthetic context.

**Theory:** The student can

\_\_\_\_\_ explain various critical theories for analyzing texts;

\_\_\_\_\_ apply critical theory to literary works.

**Oral Presentation:** The student can

\_\_\_\_\_ present a clear and organized summary of one project/paper. This includes identifying the topic, outlining the thesis of the project/paper, relating the evidence used to support it, and describing the research process.

\_\_\_\_\_ speak with a professional demeanor and respond adequately to questions asked by attending faculty.

## Appendix B

Breakdown of Course Requirements by Programs

Course Type	WMU Western Michigan	CMU Central Michigan	MI State Michigan State	GVSU Grand Valley State	FSU Ferris State
<b>Intro to Major Literary Criticism or Interpretation</b>	4	3	6	3	3
<b>Survey or Period</b>	3-6	3		3 pre 1700	
British	3-6 {Total 9 for	3	3 pre 1800	3 18 <sup>th</sup> -19 <sup>th</sup> C.	6
American	3-6 Br & Am}	3	3 post 1800	3 20 <sup>th</sup> -21 <sup>st</sup> C.	6
<b>Major Author</b>	4	6	N/A	N/A	3
<b>Literary History</b>	N/A	N/A	3-4	N/A	N/A
<b>Literary Movement</b>	3-6	3 (or genre)	N/A	N/A	3 (possible)
<b>Literary Theory</b>	4-8	3	N/A (?)	N/A (?)	3 (capstone)
<b>Genre</b>	4-8	3 (or movement)	3-4	3	3-9 (up to 9)
<b>Language/Linguistics</b>	4	3	N/A	3	3
<b>Diversity/Global/ World Literature</b>	4 (electives)	3	3-4	3	3-9
<b>Writing Concentrations</b>	34 credit hours Practical Writing	39 credit hours Creative Writing	36-40 credit hours Creative Writing	42 credit hours Creative Writing	21 credit hours Technical & Professional Communication
Creative	34 credit hours		34-35 credit hours	42 credit hours	
Professional/ Technical	Creative Writing		Professional Writing	Professional Writing	
<b>Seminar/Capstone</b>	None listed	3	4	3	3 (lit theory) + required portfolio approval
<b>Other notable concentrations</b>		World Literature 39 credit hours	Linguistics Film Studies		
<b>Total Credit Hours BA Program</b>	34	39	36-40	39	33



# FERRIS STATE UNIVERSITY

*Imagine More*

## English B.A. Current Students Survey

- Q1** Are you a
- Full-time student (enrolled for at least 12 hours a semester)
  - Part-time student
- Q2** Class standing
- Freshman
  - Sophomore
  - Junior
  - Senior
- Q3** Do you work full time while attending Ferris? (35 or more hours a week)
- Yes
  - No
- Q4** If you were choosing your major again, would you still choose to major in the English B.A.?
- Yes, definitely
  - Yes, probably
  - Probably not
  - Definitely not
- Q5** If you were beginning your college career again, would you still choose to attend FSU?
- Yes, definitely
  - Yes, probably
  - Probably not
  - Definitely not
- Q6** Did you meet with your advisor at least once a semester?
- Yes
  - No

**Q7** How often do you contact your Ferris LITR and ENGL course instructors for help outside of class?

- Often
- Sometimes
- Seldom
- Never

**Q8** Please indicate your opinion of each of the following.

	Excellent	Good	Fair	Poor
The quality of your advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of your B.A. instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The helpfulness, in general, of your program instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q9** Please rate the quality of the required courses which you have taken.

- Excellent
- Good
- Fair
- Poor

**Q10** Please rate the quality of the library and database resources you have used for English and literature courses.

- Excellent
- Good
- Fair
- Poor

**Q11** Please rate the overall quality of the English B.A. program.

- Excellent
- Good
- Fair
- Poor

**Q12** The outcomes for the program are as follows: On completing the program, students will demonstrate good writing skills, the ability to analyze and interpret literary works, a familiarity with texts from diverse historical periods and cultural contexts, the ability to apply various critical approaches to literary works, and the ability to make an oral presentation about a literary work. Please indicate whether or not you agree that these are appropriate outcomes for the English B.A. program.

- Strongly agree
- Agree
- Disagree
- Strongly disagree



**Q13** What do you think the strengths of the English B.A. program are?

**Q14** What suggestions for improvement do you have regarding the English B.A. program?

**Q15** What are your career plans after graduation?

**Q16** What are your plans, if any, for further education?

**Q17** Additional comments or suggestions:

**Thank you for your participation.**

**ENGL BA APR...Current Students**

**Frequencies**

**Prepared by: Institutional Research & Testing, 02/12**

**Statistics**

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Are you a	22	0	1.09	1.00	.294
q2 Class standing	22	0	3.18	3.00	.907
q3 Work full time while attending	22	0	1.91	2.00	.294
q4 Still choose major in ENGL BA	22	0	1.41	1.00	.590
q5 Still choose FSU	22	0	2.14	2.00	1.037
q6 Meet with your advisor at least once a semester	22	0	1.00	1.00	.000
q7 How often contact LITR/ENGL profs for help outside class	22	0	2.18	2.00	.664
q8a Quality of your advising	22	0	1.50	1.00	.740
q8b Availability of B.A. instructors outside of class	22	0	1.59	1.00	.734
q8c Helpfulness of program instructors	22	0	1.55	1.00	.671
q9 Quality of the required courses taken	22	0	1.68	2.00	.646
q10 Quality of the library and database resources used	22	0	1.59	1.50	.734
q11 Overall quality of the English B.A. program	22	0	1.68	2.00	.646
q12 Appropriate outcomes	22	0	1.32	1.00	.477
q13 Program strengths	22	0			
q14 Suggestions for improvements	22	0			
q15 Career plans after graduation	22	0			
q16 Plans for further education	22	0			
q17 Additional comments	22	0			

## Frequency Table

### q1 Are you a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time student (enrolled for at least 12 hours a semester)	20	90.9	90.9	90.9
	Part-time student	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

### q2 Class standing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	1	4.5	4.5	4.5
	Sophomore	4	18.2	18.2	22.7
	Junior	7	31.8	31.8	54.5
	Senior	10	45.5	45.5	100.0
	Total	22	100.0	100.0	

### q3 Work full time while attending

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	9.1	9.1	9.1
	No	20	90.9	90.9	100.0
	Total	22	100.0	100.0	

### q4 Still choose major in ENGL BA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	14	63.6	63.6	63.6
	Yes, probably	7	31.8	31.8	95.5
	Probably not	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

### q5 Still choose FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	6	27.3	27.3	27.3
	Yes, probably	11	50.0	50.0	77.3
	Probably not	1	4.5	4.5	81.8
	Definitely not	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

**q6 Meet with your advisor at least once a semester**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	100.0	100.0	100.0

**q7 How often contact LITR/ENGL profs for help outside class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	3	13.6	13.6	13.6
	Sometimes	12	54.5	54.5	68.2
	Seldom	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

**q8a Quality of your advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	14	63.6	63.6	63.6
	Good	5	22.7	22.7	86.4
	Fair	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

**q8b Availability of B.A. instructors outside of class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	12	54.5	54.5	54.5
	Good	7	31.8	31.8	86.4
	Fair	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

**q8c Helpfulness of program instructors**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	12	54.5	54.5	54.5
	Good	8	36.4	36.4	90.9
	Fair	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**q9 Quality of the required courses taken**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	9	40.9	40.9	40.9
	Good	11	50.0	50.0	90.9
	Fair	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**q10 Quality of the library and database resources used**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	11	50.0	50.0	50.0
	Good	10	45.5	45.5	95.5
	Poor	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q11 Overall quality of the English B.A. program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	9	40.9	40.9	40.9
	Good	11	50.0	50.0	90.9
	Fair	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

**q12 Appropriate outcomes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	68.2	68.2	68.2
	Agree	7	31.8	31.8	100.0
	Total	22	100.0	100.0	

q13 Program strengths

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	22.7	22.7	22.7
Gaining knowledge of good writing skills, being able to organize and research data, and becoming a more critical reader.	1	4.5	4.5	27.3
Good professors who seem to care about the students, a large library with many types of resources, and the PRISM Writing Contest is a nice chance to show off writing skills.	1	4.5	4.5	31.8
How diverse the people in the program are, and how they have a more open mind, due to the texts and writing we have to deal with in the major.	1	4.5	4.5	36.4
I believe that the professors of the program are passionate about their respective subjects. Something that I have appreciated for the in depth coverage of each of their subjects.	1	4.5	4.5	40.9
I believe that the strengths of the English B.A. program are that the courses are taught by professors that have been in the same shoe as us, taking literature courses when they attended college. They know what they are teaching and they know what to expect from their students. They will help you if you need help and that is also a great quality.	1	4.5	4.5	45.5
Small class sizes, open communication, and professors who are willing to listen to the opinions of the students.	1	4.5	4.5	50.0
The attention to literary analysis.	1	4.5	4.5	54.5
The availability of the professors outside of their classes. They're also extremely helpful and are willing to talk to their students about more than just what's going on in class.	1	4.5	4.5	59.1
The instructors are definitely a wealth of knowledge. I have been challenged and feel smarter for choosing the program and after encountering the instructors. I came into the program as a non-traditional student so some of the information was difficult but the resources help to guide me through and soon I will graduate. The instructors and advisers encouraged me to not give up.	1	4.5	4.5	63.6
The instructors I have had are very knowledgeable and quite helpful. I like the large variety of the offered elective courses.	1	4.5	4.5	68.2
The major strength of the program is the faculty, who care about their students and are helpful.	1	4.5	4.5	72.7

**q13 Program strengths**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The one on one help that the advisers provide. Also, the fact that the advisers are in the English and Literature field.	1	4.5	4.5	77.3
	The professors.	1	4.5	4.5	81.8
	The required readings and the expectations of the understandings of those readings.	1	4.5	4.5	86.4
	The strengths are in the faculty. The manner in which the courses are taught is superb. The faculty are dedicated and helpful in all possible ways.	1	4.5	4.5	90.9
	The strengths of the program can be seen in the quality of instruction that most of its professors give to their students. In most instances, I have experienced excellent classrooms where the instructors were able to share their passion for the subject matter with their students in a way that was understandable and promoted quality learning. These professors took their classes, students, and the material that they taught seriously. They gave the students the kind of academic instruction that is worth far more than the cost of credit hours.	1	4.5	4.5	95.5
	You have a small handful of very dedicated and qualified professors that really do go above and beyond inside and outside of the classroom.	1	4.5	4.5	100.0
	<b>Total</b>	<b>22</b>	<b>100.0</b>	<b>100.0</b>	



q14 Suggestions for improvements

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	22.7	22.7	22.7
A stronger community of students and faculty, more events that will attract a literary audience (more poetry readings, authors, and the like), and a more contemporary approach to literature studies. The survey courses should not be the focus.	1	4.5	4.5	27.3
A wider variety of classes with a more in depth focus instead of classes being very general.	1	4.5	4.5	31.8
English 250 and 150 need to be harder for students, English programs don't push the students enough, high school English was more trouble than college English.	1	4.5	4.5	36.4
I believe that the program could be strengthened if more upper-level elective courses were offered. A greater course variety would allow students to pursue their individual interests beyond the staple courses of British and American literature. This form of diversity can only strengthen students in their literary studies. Perhaps a fe	1	4.5	4.5	40.9
I think that the number of credit hours for 400 level classes should be lowered because they are not offered as much as all the other literature courses are.	1	4.5	4.5	45.5
Internship opportunities	1	4.5	4.5	50.0
It would be helpful to have more on-line classes available.	1	4.5	4.5	54.5
Lower the requirements for the survey classes, or advertise this program as a 5 year track. Shakespeare on top of early/modern literature for both British and American types are too many classes to fit into the typical Fall/Winter-4 year schedule. We either have to take two surveys in one semester--which advisors have repeatedly told	1	4.5	4.5	59.1
More consistently describing literary theory. The one course I had was not enough and the constant mention of if it without context has been very confusing to me. I need exposure more than once, in one course.	1	4.5	4.5	63.6
More reserved services for just students that are in the English B.A program.	1	4.5	4.5	68.2
None.	1	4.5	4.5	72.7

**q14 Suggestions for improvements**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Offer less online English and linguistics classes. It is impossible to get the same learning online then you can with in class discussions in certain classes.	1	4.5	4.5	77.3
	Offer more LITR 250 classes. As it is a prerequisite for almost all required courses there should be more offerings. As of yet I have been unable to schedule this class which is jeopardizing my intended graduation date. Additional more sections of all Literature and english classes should be offered. I also have a difficult time gett	1	4.5	4.5	81.8
	One major issue I've noticed is that the professors don't seem to be assigning many papers at the 300 and 400 level. I'm concerned that when it comes time for me to graduate, I won't have enough appropriate papers for a portfolio. Professors seem to fall back on assigning multiple 2 page papers, which provide their own challenges, but	1	4.5	4.5	86.4
	Scheduling is a problem, and although I am not sure, I think this is an administrative problem. The offering of some courses can be delayed unreasonably, and sometimes, a course will not be offered at all or canceled for under-enrollment. There were several courses I was interested in, that were listed as possible courses to fulfill	1	4.5	4.5	90.9
	There should be more focus on creative writing than what there is in comparison to the large focus on research writing.	1	4.5	4.5	95.5
	Try to have more English professors make their office hours easier to go to, sometimes there is conflictions and the normal office hours don't work.	1	4.5	4.5	100.0
	<b>Total</b>	<b>22</b>	<b>100.0</b>	<b>100.0</b>	

q15 Career plans after graduation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	18.2	18.2	18.2
After grad school I wish to be a literature/composition professor and write during my free time.	1	4.5	4.5	22.7
become a librarian in a public, academic, or high school library	1	4.5	4.5	27.3
Doing research in psychology and possibly teaching English down the road. (I'm doing a double major). I believe the English B.A. will help me gain the skills I need to become a researcher for someone or a business.	1	4.5	4.5	31.8
I plan to attend University of Michigan to get a Masters of Social Work. If I'm not accepted for the coming fall semester there, I will probably move to Grand Rapids to look for work as a stop-gap before continuing my education.	1	4.5	4.5	36.4
I plan to become a junior/ assistant editor for a book publisher.	1	4.5	4.5	40.9
I plan to become an editor.	1	4.5	4.5	45.5
I plan to go directly into a Masters program. Eventually I hope to acquire a position as a College Professor.	1	4.5	4.5	50.0
I plan to teach and write.	1	4.5	4.5	54.5
I want to become an English Education Teacher.	1	4.5	4.5	59.1
I want to go into publishing, in some way, but nothing is written in stone.	1	4.5	4.5	63.6
I want to teach English as a second language because my minor is Spanish.	1	4.5	4.5	68.2
I wish to be a professor myself.	1	4.5	4.5	72.7
I would potentially like to work in the publishing industry.	1	4.5	4.5	77.3
I'd like to be a linguist, that or teach English in other countries, and eventually become an English professor either here or in another country.	1	4.5	4.5	81.8
I'd like to have a career in writing.	1	4.5	4.5	86.4
I'm taking a one or two year break to work/relax, and then I'm going to graduate school.	1	4.5	4.5	90.9
To become a full-time writer, and publish novels.	1	4.5	4.5	95.5
Work in publishing, editorial.	1	4.5	4.5	100.0
Total	22	100.0	100.0	

q16 Plans for further education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	22.7	22.7	22.7
After graduating from Ferris I plan on continuing my education at a graduate school, possibly for Rhetoric and Composition or Creative Writing.	1	4.5	4.5	27.3
After i've started my career I will hopefully be able to take more courses to increase my expertise in the field.	1	4.5	4.5	31.8
At this moment, I do not have any futher plans for education, unless my job requires me to take classes.	1	4.5	4.5	36.4
Graduate school somewhere for a Master's. Hopefully that's all I'll need to survive in this world. I don't need much, just enough to stay off the streets. Besides, I automatically gave up my dreams of being a multimillionaire when I signed up for the English B.A. program.	1	4.5	4.5	40.9
I have a Master's in History, so I will not be going on for another advanced degree.	1	4.5	4.5	45.5
I have not decided whether or not I want to pursue a PhD. That is definitely an option.	1	4.5	4.5	50.0
I hope to be accepted to the University of Alabama. I will be persuing a doctorate in English.	1	4.5	4.5	54.5
I may go and take a speed reading course and a copy editing course. Overall however, I do not plan on pursuing a masters degree.	1	4.5	4.5	59.1
I might further my education and try to get a masters but I really don't know yet.	1	4.5	4.5	63.6
I plan to attend the University of Michigan to get a Masters of Social Work.	1	4.5	4.5	68.2
I plan to get a masters, possibly a doctorate in English. I'll be studying a few languages so I can teach English in other countries and eventually become a professor at an university.	1	4.5	4.5	72.7
I will go and get my masters in education.	1	4.5	4.5	77.3
Master degree in Information and Library Science	1	4.5	4.5	81.8
N/A	1	4.5	4.5	86.4
Possibly a publishing graduate publishing program, or writing program.	1	4.5	4.5	90.9

**q16 Plans for further education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Possibly grad school.	1	4.5	4.5	95.5
	To obtain a Master's in TESOL or Creative Writing.	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**q17 Additional comments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	68.2	68.2	68.2
	Betty Stolarek's expectations for her ENGL 250 class are far to high for an intermediate composition class. Her statement on the 1st day of class was (paraphrased) that she only awards one or two A's in all of her sections. Those A's are based on her opinion that nothing can be improved in a paper. I am a friend of Betty's and have no	1	4.5	4.5	72.7
	Changing the foreign language requirements.	1	4.5	4.5	77.3
	I strongly recommend further review of lit. theory in the class rooms. I would also like to see a better set up for helping students to enter the real world for jobs instead of just a focus on students pursuing masters degrees. I have been really impressed with the internship offerings over in the business building and the help that c	1	4.5	4.5	81.8
	I think even in this ever-changing economy that the English program still has much to offer even if reading a textbook will soon become some portable electronic device and becoming an editor of a paper will be on the internet instead. I do think with an English B.A., careers are still possible, it's more of a matter of being creative	1	4.5	4.5	86.4
	I would love to see more enthusiasm for the program and classes. It is tough to do this at a technical university like Ferris State. But I think a better job could be done in creating a fostering environment for students.	1	4.5	4.5	90.9
	Most of the professors and advisers seem to be stretched too thin. I understand that finances may be a bit more strained than in years past, but the impression I get from the department is that the department is limiting the program. It's quite frustrating.	1	4.5	4.5	95.5
	None.	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

## Appendix D: Program Faculty CVs

**John P. Caserta**  
22242 12 Mile Road  
Big Rapids, MI 49307  
PH: (231) 796-5294

**Office: 3072 ASC**  
Ferris State University  
Big Rapids, MI 49307  
PH: (231) 591-3604

### CURRICULUM VITAE

#### Educational Record

**M. Litt.**      **The Bread Loaf School of English-Lincoln College, Oxford University, Middlebury College, Middlebury, Vermont.**  
Master of Letters: English and American Literature (August 1984).

M.Litt. Specialization: James Joyce -- Twentieth Century British and American Literature. Additional graduate coursework in composition theory and the teaching of writing.

**M.A.**      **Marshall University, Huntington, West Virginia.**  
Master of Arts: English Literature (June 1975).

Masters specialization: British and American Literature, linguistics, composition theory and the teaching of writing.

**B.A.**      **The Ohio State University, Columbus, Ohio.**  
Bachelor of Arts: English and American Literature (December 1972).

#### Additional Education

1991      **Lincoln College, Oxford University, Oxford, England.**  
Awarded academic research grant summer 1991. Completed specialization in the Nineteenth Century British novel.

#### Educational Experience -- Current

1981      Ferris State University, Big Rapids, MI 49307.  
Present      Professor, English, Department of Languages and Literature.

Responsibilities: teaching composition, creative writing, introductory and senior level literature courses (20<sup>th</sup> century British and American), modern and postmodern novel.  
Additionally, coordinator of literature courses for the Criminal Justice Program, student advising, and serving on department and college committees.

1987      Eastern Michigan University, Ypsilanti, MI 48197.  
Present      Adjunct Professor, Academic Programs Abroad.

Director and instructor for the summer Italian Study Program.  
Responsible for directing and teaching a four-week summer program in which students earn six semester hours of humanities credit in Italian literature and culture. The itinerary of study includes Rome, Capri, Florence, and Venice.

### **Educational Record -- Previous**

- 1980-81 Salem State College, Salem, MA.  
Assistant Professor, English.  
Responsibilities: Co-directing the Developmental English Writing Program, teaching composition, creative writing, World Literature, and the Modern Novel.
- 1978-80 Mount Wachusett Community College, Gardner, MA.  
Assistant Professor, English.  
  
Writing Coordinator for the Learning Center, training paraprofessionals and Tutors, developing new writing programs, teaching composition, technical and business writing, creative writing.
- 1977-78 Piedmont Technical College, Greenwood, SC.  
Responsibilities: Directing all phases of the Writing Lab, supervising and training department instructors and tutors, developing new instructional programs, teaching composition, technical and business writing.
- 1976-77 Parkersburg Community College, Parkersburg, WV.  
Instructor, English Composition.  
  
Responsibilities: Taught writing courses for business and industry, freshman Composition, and introductory literature.
- 1974-75 Marshall University, Huntington, WV.  
Instructor, Freshman Composition, Graduate Teaching Assistant in the Department of English.

### **Honors and Awards**

- 2006 **Recipient of the International Educator of the Year, Ferris State University, Big Rapids, MI (April 2006).**
- 2003 **Recipient of the Faculty Dedication and Service Award, Ferris Faculty Association, (December 15, 2003).**
- 2002 **Recipient of the Teacher of the Year Award, Pi Kappa Alpha, Ferris State University, (November 1, 2002).**
- 2002 **Recipient of the Student Athletic Advisory Committee Faculty Award, Ferris State University, 25 January 2002.**
- 1996-2004 Awarded Timme Grants for paper and workshop presentations at several academic conferences.
- 1996 Recipient of the International Teacher of the Year, Ferris State University, Big Rapids, MI (April 1996).
- 1995-2001 Awarded Ferris Faculty Development Grants for paper presentations at several academic conferences.
- 1994 Promotion—to rank of Full Professor, Department of Languages and Literature,

- Ferris State University, Big Rapids, MI.
- 1994 Finalist—Ferris State University Distinguished Teaching Award.
- 1992 Awarded Bread Loaf Research Grant to study recent scholarship on James Joyce. Completed paper: "The Spell of Arms: Joyce's Use of Motif in *A Portrait of the Artist as a Young Man*."
- 1993
- 1991 Recipient of the MAGB (Michigan Association of Governing Boards) Distinguished Teaching Award, Ferris State University, Big Rapids, MI.
- 1991 Awarded Bread Loaf Academic Research Grant for studies in the 19<sup>th</sup> Century British Novel - Lincoln College, Oxford University, Oxford, England, (Summer 1991).
- 1990 Recipient of the Ferris State University Association of Student Government Teaching Award (May 1990).
- 1984 Laurence B. Holland Memorial Scholar, The Bread Loaf School of English, Lincoln College, Oxford University, Oxford, England.
- 1984 Recipient of the Ferris State University Study Abroad Grant for research in composition theory and the teaching of writing at Lincoln College, Oxford University, Oxford, England (Summer 1984).
- 1984 Elected President—Graduating Class, the Bread Loaf School of English, Lincoln College, Oxford University, Oxford, England.
- 1981-83 Awarded Bread Loaf Scholarships, the Bread Loaf School of English, Lincoln College, Oxford University, Oxford, England.
- 1974-75 Awarded Graduate Teaching Assistantships, Department of English, Marshall University, Huntington, West Virginia.

#### **Presentations and Workshops**

- 2007 **Higher Education Bargaining Conference, Kellogg Conference Center, Michigan State University, East Lansing, MI, 19-20 October 2007. Conference participant.**
- 2004 **Workshop – "Living the Poem." Sixteenth Annual New England Writers Conference, Windsor, Vermont, 17 July 2004.**
- 2003 **Presentation – "Allusions to Dante in *American Psycho*." Paper presented at the Università di Roma, Roma, Italy, 28 May 2003.**
- 2002 **Workshop – "Teaching Writing Through Storytelling." Presented workshop at the Fourteenth Annual New England Writers Conference, Windsor, Vermont, 15 July 2002.**



- 2001 Creating Faculty Leadership -- Michigan Association of Higher Education. Seminar participant, Mount Pleasant, MI, 26-27 October 2001.
- 2001 Thirteenth Annual New England Writers Conference. Seminar participant, Dartmouth, New Hampshire, 21 July 2001.
- 2001 Workshop -- "Fabling" -- Presented three composition workshops at The Bread Loaf Summer Writing Conference, Middlebury College, Middlebury, Vermont, 15-20 July 2001.
- 2000 Presentation -- "E Writing -- Writing the E Story." Paper presented at the writing workshop at The Bread Loaf Summer Writing Conference, Middlebury College, Middlebury, Vermont, 14 July 2000.
- 1999 Presentation -- "Creating the Sexual Murderer in *Zombie*." Paper presented at the Conference for Reading Culture in Literature and Film, The University of North Florida, Jacksonville, Florida, 12 March 1999.
- 1999 Presentation -- "Writing about Place" -- Presented paper at the New Hampshire Colleges Writer's Conference and Symposium at Keene State University, Keene, New Hampshire, 21 September 1999.
- 1998 Workshop -- "Crafting Writing: Using the Narrative in the Composition Classroom." Directed writing workshop at Salem State College, Salem, Massachusetts, 19 November 1998.
- 1998 Presentation -- "Sexual Violence, Sexual Identity in *American Psycho* and *The End of Alice*." Paper presented at the New England Conference on American Culture, Dartmouth College, Dartmouth, NH, 17 July 1998.
- 1997 Presentation -- "Lustmord in the Postmodern American Novel." Paper presented at The Ninth Annual Conference on Contemporary Culture, Boston University, Boston, MA, 7 February 1997.
- 1997 Presentation -- "Violent Motifs in *American Psycho*." Paper presented at the Southwest Conference on American Studies, Dixie State College, St. George, Utah, 4 October 1997.
- 1995 Presentation -- "*The Diary of Jack the Ripper* -- Literary Hoax or Genuine." Paper presented at the Midwest Conference on Popular Culture, Michigan State University, East Lansing, MI, 6 March 1995.
- 1994 Workshop -- "Writing with Travel Journals." Sponsored by the Mecosta County Council for the Humanities, Big Rapids, MI, 4 February 1994.
- 1992 Presentation -- "Defining a Writing Posture in the Composition Class." Paper at the Annual Convention of the Conference on College Composition and Communication, Boston, MA, 27 March 1992.
- 1991 Presentation -- "Animals on the Heath: A Study of *Wuthering Heights*." Paper presented at English Women Writers of the Nineteenth Century, Lincoln College, Oxford University, 31 July 1991.

- 1991 Presentation -- "Gothic Satire in Austen's *Northanger Abbey*." Paper presented at English Women Writers of the Nineteenth Century, Lincoln College, Oxford, University, 2 August 1991.
- 1990 Presentation -- "Constructing a Story Voice: Teaching the Narrative." Paper presented at the Annual Convention of the Conference on College Composition and Communication, New York, NY, 25 March 1990.
- 1989 Workshop -- "Using Storytelling to Teach Writing." Mecosta County Council for the Arts and Humanities. Co-Directed workshop for secondary teachers of the Big Rapids School District, Big Rapids, MI, 6 April 1989.
- 1985 Workshop -- "Reevaluating the Teaching of Developmental Reading." Reactor for workshop at the Annual Convention of the Conference on College Composition and Communication, Minneapolis, MN, 22 March 1985.
- 1984 Presentation -- "The 'Good' John Dowell: A Study of Narrative Structure in *The Good Soldier*." Paper presented at Lincoln College, Oxford University, 6 August 1984.
- 1984 Workshop -- "The Dramalogue: A Composing Strategy for Understanding Writing as a Language Act." Directed workshop for the Mecosta County Council for the Arts and Humanities, Ferris State University, Big Rapids, MI, 7 March 1984.
- 1984 Presentation -- "Three Histories of Stephen Dedalus' Development." Paper presented at Lincoln College, Oxford University, 24 July 1983.
- 1983 Workshop -- "Story Writing: A Composing Process." Directed workshop for the Mecosta County Council for the Arts and Humanities, Elementary and Secondary Teachers for the Chippewa Hills School District, Remus, MI, 11 April 1983.

### **Publications**

- "Tactical Running on the Vermont Trail." Article in *Ultrarunning*, Weymouth, MA, September 2000.
- "Burying the Dog" -- poem in *Zone 3*, Austin Peay State University Press (1998).
- "Crime and Violence in Literature." Article in *Murder is Academic*, New York University: New York, June 1997.
- "Mud Puddle" -- poem in *Fieldstone*, Old Hampshire Road Press (1993).
- "The Kill" -- poem in *Fieldstone*, Old Hampshire Road Press (1993).
- "Framing a Course." Article in *Breadnet*, Middlebury College: Middlebury, Summer 1992.
- "chickens" -- poem in *Little Review*, Little Review Press (1990).
- "Ocean Woman" -- poem in *Teaching English in the Two-Year College*, East Carolina University Press (1979).

"drifting past" -- poem in *Teaching English in the Two-Year College*, East Carolina University Press (1979).

"Undream" -- poem in *Pegasus*, National Poetry Press (1978).

"The Kid Across the Street" -- short story in *Et Cetera*, Marshall University Press (1975).

#### **Reviews**

**2007**            **Review of *Fiction 100: An Anthology of Short Fiction*, 11<sup>th</sup> Edition, for James H. Pickering, Prentice Hall.**

**2004**            **Review of *Professional and Public: An Advanced Rhetoric with Readings* for Prentice Hall.**

**2002**            **Review of *Research Papers* by Marian Arkin and Cecilia Macheski for Houghton Mifflin Publishing Company.**

#### **Italian Study Program**

**2002-2007**      **Director of Ferris State University Italian Study Program**

**Courses offered:**      **Language 100 Italian for Business and Travel  
Literature 231 Poetry – Dante and Petrarch  
Literature 241 World Short Fiction**

**2005, 2007**      **Director of Ferris State University Russian Study Program.**

**Courses offered:**      **Language 100 Russian for Business and Travel  
Literature 241 World Short Fiction.  
Literature 243 Literature and Film**

#### **Curriculum Development**

**2005**            **Developed new course syllabus—Literature and Film/Russian Writers.**

**2006**            **Developed new course syllabus—Literature 241 World Short Fiction/Russian Writers.**

**2002**            **Developed new course syllabus -- Literature 242 American Popular Literature.**

**1993--2001**      **Developed new courses – Literature 343 Crime and Violence in Literature and Literature 286 Justice in Literature for the Department of Languages and Literature and the Criminal Justice Program. Course requirement for students in the Criminal Justice Program.  
Coordinator of these courses for the Department of Languages and Literature.**

- 1997 Developed new course – **Literature 290 Sex and Violence in Literature** for the Department of Languages and Literature. Team Taught with Dr. Randy Groves, Department of Humanities, Humanities 290.
- 1993 Developed new course – **Literature 286 Justice and Literature** for the Department of Languages and Literature and the Criminal Justice Program. Course requirement for students in the Criminal Justice Program.
- 1992 Co-Developed new course –**Literature 287 Business in Literature** for the Department of Languages and Literature. Course elective for the Business and Accounting program.
- 1991-93 Developed and revised initial course framework for the **English Education Major** for the Department of Languages and Literature. Completed by other members of the department and programmed approved April 1995.

### **Courses Taught**

English 074 Basic Collegiate Writing	Literature 241 Introduction World Short Fiction
English 150 Composition	Literature 242 American Popular Literature
English 250 Composition 2	Literature 286 Justice in Literature
English 222 Creative Writing	Literature 290 Sex and Violence in Literature
English 297 Special Studies	Literature 343 Crime and Violence in Literature
Literature 497 Independent Study	Literature 312 American Literature 2
Literature 352 English Literature 2	Literature 243 Literature and Film

### **Academic Committees (since 1996)**

2004-2005	<b>Academic Senate International Education Committee</b>
2003	<b>Academic Senate Athletic Advisory Committee</b>
2003	<b>Department of Languages and Literature MA Exploratory Committee</b>
2001-2002	<b>Department of Languages and Literature English Education Committee</b>
2001-2007	<b>University Contract Maintenance Committee</b>
2000	Department of Languages and Literature Promotions and Merit Committee (Chair)
1999	Department of Languages and Literature Promotions and Merit Committee
1996-2007	<b>Department of Languages and Literature <i>Prism</i> Committee</b>
1996-2001	New Faculty Orientation Committee (Chair 1996-2001)
1996-1997	University Athletics Advisory Committee
1997-1998	Department of Languages and Literature “Literature” Committee
1997	Department of Languages and Literature Sabbatical Committee
1996	Department of Languages and Literature Sabbatical Committee (Chair)
1996	University Sabbatical Committee (Chair)
1996	Department of Languages and Literature Promotions and Merit Committee (Chair)
1996	University Promotions and Merit Committee (Chair)

### **University Service Committees (Ferris Faculty Association)**

2007-2008	<b>Chair, FFA Grievance Committee</b>
2004-2009	<b>Vice President Ferris Faculty Association</b>
2000-2002	<b>Vice President Ferris Faculty Association</b>
2004-2007	<b>Ferris Faculty Association Crisis Committee (Chair)</b>
1984-2007	<b>Ferris Faculty Association Crisis Committee (Chair 1987-2006)</b>

**\*As chair of this committee, I coordinate and set-up 10 other standing committees needed during contract negotiations.**

**2001-2002 Student Relations Committee (Co-Chair)**  
**1982-2008 Ferris Faculty Executive Board Member—Arts and Sciences**  
**1990-2007 Ferris Faculty Association Luncheon (Chair 1990-2006)**  
**1999-2007 Ferris Faculty Association *Forum* Editorial Board**  
**2005-2006 Ferris Faculty Association Bargaining and Selection Committee (Chair 1999-2001)**  
**2004, 2006 Ferris Faculty Association Elections Committee (Chair)**  
**1994-2008 Ferris Faculty Association Internal Relations Committee (Chair 1994-2002)**  
**2006 FFA Strategic Engagement Committee (Co-Chair)**

### **University Service**

**2004-2009 Vice President of the Ferris Faculty Association**

**1998-2002 Vice President of the Ferris Faculty Association**  
--For the past 14 years I have had the responsibility of running the internal machinery of the FFA. This includes chairing and serving on a number of committees and providing the Annual FFA Luncheon and E-Board Retreat.

### **Advising Responsibilities**

**2003-2004 Faculty Advisor—Alpha Xi Delta Sorority**  
**2001-2002 Faculty Advisor—English Education Program**  
**1996-2001 Faculty Advisor—Department of Languages and Literature**  
**1985-2004 Faculty Advisor and Coach—Ferris State University Men’s Soccer Team.**  
**I was coach and advisor for the FSU Team for 15 years--**  
**many hours committed to coaching, scheduling, traveling,**  
**and fund raising.**

**1996-1997 Faculty Advisor--Tae Kwan Do**

### **Editorial Experience**

**1999-2006 Assistant Editor: *FFA Forum***

**1999 Editor: *Prism*, Department of Languages and Literature**

**1986-1990 Co-Editor: *Off Main Street* literary magazine.**

### **Professional Organizations**

**Modern Language Association – 2007-08**

**Michigan Educational Association -- MAHE Representative 2002-2007**

The Ohio State University Alumni Association

National Council of Teachers

## **References**

**Dr. Roxanne Cullen**  
ASC 3088  
Department of Languages and Literature  
Ferris State University  
Big Rapids, MI 49307

**Professor Dorothy Bednarowska**  
Professor of English  
Lincoln College, Oxford University  
Oxford, England

**Dr. David Russell**  
Department of Languages and Literature  
ASC 3074  
Ferris State University  
Big Rapids, MI 49307

## DEBRA K. COURTRIGHT-NASH

14890 Chula Vista Drive  
Big Rapids MI 49307

Phone: 231.796.3224  
Email: courtrd@ferris.edu

### EDUCATION

Ph.D.	Michigan State University Critical Studies in English Education, Rhetoric, Literary Theory	2001
M.A.	Ohio University Teaching of Composition, Literary History	1988
B.A.	Georgetown College English, minors in psychology, philosophy	1985

### TEACHING EXPERIENCE

Assistant Professor	Ferris State University	
Courses:	English 321 Advanced Composition (On-line) English 074 Intro-Basic College Writing English 150 English I	2005-present
Service:	Composition Coordinator (2006-present) WIC/WAC Assessment Committee Composition Committee Languages and Literature Curriculum committee (2006-)	
Assistant Professor	University of Cincinnati, Clermont College	2001-2005
Courses:	Preparatory Reading and Composition English Composition 101,102,103 Technical Writing Contemporary Short Fiction and Contemporary Poetry Diversity in Literature I and II	
Service:	English Area Coordinator (2004-05) × Staff English courses, including hiring of adjuncts × Develop and manage ongoing assessment plan × Oversee training, peer review and mentoring of adjuncts College Assessment Committee for HLC Accreditation (2003-05) × Developed and maintain Blackboard organizational site × As steering committee chair, report on student learning Diversity Committee (2001-04) × As chair, expanded budget and activities × Developed awareness programs Web Development and Marketing Advisory Committee (2002-04) Instructional Technology (IT) Committee (2001-03) × As Chair, oversaw revision of bylaws and implementation of IT policy × Coauthored grant for IT mentor program Women's Center Interim Program Coordinator & Search Committee Chair (2002)	
Adjunct Faculty	University of Cincinnati Indiana University South Bend	1998-2001 1998
Courses:	Precomposition, English as a Second Language, and English Composition	

Assistant Professor	Bethel College, Mishawaka, IN	1992-1997
Courses:	Freshman Composition and First Year Experience Creative, Non-fiction and Technical Writing World Literature and Nonfiction Literature	
Service:	Language and Literature Curriculum Revision: Lilly Grant Project ✕ Strengthened English major with addition of writing track ✕ Devised and implemented assessment plan First Year Experience (FYE) Program Committee ✕ Designed, implemented and team taught pilot and ensuing FYE courses Teacher Education Committee and Student teacher Supervisor in English Education	
Adjunct Faculty	Purdue University North Central	1991
Courses:	English Composition sequence	
Assistant Professor	Cornerstone College, Grand Rapids, MI	1988-1990
Courses:	Composition sequence and Feature Writing	
Service:	Publications Committee Yearbook Advisor	
Instructor	Feng Chia University, Taichung, Taiwan R.O.C.	1987-1988
Courses:	English as a Foreign Language	

#### **RELATED EXPERIENCE**

Technical Writer      Reliance Electric, Dodge Division, Mishawaka, IN      1988

#### **PUBLICATIONS**

Widanski, Barbara and Debra Courtright-Nash. "The Factors Involved in High Student Self Assessment." AURCO Journal (2003): 131-141.

Widanski, Barbara and Debra Courtright-Nash. "Using Technology to Enhance Pedagogy: On-Line Preparation for Chemistry Laboratory Learning." Selected Papers of the First North American IOSTE Symposium: Growing Up With Science and Technology in the 21<sup>st</sup> Century (2003): 334-343.

Walvoord, Linda and Debra Courtright-Nash. "Miss Habersham, Gothic Woman: From Dickens to Faulkner." Conference Proceedings of The Women of Appalachia Second Annual Conference. Zanesville, Ohio: Ohio University, Zanesville, 2000.

#### **FORTHCOMING PUBLICATIONS**

Widanski, Barbara and Debra Courtright-Nash. "Peer Review of Chemistry Journal Articles: Collaboration Across Disciplines" Journal of Chemical Education. January 2007

#### **PRESENTATIONS**

Widanski, Barbara and Debra Courtright-Nash "Using Collaborative Efforts to Teach Students About Plagiarism." Nineteenth Biennial Conference on Chemistry Education. Purdue University, West Lafayette IN. 2 August, 2006

Courtright-Nash, Debra and Barbara Widanski. "Peer Review of Scientific Articles: Continued Collaboration between Chemistry and Composition" Eighth National WAC Conference. 19 May, 2006.

Courtright-Nash, Debra and Kim Jacobs. "Speak the Speech I Prithee...": Hearing and Seeing Performance as Intellectual Windows for Open Access Literature Students" NCTE Indianapolis, Indiana, November 21, 2004.



- Courtright-Nash, Debra and Barbara Widanski. "Connecting Curriculum Through Writing" Invited Workshop, Clermont College Annual Faculty Retreat, Houston Woods, Ohio, 15 September, 2004.
- Courtright-Nash, Debra and Linda Walvoord. "Promethean Consciousness as American Mirror: From Frederick Douglass to Modern Narrative." Reasons of the Heart: Myth, Meaning and Education, A conference organized by the University of Edinburgh, the University of Glasgow and the Vrije University, Amsterdam. University of Edinburgh, Scotland, UK. 10 September 2004.
- Widanski, Barbara and Debra Courtright-Nash. "Assessing Peer Review of Scientific Articles: Chemistry and Composition Collaborate" Eighteenth Biennial Conference on Chemistry Education. University of Iowa, Ames, Iowa. 23 July 2004.
- Courtright-Nash, Debra and Barbara Widanski. "Writing in Chemistry" Seventh National WAC Conference. St Louis Missouri, 21 May 2004.
- Widanski, Barbara and Debra Courtright-Nash. "Using Technology to Enhance Pedagogy: On-Line Preparation for Chemistry Laboratory Learning." International Organization of Science Technology Education Symposium, William and Mary College, Williamsburg, Virginia. 3 June 2003.
- Widanski, Barbara and Debra Courtright-Nash. "The Factors Involved in High Student Self Assessment." Ninth Annual Association for Regional Campuses of Ohio. (AURCO) Clermont College, Batavia, Ohio. 4 April 2003.
- Miner, Marlene, Ruth Benander, Debra Courtright-Nash, and Thomas Dinsmore. "Paradigm Shift to Program-Based Assessment: Reading Student Texts for Curricular Change" 54<sup>th</sup> Annual Conference on College Composition and Communication (CCCC) Hilton Hotel, New York. 19 March 2003.
- Courtright-Nash, Debra, Linda Walvoord and Kim Jacobs. "Beyond the Sentimental: Helping Students Use Empathy In Teaching English at the Two-Year Access College" 14<sup>th</sup> Annual Teaching Academic Survival Skills Conference. Palm Beach Atlantic University, West Palm Beach Florida. 11 March 2003.
- Walvoord, Linda and Debra Courtright-Nash. "Reinventing Miss Havisham," Seventh Annual Dickens Symposium, Corpus Christi College, The Dickens Society of America, Corpus Christ College, Oxford, England. 8 September 2002.
- Courtright-Nash, Debra. "Assessment Reassessed: Changing a First Year Composition Plan," Northumbria/EARLI Assessment & Evaluation Conference, Northumbria University, Morpeth, England. August 2002.
- Courtright-Nash, Debra. "Lore and Involvement in WAC." Sixth National WAC Conference. Rice University, Houston, Texas. 2002.
- Courtright-Nash, Debra, Kim Jacobs and Dan Goodman. "The Canon and the Web: Examining The Norton Anthology," College English Association, Cincinnati, April 2002. (accepted but not presented)
- Courtright-Nash, Debra. "Recursive Writing Assessment: An Active Plan" AURCO, Ohio State University, Lima, Ohio 200
- Goodman, Dan and Debra Courtright-Nash. "Norton Online: Perpetuating the Canon by Other Means" College English Association of Ohio, Spring Conference, OSU, Columbus, Ohio. 2001.
- Walvoord, Linda and Debra Courtright-Nash. "Miss Habersham, Gothic Woman: From Dickens to Faulkner." International Gothic Association Conference, Vancouver, Canada. 2001.

Courtright-Nash, Debra. "Journals: Intersections of Life and Learning." Community College Humanities Association, Central Division Conference, Cedar Rapids, Iowa. 2000.

Courtright-Nash, Debra. "Revisiting and Redefining the Writing Across the Curriculum Movement" College English Association of Ohio, Spring Conference. Columbus, Ohio. 1999.

Courtright-Nash, Debra. "Entering Through The Narrator's Door: Teaching the African Short Story in English." Fourth International Conference on the Short Story in English. Cedar Rapids, Iowa. 1996.

Courtright, Debra. "Teachers Must be Personal Researchers." Annual College English Association of Ohio Spring Conference. OSU, Columbus, Ohio. 1987.

### **TRAINING AND RECOGNITION**

Student nomination for "Promoting Diversity in and out of the Classroom," University of Cincinnati Center for the Enhancement of Teaching and Learning	2004
Edith Peters Jones Award recipient for service to women in the college and community	2003
Mentor for IT Mentor grant project trained in Adobe and Macromedia products in order to mentor colleagues in developing technology to assist teaching	2002
THRO Institute trained in use of on-line video for distance learning	2001
Faculty Summer Institute on Instructional Technology internal grant from University of Cincinnati developed skills in Blackboard, Frontpage and other technology	2000
First Year Experience (FYE) training through University of South Carolina, at Chatham College Pittsburgh P.A.	1993
Certificate in Teaching English as a Second Language, Ohio University, Athens, OH	1987

### **PROFESSIONAL AND OTHER ORGANIZATIONS**

College English Association National Council of Teachers of English	College Composition and Communication Sigma Tau Delta, professional English fraternity
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### **DISSERTATION RESEARCH**

*A Qualitative Study of College Faculty's Use of Writing in Their Field and in Their Classrooms,*  
Committee Chair: Marilyn Wilson, Professor of English, Michigan State University.  
Committee members: Patricia Stock, Diane Brunner, Kathleen Geissler, and Sheila Teahan.

### **M.A. THESIS**

*Improving Revision Through Peer Groups: A Model for Implementing Groups into the Composition Classroom,*  
Committee Chair: James E. Davis, Professor of English Education, Ohio University

**John Cullen, Ph.D.**  
**Department of Languages and Literature**  
**Ferris State University**  
**Curriculum Vita 2000-2006**

**Education**

Ph.D. in English, emphasis in Contemporary Literature, Bowling Green State University, 1984.

M.A. in English Bowling Green State University, 1981.

M.F.A. in Creative Writing, Bowling Green State University, 1981.

B.A. in English, State University of New York at Geneseo, 1977.

**Selected Presentations and Publications**

“Italo Calvino and Tarot: The Complexities of Literary Interpretation.” Michigan Academy of Science, Arts and Letters, Winter 2007

“John Fowles’ ‘The Magus’ and Tarot Imagery.” Michigan Academy of Science, Arts and Letters, Winter 2004.

“The Priestess,” poem printed along with woodcut print by Kathy VanDeMark, selected for inclusion in Alma College’s juried traveling print show.

“Annie Dillard’s Style of Attention.” Michigan Academy of Science, Arts and Letters, Winter 2003.

“Still Waters Run Deep: John Janovy’s Contribution to American Literature.” Michigan Academy of Science, Arts and Letters, Winter 2002.

“The Art of Mark Chatterley.” Opening remarks presented at the unveiling of “Journey to the Body” Sculpture, FLITE Library, Winter 2002.

“Comic Voices in the Wilderness: The Comic Style in Contemporary American Nature Writing,” Michigan Academy of Science, Arts and Letters, Winter 2000.

**Special Projects**

Advisor to Student Activities Board, Fall 2007 to current.

Assistant Coordinator, Honors Program Director for Winter 2005 to current.

Art project, collection of my poems with copperplate prints by Kathy Vandemark, published in Winter 2005 by small art press.

Advisor to Endeavor, honors newsletter, Fall 2004 to current.

Advisor to Student Advisory Board, 2004 to 2006.

## **Committees**

Fall 2006-Winter 2007

Prism Literary Magazine Committee  
Honors Advisory Board  
Honors Program Board  
Elite Scholarship Committee  
Honors Course Criteria Committee

Fall 2005 –Winter 2006

Prism Literary Magazine Committee  
Renaissance Committee  
Honors Advisory Board  
Honors Program Board  
Elite Scholarship Committee

Fall 2004-Winter 2005

Prism Literary Magazine Committee  
Renaissance Committee  
Honors Committee  
Elite Scholarship Committee  
Non-tenure Review Committee  
Faculty Development Committee

Fall 2003-Winter 2004

Prism Literary Magazine Committee  
Renaissance Committee  
Honors Committee

**VITA**  
**DOUGLAS L. HANELINE**

**Professor of English**

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Big Rapids, Michigan 49307-2281  
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Big Rapids, Michigan 49307-8805  
**Phone:** 231.796.3535  
**Fax:** 231.591.2910  
**E-mail:** hanelind@ferris.edu

**EDUCATION**

<b>Ph.D.</b>	The Ohio State University	English	1978
<b>M.A.</b>	University of Delaware	English	1972
<b>A.B.</b>	Middlebury College	Political Science	1970

**Additional Study:** University of Nebraska-Lincoln, Northern State University, University of Kansas, Ferris State University

Professional Development Certificate, American Medical Writers Association	2005
Advanced Curriculum Program, American Medical Writers Association	1995
Core Curriculum Program, American Medical Writers Association	1988

**TEACHING EXPERIENCE**

Ferris State University, Big Rapids, Michigan <b>Associate Professor, Professor of English:</b> Freshman & Sophomore Composition, Advanced Composition, American Literature, Science Fiction, Medical Writing, Theory of Composition, Introductory Latin, British Literature, Graphs and Text	1984-1999, 2001-present
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Dakota State University, Madison, South Dakota <b>Assistant Professor, Associate Professor of English:</b> Freshman Composition, Advanced Composition, Creative Writing, all American Literature courses	1979-1984
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Ohio State University, Columbus, Ohio <b>GTA, Lecturer in English:</b> Remedial Tutoring, Freshman Composition, Advanced Composition, Masterpieces of American Literature, Introduction to Fiction	1972-1979
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University of Delaware, Newark, Delaware <b>GTA, Tutor:</b> Remedial Tutoring, Freshman Composition	1971-1972
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**ADMINISTRATIVE EXPERIENCE**

Ferris State University, Big Rapids, Michigan <b>Assistant Vice President for Academic Affairs:</b> Administrative Oversight or Responsibility for the Following—Academic Program Review, Assessment of Prior Learning, General Education Assessment, Integrative Studies, Academic Honors Convocation, Complaints and Appeals, Student Assessment of Instruction Process, Recruitment Retention Policy Committee, Academic Affairs Newsletter, Administrative Program Review, Center for Teaching, Learning and Faculty Development, Human Subjects Review Committee	1999-2001
--	-----------

<b>President, Academic Senate</b> (with 25% time release)	2010-2012
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<b>Chair, Academic Program Review Council</b> (with 50% time release)	1994-1999, 2005-2010
<b>Interim Business Affairs Advisor to the <i>Torch</i></b> (FSU student newspaper)	1994
<b>Administered Languages and Literature Department</b> (five months) during extended illness of Department Head	1993-1994

**CONSULTING**

North Central Association, Higher Learning Commission	2000-2012
<b>Accreditation Review Council</b>	2009-2011
<b>PEAQ and AQIP Peer Reviewer</b>	2000-2012
Systems Appraisal Visit Team Member, Northern Wyoming Community College, Sheridan, Wyoming	2012
Readers Panel Member, American College of Education, Chicago, Illinois	2011
Readers Panel Member, Indiana University, Bloomington, Indiana	2010
Readers Panel Member, Metropolitan State College of Denver, Denver, Colorado	2010
Systems Appraisal Visit Team Member, Lake Superior College, Duluth, Minnesota	2010
Readers Panel Member, Eastern Illinois University, Charleston, Illinois	2010
Readers Panel Member, Western State College, Gunnison, Colorado	2010
Site Visit Team Member, Indiana University Southeast, New Albany, Indiana	2010
Systems Appraisal Visit Team Member, North Hennepin Community College, Brooklyn Park, Minnesota	2009
Readers Panel Member, Jamestown College, Jamestown, North Dakota	2009
Quality Checkup Visit Team Member, University of St. Francis, Joliet, Illinois	2009
Systems Appraisal Visit Team Member, Purdue University—Calumet, Calumet, Indiana	2009
Systems Appraisal Visit Team Member, Lake Erie College, Painesville, OH	2009
Systems Appraisal Visit Team Member, Moraine Valley Community College, Palos Hills, Illinois	2008
Site Visit Team Member, University of Wisconsin—Stevens Point, Stevens Point, Wisconsin	2008
Systems Appraisal Visit Team Member, Evangel University, Springfield, Missouri	2008
Systems Appraisal Visit Team Member, Taylor University, Upland, Indiana	2007
Systems Appraisal Visit Team Member, Univ. of St. Francis, Joliet, Illinois	2007
Systems Appraisal Visit Team Member, Benedictine University, Lisle, Illinois	2006
Site Visit Team Member, Marshall University, Huntington, West Virginia	2006
Site Visit Team Member, Southwest Minnesota State University, Marshall, Minnesota	2004
Site Visit Team Member, Indiana University South Bend, South Bend, Indiana	2000
Michigan Humanities Council Project Evaluator	2001-present
American Medical Writers Association Editorial Consultant for Distance Learning Module in medical terminology	2009-2010

**PUBLICATIONS**

with Mary G. Royer, "AMWA Awards for Research in Medical Communication," *American Medical Writers Association Journal* 24:3 (October 2009), 133-5.

- Review of Laurie Frost, *The Elements of His Dark Materials: A Guide to Philip Pullman's Trilogy*; Millicent Lenz with Carole Scott, ed., *His Dark Materials Illuminated: Critical Essays on Philip Pullman's Trilogy*; Tony Watkins, *Dark Matter: Shedding Light on Philip Pullman's Trilogy His Dark Materials in The Lion and the Unicorn* 31:3 (September 2007), 285-9.
- "Academic Staff Should Not Hold Seats on Academic Senates" *NEA Higher Education Advocate* 24:5 (April 2007), 11.
- "A Comment on Teaching Standard Edited English," in *Conversations: Readings for Writing*. 5<sup>th</sup> edition. Ed. Jack Selzer. New York: Longman, 2003. 216-7.
- "Professional Development for English Faculty: Problems and Issues," *Ferris State University Insider* 5 (2002), 24-6.
- Reviews of Peter Teeley and Philip Bashe's *The Complete Cancer Survival Guide* and Karen Crowe's *Under My Skin: A Kid's Guide to Atopic Dermatitis*, in *American Medical Writers Association Journal* 16:4 (October 2001), 34-36.
- Comment on Timothy Barnett's "Reading 'Whiteness' in English Studies," *College English* 63: 5 (May 2001), 669-70.
- "I Have Seen the Future and It Works," in *Up and Down the River Anthology*. Big Rapids, MI: Humanities Council of West Central Michigan, 1999: 96.
- featured in Robert Jacoby, "Educators Roundtable" (an interview with four medical communication educators) *American Medical Writers Association Journal* 13:1 (April 1998), 20-29.
- with Nola Kortner Aiex, "Asking the Right Questions: Reading Assignments That Work for Writing," *ERIC Digest* (EDO-CS-97-03) 1997.
- with Elizabeth R. Turpin, "Results of the AMWA Higher Education Survey Demonstrate Increasing Links with Academia," *American Medical Writers Association Journal* 6:3 (September 1991), 10-16.
- with Ellen J. Haneline, "Integrating Writing into the Medical Record Program: A Team-Teaching Approach," *AOE Network* 7:2 (April/May 1991), 1, 6-7, 9.
- "The Development of Professional Identity and Status in Biomedical Communication," *American Medical Writers Association Journal* 6:1 (February 1991), 2-4.
- "The Health Professional as Writer: Two Models for Integrating Writing into the Curricula of Baccalaureate Health Programs," *Studies in Technical Communication: Proceedings of the 1990 CCCC and NCTE Meetings*, 87-94.
- Columns and reviews, in the Big Rapids (Michigan) *Pioneer* 1984-present
- "Horn of Plenty," "East River and West River," in *Tornado Slide* 1981
- Reviews of books, musical and theater productions, appearances by artists and poets, editorials and columns, all in the Madison (South Dakota) *Daily Leader* 1980-1984
- Dissertation: "The Swing of the Pendulum: Naturalism in Contemporary American Literature," Ann Arbor, Michigan: University Microfilms, 1978.

**TEXT AND PHOTO DISPLAY**

“Cemetery Art in Western Michigan: A Celebration” 1994  
(displayed across western Michigan)

**NATIONAL PRESENTATIONS AND PROGRAM APPEARANCES**

Organizer and Chair, “Meeting the Needs of Tomorrow’s Medical Writers:  
AMWA’s Expanded Professional Education Program,” American  
Medical Writers Association Annual Conference, Milwaukee, Wisconsin 2010

Organizer and Chair, Educators Open Session, “No Medical Writer Left Behind:  
How Do Employers Know You Can Do the Job?” American Medical  
Writers Association Annual Conference, Louisville, Kentucky 2008

with Cindy Hamilton, “In the Middle of the Journey: Update on the Work of  
The AMWA Higher Education Task Force,” American Medical  
Writers Association Annual Conference, Louisville, Kentucky 2008

Core Curriculum Workshop on Sentence Structure and Patterns,  
American Medical Writers Association Annual Conferences 2004-2010

Organizer and Chair, Educators Open Session: “English as a World Language:  
Past, Present, Prospect,” American Medical Writers Association Annual  
Conference, Miami, Florida 2003

“Literature and Medicine: *The Measure of Our Days*,” American Medical  
Writers Association Annual Conference, Miami, Florida 2003

Organizer and Chair, Educators Open Session, “Strategic Collaboration in the  
Science Writing Workplace” American Medical Writers Association  
Annual Conference, San Diego, California. 2002

“Literature and Medicine: *The English Patient*,” American Medical Writers  
Association Annual Conference, San Diego, California. 2002

“Greek and Latin Roots of Medical Terminology,” American Medical Writers  
Association Annual Conferences 2002-2005, 2007

with Faith McLellan, “Literature and Medicine: *Inspired Sleep*,” American  
Medical Writers Association Annual Conference, Norfolk, Virginia 2001

“The Way We Were: Maud Mellish-Wilson’s *The Writing of Medical Papers*  
(1929) and the Changing Nature of Medical Communication,” American  
Medical Writers Association Annual Conference, Miami, Florida 2000

Organizer, Chair, and Presenter, “Focus on Teachers and Learners: A Model for  
Professional Development for English Faculty,” National Council of  
Teachers of English Annual Convention, Milwaukee, Wisconsin 2000

“Latin Roots of Medical Terminology,” American Medical Writers Association  
Annual Conferences 1999-2001

with Adnan Dakkuri, “Toward a Collaborative Environment for a Successful  
Program Review,” Breakfast Roundtable, American Association for  
Higher Education, San Diego, California 1999



Organizer and Chair, Academic Paper Session, American Medical Writers Association Annual Conference, Vancouver, British Columbia, Canada	1998
Organizer and Chair, Academic Paper Session, American Medical Writers Association Annual Conference, Boston, Massachusetts	1997
“Lessons in the Evaluation of Student Medical Writing Skills to be Learned from the Assessment Movement in Higher Education,” American Medical Writers Association Annual Conference, Chicago, Illinois	1996
“Using Literature to Stimulate Writing: The Survey Course,” College English Association Panel on Writing and Reading, National Council of Teachers of English, Chicago, Illinois	1996
Panelist, College English Association Forum on Writing and Reading, National Council of Teachers of English, San Diego, California	1995
Panelist, College English Association Forum on Writing and Reading, National Council of Teachers of English, Orlando, Florida [ERIC # ED 375/434]	1994
Organizer and Chair, Educators Plenary Session, “Applying What We Know About Editing to Improve the Teaching of Medical Writing,” American Medical Writers Association Annual Conference, Houston, Texas	1992
Proposer and Chair, “Writing Contexts, Communities, and Audiences in the Drug Development, Approval, and Marketing Process,” Conference on College Composition and Communication, Cincinnati, Ohio	1992
with Linda Benson and Jeanne Fitzgerald, “Group Writing and Collaborating,” American Medical Writers Association Annual Conference, Toronto, Ontario, Canada	1991
Panelist, Career Development Forum, American Medical Writers Association Annual Conference, Toronto, Ontario, Canada	1991
Organizer and Discussion Leader, Networking Breakfast Table, “Changing Careers: Making the Jump from English to Medical Communication,” Annual Conferences, American Medical Writers Association	1990-1996
“Professional Identity and Status in Biocommunications,” American Medical Writers Association Annual Conference, Los Angeles, California	1990
with Elizabeth Turpin, “AMWA Education Survey Update,” American Medical Writers Association Annual Conference, Los Angeles, California	1990
with Ellen J. Haneline, “Integrating Writing into Medical Record Program: A Team-Teaching Approach,” Assembly on Education Meeting, American Medical Record Association, Lincolnshire, Illinois	1990
“Two Models for Integrating Writing into Baccalaureate Health Programs,” Conference on College Composition and Communication, Chicago, Illinois [ERIC #4941807]	1990

- with Elizabeth Turpin, "AMWA Survey of Programs in Medical Communication in Higher Education," American Medical Writers Association Annual Conference, Boston, Massachusetts 1989
- "Entering the Health Discourse Community: Teaching Medical Writing to Undergraduates," American Medical Writers Association Annual Meeting, Chicago, Illinois 1987
- with Roxanne Cullen, Fred Swartz, et al., "Stay Tuned: A Report on the Writing Assessment Project at Ferris State College," Conference on College Composition and Communication, Atlanta, Georgia 1987
- Recorder-Reactor, NCTE's Future Role in the Education of Teachers," National Council of Teachers of English, San Antonio, Texas 1986
- Associate Chair, "Alliance for Excellence: Librarians Respond to *A Nation at Risk*," National Council of Teachers of English, Philadelphia, Pennsylvania 1985

#### STATE AND REGIONAL PRESENTATIONS AND PROGRAM APPEARANCES

- Invited Speaker, Michigan Humanities Council Regional Roundtable, Traverse City, Michigan 2010
- "The Politics of Attendance," Michigan College English Association, Oakland University, Rochester, Michigan 1991
- Panelist, "How to Start a Regional Humanities Council," Michigan Council for the Humanities, Port Huron, Michigan 1991
- "Writing Effective Proposals," Michigan Medical Record Association Consultants Group, Big Rapids, Michigan 1990
- "Reaching Your Medical Audience," Spring Seminar, Michigan Society of Radiologic Technologists, Big Rapids, Michigan 1990
- "Writing Effective Proposals," Northwest Michigan Medical Record Association, Big Rapids, Michigan 1990
- with Elizabeth Turpin, "Programs and Careers in Medical Communication," Michigan College English Association/Michigan Association of Departments of English Meeting, Port Huron, Michigan 1989
- with Ellen J. Haneline, "Using Simulations to Teach Writing to Health Professionals," Michigan Chapter, American Medical Writers Association 1987
- Panelist, "Michigan Writing Project," MCTE/MSU Bright Ideas Conference, East Lansing, Michigan 1986
- "So You Want to Teach Science Fiction," Michigan Council of Teachers of English, Lansing, Michigan 1985

#### LOCAL PRESENTATIONS AND PROGRAM APPEARANCES

- "Teaching a Tombstone to Talk," Mecosta County Senior Enrichment Day, Big Rapids High School; Big Rapids Middle School, Big Rapids, Michigan 2007

- “Teaching a Tombstone to Talk,” Evart Arts Lecture Series, Evart, Michigan; Big Rapids Middle School, Big Rapids, Michigan 2006
- “Journaling: Recalling and Shaping Memories,” Mecosta County Senior Enrichment Day Big Rapids High School, Big Rapids, Michigan 2005
- “Teaching a Tombstone to Talk,” Big Rapids Middle School, Big Rapids, Michigan 2005
- Post-showing presentation/discussion for *The Grand Illusion*, Foreign Film Festival, Artworks, Big Rapids, Michigan 2004
- Organizer and Moderator, “Helping Your Student to Make the Most of the High School Years,” Big Rapids PTSA, Big Rapids High School, Big Rapids, Michigan 2003
- “Teaching a Tombstone to Talk,” Big Rapids Business and Professional Women; Rapids Middle School; FSU Honors “Pizza with a Prof” Series; Mecosta County Audubon Society; Big Rapids Rotary Club, all Big Rapids, Michigan 2003
- Portrayal/Interpretation of John Woolman for Black History Month Panel, Ferris State University, Big Rapids, Michigan 2003
- Post-showing presentation/discussion for *Dr. Strangelove*, Williams Auditorium, Film Lovers Festival, Ferris State University, Big Rapids, Michigan 2003
- Post-showing presentation/discussion for *The Third Man*, Williams Auditorium, Film Lovers Festival, Ferris State University, Big Rapids, Michigan 2002
- “Teaching a Tombstone to Talk,” Big Rapids Middle School, Big Rapids, Michigan 2002
- Pre-show public lecture on Poe for John Astin’s “Edgar Allan Poe—Once Upon A Midnight,” Williams Auditorium, Ferris State University, Big Rapids, Michigan 2001
- “Teaching a Tombstone to Talk,” Big Rapids Middle School, Big Rapids, Michigan; and Young at Heart Senior Citizens Group, Mecosta Township, Michigan 2001
- “Teaching a Tombstone to Talk,” Big Rapids Middle School and Mecosta County Senior Enrichment Day, both Big Rapids, Michigan 2000
- “Education and the Workplace,” Panelist on the Future of Education, FSU Futures Conference, Big Rapids, Michigan 1999
- “Writing Effective Grant Proposals,” West Michigan Regional Planning Consortium, Paris, Michigan 1998
- “Teaching a Tombstone to Talk,” Big Rapids Zonta Club; Mecosta County Senior Enrichment Day, both Big Rapids, Michigan, and Alpine Township Historical Commission, Alpine Township, Kent County, Michigan 1998
- “Teaching a Tombstone to Talk,” Mecosta County Senior Enrichment Day, Big Rapids; Big Rapids Middle School, both Michigan 1997

