University of North Alabama

Department of English

Program Review

Name and Signature of Chair: _____

Dr. Ronald E. Smith

Date of Report: June 19, 2009

1. Five-Year Departmental Enrollment and Faculty Data

A review of the five-year enrollment data (2003-04 to 2007-08) provided by the Office of Institutional, Research, Planning and Assessment shows a steady increase in the number of unduplicated majors at both the undergraduate and graduate levels. As indicated in Table 1 below, modest growth was experienced during the first three years of the data collection period. More significant growth occurred during the last two years of the period.

Bachelor	2003-04	2004-05	2005-06	2006-07	2007-08	Average
Status						
Full-Time	71	81	96	155	157	112.00
Part-Time	33	30	32	52	52	39.80
Total	104	111	128	207	209	151.80
FTE Students	82.00	91.00	106.67	172.33	174.33	125.27

Master	2003-04	2004-05	2005-06	2006-07	2007-08	Average
Status						
Full-Time	4	5	4	12	12	7.40
Part-Time	22	24	30	23	20	23.80
Total	26	29	34	35	32	31.20
FTE Students	11.33	13.00	14.00	19.67	18.67	15.33

Table 1. Number of unduplicated majors (summer, spring, and fall semesters combined).

The growth reported in the table above is reflective of university-wide growth in enrollment and an increase in graduation rates as documented in the University Data Book created by the Office of Institutional Research, Planning, and Assessment (http://www.una.edu/research/Data%20Books/DataBook_2008.pdf).

2. Departmental Faculty

As shown in Table 2 (below) full-time faculty in the Department of English remained stable throughout the five-year data collection period. Reliance on part-time faculty grew steadily over the first four years of the data collection period (see Table 3.).

Faculty	2003-04	2004-05	2005-06	2006-07	2007-08	Average
Full-Time	17	17	15	18	19	17.20
Part-Time	11	12	15	18	15	14.20
Total	28	29	30	36	34	31.40
FTE Faculty	20.67	21.00	20.00	24.00	24.00	21.93

Table 2. Full-time and part-time faculty.

Appendix 3. B of the *University of North Alabama Faculty Handbook* includes the following statement: "[t]he University will limit its employment of adjunct faculty to no more than 25% of the credit hours produced by a department except for compelling circumstances." While the data for credit hours produced by adjunct faculty and by full-time faculty has not yet been broken down, Table 4 (below) shows that the number of classes taught by adjunct faculty grew to slightly over fifty percent in the last three years of the data collection period. This growth was brought about by increased enrollment in freshmen classes required in Area I of the General Education Component, by increases in English majors, and by increases in graduate students in English. A policy of providing a one course reduction for faculty members teaching a 600-level graduate course also had an impact on the reliance the number of courses taught by adjunct faculty.

To reduce the department's reliance on adjunct faculty, two full-time instructors of composition were added to the faculty in year five of the data collection. The number of sophomore literature classes was also reduced, which resulted in more classes at maximum enrollment. The end result was a reduction (by six) of the number of classes taught by adjunct faculty. The department hopes to continue this trend through creative scheduling of classes.

	Adjunct Faculty	Full-time Faculty
2003-04	42	125
2004-05	50	137
2005-06	67	133
2006-07	72	130
2007-08	66	131
Total	297	656

Table 3. Classes taught by adjunct and full-time faculty.

The majority of the teaching load is in our first-year composition and sophomore literature classes, which comprise twelve of the sixty-four hours required in UNA's general education requirement. The department of English has one of the highest credit hour production rates (an average of 685.83 over the data collection period) in the university. The average class size of 23.86 for undergraduate courses is misleading when it comes to faculty workload. As noted above, first-year composition classes make up a large percentage of faculty workload. These courses are routinely at or near their cap of twenty-five, and they are very labor intensive. In EN 111, seven essays are required of each student, which can give a faculty member 175 essays to grade over a semester. EN 112 requires six essays and a research paper of six to ten pages.

Despite such a heavy workload, faculty members in the Department of English have been very productive in their scholarship. During the data collection period, faculty members made thirty-two scholarly presentations at international, national, regional, and state conferences; published forty-six articles in peer-reviewed journals; published four encyclopedia entries; published twenty-four scholarly book reviews; edited three book-length collections; published five short stories; and published three books. Additionally, faculty members participated at numerous international, national, regional, and state conferences where they served on panels as chair, co-chair, or participant. They also gave a number of readings of fiction and nonfiction, gave a number of public lectures to a

variety of civic and professional groups, and served as judges for several literary contests. Faculty members also served as board members for the Alabama Writers Forum and the Southern Literary Festival.

Department members produced an outstanding record of community service over the data collection period. Faculty have served as advisors to Habitat for Humanity and the Campus Civitan Club, worked as tutors with the North Alabama Reading Aides, developed writing centers at the Florence Freshman Center and Florence High School (where they also serve as tutors), and served as moderator and judges for the Colbert County Board of Education Scholars Bowl.

3. Students

As noted above, the Department of English experienced moderate enrollment growth in both its undergraduate and graduate programs. In the undergraduate program the graduation rate held steady during the first three years of the data collection period and nearly doubled in year four, with a slight drop in year five (see Table 2 above.) The graduation pattern in the master's program showed moderate growth in year two of the data collection period and remained steady until doubling in year five. The growth in degrees awarded in both the undergraduate and graduate programs is reflective of increased graduation rates for the University as a whole.

A major service for our undergraduate students is our advising system. The department has developed updated check sheets for each of the three options in the English major: English, Professional Writing, and English Language Arts. Students are also given a four-year planning guide and encouraged to use the guide and the course projections list on the departmental webpage to plan their respective schedules;

The department also brings in guest speakers (including former students) to speak about career opportunities and graduate programs. Recent speakers have included the publications director at International Fertilizer Development Corporation, a faculty member from Auburn University's Master of Technical and Professional Communication Program, a senior writer from Blue Olive Consulting Group, and a managing editor from *WPA: Journal of the Council of Writing Program Administrators*.

The department has been working to provide scholarly opportunities for its graduate students. Although there is no official budget for graduate students, the department has been able to support graduate student participation at professional conferences through faculty contributions and some departmental support. The department has, however, agreed to develop a UNA Foundation account for limited graduate student travel expenses; the department will also be hosting a graduate student conference in the fall of 2009, which will provide students with an opportunity to chair panels, present papers, and interact with graduate students at other regional universities.

Student accomplishments

Undergraduate student accomplishments have included editing awards for *Lights & Shadows* from the Southern Literary Festival and the Calvert Award for writing from the Alabama Council of Teachers of English. At the graduate level, we have had a student present a paper at the William Faulkner Conference at the University of Mississippi, a student who has had several articles published in *The Explicator*, and a student who has had an article published in *War, Literature, and the Arts*.

Undergraduate survey

In the fall of 2008, the Department of English conducted a survey of students who graduated with an English degree during the data collection period (See attachment A.). Past surveys have been plagued with low response rates, due mostly from outdated addresses. For example, in the fall of 2004, the department mailed out 226 surveys and received 7 responses. For the 2008 survey, it was decided to contact graduates of the English program through the social network Facebook. While the response rate was vastly improved, it was still very low (19%) with 27 responses from 143 graduates. Despite the low response rate of the 2008 survey, there were some positive results:

- Fourteen (51.9%) of the respondents went on to graduate school and felt their undergraduate program to have been an asset.
- Fourteen of the respondents accepted teaching positions. The majority of the graduates who responded to the follow-up question on preparation indicated that their preparation was sufficient.
- Eleven of the respondents accepted positions other than teaching.
- Eighty percent of the respondents indicated that they were well or very well prepared for entry level positions in their careers.
- Eighty-four percent of the respondents indicated that they were well or very well prepared for graduate study.

