Program Review: English Department

Samuel J. Umland
2014
ACADEMIC PROGRAM REVIEW
UNIVERSITY
OF NEBRASKA
UNK
KEARNEY
Department of English
2014
ACADEMIC PROGRAM REVIEW
March 3 – 4, 2014

Department of English
University of Nebraska at Kearney

Report prepared by Samuel J. Umland
Chair, English Department
Review Team
2014 Academic Program Review
University of Nebraska at Kearney
Department of English

External Reviewer

Dr. Jason Miller
Department of English
North Carolina State University

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Dr. Linda Lilienthal
Department of Teacher Education

Dr. Sharon O. Campbell
Department of Music and Performing Arts

Dr. Chris Jochum
Department of Modern Languages

Graduate Student Representative
Mr. Dennis Seberger

Undergraduate Student Representative
Ms. Kari Harbison
Schedule for
2014 Academic Program Review
University of Nebraska at Kearney
Department of English

Sunday, March 2
External Reviewer arrives in Kearney

Monday, March 3

8:30 a.m. - 10:00 a.m. Orientation breakfast with Review Team members, Department Chair, Dean of CFAH, Dean of Graduate Studies and Research, SVCASA or Faculty Assistant Room 310 – Nebraskan Student Union

10:00 a.m. - 10:45 a.m. Meet with Dr. William Jurma Dean, College of Fine Arts and Humanities Thomas Hall 202C, Washington Conference Room

10:45 a.m. - 11:15 a.m. Meet with Dr. Kenya Taylor Dean, Graduate Studies and Research Thomas Hall 202C, Washington Conference Room

11:15 a.m. - 12:15 p.m. Meet with Dr. Sam Umland Chair, English Department Thomas Hall 202C, Washington Conference Room

12:30 p.m. - 1:30 p.m. Lunch – Commons (Nebraskan Student Union)

1:30 p.m. - 2:30 p.m. Meet with students Thomas Hall 202C, Washington Conference Room

2:30 p.m. - 5:30 p.m. Meet with Faculty Thomas Hall 202C, Washington Conference Room

7:30 p.m. -10:00 p.m. Work sessions as necessary

Tuesday, March 4

8:00 a.m. Follow-up meetings with students & faculty Thomas Hall 202C, Washington Conference Room

9:00 a.m. Open time for team to schedule work or further interviews with faculty – Thomas Hall 202C, Washington Conference Room
10:30 a.m.  Preparation of Recommendations for Exit Report  
Thomas Hall 202C, Washington Conference Room

12:00 noon  Working lunch – Sandhills Room, Nebraskan Student Union

1:15 p.m.  Oral Report to Department Faculty and Chair – THMH 105

2:30 p.m.  Oral Exit Report to  
Dr. Charles Bicak, SVCASA  
Dr. William Jurma, Dean, CFAH  
Dr. Kenya Taylor, Dean, Graduate Studies and Research  
Warner Conference Room – FNDH

3:30 p.m.  Adjourn
# Table of Contents

Part I: Mission .................................................. 1

Part II: Resources ............................................. 6
- 2009-13 Budget Sheets following .................. 24

Part III: Effectiveness ....................................... 25
- Catalog copy following ................................. 36

Part IV: Graduate Program ............................... 37

Part V: Executive Summary .............................. 43

APPENDIX ..................................................... 45
Section I
Mission

A. Department Mission Statement

1. Undergraduate Mission

In concert with the liberal arts mission of the university, the UNK Department of English has both a broad practical mission and a specific disciplinary mission. Broadly defined, our department mission consists of activities associated with a liberal education:

• To provide a broad cultural background for the understanding and appreciation of the character and ideals of human beings and society through courses in literature, composition, and English language.
• To improve communication skills through practice in diverse types of expository and imaginative writing.
• To develop critical thinking through exposure to and interpretation of the various world views offered in literary works.
• To increase appreciation for literature, its backgrounds, history, and values, through analysis and discussion of literary works covering a wide range of attitudes, perspectives, and expressions.

The department’s specific disciplinary mission is two-fold:

• To prepare future teachers of Language Arts and English at the elementary, middle, secondary, and college levels.
• To prepare students who wish to pursue careers in occupations related to English and those who wish to pursue advanced degrees in English through graduate study.

The department has identified the following learning outcomes for its students pursuing degrees in English:

English majors/minors should communicate proficiently both in writing and in speech; recognize rhetorically effective uses of language; place themselves in a progression of ideas found in literatures of diverse cultures, including Western civilization; analyze a work of literature from a variety of critical perspectives; understand literary movements and contributions made by major figures; place modern English in the context of the history of the language; be aware of major curricular developments in English; and recognize the impact of electronic media on the individual and society.
2. Graduate Mission

The mission of the Graduate Program in English is to offer programs of study that are in keeping with and that foster the campus mission. We accept the mission of the undergraduate program as basic to our Graduate program, to build on that foundation and to be an integral part of the fulfillment of that mission. Thus, part of the mission of the Graduate Program in English is to support the broader mission of the undergraduate program. We accomplish this support both through the quality of faculty the graduate program allows us to draw to the department and through the direct involvement of graduate students and faculty in the undergraduate program, especially in the teaching and study of first-year composition.

English 100A, 101 and 102 are one of the university’s chief sites where the complementarities and synergism of undergraduate and graduate programs are most visible. Our beginning graduate students are provided the opportunity to tutor in the Learning Commons, another way they mentor and are mentored. Many of our graduate assistants teach sections of these beginning writing courses, and supportive mentoring of these students, combined with their enthusiasm, form an important component in the dynamic that keeps the courses consistent with best practices and allows us to improve steadily their substance and pedagogy.

Students completing the MA in English—with areas of specialization in literature and literary analysis or in creative writing—will have a deepened knowledge and appreciation of world, British, and American literatures (including multicultural literatures); they will have achieved a greater mastery of the language and of critical thinking through the study of linguistics, literary criticism, and composition/rhetoric; they will have honed their creative abilities in poetry, fiction, drama, and creative nonfiction; and will have acquired habits of speaking, listening, reading and writing that are the essence of reflection, dialogue, and academic discourse.

Our students will be able to conceive, undertake, research, and complete extended projects (whether a thesis or preparation for a comprehensive examination) that indicate a considerably greater mastery of arts and skills than what is expected at the undergraduate level. Through these endeavors, students will acquire an appreciation of the humanistic tradition.

In addition to fostering students in these lifelong learning habits, they will reach a level of competence sufficient to take the next step, whether that be into the professions, into more secure and effective roles as teachers, into jobs that value creative and critical thinking and communicative competence, or into further study in doctoral or MFA programs.

B. Process for Re-evaluating Mission and Goals

Internal evaluation of mission and goals occurs during regular and special department meetings, through Department committee meetings (including the chair’s advisory committee), and in discussions occasioned by the search for tenure-track faculty positions. Revisions in General Studies course outcomes also prompt occasional internal reevaluation. External factors include regular NCATE and Coordinating Commission Reviews and periodic College and university requests to reexamine the institutional mission and the department’s role within it.
C. Need and Demand for the English Program

1. Overview

The largest credit hour demand involving the English department consists of our role in offering two required courses that lay the foundation for academic writing (ENG101 and ENG102GS) and a literature course(s) as part of the General Studies Humanities requirement. The eight (8) literature courses that are currently offered as part of the Humanities requirement are as follows:

- ENG 235HGS, American Studies - 3 hours
- ENG 240HGS, Literary Classics of the Western World-Honors - 3 hours
- ENG 250GS, Introduction to Literature: British Literature - 3 hours
- ENG 251GS, Introduction to Literature: American Literature - 3 hours
- ENG 252GS, Introduction to Literature: Western Civilization - 3 hours
- ENG 253GS, Introduction to Literature: Non-Western Civilization - 3 hours
- ENG 254GS, Introduction to Literature: Special Topics - 3 hours
- ENG 280HGS, Special Topics - 3 hours

The vast majority of UNK students take ENG101 as a necessary prerequisite to ENG102GS. All students, as required by the General Studies Program, take ENG102GS, Academic Writing and Research. We have in place an ACT and TOEFL cut score flag: a score of 15 or below on the English ACT or a score below 500 on the TOEFL requires students scoring below these thresholds to take ENG100A, a developmental writing course. These students can then enroll in ENG101, followed by ENG102GS. A score of 29 or higher on the English section of the ACT allows a student to waive ENG101. Students with a grade of A or B in ENG 101 may substitute a 200 level General Studies foreign language course for the ENG102GS requirement, unless they have already been given credit for ENG101 through AP or dual-credit courses (perhaps 5-10 students per semester exercise this option).

2. Number of Majors

The number of English majors has increased steadily since 2001. In 2001-02, there were 74 English majors; in 2013-2014, there are currently 109 majors. Roughly half of this number consists of students seeking degrees in English Education.

<table>
<thead>
<tr>
<th>Year</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
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<tr>
<td>2002</td>
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<td>2009</td>
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<td>2010</td>
<td>122</td>
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<tr>
<td>2011</td>
<td>119</td>
</tr>
<tr>
<td>2012</td>
<td>119</td>
</tr>
<tr>
<td>2013</td>
<td>109</td>
</tr>
</tbody>
</table>

All data taken from the UNK Fact Book
The small decline in the number of English majors from 2012 to 2013 is perhaps a result of the fact that the Spring 2013 graduating class was an historic record at UNK. A small decline after a record number of graduates is to be expected.

Other departments across campus require their majors to complete supporting course work in the English department. Students in the English as a Second Language major are required to take English 303 (Linguistics). Elementary Education majors are required to take English 425 (Children’s Literature) and students seeking the Middle Grades Teaching Field Endorsement are required to take 18 hours of English courses. The department regularly offers three courses in ENG425 each semester, and one course in ENG426 (Adolescent Literature). For instance, since Spring 2009 (excluding Fall 2014), the English department has offered 35 sections of ENG425 (two during the Summer 2012), with enrollment averaging 20.3 students per section. English also provides an optional twelve-hour support track for students in Organizational Communication; their programs of study are developed in consultation with an English advisor. The department also offers courses in the Ethnic Studies minor, and ENG253GS (Intro Lit: Non-Western Civilization) is a required course in the International Studies major/minor. The number of English minors graduating per calendar year since 2009 averages nine students per year:

2009: 8  
2010: 10  
2011: 8  
2012: 9  
2013: 10 (spring only; Fall 2013 data unavailable)

On the graduate level, UNK provides the region with a program that meets the needs of those traditional and non-traditional students seeking postgraduate education in English. Our graduate program serves three basic cohorts: students seeking a terminal MA or an MA as a pathway to further graduate study in English; area teachers seeking post-baccalaureate hours for professional development or for the MA (the department’s recently-submitted proposal for an additional emphasis in Children’s and Adolescent Literature is designed to accommodate this considerable constituency); and creative writers seeking professional development or the MA as a pathway to the MFA or doctoral creative work. We reach a larger graduate student population through our participation in online degree programs: since Fall 2009, in conjunction with our colleagues in the College of Education, we have delivered online graduate courses for the degree in Curriculum and Instruction with an English emphasis. Other courses, such as our ENG803 (Descriptive Linguistics), serve students from Florida to Alaska, and typically enrolls over 22 students (offered during the summer semester only).
Summary

The English department plays an integral role in UNK’s mission, vision, and values as expressed in the university’s Strategic plan:

• A commitment to student learning, evinced by an emphasis on exemplary teaching by fully-credentialed and active scholars and plentiful opportunities for students to engage in research with their professors.
• A curriculum that provides solid grounding for all students in the liberal arts and sciences while also enabling them to specialize and to prepare for careers.
• A faculty/student/staff community whose diversity—ethnic, experiential, geographic, intellectual, etc.—is itself an educational resource.
• A lively and intentional “informal curriculum” featuring activities and organizations designed to enable students to pursue special interests, to develop a sense of responsibility to lead and to serve, and to acquire skills enhancing interpersonal effectiveness.
• A modern instructional and information technology infrastructure that makes academic offerings and services available to both on-campus and off-campus learners.
• Processes to assess student learning and to adjust plans, programs, and budgets in light of that appraisal.
• A climate of rigorous intellectual inquiry, unfettered exchange of ideas, and a mutual respect that is grounded in principles of academic freedom and academic responsibility.
• An emphasis on personalized, individualized teaching-learning relationships between faculty and students, with facilities, faculty capabilities and workloads, class sizes, and out-of-class activities that support and encourage those interactions.
• A graduate program that is complementary to and synergistic with the undergraduate curriculum, is subject to similar assessment imperatives, and is essential to the identity and mission of the institution.

This self-study is intended to demonstrate the English department’s contribution to the mission, vision, and values that support UNK’s commitment to being one of the nation’s premiere undergraduate institutions with excellent graduate education, scholarship, and public service.
Section II
Resources

A. Organizational Structure

As a department within the College of Fine Arts and Humanities, the English Department is autonomous in all areas granted to its jurisdiction by the By-Laws of the Nebraska Board of Regents and not otherwise contrary to the Constitution of the College or the provisions of the Faculty Handbook of the University. The College of Fine Arts and Humanities, headed by its Dean, is one of four Colleges within the University. The four academic Colleges (Business & Technology, Education, Fine Arts & Humanities, and Natural & Social Sciences) fall under the jurisdiction of the Senior Vice Chancellor of Academic Affairs and Student Life, who—along with the Vice Chancellors of Public Relations, Finance, and Student Affairs—occupies the administrative tier just below the Chancellor.

The department currently consists of full-time tenured and tenure-track faculty, full-time lecturers, part-time adjunct faculty who teach one to two courses a semester, and graduate assistants, most of whom teach. It is administered by a Chair who supervises the daily and ongoing business of the department not reserved to the department as a whole or given by charge to its standing committees, with which the Chair works in collaboration to set and carry out policies and actions. Working with the Chair are a Composition Coordinator and a Graduate Program Director, who head their respective standing committees and perform administrative duties in their areas of responsibility. The faculty and the Chair are assisted by an office staff, consisting of one full-time secretary and one student work-study assistant. As a result of recent changes in department By-Laws, each faculty member serves on one of the department’s standing committees. Returning faculty may express their preference for committee assignments at the end of spring semester; new faculty members receive their assignments upon consultation with the Chair. The standing committees of the department now consist of the following:

- Chair’s Advisory Committee (all committee chairs)
- Assessment Committee
- Writing Committee
- Curriculum and Teacher Education Committee
- Graduate Program Committee

The charge to each committee is included in the department’s By-Laws and Handbook of Policies and Procedures (see Appendix II). The department does not have a standing search committee; instead, faculty members serve on search committees depending upon their areas of interest and/or expertise. Each standing committee has from 3-5 faculty members, including lecturers serving voluntarily, and selects its own chair yearly, with the exception of the Graduate and Composition committees. The Department occasionally creates ad hoc committees for special purposes.

B. Policies and Practices

Conducting the business of the Department is the responsibility of the Chair, who creates
meeting schedules and initiates agendas for those meetings; the faculty contribute to establishing and enacting policies and practices as members of standing Committees (who, in addition to following through on their charges, also propose courses of action relevant to their areas) and acting jointly in departmental meetings, where final authority for departmental action rests. See the By-Laws and Handbook of Policies and Procedures (2014), included in the Appendix.

C. Involvement of Constituencies in Decision-making

The department consists of the following constituencies:

- Faculty (full and part-time)
- Chair
- Graduate Program Director
- Composition Coordinator
- Graduate Assistants and graduate students
- Undergraduate majors and minors
- Students in service courses (Composition and General Studies literature, required courses for degrees in programs/departments other than English)
- Organized student groups
- Alumni
- Community

The full-time faculty are involved in decision-making through a number of means, including service on standing or ad hoc committees; service in departmental position searches, in which all faculty are invited to participate actively and to provide feedback; and service on College and University committees whose policy decisions may impact the department. They also have opportunities for scholarly development, travel, research, and instructional improvement.

Part-time faculty are involved through regular updates on department events; invitations to attend department meetings and serve on standing committees if appropriate; regularly scheduled “brown bag” sessions on teaching composition; mentoring and evaluation by the Composition Coordinator and annual reviews conducted by the Writing Committee, which provide feedback and encourage consultation with the Composition Coordinator.

The Chair is involved in the decision-making processes through the exercise of the authority given chairs for making faculty teaching assignments and schedules, as well as long-term schedule projections; allocating the department budget; securing authorization for position searches; hiring part-time and temporary faculty; annually evaluating full-time faculty; bringing department business before the Advisory Committee; serving as the first interface between the department and the College and between faculty and students in appeals cases; serving as department liaison with other university offices; adjudicating course equivalencies and auditing students’ programs; following through on mandates determined by department actions or university policies; and helping to shape the departmental calendar, the charges to its committees, and the agendas of its meetings.
The Graduate Program Director serves as Chair of the Graduate Program Committee and is involved in decision-making processes through exercise of the authority and responsibilities with which this position is charged. In consultation with this committee, the Graduate Program Director oversees the admissions process; advises students and approves their programs of study; nominates students for scholarships; coordinates peer review of applications for Graduate Faculty nominations; oversees financial support for graduate assistants; and carries out policies and procedures related to graduate education as decided upon by the department.

The Composition Coordinator serves as Chair of the Composition Committee, in consultation with which s/he coordinates the numerous sections of Freshman Composition. Specifically charged with the supervision and evaluation of adjunct faculty, the Coordinator supports teachers of composition at all levels, and acts as the interface for students with issues regarding their experiences in composition courses. In conjunction with the Chair, the Composition Coordinator may consult in the hiring and scheduling of part-time faculty and also plays a role in evaluating and mentoring graduate assistants.

Graduate Assistants are involved in departmental governance through peer discussions in English 805 (Teaching of Composition), in scheduled and informal meetings with the Composition coordinator concerning pedagogy; with the Graduate Director concerning scholarship and degree completion; utilizing opportunities for performance and publishing provided by the department; and by attendance with faculty at regional and national conferences, for which the department has both contributed and successfully solicited travel funding. In the past, graduate students have participated in campus publishing endeavors, such as the Carillon, and have also had their work submitted and recognized for campus and regional awards.

Undergraduate majors and minors influence policies and procedures through interaction with faculty during advising, in classes, and beyond the classroom; filling out regular course evaluations each semester; through encouragement to attend and participate in departmental events of interest (such as readings by visiting writers and creative writing students, lectures by visiting scholars, graduate student presentations, and faculty colloquia); through invitations to submit proposals for conferences, applications for scholarships, and applications for university travel funds; through regular calls to join Sigma Tau Delta, the English honorary organization; and through presentation at the annual Student Conference in Language and Literature and publication in such venues as the Undergraduate Research Journal.

The department’s formally organized student honorary group, Sigma Tau Delta, provides opportunities for students. Involvement occurs during the organization’s meetings, when faculty sponsors and other interested faculty share information and plan events, as well as during trips to the annual convention with faculty sponsors. Hospitality and social events sponsored by Sigma Tau Delta (e.g. poetry/fiction readings, a fall barbecue) provide occasions for camaraderie and for the exchange of knowledge and ideas. The organization is also responsible for the publication of the student literary magazine, the Carillon. A selection of its members constitutes the magazine’s editorial board and, with a sponsor’s assistance, oversees its publication.

In keeping with UNK’s aggressive recruiting efforts, prospective students are contacted
at junior/senior days on campus, at recruitment fairs off campus, at majors fairs on campus for undecided students, through letters of invitation sent to inquiring students, and through information on the department website and the department’s Facebook page, and its general materials on undergraduate and graduate programs. Interested high school and transfer students, as well as students contemplating a change in their major to English, schedule appointments with the Chair to learn about the department’s programs and discuss their progress toward the degree.

We strive, not always successfully, to maintain and update our alumni contacts. We continue to invite them informally to department events, and they also contact us for advice, information, and letters of recommendation as they develop their careers. We need to generate an updated database, especially an email list, for contacting and supporting alumni. Happily, some alumni contribute regularly to Friends of English.

The community is involved through public announcements of relevant events hosted by the department; through interaction with faculty at university-sponsored events, and through contacts faculty make in the service portion of their professional lives (e.g. sponsored and invited lectures, participation in events sponsored by local schools and community organization, serving on boards of community organizations, writing columns for newspapers).

D. Faculty

1. **Rank and Tenure Distribution**

Our faculty currently (Spring 2014) consists of:

- **6 Full Professors** (Bloomfield, Honeyman, Luscher, Tassi, R. Umland, S. Umland)
- **1 Associate Professor** (Kruse)
- **7 Assistant Professors** (Beissel Heath, Fernandez, Ficociello, Hartman, O’Malley, Ray, Van Renen)

Three of these professors have half-time teaching (2/2) loads: R. Fernandez as Reynolds Chair in Poetry, and S. Umland as department Chair. In addition, Professor Bloomfield is currently on phased retirement and is on a half-time teaching load.

- **6 Full-Time Lecturers** (Christensen, Flood, Lohmeyer, Lorentzen, Thompson, Turman) All hold the MA and one (Thompson) the MFA.

- **6 Part-time Adjuncts**, most of whom hold the MA and teach 1-2 courses per semester. The number of adjuncts serving in any particular semester also varies.

- **3 Graduate Assistants** – This number is also variable depending upon enrollment and financial support available. Most of our GAs teach for us, usually after serving one or, occasionally, two terms in the Writing Center. Others are occasionally assigned research assistantships to faculty.
Data summary:
70% of all full-time faculty members, including tenured, tenure-track, and lecturers, are female.

5% of all full-time faculty members are a member of a minority.

Note: Next academic year we anticipate searching for two tenure-track faculty members.

2. Salary Ranges:

Regular Graduate Assistant Stipends: $9414 for the 13-14 Academic Year
Part-time faculty: $1800 per class
Full-time Lecturer/Senior Lecturer: $34,433 - $43,424
Full-time tenure track faculty base salary ranges from $48,834 - $83,323
  Full Professor: $71,881 - $83,323
  Assoc. Professor: $62,860
  Asst. Professor: $48,834 - $55,000

Note: The department Chair and the Reynolds Chair receive supplementary stipends.

3. Degrees and Degree-Granting Institutions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Year of Hire</th>
<th>Specialization</th>
<th>Highest Degree</th>
<th>Inst. Granting Degree</th>
<th>Grad. Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle</td>
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</tr>
<tr>
<td>Bloomfield, Susanne</td>
<td>Professor</td>
<td>1988</td>
<td>Western Literature Ethnic Literature</td>
<td>Ph.D.</td>
<td>Univ. NE -- Lincoln</td>
<td>X</td>
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<tr>
<td>Ficociello, Robert</td>
<td>Asst. Professor</td>
<td>2009</td>
<td>Contemp. American Lit. Creative Writing</td>
<td>Ph.D.</td>
<td>Univ. at Albany, SUNY</td>
<td>X</td>
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<tr>
<td>Hartman, Megan</td>
<td>Asst. Professor</td>
<td>2011</td>
<td>Medieval Literature, Grammar, Linguistics</td>
<td>Ph.D.</td>
<td>Indiana University</td>
<td>X</td>
</tr>
<tr>
<td>Honeyman, Susan</td>
<td>Professor</td>
<td>2002</td>
<td>Children's/YA Lit Graphic Novel</td>
<td>Ph.D.</td>
<td>Wayne State Univ. Detroit</td>
<td>X</td>
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<tr>
<td>Kruse, Martha</td>
<td>Assoc. Professor</td>
<td>1996</td>
<td>Comp/Rhetoric Grammar, Linguistics Children's/YA Lit</td>
<td>Ph.D.</td>
<td>Univ. NE -- Lincoln</td>
<td>X</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Year</td>
<td>Field</td>
<td>Degree</td>
<td>Institution</td>
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</tr>
<tr>
<td>Luscher, Robert</td>
<td>Professor</td>
<td>1995</td>
<td>American Literature Short Story</td>
<td>Ph.D.</td>
<td>Duke University</td>
<td>X</td>
</tr>
<tr>
<td>O'Malley, Maria</td>
<td>Asst. Professor</td>
<td>2013</td>
<td>Early American/Colonial Lit 19th Century American Lit</td>
<td>Ph.D.</td>
<td>Univ. of Colorado, Boulder</td>
<td>X</td>
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<tr>
<td>Ray, Brian</td>
<td>Asst. Professor</td>
<td>2012</td>
<td>Comp/Rhetoric Creative Writing</td>
<td>Ph.D.</td>
<td>Univ. of North Carolina at Greensboro</td>
<td>X</td>
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<tr>
<td>Tassi, Marguerite</td>
<td>Professor</td>
<td>1997</td>
<td>Shakespeare, Drama Renaissance Lit</td>
<td>Ph.D.</td>
<td>Claremont Graduate School</td>
<td>X</td>
</tr>
<tr>
<td>Umland, Rebecca</td>
<td>Professor</td>
<td>1989</td>
<td>Romantic and Victorian Literature, World Literature</td>
<td>Ph.D.</td>
<td>University of Iowa</td>
<td>X</td>
</tr>
<tr>
<td>Umland, Sam</td>
<td>Professor</td>
<td>1988</td>
<td>Literary Theory and Criticism, Film, Media Theory</td>
<td>Ph.D.</td>
<td>Univ. NE -- Lincoln</td>
<td>X</td>
</tr>
<tr>
<td>Van Renen, Denys</td>
<td>Asst. Professor</td>
<td>2012</td>
<td>Milton, 18th Century British Literature</td>
<td>Ph.D.</td>
<td>Univ. of Illinois Urbana-Champaign</td>
<td>X</td>
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</tbody>
</table>

4. Faculty Contributions to Teaching, Scholarship, and Service:

English faculty fuel their teaching with active scholarship. All professorial faculty present at conferences nearly every year (and often more than once a year). The number of published forthcoming books, articles, stories, and poems is too long to allow a comprehensive bibliography. Faculty vitae documenting notable achievements of the past five years are included in the Appendix.

These faculty also are active in professional organizations regionally and nationally, and are in demand as performers and speakers for community and state organizations who recognize their expertise.

All but two of the eligible faculty have been awarded at least one professional development leave (sabbatical), and have used them to pursue projects that have since borne successful publications and presentations.

We model and encourage scholarship in our students, both graduate and undergraduate, whose work we sponsor for the UNK Undergraduate Research Journal, for the department’s own Student Conference on Language and Literature, at which we give awards and certificates for outstanding essays; at conferences including the national Sigma Tau Delta convention, the National Conference on Undergraduate Research, the Associated Writing Programs meeting (at which our writers have performed); and in the student-published Carillon. Our graduate students have won the campus Outstanding Thesis award for the past five years (2009-2014) for their critical and creative work. A comprehensive list of student accomplishments appears in the “Effectiveness” section of this report.
Composite scores on student evaluations average 4.0-4.5 for Composition and General Studies literature courses, 4.5-4.7 in upper-division courses, and in graduate courses. (These ranges have been calculated by the chair; institutional data providing summary scores at various course levels were unavailable.) Faculty honor and embody the teacher/scholar paradigm and UNK’s identity as an institution that focuses upon excellence in teaching. We are justly proud of our graduates who teach statewide and nationally, and who have completed MFAs and doctorates to become colleagues.

While all faculty are now expected to play a role in the areas of recruitment, advisement, and retention, the chair serves as first and primary contact for prospective students. Now that UNK students undergo mandatory four-year advising, we see more students prior to registration and deal with fewer problems as our undergraduates progress through their programs. Our faculty members have performed substantial service across campus, including serving on the General Studies Council, Graduate Council, and Faculty Senate (including FS standing committees). We also continue to work actively in community service and leadership, ranging from hosting Reynolds visiting writers, whose readings are open to the public, to faculty who perform in community theater production and/or serve as officers in community groups.

5. Workload

Though faculty workloads include the pillars of teaching, scholarship, and service, workload is most commonly defined in terms of teaching responsibilities. The base load for full-time faculty in the department is 12 credit hours per semester (4/4). Since the nine-hour load with scholarly release was made available in 1995, all of our tenure-track/professorial faculty have been on 9-hr. loads, with the exception of the department Chair (who teaches a 2/2 load with the possibility of a scholarly release); the Reynolds Chair, who teaches a 2/2 load per provisions of the endowment; and the Graduate Director and Composition Coordinator, who bear 2/3 and 3/2 loads respectively. In addition, the Faculty Coordinator for the Thompson Learning Scholars program teaches a 2/2 load. Full-time Lecturers/Senior Lecturers teach a 4/4 load, typically consisting of four (4) composition courses, although they teach other courses in literature and writing as needed. All lecturers receive full benefits.

Beginning January 2014, adjunct faculty members may teach no more than two courses per semester. Some adjuncts join us for a single semester; others have been with the department for a number of years.

Graduate classes are taught by tenure-track faculty, all of whom hold graduate faculty status. With very few exceptions, courses for majors/minors and upper-division courses are taught exclusively by tenure-track faculty. Graduate assistants teach composition exclusively.

Advising Load

The number of advisees varies among tenured and tenure-track faculty, with no faculty having more than 15 students. The most recent undergraduate numbers are as follows (as of 2/12/14):
Diversity and Gender Equity

The Department addresses equity issues in a number of ways. In recruiting new faculty, the Screening Committee meets with the Affirmative Action Officer soon after the search opens and well before the application review begins. The Affirmative Action Officer reviews the search procedures, presents statistics comparing department percentages in faculty gender, race, and ethnicity with national norms, and makes recommendations for identifying and increasing numbers of underrepresented groups in the applicant pool. We have surpassed gender equity goals, if such goals are defined as the proportion of female faculty: 70% of the department faculty is female. In terms of race/ethnicity, thirteen identify as white, one as Hispanic.

All six of our Lecturers/Senior Lecturers are white females. Of the current six adjunct faculty members five are female and one male; all are white. These proportions are subject to change every semester. Of the three Graduate Assistants, two are white males, and one is Hispanic. In terms of the past four tenure-track/professorial hires in the last two years, three have been white males, one Hispanic, and one has been female.

6. Total Student Credit Hour Production - Undergraduate

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009U</td>
<td>208</td>
<td>12S 4651</td>
</tr>
<tr>
<td>2009F</td>
<td>5212</td>
<td>12U 375</td>
</tr>
<tr>
<td>2010S</td>
<td>4798</td>
<td>12F 4927</td>
</tr>
<tr>
<td>2010U</td>
<td>222</td>
<td></td>
</tr>
<tr>
<td>2010F</td>
<td>4902</td>
<td>13S 4646</td>
</tr>
<tr>
<td>2011S</td>
<td>4863</td>
<td>13U 269</td>
</tr>
<tr>
<td>2011U</td>
<td>297</td>
<td></td>
</tr>
<tr>
<td>2011F</td>
<td>5019</td>
<td>13F 4425</td>
</tr>
</tbody>
</table>
### 7. Total Student Credit Hour Production - Graduate

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>09U</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09F</td>
<td>471</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10S</td>
<td>418</td>
<td>12S</td>
<td>317</td>
<td></td>
</tr>
<tr>
<td>10U</td>
<td>207</td>
<td>12F</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>10F</td>
<td>399</td>
<td>13S</td>
<td>246</td>
<td></td>
</tr>
<tr>
<td>11S</td>
<td>741</td>
<td>13F</td>
<td>372</td>
<td></td>
</tr>
<tr>
<td>11U</td>
<td>154</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11F</td>
<td>327</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All data taken from the UNK Fact Book*

Composition and General Studies courses account for most (~80%) of the department’s Student Credit Hour production on the undergraduate level. The decline in SCH may be result of literature classes no longer being required in the General Studies program. On paper, our graduate program represents only a small proportion of our total student credit hour production, but these figures represent a greater amount of our actual workload when taking into account the preparation necessary for such courses and the individualized attention to graduate students. The proportion also increases when factoring in service on thesis committees. The numbers of theses slightly increased since we instituted the creative writing emphasis. With the addition of online courses, our graduate numbers have increased significantly since Spring 2009, though most of the students served by these courses thus far are not seeking degrees in English.

### 8. Faculty Vitae

Recent copies of faculty *curriculum vitae* are kept on file with the Department Chair. Relevant faculty vitae are also on file in the College of Education for NCATE review. The College Dean’s office also keeps copies of *curriculum vitae*. For 2-Page Faculty Vitae, please see the Appendix.

### E. Evaluation of Physical Facilities

The English department shares space in Thomas Hall with the Modern Languages department and Philosophy program. Each full-time faculty member has a private office. Our graduate assistants are housed in THMH 103, a large area that accommodates 5 desks. Adjuncts share three separate offices, and the chair tries to assign them office space on the basis of complementary schedules. Individual office space has come at the expense of storage space, but the privacy afforded full-time faculty in the form of separate offices in which to work and meet with students is a necessity that takes precedence.

Rooms in Thomas Hall seat from 17-30 students. All are “smart” classrooms, meaning they are equipped with projectors, computers (w/ DVD player), Elmos, and, in some, VCRs are still in use. Room 104 is a dedicated computer-assisted classroom with 18 stations, and Room 105 is a seminar room.
Most upper-division and all graduate courses meet in Thomas Hall, but we do not have sufficient space in the building to accommodate all the classes we offer throughout the day. The chair has tried scheduling more courses before 9:00 a.m. and after 2:00 p.m., but students avoid classes meeting at these times. The result is that we teach in five other buildings across campus, though no instructor has to “travel” further than Otto Olsen or Copeland Hall.

Recent improvements include the painting and laying of new carpeting in Thomas Hall in 2012, the refurbishing of our individual heating/AC units, new high-efficiency lighting that provides a more contemporary ambience, and replacement of window screens and stained ceiling tiles. The statue of George Washington was recently returned to its original location, Thomas 202C, where it was originally situated after the 1984 renovation and expansion of Thomas Hall. The movement of the statue alleviated the accessibility issue in our atrium, giving expanding the available space. Artwork, on loan from the Department of Art and Art History, is on display in the atrium and the Washington Conference Room.

F. Academic Resources and Equipment

1. Computers and Material Purchases

The department provides every faculty member with his or her choice of a Mac or PC. Though no formal system directs the purchase and/or replacement of computing equipment, the department chair and the Dean collaborate to upgrade or replace outdated machines on a regular basis. The college’s technical liaison maintains a supply of used computers that go mostly to adjuncts and graduate assistants. Some faculty members have their own printers; others send their documents to the networked printer in the main office.

Recent purchases include the following materials:

- A heavy-duty shredder
- A color Xerox Phaser 6600 networked printer in the chair’s office
- Wireless phones for the main office
- A large monitor in the atrium that features upcoming department events and activities

2. Budget

The department budget has remained unchanged since the last review. Over the past three years the chair has been able to set aside $750 per full-time faculty member for travel. With travel costs rising, particularly airfares and registration fees for conferences, this amount rarely funds an entire trip. The dean’s office contributes several hundred dollars to faculty presenting scholarship, and some faculty have received supplementary funding from the offices of the SVCAASA and the Graduate Dean.

One of the perquisites of the Reynolds Chair position is a $10,000 budget to support the visiting Reynolds Readers series. Writers with regional, national, and international reputations visit our creative writing classes and present readings that draw a large audience of students, faculty members, and community members. The relationships thus established provide an ongoing resource in good will toward the department.
In addition to the regular budget, the department may draw funds from the Friends of English account of the University of Nebraska Foundation. The size of this account depends entirely upon donations; several faculty are regular contributors. The chair uses these funds to pay for refreshments at department events, send flowers to mark special occasions, and cosponsor events of interest to the English department. The College recently received a very generous gift from the Vern and Marlene Plambeck endowment, funds of which move from department to department in the College; the English department receives funds roughly every seven years.

G. Department Expenditures

Copies of the current (2013-2014) department budget is appended. The following expenses are under the jurisdiction of the chair and come directly from the department’s budget:

- Office supplies
- Travel expenses for faculty
- Travel expenses for job candidates
- Advertising associated with job searches
- Wages for student workers
- Any hospitality expenses not taken from Friends of English
- Postage
- Copy Center charges
- Cost per copy on the office copiers
- Business cards for faculty
- Faculty computers and printers (usually shared with the College Dean)
- Recruiting materials

It is not uncommon for several campus entities to share costs should a department’s budget be insufficient to cover an occasional large expense, such as installing carpet in hallways or classrooms.

Summary

Like most departments on campus, we would welcome the opportunity to fill tenure-track positions that have remained vacant. Faculty members are mindful of the limitations of the budget, and their requests for support receive careful consideration. The chair cannot fund every travel request (almost every faculty member could write successful proposals for 2-3 conferences a year), but there is usually room in the budget for those extras (hospitality, computer upgrades, etc.) that enhance our work.
Library Support for the English Program

1. Information for the Academic Program Review of the English Department

Compiled by: Ronald L. Wirtz, Ph.D.
Associate Professor and Library Liaison to the English Department

2. Library Mission Statement

The Library supports the UNK mission by striving to meet the individual information needs of UNK students, faculty and staff.

3. Staff Information:

The Library staff currently includes sixteen classified staff members, nine faculty librarians, and two 9-month contract professional librarians, in addition to the Dean of the Library, who is also a professional librarian.

Librarians are assigned to serve as liaisons to a number of departments. Generally, this assignment will be made on the basis of knowledge, training, and professional experience that will enable the librarian to serve his or her assigned departments efficiently, effectively and personally. The liaison assigned to the English Department is Ronald Wirtz.

Dr. Wirtz has both Bachelor’s and Master’s degrees in French, along with a \textit{Certificat de langue française, degré supérieur} from the Sorbonne. In addition to a Master’s degree in Library Science, he has a Ph.D. degree in Education, and has served in higher education as a library director, classroom, online and adult continuing education instructor for more than 25 years. He has no graduate training in English, but in the past has studied and taught courses in French literature and composition. His thesis \textit{L’évolution symbolique de Ionesco} was accepted in 1970 at Colorado State University, and he has written or edited articles, book chapters, and other works.

4. Budget: Overall Library budget for FY2013-14:

<table>
<thead>
<tr>
<th>Format</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Formats</td>
<td>$398,112.00</td>
</tr>
<tr>
<td>Preservation/binding</td>
<td>$190.00</td>
</tr>
<tr>
<td>Books</td>
<td>$59,752.00</td>
</tr>
<tr>
<td>Microforms</td>
<td>$32,975.00</td>
</tr>
<tr>
<td>Periodicals</td>
<td>$432,385.00</td>
</tr>
</tbody>
</table>

Library budget allocations for the English Department

The Library allocates funds to departments based on the number of credit hours produced by the department in the previous academic year. For 2013-14, the allocation for English was $6224.00. However, for the 2013-14 fiscal year the allocation program was modified on an experimental basis to allow purchases by English and other departmental faculty members on an
unlimited basis. Total 2013-14 orders for the English Department to February 14, 2014 total $6564.93.

A list of the materials purchased for English in FY 2012 - 2013 is included in the appendices. Lists for additional years are available if needed.

Expenditures for the English allocation for the past six years are given in the following table:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Allocation</th>
<th>Unspent Amount</th>
<th>% Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>6224.00</td>
<td>-0-</td>
<td>105%</td>
</tr>
<tr>
<td>2012-13</td>
<td>6224.00</td>
<td>-0-</td>
<td>102%</td>
</tr>
<tr>
<td>2011-12</td>
<td>6531.00</td>
<td>783.79</td>
<td>88%</td>
</tr>
<tr>
<td>2010-11</td>
<td>7029.00</td>
<td>490.90</td>
<td>93%</td>
</tr>
<tr>
<td>2009-10</td>
<td>7028.00</td>
<td>845.07</td>
<td>88%</td>
</tr>
<tr>
<td>2008-09</td>
<td>6984.00</td>
<td>192.61</td>
<td>97%</td>
</tr>
<tr>
<td>2007-08</td>
<td>6536.00</td>
<td>-0-</td>
<td>107%</td>
</tr>
</tbody>
</table>

5. Library Grant Programs

In addition to the regular departmental allocation for purchase of materials to support research and teaching, the Library Liaison to English has additional funds that may be expended on a discretionary basis or upon request by faculty in the department. New faculty members in the department also receive a $500.00 special allocation for the purchase of materials in their research or interest areas.

6. Overall Library Collections – (Books, Journals, Databases, Non-print, etc.):

Databases

At least 46 of the Library’s 215 databases have been identified as useful for research on English literature, language, and related subjects. These include the Eighteenth Century Collections Online (ECCO) database that was added at the request of faculty members in the English department in January, 2014. In 2010-11, the Dissertations and Theses database was upgraded to provide 24-page PDF previews for many works published since 1997. All subscription databases are cross-linked through the Serial Solutions software to provide access to full-text articles in other Library databases and electronic resources, providing access to a 87,599 full-text electronic journals, an increase from 18,000 journals in 2008-09. A list of these databases is included as an addendum to this document.

Interlibrary Loan and Document Delivery

The English Department delivers courses in both the traditional face-to-face and the online environment (through Blackboard). Due to changes in scholarly publishing and in the preferences of students and some faculty, materials in the Calvin T. Ryan collections are acquired in both printed and digital formats. In the event that the Library does not have materials needed by English faculty members and / or students, items may be requested through
Interlibrary Loan and Document Delivery services. There is no charge for this service, since fees are covered by a grant that the Interlibrary Loan librarian has been able to acquire annually.

Book Collection Specific to Department (Printed and Electronic Books)

The Library collection includes many items of interest to faculty and students in English. Items specific to the program may be located in the Classic Catalog by using subject headings such as (but not limited to): Abbreviations, English Language; English Language 18th Century; English Language 19th Century Style; English Language Acquisition; English Literature 18th Century History and Criticism; English Language American Influences; American Literature 21st Century, etc. There are currently 2936 total subject headings beginning with English, including 349 specific subject headings for English Literature, 1418 for English Language, and 40 for English Language United States (used in this catalog instead of American Language), with 445 for American Literature. Use of specific subject headings allows precise searching of the Library’s collection.

The Classic Catalog of the Library also offers powerful Advanced Keyword Search capabilities, permitting the user to select books from the printed collection, electronic books, reference works, electronic journals, or non-print items with a single search through a combination of keywords, subject headings, publication dates, and other restrictors. The Classic Catalog is located at: http://rosi.unk.edu/

Items may also be located by “browsing” through Library of Congress classification ranges. The primary ranges for English are given below:

<table>
<thead>
<tr>
<th>LC Ranges</th>
<th>LC Subjects</th>
<th># of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE1 - 3729</td>
<td>English</td>
<td>3435</td>
</tr>
<tr>
<td>PR1 - 9680</td>
<td>English literature</td>
<td>18995</td>
</tr>
<tr>
<td>PS1 - 3576</td>
<td>American Literature</td>
<td>18057</td>
</tr>
<tr>
<td>PZ(1) - 90</td>
<td>Fiction and juvenile belles letters</td>
<td>14603</td>
</tr>
</tbody>
</table>

NOTE: The PN general literature collection, including 12944 volumes, may also be of use to the English program.

Electronic Books and Other Electronic Materials

The Library purchases electronic books either as parts of general academic collections, as single items selected from a multi-vendor catalog by liaison librarians, or from specific requests from English faculty members. To date during the 2013-14 academic year, the Library has acquired approximately 90,000 electronic books, many of which are of value to the English program. In addition, the Eighteenth Century Collections Online includes “every significant English-language and foreign-language title printed in the United Kingdom during the 18th century, along with thousands of important works from the Americas” — more than 32 million pages in all.1

1 From the Eighteenth Century Collections Online database description located at: http://rosi.unk.edu/record=e1000577
<table>
<thead>
<tr>
<th>e-Resource type</th>
<th>LC Subject</th>
<th>Search in Library’s “Classic Catalog”</th>
<th>total²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic books</td>
<td>English Language</td>
<td>English Language + Electronic Book</td>
<td>1302</td>
</tr>
<tr>
<td>Electronic books</td>
<td>English Literature</td>
<td>English Literature + Electronic Book</td>
<td>1645</td>
</tr>
<tr>
<td>Electronic books</td>
<td>American Literature</td>
<td>Am. Literature + Electronic Book</td>
<td>1732</td>
</tr>
<tr>
<td>Electronic books</td>
<td>Juvenile Literature</td>
<td>Juv. Literature + Electronic Book</td>
<td>161</td>
</tr>
<tr>
<td>E-journals</td>
<td>English Language</td>
<td>English Language + Electronic Journal</td>
<td>118</td>
</tr>
<tr>
<td>E-journals</td>
<td>English Literature</td>
<td>English Literature + Electronic Journal</td>
<td>140</td>
</tr>
<tr>
<td>E-journals</td>
<td>American Literature</td>
<td>American Literature + Electronic Journal</td>
<td>332</td>
</tr>
<tr>
<td>E-journals</td>
<td>Juvenile Literature</td>
<td>Juvenile Literature + Electronic Journal</td>
<td>27</td>
</tr>
<tr>
<td>Electronic resource</td>
<td>English Language</td>
<td>English Language + Electronic Resource</td>
<td>60</td>
</tr>
<tr>
<td>Electronic resource</td>
<td>English Literature</td>
<td>English Literature + Electronic Resource</td>
<td>39</td>
</tr>
<tr>
<td>Electronic resource</td>
<td>American Literature</td>
<td>Am. Literature + Electronic Resource</td>
<td>132</td>
</tr>
<tr>
<td>Electronic resource</td>
<td>Juvenile Literature</td>
<td>Juvenile Literature + Electronic Resource</td>
<td>162</td>
</tr>
</tbody>
</table>

An addition to Library capabilities, intended to make it much easier to locate materials for a specific program or even for an individual course, is the **Libguides** series. A Current **Libguide** for English is included in the appendices, and is available at this Web address:

http://guides.library.unk.edu/content.php?hs=a&pid=174772

The recent addition of RSS feed capabilities to the Library website also makes it simple to locate the most recently-acquired books, electronic books or other resources for the English program. The RSS feed can be directed to the laptop or desktop computer of a student or faculty member by a simple subscription process, and can even be directed to many smartphones. The most current RSS feed for English is located at the following Web address, and is also included in the appendices:

http://rosi.unk.edu/screens/feedReader.html?englishLiterature.xml

### 7. Collections - Periodicals:

The Library’s collection of electronic journals has increased substantially over the past five years, from roughly 18,000 journals during the 2008-2009 academic year to approximately 87,600 electronic journals in 2013-2014. By comparison, the Library’s collection of printed journals was approximately 1200 titles in 2009-2010, but only about 800 print titles in 2013-2014. The decline in the number of print journals is due to an extensive “weeding” project conducted over the summers of 2010 - 2013, which involved discarding some print journals held in the JSTOR electronic collection. Journals were discarded only if corresponding issues were available in full text in JSTOR. However, the evolutionary change from print to electronic resources has resulted in an overall increase in the number of journals available for use by English faculty and students.

² Some duplication is possible across categories, since several subject headings may refer to a single item.
A list of journals of particular interest to the English department is included in the appendices.

<table>
<thead>
<tr>
<th>Format</th>
<th>LC Subject Heading</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print journals</td>
<td>English Literature</td>
<td>31</td>
</tr>
<tr>
<td>Print journals</td>
<td>English Language</td>
<td>27</td>
</tr>
<tr>
<td>Print journals</td>
<td>American Literature</td>
<td>36</td>
</tr>
<tr>
<td>Print journals</td>
<td>English language – United States</td>
<td>1</td>
</tr>
<tr>
<td>Electronic journals</td>
<td>Languages &amp; Literatures – English Literature</td>
<td>189</td>
</tr>
<tr>
<td>Electronic journals</td>
<td>Languages &amp; Literatures – English Language</td>
<td>112</td>
</tr>
<tr>
<td>Electronic journals</td>
<td>Languages &amp; Literatures – American Literature</td>
<td>223</td>
</tr>
<tr>
<td>Electronic journals</td>
<td>Languages &amp; Literatures – Literature -- General</td>
<td>612</td>
</tr>
<tr>
<td>Electronic journals</td>
<td>Languages &amp; Literatures – Philology &amp; Linguistics</td>
<td>516</td>
</tr>
</tbody>
</table>

For more information and to access individual journals, please see the page:

http://hl9tv8ne4m.search.serialssolutions.com/?V=1.0&L=HL9TV8NE4M&S=SC&C=C=08

8. Library Instruction:

The Library is able to provide instruction for students in the use of Library resources for courses offered by the English Department. Instruction in the use of databases and other library resources is available upon faculty request. The Library began using Qualtrics software to track instruction sessions in mid-2011 (for the 2011-12 fiscal year), although a few changes have been to the format of the reporting form since that time. Based on Qualtrics records, at least 121 separate instructional sessions have been provided for the English department since July 1, 2011, for a total of at least 3,049 students.

9. Online Access:

The main Web page for the Library is located at: http://library.unk.edu/. This page provides access to a quick-search interface providing access to LOPERSearch, a new “discovery” tool from EBSCOHost that searches the UNK catalog, databases, and other resources with a single click. There is also an advanced version of LOPERSearch, another enhanced version of the Library catalog that also provides a “multi-search” capability over four of the largest full-text databases in the Library collection, and a “Classic Catalog” that allows more traditional searching by keywords, subject indexing terms, call number, standard number, title, author, or government document call number.

An easy-to-use method of finding any journal in the Library collection is linked from the Find Resources tab on the main webpage, in addition to finding aids for the Government and Archives and Special Collections. Other tabs include links to Research Assistance, Services, and general information About the Library. The Services tab links to the Library’s Interlibrary Loan services, (linked from the Borrowing From Other Libraries link), and to the UNK Writing Center and Peer Tutoring services from the Learning Commons text link. The Research Assistance
Research Guides link provides access to a program-specific guide to facilitate locating e-books, e-journals, and databases for students and faculty members in the English Department.

One important feature of the Library’s Web resources that is available for both on-campus and distance students, including those in the English program, is the Ask a Librarian reference service. This link from the main Library page provides assistance to students by phone, by e-mail, and through a “chat” tool that is monitored 24 hours per day, 7 days a week, 365 days a year. UNK librarians respond directly to students during a scheduled 67 hours per week. Outside of those hours, reference service is provided by reference librarians from the University of Nebraska – Lincoln, Bellevue University, or from any of 375 other academic libraries and the OCLC cooperative. By actual count, 3325 online reference transactions were handled through this service from Jan. 1, 2009 to Dec. 31, 2013. In previous years, an online service that used only e-mail and was staffed exclusively by UNK librarians handled approximately 75 questions per year.

In order to make this Ask a Librarian service and other Library services more easily available through Blackboard, a tab has been added to the Blackboard course default. This tab provides text links to all major services and resources listed on the main Calvin T. Ryan Library Web page.