- “Teaching a Tombstone to Talk,” Mecosta County Senior Enrichment Day, 1996  
Big Rapids; Big Rapids Middle School; Morton Township  
Library, Mecosta; Ewart Area Historical Society; Ewart GFWC;  
and Mecosta County Genealogical Society, Big Rapids, all Michigan
- “Joining the Conversation: Entering Your Professional Discourse 1996  
Community,” Ultrasound Spring Seminar, Big Rapids, Michigan
- with Mark Curtis, “Work, Education, and the Public School,” Big Rapids 1995  
Public Schools Community Curriculum Advisory Committee,  
Big Rapids, Michigan
- “Cemetery Art in Western Michigan,” Fremont, Morley, Scottville, and 1995  
Grand Haven, Michigan
- “Cemetery Art and Changing Attitudes Toward Death and the Afterlife,” 1994  
Big Rapids and Ludington, Michigan
- “Edith Wharton as Woman and Artist,” 12<sup>th</sup> Grade Art and English Students, 1993  
Big Rapids High School, Big Rapids, Michigan
- Panelist and Respondent, “Libraries and Intellectual Freedom,” Timme 1993  
Library, Ferris State University, Big Rapids, Michigan
- “The View from Starr: A Faculty Perspective on the Library,” Timme 1990  
Library Dedication, Ferris State University, Big Rapids, Michigan
- “Roots and Branches: Writing for your Grandchildren,” Mecosta, Osceola, 1990  
Wexford and Missaukee County Extension “College Day,” Kettunen  
Center, Tustin, Michigan
- with Robert von der Osten, “Science Fiction/Science Thinking,” Children’s 1988  
Literature Conference, Ferris State University, Big Rapids, Michigan
- “James Jones’ *From Here to Eternity*,” American Library Association *What* 1988  
*America Reads Series*, Kent County Library, Byron Township Branch,  
Byron Center, Michigan
- “Taming the Father of Righteousness: Robert Bly, American Poetry, and 1988  
Technology,” Conference on the Humanities, Science, and  
Technology, Ferris State University, Big Rapids, Michigan
- with John Cullen and Kristi Andres, “What Makes a Best Seller?” Human 1987  
Adventure Series, Ferris State University, Big Rapids, Michigan
- with Rachel Snyder and Joyce Brownell, interpretations from T.S. Eliot’s 1986  
*Old Possum’s Book of Practical Cats*, Human Adventure Series,  
Ferris State University, Big Rapids, Michigan
- with Abdollah Ferdowsi, “The Underground Economy,” Humanities Council 1986  
Brownbag Series, Big Rapids, Michigan
- “*Nineteen Eighty-Four* as Science Fiction,” 1984 Symposium, Ferris State 1984  
University, Big Rapids, Michigan

**LOCAL WORKSHOPS OFFERED**

“New Directions in Academic Affairs” and “General Education Review,” Ferris Summer University, Ferris State University, Big Rapids, Michigan	2011
“FSU Strategic Plan Workshop: Goal Four,” Ferris Summer University, Ferris State University, Big Rapids, Michigan	2008
“Course Assessment Workshop,” College of Allied Health Sciences, Ferris State University, Big Rapids, Michigan	2007
“Workshop on Assignment Design,” Pharmacy Practice Department, Ferris State University, Medical Education and Research Center, Grand Rapids Michigan	2005
with Mary Murnik, “Writing and Reasoning in the Classroom—High Tech and Low Tech, Faculty Week Session, Ferris State University, Big Rapids, Michigan	2003
Latin Study Group, Ferris State University, Big Rapids, Michigan (Faculty Development)	1998-2002
“How to Design Effective Writing Assignments,” for cross-campus participants in the Writing Intensive Course program, Ferris State University, Big Rapids, Michigan	1998
“Using the Program Review Process to Benefit Your Program,” for Faculty and Administrators in FSU Academic Programs under Review, Ferris State University, Big Rapids, Michigan	1997, 2000, 2005
“Workshop on Teaching English 321/Health Care,” for Languages and Literature and Allied Health and Pharmacy Faculty, Ferris State University, Big Rapids, Michigan	1996
“Effective Business Writing,” Medical Record Administration Intern Seminar, Ferris State University, Big Rapids, Michigan	1991
“Making the Transition from School to the Workplace,” Health Systems Management Intern Seminar, Ferris State University, Big Rapids, Michigan	1991
“From Roots to Branches: Writing for Your Grandchildren,” Association of Ferris Women, Big Rapids, Michigan	1988
Writing Enrichment Workshops (10 hours), Industrial and Environmental Health Management External Degree Program, Ferris State University, Big Rapids, Michigan	1985-1988, 1990-1992
Writing Enrichment Workshops (10 hours), Health Systems Management External Degree Program, Ferris State University, Big Rapids, Michigan	1985-1987, 1989, 1991
“Writing for Your Grandchildren,” Elderhostel Program (7 ½ hours), Ferris State University, Big Rapids, Michigan	1985

**HONORS AND AWARDS**

Accreditation Review Council for the Higher Learning Commission	2009-2011
Merit Increase Awarded, Ferris State University, Big Rapids, Michigan	2007

Award for Distinguished Service, Ferris State University, Big Rapids, Michigan	2006
Professional Development Certificate Awarded, American Medical Writers Association	2005
Peer Reviewer (PEAQ & AQIP) for the Higher Learning Commission	2000-2012
Selected for inclusion in <i>Who's Who in American Education/7e</i> (2006), 8e (2007), 9e (2008)	2005-present
Selected for inclusion in <i>Who's Who in America/55e</i> (2001), 57e (2003), 58e (2004), 59e (2005), 60e (2006), 61e (2007)	2000-2007
Selected for inclusion in <i>Who's Who in the World/17e</i> (Millenium Edition: 2000), 18e (2001)	1999, 2000
Award for Academic Excellence, Ferris State University, Big Rapids, Michigan	1998
Elected to Four-Year Term on Michigan Humanities Council	1996
Merit Increase Awarded, Ferris State University, Big Rapids, Michigan	1996
Merit Increase Awarded, Ferris State University, Big Rapids, Michigan	1995
Awarded Sabbatical Leave, Ferris State University, Big Rapids, Michigan	1993
Named Fellow of the American Medical Writers Association	1992
Finalist, Distinguished Teacher Award, Ferris State University, Big Rapids, Michigan	1991
Tenured and Promoted to Professor, Ferris State University, Big Rapids, Michigan	1989
Promoted to Associate Professor, Dakota State University, Madison, South Dakota	1983
Fellow, Dakota Writing Project, Northern State University, Aberdeen, South Dakota	1982
Fellow, Nebraska Writing Project, University of Nebraska, Lincoln, Nebraska	1981

#### PROFESSIONAL ACTIVITIES AND SERVICE

Co-Founder, Dakota Writing Project	1980-1984
Project Director, "The Writer Reads," South Dakota Council of Teachers of English	1982-1984

#### Dakota State University

Faculty Senate	1979-1984
Vice Chair and General Faculty President	1980-1981
Chair	1981-1984
Administrative Council	1981-1984
North Central Association Self-Study Report	1980-1981
Co-Author	

Disciplinary Board	1979-1981
Ad Hoc Writing Committee	1980
Chair	
General Education Review Committee	1981-1984
Faculty Search and Screen Committees	
English	1981
Music	1982, 1983
Speech-Theater	1982
Mathematics	1982
Catalog and Viewbook Committee	1984

**Ferris State University****1984-present**Department of Languages and Literature

Research and Assessment Committee	1984-1987
Development and Resource Committee	1986-1987
Curriculum Committee	1986-1990, 1994-1996, 1998-1999, 2004-2006, 2010-12
Chair	1988-1989, 1994-1996
English Faculty Search Committees	1985-1987, 1990-1991, 1998, 2005
Chair	1990-1991
German Faculty Search Committee	2011
Technical Communication Committee	1986-1999
Writing Placement and Assessment Committee	1991-1992
Non-Tenured Faculty Review Committee	1992-1994, 2003-2005
English 150/250 Committee	1992-1999
Writing Intensive Course Liaison to the Colleges of Allied Health Sciences and Pharmacy	1992-1999
Advanced Writing Committee	1994-1999
English Education Committee	2001-2006
Prism Award Committee	2002-present
FSU Honors Program Rating Team	2003-2006
Composition Committee	2004-2010
Chair	2005-2006
Planning Committee	2005-2007, 2009-2013
<i>Post-Process Theory</i> Discussion Group	2006
New Faculty Mentor	2005-present
2008-2009: Linda Sherwood	
L & L Faculty Colloquium Series	2006-2009
Moderator	
<i>Teaching Rhetorica</i> Discussion Group	2007
English B.A. Committee	2007-2009
Literature Committee	2009-2011

Assessment and Testing Office

Writing Sample Rater	1985-1999
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College of Arts and Sciences

Planning Committee	1989-1991
Subcommittee on Minors	1991
Languages and Literature Department Head Search Committee	1998-1999, 2005-2006, 2008-2009, 2011-2012
Graduate Committee	2003-2005
On-Line Course Working Group	2005-2006
Curriculum Committee	2006-2009

## Promotion Committee

2010-2012

College of Allied Health Sciences

Dental Assisting Program Review Panel 1989

Industrial and Environmental Health Management  
Program Review Panel 1989College of BusinessAPRC Liaison to Court and Freelance Reporting  
Program Review Panel 1992-1993

FSU Internet Home Page Contest Committee 1996

College of Education and Human Services

Child Development Program Review Panel 1991-1992

Michigan College of OptometryDean Search Committee 1999-2000  
ChairCollege of Pharmacy*ad hoc* Committee on the Place of Writing in the Pharm.D.  
Curriculum 2005

Pharmacy Writing Liaison 2005-2006

Timme LibraryReference and Information Services Department Head 1988-1989  
Search CommitteeUniversity CommitteesNCA Self-Study Committee on Faculty and Professional  
Staff 1985-1986Chair, Subcommittee on Research, Professional  
Development, and Service 1985-1986

Affirmative Action Council 1990-1991

NCA Self-Study Criterion Three Committee 1992-1994

NCA Self-Study Criterion Four Committee 1992-1994

NCA Focused Visit Self-Study Committee 1996-1999

University Planning Committee Future Programs Subcommittee 1998

NCA Self-Study Steering Committee 1998-2001

Recruitment Retention Policy Committee 1999-2001

Co-Chair 1999-2001

Student Life Committee 2001-2005

Chair 2003-2005

Working University Assessment Group 2007-present

Governing Ideas Task Force 2007-present

Academic Program Review Council 1992-1999, 2005-2010

Chair 1994-1999, 2005-2010

Ad Hoc Committee to Revise Program Review Process 1994-1996

Chair 1995-1996

Academic Program Review Process Review Task Force 2004-2006

Chair

HLC Self-Study Steering Committee 2008-2011

Internal Consultant

Criterion Four Committee

Co-Chair

SPARC (Strategic Planning and Resources Council) 2010—present



Division of Academic Affairs

Integrated Assessment Committee Chair	1999-2001
Student Assessment Instrument Steering Committee Chair	1999-2001
Assessment of Prior Learning Council Chair	2000-2001
Integrative Studies Council Chair	2000-2001
Graduate Education Task Force	2001
Academic Senate	1991-1993, 1998-1999, 2005-2013
Senate Appointments Committee	1991
Secretary of the Senate	2005-2006
Senate President	2010-2012
Student Life Committee	2001-2005
Chair	2003-2005
Academic Program Review Council	1992-1999, 2005-2010
Chair	1994-1999, 2005-2010
Ad Hoc Committee to Revise Program Review Process	1994-1996
Chair	1995-1996
Academic Program Review Process Review Task Force	2004-2006
Chair	
Institutional Strategic Planning Council	2006-2010
General Education Task Force	2009-present
University Assessment Committee	2006-2009
Core Review Team for Structure of Academic Affairs Division	2011
Co-Chair	
Search Committee for Associate Provost for Academic Operations	2011

Division of Administration and Finance

Bookstore Operation Selection Committee	1999-2000
Campus Bookstore Advisory Committee	2000-2004
B&N Contract Review Subcommittee	2004

Division of Student Affairs

Torchbearer Award Committee	2000
Task Force on Greek Life At Ferris Co-Chair	2005—2006
Student Affairs Assessment Committee	2007-2010

Process Improvement Task Forces

Campus-Board of Trustees Communication	2001
Promotional Materials	2003

**National Education Association/Michigan Education Association/Ferris Faculty Association**

	<b>1984-1997, 2001-present</b>
FFA-FSU Workload Review Committee, Colleges of Education and Allied Health Sciences	1992-1993
Chair, Crisis Communications Committee	1993
Picketing Team Member	2002
Co-Chair, FFA Salary Equity Committee	2005
Editorial Board, <i>Thought &amp; Action</i>	2005-2011

**American Medical Writers Association****1986-present**

Judge-Chair, AMWA Book Awards, Trade Division	1988, 2001
Committee Member	2000
Michigan Chapter Representative, AMWA Board of Directors	1989-1990
Organizer, Annual Conference Educators Special Interest Session	1989, 1992, 2002, 2003, 2008
AMWA Development Committee	1989-1991
AMWA Nominating Committee	1989-1990, 2003-2004, 2011-2012
Chair	
Educators Section Delegate to AMWA Executive Committee	1991-1992
Swanberg Award Nominating Committee	1992, 1996, 2005
Education Committee	1995, 2002, 2003
Coordinator, Academic Paper Session, Annual Conference	1997, 1998
Task Group on Certification	1997
AMWA <i>Journal</i> Editorial Board	1997-2003
Administrator of Awards & AMWA Executive Committee and Board of Directors Member	1998-2000
Fellowship Committee	2002, 2006
Publications Committee	2003-present
Chapter Article Award Committee	2005-present
Annual Conference Committee: Special Interest Sessions	2006, 2007
Coordinator	
Task Force on Academic Freedom and Conflicts of Interest	2006-2007
Task Force on AMWA-Higher Education Partnerships	2007-2010
Co-Chair	
AMWA Long-Range Planning Committee	2007-2008
Annual Conference Coordinator & AMWA Executive Committee and Board of Directors Member	2008-2009
Administrator of Education & AMWA Executive Committee and Board of Directors Member	2009-2010
Constitution and By-Laws Committee	2008-2009
National Secretary & AMWA Executive Committee, Board of Directors, & Administrative Review Council Member	2010-2011
Task Force on Alternative Learning Technologies	2010-2011
National President-Elect & AMWA Executive Committee, Board of Directors, & Administrative Review Council Member	2011-2012
National President & AMWA Executive Committee, Board of Directors, & Administrative Review Council Member	2012-2013

**Michigan Chapter, American Medical Writers Association****1986-present**

Executive Board	1987-1993
President-Elect	1988-1989
President	1989-1991
Program Chair	1991-1992

**Michigan Humanities Council****1996-present**

Program Committee	1996-2000
MHC Liaison, West Michigan Vietnamese History Project, Grand Rapids	1997-2000
MHC Liaison, Integrated Humanities Initiative, Franciscan Life Process Center, Lowell and Grand Rapids	1997-1998
MHC Liaison, The Power of Place, Academia de Espanol, Grand Rapids, Michigan	1998
MHC Liaison, Idlewild Historical Project Baldwin, Michigan	1999-2000
Grant Application Reading Panel	1999-2000, 2006

MHC Program Evaluator, Millenium Oral History Project	2001
MHC 30 <sup>th</sup> Anniversary Planning Committee	2003-2004
MHC Program Evaluator, White Pine Village Project, Ludington, Michigan	2007

**Artworks: Big Rapids Area Arts and Humanities  
(and predecessor organizations)**

**1984-present**

Chair, Promotion and Welfare Committee	1987-1988
Chair, Humanities Resources Center	1985-1987
President	1988-1990, 2003-2006, 2008-2011
Project Director	1988-1992
Coordinator, Humanities Traveling Display Project	1991-1999
Secretary	1994-1995
Access Arts Committee	2002-2003
Co-Chair, Artworks Vision Committee	2007-2008

**COMMUNITY TEACHING AND SERVICE**

Highland View Cemetery Advisory Committee, Big Rapids Township, Big Rapids, Michigan	2011-present
Art and Display Team, Immanuel Lutheran Church, Big Rapids, Michigan	2006-present
Northern Lights Community Service Award Selection Committee Mecosta County Medical Center, Big Rapids, Michigan	2007
“The Gospel of Thomas,” winter study and discussion course, Immanuel Lutheran Church, Big Rapids, Michigan	2004
“The Making of the King James Bible,” fall study and discussion course, Immanuel Lutheran Church, Big Rapids, Michigan	2003
Steering Design Team, New Church Planning Project, Immanuel Lutheran Church, Big Rapids, Michigan	2003-2005
Chair, Stained Glass Art Planning Team, New Church Planning Project, Immanuel Lutheran Church, Big Rapids, Michigan	2004-2005
Congregational Survey Team, Immanuel Lutheran Church, Big Rapids, Michigan	2003
“The Dead Sea Scrolls”: winter study and discussion course, Immanuel Lutheran Church, Big Rapids, Michigan	2003
“The Songs We Love to Sing: A Study of Christian Hymns”: winter study and discussion course, Immanuel Lutheran Church, Big Rapids, Michigan	2002
Member, Facilities Task Force, Immanuel Lutheran Church, Big Rapids, Michigan	2001-2002
Member, Stewardship Committee, Immanuel Lutheran Church, Big Rapids, Michigan	2002-2005
Big Rapids High School PTSA, Big Rapids, Michigan	2000-2003
Treasurer	2000-2002
President	2002-2003
Member, Citizen Curriculum Advisory Committee, Big Rapids Public Schools, Big Rapids, Michigan	1998-1999
Announcer, Big Rapids Figure Skating Club Annual Ice Show, Big Rapids, Michigan	1997-2000
Church Council Member, Immanuel Lutheran Church, Big Rapids, Michigan	1998-2000
Church Council President	1998-2000
<i>The One and the Many</i> : winter study and discussion course, Immanuel Lutheran and United Churches, Big Rapids, Michigan	1999

“Listening for God”: winter study and discussion course, Immanuel Lutheran and United Churches, Big Rapids, Michigan	1997
with Joseph Dugas, “Spirituality and Literature”: winter study and discussion course, Immanuel Lutheran and United Churches, Big Rapids, Michigan	1996
with Joseph Dugas, “Listening for God: Lenten study and discussion course on literature and faith, Immanuel Lutheran and United Churches, Big Rapids, Michigan	1995
Coach, Division I & II Teams, Odyssey of the Mind Program, Stanwood Elementary School, Stanwood, Michigan	1993-1997
Adult Sunday School, Immanuel Lutheran Church, Big Rapids, Michigan	1992-2006
Teacher	1992-2006
Coordinator	1992-1999
Vestry Member, St. Andrew's Episcopal Church, Big Rapids, Michigan	1987-1990
Senior Warden	1989-1990
Junior High Sunday School Teacher, St. Andrew's Episcopal Church, Big Rapids, Michigan	1987-1989
Mini-courses in fiction writing and science fiction for gifted and talented students, Lake Central Junior High School, Madison, South Dakota	1983-1984
Judge for Eastern South Dakota Regional Competition, Olympics (Odyssey) of the Mind Program, Classics Problems, Madison, South Dakota	1983, 1984

### GRANTS AWARDED

Abigail S. Timme Professional Travel Grant, Ferris State University, \$500	2001-2007
Abigail S. Timme Professional Travel Grant/Dean's Initiative Grant, Ferris State University, \$1000	1998
Abigail S. Timme Professional Travel Grants, Ferris State University, \$400/each	1994-1996, 1998
Abigail S. Timme Professional Travel Grant, Ferris State University, \$800	1993
“Humanities Council of West Central Michigan,” from Michigan Humanities Council, \$10,194	1992
“Humanities Council of West Central Michigan,” from Michigan Council for the Humanities, \$11,950	1991
“Humanities Council of West Central Michigan,” from Michigan Council for the Humanities, \$11,990	1990
Abigail S. Timme Professional Travel Grants, Ferris State University, \$300/each	1989-1991
“Humanities Council of West Central Michigan,” from Michigan Council for the Humanities, \$11,359	1989
Mecosta County Council for the Humanities,” from Michigan Council for the Humanities, \$9966	1988
“Medical Writing Internships,” from Ferris State University Professional Development Grant, \$1987.52	1987
“The Writer Reads,” from South Dakota Arts Council, \$4000	1983
“The Writer Reads,” from South Dakota Arts Council, \$5600	1982

### PROFESSIONAL AFFILIATIONS

American Medical Writers Association  
 Artworks: Big Rapids Area Arts and Humanities

**REFERENCES AVAILABLE UPON REQUEST**

# CURRICULUM VITAE

ANDREW KANTAR

DEPARTMENT OF LANGUAGES AND LITERATURE

FERRIS STATE UNIVERSITY

(231) 591-5869 (office)/(231) 796-8388 (home)

## EDUCATION

### UNIVERSITY OF MINNESOTA

- **Ph.D. English Education (1988)**  
Specialties: Adolescent Literature  
Technical/Scientific Writing

#### Dissertation

"The Indian Series Books for Boys by Dietrich Lange: A Critical Study of the Application of Natural History in Fifteen Novels Published between 1912-1930."

- **M.A. English (1982)**
- **B.S. English Ed. with *high distinction* (1975)**  
Minor: Chemistry Education

## TEACHING EXPERIENCE

DEPARTMENT OF LANGUAGES AND LITERATURE

FERRIS STATE UNIVERSITY

1998-present *Professor*

1992-97 *Associate Professor*

1986-91 *Assistant Professor* (Tenured 1991)

#### Courses Taught

*Advanced Scientific Writing, Advanced Technical Writing, Advanced Composition, Advanced Scientific Writing, Industrial and Career Writing, Teaching Literature in the Secondary Schools, Adolescent Literature, Children's Literature: 1850-1950, Children's Literature.*

### Committee Service

Academic Faculty Senate	English Educ. Comm.	Literature Committee
Dept. Curric. Comm.	Tenure Review Committee	Editorial Board <i>Prism</i>
International Ed. Comm.	Fulbrighter Group	Search Comm.
Tech. Comm. Program Comm.	University Library Archives and Hist. Collections	
Ferris Faculty Assoc. Executive Brd.	College Curriculum Comm.	

1991-93      ***Senior Fulbright Scholar: Norway***  
NORWEGIAN INSTITUTE OF SCIENCE AND TECHNOLOGY  
UNIVERSITY OF TRONDHEIM, NORWAY

- Established *Scientific Writing*, a permanent doctoral course and *Technical Writing*, an undergraduate engineering course.

1981-86      ***Instructor and Course Coordinator***  
DEPARTMENT OF RHETORIC  
UNIVERSITY OF MINNESOTA-TWIN CITIES

#### Courses Taught

Writing in Your Major (Course Coordinator),  
Scientific and Technical Writing, Freshman Comp.

#### Academic Service

Consultative Committee, Req. Course Curriculum  
Committee.

1978-80      ***Instructor***  
DEPARTMENT OF ENGLISH  
UNIVERSITY OF MINNESOTA-DULUTH

- Supervised Writing Lab. (part-time)
- Taught Freshman Composition

### Secondary School Teaching Experience

1976-78      ***English Teacher***  
Crater High School--Central Pt., Oregon

- College Prep. English (Dept. Coordinator)
- General Senior English/Soph. English

1977-78      ***Writing Fellow/Consultant***  
Oregon Writing Project

- Conducted writing workshops for elementary and secondary teachers.

1975-76      ***English Teacher*** (part-time)  
Southwest Secondary School--Minneapolis, MN (gr. 10-12)

## **BOOKS**

*Deadly Voyage: The Daniel J. Morrell Story*. East Lansing: Michigan State University Press, forthcoming 2008.

*Black November: The Carl D. Bradley Tragedy*. East Lansing: Michigan State University Press, 2006.

- **Selected as 2006 ForeWord Book of the Year Finalist**

*29 Missing: The True and Tragic Story of the Disappearance of the S.S. Edmund Fitzgerald*. East Lansing: Michigan State University Press, 1998.

- **Designated a Notable Book by the State of Michigan (1999)**

## **PUBLICATIONS AND CONFERENCE PAPERS**

Review of *Twain, Alcott, and the Birth of the Adolescent Reform Novel*, by Roberta Seelinger Trites (Iowa City: University of Iowa Press, 2007), in *The Lion and the Unicorn*, Johns Hopkins University Press (forthcoming January 2008).

“Golden Gopher Memories.” *Crimson and Gold*. Fall, 2005, vol.32, pp 24-25.

*Brisket for Six*, (play) performed as Readers Theatre at *ArtWorks* (May, 2003).

*Continuum Encyclopedia of Children's Literature*, ed. by Bernice Cullinan and Diane Person. New York: Continuum International Publishing Group, 2001. Contributed more than twenty historical and contemporary biographical entries, including Louisa May Alcott, Joan Aiken, Randall Jarrell, Seymour Simon, Elizabeth George Speare, M.E. Kerr, X.J. Kennedy.

“Passage from Norway: The Days of Darkness” and “Norway: A Land of Extremes” in *Up and Down the River Anthology*. Big Rapids, MI: Humanities Council of West Central Michigan, 1999: 110-111.

*Reading and Writing in Agriculture, Natural Resources, and Human Ecology* (co-authored with Arthur E. Walzer). St. Paul: University of Minnesota Duplicating Services, 1983, rev. 1984, 1987, 1990, 1991, 1994. **Required Writing-across-the-curriculum textbook at University of Minnesota for more than 15 years** (recently out of print).

"*The Chocolate War: A Book/Movie Analysis*," English Journal, **80** (Jan., 1991): 85, ("Booksearch").

"Censorship: From Tantrum to Discussion," English Journal, **79** (Sept., 1990): 88-89, ("The Round Table").

"An Amalgamation of Historical Fiction and Scientific Fact: The Early Twentieth-Century Children's Books by Dietrich Lange." Conference of the **Society for Literature and Science** (Portland, OR), Fall 1990.

"Learning Through Experience: The Science of Wilderness Survival Fiction." **International Children's Literature Association** Conference (San Diego), Spring 1990.

*Adventuring with Books: A Booklist for Pre-K - Grade 6.* Ed. by Dianne Monson. Urbana, IL: NCTE, 1985. Reviewed works of nonfiction as a member of NCTE's Committee on the Elementary School Booklist.

"The Secret of the Emerald Brooch" in *Can You Solve the Mystery?* series, vol.5. Deephaven, MN: Meadowbrook Press, 1983. Under pseudonym M. Masters.

Review of *Horace's Compromise: The Dilemma of the American High School*, by TheodoreSizer (Boston: Houghton Mifflin, 1984), in *Minnesota English Journal*, **16**, (1985): 33-36.

## **COMPLETED MANUSCRIPTS**

- Brisket for Six. A three-act, comedy (2004).
- A Season in Cheesetown. Young-adult novel, unpublished ms. (2001)
- The Legend of the Beaver People. A retold Cree tale, picture-book text. (1998)

## **PROFESSIONAL ACTIVITIES**

**Featured Author: Writers Live Series.** Lectured on Great Lakes shipwrecks and read from manuscript of book in progress. Fremont Area District Library (November 8, 2007)

**Guest Regional Author.** Great Lakes Booksellers Association Trade Show. Dearborn, MI (October 2006)

**Guest Writer in Residence.** "The Art of the Storyteller: Writing & Publishing Nonfiction for Young Adults." Crossroads Writing Project. Traverse City (July 2006)

**Guest Author.** "Celebration of Local Writers." Panel Participant/Book-Signing. Sponsored by West Michigan Council for the Humanities and Mecosta County Council for the Arts, Big Rapids (April 2005).

**Featured Author** in "New Book on Bradley Disaster in Offing," W. Valentine, *Presque Isle Advance* (May 26, 2005, p.5A).



**Guest Speaker. “Great Lakes Maritime Tragedies: The Edmund Fitzgerald and the Carl D. Bradley.”** Presentation for Honors Students (Fall '04)

**Guest Author. “Writing YA Nonfiction.”** Discussion/Book-Signing for “Ravenous Readers,” a club for YA readers. Rawson Memorial Library, Cass City, MI (October 2004).

**Guest Author. “Writers on the River Book Fair,”** Invited as guest author (luncheon/book-signing). **Featured author** in article in *Monroe Evening News* (November 13, 2000, 3A).

**Guest Speaker, “Writing and Publishing a Book for Young Adults.”** Presentation to Friends of the Big Rapids Community Library (November, 1998).

**Consultant, Paul Heroor Shirts** (1999-2000). Composed advertising copy for website and marketing brochure.

**Children’s Literature Conference Co-Director** (Four conferences, Ferris State University)

- **Connections: A Conference of Children’s Literature.** (2001)  
Speaker: Paul Zindel  
Panelist: Symposium for Children’s Authors
- **“A Little Time for Laughter”: Humor in Children’s Literature.** (1989)  
Speaker: Sid Fleischman (Newbery Medal recipient).
- **Reading the World: Nonfiction for Young People.** (1988)  
Speaker: Leonard Everett Fisher (Pulitzer Prize for painting).  
Workshop Presenter: *As a Matter of Fact: Evaluating Science Books for Children.*
- **The Folktale Transformed: A Conference on Children’s Literature.** (1987)  
Speaker: Margot Zemach (Caldecott Medal recipient).  
Workshop Presenter: *The Folktale as Literature.*

**Fulbright Consulting in Norway (1991-93)**

- **University of Trondheim:** Doctoral seminars on scientific discourse
- **Phillips Petroleum** (Stavanger): Ethics in writing for engineers and managers
- **SINTEF Research Group:** Scientific writing workshop at Scandinavia’s largest foundation for scientific and industrial research.
- **Micro Design A/S** (Trondheim): Workshop on user manuals and marketing brochures.
- **KVATRO A/S** (Trondheim): Ethics workshop at private engineering firm.

Moderator, "Technology and Today's Society," Humanities, Science, and Technology Conference, Ferris State University, Spring 1988.

Chair, "Writing across the Curriculum: Survival of the Fittest," CCCC (Atlanta), 1987.

Participant, Institute for Technical Communication, University of Minnesota, 1987.

Editorial Assistant, The Thoreau Quarterly: A Journal of Literary and Philosophical Studies. Secretary of the Journal's Board of Directors, 1980-83.

## **CURRICULUM DEVELOPMENT**

- Developed Technical Writing section for Mechanical Engineering Technology students for their capstone research project (2006).
- Developed and designed *Advanced Scientific Writing* for Applied Biology program (2004)
- Redeveloped and restructured *Industrial and Career Writing* for the College of Technology (FSU), 2002.
- Designed B.A. English Literature Minor (approved 2002)
- Co-designed English Education Minor
- Developed LITR 328: *Golden Age of Children's Literature: 1850-1950*. (British and American survey of masterworks of children's literature.)

## **UNIVERSITY PRESENTATIONS**

- Panelist. "Teaching & Learning Roundtable" for new faculty orientation. Sponsored by the Faculty Center for Teaching and Learning and the Office of the Vice President for Academic Affairs (2007).
- Featured Commencement Speaker, College of Arts and Sciences and College of Business, Ferris State University. (December 2006)
- "Teaching Literature Using Small Groups, Censorship Issues, and Curriculum Development." For Dr. Paul Blake's LITR 415: Teaching Literature in the Secondary Schools. (Fall, 2004)
- Guest Speaker. "Great Lakes Maritime Tragedies: The Edmund Fitzgerald and the Carl D. Bradley." Pizza with a Prof Presentation for Honors Students (Fall, '04)

- Presentation on *Industrial and Career Writing* to national accreditation team for Construction Management on their evaluation visit at Ferris State (Fall, 2004).
- Presentation to College of Technology Department Chairs on Technical Writing Courses ENGL 211/311 (Spring 2002)
- “Writing and Publishing an Informational Book.” Presentation on *29 Missing* to Dr. David Russell’s children’s literature class. They had just read the book which was required as part of a unit on information books. (Spring 2000)
- “Writing a Prospectus and a Review of Research.” for BIOL 415 (Dr. Jim Scott’s class). Presentation for major writing project for Biology Capstone class. (Two presentations: Winter & Fall 1998).
- “Small-Group Work and Discussion in a Response-Centered Literature Classroom.” For Dr. Paul Blake’s LITR 415: Teaching Literature in the Secondary Schools. (Two presentations: Winter ‘98 and Winter ‘99).
- “Feasibility Reports: Structure and Content.” For tutors at the Writing Center. It was designed to provide the tutors with enough information so that they could help students with specific parts of the feasibility study. (Winter ‘98).
- “The History and Celebration of Hanukkah.” For Honors Program students. (December, 1997)

## **GRANT AWARDS AND ACADEMIC HONORS**

- 2006 Commencement Speaker (December) College of Arts and Sciences and College of Business, Ferris State University
- ***2006 Recipient of University’s Award for Academic Excellence.***
- Inducted into Society of Midland Authors of Chicago (2007)
- Awarded Dean’s Initiative Grant for work on third manuscript for Michigan State University Press (2006)
- Sabbatical leave: Completion and publication of *Black November: The Carl D. Bradley Tragedy* (Spring 2005).
- Merit Award (2003)
- Biographical listing in *Who’s Who in America* (Marquis, 58<sup>th</sup>, 59<sup>th</sup>, & 60<sup>th</sup> edition) and *Who’s Who in American Education* (Marquis, 6<sup>th</sup> edition)

- Biographical listing in *Michigan Authors and Illustrators* (Library of Michigan, Michigan Center for the Book, and Michigan Association of Media in Education, 2002 ed.)
- Sabbatical leave: Completion and publication of *29 Missing* (Fall 1995).
- Finalist for Distinguished Teacher, Ferris State University (1994).
- Fulbright Lecture/Research Award to Norway (1991).
- Grant (Ferris State) to attend Institute for Technical Communication, University of Minnesota (1987).
- Travel Grant (Ferris State) for Personal Interview with U.S. Supreme Court Justice Harry A. Blackmun (dissertation-related, 1986).

**MARIE ELAINE MCCULLOUGH**

**3490 North Ferris Avenue  
White Cloud, Michigan 49349**

**Education**

**FerrisConnect Training. Ferris State University. Big Rapids, Michigan. Summer, 2007.**

**WebCT training. Ferris State University. Big Rapids, Michigan. Summer, 2005.**

**Ph.D. University of New Mexico. Albuquerque, New Mexico. Field: Language and Rhetoric. Second Field: Twentieth-Century Literature. 1988.**

**M.A. California State University, Sacramento. Major: American and British Literature. 1985.**

**52 semester hours completed in math and science.**

**B.A. Northeastern State University. Tahlequah, Oklahoma. Major: English Education. Minor: Social Studies. 1967.**

**Dissertation**

**"Epistemic Rhetoric: A new Trend in Academic Discourse." The dissertation systematizes persuasive rhetorical strategies according to their effectiveness in creating and extending knowledge. Dissertation Director: Dr. Lynn Beene.**

**Teaching  
Experience**

**Co-Owner, Writing Wizards, a consulting firm that specializes in presenting on-site technical communication seminars. 1997-present.**

**Associate Professor. Department of Languages and Literature. Ferris State University. Big Rapids, Michigan. 1994-present.**

**Assistant Professor. Department of Languages and Literature. Ferris State University. 1998-94.**

**Instructor. Ferris State University. Department of Languages and Literature. 1987-88.**

Teaching Assistant. English Department. University of New Mexico. 1985-87.

English Teacher. Golden State Junior High School. Broderick, California. 1982-85.

Kindergarten Teacher. Peter Burnett Elementary School. Sacramento, California. 1967-69.

## Honors

Received recognition from Honors students for showing personal interest in student success. Memo from Maud Bigford. Ferris State University. October, 2008.

Editor of Phi Delta Kappa newsletter that won state-wide newsletter contest. Lansing, Michigan. 2003.

Received recognition on Student Satisfaction Survey as having made a positive impact. Memo from President William A. Sederburg. Ferris State University. May, 2001.

Awarded a Fulbright Lectureship by the Council for the International Exchange of Scholars, through the United States Information Agency. Lectured two semesters at Petrozavodsk State University in the Russian Republic of Karelia. Taught English grammar, linguistics, lexicology, technical writing, crime and violence in American literature, and women's literature written in English. 1994-95.

Promoted to Associate Professor. Department of Languages and Literature. Ferris State University. 1994.

Received Tenure. Department of Languages and Literature. Ferris State University. 1993.

Nominated by the English Department for the University of New Mexico's Outstanding Teaching Assistant Award. 1987.

Ranked "Excellent Teacher" by freshman English students in three consecutive semesters at the University of New Mexico. 1986-87.

Ph.D. Literature Diagnostic Examinations passed "With Distinction." University of New Mexico. 1986.

Scored 96% on the Graduate Record Exam in Language Skills. 1985.

Winner of the Dominic J. Bazzanella Literary Award. First place in literary criticism and second place in expository prose. California State University. 1985.

Scored 99% on the College Level Examination program in English. 1982.

President's or Dean's List. Northeastern State University. 1963-66.

Member. Rho Theta Sigma. Honor Society. 1963-66.

## Teaching Interests

Online delivery of Advanced Composition, Advanced Business Writing, and Linguistics. Developmental through Advanced Composition.

## Publications

"Ask a Wizard," monthly column in *Shoreline Business Monthly*, Grand Rapids, MI. 1999-2002.

"Riding the Russian Roller Coaster." *Pioneer*. Big Rapids, Michigan. 1996.

"Here There Be Dragons." *Diversity Counts*. Ferris State University. 1996.

"Mastery of the English Language or Through the Looking Glass and Back Again." *The English Record*. 1987.

"Concurring with the Common Reader: Critical Reception of the metaphysical Poets in the 18<sup>th</sup> and 20<sup>th</sup> Centuries." Dominic J. Bazzanella Literary Awards. Publication of the English Department, California State University, Sacramento. 1985.

## Work in Progress

*FunStruct Grammar*. Text for English teachers. Presents a re-categorization and simplification of traditional grammar. 2007.

## Presentations

"Packaging a Children's Book." Co-presenter. Creativity Conference. Midland, Michigan. Summer, 2004.

"Russian Experiences." Presenter in classes at Big Rapids High School several times through the regional Humanities Council. 1996-2000.

"Experiences of Fulbright Women." Panel Member. Event sponsored by Ferris Phi Delta Kappa. 1997.

"Fulbright Women." Panel Member. Event sponsored by Ferris Professional Women and the Ferris Fulbright Group. 1996.

"Women in the Former Soviet Union." Presenter. Event sponsored by Ferris Professional Women. Ferris State University. 1995.

**"Crossing Cultural Boundaries—Observations of a Fulbright Scholar in Russia." Presenter. Humanities Colloquium. Ferris State University. 1995.**

**"Experiences of a Fulbright Scholar in the Former Soviet Union." Panel Member. Council for the International Exchange of Scholars. Washington, D.C. 1995.**

**"Saints and Whores." Brown Bag Presentation. Timme Library. Ferris State University. 1993.**

**"Teaching Within a Multicultural Classroom." Assembled materials for distribution and served on a panel for new faculty. Ferris State University. 1992.**

**"The Historical Roles of Women." Presenter. American Association of University Women. Big Rapids, Michigan. 1992.**

**"Report Writing." Presenter. Four-hour seminar for University administrators. Ferris State University. 1991.**

**"Effective Business Writing for Support Personnel." Presenter. Four-hour seminar for University secretaries. Ferris State University. 1990.**

**"Helping Incoming Freshmen Prepare for English Courses at Ferris State University. Co-presenter. Two-hour seminar for English faculty of area high schools. West Shore Community College. Scottville, Michigan. 1990.**

**"Non-fiction Prose: Autobiography and Memoirs." Panel Member. Modern Language Association. Chicago. 1990.**

## **Academic Service**

**Member. Advancing Online Instruction Group. Ferris State University. 2006-07.**

**Member. Faculty Development Committee. Department of Languages and Literature. 2003-04.**

**Membership Vice President. Phi Delta Kappa. Ferris State University. 2000-01.**

**President. Ferris Professional Women. Ferris State University. 1996-97.**

**Sponsor. Three Russian university students who spent a summer improving their English skills with American families. 1997.**

**Member. Ferris Fulbright Group. 1994-present.**

**Member. Phi Delta Kappa. 1996-2006.**



**Member. Delta Kappa Gamma. 1996-2006.**

**Member. Fulbright Selection Committee. Evaluated proposals and interviewed 30 Russian candidates for Fulbright Fellowships to the United States. Moscow. 1995.**

**Editor. *The Year in Review*. Petrozavodsk State University's accomplishments for the preceding academic year. Petrozavodsk, Russia. 1995.**

**Member. General Oversight Committee. College of Arts and Sciences Remodeling/Building Committee. Ferris State University. 1993-94.**

**Chair. Arts and Sciences Women's Studies Committee. Ferris State University. 1992-94.**

**Mentor Teacher. Department of Languages and Literature. Ferris State University. 1992-93.**

**Member. Arts and Sciences Minority Retention Task force and Women's Task Force. Ferris State University. 1991-93.**

**Member. Search Committee and Library Committee. Department of languages and Literature. Ferris State University. 1989-91.**

**Member. Faculty Development Committee. Department of Languages and Literature. Ferris State University. 1990-91.**

**Member. Language and Rhetoric Committee. English Department. University of New Mexico. 1986-87.**

**Experienced (Mentor) Teacher. University of New Mexico. 1986-87.**

## **Conferences**

**Creativity Conference. Midland, Michigan. 2004.**

**Council for the International Exchange of Scholars. Washington, D.C. 1994, 1995.**

**Council for the International Exchange of Scholars. Moscow. 1995.**

**MLA and Four C's. 1989-90.**

**Minority Equity Conference. Lansing, Michigan. 1990.**

## **Languages**

**Reading knowledge of German, Latin, and Old English. Rudimentary conversational skills in Russian.**

**Phillip B. Middleton**  
**vitae**

**Education:**

Ph.D.– English /Southern Illinois University at Carbondale, IL 1979

Specializations: Modern American literature, Renaissance drama (Shakespeare and his contemporaries) and African American literature.

Thesis: By Way of Innocence: A Thematic Approach to the Fiction of Richard Wright

M.A.–English/Tennessee State University, Nashville, TN 1974

Course concentration in English and American literature

Thesis: Faustian Implications and Thomas Wolfe's Fiction

B.A.–Business Administration & Economics/Morris Brown College, Atlanta, GA 1969

**Teaching Experience:**

2003-2004–Fulbright Professor of English at the University of Damascus, Syria.

Teaching duties included instruction in “theoretical” drama and medieval literature.

I delivered lectures at universities in Aleppo, Latakia, and Homs. I also directed a play, The Hairy Ape by Eugene O’Neill at the University Damascus’s School of Journalism

1998–Present–Professor of English/Ferris State University, Big Rapids, Michigan.

1989-1997– Associate Professor of English/ Ferris State University, Big Rapids, Michigan

Teaching duties include the basic English composition courses at the freshman level, the teaching of courses in African literature, African-American literature, and Shakespeare.

1995-1997–Fulbright Professor of English literature and American Studies at the University of Cluj in Cluj-Napoca, Romania, also known as Babes-Bolyai University.

Teaching duties included courses in Literary Analysis, Stylistics and Modern American Poetry

(Ginzberg, Olson, Gwendolyn Brooks, Stevens, Eliot, and Berryman). I also directed theses for students in the M.A. Program in American Studies, and senior research papers. Finally, I re-structured and re-catalogued the entire American Studies Library/Reading Room.

1987-1989--Assistant Professor of English in the Communications Department at Morris Brown College in Atlanta, GA. Teaching duties included the basic sophomore-level course in World literature, from the ancient world to the modern world and freshman composition courses.

1984-1987--Fulbright Professor of English at the University of Khartoum, in Khartoum, Sudan, East Africa, in the English Department. Teaching duties included courses in African literature and society, 19th and 20th century American literature survey courses, African-American literature, and Poetry of the English Renaissance (Milton, Marlowe, Donne, Crashaw, and others). I directed M.A. theses and research projects for honor students. I set up and revised the teacher education curriculum component in the department and taught a course entitled Aspects and Philosophy of Language to graduate students.

1980-1983--Assistant Professor of English (*maitre de conference*) in the English Department at the University of Niamey in Niamey, Niger, West Africa.. Duties included teaching courses in 19th century American literature, 20th century American literature, Stylistics, and Introduction to Linguistics; I also directed student research papers and supervised theses for M.A. students who specialized in African literature.

1978-1980--Lecturer in the English Department at Al-Fatah University in Tripoli, Libya.. Duties included teaching courses in English and American poetry, and courses in Linguistic Theory, to English majors.

1979-1980--Teacher of English as a Second Language at The Libyan Diplomatic Institute in Tripoli, Libya

## **Publications 1998-2002**

### **Fiction**

1. "Where Marva Lived," in The Old Mill Pond Anthology, Fall 1998.
2. "The Open Door," in Journey Toward Nationalism, edited by Gerald Matthews. Forbes Publishers. 2002.
3. "Somewhere the Earth is Screaming," in Imported Beads(forthcoming), edited by Philip Sterling. 2002.

### **Poetry**

1. "Nightsong from a Yamacraw Indian," in New Growth Arts Review, Spring, 1998.
2. "Wilmont P. Lee and the Fictive Sphere," in The Old Mill Pond Anthology. Winter 1998.
3. "Feathersong for Boragard Willson, slave," in Journey Toward Nationalism. 2002.

4. "Darkheart's Soliloquy" in Journey Toward Nationalism, edited by Gerald Matthews. 2002.
5. "Riverblindness," in College Anthology Fall 1998.
6. "The Man Without a Tongue," in College Anthology. Fall 1998.
7. "Dream Contra Nightmare," in College Anthology. Fall 1998.

### **Essays**

1. "Characters and Characterless Nights: Nuruddin Farah and the Tragedy of Modern Somalia," in Studia Philologia(Philological Studies)1998.
2. "The Face of Poverty," in The Insider, Fall 1998
3. "Purposeful Venom Revisited," (with David Pilgrim) in Journey Toward Nationalism. 2002.
- 4."Nigger and Caricatures," <http://ferris.edu/news/jimcrow/caricature>

### **Public lectures, conferences, presentations:**

1. Spring 1996. Delivered two lectures at the University of Debrecen in Debrecen, Hungary, one on "The Poetics of Paul Laurence Dunbar" and the other on "The Moral Underpinnings of The Color Purple."
2. Fall 1994. Lectured on "Nuruddin Farah and the Tragedy of Modern Somalia," at Grand Valley State University in Allendale, Michigan.
3. Fall 1993. Lectured at the Conference on Children's Literature, sponsored by the Michigan Humanities Council, on "Touching the Live Wire: Black Poetry for Young Readers."
4. Summer 1992. Taught a two week course on American literature at the English Institute in Praia, Cape Verde, West Africa.
5. Spring 1991. Keynote speaker at Michigan State University's African Students' Association's African Festival, co-sponsored by the African Studies Department. Topic: "Primal Ethics and the New Africa: a political and literary manifesto."
6. Spring 1990. Keynote Speaker at Southern Illinois University's English Day. Topic: "English Persons and Imaginers."
7. Attended three day conference/seminar on Diversity, Opportunity, and American Achievement, sponsored by the American Association of Colleges and Universities (AAC&U) and the Ford Foundation. October 1997, Miami, Florida.
8. Attended a ten day conference/seminar, sponsored by AAC&U, The National Endowment for the Humanities, and The Ford Foundation, from 29 July to 7 August 1994, at Williams College in Williamstown, Mass. Conference topics centered around the theme of Boundaries and

Borderlands: The Search for Recognition and Community in America.

9. Attended a three day conference, sponsored by the American Association of Colleges and Universities (AAC&U) and the Ford Foundation in San Francisco, California on Ethnic Groups and the Future of America. Spring 1995.
10. Attended a three day conference in New Orleans, Louisiana, sponsored by the American Association of Colleges and Universities and the Ford Foundation in the winter of 1994. One of the many important topics discussed was Crisis in the Multi-cultural Classroom.
11. Delivered a lecture during Women's History Month on Doris Lessing and the Value of Shock during the winter semester of 1992. Brown Bag Lunch Lecture Series.
12. Delivered a lecture--An African Experience: An American Perspective--on 26 April 1994 for The President's Colloquia series
13. Played a part in the student production of "...And the Struggle Continues..." 13 February 1992 Williams Auditorium
14. Attended conference sponsored by the AAC&U, in Atlanta, GA. Spring 1998. Theme: Taking Learning Seriously
15. Delivered a reading of dialect poetry by African American authors at the Big Rapids Community Library. 16 April 1998
16. Attended a conference, sponsored by the African Studies Center at Michigan State University, on using film and Teaching about the African Environment. February 1999
17. Attended a conference, sponsored by the American Council on Education and the ACC&U in Albuquerque, New Mexico. Theme: Educating All of One Nation October 28-30, 1999
18. Keynote Speaker for Omicron Delta Kappa--The National Leadership Honor Society /Winter Initiation Ceremony. April 15, 2000. Topic: Notes Towards Developing a Diversified Leader
19. Delivered a three-hour group lecture/presentation at NCORE conference in New Orleans. Topic: Coon, Sambo, and Mammy go to College: Engaging Racism Using Jim Crow Collectibles. June 2002
20. Delivered lecture at The American Association of Colleges and Universities in Nashville, TN Topic: Poetry and Social Conscience: An Exercise for Young Poets October 2004
21. Delivered presentation/lecture on "Anti-Racist Pedagogy Via the Jim Crow Museum of Racist Memorabilia" at the American Council of Education's **Educating All of One Nation** conference in Phoenix, Arizona /Fall 2005
22. Delivered a presentation on "Images, Caricatures, and Insults: What Happens in the Middle

East Can Also Happen Here" toteachers and administrators from the State College School District and Pennsylvania State University/Spring 2006

## **Publications and Editorships:**

### **Fiction**

1. "A Trace of Darkness," in Steau, Winter 1996 (translated into Romanian by C. Nicolescu)
2. "Soul and Form," in The Old Mill Pond Anthology, Spring 1996
3. "Old Song," in The Old Mill Pond Anthology, Spring 1995
4. "Tears and Shadows," in New Growth Arts Review, Summer 1994
5. "The Dresser," in New Growth Arts Review, Fall 1993
6. "Our House," in Catalyst: A Magazine of Mind and Heart, Winter 1992
7. "Viper Song," in The Sucarnochee Review, Fall 1991
8. "Tribute to the Seance Hotel," in Content, Spring 1987
9. "The Unnecessary Angel," in Obsidian, Winter 1981
10. "Voyager in the Wilderness," in Tribuna, Winter 1998
11. "Where Marva Lived," in The Old Mill Pond Anthology, Fall 1998
12. "The Open Door," in Journey Toward Nationalism edited by Gerald Matthews.Forbes Publishers. 2002
13. "Somewhere the Earth is Screaming," in Imported Beads,edited by Philip Sterling.2002

### **Poetry**

1. "Confession of a Woman Sleeping Underneath a Ceiling" in Echinox, Spring 1997
2. "Stage Blight Drama" in Echinox, Spring 1997
3. "Untitled note for god's child lost at the national rehab center" in The Old Mill Pond Anthology, Summer 1995
4. "Untitled Travel Note #34" in The Old Mill Pond Anthology, Summer 1995
5. "Manhattan Dancer" in The Old Mill Pond Anthology, Spring 1996
6. "Victim Zero" in The Old Mill Pond Anthology, Fall 1996
7. "NightSong from a Yamacraw Indian" in New Growth Arts Review, Spring 1998
8. "Wilmont P. Lee and the Fictive Sphere," in The Old Mill Pond Anthology, Winter 1998
9. "Feathersong for Boragard Willson, slave," in Journey Towards Nationalism, Spring 2002
10. "Riverblindness," in College Anthology, Fall 1998
11. "The Man Without a Tongue" in College Anthology, Fall 1998

22. Delivered a presentation on "Images, Caricatures, and Insults: What Happens in the Middle East Can Also Happen Here" to teachers and administrators from the State College School District and Pennsylvania State University/Spring 2006

### **Publications and Editorships:**

#### **Fiction**

1. "A Trace of Darkness," in Steau, Winter 1996 (translated into Romanian by C. Nicolescu)
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4. "Tears and Shadows," in New Growth Arts Review, Summer 1994
5. "The Dresser," in New Growth Arts Review, Fall 1993
6. "Our House," in Catalyst: A Magazine of Mind and Heart, Winter 1992
7. "Viper Song," in The Sucarnochee Review, Fall 1991
8. "Tribute to the Seance Hotel," in Content, Spring 1987
9. "The Unnecessary Angel," in Obsidian, Winter 1981
10. "Voyager in the Wilderness," in Tribuna, Winter 1998
11. "Where Marva Lived," in The Old Mill Pond Anthology, Fall 1998
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#### **Poetry**

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2. "Stage Blight Drama" in Echinox, Spring 1997
3. "Untitled note for god's child lost at the national rehab center" in The Old Mill Pond Anthology, Summer 1995
4. "Untitled Travel Note #34" in The Old Mill Pond Anthology, Summer 1995
5. "Manhattan Dancer" in The Old Mill Pond Anthology, Spring 1996
6. "Victim Zero" in The Old Mill Pond Anthology, Fall 1996
7. "NightSong from a Yamacraw Indian" in New Growth Arts Review, Spring 1998
8. "Wilmont P. Lee and the Fictive Sphere," in The Old Mill Pond Anthology, Winter 1998
9. "Feathersong for Boragard Willson, slave," in Journey Towards Nationalism, Spring 2002
10. "Riverblindness," in College Anthology, Fall 1998
11. "The Man Without a Tongue" in College Anthology, Fall 1998
12. "Dream contra Nightmare" in College Anthology, Fall 1998
13. "Darkheart's Soliloquy" in Journey Towards Nationalism edited by Gerald Matthews. Forbes Publishers. 2002

#### **Essays**

1. "Expansion and Denial: or the Evolution of a Smile," in Diversity Counts! Spring 1995

2. "Old and New Black History," in The Pioneer, February 1994
3. "The Art of Marrying In," in The Pioneer, October 1989
4. "Characters and Characterless Nights: Nuruddin Farah and the Tragedy of Modern Somalia," in Philological Studies (Studia Philologia), Spring 1998
5. "The Face of Poverty," in Insider, Fall 1998
6. "Purposeful Venom Revisited," (with David Pilgrim) in Journey Towards Nationalism edited by Gerald Matthews. Forbes Publishers. 1999

### **Awards:**

FSU International Educator of the Year Award 2006-2007  
 Outstanding Professor Award 2006-2007/ FSU Honors Program (Maude Bigford, director)  
 Distinguished Teacher Award for 2002-03  
 2003-2004 Fulbright Fellowship/Damascus University, Syria

### **Editorships:**

1. 1995-1998. Assistant editor of Korunk:Our Age, a journal by and about Hungarians and Hungarian-Romanians. The journal, sponsored by the Fund for Central and East European Book Projects, is an eclectic anthology that pulls together different aspects of the Hungarian experience as it is seen by a number of scholars, poets, and artists. The most recent volume that I edited was made up of about sixty essays and a number of poems, paintings, and photographs. My work was mainly with the essays.
2. 1991-2007. Assistant editor of Prism, an annual publication which is comprised of essays, fiction, and poetry by students at Ferris State University

### **Organizational Affiliations:**

#### **Committee Work**

2004-2005. Search Committee for two tenure-track positions (Dr. Ruth Mirtz, chair)  
 1989-Present. Ferris Minority Faculty Association  
 1997-2000. Faculty Development & Support Committee  
 1999 Sabbatical Leave Committee  
 1997-98 Search Committee for Counselor (Dr. Paul Sullivan, chair)  
 1999-2000 Search Committee for Spanish Professor (Dr. Roxanne Cullen, chair)  
 1998 Search Committee for Department Head/ Department of Languages and Literature

#### **College/University Wide Service**

2006-Present English Education Committee (Dr. Paul Blake, chair)  
 1989-1991. Faculty Senate  
 1989-Present. Ferris Fulbright Association



1997-1999. Member of the Advisory Board for MRP (Minority Retention Program) and its Mentorship Initiative

1998-Present Advisor to Lambda Chi Alpha Fraternity, FSU

Member. Omicron Delta Kappa Society. April 6, 2002

FFA Hospitality Committee, Fall 2002

FFA Public Relations Committee, 2001-2002

### **Professional Advancement**

1984-Present. Member of the National Fulbright Association

### **Community Service**

1997-1998. Member of the Board of Directors for the Program for Alcohol and Substance Treatment (P.A.S.T.). 110 Sanborn, Big Rapids, Michigan

1998-Present. Vice President and Member of the Board for the Friends of the Big Rapids Community Library

1999-2004. Member. Humanities Council of Western Michigan-Grand Rapids

### **References:**

Professor Willie Pearson  
Department of Sociology  
Georgia Institute of Technology  
Atlanta, GA

Professor Mohamed Ahmed Mahmoud  
Department of Religion  
Tufts University  
Medford, Massachusetts

Professor David Aiken  
Department of Humanities/Philosophy  
Ferris State University  
Big Rapids, Michigan

## Matthew R. Nikkari—RD 2007

Associate Professor, Department of Languages and Literature  
3028 Arts and Sciences Commons  
(231) 591-2531  
[nikkarim@ferris.edu](mailto:nikkarim@ferris.edu)

604 Linden  
Big Rapids, MI 49307  
(231) 796-0747  
[webbnikk@tucker-usa.com](mailto:webbnikk@tucker-usa.com)

### ***Education:***

- Ph.D. 1990 Department of English; Michigan State University. Dissertation Title: Writers Written: John Barth's Characters as Writers
- M.A. 1982 English; Michigan State University. Emphases on Community College Teaching of English, English Education, and English and American Literature of all periods
- B.A. 1980 English; Michigan State University. Other undergraduate coursework completed at Western Michigan University and Central Michigan University

### ***Areas of Specialization:***

Composition Theory and English Education  
Modern and Contemporary American Literature  
Nineteenth-century American Literature and Culture

### ***Teaching Experience:***

1991 to Present: Assistant Professor, Department of Languages and Literature, Ferris State University  
1988-1991: Lecturer and Assistant Director of Composition, Wayne State University  
1986-1988: Instructor, Lyman Briggs School, College of Natural Science, Michigan State University  
1981-1986: Graduate Assistant, English Department, Michigan State University

### ***Courses Designed and Taught:***

#### Ferris State University

English 111, 112, 113--Freshman Composition  
English 150--Writing I  
English 250--Writing II  
English 321--Advanced Composition (Product Design and Generic)  
English 415--Theory of Composition  
Literature 150--Introduction to Literature  
Literature 180--Topics in American Literature and Culture: Literature and Success; Horror; and Movement  
Literature 212--American Literature III (Since World War I)  
Literature 286--Justice in Literature  
Literature 311—American Literature I (to 1870)

#### Wayne State University

English 102--Introduction to College Writing  
English 212--Introduction to Fiction: Literature and Writing  
English 301--Intermediate Writing  
English 314--Survey of American Literature (Nineteenth Century)  
English 545--Modern American Literature

#### Michigan State University

English 104--Writing for Science Majors  
English 105--The Scientist as Writer  
English 106--Introduction to Scientific Writing  
English 213--Writing Workshop  
English 226--Introduction to Creative Writing

English 313--Scientific Writing (including a section for honors engineers)  
 English 332--English Field Experience Internship (Teaching)  
 American Thought and Language Department--Writing Laboratory I and II  
 Lyman Briggs School--Science and Technology Studies--Writing I and II

***Committees and Service:***

Ferris State University:

University-wide:

- Jim Crow Museum of Racist Memorabilia, facilitator-guide (2005-present)
- Writing Intensive Course Committee (WIC) (1998-present)
- Member of the Team for Evaluating the Writing Proficiency Test, the Writing Sample Rating Team, and the Honors Program Essay for the FSU Office of Assessment Services (1998-2001; 2003-2005, 2007)
- English Education Program Review Panel member (2000; 2007)
- Academic Senate (1997-1999)
- Prism Awards Judging Committee (1996-present)
- Curriculum Committee liaison for Writing Intensive Courses to the History Department (1994-1995)

Departmental:

**ADD: outcomes committee for ENGL-415**

- Program Review Committee for the BA in English, 2006-2007 **BA Comm 2007-8**
- General Education Assessment Team for advanced writing courses, Spring 2005
- MA in English Exploratory Committee (2003-present)
- BA English Major Advisory Committee and Portfolio Assessment (2002 to present)
- English 415 Portfolio Advisor for pre-student teaching English Education students (Fall 2002, Fall 2003)
- Curriculum Committee (1997-1999; 1995-1997; 1992-1994; 2003-2005); Literature subcommittee (1994; 2003).
- Literature Committee and liaison to the Curriculum Committee (2000-2002; 2003-2005)
- Composition Committee (1999-2001; 2003-2006); Composition Committee Chair (2004-2005)
- English Education Committee, including Helen Popovitch Scholarship Subcommittee; liaison to the Library Committee (1998-2006)
- Ad hoc Committee on Course Evaluations (1998-1999)
- Library Committee (1995-1997, 2000-2002; ad hoc, 2005)
- Literature Committee (2007-2009)
- Literature Assessment Group (1994-1997)

Other:

- Assisted in organizing a performance of Country Joe McDonald and M.L. Liebler, Artworks Gallery, Big Rapids, MI, February 21, 2002, sponsored by the Department of Languages and Literature at Ferris State University, with additional support from The Friends of the Big Rapids Community Library, The Humanities Council of West Central Michigan, Artworks, Great Lakes Book and Supply, The FSU Arts and Lectures Committee, and others
- Assisted in organizing performances of M.L. Liebler and the Magic Poetry Band, at Artworks, November, 2001; at Great Lakes Book and Supply, February 19, 2001; and at the Rankin Center Presidents Room, Ferris State University, April 3, 2000, as part of the "Poets in Person Series" sponsored by the Department of Languages and Literature
- Member of the Rating Team for FSU Proficiency Tests (1998-1999; 2003)
- Reader of a selection of Shakespeare's sonnets for the Poetry Festival, Department of Languages and Literature (1997-1999)
- Panel member for one of the Focus Group of Faculty sessions conducted by the FSU College of Business, November 24, 1998
- Coordinator for a poetry reading including M.L. Liebler and the Magic Poetry Band and two Native American poets, February 1992, Ferris State University

### Wayne State University:

- Assistant Director of Composition--responsible for the administration and evaluation of the English Placement Examination; textbook reviews for Department-selected course materials; examination questions for the English 101 and 102 final examinations; observing and evaluating part-time and graduate assistant teachers; and acting as the departmental liaison for writing intensive courses in other departments
- Composition Committee (1989-1991)
- Technical Writing Subcommittee (1989-1991)
- Departmental Liaison for Writing Intensive Courses in Other Departments (1989-1991)
- Committee to Review the Undergraduate Major (1989-1990)

### Lyman Briggs School, Michigan State University:

- Educational Policies Committee (1986-1988)

### English Department, Michigan State University:

- Supervisor for the English 104-5-6 Writing in Science Program, 1985-1986. This is a three-term sequence for freshmen science majors and requires coordination of eight sections each term as well as working with department administrators, faculty, and graduate students teaching the sections and arranging for guest speakers
- Aide for the International Federation for the Teaching of English International Seminar, November, 1984
- Graduate Committee (1984-1987)
- Coordinator for English 332--English Field Experience Internship, 1983-1984: I placed English Education students in area schools as part of English 330 (Composition and the Secondary Teacher); English 331 (Literature and the Adolescent); and English 408-A Problems in the Teaching of Reading).
- Steering Committee member for the Michigan State University Spring Conference for the English Language Arts (1983-1987)
- Lecture and Colloquium Committee (1983-1984)
- English Language Committee (1982-1983)
- Teacher Education Committee (1982-1986)

### **Publications:**

- "God's Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox," Part III, *Civil War Historian*, Vol. 3, No. 3, May/June 2007: 38-46.
- "God's Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox," Part II, *Civil War Historian*, Vol. 3, No. 2, March/April, 2007: 28-32.
- "God's Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox," Part I, *Civil War Historian*, Vol. 3, No. 1, January/February, 2007: 30-37.
- "Change of Cast: The Civil War and the Emergence of Modern American Theater—Part III." *The Citizens' Companion*, XII.3, August-September, 2005: 27-39.
- "'All the World's a Stage': American Theater, Part II." *The Citizens' Companion*, XII.2, June-July, 2005: 28-34.
- "'All the World's a Stage': American Theater, Part I." *The Citizens' Companion*, XII.1, April-May, 2005: 28-34.
- "Good Taste in Expression and Incident: Beadles and Adams Dime Novels." *The Citizens' Companion*, XI.6, February-March, 2005: 12-17.

***Publications continued:***

- “A Most Excellent and Chaste Holiday Offering: The Gift Book.” *The Citizens’ Companion*, XI.5, December-January, 2004-2005: 12-17.
- “Caroline M. Kirkland: A Triple Pioneer.” *The Citizens’ Companion*, XI. 4, October-November 2004: 30-34.
- “Hiram Powers and the Moral Nude.” *The Citizens’ Companion*, XI, 3, August-September 2004: 24-26
- “‘Know Thyself’: Phrenology and the Pursuit of Perfection in the Nineteenth Century.” *The Citizens’ Companion*, VII.3, August-September 2000: 12-20.
- “Enhancing Writing Through Student Choice of Topics,” published in Writing Teachers: What We Say About What We Do by the Michigan Council of Teachers of English, Scott McNabb, editor, 1983
- “Model Models, or, Theory into Practice, Part IV” from “The British Way: A Report of the MSU English Education Programme” (at Bedford College, University of London, June 27-August 5, 1982), co-authored with Stephen Judy (Tchudi). Department of English and Overseas Study, Michigan State University

***Presentations and Conference Participation:***

- “God’s Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox,” presentation for the College of Arts and Sciences, Ferris State University, 7 Dec. 2006.
- Lecture and practical demonstration of phrenology for “Pioneer Day,” at the Waterloo Farm Museum, Waterloo Area Historical Society, Munith, MI, 9 Oct., 2006.
- Lecture and practical demonstration of phrenology for “Log Cabin Education Day and Blacksmith Festival,” at the Waterloo Farm Museum, Waterloo Area Historical Society, Munith, MI, 25-26 June 2006.
- “Nineteenth-century American Life.” Presentation for the Mecosta Osceola Council for the Arts (MOCHA), at the Ewart Depot, Ewart, MI, 21 June 2006.
- “Facing Conflicts; Conflicting Facings.” Michigan College English Association, Michigan State University, September 30, 2005. A discussion of an introductory American literature course focusing on the Civil War and Vietnam eras as a springboard for introducing the critical study of past and present issues pertinent to cultural conflict
- “Paper Radicals of the 1960s: Students for a Democratic Society and the YIPPIES.” Michigan College English Association, Western Michigan University, Kalamazoo, Michigan, October 1, 2004. A stylistic study of the *Port Huron Statement* and the “Yippie Manifesto” as documents from the American radical political left during the 1960’s that act to create a “self” through the act of writing
- Presentations and practical demonstrations (with FSU faculty development support) of nineteenth-century American culture at the Shaker Village of Pleasant Hill, Kentucky, September 24-26, 2004
- “Selling History by the Square Inch: A Brief Look at Popular Periodicals about the American Civil War,” the Michigan Academy of Science, Arts, and Letters, L.V. Eberhard Center, Grand Valley State University, March 5, 2004
- Presentation and practical demonstration of American Civil War infantry tactics, Royal Armouries Museum, Leeds, England, June 1-2, 2003.
- “The Crusade for a Rational Pedagogy: Faculty Psychology’s Attempts To Improve Writing

Instruction in Mid-nineteenth Century American Public Schools,” the Michigan Academy of Science, Arts, and Letters, Hope College, Holland, Michigan, March 2003

- “Breaking and Bending Writing Habits,” for the Composition Committee of the Department of Languages and Literature, Ferris State University. November 28, 2001
- “The Legacy of Mid-nineteenth Century Faculty Psychology to Early Twentieth-century Progressive Education Theories,” the Michigan Academy of Science, Arts, and Letters, University of Michigan-Dearborn, March 9, 2001
- Presentation and practical demonstration (with stipend) of nineteenth-century American culture at the Shaker Village of Pleasant Hill, Kentucky, Country Fair, September 23-24, 2000
- “Evaluating Writing,” for the Writing Across the Curriculum Workshops sponsored by the FSU Writing Intensive Course Committee, April 13, 1998
- “American Civil War Soldier Life,” Our Lady of Refuge Catholic School, West Bloomfield, Michigan, March 10, 1995 and March 8, 1996
- “The Peace and Anti-war Movement During the American Civil War,” sponsored by the Humanities Council of West-Central Michigan May 19, 1995, at the Old Jail, Big Rapids, Michigan
- A set of four annual presentations on the military and cultural background of the American Civil War for Japanese students from Nagoya-Gakuin University in Ferris State University’s Summer Program (American Studies), May 1992-1995
- “The Civil War Soldier,” Our Lady of Refuge Catholic School, West Bloomfield, Michigan, March 10, 1995
- Composition Colloquium Roundtable Discussion member on the subject of intermediate writing courses, Wayne State University, February 19, 1991
- "Shaving with Occam's Razor: Cultural Literacy and Science Literacy," for the sixth national Technological Literacy Conference sponsored by the National Association for Science, Technology and Society (NASTS), February 2, 1991, Washington, D.C.
- "Facing Mirrors: The American Civil War and Vietnam Eras," for the Popular Culture Association meeting in Louisville, KY, February 1991
- Presentation on peer editing for the Composition Colloquium, Wayne State University, January 30, 1991
- "Courting the Charnel Muse: Ambrose Bierce's War Fiction," speaker and session chair at the Popular Culture Association meeting, Toronto, Canada, March 8, 1990
- “The Literary and Military Background of the American Civil War,” Macomb Community College, February 26, 1990
- "Nukespeak," part of a panel discussion titled "Language Bound and Free in Science and Technology" at the fifth national Technological Literacy Conference sponsored by NASTS February 3, 1990, Washington, D.C.