The survey also identified problem areas that the department had already been addressing. For example, fifty percent of the respondents indicated that the portfolio required in the professional writing option had not been helpful in preparing for work or graduate school. In 2007, the department added EN 489W Professional Writing Portfolio Workshop to the professional writing option. Some respondents also indicated a need for more writing courses in the professional writing option. EN 445W New Media Writing and EN 393W Short Screenplay Writing are recent additions to the professional writing option.

Undergraduate exit exams

The Department of English uses the Major Field Test (MFT) for students in the English option, a department generated exit exam/portfolio for students in the Professional Writing option, and the PRAXIS for students in the English Language Arts option.

MFT results: The MFT results for the data collection period (See Attachment B.) show that students in the English option obtained scores at or near the national average in each of the four categories during the first three years of the data collection period. National results for the last two years of the data collection period have not yet been released. However, the average scores for UNA students have remained steady.

Professional Writing Exit Exam/Portfolio results: While students taking the Professional Writing Exit Essay have performed well on the essay (no students fell below the minimum score during the data collection period), the departmental Professional Writing Committee felt students were not taking the portfolio requirement seriously. The portfolio is checked for completeness, but there has not been a standard for evaluating the portfolio for a number of years. The Committee's concern led to the development of EN 489W Professional Writing Portfolio Workshop, which will replace the Exit

Exam/Portfolio as a graduation requirement. The need for this change was reinforced by responses to a question in the recent Alumni English Major Survey (See Attachment A.) about the effectiveness of the portfolio in preparation for graduate school or employment. Fifty percent of the respondents to the question indicated that the portfolio was not helpful at all.

PRAXIS: In 2005, the PRAXIS became the exit exam for students in the English Language Arts Option, replacing the MFT. One reason for this change was that changes brought about by the No Child Left Behind Act resulted in English Language Arts students having to take both the MFT and the PRAXIS. A more important reason for the change was that the PRAXIS is a better indicator of knowledge gained in this option than the MFT. Additionally, students in this option often scored poorly in area the Literary Analysis section of the MFT because these students were not required to take EN 360 Literary Criticism.

As indicated by Tables 5 and 6 below, the department has been doing an excellent job in preparing students in the English Language Arts option. With the exception of one category in 2007-2008, department students have outscored students statewide in all categories. Our students have also scored well in comparison to national averages.

However, there is a pattern of lower scores in each of the categories over the three years data for the PRAXIS is available. State and national scores also reflect a pattern of decline, which is of little comfort to the department. Additionally, four students have failed the PRAXIS on their first attempt: two in 2005-06, one in 2006-07, and one in 2007-08. To address these concerns, the department has formed an *ad hoc* committee to look at reforms in the English Language Arts option.

	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
2005-2006			
Lit./Understand. text	75%	71%	75%
Language/[Linguistics	75%	70%	70%
Composition/Rhet	80%	74%	78%
2006-2007			
Lit./Understand. text	73%	69%	74%
Language/[Linguistics	68%	66%	68%
Composition/Rhet	75%	71%	77%
2007-2008			
Lit./Understand. text	71%	70%	75%
Language/[Linguistics	67%	68%	70%
Composition/Rhet	74%	72%	78%

Table 4. Comparative PRAXIS Scores.

	All Examinees	UNA Examinees
2005-2006	164-186	166-186

2006-2007	164-187	165-180
2007-2008	164-187	158-178

Table 5. Comparative PRAXIS Average Performance Range.

Graduate program

In 2004, the department conducted a survey of graduate student alumni from the start of the M.A. in English program in 1999. This purpose of this survey was to report to the Alabama Commission on Higher Education (ACHE) the department's progress on meeting post-implementation conditions of the program.

- The first condition was that the annual enrollment for the program would be at least 20 FTE. At the end of the period (as reported by the UNA Office of Research) the FTE enrollment was 131.
- The second condition was that the program would average 5 graduates per year. The average for 2001-2004 was 4.8. While this number was slightly below the program's goal, it exceeded the ACHE's viability standard of 3.7 graduates annually.
- The third, and final, condition was that the department conduct a survey of the program's graduates.

In March, 2005, the university was notified by ACHE that the Master of Arts in English program had met the post implementation conditions.

Results from the Master of Arts in English alumni survey indicated that of the 19 students who had graduated from the program 4 were already employed while in the program, 2 entered Ph.D. programs (and have subsequently completed their respective programs), 2 did not actively seek employment, and 11 found either full-time or part-time employment pertinent to the major.

In the remaining years of the data collection period, the Master of Arts in English program has maintained its early success. Table 6 (located in section 7 below) shows an average of 7.5 graduates for the last three years of data collection.

4. Assess the department as it relates to facilities and resources

In 2008, the department was given full-time access to a computer lab. This lab has proven to be an asset for students in the professional writing option. The department purchased a site license for InDesign, a graphic design program from Adobe, and had the program installed in the lab for use in EN 445W New Media writing. The department's annual library allocation is sufficient to meet the needs of faculty and students. Collier Library has recently purchased the English Language & Literature Module of Eighteenth Century Collections Online (ECCO), an extensive database in eighteenth century British literature.

5. **How has the department responded to previous program review recommendations?**

   N/A

6. **State the vision and plans for the future of the department**

   Plan A: If the department continues with level funding over the next five years, the plan is to continue to strengthen both the undergraduate and graduate programs through curricular revision and creative scheduling.

   Plan B: This plan is contingent upon increased state resources. The department has been discussing adding a TESOL certificate, a professional writing track to the Master of Arts in English, and adding a film studies option to the undergraduate major. The TESOL certificate and professional writing graduate track would require two tenure-track professorships. The faculty and courses required for these additions would overlap and make it possible to add both additions. The film studies option would require cross-disciplinary courses with the Department of Communications and require close work between both departments.

7. **Program Overview**

   The Department of English offers major programs in English and professional writing leading to the Bachelor of Arts or Bachelor of Science degree, a minor program in English, basic courses required in the general studies components in all degree programs, and the subject fields for the programs for secondary teachers of English and language arts offered through the College of Education.

   The major in English is designed to offer students a broad background in literature and language as a preparation for teaching, for graduate study, or for careers in a large number of fields. The undergraduate major in professional writing is the only one of its kind in the state of Alabama. This major is designed to prepare students interested in using their communication skills for careers in government, business, industry, social service, or freelance writing.

   The student of English develops skills and insights that are valued highly by employers in virtually all professional fields. The study of English does not concern itself only with types and styles of literary endeavor; it also involves the study of humankind in relation to community, work, religion, and individual identity.

   The goal, mission, and vision of the Department of English are clearly in synch with the university's mission as stated in its undergraduate catalog, which identifies the University's mission as "engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community" (page 7).

   Student Learning Outcomes of the program are listed with their respective assessments in section 8 below.

The Department of English is governed by committees related to each of the three options in the major, a departmental curriculum committee, and a graduate committee. The respective committees (and individual faculty members) present items for consideration at regularly scheduled department meetings. The department is also, of course, governed by policies set by the College of Arts and Sciences and by policies set by the university administration through a full range of committees established through the university's faculty governance system.