10. Interlibrary Loan

Contrary to the practice at many universities, there is no charge for Interlibrary Loan items delivered electronically to UNK students, even if a charge is assessed by the cooperating Library. This is because the Interlibrary Loan librarian has been successful in obtaining grant funding each year to defray these expenses. A summary of special services for distance students is provided in the appendices.

Most printed materials are delivered by Interlibrary Loan and Document Delivery services to the Library’s circulation desk for pickup by the person making the request. Faculty members have the option of asking to have printed materials delivered directly to their offices. The majority of requested articles are delivered electronically, and rapid service is the norm. Electronic articles are delivered to the ILL mailbox of the individual student or faculty member, and the requestor is notified by e-mail when either printed or electronic are available for pickup.

Distance students receive special assistance from the staff of the Interlibrary Loan work group, including scanning of book chapters and articles from the Library’s print collection, in addition to standard Interlibrary Loan services. These services are summarized in the appendices for this document, and further detailed on the Web page at this address: http://www.unk.edu/academics/library.aspx?id=2865.

11. Other:

The Library formerly published a printed newsletter, but in order to provide greater accessibility now delivers bulletins regarding new services and products in electronic formats, along with regular contributions to the University’s E-News electronic newsletter. In Brief Online, the
official “blog” of the Library, is updated several times weekly, and each semester an edition of the *In Brief* newsletter is published in both print and electronic form. Both the blog and archived newsletter are available under the *Library Publications* heading at this Web address: [http://library.unk.edu/about/](http://library.unk.edu/about/). Beginning in January 2011, Library personnel began work on *Research Guides*, a new method of providing focused access to Library resources for departments and even individual courses. A page print of the *Research Guide* main page for English is included in the appendices.
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<th>Commitments</th>
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<th>% Remain</th>
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*****COMMITMENTS REFLECT ALL OPEN ITEMS AS OF 02/25/2014
## Cost Center: Revenue and Expense Summary

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****COMMITMENTS REFLECT ALL OPEN ITEMS AS OF 02/25/2014
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*****COMMITMENTS REFLECT ALL OPEN ITEMS AS OF 02/25/2014
### Cost Elements

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<th>Cumulative Act.</th>
<th>Commitments</th>
<th>$ Variance</th>
<th>% Variance</th>
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### Current Yr Rev (over)/under Exp

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*****COMMITMENTS REFLECT ALL OPEN ITEMS AS OF 02/25/2014
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*****COMMITMENTS REFLECT ALL OPEN ITEMS AS OF 02/25/2014
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**Current Yr Rev (over)/under Exp**

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****COMMITMENTS REFLECT ALL OPEN ITEMS AS OF 02/25/2014****
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**OPERATING EXPENSES/SERVICES 36,746.00 882.81 16,988.50 332.00 19,425.50 53**

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****COMMITMENTS REFLECT ALL OPEN ITEMS AS OF 02/25/2014
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<td>5</td>
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****COMMITMENTS REFLECT ALL OPEN ITEMS AS OF 02/25/2014
Section III
Effectiveness

A. Accreditation by Regional and National Associations

The English department regularly submits program reviews to NCATE (National Council for Accreditation of Teacher Education).

B. Programs

The department offers four undergraduate degree options:

1. Bachelor of Arts Degree – English Option
2. Bachelor of Arts Degree – English: Writing Emphasis
3. Bachelor of Arts in Education Degree – English 7-12 Teaching Subject Endorsement Option
4. Bachelor of Arts in Education Degree – Language Arts 7-12 Teaching Field Endorsement Option.

The grades 7-12 teaching endorsement serves students seeking certification in English and a second academic discipline. The Language Arts endorsement allows those students wishing to concentrate mainly on English education to do so, with supporting course work in Journalism, Speech, and Theater. All four undergraduate degrees are 120 hours.

The department offers three undergraduate minors:

1. English minor
2. English Minor – Popular Culture

Unique to colleges and universities in the region, the English department’s Popular Culture minor is intended for students interested in developing an interdisciplinary approach to the study of Popular Culture. The option includes courses in music as well as already existing courses in popular literature, film studies, and creative writing. Special topics courses from English or other departments may be included with permission.

3. English Minor – Elementary Education

The department offers two graduate degree options:

1. Master of Arts in English – Literature Emphasis
2. Master of Arts in English – Creative Writing Emphasis

The Master of Arts in English may be selected from the 30-hour thesis option or the 36-hour comprehensive exam option. The Creative Writing emphasis is offered as a 30-hour degree,
with a creative thesis. The hours required for these options are congruent with those required by the MA programs on the other University of Nebraska campuses.

UNK also cooperates with the University of Nebraska at Omaha to offer a low-residency MFA program. UNK writing faculty participates at their discretion, some serving as core faculty during the residency sessions and others as ongoing mentors for individual students.

The English Department also collaborates with the College of Education to offer a graduate degree in Curriculum and Instruction with a concentration in English. Courses supporting the cohort are offered on-line, with the students taking 18 hours in English and 18 hours in the College of Education. Candidates for the degree must pass a jointly written comprehensive exam.

**Enrollment in English Majors**

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Subtotal | 54 | 65 | 20 | 139
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*All data taken from the UNK Fact Book*
Our undergraduate enrollment is holding steady, while our graduate enrollments have shown a recent decline. We have initiated a new MA emphasis in Children’s and Adolescent Literature which we believe will attract graduate students to our program. We will continue to provide courses in the joint online Curriculum and Instruction graduate degree with an emphasis in English offered in partnership with the College of Education.

C. Most Recent Program Review (2009):

The most recent program review of the Department occurred in 2009. The 2009 Exit Report is included in the Appendix.

D. Assessment

Undergraduate Assessment

The English department has a standing committee on Assessment and takes the practice of assessment quite seriously. Since the previous program review, our improved assessment procedures have garnered numerous awards at the campus level. We have been recognized for excellence in our General Studies Composition, General Studies Literature, and Graduate reports. We were honored for Exemplary Rubrics in recent documents. We hope to further refine our assessment procedures in the major/minor, including our creative writing, pedagogy, and language courses. Our most recent focused assessment report, concerning English 234, is included in the Appendix.

Graduate Assessment

Assessment of the graduate program is similar to that of our undergraduate program, though graduates submit a portfolio allowing faculty to measure their attainment of the indicators articulated in the Mission Statement of the Graduate Studies in English Handbook. A description of assessment instruments and procedures appears in the Graduate assessment reports. (See Appendix.)

E. Effective Teaching

1. Advising:

The office of Academic Advising assigns majors to full-time English tenure-track faculty, most of whom advise students in one of the undergraduate majors. Each faculty member typically has 10-15 advisees, with the chair advising as needed. Honors students are advised by either the Honors Program Director or Assistant Director; all graduate students in English are advised by the department’s Graduate Program Director.

2. Mentoring Activities and Student Research/Achievement

The UNK English Department is dedicated to the mentoring of students in work that has its genesis in our classes and in independent study, and our efforts in that endeavor take a variety
of forms appropriate to both creative writing and the nurturing of writing and research appropriate to the discipline. The department provides structured activities for students to present their scholarship and research, both on and beyond campus. Not only do these activities encourage our students to present their writing and research, but they also provide the department with a means of assessing the success of our teaching of disciplinary practices. For instance, the English Department has for twenty years during the spring semester sponsored an annual Student Conference on Language and Literature, featuring student papers that cultivate presentation skills and demonstrate excellence to students in the audience. Formally, discussion over pedagogy takes place in English 805, our graduate course in teaching composition, and in English 424, our undergraduate methods course, as well as within other required courses in the major, such as English 427 (Electronic Literacy).

The Carillon, sponsored by the English department’s chapter of Sigma Tau Delta, is a literary magazine edited by students for the publishing of student writing. Poetry and fiction readings are held regularly; one such reading is held normally in conjunction with the annual Student Conference on Language and Literature, while other readings take place in various venues. Undergraduate majors regularly present papers at the national Sigma Tau Delta conference, at the National Council of Undergraduate Research, and at campus Research Services Council symposia. Graduate students consistently present papers at regional and graduate student conferences; such projects have been made possible through department and university Research Services Council funds as well as Student Talent Development Funds. Both graduate and undergraduate students have worked with faculty on projects involving editing, indexing, and research. Throughout the department, and supported by stipends from administrative offices, students and faculty are taking advantage of increasing opportunities for mentoring and collaboration.

The English Department sponsors publications that provide opportunities for students to publish their work and to gain disciplinary experience in the dissemination of scholarship and creative work; its members have also given of their time as mentors to students engaged in taking their work beyond the classroom. Additionally, students from all disciplines are encouraged to submit material to the Undergraduate Research Journal, and UNK English majors, in conjunction with an English faculty mentor, have been well-represented in the journal. See below for selected student publications since 2009.

3. Measures of Student Achievement

The best measure of student achievement is whether our graduates move smoothly from UNK to lives and careers in which their educations have had some positive effect on their personal and professional development. This indicator is difficult to measure, especially given the current low level of outside support in tracking our alumni, a task that has been left largely to the department. Individual course evaluations involve both a numeric student evaluation, which provides some measure of effective teaching and students’ perception of their achievement, and a narrative evaluation, which provides anecdotal feedback on student achievement. As noted above, revised assessment procedures will help us measure the evolution of students’ capacity to read closely, write cogently, structure an essay, and think critically during the course of his/her experience in the major/minor.

Recent MA Thesis Award Winners:


Selected Off-Campus Presentations/Graduate Students:


Hyatt, Laura. “Bedlam and Ballads Onstage: The Mad Competition for the Elizabthans’ Pennies.” Graduate Student Literature Conference at Kansas State University, Manhattan, Kansas, April 14, 2012.


Selected Publications/Undergraduate students:


F. Faculty Teaching, Research, and Service Activity

The UNK Department of English has maintained a high scholarly profile across the campus, region, and nation. This research most often has direct application to teaching, enhancing our fundamental focus on teaching. Department members have participated in national and international conferences, presenting papers, chairing panels and sessions, and serving as discussants and session board members at such venues as the International Conference on Children’s Literature, the International Conference on the Short Story, the International Conference on Medieval Studies, the Edinburgh International Film Festival, Montreal World Film Festival, and the national joint Popular Culture Association/American Culture Association conference. The Department has also been well represented at such regional meetings as the Western Literature Association conference, and the Great Plains Interdisciplinary Symposium.

Teaching

The Department of English is also a strong supporter of the Honors program, regularly providing four courses in the General Studies area: ENGl01H (Fall), 102H (Spring), and 235H and 240H as needed. Honors students with an English major are served by allowing them to take upper-level courses as an “H-option,” which involves contracted work beyond that which the
class normally requires. The department also offers specially designated composition and General Studies courses for Thompson Scholars Learning Community students, a program also strongly supported by the English Department.

Over the past five years faculty have been very active in pursuing grants. Over 23 such grants have been awarded in the past four years. In addition, at least three faculty members have been awarded Professional Development Fellowships (sabbaticals) and many have received additional course releases to pursue scholarship.

The faculty in the UNK English Department has been recognized for its achievements in teaching/scholarship in the following ways:

Departmental Awards:

• The Jane Geske Award (2006), presented by the Nebraska Center for the Book
• The University of Nebraska at Kearney Departmental Teaching Award – 2001, 2002, 2003, 2011
• Outstanding Contribution in Preparation of Educational Professionals (2004) presented by the UNK College of Education

Faculty Teaching Awards:

• Seven Pratt-Heins Awards for Excellence in Teaching
• Five Pratt-Heins Awards for Outstanding Scholarship/Research
• Two Pratt-Heins Awards for Outstanding Service
• Three Leland Holdt/Security Mutual Life Awards
• UNK Honors Program Outstanding Teacher Awards
• Kearney Chamber of Commerce Outstanding Faculty Member
• UNK Student Senate Outstanding Faculty Member
• Three Mortar Board Certificates for Outstanding Teaching (one faculty member has received two such Mortar Board Certificates)
• Academy of Teacher Education Excellence

Other Recognitions For Teaching:

• Who's Who Among America's Teachers
• Scholastic Art and Writers Award

• UNK Profiles in Excellence

Mentoring Awards:

• College of Fine Arts & Humanities Award for Faculty Mentoring of Undergraduate Student Research

• Graduate Studies & Research Awards for Faculty Mentoring of Graduate Student Research

As these awards indicate, the UNK English Department has had significant success fostering and mentoring undergraduate as well as graduate student research. Our graduate students routinely present papers at national and international conferences. Several of our graduate students have read papers at the annual Creighton Conference on Language and Literature, held in Omaha. Faculty members have also presented their research at this conference, which affords an off-campus opportunity for mentoring and camaraderie. English graduate students have also presented internationally as well, at conferences such as the International Hemingway Conference. Such success has motivated faculty to encourage and assist others whose works may be adaptable for presentation at national conferences.

Curricular Innovation

Much of the department’s energy focuses on curricular enhancement. In addition to offering web-based courses every semester for the past several years, faculty members have also been keen to explore the opportunities for teaching and research that new technology provides, and to modify how we teach literature and writing. The content and design of many of our classes the past few years have sought to reconcile the role of traditional literacy in the context of the emerging electronic media. The course in Electronic Literacy (required of English Education majors) is one course, as are the sections of composition classes designed for the computing lab.

The department has also contributed several Portal and Capstone courses for the newly adopted General Studies program, as follows:

Portal courses:

ENG188:04  What We Talk about When We Talk about War
ENG188:05  The Dead Who Will Not Die: Conceiving the Holocaust
ENG188:06  Revenge in the Western World
ENG188:07  Life Studies: Reading & Writing Autobiography
ENG188:08  Old Norse Mythology in History and Popular Culture
Capstone courses:

- ENG388: Jewel in the Crown: The British Empire in History, Politics, and Literature
- ENG388:02: Ways of World Making: Religion and Film
- ENG388:03: Censorship and the School Curriculum (currently under review)

A selection of innovative course topics the past couple of years shows the following:

- Literature of the Holocaust (ENG254GS)
- Studies in a Literary Genre: The Graphic Novel (ENG 338)
- Women and Revenge in Western Literature (ENG 460)

The above selected list of the department’s recent course offerings to its undergraduate majors and non-majors reveals how the faculty are aware of curricular developments in English, but are also aware of the impact of electronic media on the individual and the society. Courses such as these ask our students to place themselves in a progression of ideas and intellectual movements, and also to understand literary movements and contributions made by major artistic figures. Faculty members of the Department of English adhere to the department’s broad practical mission and its specific disciplinary mission, that of preparing students for teaching English and Language Arts and for careers in occupations related to English and for the pursuit of advanced degrees in English and related fields.

Scholarship

Tenure-track and tenured professorial faculty in English is an extremely qualified group of teachers and scholars, all holding a terminal degree in their field (Ph.D. or MFA). They are nationally recognized, published scholars and creative writers. All full-time tenured/tenure-track faculty members holding the rank of Assistant Professor and above have Graduate Faculty status, an indication of their accomplishments as scholars and researchers. Abbreviated faculty curriculum vitae are included in the Appendix.

G. Degrees Conferred

<table>
<thead>
<tr>
<th>Degrees awarded</th>
<th>BA &amp; BA Ed /</th>
<th>MA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09 Academic Year</td>
<td>20</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>2009-10 Academic Year</td>
<td>23</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>2010-11 Academic Year</td>
<td>16</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>2011-12 Academic Year</td>
<td>21</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>2012-13 Academic Year</td>
<td>27</td>
<td>9</td>
<td>36</td>
</tr>
</tbody>
</table>

MA degree total includes students in the UNO/UNK low-residency MFA program

All data taken from the UNK Fact Book
H. Comparison with Peer Institutions

UNK’s English programs are comparable in number and emphases to those of our peer institutions. Most feature options in literature and writing, and all offer teacher certification programs. In perusing the number of options available for the English minor (information not on the chart), several institutions offer concentrations in writing/rhetoric and others offer major/minor programs in Teaching English as a Second Language. The UNK English department might consider an undergraduate emphasis in Professional Writing, though the department composition and rhetoric specialists are already overextended. A need exists for more K-12 instructors certified in ESL, but we do not have the faculty to develop this emphasis. UNK’s program is offered through the College of Education, with supporting coursework assigned to departments such as English and Modern Languages. At the present time, the best course for the department is to continue to enhance existing programs.

The table on the following page offers a comparative snapshot of the UNK English department in terms of enrollment, number of faculty, number of majors, programs, and other indicators. Reviewers should note that this information is difficult to obtain and may be not completely accurate; for instance, some institutions simply list Faculty and Staff, with no breakdown regarding rank.

Summary

The English department has won four campus-wide teaching awards since 2001. Department faculty members have been honored with fourteen Pratt-Heins Awards and three Leland Holdt/Security Mutual Life Awards, among many other honors for teaching, scholarship, and service. Thus, in concert with UNK’s institutional mission, the faculty of the UNK English Department involve themselves ardently in scholarship, teaching, and service activities that foster the intellectual growth of its students. Through our contribution to the General Studies Program, we fulfill a vital need for UNK’s educational mission. In English classes that feature enrollments as small as 9 to no larger than 27 per class, students receive ample attention from their instructors, who focus on close reading and effective writing and provide individual evaluations of their work. Committed to the development of critical thinking in our students and to teaching traditional humanistic studies, UNK English faculty are engaged in devising the innovative teaching strategies that will prepare students in the discipline while at the same time transmitting humanistic values.
Comparison with Peer Institutions – Undergraduate Program

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Enrollment</th>
<th>Dept.</th>
<th># Majors</th>
<th># Fac.</th>
<th>UG Majors Programs</th>
<th>STD</th>
<th>Internships</th>
<th>Newsletter</th>
<th>Visiting Writers</th>
<th>Literary Mags</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Missouri State University</td>
<td>8750</td>
<td>English &amp; Philosophy</td>
<td>153</td>
<td>29</td>
<td>2 (English, English Ed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minnesota State Univ. Moorhead</td>
<td>6172</td>
<td>English</td>
<td>227</td>
<td>--</td>
<td>4 (Lit, Wtg, Mass Comm, Teaching)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murray State Univ. (Kentucky)</td>
<td>10,022</td>
<td>English &amp; Philosophy</td>
<td>30</td>
<td></td>
<td>3 (Eng major with concentrations in Creative Writing, Lit., English Ed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Michigan Univ.</td>
<td>9400</td>
<td>English</td>
<td>35</td>
<td></td>
<td>4 (Eng and Amer Lit, Grad Bound, Wtg, Sec. Education)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam Houston State Univ--Texas</td>
<td>16,662</td>
<td>English</td>
<td>24</td>
<td></td>
<td>2 (English; English Language Arts and Reading Cert.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. Central Arkansas</td>
<td>12,959</td>
<td>English</td>
<td>23</td>
<td></td>
<td>2 (English; BSE Teacher Licensure)</td>
<td></td>
<td></td>
<td></td>
<td>(Grad only)</td>
<td></td>
</tr>
<tr>
<td>Univ. Northern Colorado</td>
<td>9857 (UG)</td>
<td>English</td>
<td>25</td>
<td></td>
<td>2 (Eng Liberal Arts, Sec. Teaching)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. Northern Iowa</td>
<td>13,000</td>
<td>English</td>
<td>325</td>
<td>35</td>
<td>4 (Eng, Eng teaching, TESOL, TESOL teaching)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ. Wisconsin Stevens Point</td>
<td>8897</td>
<td>English</td>
<td>240</td>
<td>33</td>
<td>3 (English, Eng major/Wtg minor, Teacher Cert.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Illinois Univ.</td>
<td>13,400</td>
<td>English &amp; Journalism</td>
<td>198</td>
<td>67</td>
<td>3 (Lit and Language, Journalism, English Ed)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Endorsement................................................................. 48
Minimum total hours required coursework.......................... 119
Unrestricted electives in 120 hour program.............................. 1
Minimum total hours required for BAE in Business, Marketing,
and Information Technology 6-12 Teaching Field Endorsement.. 120

All UNK degrees require a minimum of 120 hours. Forty (40) of the hours
required for all UNK degrees must be upper division hours, which are
courses numbered 300 or above taken at a 4-year college or university.

A. Business Administration (24 hours required)

Requirements
Take all of the following:
- FSID 160GS, Personal Money Management .......................... 3 hours
- ACCT 250, Principles of Accounting I ................................. 3 hours
- ACCT 251, Principles of Accounting II .................................. 3 hours
- BSAD 295, Business Communications ................................. 3 hours
(Prereq: ENG 101)
- MGT 301, Principles of Management .................................. 3 hours

Take 1 course from:
- ACCT 311, Business Law .................................................. 3 hours
- ACCT 415, Entrepreneurial Law ......................................... 3 hours

Electives
Take 1 course from:
- BSAD 115, Introduction to Business .................................... 3 hours
- MGT 400, Entrepreneurship .............................................. 3 hours
- MGT 401, Small Business Management ............................... 3 hours

Take 1 course from:
- MIS 302, Principles of Management Information Systems ......... 3 hours
- FIN 308, Principles of Finance ........................................... 3 hours
- MGT 330, International Management ................................... 3 hours
- MGT 453, Social Responsibilities of Business: Issues and Ethics ................................................... 3 hours
- 300-level or above ECON course (except ECON 388GS)
- JMC 112, Communication Software ................................... 3 hours

B. Marketing Requirements (9 hours required)

Take:
- MKT 300, Principles of Marketing ...................................... 3 hours

Take 2 courses from (at least one must be 400-level):
- MKT 331, Professional Selling ........................................... 3 hours
- MKT 336, Services Marketing ............................................ 3 hours
- MKT 420, Retail Management ............................................ 3 hours
- MKT 430, International Marketing ...................................... 3 hours
- MKT 435, Marketing Research .......................................... 3 hours
(Prereq: MKT 300 AND either MGT 233GS or STAT 241GS)
- MKT 437, Sales Management ........................................... 3 hours
- MKT 438, Consumer Behavior .......................................... 3 hours
- MKT 440, Advertising Management .................................... 3 hours
- MKT 457, E-Marketing .................................................... 3 hours

C. Career Education Requirements (3 hours required)

Take all of the following:
- BSED 431, Coordinating Techniques .................................... 3 hours

D. Informational Technology Requirements (9 hours required)

Take all of the following:
- MIS 182GS, Software Productivity Tools ............................. 3 hours
- MIS 282, Business Intelligence Using Databases .................... 3 hours
- BSAD 302, Automated Office Systems ................................. 3 hours

E. Career Business Education Methods (3 hours required)

Take:
- BSED 470, Vocational-Business Methods ............................. 3 hours

F. Related Occupational Experience

Contact the Chair of Department of Economics or the 6-12 Business
Teacher Educator for information regarding occupational experience.

Offered by Department of Economics

Supplemental Endorsement in Cooperative Education - Diversified Occupations

This endorsement is a supplemental endorsement, and is designed to be
added to an existing teaching certificate. Students must complete one
Teaching Subject Endorsement or one Field Endorsement in addition to
this Supplemental Endorsement. Persons with this endorsement may
teach cooperative education - diversified occupations and supervise
students during on-the-job training. Cooperative Education - Diversified
Occupations is a course of instruction which includes teaching job related
skills and on-the-job training.

Minimum hours required for endorsement.............................. 6

Requirements
Take all of the following:
- BSED 431, Coordinating Techniques .................................... 3 hours
- VOED 432, Foundations and Contemporary Issues in Vocational Education ........................................... 3 hours

Related Occupational Experience:
A minimum of 1000 hours occupational experience is required.
Contact the Director for Vocational-Technical Education regarding
occupational experience.

Department of English

Sam Umland, Chair
Professors: Bloomfield, Honeyman, Luscher, Tassi, R. Umland,
S. Umland
Associate Professor: Kruse
Assistant Professors: Beissel Heath, Fernandez, Ficociello,
Megan Hartman, O'Malley, Ray, Van Renen
Senior Lecturers: Christensen, Flood, Jan Thompson, Jenara Turman
Lecturers: Lohmeyer, Lorentzen

Department Objectives:
- To provide a broad cultural background for the understanding and
  appreciation of the character and ideals of human beings and society
  through courses in literature, composition, and English language;
- To improve communication skills through practice in diverse types
  of expository and imaginative writing;
- To develop critical thinking through exposure to and interpretation
  of the various world views offered in literary works;
- To increase appreciation for literature, its backgrounds, history, and
  values, through analysis and discussion of literary works covering a
  wide range of attitudes, perspectives, and expressions;
- To prepare future teachers of Language Arts and English for
  elementary, middle, secondary, and college teaching.
  (Upon request, the Department provides prospective students with a more detailed list of objectives)

ENGLISH MAJOR
Four options are available in this major:
I. English - Bachelor of Arts Degree
II. English - Writing Emphasis - Bachelor of Arts Degree
III. English 7-12 Teaching Subject Endorsement - Bachelor of Arts in Education Degree
IV. Language Arts 7-12 Teaching Field Endorsement - Bachelor of Arts in Education Degree
The minors in English and Popular Culture are available for students pursuing majors in other disciplines. The Elementary Education Major has a specially defined minor in English.

Courses with the prefix ENG are offered by the department. See page 203.

<table>
<thead>
<tr>
<th>Offered by Department of English</th>
<th>English Major</th>
</tr>
</thead>
</table>

**Bachelor of Arts**

**General Studies Program (page 41) Hours**

<table>
<thead>
<tr>
<th>Foundational Core (Written, Math, Oral, Democracy)</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portal</td>
<td>3</td>
</tr>
<tr>
<td>Distribution</td>
<td>27</td>
</tr>
<tr>
<td>Aesthetics minimum</td>
<td>3</td>
</tr>
<tr>
<td>Humanities minimum</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences minimum</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences minimum</td>
<td>7</td>
</tr>
<tr>
<td>Analytical and Quantitative Thought minimum</td>
<td>0</td>
</tr>
<tr>
<td>Wellness minimum</td>
<td>0</td>
</tr>
</tbody>
</table>

**English Major**

- **Core Requirements (15 hours required)**
  - ENG 234, Reading and Writing about Literature ........................................ 3 hours
  - ENG 336, Ancient Literatures ................................................................. 3 hours
  - ENG 352A, Survey of British and Commonwealth Literature I ........................ 3 hours
  - ENG 442, Colonial/Early American Literature .......................................... 3 hours
  - ENG 462, Early/Middle English Literature ............................................... 3 hours
  - ENG 463, Seminar in Shakespeare ............................................................ 3 hours
  - ENG 464, Seminar in the Renaissance ....................................................... 3 hours
  - ENG 466, Literature of the English Restoration and Eighteenth Century .... 3 hours

  **Take 3 hours from the following Writing/Composition courses:**
  - ENG 211, Introduction to Creative Writing .............................................. 3 hours
  - ENG 214, Beginning Fiction Writing ......................................................... 3 hours
  - ENG 215, Introduction to Creative Writing for the Stage/Screen ............... 3 hours
    (Prereq: ENG 101 and ENG 102GS)
  - ENG 217, Beginning Poetry Writing .......................................................... 3 hours
  - ENG 311, Advanced Writing I ........................................................................ 3 hours
  - ENG 320, Creative Play/Script Writing ....................................................... 3 hours
  - ENG 411, Advanced Writing II ......................................................................... 3 hours
  - ENG 415, Advanced Fiction Writing .............................................................. 3 hours
    (Prereq: ENG 214 AND either ENG 215 or ENG 217)
  - ENG 419, Advanced Poetry Writing ............................................................... 3 hours
    (Prereq: ENG 217 AND either ENG 214 or ENG 215)
  - ENG 429, Theory and Pedagogy of Writing .................................................. 3 hours
  - ENG 471, Seminar in Rhetoric ......................................................................... 3 hours

**Take 3 hours from the following Language courses:**

| ENG 303, Introduction to Linguistics | 3 hours |
| ENG 304, Grammar I | 3 hours |
| ENG 404, History of the English Language | 3 hours |
| ENG 422, Language for the Elementary Teacher | 3 hours |

**B. Literature Electives (21 hours required)**

**Take 21 additional hours from any of the following:**

- **Honors Courses**
  - ENG 235HGS, American Studies ................................................................. 3 hours
  - ENG 240HGS, Literary Classics of the Western World-Honors ................. 3 hours
  - ENG 280HGS, Special Topics ......................................................................... 3 hours

- **Literature Courses**
  - ENG 330, European Literature in Translation ........................................... 3 hours
  - ENG 333, Non-Western Literature in Translation ....................................... 3 hours
  - ENG 335, Ancient Literatures ........................................................................ 3 hours
  - ENG 337, Popular Literature ......................................................................... 3 hours
  - ENG 338, Studies in a Literary Genre .......................................................... 3 hours
  - ENG 352A, Survey of U.S. Literature I ......................................................... 3 hours
  - ENG 352B, Survey of U.S. Literature II ....................................................... 3 hours
  - ENG 356, Literature of the American West ................................................. 3 hours
  - ENG 359, Contemporary American Multicultural Literature .................... 3 hours
  - ENG 360, American Women Writers .............................................................. 3 hours
  - ENG 362A, Survey of British and Commonwealth Literature I .................. 3 hours
  - ENG 362B, Survey of British and Commonwealth Literature II .................. 3 hours
  - ENG 373, Film as Literature .......................................................................... 3 hours
  - ENG 374, History of the Motion Picture ...................................................... 3 hours
  - ENG 406, Principles of Literary Criticism .................................................. 3 hours
  - ENG 426, Children's Literature ...................................................................... 3 hours
  - ENG 426, Literature for Adolescents ............................................................ 3 hours
  - ENG 442, Colonial/Early American Literature .......................................... 3 hours
  - ENG 443, Seminar in the American Renaissance ......................................... 3 hours
  - ENG 444, Seminar in Realism ......................................................................... 3 hours
  - ENG 445, Seminar in Early 20th Century American Literature .................... 3 hours
  - ENG 447, Seminar in Post-World War II American Literature ..................... 3 hours
  - ENG 450, Seminar in World Literature .......................................................... 3 hours
  - ENG 460, Topics: Women's Literature ........................................................... 3 hours
  - ENG 462, Early/Middle English Literature ................................................. 3 hours
  - ENG 463, Seminar in Shakespeare ............................................................... 3 hours
  - ENG 464, Seminar in the Renaissance ........................................................... 3 hours
  - ENG 466, Literature of the English Restoration and Eighteenth Century .... 3 hours
  - ENG 467, Seminar in Romanticism ................................................................. 3 hours
  - ENG 468, Seminar in Victorian Literature .................................................. 3 hours
  - ENG 469, Seminar in Modernism ................................................................. 3 hours
  - ENG 474, Postmodern/Contemporary British Literature .............................. 3 hours
  - **Institutes, Workshops, Special Topics, Independent Studies Courses**
    - ENG 480, Ft. Kearny Writers' Workshop .................................................. 1-3 hours
    - ENG 481, Plains Literature Institute ......................................................... 1-3 hours
    - ENG 490, Special Topics .............................................................................. 1-3 hours
    - ENG 499, Individual Research ..................................................................... 3 hours

---

![Offered by Department of English English Major](image)

**English - Writing Emphasis**

**Bachelor of Arts**

**General Studies Program (page 41) Hours**

<table>
<thead>
<tr>
<th>Foundational Core (Written, Math, Oral, Democracy)</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portal</td>
<td>3</td>
</tr>
<tr>
<td>Distribution</td>
<td>27</td>
</tr>
<tr>
<td>Aesthetics minimum</td>
<td>3</td>
</tr>
<tr>
<td>Humanities minimum</td>
<td>6</td>
</tr>
</tbody>
</table>
Unrestricted electives in 120 hour program................. 11
Minimum total hours required coursework................. 9

A. Requirements (27 hours required)
Take one course:
ENG 234, Reading and Writing about Literature........... 3 hours
Take 6 hours from the following:
ENG 326, Ancient Literatures................................ 3 hours
ENG 302A, Survey of British and Commonwealth Literature I. 3 hours
ENG 442, Colonial/Early American Literature........... 3 hours
ENG 462, Early/Middle English Literature............. 3 hours
ENG 415, Seminar in Shakespeare.......................... 3 hours
ENG 464, Seminar in the Renaissance...................... 3 hours
ENG 466, Literature of the English Restoration
and Eighteenth Century................................... 3 hours
Take 15 hours from the following Writing/Composition courses:
ENG 211, Introduction to Creative Writing............. 3 hours
ENG 214, Beginning Fiction Writing...................... 3 hours
ENG 215, Introduction to Creative Writing
for the Stage/Screen.................................... 3 hours
(Prereq: ENG 101 and ENG 102GS)
ENG 217, Beginning Poetry Writing........................ 3 hours
ENG 311, Advanced Writing I............................... 3 hours
ENG 320, Creative Play/Script Writing.................... 3 hours
ENG 411, Advanced Writing II............................... 3 hours
ENG 415, Advanced Fiction Writing......................... 3 hours
(Prereq: ENG 214 AND either ENG 215 or ENG 217)
ENG 419, Advanced Poetry Writing........................ 3 hours
(Prereq: ENG 217 AND either ENG 214 or ENG 215)
ENG 429, Theory and Pedagogy of Writing............... 3 hours
ENG 471, Seminar in Rhetoric............................... 3 hours
Take 3 hours from the following Language courses:
ENG 303, Introduction to Linguistics..................... 3 hours
ENG 304, Grammar I......................................... 3 hours
ENG 404, History of the English Language.............. 3 hours
ENG 422, Language for the Elementary Teacher........ 3 hours

B. Literature Electives (9 hours required)
Take 9 additional hours from any of the following:
Honors Courses
ENG 235HGS, American Studies........................... 3 hours
ENG 240HGS, Literary Classics
of the Western World-Honors........................... 3 hours
ENG 280HGS, Special Topics............................... 3 hours

Literature Courses
ENG 330, European Literature in Translation........... 3 hours
ENG 333, Non-Western Literature in Translation........ 3 hours
ENG 336, Ancient Literatures............................... 3 hours
ENG 337, Popular Literature............................... 3 hours
ENG 338, Studies in a Literary Genre.................... 3 hours

BA Language requirement.................................. a minimum of 6
For specific language requirements see #2 of Bachelor of Arts Degree requirements.
Major Option.................................................. 36
Minor or 2nd Major............................................ 24
For specific requirements see #3 of Bachelor of Arts Degree requirements. Selecting a minor or second major less than or greater than 24 hours will alter the number of unrestricted electives.
Minimum total hours required coursework............... 111
Minimum total hours required for BA
In English - Writing Emphasis............................... 120
All UNK degrees require a minimum of 120 hours. Forty (40) of the hours required for all UNK degrees must be upper division hours, which are courses numbered 300 or above taken at a 4-year college or university.

Bachelor of Arts in Education
General Studies Program (page 41) Hours................. 45
Including General Studies coursework required by Teacher Education
Foundational Core (Written, Math, Oral, Democracy)...... 12 including:
ENG 102GS, Academic Writing and Research.............. 3 hours
SPCH 100GS, Fundamentals of Speech Communication..... 3 hours
TE 100GS, Teaching in a Democratic Society............ 3 hours
Portal..................................................................... 3
Distribution....................................................... 27
Aesthetics minimum........................................... 3
Humanities minimum......................................... 6
Social Sciences minimum..................................... 6 including:
PSCH 110GS, Introduction to American Politics......... 3 hours
Natural Sciences minimum.................................. 7
Analytical and Quantitative Thought minimum........... 0
Wellness minimum............................................. 3 including:
PE 150GS, Healthy, Wealthy and Wise.................... 3 hours
Capstone......................................................... 3
Professional Sequence (page 177)............................ 25
Students must apply for admission to all Teacher Education programs.
Endorsement.................................................. 36
Minimum total hours required coursework............... 106
Unrestricted electives in 120 hour program................ 14
Minimum total hours required for BAE

**In English 7-12 Teaching Subject Endorsement**

- All UNK degrees require a minimum of 120 hours. Forty (40) of the hours required for all UNK degrees must be upper division hours, which are courses numbered 300 or above taken at a 4-year college or university.

**A. Requirements (30 hours required)**

Take 9 hours from the following Literature courses:

- ENG 352A, Survey of U.S. Literature I
- ENG 352B, Survey of U.S. Literature II
- ENG 358, Literature of the American West
- ENG 359, Contemporary American Multicultural Literature
- ENG 360, American Women Writers
- ENG 422, Colonial/Early American Literature
- ENG 443, Seminar in the American Renaissance
- ENG 444, Seminar in American Realism
- ENG 445, Seminar in Early 20th Century American Literature
- ENG 447, Seminar in World War II American Literature

Take 3 hours from the following British literature:

- ENG 302A, British and Commonwealth Literature I
- ENG 302B, Survey of British and Commonwealth Literature II
- ENG 452, Early/Modern English Literature
- ENG 453, Seminar in Shakespeare
- ENG 454, Seminar in the Renaissance
- ENG 466, Literature of the English Restoration and Eighteenth Century
- ENG 467, Seminar in Romanticism
- ENG 468, Seminar in Victorian Literature
- ENG 474, Postmodern/Contemporary British Literature

Take 3 hours from the following world literature:

- ENG 253GS, Introduction to Literature:
  - Non-Western Civilization
- ENG 300, European Literature in Translation
- ENG 333, Non-Western Literature in Translation
- ENG 336, Ancient Literatures
- ENG 450, Seminar in World Literature

Take 9 hours from the following Writing/Composition courses:

- ENG 234, Reading and Writing about Literature
- ENG 211, Introduction to Creative Writing
- ENG 214, Beginning Fiction Writing
- ENG 215, Introduction to Creative Writing for the Stage/Screen
- ENG 217, Beginning Poetry Writing
- ENG 320, Creative Play/Script Writing

Take 3 hours from:

- ENG 311, Advanced Writing I
- ENG 411, Advanced Writing II
- ENG 415, Advanced Fiction Writing
- ENG 419, Advanced Poetry Writing
- ENG 429, Theory and Pedagogy of Writing
- ENG 471, Seminar in Rhetoric

Take 6 hours from the following Language courses:

- ENG 404, History of the English Language

Take 1 course from:

- ENG 303, Introduction to Linguistics
- ENG 304, Grammar I

Take 5 hours from the following Pedagogy courses:

- ENG 424, Teaching Secondary School English
- ENG 427, Electronic Literacy

B. Electives (6 hours required)

Take additional ENG courses to total 6 hours (except ENG 188GS or ENG 388GS).

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**Offered by Department of English English Major Language Arts 7-12 Teaching Field Endorsement**

**Bachelor of Arts in Education**

**General Studies Program (page 41) Hours**

- **Including General Studies coursework required**
  - by Teacher Education and endorsement
    - Foundational Core (Written, Math, Oral, Democracy) 12 including:
      - ENG 102GS, Academic Writing and Research
      - SPCH 100GS, Fundamentals of Speech Communication
      - TE 100GS, Teaching in a Democratic Society
      - Portal
    - Distribution 27
    - Aesthetics minimum 3 including:
      - THEA 120GS, Introduction to the Theatre
    - Humanities minimum 6 including:
      - Take 1 course from:
        - ENG 250GS, Introduction to Literature: British Literature
        - ENG 251GS, Introduction to Literature: American Literature
        - ENG 252GS, Introduction to Literature: Western Civilization
        - ENG 253GS, Introduction to Literature: Non-Western Civilization
        - ENG 254GS, Introduction to Literature: Special Topics
        - Social Sciences minimum 6 including:
          - PSY 100GS, Introduction to Psychology
          - PSY 101GS, Introduction to Psychology
          - PSY 102GS, Introduction to Psychology
        - Natural Sciences minimum 7
        - Analytical and Quantitative Thought minimum 3 including:
          - ENMT 100GS, Introduction to Technology
        - Wellness minimum 3 including:
          - PE 100GS, Healthy, Wealthy and Wise
    - Capstone 3

  - Professional Sequence (page 177) 25
    - Students must apply for admission to all Teacher Education programs.

  - Endorsement 50

  - **Minimum total hours required coursework** 120

  - **Unrestricted electives in 120 hour program** 0

  - **Minimum total hours required for BAE** 120

  - All UNK degrees require a minimum of 120 hours. Forty (40) of the hours required for all UNK degrees must be upper division hours, which are courses numbered 300 or above taken at a 4-year college or university.

**A. Required Literature (9 hours required)**

Take 3 hours from the following American literature:

- ENG 352A, Survey of U.S. Literature I
- ENG 352B, Survey of U.S. Literature II
- ENG 358, Literature of the American West
- ENG 359, Contemporary American Multicultural Literature
- ENG 360, American Women Writers
- ENG 422, Colonial/Early American Literature
- ENG 443, Seminar in the American Renaissance
- ENG 444, Seminar in American Realism
- ENG 445, Seminar in Early 20th Century American Literature
- ENG 447, Seminar in World War II American Literature

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Take 3 hours from the following British literature:

- ENG 362A, Survey of British and Commonwealth Literature I: 3 hours
- ENG 362B, Survey of British and Commonwealth Literature II: 3 hours
- ENG 462, Early/Middle English Literature: 3 hours
- ENG 463, Seminar in Shakespeare: 3 hours
- ENG 464, Seminar in the Renaissance: 3 hours
- ENG 465, Literature of the English Restoration and Eighteenth Century: 3 hours
- ENG 466, Seminar in Romanticism: 3 hours
- ENG 467, Seminar in Victorian Literature: 3 hours
- ENG 474, Postmodern/Contemporary British Literature: 3 hours

Take 3 hours from the following world literature:

- ENG 253GS, Introduction to Literature: 3 hours
- ENG 330, European Literature in Translation: 3 hours
- ENG 333, Non-Western Literature in Translation: 3 hours
- ENG 336, Ancient Literatures: 3 hours
- ENG 450, Seminar in World Literature: 3 hours

In all three categories, topics classes may be included by department permission.

B. Required Language (6 hours required)

Take all of the following:

- ENG 304, Grammar I: 3 hours
- ENG 404, History of the English Language: 3 hours

C. Required Writing (6 hours required)

Take one course or:

- ENG 234, Reading and Writing about Literature: 3 hours
- Take 1 course from:
  - ENG 211, Introduction to Creative Writing: 3 hours
  - ENG 214, Beginning Fiction Writing: 3 hours
  - ENG 215, Introduction to Creative Writing for the Stage/Screen: 3 hours
    (Prereq: ENG 101 and ENG 102GS)
  - ENG 217, Beginning Poetry Writing: 3 hours
  - ENG 311, Advanced Writing I: 3 hours
  - ENG 320, Creative Play/Script Writing: 3 hours
  - ENG 429, Theory and Pedagogy of Writing: 3 hours

D. Required Pedagogy (6 hours required)

Take all of the following:

- ENG 424, Teaching Secondary School English: 3 hours
- ENG 427, Electronic Literacy: 3 hours

E. Electives (11 hours required)

Electives in English to total 11 hours.
(except ENG 188GS or ENG 388GS)

- Especially recommended: 300/400 level literature or language courses; ENG 423, Reading Problems of Secondary Schools; ENG 426, Literature for Adolescents, additional writing courses.

F. Required Communications (12 hours required)

Take one course from each category (9 hours) and one additional course from any of the categories (3 hours)

- Journalism/Mass Communications
  - JMC 112, Communication Software: 3 hours
  - JMC 220, Photographic Art: 3 hours
  - JMC 226, Audio Production & Announcing: 3 hours
  - JMC 265, Video Production: 3 hours

- Speech
  - Take required course:
    - SPCH 400, The Teaching of Speech: 3 hours
  - Elective from:
    - SPCH 231, Introduction to Forensics and Debate: 3 hours
    - SPCH 237, Intercollegiate Debate and Forensics: 3 hours
    - SPCH 240, Public Speaking for Professions and Business: 3 hours
    - SPCH 270, Advanced Public Speaking: 3 hours

- Required Communications for the Stage/Screen
  - SPCH 332, Logic Argumentation and Reasoning: 3 hours
  - SPCH 360, Persuasion and Propaganda: 3 hours
  - Theater
    - THEA 135, Introduction to Stage Technology: 3 hours
    - THEA 210, Playscript Analysis: 3 hours
    - THEA 225, Acting I: 3 hours

(Only Honors General Studies courses listed are applicable to this minor.)

Minimum hours required for minor: 24

Requirements

Take one course:

- ENG 234, Reading and Writing about Literature: 3 hours
  (Prereq: ENG 102GS)

Take ONE of the following emphases:

A. Literature Emphasis (21 hours required)

Take all of the following:

- Literature courses: 15 hours
- English language courses: 3 hours
- Writing courses: 3 hours

B. Writing Emphasis (21 hours required)

Take all of the following to total 21 hours:

- Literature courses: 6-9 hours
- English language courses: 3 hours
- Writing courses: 9-12 hours

Literature Courses

- ENG 235HGS, American Studies: 3 hours
- ENG 240HGS, Literary Classics of the Western World-Honors: 3 hours
- ENG 260, Images of Women in Literature: 3 hours
- ENG 280HGS, Special Topics: 3 hours
- ENG 330, European Literature in Translation: 3 hours
- ENG 333, Non-Western Literature in Translation: 3 hours
- ENG 336, Ancient Literatures: 3 hours
- ENG 337, Popular Literature: 3 hours
- ENG 338, Studies in a Literary Genre: 3 hours
- ENG 339, Contemporary American Multicultural Literature: 3 hours
- ENG 360, American Women Writers: 3 hours
- ENG 362A, Survey of British and Commonwealth Literature I: 3 hours
- ENG 362B, Survey of British and Commonwealth Literature II: 3 hours
- ENG 373, Film as Literature: 3 hours
- ENG 374, History of the Motion Picture: 3 hours
- ENG 406, Principles of Literary Criticism: 3 hours
- ENG 425, Children’s Literature: 3 hours
- ENG 426, Literature for Adolescents: 3 hours
- ENG 442, Colonial/Early American Literature: 3 hours
- ENG 443, Seminar in the American Renaissance: 3 hours
- ENG 444, Seminar in Realism: 3 hours
- ENG 445, Seminar in Early 20th Century American Literature: 3 hours
- ENG 447, Seminar in Post-World War II American Literature: 3 hours
- ENG 450, Seminar in World Literature: 3 hours
- ENG 460, Topics: Women’s Literature: 3 hours
- ENG 462, Early/Middle English Literature: 3 hours
Minimum hours required for minor: 24

A. Literature Courses (9-18 hours required)
Take one course:
ENG 234, Reading and Writing about Literature ..... 3 hours
(Prereq: ENG 102GS)
Take 6-15 hours from the following:
ENG 254GS, Introduction to Literature: Special Topics ..... 3 hours
(may be repeated once on a different topic)
ENG 337, Popular Literature ..... 3 hours
(may be repeated once on a different topic)
ENG 373, Film as Literature ..... 3 hours
ENG 374, History of the Motion Picture ..... 3 hours
ENG 426, Children's Literature ..... 3 hours
(Prereq: ENG 234 or ENG 254GS or ENG 240HS or
ENG 250GS or ENG 251GS or ENG 252GS or ENG 253GS
or ENG 254GS or ENG 280HS or department permission)
ENG 427, Electronic Literacy ..... 3 hours

B. Writing Courses (0-6 hours required)
Take 0-6 hours from the following:
ENG 214, Beginning Fiction Writing ..... 3 hours
ENG 320, Creative Play/Script Writing ..... 3 hours
ENG 415, Advanced Fiction Writing ..... 3 hours
(Prereq: ENG 214 AND either ENG 215 or ENG 217)

C. Music Courses (0-9 hours required)
Take 0-9 hours from the following:
MUS 101GS, American Musical Theatre ..... 3 hours
MUS 108GS, Introduction to Jazz and Blues ..... 3 hours
MUS 107GS, Introduction to Rock and Blues ..... 3 hours

Offered by the Department of English

English Minor - Elementary Education

Minimum hours required for minor: 24

Requirements
Take all of the following:
ENG 101, Introduction to Academic Writing ..... 3 hours
ENG 234, Reading and Writing about Literature ..... 3 hours
(Prereq: ENG 102GS)
ENG 426, Children's Literature ..... 3 hours
Take 15 hours from:
United States Literature ..... 3-6 hours
British & Commonwealth Literature ..... 3-6 hours
English Language ..... 3-6 hours
(except ENG 188GS or ENG 388GS)

Claude Louishomme, Director

Ethnic Studies Program

Graduates entering the area of business, education, individual,
family, medical, and legal services must be prepared to work with an
increasingly diverse population in both urban and rural areas. Those
in business and industry sectors must be prepared for an increasingly
diverse workforce and customer base. Educators, while predominantly
Caucasian, are working in both private and public education classrooms
with increasingly larger minority student populations. Employment success
will be heightened through undergraduate experiences rich in knowledge
and skills related to ethnic uniqueness. Future career advancement will
be even more dependent upon those skills. The Ethnic Studies Program
was designed to work with students to establish a course of study for the
student to address these challenges.

Program Mission Statement
The Ethnic Studies Program is an interdisciplinary program committed
to promoting multicultural and ethnic knowledge, understanding, skills and
values to prepare students to function effectively in a culturally diverse
nation and world.

Program Goals
The primary goal of the Ethnic Studies Program is to provide a curriculum
that enhances student knowledge, skills and abilities in the understanding
and integration of knowledge related to various ethnic groups within
GRADUATE
English

College of Fine Arts and Humanities

Department of
English

Sam Umland, Ph.D., Chair - 308-865-8293
Martha Kruse, Ph.D., Graduate Program Committee Chair - 308-865-8415

Graduate Faculty

Professors: Bloomfield, Honeyman, Luscher, Tassi, R. Umland, S. Umland

Associate Professor: Kruse

Assistant Professors: Beissel Heath, Fernandez, Ficociello, Megan Hartman, O'Malley, Ray, Van Renen

Graduate Program Committee

Kruse (Chair), Honeyman, Tassi, R. Umland, Van Renen

MASTER OF ARTS

English - Master of Arts Degree
Literature Emphasis
Creative Writing Emphasis

Courses with the prefix ENG are offered by the department. See page 86.

