Department of Languages and Literature

Mission / Purpose
The Department of Languages and Literature contributes to the fulfilling of the University's goals throughout its course offerings. Through its basic curriculum offerings and specialized upper-level courses in literature, languages, and communication, the Department of Languages and Literature provides instruction for both traditional and non-traditional students which enhances their abilities in independent thinking, communication and appreciation of American and other cultures as expressed in literature. Through required courses in composition, speech, and literature and through class formats that encourage discussion, the Department develops skills in writing, public speaking, and critical thinking and respect for the ideas of others.

I. Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

A. Goal: Address the major educational issues of the region
Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution.

1. Outcome: Majors will demonstrate a sound understanding of English and American literature
English majors will show a sound understanding of English and American literature.

a. Measure: Improved scores on Exit Exam
English/Language Arts majors will improve their scores on the Exit Exam in English and American literature between the first and second tests.

1. Achievement Target:
The scale score mean on the MFT (Major Field Test) will increase by 10 points between students taking it in EH 302 and taking it as graduating seniors.

2. Findings (2011-2012) - Target: Not Met
Of the seven senior English majors who took the MFT in the spring of 2012 who had taken the exam in EH 302 (Introduction to Research), their average score rose from 134.7 to 136, an average increase of 1.3 points. Four students did better than before (including one who raised her score from 138 to 154), and three did not do as well. Taking all sixteen of the students who took the test (all sophomores, juniors, and seniors), The Major Field Test in Literature in English in Spring 2012 yielded the following results (the numbers represent "mean percent correct"): British Literature Pre-1660 37; British Literature 1660-1900 29; American Literature to 1900 36; British and American Literature 1901-1945 34; Literature in English Since 1945 35; Literary History 32; Identification 29; Literary Theory 28.
3. Action Plan:
   **Reviewing the MFT**
   This lackluster performance on the MFT exam is bothersome. First of all, it would be helpful to get a better idea of what the nature of the MFT is, and ask students who have taken it recently what their experience has been. The Department of Languages and Literature will arrange interviews with students who most recently took the exam to see if there was anything anomalous in the testing conditions as well. The Department of Languages and Literature will also explore two other possibilities, in hopes of producing results that more accurately represent what students have learned. First, the department will explore the possibility of incorporating the MFT result into the graduating students' course grade (the students would surely all be enrolled in an English course when they are taking the exam). Second, there will be a pre-test, a warm-up diagnostic exercise a week before the actual taking of the test. While these two measures are not intended to "beat the test," by the same token we do not want our students to be "beaten by the test."

   **Established in Cycle:** 2011-2012
   **Implementation Status:** Planned
   **Priority:** High
   **Projected Completion Date:** 04/30/2013
   **Responsible Person/Group:** Chair
   **Additional Resources Requested:** None

2. Outcome: Prepare English majors and minors for graduate studies or careers
The Department will prepare English majors and minors for graduate studies or careers by enhancing their skills in written communication and critical thinking.

   a. Measure: **Students in upper-level courses will show proficiency in writing about literature.**
   Students in 400-level literature courses will demonstrate the ability to compose an essay about literature that gains the reader's attention with a clear thesis, that supports that thesis with clear supporting paragraphs, and that ends with an effective conclusion.

   1. **Achievement Target:**
      On final exams with essays that test student ability to compose an essay that shows proficiency in writing about literature, students will score at least 8 points (on a 10-point scale).

   2. **Findings (2011-2012) - Target: Partially Met**
      The Department of Languages and Literature has findings from two of the 400-level courses offered in the 2011-2012 academic year. In Shakespeare, EH 422, seven undergraduate students wrote essays on the final exam, and scored an average 7.00 on a 10-point scale. In Seventeenth Century British Literature, eight undergraduate students wrote essays on the final exam, and scored an average of 8.11 on a 10-point scale. The Department of Languages and Literature did not fully meet this target.
3. **Action Plan:**
   **Writing skills workshops**
   The Department of Languages and Literature currently offers writing skills workshops designed to help advanced students sharpen their writing skills, especially for timed testing conditions.
   **Established in Cycle:** 2010-2011
   **Implementation Status:** In-Progress
   **Priority:** High
   **Implementation Description:** The workshop scheduled in the spring (2012) was poorly attended. For the next session in the fall, the workshop will be publicized and marketed much more aggressively.
   **Responsible Person/Group:** Kendrick Prewitt, Chair

3. **Outcome:** General education students will improve their writing ability.
   General education students in composition courses will improve their writing skills, as shown in their knowledge of grammar.

   a. **Measure:** This is a pre-test/post-test for composition classes.
      The Department of Languages and Literature has designed a diagnostic test on English grammar that will be administered at the beginning and end of each semester.