Requirements for a Bachelor of Arts or Bachelor of Science degree with a major in English
Course Credit
A. General Education Component. 41
For general education requirements and additional requirements for
UNA students, refer to *Academic Procedures and Requirements.*
Area V: Additional Requirements 23
CS 110 (3), CIS 125 (3), or ED 481 (3)
20 hours from among any course listed in Arts and Sciences
Area V elective courses or any UNA elective course to bring
total to 23 hours. EN 231, EN 232, or EN 233 is prerequisite to
all courses in English numbered 300 or above.

                                                                    64

Course Credit
For the Bachelor of Arts degree the student must satisfy the following
requirement: 6 hours of a required foreign language at the intermediate
level. The student may elect to count up to 6 hours of foreign language
at the intermediate level (201, 202) towards the 23 hours in this area.
B. Major Core Requirements:
Nine hours American, British, or world literature survey courses
selected from the following courses:
EN 211, EN 212, EN 221, EN 222, EN 231 9
Three hours in a writing intensive course
(EN 341W, EN 455W, or EN 472W). 3
(EN 221 and EN 222 are required for Option III: Language Arts)   12
C. **Option I: English**
Three hours in a course with a language, history of language, or
rhetoric concentration:
(EN 306, EN 441, EN 442, or EN 472W) 3
EN 360 3
Three hours in a course at the 400 level with a single author,
single period, or special topic concentration. 3
18 hours English electives (300-400 level). 18
                                                                    27

Option II: Professional Writing
Required Component:
Technical Writing (EN 300W) 3
Technical Editing (EN 439W) 3

New Media Writing (EN 445W). 3
Professional Writing Portfolio Workshop (EN 489W) 3
Elective Component:
(A total of 15 required hours will be selected from the three
sections listed below)
Three to six hours from the following: (writing intensive courses)
Creative Writing (EN 455W) 3
Creative Writing (EN 456W) 3
Selected Topics in Writing (EN 495). 3
Six to nine hours from the following: (web publishing/journalism)
Basic Reporting (COM 220) 3
Feature Writing (COM 370) 3
Desktop Publishing (COM 410) 3
(Prerequisite: COM 220 Basic Reporting)
Business Communication (MG 482W) 3
Three hours from the following: (language/history or language/rhetoric)
Introduction to English Linguistics (EN 306). 3
History of the English Language (EN 441) 3
Survey of Grammar (EN 442) 3
Rhetoric: Argument and Style (EN 472W) 3
27

Course Credit
Option III: Language Arts
English Component:
British/World Literature Course 3
Introduction to English Linguistics (EN 306) 3
Literature for Young People (EN 323) 3
Oral Tradition (EN 324) 3
Shakespeare (EN 403) 3
Instruction of Composition (EN 443) 3
Communications Component:
Fundamentals of Electronic Media (COM 316) 3
Group Communication (COM 330). 3
Editing (COM 368) 3
(EN 221 and EN 222 are required for Option III: Language Arts)   27
General Education requirements from Area V:
COM 201 Fundamentals of Speech (3)
COM 220 Basic Reporting (3)
TH 210 Introduction to Theatre (3)
TH 220 Acting I (3)
Electives: An additional 24 hours above the 200 level.*
*For teacher certification, see the College of Education requirements. B.A. requires an additional
12 hours of foreign language instruction.

Community college articulation
        The Department of English and the University of North Alabama are in
compliance with the standards set by the Articulation and General Studies Committee

(AGSC) and participates in the Statewide Transfer & Articulation Reporting System (STARS).

"The AGSC was created to simplify the transfer of course credit between public institutions of higher education. To accomplish this task, the AGSC has developed and has implemented a statewide general studies and articulation program that facilitates the transferability of coursework among all Alabama public colleges and universities" (http://stars.troy.edu/agsc/what_agsc.htm).

"STARS stands for Statewide Transfer & Articulation Reporting System. STARS is a web-accessible database system which provides guidance and direction for prospective transfer students in the State of Alabama.

The STARS System allows public two-year students in Alabama to obtain a Transfer Guide/Agreement for the major of their choice. This guide/agreement, if used correctly, guides the student through their first two years of coursework and prevents loss of credit hours upon transfer to the appropriate public four-year university in Alabama" (http://stars.troy.edu/stars/what_stars.htm).

Table 6 (below) shows stability in the number of undergraduate degrees awarded during the first three years of the data collection period, with a significant increase during the fourth year. There was a slight drop between years four and five. The number of graduate degrees awarded during the data collection period remained steady for the first four years with a significant increase in year five.

Bachelor	2003-04	2004-05	2005-06	2006-07	2007-08	Average
Degrees Awarded	22	20	22	42	37	28.60

Master	2003-04	2004-05	2005-06	2006-07	2007-08	Average
Degrees Awarded	3	5	6	5	11	6.00

Table 6. Number of degrees conferred (summer, spring, and fall semesters combined).

8. Program Evaluation

The learning outcomes and methods of assessment for each of the three options in the English major are listed below, as are those for the Master of Arts in English program. As noted in section 3 (Students) above, both the MFT and the PRAXIS are effective assessment tools (respectively) for students in our English and English Language Arts options. However, while the department is satisfied with the MFT, the department Curriculum Committee is developing a capstone course for the English option. The MFT will still be used, but it will become a component of the capstone course.

The Professional Writing Committee, as with each of the department's standing committees, continually reviews the option and its course offerings. By nature, this option is somewhat fluid, given innovations in technical communications. In recent

years, the option has been revised to include courses in new media writing, nature writing, and screenwriting. Additionally, existing courses are continually being revised to reflect changes in the workplace.

In 2006-2007, the department chair asked the Professional Writing Committee to review the effectiveness of the exit exam and portfolio as a measure of assessment. The Committee determined that although there had been several changes to the portfolio over the years, students did not take the portfolio seriously as potential tool for employment or for entry into graduate school. There was also some question about how representative the portfolio was of work completed in the option. The Committee recommended the creation of EN 489W Professional Writing Portfolio Workshop to serve as the capstone course for the professional writing option. This course was approved by the department, and after it was accepted by the College of Arts and Sciences and by the University Curriculum Committee, it was added to the university catalog.

Learning Outcomes and Assessment: Option I English

Learning Outcome Goal 1. Students will demonstrate the ability to compose and comprehend reasoned arguments.
Assessment(s): Each of the courses in the English major requires a significant amount of analytical and persuasive writing.

Learning Outcome Goal 2. Students demonstrate their knowledge of the historical development of the English language.
Assessment(s): Major Field Test in English. This option requires three hours in a course with a language, history of language, or rhetoric concentration.

Learning Outcome Goal 3. Students will demonstrate how cultures shape literary works and see how literature, in turn, shapes cultures.
Assessment(s): Major Field Test in English. The content of each of the literature courses in the English major includes texts and lectures that cover this information.

Learning Outcome Goal 4. Students will demonstrate understanding of historical traditions in British and American literature.
Assessment(s): Major Field Test in English. The English Core requires nine hours in American, British, or world literature survey courses.