Admission Process

Departmental admission to the Graduate program is based on transcripts, GRE scores, a writing sample, three letters of recommendation, and the appropriate application forms (including indication of desired degree option). The Graduate Committee of the Department of English will weigh (and in some circumstances waive) these documents in the best interest of the program and the applicant. A student interested in pursuing a degree program in English should:

1. Meet the requirements for admission set by the Office of Graduate Studies and Research,
2. Submit an official undergraduate transcript to the Office of Graduate Studies and Research showing at least 21 semester hours in upper division (300-400 level) courses in literature, writing, and linguistics,
3. Submit an official Graduate Record Exam (GRE) score to the Office of Graduate Studies and Research,
4. Submit a written application to the Office of Graduate Studies and Research,
5. Submit to the Director of English Graduate Studies a writing sample: for the literature tracks, fifteen pages that demonstrate the applicant's critical skills in analyzing literature; for the creative writing track, ten pages that reflect the applicant's critical skills in analyzing literature and fifteen pages of creative writing in fiction, poetry, creative nonfiction, or drama (for stage or screen),
6. Submit to the Director of English Graduate Studies three letters of recommendation,
7. Submit to the Director of English Graduate Studies a letter of interest outlining motivation for post-graduate study at UNK, previous work in the discipline, particular literary interests, and educational goals.

*In the absence of any of the above, admission may be granted on a conditional basis.

Graduate College Degree Requirements

1. A student's Program of Study must include at least half or more hours of 800-level courses.
2. At the graduate level, credit/no credit courses must be a function of the course and not a choice of the student's. Only 6 hours of credit/no credit courses may be applied toward a Master of Arts degree.
3. A Comprehensive Examination must be completed and results filed with the Office of Graduate Studies and Research at least four weeks before graduation date.

English Department Degree Requirements

At least half of the course work in each emphasis (Literature and Creative Writing) must be completed in non-P courses. 12 in the Thesis Options (excluding Thesis Hours) and 18 in the non-thesis portfolio option.
This program is offered on campus and online.

MA in English ................................................................. 30-36 hours

I. Literature Emphasis

A. Option A: Literature Emphasis - Thesis Option (30 hours)

1. Literary Criticism Requirement (3 hours)
   Take 1 course from:
   ENG 806, Principles of Literary Criticism ................. 3 hours
   ENG 807, History of Literary Criticism .................... 3 hours

2. Literature Requirements (12 hours)
   Take all of the following:
   6 hours in Literature of the United States
   6 hours in Literature of England and the Commonwealth
   and World Literature

3. Thesis Requirements (6 hours)
   Take:
   ENG 896, Thesis ................................................... 6 hours

4. Supporting Courses (6-9 hours)
   Take:
   6-9 hours of Electives

5. Graduate Assistant Requirement (3 hours)
   Take:
   ENG 805, The Teaching of Composition .................... 3 hours
   required for all graduate assistants; must be taken at earliest opportunity

6. Comprehensive Examination
   The thesis oral defense serves as the Comprehensive Examination for thesis students. The student's Thesis Committee serves as the Comprehensive Examination Committee and administers a written or oral exam. The Thesis preparation and review process are outlined in the Graduate Studies in English Handbook.

B. Option B: Literature Emphasis - Examination Option (36 hours)

1. Literary Criticism Requirement (3 hours required)
   Take 1 course from:
   ENG 806, Principles of Literary Criticism ................. 3 hours
   ENG 807, History of Literary Criticism .................... 3 hours

2. Literature Requirements (12 hours required)
   Take all of the following:
   6 hours in Literature of the United States
   6 hours in Literature of England and the Commonwealth
   and World Literature

3. Supporting Courses (8-21 hours required)
   Take:
   8-21 hours of Electives

4. Graduate Assistant Requirement (3 hours required)
   Take:
   ENG 805, The Teaching of Composition .................... 3 hours
   required for all graduate assistants; must be taken at earliest opportunity

5. The Examination
   Students who select the examination option will prepare reading lists and questions in two major areas of study. The areas of study from which students may choose are 1) British, 2) World, 3) American and 4) Language/Linguistics/Rhetoric/Theory. Students will select two English graduate faculty members in the appropriate areas to serve as their examiners. Students will take a written examination, which will be followed by an oral defense. Further information about the examination process can be found in the Graduate Studies in English Handbook.

II. Creative Writing Emphasis

C. Option C: Creative Writing Emphasis (30 hours)
   (The emphasis in Creative Writing is a studio/academic degree of 30 hours, with 12 hours in creative writing courses)

1. Literary Criticism Requirement (3 hours required)
   Take 1 course from:
   ENG 806, Principles of Literary Criticism ................. 3 hours
   ENG 807, History of Literary Criticism .................... 3 hours

2. Literature Requirements (6 hours required)
   Take all of the following:
   3 hours in Literature of the United States
   3 hours in Literature of England and the Commonwealth and World Literature

3. Creative Writing Requirements (12 hours required)
   Take 12 hours from:
   ENG 822P, Poetry Writing ....................................... 3 hours
   ENG 823P, Fiction Writing .................................... 3 hours
   ENG 824, Drama Writing ....................................... 3 hours
   ENG 825, Creative Nonfiction ................................. 3 hours
   ENG 826, Prosody: The Music of Poetic Form .......... 3 hours
   ENG 827, Colloquium: Creative Writing .................. 3 hours
   ENG 845, Creative Writing for Public School Teachers . 3 hours
   ENG 890P, Fl. Kearny Writers' Workshop ................. 1-3 hours
   Please note that creative writing emphasis students may repeat a creative writing course for up to 6 hours and are limited to a total of 12 hours of 800 level P courses.

4. Thesis Requirements (6 hours required)
   Take:
   ENG 896, Thesis ................................................... 5 hours
   Students in the Creative Writing Emphasis will write a creative thesis in poetry, fiction, creative nonfiction, or drama writing. The student's thesis committee serves as a Comprehensive Examination Committee and administers an oral exam.

5. Supporting Courses (3 hours required)
   Take:
   3 hours of Electives

6. Graduate Assistant Requirement (3 hours required)
   Take:
   ENG 805, The Teaching of Composition .................... 3 hours
   required for all graduate assistants; must be taken at earliest opportunity

7. Comprehensive Exam
   Generally a student completes the Comprehensive Examination during the last semester of study. After the successful completion of at least 12 hours and prior to selection of a Thesis/Comprehensive Examination Committee and preparation of a thesis or examination, the student must file for Candidacy for the Master's Degree. A student may be refused admission to candidacy for the Master's Degree if previous college record, performance on qualifying criteria, or the quality of graduate work are such as to indicate inability to satisfactorily complete graduate study.

Graduate Assistantships
   Graduate Assistantships provide tuition remission and a stipend. Teaching Assistants are responsible for teaching four composition courses in an academic year with the possibility of summer teaching stipends. Assistantships are also available for research interns and Writing Center tutors.
Section IV

Graduate Program

A. Degree Programs

1. Master of Arts in English
   a. Thesis Option (30 hours)
   b. Comprehensive Examination Option (36 hours)

2. Master of Arts in English – Creative Writing Emphasis
   a. Creative Thesis (30 hours)

B. Graduate Faculty Members

Susanne George Bloomfield
Robert Fernandez
Robert Ficociello
Megan Hartman
Michelle Beissel Heath
Susan Honeyman
Martha Kruse
Robert Luscher
Maria O’Malley
Brian Ray
Marguerite Tassi
Rebecca Umland
Samuel Umland
Denys Van Renen
C. Graduate Student Credit Hours for 2009·2013

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All data taken from the UNK Fact Book

D. Degrees Awarded 2008-2013

- 2008-09: 13
- 2009-10: 9
- 2010-11: 12
- 2011-12: 14
- 2012-13: 9

Total degrees conferred includes students in the UNO/UNK low-residency MFA program

All data taken from the UNK Fact Book

E. Summary Statement

1. Purpose and History

In the Fall of 1995, the new MA in English was approved by the Coordinating Commission for Post-Secondary Education. Until that time, the Department had offered an MA Ed. Degree. Faculty interest and increased enrollment in the Academic Discipline option in the MA Ed. program resulted in the decision to revise our degree offering. The MA in English was intended to serve the needs of three major student populations: secondary-education teachers, creative writers, and aspiring literary scholars.

In the Fall of 1995, the Graduate Faculty in English also approved a new Emphasis in Creative Writing in the MA program. This emphasis is designed to meet the needs of students who wish to pursue creative writing on the graduate level. The Creative Writing Emphasis has attracted some of these students, including our own undergraduates and in-state writers, who have pursued this master's degree in lieu of or in preparation for an MFA or doctoral work in Creative Writing.
The change from MA Ed. to MA in English and the added Creative Writing Emphasis have marked a significant new double focus in the graduate program: the training of scholars and creative writers. Since 1995, several of our graduates have gone on to pursue a Ph.D. or MFA. Others have found full-time employment in two-year colleges.

2. Faculty

The tenure-track and tenured/professorial faculty in the Department of English is an extremely qualified group of teachers and scholars, all holding a terminal degree in their field (Ph.D. or MFA). They are nationally recognized, published scholars and creative writers. All fourteen full-time faculty members holding the rank of Assistant Professor and above have Graduate Faculty status. As all faculty members in the English department teach General Studies courses in composition and/or literature, their areas of specialization enrich programs for undergraduate non-majors as well as upper division majors and graduate students.

3. Curriculum

Given the importance of our graduate program to faculty and students, we are constantly striving to offer the best postgraduate degree possible. We make an effort to offer a balance of P (graduate only) and non-P (combined 400- and 800-level) courses each academic year and avoid scheduling courses during the same time slot. At the same time, we are trying to balance required courses, such as Literary Criticism, with electives. Students may take up to six hours of Directed Readings to help them meet requirements in a timely manner or to supplement their course of study with a specialization. Admission requirements and curricula are listed in our Graduate Studies in English Handbook. (See Appendix.)

4. Student Support

The graduate faculty provides extensive academic support for graduate students in English. The faculty works closely with students in a variety of capacities as teachers, mentors, and thesis directors. The Director of Graduate Studies serves as an advisor for students, guiding them through their program of study. The student chooses the members of his or her thesis committee from among the graduate faculty (adding an outside member as required). Students have the opportunity to work intimately with faculty in small seminars (typically 5-10 students).

The Composition Coordinator works with the Director of Graduate Studies to provide training and guidance to graduate assistants. Together, they offer an orientation program at the beginning of each academic year. The Composition Coordinator provides guidance to the graduate assistants in more tangible ways through teaching pedagogy in ENG 805. The Composition Coordinator invites students who are not quite ready to teach to shadow her/him or another graduate faculty member in the classroom. This method gives the graduate assistant many hours of classroom observation and the opportunity to teach several class sessions under the guidance of a professional. Additional opportunities for graduate students are available in the Learning Commons, where they acquire experience as tutors in the writing center.
E. Equity and Diversity

In recruiting graduate students, we have made some effort to recruit underrepresented groups, primarily from abroad. We have received inquiries from prospective students in countries such as China. Ultimately, however, our concern has been to recruit any and all students who profess an interest in our discipline, and at any given time, we have a balance of male and female graduate students. Currently our Graduate Assistants are all male, with one Hispanic male, but in the previous year all of the students who completed the MA and graduated were female.

F. Strengths

The primary strength of the English Department Graduate Program is the tremendous dedication and qualifications of the faculty. Graduate-level courses require extensive preparation, intellectual energy, and commitment to graduate education. The faculty upholds high standards in graduate courses, and takes its responsibilities in training teachers, writers, and scholars quite seriously.

The students in the program continue to be one of its abiding strengths. The graduate stipend is now $9414. Our graduate program has continued to attract talented and conscientious students. Several of them in the past five years have gone on to pursue an MFA or a Ph.D., while others have found successful employment as high school or community college teachers. Our Composition program offers them the valuable experience of teaching composition in the classroom, as well as in-depth training in composition pedagogy. Graduate assistants who come to their assignment with no teaching experience may devote half their assistantship hours to tutoring in the Writing Center. Others may work individually with the Composition Coordinator.

Perhaps the most visible strength of our program is the success for which our students have been recognized in campus and national venues. Our MA students often win the UNK campus-wide thesis award. Recent graduates have been accepted into advanced degree programs at the University of Illinois at Urbana-Champaign (PhD), Loyola University Chicago (PhD), Auburn University (MA), Washington State University (PhD), St. Louis University (PhD), University of Florida (PhD), Northeastern University (MA), Creighton University (MA), and the University of Nebraska–Lincoln (MA and PhD). These acceptance rates testify to our faculty’s expertise in preparing graduate students for advanced degrees in the discipline.

G. Recommendations and Goals

1. We recommend that graduate assistant stipends continue to rise to a level competitive with comparable institutions with graduate programs.

2. The department continues to exploit all opportunities to recruit quality students into our graduate program, particularly targeting area teachers seeking professional development, and informing our own undergraduate majors of the opportunities for graduate studies in English at UNK, as a preparation for advanced graduate study at other institutions.

3. To increase the number of graduate students in our program. We have proposed an additional emphasis in Children’s and Adolescent Literature in order to broaden our
appeal to local teachers and interested undergraduates. The additional emphasis requires no additional faculty or resources, and draws upon our existing strengths. Currently, there are few programs with this emphasis (the nearest institution with a similar program is Kansas State University) but there is a growing need for it, thus making us competitive with programs in the region.

H. Comparison with Peer Institutions

The table on the following page provides a snapshot of our graduate program’s performance in comparison to that of our peer institutions in terms of enrollment and programs. Despite the fact that we have the fewest number of graduate students (some institutions did not provide this information), we are definitely competitive in terms of programs. Our collaboration with the College of Education in offering the graduate degree in Curriculum and Instruction with an English Emphasis is a notable innovation for our department.

Summary

Our graduate program is an essential component of the English department; research and publication enhances our teaching effectiveness. We are meeting a need in the region and, through online education, expanding our student base. Our students have gone on to successful teaching careers; others have been admitted to Ph.D. and/or MFA programs. We have proposed a new MA emphasis in Children’s and Adolescent Literature that we believe will make our program more competitive by fulfilling a growing disciplinary need.
<table>
<thead>
<tr>
<th>University</th>
<th>Total Enrollment</th>
<th>Faculty</th>
<th># Grad Students in English</th>
<th>Graduate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Missouri State University</td>
<td>8750</td>
<td>29</td>
<td>51</td>
<td>MA – English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA – Teaching English as a Second Language</td>
</tr>
<tr>
<td>Minnesota State University -- Moorhead</td>
<td>6172</td>
<td>--</td>
<td>48</td>
<td>MFA in Creative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Participation in MA Liberal Arts degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Licensure in ESL</td>
</tr>
<tr>
<td>Murray State University (Kentucky)</td>
<td>10,022</td>
<td>30</td>
<td></td>
<td>MA with emphases in Creative Writing, English Education, English Studies, Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA – TESOL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low-Residency MFA</td>
</tr>
<tr>
<td>Northern Michigan University</td>
<td>9400</td>
<td>35</td>
<td></td>
<td>MA with emphases in Literature, Writing, Pedagogy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MFA in Creative Writing</td>
</tr>
<tr>
<td>Sam Houston State University (Texas)</td>
<td>16,662</td>
<td>24</td>
<td>70</td>
<td>MA – English or Creative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA – 24 hrs. Eng Grad Major + 12 hours in another field</td>
</tr>
<tr>
<td>University of Central Arkansas</td>
<td>12,959</td>
<td>23</td>
<td>25</td>
<td>MA – English Certificate – Diverse Literatures</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>2074 (Grad)</td>
<td>25</td>
<td></td>
<td>MA – English</td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>13,000</td>
<td>35</td>
<td>100</td>
<td>MA – Literature or Creative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA – TESOL (jointly offered with Modern Languages)</td>
</tr>
<tr>
<td>Univ. of Wisconsin – Stevens Point</td>
<td>8897</td>
<td>33</td>
<td></td>
<td>No graduate program in English</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>13,400</td>
<td>67</td>
<td>41</td>
<td>MA – Language/Literature or Writing</td>
</tr>
</tbody>
</table>
V. The Future: Executive Summary

A. Strengths

1. The English department has a versatile and diverse faculty who can teach a variety of courses. We have an energetic faculty that actively publishes and presents papers at both national and international conferences on a yearly basis. The level of faculty publication is high, in part due to the recent increase in funds for faculty development.

2. The number of majors has grown modestly over the past decade, although due to changes in the General Studies program, which no longer requires literature courses, our Credit Hour Production has declined. However, the number of degrees we confer at the undergraduate level has remained stable.

3. The English department continues to make a vital contribution to the UNK recruitment efforts that maintain we provide a small classroom environment taught by professors: our General Studies courses feature our tenured and tenure-track faculty in small classroom environments (10-27).

4. We also continue to support English Education in conjunction with our partners in the College of Education.

5. We mentor our students in a number of venues and help them fulfill their immediate and future career objectives.

B. Aims and Goals

1. Our vision must include and take into account the digital age and the role of communication studies. While many students will pursue traditional vocations in teaching—at various levels—and other communication skills, there is a growing need for media studies and digital rhetoric, and our future hires and course development must begin to integrate courses that speak to these needs.

2. We must continue to support faculty recruitment and development. The department has funds allotted for faculty development, and this funding must continue.

3. We must continue to improve the mentoring of part-time and adjunct faculty. Although our reliance on adjunct faculty has declined somewhat, we must still make efforts to assist in their professionalization, and work towards keeping a uniformity in our composition classes.

4. We must increase the number of students enrolled in our graduate program. Our recent proposal for an additional emphasis in Children's and Adolescent Literature should help in the recruitment of area teachers. We must reach out to English departments at other Nebraska public and private liberal arts colleges to promote our MA
program.

5. We must create a simple, uncluttered English department website detailing stable information. We must continue to use social media such as Facebook to announce recent events, activities, and accomplishments, and as a means to connect with alumni. It may be possible to work with the marketing department to create a page that will attract majors and MA students.

C. Department Priorities Requiring Continued Financial Resources

As we lose some faculty due to retirement or career moves, we will seek to replace them with tenure-track faculty so that curricular gaps do not reappear in our offerings. The robust and precise hiring of recent years must continue.

As we approach the next five years, the department may well see a change in our traditional focus. While we consider ourselves the primary provider of literary instruction on campus, our greatest enrollments are in what might be considered service courses: General Studies composition and literature, language courses, and Children’s and Adolescent Literature. We must also begin to accommodate the practice of literacy within a wired, electronic environment.

While these courses certainly include prospective and declared English majors, they also serve other programs and departments. Since we cannot rely upon a dramatic increase in the number of majors over the next five years, we must balance our traditional literature courses with those that make contributions to other department programs. We will continue our role as one of UNK’s most recognized and exemplary providers of instruction in the humanities, and continue to enhance our tradition in excellence in teaching, scholarship, and service.
Appendix

Faculty Curriculum Vitae

Department of English By-Laws & Handbook of Policies and Procedures

Graduate Studies in English Handbook

Recent Undergraduate/Graduate Assessment Reports

2009 APR Exit Report

Library Databases and Journal List
Rebecca G. Addy
Department of English
905 W 25th St.
University of Nebraska, Kearney
Kearney, Nebraska, 68849
(308) 865-8299
E-mail: addyrg@unk.edu
Home: 810 W. 23rd St.
Kearney, NE. 68845
308-293-7223

EDUCATION

Master of Arts, English, University of Nebraska, Kearney. Summer 2006.
Bachelor of Arts in English Education, University of Nebraska, Kearney, Spring 2004.
Nebraska Certified Teacher: English Language Arts 7 – 12. Current

RESEARCH EXPERIENCE

• Graduate Research Assistant Summer of 2005, UNK, Dr. John Damon
• Collaborative Learning and Teaching Research, UNK. Presented conference in Greece. 2005.
• Fall and Spring of 2007 – 2011: Instructor for Leadership Advocacy for People With Disabilities.

PUBLICATIONS

• A Calligrapher’s Story, Kearney Traveler, 2005.
• Teaching Critical Theory Through the Works of J.R.R. Tolkien Ed. Rebecca G. Addy; in progress.
• Reclamation of Culture in Tolkien’s The Lord of the Rings and Other Works; in progress.
• Review: Christ and the Decree: Christology and Predestination in Reformed Theology from Calvin to Perkins, Richard A. Muller. 2009

PRESENTATIONS

• “The Story for the Name”: Understating the Invented Languages of J. R. R. Tolkien; “Outstanding Paper Award,” University of Nebraska, Kearney, Student Conference on Language and Literature, 2004
- *Understanding Collaborative Learning and Teaching*, Two-Year Research Project; Academic Conferences in Greece and Hawaii. **2005**
- Service-Learning Conference: Pioneering a Powerful Pedagogy Building Bridges Between Higher Education and the Youth of Tomorrow **Fall 2007**:  

**ACADEMIC SERVICE/EXPERIENCE**

- University of Nebraska, Kearney Graduate Council, Student Representative **2004 – 2005**
- Gold Torch Society, Board member, University of Nebraska, Kearney **2002 – 2008**
- First Year Program, University of Nebraska, Kearney **2007 - 2009**.
- Service Learning Institute; **Summer of 2007**  
  - Service Learning Project: “By Serving Others, We Serve Ourselves” **Fall 2007**
- Magnify Abilities: Disability Awareness Week Kick-Off, University of Nebraska, Kearney: **2007-12**
- Teaching and Research Assistant: Professor John Damon Linguistics/ Medieval Literature **2006 – 2010**
- English Language Institute (ELI) **2013**
- English 499 independent Study **2013-2014**  
  - Joel Cardenas  
  - Zachary Brown  
  - Riley Wallace

**PROFESSIONAL AFFILIATIONS**

- Member of the Honor Society of Phi Kappa Phi/ inducted **2005**.
- Member of Sigma Tau Delta

**RESEARCH GRANTS**

- Leadership Advocacy for People With Disabilities. Funded 1400.00, **2008-2010**.

**Community Service:**

- Community Spiritual - Education Program

**REFERENCES**

- Katherine Benzel, PhD. Department of English, University of Nebraska, Kearney, NE. 68849. benzelk@unk.edu
- Jose Mena-Worth, PhD. Department of Physics, University of Nebraska, Kearney, NE. 68849. menaworthj@unk.edu.
- Nathan Raffaeli, Minister; P.O. Box 1112 Kearney, Nebraska 68848
University of Nebraska at Kearney, Department of English
Thomas Hall 210  Kearney, NE 68849
1727 University Dr Cir #20  Kearney, NE 68845
Phone: 703.400.8391; email: beisselheamp@unk.edu

APPOINTMENTS
Assistant Professor, University of Nebraska, Kearney Department of English (August 2009-)
Postdoctoral Fellow, Tulane University Department of English (August 2008-July 2009)
Assistant Director, The George Washington University Writing Center (August 2002-July 2003)

EDUCATION


PUBLICATIONS


IN PROGRESS
Playful Citizenship: Nineteenth Century Fictions of Childhood and the Politics of Play. Book proposal submitted to The Ohio State University Press in November 2011; invited by editor to submit entire manuscript when complete. Editors for Ashgate’s Studies in Childhood, 1700 to the Present series, extended an invitation in October 2013 to submit a book proposal also.

“The Dark, the Mundane, and the Child: Gothic Early Readers.” Essay tentatively accepted for The Early Reader Reader, a book collection of essays focused on early reader “chapter books” for children.


ACADEMIC GRANTS AND FELLOWSHIPS
Everett Helm Visiting Fellowship, Lilly Library, Indiana University, Bloomington (Winter 2011-2012)
Center for Teaching Excellence Travel Grant, University of Nebraska, Kearney (for travel to VISAWUS conference)
Newcomb Institute Faculty Travel Grant (for travel to NAVSA conference)
Newcomb Faculty Fellow, Tulane University
Cosmos Club Foundation Grant (for travel to the Victoria & Albert Museum of Childhood in London, UK, Spring 2007)

SELECTED CONFERENCES


“Re-taming the Rebellious Child?: Re-writing the 19th Century Girl in Timothy Burton’s Alice in Wonderland and Jacqueline Kelly’s The Evolution of Calpurnia Tate.” International Conference of the Children’s Literature Association (ChLA). Roanoke, VA. June 2011.


“Cooks and Queens and Dreams: The South Seas as Fairy Islands of Fancy.” Victorian Interdisciplinary Studies Association of the Western United States (VISAWUS) annual conference. Honolulu, HI. October 2010.


MENTORING


ENG 102 Thompson Scholars first-year student Kevanie Damit-Og awarded “Outstanding Essay in Expository Writing” at UNK English Department Student Language & Literature Conference Spring 2011.


Sigma Tau Delta awarded international “Outstanding Chapter Award.” Spring 2012.

Sigma Tau Delta graduate student Celeste Lempke awarded international “Student Leadership Award.” Spring 2012.


SELECTED SERVICE


Member, Undergraduate Research Services Council, College of Fine Arts and Humanities representative. University of Nebraska, Kearney. July 2011-July 2015 (4 year appointment).

Member, Student Appeals Committee. University of Nebraska, Kearney. July 2010-present.

Member, Educational Policy Committee. College of Fine Arts and Humanities. University of Nebraska, Kearney. September 2010-May 2012.

Member, Faculty Senate. College of Fine Arts and Humanities representative. University of Nebraska, Kearney. April 2011-April 2012.

Member, Department of Modern Languages Academic Program Review Team. University of Nebraska, Kearney. Spring 2011.

Faculty leader, UNK Book Club for Honors Students, Spring 2014-present.
Dr. Susanne George Bloomfield  
Professor of English, University of Nebraska-Kearney  
Short CURRICULUM VITAE

EDUCATION:
Ph.D. in English, University of Nebraska-Lincoln, 1988.
M.A. Ed. in English, University of Nebraska-Kearney, 1979.
B.A. in Education, English and French majors, University of Nebraska-Kearney, 1968, Cum Laude.

ACADEMIC CAREER:
Martin Distinguished Professor, University of Nebraska-Kearney, 2005-2008.
Professor, University of Nebraska-Kearney, 1997 to present.
Tenured Associate Professor, University of Nebraska-Kearney, Kearney, Nebraska. 1992 to 1997.
Assistant Professor, University of Nebraska-Kearney, Kearney, Nebraska. 1988-1992.
Lecturer at University of Nebraska at Kearney, Kearney, Nebraska. 1979-1987.
French: Grades 4-12; English: Grades 10 & 11.

SELECTED AWARDS AND HONORS
Distinguished Alumni Award, University of Nebraska-Kearney, 2013
Delbert and Edith Wylder Award for Exceptional Service to the Western Literature Association 2012
Pratt-Heins Award for Excellence in Scholarship and Research 2008
Martin Distinguished Professorship 2005-2008
Professional Development Leave Spring 2006
2009 Finalist, New Mexico Book Awards for Adventures in the West.
2006 Winner, Nebraska Book Awards for Nonfiction for Impertinences: Selected Editorials of Elia W. Peattie, A Journalist in the Gilded Age. [Nebraska Center for the Book].
2006 Winner, WILLA Literary Award for Nonfiction for Impertinences: Selected Editorials of Elia W. Peattie, A Journalist in the Gilded Age. [Women Writing the West Association].

SELECTED PROFESSIONAL, SCHOLARLY PUBLICATIONS:
Elia Peattie: An Uncommon Woman, An Uncommon Writer. Gateway Project of the Plains Humanities Alliance (Consortium of Humanities Councils of North Dakota, South Dakota, Nebraska, Kansas, and Oklahoma) and the University of Nebraska Digital Center http://plainshumanities.unl.edu/peattie/ 2009.
SELECTED PROFESSIONAL CONFERENCES (2008-2013):


Panel and Discussion on Wright Morris’s Life and Works. Wright Morris Centennial Conference. Central City, NE. 9 October 2010.


SELECTED UNIVERSITY/COMMUNITY SERVICE ACTIVITIES (2008-2013):


Humanities Speaker. “Many Hats of a Biographer/Family Historian.” La Vista Public Library, Omaha NE, 21 August 2010.


Humanities Speaker. “Adventures in Reading the West.” Halsey Public Schools K-6, Halsey, NE, 1 March 2010.

Humanities Speaker. “Adventures in Reading the West.” Gothenburg Public Library, 24 February 2009.

“Adventures in Reading the West.” Broken Bow, NE library, 14 August 2008.

Jane E. Christensen, MA Ed.

917 Q Road
Minden, NE 68959
(308) 832-1870
jmchris@rcom-ne.com

Memorial Student Affairs Building 114
University of Nebraska at Kearney
(308) 865-8172
christenseje@unk.edu

Academic Degrees
Master of Arts in Education
  English Literature
  May 1994
  University of Nebraska at Kearney
Baccalaureate of Arts Education
  English Literature/Language Arts, 7-12
  August 1991

Teaching
Senior Lecturer 2005-present
Adjunct Instructor 1994-2005
Graduate Teaching Assistant, UNK Honors Program, 1991-1994
Introduction to Academic Writing 101 and 101 Honors, 1994-present
Academic Writing and Research 102 and 102 Honors, 2005-present
American Literature Survey Fall 2006

Administrative Service
Associate Director, University of Nebraska at Kearney Honors Program, 2003-present
Assistant Director, University of Nebraska at Kearney Honors Program, 1994-2003

Other University Service
Faculty Sponsor, Honors Student Advisory Board, 1994-present
First Year Experience Advisory Council, Fine Arts and Humanities College Representative, 2007-2010
UNK Recruitment and Retention Advisory Council, 2007-2009
College Undergraduate Education Council, 2005-20010
Search Committee member, Multi-Cultural Director, 2007
Chair, Search Committee, Honors Director, 2004
Accomplishments

- Negotiator, with Chairs of Various Departments, of Honors General Studies Course Offerings, Fall/Spring Semesters
- Facilitator of Special Topics Honors General Studies Course Offerings, Fall/Spring Semesters [The English Department traditionally offers the most of any other UNK Department]
- Coordinator of Honors Option Projects/Research in Upper Division Major Courses [Honors Options are independent research/creative projects for upper-division Honors credit hours]
- Coordinator of Honors Senior Study Projects/Research [The Honors Senior Study is the third and final requirement of the UNK Honors Program]
ROBERT FERNANDEZ, REYNOLDS CHAIR, UNK

Degrees
MFA in Poetry, Iowa Writers’ Workshop
MA/ABD in English, University of Iowa
BA in English, Florida Atlantic University

Positions
2013-present  Distinguished Paul W. Reynolds and Clarice Kingston Reynolds
Endowed Chair in Poetry, Assistant Professor of Poetry and
Writing (five-year appointment), University of Nebraska Kearney
Director, Reynolds Reading Series
2007-2013  Dean’s Fellow, The Graduate College, University of Iowa
2005-2006  Teaching-Writing Fellow, Iowa Writers’ Workshop, University of Iowa

Awards and Honors
2014  Co-editor, PEN Poetry Series (12 month appointment)
2013  *Pink Reef*, Best Books of 2013 (selected by Cal Bedient for *The Volta*;
by Andrew Zawacki for *Verse*; by Danniel Schoonebeek, curator,
PEN America site; by Coldfront magazine)
*Boston Review* Feature for *Pink Reef*, introduced by Timothy Donnelly

Courses Taught
At UNK  Beginning Poetry Writing; Advanced Poetry Writing; Advanced Independent
Study in Poetry; Poetry Writing (Graduate); Contemporary American
Multicultural Literature
At UIowa  Advanced Poetry Writing; Comic and Tragic Literature; Fictions; General
Education Literature; Rhetoric

Committee Work
2013-  Creative Writing Committee and Reynolds Scholarship Fund

Service
2013-  Member and advisor for Sigma Tau Delta (English Honors Society)

Publications
Books
2013  *Pink Reef* (Canarium Books). Collection of poetry
2011  *We Are Pharaoh* (the 2009 Canarium Books Open Reading
Selection). Collection of poetry

Books in Progress
*Crowns*. Collection of Poetry (completed)
*Pearls Before Swine*. Photography/art/poetry (completed)
Stéphane Mallarmé, translations. (With Blake Bronson-Bartlett; completed)
A novel, *Reawakening* (in progress)

Poems in Anthologies
2013  Poem Sampler: U.S. Latino/a Voices in Poetry, selected by the editors.
*Poetry* and the Poetry Foundation.

Selected Poems in Journals and Magazines
2014  *Poetry* (Editor: Don Share). Two poems (forthcoming)
*Lana Turner* (Editors: Cal Bedient and David Lao). Two poems (forthcoming)
*Court Green* (Editors: David Trinidad and Tony Trigilio). Two Poems
(forthcoming)
Crazyhorse (Poetry Editor: Emily Rosko). One poem (forthcoming)

Third Coast (Editors: Elizabyth A. Hiscox and Glenn Shaheen). One poem (forthcoming)

The Louisville Review (Editor: Shane McCrae). Two poems (forthcoming)

2013

Boston Review (Editor: Timothy Donnelly). 19 poems

A Public Space (Editor: Brett Fletcher Lauer). One poem

Pearls Before Swine

2013


Translation

2014


2013

Lana Turner (Editors: Cal Bedient and David Lau). Four Mallarmé translations.

Authored Articles and Interviews

2014


2013


Bibliography

2013


Invited Presentations and Classes

2013

Tulane University. Poetry reading and panel on poetic lineage. Panelists: Peter Cooley, Robert Fernandez, Carolyn Hembree, Laura Walker.
Robert Michael Ficociello  
Curriculum Vitae

Professional
Assistant Professor, University of Nebraska, Kearney, Fall 2009 to present.  
Composition Coordinator, University of Nebraska, Kearney, 2011 to 2013.  
Managing Editor, Platte Valley Review, Fall 2010 to Summer 2012.  
Lecturer, Loyola University, New Orleans, Fall 2008 to Spring 2009.  
Adjunct Faculty and Writing Tutor, Middlesex Community College, Fall 2006 to Spring 2008.

Education
Ph. D.  English (Writing, Teaching, and Criticism). University at Albany, SUNY. Albany, NY.

Dissertation: The Cultural and Literary Discourse of War in the 20th Century.  
Committee: Charles Shepherdson (Chair), Ed Schwarzschild, and Daniel O’Hara (Temple University)

M.F.A. Drama and Communications (Fiction Writing). University of New Orleans. New Orleans, LA.

Thesis: Banner Years.  
Committee: James Knudsen (Chair), Joanna Leake, and Frederick Barton.

B.S. Marine Biology. University of Massachusetts. Dartmouth, MA.

Publications
America: The Disaster Culture, co-written with Robert Bell, Loyola University New Orleans. Under contract with Bloomsbury Academic.


**Fiction**


**Presentations**


**Professional Organizations**

Popular Culture Association/American Culture Association.
Modern Language Association.
Sigma Tau Delta.
Teaching:

Fall 2010
English 101-13: Introduction to Academic Writing
English 101-25: Introduction to Academic Writing
English 253-01: Introduction to Literature/Non-Western
English 253-02: Introduction to Literature/Non-Western

Spring 2011
English 102-12: Academic Writing and Research/Writing About the Holocaust
English 102-21: Academic Writing and Research/Writing About the Holocaust
English 250-02: Introduction to Literature/British Literature
English 253-01: Introduction to Literature/Non-Western

Summer 2011
English 102-01: Academic Writing and Research

Fall 2011
English 100A-02: English for Academic Purposes
English 101-27: Introduction to Academic Writing
English 234-01: Reading and Writing About Literature
English 253-02: Introduction to Literature/Non-Western

Spring 2012
English 102-13: Academic Writing and Research/Writing About the Holocaust
English 102-17: Academic Writing and Research/Writing About the Holocaust
English 102-29: Academic Writing and Research/Writing About the Holocaust
English 253: Introduction to Literature/Non-Western

Fall 2012
English 252-01: Introduction to Literature/Western Civilization
English 253-01: Introduction to Literature/Non-Western
English 253-02: Introduction to Literature/Non-Western
English 254-04: Introduction to Literature Special Topics/Holocaust Literature

Spring 2013
English 102-09: Academic Writing and Research/Writing About the Holocaust
English 102-12: Academic Writing and Research/Writing About the Holocaust
English 253-01: Introduction to Literature/Non-Western
English 254-02: Introduction to Literature Special Topics/Holocaust Literature

**Departmental Committees:**
Chair – Assessment Committee
Member – Composition Committee
Member – Chair’s Advisory Committee

**Campus Committees:**
Library Committee
International Education Faculty Advisory Committee
Faculty Senate Oversight Committee/Fine Arts and Humanities Rep

**Other Campus Service:**
College of Fine Arts and Humanities Representative/Faculty Senate

**Presentations:**
Monica Goodell
1407 12th Avenue
Kearney, NE 68845
308.391.1712
goodellme@unk.edu

Education

M.A. in English with a Creative Writing Emphasis, University of Nebraska-Kearney 2007-2012
- Graduation Date Spring 2012
- G.P.A. 3.8

B.A. in English, Honorable Mention, University of Nebraska-Kearney 2001-2005
- English Major / History Minor
- G.P.A. 3.7

Employment

Adjunct English Instructor 2009 - present
- University of Nebraska-Kearney
- Teaching English 101 in Fall 2009 to 65 students
- Teaching English 102 in Fall 2010 to 45 students
- Teaching English 102 Spring 2010 to 45 students
- Teaching English 102 in Fall 2010 to 45 students
- Teaching English 101 in Spring 2011 to 22 students
- Teaching English 102 in Spring 2011 to 23 students
- Teaching English 100A in Fall 2011 to 15 students
- Teaching English 101 in Spring 2012 to 45 students
- Teaching English 102 in Spring 2012 to 23 students
- Teaching English 102 in Fall 2012 to 45 students
- Teaching English 102 in Spring 2013 to 70 students
- Teaching English 102 in Fall 2013 to 45 students
- Teaching English 101 in Fall 2013 to 23 students
- Teaching English 102 in Spring 2014 to 23 students

Academic English Instructor/Basic English Lab Instructor 2009 – 2012
- Central Community College Learning Center-Lexington
- Teaching Academic English 96 and 97
- Also instructing and assisting students in Basic Reading, Intermediate Reading, Advanced Reading and Basic Writing, 6 hours per week

Academic English Instructor/Basic English Lab Instructor 2011 – 2012
- Central Community College Learning Center-Kearney
- Teaching Academic English 96 and 97
- Also instructing and assisting students in Basic Reading, Intermediate Reading, Advanced Reading and Basic Writing, 6 hours per week

Graduate Assistant Composition 101 Instructor 2008-2009
- Teaching English 101 to approximately 45 students per semester

Writing Center Tutor 2007-2008
- Provide guidance and assistance to students who bring in papers or assignments
- Also assist without outside duties as needed, such as visiting classrooms to do presentations about the Writing Center

**Publications**

*The Carillon Sigma Tau Delta Campus Journal*, 2005  
“The Rocking Chair” – Short Story Fiction  
*Platte Valley Review* - 2012  
“The Autumn Sisters” - Poetry  
*Student Language and Literature Conference*, 2009  
“The Dangers of Dying Languages of Indigenous Peoples in America” – Linguistic Study

**Academic Awards**

UNK Honorable Mention Graduation Distinction, 2005  
Dean’s List (each semester of college)  
Scholarships Fall 2007 – Spring 2008  
- Graduate Assistant Tuition Waiver $2,040

**Professional Memberships**

Sigma Tau Delta English Honorary  
Phi Alpha Theta History Honorary  
SEAN (Student Education Association of Nebraska)

**Community Involvement**

KAHS (Kearney Area Humane Society) – I volunteered to walk dogs on a weekly basis.  
Storm Booster Club  
-Assisted with setting up of banquets and preparing donated items for team members.  
FRIENDS – International student host program – students are invited to spend a minimum of 2 days a month with your family. You take them to sporting events, outings or just dinner at your home to help them learn about America.  
Great Platte River Road Archway – I volunteer for events as needed. I typically help with the Pow-Wow that is hosted every June.  
Kearney School of Dance and Gymnastics – Parent volunteer as needed for gymnastics and dance programs.  
Kearney TriCity Youth Hockey – Parent volunteer as needed for events.  
Girl Scouts – Parent volunteer as needed for events.
Curriculum Vitae

Megan E. Hartman

Campus Address
Thomas Hall 202
University of Nebraska at Kearney
Kearney, NE 68849
Phone: (308)865-8984

Home Address
1727 University Drive Circle, Apt 14
Kearney, NE 68845
Phone: (308)293-1839
Email: hartmanme@unk.edu

Education:
Indiana University, Bloomington, IN
Ph.D., English, January 2011
PhD. Minor: English and Germanic Philology
Dissertation: “The Hypermetric Line in Germanic Alliterative Meter.”

M.A., English, September 2005
Degree area certificate in Medieval Studies

University of New Hampshire, Durham, NH
B.A., English, summa cum laude, 2003

Professional Appointments
Assistant Professor of English, University of Nebraska at Kearney, 2011-present
Teaching Fellow, Indiana University, 2009-2011
Associate Instructor, Indiana University, 2004-2009

Selected Publications


Selected Conference Presentations


“Poetic Attitudes towards Syntactic Change in Late Old English Verse” 2011 Modern Language Association Convention, Los Angeles, CA, January 2011.


Teaching at University of Nebraska at Kearney

Language:
- English 303: Introduction to Linguistics
- English 304: Grammar I
- English 404: History of the English Language
- English 895: Directed Graduate Reading – Old English

Literature:
- English 188: Portal: Northern Mythology in History and Popular Culture
- English 250: Introduction to British Literature
- English 254: Special Topics: Children’s and Young Adult Fantasy
- English 462/872P: Early and Middle English Literature

Composition:
- English 101: Introduction to Academic Writing

Professional Service

Departmental Committees:
- CTE Committee, UNK, 2013-present
- Three Rs Committee, UNK, 2012-present
- Composition Committee, UNK, 2011-2013
- Graduate Student Committee, UNK, 2011-2012
- Committee on Teaching of Composition, IU, 2008 - 2009.

College of Fine Arts and Humanities Committees:
- Education Policy Committee, UNK, 2012-present
  - Secretary, 2013
  - Chair, 2013-present

University Committees:
- World Affairs Conference Executive Committee, UNK, 2012-present

National Service:
- Peer reviewer: LIT: Literature Interpretation Theory

Other:
- Co-Sponsor, Sigma Tau Delta Xi Beta Chapter, 2012-present
- Co-Administrator, English Department Facebook page, 2011-present.
MARY HICKMAN-FERNANDEZ
2002 12th Avenue
Kearney, NE 68845
mary.hickmandez@gmail.com

Education
MFA in Poetry, Iowa Writers’ Workshop
MA, ABD in English, University of Iowa
BA in English, Boise State University
Certificate in Book Arts, University of Iowa Center for the Book

Awards and Honors
2013 Boston Review Poet Sampler Feature, introduced by Robyn Schiff
2012 1st Prize, Elizabeth Dietz Best Essay Prize (for a work on poetry and poetics, awarded by the poetry faculty of University of Iowa Department of English)
2011 Iowa Arts Council Award (Iowa Department of Cultural Affairs)
2010 Iowa Arts Council Award
Madeline P. Plonsker Emerging Writers Award 1st Place Runner Up
2004-2006 Iowa Arts Fellowship (Iowa Writers’ Workshop)
2005 EPR Discovery Award Finalist
2004 Grolier Poetry Prize Finalist

Publications
Books

Ahsahta Press was founded in 1974 and publishes seven to ten books of poetry per year. It is based at Boise State University in Boise, Idaho, and is directed by Janet Holmes, a professor in the MFA Program for Creative Writing at Boise State.

Books in Progress
Rayfish. Collection of Poetry

Poems in Anthologies

Selected Poems in Journals and Magazines
2013 PEN America Poetry Series feature. Three poems.
Clock. (Editor: Kit Schluter). One poem.
jubilat (Editors: Dara Weir, Caryl Pagel, Emily Petit). Two poems.
2010 Gratitude (Editor: Elisabeth Whitehead). Three poems.
2009 Action, Yes (Editors: Johannes Göransson, Joyelle McSweeney). Six poems.
2005  
*can we have our ball back?* (Editor: Jim Behrle). Fifteen poems.

2004  

**Invited Presentations and Classes**

2013  
Visiting Speaker, Tulane University, “Contemporary Poetry” panel, PXP
Curator and Moderator, “11th Hour Lecture Series,” The Iowa Summer
Writing Festival
Visiting Speaker, The University of Iowa Center for the Book, “Printer and
Poet: The Early Works of Johanna Drucker.” By invitation of Sara
Langworthy

2012  
Visiting Speaker, The University of Iowa Honors English Program, “The
Aesthetics of the Book.” By invitation of Dee Morris

2011  
Visiting speaker, The University of Iowa Department of English
Undergraduate Creative Writing Track. By invitation of Robyn Schiff

**Selected Poetry Readings**

2013  
Tulane University, New Orleans, LA
Rescue Press/Denver Quarterly/Factory Hollow. Cambridge, MA
WAVEMACHINE. New Haven, CT
Penn Book Center. Philadelphia, PA
Flying Object. Hadley, MA

2012  
Mission Creek Festival. Iowa City, IA
Rescue Press/Transom/Canarium Books. AWP Chicago

2011  
Table X Reading. AWP Washington D.C.

**Teaching Positions**

2013-present  
Lecturer in Creative Writing, University of Nebraska at Kearney

2008-2013  
General Education Literature appointment, University of Iowa

2011-2012  
Volunteer, Programming and Course Design, Iowa Youth Writing Project (I
designed and taught free courses to at-risk youth)

2010-2012  
Poetry Writing instructor, Iowa Young Writers’ Studio

2005-2006  
Creative Writing appointment, Iowa Writers’ Workshop, University of Iowa

2004  
Private TESOL tutor, Barcelona, Spain

**References**

Cole Swensen, Director, Literary Arts Program, Brown University, colesque@earthlink.net
Amy Margolis, Director, The Iowa Summer Writing Festival, The University of Iowa,
amy-margolis@uiowa.edu
Mark Levine, Professor, English, The University of Iowa, mark.levine@earthlink.net
SUSAN E. HONEYMAN

722 W. 27th St.
Kearney, NE 68845
(308) 338-3412

UNIVERSITY OF NEBRASKA–KEARNEY
DEPARTMENT OF ENGLISH
208 Thomas Hall
Kearney, NE 68849-1320
(308) 865-8563

EDUCATION

WAYNE STATE UNIVERSITY
Ph.D. in English, December 2001
Seminars taken: Social Construction, Ethnography and Folklore,
Souvenir Culture (postmodernism), French Cultural Studies,
Degeneracy Theory, Golden Age (1890s American), Humor Theory

UNIVERSITY OF KANSAS, LAWRENCE
M. A. in English, September 1993

UNIVERSITY OF HULL, ENGLAND
Film and Comparative Literature, August 1989–July 1990

UNIVERSITY OF KANSAS, LAWRENCE
B. A. in English, May 1989

PROFESSIONAL EXPERIENCE

DEPARTMENT OF ENGLISH, UNIVERSITY OF NEBRASKA–KEARNEY, 2002–2007,
Assistant Professor; 2007–present, Associate Professor in Children’s
and Adolescent Literature; Women’s Studies faculty; Graduate
courses taught:
253–Non-Western Civilization
254,338,490,899–The Graphic Novel
425/847–Children’s Literature
426/848–Adolescent Literature
406/806–Principles of Literary Criticism
WS 220–Introduction to Women’s Studies
101/102–Expository Writing I & II
251–Intro to American Literature

PUBLICATIONS (refereed)

[Books]
CONSUMING AGENCY IN FAIRY TALES CHILDLORE, AND FOLKLITERATURE,
Routledge, January 2010 (229 pp).

ELUSIVE CHILDHOOD: IMPOSSIBLE REPRESENTATIONS IN MODERN FICTION
Ohio State University Press, August 2005 (184 pp).

[Articles]
ESCAPING THE PRISON-HOUSE: VISUALCY AND PRELANGUAGE IN SHELDON MAYER’S
SUGAR AND SPIKE. CHILDREN’S LITERATURE ASSOCIATION QUARTERLY 39.2
(JUNE 2014).

YOUNG VOICES IN THE WAR DIARY BUSINESS. INTERNATIONAL RESEARCH IN
CHILDREN’S LITERATURE 4.1(Summer 2011): 73–86.

GASTRONOMIC UTOPIAS AND THE LEGACY OF POLITICAL HUNGER IN AFRICAN-
AMERICAN LORE. CHILDREN’S LITERATURE, ANNUAL PUBLICATION OF THE MLA

CONSUMERISM, SWEETS, AND SELF-DETERMINED CHOICE, THE INTERNATIONAL

TRANSFORMING SEGAR’S PROGRESSIVE EVERYMAN INTO FLEISCHER’S
DEPRESSION-ERA SUPERSALESMAN: THE HIDDEN POWERS OF SPINACH,


**Publications (reviews, book chapter, and reference works)**

*Trans(cending) Gender. The Children’s Table: Interdisciplinary Childhood Studies.* Ed. Anna Mae Duane. (University of Georgia Press; June, 2013)


**Honors and Awards**

Pratt-Heins Award in Teaching, University-wide award given to one professor a year. UNK. Fall 2013.

College of Fine Arts and Humanities Faculty Mentor Award, presented at UNK’s Student Research Day by the Office of Graduate Studies and Research, April 20, 2012.

Outstanding Chapter Award to Xi Beta chapter of Sigma Tau Delta Saturday, March 3rd, 2012, New Orleans, LA. (Faculty Sponsor)

Summer Scholarly Activity Grant, for travel to research children’s letters to Senate subcommittee on Juvenile Delinquency 1954-56. National Archives. 2011.


Course Release for drafting final chapters of manuscript, Material Youth. Office of Graduate Studies and Research, Fall 2007.

