

DEPARTMENT OF ENGLISH, THEATRE, AND LANGUAGES**ACADEMIC PLAN, 2002-2007 (2001, updated Spring 2004)****CONTENTS OF THE PLAN****I. INTRODUCTION: STATUS OF ENGLISH, THEATRE, AND LANGUAGES****II. THE ENGLISH, THEATRE, AND LANGUAGES PLANNING PROCESS****III. UNCP ASSUMPTIONS THAT AFFECT THE ETL ACADEMIC PLAN****IV. ENGLISH, THEATRE, AND LANGUAGES: MISSION 2001****V. ENGLISH, THEATRE, AND LANGUAGES: GOALS AND OBJECTIVES 2001****VI. ENGLISH, THEATRE, AND LANGUAGES: ACTIONS, SUPPORT, AND EVALUATION****I. INTRODUCTION: STATUS OF ENGLISH, THEATRE, AND LANGUAGES**

The Department of English, Theatre, and Languages of the University of North Carolina at Pembroke exists for the common good of its students, of the campus community, and of a rational and humane society. The Department offers distinctive, realistically conceived, and well-executed programs for (1) The English major, (2) the student seeking North Carolina Teacher Licensure in English, grades 9-12 (program approved by NCTE), (3) the Theatre major, (4) the General Education student, served by a strong Composition program and a wide choice of courses, **(5) the Spanish Major and (6) the student seeking North Carolina Teacher Licensure in Spanish**, (7) the Foreign Language student (French, Spanish, German, and Italian); (8) the Education major seeking an academic concentration in English or Spanish; (9) the student majoring in another subject who wishes to develop a minor in an area of English, Theatre, **Spanish**, or other area (including Creative Writing and Speech), or simply to choose an elective or two; and (10) the in-service teacher, or college graduate with a background in English or a related discipline, seeking an M.A. or postgraduate work in English Education. The Department recognizes that each program has distinctive philosophy and specific objectives, which is made clear to students involved in each program.

PROGRAM AREA 1. THE ENGLISH MAJOR AND TEACHING LICENSURE IN ENGLISH AND MIDDLE GRADES LANGUAGE ARTS

The English Major

Strengths: Students who major in English are served by a faculty who have recognized qualifications in their instructional areas and work closely with students in classes of manageable enrollment. English majors currently take many courses in common, including a core of speech, foreign language, and four literature surveys as well as three required upper-level courses: Shakespeare, Literary Analysis, and Senior Seminar. Choices are offered at the upper level in literature, language, and writing.

Problems and Improvement Plans: During the 2000-2001 academic year members of the Department of English, Theatre, and Languages held a series of five meetings (ROME: Revising our Major in English) to discuss possibilities for changes in the English Major. These meetings will continue into fall 2001, with the expectation that, based on the discussions and polls in these meetings, the English Committee will bring to the department for a formal vote a program package that will allow us to take a redesigned program through the University committees for program implementation in the 2002-2003 academic year. Changes that are likely to be made are based in part on two previous departmental self-studies, feedback from students, and ETL faculty reflections. These changes will involve adding, deleting, and redefining current courses in the program with a view to offering students more choices and greater flexibility.

The English Education Program (licensure for teaching and related programs for teachers).

Strengths: English Education Majors complete the same program as English majors and take an additional 29 hours in Education and English Education coursework, including a teaching internship. English Education courses are taught by four faculty members, all with secondary teaching experience, who give students multiple perspectives on teaching the English language arts. The English education program, approved by the National Council of Teachers of English, helps prospective teachers develop a personal philosophy of teaching as it prepares them to become effective teachers of writing, reading, speaking, listening, and viewing. This program shows prospective English teachers that no facet of English can be taught in isolation, and it inspires them to become creative, original, willing, positive, untiring, and resilient. The English area of the department also takes seriously its commitment to majors in other areas of education by offering courses for an Academic Concentration, for Middle Grades Language Arts licensure, and, most recently, for a proposed program leading to add-on ESL licensure. Since the English Academic Concentration and Middle Grades Language Arts licensure programs correlate closely with the English Major and English licensure, students can move between programs.

Problems and Improvement Plans

Majors in English Education, as in other secondary education fields, are more and more frequently choosing to forego the requirements of secondary English Education licensure, graduating with a degree in English and then entering the public school English classroom as lateral entry teachers. This issue has caused us to re-examine our philosophies, our service orientations, and our course scheduling. The English Education program is under review, based on faculty and student input, as we the review and improve the English major. Changes in the program will also bring changes in programs for Middle Grades Language Arts Licensure, the English Academic Concentration, and ETL Minors.

PROGRAM AREA 2. THE THEATRE MAJOR

Strengths: The Theatre Program of the ETL Department is fairly complete for a small theatre program within a liberal arts format. Of particular note is the breadth of experience of faculty members in this program; in part due to the relationship of the program to the Givens Performing Arts Center. The current four faculty and staff interact closely with students to provide a high degree of personal student-faculty contact. Also, the unique relationship with the Performing Arts Center provides the theatre program students with experiential theatre opportunities and work that are unavailable in many other theatre programs. Our students work, interact with, and gain from a variety of professional and non-professional groups who use the stage and facilities. They have opportunities and responsibilities unusual in a program of this size.

Problems and Improvement Plans: Areas in which the Theatre Program should provide an improved environment for students and faculty include: definition of faculty organizational responsibility, improving service and expanding production opportunities for students, recruiting, and developing a scholarship/financial assistance program.

1. Over the past several years the University Theatre program has been diminished due to the increased GPAC-related administrative workload on two faculty/staff positions. Faculty/staff has less time to spend with students than before, and University Theatre productions have less time in the facility due to increased GPAC facility use. Re-organization of faculty/staff responsibility and adding a faculty position is necessary to improve this situation. Presently, two members of the faculty/staff report to two different offices of the University. This organizational pattern creates an unfair work load, an unfair means of work evaluation and an unstable and uncomfortable employment atmosphere for these people. If this problem is not corrected, the turnover in personnel will continue at an abnormal rate, and University Theatre will be inhibited from expanding its production schedule and improving service to students.