Learning Outcomes and Assessment: Option II Professional Writing

Learning Outcome Goal 1. Students will demonstrate proficiency in writing in a variety of technical and professional genres.
Assessment(s): Professional Writing Exit Examination: an impromptu essay on a topic related to some aspect of rhetoric. The essay is graded by three members of the Department of English according to a general rubric. Professional Writing Portfolio: the portfolio contains a reflective statement (600-900 words) on how the coursework for the major has prepared the student for professional writing and four to six documents deemed

by the student to reflect his or her best work. The selections reflect courses taken in the professional writing option. (These are current forms of assessment. After spring 2009, assessment will come through successful completion of a capstone course (EN 489W (3) Professional Writing Workshop.)

Learning Outcome Goal 2. Students will demonstrate an ability to design WebPages that incorporate visual and textual information.
Assessment(s): Student will create new media texts in a variety of formats, such as native hypertext, dynamic HTML, text-as-film (via Flash animation, for example), and develop a web page. (These are current forms of assessment. After spring 2009, assessment will come through successful completion of a capstone course (EN 489W (3) Professional Writing Workshop.)

Learning Outcome Goal 3. Students will demonstrate an ability to write clear, audience-friendly professional and technical documents.
Assessment(s): Professional Writing Portfolio: the portfolio contains a reflective statement (600-900 words) on how the coursework for the major has prepared the student for professional writing and four to six documents deemed by the student to reflect his or her best work. The selections reflect courses taken in the professional writing option. (These are current forms of assessment. After spring 2009, assessment will come through successful completion of a capstone course (EN 489W (3) Professional Writing Workshop.)

Learning Outcome Goal 4. Students will demonstrate the ability to edit professional documents effectively.
Assessment(s): EN 439 Technical focuses on technical editing and includes a final exam and an end-of-semester comprehensive editing project. (These are current forms of assessment. After spring 2009, assessment will come through successful completion of a capstone course (EN 489W (3) Professional Writing Workshop.)

Learning Outcomes and Assessment: Option III English Language Arts

Learning Outcome Goal 1. Candidates will demonstrate relevant content knowledge in their Content area as reflected by scores that meet or exceed passing scores on PRAXIS II.
Assessment(s): Candidates must present minimum passing PRAXIS II scores prior to approval for student internship and program completion.

Learning Outcome Goal 2. Candidates demonstrate pedagogical knowledge by developing a teaching unit through Intel Teach to the Future, through development of lesson plans submitted through LiveText, and through either an end of semester Classroom Theory Paper or a series of Classroom Theory Papers submitted throughout the semester.

Assessment(s): Lesson plans will be assessed through the LiveText scoring rubric. The teaching unit and classroom theory papers will be assessed holistically. (Covered in EN 323 Literature for Young Adults and EN 443 Instruction of Composition.)

Learning Outcome Goal 3. Candidates will demonstrate understanding of young adult literature typically included in high school curricula. Students are exposed to a minimum of twelve novels, a short story collection, and a poetry anthology—all of which have been adjudicated as young adult literature. (Covered in EN 323 Literature for Young Adults.)
Assessment(s): Assessment includes a passing score on PRAXIS II along with holistic assessment of summaries and annotations on each of the novels, a team teaching presentation using one of the novels and at least one poem and one short story, and individual presentation of two poems.

Learning Outcome Goal 4. Candidates will demonstrate an understanding of the writing process including the stages of prewriting, drafting, revising, editing, and publishing. Candidates will also acquire an understanding of the role of writing across the curriculum.
Assessment(s): Assessment includes a passing score on PRAXIS II and a holistically scored end-of-semester paper. (Covered in EN 443 Instruction of Composition.)

Learning Outcomes and Assessment: Master of Arts in English

Learning Outcome Goal 1. Graduate students demonstrate familiarity with the major literary genres, periods, movements, and theory of literary history with an emphasis on British and American literatures.
Assessment(s): In the thesis option students will produce a thesis (of at least sixty pages) that reflects original, substantive research in the student's area of interest. It will be evaluated by the thesis director and a second reader. In the non-thesis option, students will complete a comprehensive examination in one of four areas (selected by the student): American Literature to 1865; American Literature, 1865 to the present; British Literature to the Restoration; British Literature, the Restoration to the present. The exam will be evaluated by two members of the English graduate faculty.

Learning Outcome Goal 2. Graduate students will demonstrate preparation for doctoral programs in English studies.
Assessment(s): A periodic survey of graduates of the Master of Arts program will be used to determine the number of graduates who have sought admission to doctoral programs, been accepted into doctoral programs, and the number of graduates completing doctoral programs.

Learning Outcome Goal 3. Graduate students will demonstrate preparation for entry into a teaching at the community college level.
Assessment(s): A periodic survey of graduates of the Master of Arts program will be used to determine the number of graduates who have sought attained teaching positions at the community college level.

Learning Outcome Goal 4. Graduate students will demonstrate preparation for non-academic professions in which intensive training in analytical and communication skills is beneficial.

Assessment(s): A periodic survey of graduates of the Master of Arts program will be used to determine the number of graduates who have sought and attained work in business, government, media industries (including publishing, TV, radio, film, internet), and not-for-profit fields.

Undergraduate grade distribution patterns

Grade distribution patterns reported by the Office of Institutional Research, Planning, and Assessment indicate the upper-level and graduate English classes fall with in acceptable ranges and are reflective of grade distribution patterns for upper-level and graduate courses across campus. However, the grade distribution patterns for the first-year composition classes and for the sophomore literature courses indicate a disproportionate number of As and Bs in those courses. The department is addressing the problem in a systematic manner.

As part of the university's assessment plan for the General Education Component, the department is solely responsible for Area I Written Communication. The department is also responsible for 6 of the 12 hours in Area II Humanities and Fine Arts. These responsibilities have provided the department with a timely opportunity to address the issue of grade inflation in these two core elements of the General Education Component.

During the 2007-2008 academic year, the department charged the First-year Composition Committee with developing an assessment plan for the first-year composition sequence. The Committee first developed a common rubric for assessing the written compositions assigned in the first-year composition sequence, which was distributed to the English faculty and discussed at length. A random sample of 60 students was selected as the base for the pilot assessment. During the course of the assessment, the rubric was revised. At the end of the assessment, during the summer of 2008, the Dean of the College of Arts and Sciences provided money to bring a composition assessment consultant to campus. As a result of the meeting with the consultant and the pilot assessment, changes were made to include a portfolio assessment for 2008-2009.

One of the findings of the pilot assessment was recognition of general weaknesses in grammar and mechanics among the first-year composition students. The department discussed these weaknesses and how the assessment team found it difficult to reconcile grade distribution in the first-year composition sequence with the weaknesses in student writing recorded in the pilot assessment. One step in addressing this problem was a mandatory department workshop on best teaching practices in grammar and mechanics. A second step has been placing more emphasis on the assessment rubric. As the rubric becomes more clearly understood and universally applied, the assessment team believes that the grade distribution pattern will be more reflective of student performance in written composition.

In the spring semester of 2009, the department charged the Sophomore Literature Committee with developing an assessment plan for the sophomore literature program. The department chair and the chair of the First-year Composition Committee (who also

serves on the General Education Assessment Committee) worked closely with the sophomore committee in developing a pilot assessment plan for the spring 2009 semester. This group will meet in July, 2009, to discuss the results of the pilot assessment and to refine the assessment plan for the spring of 2010. The department assessment team believes that the assessment program for the sophomore literature sequence can be an important tool in addressing grade inflation in this area.

Finally, the department has been engaging in a frank discussion about grade inflation generally and about grade inflation in the first-year composition and sophomore literature courses.