Outstanding Faculty Award for Teaching. Xi Phi Chapter of Mortar Board Society, November 2005

Summer Scholarly Activity Grant, for travel to research comic books at Bowling Green State University’s Popular Culture Library. 2005

Research Services Council Mini-Grant, for aid in completing “Elusive Childhood” manuscript for publication. 2003
Sonja D. Jackson
Thomas Hall 205A
308-293-8731
jacksonsd@unk.edu

EDUCATION
M.A. in History, University of Nebraska-Kearney, Aug. 2013 – Present
Certificate, Online Teaching Training Seminar, University of Nebraska-Kearney, May 2012 – June 2012
M.A. in English (Creative Writing emphasis), University of Nebraska-Kearney, Aug. 2009 – May 2011
B.A. in English & History, University of Nebraska-Kearney, Aug. 2005 – May 2009

TEACHING EXPERIENCE
Adjunct Composition Instructor, Central Community College (2013 – Present)
Teaching Assistant for English 254-05 Special Topics, University of Nebraska-Kearney (2013)
Adjunct Composition Instructor, University of Nebraska-Kearney (2011 – Present)
Graduate Assistant Composition Instructor, University of Nebraska-Kearney (2009 – 2011)
Writing Center Consultant, University of Nebraska-Kearney (2009 – 2010)

PUBLICATIONS, PRESENTATIONS, & WORKSHOPS
“Chaucer’s Retraction or Parson’s Conclusion?”, Conference on Language and Literature, University of Nebraska-Kearney (2008)
“The Meta-physical Mimesis of Ishmael and Subsequent Meta-knowledge and Metonymy of Ahab in Melville’s Moby Dick.”, Conference on Language and Literature, University of Nebraska-Kearney (2010)
“Chaucer’s Rejection Letter”, Conference on Language and Literature, University of Nebraska-Kearney (2011)
“The Chase”, poem published in the Carillon, University of Nebraska-Kearney (2009)
Creative Writing workshop with Quincy Troupe, April 1, 2010
Creative Writing workshop with Sherwin Bitsui, April 6, 2010

ACADEMIC AWARDS
Graduate Assistant Scholarship, University of Nebraska-Kearney, (2009 – 2011)

PROFESSIONAL MEMBERSHIPS
Sigma Tau Delta, 2010

COURSES TAUGHT
University of Nebraska-Kearney

   English 101 – Introduction to Academic Writing
   Introduces students to the processes involved in composing a college-level, academic paper including: invention strategies, proper essay structure, and rhetorical theory. Also introduces students to critical reading, thinking, and analysis of academic writing.
English 102 – Advanced Academic Writing and Research
Educates students on the proper use of sources including: how to find material, how to evaluate the suitability of that material for use in an academic essay, how to incorporate that material effectively, etc. Also teaches students about the three main styles of academic citation.

REFERENCES

Robert Ficociello, PhD
Assistant Professor of English
University of Nebraska-Kearney
THMH 109C
308-865-8295
Ficociellor2@unk.edu

Rebecca Umland, PhD
Professor of English
University of Nebraska-Kearney
THMH 203B
308-865-8697
umlandr@unk.edu

Sam Umland, PhD
Chair, Professor of English
University of Nebraska-Kearney
THMH 202B
308-865-8293
umlands@unk.edu
Martha Kruse
Associate Professor of English
Teaching, Scholarship, and Service
2009-2014

**Teaching: Undergraduate and Graduate Courses**

- ENG 102GS: Academic Writing and Research
- ENG 251GS: Intro Lit/American (a Thompson Scholar Learning Community class)
- ENG 303: Introduction to Linguistics (online)
- ENG 304: Grammar I
- ENG 311: Advanced Writing I
- ENG 424: Teaching Secondary School English (on-site and telecommunication)
- ENG 425: Children's Literature (on-site and online)
- ENG 499: Individual Research

- ENG 803: Descriptive Linguistics (online)
- ENG 805: Teaching Composition
- ENG 843P: Reading Problems (online)
- ENG 847: Children's Literature (online)
- ENG 849: Children's/Adolescent Literature (online)
- ENG 895: Directed Readings
- ENG 896: Thesis
- ENG 899: Special Topics

**Research and Scholarship**

*Articles in preparation/under review:*

- “The Dilemma of Maternal Incapacity in Children’s Literature of the Great Plains Frontier” submitted to *Great Plains Quarterly*

- “Course Design: Advanced Writing I” submitted February 2014 to *Composition Studies*

*Book-length manuscript in preparation:*

A study (yet untitled) of representations of the trans-Mississippi westward expansion as depicted in historical fiction written for children and/or young adults

*Publication related to teaching*


*Presentations*


2013: “What’s New in Children’s Literature” delivered to Alpha Kappa chapter of Delta Kappa Gamma. Kearney, NE


2012: "NNER Undercurrents and the Content Areas: RAFTing and RAPping toward Integration.” National Conference of NNER (National Network of Educational Renewal). Denver, CO.


Presentations delivered on UNK Campus:
  “Teaching Literature in Grades 7-12” to a group of teachers visiting from China (2013)
  "Best Practices in Portal Classes" (2011)
  “What to Expect from ENG 101” to high-school seniors from Gothenburg (2011)

Service (C = currently serving in this capacity as of March 2014)

Department: Graduate Director (C); Graduate Committee—chair (C); Curriculum/Teacher Education Committee (C); Department chair (2006-2011); Assessment Committee; Screening Committee—Basic Writing; Senior Lecturer promotion committee/chair
UNK Campus: General Studies Council (C); American Democracy Project Advisory Board (C); Faculty Senate (C); Leland Holdt Award selection committee (C); Affirmative Action Commission; Member, 2 APR teams (Art & Art History; Educational Administration); Chair, Faculty Senate Academic Affairs Committee; Honors Director Search Committee; COE Teacher Education Advisory Council
State: Member, Nebraska Department of Education ad hoc Language Arts Endorsement Revision Committee
Professional: Co-President, Alpha Kappa chapter of Delta Kappa Gamma Society International (C)

Honors and Awards

2009 – Inducted into UNK’s College of Education Academy for Teacher Educational Excellence
2011 -- Recipient of Pratt-Heins Award for Excellence in Service
ANITA M. LORENTZEN  
Department of English – University of Nebraska at Kearney  
Kearney, Nebraska 68849  
Office: (308) 865-8936

EDUCATION

1995-2000  Ph.D. Coursework – University of Alberta; Edmonton, AB  
Thesis: “Locution and Location: Plotting the Feminist and Nationalist  
Cartography of Margaret Atwood and Eavan Boland”

1994  M.A.Ed. in English—Academic Option; University of NE at Kearney  
Thesis: “Horizontal Simplicity and Vertical Density: A Syntactic Analysis of  
Desmond Egan’s Poetry”

1990  B.A. in English Language Arts / 7-12 Field Endorsement  
Honor Graduate; Kearney State College—Kearney, NE

PROFESSIONAL TEACHING EXPERIENCE

2000-present  Full-Time Lecturer, Department of English; University of Nebraska at Kearney  
Composition/Rhetoric:  Expository Writing  
Writing Across the Disciplines  
Professional Writing  
Technical Writing  
Intro to American Literature:  Post Civil War - Present  
Intro to Irish Literature:  Survey Course—18th through 20th Century  
Intro to British Literature:  Survey Course—18th through 20th Century  
First Year Experience:  Integrated into Eng 101 (Freshman Composition)  
Writing Intensive:  Integrated into Intro to Irish Literature  
Service Learning:  Integrated into Eng 101 and 102  
Teacher Education:  Composition Cohort —Linked with Teacher Ed  
Teaching Secondary English (Methods Course)

Summer 2012  Guest Instructor, International Summer School  
and 2013  Hanyang University -- Seoul, S. Korea  
Intro to Zen Literature (four week course in July)

CONFERENCE PAPERS AND PRESENTATIONS

“Buddha Nature: Bringing the East Back to My Midwest”  
College English Association 44th Annual Conference. Savannah, GA. April 4, 2013.  
“Border Pedagogy 101: Constructing Self-Actualization Culture in a Composition Classroom.”  
College English Association 43rd Conference. Richmond, VA. March 30, 2012  
“(Re)Searching Students’ Future Fortunes: Career Research in a Composition Class”  
“Collision, Collusion, and Collaboration: Comprehending America(n)”  
“Partners in Pedagogy: Using Service-Learning to Promote Collaboration Between an English  
Professor and Teacher Educator.” Panel Presentation. Co-Presenters, Jane Ziebarth-Bovill and  
Ron Bovill, Teacher Education. National Network for Educational Review, Cincinnati, OH,  
October 21, 2006.

"Writing Across the General Studies English Curriculum." Co-Presenters, Martha Kruse and Gerry Henderson, English Department, UNK. Panel Presentation at *National Writing Across the Curriculum Conference*—St. Louis, MO; May 21, 2004.

"Reflections on a First year Composition Course." Panel Presentation with Darcy Schultz at First Year National Symposium—Addison, TX; February 23, 2004.

"Margaret Atwood and Eavan Boland: Poetic Power Politics/Feminine Nationalist Cartographies." Presented at International Association of Studies in Irish Literature—Sao Paulo, Brazil; July 30, 2002.

### Professional Development

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>2013</td>
<td>Critical Thinking Workshop w/ Stephen Brookfield (Stipend Awarded)</td>
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<tr>
<td></td>
<td>UNK General Studies Initiative; May 23-24, 2013</td>
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<tr>
<td>2011</td>
<td>UNK Faculty Development; Hebei Normal University – Shijiazhuang, China</td>
</tr>
<tr>
<td>2011</td>
<td>Collaborated with History Department – WWII Course</td>
</tr>
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<td></td>
<td>Designed Veteran Narrative Project for Final Paper option</td>
</tr>
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<td>2010</td>
<td>Excelsior College Standard Setting for English Composition</td>
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<td>Committee Member; June 16-17, Albany, NY</td>
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<tr>
<td>2008</td>
<td>ENG212: Post Civil War American Literature; Course Design; Excelsior College</td>
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<td>2008-09</td>
<td>English Exam Assessment Committee; Excelsior College, Albany, NY</td>
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### Awards, Grants and Honors

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<tr>
<th>Year</th>
<th>Award/Description</th>
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<tr>
<td>2012</td>
<td>Thompson Scholars Creative Project Advisor for Brittany Forbes</td>
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<tr>
<td></td>
<td>Developed Medical Mission Spring Break Trip to Leticia, Colombia, for UNK students</td>
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<td>2009</td>
<td>eCampus Faculty Online Training (Stipend Awarded)</td>
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<tr>
<td>2008</td>
<td>Midwest Consortium for Service Learning in Higher Education</td>
</tr>
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<td>Faculty Sub-Grant -- $500.00</td>
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<tr>
<td>2006</td>
<td>Nebraska Rural Initiative; Community of Scholars—$14,636.94</td>
</tr>
<tr>
<td></td>
<td>Great Plains Nature Tourism: Trends and Opportunities Case Study</td>
</tr>
<tr>
<td>2005</td>
<td>Midwest Consortium for Service Learning in Higher Education</td>
</tr>
<tr>
<td></td>
<td>Faculty Sub-Grant—$2,000; “Academic Service Learning: First Year Composition”</td>
</tr>
<tr>
<td>2005</td>
<td>Midwest Consortium for Service Learning in Higher Education</td>
</tr>
<tr>
<td></td>
<td>Research Sub-Grant—$2,000; “Academic Service Learning: Long Term Benefits”</td>
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<tr>
<td>2005</td>
<td>Research Services Council, UNK; Summer Scholarly Activity--$2,040</td>
</tr>
<tr>
<td></td>
<td>“Academic Service Learning: Long Term Benefits”</td>
</tr>
<tr>
<td></td>
<td>Sara Glidden, Co-Investigator; UNK Student</td>
</tr>
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### Committees

<table>
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<tr>
<th>Year</th>
<th>Committee</th>
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<tbody>
<tr>
<td>2013-present</td>
<td>Assessment Committee – UNK; English Department</td>
</tr>
<tr>
<td>2011-present</td>
<td>Assessment Advisory Committee; University of NE at Kearney</td>
</tr>
</tbody>
</table>
CURRICULUM VITA

Robert M. Luscher

Education:

Ph.D. Duke University, September 1984, English
M.A. Duke University, September 1978, English
B.A. University of California, San Diego, 1976, English, summa cum laude

Teaching Experience:

Professor, University of Nebraska at Kearney, 1999-present
courses in American literature & short fiction (graduate, major, general studies),
upiotopian literature, the 1950s, & freshman composition (Honors & First Year Experience)

Administrative Experience:

Faculty Director, Thompson Scholars Learning Community, June 2008-present
Graduate Program Director, UNK English Department, Nov. 2005-2012

Academic Honors & Awards:

UNK Faculty Development Professional Leave Award, Spring 2014
Visiting Professor, University of Angers, Nov. 2103
Phi Eta Sigma Distinguished Service Award, 2012
UNK Student Life Partnership Award, April 2009

Grant Submissions:

UNK Center for Teaching Excellence Travel Grant for Conference Presentation, 2012
UNK English Department Distance Education grants, 2008 & 2009 ($7,500 each-funded)

Scholarship:

Journal Articles & Essays:

“Marriage, Memory, and Mortality: John Updike’s Enduring Legacy in Short Fiction.”
“‘In Search of Lost Time’: Clark Blaise’s Pittsburgh Stories as a Short Story Sequence.” Short Story 15.2 (2007): 65-88. [special Clark Blaise issue—published 2008]

Reference Articles:


Forthcoming: Submitted for Publication/ Presentation

“Teaching the Short Story.” Submitted to Maurice Lee, conference organizer, for post-conference publication [Fall 2012]
“Down The Road from Winesburg: The Spatiotemporal Aesthetics of Contemporary American Regional Short Story Cycles, accepted to Short Fiction in Theory and Practice

Work In Progress:

Co-editor, with Jeff Birkenstein, of Cultural Representation and the Short Story Sequence
[essay collection: submission in progress to Rodopi]
“Complications of Southern Mythology in Randall Kenan’s *Let the Dead Bury Their Dead*.” International Conference on Southern Short Fiction: Representation & Rewriting of Myth, Lille, France, June 2013
“Down The Road from Winesburg: The Spatiotemporal Aesthetics of Contemporary American Regional Short Story Cycles.” Theorizing the Short Story Collection, Leuven, Belgium, May 2012 [Keynote Address]
“(Re)closure in the Short Story Sequence: Revisiting the Reservation in Sherman Alexie’s The Lone Ranger and Tonto Fistfight in Heaven." 11th International Conference on the Short Story in English, Toronto, 2010.
"(Re)closure in the Short Story Sequence: Vietnam Redux in Robert Olen Butler’s A Good Scent from a Strange Mountain." 10th International Conference on the Short Story in English, Cork, Ireland, 2008

**Papers Presented**

**National Conferences**

- "The Sequences/ Cycles within John Updike’s The Early Stories: Sketching the Stage of Domestic Life in America in ‘Tarbox Tales.’" 2nd Biennial John Updike Conference. Boston, June 2012

**Conference Activities:**

- Moderator, “Multi Media, Multi-Genre” and “The Short Story Cycle, 12th International Conference on the Short Story in English, Little Rock, June 2012
- Plenary Panelist, “Teaching the Short Story” 12th International Conference on the Short Story in English, Little Rock, June 2012
- Panel Organizer, John Updike Society sessions at American Literature Association Symposium on American Fiction, Savannah, GA, Oct. 2009; Moderator of Panel # 1

**Other Scholarly Activity:**

- Editorial Board Member, John Updike Review, 2009-present [Reviewed 2 ms. 2012]
- Participating Criticism Editor, Short Story, 1990-present
- Editorial Board Member, Journal of the Short Story in English, 2012-present
- Outside Reviewer, Promotion of Richard Fusco, College of St. Joseph, 2009
- Recommender, Grants for Allison Hedge Coke (NEA) & Kate Benzol (Vellde Visiting Scholars Program), 2008

**Professional Service:**

- Chair, English Department Graduate Committee, Nov. 2005-2012
- Member, Reynolds Creative Writing Scholarship Awards Committee, 2008-2012
- Chair, English Department Annual & Endowed Scholarship Sub-committee, 2002-present
- Member, English Department Student Relations, Recruitment, & Retention Committee, 2002-present; Committee Chair: 2003-2006, 2012-present
- Member, Commencement Committee, University of Nebraska at Kearney, 1997-present
- Member, English Department Executive Committee, 2003-present
- Reviewer & Chair, Ron Wirtz Tenure Committee, UNK Library, Nov. 2012
- Reviewer, Nanette Hogg, Promotion Committee, UNK Dept. of Communications, Nov. 2012
- Member, UNK Sustainability Committee, 2011-present
- Chair, English Department Chair Search Committee, 2011
- Chair, Promotion Committee, John Damon; Reviewer, Promotion Committee, Aaron Dimock, 2009

**Other Service:**

- Faculty Advisor, Phi Eta Sigma, UNK Freshman Honor Society, 1998-present
- Treasurer & Scholarship Committee Chair, UNK Education Association (UNKEA), 2009-present
- Panel Moderator, English Department Student Conference on Language & Literature
- Emcee, UNK Learning Commons LibQuiz, Aug. 2012; Judge, UNK Learning Commons Poetry Slam. 2011
- Facilitator/ Evaluator, UNK Omaha World-Herald/ Kearney Hub Scholarship Competition, 2006; 2007; 2010
- Moderator, The Handmaid’s Tale, Sigma Tau Delta Dystopian Film Series, April 2009
- Reader, English Department M.A. Thesis Committees for: Celeste Lempke, 2012; Faith Colburn, Paul Skinner & I; Cynthia Ostrom, Summer 2011;
- Faculty Mentor, Matt Duffy, Thompson Scholars Research Project, 2009
Anna Thompson Lohmeyer

Thomas Hall 109D
English Department, UNK
lohmeyerag@unk.edu
(308) 865-8990

Education
University of Nebraska—Kearney, 2006-2008
M. A. in English (literature emphasis), August 2008
Graduate GPA: 4.0

TEFL/TESOL Certification; June 2005; Sevilla, Spain

University of Nebraska—Kearney, 2000-2004
B. A. in English, B. A. in Spanish; December 2004
Cumulative GPA: 3.95; graduated Summa Cum Laude

Sonoma State University; Fall 2004; Rohnert Park, California

Teaching Experience
Lecturer—University of Nebraska—Kearney; August 2011--present
Teach four sections of introductory level English courses per semester

Distance Learning Paraprofessional—Gibbon Public High School; August 2010-May 2011; Gibbon, NE
Monitored distance learning classroom, acted as liaison between students and off-site teachers, organized classroom materials, retaught Spanish language concepts and tutored individual students

Visiting Instructor—Florida Gulf Coast University; August 2009-May 2010; Fort Myers, FL
Taught four sections per semester of Composition 1, Composition 2, or Introduction to Literature

Adjunct Instructor—University of Nebraska—Kearney; August-May 2008; Kearney, NE
Taught five sections per academic year of English 101,102, or Introduction to Literature

Graduate Student Composition Instructor—University of Nebraska—Kearney; August 2006-December 2007
Taught two sections of English 101 or 102 for three consecutive semesters

Adjunct Instructor—University of Nebraska—Kearney; January-May 2006
Taught two sections of English 101

Courses Taught
ENG 101, ENG 102, ENG 254: Classics and Adaptations, ENG 254: Latino Literature, ENC 1101, ENC 1102, LIT 2000

Editing Experience
Image Editor—Susan Honeyman; April 2009; Kearney, NE
Processed images for Dr. Susan Honeyman’s book, Consuming Agency in Fairy Tales, Childlore and Folk Literature, published 2009 by Routledge, including scanning, resizing, and reformatting those images with Adobe Photoshop

Editor—University of Nebraska—Kearney; March 2008
Research Experience

Sandburg Project Assistant Coordinator—University of Nebraska—Kearney; January-May 2006

Served as a research assistant to Dr. Kate Bezel on The Sandburg Project, an interdisciplinary poetry and song series based on Dr. Benzel's research into Carl Sandburg's *The American Songbag*

Helped facilitate a set of three two-day workshops in conjunction with a performance of *Prayers of the People*, a lecture-recital in the style of Sandburg

Publications and Presentations

Co-Presenter. "ESL/L2 Students in the Composition Classroom." ESL Colloquium. English department. University of Nebraska—Kearney. Fall 2011 and Fall 2013.


Guest Lecturer. "Fables: Legends in Exile and Hypertext in Adolescent Literature." Adolescent Literature (ENG 426/848), University of Nebraska—Kearney. Spring 2009 (Dr. Susan Honeyman).

(Re-)Reading Hardy. Master's Thesis. 2008.


Awards

2007-2008 Outstanding Thesis award, University of Nebraska—Kearney, November 2008

Graduate Assistantship, Department of English, 2006-2008

Committees

Composition Steering Committee; Department of Language and Literature; Florida Gulf Coast University; Spring 2010

Composition Committee; English department, University of Nebraska—Kearney; Fall 2007-Spring 2008, Fall 2011-Spring 2012, Fall 2012-Spring 2013; Fall 2013-Spring 2014

With Julie Flood, revised ENG 101 learning objectives

Proficiencies

Languages

fluent Spanish with translation and interpretation practice, beginning French, Old English reading proficiency

Workshops

Livin' la Vida Local Institute: Hands-On Local Engagement for Global Understanding, a service learning workshop

Florida Gulf Coast University; Ft. Myers, FL; 30-31 October 2009
RUTH A. OLSEN  
1506 W. 38th St.  
Kearney, NE 68845  
308-234-2548  
raolsen@hotmail.com

Career Objective:

To secure position as adjunct faculty for the University of Nebraska-Kearney English Department.

Education:

1995, Renewed teaching certificate with endorsement in English and Speech and Drama.  
1985, August, M.S., University of Nebraska-Kearney in Agency Counseling.  
1972, December, B.S., University of Nebraska-Lincoln, in Speech and Drama with teaching endorsement. Returned 1976-77 for endorsement in English.

Work Experience:

8-12 to Present, University of Nebraska-Kearney. Adjunct Faculty member of English Department. Duties include teaching entering students composition and academic writing, along with student conferences designed to help students revise their work, supporting, interacting and their work. Classroom teaching includes discussion of essays and question and answer sessions designed to help students better understand content, strategies and gain new view of essays and articles.  
9-11 to 1-12, State of Nebraska, AccessNebraska. New online program for those needing Medicaid and Medicare benefits as well as SNAP, food stamps, utility allowances, daycare and sundry other programs administered by Health and Human Services.  
11-09 to Present, Online instructor for the University of Phoenix, Phoenix, AZ. Duties include teaching students material and objectives from prescribed materials, interacting with students online answering all questions, posting discussion questions, outlining material to be covered for the next week as well as grading posts to discussion questions and all assignments.  
3-05 to 3-09, Therapist for Residential Treatment Center at the I Believe in Me Ranch, Kearney, NE. Duties included conducting individual, group, and family therapy for eight behaviorally disordered male residents, dissemination of information to and for appropriate staff, clinical team, family members and agencies working on behalf of residents. Conducted two multi-disciplinary team meetings per month with members of clinical team, family members, schools, and ancillary agencies. Educated parents, legal guardians and self about diagnoses of resident and compatible treatments. Certification of all residents each month for continued treatment. Documented all therapies (Therascribe program) and responsible for alternate level of care changes for all residents.  
10-98 to 3-05, Administrative Assistant for Creative Services Department at NTV. Duties included camera, audio, chyron work for various newscasts, writing of monthly reports, scheduling of production staff for work, cataloging of tapes used by Creative Services, editing videotape for various dubs and briefs. Edited two thirty minute programs for 2000 Nebraska campaigns for candidates for May primary and November election.  
8-95 to 10-98, English composition instructor/lecturer for Department of English, University of Nebraska-Kearney. Taught common syllabus which emphasized reading and discussion of difficult texts along with critical thinking skills and writing. Past member of Composition Committee. Attended International Conference of Pedagogy of the Oppressed in Spring
12-94 to 2-95, Long term substitution at Axtell Community Schools. Taught English for grades 8,10,11,12 and Speech. Working knowledge of computerized gradebook.
1-94 to 5-94, Instructor for Central Community College. Taught Developmental Psychology in Licensed Practical Nursing program.
1985-1994, Certified Professional Counselor/Licensed Mental Health Practitioner in private practice. Counseling primarily with families, children, and adolescents. Worked included home-based counseling for individuals, families, and couples on abuses, addictions, relationship difficulties, personality disorders, and physical and handicapping conditions. This included work with diverse populations and numerous outreach presentations.
1985, Counseling Supervisee, Victim/Witness Unit of Kearney Police Department. Supervised counseling duties with victims of crime and appropriate others. Activities included crisis/hostage intervention and counseling individuals on harassment, assault, spouse abuse, and sexual abuse along with outreach presentations.

State of Nebraska Licenses:
Mental Health Practitioner, # 211
Professional Counselor, # 384

Community Involvement:
Past member of U.N.K. Faculty Softball Team.
Received Gold Award 2002, United Way.
Received Silver Award 2003, United Way.

References:
Mr. Jerry Foote, Behavioral Consultant
Kearney Public Schools
310 W. 24th St.
Kearney, NE 68845
308.627.5201
jerryfoote@frontiernet.net

Dr. Krista Fritson, Psy. D.
Supervising Practitioner, I Believe in Me Ranch
Department of Psychology
University of Nebraska-Kearney
308.865.8247

Dr. Douglas Beckwith, Ph.D., J.D.
Dean and Executive Director
Axia College University of Phoenix
douglas.beckwith@phoenix.edu
480.290.8988
EDUCATION
Ph.D. in English, University of Colorado, Boulder, 2008
M.A. New York University, 2005
B.A. with high distinction, University of Illinois, Urbana-Champaign, 1999

UNIVERSITY POSITIONS (TENURE-TRACK)
Assistant Professor of English, University of Nebraska, Kearney, 2013-present
Assistant Professor of American Literature, Eureka College, 2011-2013
Assistant Professor of English and Writing, Briar Cliff University, 2008-2011

RESEARCH AND TEACHING INTERESTS
Colonial and Early American Literature, Nineteenth-Century American Literature,
Multicultural and Transnational Literature, Poetry and Poetics, Emily Dickinson, Critical and
Literary Theory

CURRENT COURSES – FALL 2013 AND SPRING 2014
English 251 Introduction to Literature: American Literature
English 352 Survey of U.S. Literature Part I
English 236 Introduction to American Studies
English 422 Colonial and Early U.S. Literature

BOOK MANUSCRIPT IN PROGRESS
Scandal, Intimacy, and the State in Early American Literature

PEER-REVIEWED ARTICLES
“Mapping the Work of Stories in Villagri’s Historia de la Nueva México.” Journal of the Southwest

BOOK REVIEW
Rev. of Mark Twain in His Own Time edited by Gary Scharnhorst. Studies in the Novel 41.3
SELECTED CONFERENCE PARTICIPATION


“Dangerous Domestic Spaces in The Female American.” Sex and the Colony Panel. American Society for Eighteenth-Century Studies, Cleveland, Ohio, March 2013

“Benjamin Franklin: Print Libertine in France.” Print Culture Panel, American Studies Association Annual Meeting, San Juan, Puerto Rico, 15 November 2012


“Massachusetts and the Southern Imagination in Ante-Bellum US.” Playing the Field: Women Writers and Games Panel. Midwest Modern Language Association Conference, St. Louis, Missouri, 5 November 2011


“What We Call a Metaphor in Our Country: Dickinson’s Public Sphere.” Limits of Belonging in the Nineteenth Century Panel. American Studies Association Annual Meeting, Washington, D.C., 8 November 2009


AWARDS & GRANTS

Research Services Council Mini Grant, 2013
Faculty Development Grant, Eureka College, 2011, 2012
Faculty Development Grant, Briar Cliff University, 2009, 2010
Center for the Humanities and Arts Fellow, University of Colorado, Boulder 2007-2008
Newberry Library Travel Award, 2004
United Government of Graduate Students Travel Grant, 2004

AFFILIATIONS

Modern Language Association
Emily Dickinson International Society
American Studies Association
American Society for Eighteenth-Century Studies
C19: The Society of Nineteenth-Century Americanists
Education

University of Nebraska Kearney
B.A. in Education
English Language Arts 7-12 Field
Minor: Philosophy

Teaching Experience

Hayes Center Public Schools
501 Troth Street
Hayes Center, NE 69032
(308) 286-5600
Fall 2003-Spring 2006

Ravenna Public Schools
41750 Carthage Road
Ravenna, NE 68869
(308) 452-3249
Fall 2006-Spring 2011

University of Nebraska Kearney
English Department
905 West 25th Street
Kearney, NE 68849
(308) 865-8299
Spring 2011-present

Classes

Intro to Academic Writing
English 101
This course is designed as a composition course. The course focuses on both the critical examination of texts and the application of these examinations in essay form. The course makes use of both essays and short stories in its reading selection. Student objectives include identifying and creating a thesis, identifying and incorporating textual support, using MLA or APA (or other) formative procedures for essays, and demonstrating competency with grammar and usage rules.

Intro to Academic Writing
English 102
As an extension and continuance of the English 101 course, this course focuses on research and the incorporation of into the student’s writing. The skills from ENG 101, of identifying a thesis and supporting evidence, are turned more specifically to the evaluation and analysis of critical texts. The student objectives include evaluating and analyzing critical texts,
incorporating critical texts into student writing, following MLA or APA (or other) guidelines in writing a research paper, demonstrating competency with grammar and usage rules.

Introduction to Literature: Science Fiction
English 254

As an introduction, this course is designed to familiarize the student with the history and developments within the field and have the student engage in the discussion of the defining characteristics of the genre. Student objectives include an evaluation and analysis of the current critical interpretations of the genre, evaluation and analysis of defining texts within the genre, and to create a research project, including an evaluation of critical sources and a longer research based paper on the topic of science fiction.

Presentations

38th Annual European Studies Conference, 2013
University of Nebraska Omaha
Omaha, NE

“More Accurate Consideration”
A dramatic analysis of Plato’s Phaedo

Sigma Tau Delta
2013 International Convention

“The Pleasure of Returning”
An examination of Jake Barnes in Hemingway’s The Sun Also Rises

37th Annual European Studies Conference, 2012
University of Nebraska Omaha
Omaha, NE

“The Love of Youth”
An analysis of the dialectic form and the character Parmenides in Plato’s dialogue of the same name
905 W 25th St.  
Thomas Hall 202F  
Kearney, NE 68849

Brian Ray  
Rayb2@unk.edu  
Ray822@hotmail.com  
(803) 319-6428

EDUCATION

Ph.D., English, University of North Carolina at Greensboro, May 2012.  
M.F.A., English, Creative Writing, University of South Carolina, 2007.  

RESEARCH AND TEACHING INTERESTS

Histories of composition and rhetoric; style and language difference; writing program administration

PROFESSIONAL POSITIONS

Composition Coordinator, University of Nebraska at Kearney (2013-Present).  
Assistant Professor of English, UNK (2012-Present).

PEER-REVIEWED ARTICLES AND BOOK CHAPTERS


MANUSCRIPTS & ARTICLES IN PROGRESS

Rev. Essay of Translingual Practice by Suresh Canagarajah, Literacy as Translingual Practice edited by Canagarajah, Shaping Language Policy in the U.S. by Scott Wible, Redesigning Composition by Jay Jordan, and Other People’s English edited by Vershawn Young. Proposal accepted by College Composition and Communication, February, 2014.  
“History of Student Evaluations of Teaching.” Planned RSC Grant Proposal and Submission to CCC in late 2014.

GRANTS AND AWARDS

UNK Research Services Council Mini-Grant, $2,000, Sept 2012  
UNCG Dissertation Research Fellowship, $2,000, June 2011.

NATIONAL CONFERENCE PRESENTATIONS


"Global Rhetorics: Writing about Belief, Islam, and Human Rights." Conference on College Composition and Communication, Atlanta, Georgia, April 9, 2011.


"Diving In, Diving Farther, Diving Deeper: The Future of Basic Writing." Conference on College Composition and Communication, San Francisco, California, March 12, 2009.


COURSES TAUGHT

UN-Kearney

*Advanced Writing II*

Facilitates students' development of research and writing practices in their various academic and professional interests. Assignments include academic book reviews, conference papers and abstracts, analyses of academic discussion threads, and creation of academic blogs.

*English for Academic Purposes*

Introduces students to academic writing and analysis in preparation for English 101 (Introduction to Academic Writing). My own section emphasizes language difference and academic writing as one of many codes that can, at times, be blended.

*Introduction to Academic Writing and Research*

Immerses students in the five canons of rhetoric as a framework for writing and helps students develop an awareness of composition processes, including peer review and revision.

PROFESSIONAL SERVICE

Manuscript Reviewer, *College English*, July 2012-Present.

INSTITUTIONAL SERVICE

Chair, Composition Committee, UN-Kearney, Aug 2013-Present.
Member, Assessment Committee, Aug 2013-Present.
Chair, Search Committee for Reynolds Chair in Creative Writing, Spring 2012.
Chair, Creative Writing Committee, UN-Kearney, Aug 2012-May 2013.
Marguerite A. Tassi

502. W. 18th Street
Kearney, Nebraska 68845
Phone: 308-236-7219
E-mail: tassim@unk.edu

University of Nebraska at Kearney
Department of English
905 West 25th Street
Kearney, Nebraska 68849

EDUCATION
Ph.D. in English, Claremont Graduate School, 1993
M.A. in English, University of Virginia, 1989
B.A. in English, Columbia University, 1987

UNIVERSITY POSITIONS
Martin Distinguished Professor in English, University of Nebraska at Kearney, 2011-present
Full Professor of English, UNK, 2007-present
Associate Professor of English, UNK, 2002-2007
Director of Graduate Studies, English Master's Degree Program, UNK, 2003-2005
Assistant Professor of English, UNK, 1997-2002
Visiting Assistant Professor of Dramatic Literature, Middlebury College, 1995-97

PUBLICATIONS
Books

Recent Book Chapters, Articles, and Essays

RECENT KEYNOTE ADDRESSES, INVITED LECTURES and PAPERS
“The Avenging Daughter in King Lear,” The Nan Osmond Grass Lecture, Brigham Young University, Provo, Utah, October 17, 2013.

RECENT CONFERENCE PAPERS PRESENTED and PANELS CHAIRED

“Martyrdom and Memory: Elizabeth Curie’s Memorial of Mary, Queen of Scots,” a paper presented at Exploring the Renaissance: An International Conference, Omaha, NE, March 21-23, 2013.
Chair of “Murdering Mothers and Anxious Men,” a panel at Female Fury and the Masculine Spirit of Vengeance conference, University of Bristol, September 5-6, 2012.

RECENT AWARDS

Faculty Development Grant, Sabbatical, fall semester, 2012.
Pratt-Heins Foundation Teaching Award, UNK, 2009.

RECENT MASTER’S THESIS

Director, Laura Hyatt, Evoking Supernatural Music in Shakespeare, defense in April 2013; winner of Outstanding Thesis at UNK.

STUDENT MENTORING HIGHLIGHTS

Mentor, URF, Natalie Hall’s project, Shakespeare and Music, 2013-14
Mentor, URF, Sarah Hoefer’s project, Justice in Ancient Literature, 2011-12
Mentor, URF, Eliot Wondercheck’s project, Anglo-Saxon poetry, 2010-12

RECENT PROFESSIONAL SERVICE

National Committees and Service

Co-editor of a book series “Early Modern Cultural Studies,” University of Nebraska Press (with Carole Levin), 2012 to present.
Advisory Board, Queen Elizabeth I Society, spring 2010-present.

University-Wide Committees and Service at UNK

Member, ORCA committee, 2012-present.
Chair, Pratt-Heins Committee, 2011; member, 2010.
Member, Graduate Council, 2002-present.

Department and Program-Based Service at UNK

Member, Search Committee for Dance Director, Theatre and Performing Arts, 2012-13.
Member, Search Committee for Long Eighteenth-Century position, English Dept., spring 2012.
Chair, Promotion Committee for Susan Honeyman, English Dept., fall 2011.
Chair, Curriculum (CTE) Committee, English Department, fall 2007-2012, 2013-present.
Member, Graduate committee, English Department, 1997-2014.
Vita for Jenara Turman
Senior Lecturer of English
University of Nebraska at Kearney

Educational Background:
University of Nebraska – Kearney

- Master of Arts - English, 2001
- Bachelor of Arts - English, Spanish minor, 1999

Additional Honors:
- Received Reichenbach Graduate Student Scholarship, UNK, 1999-2001
- Appeared on Dean's List for the College of Fine Arts and Humanities, 6 semesters, 1997-1999
- Awarded membership to the Xi Beta Chapter of Sigma Tau Delta English Honor Society in 1998

Teaching Experience:
2005 – 2014 Full-Time Lecturer, English Department UNK

- Assigned to teach and oversee special projects for students enrolled in the Thompson Scholar Learning Community
- Developed and taught curriculum for English 101 and 102 composition and 251 literature courses
- Maintained a Blackboard Academic website for student academic correspondence
- Invited students for individual conferencing to enhance student writing skills
- Tutored students individually on research, writing, and rhetoric skills
- Permitted elevated student enrollments in courses with justifiable additions to closed roster
- Provided engaging classroom environment, generating future enrollments among students
- Advised students regarding student resources on the University campus

2003-2005 Adjunct Lecturer, English Department UNK, Department of Continuing Education: Distance Learning

- Adapted English 101 composition curriculum for on-site and off-site satellite linked students
- Managed computer satellite link while teaching students on-site and off-site
- Maintained a Blackboard Academic website for student academic correspondence
- Tutored students individually on research, writing, and rhetoric skills
- Advised students regarding student resources on the University campus
- Fostered an interactive classroom environment tailored to challenge multiple skill levels
- Provided engaging classroom environment, generating future enrollments among students

Service to the English Department:

- Presented Department Colloquia on ESL Challenges in the Composition Classroom September 2011
- Served on the English Department Student Relations, Recruitment, and Retention committee in charge of visual displays and bulletin boards 2011-2012
- Served on the Composition Advisory Council establishing goals of the Composition Program as part of the Composition Committee in the English Department at UNK 2007-2008

Professional Development:

- Attended "Critical Thinking Across Disciplines" workshop led by Dr. Stephen D. Brookfield in May, 2013
- Provided critical review and commentary to Wadsworth Cengage Learning regarding their publication Reading our World: Conversations in Context
- Edited and proofread Basic Guide to Anesthesia for Developing Countries volumes 1 & 2 written, published and distributed by Daniel D. Moos
Janette L. Thompson  
75452 Road 444  
Overton, NE 68863  
(308) 987-2106  
thompsonjl@unk.edu

EDUCATION  
University of Nebraska  
2007 Master of Fine Arts degree in Creative Writing  
University of Nebraska at Kearney  
2003 Master of Arts degree in English.  
University of Nebraska-Lincoln  
1996 Bachelor of Journalism degree.

TEACHING EXPERIENCE  
2012-Present Senior Lecturer, University of Nebraska at Kearney.  
Courses taught:  
- ENG101, Expository Writing I  
- ENG102, Academic Writing and Research  
- ENG102H, Honors Academic Writing and Research  
- ENG251, Introduction to Literature: American Literature  
- ENG250, Introduction to Literature: British Literature  
- ENG254, Introduction to Literature: Special Topics  
- ENG214, Beginning Fiction, with an honors option.  
- ENG499, Independent Study in Advanced Fiction Writing  

2005-2012 English Lecturer, University of Nebraska at Kearney.

2005-present Adjunct journalism instructor, University of Nebraska at Kearney  
Courses taught:  
- JMC215, Newswriting  
- JMC318, Writing for the Media

2003-2005 Adjunct English instructor, University of Nebraska at Kearney.  
Courses taught:  
- ENG 102, Expository Writing II

2002-2003 Graduate assistant for the University of Nebraska at Kearney  
Department of English  
Duties included:  
- Teaching ENG 101 and 102  
- Tutoring in the campus Writing Center  
- Teaching ENG 110

2000-2002 Adjunct instructor for the University of Nebraska at Kearney.  
Courses taught:  
- ENG 101, Expository Writing I  
- JMC215, Newswriting  
- JMC 315, Advanced Newswriting and Reporting
FREELANCE JOURNALISM

Research and writing for *Central to Nebraska: The Economic, Educational, and Cultural Impact of the University of Nebraska at Kearney* (2013).


SERVICE

2012-Present  Member, Department of English Creative Writing Committee
Spring 2013  Faculty, Thompson Scholars Learning Program
2009-2011  Faculty Research Mentor for Thompson Scholars Learning Community
2009-2011  Faculty Advisor for the *Carillon*, Sigma Tau Delta’s literary journal

SPECIALIZED TRAINING

UNK eCampus Faculty Online Training – completed in Spring 2012
Collaborative Institutional Training Initiative, Human Research Curriculum – passed basic course examination on March 17, 2011
College Board AP Reading – 208 Professional Development Hours and 20.4 Continuing Education Units earned, 2008-2011
REBECCA A. UMLAND

Department of English
University of Nebraska at Kearney
Kearney, NE 68849
(0) 308.865.8697
umlandr@unk.edu
FAX: 308.865.8411

511 West 35th Street
Kearney, NE 68845
(H) 308.236.7866

EDUCATION
Ph.D. English 1985; M.A. 1983; B.A. 1976
University of Iowa

PROFESSIONAL EXPERIENCE
University of Nebraska at Kearney
Full Professor, 1998-date
Graduate College Faculty Fellow, 1994
Honors Faculty, 1991-date

Iowa State University
Adjunct Assistant Professor, 1986–89

University of Iowa
Adjunct Assistant Professor, Summer–Fall 1985
Teaching Fellow, 1980–85

SELECTED PUBLICATIONS

Books

Book Chapters
Reference Book Entries/Encyclopedias


PAPERS/PRESENTATIONS

• “RUNESCAPE, or Athena Meets the Lady of the Lake: Arthurian Legend in the Electronic Age,” PCA/ACA, New Orleans, April 2009.
• “The Eyes Have It: Mesmerism in Tennyson’s Idylls of the King” at the 40th International Congress on Medieval Studies, Western Michigan University, May 2007.

PROFESSIONAL HONORS AND TEACHING AWARDS

• Awarded Professional Development Leave (Sabbatical), Spring 2015.
• Invited Guest Lecturer, Arthurian Film Festival, Edinburgh Filmhouse, as part of the City Art Centre's “The Quest for Camelot—The Arthurian Legend in Art” Exhibition, Edinburgh, Scotland, January 11-14, 2002, with Samuel J. Umland.
• Awarded Professional Development Leave (Sabbatical), Spring 2002.
• UNK College of Fine Arts and Humanities Exceptional Performance Award, Academic year 2001-2002.
• Outstanding Teaching Award, Mortar Board Society, Spring 1993 and Spring 2000.
• Pratt-Heins Distinguished Research Award Winner, UNK, 1999.
PROFESSIONAL EXPERIENCE

University of Nebraska at Kearney:
  Full Professor, 1997–present; Associate Professor, 1991–97; Assistant Professor, 1988–91

EDUCATION

University of Nebraska—Lincoln

ADMINISTRATIVE EXPERIENCE

Chair, Department of English, 2011–present
  Interim Director, Museum of Nebraska Art, 1998–99
  Interim Dean, College of Fine Arts and Humanities, UNK, 1997–98
  Associate Dean, College of Fine Arts and Humanities, UNK, 1994–97

PUBLICATIONS – BOOKS

Reviewed _London Times, Guardian, Daily News (Scotland), Ikonnen (Germany), Film Comment, Sight and Sound (UK), Rue Morgue, and other venues; “Book of the Month” in _Film Review_ (UK) August 2006, “Book of the Year 2006” by Peter Murphy, _Hot Press Magazine_ (Ireland), nominated Rondo Hatton Classic Horror Award as “Best Book 2006”

CHAPTERS


ARTICLES


SCREENPLAYS


FILM TREATMENT


THEATRICAL PLAYSCRIPTS

_THE MAN YOU LOVE TO HATE_, scenario for a one-person play based on the life of actor and film director Erich von Stroheim, under development by Timothy Childs Theatrical, New York.

STAGE PRODUCTIONS – DIRECTOR

William Gibson, _A Cry of Players_ (UNK Main Stage, Spring 2014)
Mary Chase, Harvey (UNK Main Stage Production, Fall 2008)
Eugene Ionesco, The Lesson (UNK Experimental Theater Production Spring 2008)

AUDIO COMMENTARIES (DVD/Blu-ray Disc)

REFERENCE BOOK ENTRIES/ENCYCLOPEDIAS

PAPERS/PRESENTATIONS
• “Abject Monumentality on the Great Plains,” The 34th Interdisciplinary Great Plains Studies Symposium, Omaha, Nebraska, April 16–19, 2008.

TEACHING EXPERIENCE
University at Nebraska at Kearney:
• 406 and 806 Principles of Literary Criticism
• 490 Special Topics: Sociology of Literature
• 427 Electronic Literacy
• 374 History of the Motion Picture
• 373 Film as Literature: recent topics include: Film and Faith; The Science Fiction Film; Film Noir; Gothic Cinema; Classic Film Comedy
• 338 Studies in a Literary Genre
• 337 Popular Literature
• 254GS The Hollywood Novel/The Hollywood Movie
• 251 Introduction to Literature: American
• 234 Reading and Writing About Literature
• 215 Introduction to Creative Writing For the Stage/Screen

SERVICE
University of Nebraska at Kearney:
• Composition Coordinator, Department of English, 2006–08.
• Directing and serving on several Master’s Theses Committees, including role as outside member.
Denys Van Renen
University of Nebraska at Kearney
vanrenendw@unk.edu

EDUCATION

Ph.D. in English, University of Illinois, Urbana-Champaign

UNIVERSITY POSITION

Assistant Professor of English, University of Nebraska at Kearney, 2012-present

TEACHING AND RESEARCH INTERESTS

Restoration and Eighteenth-Century British Literature, Transatlantic and Transnational Studies, and Ecocriticism

BOOK MANUSCRIPTS

Strange Aspects: Transnational Topologies in British Literature, 1650-1720 (under review)

COURSES TAUGHT

English 466/874P: Literature of the Restoration and 18th Century: Sociability
English 362A (x2): Survey of British and Commonwealth Literature I
English 250 (x5): Introduction to British Literature
English 254: Special Topics in English
English 234: Reading and Writing about Literature
English 102 (x2): Academic Writing and Research
English 101: Introduction to Academic Writing

PEER-REVIEWED ARTICLES

“‘Worlds In Worlds inclos’d’: The Ecological Dynamics of British Imperialism in James Thomson’s The Seasons,” under review
“Decomposing the Picturesque and Re-collecting Nature in Dorothy Wordsworth’s Scotland,” Journal of Narrative Theory, forthcoming
“Reimagining Royalism in Aphra Behn’s America,” SEL Studies in English Literature 1500-1900 53.3 (2013) 499-521.
“A ‘Birthright into a New World’: Representing the Town on Brome’s Stage,” Comparative Drama 45.2 (2011): 35-63.

BOOK CHAPTERS


BOOK REVIEWS

Rev. of Alexandra Walsham’s The Reformation of the Landscape and Larrie D. Ferreiro’s Measure of the Earth, “Topography as History,” Eighteenth Century Theory and Interpretation, forthcoming

SELECTED CONFERENCE PRESENTATIONS


“The East Indies and the Transatlantic British Imaginary, 1770-1815,” MLA Annual Convention, Boston, Massachusetts, 2013.


“Curiosity and Concealment in Edgeworth’s Castle Rackrent,” British Women Writers Conference, Columbus, Ohio, 2011.


HONORS AND AWARDS
Research Services Council Mini Grant, $2,000 (UNK, competitive) 2012
Newberry Library’s Center for Renaissance Studies Consortium Grant for Travel, $500 (Newberry Library, competitive) 2012
Dissertation Completion Fellowship, $10,000 (UIUC College of Liberal Arts and Sciences fellowship, competitive) 2011-2012
Summer Fellowship, $2,000 (UIUC LAS fellowship, competitive) 2011
Dissertation Completion Fellowship, $20,000 (UIUC LAS fellowship, competitive), 2010-2011

DEPARTMENTAL SERVICE
Graduate Committee 2013-present
Curriculum Committee 2012-2013
Assessment Committee 2012-present
Academic Advisor 2012-present
Undergraduate Research Fellow Advisor 2013-present

UNIVERSITY-WIDE SERVICE
Faculty Senate 2013-present
Research Services Council 2013-present

SERVICE TO THE PROFESSION
Journal Referee, Eighteenth-Century Fiction, 2013

MASTER’S THESIS COMMITTEE
Laura Hyatt, English M.A., UNK, 2013

AFFILIATIONS
Modern Language Association, American Society for Eighteenth Century Studies, Eighteenth-Century Scottish Studies Society, Defoe Society
BY-LAWS
DEPARTMENT OF ENGLISH

I. DEFINITION AND ROLES

A. Department

The Department of English of the College of Fine Arts and Humanities at the University of Nebraska at Kearney is an autonomous unit except as governed by the Laws of the State of Nebraska, the By-Laws of the Board of Regents of the University of Nebraska, the Constitution of the College of Fine Arts and Humanities, and may establish, by practice of vote, its own policies and procedures.

B. Membership

The Department consists of all full-time, tenure-track instructors at the rank of Assistant Professor or above, and all instructional staff, such as Department Lecturers, adjunct faculty and graduate assistants.

C. Chair

The Chair represents the Faculty to the Administration, and fulfills other duties as described in the profile included in the departmental Handbook. The Chair is charged to keep the Department aware of issues which may affect it, assist the Department in its internal development, provide for an orderly and equitable discharge of the Department’s business (including setting the dates, and times of the meetings and their agendas), make teaching assignments, oversee the office and staff, and generally conduct the day-to-day business of the Department.

1. Term and Selection

The Chair serves a five-year term. In accordance with FAH policy (see Handbook, Annual Review Process appendix), early in a Chair’s fifth year of service, the Department reviews the performance of the Chair and the needs of the Department to determine the selection of the next Chair.

2. If the Department desires to continue with the present Chair, it proposes to her or him that she or he continue for another term or a shorter term of a specified duration. The acceptance of that offer is entirely voluntary on the part of the Chair.
3. If the Department desires a change in the position of Chair, or if the Chair chooses not to continue for another term, and if a position and funding are available, the Department can recommend to the Dean and SVCAA a national search for a new Chair. If no such position or funding is available, but there is a reason to think they might be available the following year, the Department may recommend either an interim Chair or the extension of the term of the present Chair for one year.

4. If the Department decides against a national search or no national search is possible, an election will be held in the Department. All full-time, tenured faculty are eligible for election and their names will appear on a preliminary nominating ballot, except as they refuse to stand for election. Any member receiving the vote of 25% of the full-time, tenure-track faculty, will advance to an electoral ballot, after the Department has interviewed all such candidates and each has submitted a statement of their reasons for standing as chair and their philosophy of the position. Balloting will continue until one candidate has received the vote of at least 50% of the full-time, tenure-tracking faculty. Ideally, the Chair will assume office on July 1, as the fiscal year begins.

5. A profile of qualifications of Chair is found in the Department Handbook.

D. Composition Coordinator

The Composition Coordinator is responsible to the Department Chair in his/her execution of the duties listed above. As compensation for performing the duties, the Composition Coordinator receives one 3-hour course release per year from the English Department.

The Composition Coordinator’s duties to the Department fall under four headings:

1. Orientation
   The Composition Coordinator provides orientation for graduate teaching assistants on their teaching of composition and their tutoring in the Writing Center, as well as adjunct instructors.

