I. Program

1) Mission of the program
To provide life-long learners with opportunities for intellectual inquiry based on knowledge of major authors, genres within literary periods, and critical terminology

2) Ways in which the program supports Valley’s mission
The English program fulfills the College’s mission, “guiding students to succeed through personal instruction and intellectual inquiry.” A low faculty-student ratio allowing close personal interaction intensifies the development of writing skills, which enable graduates to succeed in any business; many pursue graduate study. English courses in particular use Socratic methods teach students to think critically by questioning conventional ideas and received values.

Through writing intensive courses using WAC principles of Writing to Learn and Writing to Communicate, English professors use writing assignments in and out of the classroom to help freshmen through senior students process content and learn more deeply. In this way and through its thorough study of language, literary history, critical theory, and creative writing, the English program superbly accomplishes the College’s most important goal, “developing interdisciplinary analytical and communicative skills, historical and cultural awareness, and critical and creative thinking.” And it further implements Missouri Valley College’s specific academic goals. Some English majors tutor other students in The Learning Center, thus providing them “support to achieve success.” With advanced degrees and scholarly publications, some with international reputations, faculty in English constitute “a dedicated, diverse . . . faculty well-educated and current in their fields” who set the benchmark for “high academic standards” in theirs and other programs on campus as well. Their commitments to “academic freedom” and “innovative teaching” have set the tone for a “campus environment conducive to learning and research.”

By attending professional societies, engaging in internships and study abroad, and contributing to the campus literary magazine and other student publications, English majors are among the most active in pursuit of the College’s goals with respect to “extra-curricular activities,” “service to the community,” and “applying academic learning in real-world settings.”

3) Goals of the program
Improve interdisciplinary analytical and communication skills
Enhance literary creativity and critical thinking
Develop literary research skills

4) Ways in which the program contributes to General Education
   Core I
   18-20 sections of EN 130 and EN 160 each semester
   7 sections of GS 010 College Reading and Writing in the fall, and 2-3 in the spring
   World Literature I and II, offered every year
   British Literature I and II, American Literature I and II, offered alternate years

5) Curriculum

   **English Major Core (required):**
   EN 220 Survey of American Literature I
   EN 225 Survey of American Literature II
   EN 230 Survey of British Literature I
   EN 235 Survey of British Literature II
   EN 326 Advanced Techniques of Composition
   EN 350 Modern Grammar
   EN 360 Survey of Linguistics
   EN 345 Literary Criticism
   EN 485 Senior Thesis--Students may write a substantive research paper on a literary
   topic, or they may write a collection of poems, a collection of short stories, a drama, a
   screenplay, or a novella.

   **Period Courses (choose three):**
   EN 372 Medieval and Renaissance Literature
   EN 381 Milton and the Age of Reason
   EN 371 Nineteenth-Century British Literature
   EN 383 American Romantic Literature
   EN 385 American Realism and Naturalism
   EN 380 Ethnic American Literature
   EN 391 Twentieth and Twenty-first Century Literature
   CL 300 Classical Mythology
   CL 315 Classical Drama
   CL 325 Greek and Roman Epic

   **Tools of Writing and Research: (choose one)**
   EN 310 Film Criticism and American Culture
   EN 327 Technical and Professional Writing
   EN 400 Creative Writing

   **Major Figures (choose one):**
   EN 425 Chaucer
   EN 429 Shakespeare
   EN 431 Major American Author(s)
6) Degree requirements
ETS Major Field Test in English

7) Any unique aspects of the program not otherwise addressed
NA

8) Brief description of the status of the discipline, including emerging issues and trends

According to a 2003 ADE report (the most recent report posted), the number of undergraduates majoring in English has increased from 50,920 in 2000 to 54,427 in 2003. Majors have been steadily increasing over the decades. However, the Digest of Education reports that 7.61% of all majors were in English in 1970 and that number has dropped to 4.14% in 1998 and 3.52 in 2008.

Michael Berube’s recent article “Changing Majors” (ADE 2011 Bulletin) discusses the reasons for the decline, citing $24,000 as the average debt load for graduating majors. The average English B.A. grad makes $39,611 according to the NACE web report on post grad salary offers in Spring 2011. This salary is a 6.6% increase from last year but the salary is still 37.7% percent lower than a mathematics major.