2. Scholarship/financial assistance plans/funds are needed to make our program competitive with the other programs in the state and in the state university system. Presently, we support students on the work-study program, the incentive scholars program (when interested students are available), and through two technical assistantships which support the student's work for the University Theatre.

3. In the area of recruiting, our efforts have been limited. The program needs to establish a formal plan for recruitment.

PROGRAM AREA 3. THE SPANISH MAJOR

Strengths: Students who major in the new Spanish program are served by faculty who are native speakers, have recognized qualifications in instructional areas, and work closely with students in classes of manageable enrollment. Current faculty and staff interact closely with students to provide a high degree of personal student-faculty contact. Furthermore, faculty's organization of and involvement in Hispanic cultural activities and sponsoring of the Latin American Student Organization on campus benefit all UNCP students with cultural exposure they would not enjoy otherwise.

Problems and Improvement Plans: 1) Continue participation in all recruitment opportunities that coincide with the university's recruitment efforts, and by distributing Spanish brochures in area schools; 2) develop a scholarship/financial assistance program, especially for students traveling abroad; 3) currently there is no mechanism for assessing the appropriate course placement for students new to the program: a placement test needs to be developed; 4) continue to create opportunities for and encourage students to participate in study abroad programs.

The Spanish Education Program (licensure for teaching and related programs for teachers).

Strengths: Spanish Education Majors complete the same program as Spanish majors and take an additional 23 hours in Education and Spanish Education coursework, including a teaching internship. Spanish Education courses will be taught by faculty with extensive teaching experience in the USA as well as in Latin America, who give students cross-cultural perspectives on teaching the Spanish language. The Spanish Education program helps prospective teachers develop a personal philosophy of teaching as it prepares them to become effective teachers of writing, reading, speaking, listening, and viewing. The Spanish area of the department also takes seriously its commitment to majors in other areas of education by offering courses for an Academic Concentration.

Problems and Improvement Plans: Make initial contacts with public school teachers. Cooperate with School of Education regarding issues related to Hispanic cultures.

PROGRAM AREA 4. PROGRAMS FOR ALL UNDERGRADUATE STUDENTS

The Composition Program and University-Wide Writing

Strengths: Courses in the composition program are taught by a faculty with a clear commitment to freshman composition and diverse teaching experience. Class size is, at least initially, set at no more than twenty for ENG 105 and 106 and no more than fifteen for ENG 104. In addition, for the past two years the department has made available annually at least one section of 105 and 106 that focuses on the ESL population. All courses have access to the two computer labs in Dial Building. Course guidelines, grading rubrics, and other information about the program are easily accessible through the department website. The University Writing Center, which is located in the building, has a trained staff of students, and its director, who is completing a doctorate in composition studies, is available several hours a week to assist with classes and conduct workshops. The director of composition sends letters to students who are missing class and regularly talks with students who are having problems in the program. The director of the writing center and the director of composition are currently conducting a study of student progress through the program.

Problems and Improvement Plans:

The ETL department recognizes that the methods, approaches, and philosophy of composition studies have changed considerably in recent years. With enrollment increases and faculty turnover, the composition faculty recognizes a need for continued professional development in the area of composition, a system for integrating new instructors and adjunct faculty into the program, and reexamination of the

use of technology and computer labs for composition. As we integrate portfolio use and assessment into the composition program, the composition faculty will engage in continuous review of program goals and course objectives as well as the portfolio process itself. The composition faculty also recognizes the importance of improved communication between the Composition Program and the University.

The Foreign Languages Program (Spanish, French, and others)

Strengths: Foreign language study makes all students aware of the importance of understanding other languages and cultures. The foreign language program also helps students who are native speakers of a language, especially Spanish, move beyond colloquial spoken language to improve their use of formal language and written language. Formal language study helps all students compete more effectively in the global marketplace, whether in the local schools, medical and social services or corporate business. The Spanish program and Latin American Students' organization are active in outreach to the Hispanic populations of surrounding counties.

Problems: There is no language laboratory, an unusual situation for a four-year institution of higher learning. The program needs more qualified faculty who not only have formal degrees but also native or near-native fluency. Currently there is no mechanism for assessing the appropriate course placement for students new to the program, and languages other than Spanish are taught only by adjunct faculty.

The ETL department needs more qualified foreign language faculty who have not only formal degrees, but also native or near-native fluency. Languages other than Spanish are taught only by adjunct faculty. Explore avenues that will allow us to offer more choices of foreign languages. Dialogue with other departments to require students to study foreign languages.

The Speech Program

Strengths: Courses in the speech program are taught by faculty well trained in the extremely sensitive area of speech improvement. Students receive personal attention both in class and in out-of-class conferences.

Problems: Since only freshmen and transfer students entering with fewer than fifteen hours are tested for oral proficiency, not all students who should receive help in this area are identified. The testing method relies heavily on reading and one-way communication.

Creative Writing

Strengths: Courses in Creative Writing are taught by four award-winning, published poets and fiction writers who have an abiding commitment to their students and to teaching. In the past two years, the department has seen a substantial increase in enrollment in our creative writing classes. To accommodate student demand, we now offer the introductory creative writing course every semester rather than once year. We still have to turn students away, since small class size is essential. Many students who enroll in the introductory class, in turn, wish to develop further their writing skills in advanced creative writing. The spring 2001 publication of the first student-run literary magazine at UNCP, funded by an ETL grant and the UNCP Foundation and edited by two senior English majors and designed by a computer editing class, clearly shows student interest in and dedication to creative writing. The Creative Writing faculty are developing a proposal for a Minor in Creative Writing.

Problems: Students interested in creative writing currently have only two undergraduate courses available to them, and they have requested additional course offerings.

ESL Licensure

Strengths: As of Fall 2001 and in the UNCP will be the only institution in a 100-mile radius to offer the add-on ESL licensure program.

Problem: Due to faculty responsibilities in other areas, each ESL course can be repeated only every other year; therefore, the program cannot be completed in less than two years.

PROGRAM AREA 5. THE M.A. PROGRAM IN ENGLISH EDUCATION

Strengths: Courses in the Graduate Program in English Education at UNCP are taught by faculty who are published scholars in their fields and highly dedicated, award winning teachers. Students obtain personal attention from faculty because of small class size and numerous opportunities for conferences and out-of-class interaction. Students seeking advanced licensure have the advantage of being able to apply course work directly to their teaching; these students work with graduate faculty, **six** of whom hold Advanced NC Licensure. Faculty organize opportunities for M.A. program students and graduates to present course projects at meetings of the North Carolina English Teachers' Association.