2. The Composition Coordinator supports teachers of ENG101/102GS by:
   a. arranging for and offering ongoing colloquia
   b. meeting with Graduate Assistants teaching ENG101/102GS
   c. pre-term workshop for all adjuncts and graduate assistant instructors assigned ENG101/102GS

3. Evaluations
   The Composition Coordinator has primary responsibility for arranging for the evaluation of adjunct teaching portfolios.
4. Research and Development
   The Composition Coordinator:
   a. collects and manages files of sample materials, assignments, projects, and syllabi for 101/102GS
   b. serves as a resource for pedagogical approaches to issues with student performance, attendance, and plagiarism
   c. coordinates relevant assessment materials for English 100A, 101, and 102GS
   d. continues to develop composition courses (pending faculty support) and possible writing links with other departments.

E. Director of English Graduate Studies

The Graduate Faculty of the Department will select by vote the Director of the English Graduate Studies from among the department’s graduate Faculty members for a term of three years. The selection of Director of English Graduate Studies will take place between the Department’s March and April meetings during the appropriate years. A faculty member interested in serving as Graduate Director will submit a written request which includes a vita and evidence of capability to serve the needs of graduate education in the Department across the campus.

The Graduate Director’s duties are as follows:

1. Serves as Chair of the Graduate Committee
2. Reviews Graduate student and graduate assistant applications with committee members.
3. Advises graduate student with their program of study, including program requirements and course selection.
4. Approves graduate student programs of study.
5. Coordinates department peer review for Graduate Faculty Member Nominations/Applications with committee members.
6. Makes requests for graduate scholarships with committee members.
7. Nominates students for graduate scholarships with committee members.
8. Maintains and updates the graduate information on the department website.
9. Reviews and updates the Graduate Handbook along with committee members.
10. Initiates recruitment efforts with the help of the Graduate Committee and distributes promotional material.

The Director of Graduate Studies chair serves as Chair of the Department’s Graduate Committee, and plays an active role in the support services we provide for our Graduate
Assistants. As compensation for performing the duties, the Director of English Graduate Studies receives a 3-hour course release per year from the English Department.

F. Recording Secretary

At the opening meeting of the fall semester, the Chair calls for a Recording Secretary responsible for recording and publishing the minutes of the meetings.

II. MEETINGS

A. Schedule

1. The Department usually holds an opening meeting for the academic year on the afternoon of the day the University and College hold their opening meetings. At that time, the Chair presents a schedule of meeting dates for that academic year (it can be amended by the Department), and initiates the year's business.

2. Additional meetings may be called by the Chair, by the Dean, or by petition presented to the Chair signed by 33% of the Department membership.

3. College and University Officers (Dean or above), may request a special meeting of the Department or request to attend a regular meeting. The Chair should notify the Department of such requests. Where possible, the request should be in writing and give the Department sufficient time to adjust schedules and agendas, as necessary.

4. It is also the practice that some segments of the Department (GAs, Lecturers, Faculty,) meet to consider their own particular business and interests. If those meetings involve issues relevant to the Department as a whole, the Chair should be notified and be invited to Chair such meetings. Otherwise, the group may choose their own presiding officer (pro tem).

B. Agenda

The Chair requests meeting agenda items and previous department minutes at least one week before scheduled department meetings. Items will proceed from department standing committees or individual faculty members to the department meeting agenda as “New Business.” If further discussion or preparation or departmental vote is needed, that item will continue as “Old Business” on the next departmental meeting agenda.

C. Quorum

In order for motions passed to be binding, 50% of the voting members of the Department must be in attendance at the opening of the meeting. If a quorum is not
gathered, a meeting may be held but no motions passed.

D. Voting

1. At regular business meetings of the Department, all full-time, tenured/tenure-track members and Senior Lecturers have the right to vote, and all votes are counted equally. The Chair does not vote unless her or his vote affects the outcome (makes or breaks a tie). Faculty may vote by proxy, but proxy votes do not count toward constituting a quorum. Proxy votes should be given either to the Chair or Recording Secretary prior to the meeting.

2. The Faculty, however, recognizes the right of any concerned parties to address the department as a whole on issues which affect it. Requests should be directed to the Chair. The Faculty also reserves the right to request any guest to leave during course of the meeting and, of course, those who are not members of the department cannot vote or carry proxies.

III. COMMITTEES

A. Formation

Committees of the Department are formed by majority vote of the Department. Any member of the Department may seek to place the formation of a committee on a regular meeting agenda. As part of our regular order of business, the Department Chair circulates a list of Standing Committees in the spring semester. Department members indicate the committee assignment(s) they prefer. The chair accepts requests whenever possible, but negotiates with faculty to ensure sufficient membership for all committees. Faculty hired following this procedure will be added to committees at the beginning of the fall semester, when the year’s charge, in addition to the ordinary business of the committee, is given by the Chair. Those charges can also be amended by the Department.

B. Standing Committees

The current list of committees, their members, and their yearly charge, is found in the Department Handbook. Current standing committees are the Chair’s Advisory Committee, Assessment, Writing, Curriculum and Teacher Education, and the Graduate Program Committee.
C. Membership

Department committees have three to five members. At the opening meeting, the committee will select a Chair. Once convened, the committee may vote to expand its membership to include a senior lecturer/lecturer, adjuncts, student, and non-department members.

D. Authority

Resolutions passed by the committees may not be implemented or enforced until such time as they are ratified by the Department as a whole.

E. Standing Committee Charges

1. Advisory: Composed of the Chairs of all other Standing Committees

Advise the chair in administrative decisions; enhance departmental communication; assist the chair with extra-departmental relations; act as a committee on committees to advise chair regarding committee structure and membership; assist the chair in matters involving departmental governance and with tasks related to department policies, procedures, and welfare.

2. Assessment:

Coordinate the design or use of program assessment measures used in the department; write the assessment report(s) as needed; assist the Chair in conducting the five-year North Central APR review process.

3. Writing:

Advise department on curriculum at both the undergraduate and graduate level; assist Composition Coordinator in guiding department toward an integrated composition program and offering faculty and graduate assistants support in teaching; as matters of concern with the program arise in the department, suggest policies to address those concerns, approve or process any composition class assignments which involve surveys or “human research”; coordinate department contact with professional composition/rhetoric associations and conferences; coordinate department contact with professional creative writing associations; set standards for admission to creative writing courses; in conjunction with the Reynolds Chair, plan and promote public readings of creative work done by students, faculty and visitors.

4. Curriculum and Teacher Education:

Develop and review undergraduate curriculum; advise department on major
requirements; coordinate department contact with professional language and literature
associations or conferences and with professional teaching associations and
conferences; track other departments' and programs' (including General Studies) use
of our curriculum; advise the chair on implementing the scheduling of our
curriculum, including seeing new courses into the catalog and schedule; act as
department’s liaison with College of Education; assist in preparation of all briefs and
portfolios filed in connection with NCATE reviews. This committee also coordinates
the annual department Student Conference on Language and Literature.

5. Graduate Program:

Suggest changes in graduate curriculum to department; maintain liaison with
Graduate Office; review applications for and recommend appointment of Graduate
Assistants; assist the Department Chair with GA teaching assignments; advise the
Chair and Department on graduate entrance and exit requirements; assist the
Assessment Committee in assessing the Graduate Program; develop and distribute
promotional material for the M.A. program.

6. Screening Committee:

If the department has any full-time, tenure track openings, or anticipates their
possibility, the Department Chair calls for memberships on one or more screening
committees from tenured/tenure-track and senior lecturer faculty with appropriate
areas of expertise.

IV. THE SEARCH PROCESS

A. Policy

All searches for full-time and tenure-track positions in the Department are conducted
following University policies and procedures. The department shall adhere to the
guidelines as stipulated in the hiring guidelines below:

UNK HIRING GUIDELINES STEP BY STEP
UTILIZING THE unkemployment.unk.edu EMPLOYMENT SYSTEM

The following is a step-by-step check off guide for use by Search Committees when
conducting a search. If there are questions at any time or for assistance with the on-
line recruitment system, call the UNK Human Resources Office.

1. Identify position vacancy.
2. Call Human Resources (x8655) to complete a requisition. A job description, required and preferred qualifications, name of person being replaced will be the minimum required information to complete a requisition. Note: If you are creating a new position call x8655 for instructions on getting a position classified prior to the requisition being entered in the system.

3. Requisition will be approved by Department Chair or Supervisor, Dean (if applicable), Vice Chancellor, Budget, VCBF and AA/EO. When the approval process is complete a search packet will be forwarded to the department chair which will include ad copy, position announcement and instructions.

4. Call 8655 to arrange a time for HR Director to meet with Search Committee early in the search process and before review date.

5. Place ads. Sample advertisements will be developed and formatted by HR and included in the above mentioned search packet. You may request revisions/corrections or make them yourself and send revised copy to HR for files. Note: Ads for Office/Service positions are placed by Human Resources.

6. As early as possible in the search process, develop Screening Criteria identifying job-related criteria and a weighting system to ensure uniform screening of applications. Hiring Criteria shall be developed from the position functions and qualifications stated on the Personnel Requisition Form. An evaluation method should be devised ranking or weighing each criterion based on its relative importance for the position. Forward criteria to AA/EO Director for review prior to review.

7. Create a list of questions that will be asked during telephone interviews and on-campus interviews. Also create a list of questions for reference contacts. Forward questions to AA/EO Director for review.

8. On Review date or shortly thereafter - Using the screening criteria, create a shortlist of applicants. All applicants on shortlist do not have to be interviewed, but the Shortlist should include anyone being considered for reference checks, telephone or in-person interviews. E-mail the list to Human Resources. HR will notify the Dean and Vice Chancellor to approve the Shortlist and will notify the Search Chair/Department Chair when the Shortlist is approved. **Note: No contacts are to be made with applicants or references until the Shortlist is approved.**

9. Following Shortlist approval, the Search Committee may schedule phone interviews and reference contacts. The predetermined set of questions should be asked of all references and applicants. Accurate notes should be maintained by Search Committee members during the interviews/reference contacts. This information shall be shared with all committee members and maintained in the search file.
10. Normally, a minimum of two candidates will be selected by the Search Committee for on campus interview. (Review of the candidate pool selected for interview may be requested by the Dean/Director or Vice Chancellor. The Dean/Director or Vice Chancellor may add candidates to the interview pool prior to arranging interviews.)

11. When arranging on-campus interviews, the following should be considered, keeping in mind equal treatment for all candidates: a. campus tour; b. meet with search committee; c. meet with administrative head; d. visit human resources re benefits; e. visit with Office of Graduate Studies and Research (if applicable); f. ask applicant if he/she wishes to meet with Dual Career Director; g. schedule for meals and evening(s); h. visit realtor (optional); i. meet with student groups; j. community tour; k. meet with community group(s); l. Other (Note: Candidates should be asked if there is anything specific they would like to see or do while in Kearney.)

12. At completion of interviews, two or more (if possible) final candidates shall be identified by the search committee as acceptable and recommended for selection. The Search Chair should e-mail the name(s) of those interviewed and selected finalist(s) to the Human Resources Office. HR will change the status of the finalists and contact the Director, Dean and VC for approval and will notify the Search Chair/Department Chair when approved.

13. Following approval - With assistance from the Dean or Vice Chancellor, an offer, contingent on completion of a successful background investigation should be extended to the most qualified applicant. When a verbal acceptance has been received, the Search Committee should advise the Human Resources Office and background investigation paperwork will be forwarded to applicant. If that candidate declines the offer, an offer may be made to the second finalist (if one was selected). If there are no other finalists then Search Committee will obtain approval (HR, Dean, VC) to invite other qualified applicants for on-campus interviews or make a decision regarding continuing the search, etc.

14. If offer is accepted, and after notification from HR that a successful background investigation has been completed, letters (sample available from HR) should be sent to applicant(s) who was/were interviewed but not hired. The Search Chair will change the disposition of all applicants except the new hire to "fail" and select the best reason for no hire (list available from HR). If this is not done in a timely manner, HR will forward a spreadsheet to the Search Chair/Department Chair requesting the information and HR will change the status of applicants. All applicants who were not interviewed will receive an automatic e-mail generated by the system telling them that the search is closed and thanking them for applying.
V. FULL-TIME, TENURE-TRACK FACULTY

A. Teaching

1. All full-time, tenure-track faculty, under the clear practice laid down by the offices of the SVCAA and Dean, are eligible for release time for scholarly research, creative production, or other projects related to scholarship, pedagogy, and/or special service. Release from a course is subject to the approval of the department chair and dean, in accordance with AAUP guidelines, in order to maintain program integrity, no faculty member teaching a graduate class or who is teaching two writing intensive classes, shall teach more than nine hours.

2. Except for courses taught in multiple sections as required by the department, we all have the freedom to teach our courses in a manner of our own choosing, providing we teach in a professional manner, offer stimulating material to our students and create a challenging and fair environment for learning. Teachers of courses offered in multiple sections are expected to have reasonable commonality as to the amount of writing and other course work and of grading criteria.

3. Course assignments are made by the Chair, in consultation with the Director of English Graduate Studies, the Composite Coordinator, groups of faculty who share areas of expertise, and individual faculty members.

4. Curriculum development is part of the responsibility of the faculty. Course proposals should be submitted to appropriate committees.

B. Research

1. It is our responsibility to remain current in our areas of expertise, our generalist assignments, and the development in our profession. Those who engage in research are responsible for maintaining professional standards and ethics.

2. Faculty seeking travel funds should inform the department chair of their travel plans for the academic year and fill out a pre-trip request form. Approval of this enables airfare, hotel cost, and other prepaid expenses to be charged to the department budget.

3. It is part of our scholarly responsibility to improve our library holdings in our areas. The department has an annual budget for purchasing books and reference...
materials. Faculty fill out request forms and submit them to the chair between September and February.

C. Service

All full-time, tenure-track faculty members are responsible for serving on a department committee and fulfilling the duties reasonably requested of them by the Chair, College, or University. Tenure-Track faculty are expected to serve on one department committee, and are eligible for election to college, campus, and University committees, Faculty Senate, and other ad hoc groups.

D. Promotion and Tenure

The College of Fine Arts and Humanities Guidelines for Promotion and Tenure, approved 4.13.11, are printed in this handbook and can also be found at the following URL: http://www.unk.edu/uploadedFiles/academics/fah/Guidelines.pdf.

E. Professional Development Leave (Sabbatical)

Once faculty gain continuous appointment, or tenure, and have served at least six years at UNK, they are eligible to apply sabbatical in the form of a whole year leave at half pay for the year, or in the form of a one semester leave at full pay. This application is due by 1 October for the following academic year.

F. Grants and Awards

The campus Research Service Council (RSC) grant opportunities for the year are published in the fall of the year. Tenured and tenure-track faculty are eligible to apply. Other special campus grants such as the Mary Major Crawford Award are also available. Contact the RSC office and the Office of Sponsored Programs for more information.
HANDBOOK OF
POLICIES
AND PROCEDURES
DEPARTMENT CHAIR

The department Chair’s responsibilities to the department are described in the Department By­laws. In general, the Chair will fairly and equitably support faculty in their teaching, Service and Research assignments. The chair will ensure that course Assignments reflect faculty members’ areas of academic and professional preparation and scholarly activities. The Chair will support faculty’s scholarly, instructional, and service activities by creating an environment where research, teaching and service interests are encouraged and by facilitating arrangements for funding through campus administrative channels and external agencies.

The Chair will delegate responsibilities to standing committees and individual faculty members based on a clear and fair understanding of committees’ areas of authority and faculty members’ areas of expertise.

The Chair should be dedicated to the department’s position and willing to represent the department’s interest within the college, with other colleges on campus, to the Administration (e.g., Vice-Chancellors and Chancellor), to the university system, the Board of Regents, and the Coordinating Commission.

English Depart Chair Profile:

- Works amicably with diverse personalities and treats all department members fairly
- Serves, rather than governs the department
- Is dedicated to the position, loyal to the department, and willing to do battle to protect the interests of the department and its individual members
- Has vision and long-term plan for the department, especially in terms of curriculum, course offerings, and faculty assignments
- Possesses strong academic credentials (publications, papers, etc.) and understands the value of professional activity
- Identifies faculty members’ areas of expertise and demonstrates a clear rationale for course assignments
- Supports scholarly activity and creates an environment where research interests are encouraged
- Facilitates faculty projects (helps to arrange for funding, pushes the process through administrative channels, argues for release time)
- Has administrative experience, especially in scheduling and budgeting
- Delegates responsibilities
COMPOSITION PROGRAM AND COORDINATOR

The Composition Coordinator’s duties to the Department are described in the By-Laws. The Composition Coordinator supports newly hired graduate teaching assistants (and, in certain cases, inexperienced adjunct instructors) by creating a common syllabus and schedule of reading and writing activities. The coordinator works closely with these instructors throughout their first semester of teaching, advising them on such matters as designing writing assignments and formulating grading criteria.

The Composition Coordinator also offers colloquia open to all English department faculty. These presentations and discussions help us assure the University that all sections of 101 and 102 bear sufficient resemblance to each other. Also, they provide an opportunity for all instructors to work together to improve the quality of writing instruction.

The Composition Coordinator assists the Department Chair in scheduling writing courses, maintains a departmental library of composition readers and handbooks, and represents the department’s composition program throughout the University.

The English department offers three levels of Expository Writing: 100A (a developmental, preparatory course required of students with ACT scores of 14 and below and suggested for any who would benefit from extra preparation), 101, and 102GS. International students with passing TOEFL scores will enroll in 101. Students with low ACT’s may enroll in 101 after writing a sample essay evaluated by the Coordinator as acceptable. Students with ACT scores of 29 or higher may opt to skip over 101 and take 102GS. Students earning a grade of A or B in ENG101 may substitute a 200 level General Studies foreign language course for the ENG102 requirement. However, students who have used AP credit or otherwise have not been required to take ENG101 must take ENG102GS and may not exercise the foreign language option.

To facilitate these duties, the Composition Coordinator receives one class release time per year.

ENGLISH GRADUATE PROGRAM DIRECTOR

The expansion of our Master’s program, to be desired in its own right, also provides for us greater opportunities to mentor Graduate Assistants to help them cultivate their teaching skills in the first-year composition program. The Graduate Director works together with the Composition Coordinator to oversee the graduate students’ progress. The quality of the program requires timely and accurate admissions and advising procedures, as well as continued administration of the program and of students’ progress through the program. The Graduate Director also coordinates graduate recruitment and contributes graduate material to the department. The Graduate Director also assesses graduate students’ academic progress.

To facilitate these duties, the Graduate Director receives one class release per year.
COMMITTEES

The current standing committees, including their membership and charge for the current year, are available at the beginning of the Academic year from the Department Chair. The committees’ general charges appear in the English Department By-Laws.

ACADEMIC YEAR

Regents By-Laws specify that contracts run from one week before the opening day of classes until one week following the closing day of classes. Within that time, any absences should be requested by filing permission for temporary absence forms. Adjuncts, GAs, and lecturers, as well as full-time faculty, are expected to meet their classes during “dead” week and final week.

TEACHING

Faculty may generally expect 22 students per composition class, which is close to the national average of 23. This number may increase by one or two students based on unexpected enrollment need. However, faculty teaching nine hours are the only ones who teach 24 students in a composition. No faculty should ever “stuff” a section far above these numbers.

Faculty, normally have 27 students per General Studies literature class; 15 students in creative writing classes, and a range from 15 to 25 in majors classes. Enrollments are slightly smaller in Honors sections.

As a matter of course, the University may cancel any undergraduate class with enrollments under 10 and any graduate class with enrollments of 5. We argue strongly, however, for the retention of such classes, both for the integrity of student programs and the good use of our faculty expertise.

In most of our service courses, about 5-10% of the students enrolled will not be up to the performance level, and we are justified in requiring these students to supplement their instruction with tutorials, as well as, at a suitable point, suggesting that the student drop before incurring the only grade the instructors can honestly award. Large numbers of drops, involving students beyond those marginal students, may indicate standards too high for the realities of this institution or pedagogies unsuitable for our student body, besides creating extra loads for the remainder of the faculty. We encourage the highest standards possible within the realities set by the admission standards of the institution.

Teachers of multi-section courses are encouraged to consult informally with one another regarding course objectives, to assure a reasonable similarity among the sections and an overall strategy and approach.
The Chair makes every effort for faculty to teach courses in their areas of interest each term, whether as a majors course or a General Studies class. The chair also schedules faculty to teach in their major area as frequently as rotations and General Studies loads allow, generally one course a year.

All teaching staff should familiarize themselves with relevant policies from the University Faculty Handbook.

**RESEARCH**

The results of research with academic value should be shared in the profession, and thus we encourage our faculty to seek publication of their scholarship in the appropriate forum. For this and other purposes, many of us find membership in professional associations gives us access to valuable networks of communication in our fields.

The chair also seeks to support faculty scholarship through:

- a) Publicizing opportunities for research and funding,
- b) Disseminating travel funds for serving as an officer in a professional group or presenting papers at a conference,
- c) Securing, where possible, release time for special scholarly endeavors.

**SCHOLARLY SUPPORT**

**Travel:**

Funds are available through the department to support travel. Except as upper administration sometimes restricts funds, faculty are free to apply for travel for a variety of reasons. For the purpose of allocating travel funds, no distinction will be based on rank or status. The Chair divides funds equitably among all full time, tenured or tenure-track faculty (with the equivalent of one position reserved for Adjuncts, Lecturers, Senior Lecturers, GAs, and other teaching staff.)

Some travel funds for research are available through the Research Services Council of the Graduate College, and travel may be included in summer grant proposals, as well as in off-campus grant applications.

Faculty awarded travel funds should fill out pre-trip request forms as early as possible as these aid in direct purchase of airline tickets or other costs by the department. A temporary absence form must also be filled out. Following authorization and travel, faculty members are responsible for providing the office staff with such information as allows them to fill out expense reimbursement forms. Receipts are required for everything except meals. Faculty need to include proof of invitation, role, and/or attendance. Instructions for reimbursement, as well as booking tickets are available online at the UNK home page at www.unk.edu, under the Business Services and Accounts Payable sites. Travel arrangements should be made through the University authorized travel agency, Travel, & Transport.
Some travel support for student attendance and presentation at conferences is available centrally through the office of the Senior Vice Chancellor for Academic Affairs, and requests must be submitted in advance. Students should be committed to attending before their names are submitted.

Library:

The Chair allots faculty a specific amount for book purchase, depending on our Department’s share of any general Library budget allocations. Order forms are available in the office. The Library also sends us reviews of new material, which the chair hands out to those in appropriate areas. Priority one orders should not exceed the amount allotted per faculty member.

Interlibrary loan facilities are available through an online form to faculty. Ryan Library also has obtained full-text databases of many periodicals.

Members of the Department are encouraged to keep up to date on the library holdings in their areas of expertise and interest and to take advantage of any opportunities for special purchases.

Visiting Speakers/Readers:

A limited amount is available for bringing scholars and writers to campus, and this amount can sometimes be “matched” by funds from the Graduate Office, the Artists and Lecturers Committee, and College of Fine Arts & Humanities. Reimbursement for the visitor, however, involves certain paper work, best done ahead of time or while the speaker is on campus. Faculty should see the Department Secretary for the necessary forms, and be aware that for total amounts (honoraria, travel expense, meals, and incidental expenses) above $1,000.00, a formal contract is necessary.

Other Scholarly Support:

Sufficient numbers of faculty now seek reassigned time, support for RSC grants, support for Summer Fellowships, support for external funding, and professional development leaves, that it is becoming necessary to put requests into some priority. Where provided by the faculty member, an annual proposal requesting the Chair’s support for a scholarly development plan, together with a track record of following through on such plans, will weigh heavily in giving requests and applications priority. The Chair will also consider the plan’s appropriateness to our general mission and departmental priorities. Proposals should address the particular kinds of scholarly support most needed for the coming academic year.

ANNUAL REVIEW

Faculty members are reviewed annually following the process and procedures described in Appendix I: Annual Review Process, pp. 21-23.

Rank and Tenure reviews follow University and College procedures. See Appendix II: Guidelines For Tenure and Promotion, pp. 24-27.
HIRING

At the conclusion of a search, the recommendations of the department go to the Chair, and in turn to the Dean, the Senior Vice-Chancellor for Academic Affairs, and the Chancellor. With suitable reason, the Chair and other members of the Department are free to concur with or disagree with the screening committee recommendation. The extension of an offer is made in accordance with the procedures of the College and University, and only the Chancellor actually extends a written contract. Upon the candidate’s acceptance of a contract, the Chair writes a formal welcome to the new faculty member, including the By-Laws and Handbook and such other information about the job and community as will help the new member to make his or her adjustment to the new job, and the chair of the screening notifies all remaining candidates of the conclusion of the search, announcing the conclusion of the hiring process.

Upon being hired, a new faculty member can usually expect an office with bookshelves and desk, a computer and printer (please specify PC or MAC), a library book order allotment and the annual travel allotment. Access to the office requires a key to the outside building door and a key to the office door. New Faculty should see the department secretary for necessary forms.

Contract and pay are initiated by the office completing a PAF, for which the new faculty’s social security number is required. In turn the PAF generates a PDF, where personal data is filed. See the department secretary for necessary forms.
ITEMS FOUND IN THE APPENDICES

One: Annual Review Process
Two: Guidelines For Tenure and Promotion
Appendix I

Department of English—Annual Review Process

Every member of the department is subject to an annual peer review; all applicants for promotion and/or tenure are subject to a comprehensive peer review.

When mandatory performance pay is awarded by the Board of Regents, the department will establish criteria for awarding merit pay.

I. Annual Peer Review

The purpose of annual review is to recognize faculty achievement and to suggest areas for faculty development. Descriptions of the evaluation process for each category of departmental employee are provided below. In all cases, faculty spouses will not evaluate each other, no faculty member will evaluate the same faculty member in consecutive years, and, with the exception of the Chair, the Director of the Writing Center, the Composition Coordinator, and the Graduate Director, no faculty member should evaluate more than two faculty members in a single year. Untenured faculty do not evaluate faculty higher in rank than themselves.

As part of the annual peer review process, the Chair, after the faculty peer review is complete, will also write a letter evaluating each full time faculty member, who may choose to respond to the evaluation in writing. The letter will be signed by the Chair and the faculty member. (The faculty signature acknowledges receipt of the evaluation, not agreement.) The faculty member will make a copy of the letter, give that copy back to the Chair, and retain the original. The evaluation, and any response by the faculty member, will be forwarded to the Dean of Fine Arts and Humanities and will become a permanent part of the faculty member’s confidential file.

Roughly, due dates of the various steps of the process are as follows:

1. Second week in February—Portfolios given to evaluators
2. Second week in March—Evaluations completed
3. End of the third week in March—Faculty responses due

A. Tenured Faculty will undergo peer evaluation annually except in the last year before full retirement. Those on phased retirement will be evaluated only on their teaching until they are in their last year of teaching. Each tenured faculty member will select another tenured faculty member to conduct the evaluation.

Portfolios of tenured faculty should consist of the following:

1. An up-date of the complete resume on file in the departmental personnel file.
2. All syllabi for the pertinent academic year
3. An optional statement on teaching strategies, goals, philosophy.
4. Statistical scan of student evaluations for each course (including students’ comments at the faculty’s discretion).
5. One current peer review.
6. Documentation, if any, of courses created and, if available, some measure of results.
7. The faculty member being reviewed may request a class visitation.

B. **Tenure-Track Faculty** will undergo a peer evaluation annually. They will be evaluated by two members of the department who are at the same or higher rank. The person being evaluated will select one of the evaluators; the Chair of the department will assign the other. Evaluators have the option of doing a classroom visit. The content of tenure-track faculty portfolios is similar to those of tenured faculty with the exception of two peer reviews rather than one.

As part of the process, the Chair will write letters recommending for or against reappointment to the next tenure-track year. The schedule for notification of non-reappointment and of reappointment letters for tenure-track faculty is as follows:

- First year faculty: Notification March 1; Chair Annual Review Letter to Dean by February 1; Dean’s letter to the VCAA due February 15.
- Second year faculty: Notification December 15; Chair Annual Review Letter to the Dean by Nov. 15; Dean’s letter to the VCAA by December 1.
- Faculty in the third, fourth, and fifth year: Notification by June 1; Chair Annual Review letter due to the Dean by April 15; Dean’s letter to the VCAA by May 1.

In the year when non-tenured faculty members are to apply for promotion or tenure, the Peer Review process will be replaced by the Promotion and Tenure Review Process.

C. **Senior Lecturers/Lecturers** will undergo a peer evaluation annually. They will choose a full time member of the faculty to conduct the evaluation. Their portfolios should consist of the following:

1. Syllabi representative of course load
2. Resume of annual achievement
3. Statistical scans of student evaluations
4. One peer review, including a classroom visit
5. Student comments and/or achievements

D. **Adjunct Instructors** will undergo a peer evaluation annually. The Composition Coordinator is responsible for evaluating them but may ask tenure-track faculty to help as long as these faculty are doing no more than (two) 2 evaluations. Adjuncts also have the option of asking a tenured faculty member other than the Composition Coordinator (or tenure-track faculty member) to contribute a second evaluation. Evaluation of adjuncts will be based primarily on their teaching;
however, scholarship and service, though not required, may also be considered if included in portfolios. The content of that of their portfolios will be similar to that of their Lecturers.

E. **Graduate Assistants** will undergo evaluation annually by the Graduate Director. The Graduate Director may ask tenure-track faculty members to help with these evaluations as long as these faculty are doing no more than two evaluations. Graduate Assistants also have the option of selecting another faculty member to contribute a second evaluation.

Their portfolios should consist of the following:

1. Self-assessment statement
2. Statement of teaching strategy, goals, philosophy, and accomplishments
3. Course syllabi and sample assignments
4. Statistical scan sheets of student evaluations for each course and any written evaluations from students
5. A critical essay written during the first and last six hours of coursework
6. The Composition Coordinator’s evaluation of teaching and/or the Writing Center Director’s evaluation and/or a faculty supervisor’s evaluation
7. Evidence of participation in scholarly, creative, and/or service activities

Graduate Assistants should inform the Graduate Director of their teaching schedule and days/times when a class visit would work well. It is common practice for the Composition Coordinator to visit each new GA’s classroom in fall semester and to write an evaluation. The Graduate Director visits the new GA’s classroom in spring, and incorporates the teaching evaluation into the Annual Review. In the second year of an assistantship, GAs are evaluated by their supervisors only, but an Evaluation Portfolio needs to be submitted to the Graduate Director.

F. **The Department Chair** will be reviewed by the Dean in terms of performance by July 1. The Chair may also choose to ask for a peer evaluation focused on teaching, scholarship, and other service, under the Department timelines.
Appendix II

Department of English—Guidelines for Tenure and Promotion

The Department of English currently follows the promotion and tenure guidelines as approved by the faculty of the College of Fine Arts and Humanities on 13 April 2011. These guidelines conform to those of the College of Fine Arts and Humanities at the University of Nebraska at Kearney, and to the Bylaws of the Board of Regents at the University of Nebraska. CFAH Guidelines are available at the following URL: http://www.unk.edu/uploadedFiles/academics/fah/Guidelines.pdf.

Timetable for applicants seeking Promotion and/or Tenure:

1 November: The faculty must submit a portfolio to the department chair by this date.

20 December: A departmental committee of at least five members must review the portfolio and make a recommendation in writing to the department Chair. For promotion, all those who hold a superior rank form the committee; for tenure application, all departmental tenured faculty form the committee. They then write a separate recommendation. The written recommendations of the committee and the Chair must be copied to the candidate by this date.

15 January: The faculty member may attach a response, ask for a reconsideration of the portfolio, or withdraw it before it goes to the Dean by this date. Portfolio closed and forwarded to the Dean and the College Advisory Committee by this date.

15 February: The dean requests the College Advisory Committee to review the portfolio and make a recommendation in writing. The Dean makes a separate written recommendation. The faculty member must receive a copy of both recommendations by this date.

22 February: Applicant's portfolio to the SVCASA by this date. The candidate receives a letter from the SVCASA before the end of Spring term, and receive a final letter after the promotion and/or tenure have been passed by the University Board of Regents, usually in summer.
Guidelines Approved 4-13-11

Guidelines: Evaluation, Promotion, and Tenure
College of Fine Arts and Humanities

The purpose of this document is to clarify standards applied during evaluation, promotion, and tenure processes within the College of Fine Arts and Humanities. Each faculty member is evaluated in terms of his/her achievement in the following categories:

I. Teaching
II. Scholarship (Research/Creative Activity)
III. Service

Strong performance in all categories is expected; exemplary performance in one category will not substitute for deficient performance in another. In addition to the statements included in the Guidelines: Evaluation, Promotion, and Tenure approved October 2008, the Dean and Department Chairs of the College of Fine Arts and Humanities are of the opinion that the following additions to and interpretation of stated criteria are useful to evaluating the faculty in the College. Individual departments will develop documents reflecting their interpretations of College Guidelines.

I. Teaching

The primary component of a faculty member’s role in the College of Fine Arts and Humanities is quality undergraduate and graduate teaching. Instructors should demonstrate expertise in content areas and methodologies relevant to their disciplines and areas of specialty. They should initiate innovations in teaching which lead to improvements in the teaching/learning experience, conduct timely revision of course materials, apply information gleaned from assessment, and develop new courses as needed. Faculty are expected to demonstrate competence by organizing significant and current subject matter; to present class material with expertise and coherence; to maintain grading standards in line with program expectations; to establish a rapport with students that enhances and nurtures the educational process; to evaluate students fairly and impartially; and to maintain professional standards and expectations. Quality is expected to be consistent across face-to-face and online classes.

Evidence of teaching effectiveness may include competent academic advising and mentoring of student scholarship.

Competence and effectiveness in teaching are evaluated annually by self, students, colleagues, the department chair, and the dean. Evaluation by students is formally represented through administration of Student Evaluation of Instruction forms. Numerical means should support evidence of a high level of teaching. Qualitative commentary from students and alumni is also pertinent. Chair and peer observations and documented records of success by students in competitions, publication, and application of instructional content, or other accomplishments are also relevant. Further information
regarding teaching effectiveness may come from, but is not limited to, inspection and review of course syllabi, directed theses, teaching awards, and instructional development grants.

II. Scholarship (Research/Creative Activity)

Scholarship complements quality teaching. Faculty must demonstrate competence in research and/or creative activity appropriate to the discipline. There is an expectation that substantial scholarship will occur at the regional and international/national levels. Evaluation of scholarship is based first upon quality and second upon quantity.

Factors which delineate quality of research/creative activity include:

- **The level and reputation of publication/creative activity forum.** Association-sponsored journals are evaluated relative to the quality of the journals and the level of the association which publishes them: international/national, regional, and state in descending order. Some non-association journals rate highly (e.g. editorial boards, acceptance rates, disciplinary relevance), and others do not. While faculty are encouraged to publish, perform, or present in outlets they consider appropriate to their content and methodological specializations, they are advised to seek the opinions of colleagues within their unit regarding the quality and appropriateness of publication/creative activity forums. Online publications are evaluated according to the same standards as print publications. Peer reviewed books and book chapters are also appropriate.

- **The review process utilized by the forum.** Blind review by multiple reviewers is the commonly accepted procedure for research/creative activity. Non-refereed publications/presentations/performances are considered secondary, rather than primary, evidence of research/creative activity. Inclusion of selection policy and review board membership for research/creative activity are recommended in evaluation reports and promotion/tenure portfolios.

A. Research

Faculty must demonstrate competence in a research methodology and a content area appropriate to the discipline. Publication of a faculty member’s work implies a judgment by editors and reviewers of its relative merit. Publication is expected to be in outlets appropriate to the discipline and to the subject under investigation. Journal articles, books, and book chapters represent primary evidence of refereed publications. Refereed grants from outside UNK are also relevant. Additional evidence of research activity includes papers and workshops presented at professional meetings; participation in invited seminars, symposia, and workshops; and grant writing activities. Ideally, convention papers are initial forms of scholarship that can lead to publication.

B. Creative Activity

In the fine and performing arts, creative activity is valued and measured as equivalent to research. Creative activity is the creation of original works as well as the performance or direction of performance in artistic productions. Faculty must present a high quality of performance as indicated by inclusion of
works in permanent collections, commissions, acceptance of works in juried or invitational exhibitions or performances, and success in competitions, festivals, recitals and concerts. Success in creative activity is measured through professional critical review and/or external peer review within the discipline. Creative activity without this review component should be considered as secondary, rather than primary, evidence of scholarship. Information regarding the review process should be included in the portfolio.

III. Service

Service is an essential component of professional life at a university. Faculty members are expected to be involved in activities that may occur at the department, college, university, community, and state/regional/national levels. Representative service is expected, but faculty members need to monitor their service so that it does not distract from their performance in teaching and scholarship.

Protocol Notes

Faculty members may choose to include evaluative letters from outside reviewers. These individuals should be sufficiently familiar with the faculty members’ work to be able to provide substantive insight, and they need to be willing to read and evaluate selected scholarship. Arrangements for these letters should be coordinated with the department chair.

Evaluative letters in the promotion and tenure process are to be signed by all committee members. In cases where committee members disagree with the majority, they should sign the position letter. Their minority position should be noted in the majority position letter, and the individual (s) should consider whether to submit a minority position letter.

Concerns held by chairs or faculty participating in the peer evaluation process should be stated clearly in the annual review letters. Evaluations should apprise probationary faculty members of performance deficiencies in time for them to take corrective action.

Candidates should exercise prudence in assembling concise portfolios for promotion and tenure reviews. They need to include material called for by the Faculty Handbook and may include supplementary materials meant to highlight excellence in their performance. Care needs to be taken in assembling precise portfolios that highlight key accomplishments. One binder, not to exceed 4 inches in thickness, should be submitted. Nothing can be added to the portfolio once it arrives in the Dean’s Office on January 15.

Faculty members on scholarly release have an expectation for consistent scholarly productivity.

In cases where faculty members are hired with years credited toward promotion and/or tenure, there is the expectation that they demonstrate satisfactory performance in Teaching, Scholarship, and Service during their time at UNK.
Table of Contents

Greetings from the Director of Graduate Studies 2

Graduate Faculty in English 3

Program Description 5
  Brief Overview of the Program
  Course Offerings
  Degree Requirements and Tracks
  Important Policies Concerning Coursework

Financial Information and Assistance 11
  Tuition
  Fees
  Assistantships and Scholarships
  Research Grants

Admission Process and Requirements 13
  Unconditional Admission
  Conditional Admission
  Graduate Assistantships
  Contact Information
  Where to Obtain and Send Applications

Program of Study 15
  Orientation
  Advising
  Coursework
  Candidacy
  Thesis and Portfolio Options

Graduate Assistantships 17
  General Information
  Orientation
  Assignments and Work Load
  Annual Review of Graduate Assistants and Evaluation Portfolio
  Policies Concerning the Graduate Assistant
  Composition Program
  Sample Student Evaluation Questionnaire
  Sample Syllabi for ENG 101 and ENG 102

Graduate Program Assessment 37

Appendix A: Forms 49
Appendix B: Guide for the Preparation of Theses 61

Please Note: In addition to the Graduate Studies in English Handbook, other important sources of information are the Graduate Catalog and the Class Schedule booklet, both available on-line and in hard copy. Visit the Office of Graduate Studies and Research on-line at the following website: www.unk.edu/acad/gradstudies. Most forms are available in electronic version, as well as in hard copy in the English Department Office.
Program Description

Brief Overview of Program

The M.A. degree in English, offered at the University of Nebraska at Kearney since 1995, provides excellent preparation for further study in doctoral or MFA programs; increased pay and upgraded credentials for school teachers; and experience related to employment in any field that requires critical thinking, research abilities, a high degree of literacy, and excellent communication skills.

UNK offers three tracks toward the M.A. in English. Students may emphasize either creative writing or literary study, both culminating in a thesis. Students in the literature emphasis have the further option of substituting additional coursework and a comprehensive exam for the thesis. Upon admission, and in consultation with an advisor, the student selects one of these tracks and formulates a program of study that will fulfill its requirements. During the first semester, the student should submit the “Declaration of Track, Emphasis, & Interest” form to the Graduate Director.

Courses and seminars toward the degree cover British, American, and world literatures, writing poetry, fiction, creative nonfiction, and scripts; and studies in composition, language, and literary criticism. Each track incorporates appropriate theoretical approaches, and all tracks share some coursework and requirements. Special emphasis is placed on the British and American literary traditions, as well as the major periods of literary production: Medieval, Renaissance, Romantic, Victorian, and Modern. The English graduate faculty offers expertise in a variety of fields, subjects, and authors, such as the American West, the Arthurian legend, film, the short story, popular culture, the graphic novel, post-colonial literature, literary theory, Beowulf, Shakespeare, and Virginia Woolf. The Department frequently offers courses as well in pedagogy, Children’s Literature, Adolescent Literature, and linguistics.

Course Offerings

803  Descriptive Linguistics
804P History of the English Language
805  Teaching of Composition
806  Principles of Literary Criticism
807  History of Literary Criticism
822P Poetry Writing
823P Fiction Writing
824  Drama Writing
825  Creative Nonfiction
826  Prosody: The Music of Poetic Form
827  Colloquium: Creative Writing
832  Colloquium: World Literature
841P Language for the Elementary Teacher
843P Reading Problems in Secondary Schools
844  Teaching English in the Community College
845  Creative Writing for Public School Teachers
847P Children’s Literature
848P Literature for Adolescents
849  Children’s and Adolescent Literature
851P Literature of Puritanism and Early American Nationalism
852P Literature of the American Renaissance
853P Literature of American Realism
854P Modern American Literature
855P Contemporary American Literature
856  Literature of the American West
Degree Requirements and Tracks

**Track 1: Literature Emphasis with Thesis**  
30 hours

**Literary Criticism Requirement**  
3 hours  
Take ENG 806 (Principles of Literary Criticism) or ENG 807 (History of Literary Criticism)

**Literature Requirements**  
12 hours  
Take 6 hours of American Literature  
Take 6 hours of British Literature (or World Literature)

**Pedagogy Requirement**  
0-3 hours  
Take ENG 805 (Teaching Composition); required for Graduate Assistants only.

**Electives**  
6-9 hours  
Take 6-9 hours of Electives

**Thesis Requirements**  
6 hours  
Take 6 hours of Thesis

The thesis oral defense will serve as the Comprehensive Examination for thesis students. The student's Thesis Committee will serve as the Comprehensive Examination Committee and will administer the oral exam. The Thesis Committee is comprised as follows:

1. The candidate's thesis professor in the English Department will serve as chair of the Thesis Committee.
2. One other member from the English Department.
3. A third member selected at large from the University of Nebraska Graduate faculty.
4. A fourth member may be selected from the English Department or from another department that is relevant to the subject matter of the thesis.

After the student's successful completion of the oral thesis defense, both Thesis Examination and Comprehensive Examination forms will be signed by the committee members and filed by the committee chair. The Comprehensive Examination should be administered at least four weeks prior to the date of graduation to ensure ample time for revisions and final manuscript preparation.
Track 2: Literature Emphasis with Comprehensive Exam (non-thesis) 36 hours
[Note: replaces previous portfolio option]

Literary Criticism Requirement
Take ENG 806 (Principles of Literary Criticism) or ENG 807 (History of Literary Criticism) 3 hours

Literature Requirements 12 hours
Take 6 hours of American Literature
Take 6 hours of British Literature (or World Literature)

Pedagogy Requirement 0-3 hours
Take ENG 805 (Teaching Composition); required for Graduate Assistants only.

Electives 18-21 hours
Take 18-21 hours of Electives

Comprehensive Exam Requirements

The Comprehensive Exam will be administered at some point during the student’s last semester of study, at least four weeks prior to the date of graduation.

Students who select the examination option will prepare reading lists and questions in two major areas of study. The areas from which students may choose are: 1) British; 2) World; 3) American; and 4) Language/ Linguistics/ Rhetoric/ Theory. Students will select two English Graduate Faculty members in the appropriate areas to serve as their examiners.

Students will take a written examination, which will be followed by an oral defense. The Comprehensive Examination form will be signed and filed with the Office of Graduate Studies and Research after the student’s successful completion of the exam.

Track 3: Creative Writing Emphasis with Thesis 30 hours

Literary Criticism Requirement 3 hours
Take ENG 806 (Principles of Literary Criticism) or ENG 807 (History of Literary Criticism)

Literature Requirements 6 hours
Take 3 hours of American Literature
Take 3 hours of British Literature (or World Literature)

Creative Writing Requirements 12-15 hours

Pedagogy Requirement 0-3 hours
Take ENG 805 (Teaching Composition); required for Graduate Assistants only.

Electives 0-3 hours
Take no more than 3 hours of Electives

Thesis Requirements 6 hours
Take 6 hours of Thesis
The thesis oral defense will serve as the Comprehensive Examination for thesis students. The student’s Thesis Committee will serve as the Comprehensive Examination Committee and will administer the oral exam. The Thesis Committee is comprised as follows:

1. The candidate’s thesis professor in the English Department will serve as chair of the Thesis Committee.
2. One other member from the English Department.
3. A third member selected at large from the University of Nebraska graduate faculty,
4. A fourth member may be selected from the English Department or from a department that is relevant to the subject matter of the thesis.

After the student’s successful completion of the oral thesis defense, both Thesis Examination and Comprehensive Examination forms will be signed by the committee members and filed by the committee chair. The Comprehensive Examination must be administered at least four weeks prior to the date of graduation.

**Important Policies Concerning Coursework**

1. Fifty percent of a student’s Program of Study must consist of 800-level courses. 800-level P courses do not apply to this requirement.

2. P Courses: In the thesis tracks, 12 hours of P courses are allowable; in the Portfolio track, 18 hours of P courses are allowable. If a student has reached the limit in P courses and needs to take a currently offered P course, a special section of ENG 899 must be created for the student by the Chair.

3. Directed Readings (ENG 895): Students may take up to 6 hours of ENG 895. Students may appeal to the Graduate Committee if they wish to take more than 6 hours of Directed Readings. This is strongly discouraged by the Department, however, and is not regarded favorably. Students may request a Directed Reading from a graduate faculty member who specializes in the author, genre, or period to be covered in the independent study. The student and faculty member decide upon a syllabus and workload for the Directed Reading. A Request for a Directed Reading form must be filled out and submitted to the Graduate Director for approval; the Department Chair must also approve the request. Directed Readings should not cover material that is typically offered in graduate courses scheduled by the Department. The English Department secretary assigns the section and call numbers for the Directed Reading and informs the student and faculty member. The student is advised to check with both the faculty director and secretary to make sure that a section is set up.

4. Special Topics (ENG 899): The Office of Graduate Studies allows no more than 6 hours of ENG 899. Students who take an ENG 899 Special Topics course must consult with their advisor regarding how this course fits into their Program of Study.

5. Credit/No Credit Courses: At the graduate level, credit/no credit courses must be a function of the course and not a choice of the student. Only 6 hours of credit/no credit courses may be applied toward a master’s degree.
Declaration of Track, Emphasis, and Interests

Name: _____________________ Date: _____________________

Address: ____________________________________________

Phone and e-mail: ________________________________

A copy of this form should be filled out at Orientation or at some point during the student’s first semester at UNK and then placed in the student’s file. If the student’s interests change or become more specific by the end of twelve hours of study, the student should inform his or her advisor, and this form should be updated and placed back in the student’s file.

The following indicates the track and interests I will most likely pursue in my degree program:

___ Track 1: Master’s in English, Literary Study Emphasis and Thesis 30 hours

_______ American Literature

Specify interests: _______________________________________

_______ British Literature or _________ World Literature

Specify interests: _______________________________________

_______ Literary Criticism/Theory, Composition and Rhetoric, or Language History

Specify interests: _______________________________________

___ Track 2: Master’s in English, Literary Study Emphasis and Portfolio (no thesis) 36 hours

_______ American Literature

Specify interests: _______________________________________

_______ British Literature or _________ World Literature

Specify interests: _______________________________________

_______ Literary Criticism/Theory, Composition and Rhetoric, or Language History

Specify interests: _______________________________________

___ Track 3: Master’s in English, Creative Writing Emphasis and Thesis 30 hours

_______ Fiction

_______ Poetry

_______ Script-Writing

_______ Creative Non-fiction

9
Financial Information and Assistance

For the most current information regarding tuition and fees, contact the Finance Office at 308-865-8524.
The following information is for the academic year 2011-2012.

Tuition

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Fees

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<td>Student Parking fee</td>
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<td>Late Registration</td>
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</tr>
<tr>
<td>Graduation fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Other fees as applicable</td>
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</tr>
</tbody>
</table>

Assistantships and Scholarships

Graduate Assistantships

Graduate Assistantships are awarded on a competitive basis to qualified graduate degree-seeking students. They currently provide a 2011-12 AY stipend of approximately $9100.00 per year and resident or non-resident tuition waivers for 15 hours per year. Students are responsible for other applicable fees. Graduate Assistantships are considered half-time employment at the university and recipients must be enrolled in at least six hours per semester during the academic year.

English Department Graduate Assistants’ duties vary and may include teaching first-year composition courses, receiving mentoring for teaching, conducting research for faculty, tutoring in the Writing Center, serving as editorial assistants for department publications, or assisting with special department projects. Students should also consider applying for Assistantships in other areas of the university as well. Check Employment Postings on the UNK Employment web site for openings:
http://www.unk.edu/offices/human_resources/employment/employment_opportunities/

Occasionally, the Graduate Office makes available Research Assistantships. Faculty propose projects and select graduate students as assistants, submitting requests for the positions to the Graduate Office in the same way the Department requests GA positions. Some summer stipends may be available as well on occasion, and the Research Services Council or Graduate Office may—upon faculty application—fund graduate students for conducting research and offering editorial assistance.
Reichenbach Scholarships (University-wide)

Reichenbach scholarships are awarded on a competitive basis to full-time, degree-seeking master's students. The Graduate Director nominates no more than four students a year who have achieved a high degree of academic excellence. Reichenbach scholarships are awarded two times a year—in the spring semester and in the summer. **Spring semester awards (applications due mid-March)** are for students who will start the master's program in the fall, and the summer awards **(applications due late May/early June)** are for new and currently enrolled students. Awards are made based on undergraduate and graduate GPA scores, GRE scores, and a recommendation from the Graduate Director. A subcommittee of the UNK Graduate Council reviews applications from across the campus and makes award decisions. Students are notified in writing during the months of April and July by the Office of Graduate Studies and Research. The award amount is typically about $1000.