However, Louis Menand, writing for the ADE (2011), indicates that “these are humanities-wide problems” and NACE charts confirm this. Menand reports that many English academics think interdisciplinarity within English Departments could enliven the field, bring majors, and better prepare them.

Others disagree and have put forth anti-disciplinary approaches which “arise from criticism about the limitations of [the] discipline” like those of Feminists who now have Women’s Studies programs outside of our discipline (12). He goes on to discuss super-disciplinary (science should inform all English discourse); trans-disciplinary (students learn by doing/praxis oriented) and post-interdisciplinary (simplify, i.e. go back to our roots). But he ultimately concludes that other departments should accommodate English departments: we should “get other departments to care about what is done in English departments” in ways that connect students to the importance of studying literary texts and working on their writing skills. One way to begin, he suggests, would be for English Departments to offer courses in other disciplines that are directed at literature students/English majors (law and literature, for example) (16).

http://www.ade.org/bulletin/index.htm

II. Students/Faculty Information

1) Profile of current full time faculty
(Include an updated vita for each member.)
Note: Program faculty are those who taught at least one course in the program in the past year. The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2) Profile of current adjunct faculty and teaching loads

Note: Program faculty are those who taught at least one course in the program in the past year. Include all adjunct faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
<th># credit hours taught in program in past year</th>
<th># of advisees</th>
<th>Years of teaching and/or professional experience</th>
<th>Highest degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Eimers</td>
<td>Lang &amp; Hum</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>10 Ph.D.</td>
</tr>
<tr>
<td>Loren Gruber</td>
<td>Lang &amp; Hum</td>
<td>15</td>
<td>9</td>
<td>9</td>
<td>47 Ph.D.</td>
</tr>
<tr>
<td>John McLean</td>
<td>Lang &amp; Hum</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>41 Ph.D.</td>
</tr>
<tr>
<td>Sonya Veck</td>
<td>Lang &amp; Hum</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>12 Ph.D.</td>
</tr>
<tr>
<td>James Crozier</td>
<td>Lang &amp; Hum</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>16 Ph.D.</td>
</tr>
<tr>
<td>Harry Carrell</td>
<td>Communication</td>
<td>3</td>
<td>16</td>
<td>16</td>
<td>37 M.A.</td>
</tr>
<tr>
<td>Total credit hours</td>
<td></td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3) Course offerings this past year 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100-200 level</td>
<td>300-400 level</td>
</tr>
<tr>
<td>Face-to-face sections</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Studio sections*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Internships/practicums</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lab (face-to-face) sections</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Online sections</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arranged classes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classes total</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>General education classes offered**</td>
<td>23</td>
<td>0</td>
</tr>
</tbody>
</table>

* A studio class is defined as one that emphasizes skills and practical application, not lecture/discussion. Examples include studio art, performance theatre, and dance.

** Include all general education classes offered in your program area even if they are not part of the major requirements.

### 4) Faculty professional development activities
Dr. Eimers’s significant activities in the last five years include publication in Blackwell’s *Companion to Henry James*, Ed. Greg Zacharias (2008) and in *Searching for America: Essays on American Art and Architecture*, Ed. Robert Sheardy, Jr., Cambridge Scholars Press (2007); two presentations at the International Henry James Conference (2008 and 2011); chairing a panel at the International Henry James Conference (2011); three presentations at the national American Literature Association Symposium (2009, 2010, 2011); presenting at the International Willa Cather conference (2009); and serving as a grader for the AP Literature Exam (2010-11).

Dr. Gruber’s significant activities in the last five years include article publication: “Inwit in ‘Barfield’s’ Beowulf: Epic and Movie,” *In Geardagum* XXVII (2008). He has also published three freelance articles in *MoScribbles: Newsletter of the Society of Children’s Book Writers and Illustrators, Missouri and Arkansas* (2006, 2008, 2008); three freelance articles in *MoMuskie News* (2007, 2009, 2010); and one guest column in *The Storyteller* (2006). Dr. Gruber has attended several writers’ conferences, including the Ozark Creative Writers Conference (2006-2011); the Missouri Society of Children’s Book Writers and Illustrators (SCBWI) (2009) and The Missouri Writers Guild Conference (2011). He also attended the Missouri Association of English Teachers (MATE) Conference (2009). Dr. Gruber served the Iowa Poetry Association (IPA) as Semi-Annual IPA Workshop critic (2008, 2010), and he served as the IPA’s *Lyrical Iowa* contest judge (2006, 2007). He moderated one session and presented in another at the Mid-America Medieval Association (MAMA) Conference (2008). Dr. Gruber is enrolled in a course, “Beyond the Basics: Creating and Selling Short Stories and Articles” (2009 to present). He has completed his Young Adult historical adventure novel, which is undergoing major revisions, and he has completed the first of the historical adventure novel’s sequel.