The Program continuously assesses and responds to local needs and includes program graduates and other regional educators in its program planning. In summer 2001, the program offered its first study abroad course, American Writers in Paris, **which is being offered again in spring 2004**. Addressing the ever-growing non-English speaking population in the area, the ESL component in the Program leads to add-on ESL licensure, the only such program within a 100-mile radius. The Program also seeks to cultivate the history and tradition of the region by addressing the feasibility of an emphasis on Native American literature.

The program and courses offered in it have grown markedly **by about 50%** since 2001 for various reasons. Local counties are providing financial assistance to teachers who pursue graduate degrees, many teachers are eager to obtain M licensure, the ESL offerings attract teachers seeking ESL add-on licensure.

Two new programs are planned: an MAT, to begin Fall 2004, and an MA in English, to begin Fall 2005.

Problems: The program must rely solely upon enrollment of persons living in surrounding counties. In the past three years, we have succeeded in attracting only one foreign graduate student. Although our ESL course have attracted students seeking add-on licensure, these students sometimes have advanced degrees and enrollment in individual ESL courses has not translated into matriculation in the program. The dial Building provided classrooms, computer labs, and offices—all useful to instruction and advisement, but that building provides no facilities specifically dedicated to fostering an environment conducive to advanced learning and collegial exchange. Another problem is that faculty responsibilities in other areas limit course offerings both in the M.A. program and in add-on ESL licensure, so that neither program can be completed in less than two years.

PROGRAM AREA 6. SUSTAINING AND IMPROVING TEACHING, RESEARCH, AND SERVICE

Strengths: The English, Theatre, and Languages department faculty is recognized throughout the university for excellent teaching, scholarly and creative achievements, and service to the University and the wider community. The department Chair has supported faculty with especially demanding projects in their requests for reassigned time.

Problems: Recent departmental and university planning projects have taken considerable faculty time and detract from teaching responsibilities.

Teaching

Strengths: The ETL department faculty is recognized throughout the university for teaching excellence. Two ETL faculty have been honored with Board of Governors Teaching Awards and nine have received Outstanding Teaching awards. The effectiveness of teaching and high expectations for student learning are enhanced by manageable class sizes. The faculty is also active in contributing to and participating in faculty development activities. The department has recently expanded opportunities for students to take online courses, including ENG 203 Introduction to Literature and ENG 221 Major American Authors. So far, enrollment has been high in these courses, and students are starting to request more such courses.

Problems and Improvement Plans:

As the demand for online courses increases, the department may need to examine its offerings of online courses. Currently few department faculty members have the training or inclination to offer such courses.

Scholarship and Creative Work

Strengths: The department of English, Theatre, and Languages faculty are among the most active on campus in scholarship and creative work. The ETL Department upholds its present commitment to scholarship and creative work that may take a wide variety of forms: scholarly publications (such as books and journal articles, manuscripts in progress, online publications, and reviews); conference presentations (including organizing and chairing sessions and conferences), editing (journals, anthologies); creative work related to the theatre; creative writing; and grant writing and administration as they further these areas. In addition, it affirms the importance of the scholarship of teaching.

In support of scholarship within the department and on the campus, the department sponsors the ETL Forum, at which faculty members present academic papers before or after delivering them at conferences..

Service to the University, Professional Service, and Outreach to the University and Community

Strengths: The department of English, Theatre, and Languages faculty is one of the most active on the campus in university, professional, and community service. In University Governance, two or three ETL faculty members are usually on the Faculty Senate and ETL faculty have served often as Senate Chair, Secretary, and Committee and Subcommittee Chairs and in other important governance roles, including Faculty Assembly Delegate and member of the Committee on Promotion and Tenure. Department faculty have served since 1987 as UNCP Catalog editors.

The department also has a long history of providing programs, publications, and activities that enhance the intellectual and creative life of the university. ETL's* *outreach programs* expose teachers, members of the community, and our own students, both majors and non-majors, to ideas, practices, and writing, both creative and critical, to which they might not otherwise have access.

1. *Pembroke Magazine*, founded in 1969 by the late Norman Macleod and edited by poet Shelby Stevenson since 1979, publishes both beginning and established writers. Its mission is to publish the best writing in North Carolina and in the world--poetry, fiction, and essays. Its scope is international, having featured African-American, French, German, Irish, South Korean, Scottish, Asian Indian, and American Indian writers. Published annually, this literary magazine is indexed by the Index of American Periodical Verse (Metuchen, NJ: Scarecrow Press), the *MLA International Bibliography*, and the *Annual Index to Poets in Periodicals* of the *American Humanities Index*.

2. The University Theatre, a performance program housed in the Givens Performing Arts Center, provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

3. A Visiting Writers' Series brings to campus contemporary authors from North Carolina and other areas..

4. A successful one-day on-campus conference on the work of a North Carolina author, Jill McCorkle (2001), brought to campus the author and scholars of her work from many institutions. A similar conference is planned for 2002 on another successful North Carolina author, Robert Morgan.

5. For four years, the department-sponsored Dialogue on Teaching Writing, in which area community colleges participate, has promoted dissemination and discussion of writing programs and pedagogy.

6. Publications for student writers (as of 2001) include the *Aurochs*, a student-edited literary magazine, and *Re-visions*, a collection of the best student essays of the year.

7. The Sigma Xi chapter of Sigma Tau Delta, the National English Honor Society sponsors poetry readings and supports the Visiting Writers Series.

8. The Life of the Mind series is a bi-monthly forum for presentation of faculty research organized by ETL chair Thomas J. Leach that has flourished on campus since 1985.