Grade	A	AU	B	C	D	F	I	IP	NC
2004									
EN111	218	1	339	229	0	0	0	0	146
EN112	179	0	327	163	0	4	0	0	111
EN231	256	0	277	184	77	47	0	0	0
EN232	347	0	257	130	38	43	0	0	0
2005									
EN111	303	0	340	179	0	0	0	0	120
EN112	265	0	333	159	0	0	0	0	101
EN231	319	0	232	135	69	54	0	0	0
EN232	318	0	251	124	49	31	0	0	0
2006									
EN111	309	0	354	198	0	0	0	0	162
EN112	325	0	271	147	0	1	0	0	133
EN231	358	0	236	201	51	56	0	0	0
EN232	386	0	235	149	44	37	0	0	0
2007									
EN111	294	0	314	157	0	0	0	0	175
EN112	297	0	297	168	0	1	0	0	122
EN231	356	0	238	169	55	69	0	0	0
EN232	331	0	238	182	58	46	0	0	0
2008									
EN111	303	0	392	224	0	0	0	0	183
EN112	265	0	321	159	0	2	0	0	154
EN231	339	0	309	158	61	48	1	0	0
EN232	296	0	288	194	60	51	0	0	0

Table 7. Grade distribution for freshman and sophomore English classes.

Program recommendations

The department needs to continue to monitor the three options within the English major and to make curricular changes as necessary to maintain the strength and integrity of the major.

The department also needs to continue working on reducing its reliance on adjunct faculty. Keeping control of the schedule is one way to address the issue, but it must also be realized that the department has an obligation to offer courses in the undergraduate major and in the graduate program in such a manner that will enable students to graduate in a timely manner. Adding new faculty lines is costly and it requires approval from the higher levels of administration. One possibility is the creation of a new faculty line such as a lectureship, which would allow the university to hire faculty members at a salary lower than instructor.

2008 UNA Alumni English Major Survey

Response Summary
Total Started Survey: **27**
Total Completed Survey: **27**

---

1.   In what year did you receive your baccalaureate degree from UNA?

Response	Percent	Response Count
2004	7.4%	2
2005	7.4%	2
2006	22.2%	6
2007	29.6%	8
2008 3	**3.3%**	9

answered question **27**   *skipped question* **0**

---

2. Please indicate your major concentration:

Response	Percent	Response Count
English	**51.9%**	14
Prof. Writing	33.3%	9
Language Arts	14.8%	4

answered question **27**   *skipped question* **0**

---

3. Upon receiving this degree, did you work toward a graduate degree?

Response	Percent	Response Count
Yes	**51.9%**	14
No	48.1%	13

answered question **27**   *skipped question* **0**

---

4. If your answer to Question #3 is yes, please supply the name of the graduate institution, the field of study and the degree sought.

Response Count
15
answered question **15**   *skipped question* **12**

Displaying 1 - 15 of 15 responses
Comment Text
1. I was a double major in Accounting also, so I really graduated with my BBA in Accounting and Professional Writing. I'm seeking my MBA (accounting concentration) at UNA. I will graduate in December 2008.
2. UNA Language Arts/Secondary Ed.

3. UNA, MA English
4. University of North Alabama
5. The University of Alabama (spring, 2009) Masters of Library Science degree
6. I completed the 5th year program at UNA in 2007
7. University of North Alabama M.A. Ed English/Language Arts
8. While I am not currently in graduate school, I do plan to begin in fall 2009.
9. Masters in English at UNA
10. UNA, Secondary Education, Master's Degree
11. Savannah College of Art and Design - Atlanta campus; Professional Writing M.F.A.
12. Una- Secondary Ed- English/Language Arts
13. UNA - Masters in Education, English/Language Arts
14. UNA, English, MA
15. The University of North Alabama, English, Masters.

---

5. In your graduate work, did you find your UNA undergraduate major to be an asset?

Response	Percent	Response Count
Yes	**100.0%**	14
No	0.0%	0

answered question **14** *skipped question* **13**

---

6. If you did not work toward a graduate degree, how long did you look for a job after graduating from UNA?

Response Count
15
answered question **15** *skipped question* **12**

Displaying 1 - 15 of 15 responses
1. N/A
2. 8 Months
3. four months
4. 6 months
5. 1 month
6. 2.5 months. I graduated in May 2007 and started my job in August 2007.
7. Four months
8. One month.
9. few months
10. two weeks
11. None, had job immediately upon graduation
12. 3 months Wed,
13. couple of weeks
14. 2 weeks
15. I'm currently still looking and applying to graduate programs.

**7. If you accepted a teaching position, please tell us what school system you work(ed) for, the grade level
taught and the subject taught.**

Response Count
14
answered question **14** *skipped question* **13**

Displaying 1 - 14 of 14 responses
1. N/A
2. n/a
3. McNairy County School System, Tennessee 9th Grade English
4. Lauderdale County Schools - 8th grade English
5. Lawrence Co., TN, Summertown High, 10th and 11th grade English
6. Not teaching.
7. I teach 12th grade English in Lawrence Co. TN
8. Decatur City Schools English 9th and 10th grade (regular classes)
9. na
10. Morgan County Schools, 9th, 10th, and 12th grade, English
11. n/a
12. Madison City School System 9th, 10th, 11th, 12th English, Literature, Applied English, Freshman Comp
13. N/A - Have not completed graduate degree.
14. N/A

8. Do you believe that your preparation in your UNA major has been sufficient for your teaching duties?

Response Count
17
answered question **17**   *skipped question* **10**

Displaying 1 - 17 of 17 responses
1. N/A
2. n/a
3. Yes
4. Yes
5. Yes, however, nothing can really prepare you for the first year of teaching!
6. Did not choose to teach.
7. Yes!
8. Yes, to a degree; I felt like my writing composition class and my young adult literature class were the most beneficial. What I did not find of ANY value was the HOTEL or Linguistics. A course on how to teach grammar
would have been a better choice for language arts majors.
9. na
10. Absolutely!
11. n/a
12. yes
13. somewhat
14. N/A - Have not completed graduate degree.
15. yes!
16. Yes, but I would like to further my education.
17. N/A

9. If you did not accept a teaching position, with what firm did you accept employment and/or what was your position?

Response Count
15
answered question **15**   *skipped question* **12**

Displaying 1 - 15 of 15 responses
1. I was working with TNT Fireworks when I graduated as the internal auditor. As of September 2007, I am a staff accountant with SCA Tissue in Barton, Alabama.
2. I took a position with Science Applications International Corporation (SAIC) as an administrative assistant.
3. I am working as a legal assistant at a law firm. Boston, Holt, Sockwell & Durham, PLLC

4. N/A
5. I accepted a Marketing Assistant position with Civil & Environmental Consultants, Inc. It is a full-service environmental and engineering consulting firm. (I received a Marketing minor from UNA in addition to my Professional Writing degree)
6. Mozaic, Ltd. Copywriter
7. Allstate Insurance. Property claims.
8. I worked at a Fresh Direct Warehouse, driving forklifts.
9. Huntsville Municipal Court - Secretary
10. Fundraising & management
11. Habitat for Humanity, Admistrative Assistant
12. n/a
13. I'm an editor at IFDC (International Fertilizer Development Center)
14. N/A - Have not completed graduate degree.
15. N/A