***Presentations and Conference Participation, cont.:***

- "Writing in the Sciences," part of a Writing Across the Curriculum in-service for public school teachers in the St. Joseph School District (October 17, 1988) and the Northville School District (December 7, 1988), organized by Stephen Tchudi
- "Getting Beyond the Surface: Microcomputers and Science Writing," presented at the 35th Annual Meeting of the Conference on College Composition and Communication, March 29, 1984, New York City
- English Education in London: a five-week graduate seminar in London, England, involving visits to inner-London public schools and workshops conducted by British educators and English Education theorists

***Performance Poetry Recordings:***

- *The Moon a Box*, a book and CD package by M.L. Liebler, containing a selection of new and previously released pieces with The Magic Poetry Band (I perform on two pieces, for one of which I co-wrote the music) and other guest artists, including Jorma Kaukonen, Al Kooper, and Country Joe McDonald, March 2004
- *The Gift Outright* by M.L. Liebler and the Magic Poetry Band, compact disc, January 1997 (performer and co-writer of performance poetry)
- *Kickin' Game: Live in Prison* by M.L. Liebler and the Magic Poetry Band at Western Wayne Correctional Facility (formerly DEHOCO), cassette, Ridgeway Press and Private Studios, January and March, 1996 (performer and co-writer of performance poetry)
- *Stick This Up! Poetry in Performance* by M.L. Liebler and the Magic Poetry Band, cassette, Fall 1992 (performer and co-writer of several pieces of performance poetry)

***Research and Scholarly Activities in Progress:***

- "Paper Radicals, Paper Identities: A Stylistic look at the Port Huron Statement and the 'Yippie Manifesto.'" To be submitted to the *Hungarian Journal of English and American Studies* 2005.
- "The Lordly Hudson: Paul Goodman's River of Life," which examines Goodman's collected poetry as a unified, thematic whole. Submitted for publication.
- "Hesperides and Noble Numbers: A Unified Vision," an analytical study of Robert Herrick's secular and sacred poetry as parts of a single vision of life.
- "Hands as Leitmotiv in *Winesburg, Ohio*," a thematic analysis of Sherwood Anderson's novel.
- A study of contemporary and current artistic representations of the American Civil War focusing on art and representation, the re-emergence of a peculiarly American romantic ideology, and a reformulation of the Lost Cause mythology.

***Extracurricular Educational and Community Activities:***

- ***ADD: Presentations and demonstrations for 2007 at Waterloo Farm Museum***
- Phrenology demonstration, Waterloo Farm Museum, Stockbridge, MI, June 23-25, 2006
- Presentation on nineteenth-century American culture, The Depot, Ewart, MI, June 21, 2006, for the Mecosta-Osceola Council for the Humanities and Arts (MOCHA)
- Contributing editor of *The Citizens' Companion*, 2004-2006; a small circulation magazine of about 1,600 subscribers which specializes in information useful to docents at historical sites, living historians, and others interested in American social history and material culture of the 1850s and 1860s
- Volunteer and consultant for the Big Rapids Riverfest 2003 activities: to demonstrate 19th century phrenological practices, to arrange for World War II reenactors, and to recommend performers for the Michigan Humanities Council of West Central Michigan
- "Civil War Tactical Evolutions," presented to the Big Rapids Civil War Roundtable, April 17, 2001
- Outside evaluator for the Michigan Humanities Council's "Symposium on Abraham Lincoln," held at West Shore Community College, Scottville, Michigan, May 21, 1994
- Big Rapids Civil War Annual Encampments, sponsored by the Humanities Council of West Central Michigan (1992-1995); organizer, participant/reenactor, and presenter in a series of demonstrations and lectures regarding soldier life for virtually all Mecosta County fifth grade classes, public and parochial, and for visiting Japanese students at FSU
- Big Rapids Historic Preservation Committee (1991-1995)
- Big Rapids Bergelin House Restoration Project; supervised community service laborers and helped with restoration work (1991-1995)

***Extracurricular Educational and Community Activities, cont.:***

- Discussion leader for off-campus education through Wayne State University for the University of Life Adult Education Series, discussion of *To Kill a Mockingbird*, at the First United Methodist Church, Birmingham, Michigan, January 24, 1991
- Aide to the "Ends of Theory Conference" held at the Detroit Institute of Art, co-sponsored by Wayne State University, March 16, 1990
- Humanities Council of West Central Michigan; a volunteer in the repertoire of speakers and presenters.
- Editor of a series of booklets pertaining to the revised federal tax laws, published by Prentice Hall (TRA Focus Series) working through Federal Tax Workshops (East Lansing, Michigan) October, 1986



***Extracurricular Media and Cultural Activities:***

- Performance poetry concerts with M.L. Liebler and the Magic Poetry Band, such as one for The Rolling Thunder Arts Outreach Revue, featuring nationally known Michigan poets, musicians, and spoken word artists, sponsored by The Arts Foundation of Michigan through a grant from The Michigan Council for the Arts and Cultural Affairs, The Writer's Voice of the Downtown YMCA and The Broadside Press, and the Gaylord Area Council for the Arts, at Shaman's Bluff Coffeehouse, September 26, 1996
- Cast member/background artist for a television episode of *Civil War Journal* entitled "Born Killers" about the Iron Brigade during the American Civil War, Wade House Historic Site, Greenbush Wisconsin, September, 1994
- Cast member/background artist for the film *Gettysburg* (formerly titled *The Killer Angels*, based on the Pulitzer Prize winning novel by Michael Shaara), Gettysburg, Pennsylvania, August 1993

***Professional Memberships:***

- Michigan College English Association
- National Council of Teachers of English
- The Nineteenth Century Studies Association

***Other Memberships:***

- Civil War Preservation Trust
- 24<sup>th</sup> Michigan Volunteer Infantry, Inc.

## Matthew R. Nikkari—RD 2007

Associate Professor, Department of Languages and Literature  
 3028 Arts and Sciences Commons  
 (231) 591-2531  
[nikkarim@ferris.edu](mailto:nikkarim@ferris.edu)

604 Linden  
 Big Rapids, MI 49307  
 (231) 796-0747  
[webbnikk@tucker-usa.com](mailto:webbnikk@tucker-usa.com)

### ***Education:***

- Ph.D. 1990 Department of English; Michigan State University. Dissertation Title: Writers Written: John Barth's Characters as Writers
- M.A. 1982 English; Michigan State University. Emphases on Community College Teaching of English, English Education, and English and American Literature of all periods
- B.A. 1980 English; Michigan State University. Other undergraduate coursework completed at Western Michigan University and Central Michigan University

### ***Areas of Specialization:***

Composition Theory and English Education  
 Modern and Contemporary American Literature  
 Nineteenth-century American Literature and Culture

### ***Teaching Experience:***

1991 to Present: Assistant Professor, Department of Languages and Literature, Ferris State University  
 1988-1991: Lecturer and Assistant Director of Composition, Wayne State University  
 1986-1988: Instructor, Lyman Briggs School, College of Natural Science, Michigan State University  
 1981-1986: Graduate Assistant, English Department, Michigan State University

### ***Courses Designed and Taught:***

#### Ferris State University

English 111, 112, 113--Freshman Composition  
 English 150--Writing I  
 English 250--Writing II  
 English 321--Advanced Composition (Product Design and Generic)  
 English 415--Theory of Composition  
 Literature 150--Introduction to Literature  
 Literature 180--Topics in American Literature and Culture: Literature and Success; Horror; and Movement  
 Literature 212--American Literature III (Since World War I)  
 Literature 286--Justice in Literature  
 Literature 311—American Literature I (to 1870)

#### Wayne State University

English 102--Introduction to College Writing  
 English 212--Introduction to Fiction: Literature and Writing  
 English 301--Intermediate Writing  
 English 314--Survey of American Literature (Nineteenth Century)  
 English 545--Modern American Literature

#### Michigan State University

English 104--Writing for Science Majors  
 English 105--The Scientist as Writer  
 English 106--Introduction to Scientific Writing  
 English 213--Writing Workshop  
 English 226--Introduction to Creative Writing

English 313--Scientific Writing (including a section for honors engineers)  
 English 332--English Field Experience Internship (Teaching)  
 American Thought and Language Department--Writing Laboratory I and II  
 Lyman Briggs School--Science and Technology Studies--Writing I and II

### ***Committees and Service:***

Ferris State University:

University-wide:

- Jim Crow Museum of Racist Memorabilia, facilitator-guide (2005-present)
- Writing Intensive Course Committee (WIC) (1998-present)
- Member of the Team for Evaluating the Writing Proficiency Test, the Writing Sample Rating Team, and the Honors Program Essay for the FSU Office of Assessment Services (1998-2001; 2003-2005, 2007)
- English Education Program Review Panel member (2000; 2007)
- Academic Senate (1997-1999)
- Prism Awards Judging Committee (1996-present)
- Curriculum Committee liaison for Writing Intensive Courses to the History Department (1994-1995)

Departmental:

### **ADD: outcomes committee for ENGL-415**

- Program Review Committee for the BA in English, 2006-2007 **BA Comm 2007-8**
- General Education Assessment Team for advanced writing courses, Spring 2005
- MA in English Exploratory Committee (2003-present)
- BA English Major Advisory Committee and Portfolio Assessment (2002 to present)
- English 415 Portfolio Advisor for pre-student teaching English Education students (Fall 2002, Fall 2003)
- Curriculum Committee (1997-1999; 1995-1997; 1992-1994; 2003-2005); Literature subcommittee (1994; 2003).
- Literature Committee and liaison to the Curriculum Committee (2000-2002; 2003-2005)
- Composition Committee (1999-2001; 2003-2006); Composition Committee Chair (2004-2005)
- English Education Committee, including Helen Popovitch Scholarship Subcommittee; liaison to the Library Committee (1998-2006)
- Ad hoc Committee on Course Evaluations (1998-1999)
- Library Committee (1995-1997, 2000-2002; ad hoc, 2005)
- Literature Committee (2007-2009)
- Literature Assessment Group (1994-1997)

Other:

- Assisted in organizing a performance of Country Joe McDonald and M.L. Liebler, Artworks Gallery, Big Rapids, MI, February 21, 2002, sponsored by the Department of Languages and Literature at Ferris State University, with additional support from The Friends of the Big Rapids Community Library, The Humanities Council of West Central Michigan, Artworks, Great Lakes Book and Supply, The FSU Arts and Lectures Committee, and others
- Assisted in organizing performances of M.L. Liebler and the Magic Poetry Band, at Artworks, November, 2001; at Great Lakes Book and Supply, February 19, 2001; and at the Rankin Center Presidents Room, Ferris State University, April 3, 2000, as part of the "Poets in Person Series" sponsored by the Department of Languages and Literature
- Member of the Rating Team for FSU Proficiency Tests (1998-1999; 2003)
- Reader of a selection of Shakespeare's sonnets for the Poetry Festival, Department of Languages and Literature (1997-1999)
- Panel member for one of the Focus Group of Faculty sessions conducted by the FSU College of Business, November 24, 1998
- Coordinator for a poetry reading including M.L. Liebler and the Magic Poetry Band and two Native American poets, February 1992, Ferris State University

### Wayne State University:

- Assistant Director of Composition--responsible for the administration and evaluation of the English Placement Examination; textbook reviews for Department-selected course materials; examination questions for the English 101 and 102 final examinations; observing and evaluating part-time and graduate assistant teachers; and acting as the departmental liaison for writing intensive courses in other departments
- Composition Committee (1989-1991)
- Technical Writing Subcommittee (1989-1991)
- Departmental Liaison for Writing Intensive Courses in Other Departments (1989-1991)
- Committee to Review the Undergraduate Major (1989-1990)

### Lyman Briggs School, Michigan State University:

- Educational Policies Committee (1986-1988)

### English Department, Michigan State University:

- Supervisor for the English 104-5-6 Writing in Science Program, 1985-1986. This is a three-term sequence for freshmen science majors and requires coordination of eight sections each term as well as working with department administrators, faculty, and graduate students teaching the sections and arranging for guest speakers
- Aide for the International Federation for the Teaching of English International Seminar, November, 1984
- Graduate Committee (1984-1987)
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- Steering Committee member for the Michigan State University Spring Conference for the English Language Arts (1983-1987)
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- English Language Committee (1982-1983)
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### **Publications:**

- "God's Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox," Part III, *Civil War Historian*, Vol. 3, No. 3, May/June 2007: 38-46.
- "God's Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox," Part II, *Civil War Historian*, Vol. 3, No. 2, March/April, 2007: 28-32.
- "God's Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox," Part I, *Civil War Historian*, Vol. 3, No. 1, January/February, 2007: 30-37.
- "Change of Cast: The Civil War and the Emergence of Modern American Theater—Part III." *The Citizens' Companion*, XII.3, August-September, 2005: 27-39.
- "'All the World's a Stage': American Theater, Part II." *The Citizens' Companion*, XII.2, June-July, 2005: 28-34.
- "'All the World's a Stage': American Theater, Part I." *The Citizens' Companion*, XII.1, April-May, 2005: 28-34.
- "Good Taste in Expression and Incident: Beadles and Adams Dime Novels." *The Citizens' Companion*, XI.6, February-March, 2005: 12-17.

***Publications continued:***

- “A Most Excellent and Chaste Holiday Offering: The Gift Book.” *The Citizens’ Companion*, XI.5, December-January, 2004-2005: 12-17.
- “Caroline M. Kirkland: A Triple Pioneer.” *The Citizens’ Companion*, XI. 4, October-November 2004: 30-34.
- “Hiram Powers and the Moral Nude.” *The Citizens’ Companion*, XI, 3, August-September 2004: 24-26
- “‘Know Thyself’: Phrenology and the Pursuit of Perfection in the Nineteenth Century.” *The Citizens’ Companion*, VII.3, August-September 2000: 12-20.
- “Enhancing Writing Through Student Choice of Topics,” published in Writing Teachers: What We Say About What We Do by the Michigan Council of Teachers of English, Scott McNabb, editor, 1983
- “Model Models, or, Theory into Practice, Part IV” from “The British Way: A Report of the MSU English Education Programme” (at Bedford College, University of London, June 27-August 5, 1982), co-authored with Stephen Judy (Tchudi). Department of English and Overseas Study, Michigan State University

***Presentations and Conference Participation:***

- “God’s Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox,” presentation for the College of Arts and Sciences, Ferris State University, 7 Dec. 2006.
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- “Nineteenth-century American Life.” Presentation for the Mecosta Osceola Council for the Arts (MOCHA), at the Ewart Depot, Ewart, MI, 21 June 2006.
- “Facing Conflicts; Conflicting Facings.” Michigan College English Association, Michigan State University, September 30, 2005. A discussion of an introductory American literature course focusing on the Civil War and Vietnam eras as a springboard for introducing the critical study of past and present issues pertinent to cultural conflict
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- Presentation and practical demonstration of American Civil War infantry tactics, Royal Armouries Museum, Leeds, England, June 1-2, 2003.
- “The Crusade for a Rational Pedagogy: Faculty Psychology’s Attempts To Improve Writing

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- “Breaking and Bending Writing Habits,” for the Composition Committee of the Department of Languages and Literature, Ferris State University. November 28, 2001
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- Presentation on peer editing for the Composition Colloquium, Wayne State University, January 30, 1991
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- English Education in London: a five-week graduate seminar in London, England, involving visits to inner-London public schools and workshops conducted by British educators and English Education theorists

***Performance Poetry Recordings:***

- *The Moon a Box*, a book and CD package by M.L. Liebler, containing a selection of new and previously released pieces with The Magic Poetry Band (I perform on two pieces, for one of which I co-wrote the music) and other guest artists, including Jorma Kaukonen, Al Kooper, and Country Joe McDonald, March 2004
- *The Gift Outright* by M.L. Liebler and the Magic Poetry Band, compact disc, January 1997 (performer and co-writer of performance poetry)
- *Kickin' Game: Live in Prison* by M.L. Liebler and the Magic Poetry Band at Western Wayne Correctional Facility (formerly DEHOCO), cassette, Ridgeway Press and Private Studios, January and March, 1996 (performer and co-writer of performance poetry)
- *Stick This Up! Poetry in Performance* by M.L. Liebler and the Magic Poetry Band, cassette, Fall 1992 (performer and co-writer of several pieces of performance poetry)

***Research and Scholarly Activities in Progress:***

- "Paper Radicals, Paper Identities: A Stylistic look at the Port Huron Statement and the 'Yippie Manifesto.'" To be submitted to the *Hungarian Journal of English and American Studies* 2005.
- "The Lordly Hudson: Paul Goodman's River of Life," which examines Goodman's collected poetry as a unified, thematic whole. Submitted for publication.
- "Hesperides and Noble Numbers: A Unified Vision," an analytical study of Robert Herrick's secular and sacred poetry as parts of a single vision of life.
- "Hands as Leitmotiv in *Winesburg, Ohio*," a thematic analysis of Sherwood Anderson's novel.
- A study of contemporary and current artistic representations of the American Civil War focusing on art and representation, the re-emergence of a peculiarly American romantic ideology, and a reformulation of the Lost Cause mythology.

***Extracurricular Educational and Community Activities:***

- **ADD: Presentations and demonstrations for 2007 at Waterloo Farm Museum**
- Phrenology demonstration, Waterloo Farm Museum, Stockbridge, MI, June 23-25, 2006
- Presentation on nineteenth-century American culture, The Depot, Ewart, MI, June 21, 2006, for the Mecosta-Osceola Council for the Humanities and Arts (MOCHA)
- Contributing editor of *The Citizens' Companion*, 2004-2006; a small circulation magazine of about 1,600 subscribers which specializes in information useful to docents at historical sites, living historians, and others interested in American social history and material culture of the 1850s and 1860s
- Volunteer and consultant for the Big Rapids Riverfest 2003 activities: to demonstrate 19th century phrenological practices, to arrange for World War II reenactors, and to recommend performers for the Michigan Humanities Council of West Central Michigan
- "Civil War Tactical Evolutions," presented to the Big Rapids Civil War Roundtable, April 17, 2001
- Outside evaluator for the Michigan Humanities Council's "Symposium on Abraham Lincoln," held at West Shore Community College, Scottville, Michigan, May 21, 1994
- Big Rapids Civil War Annual Encampments, sponsored by the Humanities Council of West Central Michigan (1992-1995); organizer, participant/reenactor, and presenter in a series of demonstrations and lectures regarding soldier life for virtually all Mecosta County fifth grade classes, public and parochial, and for visiting Japanese students at FSU
- Big Rapids Historic Preservation Committee (1991-1995)
- Big Rapids Bergelin House Restoration Project; supervised community service laborers and helped with restoration work (1991-1995)

***Extracurricular Educational and Community Activities, cont.:***

- Discussion leader for off-campus education through Wayne State University for the University of Life Adult Education Series, discussion of *To Kill a Mockingbird*, at the First United Methodist Church, Birmingham, Michigan, January 24, 1991
- Aide to the "Ends of Theory Conference" held at the Detroit Institute of Art, co-sponsored by Wayne State University, March 16, 1990
- Humanities Council of West Central Michigan; a volunteer in the repertoire of speakers and presenters.
- Editor of a series of booklets pertaining to the revised federal tax laws, published by Prentice Hall (TRA Focus Series) working through Federal Tax Workshops (East Lansing, Michigan) October, 1986



***Extracurricular Media and Cultural Activities:***

- Performance poetry concerts with M.L. Liebler and the Magic Poetry Band, such as one for The Rolling Thunder Arts Outreach Revue, featuring nationally known Michigan poets, musicians, and spoken word artists, sponsored by The Arts Foundation of Michigan through a grant from The Michigan Council for the Arts and Cultural Affairs, The Writer’s Voice of the Downtown YMCA and The Broadside Press, and the Gaylord Area Council for the Arts, at Shaman’s Bluff Coffeehouse, September 26, 1996
- Cast member/background artist for a television episode of *Civil War Journal* entitled “Born Killers” about the Iron Brigade during the American Civil War, Wade House Historic Site, Greenbush Wisconsin, September, 1994
- Cast member/background artist for the film *Gettysburg* (formerly titled *The Killer Angels*, based on the Pulitzer Prize winning novel by Michael Shaara), Gettysburg, Pennsylvania, August 1993

***Professional Memberships:***

- Michigan College English Association
- National Council of Teachers of English
- The Nineteenth Century Studies Association

***Other Memberships:***

- Civil War Preservation Trust
- 24<sup>th</sup> Michigan Volunteer Infantry, Inc.

## Matthew R. Nikkari—RD 2007

Associate Professor, Department of Languages and Literature  
 3028 Arts and Sciences Commons  
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[nikkarim@ferris.edu](mailto:nikkarim@ferris.edu)

604 Linden  
 Big Rapids, MI 49307  
 (231) 796-0747  
[webbnikk@tucker-usa.com](mailto:webbnikk@tucker-usa.com)

### ***Education:***

- Ph.D. 1990 Department of English; Michigan State University. Dissertation Title: Writers Written: John Barth's Characters as Writers
- M.A. 1982 English; Michigan State University. Emphases on Community College Teaching of English, English Education, and English and American Literature of all periods
- B.A. 1980 English; Michigan State University. Other undergraduate coursework completed at Western Michigan University and Central Michigan University

### ***Areas of Specialization:***

Composition Theory and English Education  
 Modern and Contemporary American Literature  
 Nineteenth-century American Literature and Culture

### ***Teaching Experience:***

1991 to Present: Assistant Professor, Department of Languages and Literature, Ferris State University  
 1988-1991: Lecturer and Assistant Director of Composition, Wayne State University  
 1986-1988: Instructor, Lyman Briggs School, College of Natural Science, Michigan State University  
 1981-1986: Graduate Assistant, English Department, Michigan State University

### ***Courses Designed and Taught:***

#### Ferris State University

English 111, 112, 113--Freshman Composition  
 English 150--Writing I  
 English 250--Writing II  
 English 321--Advanced Composition (Product Design and Generic)  
 English 415--Theory of Composition  
 Literature 150--Introduction to Literature  
 Literature 180--Topics in American Literature and Culture: Literature and Success; Horror; and Movement  
 Literature 212--American Literature III (Since World War I)  
 Literature 286--Justice in Literature  
 Literature 311—American Literature I (to 1870)

#### Wayne State University

English 102--Introduction to College Writing  
 English 212--Introduction to Fiction: Literature and Writing  
 English 301--Intermediate Writing  
 English 314--Survey of American Literature (Nineteenth Century)  
 English 545--Modern American Literature

#### Michigan State University

English 104--Writing for Science Majors  
 English 105--The Scientist as Writer  
 English 106--Introduction to Scientific Writing  
 English 213--Writing Workshop  
 English 226--Introduction to Creative Writing

English 313--Scientific Writing (including a section for honors engineers)  
 English 332--English Field Experience Internship (Teaching)  
 American Thought and Language Department--Writing Laboratory I and II  
 Lyman Briggs School--Science and Technology Studies--Writing I and II

### ***Committees and Service:***

Ferris State University:

University-wide:

- Jim Crow Museum of Racist Memorabilia, facilitator-guide (2005-present)
- Writing Intensive Course Committee (WIC) (1998-present)
- Member of the Team for Evaluating the Writing Proficiency Test, the Writing Sample Rating Team, and the Honors Program Essay for the FSU Office of Assessment Services (1998-2001; 2003-2005, 2007)
- English Education Program Review Panel member (2000; 2007)
- Academic Senate (1997-1999)
- Prism Awards Judging Committee (1996-present)
- Curriculum Committee liaison for Writing Intensive Courses to the History Department (1994-1995)

Departmental:

### **ADD: outcomes committee for ENGL-415**

- Program Review Committee for the BA in English, 2006-2007 **BA Comm 2007-8**
- General Education Assessment Team for advanced writing courses, Spring 2005
- MA in English Exploratory Committee (2003-present)
- BA English Major Advisory Committee and Portfolio Assessment (2002 to present)
- English 415 Portfolio Advisor for pre-student teaching English Education students (Fall 2002, Fall 2003)
- Curriculum Committee (1997-1999; 1995-1997; 1992-1994; 2003-2005); Literature subcommittee (1994; 2003).
- Literature Committee and liaison to the Curriculum Committee (2000-2002; 2003-2005)
- Composition Committee (1999-2001; 2003-2006); Composition Committee Chair (2004-2005)
- English Education Committee, including Helen Popovitch Scholarship Subcommittee; liaison to the Library Committee (1998-2006)
- Ad hoc Committee on Course Evaluations (1998-1999)
- Library Committee (1995-1997, 2000-2002; ad hoc, 2005)
- Literature Committee (2007-2009)
- Literature Assessment Group (1994-1997)

Other:

- Assisted in organizing a performance of Country Joe McDonald and M.L. Liebler, Artworks Gallery, Big Rapids, MI, February 21, 2002, sponsored by the Department of Languages and Literature at Ferris State University, with additional support from The Friends of the Big Rapids Community Library, The Humanities Council of West Central Michigan, Artworks, Great Lakes Book and Supply, The FSU Arts and Lectures Committee, and others
- Assisted in organizing performances of M.L. Liebler and the Magic Poetry Band, at Artworks, November, 2001; at Great Lakes Book and Supply, February 19, 2001; and at the Rankin Center Presidents Room, Ferris State University, April 3, 2000, as part of the "Poets in Person Series" sponsored by the Department of Languages and Literature
- Member of the Rating Team for FSU Proficiency Tests (1998-1999; 2003)
- Reader of a selection of Shakespeare's sonnets for the Poetry Festival, Department of Languages and Literature (1997-1999)
- Panel member for one of the Focus Group of Faculty sessions conducted by the FSU College of Business, November 24, 1998
- Coordinator for a poetry reading including M.L. Liebler and the Magic Poetry Band and two Native American poets, February 1992, Ferris State University

### Wayne State University:

- Assistant Director of Composition--responsible for the administration and evaluation of the English Placement Examination; textbook reviews for Department-selected course materials; examination questions for the English 101 and 102 final examinations; observing and evaluating part-time and graduate assistant teachers; and acting as the departmental liaison for writing intensive courses in other departments
- Composition Committee (1989-1991)
- Technical Writing Subcommittee (1989-1991)
- Departmental Liaison for Writing Intensive Courses in Other Departments (1989-1991)
- Committee to Review the Undergraduate Major (1989-1990)

### Lyman Briggs School, Michigan State University:

- Educational Policies Committee (1986-1988)

### English Department, Michigan State University:

- Supervisor for the English 104-5-6 Writing in Science Program, 1985-1986. This is a three-term sequence for freshmen science majors and requires coordination of eight sections each term as well as working with department administrators, faculty, and graduate students teaching the sections and arranging for guest speakers
- Aide for the International Federation for the Teaching of English International Seminar, November, 1984
- Graduate Committee (1984-1987)
- Coordinator for English 332--English Field Experience Internship, 1983-1984: I placed English Education students in area schools as part of English 330 (Composition and the Secondary Teacher); English 331 (Literature and the Adolescent); and English 408-A Problems in the Teaching of Reading).
- Steering Committee member for the Michigan State University Spring Conference for the English Language Arts (1983-1987)
- Lecture and Colloquium Committee (1983-1984)
- English Language Committee (1982-1983)
- Teacher Education Committee (1982-1986)

### **Publications:**

- "God's Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox," Part III, *Civil War Historian*, Vol. 3, No. 3, May/June 2007: 38-46.
- "God's Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox," Part II, *Civil War Historian*, Vol. 3, No. 2, March/April, 2007: 28-32.
- "God's Good Creature and Cold Water Armies: American Drinking from Plymouth to Appomattox," Part I, *Civil War Historian*, Vol. 3, No. 1, January/February, 2007: 30-37.
- "Change of Cast: The Civil War and the Emergence of Modern American Theater—Part III." *The Citizens' Companion*, XII.3, August-September, 2005: 27-39.
- "'All the World's a Stage': American Theater, Part II." *The Citizens' Companion*, XII.2, June-July, 2005: 28-34.
- "'All the World's a Stage': American Theater, Part I." *The Citizens' Companion*, XII.1, April-May, 2005: 28-34.
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***Professional Memberships:***

- Michigan College English Association
- National Council of Teachers of English
- The Nineteenth Century Studies Association

***Other Memberships:***

- Civil War Preservation Trust
- 24<sup>th</sup> Michigan Volunteer Infantry, Inc.

## **Curriculum Vitae**

Jody L. Ollenquist  
Department of Languages and Literature  
Ferris State University  
Prakken 120B  
420 Oak Street  
Big Rapids, MI 49307  
(231) 591-2915  
E-mail: ollenquj@ferris.edu

### **EDUCATION**

- 1990 Ph.D., English, Northern Illinois University, DeKalb, IL, specializing in Anglo-American Modernism, Early American Literature, Medieval Literature, and Developmental Composition
- 1984 M.A., English, Northern Illinois University, DeKalb, IL
- 1982 B.A., English, Northern Illinois University, DeKalb, IL, *magna cum laude*

### **PROFESSIONAL EXPERIENCE**

- 2006-present Associate Professor of English, Department of Languages and Literature, Ferris State University, Big Rapids, MI
- 1991-2006 Assistant Professor of English, Department of Languages and Literature, Ferris State University, Big Rapids, MI

#### **Courses taught**

ENGL 074 Basic Composition  
ENGL 150 English 1  
ENGL 250 English 2  
ENGL 323 Proposal Writing  
ENGL 325 Advanced Business Writing  
ENGL 415 Theory of Composition – one-hour lab component (capstone portfolio preparation)  
LITH 280 Introduction to American Folklore – Honors (mixed delivery)  
LITR 150 Introduction to Literature  
LITR 170 Women in Contemporary Culture  
LITR 280 Introduction to American Folklore (mixed delivery)  
LITR 290/490 Topics: Women and Madness in Literature  
LITR 231 Poetry (regular and mixed delivery sections)  
LITR 243 Literature and Film (regular and full Internet sections)  
LITR 280 Introduction to American Folklore (mixed delivery)  
LITR 286 Justice in Literature  
LITR 311 American Literature 1  
LITR 312 American Literature 2 (regular and full Internet sections)  
LITR 352 English Literature 2 (regular, full Internet, and independent study sections)  
LITR 497 Independent Study: Literature and Film

## **HONORS AND AWARDS**

2010-present	Certified Quality Online Course Designer
2007-present	Certified Level 5 (highest level) Online Instructor
2006	Semi-finalist for Ferris Distinguished Teacher Award

## **PROFESSIONAL DEVELOPMENT ACTIVITY**

2010-present	Quality Course Design online course reviewer, FCTL
2002-present	Member, Editorial Board, <i>Journal of Literacy and Technology</i>
Summer 2011	Member, Presentation Zen learning community, FCTL
Sep 23, 2010	Co-Presenter, "Quality vs. Quantity: Faculty Driving Change in the Online Environment," Lilly North Conference on College and University Teaching: Evidence-Based Learning and Teaching, Traverse City
Aug 17, 2011; Aug 15, 2010	Facilitator, "The Ends to Which I Teach: Writing Student Learning Outcomes," New Faculty Orientation workshop, FCTL
June-July 2010	Member, Media Chemistry learning community, FCTL
Feb-Apr 2010	Member, Quality Course Design learning community pilot project
Mar 26, 2010	Co-Facilitator, "Three-in-One: Adobe Connect Pro, Tegrity, Google Docs" workshop, Department of Languages and Literature
Oct 2009	Attended "Teaching with Technology in the Face-to-Face Classroom," workshop, Department of Languages and Literature
Oct 7-8, 2009	Attended Jossey-Bass Online Teaching & Learning Conference online
Aug 26, 2009	Co-Facilitator, "Responding to Student Writing Online" workshop, Department of Languages and Literature
July-Aug 2009	Member, "Rubrics Rock! Rubistar and Beyond: Using Rubrics to Measure Student Learning" learning community, FCTL
Mar 4, 2009	Attended "Talking About Discussion" workshop, Department of Languages and Literature
Jan 8, 2009	Attended "Integrating Library and Research Tools in FerrisConnect" workshop, Department of Languages and Literature
Oct 8-9, 2008	Attended Jossey-Bass Online Teaching & Learning Conference online

2007-08	Textbook Reviewer, <i>Navigating America</i> , McGraw-Hill
Apr 3, 2008	Attended "Using Clickers to Increase Learning in the Developmental Writing Classroom" faculty colloquium, Department of Languages and Literature
Mar 30-Apr 1, 2008	Attended Equity in the Classroom conference – Inclusion, Leadership and the Classroom: Making the Connection. Ferris State University
Mar 26, 2008	Attended "Smart Symposium" workshop, FCTL
Mar 24, 2008	Attended "She Learns, He Learns: What We Know About the Brain and How It Impacts E-Learning" workshop, FCTL
Summer 2007	Participated in FerrisConnect transition pilot study
Winter 2007	Participated in FSU Online Instructor Certification pilot study
Feb 16, 2007	Attended "Activities for Assessing Student Learning Outcomes" workshop, FCTL
Jan 26, 2007	Attended and served as discussion session notettaker/reporter at FCTL Spring Learning Institute: Creating the Learning-Centered University
Dec 6, 2006	Attended "The Key to Successful Online Instruction: Universal Design" online seminar, University of Wisconsin, Madison
Nov. 1, 2006	Attended "Inquiring Minds: Concrete Steps Toward Making Outcomes and Assessment Efforts Meaningful" workshop, FCTL
Nov. 29, 2005	Attended "What Grades Can't Tell Us – Assessing Student Learning" workshop, FCTL
Nov. 2005	Textbook Reviewer, <i>Methods of Discovery: A Guide to Research Writing</i> , Pearson Longman
Sep 16-18, 2005	Attended Lilly North Regional Conference on College Teaching and Learning: Teaching So Everyone Learns, Traverse City, MI
Sep 2004	Attended "New Research Resources for Writing and Literature Courses" presentation, FLITE
2003-04	Provided editorial assistance to Dr. Genevieve West's Faculty Research Grant project, preparing the manuscript for her book, <i>Zora Neale Hurston and American Literary Culture</i>
Spring 2002	Attended "Using the WebCT Grading Module" workshop, FCTL
Spring 2000	Guest Lecturer, HIST 332 Honors (Dr. Kimn Carlton-Smith, instructor)

Apr 1999	Completed WebCT Seminar: Using WebCT in the Writing Classroom (Jonathan Taylor, facilitator), Department of Languages and Literature
Apr 1998	Conducted university-wide faculty development workshop: Incorporating Writing into Content-Area Courses (sponsored by Writing Intensive Committee)
1994	Peer Reviewer, <i>Michigan Academician</i>
Mar 1992	Attended Conference on College Composition and Communication, Cincinnati, OH

### ***SERVICE ACTIVITY***

#### **–Languages and Literature Department service:**

2012-present; May-June 2008	Member, Visiting Faculty Search Committee
2011-present; 2005-06	Member, English B.A. Academic Program Review Panel
2010-present	Editor, <i>Prism</i> writing contest publication
2010-present	Faculty Advisor, English B.A. Program
2008-present	Member, Literature Committee
2003-present	Member, English B.A. Committee
2009-2012	Member, Online Teaching and Learning Committee (Chair, 2010-11)
2008-2010; 2003-2006	Member, Tenure Review Committee
Dec 2009	Evaluator, ENGL 325 Competency Examination
2008-2009	New Faculty Mentor
2000-2008	Faculty Advisor, English Education Program
2000-2008	ENGL 415 Portfolio Advisor; Rater of English Education Capstone Portfolios
2000-06	Member, Literature Committee
2000-01	Member, Tenure-Track Faculty Search Committee
1992-2001	Member, Basic Writing Subcommittee, Curriculum Committee

July 1999	Evaluator, LITR 311 Competency Examination
1993-95	Departmental Faculty Computer Support Advisor
1993-94	Member, Basic Writing Course Assessment Team
1992-94	Chair, Basic Writing Subcommittee, Curriculum Committee
1992-94	Secretary, Curriculum Committee

**–CAS service:**

2010-present	Recorder, CAS Special Grants Committee
2011-2012	Member, CAS Dean Search Committee
2007-10	Chair, CAS Promotion and Merit Committee
2006-2007	Member, CAS Promotion and Merit Committee
2002-03	Member, CAS <i>ad hoc</i> Promotion Study Committee
1998-2001	Recorder, CAS Academic Standards and Policies Committee
1991-99	Faculty Advisor, General CAS/Liberal Arts Students

**–University service:**

2011-present	Member, General Education Writing Assessment Committee
2006-present	Member, FCTL Faculty Advisory Group
2003-present	Coordinator, Written Report Rating Team, Spaghetti Bridge Competition; Rating team member 2000-present
2001-present	Member, Honors Program Application Writing Sample Rating Team
2008-2012	CAS Representative, Timme Travel Award Application Review Committee
2010-2011	Co-Chair, Instructional Technology Coordinator Search Committee, FCTL
2009-2010	Member, Online Class Size Task Force, Academic Affairs
2008-2011	Member, General Education Cultural Enrichment Committee
2007-2008	Member, Recording Technologies Task Force, Academic Affairs

2006-2008	Member, General Education Race, Ethnicity, Gender Committee
Nov 14, 2006	Judge, Honors Freshman Speech Contest, Honors Program
Fall 2010; Summer 2006	Communication Coordinator, Crisis Committee, Ferris Faculty Association
2005-2006; 2002-2003	Member, Survey Committee, Ferris Faculty Association
2002-2004	Member, Executive Board, Ferris Faculty Association
Summer 2002	Member, Bargaining Support Staff, Ferris Faculty Association
2001-2002	Chair, Power Study Committee, Ferris Faculty Association
2001-2002	Member, Crisis Committee, Ferris Faculty Association
1991-2002	Rater, Freshman English Competency Examination, Office of Assessment Services
1992-2000	Member and Humanities Liaison, Writing Intensive Committee
1996-98	Member, International Education Committee

**Christine Persak**  
Department of Languages and Literature  
Ferris State University  
ASC 3080  
820 Campus Drive  
Big Rapids, MI 49307

**Education**

Ph.D. English, Purdue University, 1991  
M. A. English, Purdue University, 1987  
B. A. English Education, University of Illinois at Chicago, 1984  
B. A. Anthropology, University of Illinois at Chicago, 1972

**Professional Experience**

Assistant Professor, Ferris State University, 1991 –  
Graduate Instructor, Purdue University, 1985-91  
Editorial Assistant, University of Missouri, Agricultural Editor's Office, 1979-81  
Communications Coordinator, Lafayette Art Center, Lafayette, IN 1979

**Courses Taught**

Ferris State University

Developmental Writing (ENGL 074)  
English 1 (ENGL 150)  
English 2 (ENGL 250)  
Advanced Composition (ENGL 321)  
Women in Contemporary Culture (LITR 170)  
American Humor (LITR 180)  
Introduction to Short Fiction (LITR 241)  
Practical Criticism (LITR 250)  
American Literature 1 (LITR 311)  
English Literature 2 (LITR 352)

**Publications**

"Spencer's Doctrines and Mr. Hyde: Moral Evolution in Stevenson's 'Strange Case.'" The Victorian Newsletter. Fall 1995: 13-18. To be reprinted in Nineteenth Century Literature Criticism, volume 182, forthcoming.

"Rhetoric in Praise of Silence: The Ideology of Carlyle's Paradox." Rhetoric Society Quarterly. Winter 1991: 38-52.

**Service/Committee Work at Ferris State Department of Languages and Literature**

Coordinator, English B. A. program, 2002 – present  
Chair, English B. A. Ad Hoc Committee and Committee, 2002 – present  
Sponsor, Sigma Tau Delta, International English Honor Society, 2007 – present  
Chair, Literature Committee, 2005 – 2007  
Member, Literature Committee, 2007 – present  
Judge, *PRISM* Awards, 2002 – present



# GORDON REYNOLDS

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Department of Languages and Literature  
820 Campus Drive, ASC 3080  
Ferris State University  
Big Rapids, MI 49307-2225  
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GordonReynolds@ferris.edu

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## Education

- 1993-96            Ph.D. in English (August 9, 1996)  
                    University of Southern Mississippi, Hattiesburg, MS
- 1988-90            MA in English (May 12, 1990)  
                    Western Illinois University, Macomb, IL
- 1983-87            BA in history (May 24, 1987)  
                    Coe College, Cedar Rapids, IA
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## Teaching Experience

- 8/99-Present            Ferris State University, Big Rapids, MI  
                            Assistant Professor

World Folk Literature (LITR 380); Crime and Violence in Literature (LITR 343); Advanced Business Writing (ENGL 325); Advanced Composition (ENGL 321); Justice in Literature (LITR 286); World Novels (LITR 261); World Short Fiction (LITR 241); Intro to Creative Writing (ENGL 222); English 2 (ENGL 250); English 1 (ENGL 150).

*[Special Studies Courses]* Advanced Fiction Writing (ENGL 497); Literature of Modern South Africa (LITR 497); Dystopian Literature (LITR 497); American Drama (ENGL 397); Short Fiction of the American South (ENGL 397); Contemporary Women's Short Story (LITR 397); Creative Writing: The Novel (ENGL 297).



- "Living in a New Context: A Year in Tunisia."  
*Diversity Counts*.  
 A Publication of the College of Arts and Sciences at Ferris State University. 11.2 (2005): 4, 6.
- "Dialogism and the Narrative Paradigm." *Composition FORUM*, 9.2 (1998): 9-19.
- Reviews**
- Rev. of *Teaching the Argument in Writing*, by Richard Fulkerson. *Teaching English in the Two-Year College*, 24 (1997): 337-38.
- Rev. of *The Cloister Walk*, by Kathleen Norris. *The Missouri Review* 3 (1996): 173-74.
- Rev. of *Technical Communication: Problems and Solutions*, by Roy F. Fox. *Journal of Technical Communication* 25 (1995): 330-31.
- 
- Conference Presentations**
- 7/3-6/06 "Obsession: Dysmorphia and Disfigurement: Machine-Body Transgression from *Blade Runner* to *Ghost in the Shell*." The Fourth International Conference on New Directions in the Humanities. Tunis, Republic of Tunisia.
- 4/2/05 "Disfigurement, Fetishism, and Machine Violence: David Cronenberg's Adaptation of J.G. Ballard's *Crash*." Discipline and Punish: Dystopian Literature on Film. NEMLA convention, Cambridge, MA.
- 4/23/04 "Pleasure, Pain, and the Ideology of Addiction in the Writings of William S. Burroughs." English Conference: Pain & Pleasure in Literature and Mainstream Culture. Université du Sud, Faculté des Lettres et Sciences Humaines de Sfax. Sfax, Tunisia.
- 4/6/04 "Absence as Dissent: Expatriate American Writers." English Conference: Dissent. Université du Centre, Faculté des Lettres et des Sciences Humaines de Kairouan. Kairouan, Tunisia.
- 12/6/03 "Polarities of Self: the Field Dynamics of Irony and English Earnestness in Hemingway's *The Sun Also Rises*, Kerouac's *On the Road*, and Hannah's *Geronimo Rex*." English Conference: Irony. Université du Centre, Faculté des Lettres et Sciences Humaines de Sousse. Sousse, Tunisia.
- 11/3/01 "Narrative as Ur-Discourse." The Nature of Narrative Revisited: Its Role and Place(s) in Composition Classes, Session II. Midwest Modern Language Association. Sheraton City Centre, Cleveland, OH.
- 4/7/00 "Larger than Life." In First Person II: Lost Children.

Northeast Modern Language Association  
convention. Hyatt Regency Hotel, Buffalo, NY.

5/1/99  
Rationality "Narration as Rational Discourse." Literacy, and Knowledge: Defending Narratives for the Twenty-first Century. *Stories in the Classroom: Narration as Knowledge* (an NCTE Professional Development Series conference). Doubletree Hotel, Tucson, AZ.

4/16/99  
Narrative." "Narrative Rationality and the Rationality of Narration as Rational Discourse. Northeast Modern Language Association convention. Westin William Penn Hotel, Pittsburgh, PA.

4/17/98  
Literary "One More for the Road: Artless Fiction as Paradigm." Beats, Boomers, and Xers. Northeast Modern Language Association convention. Omni Inner Harbor Hotel, Baltimore, MD.

1/17/97  
Writing "Portfolios as Symbols and the Rhetoric of Assessment." *Conflict and Consensus: Exploring Diversity and Standards in the Portfolio Movement*, (an NCTE Professional Development Series conference). New Orleans, LA.

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**Consulting**

6/13-15/2007  
Orientation, Alumni Facilitator, Fulbright Pre-Departure Washington, DC.

9/05  
*Civil* Pre-publication reviewer (revised manuscript) for *A Mind*, by Margaret Whitt and Janet Bland. Wadsworth Publishing.

9/05 Pre-publication reviewer for *Changing Society*, Pearson College Division.

5/05  
*Writing*, Comparative reviewer for *The St. Martin's Guide to* 7<sup>th</sup> ed., by Rise B. Axelrod and Charles R. Cooper. Bedford/St. Martin's, 2004.

7/7-9/04  
Orientation, Alumni Facilitator, Fulbright Pre-Departure Washington, DC.

1/05 Pre-publication reviewer for *A Civil Mind*, by Margaret Whitt and Janet Bland. Wadsworth Publishing.

8/03  
Susan Pre-publication reviewer for *Writing in the Works*, by Blau and Kate Burak, Houghton Mifflin College Division.

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**Panels Organized and/or Chaired**

3/1-4/07 English Abroad: Teaching English in Non-English Speaking Countries. NEMLA Convention, Baltimore, MD.

3/1-4/07  
in

False Memoirs: The Intersection of Fiction and Memory  
Contemporary Short Fiction. NEMLA Convention,  
Baltimore, MD.

3/31-4/02/04 Film.	Discipline and Punish: Dystopian Literature on Film.
3/6/04 Problems	NEMLA Convention, Cambridge, MA. Third Session Chair. Workshop on Writing:  and Approaches. Faculté des Lettres de Sousse. Sousse, Tunisia
3/8-9/03	In Our Time: The Short Short Story as Literary Genre. NEMLA Convention, Boston, MA.
4/30-5/1/02	Crime and Violence in Literature and Film. NEMLA convention, Toronto, ON, Canada.
4/7-8/00	Our Students Our Selves: Writing, Revision, and Self Knowledge. NEMLA convention, Buffalo, NY.
4/16-17/99 and	Narration as Rational Discourse: Teaching, Reading,  Writing Stories in Composition and Creative Writing. NEMLA convention, Pittsburgh, PA.

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#### **Academic Service**

##### **Ferris State University**

2007-09	Literature Committee (Departmental), Chair
2007-09	Faculty Development Committee (Departmental)
2005-07	Cultural Enrichment Committee (University-wide)
2001-03	Library Committee (Departmental)
2001-03	Literature Committee (Departmental)
2001-02	Composition Committee (Departmental)
2000-02	Curriculum Committee (College-wide)
2000-02	Curriculum Committee (Departmental)
2000-01	English Search Committee
1999-2003	English Education Advisor
1999-01	Cultural Enrichment Committee (University-wide)

##### **Faculté des Lettres et Sciences Humaines de Sousse**

2004	Dissertation Committee for Imed Bouzlama, Faculté des Lettres de La Manouba. La Manouba, Tunisia.
2004	Workshop on Writing: Problems and Approaches, Faculté des Lettres de Sousse, Planning Committee
2003-04	Habilitation Committee of Dr. Mohamed-Hechmi Trabelsi Faculté des Sciences Humaines et Sociales de Tunis

## Dillard University

1999 Committee on Institutional Cooperation (CIC)  
1998-99 Lilly Retention Grant, Mentor  
1998 Division of the Humanities Senior Major Comprehensive Exam  
1998 Division of the Humanities Self-Study Committee  
1998 Peer-Review Committee for Dr. Harry de la Houssaye  
1997-98 Faculty Standards Sub-Committee  
1997 Developmental Studies Committee  
1997 Junior Writing Proficiency Examination, Assistant to the Coordinator  
1997 Division of the Humanities Summer Faculty Workshop  
1996 Division of the Humanities Senior Major Comprehensive Exam

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## Professional Activities

3/1-4/07 Northeast Modern Language Association Convention, Baltimore, MD.  
2006 *International Journal of the Humanities*. Tom Nairn and Mary Kalantzis, eds. Melbourne: The UP. Peer-reviewer.  
7/3-6/06 Fourth International Conference on New Directions in the Humanities, Tunis, Tunisia.  
10/27/05 Pizza with a Prof: "Republic of Tunisia." A faculty presentation sponsored by the Honors College, Ferris State University, Big Rapids, MI.  
3/31-4/2/05 Northeast Modern Language Association Convention, Cambridge, MA  
4/22-23/04 English Conference: Pain & Pleasure in Literature and Mainstream Culture. Université du Sud, Faculté des Lettres et des Sciences Humaines de Sfax, Tunisia.  
4/5-7/04 English Conference: Dissent. Université du Centre, Faculté des Lettres et des Sciences Humaines de Kairouan. Kairouan, Tunisia.  
3/5-6/04 Workshop on Writing: Problems and Approaches. Université du Centre, Faculté des Lettres et des Sciences Humaines de Sousse. Sousse, Tunisia.  
12/15/03 Guest Lecturer, Tunisia-Oregon Project, Institut Supérieur des Langues de Gabès. Gabès, Tunisia.  
12/6/03 English Conference: Irony. Faculté des Lettres et Sciences Humaines de Sousse. Sousse, Tunisia.  
7/9-11/03 Fulbright Pre-Departure Orientation, Washington, DC.  
7/16-28/02 Sewanee Writers' Conference, The University of the South, Sewanee, TN.  
4/12-13/02 Northeast Modern Language Association Convention, Toronto, ON, Canada.



11/1-3/01 Midwest Modern Language Association Conference,  
Cleveland, OH.

9/20-22/01 Lilly North Conference, Ferris State University, Big  
Rapids,  
MI.

7/16-18/01 Problem-Based Learning, CTL&FD Summer Institute,  
Ferris State University, Big Rapids, MI.

3/22-23/01 Equity in the Classroom XI, Ferris State University,  
Big  
Rapids, MI.

2001 *Prism* Essay Contest, Reader, Technical/Professional  
Writing/Script Writing, Ferris State University,  
Big Rapids, MI.

11/01 WebCT Module: Organizing Content, D. Fonner, Ferris  
State University, Big Rapids, MI.

4/7-8/00 Northeast Modern Language Association Convention,  
Buffalo, NY.

4/30-5/99 Stories in the Classroom: Narration as Knowledge,  
*NCTE*  
*Professional Development Series* conference,  
Tucson, AZ.

4/15-16/99 Northeast Modern Language Association Convention,  
Pittsburgh, PA.

4/16-17/98 Northeast Modern Language Association Convention,  
Baltimore, MD.

1/16-17/97 Conflict and Consensus: Exploring Diversity and  
Standards in the Portfolio Movement, *NCTE*  
*Professional Development Series* conference, New  
Orleans, LA.

1995 University of Southern Mississippi Leadership  
Competitions, Reader.

11/94 South Central Modern Language Association Conference,  
New Orleans, LA.

7/19-31/94 Sewanee Writers' Conference, The University of the  
South,  
Sewanee, TN.

1994 Mississippi Review Prize Story Contest, Reader.

1992 Finalist for the Iowa Arts Council Literary Awards.

1990 Phi Kappa Phi, Western Illinois University, Macomb,  
IL.

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**Sharon Cockerham Robideaux**

4527 Springmont Drive SE  
Kentwood, Michigan 49512  
Ph. 616-656-5778 (Home)  
E-mail: [sharon@robideaux.net](mailto:sharon@robideaux.net)

**Education**

- Ph.D. (August 2007): University of Missouri-Columbia. Major Area: Rhetoric/Composition, with emphases in composition theory, history, and pedagogy; cognitive development; writing assessment; and Writing Across the Curriculum. Minor Area: Nineteenth-Century American Literature. Dissertation Title: *“Like Dancers Following Each Other’s Steps”: An Analysis of Lexical Cues in Student Writing for Differing Audiences*. Director: Dr. Martha Townsend.
- MA (December 1988): Northeast Louisiana University, Monroe, Louisiana. English (Creative Writing, Poetry; Thesis: *The Shadow of the Bird*).
- BFA (December 1983): *magna cum laude*. Northeast Louisiana University, Monroe, Louisiana. Fine Art, Drawing, Painting.

**Publications**

- “Dilemma.” In *In Our Own Words: A Journal About Women*. Grand Valley State University, Allendale, Michigan. March 2006. (creative nonfiction)
- “From White Trash to White Collar.” In *Those Winter Sundays: Female Academics and Their Working-Class Parents*. Ed. Kathleen Welsch. Lanham, MD: University Press of America, 2004. 49-57.
- My Mama’s Waltz: A Book for Daughters of Alcoholic Mothers*. (Co-authored with Dr. Eleanor Agnew.) Pocket Books, 1998 (hard cover); 1999 (paperback). Topped Amazon.com’s bestseller list for self-help publications for two months and in top ten for six months. Received favorable reviews from *Kirkus*, *Publisher’s Weekly*, and Betty Ford Center for the Treatment of Alcoholism. Currently under option for television and film rights with Brittany Lovett via Shapiro-Lichtman Inc. Talent Agency, Hollywood, California.
- Commitment: An Online Journal for Women*. Monthly columnist 1999-2001.
- “Advertising the American Dream: A Semiotic Analysis” in *Association of Marketing Theory and Practice: Expanding Marketing Horizons into the 21<sup>st</sup> Century*. Spring 1997: 421-428.
- “Buried Secrets” in *Midlands* 1997 (creative nonfiction: memoir).

**Poetry**

- “On the News” in *Ogeechee* 1991.
- “Wintergreen” and “There Is No Finding Silence” in *Helicon* 1989.
- “The Shadow of the Bird” in *Southern Poetry Review* Fall 1988.
- “In Praise of Paint” and “The Shadow of the Bird” in *Helicon* 1987.

### Teaching Experience

- Fall 2007-present: Full-time temporary adjunct instructor, Ferris State University, Big Rapids, MI. Responsible for teaching both the second course in a three-course series (Arguments and Reasoning, English 250) and the third course in the series (Advanced Composition, English 321). The Advanced Composition courses were taught as fully online classes, using a version of WebCT (FerrisConnect). The Argument classes were web-enhanced.
- Summer 2007: Taught Preparation for the GRE Verbal Skills for the McNair Scholar's Program, GVSU.
- Fall 2004-July 2007: Visiting Assistant Professor, Grand Valley State University. Responsible for teaching firstyear composition (WRT 098 and 150), Introduction to Professional Writing (WRT 200), and Business Communication (WRT 350). The latter is a Supplemental Writing Skills course, part of the Writing Across the Curriculum program.
- Fall 2001-June 2004: Adjunct Instructor, Grand Rapids Community College, Grand Rapids, Michigan. Responsible for teaching three levels of firstyear composition, EN 100, 101, and EN 102. Also taught Writing for Publication (EN 246).
- Fall 2001: Adjunct Instructor, Ferris State University, Grand Rapids Campus, Grand Rapids, Michigan. Taught Advanced Composition for Nurses (EN 321).
- Spring 2001: Visiting Professor, Department of Languages and Literature, Stephens College, Columbia, Missouri. Taught History of Detective Fiction as a Women Writers course.
- August 1994-May 2001: Graduate Instructor, Department of English, University of Missouri-Columbia. Taught many sections of MU's one-semester required writing class (EN 20), as well as special courses for International Students. Also helped develop and pilot Workshop Writing and MU's Capstone English class for seniors. Taught special courses in genre literature (Detective Fiction) both solo and as part of a team.
- Fall 2000: Assistant Instructor, Intensive English Program, University of Missouri-Columbia. Taught two sections of composition/communication for new speakers/writers of English.
- Fall 1994: Tutor in University of Missouri's Student Learning Center.
- 1991-1994: Instructor of Business Communication, Department of Marketing, Georgia Southern University, Statesboro, Georgia. Taught three sections each, for three Quarters a year, for three years. Helped implement computer skills and technological training.
- 1989-1991: Instructor of English, Department of English and Philosophy, Georgia Southern University, Statesboro, Georgia. Taught both courses of GSU's firstyear writing sequence. Regularly conducted school-wide seminars in various aspects of writing for Georgia Southern's library and for their Continuing Education department.
- Spring 1989: Instructor, Senior Honors English, River Oaks School, Monroe, Louisiana.
- 1987-1988: Graduate Instructor, Northeast Louisiana University, Monroe, Louisiana. Planned, developed, and taught various undergraduate composition courses, ranging from Developmental Writing to Introduction to Literature. Served as

graduate tutor to undergraduate students and to students studying for the GRE and GMAT. Tutored athletes at NLU in both the football and basketball programs.

### **Teaching Philosophy**

Teachers must function as active facilitators of progress. Further, the technologies of the twenty-first century (computers, the Internet, e-mail, blogs) should be judiciously employed as an integral part of the classroom. However, the most important work that a teacher can do is to foster an environment in which students guide much of their own learning. Additionally, teachers must engage in “holistic teaching”—teaching the whole person and not just the subject matter. Effective classroom management is one aspect of that purpose. Student-centered classrooms function more productively than those in which the teacher spoons information to students, i.e., Paolo Freire’s “banking theory.” Critical inquiry is essential—for students, and for teachers, as well. The best teachers are those who are always students themselves.

### **Courses Taught**

- Composition:** Have since January 1987 successfully taught many levels of composition, ranging from developmental composition for basic writers, to Honors and intermediate and advanced composition for undergraduate students. Assisted Professor Doug Hunt in 1995 at the University of Missouri-Columbia with the creation and initial implementation of Workshop Composition. Consistently receive superior evaluations from students, peer reviewers, and faculty mentors. Received fellowship award for best composition assignment 1999-2000. Participated actively in the Portfolio Grading System at GVSU.
- Business Communications:** For three years at Georgia Southern, taught basic business writing to majors in the field. For an additional three years, taught Business Communications at GVSU, with the goals of enabling students to analyze the rhetorical situations common to business and professional interactions and to revise and modify their communication efforts to suit appropriate audiences. Emphasize ethics and empathy, as well as professionalism in presentation.
- Introduction to Professional Writing:** Introduce students from various academic majors, including writing majors, to various aspects of nonacademic and nonfiction writing, ranging from brochures to movie and restaurant reviews. Broaden the vision of students to include genres not always considered “professional” such as memoirs. Emphasize the rhetoricity of the visual impact of written documents.
- Writing for Publication:** Assisted aspiring professional writers to develop venues for their work and professionally revise and edit to suit specific public audiences such as magazine and newspaper markets. Focused on successful query letters and market analysis.
- English as a Second Language:** Taught English composition to second-language learners, in MU’s Intensive English Program and in international sections of composition, since 1998. Have taken formal classwork in Teaching English as a Second Language.
- Literature:** Have taught Introduction to Literature courses since January 1987. Have taught detective fiction three times, most recently as a Women Writers course.

Capstone: For one year (1997), was the only graduate teacher selected to teach MU's Capstone course for graduating seniors in English. Helped Dr. William Dawson plan and pilot the course.

Writing Across the Curriculum: Participated in and completed training workshop in MU's nationally recognized WAC program developed by the Campus Writing Program. Further implemented skills and knowledge of WAC through coursework and individual study. Utilize the principles of WAC in writing assignments for all courses taught. For four semesters taught a Supplemental Writing Skills course for GVSU.

Additional Interests: Effective implementation of technology and a rhetorical approach to communication, oral, written, and visual. Teaching and writing creative nonfiction, especially memoirs and profiles. Studying linguistics and discourse analysis as an aid to style analysis. Utilizing theories of cognitive development of the college-aged student, using both William Perry's and Marcia Baxter-Magolda's research. Applying principles of visual communication learned as an art major to all composition courses in furtherance of the study of visual rhetoric.

### **Academic Coursework**

Rhetoric and Composition: Courses have included histories and theories of rhetoric: Modern Rhetorical Theories; Puritan Rhetoric; Medieval Rhetoric; Theory and Research in Persuasion; and theories of composition: Practicum in College Composition; Theory and Practice of College Composition; Writing in the Disciplines; Studies in Rhetoric and Composition: Teacher's Manual Preparation; Problems in English: Evaluation of Audience in Writing-Intensive Classes; Studies in Writing and Psychological Development; and Studies in Rhetoric and Composition: Assessment. Other related courses: History of the English Language; Grammar for Teachers; Teaching English as a Second Language.

Writing: Creative Writing and Creative Nonfiction: Courses have included graduate-level work in poetry and fiction: Seminars in the Writing of Poetry; Advanced Fiction Writing; American Minimalism; Creative Nonfiction: Nature-Writing; Writing for Publication.

American Literature: American Literary Masters; American Poetry; Modern Poetry; Studies in Early American Literature; Survey of Key Works in American Literature; Seminar in the American Periodical; Studies in the Emersonian Tradition; Nineteenth-Century American Literature.

Languages (college-level): Spanish (four semesters); French (three semesters); Latin (two semesters, intensive level).

Art (college-level): Obtained BFA in drawing and painting, with strong emphasis in design principles.

### **Conference Presentations**

"Sharing Stories, Sharing Lives: Using Memoir to Teach Audience." March 2006 Conference on College Composition and Communication (CCCC).

"Rhetorical Grammar: A Key to the Golden Gate of Audience Receptivity." Individual presentation at CCCC, March 17, 2005.

- “In the Name of the Father, the Institution, and the Audience: Encouraging Multiple Audiences in Student Writers’ Faith-Based Arguments at a Community College.” Panel Presentation, CCCC, March 20, 2003.
- “What I Wish I’d Been Taught in TA Training.” The Teaching and Mentoring of TAs and Instructors in Composition Special Interest Group. CCCC, March 21, 2003.
- “Writing from Me to You: Analyzing Traits of Writer-Based Prose in Student Writing.” Qualitative Research Network, Special Interest Group on Qualitative Research. CCCC, March 23, 2002.
- “Hidden in Plain Sight: The Forgotten Women of 19<sup>th</sup> Century Detective Fiction.” English Graduate Student Association (EGSA) Conference, 2001.
- “Discovering How Detective Fiction Works Through Writing, Performing, and Transforming the Familiar: Or, How Little Red Riding Hood Embraced a Life of Crime.” Midwestern Modern Language Association (M/MLA), November 4, 2000.
- “Improving Critical Thinking in the Popular Literature Classroom: Or, Why (Reading About) Murder Is Good for You.” NCTE Conference, 1999.
- “For the People’s Understanding’: Three Resonances from Puritan Plain Style: My Rhetoric Is More Moral Than Your Rhetoric.” Panel Presentation, CCCC, 1998.
- “Grammar and the Teaching of Composition.” EGSA Conference, 1999.
- Selections from *My Mama’s Waltz* in Creative Nonfiction Forum. EGSA Conference, 1998.
- “The Role of Advertising in 19<sup>th</sup> Century American Women’s Addictions to Patent Medicines.” EGSA Conference, 1997.
- “Advertising the American Dream: A Semiotic Analysis.” Association of Marketing Theory and Practice Conference, 1997.
- “Less Teaching, More Learning: Clustered Assignments, Workshop Groups, and the Diffusion of Authority” Part 2: “Variations and Opportunities for Tailoring.” Panel Presentation, CCCC, 1996.
- “Demonizing Advertising.” EGSA Conference, 1996.

### **Consulting**

- Continuing Education, Grand Valley State University, Allendale, Michigan, 2006-07. Provided Business Communication seminars for professional groups, including Physicians’ Association.
- Savannah (Georgia) Electric Company, 1993-94. Arranged and conducted seminars for employees and management of large utility company in the areas of effective business writing and public speaking.
- Office of Continuing Education, Statesboro, Georgia, 1993-94. Conducted seminars for interested citizens in effective writing, correct usage, and telephone etiquette.
- Georgia Southern University Library, 1991-92. Provided seminars to be videotaped as part of a developing self-help library for students’ use. Topics included writing clearly and effectively and mastering problems in usage.

### **Awards**

- 1999-2000: First-place Winner, Gus Reid Fellowship, for Outstanding Composition Assignment, Department of English, University of Missouri.

1996-1997: Departmental Teaching Fellowship.

1988: Phi Kappa Phi.

1983: Awarded two one-woman shows of my drawings and paintings, one as a Senior Honors Exhibit. The other one-woman show was in connection with the Wesley Center, NLU, Monroe, LA.

### **Professional Memberships and Subscriptions**

NCTE and CCCC member since 1991.