9. Spanish faculty sponsor a Hispanic Film Series.

II. THE PLANNING PROCESS

Faculty involved in the various program areas of English, Theatre, and Languages meet regularly to review their programs and develop plans for improvement, and several major efforts were underway before the new planning process was proposed. The graduate committee and graduate faculty devoted two years to designing and implementing a revised M.A. program that in 2000 won approval to grant the new M license, and this semester planned an add-on licensure program in ESL. The composition committee and faculty have been meeting for three semesters to review course criteria and assessment and move toward replacing a common exam essay with portfolio assessment. In 2000-2001 the English committee and English faculty have met several times a month to set parameters for a revised English Major, which will be designed this summer and next fall. The foreign language program has spent over a year seeking a replacement for a retiring language professor. Several faculty members are involved in three or even all of these labor-intensive planning initiatives.

Between March 12, 2001, and April 30, 2001, the ETL faculty has engaged in a systematic planning process that included two planning meetings of the entire department, additional meetings of the chair with program coordinators and a small planning committee, and dissemination on the department listserv of specific program plans, as prepared by program coordinators, program committees, and other faculty. The first rough draft of the document, compiled by a faculty member serving as editor, was available for the department to review on April 23 and discussed at the regular department meeting of April 26. At an April 30, 2001 meeting, attended by most of the full-time faculty, the goals and objectives were reviewed, streamlined, and prioritized.

In early May, program coordinators whose objectives were modified (and others who wanted to make changes) revised the objectives/actions sections and e-mailed them to the plan editor, who incorporated them into Draft 2 of the plan document, available for faculty review. In late May and early June the document was reviewed by the outgoing ETL Chair and revised by the incoming ETL Chair. Draft 3 will be submitted to the Acting Dean of Arts and Sciences and the Provost.

III. ASSUMPTIONS

Based on the list of UNC Pembroke Assumptions for the 2002-2007 Academic Planning Process (5 Jan. 2001), the Department of English, Theatre, and Languages particularly recognizes the following: the UNC system expects faculty resources to be used efficiently; new initiatives should not come at the expense of existing programs, undergraduate education remains the primary focus of UNC Pembroke's mission, the undergraduate population will increase and include more community college transfers and mature adult students; work force changes will create a need for new types of courses; UNCP serves primarily Southeastern North Carolina; technology and online education will increase in importance in undergraduate education; the region will look to the university for cultural and arts activities; and the University will maintain its reputation as responsive to community needs.

In accordance with such assumptions, the Department of English, Theatre, and Language expects that:

1. The Department will continue to offer challenging undergraduate majors and minors in English.
2. The Department will continue to educate effective English and Language Arts teachers and to provide education majors with English and Spanish Concentrations; it will also implement ESL add-on licensure.
3. The Department will support the General Education program with courses in Composition, Literature, Theatre, Foreign Languages, Speech, and Creative Writing.
4. The Department will continue to offer a challenging graduate program in English Education.
5. The Department will maintain and enhance its reputation for excellence in undergraduate and graduate teaching.
6. The Department will maintain and enhance its commitment to scholarship and creative work by faculty and students.
7. The Department will maintain and enhance its commitment to service to the University and cultural, artistic, and educational outreach to the community.

IV. ENGLISH, THEATRE, AND LANGUAGES MISSION AND VISION 2001

The mission of the **English, Theatre, and Language Department** is to provide students with a comprehensive education within the liberal arts framework of the University. The Department provides baccalaureate degrees in English and Theatre, licensure in English Education, and undergraduate programs in composition, foreign languages, speech, and creative writing, as well as a graduate program in English Education. Graduates of our programs should be able to enter the workforce, to enroll in and complete graduate study, to compete and progress in their professions, and to possess an enhanced appreciation for all aspects of our language and our culture. No less important is the Department's mission to non-majors who fulfill General Education and other requirements through courses which improve their skills in and appreciation of spoken and written languages. In support of this mission and vision, each program has a focused mission. The English, Theatre, and Languages Department fosters an environment where its faculty members sustain and enhance their commitment to excellence in teaching, scholarship and creative work, and service to the university, professions, and the community.

The mission of the **program in English** is to provide students with the knowledge, skills, and habits of mind associated with the study of literature and language within the liberal arts framework of the University. The program in English Education builds upon this foundation to prepare effective teachers of secondary English and middle grades language arts.

The mission of the **Theatre Program** of the English, Theatre and Language Department is to provide our students with a comprehensive theatre background within the liberal arts framework of the University. Through an academic program covering most aspects of theatre study and a planned experiential program involving the practice of theatre production, the program strives to provide a complete theatre education. Our graduates should be able to participate in entry level positions in the theatre workforce, to enroll in and complete graduate school successfully, to work in community and regional theatres throughout their productive lives, and to have an enhanced appreciation for all aspects of theatre performance from the point of view of either participant or audience member.

The department mission in the area of **Composition** follows the stated Objectives for General Education, found in the University catalog, "The UNCP graduate should communicate effectively in writing and in speaking."

The mission of the **Foreign Language Program** is to introduce students to serious foreign language study through the four skills of reading, writing, speaking and listening and to encourage those who already have experience with the target language to pursue language study in more advanced grammar, composition and conversation courses, literature and culture and civilization.

The mission of the **Speech Program** is to enhance students' oral communication skills as they prepare to function effectively in academic and workplace settings

The mission of **Creative Writing** is to provide quality instruction in creative writing for interested students, to support *Pembroke Magazine*, to support a student literary magazine, and to promote creative writing at UNCP in various other ways.

The mission of the **add-on ESL licensure** program (graduate and undergraduate) is to train teachers for the area's elementary and secondary schools and community colleges so that they can meet the challenge of teaching the rapidly increasing population of students with limited English proficiency.

The mission of the **Graduate M.A. program in English Education** is to provide, for persons from this region and beyond it, a high quality post-baccalaureate education in English for practicing teachers and others seeking a degree or graduate courses for various professional and personal reasons.

V. ETL GOALS AND OBJECTIVES, 2002-2007 (updated 2004) *indicates priorities

GOAL 1. TO OFFER A HIGH QUALITY BACCALAUREATE EDUCATION FOR MAJORS IN ENGLISH AND FUTURE TEACHERS.

***Goal 1. Objective 1.** Offer a redesigned major in English, beginning in the 2002-2003 academic year.

Goal 1. Objective 2. Attract and retain a strong population of undergraduate English and English Education majors.

Goal 1. Objective 3. Continue and increase among English majors the pursuit, presentation, and publication of original research under faculty supervision.