M. & H. Stauffer and Arona Hoffman Scholarships (English Department)

Department scholarships are awarded on a competitive basis each April to students currently enrolled in a degree-seeking program. The Stauffer Family and Arona Hoffman scholarships typically provide awards in the $500-$800 range. The Hoffman scholarship is awarded to a graduate student in English for the purpose of promoting a more exact and accurate use of the English language. The Stauffer scholarship was established to support a full-time graduate student in English; financial need may be considered in making this award. **Students must apply for these scholarships on-line through the Financial Aid Office during the month of February.** Students should inform the Director of Graduate Studies that they have done so. Awards are announced and confirmed in writing during the summer.

Reynolds Creative Writing Scholarship

An English department committee awards these scholarships, funded by the Clarice & Paul Reynolds endowment, based on non-workshopped pieces of creative writing submitted directly to the Financial Aid Office in conjunction with online application during the month of February. The submissions process is blind, as students’ names are not included on the works. Amounts of the awards depend on the endowment balance, and awards typically range from $100-$800. **Students must apply for these scholarships on-line through the Financial Aid Office during the month of February.**

Research Grants

Research Services Council Grants

UNK supports graduate student research through grants made available by the Office of Graduate Studies and Research. Contact the Office or visit the web site for a descriptive packet with deadlines and application information. The RSC grants provide financial support for supplies, travel, and other necessities associated with research and thesis completion. Currently the Summer Student Research Program funds projects at the $3000 level for the summer.

Travel Support

Support for travel to conferences at which the student is giving a presentation may be available through the Office of Graduate Studies & Research, SET funds, Pepsi funds, and/or the department.
Admission Process and Requirements

Admission to the Graduate Program in English is based on the Department’s careful evaluation of:
- a letter of interest
- transcripts
- GRE (and, if applicable, TOEFL) scores
- three letters of recommendation
- one or more strong writing samples demonstrating the applicant’s writing skills, critical skills in analyzing literary texts, and facility in literary research/ incorporation of secondary sources. Applicants in Creative Writing should also submit strong samples of creative work (see below).
- If the student already has another graduate degree, the GRE is not required. For international students, TOEFL scores are required as well as the GRE. The Graduate Committee of the Department of English evaluates these documents and determines whether an applicant will be accepted conditionally or unconditionally, or be denied admission.

Fall Admission – deadline is May 1; apply by April 15 for graduate assistantship
Spring Admission – deadline is October 1
Summer Admission – deadline is February 1

Unconditional Admission

Applications from students with 1) a minimum 3.0 GPA; 2) 21 hours of upper-level undergraduate English courses; 3) strong writing samples demonstrating the applicant’s writing skills, critical skills in analyzing literary texts and facility in literary research and incorporation of secondary sources, &/or strong abilities in creative writing; and 4) GRE scores of 500 on the verbal test and 5.0 on the essay/analytical section are eligible for full, unconditional admission.

Conditional Admission

Students without sufficient hours in upper-level undergraduate English courses; and/or poor writing samples; and/or a GPA below 3.0; and/or GRE scores below 500 on the verbal test or 5.0 on the essay/analytical section will be admitted conditionally. Students who are admitted conditionally are generally not eligible for a departmental graduate assistantship for the first year of admission. The academic performance of students admitted conditionally will be evaluated after their first and second semesters of attendance at UNK. If students have not successfully met the stated conditions, they will be placed on academic probation or suspended.

Graduate Assistantships

Students admitted unconditionally to the English master’s program are eligible to apply for an assistantship. Graduate Assistantships during the 2008-09 year offer an annual stipend of $9072, plus tuition remission for all coursework taken to complete the degree. Graduate Program and UNK fees, however, are not covered by remission. Graduate Assistants typically teach one or two sections of ENG 101 and ENG 102 a semester; alternately, they may be assigned a tutoring position in the University Writing Center, an editing job, or an assignment as a research assistant to a faculty member. The assistantship is a 20-hour per week position, which is considered full-time employment at UNK. GAs are expected to treat their position as their primary employment. Evaluation of graduate assistantship applications begins around April 15 for the following academic year.

Contact Information

Director of Graduate Studies in English
Dr. Robert M. Luscher
(308) 865-8117; luscherr@unk.edu

Chair of English
Dr. Sam Umland
(308) 865-8293; umlands@unk.edu
Visit the Office of Graduate Studies and Research website at http://aaunk.unk.edu/gradcatalogs/current/prog/proeng.asp

Where to Obtain and Send Applications

Application forms for admission to the English Program and are now submitted electronically on line at http://www.unk.edu/acad/gradstudies or through WebEASI if you are a current UNK student: https://admit.nebraska.edu/applyUNK/login.action

Send the following to the Office of Graduate Studies and Research:

- Application forms (admission, GA-graduate assistantship—submit electronically) & fee
- Official GRE (and, if applicable, TOEFL) scores [sent from testing center or agency] (this requirement may be waived for applicants with a master’s degree)
- Two (2) copies of transcripts

The application for Graduate Assistantships must be filled out online, through the UNK Human Resources site. It requires three (3) recommendations, which can be submitted online or sent to the Graduate Office. Letters of recommendation sent to the Department regarding admission may be used to satisfy our requirement for letters, although applicants should inform the department Graduate Program Director if this will be the case.

Send recommendations to:
Office of Graduate Studies and Research
Founders Hall 2131
University of Nebraska at Kearney
Kearney, Nebraska 68849-1230

For further information, call (308) 865-8838 or (800) 717-7881

Send the following to the English Department:

- A letter of interest, outlining your motivations and aptitudes for post-graduate study in English at UNK (please indicate which track you are interested in)
- Writing sample(s): For the Literature Track: 15 total pages of literary criticism with research: strong writing samples demonstrating the applicant's writing skills, critical skills in analyzing literary texts and facility in literary research and incorporation of secondary sources. For the Creative Writing Track: 10 pages of literary criticism with research (strong writing samples demonstrating the applicant's writing skills, critical skills in analyzing literary texts and facility in literary research and incorporation of secondary sources and 15 pages of strong creative work.
- Three letters of recommendation (may also be submitted securely online directly by recommenders)

Send to:
Director of Graduate Studies in English
Department of English
University of Nebraska at Kearney
Kearney, NE 68849

For further information, call (308) 865-8115 (Dr. Robert Luscher) or (308) 865-8293 (Dr. Sam Umland)
Program of Study

Orientation

On a designated day during the week before fall semester begins, two orientations for graduate students are offered at UNK. One is a general Graduate Office orientation for all graduate students at UNK. The other one is a departmental orientation. In the English Department, the Director of Graduate Studies and the Composition Coordinator hold sessions on various aspects of the graduate student experience. This orientation includes an introduction to the program, discussion of the Handbook, expectations regarding GA positions and teaching ENG 101, and time for questions and answers.

Advising

Upon admission, each student is assigned an advisor, usually the Director of Graduate Studies. During the student's first semester at UNK, he or she should meet with the Graduate Director to plan a Program of Study. A Declaration of Track, Emphasis, and Interests form should be filled out and placed in the student's file. See Appendix A for a copy of this form. The Graduate Director will remain the student's advisor during the course of his or her program; however, the thesis or portfolio director(s) will assume some of the essential duties of advising and mentoring while working closely with the student in the later stages of the program. The student should make appointments to see the Graduate Director before registering for classes each semester, and at any point when questions and changes regarding the Program of Study arise. Close contact with the Graduate Director is essential for the successful and timely completion of a Program of Study.

Coursework

A Program of Study primarily involves taking regularly scheduled classes at UNK. Each semester, courses in American, British (or World Literature), and Creative Writing are offered. In addition, courses in language and linguistics, Children's Literature, and Adolescent Literature are frequently offered. Every other year, pedagogy and literary criticism courses are offered. 12 hours of coursework must be in graduate-only (non-P) classes.

Directed Readings (ENG 895) are available, but should serve only: 1) to provide education in areas not covered by classes being offered; 2) to substitute for a required class in the event we cannot offer it during the semesters of a student's program; or 3) to supplement with a necessary one- or two-hour credit course.

In consultation with the Graduate Director, a student may change his or her Program of Study during the first 12 hours of study. The Graduate Director should accordingly amend the Declaration of Track, Emphasis and Interests form.

Candidacy

The Application for Candidacy form for the Master's degree is filed with the Dean of Graduate Studies and Research after the student has successfully completed 12 hours of graduate coursework at UNK. See Appendix A for a copy of this form. Application for candidacy must come prior to registration for the last 12 or 18 hours (for Portfolio students) of graduate coursework. Candidacy application usually occurs at the beginning of the student's third semester of study. A student may be denied admission to candidacy for the Master's degree if his or her graduate record is substandard (e.g., if GPA is below 3.0).

The student should gather the appropriate signatures and then submit the Application for Candidacy form to the Graduate Dean. Beyond this point, the student will need to have serious reasons for any changes in the chosen program of study (other than substitutions for required courses that have not been offered).
Thesis and Comprehensive Exam Options

Both the Thesis and the Comprehensive Exam are intended to grow out of student coursework. Neither is intended to be an independently conceived and developed project. The area and specifics cannot be decided at the last moment. As students take courses, they should be thinking of how their knowledge, research, and interests might contribute to defining a Thesis or Comprehensive Exam areas. Once a Thesis Director or Comprehensive Exam directors have been chosen, only insurmountable obstacles will serve as suitable reason to change areas of interest. Students may take the six thesis hours in their final semester, or they may split the hours between two semesters.

The Comprehensive Exam [for students entering in Fall 2006 and beyond]
As the student begins the last 12 hours of coursework, he or she needs to select two appropriate English Graduate faculty members representing areas of interest, chosen from the following: 1) British; 2) World; 3) American; and 4) Language/ Linguistics/ Rhetoric/ Theory. These faculty members, in conjunction with the student, will prepare reading lists and questions in the chosen areas of study and will serve as his/ her examiners. During the final term, the students will take a written examination, which will be followed by an oral defense. Together, the student and directors need to ascertain a timetable for the exam and defense that will fulfill the Graduate Office requirements. The Comprehensive Examination form will be signed and filed with the Office of Graduate Studies and Research after the student’s successful completion of the exam.

The Thesis
As students begin the last six hours of their coursework (or earlier), they need to select a Thesis Director from among the faculty who teaches in the specific area(s) of the student’s interest. For example, fiction writers will choose a faculty member who teaches fiction writing; students of contemporary British fiction will choose a faculty member who teaches and conducts research in contemporary British fiction. Together with the Thesis Director, the student will select a Thesis Committee: besides the Director, the Committee should consist of another suitable representative of the English faculty and a third member from either within or outside the Department. A fourth member may be selected if it seems desirable to the student and Thesis Director. Members of the Thesis Committee must be members of the graduate faculty or, for sufficient reason, the student’s advisor can apply to the Graduate Office for permission to include a member not yet on the graduate faculty. Together, the student and Thesis Director need to ascertain the timetable that will fulfill the Graduate Office requirements for theses and graduation.

Students may take thesis hours after completion of their coursework, or during the completion of their last hours of coursework. Thesis hours are offered as 3-hour units; each 3 hours should show closure on some portion of the work toward the thesis. If taken separately, an incomplete may be taken in the last 3 hours (but a grade is expected in the first 3 hours).

Every thesis, creative or literary, should have a critical introduction in which the writer explains the thesis’s theoretical approach, methodology, and/or genre, offers a critical literature review, and conveys the thesis’s contribution to a particular literary field, genre, or craft. The Thesis Director will discuss a list of literary, creative, &/or critical texts (as applicable) that are pertinent to the subject and nature of the thesis.

Grades given for thesis hours are not a substitute for the acceptance of the thesis by the Thesis Committee. Oral defense of the thesis before the committee constitutes the Comprehensive Exam for the degree. Results must be forwarded to the Office of Graduate Studies and Research on the forms "Report of Committee on Thesis Examination" and "Report of Comprehensive Examination."

See Appendix B for the Guide for the Preparation of Theses, Field Studies, and Scholarly Studies. This helpful guide from the Graduate School contains important information about thesis format and provides a sample title page, as well as necessary forms.
Graduate Assistantships

General Information

Graduate Assistantships are awarded on a competitive basis to qualified degree-seeking graduate students. The Assistantships offer assignments in teaching, tutoring, research, editing, or administration. They are designed to offer students supervised educational experiences at the graduate level. Assistantships may be offered on a semester or academic year basis. Half-time assistantships may also be available; in this case, tuition remission is pro-rated, depending on the program.

Orientation

Orientations for new graduate assistants are held prior to each fall semester. The Graduate Office orientation and the English Department orientations occur during the course of two days during the week before classes begin.

Assignments and Work Load

Graduate Assistants are an integral part of the English Department and are expected to support its activities, especially those with direct impact on their own education. This is especially true of attending visiting lectures and readings in the Reynolds Writers and Readers Series and the Explorations Lecture Series. In addition, student and faculty readings, lectures, and receptions also occur throughout the academic year. GA’s are expected to contribute to the offerings, as well as attend the events.

Assistantships assigned on a half-time basis carry a workload of 10 hours per week. Assistantships assigned on a full-time basis carry a workload of 20 hours per week. The University considers 20 hours per week full-time employment (following IRS guidelines). Full-time GAs may NOT hold any additional employment positions at UNK. The stipend for 2011-2012 is $9100. The Department expects GAs to treat their positions with respect and professionalism, and to regard the graduate assistantship as their primary occupation; therefore, other forms of employment (non-UNK) are strongly discouraged. If a GA holds more than a half-time position elsewhere, he or she may be asked to relinquish the assistantship.

Temporary leave from assistantships due to brief illness, family emergency, etc., are granted by the Department and reported to the Office of Graduate Studies and Research.

Teaching Assignments

Most graduate assistant are assigned to teach sections of English 101 and 102 under the direct supervision of the Composition Coordinator. English 805 (Teaching of Composition) is required for teaching assistants; if ENG 805 is not available when a student begins his or her GA, the student must take the course when it is next offered. Some GA’s may be mentored during their first semester at UNK; this involves shadowing a professor who is teaching ENG 101 and grading essays.

Tutorial Assignments (University Writing Center)

Some GAs serve as half-time or full-time tutors in the Writing Center. This work is intensive one-on-one tutoring with undergraduate (and sometimes graduate) students in need of assistance with writing. This work is valuable training for teachers. GA’s who serve as tutors work under the direct supervision of the Writing Center Director, both in terms of their schedule and performance. The Coordinator provides an orientation of the tutoring duties, as well as a semester or annual evaluation of the tutor’s performance.
Research Assistantships

The Department occasionally has the opportunity to assign a graduate student to a research or editorial assistantship for a publication or a faculty member's research project. The editor or faculty member becomes the immediate supervisor for the RA, providing orientation and annual evaluation.

Annual Review of Graduate Assistants and Evaluation Portfolio

Each spring semester, GA's receive an Annual Review. They must submit an Evaluation Portfolio to the Graduate Director. The portfolio should include the eight items listed below. Please see the Portfolio Protocol and Rubric section of Graduate Program Assessment in this Handbook for details about how this portfolio will be evaluated and assessed. It is advisable to meet with the Graduate Director early in the spring semester to discuss portfolio materials. The evaluation portfolio remains on file in the English Department office; it is consulted later for annual assessment purposes, as well as guidance for faculty who are writing letters of recommendation for students.

1) Current curriculum vitae or resume
2) Self-assessment of student’s academic goals and achievements
3) Statement of teaching strategy, goals, philosophy, and accomplishments
4) Course syllabi and sample assignments
5) Student evaluations—statistical scanning sheets called “Student Evaluation Questionnaire” (See the pages following “The Expository Writing Program” for a copy of this sheet) and any written evaluations from students
6) A critical essay written during the FIRST 6 hours of coursework (second year review should include a critical essay written during LAST 6 hours of coursework)
7) Composition Coordinator’s evaluation of teaching and/or Writing Center Director’s evaluation and/or a faculty supervisor’s evaluation
8) Evidence of participation in scholarly, creative, and/or service activities (this may be listed on your vitae; you may also wish to submit materials, if relevant)

GAs should inform the Graduate Director of their teaching schedule and days/times when a class visitation would work well. It is common practice for the Composition Coordinator to visit each new GA’s classroom in the fall semester and to write an evaluation. The Graduate Director visits the new GA’s classroom in the spring, and incorporates the teaching evaluation into the Annual Review. In the second year of an assistantship, GAs are evaluated by their supervisors only, but an evaluation portfolio needs to be submitted to the Graduate Director.

Reappointment

GA reappointments are subject to eligibility, and the evaluation of the Graduate Director and English Department Graduate Committee. Typically, a GA position is renewed if a student has performed well academically and done a good job teaching ENG 101, tutoring, or serving as a Research Assistant. Academic performance is evaluated annually by the Graduate Director and is used in addition to the other evaluation portfolio materials to determine whether or not a student is eligible for reappointment. A minimum GPA of 3.0 is a necessary requirement for GA reappointments. Good teaching evaluations are also required for the renewal of a GA. A GA position may be awarded twice to full-time, degree-seeking students; a student who seeks a third-year GA needs to appeal to the Graduate Dean.
Policies Concerning the Graduate Assistant

(Other University of Nebraska at Kearney policies are described in the Graduate Catalog)

Periodic meetings are held between the Graduate Assistant and the supervisor in order to provide any help the assistant may need.

Graduate students must be fully admitted to a degree program prior to the awarding of an assistantship. Graduate Assistants are required to maintain a minimum GPA of 3.0.

Graduate Assistantships are awarded on a competitive basis to qualified, degree-seeking students and are intended to provide support to students pursuing a graduate degree. The Assistantships offer assignments in teaching, research or administration.

Graduate Assistants employed full-time will be awarded tuition remission equivalent to one-half of the total credit hours in their Graduate Degree Program per academic year. Tuition remissions for Graduate Assistant appointments less than full-time will be prorated accordingly. The Health Fee is the only fee covered; the student is responsible for all other fees. Remissions will apply only to coursework applicable to the approved program listed in the graduate catalog. The Graduate Assistant will pay all tuition and fees for courses that do not meet the above criterion. These remissions may be utilized during the semester(s) of a Graduate Assistant appointment and the following summer sessions.

The University considers twenty (20) hours per week as full-time student employment. Assistantships assigned on a full-time basis carry a workload of twenty (20) hours per week and a half-time assistantship carries a workload of ten (10) hours per week. A Graduate Assistant may hold more than one part-time position on campus, if the total hours do not exceed 20 hours per week. However, since assistantships are salaried positions, Graduate Assistants may not be employed in hourly-wage positions while on assistantship appointments.

Temporary leave from assistantship duties due to brief illness, family emergency, etc., are administered by the department and reported to the Office of Graduate Studies and Research.

Individuals receiving an assistantship are expected to complete a minimum of six graduate hours each semester. These graduate hours must be applicable to the student’s graduate program of study. Summer assistantships require that the graduate student be enrolled in a minimum of four hours.

An exemption waiver for taking less than six (6) credit hours may be granted if it is the last semester of study and the assistant will graduate at the end of that semester.

The Graduate Assistant is directly responsible to the department head/chair. The department head/chair has the prerogative of assigning the Graduate Assistant to a full-time faculty member who supervises and evaluates the work of the assistant. Periodic meetings are held between the Graduate Assistant and the supervisor in order to provide any help the assistant may need.

Graduate Assistants may be assigned teaching, research or administrative duties. The department will clearly identify these duties. A combination of the three types of duties is possible.

A Graduate Teaching Assistant is generally asked to teach the equivalent of six (6) credit hours of courses or labs. Office hours and class preparation for a Teaching Assistant should be included in the assignment.

- The Graduate Assistant appointment is not classified as a regular faculty member. Consequently, the normal benefits, i.e. leaves of absence, retirement plan, sick leave, insurance, etc., assigned to a regular faculty member, do not apply to Graduate Assistants.
- In their role as teachers, Graduate Assistants are responsible to the students with whom they work, and for their departmental duties.
- The Graduate Assistant is not held to the same number of office hours as a full-time faculty member. However, the Teaching Assistant must post and maintain a limited schedule of office hours.
- The Graduate Assistant should expect the department to initiate activities that will provide profitable experiences contributing to the professional development of the student.
- As a member of the department in which duties are assigned, the Graduate Assistant may be required to attend departmental meetings.
- Any clarification of the responsibilities or privileges desired of the Graduate Assistant may be directed to the department head/chair, graduate program committee chair, or the Graduate Dean.

Successive assistantships may be awarded to a student at the discretion of the department and are subject to successful degree progress, as described above. Graduate students are generally awarded an assistantship for no more than two (2) years per program. The Dean of Graduate Studies and Research must approve an appointment exceeding two years.

- Graduate Assistants are granted the same library privileges as faculty members.
- Graduate Assistants are also eligible to use Student Health Services. The student health fee is a benefit that is paid each semester by the University.
- Contact the Financial Aid Office for clarification on all loan eligibility and loan deferral requirements.
- The departmental supervisor will submit an evaluation of the Graduate Assistant’s performance. These forms are provided by the Office of Graduate Studies and mailed to departments near the end of each academic year. The Graduate Assistant is expected to review the evaluation with his or her supervisor and sign the report.
- Three graduate students are asked to serve as representatives to the UNK Graduate Council for a one-year term. Generally, these positions are filled by Graduate Assistants. These students attend the Graduate Council meetings, share concerns and ideas of graduate students, and serve as voting members on the UNK Graduate Council.
- Of chief importance is a Graduate Assistant’s successful progress in graduate study.
The Composition Program

Description

First-year composition courses (ENG 101 and 102) are part of the General Studies program. English 101 is designed to introduce various aspects of critical thinking and analytical writing, while English 102 is reserved for research writing methods, primarily for use in other university courses. The readings for both courses should be cohesive, substantial, and intellectually challenging. We want to introduce students to the way(s) knowledge is made in an academic community. Academic writing is not only the communication of discovered and objective knowledge but also, and even primarily, the process of inquiry that generates new knowledge. Therefore, both English 101 and 102 have goals that go beyond the formal and correct presentation of ideas. We strive to create a classroom context that introduces first-year writers to an explicitly interpretative approach to knowledge that connects reading, writing, and thinking. English 101 and 102 are courses in intertextuality; that is, we teach student-writers how/why knowledge is based fundamentally on an interactive exchange among texts and voices. Students need to understand that texts are open to question and reasonable interpretation. We can give student-writers the opportunity to arrive at a thoughtful point of view by allowing them to explore and develop their reactions to various (types of) texts, including autobiography, creative non-fiction, critical essays, and other academic writing.

Student-writers, advanced as well as beginning, often share an assumption that writing is a simple “skill” that simply needs to be “perfected.” In order to contest that assumption, we must teach the writing process as a mode of thinking and inquiry. In presenting the writing process, instructors should teach revision as a primary strategy that student-writers can and will master in English 101 and 102. We encourage revision through assignment sequences, peer response, and timely feedback from the instructor. It may also be wise to enact a policy that allows students to resubmit any graded paper — as long as it has been conceptually revised.

First-year students need to be prepared for the tasks of reading, writing, and thinking in a university setting. We need to model for them the ways writers work with the conventions of academic discourse and to encourage in them a thoroughgoing awareness of writing as a both a process and a product.

The format of English 101 and 102 courses adheres to certain specific standards. All students in both English 101 and 102 should produce 25-30 pages of typed, “finished” writing. In English 102, at least one project should be an eight- to ten-page research paper. When possible and/or desirable, writing tasks should follow sequences that build on prior assignments. Dialogue should be a key pedagogical strategy; we want to actively encourage students to talk both to us and to each other about the readings and their written responses to them. The activity of peer groups will have to be taught; we should not assume that students naturally know how to discuss a text or critique a draft.
Textbooks

You are encouraged and may be required to follow a common syllabus for the first term of your teaching assistantship. This will enable you to have a common reference point for your discussions in both English 805 and in your own discussions with peers and colleagues. You may assign a writing handbook of your own choosing.

Teachers of English 101 and 102 commonly use anthologies of short essays that present the writing process within intellectual communities and academic contexts. Certain books, articles, and literary texts may also be used; please consult with the Composition Coordinator before making any such adoptions. You will find samples of acceptable composition readers and writing handbooks in the department conference room (Thomas Hall 202C).

Classroom Responsibilities and Syllabi

During orientation, teaching assistants will receive specific guidelines for preparing a syllabus. Syllabi should include the following components: contact information and office hours; a clear and detailed plan for the term’s workload; course policies dealing with attendance, late work, and academic dishonesty; and a clear and detailed schedule of assignments and expectations. While it is possible to make slight adjustments as the semester progresses, the syllabus is a contract that should, within reasonable limits, be followed at all times. A well-written syllabus is also the best protection in case of a grade appeal. See the pages that follow this section for a sample syllabus that may be adapted for both English 101 and English 102.

Make use of the “Policy on Plagiarism” from the UNK Student Handbook. Remember that most students are inexperienced academic writers — they do not fully understand the conventions of quotation, citation of sources, or the concept of intellectual property. You will need to teach standard citation conventions and have students follow the models provided in a handbook or other writing resource.

All major writing assignments should be given to the students in the form of a written assignment, either as a handout or a posting on the Blackboard course site. Be sure to give the students appropriate lead-time, up to a week whenever possible. That time is important, especially if the student chooses to visit the UNK Writing Center. A consultant must have a clear idea of what the assignment is in order to respond effectively to a student’s ideas and problems. A written assignment is protection from student complaints that they “didn’t know what you wanted” as well as from lengthy conferences with absentees who did not receive oral instructions. Like the syllabus, the assignment sheet represents a sort of contract; if it is clearly and explicitly written that students are to analyze and interpret text Z, then you may justifiably reject a paper on a totally unrelated topic.

Classroom discussions should be germane to the particular assigned text and to the process of teaching writing. You may need to help the class avoid unproductive digressions into subjects that are tangential. Focus discussions on the particular style, meaning, themes, and writing strategies of the texts. Remember that, as a discussion
leader, you must model critical habits of mind, demonstrate how to raise analytical questions, and present issues that students have not considered. The text-based nature of our writing classes requires that students respond primarily to the assigned texts. Students are not to write reports consisting solely of their personal experiences or opinions; they are to engage in analysis and interpretation. ENG 101 and 102 are classes in "close reading" of texts and intelligent responses to that reading.

Graduate Teaching Assistants are required to attend all scheduled classes. If you must be absent from a particular class session, you should try to find a peer or colleague who may stand in for you; if this is not possible, be sure to clearly communicate with students about the assignment(s) during your absence. Please inform the department secretary of your absence, and she will post a sign outside your classroom door canceling your class. You should also inform the composition coordinator to ensure there is no confusion about who is to be where. You are not to leave at the end of a semester without completing your responsibilities to grade all papers and exams and to submit your grades using the WebSmart system.

Although final exams are optional, GTAs must meet with their classes during final weeks, even if it is only to collect or return final writing assignments.

Finally, be sure to keep copies of all syllabi, student evaluations, and grade reports. Failure to do so complicates the yearly evaluation process.

Please be aware that assistance and support are always available from the Composition Coordinator, Director of Graduate Studies, Department Chair, senior faculty, and other GTAs.
UNK's General Studies (GS) composition program is a two-course sequence (ENG 101 and 102) informed by a text-based writing curriculum. One of the primary goals of these courses is to allow student-writers to perceive and practice some of the ways that knowledge is gained in an academic community. Our pedagogical approach assumes that knowledge is enacted through a process of analysis, interpretation, and application in the service of academic inquiry – that is, it relies on the premise that success at university depends not only on the ability to read and write but also on the ability to ask questions and to develop strategies for accessing relevant information of all kinds. Composition is required of all students because of the belief that what they learn about reading, writing, listening, speaking, and thinking in English 101 and 102 will be transferable to other parts of the curriculum.

English 101 is designed to introduce students to various aspects of critical thinking, and English 102 is designed to build on that work by introducing students to research writing in the university. The readings for both courses should be substantial, appropriately complex, and intellectually provocative. We should also strive to introduce students to the ways in which knowledge is (re)made in an academic community by moving beyond the formally correct presentation of ideas and arguments. We must create a classroom context that exposes student-writers to an interpretative approach to knowledge-making, specifically, dialogic reading, writing, and thinking.

In this regard, English 101 and 102 are courses in intertextuality — knowledge as a “dialogue” among readers, writers, and texts. Assigned readings should demonstrate that knowledge is collectively made in our community, both in terms of thinking through an idea and in terms of contesting or thinking against an idea. Students need to self-consciously understand that texts are open to question and that their meaning is often indeterminate. We must give students an opportunity to arrive at a considered point of view by allowing them to explore and develop their thoughtful reactions to various types of nonfiction texts.

Student-writers at all levels may assume that writing is a “skill” that simply needs to be “perfected.” In order to challenge this view, we must teach the writing process as a mode of thinking and inquiry. Revision should be taught as a primary activity, one that student-writers begin to practice in English 101 and 102 but continue to employ throughout their academic and professional lifetimes. We may encourage the habit of revision through assignment sequences, by setting aside class sessions for peer review, and by allowing, as appropriate, student-writers to resubmit graded assignments – as long as they have been conceptually revised rather than simply edited. Composition faculty should present revision in such a way that students realize that understanding is a recursive and revisionary process. Learning to write is learning to revise.

Ideally, English 101 and 102 courses use selections of short essays to present the writing process within the academic context of composition studies; full-length texts may also be used. Please consult with the composition coordinator for specific suggestions.

First-year students need to be prepared for the tasks of reading, writing, and thinking in the university; we need to model for them the way(s) we work within the conventions of academic
discourse and to encourage in them a self-awareness of writing as both a process and a product. That said, we need not grade according to a rigid formula of correctness. Rather, we prefer an holistic approach to grading, with the pedagogical flexibility to emphasize both process and product as/when appropriate.

The format of English 101 and 102 courses varies by instructor but, in all cases, adheres to a certain few expectations. Students in both English 101 and 102 should produce roughly 25-30 pages of typed, "finished" writing. In English 102, at least one project should be an 8-10 page research-based paper. All things being equal, each essay or project should follow a sequence of required readings and assignments that leads students to individual points of view regarding the topic(s). Each writing assignment should follow a sequence that builds on other prior writing assignments. Dialogue should be a key pedagogical strategy because it encourages students to talk not only with us but with each other about the readings and their responses to them. Specific tasks should be required from peer workshop groups – we should not assume that students "naturally" know how to critically but constructively respond to academic writing.

Classroom Responsibilities

Your syllabus should include the following components: contact information, a clear and detailed plan for the term's workload, and a clear and detailed schedule of assignments and expectations. Your syllabus is a contract that, within reasonable limits, you are obligated to follow. You may need to make slight adjustments as the term progresses, but you must provide a stable platform so that students know what they will be doing and can plan and prepare for each class.

Make use of the "Policy on Plagiarism" from the UNK Student Handbook. Remember that most students are not experienced academic writers; they do not understand the conventions of quotation, citation of sources, or the various formats associated with academic prose. You will need to teach MLA and/or APA conventions to the students and have them follow the models provided in a handbook or other guide. Please advise the composition coordinator of any (potential) plagiarism cases with which you may deal.

Most composition instructors make use of peer review and multiple drafts and, in some cases, allow students to revise their papers after they have been graded. You will need to teach strategies for responding to papers. Students may even need to be shown essays and read texts that address various models for responding.

Some instructors use grading rubrics, while others grade holistically. Whichever method or combination you use, grades should be based on both content and logic/argument, reflecting the quality of the thought process therein. Which is not to say that we ignore grammar, style, and the conventions of standard Academic English. However, we do not grade only for sentence-level errors. We primarily grade the degree of reflexivity and the level of engagement exhibited by the student-writer.

Classroom discussions should be germane to the assigned text(s) and to the process of writing. Do not digress or wander into subjects that are tangential to the text/topic under discussion. Focus discussions on the particular style, meaning, and themes of the texts. Remember that, as
the leader of discussion, you must model critical habits of mind, demonstrate how to raise analytical questions, and raise problems in the texts that students may not see. You are not the person who always has "the answer"; you are the person who will help students formulate, argue, and provide evidence and support for their own questions and conclusions. The text-based nature of our courses demands that most, if not all, student writing respond specifically to the texts read in a given class. Students should not be asked simply to record/report their opinions; they are expected to engage in an analysis and interpretation of the specific text(s) assigned. This is a class in the close reading of texts – and intelligent written responses to that reading experience.

Instructors are expected to attend all of their classes. If you must be absent for a particular period(s), inform the department and the composition coordinator, and attempt to find an instructor who may stand in for you. If this is not possible, be sure to provide clear instructions regarding the assignment(s) during your absence. You are not to leave for the term without fulfilling your responsibilities to grade all papers and exams, and to submit final grades via WebSmart.

Although final exams are optional, you must meet your class(es) during Finals Week, even if it is only to collect a final writing assignment.

All major writing assignments should be given to students in the form of a typed assignment sheet; try to give the students a fair amount of lead time – perhaps a week or ten days. Lead time is crucial, especially for students who hope to visit the writing center. As important, a writing consultant must have a clear idea of the assignment to effectively respond to a student's work. A written assignment is also protection from student complaints that they "didn't understand what you wanted"; if it is clearly and explicitly written that students are to analyze and interpret text X, then you will not have to field excuses/reasons if/when someone submits an essay on a totally unrelated topic.

Your teaching performance for the academic year will be evaluated by the composition coordinator and by the department chair. Be sure to keep copies of your syllabi, student evaluations, and grade reports. Failure to do so complicates the evaluation process.

Please be aware that assistance is always available to you from the composition coordinator, department chair, other senior faculty, and your own colleagues.

Finally, please remember that students are not our adversaries in the learning process. The policies outlined here, when followed consistently, help protect our relationships with students from becoming unnecessarily contentious. Our students have a finely tuned sense of what is fair. Treat them with fairness and respect, and you can expect the same in return.
English 101
Expository Writing I

Course: ENG-101-06
Call Number: 10896
Days and Time: MWF 12:20-1:10 p.m.
Room: Thomas Hall 113
Website: http://blackboard.unk.edu/
E-mail: cautrelldc@unk.edu

Instructor: Dr.
Office: Thomas Hall
Office Hours: MWF 10:10-11:00 a.m.
or by appointment
Phone: 865-8099 (office)
865-8299 (department)

Purpose of General Studies: The UNK General Studies program helps students acquire knowledge and abilities to understand the world, make connections across disciplines, and contribute to the solution of contemporary problems.

Learning Objectives: In addition to those objectives required of all General Studies courses, students in English composition will
1. demonstrate the ability to form and support a coherent position on an issue,
2. demonstrate the ability to write and speak in a formal manner appropriate to the audience, and
3. demonstrate the ability to read, speak, and write "expressive" as well as "transactional" language, i.e. to develop and understand the role of voice in communication as well as the message itself.

RATIONALE
• English 101 is intended to build on students' prior writing (and reading) experiences. Our primary goal is to become more self-aware of and thoughtful about the ways ideas and opinions are turned into well-reasoned arguments. To reach that goal, we will explore how (and why) such arguments are developed, organized, and expressed in academic contexts as well as study the effective use of invention, revision, and other writing strategies.
• As with any course, English 101 will develop its own distinctive trajectory as the semester progresses. We might productively begin, however, with the following questions: What skills or qualities do effective writers possess? What does it mean to talk about effective reasoning or argumentation? What are the defining characteristics or features of an effective argument? What role do grammar, mechanics, spelling, and punctuation play in reading and writing? Are they central, irrelevant, or somewhere in between? Finally, and most important, how and why are effective writing and argumentation essential to public life? Why bother developing these skills?

TEXTS
(Texts may be found at our campus bookstores or through other booksellers.)

- All students are expected to purchase the UNK Freshman Guide to Composition (2008).

• Required:

• Recommended:
  - A reliable writing handbook (Bedford, Penguin) as well as a college dictionary (Oxford, Webster).

• Students will respond to and offer observations about the material in these books (as well as certain handouts) during class/group discussion and in online discussion, journals, responses, and essays. The number and kinds of assignments vary by semester, but in all cases, students will have ample opportunity to apply the readings to their writing (and vice versa).
• Daily reading notes are required for each new reading assignment and will be collected for participation credit at my discretion. Unannounced reading quizzes may be administered at any time and will also count toward students' participation grades.

IN-CLASS JOURNALS, TAKE-HOME RESPONSES & ONLINE DISCUSSION
• 45% of final grade (10% for discussion postings, 15% for in-class journals, 20% for take-home responses).
• Roughly ten times during the semester, I will ask students to write an in-class journal entry of approximately one-half page (150 words). In addition, students will submit a take-home response paper (300-600 words) every
other Tuesday unless I indicate otherwise. You are also expected to post at least twice a week to the course’s online discussion forum. Beyond addressing the specific questions posed in those assignments, I ask only that you take them seriously; they become a waste of time only if we treat them as such. Indeed, I encourage everyone to be as creative and thoughtful as possible in making them useful and relevant, both to English 101 and to other contexts.

ESSAYS
• 35% of final grade (10% per essay, 5% for essay exam).
• Students will write three formal essays of 900-plus words each. An essay exam will also be administered during Finals Week. There will be at least two peer review sessions while drafting each of the papers to ensure that you receive feedback from someone other than me — that is, from classmates and peers. I will discuss the specific formatting guidelines for the essays prior to our work on the first. For now, please remember that when submitting a draft or finalized essay, you are to use a two-pocket folder or large butterfly clip to ensure all associated notes, previous drafts, and peer reviews are securely in one place. Loose materials will not be accepted.
• If you do not include the items mentioned above, your essay will be returned ungraded. If you simply do not have those materials, whether due to your absence or your misplacing them, you will be penalized 1/2 letter grade (5%) per item on your paper’s final grade — including subsequent revisions of it.

REVISION
• Because revision is essential to effective academic and public writing, I encourage students to revise through the end of the semester. I will discuss the exact procedure for revision (and the way in which it affects your grade) after you submit your first essay. Please be aware, however, that spelling and grammatical corrections are not sufficient; such corrections are a form of editing, not revision.

PARTICIPATION & ATTENDANCE
• 20% of final grade (10% for participation, 10% for attendance).
• I regularly note how active students are during class discussions and group work. Do not be afraid to ask questions or to disagree with each other or with me. A classroom is never closed to the constructive exchange of ideas and information. Our main concern is mutual understanding, not uncovering a single indisputable answer. Posing questions shows a willingness to learn and is never a “dumb” thing to do.
• Early in the semester, students will be assigned to peer groups. Those groups will work together extensively throughout the semester — both inside and outside class. Participation grades often depend on group sessions, so you should make a serious commitment to any and all such activities. As long as every member of a group applies herself with diligence and respect, few difficulties should arise. If anything should occur, however, please let me know as soon as possible. I will do everything I can to ensure the groups are productive. (Attendance is required for all peer activities, and peer work cannot be made up.)
• Unexcused absences will affect your grades for in-class work and participation and, consequently, will have an effect on your final grade. Accruing four or more unexcused absences may also constitute grounds for failing the course.
• Legitimate excuses include participation in intercollegiate athletics (if prior notification is given), religious holidays, military service, and documented illnesses or family emergencies. Regardless of your presence or absence, you are responsible for getting assignments to me on time as well as finding out about assignments you may miss. If you know in advance that you will be gone, I would appreciate prior notice; it is always better to identify (and, if possible, remedy) potential problems or concerns before your absence.

GRADING
• While much of a student’s grade will depend on journals, responses, formal essays, and participation, other factors can and will make a significant difference, including regular attendance, being prepared for class — this means completing all reading and writing assignments! — and turning in assignments on time and in the correct format.
I give each student a printed grade update three times during the semester. Of course, you may also ask me about your progress at any other time during the term; I will do whatever I can to help.

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UNK WRITING CENTER

Students who want or need additional help with any aspect of their writing — brainstorming, research, drafting, revision, editing — should seriously consider visiting a consultant in the writing center (Calvin T. Ryan Library, <http://www.unk.edu/acad/writing_center/>). The center’s services are free, so I encourage anyone and everyone to take advantage, both now and throughout their UNK careers.

STUDENTS WITH DISABILITIES

The university is committed to supporting students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities, you are encouraged to stop by Student Affairs, room 163, to make an appointment with David Brandt, the UNK disabilities coordinator (308-865-8214 or <brandtdl@unk.edu>). If you have an accommodation plan, please see me as soon as possible so we can make any arrangements necessary for your learning. No accommodations can be provided until a Reasonable Accommodation Plan is in place. Plans are not retroactive and cannot be used for assignments prior to the date of my signature.

To the greatest extent possible, university representatives shall observe confidentiality with respect to any request for accommodation.

OTHER COURSE POLICIES

I apply all policies as equitably as humanly possible. No exceptions are made beyond those prescribed by the university. Should you have questions or concerns about your attendance, grades, or course performance, please arrange to meet with me during my office hours or at another time that is convenient.

Academic misconduct (including plagiarism, collusion, and multiple submission) is not tolerated. Please review the university’s policies (UNK Student Handbook) for further details.

Make-up work is allowed only in those instances when a student has a legitimate excuse for being absent.

Recordkeeping is an unpleasant but necessary part of any course. Students are expected to keep copies of all work done for this class until final grades are submitted and grade appeals (if any) have been concluded.

Cell phones and other electronic devices must be turned off during class. Anyone whose device rings, beeps, vibrates, or otherwise disrupts class business will be asked to leave and will not receive credit for attendance, participation, or in-class work for the date in question. Anyone texting, surfing the Internet, or otherwise engaging in non-class activities during class time will also be asked to leave and will face similar penalties.
TENTATIVE SCHEDULE FOR SPRING 2008

Wk01  • Mon 01/14 • Introduction to English 101
      • Wed 01/16 • Begin reading Jacobus, A World of Ideas

Wk02  • Mon 01/21 • *NO CLASSES: MLK, JR. DAY*

Wk03  • Mon 01/28 • Begin take-home responses & online discussion

Wk05  • Mon 02/11 • Post full assignment for Essay One (Analysis 1)

Wk06  • Wed 02/20 • Begin drafting and workshopping Essay One

Wk07  • Mon 02/25 • Essay One due

Wk09  • Mon 03/10 • Post full assignment for Essay Two (Analysis 2)
      • Fri 03/14 • *LAST DAY TO DROP A CLASS*

Wk10  • Mon 03/17 • *NO CLASSES: SPRING BREAK*
      • Wed 03/19 • *NO CLASSES: SPRING BREAK*
      • Fri 03/21 • *NO CLASSES: SPRING BREAK*

Wk11  • Wed 03/26 • Begin drafting and workshopping Essay Two

Wk12  • Mon 03/31 • Essay Two due
      • Wed 04/02 • Begin reading Rodriguez, Hunger of Memory

Wk14  • Mon 04/14 • Post full assignment for Essay Three (Argument)

Wk15  • Wed 04/23 • Begin drafting and workshopping Essay Three

Wk16  • Mon 04/28 • Essay Three due
      • Wed 04/30 • Begin English 101 wrap-up
      • Fri 05/02 • *LAST REGULAR CLASS PERIOD*

FINAL • Mon 05/05 • Final Essay Exam due by 1:00 p.m.
ENG -102 -9 EXPOSITORY WRITING II (12913)

M-W-F 12:20-01:10PM THOMAS HALL 214

Dr. Thomas Wayne. Office hours M-W-F 11:15-12:15, M 2:45-3:45 by appointment

Office Phone X8295. Email Dr. Wayne @unk.edu

Required texts: This course will not have any required texts. All course material is posted on Blackboard.

Course description: This course is designed to develop the students’ ability to analyze arguments, create their own arguments, and conduct research in a variety of contemporary mediums.

Course Goals: At a minimum, you will be expected to master the following skills to pass this course.
1. Understand, recognize, and use Aristotle’s three Classical claims and appeals.
2. Support your claims with detailed and specific examples.
3. Incorporate quotations properly into your writing.
4. Write grammatically correct assignments.
5. Employ the use of action verbs, avoid vague language, and research a topic.

Attendance: Your attendance is mandatory. You have 3 absences for emergencies and illness. Use them strategically. Any prolonged illnesses or emergencies should be handled through the Dean’s office. Each absence over 3 will result in your final grade in this course being dropped a half a letter grade (i.e. 87 to 82). If you’re late, then you’re absent. You are responsible for missed assignments, so get in touch with me or other students to get any materials you need.

Disabilities: Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services, students must be registered with UNK Disabilities Services Coordinator, David Brandt, in the Academic Success Office, 163 Memorial Student Affairs Building, 308-865-8214 or by email brandtdl@unk.edu.

Course requirements: All assignments are due at the start of class in paper form or uploaded to Blackboard. No assignments will be accepted by email, flash drive, or disc. Late papers are deducted one letter grade each 24-hour period after the due date.
1. Critical Responses are due for the class in which the text is discussed in class—no exceptions. All assignments must be double spaced in 12pt font, typed, stapled, titled, margined at 1” around, and numbered on all pages. A header must include your name, paper [or summary] #, revision #, and Dr. Wayne in the upper left corner. Papers failing to follow the guidelines will not be accepted. Critical Responses must be at least one full, type-written page. Bring it to class for discussion.
2. Presentations must be accompanied by a written version of the research.
3. Major papers must follow the same formal guidelines as critical responses.

Grading matrix: 1. Average of all critical responses 30%
2. Class participation, Blackboard postings, and exams 20%
3. Major papers 50%.

Evaluation Criteria for Papers: Generally, papers are evaluated 60/40 percent, content/form. Content includes quality of ideas, language, development of argument, and organization. Form includes grammar/syntax, mechanics, spelling, and integration of sources. No use of contractions or phonetic spellings [for example, UR does not pass for “you are”] See our Blackboard page for a detailed criteria of evaluation standards.
Page counts: Each required page of writing dictates that you write one FULL page of text, including the required header, title, and 1" margins. Total page count does not include a works cited, title page, or footnotes. Any assignment that does not meet these minimum requirements will earn a failing grade without any comments from Dr. Ficociello. You will not have the option of revising a paper that does not meet the minimum page requirements.

Critical Responses: You will write a critical response for every reading assignment, unless otherwise instructed. At the semester’s end, I will average your scores. See attached below for criteria.

Conferences: Conferences are not required but encouraged, particularly in the revision process. Conferences count significantly towards your class participation grade.

The Writing Center is located on the top floor of the C T Ryan Library for peer tutoring and feedback on creative and analytical writing. http://www.unk.edu/academics/writingcenter.aspx?id=873

Class participation: Each student’s involvement in class discussions is imperative to the success of the course and group work. Treat other students as you would like to be treated. Your participation during in-class work is expected to be active; hence, physical attendance does not equal class participation. You will be marked absent if sleeping, texting, or anything similar. Your conduct during in-class work is considered essential to the academic progress of the entire class.

Classroom Conduct: The classroom must remain free of any conduct that could be considered harassing, disorderly, or disruptive. All students must maintain high standards of personal behavior and demeanor. Students have a right to a learning environment unimpeded by interference resulting from inappropriate or disruptive behavior of fellow students. Electronic devices must be out of view or you will be marked absent. No laptop use in class. No tobacco use.

Major Papers: You will be required to complete 2-3 out-of-class essays/projects, 2 in-class essays, plus a final exam/essay. You must submit all of the essays to pass the class. All work that is not submitted as scheduled will be deducted 10 points every 24 hour period past or class time. Papers must be submitted on time to be eligible for a revision. If you’re having problems, do not wait until the last minute to get in touch with me. You may revise any out-of-class paper provided we conference about the paper or you visit the writing center.

Offenses of an Academic Nature: Plagiarism will not be tolerated. Adherence to ethical standards is obligatory; members of the college community are expected to be honest and forthright in their undertakings. To falsify the results of one’s work, to present the words, ideas, data, or work of another as one’s own, or to cheat on an examination, is a serious offense. If it is proven that a student, in any course in which he or she is enrolled, has knowingly committed such a violation, suspension from the course and a failing grade in the course may result. Due process is accorded to students in the event of any alleged violation of college regulations.

Daily Assignments: These will be posted during class time and on the course Blackboard page. You are responsible for checking the homework. Below is a general guide to the reading assignments, but these are subject to changes.
Critical response criteria, focus, organization and general suggestions

Paragraph One [9-12 sentences]
1. Identify an issue, question, and/or approach to a theme in the text that the author/text seems to be making and answering; look to the title, main characters, introductory and concluding paragraphs for direction; introduce the text, author, and issue in the first sentence. For example: Gloria Borger's essay, "Barbi's Newest Set of Values," provides significant insight into the teaching of consumerism and materialism to children barely able to talk.

2. Identify the type of explicit claim [substantiation, evaluation, and/or policy] the author/text is making; Poe claims that the short story should be read "at one sitting" in order to achieve a "totality, or unity, of effect."

3. Possibly, identify an implicit claim using deductive or inductive reason, outside knowledge, or a reinterpretation of the narrative or poem.

4. Summarize the narrative or essay using specific textual details via a combination of paraphrase, quotations, and your observations or conclusions.

5. Avoid vague language, such as many, some, several, often, always.

Paragraph Two [9-12 sentences]
1. Transition sentence. For example: Poe's remarks about the short story remind me of the movie Reservoir Dogs, where a series of vignettes eventually achieve a totality at the movie's final scene.

2. Make your own claim about the text. For example: I agree with Borger's assertion that brand names and American value systems are closely related, especially because of the short attention span contemporary advertising expects us to possess.

3. Support your claim by relating the text or claims: a. to other texts, or b. to larger implications, or c. to personal experience

4. Do not continue to summarize the primary text and do not repeat conclusions from the first paragraph.
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<td>Week 1</td>
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<td>The customer is always right? In 5 paragraphs, you can be, but first…</td>
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<td>A brief introduction about introductions [and conclusions] via Blackboard</td>
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<td>Drafts for Peer Reviews</td>
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<td>Barbie's Newest Set of Values</td>
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<td>The Language of Advertising Claims via Blackboard</td>
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College of Fine Arts and Humanities
University of Nebraska at Kearney
STUDENT EVALUATION QUESTIONNAIRE

Please read instructions carefully.

Please give your responses serious consideration. Your views can affect (1) whether non-tenured faculty keep their jobs, and (2) whether tenured faculty receive raises and promotion. Faculty members will have the opportunity to review the evaluation after the final grades are determined. Students shall always have the opportunity to sign or not sign this evaluation form.