Subscribe to *College English*; *College Composition and Communication (CCC)*; *Research in the Teaching of English*; *Creative Nonfiction*.

Listserv member of WPA-L (Writing Program Administrator) and WAC-L (Writing Across the Curriculum) since 1994.

Sigma Tau Delta (English fraternity) since 1988.

### **Service to the Profession and Community**

Winter Semester, 2007. Consultant to GVSU's Student Services Programming Planning Committee.

Fall Semester, 2006. Invited to participate in Social Class project with GVSU Women's Center. Assisting in organizing and producing written brochures and an online presentation about students' lives.

September 28, 2005. "Her Story" Presentation at GVSU. Sponsored by the Women's Center. These presentations allow women to share their life-stories with students and other women in the academic and local communities.

March 8, 2004. Presented an hour-long televised discussion about women's alcoholism for GRCC as part of Women's History Month.

2000-2001: EGSA Representative to the Graduate Student Association, University of Missouri.

1997-1998: Treasurer, EGSA.

1996-1997: Undergraduate Studies Committee Representative, EGSA.

1995-1996: Graduate Student Representative to Continuous Quality Improvement Task Force.

1995-1996: Composition Committee Representative, EGSA.

1987-1988: Volunteer reader to students who are visually impaired, Monroe, Louisiana. Regularly counsel young people struggling with their own or a family member's addiction.

### **Transcripts**

Official transcripts available upon request.

### **References**

Reference Names, Addresses, and Contact Information  
Available upon request.

*Curriculum Vitae*  
**David L. Russell**

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*Office*

Department of Languages & Literature  
Ferris State University  
Big Rapids, MI 49307  
(231) 591-2526  
e-mail: russelld@ferris.edu

*Home*

729 Marion Avenue  
Big Rapids, MI 49307  
(231) 796-6110

***PROFESSIONAL EXPERIENCE***

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*Professor* (1990--), *Associate Professor* (1985-90) and *Assistant Professor* (1980-85) of Languages & Literature, Ferris State University, Big Rapids, MI

*Teaching Assignments:* Children's Literature, Adolescent Literature, Justice and Literature, British Literature, World Folk Literature, Composition

*Academic Service:*

Secretary of the Executive Board of the Ferris Faculty Association (1989-1996, 2006-present)  
Editor, *FFA Forum*, newsletter of Ferris Faculty Association (1999-present)  
College of Arts and Sciences Academic Standards and Policies Committee (2005-present)  
College of Arts and Sciences Sabbatical Leave Committee (2003-2004)  
Curriculum Committee, Department of Languages & Literature (member and Chair 1998-2001 and member 2007-present)  
University-wide Library Core Planning Committee (1997-2000)  
Trained Docent, Jim Crow Museum  
University-wide Program Review Panel, Child Development Program (1998-99)  
FSU Elementary Education Design Team (1999-2000)  
University-wide MAGB Awards Selection Committee (1999, 2000)  
Literature Committee, Department of Languages & Literature (1999-2001 and 2005-present)  
Search Committee, Department of Languages & Literature (1998)  
President of the Academic Senate (1990-92)  
Secretary of the Academic Senate (1986-90, 1994)



University Strategic Planning Committee (1990-94)  
 North Central Accreditation Steering Committee (1992-95)  
 Arts and Lectures Committee (1984-87 and 1995-96)  
 General Education Task Force (1987- 91)  
 Historical/Archival Committee (1988-90); Chair (1989-90)  
 University-wide Committee on Arts and Entertainment Guidelines (1990-91)  
 Faculty Representative, Michigan Association of Governing Boards Workshop (1988)  
 Information Officer for the Representative Faculty Advisory Council (1985-86)  
 Literature Coordinator for the Festival of the Arts Planning Committee (1984-94)  
 Celebration III, Campus Sesquicentennial/Bicentennial Committee (1986-87)  
 Tenure Review Committee, Department of Languages & Literature (1988-90);  
 Chair (1989-90)  
 Planning Committee, Department of Languages & Literature (1989-99)  
 Literature Assessment Committee, Department of Languages & Literature (1995-98)  
 University-wide Student Publications Advisory Committee (1982-84)

*Course Development:* Literature 380 (World Folk Literature), Literature 327  
 (Adolescent Literature), Literature 300-05, (Global Understanding  
 through Literature), assisted with Literature 286 (Justice in Literature)

*Lecturer* (1979-80), *Teaching Fellow* (1977-79), and *Instructor* (1971-77),  
 Bowling Green State University, Bowling Green, OH

*Teaching Assignments:* Composition, World Literature, Poetry, Drama

*Academic Service:* Director, Writing Laboratory (1972-75)  
 Member, General Studies Writing Committee (1971-77)

*Instructor* (1968-71), North Central High School, Pioneer, OH

*Teaching Assignments:* Developmental and College Prep. English

*Academic Service:* Member, Williams County English Curriculum Study  
 Committee; Drama Director; Class Advisor

### ***Awards and Honors***

Merit Award, Ferris State University (2000, 2005)  
 Sabbatical Leave (Fall 2002)  
 Ferris State University Award for Excellence (1998)  
 Distinguished Faculty Award, Michigan Association of Governing Boards (1997)  
 Finalist, Distinguished Teacher Award (1984)  
 Member, Omicron Delta Kappa National Leadership Society (1992)

## **EDUCATION**

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*Ph. D. in English*, Bowling Green State University, Bowling Green, OH (1979)  
Dissertation: "Stuart Academic Drama: An Edition of Three University Plays"

*Award*: Distinguished Dissertation Award (1979)

*M. A. in English*, Bowling Green State University (1971)  
Thesis: "The Satiric Elements in the Love Poetry of John Donne"

*B. A. in English and History*, Bowling Green State University (1968)

## **PROFESSIONAL ACTIVITIES**

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- Book Review Editor*, *The Lion and the Unicorn: A Critical Journal of Children's Literature* (2002-present)
- Member*, The Children's Literature Association (1985-2007); Executive Board member (1993-1996, 2000-2003)
- Treasurer*, The Children's Literature Association (2000-2003)
- Publications Chair*, The Children's Literature Association (1993-2000)
- Director*, "Celebrating Literature/Celebrating Life: A Conference on Children's and Young Adult Literature," featuring Lois Lowry and Richard Peck, Ferris State University (April 2003)
- Editorial Consultant*, *Children's Literature*, vols. 29, 30, 32, *Annual of the Modern Language Association Division on Children's Literature and The Children's Literature Association* (New Haven., CT: Yale UP, 2001, 2002, 2004)
- Delegation Leader*, Children's Literature Delegation for People-to-People Ambassadors Program, People's Republic of China (February 2001)
- Co-Director*, "Connections: A Conference on Literature for Children and Young Adults," featuring Paul Zindel, Ferris State University (April 2001)
- Participant*, Ferris Faculty Summer Institute (May 1997)
- Organizer and Director*, "Celebrating Children's Books: A Conference on Literature for Young People," featuring Joan Lowery Nixon, Ferris State University (1994)
- Organizer and Director*, "A Celebration of Poetry: A Conference on Literature for Young People," featuring poet Myra Cohn Livingston, Ferris State University (1992)
- Organizer and Director*, "The Many Faces of Realism: A Conference on Literature for Young People," featuring author E. L. Konigsburg and critic Roger Sutton, Ferris State University (1991)
- Organizer and Director*, "Our Talking Earth: A Conference on Literature for Young People," featuring author Jean Craighead George and author/critic Betsy Hearne, Ferris State University (1990)
- Organizer and Director*, "'A Little Time for Laughter': Humor in Children's Literature," a conference featuring author Sid Fleischman, Ferris State University (1989)
- Organizer and Director*, "Writing the World: A Conference on Nonfiction for Young People," featuring author/illustrator Leonard Everett Fisher, Ferris State University (1988)

- Organizer and Director*, "The Folktale Transformed: A Conference on Children's Literature," featuring illustrator Margot Zemach, Ferris State College (1987)
- Organizer and Director*, "A Celebration of the Family: A Conference on Literature for the Child and Adolescent," featuring authors Joan Blos and Zibby Oneal and storyteller Donald Davis, Ferris State College (1986)
- Participant*, Massachusetts Institute of Technology Summer Seminar, "Literature and Ethical Values" (summer 1993)
- Member of the Planning Committee and Participant*, "Equity within the Academy: Graduating Minority Students," Conference on Minority Equity, Lansing, MI (1991)
- Scholar for Humanities Resource Center*, Michigan Council for the Humanities (1986-98)
- Project Evaluator*, Michigan Council for the Humanities (1989 and 1990)
- Manuscript Reader* for Greenwood Press, Westport, Connecticut
- Instructor*, Summer Elderhostel, Ferris State College (1984 and 1985)
- Participant*, Children's Literature Institute, sponsored by the National Endowment for the Humanities, University of Connecticut (1983)
- Instructor*, Super Saturdays Program for gifted elementary children, Continuing Education Program, Ferris State College (1982 and 1983)

## ***PUBLICATIONS AND PAPER PRESENTATIONS***

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### *Books*

- Children's Literature: A Short Introduction*. 6th edition. New York: Allyn & Bacon, 2009.
- Children's Literature: A Short Introduction*. 5th edition. New York: Allyn & Bacon, 2005.
- Children's Literature: A Short Introduction*. 4th edition. New York: Longman, 2001.
- Children's Literature: A Short Introduction*. 3rd edition. White Plains, NY: Longman, 1997.
- Children's Literature: A Short Introduction*. 2nd edition. White Plains, NY: Longman, 1994.
- Children's Literature: A Short Introduction*. White Plains, NY: Longman, 1991.
- Scott O'Dell*. New York: Twayne, 1999.
- Patricia MacLachlan*. New York: Twayne, 1997.
- Stuart Academic Drama: An Edition of Three University Plays*. New York: Garland, 1987.

### *Articles*

- Encyclopedia entries on Verna Aardema, Marcia Brown, Nancy Ekholm Burkert, Barbara Cooney, Leonard Everett Fisher, Russell Freedman, Jean Fritz, Paul Galdon, Donald Hall, Joseph Jacobs, Robert Lawson, Myra Cohn Livingston, James Marshall, Robert McCloskey, David McCord, Jack Prelutsky, Garth Williams, Margot Zemach and Cautionary Verse in *The Oxford Encyclopedia of Children's Literature*. Ed. Jack Zipes. Oxford, UK: Oxford University Press, 2006.
- Encyclopedia entries on American Picture Books, Ralph Henry Barbour, Erik Blegvad, Alice Childress, Arthur Bowie Chrisman, Margaret Craven, Eleanor Estes,

Genevieve Foster, Antonio Frasconi, Lorenz (Bell) Graham, Hardie Graham, Nonny Hogrogian, *Island of the Blue Dolphins*, Jesse Jackson, Carol Kendall, Joseph Wharton Lippincott, Beni Montresor, Scott O'Dell, Peggy Parish, Robert Newton Peck, Leo Politi, and Leonard Wibberley in the *Cambridge Guide to Children's Books in English*. Ed. Victor Watson. Cambridge, UK: Cambridge UP, 2001.

- Encyclopedia entries on Asbjornsen and Moe, Gillian Avery, Quentin Blake, L. Leslie Brooke, Randolph Caldecott, Charles Dickens, Fairy Tales, Sid Fleischman, Paul Galdone, Margaret Bloy Graham, Kenneth Grahame, Jacob and Wilhelm Grimm, Marguerite Henry, Astrid Lindgren, Henry Wadsworth Longfellow, John Newbery, Peggy Parish, Robert Newton Peck, Charles Perrault, Charles Robinson, Maurice Sendak, Frank R. Stockton, Sir John Tenniel, H. G. Wells, Garth Williams, Charlotte Zolotow in *The Continuum Encyclopedia of Children's Literature*. Ed. Bernice E. Cullinan and Diane Person. New York: Continuum, 2001.
- "Where Dreams Take Us: Sharon Creech's *Ruby Holler*." *Insider*. Big Rapids, MI: Ferris State University, 2006: 20-24.
- "Young Adult Fairy Tales for the New Age: Francesca Lia Block's *The Rose and the Beast*," *Children's Literature in Education* 33.2 (June 2002): 107-115.
- "Pippi Longstocking and the Subversive Affirmation of Comedy," *Children's Literature in Education* 31.3 (September 2000): 167-177.
- "The Magic of the Night." *The Five Owls*. 15.1 (September/October 2000): 1-7.
- "'The City Spreads Its Wings': The Urban Experience in Poetry for Children," *Children's Literature in Education* 29.1 (1998): 31-42.
- "Reading the Shards and Fragments: Holocaust Literature for Young Readers," *The Lion and the Unicorn* 21.2 (April 1997): 267-80.
- "Cultural Identity and Individual Triumph in Virginia Hamilton's *M. C. Higgins, The Great*." Reprinted in *Children's Literature Review*, Vol. 40. Ed. Alan Hedblad and Diane Telgen. Detroit: Gale, 1996. Pp. 63-66. Originally published in *Children's Literature in Education* 21 (Dec. 1990): 253-59.
- "Hope Among the Ruins: Children, Picture Books, and Violence." *Para\*doxa: Studies in World Literary Genres* 2.3-4 (1996): 346-56.
- "C. S. Lewis." *The Dictionary of Literary Biography, Vol. 160: British Children's Writers, 1914-1960*. Detroit: Gale, 1996. Pp. 134-49.
- "Gillian Avery." *The Dictionary of Literary Biography, Vol. 161: British Children's Writers Since 1960, First Series*. Detroit: Gale, 1996. Pp. 12-19.
- "Penelope Farmer." *The Dictionary of Literary Biography, Vol. 161: British Children's Writers Since 1960, First Series*. Detroit: Gale, 1996. Pp. 125-32.
- "The Pastoral Influence on American Children's Literature." *The Lion and the Unicorn* 18.2 (December 1994): 121-29.
- "*The Gammage Cup* as Utopian Literature for Children." *Children's Literature in Education* 24 (December 1993): 241-49.
- "Pinocchio and the Child-Hero's Quest." *Children's Literature in Education* 20:4 (December 1989): 203-13.
- "Stability and Change in Eleanor Estes' Moffat Series." *The Children's Literature Association Quarterly* 17:4 (Winter 1989): 171-74.
- "The Comic Spirit and Cosmic Order in Children's Literature." *The Children's Literature Association Quarterly* 15 (Fall 1990): 117-19.

- "Virginia Hamilton's Symbolic Presentation of the Afro-American Sensibility." *The Proceedings of the International Conference of the Association of Children's Literature at Ottawa, Canada, 1987* (originally presented at the International Conference of the Association in May 1987).
- "James Otis." *The Dictionary of Literary Biography, Vol. 42: American Writers for Children Before 1900*. Detroit: Gale, 1985. Pp. 258-65.
- "Choosing Children's Picture Books," "Children's Picture Books and the Black Experience," "Sexual Bias in Children's Picture Books," "Violence in Children's Picture Books," in *The Pioneer*, Big Rapids, MI, 1984-86.
- "Animal Stories: A Very Brief History," *The Pioneer*, Big Rapids, MI
- "Talking Animal Stories," *The Pioneer*, Big Rapids, MI

### Poetry

- "Divergence." *Ibbetson Street*, 14 (2003): 29.
- "Separation." *The Comstock Review*, 12.1 (Spring 1998): 81.

### Reviews

- Rev. of *Why Fairy Tales Stick: The Evolution and Relevance of a Genre* by Jack Zipes. *The Lion and the Unicorn* 31.3 (September 2007)
- Rev. of *Clever Maids: The Secret History of the Grimm Fairy Tales* by Valerie Paradiz. *The Lion and the Unicorn* 30.2 (April 2006)
- Rev. of *The Important Books: Children's Picture Books as Art and Literature* by Joseph Stanton. *The Lion and the Unicorn* 30.2 (April 2006)
- Rev. of *On Earth* by G. Brian Karas. *Five Owls* 18.4 (2006): 103-04.
- Rev. of *The Meaning of "Beauty and the Beast": A Handbook* by Jerry Griswold. *The Lion and the Unicorn* 30.1 (January 2006): 154-56.
- Rev. of *Native American Picture Books of Change: The Art of Historic Children's Editions* by Rebecca C. Benes. *The Lion and the Unicorn* 29.1 (January 2005): 133-35.
- Rev. of *John Muir: America's Naturalist* by Thomas Locker. *The Five Owls* 18.1 (2004): 24.
- Rev. of *From Alice to Harry Potter: Children's Literature in England* by Colin Manlove. *The Lion and the Unicorn* 28.1 (January 2004): 166-70.
- Rev. of *The Continuum Encyclopedia of Children's Literature*, Cullinan and Person, eds., *The Essential Guide to Children's Books and Their Creators*, Silvey, ed., and *the Cambridge Guide to Children's Books in English*, Watson, ed. *The Lion and the Unicorn* 27.2 (April 2003): 282-85.
- Rev. of *You're Only Young Twice: Children's Literature and Film* by Morris. *The Lion and the Unicorn* 25.3 (September 2001): 436-41.
- Rev. of *The Hunter* by Mary Casanova, illus. by Ed Young. *The Five Owls* 15.4 (March/April 2001): 90.
- Rev. of *From Hinton to Hamlet* by Herz, *Young Adult Fiction by African-American Writers* by Kutenplon and Olmstead; and *Writers of Multicultural Fiction*, ed. by Kutzer. *The Lion and the Unicorn* 22.1 (January 1998): 117-20.
- Rev. of *The Voice of the Narrator in Children's Literature*, ed. by Charlotte Otten and Gary Schmidt. *The Grand Rapids Press*, 29 October 1989: C7.

- Rev. of *Childhood and Cultural Despair* by L.S. Marcus. *Seventeenth-Century News* 39 (Spring 1981): 9-10.
- Rev. of *England in the Seventeenth Century* by Maurice Ashley. *Seventeenth-Century News* 40 (Fall 1982): 48.
- Rev. of *The Function of the Masque in Jacobean Tragedy and Tragicomedy* by Marie Cornelia. *Seventeenth-Century News* 40 (Spring/Summer 1982): 7-8.
- Rev. of *Joseph Hall* by Leonard Tournay. *Seventeenth-Century News* 39 (Spring 1981): 14-15.
- Rev. of *Milton Studies XIII*, ed. by J. D. Simmonds. *Seventeenth-Century News* 39 (Winter 1981): 83-85.
- Rev. of *The Minor Poems of John Milton*, ed. by T. Crehan. *Seventeenth-Century News* 35 (Fall 1977): 80.
- Rev. of *New Essays on Donne*, ed. by Gary Stringer. *Seventeenth-Century News* 37 (Fall/Winter 1979): 73-74.
- Rev. of *The Pilgrim's Progress: Critical and Historical Views*, ed. by Vincent Newey. *Seventeenth-Century News* 39 (Winter 1981): 90-91.
- Rev. of *Puritanism and Theatre* by Margot Heinemann. *Seventeenth-Century News* 39 (Summer/Fall 1981): 46-47.
- Rev. of *Tragedy and Tragicomedy in the Plays of John Webster* by Jacqueline Pearson. *Seventeenth-Century News* 40 (Spring/Summer 1982): 5-6.
- Rev. of *Triumph of Patience*, ed. by Gerald Schiffhorst. *Seventeenth-Century News* 38 (Winter 1980): 83-84.

#### *Paper Presentations and Lectures*

- "Where Dreams Take Us: Sharon Creech's *Ruby Holler*," at the Annual Conference of the Children's Literature Association, Fresno, CA (2004)
- "Young Adult Fairy Tales for the New Age: Francesca Lia Block's *The Rose and the Beast*," at the Annual Conference of the Children's Literature Association, Buffalo, NY (2001)
- "The Art of Children's Picture Books," Guest Lecturer at New Directions High School, Mecosta-Osceola Intermediate School District, Big Rapids, MI (2001)
- "'To Be Acquainted with the Night': Crossing Psychological Boundaries in Children's Picture Books," at the Annual Conference of the Children's Literature Association, Roanoke, VA (2000)
- "The City in Song: Three Urban Poets for Children," at the Annual Conference of the Children's Literature Association, Omaha, NE (1997)
- "Maniac Magee: The Legend and the Boy," at the Annual Conference of the Children's Literature Association, Durham, NH (1995)
- "The Child in Time: From Fantasy to Reality in *Tom's Midnight Garden*," at the Annual Conference of the Children's Literature Association, Hartford, CT (1992)
- "*The Gammage Cup* as Utopian Literature for Children," at the Upper Plains Conference on Children's Literature, Aberdeen, SD (1992)
- "The Pastoral Influence in American Children's Literature," at the Annual Conference of the Children's Literature Association, San Diego, CA (1990)
- "Cynthia Voigt and the Modern Family Odyssey," at the Annual Conference of the Children's Literature Association, Charleston, SC (1988)

- "The Therapeutic Picture Book," presented at the Annual Meeting of the Midwest Modern Language Association, St. Louis, MO (1985)
- Television Program*, "The Art of Children's Picture Books" for Kaleidoscope Series, Ferris Cable Television (1988)
- Public Lecture* on Children's Literature, "Let's Talk About It , MI" State Library Reading Program, Public Library, Fremont, MI, and Public Library, Byron Center, MI (1986-87)
- Workshop*, "Writing with Folktales," Pennfield Central School, Battle Creek, MI (1988)
- Workshop*, "Using Writing in All Disciplines," sponsored by the Mecosta County Council for the Humanities, Big Rapids, MI (1983)
- Workshop*, "Folktales Around the World," Northwest MI Technical College, Traverse City, MI (1990), and MI Council of Teachers of English Annual Conference, Lansing, MI (1990)
- Workshop*, "Biographies for Young People," at "Writing the World: A Conference on Nonfiction for Young People," Ferris State University (1988)
- Workshop*, "Using Folktales in the Literature Classroom," at "The Folktale Transformed: A Conference on Children's Literature," Ferris State University (1987)
- Workshop*, "Images of the Family in Children's Picture Books," at "A Celebration of the Family: A Conference on Literature for the Child and Adolescent," Ferris State University (1986)

### ***COMMUNITY SERVICE***

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- City Commissioner*, Big Rapids, MI (1995-2003); *Mayor Pro Tempore* (1996-2003)
- Chair*, Citizens' Advisory Committee for the New Public Safety Facility, City of Big Rapids, MI (2000-2003)
- Member*, Artworks Executive Board, Big Rapids, MI (2000-2003)
- Member*, City Plan Board, Big Rapids, MI (1990-1995); *chair* (1993-1995)
- Charter Member, Secretary* (1983-85) and *President* (1985-88), The Mecosta County Council for the Humanities (MCCH)
- Vice President* (1989-90), The Humanities Council of West Central Michigan
- Member*, Allocation Review Board, *The United Way* (1987-92)
- Member*, The Mecosta County Council for the Arts
- Member*, Society for Theater Arts Growth and Advancement in Mecosta County (STAGE-M)
- Treasurer*, Big Rapids Parent-Teacher-Student Association (1999-2000)
- Member*, The Citizens' Advisory Committee, Big Rapids Public School (1983-84)
- President* (1983-84), *Vice President* (1982-83) and *Treasurer* (1981-82), Hillcrest Elementary School Parent-Teacher Organization
- Elder* (1983-86 and 1993-96), *Vice Chair of the Governing Board* (1985-86), *Chair of the Spiritual Life Commission* (1993-96), The United Church, Big Rapids, MI

REBECCA ELIZABETH SAMMEL  
*Curriculum Vitae*

EDUCATION

Ph.D., English, University of California at Davis, September 1995  
M.A., English Literature, University of California at Davis, 1990  
M.A., Medieval Studies, University of Toronto, 1986  
B.A., English Literature, University of California, Santa Barbara, 1982

DISSERTATION: "Irreverence and Authority: A Study of Medieval Parody in Latin and Middle English." The dissertation examines parody in English and Latin medieval literature, exploring how parodists of the High Middle Ages negotiated boundaries of authority, of the reverent and the irreverent, and of the sacred and the secular.

UNIVERSITY TEACHING EXPERIENCE: Ferris State University

Online Literature 351: Early British Literature	Online Literature 380: World Folk Literature
Literature 380: World Folk Literature	Online English 321: Advanced Composition
English 150: Freshman Composition	Literature 150: Introduction to Literature
English 211: Industrial and Career Writing	English 325: Advanced Business Writing

COMMITTEE SERVICE:

- Member of the Steering Committee, Globalization Initiative
- Composition Committee
- Literature Committee
- Ongoing, as-needed: University Committee on Discipline
  - Completed training to act as Leader in 4-hour disciplinary hearings for FSU students.
  - Attended 4 hours' re-training, October 13, 2009
- Faculty Development Committee
- Online Teaching Committee (*Ex Officio*). Voluntary participation (invited by Elaine McCullough)
- AHELL (Senate Ad Hoc E-Learning Liaison Committee), 2008-09
- Committee on Foreign Language Scholarships

PAPERS AND PRESENTATIONS SINCE ARRIVING AT FERRIS STATE

- Accepted for the Lilly Conference on College and University Teaching, Washington D.C., May 31-June 3, 2012: "The Problem of the Personal Narrative in Freshman Composition."
- Accepted for the International Congress on Medieval Studies, May 2012: "St Jerome vs. Bernard Silvestris: Discipline, Anxiety, and Medieval Negotiations of *Natura*"
- "Keeping it Real in the Liberal Arts: Incorporating Discussion of Global Inequities into a Folk Literature Course" at the Peace Studies Conference at Grand Rapids Community College, Sept 27-29, 2010.
- "The Perfect Interdisciplinary text: Scientific Ambivalence and Aspiration in *Frankenstein*," Languages & Literature Colloquium Series, March 18, 2010
- "The Multiple Agendas of Dante Alighieri's *Inferno*," a three-hour lecture delivered to Humanities Course at the invitation of co-Professors Ted Williams and David Aiken, Fall 2009

CONFERENCES SINCE ARRIVING AT FERRIS STATE

- Peace Studies Conference at Grand Rapids Community College, Sept 27-29, 2010
- Conference on College Composition and Communication, 2010



- “Academic Globalization” conference, Orlando, FL, July 2009
- Jossey-BASS Online Teaching & Learning Conference, October 7-8, 2009

Rebecca E. Sammel  
Page Two

#### ADDITIONAL SERVICE, Fall 2011

1. Attended training “Tools for Advising” Thurs 10/13
2. Attended training for MyDegree for student advising, Fri 10/7
3. To encourage student retention: founded FSU scholarship in memory of my parents: the Patricia W. and Edward A. Sammel Memorial Scholarship, open to all students, minimum 2.5 GPA.
4. Attended the entire “Student Retention” summit
5. Participated in Blackboard Learn Pilot Spring 2011; enrolled my Fall courses in Learn
6. Invited by Tara Braun to join planning committee for International Week
7. Assisted with Fulbright visitor Jane Anderson: provided transportation, joined for meals, etc.
8. Wrote letter in support of, and advised colleague William E Smith on his Fulbright application
9. Interviewed for “Globalization in the Classroom” video now available on the FSU website
10. Currently serving on Literature committee: Re-did the paperwork for Litr306 Non-Western Literature, to satisfy Gen Ed criteria: Cultural Enrichment, Global Consciousness, Race, Ethnicity & Gender, and WIC.
11. Currently serving second year on the Composition committee: I usually take minutes
12. Attended Dr. VonderOsten’s 325 course outcomes meeting; will attend 321 meeting

#### UNIVERSITY TEACHING EXPERIENCE: The University of California at Davis

##### *Courses in the Department of Comparative Literature, 1993-2007*

“Literature of the Ancient World: From Myth to Faith.” *Gilgamesh*, Hebrew Scriptures, *The Odyssey*, Athenian drama, Sappho's lyrics, Plato, Virgil, St. Augustine.

“Great Books from the Age of Faith to the Age of Reason.” Medieval epic, Dante, Shakespeare, Cervantes, Descartes, Kant, Mary Wollstonecraft, Voltaire.

“Great Books: The Modern Crisis.” Goethe’s *Faust*, Freud, Darwin, Lang’s *Metropolis*, Mary Shelley, Dostoevsky, Kafka, Virginia Woolf, Samuel Beckett.

“Contemporary World Literature & Film Since World War II: The Struggle for Freedom” (*taught several times with varying text lists*)

Primo Levi, Salman Rushdie, Chinua Achebe, Albert Camus, Ralph Ellison, Leslie Marmon Silko, Gabriel Garcia Marquez, Art Spiegelman, Peter Weiss, Tahar Djaout, Toni Morrison, Gary Snyder, Mariama Bâ, Isabel Allende, Jamaica Kincaid, Anna Akhmatova, Christa Wolf, Anchee Min, Marjam Satraps, Fatima Mernissi, Hak Kyung Cha, Ayme Pham, various films and historical documents.

“The Art of the Framed Tale: Master Authors in World Literature.” Ovid’s *Metamorphoses*, Boccaccio’s *Decameron*, Chaucer’s *Canterbury Tales*, *The 1001 Nights*

##### *Courses Taught for the University Writing Program, UC Davis, 2006-08*

- Advanced Composition
- Business Reports and Technical Communication

##### *Courses Taught for the Department of English, UC Davis, 1989-2001*

- Expository Writing
- Survey of Early British Literature Introduction to Poetry
- Introduction to Literature
- Senior Seminar: The Medieval Theory of Dreams and its Roots in Antiquity
- Teaching Assistant for courses in Chaucer, Shakespeare, Survey of Early English Literature, Survey of

*University of California Extension Program, Summer 1990:*

Instructor, English as a Second Language (ESL)

UNIVERSITY TEACHING ABROAD

*Université de Bordeaux III, Bordeaux, France, 1991-92:* Lectrice in first-, second-, and third-year English Language and Literature on a Fulbright Teaching Fellowship

PUBLICATIONS

"Serendipitous Treasures: Rethinking Archival Research in the 21st Century," in *Conducting Research Abroad: Positionality, Methodology, and Practice*, ed. Lise-Hélène Trouilloud and Anjana Narayan. Spring 2012. This book has been long delayed but I finally received the copyright agreement this September 2011!

"Carnival Confession: The Archpoet and Chaucer's Pardoner," in *Proceedings of the International Conference on Parody*, September 1995, Cambridge University, UK (Fall 1997).

"The *Passio Lutheri*: Parody as Hagiography," *Journal of English and Germanic Philology* (April 1996).

PAPERS

"*Contritio/Delectatio*: Penitence and Parody in Medieval Poetry," at "Parody: Dimensions and Perspectives" at Sidney Sussex College, Cambridge University, England, September 1995.

"The *Hewe of Hoolynesse*: Penance and Literarity in Chaucer's Pardoner," at the Pacific Ancient and Modern Language Association, November 1995.

"*Sacra ad profana mutare*: Parody as a Legitimizing Strategy in Secular Literature," at the "Social Control and Artistic Creation in the European Middle Ages" Conference, Harvard University, May 1995.

"The Uses of Legend in the Middle Ages: The Challenge of the *Ordo vagorum* to Church Authority" at the Western Regional Conference on Christianity and Literature, Santa Clara University, May 1995.

"Inversions and Subversions in Twelfth-Century Lyric," at the "Representation and Interpretation in the Twelfth Century" conference at Canisius College, New York, April 1995.

"Postures of Penance in Medieval Poetry," at the "Reinventing the Middle Ages and the Renaissance" conference, Arizona Center for Medieval and Renaissance Studies, Arizona State University, February 1995.

"The *Passio Lutheri*: Parody as Hagiography," Philological Association of the Pacific Coast, November 1994.

HONORS

David Noel Miller Scholarship, 1991.

Fulbright Year Teaching Fellowship, August 1991-August 1992 (Bordeaux, France)

UC Davis Humanities Research Award, 1993: awarded grant to study a collection of early imprints in the Bibliothèque Humaniste, Sélestat, France.

UC Regents' Graduate Fellowship, 1994.

LANGUAGES

French; reading knowledge of Latin, Old French, Old English, Middle English, Medieval Welsh.

REFERENCES

Professor Chris Thaiss, Director, University Writing Program, UC Davis: cjthaiss@ucdavis.edu.

Professor Kari Lokke, Comparative Literature, UC Davis: kelokke@ucdavis.edu.

Professor Seth Schein, Comparative Literature, UC Davis: slschein@ucdavis.edu

Dr. John Stenzel, University Writing Program, UC Davis: jastenzel@ucdavis.edu

Professor Margaret Ferguson, English, UC Davis: [mwferguson@ucdavis.edu](mailto:mwferguson@ucdavis.edu).

Rebecca E. Sammel  
Page Four

REFERENCES, continued

Professor David Traill, Chair, Classics, UC Davis: [datraill@ucdavis.edu](mailto:datraill@ucdavis.edu).

Professor Emeritus James J. Murphy, Rhetoric & Communication; English, UC Davis.

Professor Emerita Linda Morris, English, UC Davis: [lamorris@ucdavis.edu](mailto:lamorris@ucdavis.edu).

Professor Benjamin Orlove, Editor, *Current Anthropology*, Department of Environmental Science and Policy, UC Davis: [bsorlove@ucdavis.edu](mailto:bsorlove@ucdavis.edu).

Winifred Anderson, Instructional Consultant, Teaching Resources Center, UC Davis

## **Phillip Duncan Sterling**

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Ada, MI 49301  
(616) 682-4746

*phillip\_sterling@ferris.edu*

Department of Languages and Literature  
3080 Arts & Sciences Commons  
Ferris State University  
Big Rapids, MI 49307  
(231) 591-5898

### **Education:**

Ph.D., Bowling Green State University, 1979  
Primary field: 20th Century American Poetry  
Dissertation: "Songs for an Unstrung Banjo: The Lyric Sequence in Twentieth Century Literature" (A series of poems with critical introduction.)

M.A., Central Michigan University, 1974  
Thesis: "The Winter Fool: A Collection of Poems"

B.A. (English), Centre College, 1972

### **Employment:**

1987- . Professor of English, Ferris State University  
Tenured 1991. Merit Promotion 2003.

1979-1987 Assistant/Associate Professor of English, Keuka College.  
Tenured 1986.

1976-1979 Teaching Fellow, Bowling Green State University  
1973-1974 Teaching Assistant, Central Michigan University

### **Courses Taught:**

*Writing:* Developmental, Composition, Research Techniques, Advanced Composition, Prose Techniques

*Creative Writing:* Introduction to Creative Writing, Poetry Workshop, Advanced Poetry Workshop, Fiction Workshop, Directed Writing (Thesis)

*Literature:* Modern Poetry, Introduction to Literature, American Literature (Survey), American Literary Humor, 20th Century American Novel, Black Literature, Contemporary Literature, Recent Nonfiction, Topics Seminar

*As Fulbright Lecturer:* University of Liège, Belgium: 19th Century American Short Fiction, Contemporary American Poetry, American Civilization; Marie Curie-Skłodowska University, Poland: M.A. Thesis Seminar (Contemporary American Literature); Contemporary American Poetry; American Literature 1945-1995 (Survey); Advanced Writing.

**Selected Awards:**

Senior Fulbright Lecturer to Poland (1997-98)  
Walt Whitman Award Finalist (Academy of American Poets, 1995)  
Senior Fulbright Lecturer in Belgium (1992-93)  
Michigan Association of Governing Boards Distinguished Faculty Award (1992)  
Robert H. Winner Memorial Award Runner-up (Poetry Society of America 1992)  
PEN Syndicated Fiction Award (1991)  
National Endowment for the Arts Creative Writing Fellowship in Poetry (1990)  
Emerging Writer Award (Bay De Noc Writers' Conference 1989)  
Ferris State University Faculty Research Grant (1989)  
Finalist in 1987 & 1993 National Poetry Series  
First Place in Poet Hunt Competition (1989, 1991)

**Professional Activities:**

Ludington Visiting Writers Poetry Feast, May 2006  
Field Reader for Jacob K. Javits Fellowship Competition (U.S. Department of Education)  
Board of Directors, Association of Writers and Writing Programs (2003-2007)  
Founding Coordinator of Literature In Person Reading Series  
Founder/facilitator of community poetry/performance group: Soapbox Poets (Mecosta County Council for the Arts)  
Community Writing Workshop Leader (*Artworks of Big Rapids*)  
Bear River Writers Conference (June 2003)  
Associate Artist in Residence, Atlantic Center for the Arts (March 1994, with Richard Howard; June 1997, with David Lehman)  
Creative Writers in the Schools (Michigan Council for the Arts and Cultural Affairs; Michigan Council for the Humanities)

**Departmental Experience:**

*Ferris*: Development of Creative Writing Minor (including new courses in advanced writing of poetry and fiction); advisor for creative writing minor; Founder and Coordinator of Literature In Person Reading Series; Founder of Take a Poem to Lunch (National Poetry Month activity); English 074 Portfolio Assessment Study; English 150 Assessment Committee, English 250 Assessment Committee, Literature Committee, *Prism* Committee (and judge of annual creative writing awards for undergraduates).

*Keuka College*: Instruction Committee, 1980-82 (Chair 1981-82); Curriculum Committee, 1983-85. Appointed to college-wide Forum Committee, 1981-82 (Chair 1982). Appointed to Search Committee for Academic Dean, 1984. Elected to Integrative Studies Planning Committee, 1985. Initiated Writing Center and College-wide Minimal Criteria for Written Work. English Program Review/Curriculum Revision, 1984. Developmental Studies and Peer Tutoring Program Implementation, 1983-87. Class advisor for Classes of 1983, 1987. *Red Jacket* advisor. Sigma Tau Delta advisor. Appointed Faculty Marshall.

**Selected Conferences and Lectures:**

- Association of Writers and Writing Programs 2007, Atlanta (Board of Directors)  
Association of Writers and Writing Programs 2006, Austin (Board of Directors)  
Association of Writers and Writing Programs 2005, Vancouver (Board of Directors)  
Association of Writers and Writing Programs 2004, Chicago (Board of Directors)  
Detroit Working Writers Conference 2004: "The Hypothetical Narrator"  
Association of Writers and Writing Programs 2003, Baltimore (Board of Directors)  
Associated Writing Programs Annual Meeting 2002, New Orleans, LA: "Eavesdropping on the Neighbors: Four Canadian Writers Read from New Work" (Organizer and Moderator)  
Associated Writing Programs Annual Meeting 2000, Kansas City, MO: "Poems From the Fulbright Experience" (Organizer and Participant)  
Associated Writing Programs Annual Meeting 1999, Albany, NY: "Introduction to Creative Writing Tally Sheet"  
Crossing the Borders: English Studies at the Turn of the Century (University of Opole, Poland): "Pretending to Be Ourselves: The Contemporary Dramatic Monologue"  
University of Lodz (Poland): "Postmodern Poetry: Influences and Directions" and "Poems and Their Composition" (a reading and discussion of the difficulties facing translators)  
University of Gdansk (Poland): "Randall Jarrell's 'Next Day': The Poetry of Culture"  
Jagellonian University (Krakow, Poland): "Recent Contemporary Poetry in America: Sharon Olds, Jane Kenyon, Li-Young Lee, and Others"; "Morning at the Center of the Universe": A Reading and Discussion of the Contemporary Essay"  
The Teachers Training College, Zamosc: "Modern American Poetry: The Greatest Hits of the 20th Century"  
Twentieth Century Literature Conference 1997, Louisville, KY: "Poems from *Mutual Shores*"  
Associated Writing Programs Annual Meeting 1996, Atlanta, GA: "Pretending to Be Ourselves: The 'Subjective' Correlative of the Contemporary Dramatic Monologue"  
Associated Writing Programs Annual Meeting 1995: "A Target for Poetry"  
6th Annual Conference on Children's Literature: "Playing With Poetry"  
Twentieth Century Literature Conference 1991: "The Discoveries of the Voice: A Reading"  
Workshop Leader (Humor) and Panelist at 10th Anniversary Bay De Noc Writers' Conference  
Twentieth Century Literature Conference 1989: "The Unity of Consciousness in The Modern Poetic Sequence"  
Twentieth Century Literature Conference 1986: "A Common Experience: Poems and Paintings"

**Recent and Selected Readings and Workshops:**

The Detroit Opera House (Springfed Arts), Ludington Visiting Writers, The Bookman, Great Lakes Book and Supply, Schuler's Books, Horizon Books, Western Michigan University, Reading/Lecturing tour of Polish Universities (Gdansk, Opole, Lodz, Krakow), University of Liège (Belgium), Java Jobbers (Orlando, FL), Bath Area Writers Workshop Series, Steele Memorial Library Poetry Festival, Mesick Elementary School Author-in-Residence, Caro Public Schools Author-in-Residence, Coleman Public Schools Poet-in-Residence, Mason-

Lake Intermediate School District Young Authors Celebration, Webb Elementary School (Edmore, MI) Poet-in-Residence, Glen Lake Community Schools Poet-in-Residence, Gladwin Public Schools Writer-in-Residence, McMillan Elementary Writer-in-Residence (5 month pilot program sponsored by Michigan Council for the Arts)

**Publications:** *Abeyance* (Winner of Frank Cat Press Chapbook Award 2007), *Quatrains* (Pudding House, 2006), *Significant Others* (Main Street Rag Press, 2005) *Mutual Shores* (New Issues Press, 2000); *Imported Breads: Literature of Cultural Exchange* (Mammoth Books, 2003); 200+ poems, stories, and essays (critical and personal) in periodicals such as *The Paris Review*, *Western Humanities Review*, *AWP Chronicle*, *The Georgia Review*, *Dickinson Review*, *B.E.L.L. (Belgian Essays on Language and Literature)*, *Passages North*, *Traverse Magazine*, *The Detroit Free Press Magazine*, *Short Story*, *The Fiction Review*, *Hayden's Ferry Review*, *The MacGuffin*, *Critique*, *Seneca Review*, *The Kenyon Review*, *The Anthology of Magazine Verse and Yearbook of American Poetry (1997)*, *The International Poetry Review*, and others. Complete bibliography attached.

**References:** Dr. Genevieve West, Head                      Tel: 231-591-2520  
Department of Languages and Literature  
ASC 3080  
Ferris State University, Big Rapids, MI 49307

David Fenza, Executive Director      Tel: 703-993-4301  
Association of Writers and Writing Programs  
Carty House, Mail Stop 1E3  
George Mason University  
Fairfax, VA 22030

Richard Howard    Tel: 212-228-6689  
23 Waverly Place  
New York, New York 10003

# Jonathan Taylor

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Big Rapids, MI 49307

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taylorj@ferris.edu

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## Education

2003-Present

*Ph.D. Candidate, Educational Leadership in Higher Education*, Western Michigan University, Kalamazoo, MI. (Focus: Faculty Development.) Currently ABD.

Areas of study include:

- Leadership Theory
- Systems Thinking
- Research Methods
- Faculty Development

1998-2002

*Ph.D. Candidate, Critical Studies in the Teaching of English*, Michigan State University, East Lansing, MI

Areas of study included:

- Composition Theory
- Critical Pedagogy
- Computers & Writing Pedagogy
- Cultural Studies
- Literacy
- African American Linguistics
- Second Language Acquisition

*Humanities & Computing Certificate* earned May 2002

1993-1996

*M.F.A. Creative Writing*, Western Michigan University, Kalamazoo, MI

Areas of study included:

- Studies in Teaching Composition
- Poetry, Fiction, & Non-Fiction Workshops
- 19th Century British Literature
- Studies in the Novel
- Yeats, Heany, Faulkner, Welty
- Modern Poetry
- Postcolonial Literature

Completed book-length poetry manuscript, [Dark Things Happen](#)

1989-1993

*B.A. Creative Writing*, Western Michigan University

- Minors in Journalism and English Arts

## Teaching & Consulting Experience

1996-Present

Department of Languages & Literature, Ferris State University, Big Rapids, MI. *Assistant Professor* since 2000.

Courses taught include:

- Composition for ESL Students
- Basic Writing
- English 1 (First-Year Composition)
- Introduction to Literature
- Career & Industrial Writing
- Justice in Literature
- English 2 (Academic Research Writing)
- Advanced Technical Writing
- Advanced Business Writing\*
- Advanced Composition\*
- Creative Writing

\* Courses also taught in online-only format.



# Jonathan Taylor

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2006-2007

*Interim Instructional Designer*, Faculty Center for Teaching and Learning, FSU.

2004 - 2006

*Volunteer*, Center for Teaching, Learning, & Faculty Development, FSU

- As part of WMU Ph.D. requirements, serve in the Center as a consultant and workshop leader.

2004

*WebCT Mentor*, Center for Teaching, Learning, & Faculty Development, FSU

2003

*WebCT Workshop Facilitator*, Center for Teaching, Learning, & Faculty Development, FSU

2000-2002

*Textbook Consultant*, Longman Publishers, New York, NY.

- Reviewed textbook drafts and proposals on a freelance basis.

Summer, 2000

*Curriculum Consultant*, Pearson Education, East Lansing, MI

- Wrote content for reading diagnostic software.

1998

*Internet Writing Consultant*, The Writing Center, Michigan State University, East Lansing, MI

Workload Included:

- Developing Online Instructional Materials
- Consulting Individual Students in Writing, Web Publishing, & Internet Research
- Conducting Classroom Presentations in Peer Review, Web Publishing, & Internet Research
- Managing Presentation Schedules
- Supervising Undergraduate Consultants

1997-1998

*Book Reviewer*, Independent Publisher

- Wrote short reviews of poetry and nature books on a freelance basis

1995-1996

*Part-Time Faculty*, Communication Arts, Kalamazoo Valley Community College, Kalamazoo, MI

Courses Taught Include:

- First-Year Composition
- Computer Literacy

1994-1996

*Graduate Assistant*, English Department, Western Michigan University, Kalamazoo MI

- Taught First-Year Composition

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## **Conferences as Presenter/Facilitator**

*Presenter*, "From the Five-Minute CAT to the Term Paper: Writing Assignments." SUN Conference on Teaching and Learning, University of Texas El Paso, March 2005.

*Section Chair*, Rhetoric and Composition, Michigan Academy of Science, Arts & Letters. Recruited presenters, arranged program, and hosted conference section for 2000, 2001, 2002, 2003, and 2004 Annual Meetings

*Presenter*, "It's about Time: The Possibilities and Perils of *Kairos* in Contemporary Composition Programs." Michigan Academy of Science, Arts & Letters Annual Meeting, Hope College, Holland, MI, March 2003

*Presenter*, "Genesis of an E-Journal," Computers & Writing 2002 Conference, Illinois State University, May 2002

*Presenter*, "Academic Discourse and the Bad Self: Teaching Writing Outside the Narratives in Networked Environments," Computers & Writing 2001 Conference, Ball State University, May 2001

*Presenter*, "Arguing about Ebonics: Linguists, Folk Theories, and Compositionists," Michigan Academy of Science, Arts & Letters Annual Meeting, University of Michigan Dearborn, March 2001

*Presenter*, "The Multiple and the Relative: Negotiating Online and Academic Discourses," Spring English Language Arts Conference, Michigan State University, April 2000.

*Discussion Leader*, Donna LeCourt, "Critical Pedagogy in the Computer Classroom: Politicizing the Writing Space," Netoric Project Tuesday Cafe, September 1999

*Presenter*, "Using WebCT to Teach Developmental Writing at Ferris State University," Michigan Academy of Science, Arts, & Letters, 1999 Annual Meeting

*Presenter*, "Is the Text Redundant? Teaching 'Young Goodman Brown' to Introductory Literature Courses," Michigan Academy of Science, Arts, & Letters, 1998 Annual Meeting

## **Other Conferences Attended**

2005 American Association of Colleges and Universities Pedagogies of Engagement Conference, Washington, D.C.

2004 Lilly National Conference, Miami University, Oxford, OH.

2004 Lilly North Conference, Traverse City, MI.

2004 Lilly West Conference, California Polytechnic State University, Pomona, CA.

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2001 Lilly West Conference, University of California Los Angeles Conference Center,  
Arrowhead Lake, CA.

## **Professional Activities**

*Workshop Facilitator*, Instructional Design 3-day Workshop, Faculty Center for Teaching & Learning, FSU, Summer 2007. Designed and delivered a 3-day intensive workshop on instructional design for college teaching.

*Co-Facilitator*, Faculty Learning Community, Faculty Center for Teaching & Learning, FSU, Fall 2004. Helped lead a semester-long seminar on student-centered teaching.

*Participant*, Faculty Learning Community, Faculty Center for Teaching & Learning, FSU, Fall 2004. Participated in semester-long seminar on student-centered teaching to redesign a course.

*Workshop Facilitator*, "Teaching and Learning Styles" for 2004 adjunct clinical instructors in Nuclear Medicine Program, FSU

*Workshop Facilitator*, "Writing Assignments for the Non-Writing Classroom" for 2004 & 2005 Faculty Development Day, FSU

*Founding Editor*, [The Journal of Literacy and Technology](http://www.literacyandtechnology.org/),

<<http://www.literacyandtechnology.org/>>. Founded journal in May 2000. Recruit editorial staff and writers, manage Web site, manage editing process, promote Web presence, write editorials. To date, *JLT* has published 27 articles.

*Reader*, Original Poems, "Poets in Person" Reading Series, April 2000

*Workshop Facilitator*, "WebCT & Writing Instruction" Seminar for FSU Faculty, Fall 1999

*Authored* initial design of Crossroads Writing Project Website, FSU, Fall 1999

*Workshop Facilitator*, "Introduction to WebCT" Seminar for Faculty in the Department of Languages & Literature, FSU, Spring 1999

*Faculty Advisor*, Young Business Association, FSU, 1998-1999

*Faculty Advisor*, ZBT, FSU, 1998-1999

*Reader*, Original Poems, Great Lakes Books Reading Series, Spring 1997, Big Rapids, MI

## **University Service at Ferris State University**

*Academic Ad-hoc Committee on E-learning*, 2007-present.

*Teaching & Learning Team Leader/Certified Trainer*, FerrisConnect Migration Project, 2006-present.

# Jonathan Taylor

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*Senator, Academic Senate, 2006-2007.*

*College of Arts & Sciences Representative, Professional Development Presidential Task Force, Fall 2004. Review professional development efforts campus wide and recommend changes.*

*Advisory Board Member, Center for Teaching, Learning and Faculty Development, 2004-2005.*

*Secretary, Arts & Lectures Committee, 2003-present. Assist in evaluating speakers and artists for future events, promote current events, write and publish minutes.*

*Faculty Representative, Luminis Committee, Banner Project, 2003-present. Committee charged with managing transition from Campus Pipeline to Luminis as the interface to the campus portal.*

*Race/Ethnicity & Gender Outcomes Committee, 2000-2001. Evaluated course proposals for REG designation.*

## **Department Service at Ferris State University**

*Hiring Committee, Department of Languages & Literature, 2007-present.*

*Non-tenured Faculty Review Committee, Department of Languages & Literature, 2007-Present*

*Chair, Languages & Literature Planning Committee, 2005-2007.*

*Program Review, Technical and Professional Communication, 2004. Provided assistance in completing program review.*

*Independent Study Advisor, Department of Languages & Literature, Winter, 2003. Facilitated a creative writing independent study for a student. Met weekly during the semester.*

*Advisor, English Education Program, Department of Languages & Literature, 2002-2004. Advised English Education Majors.*

*Chair, Department of Languages & Literature Faculty Development Committee. Member 2000-2002, Chair 2002-2004. Managed a \$15,000+ annual faculty development budget.*

*Department of Languages & Literature Library Committee, 2000-2002. Evaluated potential library acquisitions, communicate with college library liaison.*

## **Publications**

"Genesis of an E-Journal" *The Journal of Literacy and Technology*. Summer 2002.

"The Politics of Access" (editorial). *The Journal of Literacy and Technology*. Winter 2002.

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"The Need for *JLT*" (editorial). *The Journal of Literacy and Technology*. May 2000.

Book Review: *New & Collected Poems 1942-1998* by John Tagliabue. *Independent Publisher*, December, 1998.

Book Review: *No Matter How Good the Light Is*. Poetry by Edward Boccia. *Independent Publisher*, December, 1998.

Book Review: *Radiography*. Poetry by Bruce Bond. *Independent Publisher*, November, 1997.

# Christine A. Vonder Haar

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Big Rapids, MI 49307  
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314- 303-3946 (cell)  
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Ferris State University  
Dept. Languages and Literature  
810 Campus Drive, ASC 3032  
231-591-2528 (office)  
231-591-2910 (fax)

## ***Education***

Doctor of Arts (D.A.) in English Rhetoric/Composition, University of Michigan-Ann Arbor,  
February 1988.

Dissertation: *Interviewing as an Inquiry Strategy in the Composition Classroom*  
M. A. (English), Bread Loaf School of English, Middlebury College, Vermont and Lincoln  
College at Oxford University, England, August 1983.

B. A. (Major: English; Minors: Education, Social Studies), Fontbonne College, St. Louis, MO,  
May 1977.

*Certification:* Missouri Teaching Certificate (Secondary English)

## ***University Teaching Experience***

August 2005 to Present—Department of Languages and literature, Ferris State University (Big  
Rapids, MI)

*Assistant Professor of English*

Courses: Introductory and Advanced Composition, Linguistics, Shakespeare

August 2001 to May 2002 – English Department, Webster University (St. Louis, MO)

*Adjunct Professor of English*

Courses: Introductory Composition, Business Writing, Linguistics, Survey of British  
Literature.

January 2001 to May 2001 – English Department, Maryville University (St. Louis, MO)

*Adjunct Professor of English*

Introductory Composition

September 1986 to May 2000 - Department of Languages and Literature, Ferris State  
University (Big Rapids, MI). Leaves of Absence: Fulbright Lecturer in Poland, 1990-92;  
Fulbright Lecturer in Hungary, 1997.

*Associate Professor*

Courses: Freshman Composition, Advanced Composition, Professional Writing (Social  
Work, Technology, Pharmacy, Business, Education), Introduction to Literature, British  
Literature Survey, Shakespeare (Interactive Distance Learning Course)

September 1983-84; September 1985-86 - Composition Program, University of Michigan (Ann  
Arbor)

*Teaching Assistant*

Courses: Freshman Composition, Developmental Writing

### ***Administrative Experience***

August 2006 to Present—Ferris State University (Big Rapids, MI)

*Program Coordinator, Bachelor of Integrative Studies Program*

Responsible for program administration, student advisement, and assessment.

July 2003 to June 2004 – Trinity Catholic High School (St. Louis, MO)

*Associate Principal for Academics*

Responsible for writing and implementing new curriculum (school opened August 2003), faculty development, curriculum development/assessment, school improvement plan, technology integration, and NCA-CASI school accreditation.

May 2002 to June 2003 – St. Thomas Aquinas-Mercy High School (Florissant, MO)

*Associate Principal for Academics*

Responsible for academics as part of new administrative team: designed instructional programs; administered faculty development, instructional assessment, curriculum development, and NCA-CASI school accreditation.

August 1998 to June 2000 – Ferris State University (Big Rapids, MI)

*Coordinator, English Education Program*

Responsible for admissions, transcript audits, program assessment, faculty advisors, student advisement program.

### ***Educational Consulting Experience***

April 2004 to Present - Camp Coca Cola-Atlanta, GA (National Foundation) and St. Louis, MO (Wyman Teen Leadership Program)

Ongoing development and implementation of literacy component for 5-year youth leadership program.

### ***International Teaching Experience***

December 1996 to December 1997 - Institute of English and American Studies, Department of Linguistics at Lajos Kossuth University, (Debrecen, Hungary) and the Department of American Studies at the Eszterhazy Karoly Teacher Training College (Eger, Hungary)

*Fulbright Senior Lecturer in Linguistics*

Courses: Ethnography and Literacy, Theory and Practice of Teaching Composition, Business and Technical Writing, Introductory and Advanced ESL Academic Writing, 19th century American Literature lecture and seminar. M.A. thesis adviser.

September 1990 to June 1992 - Institute of English Philology, Pedagogical University (Opole, Poland)

*Fulbright Senior Lecturer in Linguistics*

Courses: Freshman Composition, Advanced Composition, Descriptive Grammar Lecture, Methodology Lecture, Practical Phonetics, Linguistics Seminar, Conversation, Literature Seminar, Shakespeare Seminar. M.A. Thesis Adviser.

### ***Secondary Teaching Experience***

September 1984 to May 1985 - English Department, St. Joseph's Academy (St. Louis, MO)  
*English Teacher*

Courses: Expository Writing, Freshman English, Honors English Program

November 1982 to May 1983 - English Department, St. Louis University High School (St. Louis, MO)

*English Teacher*

Courses: Composition, Short Story, Novel –Tenth Grade English

September 1977 to May 1982 - English Department, St. Joseph's Academy (St. Louis, MO)  
*English Teacher*

Courses: Composition, American Literature, British Literature Survey, Honors English Program, American Literature Survey, Myth and Legend, Shakespeare

September 1973 to June 1976 - St. Raphael Elementary School, (Bridgeport, CT)

*Language Arts Teacher(grades 7-8)*

### ***Presentations, Program Appearances, Workshops***

Honors College Lunch Lecture, “After the Fall of the Wall: Poland and Hungary’s Next Generation” Ferris State University, Big Rapids, MI, November 2007.

International Panel: “Women, Islam, and the Former Yugoslavia” Ferris State University Fulbrighters, Event Organizer, Big Rapids, MI, October 2007.

Wyman Teen Leadership Program, Staff Training Sessions, “Journaling to Tell Our Stories” Presenter. July 2007.

Conference on College Composition and Communication, Annual Convention, “Composing Identity: Multi-Modal Multi-Media Projects” Session Chair, New York, NY, March 2007.

Lilly Conference, Participant, Traverse City, MI, September 2006.

Faculty Teaching and Learning Activities, Orientation Week, “Learner-Centered Teaching” Ferris State University. Presenter. Big Rapids, MI, August 2006.

Conference on College Composition and Communication, Annual Convention, Chicago, IL, Participant, March 2006.

National Council Teachers of English, Annual Convention and Conference on English Education, Annual Meeting, Representative/Participant; National Writing Project Annual Meeting and Workshops, Participant. Pittsburgh, PA, November 2005.

Gender and Popular Culture Conference, Annual International Conference, University of Michigan, Ann Arbor, Participant, October 2005.



Honors College Lunch Lecture. "Literacy and Teen Leadership" Ferris State University.  
Presenter. October 2005.

Cor Jesu Academy, Commencement Speaker, St. Louis, MO, May 2005.

Annual Teachers and Administrators Banquet, Keynote Speaker, Sts. Joachim and Anne  
Center, St. Charles, MO, May 2005.

Lewis and Clark Bicentennial Program for Visiting Foreign Scholars. Missouri Fulbright  
Chapter, Lecture, MO Historical Society Lecture, Exhibit, and St. Charles Riverfront Re-  
Enactment. Events Organizer and MC. St. Louis and St. Charles, MO. March and April,  
2004.

National Catholic Education Association (NCEA) Annual Convention, "Was Jesus an Inquiry-  
Based Teacher?" Presenter. St. Louis, MO, 2003.

North Central Association-CASI Conferences, Participant, UM-St. Louis, MO. November  
2002.

Association for Supervision and Curriculum Development (ASCD), Week-long seminar on  
Curriculum Frameworks. Participant. St. Louis, MO, August 2002.

National Council of Teachers of English (NCTE), Annual Convention, "Critical Inquiry across  
Language Arts Levels (Or, What we Three Sisters Learned)" Paper and Panel Presenter.  
Baltimore, Maryland, November 2001.

Missouri Fulbright Association, Inaugural Chapter Event, Missouri Historical Society Art Tour,  
Lecture, and Reception. Event Organizer and MC. St. Louis, MO. December 2001.

Fulbright Association Annual Conference. Participant, Chapter Representative, Missouri  
Fulbright Association. Washington, DC, October 2001.

National Council Teachers of English (NCTE) Annual Convention. Participant. Milwaukee,  
Wisconsin, November 2000.

Fulbright Association Annual Conference. Participant. Western Michigan Representative and  
Eastern European Task Force, Washington, DC, October 1999.

Humanities Council of Central West Michigan "Fulbright Opportunities and Teaching  
Abroad." Presenter. Big Rapids, MI, Spring 1999.

Annual Linguistics Foreign Lecture, Departments of Linguistics and Applied Linguistics,  
Institute of English and American Studies, Debrecen, Hungary, December 1997.

European Society for the Study of English (ESSE), Fourth Annual International Conference,  
Debrecen, Hungary, September 1997.

- Arab-Israeli Educational Outreach Project Workshops (conducted 6 half-day workshops in Arab communities throughout Israel) USIS and Israeli Fulbright Commission, Tel Aviv, Israel, March, 1997.
- Annual Berlin Fulbright Conference, Berlin Fulbright Commission, Berlin, Germany, March 1997.
- 50th Fulbright Anniversary Celebration and Conference, Organizer and Chair (3-days of international lectures, panel, and reception) Ferris State University and Big Rapids Community, Big Rapids, MI, October 1996.
- Interactive Distance Learning Workshop, (4-day training workshops) participant, Northern Michigan College, Traverse City, MI, 1995; 1996.
- "Making Connections: Teaching of English in Eastern Europe" (Paper and Presentation) Annual Michigan TESOL Conference, Ferris State University, Big Rapids, MI, April 1994.
- "Portfolios as a Transition Tool from Orality to Literacy" (Paper and Presentation) Conference on College Composition and Communication, Nashville, TN, March 1994.
- "This is Poland" (Ferris Television Interview) *International Connections*, Ferris State University, Big Rapids, MI, October 1992.
- "English Language Teaching in Eastern Europe" (Ferris Cable Television Program) *International Connections*, Ferris State University, Big Rapids, MI, September 1992.
- "A Fulbright Scholar's View: Education in Poland" (Panel) Phi Delta Kappa Educational Fraternity Program, September 1992.
- Associate Chair, "Critical Thinking about Mass Media," Conference on College Composition and Communication, Chicago IL, March 1990.
- "Interviewing as a Way of Learning and Composing" (Presentation and Paper) National Conference of Teachers of English (NCTE) Convention, Baltimore, MD, November 1989.
- "Shakespeare: From Page to Stage" (with Laura Bolt; presentation) National Conference of Teachers of English (NCTE) Convention, St. Louis, MO, November 1988.
- "Bridging the High School-College Writing Gap" (Presentation and Paper) Conference on the Writing Teacher as Researcher, Miami University, Oxford, OH, October 1988.
- "Inquiry as the Pedagogy of the 'What If?'" (Presentation and Paper) Intellectual Skills Development (ISDA) Conference, Western Michigan University, Kalamazoo, MI, November 1986.

## ***Publication/ Research***

*Community Literacy and Teen Leadership*. "Telling Our Stories." (unpublished archives and stories manuscript). Camp Coca Cola Foundation. Five-year Research and Project documenting group of 42 teens seventh grade through high school graduation, impact of leadership program). Atlanta, GA and St. Louis, MO, 2004-present.

*English Composition (EFL)*. Advisor/editor to former student/co-authors (D. Rydzak, M. Adams) . Published in Opole, Poland 2003.

*The Best of Up and Down the River*. "Bulls' Blood and Battling Women" and "A Polish Christmas." Big Rapids, MI, 2000.

"Inquiry Strategies: Some Implications for EFL Composition" article published in the *Journal of Linguistics and Literature*, Pedagogical University of Opole, Poland. November 1993.

*Bibliography of Composition and Rhetoric*, (Longman; NCTE publishers); contributing bibliographer, 1985 to 1990.

Dissertation: "Interviewing as an Inquiry Approach in the Writing Classroom." Ann Arbor, MI: University Microfilms, 1988.

Ferris Writing Assessment Project (research grant project with Roxanne Cullen and John Alexander) Unpublished study: an examination and analysis of interviews, writing portfolios, and writing samples from seniors who participated in the 1985 assessment study as freshmen. Big Rapids, MI, 1987 to 1989.

"Research Findings of the Committee on Research and Assessment in Writing," Ferris State University (unpublished study with Roxanne Cullen, chair, and Research Assessment Committee members) A summary of the findings of a two-year project in which 2,129 freshman writing samples (pre-tests and post-tests) were analytically assessed to help determine the state of writing of Ferris freshmen. Big Rapids, MI, 1987.

"Teacher Journey Taught" (poem) *Archer*, December 1982.

## ***Professional Activities and Service***

### *Current University Service/Engagement*

Criterion Committee Co-Chair, NCA-HCL Accreditation, 2007-2011

General Education Writing Assessment Committee, Co-Chair, 2005-present

Ferris Fulbrighters, Coordinator, 2006-present

Fulbright Student Program, Campus Advisor (FPA), 2006 to present

Learning Communities, Faculty Center for Teaching/Learning, 2005-present

### *Current CAS and Department Service/Engagement*

Curriculum Committee, Languages and Literature, 2007

Composition Committee, Languages and Literature, 2006-present

Nationally Competitive Scholarship Committee, Honors College

Dawg Days Volunteer, College of Arts and Sciences, 2006-present

Student Advisor (English Education, BIS)

*Past University Service*

English Education Task Force  
Advanced Composition Assessment Committee  
Tenure Review Committee  
Research and Assessment Committee  
Curriculum Committee  
Dead Poets Society (RSO Faculty Advisor)  
Shakespeare Festival, Coordinator  
Campus Adviser, Fulbright Student Program  
Academic Honors Convocation Committee  
Faculty Mentor Program

***Awards/Recognitions:***

Tenure Awarded, Ferris State University, October, 2005.

Chapter Grant, Missouri Chapter of the Fulbright Association, Lewis and Clark Bicentennial Program for Foreign Visiting Scholars to Missouri. January 2004.

International Educator Award, Ferris State University, May 2000.

Fulbright Scholarship, Senior Lectureship in Linguistics, Institute of English and American Studies, L. Kossuth University, Debrecen, Hungary, January to June 1997. Grant extension awarded, Eszterhazy Karoly Teacher Training College, August to December 1997.

Omicron Delta Kappa Inductee, Ferris State University, Big Rapids, MI, April 1995.

Tenure awarded, Ferris State University, Big Rapids, MI, February 1993.

Fulbright Scholarship, Senior Lectureship in Linguistics, Pedagogical University of Opole, Poland, September 1991 to June 1992.

Fulbright Scholarship, Junior Lectureship in TEFL, Pedagogical University of Opole, Poland, September 1990 to June 1991.

Fulbright Grant, Slavic Languages Summer Institute (Polish), University of Pittsburgh, 1990.

Ferris State University Faculty Development Grant (writing across the curriculum workshop, School of Business) 1987.

University of Michigan Professional Development Grant, Critical Thinking Seminar, University of Chicago, October 1985.

Dr. Willard Chaney Grant, University of Michigan English Department Award (summer study and research in composition, Bread Loaf at Oxford University) 1984.

Bread Loaf School of English at Oxford University, summer graduate school scholarships, 1982, 1983, 1984.

University of Michigan Outstanding Teaching Assistant Nominee, 1983.