GOAL 2: TO OFFER A HIGH QUALITY BACCALAUREATE EDUCATION FOR MAJORS IN THEATRE

***Goal 2. Objective 1.** Assure continuous improvement of the Theatre Program

Goal 2. Objective 2. Reach new populations for theatre.

Goal 2. Objective 3. Increase student financial assistance in theatre.

GOAL 3: TO OFFER A HIGH QUALITY BACCALAUREATE EDUCATION FOR MAJORS IN SPANISH

GOAL 3: TO OFFER HIGH QUALITY EDUCATIONAL OPPORTUNITIES TO ALL UNDERGRADUATE STUDENTS IN THE AREAS OF ENGLISH AND THEATRE AS WELL AS COMPOSITION, WRITING ACROSS THE CURRICULUM, FOREIGN LANGUAGES, SPEECH, CREATIVE WRITING, AND TEACHING ENGLISH AS A SECOND LANGUAGE

***Goal 4. Objective 1.** Improve faculty assessment of student writing in **composition** courses..

***Goal 4. Objective 2.** Improve dialogue among departments about writing (quality and assessment) in courses throughout the University.

***Goal 4. Objective 3.** Strengthen the undergraduate **foreign language** program, with emphasis on Spanish

***Goal 4. Objective 4.** Evaluate all students who seek a degree at UNCP for **oral communication** skills. and provide instruction which will enable them to communicate effectively.

***Goal 4. Objective 5.** Strengthen the **creative writing** program

Goal 4. Objective 6. Implement an add-on ESL licensure program by fall, 2001 and begin planning for a one-year program

GOAL 5: TO OFFER A HIGH QUALITY EDUCATION FOR GRADUATE STUDENTS

***Goal 5. Objective 1.** Assure continuous improvement of instruction delivered to students in Graduate Program in English Education

Goal 5. Objective 2. Support English Education graduate students in the pursuit, presentation, and publication of original research (which may include an M.A. Thesis) under faculty supervision.

Goal 5. Objective 3. Recruit and retain new populations for graduate study in English

GOAL 6: TO SUSTAIN AND IMPROVE HIGH QUALITY IN ALL THE DEPARTMENT'S TEACHING, RESEARCH, AND SERVICE PROGRAMS

***Goal 6. Objective 1.** Offer some ETL faculty extra time for undertaking exceptional projects or activities in teaching, scholarship, creative work, and/or university and community service.

Goal 6. Objective 2. Maintain ETL's reputation for teaching excellence and support for students.

Goal 6. Objective 3. Review and perhaps expand courses offered online, off-site, or outside the usual schedule. [Actions: more varied English courses online, off-campus, off-schedule; possible extension]

Goal 6. Objective 4. Continue and expand scholarly and creative work by faculty members, especially work that complements classroom teaching.

***Goal 6. Objective 5.** Continue and expand ETL activities that serve the University and wider communities.

Goal 6. Objective 6. Explore new initiatives for cooperating with schools and colleges in the region.

VI. ENGLISH, THEATRE, & LANGUAGES: ACTIONS, SUPPORT, AND EVALUATION

GOAL 1. TO OFFER A HIGH QUALITY BACCALAUREATE EDUCATION FOR MAJORS IN ENGLISH AND FUTURE TEACHERS

Goal 1. Objective 1. Offer a redesigned major in English, beginning in the 2002-2003 academic year.

Actions

1. The department will approve courses and make decisions concerning requirements and choices for majors during the early fall of 2001.
2. The English Coordinator will follow the departmentally approved program through university committees during 2001-2002 academic year.
3. The English Committee will revise the "English Major" Check sheet to reflect the new program after it is approved.
4. The English Committee will develop "transition" procedures so that those students entering under a catalog with one program and leaving under a catalog with a new program will not be penalized.
5. The English Faculty will develop objectives, guidelines, and requirements—beyond the catalog course description—for the ENG 465 [466, 467, 468] literature seminar experience.

Support: These actions will be manageable with annual released time for the English Coordinator.

Evaluation and Use of Evaluation

1. Faculty use course experiences and evaluations as the basis of reflection and improving teaching.
2. The Chair of the Department of English, Theatre, and Languages will examine course evaluations for courses in the new program and will inform the English Coordinator about strengths and weaknesses in specific courses which become evident through those evaluations.
3. The English Committee will convene focus groups of graduating English majors to receive feedback concerning the value of individual courses to the overall program.
4. Based on the data accumulated through 1 and 2 above, small adjustments may be made within individual courses during the 5-year period. At the end of the 5-year period, the English Committee will formally review the program, based on accumulated data, and make recommendations to the department for any major changes deemed desirable.

Goal 1. Objective 2. Attract and retain a strong population of English and English Education majors.

Actions

1. The English Committee will reinstitute and streamline the faculty evaluation of English and English Education majors for purposes of advisement.
2. The English Coordinator will poll ENG 105 and ENG 106 instructors to get recommendations of student writers who could be successful English or English Education majors.
3. The English Committee will develop a web page for English Education.
4. The Department of English, Theatre, and Languages will explore the development of at least one annual project that brings to the campus high school students interested in writing and/or literature (writing contest, high-school-student conference on a young adult author, etc.)

Support

These actions will be manageable with annual released time for the English Coordinator.

The project mentioned in #4 above will require adequate funding for dissemination of information and holding the actual event.

Evaluation and Use of Evaluation

1. The English Committee will discuss the system for faculty evaluation of English and English Education majors on an annual basis to determine its effectiveness.
2. English and English Education majors will be surveyed to determine what factors encouraged their decision. This data will be used by the English Committee to see if devices instituted in part to attract and retain majors are actually doing that.
3. The Coordinator(s) of the project mentioned in #4 above will assess the project's success.

Goal 1. Objective 3. Continue and increase among English majors the pursuit, presentation, and publication of original research under faculty supervision. Undergraduates engaged in research projects and presentations acquire knowledge, skills, and attitudes that may encourage them to pursue graduate study.

Actions

1. Set departmental guidelines for Senior Seminar research papers that may lead to presentations or publications.
2. Encourage and support presentation and publication of student research projects (e.g. through campus forums or publications, publicizing of summer research programs and conferences that accept undergraduate papers, funding for summer study and for conference attendance, and/or assistance in revising and submitting projects for publication.)