1. **Achievement Target:**
   The Department of Languages and Literature administered a diagnostic exam at the start and finish of the semester in our composition courses. The goal is to see a 40% improvement in the test scores in the EH 099 sections between the beginning and ending of the semesters.

2. **Findings (2011-2012) - Target: Not Met**
   In the EH 099 courses from the 2011-2012 academic year, students scored an average of 20.89 (out of a possible 50 points) at the beginning of the semester, and 25.7 (out of a possible 50 points) at the end of the semester. That constitutes a 23% improvement in their raw scores. The Department of Languages and Literature found the following subscore results: Sentence Sense increased 10.8%; Subject-verb agreement and pronoun-antecedent agreement increased 23.8% and 14.7%; apostrophe usage increased 28.9%, and verb-form usage increased 46.3%. Although the overall target was met, it was noticed that the Verb-Form usage scores did not improve as much as the others. This year the Department also assessed the EH 101 courses. In these courses, students scored an average of 26.42 (out of a possible 50 points) at the beginning of the semester, and 30.63 (out of a possible 50 points) at the end of the semester. That constitutes a 16% improvement in their raw scores. The Department found the following subscore results: Sentence Sense increased 3.9%; Subject-verb agreement and pronoun-antecedent agreement increased 20.1% and 25.4%; apostrophe usage increased 21.1%, and verb-form usage increased 15.9%.

3. **Related Action Plans (by Established cycle, then alpha):**
   Address sentence structure and verb-form usage
The Department of Languages and Literature has additional online exercises on verb-form usage that will be assigned to students who show particular needs in that area. In 2012-2013, the Department will also focus on sentence sense recognition.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Implementation Description: Students with the most pronounced weakness in verb-form usage on the pre-test (the original diagnostic) will be flagged and assigned the additional online exercises.

Responsible Person/Group: Kendrick Prewitt, chair

4. Outcome: General education basic literary knowledge.
General education students will attain a basic knowledge of either American or British literature.

a. Measure: Core competency in British or American literature
75% of students in 200-level literature surveys will earn a grade of C or better.

1. Achievement Target:
75% of students in 200-level literature surveys will earn a grade of C or better.

2. Findings (2011-2012) - Target: Met
In the 200-level literature courses in the 2011-2012 school year (including summer 2011), 505 of the 667 students made a "C" or better, which is 75.71%.

II. Goals and Other Outcomes/Objectives, with Related Measures, Targets, Findings, and Action Plans

A. Goal: Address the major educational issues of the region
Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution.

1. Objective: Improve recruitment of English majors.
The Department of Languages and Literature will develop a program of outreach activities and new course offerings for English majors to improve its recruitment.

a. Measure: Program outreach activities
The Department of Languages and Literature will provide at least two outreach activities per year, and continue to explore new course possibilities.

1. Achievement Target:
The Department of Languages and Literature will provide at least two outreach activities per year, and continue to explore new course possibilities.

2. Findings (2011-2012) - Target: Met
In the 2011-2012 academic year, we held two poetry readings at Lake LU, and hosted two Callaway Schoolhouse Poetry and Fiction Workshops and
Readings. The Department of Languages and Literature have also developed new courses, including a popular culture course on “The Cowboy” in fiction and film. Additionally, the department hosted the Black Belt Symposium in April, which featured Birmingham poet and novelist Irene Latham.

III. Other Plans for Improvement

A. Revising and updating the composition textbook.
Now that the textbook Discovering a Voice has been in use for two years, the Department of Languages and Literature will look for ways to revise it to make it even more effective.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High
Implementation Description: The Department of Languages and Literature has discontinued the use of Discovering a Voice, and have now adopted two textbooks: The Little, Brown Handbook and The Writer's Presence, which should nicely update our offerings for our composition students.

B. Expanding program outreach activities.
The Department of Languages and Literature will monitor the enrollment of students in the creative writing minor, and continue to assess the viability of other minors associated with Languages and Literature. The Department will also continue to expand our offerings of poetry readings, possibly including a poetry slam competition for our students.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Dr. Kendrick Prewitt, chair.