***Professional Memberships and Affiliations:***

National Council of Teachers of English

Conference on College Composition and Communication

Association for Supervision and Curriculum Development (ASCD)

Phi Delta Kappa

Omicron Delta Kappa

Fulbright Association (Lifetime member)

Missouri Fulbright Chapter (past president, member)

## VITA-

### Robert von der Osten, Ph.D.

Full Professor since 1995

Campus Phone: 591-2916

Department of Languages and Literature

E-mail: [H\\_Vonderosten@ferris.edu](mailto:H_Vonderosten@ferris.edu)

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### Academic Degrees

- Ph.D. New York University 1986 English Education - Linguistics and  
Composition Theory Emphasis.  
M.A. SUNY at Stony Brook. 1979 Philosophy  
B.A. Western Michigan University 1974. English and Philosophy  
Secondary Teaching Certificate in English and Religion received May 1976.

### Professional Experience

- 1986-Present Ferris State University  
1982-1986 Brooklyn College, Adjunct - teaching developmental reading  
1983-1986 New York University, Teaching Fellowship  
1983-1984 Literacy Volunteers of New York, Coordinating Teacher  
1980-1983 Federation Employment and Guidance Service of New York  
Instructor of developmental writing and ESL

### Courses Taught

**Writing:** ENGL 074, ENGL 150, ENGL 250, ENGL 321: Pharmacy, Health Sciences,  
and general, ENGL 325: Business Writing.  
**Linguists:** ENGL 301: Introduction to Linguistics, ENGL 382: Structure and History of  
English.  
**Literature:** LITR 150, LITR 180; LITR 233: Science Fiction (non-honors and honors),  
LITR 286: Justice and Literature, LITR 416: Theories of Literary Criticism, LITR 301:  
Asian Literature  
**Ethics:** Ethics for Engineers

### Awards

Western Michigan University Distinguished Alumni Award – Arts and Sciences 2003  
VVPA Award for Academic Excellence for 1998-99

### Current Professional and Academic Association Memberships

National Council of the Teachers of English  
College Composition and Communication  
International Association for the Fantastic in the Arts

## **Service**

### **University**

Chair of the Strategic Planning and Resources Council Winter 07-Present  
Co-Chair of the University Assessment Committee Winter 07- Present  
Chair of the Academic Affairs Assessment Committee 2005-Present  
Assessment Coordinator 2005-Present  
Chair of the General Education Committee 2005- Present  
Member of College of Business CIS Program Review Committee 2005  
Initiated and co-coordinated Election Forums Fall 2004  
University Presidential Search Committee 2003  
Editor of *The Inside* 1998 – 2006  
Vice Presidential Search 1997-1999  
Served on and chaired the University Curriculum Committee  
Chaired the Senate Committee on Fiscal Restructuring  
Served on the Senate and on the Executive Committee of the Senate  
Initiated the position and served as General Education Coordinator  
Served on the University Committee on Admission Standards  
Served on the University Committee on Retention  
Served as Chair on Sub-Committee for North Central Self Study  
Served on University Committee on Student Outcomes Assessment  
Initiated and Chaired the Future's Conference Task Force  
Initiated and participated in 2004 Election Forums  
Served on Initial General Education Committee that developed current gen ed.  
Chaired the University General Education Committee  
Chaired the Cultural Enrichment Committee  
Chaired the Global Consciousness Committee

### **College**

College of Arts and Sciences Planning Committee 2004-2005  
College of Arts and Sciences Curriculum Committee 2004-2005  
College of Arts and Sciences Promotion Committee 2001- 2003  
Member of the BA development team 2000  
Member of Susan Morris' Tenure Review Committee 2001-2002  
Member of David Aiken's Tenure Review Committee 1998-2000  
Member of Robert Card's Tenure Review Committee 2000-2002  
Member of Katherine LaPietra's Tenure Review Committee 1999-2001

### **Department**

Curriculum Committee co-chair 2004-2005  
English Education Committee 1998- 2006  
Composition Committee 2003-Present  
Search Committee 2004-2005

I have repeatedly served on the curriculum committee and chaired it, including through fiscal restructuring; served on the library committee; served on the faculty development committee; served on and chaired tenure review committees; served several times and chaired the curriculum committee; regularly serve on rating groups for honors and English Education

### **Additional Service**

External reviewer for tenure and promotion for Grace Dillon, Ph.D., of Portland State University.

Production Coordinator for FemSpec- Peer Reviewed Journal Spring 2007-Present

Co-Chair FFA Equity Study Sub-Committee 2005

Member of the ICFA conference program committee 2002-2003

Presenter at Kentwood 9-12 English In-Service May 2002

Served on Board of Stepping Stones Montessori School 1990-1993

### **Publications and Works Completed for Publication**

“Four Generations of Tom Swift: Ideology in Adolescent SF” in The Lion and the Unicorn April 2004.

Strategies for Successful Writing, 8<sup>th</sup> edition revision. Prentice Hall.

Completed co-authored Structure and History of English for English Professionals used in ENGL 382.

*Letter* published in *College English* in Spring of 1998.

*Insider*. Publications include review of George Lakoff's *Women Fire, and Dangerous Things: What Categories Reveal about the Mind*; “Results from the Cultural Enrichment Pilot Survey;” and “Effectively Using Explicit Criteria in the Classroom,” “Writing and Shame.”

*Proceedings of the Heraclitean Society* published by the Western Michigan University Department of Philosophy. “Derrida’s Deconstruction as a Theory of Signs.” 1987

### **Reviews**

Boys’ Books, Boys’ Dreams, and the Mystique of Flight in the Spring 2007 Lion and the Unicorn.

SF Express for Longman Winter 2003

Excellence in Business Communication for Prentice Hall. Winter 2002

A number of other reviews not recorded

### **Reports Generated for Ferris State University for Public Use**

Statement of University Assessment, Approved by committee, VPs, and President, and Academic Senate Spring 2007.

Statement on Strategic Planning and mission statements for SPARC and Task Forces used on President’s Web Page, Spring 2007.



Designed MyFSU Groups to be used in Strategic Planning Process, May 2007.  
Developed Communication Plan for Strategic Planning Process, May 2007.  
Developed Calendar to be used in Strategic Planning Process, May 2007.  
Wrote guide for course assessment in Arts and Sciences, April 2007  
Wrote Academic Affairs Assessment Policy, September 2006. Approved with revision by Assessment Committee, Associate VPAA, and VPAA  
Prepared Academic Affairs Assessment Web Page including Academic Affairs Statement on Assessment, Strategies for Assessment, and other Web Page documents, May 2005.  
Prepared NSSE Report on General Education, November 2005.  
Wrote Report on Results of Academic Profiles, June 2005  
Prepared Ferris Current General Education Web Page

## **Presentations**

“Goonan’s Post/Human Subjects: Negotiating Cybernetic Possession” scheduled for the Popular Culture Conference, March 2008  
“What is Strategic Planning?” Taped segment of Whose Who at FSU, September 2007.  
“Why Course Assessment?” at Ferris State University faculty week, August 2007.  
“Towards a Phenomenology of SF Wonder” at the Popular Culture Association Conference, March 2007.  
“Having Your Throat Sung: Alien Intimacies in Rebecca Ore’s *Becoming Alien Series*” at the International Association of the Fantastic in the Arts, March 2007.  
“Using Institutional Structures to Promote Assessment” at the HLC workshop on Self Study and Assessment, June 2006.  
“Differing the Difference: Problematizing the Post-Human in Rebecca Ore’s Becoming Alien Series” at the Popular Culture Association Conference, March 2006.  
“Marking the male body fantastic: tattooing and identity in Bester and Bradbury” at the International Association of the Fantastic in the Arts, March 2006.  
“How to Improve Course Assessment” at Ferris State University faculty week, August 2005  
Lead day seminar for Languages and Literature linguistic faculty on the shift from transformational grammar to government/binding and minimalist theories, March 2005.  
“The Unstable Liminal in Carlos Castaneda’s Genre Ambiguous Works” at the International Association of the Fantastic in the Arts, March 2005.  
“Negotiating National Identity in Mainland Chinese Science Fiction” at the International Association of the Fantastic in the Arts, March 2004.  
“Speaking with The Dead: Crossing the Impossible Border with Ballard, Herbert, and Gibson.” at the International Association of the Fantastic in the Arts, March 2003.  
“Four Generations of Tom Swift: Ideology in Adolescent SF” at the International Association of the Fantastic in the Arts, March 2002.

## **Additional Presentations: Not Complete**

**Presentations at the International Association of the Fantastic in the Arts include:** "Sliding Signifiers: The Uses of the Fantastic in the Works of S. Rushdie."

**Presentations at the Michigan Academy include:** "Writing Memory," Towards a Cognitive Theory of Writing," "Speech Act Theory and Institutional Rhetoric" and "The Language Attitudes of Developmental Writers." **Presentation at Northern Illinois**

**Conference on Literature and Film:** "Traces of deconstruction in Heinlein.:"

**Presentations at the Conference of College Composition and Communication include:** "Shame and Writing," "How Students Read to Revise," "The Politics of Writing," "Writing as an Ethical Act," "Habermas' Discourse Theory and the Writing Process," and "The Deconstructed Text: Comments on Foucault." **Presentation at the Conference on Popular Culture:** "The Greening of Writing Theory." **Presentation at the Penn State Rhetoric Conference:** "Overcoming the Cartesian Ontological Bias in Writing Theories." **Presentation at the Modern Language Association Conference:** "Computers and the De-Construction of the Concept of the Text."

## **Training**

Brasciana Assessment Presentations, September 2007

Ferris Connect Training, June 2007

Higher Learning Commission, on Assessment and Self-Study, June 2006

Learning Outcomes Assessment, Monroe County Community College, May 2005

## **Institutional Research (not complete)**

Fall 2007 Developed faculty survey for general education program review.

Fall 2007 Developed general education survey for general education program.

Fall 2007 Developed a comparison grid of Ferris' general education program with competitor institutions.

Spring 2007 Wrote report based on global consciousness survey.

Spring 2007 Generated survey on life long learning used in Institutional Research study.

Spring 2007 Worked with REG committee in developing of REG survey.

Fall-Spring 2007 Participated in formation of prompt and rating scale, rating, and analysis of statistical data for ENGL 150.

Spring 2006 Participated in rating and data analysis of pre-and post study of ENGL 211

Fall 2006 Wrote report consolidating NSSE data and its relation to general education.

Winter 2005 Coordinated portfolio assessment of upper level writing

Winter 2005 Coordinated completion of the administration of the Academic Profiles and prepared report based on the resulting data

Winter 1998 Pre and post study of the impact of the general education curriculum on student global knowledge.

Winter 1999 Pre and post study on changes in student self perceptions of computer competencies based on the impact of the general education curriculum.

Winter 1998 Pre and post study of changes in student interpretative skills based on the impact of the cultural enrichment component of educational curriculum.

Fall 1998 Coordinated the administration of the Academic Profiles.

Fall 1997 Pre and post study of attitude changes toward culture based on the impact of the general education curriculum.

Fall 1997 Study of attitudes of developmental education students towards language.

Fall 1987 Comparison of the relative effectiveness of ENGL 074/ ENGL 111 Lab on the skills of low ACT writers.

Robert von der Osten  
2006-Present Update

**Presentations**

March 2012 "Troubling Feminism: Monstrous Desire for the Monster in Romantic Fantasy"

March 2011 International Conference on the Fantastic in the Arts. "Scientific and Lifeworld Carnival 'At the Rialto'"

March 2010 International Conference on the Fantastic in the Arts.  
"Reading the Jim Crow Museum as a Fantastic Space: Methodological Advantages"

March 2009 International Conference on the Fantastic in the Arts. "Dissecting Lived Time(s) in Post-History: Kathleen Ann Goonan's Nanotechnology Quartet"

March 2008 Presentation at ICFA

March 2007 Presentation at ICFA

March 2006 Presentation at Popular Culture Association

When I attend ICFA, I am almost always a participant in the theory roundtables..

**Faculty Development**

Over the last 6 years, I have provided a number of workshops through the Faculty Center of Teaching Development on writing outcomes, assessment, and TracDat. I currently serve as an advisor on assessment to the programs at Ferris Grand Rapids. I serve as the official external assessment reviewer for the Baldwin Community Health Sex Education initiative.

I have attended a number of training workshops on FerrisConnect and a variety of online learning tools.

I currently serve on the Editorial Board for FemSpec.

**Publications and Revisions**

Forthcoming in 2012 FemSpec "Being Reclaimed by a Feminist Aesthetic in the Georgia O'Keeffe Room of the Milwaukee Art Museum"

Forthcoming in 2012 Prentice Hall10 the edition *Strategies for Successful Writing*

2009 Prentice Hall 9<sup>th</sup> edition *Strategies for Successful Writing*

**Development of Courses Towards a More Student Center Learning Environment and the Use of Electronic Tools**

- Developed an online version of ENGL 301: Introduction to Linguistics
- Offer literature classes as mixed delivery.
- Employ online discussions to accommodate diverse learning styles.
- Increase use of blogs as a learning tool.
- Employ short tegrity lectures for content presentation to allow more class time for discussion and in class projects.
- Increase the use of wikis for collaborative projects.
- Employ announcements and regular postings to the home page to keep students better coordinated to course expectations.
- Increased the amount of supplemental links and files to enhance the courses.
- Increased the number of student samples in LITR 416 to demonstrate how to employ theory in a paper about literature.
- Post course notes in LITR 416 online to focus on discussion and less on note taking.
- Provide a FAQ for many courses, including LITR 416, to clarify issues.

**Curriculum Vita**  
**Tracy Webb**

**Education:**

- Ph.D. 1990 English; Michigan State University.  
Dissertation: Student and Faculty Response to Writing to Learn at the College Level
- M.A. 1984 Community College Teaching of English; Michigan State University
- B.S. 1982 English/Biology; Adrian College

**Areas of Specialty:**

- Writing Across the Curriculum
- English Education: Composition/Literacy
- Modern American and Nineteenth Century American Literature

**Teaching Experience:**

Ferris State University: (Assistant Professor, 1991-1999; Associate Professor, 1999-present)

- English 074 Introduction to Basic Collegiate Writing
- English 111, 112, 113 Freshman Composition (terms)
- English 150 Writing 1
- English 250 Writing 2
- English 222 Creative Writing
- English 321 Advanced Composition
- English 322 Creative Writing
- Literature 150 Introduction to Literature
- Literature 170/190 Women in Contemporary Culture
- Literature 180 American Revolutions (designed and taught)
- Literature 180 Literature and Film (designed and taught)
- Literature 243 Literature and Film (designed and taught)
- Literature 286 Justice and Literature
- Literature 311 American Literature 1
- Literature 312 American Literature 2

University of Michigan: (Lecturer, 1990-1991)

- English 125 Introductory Composition
- English 225 Argumentative Writing

Adrian College: (Instructor, 1987-1990)

- English 101 Topics in Writing
- English 110 Topics in Literature
- English 250 Special Topics: Literature and Film

Michigan State University: (Teaching Assistant, 1982-1987)

- English 104, 105, 106 Science Writing sequence
- English 213 Writing Workshop
- English 226 Creative Writing
- English 320 Non-fictional Imaginative Prose
- English 207 & 208 Forms of Literature: Drama & Poetry
- English 330 Composition for Secondary English Teachers
- English 332 Methods of English Teaching
- American Thought and Literature Writing Laboratory I, I and III

Jackson Community College: (Instructor, 1983)

- English 131 Freshman Composition

## Consulting Activities, Presentations and Publications:

### Ferris State University

Presented "Neighbors Bring Food: Cuisine, Comfort and Community in *To Kill a Mockingbird*".  
Michigan Academy of Science, Arts, & Letters, 2007.

Presentation on Writing Across the Curriculum to FSU Student Teacher Training Seminar, 2006

Presentation on Writing and Reading in the Classroom for FSU Faculty Development Day 2003

Presentations on Writing Across the Curriculum for EDUC499 student teachers, 1999-2001

Presentation on Writing Across the Curriculum for Kendall Coordinators, November 1999.

Participant, Faculty Focus Group for MKTG425 (Marketing Research), 1998

"Blessed Companions: Victorians and Their Books," November/December 1998 Citizens Companion

Created and maintain FSU Writing-Intensive-Courses website

Presentation on "College Writing" for Wade McCree, Jr. Incentive Scholarship students, 1998, 1999

FSU Writing Center web-page maintenance, 1997-present:

Participated in FSU First Impressions, 1996, 1997

Coordinated Writing Intensive Course workshops, 1998

Presented workshop on Writing Intensive Courses for Social Science Department, 1997

Read sonnets, "Shakespeare's Birthday Party," 1997, 1998

Attended Teaching-of-Literature Faculty Development workshop, Ferris State University, 1997

Presented workshop on "Writing to Learn" as part of a series of Writing-Intensive-Course faculty workshops, 1994

Consulted by First-Year Experience Task Force, 1993

Presented "Collaborative Learning: Pitfalls and Pleasures" at the Conference on College Composition and Communication, 1992

Member of four-person "New Instructor Roundtable" on "Changing Departments of English in a Changing World" at the Michigan College English Association Fall Conference, 1992

### University of Michigan

Presented "Writing-to-Learn in the Science Classroom" at the National Technological Literacy Conference, 1991

### Adrian College

Instructor, Michigan State Board of Education Summer Institute for the Arts and Sciences at Adrian College, 1990

"Figures of the Future: Idioms and Ironies in Margaret Atwood's The Handmaid's Tale," read at the Popular Culture Association's twentieth annual meeting, 1990

Reviewed The Master Narrative by Theodore R. Hovet for American Literature, 1990

Facilitator, A.C.T.O.R. program for faculty development, Adrian College, 1990

Consultant/Group Leader: "Adrian Academy" Week-long Writing Workshop for Lenawee County Students and Teachers, August, 1988

Writing Across the Curriculum consultant: Lenawee Intermediate School District Summer Workshop, 1988

Coordinator/Instructor: Southeast Michigan Writing Project Summer Writing Camps for grades 3 - 12 and adults, 1988-1990

### Michigan State University

"The Role of Water Imagery in Uncle Tom's Children," published in Spring, 1988 Modern Fiction Studies

Writing-Across-the-Curriculum consultant to Adrian College professors participating in my dissertation research, 1987-88

Presented Writing-Across-the-Curriculum Workshop for Teachers: Adrian College Career Day, 1987

Technical Writer on MSU Writing in the Sciences panel discussion, April, 1987

In-house Software Instructor/User Documentation Writer, College of Osteopathic Medicine, Michigan State University, 1986-1987

MSU Spring Conference for the English Language Arts, April, 1984: Presented "Tell Us a Story: Storytelling from Oral to Audience to Written"

MSU Mini-Conference, March, 1984: Presented "Reader Response to Literature"

### **Administrative, Advisory and Committee Experience:**

#### Ferris State University

Languages and Literature Course Assessment Templates: Coordinated LITR170 template, 2007.

English B.A. Program Review 2006

Honors Invitational -Writing Sample Rater 2003-2006

B.A. Ad Hoc Committee 2005-2007

University General Education Committee, 2005-2007

General Education Assessment of Advanced Writing Portfolios 2005

Pharmacy WIC Exploration Ad Hoc Committee 2004-2005

Library Committee, Department of Languages and Literature, 2002-2005

Tenure Review Committee, Department of Languages and Literature 2002-2005

Composition Committee, Department of Languages and Literature, 2000-2005

Writing Intensive Courses Assessment 2003

Literature Committee, Department of Languages and Literature, 2000-2001

Generalist Search Committee, Department of Languages and Literature, 1998

General Education Writing Assessment Committee, 1997 -2006

FSU Senate Diversity Committee, 1997-2005

English Education Advisor, 1996-present

Prism Committee/Judge, 1996-present

Writing Center Director, 1995-present

Planning Committee, Department of Languages and Literature, 1995-present

Writing Intensive Course Committee chair, 1995-present

Developmental Writing Committee, 1995-2005

English Education Committee, 1994-2006

English Education Program Review Committee, 2000

English Education Major Web-page Subcommittee 1998

Helen Popovich Scholarship committee 1998-2006

Writing Intensive Courses Committee liaison, 1992-present

Curriculum Committee, Department of Languages and Literature, 1994-1998, 2002-2005

"Inspiration" software evaluation project, 1997-1998

English 250 Assessment Committee and rating team, 1997

FSU Writing Outcomes Evaluation, 1996-1997

General Education Assessment Task Force's Cultural Awareness Committee, 1994-1997

English 150 Assessment Project, 1995-1996

Writing Intensive Courses Committee co-chair, 1994-1995

Faculty Development Committee, Department of Languages and Literature, 1992-1994

#### Adrian College

Steering Committee, Southeast Michigan Writing Project, 1989-1991

Campus Environment Committee, Adrian College, 1989-1990



Education Committee, Adrian College, 1989-1990

Ad Hoc Curriculum Coordinating Committee, Adrian College, 1987-1990

Michigan State University

Coordinator, English Field Experience Internship: Contacted teachers and placed MSU English-Education students for field experience, 1985-1986

**Other Academic and Scholarly Activities:**

Attended Michigan Writing Centers Association Ideas Exchange

November 2005 Grand Valley State University

October 2004 Lansing Community College

October 2003 University of Michigan—Flint

October 2002 Michigan State University

October 2001 Central Michigan University

October 2000 University of Michigan—Ann Arbor

November 1999 Grand Valley State University

November 1998 Saginaw Valley State University

Attended Bright Ideas Spring Conference on the English Language Arts 2004 & 2005

Honored at Student Athlete Advisory Committee Faculty Appreciation Night 2003

Attended Languages and Literature English 150 Retreat, 2002

Attended Fifth national Writing Across the Curriculum Conference: Writing, Teaching and Learning in New Contexts, Indiana University, June 2001

Completed WebCT Seminar for Using WebCT in the Classroom, 1999

**Other Educational Activities:**

Cwrs Cymraeg Cymdeithas Madog, Welsh Language Course, Indianola, Iowa, 2002. Lefel Dwy (level two) Proficiency

Civil War Reenactor (living history interpreter)

Michigan Soldiers' Aid Society civilian reenacting group: New Member Coordinator, 1997-present; President, 1996; Treasurer, 1995; Newsletter Editor, 1992-1995; founding member, 1992

"General Hints for Reenacting," published in July/August 1998 Citizen's Companion

Director, "Uncle Tom's Cabin," Charlton Park Civil War Reenactment, 1998

Attended "So You Want to be a Farmer" nineteenth century rural life workshop, Shaker Village at Pleasant Hill, Kentucky, 1996 and 1997

Presentation on "Women and the Civil War," for HIST342, Ferris State University, 1996

Presentation on "Victorian Popular Literature," Charlton Park Civil War Reenactment, 1997

Attended "Ladies of the 1860s" conference, Harrisburg, Pennsylvania, 1995 and 1996

Presentation on "Women and the Civil War" for American Studies Seminar students from Magoya-Gakuin (Japan) University, 1993, 1994

Coordinator and Grant Writer, Big Rapids "Civil War Days," 1992-1994

Presentation on "Women and the Civil War," for all Big Rapids fifth grade classes, 1992-1994

Tour Guide, Big Rapids Old Jail, 1992-1994

Big Rapids Historic Preservation Committee, 1991-1997

Big Rapids Bergelin House Restoration Committee, 1994-1997

**Memberships:**

NCTE (National Council of Teachers of English)

MCTE (Michigan Council of Teachers of English)

MDEC (Michigan Developmental Education Consortium)

Popular Culture Association

Michigan Humanities Council Scholar's Directory

Indiana University Online Copyright Tutorial

Writing Centers Online Discussion Group through the Department of English and Writing Center,  
Winthrop University

Michigan Developmental Education Consortium Listserv

A Society for the Study of American Women Writers Listserv



# FERRIS STATE UNIVERSITY

*Imagine More*

## English B.A. Graduate Survey

1. Did you enter Ferris as an English major?

- Yes
- No

2. From which program did you switch?

3. What are your plans 5-10 years from now? (Choose the one that best describes your plans.)

- Continue in my current job
- Attend graduate school
- Find a job in \_\_\_\_\_ (you will use Q4 to fill in blank)
- Other

Please Specify:

4. Please use this space to tell us about the field in which you plan/hope to find a job.

5. Please indicate your opinion for each of the following as they relate to the English program.

	Yes, definitely	Yes, probably	Probably not	Definitely not
Helped me develop analytical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me develop writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me develop an appreciation of literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me explore a variety of cultures, perspectives, and human dynamics through the study of literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The choice of electives (relevant to my career choice) offered by the English program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. Please indicate your opinion for each of the following.**

	Excellent	Good	Fair	Poor
The level of helpfulness of the advising through the Department of Languages and Literature was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of instruction I received in English BA program courses was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preparation for my career or further education was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. Please indicate your level of agreement with each of the following.**

	Strongly agree	Agree	Disagree	Strongly disagree
The skills I gained in the English BA program were instrumental in obtaining my current position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my current job, I use skills I learned from the English B.A. program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. Were you aware of opportunities to participate in English activities (such as Shakespeare's Birthday, Literature in Person, The Prism Contest, and W.R.I.T.E.)?**

- Yes, I was aware and participated
- Yes, I was aware but did not participate
- No, I was not aware

**9. What year did you graduate?**

**10. What is your current employment situation? (Choose one.)**

- Working full time (you will use question 11 for details)
- Working part time (you will use question 12 for details)
- Attending grad school (you will use question 13 for details)
- Attending grad school and working (you will use question 14 for details)

**11. Please provide your job title and description of job.**

**12. Please provide your job title and description of job.**

**13.** Please provide the name of your grad program.

**14.** Please provide the name of your grad program, job title and description of job.

**15.** How long have you held your current position?

- Less than one year
- 1-2 years
- 3-4 years
- 5 or more years

**16.** What was your starting annual pay?

- Less than \$20,000
- \$20,000-\$25,000
- \$25,001-\$30,000
- \$30,001 or more

**17.** Please use this space for additional comments.

**Thank you for your time and input.**

## English BA APR...Alumni

### Frequencies

Prepared by: Institutional Research & Testing, 03/12

#### Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Enter Ferris as an English major	8	0	1.75	2.00	.463
q2 From which program did you switch	8	0			
q3 Plans 5-10 years from now	8	0	2.88	3.00	1.126
q3.a Other Specified	8	0			
q4 Field in which you phan/hope to find job	8	0			
q5.a Helped me develop analytical skills	8	0	1.63	2.00	.518
q5.b Helped me develop writing skills	8	0	1.25	1.00	.463
q5.c Helped me develop an appreciation of literature	8	0	1.50	1.50	.535
q5.d Explore a variety of cultures, perspectives, human dynamics	8	0	1.88	2.00	.991
q6.a Level of helpfulness of the advising was	8	0	1.88	2.00	.835
q6.b Quality of instruction I received was	8	0	2.13	2.00	.641
q6.c Preparation for my career or further education was	8	0	2.38	2.50	1.061
q6.d Choice of electives (relevant to my career choice)	8	0	2.63	2.50	.744
q7.a Skills gained instrumental in obtaining my current position	8	0	2.38	2.00	.916
q7.b I use skills I learned from the English B.A. program	8	0	2.25	2.00	.886
q8 Aware of opportunities to participate in English activities	8	0	1.50	1.00	.756
q9 Year graduated	8	0			
q10 Current employment situation	8	0	1.63	1.50	.744
q11 Job title and description (full time)	8	0			
q12 Job title and description (part time time)	8	0			
q13 Name of your grad program	8	0			
q14 Name of your grad program, job title, job description	8	0			
q15 How long have you held your current position	8	0	2.38	2.00	.518
q16 Starting annual pay	8	0	2.13	1.00	1.553
q17 Additional comments	8	0			

## Frequency Table

### q1 Enter Ferris as an English major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	25.0	25.0	25.0
	No	6	75.0	75.0	100.0
	Total	8	100.0	100.0	

### q2 From which program did you switch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	37.5	37.5	37.5
	Elementary Education	1	12.5	12.5	50.0
	English Education	1	12.5	12.5	62.5
	English education (secondary), via pre-mortuary science	1	12.5	12.5	75.0
	History	1	12.5	12.5	87.5
	social work	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

### q3 Plans 5-10 years from now

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Continue in my current job	1	12.5	12.5	12.5
	Attend graduate school	2	25.0	25.0	37.5
	Find a job in _____	2	25.0	25.0	62.5
	Other	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

### q3.a Other Specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	50.0	50.0	50.0
	All of the above. :) I'm currently a freelance writer; I plan to keep doing that, as well as get a Master's in education so I can teach abroad w/ my fiance, who teaches music. (International schools prefer teaching partners when they can get them, and after an abortive law career, I've realized I really do want to be in the classroom.)	1	12.5	12.5	62.5
	Continue graduate school	1	12.5	12.5	75.0
	Homeschool my children, work as a stay-at-home mother.	1	12.5	12.5	87.5
	Teaching	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q4 Field in which you plan/hope to find job**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	75.0	75.0	75.0
	I hope to go get a teaching certificate in order to teach English at the High School level.	1	12.5	12.5	87.5
	Medical Technology	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q5.a Helped me develop analytical skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	3	37.5	37.5	37.5
	Yes, probably	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

**q5.b Helped me develop writing skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	6	75.0	75.0	75.0
	Yes, probably	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q5.c Helped me develop an appreciation of literature**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	4	50.0	50.0	50.0
	Yes, probably	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

**q5.d Explore a variety of cultures, perspectives, human dynamics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	3	37.5	37.5	37.5
	Yes, probably	4	50.0	50.0	87.5
	Definitely not	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q6.a Level of helpfulness of the advising was**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	3	37.5	37.5	37.5
	Good	3	37.5	37.5	75.0
	Fair	2	25.0	25.0	100.0
	Total	8	100.0	100.0	



**q6.b Quality of instruction I received was**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	12.5	12.5	12.5
	Good	5	62.5	62.5	75.0
	Fair	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

**q6.c Preparation for my career or further education was**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	25.0	25.0	25.0
	Good	2	25.0	25.0	50.0
	Fair	3	37.5	37.5	87.5
	Poor	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q6.d Choice of electives (relevant to my career choice)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	4	50.0	50.0	50.0
	Fair	3	37.5	37.5	87.5
	Poor	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q7.a Skills gained instrumental in obtaining my current position**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	12.5	12.5	12.5
	Agree	4	50.0	50.0	62.5
	Disagree	2	25.0	25.0	87.5
	Strongly disagree	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q7.b I use skills I learned from the English B.A. program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	12.5	12.5	12.5
	Agree	5	62.5	62.5	75.0
	Disagree	1	12.5	12.5	87.5
	Strongly disagree	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q8 Aware of opportunities to participate in English activities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, I was aware and participated	5	62.5	62.5	62.5
	Yes, I was aware but did not participate	2	25.0	25.0	87.5
	No, I was not aware	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q9 Year graduated**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2004	1	12.5	12.5	12.5
	2005	1	12.5	12.5	25.0
	2006	1	12.5	12.5	37.5
	2007	3	37.5	37.5	75.0
	2009	1	12.5	12.5	87.5
	2010	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q10 Current employment situation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working full time	4	50.0	50.0	50.0
	Working part time	3	37.5	37.5	87.5
	Attending grad school	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q11 Job title and description (full time)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	50.0	50.0	50.0
	Manager- Series and Events	1	12.5	12.5	62.5
	Office manager	1	12.5	12.5	75.0
	self-employed freelance writer; I write law firm marketing materials, book reviews, and English lang/lit educational materials (lesson plans, standardized test study guides, etc.)	1	12.5	12.5	87.5
	US Army Commissioned Officer.	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q12 Job title and description (part time time)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	62.5	62.5	62.5
	Childcare	1	12.5	12.5	75.0
	None of the above. I am a full time student in a second, unrelated Bachelor's program.	1	12.5	12.5	87.5
	Substitute teacher/wanderer	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q13 Name of your grad program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	87.5	87.5	87.5
	Middlebury College's Bread Loaf School of English and, starting this autumn, St. John's College's MA program in liberal arts/western thought. Also, I am working a part-time job as a tutor in the ASC.	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q14 Name of your grad program, job title, job description**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		8	100.0	100.0	100.0

**q15 How long have you held your current position**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 years	5	62.5	62.5	62.5
	3-4 years	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

**q16 Starting annual pay**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than \$20,000	5	62.5	62.5	62.5
	\$30,001 or more	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

q17 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	37.5	37.5	37.5
	Ferris should provide a internship opportunity for English Majors so that they are more adequately prepared for the world of work after graduation.	1	12.5	12.5	50.0
	Getting a job with an English degree is near impossible, but the program was great and after talking to grad schools, I realized I had already taken courses considered to be part of many masters programs. I'll have to let you know how I'm doing once I'm done wandering and enter grad school.	1	12.5	12.5	62.5
	I found this program very challenging and quite rewarding. I like the concept of reading and interpreting a piece of literature and then discussing it in class. I did not enter into a common career field for literature majors; but I assure you, the skills I learned have helped me immensely.	1	12.5	12.5	75.0

q17 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<p>My constructive criticism of the program has little to do with the professors, most of whom I thoroughly enjoyed and highly recommend, but rather with the bureaucratic functions and protocol which are antithetical to the proper role of a university education. I believe this has more to do with the structure of the university, and universities in general, than it does the English program or department. For example, students who have a love of literature and the arts should not be hindered by the arbitrary requisite courses for cultural studies, science with lab, or mathematics, and should instead be encouraged to study further English courses, or other courses in the arts. Furthermore, while I think having 3 semesters of language study is an ideal, it is somewhat pointless if it does not aid in fluency; a student should either have to take 6 semesters or none: otherwise, it seems somewhat fruitless. As for the professors, I very much enjoyed the literature professors I had. Sterling was exceptionally helpful in my writing and continues to be; he's fantastic. Persak is an excellent professor who is thoroughly prepared to guide classroom discussion, and I certainly got my money's worth when I would receive criticism on my writing (Nikkari too). Jablonski put an amazing amount of effort into bringing scholarly materials into the classroom; he also provided students with an incredible amount of knowledge with his course packet that he freely offered to students. Middleton, (Gordon) Reynolds, and Von der Osten were also terrific professors whose courses I thoroughly enjoyed; they all were willing to help me outside of the classroom, whether it was with independent projects, free books, or guidance and discourse. I appreciated all of them. In short, if you want to create a fantastic program and students who later appreciate it, put more effort forth into helping the professors and less into building and continuing the bureaucracy; I know which I remember fondly and that which I do not.</p>	1	12.5	12.5	87.5
	<p>Re: #16 - the self-employment starting curve is steep. 2012 will be my third tax year in the business, and I expect to clear \$60,000 in net income. 2010's net was about \$19,000, and 2011's net was about \$33,000. It's not always easy running the entire business, but you can't beat the raises. ;)</p>	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

## Appendix F: Senior Exit Interview Questions

Ferris State University  
Department of Languages and Literature  
English BA Exit Survey

Student Name: \_\_\_\_\_

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

1. What are your plans after graduation?

Graduate School

Look for a job

2. What did you learn as an English major that will be helpful to you in this goal?

1.

2.

3.

3. Did you enter Ferris as an English major? Yes / No

From what major did you transfer?

4. Why did you decide to major in English?

5. What are your future career goals (think 5 to 10 years from now)?

6. What kinds of skills did you gain from being an English Major?

7. How did the English program help you develop problem-solving and critical thinking skills?

8. How did the English program help you develop your writing skills?

9. How did the English program help you develop knowledge of an appreciation for literature?

10. How did the English program help you explore a variety of cultures, perspectives and human dynamics?

11. How do you feel about our selection of courses?

12. Do you perceive the English faculty to be knowledgeable in their fields of study? Why?

13. How was advising through the Department of Languages and Literature helpful to you?

14. What co-curricular activities sponsored through the department were you aware of?

Did you participate? Yes / No

15. What recommendations would you make to the English program?



# FERRIS STATE UNIVERSITY

Imagine More

## English B.A. Faculty Survey

As part of the FSU academic program review process, this survey asks for your viewpoints on a number of issues related to the Ferris English B.A. major program. Thanks for taking the time to complete this survey; your feedback is important to the program review process.

**Q1** Please indicate your level of agreement with each of the following statements regarding *Program Mission and Administration*.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Answer
The English B.A. program is consistent with the mission of FSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program includes a clearly articulated mission and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program administration incorporates effective student retention efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program is guided by an effective program advisory board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q2** Please indicate your level of agreement with each of the following statements regarding *Program Curriculum and Quality*.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Answer
The program curriculum includes courses relevant to program objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program and its curriculum are regularly reviewed to ensure that they remain current.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of the English B.A. program at FSU compares favorably with similar programs throughout the state.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q3** Please indicate your level of agreement with each of the following statements regarding *Program Advisors and Faculty*.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Answer
Program advisors and faculty provide students with appropriate academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program advisors and faculty provide students with appropriate advising about career planning and placement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty provide students with appropriate classroom instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program faculty participate in appropriate professional development activity.

**Q4** Please indicate your level of agreement with each of the following statements regarding *Program Support and Resources*.

Strongly Agree

Agree

Disagree

Strongly Disagree

Don't Know/No Answer

The FSU administration supports the program.

The current operating budget is sufficient to meet program needs.

The number of qualified tenure-track faculty is sufficient to meet program needs.

The department and university provide program faculty with sufficient opportunities and support for professional development.

The number of clerical and support staff is sufficient to meet program needs.

Instructional facilities and equipment are sufficient to meet program needs.

Library and research resources are sufficient to meet program needs.

**Q5** Please indicate your level of agreement with each of the following statements regarding *Program Students*.

Strongly Agree

Agree

Disagree

Strongly Disagree

Don't Know/No Answer

English B.A. students conduct themselves professionally and diligently in classes.

English B.A. students compare favorably with students from other FSU major programs.

**Q6** Please indicate your level of agreement with each of the following statements regarding *Program Graduates*.

Strongly Agree

Agree

Disagree

Strongly Disagree

Don't Know/No Answer

Students graduating with an English B.A. are qualified for professional employment.

Students graduating with an English B.A. are qualified for graduate-level education.

**Q7** What do you see as the strengths of the English B.A. program?



**Q8** What do you see as the areas needing improvement?

**Q9** If you have other comments that might assist in the program review process, please include them in the space provided.

**Thank you for your time and assistance.**

**English BA APR...Faculty**

**Frequencies**

**Prepared by: Institutional Research & Testing, 03/12**

**Statistics**

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1a Consistent with the mission of FSU	20	0	1.70	2.00	.923
q1b Clearly articulated mission and objectives	20	0	2.20	2.00	1.508
q1c Incorporates effective student retention efforts	20	0	3.30	4.00	1.809
q1d Guided by an effective program advisory board	20	0	2.95	2.00	1.638
q2a Curriculum includes courses relevant to program objectives	20	0	1.60	1.00	.940
q2b Regularly reviewed to ensure that they remain current	20	0	1.60	1.00	.940
q2c Compares favorably with similar programs throughout the state	20	0	2.55	2.00	1.432
q3a Advisors & faculty provide appropriate academic advising	20	0	2.15	2.00	1.531
q3b Advisors & faculty provide appropriate career planning/placement advising	20	0	2.85	2.00	1.694
q3c Faculty provide appropriate classroom instruction	20	0	1.80	1.50	1.196
q3d Faculty participate in appropriate professional development activity	20	0	2.25	2.00	1.482
q4a FSU administration supports the program	20	0	2.50	2.00	1.539
q4b Current operating budget is sufficient to meet program needs	20	0	4.05	5.00	1.356
q4c Number of qualified tenure-track faculty is sufficient	20	0	2.80	2.50	1.436
q4d Dept & univ provide program faculty with sufficient opportunities/support for pro dev	20	0	2.20	2.00	1.196
q4e Number of clerical and support staff is sufficient	20	0	2.40	2.00	1.273
q4f Instructional facilities and equipment are sufficient	20	0	2.10	2.00	1.119
q4g Library and research resources are sufficient	20	0	1.95	2.00	.999
q5a Students conduct themselves professionally and diligently in classes	20	0	2.20	2.00	1.322
q5b Students compare favorably with students from other FSU major programs	20	0	2.25	2.00	1.372
q6a Students are qualified for professional employment	20	0	2.30	2.00	1.218
q6b Students are qualified for graduate-level education	20	0	2.35	2.00	1.268
q7 Strengths of program	20	0			
q8 Areas needing improvement	20	0			
q9 Additional comments	20	0			

## Frequency Table

**q1a Consistent with the mission of FSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	45.0	45.0	45.0
	Agree	10	50.0	50.0	95.0
	Don't Know/No Answer	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

**q1b Clearly articulated mission and objectives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	40.0	40.0	40.0
	Agree	8	40.0	40.0	80.0
	Don't Know/No Answer	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

**q1c Incorporates effective student retention efforts**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	4	20.0	20.0	45.0
	Disagree	1	5.0	5.0	50.0
	Don't Know/No Answer	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

**q1d Guided by an effective program advisory board**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	20.0	20.0	20.0
	Agree	7	35.0	35.0	55.0
	Disagree	2	10.0	10.0	65.0
	Don't Know/No Answer	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

**q2a Curriculum includes courses relevant to program objectives**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	55.0	55.0	55.0
	Agree	8	40.0	40.0	95.0
	Don't Know/No Answer	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

**q2b Regularly reviewed to ensure that they remain current**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	55.0	55.0	55.0
	Agree	8	40.0	40.0	95.0
	Don't Know/No Answer	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

**q2c Compares favorably with similar programs throughout the state**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	7	35.0	35.0	60.0
	Disagree	4	20.0	20.0	80.0
	Don't Know/No Answer	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

**q3a Advisors & faculty provide appropriate academic advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	45.0	45.0	45.0
	Agree	7	35.0	35.0	80.0
	Don't Know/No Answer	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

**q3b Advisors & faculty provide appropriate career planning/placement advising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	7	35.0	35.0	60.0
	Disagree	1	5.0	5.0	65.0
	Don't Know/No Answer	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

**q3c Faculty provide appropriate classroom instruction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	50.0	50.0	50.0
	Agree	8	40.0	40.0	90.0
	Don't Know/No Answer	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

**q3d Faculty participate in appropriate professional development activity**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	35.0	35.0	35.0
	Agree	9	45.0	45.0	80.0
	Don't Know/No Answer	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

**q4a FSU administration supports the program**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	10	50.0	50.0	75.0
	Don't Know/No Answer	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

**q4b Current operating budget is sufficient to meet program needs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	25.0	25.0	25.0
	Disagree	2	10.0	10.0	35.0
	Don't Know/No Answer	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

**q4c Number of qualified tenure-track faculty is sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	20.0	20.0	20.0
	Agree	6	30.0	30.0	50.0
	Disagree	4	20.0	20.0	70.0
	Strongly Disagree	2	10.0	10.0	80.0
	Don't Know/No Answer	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

**q4d Dept & univ provide program faculty with sufficient opportunities/support for pro dev**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	11	55.0	55.0	80.0
	Disagree	1	5.0	5.0	85.0
	Strongly Disagree	1	5.0	5.0	90.0
	Don't Know/No Answer	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

**q4e Number of clerical and support staff is sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	20.0	20.0	20.0
	Agree	10	50.0	50.0	70.0
	Disagree	3	15.0	15.0	85.0
	Don't Know/No Answer	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

**q4f Instructional facilities and equipment are sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	25.0	25.0	25.0
	Agree	12	60.0	60.0	85.0
	Disagree	1	5.0	5.0	90.0
	Don't Know/No Answer	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

**q4g Library and research resources are sufficient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	35.0	35.0	35.0
	Agree	9	45.0	45.0	80.0
	Disagree	3	15.0	15.0	95.0
	Don't Know/No Answer	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

**q5a Students conduct themselves professionally and diligently in classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	30.0	30.0	30.0
	Agree	10	50.0	50.0	80.0
	Disagree	1	5.0	5.0	85.0
	Don't Know/No Answer	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

**q5b Students compare favorably with students from other FSU major programs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	30.0	30.0	30.0
	Agree	10	50.0	50.0	80.0
	Strongly Disagree	1	5.0	5.0	85.0
	Don't Know/No Answer	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

**q6a Students are qualified for professional employment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	15.0	15.0	15.0
	Agree	14	70.0	70.0	85.0
	Don't Know/No Answer	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

**q6b Students are qualified for graduate-level education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	20.0	20.0	20.0
	Agree	11	55.0	55.0	75.0
	Disagree	2	10.0	10.0	85.0
	Don't Know/No Answer	3	15.0	15.0	100.0
	Total	20	100.0	100.0	



q7 Strengths of program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	45.0	45.0	45.0
--Faculty-student ratio -- much more individual attention and flexibility than some other programs --Personal, student-centered advising --Excellent incorporation of innovative pedagogy and current texts/media	1	5.0	5.0	50.0
contact between faculty and students outside of class	1	5.0	5.0	55.0
Dedicated program faculty and advisors.	1	5.0	5.0	60.0
Faculty, library resources	1	5.0	5.0	65.0
Faculty's personal concern and interaction with student's; opportunity for students to participate in many related events such as the author series, Signma Tau Delta, the Prism writing contest, and the Shakespeare Fesitval.	1	5.0	5.0	70.0
First semester adjunct intstructor. I'm impressed with the staff that I've met and the guidance and support I've had. The online program seems to be academically sound.	1	5.0	5.0	75.0
Recent revisions to the BA program have strengthened the core of the program while at the same time provided flexibility for innovative groupings of electives. The program has the potential to produce some really interesting and effective graduates.	1	5.0	5.0	80.0
Small class size. Strong core curriculum.	1	5.0	5.0	85.0
Students seem to have a strong sense of community and a desire for academic challenge and rigor. The opportunity for 400-level coursework is a strength and should be continued through active advisement (students should plan to take these courses as seniors as a matter of course).	1	5.0	5.0	90.0
The professors who teach in the program care about their areas of expertise and their students.	1	5.0	5.0	95.0
The wide range of backgrounds and research interests of the faculty	1	5.0	5.0	100.0
Total	20	100.0	100.0	

q8 Areas needing improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	55.0	55.0	55.0
--Pursue internship opportunities for students? --Support for on-ground courses: Big Rapids students who prefer in-person classes often have no option but to take online sections for some core courses	1	5.0	5.0	60.0
Curriculum.	1	5.0	5.0	65.0
Faculty teaching in the program rotate in and out of courses based on rotation policies. This is great for giving students multiple perspectives, but it also means that faculty commitment to the program may not be as strong as it could be under different circumstances. Our open model could allow for some cool new perspectives but there are barriers to this. For example, the keen competition for courses an	1	5.0	5.0	70.0
Low quality of students whose motivation compares unfavorably with non-Emnglish majors ni the same courses.	1	5.0	5.0	75.0
More marketing, ability to run small classes so that students know that the classes they need and desire will be available (which effects marketing)(And just for the record, I do not teach any classes for the BA)	1	5.0	5.0	80.0
More writing (essays, analysis, and critical research) in the core courses. Literature and language course outcomes for all core courses should be assessed on a regular basis. Is there a record of any liteature assessment? Better cooperation and communcation among our programs that "share" curricula (ENGL BA, EngEd and occasionally TPC)for the sake of students as well as for maintaining high quality, conti	1	5.0	5.0	85.0
N/A	1	5.0	5.0	90.0
need to hire more faculty in literature as senior faculty retire	1	5.0	5.0	95.0
There should be more tenure lines available to attract more talented instructors to the program, in turn attracting more students.	1	5.0	5.0	100.0
Total	20	100.0	100.0	

**q9 Additional comments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		18	90.0	90.0	90.0
	I don't know at this time.	1	5.0	5.0	95.0
	Our program is good, but I do not know what makes it distinct. I think this is an important point for all programs to consider.	1	5.0	5.0	100.0
	Total	20	100.0	100.0	



# FERRIS STATE UNIVERSITY

*Imagine More*

## English B. A. Advisory Board Survey

The English B. A. program is currently undergoing academic program review; your response to the following questions will provide needed information for the program's report.

Directions: Please indicate your level of agreement with each of the following statements.

<b>Q1</b>	<b>The program's curriculum provides students with a foundation</b>	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
	In literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	In writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	For further graduate or professional study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q2</b>	<b>The graduates of the program are</b>	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
	Provided a foundation for multiple career possibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Competitive with graduates of similar programs from other universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q3</b>	<b>The program's faculty have adequate</b>	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
	Academic credentials and experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Institutional support for professional development and continuing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q4</b>	<b>The program</b>	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
	Has adequate faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Has adequate library resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Has adequate instructional resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Has adequate financial support from the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5**

**Additional comments: (Please utilize this space to suggest ways in which the program could be improved.)**

**Thank you for your time.**

## ENGL BA APR...Advisory Board

### Frequencies

Prepared by: Institutional Research & Testing, 02/12

#### Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1a In literature	4	0	1.25	1.00	.500
q1b In writing	4	0	2.25	1.50	1.893
q1c For further graduate or professional study	4	0	1.50	1.50	.577
q2a Provided a foundation for multiple career possibilities	4	0	1.50	1.50	.577
q2b Competitive with graduates of similar programs from other universities	4	0	1.75	2.00	.500
q3a Academic credentials and experience	4	0	1.00	1.00	.000
q3b Institutional support for pro development and continuing ed	4	0	2.50	2.00	1.732
q4a Has adequate faculty	4	0	1.00	1.00	.000
q4b Has adequate library resources	4	0	1.25	1.00	.500
q4c Has adequate instructional resources	4	0	2.25	1.50	1.893
q4d Has adequate financial support from the university	4	0	2.00	1.50	1.414
q5 Additional comments	4	0			

## Frequency Table

### q1a In literature

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	75.0	75.0	75.0
	Somewhat Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

### q1b In writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	50.0	50.0	50.0
	Somewhat Agree	1	25.0	25.0	75.0
	Don't Know	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

### q1c For further graduate or professional study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	50.0	50.0	50.0
	Somewhat Agree	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

### q2a Provided a foundation for multiple career possibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	50.0	50.0	50.0
	Somewhat Agree	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

### q2b Competitive with graduates of similar programs from other universities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	25.0	25.0	25.0
	Somewhat Agree	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

### q3a Academic credentials and experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	100.0	100.0	100.0

**q3b Institutional support for pro development and continuing ed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	25.0	25.0	25.0
	Somewhat Agree	2	50.0	50.0	75.0
	Don't Know	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q4a Has adequate faculty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	100.0	100.0	100.0

**q4b Has adequate library resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	75.0	75.0	75.0
	Somewhat Agree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q4c Has adequate instructional resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	50.0	50.0	50.0
	Somewhat Agree	1	25.0	25.0	75.0
	Don't Know	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**q4d Has adequate financial support from the university**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	50.0	50.0	50.0
	Somewhat Agree	1	25.0	25.0	75.0
	Strongly Disagree	1	25.0	25.0	100.0
	Total	4	100.0	100.0	



q5 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	50.0	50.0	50.0
	Other questions I have: Are faculty well connected with alumni to regularly provide intern opportunities to students? What "extra" opportunities are students given to learn more in their chosen field and/or resume building? Is there opportunities to practice interviewing for a job? Do faculty review their resumes and/or grad applications? Are students preparing for grad level work given opportunities for project, research and thesis writing to feel successful at their next level of education?	1	25.0	25.0	75.0
	The issue regarding how our graduates compete with other programs is problematic. In many other programs, the emphasis is on theory, theory, theory. Coming out of the FSU program, I felt slightly unprepared to deal with the emphasis other universities place on theory. HOWEVER, I wouldn't trade my program for any other. I think other programs get lost in theory and as a result, forget about the student(and arguably, reality). In fact, I've been present at meetings at other universities as they discussed exactly where they want their program to go; there is never any mention of what is best for the student. This is such a dramatic contrast to the conversations about the FSU BA program--I've never had any doubt that the faculty at FSU are looking out for the best interests of the student. KEEP THIS FOCUS ON THE STUDENT. Emphasize critical thinking skills, solid writing, reading a wide range of literature, and an honest relationship with books and authors and poetry. This will go a long ways to ensure that the students will be able to do something with their degree away from the university.	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

**Appendix I: Graduate Headcount, SCH, and Enrollment Data**

Ferris State University  
English B.A.  
Graduates

<u>Year</u>	<u>Graduate Headcount</u>			Total
	On-campus	Off-Campus	On-Line	
2008-2009	5	0	0	5
2009-2010	4	0	0	4
2010-2011	4	0	0	4

**Ferris State University  
Administrative Program Review 2011  
Graduates**

**AS  
English  
BA**

**Graduate Headcount**

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	5	0	0	5
2009-2010	4	0	0	4
2010-2011	4	0	0	4

**Ferris State University  
Administrative Program Review 2011  
SCH's**

**AS  
English  
BA**

**Student Credit Hours - On-Campus, Off-Campus, On-Line and Total**

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	86	0	0	86
	Sophomore	55	0	0	55
	Junior	58	0	0	58
	Senior	53	0	0	53
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	99	0	0	99
	Sophomore	143	0	0	143
	Junior	45	0	0	45
	Senior	40	0	0	40
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	87	0	0	87
	Sophomore	69	0	0	69
	Junior	108	0	0	108
	Senior	163	0	0	163
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University  
Administrative Program Review 2011  
Enrollment (Headcounts)**

**AS  
English  
BA**

**Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total**

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	6	0	0	6
	Sophomore	4	0	0	4
	Junior	4	0	0	4
	Senior	6	0	0	6
	Masters	0	0	0	0
	1st Professional	0	0	0	0
	Doctorate	0	0	0	0
201008	Freshman	7	0	0	7
	Sophomore	11	0	0	11
	Junior	3	0	0	3
	Senior	4	0	0	4
	Masters	0	0	0	0
	1st Professional	0	0	0	0
	Doctorate	0	0	0	0
201108	Freshman	7	0	0	7
	Sophomore	5	0	0	5
	Junior	8	0	0	8
	Senior	14	0	0	14
	Masters	0	0	0	0
	1st Professional	0	0	0	0
	Doctorate	0	0	0	0



# FERRIS STATE UNIVERSITY

## What Can I Do with This Degree?

### Bachelor of Arts in English

#### WORK ACTIVITIES

Those with a degree in English develop their written communication skills; engage in critical thinking and analysis when reading; and explore a wide variety of cultures, perspectives, and human conditions through the study of literature.

English majors have learned how to write, scrutinize language, and think creatively. Their strong communication and analytical skills consequently make them adaptable to a variety of careers where such skills are essential, enabling them to move into management and leadership positions.

#### WORK SETTINGS

Many English majors enter the workplace immediately after graduation, working in business, publications, industry, public service, government, teaching, or the communication field. The obvious choices are teaching, graduate school, or becoming a writer, but graduates also excel in many other areas. A major in English can be good preparation for continued graduate or professional training in areas such as English, law, political science/government, public administration, psychology, counseling, communications, and religious studies.

#### TYPICAL EARNINGS

Starting Annual Wages for Occupations in:

Technical Writer	\$36,238 – 40,978
Paralegal	\$35,897 – 41,452
Editor	\$42,203 – 47,641
Grants/Proposal Writer	\$44,530 – 50,415
Speechwriter	\$50,711 – 63,590

*From salary.com January 6, 2012*

#### CAREER PATHWAYS

- Graduate school (law, library science, college teaching)
- Public service
- Printing, publishing, news media
- Creative writing

#### HELPFUL TRAITS AND PREFERENCES

Common Characteristics of Graduates:

- Enjoy reading and writing
- Communicate effectively and creatively
- Understand the complexity and power of the written word
- Have an interest in human behavior as it is explored in literature

#### COMMON MINORS/CERTIFICATES

Minors:

- Communication
- Community Studies
- Creative Writing
- English-Professional Writing
- Human Development
- International Studies
- Marketing
- Multicultural Relations in the U.S.
- Multi-Media Journalism
- Political Science
- Psychology
- Religious Studies
- Small Business and Entrepreneurship

Certificates:

- Journalism
- Professional/Technical Writing

#### NETWORKING

Professional/Honorary Organizations:

- Sigma Tau Delta

Student Organizations:

- Torch – Student Newspaper

#### College of Arts and Sciences

#### Department of Languages and Literature

For more information on what to do with an English major contact: 231-591-2918

Educational and Career Counseling

University College

901 S. State Street, STARR 313, Big Rapids, MI 49307-2251

Phone 231 591-3057 Fax 231 591-3939

<http://www.ferris.edu/eccc>

**Program - English (B.A.) - Curriculum Map**

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	ENGL 301	ENGL 311	ENGL 323	ENGL 325	ENGL 380	ENGL 382	ENGL 413	LITR 231	LITR 241	LITR 250	LITR 251	LITR 261	LITR 311	LITR 312	LITR 323	LITR 351	LITR 352	LITR 416
Writing										R	R	R	R	R	R	R	R	M
Literary Analysis								I	I	I	I	I	R	R	R	R	R	M
Cultural/Historical Contexts					R	R	R	I		I	I	I	R	R	R	R	R	M
Critical Theory													R	R	R	R	R	M
Oral Presentation													R	R	R	R	R	

## Appendix L: Sample Course Syllabi

Dr. John Cullen

Office: ASC 3042

LITR 250

Phones: Office 591-5852; Home 796-6292

Email: [cullenj@ferris.edu](mailto:cullenj@ferris.edu) (I check every AM and PM; this is the easiest way to get me)

Office Hours: Tuesday and Thursday 2:30 to 4:30 in ASC 3042

**Course Goals:** The goal of this class is to teach you the techniques of close reading and then apply them to a wide variety of poetry and fiction, as well as cover the basics of how to write a critical interpretation. We will also include an introduction to different schools of literary thought and a basic introduction to literary research. The goal of the course is for you to be a better critical reader and practice writing short literary interpretations.

**Text:** CLOSE READING, by Elisabeth Howe

Some PDF files that will be email to you and you will need to run off

**Class Environment:** I want this to be casual and I hope everyone will participate. We may not always agree with each other, but we should be pretty close in the general directions we see the work going. The class is surely be boring if all you do is sit back and listen to me lecture. At the same time, I want us to discuss in an orderly fashion and I become upset if anyone flat out disrespects anyone else or that other person's opinion. We can argue and disagree sometimes without becoming uncivilized. Let's all arrive on time, plan to stay the whole time, remain conscious, and have fun doing something that is fun and also insightful: discussing literature.

**Attendance:** Sorry to have to say this, but if you miss more than four classes your grade is lowered. It does not matter why you miss. SAVE your missed days for serious problems. You are adults and do not need to take off a day every time your friend is depressed or your neighbor's goldfish passes away. Let's hope that none of us has any real emergency or family disaster! If you are currently experiencing trauma and hardship that make it impossible for you to attend, you should withdraw for the semester.

**Grades:**

Fiction analysis	20%
Poetry analysis	20%
Main analysis (your choice of genre)	30%
Quiz grades and projects averaged	20%
Best Grade of the three papers	10%

**Reading Quiz:** These are given at the start of class and can not be made up. Usually I ask ten questions about the work. Usually the first 8 questions are pretty simple and then there are a few that test whether you did more than browse the work while you were sitting in the tub smoking a cigar. I will drop your lowest two scores at the end of the semester. So if you miss a few of these, you will not be in



danger of screwing up your grade. However, if you miss or totally blow more than six of these you probably really will affect your grade.

Papers: Must be typed and turned in on time. You may email me a paper a day late without penalty if you need to do so. If there is a major last minute computer crash or whatever, I understand and will not penalize the paper. You just need to keep me in the loop. If it looks like you are really behind, let me know ahead of time and we can work out an extension. I just do not want materials coming in at all times and days.

Online Materials: Sometimes I will direct you to a website to read a piece. Or, I may copy something from a website to save you a little money. Websites often have spelling errors and such on their materials so remember this and work around it. An example of this is at the bottom of the page I give you for the Hemingway story. It gives Hemingway's years at 1899-1861. Uhhh, maybe 1961? Don't get worked up about this sort of thing.

Syllabus: This will vary slightly as we adjust to what is happening in the class. So you need to hang on to this and update it.

Fall 2011

Week One (8/29)

Day One        Get To Know

Day Two        Extra Resources; and Your favorite and why; your least favorite and why

Week Two (9/5)

Day One    NO CLASS TODAY

Day Two    FICTION: Discuss pages 78-97 and the stories "Young Goodman Brown," which is in the book and also "Hills Like White Elephants," which is available online at <http://www.has.vcu.edu/eng/webtext/hills/hills.htm>.

Week Three (9/12)

Day One        "Lady with the Dog" and "Story of an Hour." Both in the book.

Day Two        "A & P" and "Araby" both in the book.

Week Four (9/19)

Day One        Close Reading a Short Passage: Discuss pages 98-103 and 107-110 and we will also discuss exercises on pages 113-117.

Day Two        The full interpretation essay: discuss samples and method

Week Five (9/26)

Day One        Discuss a story TBA: You will write an interpretation of the story.

Day Two        Bring in two copies of a draft for peer group work.

Week Six (10/3)

Day One        Introduction to lyric poetry: definition and terms

Day Two        A few poems to discuss: TBA    **Fiction paper due today.**

Week Seven (10/10)

Day One        Model close readings: discuss pages 52 – 63 (poems and readings)

Day Two        Some poems to discuss: TBA

Week Eight (10/17)

Day One        Two poems to discuss in depth and outline for an interpretation

Day Two        Some poems to discuss: TBA

Week Nine (10/24)

Day One        Bring draft of your poetry essay to discuss; student sample to look at.

Day Two        The Sonnet: Historical overview and samples

Week Ten (10/31)

Day One **Poetry paper Due today.** Researching and incorporating into your text. Database.

Day Two TBA

Week Eleven (11/7)

Day One Two Stories

Day Two Three Poems

Week Twelve (11/14)

Day One Two Stories

Day Two Three Poems. Today I assign the final paper.

Week Thirteen (11/21) Monday and Tuesday classes only this week

Day One Bring in two drafts of your final paper. One for me.

Day Two xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Week Fourteen (11/28)

Day One Two stories. Your draft back today or WED at latest.

Day Two Three Poems.

Week Fifteen (12/5) Friday of this week is the last day of regular classes; next week is test week.

Day One Two stories and student response sheets.

Day Two Final Paper Due today. Email paper if you do not want it back with comments. If you want it back with comments bring it today and include a business envelope with two stamps on it and I will send it back to you. Today we discuss the optional final. For the final I will ask students to write a short response passage similar to the ones we did in the first half of the class. The grade on this will

work as follows. If the essay is good, I will up the grade on either the poetry or fiction short essay by a plus. So if you received a C on your first paper, that would then become a C+. If the essay is really good, then I will up the grade on both the poetry and fiction short essays by a plus. So if you got a C on your first fiction paper and then a B on your second paper on poetry, I would up each of them a plus so that you have a C+ and a B+ for grades. The final is optional and is not a way to radically alter your grade. However, a really good final exam could raise a grade a plus or at the very least push a grade that is between two grades to the upper grade. No one has to take the final.

# LITR 250 Practical Criticism

## Fall 2010

M W F 1 p.m. STR 208

Dr. Christine Persak      Email: [persakc@ferris.edu](mailto:persakc@ferris.edu)      phone: x 2918  
Office hours:      M W 2 – 3:30 p.m. or by appointment

Litr 250 is a prerequisite for admission to 300+ level literature classes and is required for students majoring in English or English education or minoring in English.

It DOES NOT count toward fulfilling general education requirements for cultural enrichment.

**NOTE: I will NOT be using Ferris Connect. We will use Ferris e-mail to communicate with each other.**

### Required Course Materials

- *Close Reading, an Introduction to Literature* by Elisabeth A. Howe, Longman
- *Gifted* by Nikita Lalwani, Random House ISBN 0812977947
- a good paperback dictionary to bring to class (starting this first week!)

### Course Objectives

The purpose of this course is to develop students' skills in reading, interpreting, and writing about literature (poetry, prose, drama, and fiction). Students will

- Demonstrate the ability to do a "close reading" of a variety literary texts;
- Demonstrate the ability to use literary terminology correctly;
- Demonstrate the ability to analyze a work and offer an interpretation using the vocabulary of formal criticism;
- Demonstrate the ability to consider and evaluate multiple (even conflicting) interpretations offered by their peers; and
- Demonstrate the ability to write about literature using appropriate forms and conventions.

Students will also be introduced to various types of literary criticism such as psychological, feminist, and Marxist, new historicism, etc.

By the end of the course, students will have gained experience reading, writing, and discussing literary texts and feel better prepared to enter 300-level literature classes.

## Grading

Your grade in this course will be earned *primarily through your written work*—both in and out of class. If you frequently contribute to class discussion, your final grade will be enhanced (about a third to half letter grade) to reflect the quality of your contributions.

Written work will include the following (each comprising one-fifth of your grade):

- numerous in-class-exercises and quizzes;
- a mid-term exam;
- a number of short papers (such as poetry explications, character analysis); and
- a longer paper (5-6 pages) with parenthetical citations and a Works Cited page documenting (in MLA style) the use of secondary sources.
- a cumulative final exam;

### “NP” grade deductions

This mark in my grade book means you were not prepared, not paying attention, or did not have a paper that was due that day. NP marks will affect your overall course grade.

### Late papers/missed quizzes

Late papers get a grade penalty and may be accepted only as late as **the next class**.

**Late papers will NOT be accepted at all if we discuss the assignment in class.** If you must miss class when an assignment is due, talk to me about e-mailing the assignment to me in advance. Quizzes and in-class work cannot be made up.

### “Make-up” papers / extra credit

I do not offer these options which will require my doing extra work.

### Absences

Students are allowed three (3) “no fault” absences for the semester; these should be used when necessary because I don’t give additional “excused” absences.

**Students who accrue six (6) absences will automatically receive a failing grade for the course.** Only jury duty and traveling for the University are reasons for excused absences. Court dates and medical appointments are not.

### Getting Help

If you are doing your reading and still feel confused, I suggest you visit me during office hours so we can see what the problem is. Please do not run to the Internet as a crutch. Also, don’t wait until you reach crisis point (failing the midterm exam) to get help.

I encourage you to come and see me when working on a paper—to discuss ideas, organization, any technical problems, etc. I even answer e-mail questions (as time permits), but working together and discussing things is preferable.

### **Academic Misconduct**

In this particular course, plagiarism is a very serious offense and will simply not be tolerated. **Plagiarism consists of passing off as your own work any ideas or words which you copied from a source—that is, copying exact phrases and sentences without using quotation marks.**

**If I can verify that all or most of your assignment is plagiarized, you will automatically receive a failing grade in this class.** Moreover, the incident will be reported to the department chair who forwards the matter to Office of Student Conduct. Consulting the Internet is easy, but it can get you into serious trouble if you are too influenced by what you read or if you decide to lift some ideas or words. ***Do your OWN thinking and writing—period.***

### **What I Expect from You**

#### **You come to class regularly and punctually**

- Come to class on time to avoid missing possible quizzes and distracting others.
- I will convert frequent “missing minutes” into whole class periods
- Avoid numerous absences which can result in a failing grade.