Dr. Veck’s significant activities in the last five years include publication in *Standing in the Shadow of the Master* by Cambridge Scholars Publishing (June 2010) and in *The Canterbury Tales Revisited* (July 2008) also by Cambridge Scholars Publishing; presenting at the Leeds International Medieval Congress (2008 and 2011); chairing a panel at the 2011 Leeds International Medieval Congress; presenting at the Medieval Association of the Midwest conference (2010); and presenting at the Kalamazoo International Medieval Congress (2010).

Dr. Crozier’s significant activities in the last five years include a presentation at the Classical Association of the Middle West and South’s Southern Section conference, a presentation for the Z-Arts Springdale Humanities Lecture Series, authoring three online teaching publications for
the University of Missouri’s Mizzou Online program, and serving as a grader for the AP Latin Exam.

A veteran high school classroom teacher, Harry Carrell became the resident authority on Young Adult Literature in the Marshall School District. In the last five years he attended the Kansas Society of Children’s Book Writers and Illustrators Conference (SCBWI) (2009), finished and submitted his YA novel for publication (currently under consideration), and edited another YA novel for a colleague.

5) Student information this past year

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Majors</td>
<td>7</td>
<td>13</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Minors</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Graduating seniors</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

6) Number of graduates over last five years

- 2007: 3
- 2008: 6
- 2009: 3
- 2010: 7
- 2011: 1

Total: 20

7) Any available relevant information such as job placement of graduates, student performance on licensure/certification exams, alumni and employer surveys, etc.

Bryan Gaskill (2008), High School English teacher, Marshall, MO
Norine Gaskill (2008), Librarian, Missouri Valley College, MO, pursuing an M.S. in Library Science
Megan Bolling-Garcia (2009), Administrative Assistant, Thomas E. Bolling Law Offices
James Ryan Adkins (2010), M.A. program in creative writing, U. of South Dakota
Lindsey Simmons (2010), M.A. program in creative writing, U. of South Dakota; applying for law school for 2012
Lisa Bakert (2010), High School English teacher, Malta Bend, MO
Alayna Palmer Haneken (2010), M.F.A. program, Spalding University
Audrey Durrell Peters (2010), applied for Library Science M.A., U of Central Missouri. Assume she was accepted.

III. Program Assessment and Planning

1) Student learning outcomes of the program
Knowledge of the development of the English language from its beginnings to the present
Knowledge of authors of diverse backgrounds
Knowledge of major literary movements
Ability to write logical arguments, professional prose, and creative works
Ability to explicate literature