---

10. Where are you now employed and/or what is your present occupation/position?

Response Count
23
answered question **23**   *skipped question* **4**

Displaying 1 - 23 of 23 responses

1. SCA Tissue, Staff Accountant
2. I currently work at Westar Aerospace and Defence Group as a software test and documentation analyst.
3. same as above
4. Adamsville High School/Adamsville Tennessee English Teacher
5. I am still with CEC, and my responsibilities have increased tremendously since last year. I am heavily involved in proposal coordination and business development.
6. Mozaic, Ltd. Copywriter
7. Graduate Assistant, UNA Office of Distance Learning
8. Allstate Insurance. Property claims.
9. Lawrence Co. TN
10. Decatur City Schools English 9th and 10th grade (regular classes)
11. I work at Borders...I'm a bookseller
12. Same as above
13. Booster Enterprises; Fundraising; Area Director (management)
14. Habitat for Humanity, Admistrative Assistant
15. Danville High School, English teacher
16. I am employed by the SCAD's student newspaper as copy editor.
17. Patriot Academy
18. sub. teacher and grade student
19. same as above
20. Graduate school.
21. UNA adjunct English instructor, Northwest-Shoals Community College adjunct English instructor
22. Linen's N Things, sales associate, while I complete my Masters.
23. I'm employed at Carrabba's as a waitress, but I'm also working with an online magazine that is in its prelaunch phase called ColloCUE.

---

11. In your present job, do you find your UNA major to be an asset? Please explain your answer. Response

Response Count
20
answered question **20**   *skipped question* **7**

Displaying 1 - 20 of 20 responses
1. My major in accounting is a major asset. My professional writing major is not as much as a major asset.
2. I find my UNA major to be an asset because a large percentage of my job involves writing.
3. Yes. I proofread legal documents and letters. I answer question that my bosses or other employees have about grammar.
4. Yes
5. Yes. The professional writing degree is so flexible that I was able to apply it within the engineering field. I realized that I was not limited to fields of education or media, and branched from the typical fields that English majors are employed.
6. Not really. Nothing I actually did in my major has prepared me for this work. I got basic grammar in high school, and that comes in handy in proofreading. Technical Editing was probably the most useful class I took.
The UNA writing courses beyond Freshman Comp could really use some work.
7. My UNA major has been an asset. My current job requires quite a bit of documenting and I must be accurate in detail. My education at UNA provided me a great deal of technical writing experience and I use it every day.
8. Yes. Not only do I have a great background in literature, but I am prepared for instruction as well. The two class that I think helped the most were Instruction of Comp and Young Adult Literature
9. Yep, not that there's a future in it.
10. Yes. The analytical, critical thinking, and language skills I learned at UNA have been a huge benefit to me.
11. Yes, I am in management, but I also serve as an internal copy editor for my company. I review/edit all of our web & print copy.
12. I do use many of the writing skills that I learned at UNA
13. Yes. Much of what I learned in my English classes has strengthened my content knowledge. It helps me get ideas across to my students in a way that they can understand. You have to understand something very well before you teach it.
14. Yes, my work with both Lights and Shadows and The Flor-ala has been invaluable for my work with student media and publications here at SCAD.
15. Yes. It prepared me in being professional and working hard for anything.
16. Yes, classes in technical editing and grammar helped me in my current position. (I edit technical/scientific documents.) Also, classes in basic and advanced reporting helped prepare me for writing articles for my organization's newsletter and annual report.
17. N/A - Have not completed graduate degree.
18. Yes
19. Education is always an asset, for any job.
20. As for the internship, I definitely do, but for waiting tables, no.

---

12. In your opinion, what courses, skills, etc., need greater emphasis in your UNA major?

Response Count
25
answered question 25   skipped question 2

Displaying 1 - 25 of 25 responses
1. Creative writing and feature writing could use some greater emphasis. I understand that the professional writing major has to emphasize certain aspects of writing; however, I believe many professional writing majors want to do more creative and journalistic writing than becoming teachers for writing classes that no one cares about.
2. Although I love literature and think it is important for any English major, I think the professional writing curriculum should place more emphasis on courses that are centered on developing one's writing abilities.
3. I should have taken more classes emphasizing writing, but at the time I was planning on continuing on to graduate school and focusing on literature.
4. All were sufficient
5. GRAMMAR courses!!!! If possible, the broadcasting class needs to be removed and survey of grammar needs to take its place
6. For Professional Writing students, more technical writing and editing courses would be beneficial. Expanding the course material to cover a wider range of career paths, such as a Technical Writer in IT or an Advertising Copywriter, would also be helpful.

7. Composition. There was little to no variety in the comp courses. Coming from the Honors English Program, Advanced Comp barely differed from the Freshman Comps. Tech Writing didn't really involve enough creation of
original content. The Creative Writing courses were wonderful, but since there's nowhere to really go with that at UNA, they were ultimately pointless.
8. I feel that the grammar course should be a requirement for language arts majors!
9. Creative Writing
10. I would really like to see the department grow, however I do think it has a great balance and provides the student with exactly what they need, whatever their chosen area of study may be.
11. I wish that I had a clue about ESL.
12. Courses like young adult literature need greater emphasis. Maybe even a course about teaching writing that also discussses instructional strategies! New teachers are always lacking in this area.
13. Navigating recessions.
14. More lower level composition courses for English majors with emphasis on writing about literature.
15. Rhetoric is the most valuable class I took. There should be more of an emphasis here.
16. More emphasis on the technical aspects of advanced composition. Something that will actually prepare you for the level of writing used in a graduate program.
17. I feel that some of what I have learned in my Introduction to Graduate Studies would have been better for me to have learned as an undergraduate. I would have also been nice to have done more creative type writing instead of constant essay, term paper type papers.
18. There should be a class on how to teach grammar. It's easy to know "what sounds right" without being able to teach someone else the rules behind it.
19. Portfolio preparation and interviewing skills. Classes that teach you not just about how to be a good writer but how to find jobs or freelance work and how to get those jobs. More classes that focus on genre writing instead of academic criticism/papers.
20. Anything with Grammar.. or how to teach it to students
21. Writing for the Web. I think that the Professional Writing concentration should require taking a class in basic computer programming or html. I also think that more technical communications classes should be required for
the professional writing concentration.
22. The major needs more diverse courses and more specific courses.
23. Composition
24. I would have liked to have taken more writing and grammar courses.
25. I wish I has participated in more internships, and I definitely believe that they are in a need of greater emphasis. Also, I wish I had taken a class that focused on the portfolio

> **13. In your opinion, are there areas or courses that should be eliminated or de-emphasized in your UNA major? If so, which ones and why?**

Response Count
22
answered question **22**   *skipped question* **5**

Displaying 1 - 22 of 22 responses
1. Shakespeare should not be required; it should only be optional. There are other literary materials that have more importance than his work. Also, his work is dated. It's time to focus on more current literature to continue moving writing into the future.
2. I'm not sure if any should be eliminated. With more choices of classes, students can focus thier concentration on what they choose.
3. None
4. Fundamentals of Broadcasting - eliminated; has nothing to do with Language Arts majors
5. I felt all the courses I took were appropriate for graduate school and employment preparation. It might be effective to swap out a literary course for a portfolio course. Graphic Design skills could be improved by using Adobe Creative Suite for "Desktop Publishing" instead of Quark. Most companies do not use Quark anymore. I had to teach myself how to navigate Adobe software for my present employer. Also, the Basic Reporting and Feature Reporting courses could be combined with another type of writing course to allow for more Graphic Design. Reporting would be important for those students pursuing a career in media or journalism, but students pursuing a career in IT documentation or a broader writing position (such as Editor) might benefit from additional writing or editing courses.