#### **You come to class prepared**

- Secure a textbook, a dictionary, and any hand-outs and bring these to class.
- Do all the reading assignments thoroughly and thoughtfully.
- Meet deadlines for written assignments; late papers get a 1/3<sup>rd</sup> grade deduction or may not be accepted at all.
- Type all writing assignments done at home; store them on disk “just in case.”
- Turn in work that is your own—not a copy or a collaboration.
- Bring assigned papers to class—**DO NOT e-mail me assignments unless we have agreed in advance that you may do this/ you have a one-time emergency.**

#### **You are attentive and focused on readings/discussions**

- **Have a text in front of you** and focus on it when we are reading/discussing it.
- Participate in class discussion and group work—this means staying “on task” and not daydreaming, texting, doing homework for your next class, examining your fingernails, staring out the window, etc.
- Take notes to reinforce your learning.

- **Do not use any electronic device during class.** Texting distracts you as well as your classmates. I will ask you to leave class if you have this habit.
- Stay put and avoid walking in and out of class.

#### **Help maintain order in the class**

- Do not bring friends or children to class. Cute or crabby, children are a distraction. Make sure you have back-up childcare.
- Refrain from bringing food to class. Beverages are okay.
- Treat others in the class with courtesy and give them a chance to offer interpretations that may not agree with yours.

#### **FYI—according to the Dean’s Office, College of Arts and Sciences.**

- If a student engages in behavior which is disruptive and the student does not cease in this pattern of behavior after I bring it to his or her attention, I will take steps to have the student removed from class according to the provisions made in the College of Arts and Sciences Policy on Disruptive Behavior.

#### **What You Can Expect from Me**

I will come to class regularly and punctually.

I will prepare for class.

I will teach the class to the best of my ability.

I will not text-message anyone instead of directing class activities.

I will respect the opinions of students when offered seriously and thoughtful—I will give consideration to analyses which can be supported by EVIDENCE in the text.

I will be available outside of class for individual conferences.

I will provide a schedule for reading and writing assignments.

I will return work in a timely manner with clear criteria for my grades.

I will maintain a class atmosphere conducive to learning.



**LITR 250**  
**Acknowledgement of Terms of Syllabus/Course Policies**

I have read Dr. Persak's course policies and understand them.

I have had an opportunity to ask questions regarding the policies.

I understand that missing class will affect my final grade.

I further understand that there are penalties for coming to class unprepared, doing poor work, turning in late assignments, or failing to do assignments.

Finally, I understand that plagiarism may result in a failing grade in this course.

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Print and sign your name

## Literature 311: American Literature I

Fall 2011  
Dr. Tracy Webb  
[twebbf11@gmail.com](mailto:twebbf11@gmail.com)

3068 ASC  
Ext. 2533  
Office Hours: MW 1-3

**Catalog description:** Surveys American Literature--journals, poetry, fiction, drama, and prose--from 1620 to 1870. Includes writers such as Bradford, Winthrop, Bradstreet, Taylor, Paine, Franklin, Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Alcott, Douglass, Stowe, Davis, Whitman, and Dickinson.

This course meets General Education requirements: Cultural Enrichment; Writing Intensive.

- Editing
- Collaborating
- Written products

### Course Requirements

#### Texts:

- ENGL311 Fall 2011 anthology
- *Narrative of the Life of Frederick Douglass* (Frederick Douglass)
- *Uncle Tom's Cabin* (Harriet Beecher Stowe)
- *Moby Dick* (Herman Melville)
- *The Last of the Mohicans* (James Fenimore Cooper)
- *Incidents in the Life of a Slave Girl* (Harriet Jacobs)
- *The Scarlet Letter* (Nathaniel Hawthorne)

An assigned reading must be completed for the date it's listed on the schedule. Unless told otherwise, you must do a Reading Response and Discussion Starter for each assignment/day.

**Attendance:** You're allowed three absences without penalty. You do not need to bring an excuse or documentation concerning the reason for your absence--all absences count equally.

- Arriving late, leaving early, or leaving during class count as 1/2 absence. Arriving more than 10 minutes late counts as a whole absence. Not having a reading response and discussion ideas as an absence.
- Cell phones and other electronic devices must be turned off and put away during class. If I see or hear yours, you will be marked absent for the day.

**Missed classes:** If you miss class, it is your responsibility to check on FerrisConnect—after 5:00 p.m.-- to find out what you missed, what work you need to make up, what homework has been assigned, and what you need to bring to the next class.

### **Major Illness Plan**

If you email me or call me before your second absence, and keep in regular contact (i.e. email or call within a day of each missed class) during your absence, the following will apply:

- Absences will be “telescoped.” That is, an extended absence of reasonable duration will be counted as fewer than the total actual absences.
- Check FerrisConnect for handouts, assignments, etc. that you miss.

If I am ill:

- I will notify the class by email that class is cancelled.
- The schedule has some built in “wiggle room” so that it can be revised, if needed. However, you should assume due dates are unchanged unless I let you know otherwise.
- Even if class is cancelled because I'm sick, if you get sick, you still have to notify me.

**Quizzes:** If necessary, I will give unannounced quizzes. They will be used as a means of taking attendance--a flunked quiz being an absence.

**Participation:** Your active, thoughtful, and prepared participation is essential and can significantly raise or lower your final grade. Your participation grade will be based on in-class discussion, Reading Responses and Discussion Starters, library research days, and in-class writings.

**Reading Responses and Discussion Starters:** For a reading response, write 1-2 pages on whatever you choose about the assignment for each day. For Discussion Starters, bring a list of 3-5 questions or ideas that you'd like to talk about. They will be used to take attendance—a missing assignment being an absence. I'll collect reading responses and check Discussion Starters at the beginning of class, so put them on separate sheets of paper.

**Final Grades:**

Midterm exam (identification & essay): 30%  
Identification quiz (readings since midterm): 25%  
Final Exam (comprehensive plus library articles): 45%

Participation (or the lack thereof) can significantly affect your final grade.

Final grade = (average of above grades) x (% of class days attended—exclusive of 3 “allowed” absences)

**Literature 311-VL1**  
**Early American Literature**

**Course Syllabus/ Fall 2010**  
**CRN: 81475**

**Dr. Douglas Haneline**  
**1**

**Class Meeting Times/Place:** Synchronous chat is available M 7:30-9 pm and W 1:30-3 pm  
Phone: 231-591-2525/796-3535 (7am—10pm)  
**E-Mail:** [mulionis@yahoo.com](mailto:mulionis@yahoo.com)  
**Fax:** 231-591-2910

**Instructor Information:** Douglas Haneline  
Office: ASC 3024 (BR) Professor of English  
**Hours:** TR 1:30-3 pm and by appointment

**Description:** Early American Literature. Surveys major authors, cultural background, and literary developments from the beginning of the 17<sup>th</sup> century to the advent of Realism in the 1870s. Includes writers active during the Trans-Atlantic, Enlightenment, and Romantic periods.

**Learning Outcomes:**

1. Demonstrate **familiarity with literary genres** practiced in Early American Literature (EAL) during the Trans-Atlantic, Enlightenment, and Romantic periods.
2. Demonstrate ability to **examine EAL texts** from a variety of perspectives.
3. Demonstrate ability to **make aesthetic judgments**.
4. Identify **major themes and trends** in EAL.
5. Use **terminology** related to the study of EAL.
6. Analyze the **content and contexts** of EAL.
7. Explain the **roles literary culture plays in their own lives and in early American life and history**.
8. Appreciate **the literary and linguistic diversity** of EAL.
9. Synthesize a **variety of hard-copy and electronic primary and secondary resources to write critically** about EAL, using MLA or APA format.

**Instructional Delivery:** This course is taught on a fully-on-line basis. Students must have reliable and regular access to the Internet.

**Objectives:** Literature 311 is designed to acquaint students with major American literary traditions, writers, and works from the period 1620-1865, to help students develop skill in literary interpretation and criticism, and to enhance student interest in and appreciation of literature as an art form.

**Prerequisite:** ENGL 250 and LITR 250

**Assessment Methods and Grading Procedure:**

The following elements make up your Literature 311 grade:

2 Examinations	250 points
1 Paper (1500-2000 words)	250
Discussion Posting & Reading Reactions	250

You can accumulate up to 750 points in completing the requirements of this course. For a D you need 450 points, a C 525, a B 600, and an A 675. Plus-minus grading is used. Some opportunities for extra credit may be announced during the semester. **Late assignments are not accepted.**

**Discussion Posting Requirements:** Students must post at least eight times per week on the “Discussion” tab at the course site on FerrisConnect, the University’s course management system. Postings can take many forms: observations, opinions, questions, and reactions. **Postings must be up to date by Sunday of each week following the assignment of the reading.** I want you to interact with each other on the site and explore the reading material. Your discussion posting grade is determined by timeliness, completeness, insightfulness, and relevance.

*We choose which questions to ask in life as studiedly as we choose our answers—Phillip Bobbitt*

**Literature 311-VL1**  
**Early American Literature**

**Course Syllabus/ Fall 2010**  
**CRN: 81475**

**Dr. Douglas Haneline**  
**2**

**Chat Opportunities:** Twice a week for ninety minutes I am available for chat on FerrisConnect. This is not required, but if you want to participate in synchronous chat, then log on and join the conversation. Chat represents an opportunity for shared and extended conversation.

**Texts and Required Reading:**

*The Norton Anthology of American Literature 7/e*, Package I (Vols. A & B), ed. Baym *et al.*

Access to an English handbook for advice on grammar, writing, and documentation; the best is Hacker, *A Writer's Reference 6/e*

An English Bible in one of the following translations: KJV (AV), RSV, NRSV, NEB, REB, JB, NJB (not *The Living Bible*)

Resources and links at the following website: <http://www.wwnorton.com/naal>

**Reading Reaction Assignments:** Part of your grade is determined from your reading reaction assignments. **Reading reactions must be e-mailed to me by 3 pm of the Sunday prior to the week when the assigned class material is read. (The exception, of course, is week one. Those reactions are due Friday 9/3.)** The thirty-five specified reactions must use the assigned questions as a take-off point and be your own original writing. Do not send reactions composed of biographical and background information. Reactions should be numbered and dated and at least 100 words long. In addition, you should submit an additional five reflections on the following subjects (1) My Favorite Writers Were. . . ; (2) Writers To Leave Out Next Time. . . ; (3) I Wish We Had Studied. . . ; (4) Suggestions for Course Improvement; (5) What I Have Learned About American Literature and Culture. These should be submitted by Sunday, December 12. Your reading reaction assignments grade will be determined by timeliness, completeness, insightfulness, and relevance. **Students receive no credit for late reading reactions.**

**NOTE:** Send all class correspondence and these course reactions to me at [mulionis@yahoo.com](mailto:mulionis@yahoo.com). Select an e-mail address that you can rely on and which you check regularly for use during this course. This will be your *Class Correspondence Address*.

**Plagiarism:** Learning to write from sources correctly and ethically is a skill that is at the core of LITR 311. Plagiarism, the unacknowledged use of outside sources, is academic dishonesty. Learn what plagiarism is and avoid it. . See pp. 316-20 (R3, "Managing information; avoiding plagiarism") in *AWR*. **Failure to document borrowings from sources, depending on the magnitude of the lapse, will result in penalties ranging from an automatic zero on that assignment to failure in the course. Students who fail LITR 311 for plagiarism will be reported to Judicial Services.**

**Assignment Format Requirements:** Follow the manuscript directions in MLA-5 (pp. 404-12) in *AWR*. Documentation must be done using MLA style.

**Other:**

- Keep ahead on the reading. On the session we begin do discuss a particular work I will expect that you will have completed the assignment.
- If you have questions or problems regarding Literature 311, please call, e-mail, or come and see me about them. Any course is a cooperative enterprise; the more interest you take, the better your learning experience.
- Student conduct rules follow those outlined in the "Student Conduct and Discipline Policy" found in the *FSU Student Calendar/Handbook*.
- Students with writing problems should seek help from the Writing Center, in addition to contacting me.

*We choose which questions to ask in life as studiedly as we choose our answers—Phillip Bobbitt*

## TENTATIVE SCHEDULE

**Note :** All page references are to the *Norton Anthology of American Literature 7/e*, volumes A & B

### I. Transatlantic Puritan and Colonial America

#### Week of AUG 30 (no chat on Monday)

##### Founders and Leaders: William Bradford and John Winthrop

**William Bradford:** "Of Plymouth Plantation" (105-37)

**John Winthrop:** "A Model of Christian Charity" (147-58)

Literature to 1700 (1-15)

Timeline (17)

"William Bradford" (104-5)

"John Winthrop" (147)

**Reading Reactions:** (1) Describe Bradford's sense of the presence of God in his life. Does it comfort him? How does it compare with yours? (2) Winthrop's sermon ends with a dire warning: a special destiny, if unfulfilled, means a special damnation. Why does Winthrop believe this?

#### Week of SEP 6 (no chat on Monday)

##### Two Puritan Poets: Anne Bradstreet and Edward Taylor

**Anne Bradstreet:** "The Prologue" (188), "The Flesh and the Spirit" (202-4), "The Author to Her Book" (204), "To My Dear and Loving Husband" (206), "To My Dear Children" (214-5)

**Edward Taylor:** *from Preparatory Meditations* - "Meditation 8" (270), "Upon a Wasp Chilled with Cold" (284), "Upon Wedlock, and the Death of Children" (283)

"Anne Bradstreet" (187)

"Edward Taylor" (267)

*We choose which questions to ask in life as studiously as we choose our answers—Phillip Bobbitt*

**Reading Reactions:** (3) Read Galatians 5:1, 13-25 and discuss “The Flesh and the Spirit” as a reaction to it. (4) In “Wasp,” why does Taylor go into such detail in describing the wasp—i.e., what is his purpose?

### Week of SEP 13

#### The Efflorescence of Puritanism: Cotton Mather and Jonathan Edwards

**Cotton Mather:** from *Magnalia Christi Americana*, “Nehemias Americanus” (313-9), from *The Wonders of the Invisible World* (308-13)  
**Jonathan Edwards:** “Personal Narrative” (386-95), “Sinners in the Hands of an Angry God” (425-35)

“Cotton Mather” (307)  
“Jonathan Edwards” (384)

**Reading Reactions:** (5) How does the Winthrop you encounter in the readings compare to the Winthrop portrayed by Mather in “Nehemias Americanus”? What is Mather’s purpose? (6) Discuss “Sinners” as a sales pitch in which Edwards is selling church membership.

## II. Enlightenment and Revolutionary America

### Week of SEP 20 (No chat on Monday)

#### Jonathan Edwards and John Woolman: Gaze Toward Heaven or Earth?

**John Woolman:** from *The Journal of John Woolman* (588-94)

“John Woolman” (587)  
“American Literature 1700-1820” (357-65)  
“Timeline” (366)

**Reading Reaction:** (7) Are we as individuals responsible for social injustices? What does Woolman consider our duty to be?

### CRITICAL RESEARCH PAPER ASSIGNED

*We choose which questions to ask in life as studiously as we choose our answers—Phillip Bobbitt*



**Week of SEP 27**

**The Self-Made Man: Benjamin Franklin**

**Benjamin Franklin:** “The Way to Wealth” (451-6), “Rules by Which a Great Empire May Be Reduced to a Small One” (457-62), “A Method of Humbling Rebellious American Vassals” (PDF handout), “Information to Those Who Would Remove to America” (463-7), “Remarks Concerning the Savages of North America” (468-71), *The Autobiography* (472-587)

“Benjamin Franklin” (449-50)

**Reading Reaction:** (8) Construct a satire on a current subject as BF does. Give the author a false but allusive name. (9) Franklin describes conditions in his America for immigrants. How is America different/similar today? (10) What do you think of Franklin’s scheme of moral perfection?

**Week of OCT 4**

**Voices from the Margins: Samson Occom, Phillis Wheatley, and Olaudah Equiano**

**Phillis Wheatley:** “On Being Brought from Africa to America” (752), “Thoughts on the Works of Providence” (757-9), Letter to Samson Occom (763-4)

**Samson Occom,** from *A Short Narrative of My Life* (440-3)

**Olaudah Equiano:** from *The Interesting Narrative of the Life of Olaudah Equiano. . . .* (674-709)

“Phillis Wheatley” (751)

“Samson Occom” (440)

“Olaudah Equiano” (674)

**Reading Reactions:** (11) Given the conventions in which she writes, how does Wheatley express her racial pride? (12) What surprises you about the life of Equiano? Why? (13) Discuss Occom’s narrative as a meditation on racism.

**BIBLIOGRAPHIC INSTRUCTION UNIT**

*We choose which questions to ask in life as studiously as we choose our answers—Phillip Bobbitt*

III. Romanticism in America: Ruins, Dark Castles, Death, and the Past

Week of OCT 11

**Romantic Pioneers: Washington Irving and James Fenimore Cooper**

**Washington Irving:** "Rip Van Winkle" (953-64)

**James Fenimore Cooper:** from *The Pioneers*—Ch. 3 (995-1001); from *The Last of the Mohicans*—Ch. 3 (1003-9)

"American Literature 1820-65" (929-47)

"Timeline" (948-950)

"Washington Irving" (951-2)

"James Fenimore Cooper" (985-7)

**Reading Reactions:** (14) Describe Irving's politics in "Rip." (15) What does Cooper think our relationship to nature should be?

**OCT 14 Thursday CRITICAL RESEARCH PAPER TOPIC DUE**

**OCT 15 Friday MIDTERM EXAMINATION DUE**

Week of OCT 18

**Poets of Democracy: William Cullen Bryant, Henry Wadsworth Longfellow,  
and John Greenleaf Whittier**

**William Cullen Bryant:** "Thanatopsis" (1045-7), "The Prairies" (1048-50)

**Henry Wadsworth Longfellow:** "A Psalm of Life" (1497-8), "The Slave Singing at Midnight" (1498-9), "Mezzo Camin" (PDF handout)

**John Greenleaf Whittier:** "The Hunters of Men" (1509-10), "Snowbound" (1511-28)

"William Cullen Bryant" (1044)

"Henry Wadsworth Longfellow" (1495-6)

"John Greenleaf Whittier" (1507-8)

*We choose which questions to ask in life as studiously as we choose our answers—Phillip Bobbitt*

**Reading Reactions:** (16) Discuss “The Prairies” as a poem about seeing the landscape. (17) Describe the consolation offered by “The Slave Singing at Midnight.” (18) Your family is trapped at home by snow. Is the day like Whittier’s?

**Week of OCT 25 CRITICAL RESEARCH PAPER TELEPHONE/E-MAIL CONFERENCES THIS WEEK**

**OCT 25 Monday MIDTERM GRADES DUE**

**The Depths of Mind and Soul: Edgar Allan Poe and Herman Melville**

**Edgar Allan Poe:** “Sonnet—To Science” (1532), “To Helen” (1532), “The Raven” (1536-9), “Annabel Lee” (1542-3), “William Wilson: A Tale” (1566-79), “The Purloined Letter” (1599-1611), “The Cask of Amontillado” (1612-6), “The Philosophy of Composition” (1617-24), *from* “The Poetic Principle” (1625-6)

**Herman Melville:** “Hawthorne and His Mosses” (2308-19), “Bartleby, the Scrivener” (2363-88)

“Edgar Allan Poe” (1528-31)

“Herman Melville” (2304-7)

**Reading Reactions:** (19) Compare “The Raven” and “Annabel Lee” to 20<sup>th</sup> century teenage death songs, e.g., “Teen Angel.” (20) In “Cask” and “WW,” who is being spoken to? What is the effect of this? (21) Poe never mentions morality in his theory of poetry. Is this a problem? (22) Read John 13:34. How is it a key to understanding “Bartleby”?

**Week of NOV 1**

**The Truths of the Human Heart: Nathaniel Hawthorne**

**Nathaniel Hawthorne:** “Young Goodman Brown” (1289-98), “The Minister’s Black Veil” (1311-9), “The Birth-Mark” (1320-32), *The Scarlet Letter* (1352-1492), Preface to *The House of the Seven Gables* (1493-4)

“Nathaniel Hawthorne” (1272-5)

**Reading Reactions:** (23) Discuss the use of ambiguity and dreams in one or more the stories. (24) Romance? Novel? Why does NH prefer the romance? (25) Who is the main character is *SL*? Why do you think so?

*We choose which questions to ask in life as studiedly as we choose our answers—Phillip Bobbitt*

NOV 3 Wednesday LAST DAY FOR A "W"

NOV 5 Friday CRITICAL RESEARCH PAPER DRAFTS DUE TO INSTRUCTOR  
Read *AWR* Ch. MLA (329-77)

#### IV. Romanticism in America: Transcendentalism, Democracy, Nature, and the Individual

Week of NOV 8 (no chat on Wednesday)

##### Seeing into Nature: Ralph Waldo Emerson

**Ralph Waldo Emerson:** "Nature" (1110-37), "Self-Reliance" (1163-80), "The Poet" (1180-94)

"Ralph Waldo Emerson" (1106-9)

**Reading Reactions:** (26) What does Emerson mean by "transcendence"? What can we see with it? Have you experienced it? (27) Rely on the Self? Is Emerson crazy? (28) According to Emerson, poets are necessary for society. Do you agree? Why?

Week of NOV 15

##### Radical Individualism: Henry David Thoreau and Margaret Fuller

**Henry David Thoreau:** "Resistance to Civil Government" (1857-71), *Walden*, Ch. 1 & 2 (1872-1924)

**Margaret Fuller:** *The Great Lawsuit* (1640-59)

"Henry David Thoreau" (1853-6)

"Margaret Fuller" (1637-79)

**Reading Reactions:** (29) Discuss "Resistance" as an application of "Self-Reliance." (30) What are the characteristics of Fuller's "new woman"? How is it different from the feminist ideal of today?

NOV 19 Friday CRITICAL RESEARCH PAPER DUE

*We choose which questions to ask in life as studiously as we choose our answers—Phillip Bobbitt*

**Week of NOV 22 (no chat on Wednesday)**

**What Is the Place of Woman: Margaret Fuller and Harriet Beecher Stowe**

**Harriet Beecher Stowe:** from *Uncle Tom's Cabin*—Chapter 9 (1721-32)

“Harriet Beecher Stowe” (1698-1700)

**Reading Reaction:** (31) How is Stowe’s religion the key to her interpretation of slavery?

**Week of NOV 29**

**Perspectives on African-Americans: Harriet Beecher Stowe, Frederick Douglass, and Harriet Jacobs**

**Harriet Beecher Stowe:** from *Uncle Tom's Cabin*—Chapters 3, 7, 31 (1708-20, 1776-80)

**Frederick Douglass:** *Narrative of the Life of Frederick Douglass* (2064-2129), “What to the Slave is the Fourth of July?” (2140-3)

**Harriet Jacobs:** from *Incidents in the Life of a Slave Girl* (1809-29)

“Frederick Douglass” (2060-3)

“Harriet Jacobs” (1808)

**Reading Reactions:** (32) In “What the Slave,” Douglass refers to his audience and the holiday as “you” and “yours.” Why? (33) Discuss how Jacobs’ picture of slavery differs from Douglass’

**Week of DEC 6**

**Poetic Rebels and Pioneers: Walt Whitman and Emily Dickinson**

**Walt Whitman:** “Crossing Brooklyn Ferry” (2263-7), “When Lilacs Last in the Dooryard Bloom’d (2282-8)

**Emily Dickinson:** Poems 67, 214, 216, 249, 280, 303, 341, 441, 465, 986, 1601, 1624 ( various, 2554-94)

*We choose which questions to ask in life as studiously as we choose our answers—Phillip Bobbitt*

**Literature 311-VL1**  
**Early American Literature**

**Course Syllabus/ Fall 2010**  
**CRN: 81475**

**Dr. Douglas Haneline**  
**10**

"Walt Whitman" (2190-4)  
"Emily Dickinson" (2554-7)

**Reading Reactions:** (34) How is "Lilacs" a poem for both the Civil War dead and for Lincoln? (35) How does Dickinson feel about solitude? About anonymity?

**DEC 15 Wednesday      FINAL EXAMINATION\* DUE**

*We choose which questions to ask in life as studiously as we choose our answers—Phillip Bobbitt*

# **SYLLABUS – Literature 312 online – Spring 2011**

**Instructor:** Professor J. L. Ollenquist

## **Contact information:**

**FC mail:** our LITR 312 FerrisConnect site has its own internal mail system, and this the best, fastest way to reach me during the semester

**Regular e-mail:** ollenquj@ferris.edu – use this only if you can't access FC mail

**Phone:** (231) 591-2915

**Office location:** Prakken 120-B

## **Office hours:**

**In person:** Mon and Wed 10:00-11:00 am in Prakken

**Online:** Wed 6:00-8:00 pm via Ferris Connect Who's Online

**Mailing address:** J. L. Ollenquist, Department of Languages and Literature, Ferris State University, ASC 3080, 820 Campus Drive, Big Rapids, MI 49307

**For help with technical problems – Ferris Technology Assistance Center (TAC):** (231) 591-4822 or online at <http://www.ferris.edu/techsupport/>

**Accommodation for disabilities:** FSU adheres to the requirements of the Americans with Disabilities Act. If you have a documented disability requiring accommodations, contact Disabilities Services at (231) 591-3057 to determine your eligibility. If you're already registered with Disabilities Services, contact me so we can set up a plan to address your academic needs in this course.

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## **COURSE DESCRIPTION**

LITR 312 surveys American literature from 1865 to present, emphasizing analysis of representative literary works ---- poetry, fiction, drama ---- by major authors. In addition, the course focuses on introducing the historical, social, and cultural contexts that influenced the literature. As a writing-intensive course, LITR 312 provides frequent practice in writing analytically about literary texts.

**Prerequisite:** LITR 250 and ENGL 250 or equivalent courses – I expect that you have mastered all the reading, analysis and writing skills covered in these courses and have basic competence in researching, documenting and avoiding plagiarism.

LITR 312 provides core program credit for students majoring and minoring in English or English education; it provides general education cultural enrichment credit for non-majors.

## COURSE OUTCOMES

After successfully completing the course, you will be able to:

- identify literary genres practiced in American literature from 1870-present.
- apply terminology related to the study of American literature 1870-present.
- explain major themes and trends in American literature 1870-present.
- explain the roles literary culture plays in American life and history 1870-present.
- explain the literary and linguistic diversity of American literature 1870-present.
- analyze the content and contexts of American literature 1870-present from a variety of critical perspectives.
- synthesize primary and secondary resources to write critically about American literature, using MLA format and documentation.

## REQUIRED TEXTS AND TECHNOLOGY

### Textbook:

McMichael et al., *Anthology of American Literature*, Vol. 2, **9th edition**. ISBN 0-13-221647-7

You may get the book new or used from the [FSU online bookstore](#), [amazon.com](#), other online sellers, the Big Rapids campus bookstore, or Great Lakes Books. Be sure to get the correct edition. The FSU bookstore may also have rental books.

### Research Project Text:

You'll need to buy one other novel or play or get it from the library

### Technology:

- Reliable daily access to computer with Internet service provider, preferably high-speed
- Internet browser
- Microsoft Word (get MS Office for \$30 at [Student Tech Services online store](#)) or compatible program – all class work files must be .doc, .docx, or .rtf
- Adobe Reader (free at [adobe.com](#))

## COURSE REQUIREMENTS

Note: The instructor reserves the right to modify these policies depending on the needs of the class. You'll receive specific instructions for each assignment in our FerrisConnect site.

### Regular Attendance

Although this class is fully online, it isn't a "work at your own pace" course. All students must complete assignments according to a set schedule, to promote collaborative learning. Each class week begins on Tuesday and ends the following



Monday, and you're required to log in to our FerrisConnect site **at least three days per week** (Tue-Mon) to check in and complete work. You have flexibility about which days and times you log in, but some assignments include time limitations. Example: most weeks, you'll need to complete at least one discussion board post sometime on Wednesday or Thursday.

Each time you log in, you should check for new class announcements, mail, discussion posts, unit intro pages, or assignment sheets posted since your last visit. You'll receive points for attendance as part of your weekly discussion scores (see below). Students who go 21 or more consecutive days without participating in course activity (logging in, posting class prep, reading/writing discussion posts, etc.) receive an automatic F for the course.

### **Reading and Class Prep Notes (60 points)**

You'll be assigned to read a variety of literary works in the textbook, background "lecture" material and announcements on the FerrisConnect site, and library research sources. Read each assigned text thoroughly by the due date, re-reading as necessary, and be prepared to discuss the material on the discussion board. See the course schedule/calendar for specific due dates.

To help you understand readings and prepare for discussion, you're required to complete thorough but informal brainstorming notes on an assigned topic by the reading due date (11:59 pm Tuesday) and post those prep notes in your individual journal area of the discussion board. Each on-time, on-topic, complete set of prep notes earns 5 automatic points x 12 reading units = 60 total points. You may submit **one** set of class prep notes up to a week late without penalty; other than that, late prep notes are accepted only in case of a brief technical emergency.

### **Class Discussion (135 points)**

To contribute to your own and others' learning, you're required to participate in discussion of assigned reading by posting comments and reading other students' discussion posts on the FerrisConnect discussion board.

At the Tuesday deadline for each weekly unit reading and prep notes, I'll post on the board a list of discussion questions about the assigned reading, and you'll have several days to participate in discussion by posting answers to those questions and replies to classmates' posted comments.

For each unit, you're required to complete at least **four** substantive discussion posts. Each weekly discussion is worth 10 points x 13 units = 130 total points. The remaining 5 discussion points to make 135 total come from one introductory "meet and greet" post.

At the end of the semester, your lowest discussion score will be replaced with a duplicate of your highest score. Except in the case of brief technical problem (with my permission), discussion posts submitted after the deadline don't receive points.

## **Exams (150 points)**

There will be two exams (75 points each) to demonstrate your critical skills and knowledge of course authors, texts, and concepts. Exams require written answers ranging from a paragraph up to extended essay responses. You'll have about 48 hours to complete your exam answers after receiving the questions. Except in cases of brief technical emergency, late exam answers aren't accepted.

## **Research Essay Project (140 points)**

You'll complete a research project including a formal critical essay of about 10 pages on a topic related to a major 19<sup>th</sup> or 20<sup>th</sup> century American novel/play (you'll have a list to choose from). The project includes several components: 1) required topic proposal and source list; 2) essay rough draft; 3) essay final version; and 4) informal presentation on the discussion board. Except in cases of brief technical emergency, you may not submit the topic proposal, rough draft, or presentation late; if you need an extension on the final essay draft, contact me for permission.

## **LATE WORK POLICY**

On-time work = a complete, on-topic assignment submitted electronically no later than **11:59 pm** (one minute before midnight) Eastern US time on the due date. If you miss a deadline by more than 20 minutes, the work is considered late. Except as noted above, late work is accepted only in the case of a technical problem (inability to access the FerrisConnect site, FC malfunction, Ferris network outage, power failure, etc.).

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## **TECHNICAL PROBLEMS POLICY**

Technical problems or emergencies include inability to access the FerrisConnect site, FC malfunction, FSU network outage, power outage, computer crash, etc. **Expired MyFSU passwords** don't constitute an emergency. MyFSU displays your upcoming password expiration date, so you have plenty of advance notice.

Before problems occur, make a **technology back-up plan**. Regularly back up your files on a portable medium (flash drive, Google Docs, CD, online storage site, etc.). Also choose a place to work if your computer, ISP, or power goes out: your workplace? friend's house? Nearby college/public library? restaurant with free WiFi?

If you encounter a technical problem that may cause you to miss a deadline:

- 1) **Report the exact nature of the problem to me immediately via e-mail or phone.** If you wait to notify me until hours, days, or weeks after the problem starts, you may not receive permission to submit the missing work.
- 2) Put your technology back-up plan into effect and use that place/equipment to access our course until the emergency is resolved.

3) If you can't get into FerrisConnect but can get online and need to submit work, attach your assignment file to an e-mail and send it to my regular email address. If the time stamp on the e-mail is within 12 hours after the deadline, I'll consider the work on time.

4) If you can't e-mail the work within 12 hours of the deadline, fax or snail mail a printed copy instead. If the fax/postmark date is no more than one business day (non-holiday weekday) after the original deadline, I'll consider the work on time.

5) If you can't access or print the work (lost/corrupt file, exploded computer, power outage, etc.), contact me to work out a solution.

### **FSU technical problems:**

If FerrisConnect, MyFSU, or other elements of the Ferris network go down or are taken down for unplanned lengthy maintenance and this affects the ability of the entire class to meet a deadline, I'll adjust the deadline accordingly.

Note: this doesn't include routine scheduled Thursday night maintenance; these dates are posted on our schedule, and you should plan to work around them.

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## **GRADING**

Each assignment receives a point score, and your semester point total determines your final course percentage and grade. Total points for the semester = **485**.

A	= 93-100%	C	= 73-76%
A-	= 90-92%	C-	= 70-72%
B+	= 87-89%	D+	= 67-69%
B	= 83-86%	D	= 63-66%
B-	= 80-82%	D-	= 60-62%
C+	= 77-79%	F	= 0-59%

There is no extra-credit or make-up work available, so put full effort into the regular assignments. Your assignment scores, current point total, and current percentage will be updated regularly online.

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## **ACADEMIC HONESTY**

In LITR 312, it's fine to discuss readings and writing topics with the instructor or other students as you work on assignments and study for exams. Those are ethical academic practices. However, misrepresenting work written by another person as your own is **plagiarism**, which violates ethical standards and university policy. Plagiarism and academic dishonesty include:

- 1) using any information written by another person – whether quoted or in your own words – without identifying the source. This applies to both

traditional print sources and all electronic or Internet information, including material from *Wikipedia* and other reference websites.

2) quoting source information word-for-word without using quotation marks, even if you identify the source. This includes copy-pasting material from websites into your own paper; don't do it!

3) copying parts of another student's written work, letting someone else copy or write yours, writing work for another student, buying or selling papers, etc.

To avoid a plagiarism penalty, check with me BEFORE submitting an assignment if you're not sure whether to use a given piece of source info.

**\*\*\* LITR 312 Plagiarism Penalty \*\*\***

In accordance with College of Arts and Sciences policy, in LITR 312 any instance of plagiarism or academic dishonesty results in a zero for the assignment or an F for the course depending on the severity of the offense (in the sole judgment of the instructor), as well as a report to the Languages and Literature department head, the dean of the student's major college, and the Office of Student Conduct.

Using properly identified but unauthorized or off-limits source material, as specified on the assignment sheet, does not qualify as plagiarism, but the assignment may receive an automatic zero or lose points for inappropriate content.

Also, the following policy applies to all English education majors and minors -

**Statement of professional standards:**

Teaching is a profession that requires a high degree of professional ethics, and so it is important for students to exhibit ethical behavior. Therefore, any instance of cheating or plagiarism may result in expulsion from the program based on a review by a panel of English education faculty.

# Literature 312-VL1 Modern American Literature

## Course Syllabus/ Spring 2010

Dr. Douglas Haneline

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### Class Meeting Times/Place:

This class has two on-line meetings weekly: M 7:30-9 pm & W 1:30-3 pm

E-Mail: [mulionis@yahoo.com](mailto:mulionis@yahoo.com)

Fax: 231-591-2910

### Instructor Information:

Douglas Haneline  
FSU Office: ASC 3024 Professor of English

Hours: TR 1:30-3 pm and by appt.

Phone: x2525/796-3535 (7am—10pm)

**Description:** Modern American Literature surveys major authors, cultural background, and literary developments from 19<sup>th</sup> century Realism to the present day. Includes writers active during the periods of Realism and Naturalism, Modernism, and Contemporary Literature.

### Learning Outcomes:

1. Demonstrate **familiarity with literary genres** practiced in Modern American Literature (MAL) during the periods of Realism and Naturalism, Modernism, and Contemporary Literature.
2. Demonstrate ability to **examine MAL texts** from a variety of perspectives.
3. Demonstrate ability to **make aesthetic judgments**.
4. Identify **major themes and trends** in MAL.
5. Use **terminology** related to the study of MAL.
6. Analyze the **content and contexts** of MAL.
7. Explain the **roles literary culture plays in their own lives and in modern American life and history**.
8. Appreciate **the literary and linguistic diversity** of MAL.
9. Synthesize a **variety of hard-copy and electronic primary and secondary resources to write critically** about MAL, using MLA or APA format.

**Instructional Delivery:** This course is taught on a fully-on-line basis. Students must have reliable and regular access to the Internet.

**Objectives:** Literature 312 is designed to acquaint students with major American literary traditions, writers, and works from the period 1870 to the present, to help students develop skill in literary interpretation and criticism, and to enhance student interest in and appreciation of literature as an art form.

**Prerequisite:** ENGL 250 and LITR 250

### Assessment Methods and Grading Procedure:

The following elements make up your Literature 312 grade:

3 Examinations	250 points
1 Critical Research Paper (1500-2000 words)	250
Discussion Group Participation/Weekly Response Papers	250

You can accumulate up to 750 points in completing the requirements of this course. For a D you need 450 points, a C 525, a B 600, and an A 675. Plus-minus grading is used. Some opportunities for extra credit may be announced during the semester. **Late assignments are not accepted.**

**Attendance Requirements:** Students must participate in at least ONE synchronous discussion per week. A student may miss two synchronous discussions without penalty.

**We choose which questions to ask in life just as studiedly as we choose our answers—Philip Bobbitt**

**Texts and Required Reading:**

*Norton Anthology of American Literature 7/e, Package 2.* Package 2 contains volumes C, D, and E. ISBN: 978-0-393-92294-2.  
Access to an English handbook for advice on grammar, writing, and documentation: the best is Hacker, *A Writer's Reference 6/e*  
Access to an English Bible, preferably in one of the following translations: KJV (AV), NASB, RSV, NRSV, NJB  
Resources and links at the following website: <http://www.wwnorton.com/naal/>

**On-Line Meeting Participation:**

This course is taught through a combination of FerrisConnect, the University's course management system and an American literature discussion group housed at Yahoo.com. This discussion group is private and for students currently enrolled in LITR 312 only. You do not need to have a Yahoo address to belong to this group and there are no fees. During the first week, I will make you group members of **markwillascott**. Each student must make **eight** postings a week to the site—observations, opinions, questions, and reactions. Postings must be up to date by the Sunday noon of each week following the week's class. I want you to interact with each other on the site and explore the reading material. Your discussion group participation grade will be determined by timeliness, completeness, insightfulness, and relevance. **Students receive no credit for late submissions.**

**Weekly Response Papers:**

Part of your grade is determined from your weekly response papers. By midnight Sunday prior to the class meetings when the assigned class material will be discussed you must send me a one-page answer to a question I will post the previous week. **Exception: The weekly response paper for the week of January 11 is due on Friday, January 15.** The weekly responses must be your own original writing. Do not send responses composed of biographical and background information. The response papers should be submitted as Word documents with one-inch margins and headings that include your name, my name, the course number, and the date. **Students receive no credit for late weekly response papers.**

**Course Reaction Assignments:**

At the end of the course, you need to submit five reflections on the following subjects (1) My Favorite Writers Were. . . ; (2) Writers To Leave Out Next Time. . . ; (3) I Wish We Had Studied. . . ; (4) Suggestions for Course Improvement; (5) What I Have Learned About American Literature and Culture. These should be submitted by Sunday, May 2<sup>nd</sup>.

**NOTE:** Send all class correspondence and these course reactions to me at [mulionis@yahoo.com](mailto:mulionis@yahoo.com). If you do not already have an account with a commercial service (e.g., msn.com, yahoo.com, hotmail.com), set one up for use during this course. This will be your **Class Correspondence Address**. The commercial service accounts are generally free, and they are generally reliable.

**Plagiarism:** Learning to write from sources correctly and ethically is a skill that is at the core of LITR 312. Plagiarism, the unacknowledged use of outside sources, is academic dishonesty. Learn what plagiarism is and avoid it. . See pp. 316-20 (R3, "Managing information; avoiding plagiarism") in *AWR*. **Failure to document borrowings from sources, depending on the magnitude of the lapse, will result in penalties ranging from an automatic zero on that assignment to failure in the course. Students who fail LITR 312 for plagiarism will be reported to Judicial Services.**

**Assignment Format Requirements:**

Examinations and source paper rough drafts may be handwritten. The final version of the source paper must be typed. Specific assignment format directions will be given.

**Other:**

- Keep ahead on the reading. On the day we begin to discuss a particular work I will expect that you will have completed the assignment.
- If you have questions or problems regarding Literature 312, please come and see me about them. Any course is a cooperative enterprise; the more interest you take, the better your learning experience.

**We choose which questions to ask in life just as studiously as we choose our answers—Philip Bobbitt**

- Student conduct rules follow those outlined in the “Student Conduct and Discipline Policy” found in the *FSU Student Calendar/Handbook* and the (attached) College of Arts and Sciences *Syllabus Attachment*. Laptops and cell phones brought to class must be turned off.
- Students with writing problems should make an appointment to see me for help.

## TENTATIVE SCHEDULE

**Note :** All page references are to the *Norton Anthology of American Literature 7/e*, volumes C, D, & E

### I. Realism and Naturalism : 1865-1914

**JAN 11 M & 13 W (no synchronous discussions this week) Limning the Country: Mark Twain, Bret Harte, Ambrose Bierce, Mary E. Wilkins Freeman, and Charles W. Chesnutt**

**Mark Twain:** “The Notorious Jumping Frog of Calaveras County” (104)

**Bret Harte:** “The Luck of Roaring Camp” (326)

**Ambrose Bierce:** “An Occurrence at Owl Creek Bridge” (360)

**Mary E. Wilkins Freeman:** “The Revolt of ‘Mother’” (635)

**Charles W. Chesnutt:** “The Goophered Grapevine” (689)

**JAN 18 M (7:30) & 20 W (1:30) “Man’s World, Woman’s Place?” Kate Chopin, Charlotte Perkins Gilman, and Edith Wharton**

**Kate Chopin:** “The Storm” (531), *The Awakening* (635)

**Charlotte Perkins Gilman:** “The Yellow Wall-paper” (808)

**Edith Wharton:** “Roman Fever” (843)

**JAN 25 M (7:30) & 27 W (1:30) After Abolition, What? Paul Laurence Dunbar, James Weldon Johnson, Booker T. Washington and W.E.B. Du Bois**

**Booker T. Washington:** from *Up from Slavery* (665)

**W.E.B. Du Bois:** from *The Souls of Black Folk* (893)

**Paul Laurence Dunbar:** “When Malindy Sings” (1039); “We Wear the Mask” (1043); “Sympathy” (1043)

**We choose which questions to ask in life just as studiously as we choose our answers—Philip Bobbitt**

**James Weldon Johnson:** "Lift Every Voice and Sing" (1020)

**FEB 1 M (7:30) & 3W (1:30) Realism, Romance, & Naturalism: Hamlin Garland, Frank Norris, Jack London, and Stephen Crane**

### **CRITICAL RESEARCH PAPER ASSIGNED**

This assignment will require that the student write a paper on a contemporary American novel approved by the instructor.

**Hamlin Garland:** "Under the Lion's Paw" (753)

**Frank Norris:** "Fantasie Printaiere" (931)

**Jack London:** "The Law of Life" (1052), "To Build a Fire" (1057)

**Stephen Crane:** "Maggie: A Girl of the Streets" (957); "The Open Boat" (1000); poems **from** *The Black Riders* (1016) and *War Is Kind* (1017)

**FEB 8 M (7:30) & 10 W (1:30) The Art of Fiction: Henry James**

**Henry James:** "Daisy Miller: A Study" (391); "The Real Thing" (429); "The Beast in the Jungle" (447); **from** "The Art of Fiction" (918).

**FEB 14 SU FIRST EXAMINATION DUE\* 11:59 pm**

## **II Modernism: 1914-1945**

**FEB 15 M (7:30) & 17 W (1:30) Poetry I—Old Ways of Doing New Things: Robert Frost, Ezra Pound, and T. S. Eliot**

**Robert Frost:** "Mending Wall" (1390); "Home Burial" (1395); "The Oven Bird" (1400); "Design" (1405)

**Ezra Pound:** "In a Station of the Metro" (1482); "The River Merchant's Wife: A Letter" (1482); "Hugh Selwyn Mauberley" (1484)

**T.S. Eliot:** "The Love Song of J. Alfred Prufrock" (1577); "Journey of the Magi" (1602); "Tradition and the Individual Talent" (1581); "The Waste Land" (1587).

### **BIBLIOGRAPHIC INSTRUCTION UNIT**

Read *AWR* Ch. R (295-325). A link to a site at FLITE will be provided.

**We choose which questions to ask in life just as studiously as we choose our answers—Philip Bobbitt**



**FEB 22 M (7:30) & 24 W (1:30) The Revolution in Drama: Eugene O'Neill**

Eugene O'Neill: "Long Day's Journey into Night" (1910)

**FEB 24 W CRITICAL RESEARCH PAPER TOPICS DUE\* 11:59 pm**

**MAR 1 M (No Discussion) & 3 W (1:30) Lost Generation: F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, and Raymond Chandler**

F. Scott Fitzgerald: "Babylon Revisited" (1939)

Ernest Hemingway: "A Clean, Well-Lighted Place" < <http://www.mrbauld.com/hemclean.html> > "The Snows of Kilimanjaro" (1927)

William Faulkner: "Barn Burning" (1937)

Raymond Chandler: "Red Wind" (1941)

**SPRING BREAK: March 6-14**

**MAR 8 M Midterm Grades Due**

**MAR 15 M (7:30) & 17 W (1:30) In the American Grain: Wallace Stevens and William Carlos Williams**

Wallace Stevens: "The Emperor of Ice-Cream" (1923); "Sunday Morning" (1923); "The Idea of Order at Key West" (1951)

William Carlos Williams: "Tract" <http://www.poemhunter.com/poem/tract/>; "Spring and All" (1923); "The Dance" ("When the snow falls the flakes") (1923)

**CRITICAL RESEARCH PAPER TELEPHONE/E-MAIL CONFERENCES THIS WEEK**

**We choose which questions to ask in life just as studiously as we choose our answers—Philip Bobbitt**

**MAR 22 M (7:30) & 24 W (1:30) Harlem Renaissance: Claude McKay, Langston Hughes, Zora Neale Hurston, and Richard Wright**

**Claude McKay:** "The Harlem Dancer" (1687), "The Lynching" (1688)

**Langston Hughes:** "I, Too" (2028), "Theme for English B" (2036)

**Zora Neale Hurston:** "The Gilded Six-Bits" (1713)

**Richard Wright:** "The Man Who Was Almost a Man" (2067)

**MAR 25 R LAST DAY FOR A "W"**

**MAR 28 SU SECOND EXAMINATION DUE\* 11:59 pm**

### III. Post-War and Contemporary Literature: 1945- present

**MAR 29 M (7:30) & MAR 31 (1:30) Dramatic Interlude: Arthur Miller and David Mamet**

**Arthur Miller:** *Death of a Salesman* (2327)

**David Mamet:** *Glengarry Glen Ross* (3042)

**APR 5 M (7:30) & 7 W (1:30) Postwar Fiction: John Cheever, Flannery O'Connor, and Bernard Malamud**

**John Cheever:** "The Swimmer" (2250)

**Flannery O'Connor:** "Good Country People" (2529); "A Good Man is Hard to Find"

<http://www.turksheadreview.com/library/texts/oconnor-goodmanhard.html>

**Bernard Malamud:** "The Magic Barrel" (2285)

**APR 7 W CRITICAL RESEARCH PAPER DUE\* 11:59PM**

**APR 12 M (7:30) & 14 W (1:30) Poetry After Eliot: Theodore Roethke, Robert Lowell, and Frank O'Hara**

**Theodore Roethke:** "My Papa's Waltz" (2138); "Elegy for Jane" (2144); "The Far Field" <http://www.poemhunter.com/poem/the-far-field/>.

**Robert Lowell:** "Colloquy in Black Rock" (2394); "Skunk Hour" (2406); "For the Union Dead" (2407)

**We choose which questions to ask in life just as studiously as we choose our answers—Philip Bobbitt**

**Frank O'Hara:** "Why I Am Not a Painter" (2592); "The Day Lady Died" (2594); "A True Account of Talking to the Sun at Fire Island" (2595).

**APR 19 M (7:30) & 21 W (1:30) Postwar Black Voices: Gwendolyn Brooks, Robert Hayden, Ralph Ellison, and James Baldwin**

**Gwendolyn Brooks:** "the mother" (2411); "We Real Cool" (2413); "A Bronzeville Mother Loiters in Mississippi. Meanwhile a Mississippi Mother Burns Bacon" (2414).

**Robert Hayden:** "Middle Passage" (2259); "Those Winter Sundays" (2264).

**Ralph Ellison:** from *Invisible Man* (2298)

**James Baldwin:** "Sonny's Blues" <http://www.wright.edu/~alex.macleod/winter06/blues.pdf>.

**APR 26 M (7:30) & 28 W (1:30) Confessional Poetry: Anne Sexton, Adrienne Rich, and Sylvia Plath**

**Anne Sexton:** "The Truth the Dead Know" (2642); "The Starry Night" (2642); "Little Girl, My String Bean, My Lovely Woman" (2645).

**Adrienne Rich:** "Snapshots of a Daughter-in-Law" (2651); "Diving into the Wreck" (2656).

**Sylvia Plath:** "The Colossus" <http://www.poemhunter.com/poem/the-colossus/>; "Morning Song" (2700); "Lady Lazarus" (2701); "Daddy" (2704)

**MAY 5 W      COMPREHENSIVE FINAL EXAMINATION DUE\*      11:59 pm**

LITR 312: American Literature 2 Section 001 [CRN 11237]  
1:30-2:45 p.m., -T-R- STR 214

Spring 2012

Instructor: Phillip Sterling

Office: 3056 ASC Tel.: 231-591-5898 (x5898; voice messaging); 616-682-4746 (home)

E-mail: <sterlinp@ferris.edu>

Office Hours: Tues., Thurs., 8:30-9:30 a.m., 4:15-5:15 p.m. *Other times by appointment.*

I'm generally available before and after class for brief consultation. If you need more time to confer with me and my office hours are not convenient, please see me about an appointment for an alternate time.

Catalog description: "Surveys major authors, cultural background and literary developments from the 19th century advent of Realism to the present day. Includes writers active during the periods of Realism, Naturalism, Modernism, and Contemporary literature. This course meets General Education requirements: Writing Intensive and Cultural Enrichment. Prerequisite: LITR 250."

According to FSU's General Education website, "On the completion of the cultural enrichment requirement, students should:

- Have an increased ability to interpret cultural works as a part of a culture.
- Be able to justify those interpretations with an understanding of the interpretive process.
- Be able to look at works or historical events from different perspectives.
- Be better able to make and justify valuing (aesthetic and ethical) distinctions.
- Exhibit improved distinctions in perception, craft, and/or life choices.
- Have increased knowledge of the techniques or methodology of a discipline in the humanities.
- Have increased knowledge about some aspects of cultures.
- Better understand themselves as part of cultures with rich historical perspectives.
- Be able to gain increased self understanding through works of culture.
- Have an increased inclination to engage in the humanities (whether reading a work of literature, attending a play, reading a biography, or listening to quality music) as a way of better understanding themselves and their world or enhancing the quality of their lives."

Litr 312 Objectives: to understand America's unique social and cultural perspectives through an examination of its literature, particularly the literature of the 20th century; to read and discuss literature analytically; to evaluate the significance of the American literary tradition as it impinges upon our contemporary lives. This course is a sequel to American Literature 1, and as such is meant to provide an introduction to the history, major authors, primary themes, and significant literary movements within American canon.

Required Texts:

*The Norton Anthology of American Literature: Shorter Seventh Edition, Volume II.* Ed. Nina Baum, et al. New York: Norton, 2008.

Fitzgerald, F. Scott. *The Great Gatsby*. Scribner (Simon & Schuster), 1995. [Or edition of your choice]

Salinger, J. D. *The Catcher in the Rye*. Little, Brown, 1991. [Or edition of your choice]

Written requirements:

Unless I announce otherwise in class, assignments should conform to a format appropriate for academic documents (MLA style): margins of at least 1" (but no more than 1.5); a *first-page header* with your name, the date of completion, and course number; *subsequent headers* with name and page numbers on additional pages (in the same font as the text); your title, if necessary, at the top of the first page, capitalized by convention (and in the same font as the text); all text double-spaced, in standard, clean font styles of 12 pt. size. Do not include a separate title page. You will be responsible for at least:

- 2-8 quizzes (10%)
- 6 two-page papers (50%)
- 1 two-part essay exam (30%)

The two-page papers (hereafter called “short”) will be due bi-weekly . I WILL NOT accept any paper less developed than one full double-spaced typed page (12 pt. font, standard margins), nor longer than TWO double-spaced typed pages. I will NOT accept late papers. Omit title pages; just put your name and course number as a header on each page. These papers will be your responses to the assigned readings and so must clearly reveal that you did in fact read the assignment. There must be a clear thesis, which should introduce your discussion of at least *two* authors or works, and papers must include specific references to the texts. At least three of these short papers must include a secondary source, properly cited. (The five highest scores of these six papers will be averaged for your semester “short paper” percentage.)

Once scored, papers may NOT be rewritten for improved scores. However, if a paper is deemed “unacceptable”—for whatever reason—it will be left unscored, and you will have three weeks to revise it for credit. (A paper may be unacceptable due to insufficient development, excessive grammatical or syntactical weaknesses, improper acknowledgement of cited text, or inappropriate formatting or printing, among other reasons.)

Quizzes may come on any day and may take various forms. Missed quizzes may not be made up, but one quiz grade will be dropped from the average (i.e., one quiz may be missed without penalty).

Topics for the final “exam” will be distributed at least two weeks before the due date (May 2). From the selection of topics, you will produce two essays. You will be encouraged to use at least one secondary, critical source—properly cited—in each essay. There is no length limit for these essays, which are meant to synthesize the material covered during the course; each essay must address at least three primary texts or authors.

General requirements:

The specific nature and due date of each assignment will be discussed in class; an initial, tentative schedule is attached. **I DO NOT ACCEPT LATE ASSIGNMENTS FOR ANY REASON**, including illnesses, deaths in the family, bad weather, car or printer failures, among others. If you know you'll be absent the day an assignment is due, get it to me in advance or have someone you can trust deliver it. Only in the event of extreme circumstances have I been known to accept late work, and in those instances I was consulted beforehand. Please don't embarrass yourself by showing up with late work and assuming I will accept it. Also note: This course is NOT designed to be an online course, though some information and possibly an assignment or two may require you to use FerrisConnect. Consequently, *only* in dire circumstances will I accept assignments sent by e-mail, and only if the e-mail submission is cleared with me *before* it is sent. You are not to use my e-mail or FerrisConnect in lieu of printer costs or failures. *I reserve the right to refuse any work that is not turned in on time and in the proper format.*

You are expected to attend class. No *less* than 10% of your grade will be assigned according to class participation. Since your final grade is a *course* grade and not simply an assignment average, I reserve the right to adjust your semester grade to reflect your course performance. For example, if you are absent 40% of the time, your grade may be lowered respectively. (Conversely, superior classroom performance may increase the percentage in a positive manner.) Since most of our understanding of literature depends upon a synthesis of multiple perspectives or interpretations, you will be encouraged to share your thoughts by voicing them in class (in appropriate ways).

You will be held responsible for reading assignments. Most reading assignments are listed on the attached schedule according to the day they are DUE (i.e., the day they will be discussed). Others will be announced in class. This schedule may change as we progress. Supplemental readings will be handed out or announced in class. And since we obviously will not be able to discuss every aspect of every reading, you are encouraged to jot down questions as you read and then come to class prepared to ask them.

You are expected to abide by the academic policies of the University, particularly those concerning academic dishonesty, as they are spelled out in the *FSU Catalog*, the student handbook, and the College of Arts and Sciences syllabus attachment. *Plagiarism will result in a failure of this course.* English Education majors in particular should be aware of the policy on Professional Standards.

Disruptive behavior will not be tolerated. For the purposes of this class, "disruptive behavior" includes the use of cell phones, iPods, beepers, pagers, and other electronic distractions, as does

frequent exiting/entering of the classroom once we begin. Such disruptions will be dealt with punitively. Laptop computers may be used during class ONLY if you have a clearly defined medical need (a recognized disability, for example).

Some questions to consider while reading: What are the social, political, religious, personal, economic, or regional contexts that make this literature particularly American? What role does modern warfare, industrialization, technology, transportation, multiculturalism, or free enterprise play in shaping American literature? What may we infer about American history or the American mind from our examples of literature? Do these texts speak to us as individuals? Do they tell us anything about relationship of men and women? About the body politic? About humor? About humanity?

GRADES: In general, the six short papers are worth 50% of your semester grade (I will average the highest five scores). The two-part exam is worth 30%. Quizzes will be averaged for 10%.

In order to receive a course grade of:

A—a student must complete all of the course work at a Superior level; at least 65% of the written work must be A level; attendance must be good; participation must be often and active.

B—a student must complete all the course work at an Above Average level; at least 65% of the written work must be B level or better; attendance must be good; class participation must be satisfactory.

C—a student must complete all of the course work; 65% of the written work must be Average or better; class must be attended.

D—a student must complete most of the course work; 50% of the written work must be Average or better; there must be evidence of a concerted effort and improvement.

### Required Readings

*Page numbers for The Norton Anthology of American Literature (7th shorter ed., Vol 2) are in parentheses.*

Jan 10: Intro.

Jan 12: “American Literature 1865-1914” (1-13); “Walt **Whitman**” (17-21); familiarize yourself with *Song of Myself* (21+), “When Lilacs Last in the Dooryard Bloomed” (71-77).

Jan 17: “Emily **Dickinson**” (77-81), selected poems (pp. 83-90).

Jan 19: “Mark **Twain**” (93-97), *Adventures of Huckleberry Finn*, Chaps. I-XV (101-153).

- Jan 24: *Adventures of Huckleberry Finn*, Chaps. XVI-XXXI (153-242).  
 Jan 26: PAPER #1 DUE. *Adventures of Huckleberry Finn*, Chaps. XXXII-Chapter the Last (242-287).

[Recommended: Mark **Twain**, “The Notorious Jumping Frog of Calaveras County” (97-101); W.D. **Howells**, “Editha” (289-299); Ambrose **Bierce**, “An Occurrence at Owl Creek Bridge” (300-306).]

- Jan 31: Sarah Orne **Jewett**, “A White Heron” (414-422); Kate **Chopin** (426-428), “The Story of an Hour” (handout), “The Storm,” “Desiree’s Baby” (435-443).  
 Feb 2: Henry **James** (315-318), “The Real Thing” (356-374), “*From The Art of Fiction*” (574-576).  
 Feb 7: “Realism and Naturalism” (569-570). Stephen **Crane** (601-603), “The Open Boat” (603-619).  
 Feb 9: W.E.B. **DuBois**, “The Souls of Black Folk” (551-569); Paul Lawrence **Dunbar**, selected poems (641-649).

[Recommended: Frank **Norris**, “A Plea for Romantic Fiction” (577-580); Theodore **Dreiser**, *Sister Carrie* (Only Chaps 1 & 2 are in our book), “True Art Speaks Plainly” (581-582); Jack **London**, “To Build a Fire” (649-660), “From What Life Means to Me” (582-585); Charlotte Perkins **Gilman**, “The Yellow Wall-paper” (506-519); Stephen **Crane**, *The Red Badge of Courage* (not in our anthology); Jack **London**, *The Call of the Wild* (not in our anthology).]

- Feb 14: PAPER #2 DUE. Edith **Wharton** (519-521), “Roman Fever” (534-544); Susan **Glaspell**, *Trifles* (791-801).  
 Feb 16: “American Literature 1914-1945” (705-718); images & art, 1865-2005 (insert between 864-865)  
 Feb 21: Robert **Frost**, selected poems (775-791).  
 Feb 23: Ezra **Pound**, selected poems (842-849), “A Retrospect” (handout).  
 Feb 28: T.S. **Eliot** (861-863), “The Love Song of J. Alfred Prufrock” (863-866), “Gerontion” (867-868), “What the Thunder Said” from *The Waste Land* (878-881), “Journey of the Magi” (884-885).  
 Mar 1: PAPER #3 DUE. E.E. **Cummings**, selected poems (996-1003)

#### Semester Break

[Recommended: Edwin Arlington **Robinson**, poems (721-725); Gertrude **Stein**, selections (763-775); Carl **Sandburg**, poems (811-814); Wallace **Stevens**, poems (814-825); Marianne **Moore**, selected poems (854-861); Edna St. Vincent **Millay**, selected poems (993-996).]

- Mar 13: F. Scott **Fitzgerald**, *The Great Gatsby*.  
 Mar 15: F. Scott **Fitzgerald**, *The Great Gatsby*.



- Mar 20: William Carlos **Williams** (831-833), selected poems (833-841).  
Mar 22: PAPER #4 DUE. Claude **McKay**, selected poems (968-971); Langston **Hughes**, selected poems (1087-1095).

[Recommended: ; Eugene **O'Neill**, *Long Day's Journey into Night* (889-968); F. Scott **Fitzgerald**, "Winter Dreams" (1010-1025), "Babylon Revisited" (1025-1040).]

- Mar 27: Zora Neale **Hurston** (981-982), "The Gilded Six-Bits" (985-993); Richard **Wright**, "The Man Who Was Almost a Man" (1111-1121).  
Mar 29: Ernest **Hemingway** (1065-1067), "Hills Like White Elephants" (handout), "The Snows of Kilimanjaro" (1067-1083).  
Apr 3: PAPER #5 DUE. William **Faulkner** (1040-1042), "A Rose for Emily" (1042-1048), "Barn Burning" (1048-1060).  
Apr 5: Easter Recess  
Apr 10: Tennessee **Williams**, *A Streetcar Named Desire* (1158-1222).  
Apr 12: "American Literature since 1945" (1129-1142)  
Apr 17: Arthur **Miller**, *Death of a Salesman* (1284-1350).  
Apr 19: PAPER #6 DUE. **Miller**, continued.  
Apr 24: J. D. **Salinger**, *Catcher in the Rye*.  
Apr 26: Elizabeth **Bishop**, selected poems (1222-1232); Gwendolyn **Brooks**, selected poems (1361-1366); Adrienne **Rich**, selected poems (1443-1457); Sylvia **Plath**, selected poems (1475-1483).

[Drama recommended: Lorraine **Hansberry**, *A Raisin in the Sun* (not in our anthology).]

[Fiction recommended: Flannery **O'Connor** (not in our anthology); John **Cheever**, "The Swimmer" (1232-1241); Ralph **Ellison**, *Invisible Man* (Chapt I in our anthology); Toni **Morrison** (1461-1475); John **Updike** (1483-1493); Raymond **Carver**, "Cathedral" (1556-1567); Maxine Hong **Kingston**, "No Name Woman" (1567-1577); Sherman **Alexie**, selections (1675-1681); Jhumpa **Lahiri** (1681-1698).]

[Poets recommended: Theodore **Roethke**, poems (1143-1147); Robert **Lowell**, poems (1350-1361); Allen **Ginsberg**, poems (1414-1426); James **Wright**, poems (1435-1438); Gary **Snyder**, poems (1457-1461); W.S. **Merwin** (not in our book); Lucille **Clifton**, poems (1537-1541); Billy **Collins**, poems (1577-1581); Rita **Dove**, poems (1633-1640); Louise **Erdrich**, poems (1652-1664); Li-Young **Lee**, poems (1670-1675).]

May 2 (Exam week): EXAM DUE

Shakespeareology  
LITR 323  
PB Middleton  
Office: 3076/ASC  
Winter into Spring 2011  
Office hours:TBA

“Shakespeare and Dante divided the world between them,” said TS Eliot, “there is no third.” This statement, made by one of the most influential poets of the twentieth century is, indeed, our starting point. William Shakespeare is generally considered to be the greatest writer in the history of the world. Shakespeare lived during a period of time that has largely been regarded as one of the most important in terms of literary achievement. Two of Will’s contemporaries—Ben Jonson and Christopher Marlowe—would be seen as important writers in any generation or time; but in Shakespeare’s time, with his huge poetical outpourings, their significance diminishes significantly: their creative light, next to Shakespeare’s, simply fails to impress us.

Why is Shakespeare (1564-1616) so important? Why do we read him today some 396 years after his death? Why has so much been written about him and his striking creations? These are the kinds of questions that you should be able to answer by the end of the semester.

The purpose of this course is to put you in a position that will enable you to come to terms with Shakespeare’s gifts to the world (he wrote thirty-seven plays in all and he literally gave us the sonnet—the, uh, Shakespearean sonnet, that is) -- which we have come to appreciate, too. A semester is long, and ill-directed ambition could lead to our undoing: but I want you to begin to understand what’s happening on the page that you read and deal with some of the issues that plague readers. I want to see you by-pass some terribly bedeviling cognitive traps. But you’ve got to work. You must be steady. Your gaze must be unblinking. You must read creatively. These are the realities and challenges that you’ll have to confront. Our text is *The Norton Shakespeare*, edited by Stephen Greenblatt. This is probably the best volume that money can buy. You can get it at Great Lakes Book and Supply and on-line and (I hope) in the Rankin Center. We all need to be literally on the same sane page. So: accept no substitute. Will wrote tragedies, comedies, histories, and dark comedies, as a playwright. He was also a sonneteer. Ah, he was very much a man of his times, and he had certain tendencies and habits as an artist. On the whole, Elizabethans thought of the universe as a hierarchical system which we’ll call The Chain of Being; some others called it simply the logical processes of the universe. Essentially, the idea was that there were primates of every order in all levels of the universe (and the universe is really huge, isn’t

it?). So consider the following and fill in the blank with what you think is the appropriate response:

- 1/     is the primate of the household.
- 2/ The primate of the heavenly bodies is the     .
- 3/ The     is the primate of the animal kingdom.
- 4/ The     is the primate of the flower kingdom.
- 5/ The     and the     are the primates of the tree kingdom.
- 6/ The     is the primate of the bird kingdom.

Attendance is mandatory. You can have two absences, period. After that your final grade will be impacted and reduced by two increments—i.e., an A will become a B+, and a C+ becomes an ugly C--- for each absence. In a dream, Will whispered to me, saying, “Do this so that they will better understand what’s inside my poetry.” So I’m following orders. Please respect that.

You will be tested from time to time: that is, you will have a number of Immediate Response Exams, each of which will be done in class, during class time. The questions that I’ll ask you from day to day will prepare you for these tests.

So you need to be here. Children are not allowed in class. We will begin each session with a series of investigatory questions, after which we’ll work at understanding the Bard’s task and all the complications appertaining thereto... We want to look at the Renaissance, its themes and its essential qualities. It is an extraordinary period of expressive eloquence and Shakespeare’s voice rises above all others.