### Course map

<table>
<thead>
<tr>
<th>COURSES</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of knowledge of the development of English language</td>
</tr>
<tr>
<td>EN 200, World Lit I</td>
<td>X</td>
</tr>
<tr>
<td>EN 201, World Lit II</td>
<td>X</td>
</tr>
<tr>
<td>EN 220, Am Lit I</td>
<td>X</td>
</tr>
<tr>
<td>EN 225, Am Lit II</td>
<td>X</td>
</tr>
<tr>
<td>EN 230, British Lit I</td>
<td>X</td>
</tr>
<tr>
<td>EN 235, British Lit II</td>
<td>X</td>
</tr>
<tr>
<td>EN 310, Film Crit</td>
<td>X</td>
</tr>
<tr>
<td>EN 315, YA Lit</td>
<td>X</td>
</tr>
<tr>
<td>EN 326, Adv. Comp</td>
<td>X</td>
</tr>
<tr>
<td>EN 327, TechWriting</td>
<td>X</td>
</tr>
<tr>
<td>EN 345, Lit Crit</td>
<td>X</td>
</tr>
<tr>
<td>EN 350, Grammar</td>
<td>X</td>
</tr>
<tr>
<td>EN 360, Linguistics</td>
<td>X</td>
</tr>
<tr>
<td>EN 372, Medieval &amp; Renaissance</td>
<td>X</td>
</tr>
<tr>
<td>EN 381 Age of Reason</td>
<td>X</td>
</tr>
<tr>
<td>EN 371, 19th-C British</td>
<td>X</td>
</tr>
<tr>
<td>EN 380, Ethnic</td>
<td>X</td>
</tr>
<tr>
<td>American</td>
<td>x</td>
</tr>
<tr>
<td>-------------------</td>
<td>---</td>
</tr>
<tr>
<td>EN 383, American</td>
<td>x</td>
</tr>
<tr>
<td>Romantic</td>
<td></td>
</tr>
<tr>
<td>EN 385, American</td>
<td>x</td>
</tr>
<tr>
<td>Realism</td>
<td></td>
</tr>
<tr>
<td>EN 391, 20 &amp; 21st-C</td>
<td>x</td>
</tr>
<tr>
<td>EN 400, Creative</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>EN 425, Chaucer</td>
<td>x</td>
</tr>
<tr>
<td>EN 429, Shakespeare</td>
<td>x</td>
</tr>
<tr>
<td>EN 431, Major Amer</td>
<td>x</td>
</tr>
<tr>
<td>EN 485, Sr Thesis</td>
<td>x</td>
</tr>
<tr>
<td>CL 300 Myth</td>
<td>x</td>
</tr>
<tr>
<td>CL 315 Drama</td>
<td>x</td>
</tr>
<tr>
<td>CL 325 Epic</td>
<td>x</td>
</tr>
</tbody>
</table>

2) Means of assessing student learning outcomes
   2. Senior Thesis.

The ETS bubble test covers knowledge in four areas: Literature 1900 and Earlier, Literature 1901 and Later, Literary Analysis, and Literary History and Identification. The score range for the total scaled score is 120-200 and for subscores the score range is 20 to 100. The Student Learning Outcomes it measures are Knowledge of the development of the English language from its beginnings to the present; Knowledge of authors of diverse backgrounds; Knowledge of major literary movements. Direct measure.

The senior thesis is one of the following: a substantive research paper on a literary topic, a collection of poems, a collection of short stories, a novella, or creative non-fiction. The student learning outcomes it measures are Ability to write logical arguments, professional prose, and creative works; and Ability to explicate literature. The criteria for evaluation are slightly different for research and creative theses. Direct Measure.

3) Evaluate effectiveness of assessment methods used
   Because the ETS Major Field Test in English is similar to the GRE and the GRE subject test in that they are given nationally, it has proven to be an accurate assessment of where our students
rate in comparison to other programs. One weakness is that we often have fewer than five students take the exam, which makes it difficult to draw solid conclusions from the data.

The Senior Thesis does incorporate all of our program goals, and its critical introduction indicates whether students can apply what they have learned in the program.

4) Summarize improvements made based on the results of the assessment
Because of weaknesses in areas like Literary Criticism, the English faculty restructured Senior Thesis for the 2007 catalog and added a course in Literary Criticism. Other aspects of the program curriculum have also been revised in the past five years based on weaknesses found through the ETS exam. For example, we combined several of the upper-division period courses so as to offer our students breadth and depth. We also eliminated the genre courses in short story and drama because the ETS does not measure knowledge in those areas, which reflects a larger trend in the discipline away from genre courses.

5) If applicable, brief analysis of grade patterns of courses with high failure rates and/or withdrawals and action plan for student improvement in these courses

NA

IV. Facilities and Resources

Address adequacy of resources and support services (for example, library, laboratories, equipment, space, personnel) for meeting program goals.

The resources and support services necessary for our first two program goals (1. Improve interdisciplinary analytical and communication skills and 2. Enhance literary creativity and critical thinking skills) are adequate, though our program would benefit from hiring a faculty member with a degree in Rhetoric and Composition to add depth to our ability to teach analytical and communication skills to freshmen through senior students. We also lack a faculty member with expertise in contemporary British literature. In the other areas of literary expertise, our faculty members complement each other well.