C. Improving MFT results
First, as soon as the data becomes available, the Department of Languages and Literature will investigate the subscores to determine which parts of the exam were most problematic. Then we will determine whether more coursework is needed in these area, or in what other ways we might enhance the curriculum.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Kendrick Prewitt, chair
Additional Resources Requested: none

D. Lecturer position in composition
The Department of Languages and Literature needs to hire a lecturer to teach composition courses.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Submit staffing plan
Responsible Person/Group: Chairperson
Budget Amount Requested: $40,499.00 (recurring)

E. Dictionaries and thesauri
The writing lab needs 3 new American Heritage dictionaries as well as 2 or 3 thesauri.
Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High
Implementation Description: Buy the books.
Responsible Person/Group: Dr. Alan Brown
Budget Amount Requested: $200.00 (recurring)

F. Laptop computer for first-floor cart
The Department of Languages and Literature needs to replace the laptop computer for the first-floor classrooms.
Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High
Implementation Description: We have acquired the new computer.
Responsible Person/Group: Chair
Budget Amount Requested: $1,500.00 (recurring)

G. MUSE funding
The student newspaper has been chronically underfunded, and has operated in the red for several years. As things stand, annual expenses for the newspaper run about $50,000, and revenue from advertising runs about $20,000. This leaves an annual shortfall of about $30,000. In the past, the newspaper has run on a shoestring budget, but the paper is now twice as long, has a larger staff, and provides color. The budget expenses come primarily in providing a full-ride scholarship for the editor ($7400 per year), providing pay for a staff of 20 (about $4000 per year), updating computers and software ($2600), paying for the printing costs ($20,550 per year) paying the advisor ($1870), paying for syndication and accounting ($620), paying the per-word rate to writers ($5,600), and prize money ($700).
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Mr. Greg Jones
Budget Amount Requested: $30,000.00 (recurring)

H. New Print Media position
We need to hire a faculty member for print media, who could complement the work that Ms. Amy Jones is doing with the proposed new Integrated Marketing Communications major. We will proceed with all deliberate consideration on this appointment.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Submit faculty staffing plan
I. Photocopier for Languages and Literature
The photocopier in Languages and Literature has been in heavy use since 2007. We will need a new one soon.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Medium
Implementation Description: Our copier currently has over 500,000 copies on it, which is pretty heavy usage. We will surely need a new one in the 2012-2013 cycle.
Responsible Person/Group: Dr. Kendrick Prewitt
Budget Amount Requested: $4,364.00 (recurring)

J. Projector for Wallace 319
The Department of Languages and Literature needs a projector for Wallace 319. The Department already has the mounting bracket for the ceiling and a screen available.
Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High
Responsible Person/Group: Kendrick Prewitt, Chair
Budget Amount Requested: $1,920.00 (recurring)

K. Video Monitor for TV station
The TV station needs to replace its monitors, one of which is in bad shape. The Station needs to have two working monitors at all times, and there is currently only two. So if they replace one in the coming year and the other one the year after that, they should be fine.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Responsible Person/Group: Chair
Budget Amount Requested: $1,500.00 (recurring)

L. Writing Lab desktop computer
The Writing Lab needs a computer for instructional purposes. The one they rely on now is "fried." This computer will be provided through funding from the technology committee.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Dr. Kendrick Prewitt
Budget Amount Requested: $780.00 (recurring)
IV. Analysis Questions and Analysis Answers

A. What specific strengths did your assessments show? (Strengths)
These assessment measures reveal that our department is doing good work in preparing our students for writing activities in the future. The Department of Languages and Literature is making steady headway with our students in the composition courses, and students have performed up to par, based on our assessments, in the survey courses. We also offer our students a wide range of out-of-class activities, including writing workshops, field trips, and readings. We also, this year, introduced a popular new major, Integrated Marketing Communications.

B. What specific weaknesses or challenges did your assessments show? (Weaknesses)
The most pronounced weakness in our assessments this year was the student performance on the MFT (Major Field Test). The Department of Languages and Literature will first re-examine the validity and appropriateness of the test, and see what else might be done to prepare our students for it. Then, we will look to see which flaws it reveals in our students' knowledge. We also have room for improvement in teaching grammar and usage to our students, and we look forward to rising to that challenge.

C. What plans were implemented?
The Department of Languages and Literature has introduced a popular new major (Integrated Marketing Communications), and have engaged our students with several enrichment opportunities, and have adopted new composition textbooks, and we have begun departmental conversations about assessing the literature surveys more effectively. The Department of Languages and Literature have also discussed offering dedicated sections of the literature surveys for our English majors. This would be a staffing challenge, but we look forward to a creative solution.

D. What plans were not implemented?
There are four budgetary items that have not been implemented. The Department of Languages and Literature conducted a search, over the summer, for an assistant professor of Integrated Marketing Communications, but on that short notice we could not find an acceptable candidate. That search will be re-opened in the fall. We have also not hired a lecturer in composition, as it is not a high enough priority. We have not been able to establish a steady budget line to cover all the expenses of the Muse newspaper, expensive though that is. And our photocopier is hanging along, year by year.

E. How will assessment results be used for continuous improvement?
These assessment results should keep us busy. The MFT scores are worth investigating, and after we examine the testing instrument, we will be ready to explore the possibility of curriculum review. If students simply aren't taking enough of the courses that are needed, then we need to address that. The 40% improvement benchmark in the composition is a daunting challenge, but one that is worth striving for. Plus, this year, we have data from the EH 101 classes, so we can challenged ourselves to perform better with those students next year. We have also challenged ourselves to teach more effectively in the literature survey courses. This
fall, we will have two new testing instruments, a literary terms quiz and a poetry
explication paragraph, that will be exciting to use. And we will continue to offer
out-of-class enrichment opportunities for all of our students.