Please weigh the following:

<b>Element</b>	<b>Quality</b>	<b>Humour</b>
Earth	Cold & Dry	Melancholy
Air	Hot & Moist	Blood (emotional)
Fire	Hot & Dry	Choler
Water	Cold & Moist	Phlegm

Our primary readings will be in the following order.

1. **King Lear\***
2. **Romeo and Juliet\***
3. **Measure for Measure**
4. **Julius Caesar**
5. **The Merchant of Venice\***
6. **Othello\***
7. **Hamlet\***
8. **Antony and Cleopatra**

\*This means that a film is a distinct democratic possibility if and when the readers come upon shaky poetic tremors.

Shaxpaire, through his tragic characters, presents us with a host of philosophical and ethical problems, issues, and questions: Why are we here? What on earth is happening to me? Must I suffer? Will this streak of bad luck and darkened skies continue ad infinitum? In the problem plays and comedies one finds other questions: Who's going to love me? If I die what will happen to me? If I live what's going to happen to me?

If you get lost inside a question your responsive parachute is ORDER.

SONNET. XXX.

MY loue is lyke to yse, and I to fyre;  
how comes it then that this her cold so great  
is not dissolu'd through my so hot desyre,  
but harder growes the more I her intreat?  
Or how comes it that my exceeding heat  
is not delayd by her hart frosen cold:  
but that I burne much more in boyling sweat,  
and feel my flames augmented manifold?  
What more miraculous thing may be told  
that fire which all things melts, should harden yse:  
and yse which is congeald with sencelesse cold,  
should kindle fyre by wonderfull deuyse.  
Such is the powre of loue in gentle mind,  
that it can alter all the course of kynd.

**APPROXIMATE ORDER OF COMPOSITION OF SHAKESPEARE'S WORKS**

PERIOD	COMEDIES	HISTORIES	TRAGEDIES
1584 I 1592	Comedy of Errors Twining of the Shrew Two Gentlemen of Verona	1, 2, 3 Henry VI Richard III King John	Titus Andronicus
1594	Love's Labour's Lost	Venus and Adonis } poems Rape of Lucrece }	
II	Midsummer-Night's Dream Merchant of Venice Merry Wives of Windsor Much Ado About Nothing As You Like It	Richard II 1 Henry IV 2 Henry IV Henry V	Romeo and Juliet
1599	Twelfth Night Troilus and Cressida Measure for Measure All's Well		Julius Caesar Hamlet Othello Timon of Athens Lear Macbeth Anthony and Cleopatra Coriolanus
III			
1608	Pericles Cymbeline Winter's Tale Tempest	Henry VIII,	
IV			
1613			

## Shakespeareology

Beside each of the following place either a T(for the times), an S(for Will Shakespeare), TH(theater/theatre), or L/S(London/Stratford).

1. Latin was culture, civility, upward mobility.
2. Here as everywhere else, girls were excluded from both grammar school and university.
3. John Shakespeare, the records indicate, did not send the players on their way. He permitted them to play. The sheer magic of playing—the fashioning of an imaginary space, the artful impersonations, the elaborate costumes, the flood of heightened language—may have been enough to capture the young boy forever.
4. Towns in the vicinity of Stratford, as in the rest of the country, had seasonal festivals, when the members of guilds and fraternities donned costumes and performed in traditional plays.
5. Something of their power—their way of constructing a shared community of spectators, their confidence that all things in the heavens and earth can be represented onstage, their delicious blending of homeliness and exaltation—left its mark on him.
6. There were drinking contests, eating contests, and singing contests at sheep-shearing and harvest-home festivals: there was even bearbaiting, a “sport” in which mastiffs attacked a bear chained to a stake.
7. Paper was expensive. A pack of paper that, neatly folded and cut, yielded about fifty small sheets and would have cost at least fourpence, or the equivalent of eight pints of ale.
8. Romeo longs to be a glove on Juliet’s hand, so that he could touch her cheek.
9. John Shakespeare married well.
10. A good education marked the difference between a gentleman and a peasant.
11. Throughout his career, Shakespeare kept thinking about drunkenness.
12. Actors: gifted musicians, good fighters, good legs!!!!!!!!!!!!
13. Actors were classified officially as vagabonds; they could be arrested, whipped, out in stocks, and branded.
14. There were wanderers on the roads, but they were extremely vulnerable.
15. Elizabethan society was intensely, pervasively, visibly hierarchical: men above women, adults above children the old above the young, the rich above the poor, the wellborn above the vulgar. A beggar...

**SYLLABUS ATTACHMENT**  
**FERRIS STATE UNIVERSITY – COLLEGE OF ARTS AND SCIENCES**  
*Spring 2012*

**CONSIDERED ADDING A MINOR OR MAJOR TO YOUR CURRENT PROGRAM?**  
 See what classes may already apply.  
 For more information, stop by the Arts and Sciences Dean's Office!

IMPORTANT DATES		
Late registration	Wed – Fri	Jan 4 – 6
First day of classes	Monday	Jan 9
Last day for Drop/Add	Thursday	Jan 12
Martin Luther King Day (no classes)	Monday	Jan 16
Mid-term grades due	Monday	Mar 5
Spring recess (no classes)	Sat, Mar 3 – Sun, Mar 11	Mar 3 – Mar 11
Last day for "W" grades (full semester)	Thurs	Mar 22
Mid-term recess (no classes)	Thurs - Sun	Apr 5 - 8
Last day of classes	Friday	April 27
Examination Week	Mon – Fri	Apr 30 – May 4
Commencement	Friday, Saturday	May 4, 5
Final grades due by 1:00 pm	Monday	May 7

DEPARTMENT OFFICES		
Biology	ASC 2004	591-2550
Humanities	JOH 119	591-3675
Lang/Lit	ASC 3080	591-3988
Mathematics	ASC 2021	591-2565
Physical Sciences	ASC 3021	591-2580
Social Sciences	ASC 2108	591-2735
Dean's Office	ASC 3052	591-3660

Sessions	Dates	Last Day to Withdraw
Full Session	Jan 9 – Apr 27	Mar 22
Session A	Jan 9 – Feb 28	Feb 9
Session B	Feb 29 – Apr 27	Apr 10
Session D	Jan 9 – Feb 10	Jan 30
Session E	Feb 13 – Mar 22	Mar 2
Session F	Mar 23 – Apr 27	Apr 16

**WHAT YOU NEED TO KNOW**

**E-MAIL**

All registered FSU students have a Ferris Gmail account. This is the only e-mail to which all official University information about registration, financial aid, student activities, and class cancellations will be sent. Please check your account at least once a week. E-mail is our primary communication resource for students.

**CLASS ATTENDANCE IS IMPORTANT!**

Attendance usually has a high correlation with how well you do in a course. Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

**HOW TO CONTACT A FACULTY MEMBER OR ADVISOR**

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, through the College of Arts and Sciences web page at <http://www.ferris.edu/htmls/colleges/artsands/>, or through the Directories & Maps link on the FSU home page.

**DROPPING CLASSES OR WITHDRAWING**

Dropping and adding only occurs during the first four days of the term. You can adjust your schedule **online during the first four days** or in person at the Timme Center (from 8-5 except for the last day when it is 12-5). *If you add a class you must pay for your additional charges by the fourth day or your schedule will be dropped.*

If you need to withdraw from a class after the official drop/add period, you must do so **OFFICIALLY**, through your dean's office, in order to avoid receiving an "F" grade in the course. **You may not withdraw online after the first four days of the term.** You will receive a "W" for the course. *You will not receive a refund.* If you need to totally withdraw from the University, you must do so **officially** at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different for different classes. **CHECK THE SESSIONS DATES SECTION ABOVE OR THE REGISTRATION AND ACADEMIC GUIDE FOR THE WITHDRAWAL DEADLINES FOR THE SEMESTER.** In cases of extenuating circumstances (e.g., a serious illness requiring you to withdraw from school), contact Birkam Health Center at 591-2614.

**INCOMPLETES**

The "I" is only considered for extenuating circumstances that have led to a student missing a portion of the course. The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.



## GRADUATION

Students should apply for graduation the semester prior to their last semester of completion. For associates in arts or associates in science degrees, this needs to be completed at the Dean's Office. For bachelor degrees, this needs to be completed with your program coordinator. Be aware of deadlines for participation in commencement.

## INCLEMENT WEATHER CONDITIONS

Only during the most severe weather conditions – which could potentially endanger the safety of students or staff – will the Big Rapids campus consider cancelling classes. The decision to cancel classes due to weather conditions at the Big Rapids site will be made as early as possible. In the event it is necessary to cancel classes, periodic announcements will be made on area radio and television stations. It is the student's responsibility to listen for these announcements. A student may also call the Ferris Information Line at 231-591-5602 to obtain information or check the Ferris website.

## ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. It is the expectation of the College of Arts and Sciences that all work you turn in is your own and is original for the course in which it is being submitted. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

## DISRUPTIVE BEHAVIOR

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University. The full Disruptive Behavior Policy is available on the College of Arts and Sciences website at <http://www.ferris.edu/htmls/colleges/artsands/student-resources/disruptive-behavior.htm>

## WHERE TO GO FOR HELP

### ACADEMIC ADVISING

All students have an assigned advisor and should confer with that advisor regularly. Students who have declared a major should see an advisor in that major. To find out who your advisor is, login to MyFSU and click on the Academics and Services tab, then Registration Status / Advisor Information link.

**ACADEMIC SUPPORT CENTER.....ASC 1017 – 591-3543**

**THE WRITING CENTER.....ASC 1017 – 591-2534**

The Academic Support Center, Tutoring Services, and Writing Center join together to offer FSU students an array of academic support services. Tutors are available to answer questions for many courses. The Writing Center helps writers individually and in workshops with skills and assignments. There is also study skills assistance to help with note-taking, test-taking, memory and reading strategies, and time management.

**DISABILITIES SERVICES.....STR 313 – 591-3057**

According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. Students requiring a classroom accommodation due to a physical, learning, mental or emotional disability should contact the Disabilities Services Office.

**SCHOLAR PROGRAM.....ASC 1021 – 591-5976**

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

### PERSONAL COUNSELING, SEXUAL ASSAULT, SUBSTANCE ABUSE

**BIRKAM HEALTH CENTER ..... 2<sup>nd</sup> Floor - 591-5968**

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

*If you or a friend is in immediate crisis, call 911.*

### SAFETY

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

## OTHER RESOURCES

**BIRKAM HEALTH CENTER.....591-2614**

The Birkam Health Center provides medical care including evaluation and treatment for illness and injury anytime during the year. Patients are seen on a walk-in and by appointment basis.

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of university life. Don't hesitate to explore and use these services at Ferris.

**FLITE LIBRARY.....591-2669**

Regular hours for FLITE:

Monday – Thursday . . . . . 7:30 am – Midnight  
Friday . . . . . 7:30 am – 6:00 pm  
Saturday . . . . . 12:00 pm – 5:00 pm  
Sunday . . . . . 1:00 pm – Midnight

**FSU BOOKSTORE.....RANKIN CENTER - 591-2607**

Regular hours for Bookstore:

Monday – Thursday . . . . . 9:00 am – 6:00 pm  
Friday . . . . . 9:00 am – 5:00 pm  
Saturday . . . . . 11:00 am – 4:00 pm  
Sunday . . . . . CLOSED

## HELPFUL NUMBERS

Admissions	2100	Inst. Testing	3628
Business Office	2125	Public Safety	5000
Financial Aid	2110	Records	2792
Housing	3745	TAC	4822

When calling from off campus, extensions can be called by using the prefix 231-591-\_\_\_\_\_.

## LITR 323-001 Shakespeare: Course Overview

Ferris Connect  
Available

Dr. Christine Vonder Haar  
Instructor's Office: ASC 3032  
Email: via FerrisConnect (alt. [vonderc@ferris.edu](mailto:vonderc@ferris.edu))  
Course Webpage: [Ferris Connect Site](#)

Class Sessions: TR 4:30-5:45 p.m.  
Classroom: ALU 121  
Office hours: M 3-4:30, PRK 117 Lab  
Th 1-2:30 ASC 3032

### Course Description:

A study of Shakespeare's poetry and dramas, including the comedies, histories, and tragedies. The format will emphasize characterization, literary craftsmanship, and major themes. His work will be placed in the historical, cultural, and literary contexts of his times (FSU Catalog).

With an emphasis on his plays as entertainment for his audiences, the course aims at helping students to appreciate Shakespeare's works and to develop an understanding of the stories, characters, language, themes, conflicts, historical contexts, and dramatic elements. Though the primary approach to the plays is *textual study*, the activities also include the following: reading scenes aloud, textual analysis writings, student-led discussion, collaboration, student-designed projects, and audio-video presentations of the plays.

Course Outcomes: By the end of the course, students should be able to do the following:

1. Demonstrate understanding of the dramatic forms of tragedy, comedy, and history.
2. Demonstrate understanding of the Shakespearean sonnet form and narrative poems.
3. Analyze the context and content of Shakespeare's dramas.
4. Identify recurring dramatic themes and motifs in Shakespeare's works.
5. Demonstrate understanding of Shakespeare's uses of Elizabethan dramatic conventions and related literary terms.
6. Demonstrate an appreciation of the unique accomplishments and genius of Shakespeare's writings: depth of characters, generative language, and parallel complex plots.
7. Demonstrate familiarity with some major critical texts.
8. Demonstrate, through written analysis, critical perceptions of the poet's works.

Course Text: *The Riverside Shakespeare*, 2<sup>nd</sup> ed. Evans et al, eds. Houghton-Mifflin Publisher, (ISBN 0-395-75490-9).

Note: Students are expected to read this required course-selected Riverside edition, both for the plays and for supporting materials: introductions, essays, commentary, side glosses, and footnotes.

Course Materials: On reserve at FLITE: books, audio recordings, DVDs of the plays.

(Continued)

**Course Expectations/Procedures:**

- **Participation:** Success in, and enjoyment of, the course depends on individual preparedness and active engagement in classes, especially through readings, lively discussion, and posing questions/interpretations of the plays. Involvement on some level expected--Shakespeare Birthday Celebration, April 19<sup>th</sup>
- **Attendance:** Students are expected to attend all class sessions (see grading policy attached, for attendance requirements)
- **Course Readings:** 7 assigned plays for textual reading (6 instructor-selected; 1 self-selected); text introductions and essays; sonnet selections. Students must follow the assigned reading schedule. Secondary and critical readings—beyond the Riverside text—will be assigned during the course, and students are expected to supplement the readings of the plays/sonnets with these and those of their own choosing.
- **Reading quizzes**—occasionally given (unannounced) to demonstrate your careful reading, especially for play's background contexts, main action and subplot lines, characters, conflicts, settings, and themes).
- **Lead-Off Presentations:** These are well prepared student-led discussions to "lead off" our class sessions. Specific instructions will be given the second week of the course.
- **Exams/Papers:** See syllabus for dates and point values. Rewrite policy available.
- **Conferences** encouraged for written work and discussion of plays for understanding, if needed/desired.

**Grading:** The final grade is based on the percentage of total points (700 approx) from the main assignments (chart below). Participation and preparedness also affect the final grade. Refer to grading policy handout attached.

Main Assignments	Due Dates	Points
"Practice" Test	Jan 19-21**	15 (FC)
"Practice" Critical Response Essay	Jan 21-24**	15 (FC)
Lead-Off Presentation	Feb 8- April 21 ( <i>see syllabus</i> )	60
*Critical Response Essay	Feb 3	60
Test #1	Feb 17	75
Test #2	March 3-17**	100 (FC)
*Critical Response Essay #2	March 15	75
*Longer Research Essay	April 18-25**	125 (FC)
Final Examination	May 5 (4:00 p.m.)	<u>150</u>
	Total:	675

Remaining points: quizzes, class activities

Course Points: 700-750

\*Eligible for rewrites

\*\*Must be posted FC by 11:59 p.m. on last date indicated

**Note:** 10 points at the start of the course are given to student to "bank," on condition of  
1) not more than one absence; 2) not more than two instances of combined tardiness or early departure  
for class sessions; 3) documented participation for Shakespeare Birthday Celebration on the Quad

### Academic Honesty/Plagiarism

Plagiarism is presenting another person's ideas or work as your own. Because of the expectations for written literary analysis, this course requires that students consult, read, and present supportive information from a variety of sources, starting with the text of the plays themselves, but also including other primary and secondary sources.

Appropriate academic documentation (MLA) is required. Plagiarism is a serious form of academic misconduct and in this course section, it can result in failure in the assignment, failure in the course, and/or disciplinary action up to and including probation or dismissal from the University (see the syllabus attachment, "Academic Misconduct")

### Student Help and University Information/Resources:

- Refer to "Syllabus Attachment" below
- Conferences with the instructor are highly encouraged for help with papers and understanding of the plays/readings.
- FLITE databases, Shakespeare publications/journals, and FC handouts/materials.
- Audio Recordings—can assist you with your close reading of the plays. These are available and on reserve at the main FLITE information desk for use in the library.

### Class Sessions:

- Arriving on time and staying for the full class period reflects courtesy and professional demeanor. If for an exceptional circumstance, you need to arrive late or must leave a session before dismissal, please inform the instructor. Always check with instructor if you arrive late since attendance will have been recorded. This is the official course record.
- Please turn off or silence any electronic devices as a courtesy to others, even in the classroom before a session starts. Text messaging is not permitted. If you must attend to a message or call before or during class, please do so *outside the classroom* in consideration of others.
- The classroom is a learning community where members act with respect and consideration of others. The instructor strives to create a comfortable/safe atmosphere, one of optimal learning and participation for all members. Please direct comments or suggestions about classroom atmosphere and interaction to the instructor.
- Laptop computers are generally not allowed in the regular classroom and considered redundant in the computer lab. Please speak with instructor about exceptional circumstances.

## LITR 323 Shakespeare: Weekly Syllabus

### January

- T 11 Introduction to course, approaches to Shakespeare's dramas as text, performance  
R 13 Elizabethan world (historical contexts and culture); intro to *Twelfth Night* (act 1)  
Readings: Riverside, General Intro (pps. 1-25); Group Prep: Sections II, III, IV, VI
- T 18 Elizabethan notions of comedy; introduction/discussion- *Twelfth Night* (acts 1-2)  
**"practice test," submit on Jan 19-21 (15 pts)**  
Readings: Riverside, *TN* intro (pps. 437-441); *TN* (acts 1, 2)
- R 20 *TN* (acts 2, 3); instructions for Critical Response Essays: **"practice" Critical Response Essay, submit on FC Jan 21-24 (15 pts)**
- T 25 *TN* discussion (acts 4-5)  
R 27 *TN* concluded (acts 1-5 review) guidelines for Lead-Offs—schedule for presentations

### February

- T 1 Intro *Much Ado about Nothing* (acts 1-2)  
Readings: Riverside, *Much Ado* intro (pps. 361-365) and acts 1-2
- R 3 **Critical Response Essay #1 due (60 pts)** hardcopy in class; *Much Ado* (acts 2-3)
- T 8 **Lead-Offs #1 and #2; *Much Ado* (acts 3-4)**  
R 10 *Much Ado* (acts 4-5); review for Test #1
- T 15 **Test #1 (75 points)**  
R 17 Introduction to tragi-comedy, *Merchant of Venice* (acts 1-2)  
Readings: Riverside, *Merchant of Venice* intro (pps. 284-287) and acts 1-2
- T 22 **Lead Offs #3, #4 *Merchant* (acts 2-3)**  
R 24 **Lead Offs #5, #6, (acts 4-5)**

### March

- T 1 *Merchant of Venice*, concluding discussion; intro to sonnets  
R 3 **Lead Offs #7, #8: Sonnets**  
**Test #2 (100 points)** posted/distributed today (due on FC March 3-17\*\* OR as hardcopy in class March 17<sup>th</sup>)

**March 7-11 Mid-Semester BREAK: no classes**  
(mid-term grades posted 3/7)

- T 15 Introduction to tragedy, *Macbeth* (act 1-2)  
Instructions/suggestions for Longer Research Essay;  
Readings: Riverside introduction (pps. 1355-1359); *Macbeth* act 1
- R 17 **Final date to submit Test #2** (on FC, 100 points);  
*Macbeth* (acts 2-3)  
*Conference sign up* (required between March 22-April 19) for Longer Research Essay
- T 22 **Lead Off #9, #10** *Macbeth* (act 3)
- R 24 **Lead Off #11, #12** *Macbeth* (acts 4-5)
- T 29 *Macbeth* (concluded); Intro to Shakespeare's Histories, *Henry V*
- R 31 **Critical Response Essay #2** due in class (75 points), *Henry V*
- April**
- T 5 *Henry V*
- R 7 **Lead Offs #13, #14;** *Henry V*
- T 12 *Henry V* concluded; **Lead Offs #15, #16** Sonnets
- R 14 Intro to Shakespeare's Romances, *The Winter's Tale* (act 1-2)
- T 19 **No Class** (Conferences); continue reading *WT*  
**Shakespeare Birthday Celebration on Quad 11 a.m.**  
**Longer Research Essay Due** (125 pts) April 19-26 on FC\*\*
- R 21 **Mid-Semester Recess**
- 26 *WT* (acts 3-4); **Lead Offs # 17, #18**
- 28 *WT* (acts 4-5)
- R May 5: Exam Session, 4-5:40 p.m. (computer lab tba)**  
Exam=150 points. Last day for rewrites to be submitted

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NOTE: The above syllabus is a tentative schedule of assignments and activities. The instructor reserves the right to make any necessary modifications to the syllabus, but this will be done with adequate advance notice to students, and again, only if circumstances require it.

## Grading Policy: Literature 323

### The final course grade is determined by the following:

- (1) The total points achieved—approximately 700. Refer to course overview and syllabus for assignments and their point values. *Bonus points* (5): documented participation in (or *some active* involvement for) the Shakespeare Birthday Celebration on the Quad, April 19, 11.

**Note:** 10 points at the start of the course are “banked” for each student on condition of:

- 1) not more than one absence; 2) not more than two instances of combined tardiness or early departure for class sessions; 3) documented participation in some aspect of Shakespeare Birthday Celebration.

- (2) Attendance and participation. Please note that:

- Missing beyond 4 scheduled class sessions (*or beyond any 6 class hours*)--*excused or unexcused--may result in course failure.*
- Students are expected to attend the full class period. If you arrive after the start of class, please check with instructor at end of class since attendance will have been recorded, and you may be marked “absent.”
- Discussion is an important aspect of the course and is figured in final course grade.

- (3) Rewrites. Students have the opportunity to rewrite papers designated\* (additional points *may be* assessed up to 15 % of total points possible). Rewrites may be submitted any time during the course, along with the original and grade sheet. Last rewrites accepted on exam day. Check *Rewrite Policy* handout for details.

Students are advised to keep a record of their progress and to consult with the instructor to clarify any questions about points, grades, etc. The final grade is based primarily on the percentage of total points you have accumulated throughout the course, using the following scale:

97-100%	A+	84-86	B	71-73	C-
94-96	A	80-83	B-	68-70	D+
90-93	A-	77-79	C+	65-67	D
87-89	B+	74-76	C	60-64	F

### Late Grade Policy

**Excused absences—no penalty:** Criteria: An excused absence MUST be documented as an official university absence, physician document, etc., as determined by university policy and instructor. Please contact instructor (FC email) immediately about missed work or in advance of a planned/known absence. It is the students responsibility to consult instructor PRIOR to next class session and to make up the work upon return to campus (generally, it is due the class after the absence or as arranged with instructor)

**Unexcused absences-- penalty:** (a) if it is one of the main papers/assignments, it drops one grade for every *calendar* day late including weekends; do NOT wait till next class session (b) if it is a graded in-class exercise or activity, homework, missed reading quiz, etc., **late/missed work is not accepted, and points are 0.**

#### **NOTE:**

- Any hardcopy papers should be *hand delivered* by the student to the instructor on the due date: no drop-offs/no friend delivery. Papers done through Ferris Connect must be submitted by the required final deadline day/time, to avoid late grade.
- Keep your own file copy of any formal papers submitted (electronic and/or graded hardcopies)  
*If you have questions or need clarification contact instructor: FC email and/or ext. 2528*

Literature 351, Section 001(Fall 2010)

John Jablonski

Office Hours: M-W 2:00-3:00, T-R 12:00-1:00, or by appointment

Telephone: 231-591-5868/3988. FAX: 231-591-2910

E-mail [jablonsj@ferris.edu](mailto:jablonsj@ferris.edu) OR [jjjablon@umich.edu](mailto:jjjablon@umich.edu)

British Literature: Medieval to Neo-Classical

Office: ASC 3089

**Objectives/Outcomes:** LITR 351 concerns itself with a broad overview of English Literature from the Anglo-Saxon invasion until the end of the Neo-Classical era. While the course focuses on an analysis of the literature of the periods represented in the survey, it also seeks to examine the social and political currents of the times during which the literature was written. Students are expected to be familiar with both. We will also study the nature of allusion, imagery, and recurring themes in this literature. Such an approach demands that students come to class regularly and participate in discussions. Since this course is listed as “writing intensive,” students may expect that composition will be the major means of evaluation. Prepare to write regularly, and to both comment upon others’ writing and have your own writing scrutinized and evaluated. Necessarily, the class requires that students be familiar with and be able to use terminology about literature and its analysis. Among specific outcomes are the following:

- Demonstrate familiarity with literary genres practiced in Early British Literature (EBL) during the Middle Ages, the Renaissance, and the Restoration and Eighteenth Century.
- Demonstrate ability to examine texts from a variety of perspectives.
- Demonstrate ability to make aesthetic judgments.
- Identify major themes and trends in EBL.
- Use terminology related to the study of EBL.
- Analyze the content and contexts of EBL.
- Explain the roles literary culture plays in their own lives and in early British life and history.
- Appreciate the literary and linguistic diversity of EBL.
- Synthesize a variety of hard-copy and electronic primary and secondary resources to write critically about EBL, using MLA format.

**What the class is not:** Literature 351 is not a class that provides prospective teachers of English with lesson plans for their future teaching. The class is about the discipline of literature: what it is, how it works, how it is written, how it is analyzed, which techniques are used for analysis, how to discuss literary matters like in a scholarly way, which political, cultural, and social forces caused it to evolve or to change, what constitutes “excellence” in literature, etc. The class is rigorous and is intended to be so. Students who have to ask “what are we studying this for?” or “what are we supposed to ‘get’ out of this?” are probably in the wrong class. I willingly try to answer substantive questions about the course material, but I do not answer questions about pedagogy.

**Required Texts:**

Abrams, et al. *The Norton Anthology of English Literature: The Major Authors*, 8<sup>th</sup> Edition,  
Shakespeare *Richard II*, Signet Classics Edition (preferred, but any copy of this play is acceptable.)  
Coursepack, available at Great Lakes Books

**Recommended:**

Abrams, M.H. *A Glossary of Literary Terms*  
Hacker, Diana. *A Writer’s Reference*. Sixth Edition.  
*American Heritage Dictionary*  
A Bible (any translation will be acceptable, but I prefer the King James Version)

**Policies**

**Acknowledgment:** All students are required no later than the Monday of the second week of class to send an e-mail message to me that states the following : “I have read, understand, and agree to the syllabus for this course, “Assignment Requirements, Essay/Report Format” (in the Coursepack), instructor’s class publication policy (also in Coursepack), and plagiarism regulations.”

This agreement is a class requirement. Please note that all class policies are discussed in detail in the beginning of



the Coursepack in the section entitled “Assignment Requirements, Essay/Report Format.”

**Attendance:** You cannot perform well in the class without attending regularly. However, I have no official attendance policy.

- **All assignments are due when stated and will not be accepted at any later time.**
- Quizzes may **not** be made up.
- Providing a professionally documented excuse (i.e. written. for medical reasons, family emergencies, university-sponsored trips, etc.) for an absence allows a student to submit work that was due during the absence period.
- In the case of a University-sponsored event, students must **notify me in advance** and submit any assignments due during their absences **before leaving for the event.**
- In all cases, students are **responsible for all work missed** during an absence.

**Lateness:** Coming late to class and leaving early disrupt a class. Therefore any pattern of these behaviors will significantly reduce the Participation Grade.

**Assignments:** Assignments are due at the beginning of class on the due date. No late assignments are accepted without a suitably **documented professional excuse**, as indicated above.

- Unless otherwise agreed upon, assignments must be submitted to me **personally** (i.e. physically into my hands).
- Unless otherwise arranged with me in advance, do not slip assignments under my office door, submit them to Languages and Literature office staff, or give to a third party to bring to me.
- **If you are authorized** to e-mail an assignment, send it as an attached document in **MicrosoftWord**, Version 6 or higher to my FSU e-mail address.
- **If you receive prior approval**, rewritten assignments and exercises may be faxed to me with all copies of preliminary and intermediate drafts.

**Readings:** You are expected to read the material assigned for any given class. The readings are sophisticated and are intended to be. Reading an assignment does not mean skimming the material. It means reading carefully and deliberately, looking up unfamiliar terms, being able to summarize the material, being able to respond to questions about the material. Use the margins of your books to good effect: underline, raise issues, question. You are responsible for the complete meaning of any assigned reading. Use a dictionary to identify unfamiliar phrases and allusions.

**Essay Format:** All assignments are due in COMPLETED FORM. Please refer to the appropriate pages in the Coursepack for full information about essay format. Essays are expected to be formal in nature and objective. That is, they are expected to discuss the problems of literature and not to be written in wither the 1<sup>st</sup> or 2<sup>nd</sup> persons. All essays must use relevant literature selections as evidence for the arguments that they produce. In most cases, secondary sources are not necessary or desired for essays. Only the class presentation will require the use of secondary sources. Assignments not meeting acceptable format or word-length guidelines **will not be accepted**. All essays are expected to follow MLA style guidelines for appropriate citation of sources. Essays not following these guidelines run the risk of being plagiarized.

Quizzes and daily exercises are generally acceptable in handwritten form, but I won't read any if they are illegible.

**Impromptus and Take-home Exercises:** These assignments are acceptable in handwritten form; however, if any is illegible, I will return it for you to recopy.

**Quizzes** Expect at least one quiz per week on either material required for that class meeting or on material from the previous class's discussion. Quiz grades are factored into the participation grade in accordance with policies stated above. Quizzes may not be rewritten and only under rare circumstances taken at a later date. Students who can produce a legitimate, documented excuse may be allowed a reduction of liability for quiz grades (i.e. reducing the total points possible). Students may bring notes on **one 3-inch by 5-inch note card** (both sides) on any given day and use that note card during the quiz. Quizzes will evaluate such matters as *historical context*, literary *terminology*,

literary theory, characterization, genre, structure, and vocabulary within the texts read.

**Grading:** Assignments will be evaluated by performance. Effort is admirable, but performance determines grades. I adhere to the following criteria for grading:

- A Outstanding performance. Work shows insight, takes intellectual risks and convincingly proves them, more than fulfills instructor's expectations, is readable and interesting. 100-90%.
- B Good performance. Work fulfills instructor's expectations for sound writing, shows conventional insight, is convincing. 89-80%.
- C Work fulfills instructor's average expectations, shows basic insight and is fundamentally convincing. 79-70%.
- D Unacceptable performance. Work barely meets expectations, but shows some merit. 69-60%.
- F Clearly unacceptable work. 59% and lower.

**Readings:** You are expected to read the material assigned for any given class. The readings are sophisticated and are intended to be. Reading an assignment does not mean skimming the material. It means reading carefully and deliberately, looking up unfamiliar terms, being able to summarize the material, being able to respond to questions about the material. Use the margins of your books to good effect: underline, raise issues, question. You are responsible for the complete meaning of any assigned reading. Use a dictionary to identify unfamiliar phrases and allusions. The vocabulary in medieval British literature and into the Augustan Age is archaic, arcane, and does not necessarily mean what we think it means today. *Bark* in Shakespeare's "Sonnet 116" means 'ship,' 'boat' –NOT the skin of a tree or what a dog does to draw attention.

**Essay Format:** All assignments are due in COMPLETED FORM. Please refer to the appropriate pages in the Coursepack for full information about essay format. Essays are expected to be formal in nature and objective. That is, they are expected to discuss the problems of literature and not to be written in wither the 1<sup>st</sup> or 2<sup>nd</sup> persons. All essays must use relevant literature selections as evidence for the arguments that they produce. In most cases, secondary sources are not necessary or desired for essays. Assignments not meeting acceptable format or word-length guidelines **will not be accepted**. All essays are expected to follow MLA style guidelines for appropriate citation of sources. Essays not following these guidelines run the risk of being plagiarized.

**Quizzes** Expect at least one quiz per week on either material required for that class meeting or on material from the previous class's discussion. Quiz grades are factored into the participation grade in accordance with policies stated above. Quizzes will be timed and may not be rewritten and only under rare circumstances taken at a later date. Students who can produce a legitimate, documented excuse may be allowed a reduction of liability for quiz grades (i.e. reducing the total points possible). Quizzes will evaluate such matters as *historical context*, literary terminology, literary theory, characterization, genre, structure, and vocabulary within the texts read.

**Grading:** Assignments will be evaluated by performance. Effort is admirable, but performance determines grades. I adhere to the following criteria for grading:

- A Outstanding performance. Work shows insight, takes intellectual risks and convincingly proves them, more than fulfills instructor's expectations, is readable and interesting. 100-90%.
- B Good performance. Work fulfills instructor's expectations for sound writing, shows conventional insight, is convincing. 89-80%.
- C Work fulfills instructor's average expectations, shows basic insight and is fundamentally convincing. 79-70%.
- D Unacceptable performance. Work barely meets expectations, but shows some merit. 69-60%.
- F Clearly unacceptable work. 59% and lower.

You are responsible for keeping track of your own grades. Your final grade in the course will be based on the following approximate distribution:

Participation, exercises, & quizzes	20%
Literature Journals	20%
Essays (2)	20%
Class presentation	10%

Mid-term	10%
Final Exam	20%

**Participation grades.** All courses have a participation-grade component. The participation grade is made up of active engagement with the discussion strand each week. Participation grades for students in online courses are determined by having submitted a minimum of 8 responses—either to instructor’s questions or to other student’s responses. Participation also depends on various quizzes and exercises.

- A A grade of “A” in participation is the result of excellent engagement (a minimum of 8 **healthy**, not perfunctory, responses), responsible class preparation, an average of 90% and above on quizzes, **insightful commentary, and a minimum** .
- B A "B" is the result of consistent engagement (6-7 **healthy** responses), responsible class preparation, an average of 80-89% on quizzes, and answering questions accurately.
- C A "C" is the result of spotty engagement (5 **healthy** responses), an average of 70-79% on quizzes, irregular class preparation, and desultory discussion.

Quizzes and exercises are often graded on a less formal basis than the A-F system. This less-formal system consists of check plus (✓+), check (✓), check minus (✓-), and U(μ). These grades are roughly equivalent to A, B, C, and R/W respectively.

Grades are considered private. They are **not posted** anywhere, nor are they given or discussed over the telephone to anyone. Any discussion of grades--from one assignment to an entire semester’s grade--**must be done** either in person (i.e. only with the person receiving the grade) in my office or via postal mail. I do not discuss or “negotiate” grades before, during, or after a class. Students are expected to monitor their own grades and to know what their grade in the course at any given date is without consulting the instructor.

**Rewriting:** You may be allowed to rewrite one of the essays. If so, you must adhere to the following guidelines:

- You may rewrite only conferring with me.
- During the conference we will determine a due date for the rewrite.
- Come to the conference prepared: Look up errors; be ready to suggest improvements. I do not accept feeble excuses, half-hearted preparation, and I will not rewrite the assignment for you.

If a required draft of an essay is submitted in advance of a due date, that essay may not be rewritten.

Rewrites must be undertaken **within one week** of receiving an assignment back from the instructor. Rewrites must be **accompanied by all drafts and corrected copies** of that essay and must be submitted by the due date determined during the conference.

In most cases, exercises may be rewritten **if and only if the exercise was originally submitted on time**. In such instances a conference is not necessary but may be important. Students need only rewrite those portions that were marked wrong, but the original and all intermediate drafts must be submitted. Any exercises that are discussed or “corrected” in class may not be rewritten. A deadline for rewrites comes toward the end of the term, and no rewrites are accepted thereafter.

A grade of “R/W” followed by a date means that a student must rewrite that assignment and return by the date indicated. In such cases, a conference is not necessary.

Students are expected to address and correct **all** problems, errors, and guidelines indicated on their corrected copies. Not addressing any issue will result in your getting the assignment back immediately with the note “N/C”—“no change” in grade. You may then correct the work again, but be aware that further non-addressing of issues will bring the same results. If in doubt, see me in conference.

Rewrites must be accompanied by all drafts and corrected copies of that essay and must be submitted by the due date determined during the conference. There will be a deadline toward the end of the term after which I will

not accept any more rewrites. Simply rewriting an essay **does not mean that your grade on the rewrite will automatically go up** and does not guarantee a steadily improving grade.

**Plagiarism:** Plagiarism is a writer's use of someone else's words or ideas as his own without adequate and accurate acknowledgment of the source—either copying word-for-word or paraphrasing or summarizing. Any instance of plagiarism result in automatically failing the assignment and may lead to referral to the department, to Student Judicial Services, to the university, or to a failing grade in the course. See the Coursepack for a detailed discussion of plagiarism.

**Electronic communication devices** The use of any electronic device (e.g. cell phones, beepers, pagers, blackberries, "pods," etc.) or computers during class is strictly prohibited. If any student requires the use of such devices for his or her personal (e.g. handicap) or professional duties (e.g. if someone is a volunteer fire-fighter, medical attendant, etc.), then

- identify yourself to me during the first week of class,
- indicate the purpose of your device to me personally and by **including this information on your Class Acknowledgment form**,
- sit close to the classroom door during all classes,
- set the device to "vibrate" (or similar soundless operation),
- leave the classroom discreetly if the device vibrates or otherwise indicates that you are being paged,
- explain the nature of the call at a following discreet moment (e.g. after class, before the next class period, by e-mail, etc.).

If any device "goes off" or otherwise is audible during a class period, the student who uses that device immediately receives a 50-point reduction in his or her participation grade; a second instance results in an immediate grade of **ZERO** for the participation grade. Talking on a cell phone during class results in an immediate "**ZERO**" participation grade.

**Incompletes:** I allow incompletes only in extreme circumstances such as illness or severe personal problems. In either of these two extremes, I may ask for written verification, and a grade of "I" is only allowed after you have signed a written a plan of work and committed yourself to a specific completion date.

**Exceptions:** Any exceptions to these policies must be discussed with me **in conference** and approved by me at that time. Often I require students who seek exceptions to sign agreements that stipulate the nature of the exception.

**Communication:** It's very important that students communicate with me at any time for any academic or professional purpose. Please contact me by telephone, by e-mail, or personally if you anticipate any problems or if you are confused. Ask questions in class regarding upcoming assignments or if you need any clarification. It's generally best if you contact me by e-mail. Use both my FSU and home e-mails.

**NOTE:** Class-wide e-mail announcements are sent via FSU's Banner Program automatically to students' FSU**imail addresses**. Be sure to check that e-mail account regularly. If you have an e-mail address that you prefer, arrange to have your FSU**imail** messages forwarded to that preferred e-mail account.

**Conflicts:** In cases in which the policies and guidelines of the Coursepack differ from those indicated in the syllabus or on individual assignments, the syllabus and individual assignment guidelines take precedence.

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The following are the assignments for the coming semester. Please be aware that these may change at any time and that such changes will be announced in class. Assignments are located as follow:

NA-- *Norton Anthology*  
CP-- Coursepack

Classes are expected to read from the Coursepack the section titled " Paragraph Structure for Students of Literature" no later than September 17, 2010. The material in this section will be the material for a quiz. Also, students are expected to familiarize themselves with the material in the Coursepack section titled " Comments regarding Language, Style, and Usage by the same date. The material in both sections is important for the appropriate writing of a formal essay and clearly articulate my standards for the composition of essays and responses to questions on examinations.

<u>Date</u>	<u>Assignment</u>
Week of 8/30-9/3	Introduction, Anglo-Saxon England, problems of literature, terminology <i>NA--1-24</i> Read by September 3--CP--Dante, <i>Epistle to Can Grande</i> and <i>Convivio</i>
9/6-9/10	<b>Signed Agreement due.</b> (9/8/2010) <i>Beowulf</i> , 29-72
9/13-9/17	<i>Beowulf</i> , 72-100 CP--" Beowulf and the Imagery of Commerce" NOTE: All students are expected to have read " Paragraph Structure for Students of Literature" in the Coursepack (pp. 69-129). The precepts in this section are expected to be practiced in Literature Journals and in essays, as well as in examinations. There may very well be a quiz on the material in this section.
9/20-9/24	<b>Journal 1 DUE</b>
9/20	Presentation: Chaucer' s England
9/22	Presentation: What We Know about Chaucer ( <i>NA--213-216</i> ) <i>General Prologue to Canterbury Tales</i> , 217-238 <i>The Miller' s Tale</i> 239-256
9/27-10/1	<b>Meet in Flite 112 for research orientation.</b> (9/27) <i>The Wife of Bath' s Tale</i> (256-2284); <i>The Pardoner' s Tale</i> (284-298); <i>The Parson' s Tale</i> (312-315)
10/4-10/8	<b>Journal 2 DUE</b>
10/4	Presentation: Elizabethan England;
10/6	Presentation: Shakespeare' s Stage
10/8	Presentation: Split in the Church of England ( <i>NA --1058-1061</i> ) Selections from the King James Version of the Bible (616-621) Shakespeare' s Sonnets 3, 18, 29, 30, 55, 65, 116, 130
10/11-10/15	<b>Essay Number 1 due</b> <i>Richard II</i> ( <i>Signet Classics Edition</i> ) Read " Symphonic Imagery in <i>Richard II</i> ."
10/18	<b>Mid-term examination.</b> (One hour)
10/20	Presentation: Writing the King James Version of the Bible
10/22	Presentation: " Metaphysical" Poetry. Class reads (1235-1262) " The Good Morrow," " Song," " The Sun Rising," " Love' s Alchemy" " The Canonization,"

10/25-10/29	Presentation: John Donne (10/25)
10/27	Presentation: " Puritans and Cavaliers". More Donne: " The Flea," " A Valediction . . . Mourning," " Elegy 19" Holy Sonnets 10, 14, " Good Friday . . ." Meditation 17 " The Passionate Shepherd," " The Nymph' s Reply," " The Bait," " What is Love?"-- handouts Research/Conference day 10/29
11/1-11/5	<b>Journal 3 DUE</b>
11/1	Presentation: Milton (11/1). Class reads 1785-1789 Milton: " Lycidas" (1805-1811), " Areopagitica" (1816-1824) <i>Paradise Lost</i> , Books 1, 2, 3 (1830-1887)
11/8-11/12	<b>Essay 2 DUE.</b> Milton: <i>Paradise Lost</i> , Books 4, 7, 9, 10, 12 1887-1908; 1946-1960; 1973-1998; 1998-2021;2041-2055)
11/15-11/19	<b>Journal 4 DUE</b>
11/15	Presentation: British Civil War and Oliver Cromwell; class reads 2057-2082
11/17	Presentation: The Restoration Poetry of Herrick: " Corinna' s Gone A-Maying," " To the Virgins . . .," " The Night Piece to Julia," " To Julia' s Clothes" Poetry of Suckling: " Song", Poetry of Marvell: " The Garden," " The Mower' s Song," " To His Coy Mistress."
11/22-11/26	Presentation: Dr. Johnson
11/24	Presentation: Dr. Johnson' s <i>Dictionary</i> (2664-2666) " Preface to the Dictionary," (2749-2754) " Preface to Shakespeare" (2755-2765) Boswell (2778-2779) excerpts from <i>The Life of Samuel Johnson</i> (2781-2809)
11/29-12/3	<b>Journal 5 DUE</b>
11/29	Presentation: Jonathon Swift (2301-2302) <i>Gulliver' s Travels</i> (2323-2418)
12/6-12/10	Swift:" A Modest Proposal," (2462-2468) Gray: " Ode on the Death of a Favorite Cat," (2865-2866) " Elegy Written in a Country Churchyard," (2867-2870)
12/10	Review for Final Examination

Final Examination: Exact time, timing, and due date will be announced later

## Questionnaire/Acknowledgment

Please fill in the following questionnaire and return it at the appropriate class meeting:

Name \_\_\_\_\_

Telephone (optional) \_\_\_\_\_

E-mail \_\_\_\_\_

Class/section number \_\_\_\_\_ Semester: **Fall 2010**

College (circle one): A&S Tech Pharm A/H Bus Educ Univ Program \_\_\_\_\_

Advisor \_\_\_\_\_

If applicable, give the instructor(s) and grade(s) received in other English or literature class(es):

COURSE	INSTRUCTOR	GRADE
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Have you successfully completed the prerequisite for this course?	YES	NO
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Is English your native language?	YES	NO
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If not, indicate your native language. \_\_\_\_\_

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Please sign the following statement:

I have read, understand, and agree to the syllabus for this course, "Assignment Requirements, Essay/Report Format" (in the Coursepack), instructor's class publication policy (below), and plagiarism regulations.

Note: Reports should be considered **public documents** from which the class or future classes can learn. These may be used and appear **anonymously** in future classes, Coursepacks, or exercises. Be aware of this when signing your Course Acknowledgment

Signature \_\_\_\_\_



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## E-mail Acknowledgment

In your first e-mail message to me, to be received **no later than 12:00 PM on Tuesday, September 9, 2008**, please provide the follow information, so that we can eliminate any problems in communicating:

Name

Telephone

Address

E-mail

Fax number

Class/section number    Litr351 VL1                      Semester Fall 2008

College

Program

Is English your native language?

If not, indicate your native language.

Send the following message verbatim: "I have read, understand, and agree to the syllabus for this course, "Assignment Requirements, Essay/Report Format" (in the Coursepack), instructor's class publication policy (also in the Coursepack)), and plagiarism regulations."

The statement above is a class requirement.

The following are the assignments for the coming semester. Please be aware that these may change at any time and that such changes will be announced in class. Assignments are located as follow:

NA-- *Norton Anthology*  
CP-- Coursepack

Classes are expected to read from the Coursepack the section titled " Paragraph Structure for Students of Literature" no later than September 19, 2008. The material in this section may well be the material for a quiz. Also, students are expected to familiarize themselves with the material in the Coursepack section titled " Comments regarding Language, Style, and Usage" (AKA " L,S,&U") by the same date. The material in both sections is important for the appropriate writing of a formal essay and clearly articulate my standards for the composition of essays and responses to questions on examinations and on discussion threads.

**Date                      Assignment**

Week of

9/2-5	Introduction, Anglo-Saxon England, problems of literature, terminology <i>NA--1-24</i> Read by September 8--Dante, <i>Epistle to Can Grande</i> and <i>Convivio</i> (available online, Use Google for " Complete Works of Dante")
9/8-12	<b>Signed Agreement due.</b> (NLT 5 PM 9/8) <i>Beowulf</i> , 29-72
9/15-19	<i>Beowulf</i> , 72-100 CP--" Beowulf and the Imagery of Commerce" All students are expected to have read " Paragraph Structure for Students of Literature" in the Coursepack (pp.95-155). The precepts in this section are expected to be practiced in Literature Journals and in essays, as well as in examinations. There may very well be a quiz on the material in this section.
9/22-26	<b>Journal 1 DUE</b> (NLT 5PM 9/22)Chaucer' s England; What We Know about Chaucer ( <i>NA--213-216</i> ) <i>General Prologue to Canterbury Tales</i> , 217-238 <i>The Miller' s Tale</i> 239-256 CP--" Geoffrey Chaucer and the Frame Tale Narrative"
9/29-10/2	<i>The Wife of Bath' s Tale</i> (256-2284); <i>The Pardoner' s Tale</i> (284-298); <i>The Parson' s Tale</i> (312-315)
10/6-10	<b>Hourly Test 1</b> (due NLT 5PM10/6) Elizabethan England; Shakespeare' s Stage; Split in the Church of England, ( <i>NA --1058-1061</i> ) Selections from the King James Version of the Bible (616-621) Shakespeare' s Sonnets 3, 18, 29, 30, 55, 65, 116, 130 CP--" Mortality in Shakespeare' s Sonnets"
10/13-17	<b>Journal 2 DUE</b> (due NLT 5 PM 10/13) <i>Richard II</i> ( <i>Signet Classics Edition</i> , if possible) Find in the FLITE database JSTOR the essay by Richard D. Altick " Symphonic Imagery in Richard II." <i>PMLA</i> ,. 62, 2 (Jun. 1947): 339-365. CP _-" My Own Little World is What I Deserve"
10/20-24	<b>Essay Number 1 due.</b> (Due NLT 5 PM 10/10) John Donne; " Metaphysical" Poetry. Class reads (1235-1262) " The Good Morrow," " Song," " The Sun Rising," " Love' s Alchemy" " The Canonization,"
10/27-31	John Donne: " The Flea," " A Valediction . . . Mourning," " Elegy 19" Holy Sonnets 10, 14, " Good Friday . . ." Meditation 17 " The Passionate Shepherd," " The Nymph' s Reply," " The Bait," " What is Love?"-- handouts, availability over the Internet.

Literature 351, Fall 2008 Assignment Schedule (continued)

11/3-7	<b>Journal 3 DUE</b> (due NLT 5 PM 11/3) Milton. Class reads 1785-1789 Milton: " Lycidas" (1805-1811), " Areopagitica" (1816-1824) <i>Paradise Lost</i> , Books 1, 2, 3 (1830-1887)
11/10-14	<b>Hourly test 2</b> (due NLT 5PM, 11/10) Milton: <i>Paradise Lost</i> , Books 4, 7, 9, 10, 12 1887-1908; 1946-1960; 1973-1998; 1998-2021;2041-2055)
11/17-21	<b>Journal 4 DUE</b> (due NLT 5 PM 11/17) Puritans, Cavaliers, and the British Civil War; class reads 2057-2082 Poetry of Herrick: " Corinna' s Gone A-Maying," " To the Virgins . . .," " The Night Piece to Julia," " To Julia' s Clothes" Poetry of Suckling: " Song", Poetry of Marvell: " The Garden," " The Mower' s Song," " To His Coy Mistress."
11/24-28	<b>Essay 2 DUE</b> (due NLT 5 PM 11/24) Report: Dr. Johnson, Dr. Johnson' s <i>Dictionary</i> (2664-2666) " Preface to the Dictionary," (2749-2754) " Preface to Shakespeare" (2755-2765) Boswell (2778-2779) excerpts from <i>The Life of Samuel Johnson</i> (2781-2809)
12/1-5	<b>Journal 5 DUE</b> (due NLT 5PM) Jonathon Swift (2301-2302) <i>Gulliver' s Travels</i> (2323-2418)
12/8-12	Swift:" A Modest Proposal," (2462-2468) Gray: " Ode on the Death of a Favorite Cat," (2865-2866) " Elegy Written in a Country Churchyard," (2867-2870) Review for Final Examination

**Final Examination:** exact time, timing, and due date will be announced later.

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**Litr 351/001**  
**Fall 2007**  
**Oral Report Dates**

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9/20	Chaucer' s England
9/22	What We Know about Chaucer
10/4	Elizabethan England
10/6	Shakespeare' s Stage
10/8	Split in the Church of England
10/12	Jacobean England
10/20	Writing the King James Version of the Bible
10/22	“ Metaphysical” Poetry.
10/25	Report: John Donne.
10/27	“ Puritans and Cavaliers”
11/1	John Milton
11/15	British Civil War and Oliver Cromwell
11/17	The Restoration
11/22	Dr. Johnson
11/24	Dr. Johnson' s <i>Dictionary</i> (2664-2666)
11/29	Jonathon Swift

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## Class Presentation

Everyone in the class is responsible for presenting a historical period, genre, or author to the class. Each presentation should be 20 minutes long and provide sufficient information to the class, so that it understands the major historical forces that are significant to the period. Each presentation is expected to go beyond the information in the *Norton Anthology*. In other words, each presenter has to perform significant research outside of the official text.

Some people will have to produce a presentation early in the semester, but then he or she is free for the rest of the semester. Please pay attention to the presentation schedule.

Presentations **must be accompanied by an essay** that discusses the period/genre/author presented. Oral presentations will be judged on the following:

- quality of presentation
- scope, thoroughness
- handouts, use of visuals
- scope of research involved

As a general rule, 6-8 pages of essay usually adds up to about 20 minutes of presentation. Students are reminded, though, that they have to do more than simply read their essays aloud.

This presentation accounts for 10% of your grade in the course.

Students are encouraged to see me in conference **well in advance of the presentation date** to discuss the presentation, sources, strategies, etc.

Topics:

- Chaucer' s England
- What We Know about Chaucer
- Elizabethan England
- Shakespeare' s Stage
- The Split in the Church of England (Henry VII)
- Jacobean England
- John Donne
- “Metaphysical” Poetry
- Puritans and Cavaliers
- the British Civil War and Cromwell
- the Restoration
- Milton
- Dr. Johnson
- Dr. Johnson' s *Dictionary*
- Jonathon Swift

Students may use any media for this presentation. However, each presentation must be accompanied by an outline for the class to follow during the presentation. Under no circumstances is an outline generated by the Power Point wizard acceptable. Any/all other handouts or visual aids are acceptable.

## Oral Presentation Evaluation

Name: \_\_\_\_\_ Class: \_\_\_\_\_  
 Date: \_\_\_\_\_

Presentation Title: \_\_\_\_\_

Time: Required: \_\_\_\_\_ (minutes) Actual: \_\_\_\_\_  
 Points (-1 point X 2 for each minute over or under) : \_\_\_\_\_

(Values: 5–excellent; 4–good; 3–acceptable; 2–sloppy, barely acceptable; 1–unacceptable)

Materials: (hand-outs, overheads, slides, tapes, etc) \_\_\_\_\_

Quality of materials (points): \_\_\_\_\_ X ( multiplier) 5 = \_\_\_\_\_  
 Comments: \_\_\_\_\_

**Vocal quality, presence:**

Eye-contact	_____ X 2 =	
Voice strength, tone (dogmatic, whiny, etc.)	_____ X 2 =	
Poise	_____ X 2 =	
Speed (too fast, too slow)	_____ X 2 =	
On cue (doesn't lose place)	_____ X 2 =	
Interaction with audience	_____ X 3 =	
Interaction of materials with presentation	_____ X 3 =	
On message, to the point, efficient	_____ X 4 =	
Reading from paper almost entirely _____		_____ -10

Comments: \_\_\_\_\_

**Substance:** content of material was

Relevant	_____ X 5 =	
Accurate	_____ X 5 =	
Sufficient	_____ X 5 =	
Related to course material to date	_____ X 5 =	
Overall quality (graded essay)	_____ X 20 =	
Comments (see also reverse):		

Peer response (average): \_\_\_\_\_ X 5 \_\_\_\_\_

**Total :** \_\_\_\_\_

Grading: A–350-315; B–314-280; C–279–245; D–244–210; D- 209-200.



## Peer Oral Presentation Review

Please evaluate the speaker/presentation in each of the following categories according to the evaluation guidelines given.

Values: 5–excellent; 4–good; 3–acceptable; 2–sloppy, barely acceptable; 1–unacceptable

**Presenter's Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

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

**Presentation Title:** \_\_\_\_\_

**Materials:** (hand-outs, overheads, slides, tapes, etc) \_\_\_\_\_

Quality of materials (points):	5	4	3	2	1
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**Vocal quality, presence:**

Eye-contact	5	4	3	2	1
Voice strength, tone (dogmatic, whiny, etc.)	5	4	3	2	1
Poise	5	4	3	2	1
Speed (too fast, too slow)	5	4	3	2	1
On cue (doesn't lose place)	5	4	3	2	1
Interaction with audience	5	4	3	2	1
Interaction of materials with presentation	5	4	3	2	1
On message, to the point, efficient	5	4	3	2	1

**Substance:** content of material was

Relevant	5	4	3	2	1
Accurate	5	4	3	2	1
Sufficient	5	4	3	2	1
Related to course material to date	5	4	3	2	1
Overall quality	5	4	3	2	1

**Total :** \_\_\_\_\_ **divided by 14 = Score:** \_\_\_\_\_

Comments:

Literature 351

Essay Assignment 1

Due date: See schedule

Select ONE of the following topics, and submit a 4-5 page essay (no less than 1000 words) that discusses the question/problem, takes an argumentative position, and uses the works studied to prove your point.

Confine your discussion to the works. Do not use outside, secondary, sources. Use MLA guidelines for in-text citation. Don't rely on direct quotation; summarize and paraphrase.

1. Discuss the use of sermons in both *Beowulf* and *The Canterbury Tales*.
2. By the standards established in *Beowulf*, is Beowulf a “good king”?
3. Is there any evidence of sympathy toward Grendel and his mother? Explain.
4. Discuss how representatives of the church in *The Canterbury Tales* do or do not live up to the ideals of their faith.

Lordings!

Your assignment for this essay asks you to spread yourselves into new intellectual territory. That is, find some interesting literature that we as a class *did not read* and to interpret it in a decent essay of 4-6 pages. Since this will be uncharted territory, I have cancelled two days of classes in order to discuss these topics with you individually. You **must** branch into any **secondary criticism** or **interpretations** you choose. Be sure that all citations and references conform to **MLA style** and documentation guidelines. Your reading of the works themselves should be close and exacting, and your explanations should indicate a depth of reading and knowledge of the language used.

1. Beginning with and using at least two of the sonnets that we have read in class, find four more and discuss Shakespeare's attitude toward mortality.
2. Read *Richard II* by Shakespeare and discuss how Richard is either a "good king" or otherwise.
3. Read Christopher Marlowe's *Dr. Faustus* and discuss the nature of the tragic hero, Dr. Faustus. Who brings about his downfall? How does the downfall proceed? What is its significance?
4. Read Ben Jonson's *The Alchemist* or *Volpone* and discuss either as a comedy. Who or what is ridiculed? What happens to the fools in the end? What are their serious messages?
5. Read Shakespeare's *Othello* or *Richard III* and discuss the nature of morality in these. Both Richard and Iago are considered "Machiavelles." What makes them so? Why is their villainy so pronounced?

Literature 351  
Fall 1996  
Mid-term review

For the mid-term examination, you should be familiar with literary and historical terminology that we have studied to date, including material from your classmates' presentations. You will be asked to be able to identify, i.e. define, these terms and to use them appropriately in writing responses to questions about the literature itself. They are in no particular order.

allusion  
alliteration  
epic  
sonnet (and all the terms that go with it, such as quatrain, rhyme scheme, couplet, iambic pentameter)  
homily (and its parts)  
exemplum  
trivium, quadrivium  
allegory  
symbol  
metaphor, simile  
tragic hero  
deadly sins  
rules of orders  
Wyclif, Caxton, etc.  
Henry VIII, Bloody Mary, Elizabeth I,  
soliloquy, asides,  
unities of action, place, time  
fabliau tradition  
blank verse  
Machiavelle  
the names of all the major characters  
Spanish Armada  
kenning  
tragedy, tragic hero, tragic flaw  
comedy

Part I. Identification. (25%.) Identify any 10 of the following terms in a sentence or three each and cite examples to illuminate.

epic	“ black ink”
<i>Radix malorum est cupiditas</i>	1588
alliteration	fabliau
Elizabethan sonnet	Huberd
soliloquy	flat character
Dame Alisoun	tragic flaw
exemplum	blank verse
iambic pentameter	poverty, chastity, obedience
homily	simile
tragedy	kenning
Wyclif	“ and gladly teche”

Part II. Discussion. (25% each) Identify three of the following quotations from our readings and then discuss its context-- where or when it is used-- and its significance to the work from which it is selected. Does the citation depict a certain theme? A characterization? A specific literary type or genre? Each response should be a healthy paragraph long-- about 150-200 words. Be sure to explain specifically.

- a. Whan that April with his showres soote  
The droughte of March hath perced to the roote,  
And bathed every veine in swich licour,  
Of swich vertu engendred is the flowr . . .
- Thanne longen folk to goon on pilgrimages . . .
- b. Fate often saves an undoomed man when his courage is good.
- c. So long as men can breathe, or eyes can see,  
So long lives this, and this gives life to thee.
- d. And lo, sires, thus I preche.  
And Jesu Crist that is our soules leeche  
So graunte you his pardon to receive,  
For that is best-- I wol you not devceive.
- e. The grim spirit was called Grendel, known as the roamer of borders, one who held the moors, fens and fastness. Unhappy creature, he lived for a time in the home of the monsters' race, after God had condemned them as kin of Cain.

And the REAL words:

Wæs se grimma gæst	Grendel haten
Mære mearcstapa,	se ðe moras heold,
Fen ond fæsten;	fifelcynnes eard
wonsaði wer	weardode hwile

siþ ðan he Scippend forscifen hæfde  
in Caines cynne--

- f. Keep yourself against that wickedness, beloved Beowulf, best of men, and choose better--  
eternal gains. Have no care for pride, great warrior.
- g. "Teehee," quod she, and clapte the windowe to.
- h. . . . gentillesse . . . .

#### EXTRA CONSIDERATION

Answer any of the terms you did not tackle in Part I and identify them in one sentence each. Examples aren't necessary.

Literature 351

Fall 2000

**Final exam review**

For the final examination you should be familiar with literary and historical terminology that we have studied to date, including material from your classmates' presentations. You will be asked to be able to identify, i.e. define, these terms and to use them appropriately in writing responses to questions about the literature itself. They are in no particular order.

allusion

alliteration

tone

sonnet (and all the terms that go with it, such as quatrain, rhyme scheme, couplet, iambic pentameter)

homily (and its parts), exemplum

trivium, quadrivium

allegory, symbol

metaphor, simile

deadly sins, rules of orders, sacraments

Wyclif, Caxton, etc.

Henry VIII, Bloody Mary, Elizabeth I,

unities of action, place, time

fabliau tradition

blank verse

Machiavelle

names of all the major characters and authors

kenning

tragedy, tragic hero, tragic flaw, comedy, masque, soliloquy, asides,

satire, parody, hyperbole

lexicographer

irony, dramatic irony, paradox

apostrophe, personification

images, imagery

genre, essay, epic, sonnet, drama, etc

elegy, pastoral

characters, flat and round

Puritans, Cavaliers, Anglican, dissenter, Cromwell, Charles I and II,

any and all particulars relating to the poems of Donne, metaphysical poetry

Part I. Discussion. (25% each) Discuss any three of the following questions or identifications. If you select a question, seek to answer it in a healthy paragraph, developing with examples, analyses, and explanation. If you select a quotation, identify it and then discuss its context-- where or when it is used-- and its significance to the work from which it is selected. Does the citation depict a certain theme? A characterization? A specific literary type or genre? Each response should be a healthy paragraph long-- about 150-200 words. Be sure to explain specifically.

- A. “ But if thou live rememb’ red not to be,  
Die single, and thine image dies with thee.”
- B. Discuss how Beowulf and Lear are or are not “ good kings.”
- C. “ I cannot but conclude the bulk of your natives to be the most pernicious race of little odious vermin that nature ever suffered to crawl upon the face of the earth.”
- D. How does John Donne’ s poetry fit the definition of “ metaphysical”? That is, how does Donne deviate from more or less “ conventional” imagery in both his love poetry and his religious poetry?
- E. Discuss the nature of satire in Gulliver’ s Travels. That is, discuss how the journey structure supports the change in tone in the work.
- F. Discuss the nature of the pastoral in “ Lycidas” and “ Elegy Written in a Country Churchyard.”
- G. “ The boast of heraldry, the pomp of power,  
And all that beauty, all that wealth e’ er gave,  
Awaits alike the inevitable hour.  
The paths of glory lead but to the grave.”



H. " Wherefore should I  
Stand in the plague of custom, and permit  
The curiosity of nations to deprive me,  
For that I am some twelve or fourteen moons  
Lag of a brother? Why bastard? Wherefore base?

. . .

Well, then,

Legitimate Edgar, I must have your land.  
Our father' s love is to the bastard Edmund  
As to the legitimate. Fine word-- 'legitimate' !  
Well, my legitimate, if this letter speed  
And my invention thrive, Edmund the base  
Shall top the legitimate. I grow; I prosper.  
Now, gods, stand up for bastards!"

I. Discuss the importance of Dr. Johnson' s Dictionary as both an example of his scholarship and as a monument of the lexicographer' s art. Refer heavily to his " Preface"to the Dictionary.

J. " Let me not to the marriage of true minds  
Admit impediments; love is not love  
Which alters when it alteration finds,  
Or bends with the remover to remove."

AND

" That loving wretch that swears  
'Tis not the bodies marry, but the minds,  
Which he in her angelic finds,  
Would swear as justly that he hears,  
In that day' s rude, harsh minstrelsy, the spheres."

Literature 351  
Fall 1996  
Final Examination-- In-class portion

Part II. Identification. (25%.) Identify any 10 of the following terms in a sentence or two each and cite examples to illuminate.

paradox  
allusion  
Houyhnhnm  
imagery  
alliteration  
sonnet  
soliloquy  
apostrophe  
metaphysical poetry  
Cromwell  
“ Death, thou shalt die.”  
tragedy

Machiavelle  
Clown  
metaphor  
satire  
fabliau  
Quinbus Flestrin  
allusion  
tragic flaw  
blank verse  
Puritan  
tone  
“ stiff twin compasses”

**Attendance:** Obviously, an online class has no set attendance policies. However, Literature 351 is demanding, and students should expect to devote the same amount of time, both in-class and outside-of-class study. The general rule is to study 3 hours outside of class for every one hour in class. Such time demands amount to 12 hours of study per week of class for an online course.

- **All assignments are due when stated and will not be accepted at any later time.**
- Quizzes may **not** be made up.
- Providing a professionally documented excuse (i.e. written. for medical reasons, family emergencies, university-sponsored trips, etc.) for an absence allows a student to submit work that was due during the absence period. (These excuses do not have to be detailed and may be faxed to me.)
- In the case of a University-sponsored event, students must **notify me in advance** and submit any **assignments due during their absences before leaving for the event.**
- In all cases, **students are responsible for all work missed during an absence.**

**Assignments:** Assignments are due at the beginning of class on the due date. No late assignments are accepted without a suitably **documented professional excuse**, as indicated above.