Student Signature (optional and not required)

On the bottom of the answer sheet indicate the Faculty member's name, section number, and title of course. Use only a No. 2 (soft lead) pencil in recording your answers. Uniform core questions 1 through 13 are to be answered on this sheet. Additional questions for lines 14 through 45, and additional evaluation materials may be provided by individual departments and instructors. Separate instructions will be provided for these additions. Space is provided on the back of this form for written comments.

A. Evaluation of Instruction

Each item below deals with a characteristic of instruction. Please indicate the extent to which you agree with each statement. Do this by reading each statement and marking the appropriate space with one of the following responses.

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B. Demographic Information

(Mark only one alternative for each item)

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Course ________ Section No. ________

College of Fine Arts and Humanities
University of Nebraska at Kearney
STUDENT EVALUATION QUESTIONNAIRE
Please describe those things about the course which you think the instructor has done especially well in his/her teaching of this course.

Please describe those specific things about the course that you believe might be done by the instructor to improve his/her teaching of the course.
Graduate Program Assessment

I. Mission Statement

II. Graduate Student Assessment
   A. Graduate Assistant Portfolio
   B. Graduate Student Writing Samples
   C. Graduate Student Personal Assessment

I. Mission Statement

Preamble

The role and mission of the University of Nebraska explicitly recognizes the "power of knowledge and information . . . within a matrix of humane values." In response, it emphasizes the centrality of educating students to "seek, discover and interpret" knowledge through an "open examination of ideas," noting that "research . . . contributes significantly to the breadth, depth and quality of the University's undergraduate programs."

The "unique balance" of these emphases at UNK stresses "instruction and learning that educate students to be lifelong, independent learners" on a campus where "undergraduate and graduate programs are complementary and synergistic." In a phrase, we are to foster in students the "personal and intellectual qualities essential to" assuming adult responsibilities, both personal and civic, through the process of graduating persons "who know the accomplishments of civilizations and disciplined thought."

The mission of the Graduate Program in English is to offer programs of study that are in keeping with and that foster the campus mission. We accept the mission of the undergraduate program in English as basic to our own, to build on that foundation and to be an integral part of the fulfillment of that mission. Thus, part of the mission of the Graduate Program in English is to support the broader mission of the undergraduate program. We accomplish this support both through the quality of faculty the graduate program allows us to draw to the department and through the direct involvement of graduate students and faculty in the undergraduate program, especially in the program of first year composition.

English 101 and 102 are one of the university's chief sites where the complementarities and synergism of "undergraduate and graduate" programs are most visible. Teaching sections of those courses is part of the education of English Graduate Assistants, and the freshness and enthusiasm of English Graduate Assistants teaching those courses is an important component in the dynamic that keeps the courses abreast of their times and allow us to continually improve their substance and pedagogy.

Statement

Students completing the Master's Degree in English--with areas of specialization in literature and literary analysis or in creative writing--will have a deepened knowledge and appreciation of world, British, and American literatures (including multicultural literatures); they will have achieved a greater mastery of the language and of critical thinking, through study of linguistics, grammar, literary criticism, and composition/rhetoric; they will have honed their creative abilities in the areas of poetry, fiction, drama, and creative nonfiction; and will have acquired habits of speaking, listening, reading and writing that are the essence of reflection, dialog, and academic discourse.

Our students will be able to conceive, undertake, research, and complete extended projects (whether a thesis or portfolio) that indicate a much greater mastery of arts and skills than is expected at the undergraduate level. Through these endeavors, students will enhance their personal lives, their knowledge of their world, their ability to make a difference, and their personal sense of values.
In addition to the students' life-long learning, they will reach a level of competence sufficient to be able to take the next step, whether that be into the professions, into more secure and useful roles as teachers, into jobs that value creative and critical thinking and communications, or into further study in doctoral or MFA programs.

This mission is achieved through more specific learning objectives that include but are not limited to the ability of students who complete the MA program to demonstrate (through discussion, class assignments, and extended projects and, for some, through their own teaching, tutoring, or assistance with editorial and research projects):

**Knowledge and Skills**
1. Proficient levels of knowledge of literary periods, creative genres, and the language of literary and creative study.
2. The mastery of skills and arts necessary to creative, expository, and critical writing.
3. The ability to undertake and present textual analysis and discourse analysis from a variety of theoretical positions.
4. The capacity to think and communicate clearly and objectively.
5. Their competence in using research methods and critical terminology.

**Values**

a. Their readiness to connect literature and creative writing to humanity's greatest concerns.

b. Some awareness of how persons think, learn, create, and evaluate.

c. A life-long commitment to their own literacy and that of others, including the experience of literature's and language's joys and constraints.

d. Their intellectual curiosity and honesty and an appreciation for the private and public roles of the intellectual life and of intellectual communities.

II. Graduate Student Assessment

A. Graduate Assistant Portfolios

Each Graduate Assistant submits an evaluation portfolio. This portfolio (and its assessment) is required for requests to the Graduate Office for the continuation of the assistantship, the renewal of the position, or the creation of a new assistantship position.

This portfolio includes these items:

- Current curriculum vitae
- Self-assessment statement
- Statement of teaching strategy, goals, philosophy, and accomplishments
- Written description of class visitation by the Composition Coordinator
- Statistical scanning sheets for student evaluation of courses (and, as an option, any written student remarks)
- Evidence of participation in scholarly, creative, and/or service activities (such as conferences, presentations/readings, publications, community service)

Students may also submit comments pertinent to their academic performance.

The Composition Coordinator and Graduate Director (and any other supervisors or mentors to whom the assistant may be assigned) submit letters of evaluation. In addition to verifying that the assistant has maintained a GPA of 3.0 or higher and demonstrated sufficient progress to retain the assistantship position, these evaluations examine the portfolio materials for general evidence of the knowledge and skills [see 1-5 under "objectives" above] and of the values [see a-d under "objectives" above] included in the program objectives. They are particularly useful in assessing the values objectives.
As the evaluations touch on the elements of the portfolio, they comment specifically on:

Portfolio Protocol:

1) The extent to which the current curriculum vita shows the ability to communicate clearly and objectively and presents the unique student in an accurate and persuasive manner;

2) The extent to which the self-assessment statement portrays a student with a commitment to life-long learning and an ability to connect academic and ethical concerns, and presents a unique and curious individual of integrity seeking to play a role in intellectual and community forums

3) The extent to which the statement of teaching strategy, goals, philosophy, and accomplishments incorporates the student's literary knowledge, critical ability, and acquaintance with appropriate rhetorical, research, and critical practice and terminology; shows creative assignments and an engaging and nurturing pedagogy; embodies accurate understanding of the courses taught and their place in the curriculum; and is borne out in the written description of class visitation by the Composition Coordinator

4) The extent to which the statistical scanning sheets for student evaluation of courses (and, as an option, any written student remarks) and the statement of teaching strategy, goals, philosophy, and accomplishments indicate that the teacher's and the students' perceptions of the classroom experience are similar;

5) The extent to which evidence of participation in scholarly, creative, and/or service activities (such as conferences, presentations/readings, publications, community service) portray an active engagement in the profession and verify a willingness to contribute to the profession, the literature of the field, and the greater public.

The Portfolio Rubric is as follows:

In each category, readers will score the portfolio on the following scale:

1 (low) 2 3 4 5 (high)

A. The current curriculum vita shows ability to communicate clearly and objectively
Score of 5: Key elements (education, accomplishments, experience, goals) all present
Record presented in verbs that clarify activity (not "ENG 101 teacher" but "Taught 6 sections of ENG 101 with 22 students each on average). Page formatting is clear and attractive.
Thorough and detailed.

1 (low) 2 3 4 5 (high)

A. The current curriculum vita presents the unique student in an accurate and persuasive manner.
The self-assessment statement presents a student who is unique and curious.
Score of 5: Presentation squares with the student's record as known by the readers.
Highlights the student's individual talents and strengths both by content and arrangement.
Details show significant progress toward goals and promise for future work/education.
References are listed and contact information given.
Commentary evidences the student's intellectual curiosity.

1 (low) 2 3 4 5 (high)
C. The self-assessment statement portrays a student with a commitment to life-long learning.
Score of 5: Goals include aims for further learning.
Commentary indicates student went beyond the minimal class expectations.
Student measures his or her performance against examples of people who have continued to learn.

1 (low) 2 3 4 5 (high)

D. The self-assessment statement portrays a student with an ability to connect academic and ethical concerns.
Score of 5: Student alludes to work that connects ethical concerns with texts and course work.
Samples of work offer examples of connecting academic assignments and ethical concerns.
Commentary evidences passions for justice, fairness, and integrity.

1 (low) 2 3 4 5 (high)

E. The self-assessment statement presents an individual of integrity seeking to play a role in intellectual and community forums.
Score of 5: Commentary evidences forums (conferences, visiting speakers and writers) in which the student has participated.
Papers indicate the contribution the student is making to the "conversation" documented in its citations.
Student chronicles any community (academic, local) involvement in which he or she may have engaged.

1 (low) 2 3 4 5 (high)

F. The statement of teaching strategy, goals, philosophy, and accomplishments incorporates the student's literary knowledge, critical ability, and acquaintance with appropriate rhetorical, research, and critical practice and terminology.
Score of 5: Course descriptions (syllabi) evidence application to course materials of the pertinent literary, critical or rhetorical terminologies and points of view.
Course assignments seem useful in inculcating in students the pertinent literary, critical or rhetorical terminologies and points of view.
Course assessment measures students' acquisition of appropriate facility with students the pertinent literary, critical or rhetorical terminologies and points of view.

1 (low) 2 3 4 5 (high)

G. The statement of teaching strategy, goals, philosophy, and accomplishments shows creative assignments and an engaging and nurturing pedagogy.
Score of 5: Assignments provide rationales for the exercises called for.
Assignments show some originality in their formulation.
Assignments are clear in terms of means and objectives.
Assignments indicate the standards by which they will be assessed.

1 (low) 2 3 4 5 (high)

H. The statement of teaching strategy, goals, philosophy, and accomplishments embodies accurate understanding of the courses taught and their place in the curriculum;
Score of 5: Syllabi materials and assignments are in keeping with the definition of the course.
Course goals show attention to relating knowledge to other disciplines.

1 (low) 2 3 4 5 (high)
Level of instruction is appropriate; capitalize on previous learning and skills and lead to those at the next level of instruction.

1 (low) 2 3 4 5 (high)

I. The statistical scanning sheets for student evaluation of courses (and, as an option, any written student remarks) and the statement of teaching strategy, goals, philosophy, and accomplishments indicate that the teacher's and the students' perceptions of the classroom experience are similar.

Score of 5: Students apprehended the stated nature and goals of the course.

Teacher and students share a common sense of the progress made toward the course goals.

Both teacher and students commonly understand the rationale for assignments and assessment measures.

1 (low) 2 3 4 5 (high)

J. Participation in scholarly, creative, and/or service activities (such as conferences, presentations/readings, publications, community service) -- active engagement in the profession -- willingness to contribute to the profession, the literature of the field, and the greater public.

Score of 5: Student has presented or provided service for appropriate forums.

Student has attended lectures or readings by visiting scholars and writers or by fellow students and local faculty.

Student has filed necessary forms in a timely manner.

Self-assessment shows student measuring himself or herself by professional standards.

1 (low) 2 3 4 5 (high)

B. Graduate Student Writing Samples

Graduate students submit writing samples each semester in which they are enrolled in coursework with an expository writing component. The Assessment Committee (three faculty, selected at random) reads and evaluates these samples, with student names converted to numbers to maintain anonymity. The committee uses a standard rubric constructed by the committee and a set of protocols for each of the categories in the rubric constructed in consultation with faculty involved in program assessment. Each assessor gives one score per category. [Should any of the faculty serving on the committee turn out to be the faculty for whom papers were originally submitted, the faculty member recuses himself or herself during consideration of that particular paper.] This assessment is conducted each semester, with the results filed for longitudinal studies and conveyed to appropriate committees (e.g. the Graduate Committee) for program improvement.

Graduate Student Writing Sample Assessment Rubric:

Essay Number/Letter Code: ____________________________
Essay Title: ____________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>1 (low)</th>
<th>2</th>
<th>3</th>
<th>4 (high)</th>
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</thead>
<tbody>
<tr>
<td>Contents and Consistency</td>
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<tr>
<td>[See Knowledge, Skills 2, 4]</td>
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<tr>
<td>Thesis</td>
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<td>Support/Evidence</td>
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<td>Originality</td>
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<tr>
<td>Appropriateness of Theoretical Perspective</td>
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41
The guidelines for evaluating sample essays are as follows:

1. Each essay is identified by a number system only (keyed to student name held in separate file)
2. The committee begins, before assessing essays, reaching agreed understanding of the protocol (norm referencing) for each evaluated category [see protocol below]
3. Two members of the committee--or, in cases where the scores of the two readers are not consistent (not touching scores), three or four readers--read each essay and score it independently
4. Final scores are calculated as an average of all scores received.

C. Graduate Student Personal Assessment

Over the course of a graduate student's program in English, the Assessment Committee administers a Graduate Student Personal Assessment Survey (see the form in the Appendix) similar to that given at the undergraduate level in the capstone courses. The Graduate Committee (a number of English graduate faculty members, chaired by the Director of Graduate Studies) uses these self-assessments to determine the level of graduate student satisfaction with the overall learning experience and the component parts of the graduate program in English.
**Graduate Student Personal Assessment Survey**

The English Department collects information on how well graduate students have been prepared in the following areas. Please answer the questions as accurately as you can and write down as many specific comments as you can think of to aid us in improving graduate students' educational experiences.

Please respond to this survey & return to: Director of Graduate Studies in English, English Department, UNK, Kearney, Nebraska, 68849-1320.

1. How proficient do you feel you have become in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>7 (very proficient)</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0 (N/A)</th>
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<tbody>
<tr>
<td>Literary periods</td>
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<td>Literary genres</td>
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<td>Literary terms and techniques</td>
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<td>Composition and essay writing</td>
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<td>Creative writing</td>
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<td>Language and grammar</td>
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<td>Communication skills</td>
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<td>Critical Thinking</td>
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<td>Literary appreciation</td>
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<td>Teaching methods and materials</td>
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<td>Research methods</td>
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<tr>
<td>Critical Approaches</td>
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</table>
2. To what extent have your English classes contributed to the following:

<table>
<thead>
<tr>
<th>Proficiency Area</th>
<th>7 (very much)</th>
<th>6</th>
<th>5 (somewhat)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1 (not at all)</th>
<th>0 (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject matter Knowledge of literature, its backgrounds history and values</td>
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<tr>
<td>Intellectual Curiosity</td>
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<td>Desire to explore and help others experience language's pleasures and constraints</td>
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<td>Competency in research methodologies</td>
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<tr>
<td>Proficiency in electronic and technology literacies</td>
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</table>
3. What strengths do you see in the English program at UNK? Please be as specific as you can.

4. What weaknesses can you identify in the UNK English program? Please be as specific as you can.

Please provide us with your current or new address by e-mail (tassim@unk.edu). Let us know, as well, what your immediate job plans are & whether we might provide assistance in any professional matters.

Thanks so much for taking the time to do this survey.
Exit Survey for Graduate Students  
Department of English  
University of Nebraska at Kearney

Name (optional):  

Degree Received:  

Graduation Date:  

Please respond to the following questions as candidly and completely as you can. Thanks you for taking the time to help evaluate our program.  

Please relate briefly how you learned about our program and why you chose it.  

Identify the strengths and weaknesses of the curriculum, taking into acco8nt the courses required of all graduate students (Teaching of Composition and Literary Theory/ Literary Criticism and the distribution requirements in British and American literature. Which were the most valuable and why?  

Please indicate any course(s) or subject(s) not offered that you might have found beneficial and state why.
Please indicate whether you chose the thesis or comprehensive exam, and state the reasons for your choice. Is there any way in which either might be improved?

If you were a GA, please inform us about your experience. (If not, go to the next question below). How valuable was your classroom teaching to your overall graduate experience? How well prepared were you for teaching composition?

Please comment on your educational experience not directly related to the curriculum (i.e., teachers, other students, publications/presentations) that affected you.

Please describe briefly your short term and long-term plans, and comment on the degree to which your graduate study has prepared you for them.

Additional comments:
Appendix A

Forms
The following actions require specific forms, all of which are on file in the English Department Office (top drawer, cabinet nearest door) and/or available on-line at http://www.unk.edu/acad/gradstudies. Copies of some of these forms are included in the appendix of the print edition of the Graduate Handbook.

Admission and Advising: Students

Applications for admission are on-line, available through the Office of Graduate Studies and Research. The Graduate Director should begin and continue to update the green sheet called "Graduate Student Checklist," which should be stapled inside the student's file. The form "Declaration of Track, Emphasis, and Interests" should be filled out by the student and placed in his or her file at some point during the first semester. The form "Program of Study Checklist" should be started during the student's first semester and checked periodically against the online degree audit.

Application for a Graduate Assistantship

Applications are available on-line through the Office of Graduate Studies and Research. Student must supply all required application materials.

Request for a Directed Reading (ENG 895)

Students who wish to take a Directed Reading with a graduate faculty member must fill out this request form and submit it to the Graduate Director and Department Chair for approval. Once approved, the student will receive section and call numbers, and the form will be placed in the student's file.

Change a Graduate Student's Course of Study (includes making course substitutions)

The advisor or Graduate Director must agree with the changes and substitutions, and approve them by changing the "Declaration of Track, Emphasis, and Interests" form and filing the form "Change in Program of Study" with Linda Johnson in the Graduate Office, leaving a copy of this form in the student's file.

Application for Candidacy

Students must file the "Application for Candidacy" form after completing 12 hours of coursework; this first involves acquiring the appropriate signatures, and then submitting the form to the Graduate Office; a copy of the signed form is placed in his or her file.

Verification of Thesis Committee

Students should fill out "Proposed Supervisory Committee for Theses, Field Studies, and Scholarly Studies," and obtain the appropriate signatures. This form should be submitted to the Graduate Office, and a copy placed in the student's file. A thesis committee should be determined after students have completed twelve hours of coursework, if not before that time.

Receive Credit for Successful Completion of the Portfolio Option

Committee Chairs must see that the form "Report of Comprehensive Examination" is filled out and turned in to the Office of Graduate Studies and Research.

Receive Credit for Successful Oral Defense of Thesis

Committee Chair must see that the forms "Report of Committee on Thesis Examination" or "Report of Comprehensive Examination" are filled out and turned in to the Office of Graduate Studies and Research before the deadline for graduation.
To Assess the Graduate Program

The Department Assessment and Graduate Committees should use the “Graduate Student Assessment Survey” and “Exit Survey for Graduate Students,” as well as other measures they deem fit for the purpose of assessment. These surveys are anonymous evaluations of the Graduate Program. They should be given to students by their thesis advisors just after their thesis or portfolio defense.

Alter a Graduate Course

Must be approved by Graduate Committee, Department, FAH Educational Policy Committee, Academic Affairs, and the Graduate Council. Obtain signatures on the form "Request to Discontinue or Alter a Graduate Course."

Become a Member of the Graduate Faculty

Membership is by designation upon hire or by subsequent nomination; nomination is initiated by the completion of the form "Nomination for Graduate Faculty Member."

Create a New Graduate Course

Must be approved by Graduate Committee, Department, FAH Educational Policy Committee, Academic Affairs, and the Graduate Council. Obtain signatures on the form "Request for New Graduate Course."

Discontinue a Graduate Course

Fill out "Request to Discontinue or Alter a Graduate Course," and obtain signatures for approval.

Senior Student Requesting Graduate Credit

Use the form “Senior Student Request to Register for Graduate Credit.” Student must have a GPA of 3.0 and must require 15 hours or fewer for the Bachelor’s degree.
Declaration of Track, Emphasis, and Interests

Name: ___________________ __ _ _ Date: ________________

Address: __________________________________________

Phone and e-mail: ____________________________________

A copy of this form should be filled out at Orientation or at some point during the student's first semester at UNK and then placed in the student's file. If the student's interests change or become more specific by the end of twelve hours of study, the student should inform his or her advisor, and this form should be updated and placed back in the student's file.

The following indicates the track and interests I will most likely pursue in my degree program:

__ Track 1: Master's in English, Literary Study Emphasis and Thesis 30 hours

_____ American Literature

Specify interests: _____________________________________

_____ British Literature or _______ World Literature

Specify interests: _____________________________________

_____ Literary Criticism/Theory, Composition and Rhetoric, or Language History

Specify interests: _____________________________________

__ Track 2: Master's in English, Literary Study Emphasis and Portfolio (no thesis) 36 hours

_____ American Literature

Specify interests: _____________________________________

_____ British Literature or _______ World Literature

Specify interests: _____________________________________

_____ Literary Criticism/Theory, Composition and Rhetoric, or Language History

Specify interests: _____________________________________

__ Track 3: Master's in English, Creative Writing Emphasis and Thesis 30 hours

_____ Fiction

_____ Poetry

_____ Script-Writing

_____ Creative Non-fiction
Request for a Directed Reading (ENG 895)

Student’s Name: ____________________________

How many hours of ENG 895 has the student taken? ____________
(6 hours is the limit; after 6 hours, the student must appeal in writing to the Graduate Committee with a letter of justification; submit letter to the Graduate Director)

Graduate Faculty Instructor: ____________________________

Course Title, Semester, Credit Hours: ____________________________

Section number (Chair designates this): ____________________________

Description of Course, including readings and assignments (attach another sheet if necessary):

If this course is intended to replace a required course, explain why this is necessary. What is the course number of that required course? ____________
(Faculty should consult with the Graduate Director about future course offerings, if necessary. Faculty are strongly urged not to offer Directed Readings in subjects that will be covered in regular course offerings.)

Signatures (All are required.)

Faculty Instructor ____________________________ Date: ____________

Graduate Director ____________________________ Date: ____________

Department Chair ____________________________ Date: ____________

**Please place this form in the student’s file.**

Revised 08/04
# Program of Study Checklist

**Literature Emphasis with Thesis**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
<th>Course Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Criticism</td>
<td>3</td>
<td>ENG 806 ___ OR ENG 807</td>
</tr>
<tr>
<td>American Literature</td>
<td>6</td>
<td></td>
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<tr>
<td>British Literature</td>
<td>6</td>
<td></td>
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<tr>
<td>OR</td>
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<tr>
<td>World Literature</td>
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</tr>
<tr>
<td>Electives</td>
<td>6-9</td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
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</tr>
</tbody>
</table>

If you are a Graduate Assistant, you are required to take the following course. This course takes the place of one elective.

ENG 805, Teaching of Composition 3 hours
**Program of Study Checklist**  
**Creative Writing Emphasis with Thesis**

Name: ____________________________________________

Start of Program: ____________________________________

Full-Time or Part-Time: ________________________________

The Creative Writing Emphasis with Thesis is a 30-hour master's program in English. The following requirements must be met. As you progress through your coursework, fill in the appropriate course numbers and check off the courses after you have successfully completed them. Please indicate if a course is a Directed Reading or an approved substitute for a requirement.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
<th>Course Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Criticism</td>
<td>3</td>
<td>ENG 806 OR ENG 807</td>
</tr>
<tr>
<td>American Literature</td>
<td>3</td>
<td></td>
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<tr>
<td>British Literature OR World Literature</td>
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<tr>
<td>Creative Writing</td>
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<td></td>
</tr>
<tr>
<td>Electives</td>
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If you are a Graduate Assistant, you are required to take the following course. This course must necessarily take the place of an elective.

ENG 805, Teaching Composition 3 hours
Application for Candidacy

Name ___________________________ NUID ___________ Today's Date 11/2/11

Address ___________________________ City St Zip ___________________________ Phone ___________________________

Degree & Program ___________________________

To be eligible for candidacy for your degree program, the following requirements must have been fulfilled:

☐ You must have completed at least 1/3 of your program, but have not completed more than 2/3 of your program. (For a 36 hour program your candidacy should be filed between 12 and 24 hours.) These hours must be completed at UNK.

☐ You must have a cumulative GPA of at least 3.00.

☐ If you were conditionally admitted, this condition must have been met.

Graduate Program Credit

Hours Completed at UNK ___________ Graduate Program GPA to Date ___________ Expected Date of Graduation ___________

I have fulfilled all the requirements listed above, and I hereby request admission to candidacy. Student Signature ___________________________ Date ___________

If the above student was admitted conditionally, the condition is listed to the right. ☐ Condition has been met

Candidacy is:

☐ Approved ☐ Denied

Graduate Advisor Signature ___________________________ Date

Graduate Program Committee Chair ___________________________ Date

Department Chair ___________________________ Date

If not approved, the reasons are:

☐ Approved ☐ Denied

Dean of Graduate Studies & Research ___________________________ Date

gradstudies@unk.edu

http://www.unk.edu/acad/gradstudies/
Change in Program of Study Form

Name __________________________ NUID _____________ Current Date 11/3/11

Address __________________________ City St Zip __________________________ Phone __________________________

Degree & Program __________________________

This form is used for UNK substitutions, to approve transfer coursework and also to define electives or place courses into specific requirements in your program. Please note: No more than 9 credit hours can be transferred from institutions outside of the University system. Transfer credits outside of the NU system must be graded with a B or better. Official transcripts are required to accept transfer work. Please submit this form to your advisor.

Choose if you are adding a course, deleting a course or adding an elective.

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Use drop down menu for NU choices or type in outside University.

Use this area to explain/justify the reasons for the changes or to share additional information.

Signatures for Approval

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<th>Graduate Program Committee Chair</th>
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## Proposed Supervisory Committee for Theses, Field Studies, and Scholarly Studies

**Name**  

**NUID**  

**Major Department**  

**Degree Sought**  

- MA
- MAEd
- MBA
- MS
- MSEd
- EdS

**Advisor’s Signature**  

**Committee Members**  

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<th>Committee Members**</th>
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**The committee will be composed of the following graduate faculty members:**  

(a) the candidate’s thesis professor who will serve as chair,  

(b) one other member representing the candidate’s major department,  

(c) a third member representing a related field in the college in which the candidate’s major field is located,  

(d) a fourth member selected at large from the University of Nebraska Graduate Faculty.

**Recommended by**  

Chair, Graduate Program Committee  

**Date**  

I agree to serve on the supervisory committee for this student who is working on his/her Master’s or Specialist’s degree. (Please sign your name).

**Chairperson**  

**Date**  

**Approved by**  

Dean of Graduate Studies and Research  

**Date**  

11/07
Report of Committee on Thesis Examination

This is to certify that we, the undersigned, as a committee of the Graduate Faculty have given ________________________ 

Student Name

A final thesis oral examination as a requirement for the ________________ degree.

Thesis Title: __________________________________________________________

It is recommended that the candidate be recorded as (check one):

☐ Passing the examination without reservation.

☐ Passing the examination with the following reservations:

☐ Failing the Examination.

Chairperson: _________________________________________________________

Committee: __________________________________________________________

Date: ______________________________
Appendix B

Guide for the Preparation of Theses
Guidelines for the Preparation of Your Master's Thesis

Foreword

This guidebook summarizes the procedures followed by the Office of Graduate Studies and Research for students who are planning to write theses for their master's degree. This manual also is intended to guide students in the elements and structure generally contained in a thesis as well as to provide a reference to the appropriate style manuals and other writing resources. Departments with graduate programs also may have guidelines for thesis writers. This document is not meant to supplant, but rather to supplement department procedures.
Table of Contents

Chapter 1: Introduction to Graduate Research and Thesis Writing

Section 1.1: What is expected in a thesis? ................................................................. 3
Section 1.2: Purpose of the thesis document .......................................................... 3
Section 1.3: Deciding on the content type of your thesis - two types of thesis:
qualitative (including creative) and quantitative .................................................... 4
  Subsection 1.3.1 Thesis Types .................................................................................. 4
  Subsection 1.3.2 Using this document ..................................................................... 4
Section 1.4: When to use sections of this document ................................................ 5
Section 1.5: Important information from the Office of Graduate Studies ................. 5
  Subsection 1.5.1 Checklist for thesis documentation procedure ............................ 6
  Subsection 1.5.2 Thesis format check, thesis binding, depositing thesis copies, and electronic submission .......................................................... 6

Chapter 2: Qualitative Master's Thesis

Section 2.1: Suggested timeline for qualitative master's degree in two years ............ 7
Section 2.2: Guidelines for writing the qualitative/creative thesis proposal ................. 8
  Subsection 2.2.1: Components of a Qualitative Thesis Proposal ............................ 9
  Subsection 2.2.2: Other Considerations for the Qualitative Thesis Proposal ........ 9
  Subsection 2.2.3: Components of a Creative Thesis .............................................. 10
  Subsection 2.2.4: General chapter-by-chapter guidelines for creative/qualitative thesis .... 10
Section 2.3: Other considerations: human subjects .................................................. 10
  Subsection 2.3.1: Protection of Human Subjects in Research ............................... 11

Chapter 3: Quantitative Master's Thesis

Section 3.1: Suggested timeline for quantitative master's degree in two years .......... 12
Section 3.2 Components of a quantitative thesis proposal ....................................... 14
Section 3.3: Quantitative thesis chapters ................................................................. 14
  Subsection 3.3.1 Model I: Sequential Chapter Structure ...................................... 15
  Subsection 3.3.2 Model II: Stand Alone Chapter Structure ................................ 17
Section 3.4: Other considerations: human and animal subjects ............................. 17
  Subsection 3.4.1 Protection of Human Subjects in Research ............................... 17
  Subsection 3.4.2: Protection of Animal Subjects in Research .............................. 18

Chapter 4: Filing the Thesis: Academic Integrity Reminder, Copyright, and On-campus Filing 19
Section 4.1 Academic dishonesty policy .................................................................... 19
Section 4.2 Copyright issues ..................................................................................... 19
Section 4.3 Library/Electronic Submission ............................................................... 20
Section 5.1 Requirements from the UNK Graduate Admissions and Programs Office  22
Section 5.2 Approved Style Manuals ....................................................................... 23
  Subsection 5.2.1 Online Resources - Style Manuals and Writing Guides .......... 25
  Subsection 5.2.2: Forms and Examples of Thesis pages .................................. 27
Chapter 1: Introduction to Graduate Research and Thesis Writing

Section 1.1: What is expected in a thesis?

Research is an essential component of graduate education. The thesis is often seen as the culmination of graduate work, and it is the formal product. However, the process requires the work of many people. The two crucial components of this work are the Major Advisor and Advisory Committee. These two components, interacting with a Master’s student, create a significant professional experience and shape the degree work and resulting thesis. One of the most important aspects of graduate work is communication between the Major Advisor and the student. Methods, circumstances, and personalities vary and can make sufficient communication challenging. Ultimately it is the student’s responsibility for making adequate progress toward completion of his or her thesis and for producing high quality work.

A Master’s Thesis provides opportunities for students to plan, complete, interpret, and report research. Thesis projects must not have been published previously, and must be conducted and written under the supervision of a Graduate Faculty Major Advisor member and a Graduate Advisory Committee. The completion of a Master’s Thesis constitutes six semester hours of credit.

Master’s projects should be the result of work that is independently conducted, and that represents original research and critical analysis. The work should demonstrate the following from the student concerning the field of study:

- Awareness and understanding of important current work in the field
- Ability to plan a research activity
- Knowledge and motivation to carry out the planned research activity
- Ability to analyze the results of the research
- Ability to draw reasonable conclusions from the research
- Ability to complete a written description of the work in the form of a well-written, properly organized thesis
- Ability to complete a thesis with potential for presentation at and/or participation in professional meetings and/or publication in scholarly journals

Section 1.2: Purpose of the thesis document

The purpose of a thesis is the documentation of a student’s scholarly activity in a formal structure that lends a relatively uniform appearance to work completed at the University of Nebraska at Kearney. The thesis structure is intended to facilitate the understanding of students’ scholarly work by people unfamiliar with the specific work presented, but who are familiar with professional writing in general. Also the thesis structure is intended to aid students in the preparation of manuscripts from their scholarly work.
Section 1.3: Deciding on the content type of your thesis - two types of thesis: qualitative (including creative) and quantitative

Subsection 1.3.1 Thesis Types

Theses generally can be categorized as two types: qualitative (which includes creative) and quantitative. While some graduate work may not clearly fit in one category, most will. Because the structure and formatting for each are different, this document is organized into two sections describing each. Although some information is the same for all theses, it is important to determine which type of thesis you are writing early in your graduate program.

Qualitative or Creative Thesis

This type of thesis is the result of work done by students in a descriptive, exploratory, analytical, or creative way. Departments that encompass the arts and humanities may have graduate students doing this type of thesis.

Quantitative Thesis

This type of thesis typically contains data, pieces of information made or measured by scientific devices (such as spectrophotometers, polymerase chain reaction cyclers, microscopes, stopwatches) and recorded numerically on some type of scale. Examples of this type of thesis may include:

- testing materials under different temperatures and determining their conductivity
- measuring the effect of a new Alzheimer’s drug on nerve conduction speed in mice
- comparing strength training regimes for track athletes to find the best method
- correlating variables obtained from survey data

This document is organized so that you can obtain information as you proceed through the various stages of your thesis work. Use the following checklist for guidance on how to best use this document:

Subsection 1.3.2 Using this document

This document is organized so that students will use either Chapter 2 or Chapter 3 depending on which type of thesis they are pursuing. All students should read Chapter 4 and 5, as well as this chapter. Diagrammatically, the organization can be thought of as:

![Diagram of chapter organization]
Section 1.4: When to use sections of this document

Here is the suggested time sequence for using this document. Note, however, the final point is time critical. This list outlines the steps necessary to complete the thesis work, no matter what type of thesis is being done.

- Before your Graduate Committee is formed, read Chapter 1 to understand the entire process.
- Before the first committee meeting is convened, refer to “Timelines” and “Proposal Guidelines” section.
- During your second semester, track your research progress and seek committee meetings as recommended in the “Timelines” section of this document.
- Before beginning your research, refer to the “Additional Considerations” section for important information about the required permissions if using animals or people in research.
- Before starting to write your thesis, refer to “Guidelines for Writing Thesis” section for your type of thesis.
- During writing, refer to “Formatting Requirements” section and the “Forms and Examples” section. The Library, your department, and your advisor can also provide examples of previous thesis work.
- During writing also keep in mind calendar date requirements for Application for Graduation and other University, Graduate College, and Departmental deadlines.
- After writing your thesis (and having necessary committee meetings) the “Copyright” and “Electronic Submission to Library” sections should be read. Note that some copyright issues may arise during the writing stage; for example, if the researcher needs permission to use another work.
- A completed thesis is due to the Graduate College NO LATER than two weeks before graduation day. This is a FIRM deadline and ignoring the deadline may mean you will not graduate in a given term. It is highly recommended that thesis defense meetings happen no later than one month before graduation day.

Section 1.5: Important information from the Office of Graduate Studies

These guidelines summarize the procedures that are followed by the Office of Graduate Studies and Research in assisting master’s degree students to prepare a thesis project. It is important that the student be familiar with the information presented in these guidelines, and observe all the procedures governing the preparation and submission of the thesis.

The master's thesis provides the opportunity for students to acquire first-hand experience in research methods under competent direction. Writing a thesis is equivalent to six hours of credit, and must be indicated as such in the program of study.

The thesis or any excerpts from it may not be published in any form in books, periodicals, or journals prior to completion and acceptance by the Graduate Faculty on behalf of the Graduate College and the degree awarded by the University of Nebraska. After the thesis has been accepted, material from it—in whole or in part, quoted or paraphrased—may be published with proper documentation in the published material giving credit to the department, the Graduate College, and the University of Nebraska at Kearney.
Subsection 1.5.1 Checklist for thesis documentation procedure

- File a Proposed Supervisory Committee form at the Office of Graduate Studies and Research before initiating the thesis at least one semester prior to your anticipated graduation date (See Subsection 5.2.2).
- If appropriate, obtain approval from the IRB (Institutional Review Board for the Protection of Human Subjects in Research) or the IACUC (Institutional Animal Care and Use Committee) prior to initiating the study. To determine if approval is needed contact the chair of the appropriate committee.
- Establish with your Supervisory Committee a date when the first draft of the thesis is due.
- Make arrangements for the oral/written defense of the thesis with your Supervisory Committee.
- Be sure that your thesis advisor files a signed Report of Committee on Thesis Examination form with the Office of Graduate Studies after defense.
- Deliver one original copy and four additional copies of the thesis, and any desired personal copies in individual protective envelopes, labeled with your name, to the Office of Graduate Studies and Research for final approval at least two weeks prior to commencement. You will pay the thesis binding fee in the Office of Graduate Studies and Research at this time. At the same time, you should submit the PDF file of your thesis to ProQuest CSA’s UMI Dissertation Publishing.

Subsection 1.5.2 Thesis format check, thesis binding, depositing thesis copies, and electronic submission

You should submit to the director of Graduate Admissions the first 10 pages of the thesis including the preliminary pages three weeks prior to graduation for a format check. (Examples of preliminary pages can be found at the beginning of Subsection 3.3.1.)

The original thesis (1) and four (4) copies must then be submitted to the Office of Graduate Studies and Research for review and acceptance before being submitted for binding. The student is responsible for paying all binding costs. The student will be notified by the Office of Graduate Studies and Research when the copy of the thesis is ready to be picked up.

The UNK Library will retain two (2) bound copies of each thesis, one for the Archives Collection and one for the Circulating Book Collection. One copy will be given to the thesis advisor, one (1) to the department, and the student will receive a copy. Students may submit additional copies to be bound at their expense.

An electronic version of the thesis also will be submitted for to ProQuest CSA’s UMI Dissertation Publishing at http://dissertations.umi.com/unk/. The website will provide you with step-by-step instructions. These are also provided in this document in Section 4.3 titled Library/Electronic Submission.
Chapter 2: Qualitative Master’s Thesis

The following is the recommended content of a qualitative/creative research project. Note: the content may vary by discipline, advisor, and/or your committee. The creative works that constitute the creative/qualitative thesis will most likely not fit into the traditional chapters of the qualitative thesis as outlined below. Indeed, the subjects allotted separate chapters may all be condensed in a prefatory statement or introduction that precedes the actual creative pieces that are included as the body of the thesis, i.e., the creative work itself. Within the thesis, the author should attempt to avoid presenting a simple miscellany, but rather work to organize the creative materials in accordance with some aesthetic principle. This may involve grouping and/or sequencing works, thus creating some thematic continuity or counterpoint, as well as a sense of a beginning, middle, and end.

This section provides guidelines for conducting the research and writing a qualitative or creative master’s thesis including a suggested timeframe for completing a master’s degree in two years, proposal writing, the structure of a typical thesis, and Institutional Review Board considerations.

Section 2.1: Suggested timeline for qualitative master’s degree in two years

1. First Year
   a. First Semester in Residency
      i. Student should meet with a professor in the area of subject interest
      ii. Student should begin to consider or confer with his/her advisor regarding the composition of his/her thesis committee
   b. Second Semester
      i. Student should conduct preliminary research to formulate a topic
      ii. Form advisory committee: major professor, two faculty from department, and one faculty member from outside the department
      iii. Note: some departments may require that specific documentation be filed with the department (for example, a program of study)
      iv. First committee meeting
         1. Indicate general area of research
         2. Provide description of proposed research objectives
         3. Prepare Program of Study document to be signed by major professor, full committee, chair of department graduate committee, and placed on file with the department
         4. If research involves human subjects, obtain IRB Approval.
   c. First Summer
      i. Research material
      ii. Work with advisor

2. Second Year
   a. First Semester
      i. Apply for candidacy after successful completion of half of the required hours and before enrollment for the next semester (use Candidacy form found http://www.unk.edu/acad/gradstudies/index.php?id=947)
ii. Continue working with advisor and committee

iii. Committee meetings are recommended as needed or required by advisor/committee
   1. Inform committee of progress and modifications to program
   2. If the Program of Study needs to be changed, a Change in Program form (found at same link above) should be submitted to the student’s advisor and routed for appropriate signatures. Once complete, the form should be filed with the Office of Graduate Studies and Research

b. Second Semester (preferably in the first month of classes)
   i. Committee meeting during which formal research proposal filed in student folder after signature by all members containing the following elements
      1. Review of pertinent literature
      2. Statement of research question outlining what is needed and what work will contribute
      3. Research objectives
      4. Procedures for each objective
      5. Presentation of any data collected at this time (Note: some departments may require a formal presentation, and some may require different elements)

ii. Thesis Defense timeline
   1. Copies of the completed thesis should be given to the Committee at least two weeks before the oral exam (defense) date
   2. Public presentation of the thesis (if required) and thesis defense should be completed one month before graduation day of any semester
   3. The student may pass without reservations, pass with reservations, or fail. If revisions are necessary they must be completed and approved by all members of the Committee at least two week before graduation day. Students are urged to keep this scheduling issue in mind if there is the possibility of a “pass with reservations” decision by the Committee.
   4. Submit to the Office of Graduate Studies and Research the first 10 pages of the thesis including the preliminary pages three weeks prior to graduation for a format check.
   5. All forms must be completed and all copies of the thesis given to the Office of Graduate Studies and Research two weeks before graduation day. A check to cover the costs of binding made out to the binding company, Houchen Bindery, must be supplied at this time.

Section 2.2: Guidelines for writing the qualitative/creative thesis proposal

The purpose of the thesis proposal is to provide thesis committee members with information about the students’ study early in the graduate program so the committee will be able to understand, provide appropriate guidance, and approve implementation of the study.
Subsection 2.2.1: Components of a Qualitative Thesis Proposal

Many fields of study use differing qualitative model formats. Be sure to work closely with your advisor to select the relevant components for your proposal. For example, qualitative research theses may use all these components while creative theses may use only the first four components or may involve alternative formats depending on the nature of the work. Note: Items 8-12 below are more relevant to theses that use data collection rather than those that are critical analyses involving texts.

1. Title Page – including the preliminary title of the study, the student’s name, and the institution double-spaced and centered one-third of the way down the page (see sample page)

2. Introduction – brief overview explaining the background and importance of the study

3. Statement of Problem – specifically what the researcher wants to know; format to be determined by the department

4. Purpose of the Study – explanation of the problem and what the researcher hopes to achieve by conducting the study

5. Theoretical framework, research questions, or objectives – used to guide the direction of the research; format to be determined by the department

6. Definition of Terms – clarification of any terminology in the study that may not be commonly known; provides a similar interpretation for all readers of the study

7. Review of the Literature – sufficient review of the relevant research to demonstrate an understanding of the subject and major components

8. Research Design – describes the methods that will be used to collect data or organize creative products. May include the following depending on the department:
   a. Description of the design
   b. Criteria for judging credibility and trustworthiness of results (where relevant)

9. Sampling – describe the aspects of the cases on which data collection and analysis will focus (where relevant)
   a. Indicate how access to the study population will be achieved

10. Variables – describe aspects of the cases on which data collection and analysis will focus (where relevant)

11. Methods of Data Collection – explain how each variable will be measured (where relevant)

12. Data Analysis Procedures – describe the use of interpretational, structural, or reflective methods (where relevant)

13. Timeline – provide a timeline listing the order for all the major steps of the study and indicate the approximate amount of time needed for each step

14. Texts/ historical events/ case studies to be analyzed, with some sense of the conclusions that the writer might be tending toward and of the manner in which the argument/analysis is positioned in relation to existing scholarship on the subject

Subsection 2.2.2: Other Considerations for the Qualitative Thesis Proposal

1. Institutional Review Board (IRB) – approval is required prior to data collection for a study involving human subjects

2. Writing Style Format – as determined by the department

3. Basic Text Formatting – to make the proposal easily readable by the committee
   a. Use 12-point type
b. Use a standard type face, such as Times New Roman, Courier New, or Arial

c. Use double-spacing for all portions of the proposal as determined by the style manual
d. Use a 1-inch margin on the right side, 1.5-inches on the left side, and 1.25-inches on
the top and bottom.
e. Center the page number 0.25-inches from the page bottom; begin numbering with the
title page

Subsection 2.2.3: Components of a Creative Thesis

Should include the following, based on the decision of the student’s director/committee.
- Title of the work
- Introduction explaining the
  - genesis of the work,
  - genre(s)/media of the work
  - main focus or subjects to be treated/represented
- Elaboration on the creative goals/aesthetic principles of the writer/artist
  and the forms the student will be employing
- Discussion of artistic/literary influences and relation of the work to other
  writings/art in the field
- The creative work itself

Subsection 2.2.4: General chapter-by-chapter guidelines for
creative/qualitative thesis

Chapter One Introduction
Discussion of the genesis, context, goals, or creative pieces that form the thesis. May
cover areas suggested in proposal components as well as provide some explication of
particular works.

Chapter Two Methods
Elaboration on the creative and aesthetic principles of the writer/artist and the forms
student employed.

Chapter Three Findings/Discussion
Discussion of artistic/literary influences found and relation of the work to other
writings/art in the field.

Section 2.3: Other considerations: human subjects

If humans are involved in your thesis work the proposed research must be approved by
the appropriate committees. This must be done before work begins, because changes might be
necessary. Be prepared for this approval process to take a number of weeks depending on when
the committees meet.
Subsection 2.3.1: Protection of Human Subjects in Research

If the research you are conducting for your thesis involves human subjects, federal law requires that your project be reviewed and approved—in advance—by the Institutional Review Board (IRB). This means that you must complete an Online research training program titled the CITI Course in the Protection of Human Subjects (CITI). You also will need to complete the appropriate IRB forms, and submit them to the university’s IRB for review before your research can proceed. Detailed information about the training program, the federal legislation, the instructions for completing the application and IRB materials, and the downloadable forms can be found at the university’s IRB Web site, http://www.unk.edu/acad/gradstudies/IRB/.

Because training and IRB review requires planning, you should complete the steps in this procedure well in advance of your anticipated beginning date of the research.
Chapter 3: Quantitative Master’s Thesis

This section provides guidelines for conducting the research and writing a quantitative master’s thesis including a suggested timeframe for completing a master’s degree in two years, proposal writing, the structure of a typical thesis, Institutional Review Board and protection of animal subjects considerations.

As you begin your Master’s project, bear in mind that your project should be the result of work that is independently conducted, and that represents original research and critical analysis. The work should demonstrate the following from the student concerning the field of study:

- Awareness and understanding of important current work worldwide
- Ability to plan an experiment or other research activity that contains critical hypo-deductive elements such as hypothesis, controls, statistically appropriate sample sizes, independent variable manipulations, and correct statistical analyses
- Knowledge and motivation to carry out the planned research activity
- Ability to conduct a mathematically and statistically correct analysis of the results of the research activity
- Ability to draw reasonable conclusions from the research work
- Ability to complete a written description of work in the form of a properly written and organized thesis
- Ability to complete a thesis with potential for participation in professional meetings and/or publication in scholarly journals

Section 3.1: Suggested timeline for quantitative master’s degree in two years

1. First Year
   a. First Semester
      i. Form advisory committee: major professor, two faculty from department, and one faculty member from outside the department
      ii. Note: some departments may require that specific documentation be filed with the department (for example, a program of study)
   b. Second Semester
      i. Hold committee meeting (suggested timeframe: prior to spring break)
         1. Describe research plan
         2. Proposed research objectives
         3. Prepare Program of Study form to be signed by major professor, full committee, chair of department graduate committee, and on file with the department
         4. If research involves human subjects, obtain IRB approval.
   c. Summer of First Year
      i. If this summer is used for research purposes the committee should be presented with a detailed work plan in a committee meeting before the end of the second semester
      ii. Apply for candidacy with the Office of Graduate Studies and Research after successful completion of half of the required hours and before
2. Second Year
   a. First Semester
      i. Hold second committee meeting during first month of classes
         1. May occur during second semester of first year in program, or
            first summer
         2. Formal research proposal filed in student’s folder after signature
            by all committee members containing the following elements
            (note: departments may have additional requirements such as a
            formal presentation) The proposal should contain the following
            elements:
               a. Literature review and/or theoretical framework
               b. Statement of research questions or hypotheses
               c. Research objectives
               d. Procedures for each objective
               e. Presentation of any data already collected
   b. Second Semester
      i. Committee Meeting: as early as possible in the semester
         1. Inform committee of progress and modifications to program
         2. If the Program of Study needs to be changed, this should be
            approved by approved by the committee, and a Change in
            Program form (same link as above) filed with the Office of
            Graduate Studies and Research
      ii. Thesis Defense
         1. Copies of the completed thesis should be given to the Committee
            at least two weeks before the oral exam (defense) date
         2. Public presentation of the thesis (if required) and thesis defense
            should be done one month before graduation day of any semester
         3. The public presentation is followed by closed thesis defense
            during which time questions concerning the thesis, or any other
            program-related questions, will be asked by the committee
         4. The student may pass without reservations, pass with
            reservations, or fail. If revisions are necessary they must be
            completed and approved by all members of the Committee at
            least two week before graduation day. Students are urged to keep
            this scheduling issue in mind if there is the possibility of a “pass
            with reservations” decision by the Committee.
         5. You should submit the first 10 pages of the thesis including the
            preliminary pages three weeks prior to graduation for a format
            check.
         6. All forms must be completed and all copies of the thesis given to
            the Office of Graduate Studies and Research two weeks before
            graduation day. A check to cover the costs of binding made out
            to the binding company, Houchen Bindery, must be supplied at
            this time.
         7. Submit the PDF file of your thesis to ProQuest CSA’s UMI
            Dissertation Publishing (see Section 4.3 titled Library/Electronic
            Submission of this document).
Section 3.2 Components of a quantitative thesis proposal

Many fields of study use differing quantitative model formats. Be sure to work closely with your advisor to select the relevant components for your proposal. For example, quantitative research theses may use all these components while qualitative/creative theses may use only the first four components or may involve alternative formats depending on the nature of the work.