Our third goal, to develop literary research skills, would benefit from more depth in our library resources. Last year we did not have access to the primary database in our discipline, the MLA Bibliography, because the cost was prohibitive, and it showed in the research our students were able to accomplish. This year our access has been restored, and we hope to keep that database. Additional database access, such as Project Muse, would also benefit our students by giving them instant full-text access to many more literary articles.

As for the book collections, the Murrell Library Director, in addition to selecting well-reviewed titles in outlets such as Choice and Library Journal, purchases other books and dVd’s through a cooperative effort with the English faculty. Our students also frequently use MOBIUS to get books from other libraries because our collections of new scholarly books are limited by space and budgets.

V. Strengths, Weaknesses, Opportunities, and Threats (SWOT)

1) Strengths, weaknesses, opportunities, and threats that support or impede achievement of program goals
**Strengths:** Faculty with Ph.D.s who keep current in their area of expertise
small classes
low student-faculty ratio
combined, the faculty’s areas of expertise are fairly comprehensive
several faculty members have experience outside academia in relevant areas like journalism

**Weaknesses:** little faculty expertise in late twentieth and twenty-first century literature, especially British
world literature is not emphasized in our program
faculty have heavy teaching loads, especially with lower-division writing courses
small classes offer fewer points of view
recruiting new majors to the program

**Opportunities:**
*The Purple Patch* is a unique opportunity for students to learn literary editing
In the past five years we have added two new faculty members, recent graduates, who bring knowledge of current trends in the discipline.
There is the opportunity to start a Master’s in English program, provided our library resources become stronger and other factors fall into place.

**Threats:**
Losing faculty due to low salaries, high teaching loads, and high expectations for committee work and other campus responsibilities
As the literacy of incoming students continues to decline, we may have fewer and fewer English majors
Online classes may take away from our FTF enrollment if we move to offering an online program
Other colleges’ programs—nearly every school offers an English major

2) Comments from external reviewer(s)

VI. Conclusion and Vision

1) Status of program: growing, static, or declining
Based on the number of majors, our program seems to be in a slight decline at a time when the skills our program teaches are more important than ever.

2) Major strengths/accomplishments of the program over the last five years
The program has been restructured to improve our students’ knowledge and skills in preparation for grad school or employment after college.
We continue to place emphasis on hiring faculty members with terminal degrees, which increases the rigor of our upper-division courses.
3) Vision statement of what the program members would like the program to be in five years (improvement goals)

We would like to increase the number of majors and minors, and to emphasize skills that students who don’t plan to teach or to attend graduate school will need to get hired with an English degree.

According to ETS results, our students’ knowledge of literature after 1900, particularly British and other world literature, is the weakest and needs improvement.

Though technically not a part of our program, first-year composition should be a priority in the next few years. We would like to see increased continuity among our first-year writing instructors in terms of course content and grading, and slightly smaller class sizes.

4) Strategies and resources required for achieving the program vision

(Identify recommendations for improvement that are in the control of the program and those that require action at higher levels.)

To increase the number of our majors, we need to consider ways to incorporate other options for career paths into our Senior Seminar—how to enter government, publishing, or business work with an English major. Teaching toward wider job placement could help us with recruiting majors. We could add a course in Grant Writing to our curriculum. Keeping our website updated and keeping a high profile for Sigma Tau Delta and The Purple Patch will be important. Implementing an Honors Program would also bring to campus more students who are more likely to be interested in an English major or minor. We will need to brainstorm additional strategies for recruitment.

To address the other two vision statements, the current faculty would like to hire one faculty member with expertise in composition studies and twentieth-century British literature. This person would direct developmental and first-year composition in addition to teaching GS 010, EN 130, EN 160, EN 391, and perhaps EN 235. Having an expert to calibrate our grading, lead textbook choices, work with the Learning Center and the WAC coordinator, and organize regular sessions of pedagogical exchange among our first-year writing instructors would go a long way towards improving the literacy skills of our students. And since we recruit more majors in composition classes that are taught by full-time English faculty, we could increase the number of our majors this way, too. To hire an additional faculty member, we need budget approval and office space.

A bi-annual lecture or reading series that brings in scholars from area colleges could raise the profile of our major on and off campus. Funding for such a project would require a budget of approximately $2000/year.