GOAL 2. TO OFFER A HIGH QUALITY BACCALAUREATE EDUCATION FOR MAJORS IN THEATRE

Goal 2. Objective 1. Promote continuous improvement of the Theatre Program

Actions

1. Continue lobbying efforts to make current faculty Designer/Production manager Position a full-time faculty position in 2002-2003.
2. Support Music Theatre Degree
3. Explore feasibility of increasing number of Studio Theatre productions by one in 2002-2003.
4. Explore feasibility of adding a Full-time faculty Technical Director Position by 2003-2004.
5. Explore opportunities to collaborate with the English program.
6. Explore feasibility for development of a 300 to 400 seat auditorium to be used exclusively for the theatre and music Theatre programs.
7. Make new Theatre contacts within the regional and national theatre community.
8. Review the quality of the program through regular evaluation and communication.
9. Explore a creative drama and theatre program for college student and community in Spring/Summer 2002: Plan to publicize creative drama and/or theatre camps for elementary and/or middle school students June 2002. Develop strategy for expansion of program in 2003-7.

Support

1. In 2001-2002, the current faculty/GPAC Director position will become a full-time faculty position. This change will lead to expansion of the programs.
2. The current theatre faculty will be able to accommodate the music theatre degree by adding one stage combat course, and offering our standard curriculum to music theatre majors.
3. Increased studio theatre productions will be dependent upon the success of our lobbying efforts to change the faculty/production manager position.
4. Adding a full-time Technical director position by 2003-2004 will be directly connected to our recruitment efforts.
5. The current theatre faculty can explore opportunities to collaborate with the English program by connecting productions to English curricula, and by exploring projects that adapt literary works to the stage.
6. Current theatre faculty can work to examine feasibility of a new theatre facility.
7. New full-time faculty position will enable more participation in the North Carolina Theatre Conference, Southeastern Theatre conference, and theatre organizations across the country.

8. The new full-time faculty position will be hired to include the summer months in order to develop the Summer Drama Program.

Evaluation and Use of Evaluation

1. Faculty use course experiences and evaluations as the basis of reflection and improving teaching.
2. The Chair of Department, and Dean of Graduate studies use course evaluations to assess curriculum and Instruction.
3. Theatre faculty meet regularly to facilitate communication. The five year assessment is used as a tool to evaluate the Program.

Goal 2. Objective 2. Reach new populations for Theatre.

Action: Increase recruitment efforts:

- Host regional one-act play contest in October, 2001
- Explore development of Theatre program brochure
- Explore opportunities to collaborate with the Office of Admissions.

Support

1. The facility has been secured and the festival will occur as planned.
2. Current faculty will undertake the brochure.
3. Current faculty will initiate contact with the Office of Admissions.

Goal 2. Objective 3. Increase student financial assistance in theatre

Actions

1. Increase the number of theatre assistantships
2. Develop Scholarship Program for Theatre Majors

Support

1. Seek additional funding from Activity Fees
2. Seek ways to employ students in the summer drama program.
3. Seek development help in establishing named scholarships.

GOAL 3. TO OFFER A HIGH QUALITY BACCALAUREATE EDUCATION FOR MAJORS IN SPANISH

GOAL 4: TO OFFER HIGH QUALITY EDUCATIONAL OPPORTUNITIES TO ALL UNDERGRADUATE STUDENTS IN THE AREAS OF ENGLISH, THEATRE, AND SPANISH AS WELL AS COMPOSITION, FOREIGN LANGUAGES, SPEECH, CREATIVE WRITING, WRITING ACROSS THE CURRICULUM, AND TEACHING ENGLISH AS A SECOND LANGUAGE

Composition Program and University-Wide Writing

Goal 4. Objective 1. Adapt the composition program effectively to changes in the profession, the student body, and the composition faculty.

Actions

1. The director of composition will lead the composition faculty in professional development.
2. The director of composition will recruit, train, and mentor new instructors and adjunct faculty.
3. The director of composition will work with department faculty on improving the use of technology and computer lab facilities.
4. The director of composition will guide the composition faculty through the transition to portfolio use and assessment in the composition program

5. The director of composition will guide the composition faculty through continuous review of program goals and course objectives as well as the portfolio process.

Support

1. Funding for professional development activities and materials for composition faculty, including a retreat focusing on portfolio implementation.
2. Composition faculty will attend meetings to improve the program and implement the use and assessment of portfolios.
3. The director of composition will continue to be assigned a 3:3 teaching load.
4. The ETL department, together with Academic Affairs, will provide means to hold an off-campus one-day retreat each semester during the period the first year of the change.

Evaluation

1. The director of composition will develop ways to evaluate the effectiveness of professional development, integration of new and adjunct faculty, and implementation of portfolio assessment.
2. Faculty will monitor the effectiveness of the portfolio program and meet on a regular basis to discuss modifications.

Goal 4. Objective 2. Improve dialogue among departments about writing (quality and assessment) in courses throughout the University.

Actions

1. Sponsor surveys, workshops and other faculty development activities for the teaching of writing across the curriculum.
2. Publish *ReVisions*, a collection of best student essays in all disciplines, each semester.

Support

1. The Director of Composition, in cooperation with the University Writing Center and the Center for Teaching and Learning, can sponsor dialogue sessions, workshops, and other faculty development activities for faculty involved in writing across the curriculum.
2. The publication *ReVisions* may seek financial support and may involve faculty in other departments.

Evaluation and Use of Evaluation

1. Use the results of surveys, dialogue, and workshops to explore future developments in the composition program and campus-wide writing.
2. For *ReVisions*, evaluate the process of selection and the quality and variety of essays included.
3. Encourage student surveys to include questions about the effectiveness of writing across the curriculum.

Foreign Languages Program

Goal 4. Objective 3. Strengthen the undergraduate **foreign language** program, with emphasis on Spanish

Actions

1. To add a full-scale language/speech lab that would hold 20-25 students.
2. To increase the course offerings at the 100 and 200 levels.
3. To introduce a major in Spanish and thereby increasing the number of upper level courses.
4. To continue to encourage students to travel abroad on their own through the UNC-EP or an organized trip with the instructor.