6. I realize that lit is important in general, but the lit courses at UNA are
horrifically redundant. I covered the same material three to four times between the various lits I took,
generally. They probably don't need to be eliminated, but in professional writing, I really think UNA needs to
offer a wider variety of more intensive comp courses and not put so much value on reading the same
literature for three different professors each semester. And since I just got to the portfolio question at the
bottom, the portfolio was one of the most useless and annoying things I did at UNA. I couldn't include
anything I'd ever enjoyed writing or thought was an actual good
example of my writing. I was essentially required to turn in a bunch of term papers. No employer wants to
read term papers as writing samples. If you're not going to require Professional Writing majors to write for
the paper or some other outlet, you have got to come up with some kind of composition course that allows
them to write more than just papers and essays.

7. The broadcasting class should be replaced with another theater or journalism course. In the real world,
schools that do have a radio broadcast, the science teacher is the sponser. Journalism and theater seem to
always fall on the English teacher.

8. Not at all. Each course provides it's own purpose and blends perfectly with the curriclum.

9. While I enjoyed both classes, I think that one should not be required to take both HOTEL and linguistics.
The two classes were almost identical.

10. HOTEL and Linguistics need to only be requirements for English majors, not Language Arts majors. The
reason is because they are unnecessary.

11. Not sure.

12. No. I am happy with the current requirements.

13. While I'm sure HOTEL provides some foundations, it is otherwise worthless.

14. Personally, I did not benefit from the journalistic aspects of the professional writing program. Basic
Reporting and Feature Writing were both rather unhelpful classes. Since I have no desire to go into the field
of journalism, the did not specifically benefit me. They should be offered as electives, not requirements.

15. There were none.

16. One class in my curriculum that at first I was skeptical of but have come to appreciate was Desktop
Publishing in the communications department. That class helped lay some basic foundations for me in
periodical design and layout. Creative writing classes were helpful too because they gave me a chance to
intensely focus on my writing and explore its strengths and weaknesses.

17. Broadcasting was the biggest waste of time for me

18. I really needed a grammar course!

19. No.

20. All the courses are based around English Literature.. There should be more writing and poetry courses
and literature of other cultures.

21. No. I thought that all of the required classes were necessary.

22. No, I don't think so.

---

14. Which required courses do you think provided the greatest contribution to your chosen career? Why?

Response Count
26
answered question **26**   *skipped question* **1**

Displaying 1 - 26 of 26 responses

1. Creative writing and feature writing because you can actually write something that someone may read
and enjoy. I think there should be classes to explain how to submit your articles to publications and how to
retool your writings so that they may eventually become published. Also, technical writing was a good
contribution to my career in ccounting.

2. When I started at UNA, I knew I wanted to do something in the area of technical writing, and I think my
technical writing and technical editing courses were the most valuable to me.

3. For the career I have now, I would say grammar, creative writing and the other writing course that is
required. I can't think of the name of it at the moment. I do not plan to do this for the rest of my life.

4. Literature for Young People American Literature/ I taught an American Lit only class last semester

5. Literature for Young Adults - The professor was fantastic (Dr. Adams) and it gave me a lot of "hands on"
opportunities to teach, observe, create a unit, etc. that I have to do now as a teacher.

6. Technical Editing, Desktop Publishing, and core Marketing courses. Desktop Publishing was beneficial because, while Quark was "outdated" to most employers I interviewed with, it exemplified that I had the knowledge to learn and apply software. I quickly learned new software that was similar in nature to Quark.
7. Tech Editing, and Tech Writing to a lesser extent. Also, Desktop Publishing. These classes dealt directly with skills I now use on a daily basis.
8. Literature for Young Adults! The information I learned in that class I apply everyday. It was real world stuff!
9. L (unfinished response)
10. Definatly my technical and creative writing courses.
11. Young Adult Literature and Instruction of Comp.
12. Young adult literature
13. Not sure. I've only been out for a year. Fri
14. Advanced composition (and others): taught me to develop ideas and enjoy the process
15. Creative Writing with Mrs. Butler and Rhetoric with Dr. Gaunder where the most influential classes I took. It is a shame neither of these ladies are still around.
16. Technical editing helped prepare me for the level of detail I would need to show for my career. The honors English program also gave me a broader education of the composition and literature programs.
17. Advanced Composition and Creative Writing.
18. The Young Adult Literature course. I cannot thank Dr. Adams and the English Department enough for that class. It has helped me so much in choosing material for my classes to read, discuss, and study.
19. As I mentioned before, Desktop Publishing and Creative Writing classes have both given me skills and developed previously existing skills. Technical writing and editing classes were of help too, in that they taught me how to focus on grammar and details in order to polish and perfect my writing and therefore make it more marketable.
20. Literature for Young Adults with Dr. Adams!
21. Literature for Young Adults
22. technical editing and basic and advanced reporting. Also, communications law and mass communications helped me understand about media in general.
23. Linguistics and Grammar because they taught me much about the mechanics of the English language.
24. Advanced Composition - Like most new college-level English instructors, composition is all I teach!
25. Advanced composition and basic literature.
26. As for the writing internship, I've definitely used the Technical Editing textbooks, the COM Feature Writing course, the Creative Writing course, and the advanced composition course.

---

15. Which required courses do you think contributed the least to your chosen career? Why?

Response Count
20
answered question **20**   *skipped question* **7**

Displaying 1 - 20 of 20 responses
1. Shakespeare - good to read for a semester, but it hasn't impacted my current life whatsoever. Classical and Contemporary Rhetoric was also a waste.
2. I would have to say that basic reporting didn't really have much influence on my career, primarily because the writing styles differ so greatly from my chosen career as a technical writer.
3. I do not regret taking any of the courses that I took. There were some that I may not ever use any knowledge from, but I enjoyed the experience form every class. I know that doesn't exactly anwer your question, but I don't know what lies ahead for me yet. I may use all knowledge from all the classes I have taken.
4. Broadcasting because I will never be able to use it anywhere in my field.
5. Currently, I do not apply any literary coursework or linguistics. I intend to pursue my graduate degree in 2009, so these courses will more applicable in the future.
6. Every lit I ever took. Creative Writing. Grammar (I've never been asked to diagram a sentence outside of school). Every communications class required. None of them ever progressed beyond Basic Reporting, really, and most of the extremely common sense-based elements of that class were covered in my other comps. Oh, and Advanced Comp. While the class was enjoyable, it was just a chance to write more papers that same way I'd written them in Freshman Comp, just on different topics.
7. IDK

8. All my English courses were important and have provided me a greater understanding and appreciation of my language, it's history and it's function in the world. All the courses I took at UNA have allowed me to communicate in a much better way, at work and in every area of my life.
9. Linguistics; it was a repetitive and outdated course.
10. Not sure. I've only been out for a year.
11. HOTEL and Dr. Foster's class where you have to diagram sentences.
12. The required communitcation classes (basic reporting and feature writing) and advanced composition. I am not going into a journalistic field, so the COM classes were of little benefit to me. My advanced comp class offered
little instruction as to how to compose advanced work. The assignments were trivial time wasters in which very little was learned and the only feedback was peer review, very little of which was helpful.
13. None
14. Some of the literature studies courses, though I enjoyed immensely, have not had complete value in work environments, though I do understand their purpose. I also took an HTML/CSS class as an required elective, and while I realized its focus was to try and give me a new skill to use in the workplace, I learned very little, not enough to find a job in web design, and had little real interest in it as I had no desire to write in a Internet/Web arena.
15. Linguistics with Dr. Foster
16. Broadcasting, Linguistics
17. nature writing
18. Shakespeare because it I don't plan on teaching a course that is extensively on Shakespeare.
19. Advanced literature, such as Chaucer. I doubt I will need to study it again.
20. The literature classes contribute the least to my internship.