- Unless otherwise agreed upon, assignments must be submitted to me via **e-mail as attached documents.**
- If a student happens to be in the Big Rapids area, and I am available, I will certainly accept assignments that are given to me personally—provided that they are on time. Do not give assignments to the staff in the office of Languages and Literature, or give to a third party to bring to me.
- **You are authorized** to e-mail all assignment; send it as an attached document in **MicrosoftWord**, Version 6 or higher to my FSU e-mail address.
- **If you receive prior approval**, rewritten assignments and exercises may be e-mailed to me as attached documents or faxed to me with all copies of preliminary and intermediate drafts.
- Assignments will be graded in any of several ways, mostly by physical editing—the old-fashioned way. Graded assignments will then be scanned and converted into pdf files and returned to students via e-mail. Assignments may also be faxed back to students, so if possible, provide me with a **fax number** that I can use to return materials. In most instances, graded assignments will also be mailed back to students, so be sure to provide me with a **valid postal address.**

**Announcements:** It is vital that all students regularly **check** the “**Announcements**” section of the course website in order to get last-minute changes or clarifications to course work.

**Office Hours:** I will be in my office on Tuesdays from 12:00-3:00 PM. During this time I am available by telephone or by e-mail, to answer questions, and to comment on the discussion string.

**Discussion strings:** All students are expected to be actively engaged in the discussion string throughout the semester. Often responses will be to questions that I initially ask, and these questions may, in fact, be the same ones that I ask for Literature Journals. Students are expected to not only attempt to answer these questions but to respond to each others’ comments. Please be sure to keep you comments specific to the literary problem(s) presented and do not wander off into personal responses. Address the literature, the language, the history, or the culture that is present in the discussion of the literature. Your engagement is evaluated by both quality and quantity, as indicated above. Discussion responses must be **submitted no later than 5:00 PM on the Monday of the class week. Otherwise, they will not be acceptable.**

**Impromptus and Take-home Exercises:** These assignments are given on an *ad hoc* basis and will often be timed. They must be returned via e-mail.



# LITR 351

## SURVEY OF EARLY ENGLISH LITERATURE

*From the earliest texts to the 18<sup>th</sup>-Century Enlightenment*

Professor Rebecca Sammel ~ Ferris State University ~ Fall 2011  
Fully online, in **Blackboard Learn** (not FerrisConnect)

- Blackboard is the name of the software we use for our course websites. FSU renames it –FerrisConnect.”
- FSU has now purchased the newest version (version 9.1) of Blackboard, called –Learn.”
- Not all professors are using the new version of Blackboard.

**Prerequisite:** LITR 250

**Required text:** *Masters of British Literature*, Volume A, edited by Damrosch et al. (2007 / 2008)  
Longman Publishers.

- ✓ It is each student’s responsibility to purchase this specific text, and no other. Earlier editions will not suffice.
- ✓ Buying the specified textbook is a requirement of the course.

### Course Overview

This course will cover three major periods of the English language. We’ll begin with Old English, reading the poem *Beowulf*, move on to Middle English of the 14<sup>th</sup> century, including selections Chaucer’s *Canterbury Tales*, and continue with the Early Modern English of Spenser, Shakespeare, and Marlowe, writing in the 16<sup>th</sup> & 17<sup>th</sup> centuries. We’ll conclude with the writers of the 18<sup>th</sup>-century Enlightenment, ending with the far-thinking writings of Mary Wollstonecraft. She was a brilliant and intellectually gifted woman, far ahead of her time, who was dismissed as a crazy radical in her day. She died giving birth to her daughter Mary Shelley, who wrote the masterpiece *Frankenstein* in the early 1800s.

**Requirements of the Course:** Unfortunately, I must begin with the less pleasant aspect of the course, because it is fully online, and I need all students to be fully aware of the following requirements and policies. **First and foremost, you must be able to handle the technical aspects of submitting work and completing exams in an online course.**

1. You **must** have high-speed/DSL Internet to succeed in this course, not dial-up. Dial-up is too slow: the connection will time out when you’re trying to download or upload files.
2. You must be familiar with downloading documents, both Word documents and PDFs from the course website. That is, you must be able to open Microsoft Word documents.

3. If you are inexperienced with such technical procedures, **you will have difficulty** taking this course, because we are not in a classroom where I can show you what to do.
4. If you experience technical difficulties, I can't help unless I'm sitting with you at your computer.
  - Therefore, if you have technical difficulties: you are REQUIRED to call TAC immediately at (231) 591-4822, **before contacting me.**
  - There is nothing I can do for you unless you've first called TAC to learn the problem.
  - **IMPORTANT! Read this important policy:** **No extensions** on deadlines can be granted unless TAC informs me that there really was a technical problem.
  - When you call TAC, they will inform you if there is a problem with the servers. TAC keeps a record of all student calls and also of whatever information was given to students during that phone call.
  - After you've called TAC to find out if there was a problem, then contact me and tell me what they said (I can verify what you were told with TAC staff).
  - If I can verify with TAC that you called about your technical difficulty, and if TAC informs me that there was a server problem, then I can discuss an extension with you. Otherwise, no extensions will be granted, and late work will be subject to the late downgrading penalties, which are not at all harsh -- 1/3 grade down per calendar day late. **See also: Late Work Policy, below.**
  - The best way to avoid downgrading due to technical difficulties is to complete the readings on time so that you can ace the quizzes.
    - My quizzes are all open-book and open-notes!
    - But you must complete the readings beforehand to do well on them.
    - *Each quiz is time-limited, not enough time to do the readings while you take the quiz.*
  - If your computer is unreliable on the Internet, you should use a computer lab at your campus, or at the Big Rapids campus's 24/7 computer room in FLITE library.

### **Content and Readings for the Course:**

Readings will be assigned in the text, **or posted** on the Course Content page (= homepage).

Our focus will be on the original literature, the actual texts, a.k.a. the primary sources of early British literature. Your **first responsibility** is to read the assigned texts. I avoid overburdening students with supplementary readings.

- ❖ I do assign the introductions accompanying each work in our anthology, which comprise sufficient background information for this survey course. You will not be required to do any research for this course. In fact, you are asked *\*not\** to look up materials online because you run the risk of inadvertently plagiarizing them in your written work.
- ❖ Our approach to the literature is **thematic**: We will examine dominant themes (major ideas) in the works, such as heroism, courtly love, the tension between the divine and the worldly, satirical themes, and others. I will explain these themes with each work so that you know what to look for as you read, and to help you prepare for quizzes and exams.

**Written Work:** The major written work will consist of quizzes and exams in multiple choice and essay format. At the end of each unit (or period) of literature, we'll have an exam consisting of 3-4 essay questions. Please read the following very carefully:

- I will always provide a study guide for exams (not quizzes) in advance, which will tell you what to study. The key to acing these exams is using the study guide to prepare your answers to the questions in advance, before you open the exam.
- You **may** keep notes beside you as you write the exam, and you **may** use your text. What could be more conducive to student success?
- Quizzes and Exams will generally be available online from Thursday mornings at 6:00 AM through Monday midnight, on our Blackboard website. The website will allow you **one** attempt at each exam.
- You **MUST** be caught up on the readings in advance of the exams to do well on them. All exams and quizzes are open-book

**Grading for the course:** each assignment / quiz / exam is worth a certain number of points. Your grade for the course is determined by the sum total of all points earned.

**Late Work Policy:** The good news is: I do accept late work. **However:** make sure you understand the Requirements of the Course **above, on page 1.**

- Note that if you experience technical difficulties in completing a quiz or exam or submitting work, you are **REQUIRED** to call TAC at **231-591-4822** before asking me for an extension of the deadline. I cannot extend any deadline until I have spoken to TAC to ascertain whether there were any problems with the servers that justify a late penalty. TAC will also tell me exactly what you were told when you contacted them.
  - If TAC is closed, call them at the first opportunity when they open. They have evening and weekend hours: call them to learn those.
  - If TAC is closed, note the exact circumstances of the problem: the time, which browser, what exactly happened. The more info you provide, the more helpful TAC will be.
  - Even if TAC is closed, you are still required to contact them before asking me for an extension.
- This policy is in place because if servers are operating normally, no extended deadlines can be granted. All late work will be subject to the **Late Work Downgrading**, which is as follows:
- Quizzes, Exams, and any other work completed after the deadline will be subject to the downgrading policy of 1/3 grade per calendar day. So if your quiz scores a B+, but was completed after the deadline, its grade will decrease to a B.
- If you miss a deadline for a quiz or exam, let me know and I will reopen the window for you, with a new password. **Downgrading** will then be applied based on how many days after the deadline you completed the test.
  - One day is defined as 24 hours after the deadline of the test.

- Tests will not be accepted by email. Work must be done on the Blackboard servers to be graded.

Please note that **Blackboard allows me to track your activity** in our course website, your logons, what you view, when you post, duration of activity, and how much of that time has been idle.

### **Response Time for Emails:**

- Usually I will return e-mail within 48 hours, although **that will not always be possible**.
- If you don't get a response from me, it's usually because I am deluged with student emails—particularly in the first 3-4 weeks of term--and cannot get to them all. In that case, try again.
- Please use this address: **rebelleb@yahoo.com. (that's R-E-B-E-L-L-E-B)** I prefer Yahoo because the servers are never down, and there is no space limit.

**NO EMAILED WORK IS ACCEPTED.** Emailed work will not be opened and will not be graded. All work must be submitted to the FerrisConnect servers to be graded. If you don't see the clickable link, the deadline is past and the window has closed.

If you've missed a deadline, please do not email me asking for me to reset the assignment or assessment to you. It is not fair to the students who have submitted work on time.

### ***HOW MUCH TIME WILL THIS COURSE REQUIRE?***

Students who do poorly in online literature courses usually do because they don't realize that a significant amount of time--- **ten to fifteen hours every week**--- is required to do the readings. If you are a slow reader, you might need more time than that.

**Please do not assume that an online course is easier or requires less time than an in-person course.** Online courses require **MORE** time, because you must read all instructions and policies instead of hearing them in a classroom.

### **Please avoid these pitfalls of falling behind in an online course:**

1. In online courses, there's no "classroom," so students might fall behind in the readings and then open an exam without being ready, relying on my open-book, open-notes policy to skim the readings while taking the exam.
2. This strategy usually results in a low score. After seeing their scores, students have emailed me saying that they "had the question answered, but didn't paste in the correct version," or that they "uploaded the wrong version, and here it is, attached to this email."
3. Please do not email me with these scenarios. They will not be accepted as rationales for a second chance at a test. The exams are open-book, but this generous policy should not be abused by neglecting the assigned readings.



4. Your quiz / exam will be graded as submitted to the Blackboard server. **No subsequent emailed versions will be opened or graded. No emailed work is accepted. All work must be submitted to the server within the deadline.**
5. Unfortunately, I've had to adopt this strict policy because of past problems.

Finally, this course involves the oldest texts written in English, dating back to the 9<sup>th</sup> century, and they are difficult to read. Please allow plenty of time to do the readings!

**Plagiarism** means submitting someone else's words OR ideas as your own. You must acknowledge any words/idea that isn't yours with quotation marks + the source's name, *EVEN IF YOU CHANGED THE WORDING*. You must always cite any source that you used.

Plagiarism includes: using in your paper any sentences /phrases /ideas from the Internet if you fail to cite them, using work from another course (if you fail to cite these items), submitting a previously-submitted paper, submitting the same paper for two courses, **or submitting work that another person has done.**

We keep student work to check for evidence of plagiarism. The Internet is not a buffet of "free information" that you may paste into an essay and then submit as if you wrote it yourself. Anything you did not conceive or write must be cited.

**If you plagiarize, you will receive an "F" grade for the entire course.** Remember: if you cite your source, you borrowed it honorably, and you're safe. If you don't cite your source, it's stolen.

**Please make sure you understand this policy and the consequences of plagiarism. Any student who plagiarizes on any assignment will receive an "F" grade for the entire course, and will be referred to Student Judicial Affairs.**

#### HOW TO CONTACT ME

Use this address: [rebelleb@yahoo.com](mailto:rebelleb@yahoo.com). I prefer the Yahoo email because Yahoo servers are never down, and there is no quota.

\*\*\*\* Please specify the exact assignment / topic you're emailing about.

\*\*\*\* If you reply to an email from me, ALWAYS change the subject line!

\*\*\*\* Please write a new subject line saying what you're writing about.

# Syllabus

Fall 2011

Please let me know if you find any typos! The most common errors are date errors, for I've been writing syllabi for 20 years, term after term, and all dates look correct.. ☺

**Week 1:** Monday 8/29 – Sunday 9/4

Last day for Drop/Add	Thursday Sept 1
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**UNIT 1: The Earliest Literature in English. Major themes: Heroism, Elegy, and the interplay of Christian and Pagan elements.**

## OUTLINE:

- The earliest English literature: Old English (8<sup>th</sup> - 9<sup>th</sup> century)
- The pagan-Christian tradition of the epic poem *Beowulf*.
  - **NOTE:** –pagan” is not a derogatory word in literary studies. It means simply a text from a non-Christian or pre-Christian culture. It is an academic, scholarly term. Please use the term –pagan” in that respectful context in your writings.
- *Beowulf* evokes pre-Christian and Christian cultures that mingled in Iron-Age Britain.
- ❖ Note: the recent Hollywood film adaptation of *Beowulf* is no substitute for reading the text. It distorts the poem, adds extraneous material, completely changes the character of Grendel’s mother, and loses the rough-hewn beauty of the Old English words. I do not recommend it.

**Reading** due by Saturday 9/3 at 11:30 pm:

- Damrosch, ed., *Masters of British Literature*, Volume A, p. 3-10 of the Introduction.
- *Beowulf*, pp. 27-31 (introduction to *Beowulf*) and the first half of the poem, p. 31-44, ending at line 542 (just after Beowulf rebukes the rudeness of Unferth). Please note how the tone changes from heroic to elegiac at the end of the poem. Be prepared to discuss this change.

## IMPORTANT !!!

Normally, quizzes and exams will open Thursday mornings at 6:00 AM and close Sunday nights at 11:30 PM. This week **ONLY**, since it’s our first week, the quiz will open Sunday morning 6:00 AM and remain open one extra day, closing Monday at 11:30 pm.

You may open the quiz at any time during that period, but once you open the quiz, you must complete that attempt to earn any points. No one will get a second attempt at the quiz after opening it.

**Week 2:** Monday 9/5 – Sunday 9/11

**Note that the quizzes this week, and from now on, will open Thursday mornings and close Sunday nights at 11:30 pm. Be sure to begin the readings well in advance.**

OUTLINE:

- Finishing *Beowulf*.
- Courtly love in song: Marie de France, daughter of Eleanor of Aquitaine, composed the *lais* (love songs) in the 12<sup>th</sup> century, often upon the subject of King Arthur and his knights.

**Reading** due by Sunday 9/11 before you take the quiz:

- Finish *Beowulf*: Damrosch, ed., *Masters of British Literature*, pp. 45-end.
- OPTIONAL READING: Excerpt from John Gardner's *Grendel*, pp. 93-end. It's a funny, sad, intriguing take on the poem: Gardner imagines the poem's action from the monster's point of view. You will *not* be tested on this text. Enjoy.
- Marie de France, p. 124-126 (introduction to Marie de France) and *Lanval*, pp. 128-141. Please read the introduction carefully, noting how Marie approached the Arthurian material, what she emphasizes, etc.

**Week 3:** Monday 9/12 – Sunday 9/18

**The quiz for this week will open Thursday morning and close 11:30 PM Sunday night.**

OUTLINE: Conclusion of UNIT 1, the earliest literature written in English.

Read: *The Wanderer*, pp. 115-118 (including introduction). The introduction is good, and explains important features and contexts of this poem. Read it carefully.

**Week 4:** Monday 9/19 – Sunday 9/25

- ✓ Review and preparation studying for Exam #1 on the Old English Literature Unit.
- ✓ Study Guide posted to the homepage of our website.
- ✓ The exam will be available in Blackboard Learn over a 4-day period at the **end** of Week 4. Read the "Preliminary Info on the exam" **VERY** thoroughly.
  - You will have one opportunity to take the exam: once you log in, you must complete the exam on that attempt.
  - **If you do not complete the exam on that attempt, you'll receive a 0 for the exam, since you've seen the questions, no new exam will be written.**

Stay tuned for the rest of the syllabus!

### Objectives:

LIT 352 concerns itself with a broad overview of English Literature from the Romanticism until the modern era (very broadly defined). While the course focuses on an analysis of the literature of the periods represented in the survey, it also seeks to examine the social and political currents of the times during which the literature was written. Students are expected to be familiar with both. We will also study the nature of allusion, imagery, and recurring themes in this literature. Such an approach demands that students come to class regularly and participate in discussions. Since this course is listed as "writing intensive," students may expect that composition will be the major means of evaluation. Prepare to write regularly, and to both comment upon others' writing and have your own writing scrutinized and evaluated. Necessarily, the class requires that students be familiar with and be able to use terminology about literature and its analysis.

Outcomes for Literature 352 are as follow:

- Demonstrate familiarity with literary genres practiced in Modern British Literature (MBL) during the Romantic, Victorian, and Modernist periods.
- Demonstrate ability to examine texts from a variety of perspectives.
- Demonstrate ability to make aesthetic judgments.
- Identify major themes and trends in MBL.
- Use terminology related to the study of MBL.
- Analyze the content and contexts of MBL.
- Explain the roles literary culture plays in their own lives and in modern British life and history.
- Appreciate the literary and linguistic diversity of MBL.
- Synthesize a variety of hard-copy and electronic primary and secondary resources to write critically about MBL, using MLA or APA format.

**What the class is not:** Literature 352 is not a class that provides prospective teachers of English with lesson plans for their future teaching. The class is about the discipline of literature: what it is, how it works, how it is written, how it is analyzed, which techniques are used for analysis, how to discuss literary matters like in a scholarly way, which political, cultural, and social forces caused it to evolve or to change, what constitutes "excellence" in literature, etc. The class is rigorous and is intended to be so. Students who have to ask "what are we studying this for?" or "what are we supposed to 'get' out of this?" are probably in the wrong class. I willingly try to answer substantive questions about the course material, but I do not answer questions about pedagogy.

**Required Texts** (available via Great Lakes Bookstore or Online from Barnes and Noble):

Austen, *Pride and Prejudice* (Norton Critical Edition)  
Abrams, et al. The Norton Anthology of English Literature, 8th Edition, Volume 2.  
Dickens, *Hard Times* (Norton Critical Edition)  
A Coursepack, available at Great Lakes Books

Recommended: Abrams, M.H. *A Glossary of Literary Terms*  
A decent college dictionary (not a paperback)  
Hacker, *A Writer's Reference*

### Policies

**Acknowledgment:** All students are required to fill out and sign an Acknowledgment by the first class of the second week of the semester. This agreement is a class requirement. Please note that all class policies are discussed in detail in the beginning of the Coursepack in the section entitled "Assignment Requirements, Essay/Report Format." The Acknowledgment stipulates that all students have read and understood this syllabus and the "Assignment Requirements," in beginning pages of the Coursepack, which includes a thorough discussion of plagiarism.

**Attendance:** You cannot perform well in the class without attending regularly. However, I have no official attendance policy.

- **All assignments are due when stated and will not be accepted at any later time.**
- Quizzes may **not** be made up.
- Providing a professionally documented excuse (i.e. written. for medical reasons, family emergencies, university-sponsored trips, etc.) for an absence allows a student to submit work that was due during the absence period.
- In the case of a University-sponsored event, students must **notify me in advance** and submit any **assignments due during their absences before leaving for the event.**
- In all cases, **students are responsible for all work missed during an absence.**

**Lateness:** Coming late to class and leaving early disrupt a class. Therefore any pattern of these behaviors will significantly reduce the Participation Grade.

**Assignments:** **Assignments are due at the beginning of class on the due date.** No late assignments are accepted without a suitably **documented professional excuse**, as indicated above.

- Unless otherwise agreed upon, assignments must be submitted to me **personally** (i.e. physically into my hands).
- Unless otherwise arranged with me in advance, do not slip assignments under my office door, submit them to Languages and Literature office staff, or give to a third party to bring to me.
- **If you are authorized** to e-mail an assignment, send it as an attached document in *MicrosoftWord*, Version 6 or higher to my FSU e-mail address.
- **If you receive prior approval**, rewritten assignments and exercises may be faxed to me with all copies of preliminary and intermediate drafts..

**Readings:** You are expected to read the material assigned for any given class. The readings are sophisticated and are intended to be. Reading an assignment does not mean skimming the material. It means reading carefully and deliberately, looking up unfamiliar terms, being able to summarize the material, being able to respond to questions about the material. Use the margins of your books to good effect: underline, raise issues, question. You are responsible for the complete meaning of any assigned reading. Use a dictionary to identify unfamiliar phrases and allusions.

**Essay Format:** All assignments are due in **COMPLETED FORM**. Please refer to the appropriate pages in the Coursepack for full information about essay format. Essays are expected to be formal in nature and objective. That is, they are expected to discuss the problems of literature and not to be written in wither the 1<sup>st</sup> or 2<sup>nd</sup> persons. All essays must use relevant literature selections as evidence for the arguments that they produce. In some cases, secondary sources are not necessary or desired for essays. Assignments not meeting acceptable format or word-length guidelines **will not be accepted**. All essays are expected to follow MLA style guidelines for appropriate citation of sources. Essays not following these guidelines run the risk of being plagiarized.

**Impromptus and Take-home Exercises:** These assignments are acceptable in handwritten form; however, if any is illegible, I will return it for you to recopy. Such assignments, if hand-written, must be written in blue or black ink skipping lines, providing one-inch margins on all sides.

**Quizzes** Expect at least one quiz per week on either material required for that class meeting or on material from the previous class's discussion. Quiz and exercise grades are factored into the participation grade in accordance with policies stated above. Quizzes may not be rewritten and only under rare circumstances taken at a later date. Students who can produce a legitimate, **documented** excuse are allowed to take a quiz at a later date without lioability. Students may bring notes on **one 3-inch by 5-inch note card** (both sides) on any given day and use that note card during the quiz. Quizzes will evaluate such matters as *historical context*, literary *terminology*, literary **theory**, **characterization**, **genre**, **structure**, and **vocabulary** within the texts read.

**Grading:** Assignments will be evaluated by performance. Effort is admirable, but performance determines grades. I adhere to the following criteria for grading:

- A Outstanding performance. Work shows insight, takes intellectual risks and convincingly proves them, more than fulfills instructor's expectations, is readable and interesting. 100-90%.
- B Good performance. Work fulfills instructor's expectations for sound writing, shows conventional insight, is convincing. 89-80%.
- C Work fulfills instructor's average expectations, shows basic insight and is fundamentally convincing. 79-70%.
- D Unacceptable performance. Work barely meets expectations, but shows some merit. 69-60%.
- F Clearly unacceptable work. 59% and lower.

You are responsible for keeping track of your own grades. Your final grade in the course will be based on the following approximate distribution:

Participation & quizzes	20%
Essays (2)	20%
Literature Journal	20%
Exams (2)	20%
Final Exam	20%

**Participation grades.** All courses have a participation-grade component. The participation grade is made up of attendance, coming **prepared** to class (i.e. having carefully read assignments) as determined by a series of quizzes, out-of-class exercises, discussing matters intelligently.

The participation component consists of a graded for attendance and one for performance on quizzes, which are used to determine the extent to which students are prepared for a particular class..

- A A grade of "A" in participation is the result of excellent (0-2 hours of absence) attendance, responsible class preparation, an average of 90% and above on quizzes, and **insightful commentary**.
- B A "B" is the result of consistent attendance (3-4 hours of absence), responsible class preparation, an average of 80-89% on quizzes, and answering questions accurately.
- C A "C" is the result of spotty attendance (5-6 hours of absences, an average of 70-79% on quizzes, coming late to class, irregular class preparation, and desultory discussion.

Lower grades are given in accordance with the patterns mentioned above. **Being obviously unprepared for a class (e.g. not having read an assignment or reviewed the previous class's discussion) will be recorded and will significantly lower the participation grade.**

Quizzes, exercises, and journals are often graded on a less formal basis than the A-F system. This less-formal system consists of check plus (✓+), check (✓), check minus (✓-), and U(μ). These grades are roughly equivalent to A, B, C, and R/W respectively.

Grades are considered private. They are **not posted** anywhere, nor are they given or discussed over the telephone or via e-mail to anyone. Any discussion of grades—from one assignment to an entire semester's grade—**must be done in person** (i.e. only with the person receiving the grade) **in my office**. I do not discuss or "negotiate" grades before, during, or after a class. Students are expected to monitor their own grades and to know what their grade in the course at any given date is without consulting me.

**Oral presentation.** Occasionally students may be asked to prepare a poem or selection from the text to present in the class. In such cases, the presentation is expected to be formal, carefully outlined, and **NOT** a regurgitation of text or plot summary. This presentation will be factored into the participation grade, much like a quiz grade.

**Rewriting:** You may be allowed to rewrite the essays. If so, you must adhere to the following guidelines:

- You may rewrite **only after a conference**.
- Rewrites must be undertaken **within one week** of receiving an assignment back from the instructor.
- **Come to the conference prepared:** Look up errors; be ready to suggest improvements. I won't accept feeble excuses, half-hearted preparation, and I won't rewrite the assignment for you.
- During the conference we will determine a due date for the rewrite.
- Rewrites must be **accompanied by all drafts and corrected copies** of that essay and must be submitted by the due date determined during the conference.

In many cases, exercises may be rewritten **if and only if the exercise was originally submitted on time**. In such instances a conference is not necessary but may be important. Students need only rewrite those portions that were marked wrong, but the original and all intermediate drafts must be submitted. Any exercises that are discussed or "corrected" in class may not be rewritten. A deadline for rewrites comes toward the end of the term, and no rewrites are accepted thereafter. A grade of "**R/W**" followed by a date means that a **student must rewrite that assignment and return by the date indicated**. In such cases, a conference is not necessary.

Students are expected to address and correct **all** problems, errors, and guidelines indicated on their corrected copies. Not addressing any issue will result in your getting the assignment back immediately with the note "N/C"—"no change" in grade. You may then correct the work again, but be aware that further non-addressing of issues will bring the same results. If in doubt, see me in conference.

Rewrites must be accompanied by all drafts and corrected copies of that essay and must be submitted by the due date determined during the conference. There will be a deadline toward the end of the term after which I will not accept any more rewrites. Simply rewriting an essay **does not mean that your grade on the rewrite will automatically go up** and does not guarantee a steadily improving grade.

**Classroom behavior:** The Office of the Dean of the College of Arts and Sciences has a specific classroom behavior policy. **Any behavior problem** will result in a grade of **ZERO** for the participation grade and may be immediately referred to Student Judicial Services or to Campus Public Safety. Children and others not registered for class are not permitted in the class without prior approval. Neither is recording classes permitted without my prior approval for each person and class that a student might wish to record.

**Plagiarism:** Plagiarism is a writer's use of someone else's words or ideas as his own without adequate and accurate acknowledgment of the source—either copying word-for-word, paraphrasing, following the organization of an original source, or summarizing. Any instance of plagiarism will result in immediately failing (with a grade of zero) the assignment and may—depending on the severity of the cheating—result in failing the course completely, and may lead to referral to the Department of Languages and Literature or to FSU Student Judicial Services. See "Assignment Requirements" for a detailed discussion.

**Grades of "Incomplete" are allowed only in accordance with University and College policies.**

**Exceptions:** Any exceptions to these policies must be discussed with me **in conference** and approved by me at that time. Often I require students who seek exceptions to sign agreements that stipulate the nature of the exception. If any policy guidelines in the Coursepack differ from those indicated above, the syllabus takes precedence.

**Communication:** It's important that students communicate with me at any time for any academic or professional purpose. Please contact me by e-mail or by telephone if a situation is an emergency or particularly pressing, or personally if you anticipate any problems or if you are confused. **Except for clear emergencies, I do not return voice mail messages. Use e-mail.** Ask questions in class regarding upcoming assignments or if you need any clarification. It's generally best if you **contact me by e-mail**. Use both my FSU and umich e-mail addresses. I will respond to students' e-mail messages only over their FSU I-mail accounts, so be sure to check your e-mails regularly.

**Conflicts:** In cases in which the policies and guidelines of the Coursepack differ from those indicated in the syllabus or on individual assignments, the **syllabus and individual assignment guidelines take precedence**.

**Electronic communication devices** The audible use of any electronic device (e.g. cell phones, beepers, pagers, laptop computers, etc.) during class is strictly prohibited. Any form of text-messaging is also strictly prohibited. If any student requires the use of such a device for his or her professional duties (e.g. if someone is a volunteer firefighter, medical attendant, etc.), then

- identify yourself to me during the first week of class,
- indicate the purpose of your device to me personally and by including this information on your Class Acknowledgment form,
- sit close to the classroom door during all classes,
- set the device to “vibrate” (or similar soundless operation),
- leave the classroom discreetly if the device vibrates or otherwise indicates that you are being paged,
- explain the nature of the call at a following discreet moment (e.g. after class, before the next class period, etc.).

If any device “goes off” or otherwise is audible during a class period, the student who uses that device immediately receives a 50-point reduction in his or her participation grade; a second instance results in an immediate grade of **ZERO** for the participation grade. Talking on a cell phone or sending/receiving text messages during class results in an immediate “**ZERO**” participation grade.



**Assignment Schedule**

The following assignments are due on the days indicated. That is, readings and exercises stipulated for 1/21 are due on that date—not the next. Note that assignments are given for the beginning of each week. We may take some works and pay attention to them on only one day per week, but students are expected to have the material read by the Monday of each week. Be aware that these assignments may be changed from time to time without much warning. You are still responsible for any changes. Bring texts as necessary.

Texts: Austen, *Pride and Prejudice* (Norton Critical Edition)  
 Abrams, et al. *The Norton Anthology of English Literature*, 8th Edition, Volume 2.  
 Dickens, *Hard Times* (Norton Critical Edition)  
 CP Coursepack, available locally,

All assignments are in the Norton Anthology—except for *Pride and Prejudice* and *Hard Times*.

**Be sure to read all biographical and political information that precedes each author's or poet's work.**

Week of	Topic	Assignment
1/11-13	Introduction, critical essay-writing Bring Coursepacks	Read "Paragraph Structure for Students of Literature"
1/118-20	<b>Signed Agreement Due</b> Austen	<i>Pride and Prejudice</i> (Books 1 and 2)
1/25-27	Austen Romantics, Blake	<i>Pride and Prejudice</i> (Complete) Abrams, "The Romantic Period" (pp.1-22) "To Spring," "To Fall," "The Lamb," "Little Black Boy," "Chimney Sweeper" (both), "The Fly," "The Tyger."
2/1-3	Blake and Burns Wordsworth	"To a Mouse," "To a Louse," "A Red, Red Rose" "Preface" to <i>The Lyrical Ballads</i> , "Tintern Abbey," "I Wandered Lonely as a Cloud," "My Heart Leaps Up," Lucy Poems, "Intimations Ode" "London 1802," "The World is Too Much With Us"
2/8-10	<b>Journal due.</b> Coleridge,  Keats  Byron	<i>Biografia Literaria</i> selections, "Kubla Khan," "Rime of the Ancient Mariner," "Frost at Midnight," "Dejection: An Ode" Letters: Abram pp. 887, 889, 894; "Chapman's Homer," "La Belle Dame Sans Merci," "Ode to Psyche," "Ode to a Nightingale," "Ode to a Grecian Urn," "Ode to Melancholy" "We'll Go No More A'Roving," "She Walks in Beauty,"
2/15-17	Shelley	from <i>A Defense of Poesy</i> ; "Mutability," "Ozymandias," "England in 1819," Ode to the West Wind," "To a Skylark,"
2/17	<b>Examination 1.</b>	
2/22-24	<b>Journal due.</b> Elizabeth Browning Robert Browning  Fitzgerald Misc.	Abrams, "The Victorian Age" (pp.979-1001) Sonnets from the Portugese "Spanish Cloister," "My Last Duchess," "Bishop Orders . . ." "A Toccata of Gallupi's," "Fra Lippo Lippi," "Andrea del Sarto" "Spanish Cloister," "My Last Duchess," "Bishop Orders . . ." "A Toccata of Gallupi's," "Fra Lippo Lippi," Rabbi Ben Ezra," <i>The Rubaiyat of Omar Khayyam</i> "Pied Beauty," "Jabberwocky," "The Blessed Damozel," "God's Grandeur,"

3/1-3	<b>Essay 1 due.</b> Tennyson	“The Lotos Eaters,” “Ulysses,” “Break, Break, Break,” “Locksley Hall,” “The Passing of Arthur,” “Crossing the Bar,” “Lady of Shallott,” “Tithonus,” “Morte d'Arthur,” “Charge of the Light Brigade,” Carlyle from <i>Past and Present</i> , “Captains of Industry”
3/-13	<b>Spring Break</b>	
3/15-17	<b>Journal due.</b> Dickens	<i>Hard Times</i> (entire)
3/22-24	Arnold Conrad	from <i>Culture and Anarchy</i> , “Dover Beach,” “The Scholar Gypsy,” <i>Heart of Darkness</i>
	<b>Easter Break</b>	
3/29-31	Conrad Wilde Shaw	<i>Heart of Darkness</i> <i>The Importance of Being Earnest</i> <i>Mrs. Warren's Profession</i>
4/4	<b>Journal due.</b> Housman	All Housman's poems in the <i>Norton Anthology</i>
4/8	The Twentieth Century	Abrams, “The Twentieth Century” (pp. 1827-1850)
4/12-14	<b>Examination 2</b> WWI poets Owen Others Yeats	“Poetry of WWI,” all poems (in Abrams and in Coursepack) Abrams, poems by Brooke and Sassoon CP–“Wheels, Pernes, and Gyres: The Historical Vision of William Butler Yeats.” “Lake Isle of Innisfree,” “When You Are Old,” “September 1913,” “Sailing to Byzantium,” “Byzantium,” “The Second Coming,” “Leda and the Swan,” “Among School Children,” “The Wild Swans at Coole,” “Easter 1916,”
	<b>Journal entry regarding</b>	<b><i>The Wasteland</i> due</b>
4/19	<b>Essay 2 due.</b> Auden Thomas Eliot	“In Memory of W.B. Yeats” “Fern Hill,” “Do Not Go Gentle . . .” “Tradition and the Individual Talent,” “Lovesong of J. Alfred Prufrock,”
4/21-24	<b>Mid-semester Recess</b>	
4/26-28	<b>Journal due.</b> Suggested:	“The Wasteland,” “Sweeny Among the Nightingales,” “Journey of the Magi,”
	If time allows--	Review
<b>Final Examination</b>	Wednesday, May 4, 2011	2-3:40 PM

## **SYLLABUS – Literature 352 online – Spring 2010**

**Instructor:** Professor J. L. Ollenquist

**Contact information:**

**352 e-mail** – our LITR 352 FerrisConnect class site has its own internal class e-mail system, and this the best, fastest way to reach me during the semester.

**Regular e-mail:** ollenquj@ferris.edu – use this only if you can't access 352 e-mail

**Phone:** (231) 591-2915

**Office location:** Prakken 120-B

**Mailing address:** J. L. Ollenquist, Department of Languages and Literature, Ferris State University, ASC 3080, 820 Campus Drive, Big Rapids, MI 49307

**For help with technical problems – Ferris Technology Assistance Center (TAC):** (231) 591-4822 or online at <http://www.ferris.edu/techsupport/>

**Accommodation for disabilities:** FSU adheres to the requirements of the Americans with Disabilities Act. If you have a documented disability requiring accommodations, contact Disabilities Services at (231) 591-3057 to determine your eligibility. If you're already registered with Disabilities Services, contact me so we can set up a plan to address your academic needs in this course.

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### **COURSE DESCRIPTION**

LITR 352 surveys British literature from 1785 to present, emphasizing analysis of representative literary works – poetry, fiction, essay, drama – by major authors. In addition, the course focuses on introducing the historical, social, and cultural contexts that influenced the literature. As a writing-intensive course, LITR 352 provides frequent practice in writing analytically about literary texts.

**Prerequisites:** LITR 250 and ENGL 250 or equivalent courses – I expect that you have mastered all the reading, analysis and writing skills covered in these courses and have basic competence in researching, documenting and avoiding plagiarism.

LITR 352 provides core program credit for students majoring and minoring in English or English education; it provides general education cultural enrichment credit for non-majors.

## COURSE OUTCOMES

Upon successfully completing the course, students will be able to:

- demonstrate familiarity with literary genres practiced in British literature during the Romantic, Victorian and Modernist periods
- examine works of British literature from a variety of perspectives
- make aesthetic judgments about works of British literature
- identify major themes and trends in British literature
- use terminology related to the study of British literature
- analyze the content and contexts of British literature
- explain the roles literary culture plays in their own lives and in British culture/history
- appreciate the literary and linguistic diversity of MBL
- synthesize a variety of primary and secondary resources to write critically about British literature, using MLA format and documentation

## REQUIRED TEXTS AND EQUIPMENT

Texts:

Greenblatt, et al., eds. *Norton Anthology of English Literature*, Vol. 2, 8<sup>th</sup> ed. ISBN 0-393-92532-3

Austen, *Persuasion* (Modern Library Classics) ISBN 0-375-75729-5

Hardy, *Tess of the D'Urbervilles*, (Modern Library Classics) ISBN 0-375-75679-5

\*\*If you wish, it's OK to buy inexpensive used copies of all three books from various online sellers, but be sure to get these exact editions\*\*

Also, for the research project: One other novel or play you'll purchase or get from the library

Reliable daily access to computer with Internet service provider, preferably high-speed Internet browser

Microsoft Word (available on campus at Student Technology Services)

Adobe Reader (available free at: <http://get.adobe.com/reader/>)

## COURSE REQUIREMENTS

Note: The instructor reserves the right to modify these policies depending on the needs of the class. You'll receive specific instructions for each assignment in our FerrisConnect class site.

### Regular Attendance

Although this class is fully online, it isn't a "work at your own pace" course. All students must complete assignments according to a set schedule, to promote collaborative learning. Each class week begins on Tuesday and ends the following Monday, and you're required to log in to our FerrisConnect site **at least three days per week** (Tue–Mon) to check in and complete work. You have flexibility about which days and times you log in, but some assignments include

time limitations. Example: most weeks, you'll need to complete at least one discussion board post sometime on Wednesday or Thursday.

Whenever you log in, check for new class announcements, e-mail, discussion posts, unit module pages, or assignment sheets posted since your last visit. You'll receive points for attendance as part of your weekly discussion scores (see below). Students who go 21 or more consecutive days without participating in course activity (logging in, reading/writing discussion posts, e-mailing, etc.) receive an automatic F for the course.

### **Reading and Class Prep Journal (50 points)**

You'll be assigned to read a variety of literary works in the textbooks, background "lecture" material and announcements on the FerrisConnect site, and library research sources. Read each assigned text thoroughly by the due date, re-reading as necessary, and be prepared to discuss the material on the class message board. See Schedule of Assignments or FerrisConnect calendar for specific due dates.

To help you understand readings and prepare for discussion, you're required to complete thorough but informal brainstorming notes on an assigned topic by the reading due date (usually 11:59 pm on Tuesday) and post those prep notes in your individual journal area of the discussion board. Each on-time, on-topic, complete set of prep notes earns 5 automatic points. You may not submit late class prep notes. You need to complete any **ten** sets of prep notes out of the eleven reading units and skip the other one.

### **Reading Responses (60 points)**

Our class is divided into three major sections: Romantic Period (Units 1-5), Victorian Age (Units 6-8), and Modernist Period (Units 9-11). For each section, you'll choose (with some limitations) one set of your completed class prep notes and write a focused, informal reading response on that topic. Each response is worth 20 points and is due no later than one week after the unit ends – earlier is fine. You may not submit responses late. For the first two RRs, after receiving your score and comments, you may choose to revise and resubmit for a new score.

### **Class Discussion (150 points)**

Shortly after the deadline for each weekly reading unit (usually Wednesday morning), I'll post a list of discussion questions on the class discussion board, and from Wednesday through the following Monday, you'll post answers to those questions and reply to classmates' posted comments. There will be **twelve** required weekly discussions.

For each discussion, you're required to complete at least **three** substantive, multi-line discussion posts. You receive 2 automatic points for completing each required post on time, equaling 6 points. In addition, you may receive up to 6 more points per discussion for your attendance, interaction, and insight. Twelve discussions x 12 possible points each = 144 points.

The remaining 6 discussion points will come from one introductory "meet and greet" post and one end-of-semester wrap-up post, worth 3 points each. Except in the case of brief technical emergency (with my permission), discussion posts submitted after the deadline don't receive points or count toward your required post total. At the end of the semester, your lowest discussion score will drop and be replaced with a duplicate of your highest score.

### **Exams (150 points)**

There will be two exams (75 points each) to demonstrate your knowledge of authors, texts, concepts, and other information covered in the course. Exams require written answers ranging from a paragraph up to extended essay responses. I'll provide exam questions on FerrisConnect, and you will have about a day to complete the exam and submit your answers via the FerrisConnect assignment dropbox. Except in cases of brief technical emergency, late exam answers aren't accepted.

### **Research Essay Project (140 points)**

You'll be assigned one research project including a formal critical essay of about 10 pages, on a topic related to a major 19<sup>th</sup> or 20<sup>th</sup> century novel/play (you'll have a list to choose from). The project will include several components: 1) required topic proposal and source list; 2) essay rough draft; 3) essay final version; and 4) informal "oral" presentation on the discussion board.

Except in cases of brief technical emergency, you may not submit the topic proposal, rough draft or presentation late; if you need an extension on the final draft, contact me for permission.

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### **LATE WORK POLICY**

On-time work = a complete, on-topic assignment submitted electronically no later than **11:59 pm** (one minute before midnight) Eastern US time on the due date. If you miss a deadline by more than 20 minutes, the work is considered late. Except as noted above, late work is accepted only in the case of a technical problem (inability to access the FerrisConnect site, FC malfunction, Ferris network outage, power failure, etc.).

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### **TECHNICAL PROBLEMS POLICY**

Technical problems or emergencies include inability to access the FerrisConnect site, FerrisConnect malfunction, FSU network outage, power outage, computer crash, etc.

Before problems occur, you need to set up a **computer back-up plan** in case of emergency. Regularly back up all your files on a USB drive, CD, or other portable medium. Also, establish a definite place where you can go to work if your computer, ISP, or power goes out: your workplace? friend or neighbor's house? FLITE library or another college/public library near you? restaurant with free WiFi?

**Expired MyFSU passwords** don't constitute a technical emergency. The front page of your MyFSU screen now always displays your upcoming password expiration date, so you have plenty of advance notice.

What to do if you miss a deadline because of a technical emergency:

1) If you can't get files to attach in the FerrisConnect Assignments dropbox, attach the file to a 352 mail message instead.

2) If you can't get files to attach at all in FC but can get online, attach your assignment file to a regular non-FC e-mail and send it to my regular e-mail address. If the time stamp on the e-mail is within 12 hours after the deadline, I'll consider the work on time.

3) If you can't e-mail the work within 12 hours but can print, then fax or snail mail a hard copy to me instead. If the fax/postmark date is no more than one business day (non-holiday weekday) after the original deadline, I'll consider the work on time.

4) If you can't send the work because you can't access or print it (lost/corrupt file, exploded computer, power outage, etc.), then phone me ASAP to discuss the problem.

These are solutions only to short-term technical emergencies. If you experience a longterm technical problem with your computer, modem, ISP, software, etc. that prevents you from keeping up and participating in class regularly, contact me to discuss whether it's possible to continue in the course.

**FSU technical problems:**

If FerrisConnect, MyFSU, or other elements of the Ferris network go down or are taken down for lengthy maintenance and this affects the ability of the entire class to meet a deadline, I'll adjust the deadline accordingly.

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**GRADING**

Each writing assignment and discussion receives a point score, and your semester point total determines your final course grade. Total points available for the term = 550.

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 60-62%
C+ = 77-79%	F = 0-59%

Extra-credit or make-up work isn't available, so put full effort into the regular assignments. Your assignment scores and percentage/grade will be updated online regularly.

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**ACADEMIC HONESTY**

In LITR 352, it's fine to discuss readings and writing topics with the instructor or other students as you work on assignments and study for exams. Those are ethical academic practices. However, misrepresenting work written by another person as your own is **plagiarism**, which violates ethical standards and university policy. Plagiarism and academic dishonesty include:

- 1) using any source information – whether quoted or in your own words – without identifying the source. This applies to both traditional print sources and all Internet information, including material from Wikipedia or other reference websites.

2) quoting source information word-for-word without using quotation marks, even if you identify the source. This includes copy-pasting material from websites into your own paper; don't do it!

3) copying parts of another student's paper/exam, letting someone else copy or write your work, writing another student's work, buying or selling papers, etc.

Using properly identified but unauthorized or off-limits source material, as specified on the assignment sheet, does not qualify as plagiarism, but the assignment may receive an automatic zero or lose points for inappropriate content.

To avoid a plagiarism penalty, check with me BEFORE submitting an assignment if you're not sure whether it's acceptable to use a given piece of source info or how to identify it.

**\*\*\* LITR 352 Plagiarism Penalty \*\*\***

In accordance with College of Arts and Sciences policy, in LITR 352 any instance of plagiarism or academic dishonesty results in an F for the course and a report to the Languages and Literature department head and the student's major college.

Also, the following policy applies to all English education majors and minors –

**Statement of professional standards:**

Teaching is a profession that requires a high degree of professional ethics, and so it is important for students to exhibit ethical behavior; therefore, any instance of cheating or plagiarism may result in expulsion from the program based on a review by a panel of English education faculty.



## LITR 416: Literary Theory

Robert von der Osten

ASC 3026

Phone 591-2916

Office Hours: M/W 12:00 PM – 2:00 PM

h\_vonderosten@ferris.edu

To read literature thoughtfully is to be unavoidably involved in at least an assumed literary theory. What do we count as literature? What should we focus on when we read literature critically? Why is the study of literature important? Are there ways of judging literature critically? What is literature's relationship to other cultural forces? These simple questions, of course, become quite complex as great minds have grappled with the nature, purpose, and ideologies of literature and other systems of meaning. Today the English profession is infused with criticism. Most graduate schools place a high premium on the theoretical frameworks for the study of literature and are as likely to spend as much time discussing the theoretical issues as considering the works of literature themselves. There are entire graduate programs focused dominantly on theories. It is assumed now that most presentations at conferences and publications are framed within an overtly theoretical approach. This course is intended to introduce you to some of the primary sources that have significantly influenced the theoretical frameworks for the discussion of literature. There is no doubt that many of these essays are difficult. I will help you make them intelligible. If you are unclear about any of the material discussed in class, do not be afraid to ask.

**As a result of this course you should be able to do the following:**

- Summarize the major movements that have shaped literary theory and criticism.
- Recognize some of the major debates or concerns within movements.
- Summarize a portion of some of the works of major influential thinkers.
- Use some of the terminology within critical theories.
- Discuss the strengths and limitations of diverse literary theories.
- Write intelligently about issues within literary theories.
- Consciously use a critical approach based on literary theories to analyze a literary work.
- Use diverse literary theories to gain insights into literary works.
- Extend theories creatively for positive effects.
- Read and understand literary theoretical works independently.

**My fundamental goal is that if you choose to attend graduate school or even simply read modern literary criticism you will be able to understand the dominant discourses and respond critically with a good understanding of the history of literary theory.**

**Texts Required:**

Richter, David H. ed. The Critical Tradition: Classic Texts and Contemporary Trends. Boston: Bedford Books, 2006. Third Edition

Woolf, Virginia. Mrs. Dalloway (Any edition)

**Recommended Text:**

Hall, Donald. Literary and Cultural Theory: From Basic Principles to Advanced Applications. New York: Houghton Mifflin Company, 2001. This text not only offers a brief summary of the modern literary movements we will study in class but also, more importantly, provides readily available examples of how those theories translate into concrete literary criticism.

**Suggested Texts for future reading:**

Eagleton, Terry. Literary Theory: An Introduction 2<sup>nd</sup> ed. Minneapolis: The University of Minnesota Press, 1996. Offers an admittedly Marxist overview of literary criticism, but it will get you thinking.

Culler, Jonathan. On Deconstruction: Theory and Criticism after Structuralism. Ithaca: Cornell University Press, 1982. Perhaps the most readable overview on deconstruction and its application to literary criticism in print.

Tompkins, Jane P. ed. Reader-Response Criticism: From Formalism to Post-Structuralism. Baltimore: Johns Hopkins University Press, 1980. A nice collection of essays.

Graff, Gerald. Professing Literature: An Institutional History. Chicago: University of Chicago Press, 1987. This work offers a nice history of the development of the profession, especially the competition within the institution between historical and new critical approaches.

### **Required Assignments:**

Seminar Participation Points: 2 points for each class of active participation 90 points

Weekly participation in on-line bulletin exchange (14x5 points each) 70 points

Bi- Weekly Journal Summary and Response (7X20 points each) 140 points To be posted as Journals in Ferris Connect discussion board.

Paper (10 pages) Analysis of literary work of your choice using secondary sources and from a specific theoretical framework other than new criticism or reader response criticism (reception theory is acceptable but difficult). E-mailed using Ferris Connect. 200 points

Essay Final (open notes and books)

100 points

**Submit your paper as a Word document that I can also save as a web page. Please use an identifiable file name such as your last name and paper vonderostenp1.**

### **Policies**

**You may revise for a higher grade.** You may revise your paper once it is graded as many times as you wish for a higher grade. You can turn in your paper as early as you wish for comments before the given due date.

**You receive 2 points for each day of active participation.** This course is modeled after the standard graduate seminar and the model of upper level courses at most universities. This means that your participation in thinking about the difficult issues of this course is the real heart of the course. You will not receive points by simply attending. Obviously you should come to class having read the material, able to summarize the main argument, and prepared to take a critical position on the issues. I look forward to your insights.

**Your weekly participation in the on-line chat must take place by midnight of the Friday of each week. To receive the five points, you need to respond not only to the question I raise but to two other participants. Simply repeating or agreeing with the viewpoint of others is not sufficient. Develop the discussion, expand the deliberations, support your stance. It is acceptable, even healthy, to rethink your own position and shift your view and even disagree with an earlier position you might have taken.**

**Journals must be submitted on the day they are due or you will lose 5 points for each day a journal is late.** If you must turn in a journal late, please contact me in advance for permission.

**Plagiarism of any kind is an automatic F in the course.** All information taken from a source, even if not quoted, must be documented using MLA format. Any text that is taken word for word from a source must be marked as a quote by quotation marks with a short quote or indentation for a longer quote. Avoid extremely close paraphrasing that only changes a word or two but leaves the original text basically unchanged.

**You can complete the paper early. Once I have turned back a graded paper, you can revise it as many times as necessary for a higher grade.** Please discuss with me in person or by e-mail any topic you are considering. Let us assume when we read Jung you become interested in whether archetypes should play a role in literary criticism. You could approach me even as early as the sixth week with this as a topic, begin your research, and turn in a draft of the paper by the 8<sup>th</sup> week. Make the assignments work for you and your schedule by getting engaged early.

### **Course Schedule by Day**

M 1/10 Introduction to the course and literary theory

W 1/12 The place in theory in literary criticism. Read sample "Introduction"

### **New Criticism**

F 1/14 (Read 749-763) Context for New Criticism Shklovsky pp. 774-785

M 1/17 No class Martin Luther King

W 1/19 Wimsatt and Beardsley pp. 810-819

F 1/21 Foucault pp. 904-914

M 1/24 Brooks pp. 797-807 **Journal 1 due**

W 1/26 Apply new criticism to several chapters of *Mrs Dalloway* You should have read much of the novel.

### **Structuralism**

F 1/28 Popp pp. 785-797

M 1/31 Barth pp. 871-983; 878-992

W 2/2 Eco pp. 950-961

### **Deconstruction**

F 2/4 Deconstruction read Jonathan Culler handout

M 2/7 Applications to *Ms. Dalloway* and how to apply structuralist and deconstructionist criticisms **Journal 2 Due**

### **Psychological Criticism**

W 2/9 Freud pp. 497-514

F 2/11 Freud continued pp. 514-534

M 2/14 Start Jung pp. 544-554

W 2/16 Jung continued 554-565 (542-544) And Archetypal Criticism

F 2/18 Zizek on Courtly Love pp. 1181-1197

M 2/21 Applications to *Mrs. Dalloway* **Journal 3 Due**

W 2/23 **Reader Response Theory** Read Holland pp. 1015-1022; Booth pp. 989-1001.

### **Feminist Criticism, Queer Theory, and Gender Studies**

F 2/25 Fetterley 1035-1042

M 2/28 Gilbert and Gubar 1531-1545

W 3/3 Kolodny 1550-1563

F 3/5 Cuxous pp. 1643- 1656 also General issues in Feminism 1502-1516 Application to *Mrs. Dalloway*. **Journal 4 Due**

### **Spring/Winter Break from 3/6-3/14**

M 3/14 General issues in gender studies and Queer Theory pp. 1611-1625 Halberstam 1734-1752

W 3/16 Queer Theory Kruger 1692-1707

F 3/18 Application to *Ms. Dalloway*

### **Marxist Criticism**

M 3/21 Marx pp. 406-410; 410-412 (397-400)

W 3/23 Williams pp. 1272-1283

F 3/25 Lukacs pp. 1217-1232 **Topic for long report due to me as an e-mail, including some initial bibliographical references.**

M 3/28 Althusser pp. 1263-1271 Developments of Marxist criticism (pp. 1198-1214) Review of sample essay and how to apply Marxist approach to criticism. **Journal 5 Due**

W 3/30 Application to *Mrs. Dalloway*

### **Post-Colonial and Ethnic Criticism**

F 4/1 Said 1801-1814

M 4/4 Spivak 1836-1849

W 4/6 Gates 1891-1905 and Baker 1906- 1909

F 4/8 Applications to *Mrs. Dalloway* and its role in criticism

### **New Historicism and Cultural Studies pp. 1320-1342**

M 4/11 Gadamer pp. 718-737 **Journal 6 Due**

W 4/13 Greenblatt pp. 1442-1452 and handout

F 4/15 Foucault pp. 1627-1637

M 4/18 Reception Theory Read Jauss pp. 981- 988 Historical questions in *Mrs. Dalloway*

### **The Great Tradition and Postmodernism**

W 4/20 Arnold pp. 429-434 (412-414)

F 4/ 22 Religious Holiday strangely described as a Spring Break by the University

M 4/25 **Paper Due** Jameson pp. 1955-1996

W 4/27 Hutcheon pp. 1991- 2008

F 4/29 Hooks pp. 2008-2014 **Journal 7 Due**

**Final exam to be announced. All paper revisions due by date of final**

### **Assignment Sheet**

**Journal Summary and Response:** Every other week, write a one to two page single spaced summary as a journal post within FerrisConnect with response on the author of your choice. The first part should very briefly summarize the author's main arguments. The second part should state your response, whether you state some core objections to the argument, extend the idea, or elaborate on the idea's relationship to literature or literary theory. You should view this as a handy reference for you to use in the future. I would suggest that you print out copies of the journal responses.

**Paper** Provide an analysis of any literary work of your choice using a recognizable literary theoretical approach covered in class: mimetic analysis, Marxist criticism, psychological criticism, new criticism, structuralism, deconstruction, feminist criticism, queer theory, new historical criticism, post-colonial criticism. The recommended text provides examples ; there are also examples on the Ferris Connect pages. You should draw on secondary sources and position your paper within the critical debate on the text within the context of the theory or a debate on a theoretical issue. Your paper should make an argument concerning that issue, as the paper on Sheik Romances attempts to argue that certain strands of female writing do not feminize the orient but rather masculinize the orient. Follow

MLA format. Your title should make clear what literary theory is guiding your criticism.

ID:

Name:

# ***ENGLISH BACHELOR OF ARTS***

## **FERRIS STATE UNIVERSITY**

**Major Advisor: Dr. Christine Persak**

**Phone: (231) 591-2918**

**Campus Address: ASC 3054**

**E-mail: persakc@ferris.edu**

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Freshmen must have an 18 ACT subscore in English. Transfer students must have at least 12 credits at the time of application with a minimum 2.5 overall GPA including an English and mathematics course or they will be considered as first year students.

**Graduation Requirements:**

1. Minimum 2.5 CUMULATIVE grade point average
2. Minimum grade of B – in ENGL 150 and 250, no grade lower than a C in program course work; 15 credits must be FSU credits; 21 credits must be 300/400 level.
3. Completion of an approved academic minor
4. 120 Minimum semester credits including general education requirements
5. Residency requirement: 30 minimum FSU semester credits
6. Minimum of 40 credits numbered 300 or higher (excluding community college credits)
7. Preparation and presentation of a portfolio of written work from literature courses.

Number of 300+ Credits: \_\_\_\_\_

### **Courses required for students entering this major Fall Semester 2010**

<b>REQUIRED</b>		<b>COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )</b>	<b>FSU S.H.</b>	<b>GRADE</b>
<b>Major: Minimum 33 credits. No grade lower than C (2.0) allowed to apply toward this major.</b>				
LITR	250	Practical Criticism (ENGL 250 or instructor consent)	3	
LITR	323	Shakespeare (LITR 250)	3	
LITR	416	Literary Theory	3	
<b>Select one course from the following: LITR 231, LITR 241, LITR 251, LITR 261</b>			3	
<b>Select one course from the following: ENGL 301, ENGL 380, ENGL 382, ENGL 413</b>			3	
<b>Select 9 credits from the following: LITR 311, LITR 312, LITR 351, LITR 352</b>			3	
			3	
			3	
			3	
<b>Select 9 credits from LITR courses numbered 200 or higher not already taken including a minimum of 3 credits numbered 400</b>				
LITR		200 or higher	3	
LITR		200 or higher	3	
LITR		400 or higher	3	
<b>Portfolio Approval</b>				
<b>Electives to the minimum 120 credits required for this degree.</b>				
<b>Academic Minor: An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.</b>				

**Bachelor of Arts Core: 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121 or 221).**


## GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

<http://www.ferris.edu/htmls/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS			
<b>A. COMMUNICATION COMPETENCE 12 Sem Credits</b>			
Course	Grade	Credits	
ENGL 150		3	
ENGL 250		3	
ENGL 311 or 321 or 323 or 325		3	
Choose one: COMM 105 COMM 121 COMM 221		3	
<b>TOTAL</b>			
<b>B. SCIENTIFIC UNDERSTANDING 7 Sem Credits</b>			
Only approved "Z" courses may count toward this category. At least one lab course.			
Course	Grade	Credits	
Lab			
<b>TOTAL</b>			
<b>C. QUANTITATIVE SKILLS</b>			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credits
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score $\geq 24$	Score	

D. CULTURAL ENRICHMENT 9 Sem Credits		
Only approved "C" courses may count toward this category, excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credits
200+ level course		3
<b>TOTAL</b>		
<b>E. SOCIAL AWARENESS 9 Sem Credits</b>		
Only approved "S" courses may count toward this category. Requirements: 1) two different subject areas including at least one "foundation" course, 2) one course at the 200+ level		
Course	Grade	Credits
Foundation		
200+ level		
<b>TOTAL</b>		
<b>F. GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		
<b>G. RACE/ETHNICITY/GENDER:</b> Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.		
Course:		

Sample Course Sequence: The following chart depicts one strategy to begin the program requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

### FIRST YEAR

#### Fall Semester

ENG 150	3
MATH (by placement)	3 - 4
Foreign Language	4
COMM	3
General Education Elective	3
	16 - 17

#### Spring Semester

ENGL 250	3
MATH or General Education Elective	3
Foreign Language	4
General Education Elective	3
General Education Elective	3
	16

### NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted

**Current Checksheet**

ID:

Name:

# ENGLISH BACHELOR OF ARTS

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**Graduation Requirements:**

1. Minimum 2.5 CUMULATIVE grade point average
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3. Completion of an approved academic minor
4. 120 Minimum semester credits including general education requirements
5. Residency requirement: 30 minimum FSU semester credits
6. Minimum of 40 credits numbered 300 or higher (excluding community college credits)
7. Preparation and presentation of a portfolio of written work from literature courses

Number of 300+ Credits: \_\_\_\_\_

**Courses required for students entering this major Fall Semester 2012**

REQUIRED		COURSE TITLE – FSU PREREQUISITES SHOWN IN BRACKETS ( )	FSU S.H.	GRADE
<b>Major: Minimum 33 credits. No grade lower than C (2.0) allowed to apply toward this major.</b>				
LITR	250	Practical Criticism (ENGL 250 as Pre-req OR Co-req)	3	
LITR	311	Early American Literature (LITR 250)	3	
LITR	312	Modern American Literature (LITR 250)	3	
LITR	323	Shakespeare (LITR 250)	3	
LITR	351	Early British Literature (LITR 250)	3	
LITR	352	Modern British Literature (LITR 250)	3	
LITR	416	Literary Theory (Department Approval)	3	
<b>Select one course from the following: ENGL 301, ENGL 380, ENGL 382, ENGL 413</b>				
ENGL	301	Introduction to Linguistics (ENGL 250 or ENGL 211)	3	
ENGL	380	History of Rhetoric-Style (ENGL 311 or ENGL 321)		
ENGL	382	History-Structure English Language (ENGL 321)		
ENGL	413	Literacy Issues and Conflicts (ENGL 321)		
<b>Select 9 credits from the following list. At least 3 credits must be at the 300 level or higher.</b>				
LITR	202	Black Literature (ENGL150)	3	
LITR	203	Intro-African Literature (ENGL150)		
LITR	204	Native American Literature (ENGL150)		
LITR	231	Poetry (ENGL150)		
LITR	233	Science Fiction (ENGL150)		
LITR	241	Intro to World Short Fiction (ENGL150)		
LITR	242	American Popular Literature (ENGL150)		
LITR	243	Literature and Film (ENGL150)		
LITR	251	World Drama (ENGL150)		
LITR	261	World Novels (ENGL150)	3	
LITR	280	Intro-American Folklore (ENGL150)		
LITR	286	Justice in Literature (ENGL250)		
LITR	306	Topics in Non-Western World Literature (LITR 250 with C or better)		
LITR	326	Children’s Literature (ENGL250 or ENGL211)		
LITR	328	Golden Age Children’s Literature (ENGL250 or ENGL211)		
LITR	330	Contemporary Literature (ENGL250 or ENGL211)		
LITR	343	Crime-Violence in Literature (ENGL250)		
LITR	371	Topics in Women’s Literature (ENGL250 with C or better)		
LITR	380	World Folk Literature (ENGL250)	3	
LITR	401	Major Literary Movements (ENGL250 and LITR250)		
LITR	402	Major Authors (ENGL250 and LITR250)		



<b>Portfolio Approval</b>			
<b>Electives to the minimum 120 credits required for this degree.</b>			
<b>Academic Minor: An academic minor of 18 – 24 credits is required, any approved minor is allowed (except teacher education minors). Students should consult their major advisor if uncertain as to an appropriate minor to select. For graduation, both the academic minor clearance form and this major audit form must be attached to the graduation application.</b>			

<b>Bachelor of Arts Core: 3 – 15 credits: 1) proficiency in a foreign language through the 201 level (third semester), this may be accomplished through any combination of approved assessment and course work; 2) COMM requirement, choose a second COMM course from the list of options required for general education (COMM 105, 121 or 221).</b>			

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ENGL 311 or 321 or 323 or 325		3	
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Course	Grade	Credits	
Lab			
<b>TOTAL</b>			
<b>C. QUANTITATIVE SKILLS</b>			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credits
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	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score $\geq$ 24	Score	

<b>D. CULTURAL ENRICHMENT 9 Sem Credits</b>		
Only approved "C" courses may count toward this category, excluding foreign languages numbered 101, 102, 201. Requirements: 1) one course must be 200+ level, 2) maximum 5 credit hours of music and/or theater activities may apply		
Course	Grade	Credits
200+ level course		3
<b>TOTAL</b>		
<b>E. SOCIAL AWARENESS 9 Sem Credits</b>		
Only approved "S" courses may count toward this category. Requirements: 1)two different subject areas including at least one "foundation" course, 2) one course at the 200+ level		
Course	Grade	Credits
Foundation		
200+ level		
<b>TOTAL</b>		
<b>F. GLOBAL CONSCIOUSNESS: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.</b>		
Course:		
<b>G. RACE/ETHNICITY/GENDER: Each student must complete one course from the list of qualifying courses presented in the FSU catalog. This course may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement.</b>		
Course:		

Sample Course Sequence: The following chart depicts one strategy to begin the program requirements. In order to complete this program in a four year plan, students must average 15 – 16 credit hours per semester. Students MUST consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

**FIRST YEAR**

**Fall Semester**

ENGL 150	3
MATH (by placement)	3 - 4
Foreign Language	4
COMM	3
General Education Elective	3
	16 - 17

**Spring Semester**

ENGL 250	3
MATH or General Education Elective	3
Foreign Language	4
General Education Elective	3
General Education Elective	3
	16

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## **Appendix N: Program Coordinator Duties**

### **Duties of the English B. A. Program Coordinator**

(The amount of time involved varies but it averages out to 8-12 hours a week.)

**Duties involve the following areas:**

#### **Meeting with students**

- Advise current students regarding program and CAS (gen ed) requirements; help them schedule courses; approve and make course substitutions when necessary.
- Approve any independent study which will be applied toward the program requirements.
- Meet with students interested in a program change; ascertain their career goals; explain all program requirements
- Communicate with majors regarding future course schedules, dept. colloquium talks, other events of interest, etc. This includes e mails/ writing letters as well as maintaining the English B. A. bulletin board.
- Conduct audits for seniors; file all necessary paperwork by specified deadlines.

#### **Coordinating English B. A.-related activities, events, and organizations**

- Help organize events for students .
- Sponsor or join Sigma Tau Delta and help students arrange meetings and activities.
- Attend events such as Shakespeare's Birthday Celebration and PRISM awards if students in the program are involved.
- Attend commencements.

#### **Scheduling and attending Senior Portfolio Presentations**

- Schedule presentations for the end of each semester in which there are graduates in the program.
- Meet with students prior to presentations to discuss selection of papers for their portfolios.
- Notify members of the English B. A. committee and other department faculty of the date of presentations and the students involved. Secure copies of the papers students will be presenting and making sure members of the B. A. committee get them in advance of the presentation.

**Promoting the program**

- Work for greater visibility of the program on and off-campus.
- Target potential on-campus students (such as those in the Honors College) and encourage them to consider the major.
- Help develop promotional materials for area high schools.
- Establish and maintain a FSU English B. A. website
- Work with CAS Dean's Office in their efforts to promote our majors.

**Chairing and serving on the English B. A. committee**

- Serve as chair of the committee; call meetings to discuss curriculum, program requirements, etc.
- Work with department head to file any necessary paperwork for changes in the program requirements.

**Coordinating the Advisory board**

- Serve as chair and schedule meetings twice a year. Organize the agenda and run the meetings.
- Seek out new members for the advisory board.

**Program review**

- Chair the program review committee, secure committee members, assign duties, schedule meetings, coordinate the production of the program review; oversee the drafts and final version of the program review document.