Support

1. Add new full-time faculty.
2. To ensure that the part-time faculty has appropriate knowledge of Spanish, including good near-native pronunciation.
3. Funding for a full-scale language lab that would hold 20-25 students.

Speech Program

Goal 4. Objective 4. Evaluate all students who seek a degree at UNCP for **oral communication** skills and provide instruction which will enable them to communicate effectively.

Actions

1. Add a full-scale language/speech lab that would hold 20-25 students.
2. Institute testing of transfer students who are seeking a degree from UNCP, in addition to the testing of freshmen
3. Revamp the speech test to make it more a test of interactive oral communication skills and less a test of reading and one-way communication.
4. Supplement classroom and conference instruction with both individual and group practice of material available on cassette and computer programs.
5. Work with the School of Education to develop a course requirement and/or required workshops in oral communication for education majors.

Support

1. Funding for a full-scale language lab that would hold 20-25 students.
2. Support for the testing of transfer students entering with fifteen hours or more would be needed from both faculty and administration.
3. Until such time as additional full-time faculty are added in speech, financial support would be needed to compensate adjunct faculty for their participation in the testing process.
4. Additional time would need to be allocated for speech testing during the freshman testing periods.

Creative Writing Program

Goal 4. Objective 5. Strengthen the **creative writing** program.

Actions:

1. Split Introduction to Creative Writing into two courses, on poetry and fiction.
2. Meet in summer 2001 to begin developing a minor in creative writing
3. Support creative writing students in the development and publication of their original work under faculty supervision, especially through public presentations and the student-run literary magazine, *The Aurochs*.
4. Support creative writing students through workshops with invited authors.
5. Recruit and retain new students for the creative writing program (see Goal 5, Objective 5)

Support:

1. Department faculty have approved Action 1 and will seek University approval in Fall 2001.
2. Creative writing faculty have agreed to meet in the summer to develop a proposed minor.
3. Five department faculty are qualified to teach in an expanded program, and some courses may be offered by writers from the region.
4. Financial support for the student literary magazine, from the department and other sources.
5. The visiting writers program and Young Writers' Conferences (see Goal 5, Objective 5)

Evaluation and Use of Evaluation

1. Actions 1-2 have developed out of student comments and evaluations.
2. Each creative writing instructor will continue to use course evaluations to assess curriculum as well as his or her own teaching.

Add-on Licensure for Teaching English as a Second Language

Goal 4. Objective 6. Implement an add-on ESL licensure program by fall, 2001 and begin planning for a one-year program.

Actions

1. A six-course ESL program proposal is currently progressing through the required authorizing bodies for approval at the university and state level.
2. Pursue the possibility of increasing the frequency and convenience of course offerings in the program so that students can earn the ESL licensure in one year.

Support: To increase course offerings, an additional faculty member with credentials in Teaching English as a Second Language (TESL) would have to be hired.

GOAL 5: TO OFFER A HIGH QUALITY EDUCATION FOR GRADUATE STUDENTS IN ENGLISH EDUCATION

Goal 5. Objective 1. Assure continuous improvement of instruction delivered to students in Graduate Program in English Education and in two planned new programs, MAT in English and MA in English.

Actions

1. Publish an On-line Writing and Research Handbook for graduate students.

On 21 January the graduate faculty met to begin its articulation of standards for research and writing at the graduate level. These standards will be published on our web site by June of 2004.

2. Monitor the quality of the newly revised program leading toward the M licensure

Regular meetings of the graduate faculty, as recorded in minutes, demonstrate continuous discussion of the program and modifications to scheduling and course offerings.

3. Monitor the quality of add-on licensure/literacy emphasis in ESL

The graduate committee is reviewing procedures for assigning ETL courses to faculty and the dual listing of graduate and undergraduate courses. The graduate committee will establish policies regarding the number of dual listed graduate courses any graduate student may take as well as the level of research expected in graduate courses offered with dual grad/ undergraduate students enrolled.

Support

1. The current Graduate English Committee can undertake these actions as long as teaching graduate courses carries a reduction in teaching load.

Evaluation and Use of Evaluation

1. Each professor uses course evaluations as the basis of reflection on improving his or her course and teaching.

2. The Program Coordinator, Chair of Department, and Dean of Graduate Studies use course evaluations to assess curriculum and instruction.

3. Capstone Portfolios and Presentations provide data to identify Program strengths as well as areas for improvement; twice a year, the graduate committee discusses the most recent set of capstones and makes recommendations.

Goal 5. Objective 2. Support English Education graduate students in the pursuit, presentation, and publication of original research (which may include an M.A. Thesis) under faculty supervision.

Teachers who present research projects at conferences may pursue further professional development.

Rationale: Teachers who present research projects may pursue further professional development. All graduate student researchers acquire knowledge, skills, and attitudes that may encourage them to write an M.A. thesis and/or continue their education beyond the M.A.

Actions

1. Prepare an online handbook for research and writing (See Objective 1)

In process, to be published as a page on the program web site.

2. Provide and promote opportunities for presentation and publication through campus fora, presentations at professional conferences, conference attendance, assistance in research & revising.

Various courses require students to write research papers with the purpose of presenting them at conferences. Core courses frequently include formal conference-style presentations or symposia as requirements for the delivery of student research. (Syllabi from courses taught by Vela, Reising,

Valenti/Jones, and Brown reflect this.) In 2001 and 2002, six students presented projects from graduate courses at the state English teachers's conference (NCETA).

3. Model the research process to students by active engagement of faculty in research, by faculty sharing work in process or published work, obtaining collaboration from student researchers as appropriate. (See Goal 6 or separate research Goal)

Vitae of faculty teaching graduate courses will document their publications in the past three years. Patricia Valenti's *Understanding The Old Man and the Sea: A Student Casebook to Issues, Sources, and Historical Documents* demonstrates collaboration with students.

Support

1. The current Graduate English faculty can continue to pursue these actions as long as teaching graduate teaching allows for a reduced teaching load.

Goal 5. Objective 3: Recruit and retain new populations for graduate study in English Education

Actions

1. Increase recruitment efforts.

Graduate enrollment has increased to twenty-two currently matriculated students. Efforts are under way to recruit a cohort of students in Monterrey, Mexico. Recruitment efforts have been undertaken at the level of the Dean and the Vice Chancellor for International Studies.