---

16. In your opinion, what additional courses should be offered in or required for the UNA major? Why?

Response Count
21
answered question **21**   *skipped question* **6**

Displaying 1 - 21 of 21 responses
1. A course that details how to submit your writings for publication and goes over the details of a career as a writer (book signings, hiring agents). A course that explores screenwriting for movies and television would also be good. Give students courses that are actually interesting and provide value instead of courses that provide value to a professor's ego.
2. I think there should be some computer science courses required for a professional writing degree. The difficulty I found after graduation was that a lot of engineering companies would not hire me for their technical writing positions because I didn't have much of a technical background.
3. I don't know. Sorry.
4. More classes on grammar
5. I would suggest adding a portfolio course. Higher quality employment opportunities would have been available to me with a stronger portfolio. I would also suggest adding instruction in documentation (as in IT) and also Graphic Design/Arts. I would have been hired sooner or had more leverage over salary, benefits, responsibilities, etc. when accepting my position if I had more Graphic Design skills. Most job postings I encounter for "Technical Writers" are solely IT related. Smaller companies, like my current employer, need people who can write and design. It makes the
employee invaluable. Having more IT and Graphic Design skills will also help those students wanting to pursue a freelance position or self employment. They will be more independent and be able to provide a wider range of services.
6. Please incorporate some other writing courses. Or at the very least improve the ones already offered. I realize that as I was graduating more new media classes were materializing, but keep making more. I write everything from ad copy to blog posts to press releases to web copy in the course of a day at work.
7. IDK
8. I would like to see a course in children's writing, and possibley a course in preparing the writer for publication; however these courses could be offered as a continuing education resource. Children's writing is a huge field and there is a tremendous amount of opportunity. A course in publication would provide the student with some direction; especially those students with a concentration in creative writing.
9. I believe that all students should be required to take at least one ESL class.

10. A language arts class on how to teach grammar and another on how to teach writing to secondary students.
11. Dealing with the dwindling job market for liberal arts majors.
12. Wider variety of literature classes; more special topics/specific authors, etc.
Wed, 9/17/08 7:57 PM
13. n/a
14. More modern literature would have been nice, and more grammar and technique type writing classes. It seemed that every proffessor had such greatly different styles and one class I would do fine in and another not some and would not have changed my writing style.
15. A few more courses as I said earlier that focus on specific genres and styles of writing (nonfiction, business writing, copywriting are some examples)
16. None come to mind
17. GRAMMAR!
18. Writing for the Web. I think that the Professional Writing concentration should require taking a class in basic computer programming or html. I also think that more technical communications classes should be required for
the professional writing concentration.
19. Academic Writing, Poetry Writing, Fiction Writing, Writing in the Professions, Contemporary Black Fiction
20. More grammar courses.
21. For the professional writing major, I believe that there should be a course on the portfolio, and some more intensive writing courses like the Creative Writing and the COM Feature Writing courses.

17. How well did the UNA major prepare you for an entry-level position in your chosen career? (1 = not well at all; 5 = very well)

Response Percent		Response Count
1	0.0%	0
2	4.0%	1
3	16.0%	4
4	**48.0%**	12
5	32.0%	8

answered question **25**   *skipped question* **2**

18. How well did the UNA major prepare you for advancement, or contribute to advancement in your career? (1 = not well at all; 5 = very well)

Response Percent		Response Count
1	4.3%	1
2	0.0%	0
3	21.7%	5
4	**56.5%**	13
5	17.4%	4

answered question **23**   *skipped question* **4**

19. How well did the UNA major prepare you for graduate study? (1 = not well at all; 5 = very well)

Response Percent		Response Count
1	0.0%	0
2	0.0%	0
3	15.8%	3

4	**47.4%**	9
5	36.8%	7

answered question **19**   *skipped question* **8**

20. If you were a professional writing major, how helpful was your writing portfolio or samples of your writing in getting a job or getting into a graduate school? (1 = not well at all; 5 = very well)

Response Percent		**Response Count**
1	20.0%	2
2	**30.0%**	3
3	20.0%	2
4	20.0%	2
5	10.0%	1

answered question **10**   *skipped question* **17**

Attachment B
Major Field Test Results

2003F	National Mean 151.6	UNA average 152.1		
	Subscore 1	Subscore 2	Subscore 3	Subscore 4
	Lit 1900 and Earlier	Lit 1901 and Later	Lit. Analysis	Lit. Hist. and Ident.
Nat. Mean	52.8	50.8	53.3	52.4
UNA avg.	52.8	51.3	53.3	52.4
2004S	National Mean 152.3	UNA average 152.2		
	Subscore 1	Subscore 2	Subscore 3	Subscore 4
	Lit 1900 and Earlier	Lit 1901 and Later	Lit. Analysis	Lit. Hist. and Ident.
Nat. Mean	53.5	52.3	54.4	49.1
UNA avg.	53.4	52.1	53.9	49.1
2004F	National Mean 151	UNA average 153.3		
Nat. Mean	50	53	52	50
UNA avg.	50.5	52.8	52.5	49.8
2005S	National Mean 149.8	UNA average 151.3		
	Subscore 1	Subscore 2	Subscore 3	Subscore 4
	Lit 1900 and Earlier	Lit 1901 and Later	Lit. Analysis	Lit. Hist. and Ident.
Nat. Mean	50.3	50.3	48.7	54.3
UNA avg.	51.2	51.9	51	54
2005F	National Mean 153.2	UNA average 153.3		
Nat. Mean	53.9	52.6	55.1	50.8
UNA avg.	53.3	53.7	55.6	50.7
2006S	National Mean 147.5	UNA average 147.5		
Nat. Mean	46.1	49.3	48.9	45.7
UNA avg.	47.7	48.3	50	45
2006F	National Mean *	UNA average 156.6		
	Subscore 1	Subscore 2	Subscore 3	Subscore 4
	Lit 1900 and Earlier	Lit 1901 and Later	Lit. Analysis	Lit. Hist. and Ident.
UNA avg.	56.6	56.1	58.3	56
2007S	National Mean *	UNA average 149.4		
UNA avg.	49.1	51	49.2	47.8
2007F	National Mean*	UNA average 147.6		
	Subscore 1	Subscore 2	Subscore 3	Subscore 4
	Lit 1900 and Earlier	Lit 1901 and Later	Lit. Analysis	Lit. Hist. and Ident.
UNA avg.	55.3	55	57.6	46.3
2008S	National Mean *	UNA average 150.4		
	Subscore 1	Subscore 2	Subscore 3	Subscore 4
	Lit 1900 and Earlier	Lit 1901 and Later	Lit. Analysis	Lit. Hist. and Ident.
UNA avg.	49.8	50.6	50	50.4

* No data available