V. Annual Report Section Responses

A. Key Achievements
October and April: We hosted the second and third installments of the Callaway Schoolhouse Fiction and Poetry Reading and Workshop, featuring faculty members from the University of Alabama creative writing program. This is a recurring program, every semester, providing support for our student writers. In April, we hosted Alabama author Irene Latham for the Black Belt Symposium. This included writing workshops for area middle-school students, led by our honors students, as well as a reading and booksigning on campus. In October and March, we held our Poetry at the Lake events. In October, we hosted alumnus Joseph Musso as he conducted a playwriting workshop for our students. In July 2011, we took 8 students to tour Oxford, MS, as part of the Reed Literary Odyssey. In June, 2012, we took 9 students to tour Asheville, NC, as part of the same program. In April, two Sigma Tau Delta chapter members attended its national convention in New Orleans. In March, UWA Journalism students placed in the following categories at the 2012 Southeast Journalism Conference: Hayley Taylor, 3rd Place in Public Service Journalism Studio 96, 5th Place in the Best Video News Program In March, the Alabama Commission on Higher Education approved our new Integrated Marketing Communications major.
### ANNUAL PLAN

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<tr>
<th>Item</th>
<th>Approved</th>
<th>Remarks</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
<td></td>
<td>Needs editing (applicable throughout document)</td>
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<tr>
<td>Goals are broad statements describing what the unit wants to accomplish. Goals relate to both the unit's mission and the University's mission. The goal(s) is stated as the University goal(s) a unit is attempting to meet.</td>
<td>YES ✔</td>
<td></td>
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<tr>
<td><strong>Outcomes/Objectives</strong></td>
<td></td>
<td>Outcomes/SLQ's needed for Integrated Marketing Communications</td>
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<tr>
<td>Outcomes and objectives are statements that describe in some detail what the unit plans to accomplish. Outcomes/objectives are associated with all applicable goals, strategic plans, standards, and institutional priorities.</td>
<td>YES ✔</td>
<td></td>
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<tr>
<td>Objectives are active-verb descriptions of specific points or tasks the unit will accomplish or reach. Outcomes are active-verb descriptions of a desired end result related to student learning and the unit's mission.</td>
<td>YES ✔</td>
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<td><strong>Measures</strong></td>
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<tr>
<td>Measures are statements to judge success in achieving the stated outcome or objective. Measures contain information on the type of evidence and assessment tool that a unit will use to verify if stated outcome/objective has been met.</td>
<td>YES ✔</td>
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<td><strong>Achievement Targets</strong></td>
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<tr>
<td>Achievement targets are the thresholds that the measures must meet for the unit to determine that it has been successful in meeting its specified outcomes/objectives. Achievement targets are measurable statements.</td>
<td>YES ✔</td>
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**Department or Division:** Languages and Literature

**Chair or Director:** Kendrick Brown

**Dean or Vice President:** Tim Edwards
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<th>Item</th>
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<tr>
<td><strong>Findings</strong></td>
<td>YES ✓</td>
<td>NO ___</td>
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<tr>
<td>Findings are indications whether an outcome/objective was met or not. Findings are put into the system under each achievement target. Findings include an interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes and strengths or weakness.</td>
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<tr>
<td><strong>Action Plans</strong></td>
<td>YES ✓</td>
<td>NO ___</td>
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<tr>
<td>Action plans are detailed plans created by the unit to meet an outcome/objective that was only partially met or not met or to make improvement to those outcomes/objectives that were met but still need some strengthening. The plan includes a projected completion date, implementation description, responsible person(s)/group, resources required, and budget amount (if applicable). Action plans created in previous cycles have been updated with implementation notes.</td>
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<tr>
<td><strong>Annual Report</strong></td>
<td>YES ✓</td>
<td>NO ___</td>
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<tr>
<td>The Annual Report section contains information on key achievements, faculty and/or staff achievements, and community/public.</td>
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<tr>
<td><strong>Analysis Report</strong></td>
<td>YES ✓</td>
<td>NO ___</td>
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<tr>
<td>The unit has reflected on and created narratives for each of the following areas: specific strengths and progress made on outcomes/objectives, specific weaknesses or challenges, plans that were and were not implemented, and how assessment results will be used for continuous improvement.</td>
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Approved by: [Signature]

Date: July 30, 2012

Received by OIE: [Signature]

Date: 8-9-12

Signature of Coordinator of Planning and Assessment