The department is planning for two new programs, MAT in English and MA in English.

2. Expand methods of delivering instruction through Web and technology enhanced delivery, on-line courses, distance learning via courses offered at remote sites, NC REN, alternate scheduling (weekends, Friday/Saturday), study abroad (See Goal 6)

ESL courses have been offered to classes in separate cohorts at remote sites—(check with Kay). As yet, there are no entirely on-line courses in the program, although many courses offer we-enhancements. The

3. Expand native American emphasis in course offerings. One course to be offered in the summer 2004 on approximately the same rotation as ever. No increase in courses in Native American Literature has taken place over the past three years.

Support

1. Dean of Graduate Studies supports, forums, mailings, etc., to assist recruiting, and the Director of off-campus programs provides support for site selection, web support, etc. The Coordinator of the Program is given a reduction in load to accomplish off-campus recruiting. .

Evaluation and Use of Evaluation

1. The coordinator and the Graduate Committee in English Education will perform a "costs/benefits" analysis of specific recruiting efforts against the yield of students who enroll in and graduate from the program.

GOAL 6: TO SUSTAIN AND IMPROVE HIGH QUALITY IN ALL THE DEPARTMENT'S TEACHING, RESEARCH, AND SERVICE PROGRAMS

Goal 6. Objective 1. Offer some ETL faculty extra time for undertaking exceptional projects or activities in teaching, scholarship, creative work, and/or university and community service.

Action: Incorporate into each faculty member's annual self-evaluation, as part of planning for the next academic year, the option of requesting a 4:3 teaching load and giving a brief rationale.

At the evaluation conference, a chair would approve, deny, or conditionally approve the request.

Support:

1. The Dean of Arts and Sciences and the Provost must give the ETL Chair permission to grant reduced teaching loads to a number of faculty members who are engaged in demanding projects.
2. Since enrollment is lower in spring, a reduced teaching load in spring could be granted to several faculty members with no special support. In some cases additional adjunct faculty would be needed.

Teaching

Goal 6. Objective 2. Maintain ETL's reputation for teaching excellence and support for students.

Actions:

1. Monitor teaching schedules to maintain enrollment limits (20 in most composition courses, 30 in most content courses, 15 in seminars) and to balance student loads among faculty..
2. Offer each semester an ETL Colloquium on teaching topics

Support: The Chair and Dean of Arts and Sciences must support reasonable teaching and student loads.

Goal 6. Objective 3. Design and implement a greater variety of English courses that are offered online, off-campus, or outside the usual schedule.

Actions

1. Establish a committee to study, plan, promote, plan dialogue about, and evaluate online courses, off-campus courses and courses outside the usual schedule.
2. Encourage faculty to offer online the courses they already teach (especially in general education)
3. Train faculty in the use of the latest hardware and software for designing/offering online courses

Support for Online Teaching

1. Faculty will need training sessions run by representatives from software companies, other faculty, & UCIS staff to prepare them for the transfer of traditional courses to online medium.
2. Faculty should be offered stipends to encourage them to design and develop courses online or courses that are hybrids of traditional and online instruction.
3. Faculty who teach courses online will need access to the latest software and hardware, including portable computers which will allow teaching of online courses from home.
4. Faculty may be offered a reduced course load for teaching an online course, at least in the semester it is first offered, or class size may be limited in online courses.
5. The university should establish a division of UCIS specifically devoted to the support of faculty teaching online courses.
6. The university should encourage and support travel to conferences and workshops that deal with practical and pedagogical issues concerning teaching online.

Evaluation and Use of Evaluation

1. Online, off-campus, and unusually scheduled courses should be reviewed and evaluated by both students and faculty peers.
2. Student evaluations for online courses must be redesigned to include questions related to the medium in which the course was taught.

3. All courses offered online or outside the usual settings or schedules can be compared with similar on-campus courses in areas such as enrollment, retention, and student performance.
4. Review the effect on students in traditional programs of courses offered online, off-campus, or outside the usual schedule

Scholarship and Creative Work

Goal 6. Objective 4. Continue and expand scholarly and creative work by faculty members, especially work that complements classroom teaching.

Actions:

1. Offer reassigned time to faculty engaged in substantial scholarship or creative work.
2. Increase the frequency of ETL Forum, at which faculty members present academic papers before or after delivering them at conferences, and more strongly encourage students to participate
3. Reward faculty research that is directly connected to a course, even without formal publication

Service to the University, Professional Service, and Outreach to the University and the Community

Goal 6. Objective 5. Continue and expand ETL events/activities that serve the University and the region.

Actions

1. Continue to organize an annual conference for dialogue with other colleges to discuss topics and exchange ideas that will lead to the enhancement of classroom instruction in communication
2. Plan an English conference for area high school students and/or another Young Writers' Conference.
3. Continue to bring in creative writers, especially from North Carolina, for readings and classroom discussions
4. Sponsor an annual conference on the works of a selected writer
5. Continue publication, each semester, of *ReVisions*, a collection of best student essays, and annual publication of *Aurochs*, a creative writing magazine

Support

1. The Outreach Committee will continue to request financial support from the Southern National Bank Fund, the Teaching and Learning Center, and the Office of Academic Affairs.
2. Support for student publications may be sought from the Development Office or outside sources.

Evaluation and Use of Evaluation

1. All participants evaluate each special event sponsored by the department.
2. The Outreach Committee discusses developing an instrument to assess such events in the future and uses these evaluations to assess and plan the following year's events

Goal 6. Objective 6. Pursue new ways of improving cooperation with schools, colleges, and agencies.

Actions:

1. Organize one or more new initiatives for bringing together area teachers at all levels, such as an online newsletter, an annual English conference on campus, or a regional organization or "alliance."
2. Strengthen outreach to the growing Hispanic population in the region, by cooperation with local schools and agencies who work with Spanish speakers who have not yet mastered English.
3. Work with the School of Education and the Associate Provost for Outreach to offer oral communication workshops and in-service training to area elementary and secondary teachers.

Support: Support from the University and outside agencies may be sought as program ideas take shape.