1. Title Page – including the preliminary title of the study, the student’s name, and the institution double-spaced and centered one-third of the way down the page (see sample page)
2. Introduction – brief overview explaining the background and importance of the study
3. Statement of Problem – specifically what the researcher wants to know; format to be determined by the department
4. Purpose of the Study – explanation of the problem and what the researcher hopes to achieve by conducting the study.
5. Theoretical framework, research questions, or objectives – used to guide the direction of the research; format to be determined by the department
6. Definition of Terms – clarification of any terminology in the study that may not be commonly known; provides a similar interpretation for all readers of the study
7. Review of the Literature – sufficient review of the relevant research to demonstrate an understanding of the subject and major components
8. Research Design – describes the methods that will be used to collect data or organize creative products. May include the following depending on the department:
   a. Description of the design
   b. Criteria for judging credibility and trustworthiness of results (where relevant)
   c. For texts/historical events/case study analyses, provide some sense of the conclusions that the writer is predicting and the manner in which the argument/analysis is positioned in relation to existing scholarship on the subject
9. Sampling – describe the aspects of the cases on which data collection and analysis will focus (where relevant)
   a. Indicate how access to the study population will be achieved
10. Variables – describe aspects of the cases on which data collection and analysis will focus (where relevant)
11. Methods of Data Collection – explain how each variable will be measured (where relevant)
12. Data Analysis Procedures – describe the use of interpretational, structural, or reflective methods (where relevant)
13. Timeline – provide a timeline listing the order for all the major steps of the study and indicate the approximate amount of time needed for each step

Section 3.3: Quantitative thesis chapters

The following is the recommended content of a quantitative research project. Note: the content may vary by discipline, advisor, and/or your committee. Also, departments may have their own requirements that supersede those given here.

There are two basic arrangements possible for a quantitative thesis. Model I is to write each chapter as sequential chapters, for example: Chapter 1 introduction, Chapter 2 materials and methods. Model II is to write the chapters so that each is a stand-alone paper containing all the elements of a complete study (introduction through discussion). The intent here is that individual
chapters will be submitted to journals for publication. Both models are valid, the choice is up to the student, advisor, and committee. More detailed outlines of each model are given below.

Subsection 3.3.1 Model I: Sequential Chapter Structure

**Preliminary Pages**
- Examples of items:
  - Dedication
  - Acknowledgments
  - Table of Contents
  - List of tables/List of figures
  - Title Page
  - Signature Approval Form

**Chapter One**

**Introduction**

**Purpose of the Study**
- The first part of the introduction should clearly state the purpose of the study.
- There should be a concise statement of purpose provided in this section.

**Statement of the Hypothesis or Research Question**
- A clear statement(s) that identifies the precise research question should be included. Each specific measurement to be conducted should be identified.

**Significance of the Study**
- As part of the purpose of the study, there should be justification for conducting the project. This section should exhibit a clear understanding of what makes your study significant and why it should be conducted.

**Definitions**
- A simple list of definitions of terms that directly pertain to this study should be provided. The list should include definitions of terms that might be unclear to the reader.

**Delimitations, Limitations, and Assumptions**
- A brief statement identifying the delimitations, limitations, and assumptions associated with your study should be provided.
- Delimitations – factors that were controlled by the researcher
- Limitations – factors that were not under the control of the researcher
- Assumptions – factors that the researcher assumes were taken into consideration.

**Chapter Two**

**Literature Review**

The author should provide a breakdown of sub-topics influencing the processes of the research project. Each sub-topic should contain a thorough examination of the literature that influences or is representative of current research on that sub-topic. The literature review should collectively support the process and purpose of the study. A theoretical framework as applicable to the field of study may be included here.
Chapter Three Methods

The methods section is the section that should clearly present each aspect of the process by which the study will be completed. Every attempt should be made to leave no question as to the procedures used to complete the study. Proper scientific methods should be used for this aspect of the study.

Subjects
This section should identify the process for selection, recruitment, and delineation of the subject pool used for your study. The subject pool should be reflective of the population selected for the study.

Instrumentation
The instrumentation section should identify the tool(s) used for collection of data. How the instrument was acquired or created as well as reliability and validity of the instrument should be presented in this section.

Procedures
All aspects pertaining to the entire process conducted should be described. Careful consideration should be paid to approval of methods and treatment of human or animal subjects. All treatments should be carefully described as well as notification of risks for participation.

Statistical Analysis
Provide a clear description of the statistical process used for analysis of data. The type of statistical tests should be reflective of the research hypothesis or question(s).

Chapter Four Results

Order of Presentation
Offer your results in an order that is similar to the order you presented your hypothesis or research questions.

Descriptive Data
Provide all the descriptive data such as demographic results.

Results of Statistical Testing
Give the results of the statistical processes conducted for your study. Provide only the results and avoid offering conclusions or interpretations of the results.

Interpretations of Statistical Results
Offer a brief summary of the results with foundational interpretations of what the statistics provide.

Chapter Five Conclusions/Discussion

Summary of Findings
Provide inferences and implications that the results of the study provide you and the reader or others who may have interest in the results. This is a time to expound on your results and offer insight into what your study does or does not contribute to the body of information on your topic.

Conclusions Drawn by Results
Identify specific conclusions resulting from you study. Offer specific insight to what your findings reveal. This section should synthesize your findings with the current knowledge in your area of study.

Recommendations for Further Research
Provide recommendations to further research on this topic or how parts of your study could be improved upon. If you found as a result of your study that another topic should be looked at in order to offer more insight into this topic, then suggest that at this time. It is important that this part of your conclusion chapter incorporate the implications of your findings in terms of other research in your area of study.

**Literature Cited**

Provide a list of references used for this paper. Provide them in the style agreed upon by your committee.

**Appendices**

- **Examples of items:**
  - Letters written to subjects
  - Questionnaires
  - Large data files or sheets not appropriate for main body of thesis

---

**Subsection 3.3.2 Model II: Stand Alone Chapter Structure**

Detailed descriptions of the elements are not needed as they are described above. This model is preferred by some faculty as a way to prepare sections of a thesis for publication. Typically this arrangement also includes formatting the thesis in accordance with the style of the targeted publication. As each chapter presents a self-contained experiment a preliminary and/or summary chapter is typically helpful in connecting the chapters together for the larger thesis framework. All other considerations are the same for this type of thesis as Model I.

Each chapter contains all elements contained in Model I including Introduction, Materials and Methods, Results, Discussion, Literature Cited, and Appendices (if present).

Example chapter organization

1. **Chapter One**
   - Introduction

2. **Chapter Two**
   - Experiment 1

3. **Chapter Three**
   - Experiment 2

4. **Chapter Four**
   - Experiment 3

5. **Chapter Five**
   - Summary

---

**Section 3.4: Other considerations: human and animal subjects**

**Subsection 3.4.1 Protection of Human Subjects in Research**

If the research you are conducting for your thesis involves human subjects, federal law requires that your project be reviewed and approved—in advance—by the Institutional Review Board (IRB). This means that you must complete an online research training program titled the
CITI Course in the Protection of Human Subjects (CITI). You also will need to complete the appropriate IRB forms, and submit them to the university’s IRB for review before your research can proceed. Detailed information about the training program, the federal legislation, the instructions for completing the application and IRB materials, and the downloadable forms can be found at the university’s IRB Web site, http://www.unk.edu/acad/gradstudies/IRB/.

Because training and IRB review requires planning, you should complete the steps in this procedure well in advance of your anticipated beginning date of the research.

Subsection 3.4.2: Protection of Animal Subjects in Research

If the research you are conducting involves the use of animals, federal law requires that your project be reviewed and approved by the Institutional Animal Care and Use Committee (IACUC) prior to your research. To accomplish this, you should access the link below to complete the appropriate form, or contact Dr. Wayne Briner, chair of the university’s IACUC. www.unk.edu/uploadedFiles/academics/biology/IACUC-Document.doc
Chapter 4: Filing the Thesis: Academic Integrity Reminder, Copyright, and On-campus Filing

Section 4.1 Academic dishonesty policy

As a graduate student about to embark upon the role of active scholar, your attention to academic honesty is imperative. This requires that your work:

- Provides a full and complete representation of any scholarly findings,
- Credits the contributions of colleagues and co-workers,
- Respects diversity of opinion,
- Defends you and your colleagues’ academic freedom.

Misconduct in research and writing is defined in the university’s Policy Statement on Integrity in Faculty/Student Authorship & Research as:

The fabrication, falsification, plagiarism, or other practices that seriously deviate from those commonly accepted within the scientific, artistic, and academic professional communities. Plagiarism involves the intentional appropriation of another’s work, including ideas or phrasing of words, without crediting the source.

A student found guilty of dishonesty in academic work is subject to the disciplinary action and procedures as outlined in the Graduate Catalog, Academic Integrity section at http://www.unk.edu/acad/gradstudies/gradcatalog/index.php?id=926.

Section 4.2 Copyright issues

Small amounts of most material (for example, findings from previous research, quotations and information from literary works, surveys and other test instruments) may be used in a thesis with the appropriate citation. Other copyright considerations:

1. In some situations, the material you are using is copyrighted by corporate or individual authors. This would require that you seek permission to reproduce the material as part of your thesis. In such instances, it is your responsibility to contact the publisher for permission to use the work. You should include the written permission with your manuscript when you turn it in to the Graduate Office. Also, make sure that you cite copyrighted work as requested by the copyright holder. Consult with your advisor on this issue.

2. Your thesis is automatically copyrighted, according to the federal Copyright Act of 1976. This means that you are not required to attach the copyright symbol to your thesis to have copyright protection, although the best way to protect an unpublished work is to include the notice. The unnumbered copyright page should follow the Title Page or Abstract in the manuscript. The copyright statement should include the
copyright symbol, your legal name, and the date of the acceptance of the thesis. For example:

Copyright © 2007 by Susan B. Jones

If you desire a public record of the copyright, you can register your thesis with the United States Copyright Office. A fee is required. For information about copyright law, registration and other important information, access the U.S. Copyright Office at http://www.copyright.gov/.

Section 4.3 Library/Electronic Submission

Deliver one original copy and four additional copies of the thesis, and any desired personal copies, in individual protective envelopes, labeled with your name, to the Office of Graduate Studies and Research for final approval at least two weeks prior to commencement. Students are responsible for binding costs, and will need to submit the binding fee to the Office of Graduate Studies and Research at this time. A check must be written directly to the binding company, Houchen Bindery.

The UNK Library, which forwards the theses on for binding, will retain two bound copies of each thesis, one for the Archives Collection and one for the Circulating Book Collection. Also submit an electronic version of the thesis to ProQuest CSA’s UMI Dissertation Publishing at http://dissertations.umi.com/unk/. The website will provide you with detailed instructions. Once you access ProQuest (also available from UNK’s Graduate Studies and Research website), you should:

• Read the section on the first screen titled “Before you begin” for helpful information. Note: the full text of your thesis must be converted to a PDF format prior to submitting it to ProQuest. If you need help in the conversion process, links are available at the first ProQuest screen.

• Once the PDF format conversion is complete, you are ready to begin the process by clicking on “Start your submission.”

• At “Publishing Agreement” select TR-1, Traditional Publishing Agreement” and continue.

• Enter your personal information at “About You.”

• Provide information about your thesis at “Submission Details.”

• Upload your PDF formatted thesis. Remember, ProQuest/UMI will assist you in converting your thesis to a PDF file if necessary.

• Next you will have the option of submitting “Supplemental Files,” such as figures, tables, or graphics.
• At “Copyright Fees,” you have the option of having ProQuest/UMI submit an application to the U.S. Copyright Office for you. There is a charge. Be sure to click “I am not requesting that UMI register my copyright” if you do not want this service.

• ProQuest/UMI offers additional copies for a charge at “Bound Copies.” This is an optional service. (Note: you are required to submit one original and four additional copies of your thesis, plus any additional personal copies to the Office of Graduate Studies and Research for binding.) Click “Continue with submission” to proceed.

• At the “Confirmation” step, students will pay the $45 thesis submission fee and for any additional services. You will need to pay this by debit or credit card.
Chapter 5: Formatting Requirements

Section 5.1 Requirements from the UNK Graduate Admissions and Programs Office

Paper and Printing
The original thesis must be printed on watermarked paper of at least 25 percent cotton and at least 20 pound weight; duplicate copies may be printed on 16 pound paper. Page size must be eight and one-half inches by eleven inches.

Except for the original, duplicate copies may be photocopied. If in doubt about paper or print quality please bring a sample to the Office of Graduate Studies for approval.

Word Processing
The thesis must be printed on one side of the paper with a laser or laser-quality printer.

Margins
A left-hand margin of 1.5 inches, a right-hand margin of 1.0 inch, and top and bottom margins of 1.25 inches each are required unless special permission is obtained. Illustrations and appendices should also conform to this requirement. See Example 1.

Style
Departments require the use of a particular style that has been approved in the profession. See the section on style manuals in this document.

Illustrations
Photography, maps, diagrams, and drawings may be included on graph paper in such a way as not to be obscured when the project is bound. Preferably, small illustrations are placed in the text.

Table and Figures
Tables and figures should be numbered and labeled in accordance with the style manual being used. Tables or figures larger than the page size (8.5 by 11 inches) should be folded leaving binding space on the left margin of at least 2 inches, and any folded edge should fall 0.5 inch within the corresponding edge of the project. Reduction techniques should be used only with special permission.

Pagination
The pages of the text should be numbered with Arabic numerals according to the style manual being used. Begin page 1 following any preliminary pages.

Title Page
The title page should closely follow the form illustrated in this guide (see Example 2) with respect to order, spacing, and capitalization. No abbreviations or punctuation should be used.

Acceptance Page
An acceptance page on watermarked paper of at least 25 percent cotton and at least 20 pound weight must be included following the title page. The page will be typed as part of the project. The committee chair and committee members will sign it following acceptance of the thesis by the committee at the time of the oral examination. (see Example 3)

Abstract
An abstract must be included following the acceptance page. It should follow the same guidelines for margins and spacing, and be consistent with the style manual being used. The abstract should not exceed 300 words.

Table of Contents
The thesis should include a table of contents following the title page, acceptance page, abstract, and any other preliminary pages. The Table of Contents should list all the principal topics, subdivisions, and enumerate the illustrations, tables, and figures in the order in which they are to be bound.

Thesis format check, binding, copies needed, and electronic submission
You should submit the first 10 pages of the thesis including the preliminary pages three weeks prior to graduation for a format check. The original thesis and four copies will then be submitted to the Office of Graduate Studies and Research for review and acceptance before being submitted for binding. The student is responsible for paying all binding costs. The student will be notified by the Office of Graduate Studies and Research when the copy of the thesis is ready to be picked up.

The UNK Library will retain two bound copies of each thesis, one for the Archives Collection and one for the Circulating Book Collection. An electronic version of the thesis also will be submitted for deposit with ProQuest Dissertations & Theses. The department requires a copy, as does the advisor, and one for the student.

Section 5.2 Approved Style Manuals

Style manuals provide information about preparing a master’s thesis including formatting citations for endnotes, footnotes, reference lists, and bibliographies. Listed below, by department, are the style manuals approved for use when writing a master’s thesis at UNK. Please consult with your advisor to insure that the style manual listed for your department has his/her approval. The UNK theses manual will take precedence over any information presented in a style manual. These style manuals are available for use in the Reference Collection on the first floor of the Calvin T. Ryan Library.

Biology
(Calvin T. Ryan Library Reference Collection: *T11.S386)

Business (MBA)
Communication Disorders
Counseling & School Psychology
Educational Administration
Teacher Education
(Calvin T. Ryan Library Reference Collection: *BF76.7.P83 2001)

English*

[contains most recent documentation & works cited forms that have supplanted above]
(Calvin T. Ryan Library Reference Collection: *LB2369..G53 2003)

History*

(Calvin T. Ryan Library Reference Collection: *LB2369.T8 1996)

Modern Languages

Physical Education

* more than one manual approved
Subsection 5.2.1 Online Resources - Style Manuals and Writing Guides

The online resources listed below are intended to supplement the information given in the approved style manuals. These resources provide examples of citation styles as well as information about planning, preparing, and writing a master's thesis.

APA Citation Guide - University Libraries - The Ohio State University
http://www.lib.osu.edu/sites/guides/apagd.html
Examples of citations using the Publication Manual of the American Psychological Association (APA).

APA Style.org Frequently Asked Questions
http://www.apastyle.org/faqs.html
Information about using the Publication Manual of the American Psychological Association (APA).

Chicago Manual of Style Examples of Chicago-Style Documentation
http://www.chicagomanualofstyle.org/tools.html
Examples of citations using the Chicago Manual of Style.

Chicago Manual of Style Citation Guide - University Libraries - The Ohio State University
http://library.osu.edu/sites/guides/chicagogd.php
Examples of citations using the Chicago Manual of Style.

Citing Sources - Duke University Libraries
http://library.duke.edu/research/citing/

Modem Language Association Frequently Asked Questions about MLA Style
http://www.mla.org/style_faq
Information about using the MLA Style Manual and Guide to Scholarly Publishing.

Modern Language Association (MLA) Citation Guide - University Libraries - The Ohio State University
http://www.lib.osu.edu/sites/guides/mlagd.html
Examples of citations using the MLA Style Manual and Guide to Scholarly Publishing.

Research and Documentation Online - Diane Hacker
http://www.dianahacker.com/resdoc/home.html
Information about finding and documenting sources in the Humanities, Social Sciences, History, and Sciences. Also includes tips for evaluating sources, a list of style manuals, and a glossary of research terms.
Research and Documenting Sources - Purdue University Online Writing Lab
http://owl.english.purdue.edu/handouts/research/index.html#writing
Information on evaluating information sources, APA and MLA citation styles, and writing research papers.

Style Manuals and Writing Guides - Libraries and Media Services - Kent State University Library
http://www.library.kent.edu/page/10603
Also includes links to writing guides and examples of citations for electronic sources.

Turabian Citation Guide - University Libraries - The Ohio State University
http://www.lib.ohio-state.edu/sites/guides/turabiangd.html
Examples of citations using A Manual for Writers of Term Papers, Theses, and Dissertations.

The Writing Center - University of Wisconsin-Madison
Also includes information on the writing process, grammar and punctuation, and avoiding plagiarism.

Writing and Presenting Your Thesis or Dissertation - S. Joseph Levine, PhD - Michigan State University
http://www.learnerassociates.net/dissthes/
Information on preparing a proposal, writing a thesis or dissertation, and defending a thesis or dissertation.

Writing Resources/Style Manuals - University Libraries - The Pennsylvania State University
http://www.libraries.psu.edu/gateway/referenceshelf/writ.htm
Also includes links to information about citing electronic sources, writing and grammar guides, and plagiarism and copyright.

Writing Theses and Dissertations - Jennifer Hillman Helgren and David Parker - Claremont Graduate University
http://www.cgu.edu/pages/880.asp
Information about choosing a topic, writing a proposal, conducting research, the writing process, organizing, revising, and time management.
Subsection 5.2.2: Forms and Examples of Thesis pages

The following form can be found at:
http://www.unk.edu/uploadedfiles/academics/gradstudies/resources/tfss.pdf

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**Proposed Supervisory Committee for Theses, Field Studies, and Scholarly Studies**

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<th>Name</th>
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<th>Advisor’s Signature</th>
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**The committee will be composed of the following graduate faculty members: (a) the candidate's thesis professor who will serve as chair, (b) one other member representing the candidate's major department, (c) a third member representing a related field in the college in which the candidate’s major field is located, (d) a fourth member selected at large from the University of Nebraska Graduate Faculty.**

Recommended by
Chair, Graduate Program Committee

I agree to serve on the supervisory committee for this student who is working on his/her Master's or Specialist's degree. (Please sign your name).

Chairperson

Approved by
Dean of Graduate Studies and Research

Date 11/07
Example 1: Margins and Page Numbers

All text and diagrams must be printed within these margins.
Example 2: Title Page

(TITLE OF THESIS)
(ALL CAPS)

A Thesis
Presented to the
Graduate Faculty of the (your department) Department
and the
Faculty of the Graduate College
University of Nebraska

In Partial Fulfillment
of the Requirements for the Degree
(Name of Degree)
University of Nebraska at Kearney

By
(Name of Student)
(Month and Year)
Example 3: Signature Form

THESIS ACCEPTANCE
(ALL CAPS)

Acceptance for the faculty of the Graduate College, University of Nebraska, in partial fulfillment of the requirements for the degree (name of the degree), University of Nebraska at Kearney.

Supervisory Committee

<table>
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Supervisory Committee Chair

Date
Publishing your dissertation/thesis at University of Nebraska-Kearney-Graduate Studies and Research

Campus Resources & Guidelines for University of Nebraska-Kearney-Graduate Studies and Research

This is the place where you can come to learn how your campus can assist you with your dissertation/thesis needs - from links to the campus writing center to important information about deadlines.

► Campus Resources
Learn more about your institution’s guidelines & resources.

Preparing to submit your dissertation or thesis

Are you working toward submission of your dissertation or thesis? Obtain the information you need to ensure it’s published the way you want it to look.

► Publishing Guides
View instructions and guides to help you prepare your manuscript.

About ProQuest/UMI Dissertation Publishing

ProQuest/UMI Dissertation Publishing is the world’s only comprehensive service for publishing, archiving, and disseminating graduate research. By publishing with ProQuest/UMI, you ensure your dissertation or thesis gains the widest possible audience.
Resources & Guidelines - University of Nebraska-Kearney-Graduate Studies and Research

Obtain information on publishing your dissertation or thesis with ProQuest/UMI Dissertation Publishing.

Format Guidelines & Authoring Tools
- University of Nebraska at Kearney-Graduate Studies and Research Guidelines
- Dissertations & Theses @ University of Nebraska-Kearney-Graduate Studies and Research
  - Browse and download free PDF copies of University of Nebraska-Kearney-Graduate Studies and Research dissertations & theses.
- Online Submission: Frequently Asked Questions
- Creating PDFs

Campus Resources
- Library liaisons are assigned by subject area - the complete list is at http://www.unk.edu/acad/library/ref/index.php?id=1109
- Janna Shanno, ProQuest Administrator, shannoj@unk.edu
- Carol S. Lomicky, Associate Dean of Graduate Studies and Research, lomickyc@unk.edu
- Linda Johnson, Director of Graduate Admissions, johnsonli@unk.edu
- Writing Center, http://www.unk.edu/acad/writing_center

Intellectual Policy & Publishing Agreements, Guides & Policies
- UMI Copyright Booklet

Publishing Guides
- Preparing your manuscript for submission (including supplemental files)
  - Provides guidance on how to embed fonts and other issues important to preparing your manuscript for submission.
- Subject Categories
  - A complete list of the available UMI subject categories.
- Open Access compared to Traditional Publishing
  - More information on the publishing options available to you, and why you might choose one over the other.
- Delayed release and other publishing options
  - Provides guidance on why you may or may not want to put an embargo or sales restriction on your graduate work.
- Copyright and your dissertation or thesis
  - Provides guidance on avoiding copyright infringement and protecting the copyright you have on your graduate work.
Resources & Guidelines - University of Nebraska-Kearney-Graduate Studies and Research

Obtain information on publishing your dissertation or thesis with ProQuest/UMI Dissertation Publishing.

Format Guidelines & Authoring Tools
- University of Nebraska at Kearney-Graduate Studies and Research Guidelines
- Dissertations & Theses @ University of Nebraska-Kearney-Graduate Studies and Research: Browse and download free PDF copies of University of Nebraska-Kearney-Graduate Studies and Research dissertations & theses.
- Online Submission: Frequently Asked Questions
- Creating PDFs

Campus Resources
- Library liaisons are assigned by subject area - the complete list is at http://www.unk.edu/acad/library/ref/index.php?id=1109
- Janna Shanno, ProQuest Administrator, shannoj@unk.edu
- Carol S. Lomicky, Associate Dean of Graduate Studies and Research, lomickyc@unk.edu
- Linda Johnson, Director of Graduate Admissions, johnsonli@unk.edu
- Writing Center, http://www.unk.edu/acad/writing_center

Intellectual Policy & Publishing Agreements, Guides & Policies
- UMI Copyright Booklet

Publishing Guides
- Preparing your manuscript for submission (including supplemental files)
  Provides guidance on how to embed fonts and other issues important to preparing your manuscript for submission.
- Subject Categories
  A complete list of the available UMI subject categories.
- Open Access compared to Traditional Publishing
  More information on the publishing options available to you, and why you might choose one over the other.
- Delayed release and other publishing options
  Provides guidance on why you may or may not want to put an embargo or sales restriction on your graduate work.
- Copyright and your dissertation or thesis
  Provides guidance on avoiding copyright infringement and protecting the copyright you have on your graduate work.

Contact us | About UMI Dissertation Publishing
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### 2011-2012 Assessment Report
UNK Department of English
Julie Flood (chair) Kathryn Benzel, Martha Kruse, Denys van Renen

<table>
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<th>Number of Majors:</th>
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During the fall of 2009, the department determined to evaluate the critical thinking/writing skills of its majors a exhibited in critical essays written near the end of 300- and 400-level courses. During the spring of 2010, the department’s assessment committee selected a relevant instrument (rubric) and established benchmarks for collecting and evaluating data. After several discussions, the committee opted to use the well-regarded VALUE rubric for critical thinking created by the Association of American Colleges and Universities (AAC&U), with three-quarters (75%) of students expected to exhibit mastery (a score of 3 or 4 on a 0-4 point scale, i.e. the 60th percentile or above) in each of the rubric’s five categories -- the rubric is available as a supporting document to this report. Given the limited usefulness of a single data set from one year, the committee agreed to implement the same focused assessment for the 2010-11 and 2011-12 years as well.

Seven instructors of 9 300/400-level literature and language courses collected copies of critical essays from all majors listed on their final MyBlue rosters for both the fall and spring semesters of the reporting cycle (2011-12). All told, 52 essays were collected (but one was not assessed, due to a plagiarism issue) and 51 were scored. A few students were enrolled in two sections of these 300/400-level courses, with the result that the benchmarks for 2011-12 are measured by the number of papers collected and scored rather than in terms of individual students.
It is presumed that all students had completed ENG 234 (Reading and Writing About Literature), the department’s required foundational course for majors.

Each of the Assessment Committee’s four members scored 10-13 of the essays, which had been randomly assigned to four groups. A tally sheet was completed for each essay (from which identifying information had been removed), with all scores tabulated and evaluated by J. Flood for purposes of this report. (The raw data are available as supporting tables accompanying this report.) The data were presented to the departmental Assessment Committee in order to discuss and establish recommendations. Following, the data were presented to the UNK Assessment Committee as part of the department’s focused assessment agreement and will be discussed by the department faculty at future meetings.

The mean (average) scores in all five rubric categories were below the target of 3 or 4, with a low of 2.47 in Thesis to a high of 2.68 in Influence. The median or middle score was 3 in all five categories. The mean for Total scores was 13.01 (out of 20 possible points). In comparison to last year’s numbers, mean scores were lower in all categories. The strongest category in this year’s numbers is Influence (2.68) followed very closely by Evidence (2.66) and Explanation (2.65). The lowest category is that of Thesis (2.47), which has been the case for all three years of this focused assessment cycle. The strongest categories for reaching the 3 benchmark were Explanation (30 papers) and Influence (30 papers) and the lowest was Thesis, with 25 papers reaching benchmark level.

Median scores in each category were 3 across the board for all three years. The median total score was 15, also for all three years. The mode in the Explanation, Evidence, Influence, and Thesis was 3, while Conclusion was 2. This matches the scores from 2010-11. The mode for Total Score was 14, as compared to 14.75 in 2010-11 and 13 in 2009-10. The number of papers reaching milestone/capstone levels in all categories are as follows: Explanation 30, Evidence 29, Influence 30, Thesis 25, Conclusion 26 and Total 18.

As with the results for the past two years, those students who scored quite low were weak in all areas, while those which were above the mean/median showed a proficiency in all categories. This would suggest that students who are at the benchmark level struggle with multiple difficulties.

We have now completed our third and final year of our focused assessment of critical thinking. The results are not dissimilar each year to each. Our students consistently perform well Explanation, Evidence and Influence categories. Issues remain with the Thesis and Conclusion categories. It is not surprising that these two would be paired, as conclusions depend on the quality of the thesis. Drawing conclusions is also somewhat tempered by the realization by the Assessment Committee over the last two years that the rubric was not, in actuality, a good match for the teaching methods of the department at large. The category of Influence, for instance, suggests that students actively challenge a source to demonstrate mastery.
Actual practice within the department stresses the use of sources as a support to position and, thus, this category in the rubric became meaningless. However, it was not possible to change the rubric in the middle of an assessment cycle.

Because the rubric is intended to study only critical thinking, the scores of the papers based on the rubric are not accurate reflections of the actual scores students received on the papers when assessed by their instructors. Not included in the rubric are the other requirements for successful student writing, including accurate documentation, the development of an argument, and overall organization of the paper. However, the rubric has provided us a means with which to consider the results of our instruction means and methods as demonstrated by critical thinking, which is a crucial skill expected of English majors.

Based on the results of this three-year focused assessment, our department has stressed the importance of a critical thinking component in each of our classes, as is also called for in the General Studies guidelines. The majority of writing assignments are based on the creation and then defense of a position, which requires the student to not only formulate an argumentative thesis, but to defend that thesis using sources and skillful analysis of that source.

The department has considered and reviews the recommendations of both the 2009-10 and 2010-11 reports. The assessment chairs from both years have offered recommendations to address the issues presented by the results. As with last year’s report, the recommendations of the first year will appear below, with the responses to those comments from both 2010-11 and 2011-12. Additional recommendations that result from the current report will be forthcoming, after the faculty of the department has the opportunity to fully consider that data.

1) 2009-10: Continue the same focused assessment process for a minimum of 2 more years (2010-11 and 2011-12). It is essential to collect sufficient comparable data to establish a baseline for comparison and to reveal any underlying trends at work.

2010-11: The department agreed to continue the focused assessment process for the specified time period. The report under consideration covers the 2010-11 academic year, and the department will repeat the process, using the same rubric and scoring protocol in the coming year (2011-12)

2011-12: The department completed its three-year focused assessment.

2) 2009-10: Renew efforts to consistently offer (and encourage majors to enroll for) English 311 Advanced Composition, and/or other upper-level composition/rhetoric courses. While students may write substantial critical essays in most, if not all, of their upper-level courses, the curriculum is focused on literary and other forms of analysis, not on students’ facility with composition, rhetoric and other “writerly” skills and habits.
2010-11: The department currently has just one composition/rhetoric specialist, thought it is searching for a colleague with expertise in Basic (Developmental) Writing. It is reasonable to expect that papers focused on topics other than literature are just as likely to display the type of “comprehensive exploration of issues, ideas, artifacts and events” (Critical Thinking VALUE Rubric) as the essays under consideration in this report; the inclusion of these papers would also diversify the data base.

2011-12: The department now has two composition specialists with the addition this fall of a Basic Writing specialist, which broadens our pool of expertise. English 311 (Advanced Writing) is being offered in the Fall semester and 411 (Advanced Writing II) will be offered in the Spring (2013) semester. Our next focused assessment will be of reading comprehension, the mastery of which has a direct bearing on the ability of our students to mount a comprehensive exploration of any text. In the next assessment, the upper division compositions classes will be included in the pool of papers to be scored.

3) 2009-10: Begin addressing any existing deficits in Influence and Conclusions (and, I [Dion Cautrell] would add, Explanation) in a consistent way whenever possible within our current courses. Overemphasis in those areas is not recommended, as it may mean the other areas begin to suffer as a result, but faculty should look for ways to foster the skills associated with those areas in a way that is consistent with their current curricula and teaching/learning goals.

2010-11: Data from the current report suggest the department may want to target Position and Conclusions for improvement, though the mean scores in these areas are just .05 and .02 points below the mean of 2.81 in Evidence and Influence. Given that the mean score for Explanations (2.98) falls just .02 below the benchmark of 3 and has improved considerably since the mean on last year’s report (2.65), the department may want to target this area for achieving benchmark status. Given the criteria specified on the rubric, scores might rise considerably if students were encouraged to include secondary sources that do not corroborate their thesis; questioning this counter-evidence would result in our students reaching the benchmark.

2011-12: Explanation and Influence have both improved or remained stable, while Evidence, Thesis and Conclusion have not demonstrated such stability. This has led us to the choice of our next focus on reading comprehension and its effect on the student’s abilities to use, analyze and debrief sources. We have also concluded the rubric choses at the outset of this three-year focused assessment may not have been the best match for the department’s approach to teaching the use of sources, as most undergraduate classes consider a source as a supplement to an argument.

4) 2009-10: Place special emphasis on all five rubric areas in English 234 (Reading and Writing About Literature), the department’s “gateway” course for all majors to ensure they begin their upper-level coursework with a solid foundation in the areas
the rubric (and we as a department) value. Again, those areas can be addressed without sacrificing individual faculty goals and aspirations for the course.

2010-11: The English department has just received approval (Nov. 2011) to remove ENG 234 (Reading and Writing About Literature) from the General Studies humanities category. Instructors have struggled to teach a course with a two-tiered student population: 1) prospective or declared English majors, and 2) students who take the course because it fits their schedule or fulfills half of their Writing Intensive requirement. Once designated as a required course in the major, instructors can approach the class with the assumption that all students expect to become proficient in the reading/writing skills English majors must demonstrate.

2011-12: Next year's assessment pool will include the papers from ENG 234 (Reading and Writing About Literature). 234 is the first major class for all English majors and minors and is structured to teach the skills required for scholarly writing in the discipline. Having removed this course from General Studies, the population can now be assumed to consist of majors and minors only, as opposed to a mixed population. However, while the 234 papers will be assessed separately, allowing the department to clearly see the differences in skill levels between the beginning writers in the discipline and the advanced 300 and 400 level writers. This will also allow the department to track the growing mastery of our writers. We were hampered in the last assessment cycle by the lack of overlap from year to year; in the 2011-12 pool, only 4 students from the 2012-11 pool were present. This made it difficult to accurately track actual progress from one level to the next.

5) 2009-10: Finally, faculty within the department need to have an ongoing conversation with one another about best practices, model assignments, and the many other ways in which all of us have found success in fostering the skills associated with each of the five rubric areas. Without such sharing and informal collaboration, it is difficult to imagine a concerted effort can be brought to bear in addressing whatever small deficits exist in students' current preparation as they leave us.

2010-11: Agreed. A substantial amount of time will be allotted to this discussion, most likely during a regular or special department meeting. Though the faculty teaching the upper-division courses in 2009-10 may not have the same teaching assignments in 2010-11, a three-year span offers almost every full-time faculty member the opportunity to teach majors courses and contribute essays to the assessment endeavor.

2011-12: In this last year of the focused assessment, 7 instructors and 9 classes were represented in the pool of papers. The faculty who teach the majors classes are active participants in the process of providing the raw material for our assessments. The results of this report will be shared with the department at a future meeting (most likely November's) and the implications thereof will be discussed at length. Since this is the last year, the Assessment Committee will also
introduce the focus of our next three-year study, that of reading comprehension. There will be a call for papers from all majors classes, including literature, advance writing, 234, and the language classes. The rubric will be developed to specifically match our department and its methods.

The overall results of this three-year assessment cycle have been positive, demonstrating that our majors perform at the milestone/capstone level of the rubric on a regular basis. We are looking forward beginning our next focused assessment of reading comprehension.
# English Assessment 2012-2013 Cycle

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Background of Assessment

The decision to use the English 234: Reading and Writing About Literature class as the basis for our yearly assessment report was precipitated by the necessity to vacate for the time being our originally planned assessment cycle. This change occurred with the submission of our department’s curriculum map and the associated learning outcomes, which must be assessed over the next three years. Because of this late change, the only papers that the English Department Assessment Committee had for this year’s assessment were those from English 234. The committee chose to use these papers, then, to study the effectiveness of the 234 course. 234 is important because it is not only the first majors class that English majors must take, it is also the only one they all must take.

The history of this class is what makes this particular study important to the Department. At its inception, the class was intended as a foundational class in which English majors were given the rhetorical and analytical tools for writing about literature as they progressed through the rest of their course of study. Very soon after this, 234 became a General Studies Writing Intensive class. This caused the content and the expectations to change dramatically, as many (if not most) of the students in any given 234 class were not English majors. Two years ago, 234 was removed from General Studies and once again became a class intended for majors. When the class returned, the original learning outcomes were lost and for the following semesters, the class was taught by several faculty, each providing their own outcomes.

This fall, the discussion began concerning the need for a set of universally accepted learning outcomes for 234: do we actually need an articulated set or are the classes still providing the material without them? This discussion has yet to leave the committee level, but if and when it does, there needs to be concrete information to present to the Department. This, then, became the rationale for this assessment project.

Structure of Assessment

The English Department Assessment Committee constructed a set of learning outcomes based on discussions with faculty members who had taught and are teaching 234. These outcomes are:

1) Recognize and apply genre appropriate vocabulary used in literary analysis.
2) Develop close reading skills.
3) Apply vocabulary and reading skills to produce effective analysis of literature.
4) Articulate the knowledge to produce effective writing about literature.

We decided that 2.5 would be the median score for each of the learning outcomes, and 10 would be the overall median score for papers as a whole.
We then constructed a rubric (found in the Connected Documents portion of the WEAVE site) which consisted of a 4-point scale with the option of assigning a zero score. Each committee member then scored 4-5 papers (there were 23 total) using a score sheet. Once the papers were scored, the Chair of the Assessment Committee, Julie Flood, tabulated the results and wrote the report.

Results

The general results of the paper evaluation present several categories where the 234 classes are achieving the desired median score and one clear category where they do not. Overall, 13 out of 23 papers met or exceeded the target score of 2.5. While this result is encouraging, it also leaves room for continued improvement. Individual categories presented mixed results: Outcome One (Vocabulary) had only 8 papers meet the target. Outcome Two (Close Reading) had 13. Outcome Three (Application) had 14. Outcome Four (Articulation) had 13.

Outcome One (Vocabulary):
This was the lowest of the 4 categories in the number of papers reaching the target score. The mean score was 2.26, considerably lower than 2.5. 8 papers out of 23 achieved the target score of 10/16 or above.

The higher scores in the other categories would suggest that the emphasis has been on the analytical aspects of discipline specific discourse over the vocabulary. Considering that this class consists mostly of students in their sophomore year and that this is the very first class in which they begin to write in their discipline, this emphasis is not surprising; the analysis must be present in order for the vocabulary to be useful. The result does, however, suggest heightened focus on terms and their applications in writing about literature.

Outcome Two (Close Reading):
In this category, 13 out of 23 papers met or exceeded the median of 2.5, with a mean of 2.65. This is an encouraging result that also suggests room for improvement. However, the challenge of reading beyond the level of plot has been a continuous one across the entire English curriculum. This is a focus that must continue and be re-enforced throughout all classes at all levels. The Assessment Committee is interested in a future focused assessment that looks specifically at close reading, as we perceive this to be one of the greatest challenges to the teaching of literature and one skill with which our students seem to struggle.

Outcome Three (Application):
In this category, 14 out of 23 papers met or exceeded the median of 2.5, with a mean score of 2.73. This result suggests that the emphasis on analysis has been effective. It is possible to do an effective literary analysis implying concepts but not actually naming them (the lack of the actual vocabulary) and the number of papers
here that present at least some sections of analysis would suggest that is what is happening. However, this score also leaves room for continued emphasis.

**Outcome Four (Articulation):**

In this category, 13 out of 23 papers met or exceeded the median of 2.5, with a mean score of 2.65. While this is above the median, it is by no means a brilliant score. However, once again, the result must be tempered by the realization that the writers of these papers are in their first true major class and that truly effective writing about literature is a cumulative process, one that only grows with semesters of experience. That over half the students were able to produce writing that is the synthesis of the first three categories is a strong showing. The necessity of a student writing about literature not only to understand but to clearly articulate knowledge, vocabulary and analysis into a coherent whole that not only demonstrates understanding of the plot but perceives the text below the plot is undeniable, but is a skill that requires more instruction and experience than is possible in one beginning level class.

**Conclusions**

As the purpose of this particular assessment was to determine if a universal and overt set of learning outcomes for 234 is required to ensure the uniformity of instruction in all 234 classes, the answer is two-fold: having the document in place would perhaps be helpful to faculty who are teaching the course for the first time; however, these outcomes appear to have been part of the implied curriculum already. Thus, we can conclude that yes, having established, overt outcomes will be a benefit and that establishing these will not radically alter the way 234 is already being taught. This will be a benefit when the Department as a whole takes up this discussion later in the academic year. The assurance to faculty that they are still able to use the content of their choice will be balanced with the assurance that all are teaching to a common set of outcomes. And the results of this assessment will demonstrate how important those common outcomes are.
Learning Outcomes for 234:

1) Recognize and apply genre appropriate vocabulary used in literary analysis.
2) Develop close reading skills
3) Apply vocabulary and reading skills to produce effective analysis of literature.
4) Articulate the knowledge to produce effective writing about literature.
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<td><strong>Vocabulary</strong></td>
<td>Exemplary use of terms and vocabulary</td>
<td>Competent use of terms and vocabulary</td>
<td>Uses some terms well</td>
<td>Attempts to use terms</td>
<td>Uses no terms/misuses terms</td>
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<td>Demonstrates deep and careful reading of text</td>
<td>Demonstrates a moderately deep reading</td>
<td>Has sections where a close reading is evident</td>
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<td>Exemplary analysis of text</td>
<td>Competent analysis of text</td>
<td>Has some sections were analysis is present</td>
<td>Attempts to analyze</td>
<td>No analysis present/plot summary</td>
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<td><strong>Articulation</strong></td>
<td>Clearly and fully articulates vocabulary, analysis and close reading</td>
<td>Articulates vocabulary and uses analysis in a partially effective manner</td>
<td>Has some sections of discussion</td>
<td>Attempts to discuss</td>
<td>No evidence of analysis/vocabulary/no apparent understanding of either</td>
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The most recent graduate assessment report includes two indicators of student achievement: a direct indicator (scores on students' seminar papers) and an indirect measure (exit surveys). The graduate director normally submits a report every 2-3 years to allow a sizable amount of data to be collected; this report covers only one year for the purpose of establishing a baseline for subsequent terms.

### English Department Graduate Assessment – Seminar Papers

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<td>Total</td>
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<td>Mean</td>
<td>3.4</td>
<td>3.4</td>
<td>3.6</td>
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All graduate students are required to take courses in British/World and American literature, as well as a Literary Criticism class (ENG 806 or 807). The Criticism class was not offered during this reporting period; it will be offered in the next reporting cycle (Spring 2014). Students know that the class is offered every other spring, so everyone has a chance to take it during his/her 2-year program. The 14 papers represented here are from British and American Literature seminars. As the curriculum map shows, all these courses require students to demonstrate Analysis and Synthesis (A/S) skills, consistent with the three (3) student learning outcomes listed above in italics.
The department's graduate committee set a benchmark of 3 in each category, for a total of 9 points per paper. Results show that students performed consistently well in all three categories, with only 2.5 total points separating the categories in which they scored lowest and highest. The mean score of all papers is 10.4, comfortably above the benchmark of 9.

These results are not surprising; students in 800-level literary seminars are self-selecting, bringing a considerable background and proficiency in English to their work. The scores on their seminar papers indicate their continuing development not only in acquiring knowledge but also in demonstrating analysis and synthesis.

************

English Student Personal Assessment: Exit Survey

Three (3) students graduated with an MA in English in the reporting period. Two (2) of them completed the survey.

Key: 5-6 = very proficient
    3-4 = somewhat proficient
    1-2 = not proficient
    N/A = not applicable (for example, the respondent did not teach any classes so did not acquire proficiency with teaching methods and materials)

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<tr>
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<th>Student 1</th>
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<tr>
<td>Literary periods</td>
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<td>Literary genres</td>
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<td>Literary terms and techniques</td>
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<tr>
<td>Composition and essay writing</td>
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<td>6</td>
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<tr>
<td>Creative Writing</td>
<td>5</td>
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<td>4</td>
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<tr>
<td>Language and grammar</td>
<td>4</td>
<td>5</td>
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<td>Communication skills</td>
<td>4</td>
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<td>Critical Thinking</td>
<td>2</td>
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<tr>
<td>Intellectual curiosity</td>
<td>5</td>
<td>6</td>
<td>5.5</td>
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<tr>
<td>Teaching methods and materials</td>
<td>2</td>
<td>6</td>
<td>4</td>
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<tr>
<td>Research methods</td>
<td>3</td>
<td>6</td>
<td>4.5</td>
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<tr>
<td>Critical approaches</td>
<td>2</td>
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The survey is an indirect assessment and measures students' individual perceptions of their preparation in diverse areas of the graduate curriculum. It is difficult to generalize from just two responses. Furthermore, students did not select the N/A option even when that choice would have been most accurate. For example, neither student took a creative writing course, and one did not teach.

Though the graduate committee has not established benchmarks on this indirect assessment, students apparently feel very well prepared in the use of literary terms and techniques (which relates to the outcome regarding critical/literary theory), composition and essay writing, and intellectual curiosity. Students rated themselves somewhat to very proficient in knowledge of literary periods (which relates to the outcome regarding historical/cultural foundations of texts), language and grammar, and research methods (which relates to the outcome regarding research). One area of potential concern is one student's perception of herself as lacking proficiency in critical approaches, though this self-assessment is somewhat anomalous given that both graduates produced exemplary theses.

The assessment instrument also gives graduates the opportunity to respond to questions about the program itself. One student expressed a desire for professional development workshops, a need the department addressed with a session in spring 2013 over preparing conference presentations and submitting articles for publication. Our graduate students routinely present scholarship at national conferences and receive a great deal of informal mentoring in this regard. The respondent who taught composition as a graduate assistant perceived a lack of uniformity in the amount of writing required of students, along with inconsistent grading scales. The composition coordinator is hosting a workshop in November 2013 that addresses these issues.

One respondent who apparently felt unprepared for the demands of applying critical theory to texts recommended that a set of foundational readings be placed on reserve for students lacking undergraduate preparation in this area. This is certainly a possibility, though I must emphasis again that both respondents, in the opinion of their professors and thesis advisors, performed admirably in this area.

Overall, the respondents used adjectives like "wonderful," "effective," and "excellent" to describe their course work.
Abstract
The UNK English department is characterized by a remarkably accomplished and hard-working faculty who evince an outstanding commitment to the institution’s mission in instructional excellence. A strong scholarly ethos informs first-rate teaching at the undergraduate and graduate levels. Pedagogy in the department is marked by close personal attention to students and their work, apparent in a notable number of student publications, scholarly conference appearances, and awards. Like English departments—and other members of the Humanities—nationwide, this department faces historically declining enrollments in its core offerings and heavy responsibilities to General Studies curricula proportionate to institutional enrollments. As is the case elsewhere, the investment in General Studies creates opportunities to exercise leadership on campus, generate faculty lines, and create flexibility in course assignments and scheduling. At the same time, however, it can be seen within a department as a “service” obligation that draws attention and resources away from the unit’s disciplinary mission.
UNK’s English department struggles with these issues as it faces marginal enrollments at the graduate level. The department has begun to move away from a conventional hiring pattern to pursue faculty who are not narrow specialists, as well as experiment with curricula considered “ancillary” to the English department’s traditional focus on the study of literature in historical periods. Although the department is well governed and collegial, these shifts have provoked some professional disagreement about future directions.

This report makes recommendations that largely underscore initiatives already underway that are designed to “diversify” the department’s capacity to solidify enrollments and thereby ensure that its core foci are sustained. The report also encourages the department to embrace and strengthen its General Studies commitment, and encourages the administration to continue to actively support the singular contribution that English makes to General Studies.

The External Reviewer, Vandenberg, wishes to sincerely thank Dr. Charles Bicak, Dr. William Jurma, Dr. Kenya Taylor, and particularly Dr. Martha Kruse and the faculty and students of the Department of English for the warm and gracious welcome. It would be difficult to imagine a more generative and pleasant group. He especially wishes to thank the members of the APR team, each of whom was indispensable in providing necessary context and good judgment.

Self-Study Document

Well before the site visit on March 23-24, 2009, the English APR Team was provided with two binders comprising those materials called for in the UNK Academic Program Review Guidelines and Procedures (Revised August 2008). During the visit the APR Team was provided with a document titled “UNK proposed General Studies Program—Draft #4,” and a document titled “Core Writing,” which constituted an overview of the proposed reduction of the first-year writing requirement from two courses to one.

The Self-Study, thoroughly and expertly prepared by the English chair, Dr. Martha Kruse, is exhaustive. Sections on the Mission, Resources, and Effectiveness of the department were clear, fully elaborated, and evenhanded in representing its range of strengths and weaknesses. While members of the department—as one might reasonably expect—are not all of one mind on how English might focus its objectives in the short and long term, we are pleased to note that independent interviews with faculty on both days of the visit did not produce significant dissatisfactions or concerns unanticipated by the Self-Study.

The Self-Study reflects a department attuned to the focus and purpose of UNK’s expectations for Academic Program Review and well aware of the institution’s current financial situation, which is no doubt exacerbated by the prolonged and disturbing worldwide recession. The team was provided with a document genuinely oriented toward
continuous improvement of departmental effectiveness; we were impressed by the way in which the Self-Study consistently frames challenges and opportunities in relation to the key function of the departmental mission, the effective preparation of students as keen readers, capable and versatile writers, and perceptive critical thinkers. The Self-Study ignores neither a need for tangible increases in support nor the direct relationship between available resources and effectiveness; nonetheless, it projects a department willing to and capable of making strategic changes in an environment of limited resources. This approach allows the Self-Study to productively focus forward on short- and long-term goals. The team, especially the external reviewer, wishes to thank Professor Kruse for the construction of a document so well suited to its need.

Mission of the Department

The English department’s Self-Study divides its mission statement into undergraduate and graduate sections. At the undergraduate level, the department foregrounds its commitment to Humanist goals of understanding, communication skills, critical thinking, and the literary tradition, broadly conceived. The learning outcomes for undergraduates—who are understood primarily as future K-16 Language Arts and English teachers and those who might go on for graduate training in English—address awareness of and appreciation for literary movements and works of literature (including that of “diverse cultures”); “major curricular developments in English”; and recognition of the impact of electronic media on the individual and society” (Self-Study 1).

The graduate mission of the department involves preparing Master’s students for entry into the professional employment market; enhancing their pedagogical skills to enable greater potential in teaching positions; and enabling further graduate study in Ph.D. and MFA programs. The department understands the MA program to support the undergraduate mission by attracting a higher quality faculty. Indeed, the APR Team was impressed with the accomplishments and dedication of the graduate faculty in English, who have achieved a remarkable number of accomplishments despite a relatively heavy standard teaching load. The graduate program in English further contributes to the larger undergraduate mission of the university through the training of graduate assistants to teach first-year writing courses.

These are challenging times for English departments. Institutional and public attention to the Humanities on a national level has slowly but steadily declined as federal and corporate money continues to flood the hard sciences in graphic disproportion. Students have followed this trend. Data cited by Louis Menand show that between 1970 and 1997, the national percentage of English majors among all graduates dropped from 7.6% to 4.2% (“College: The End of the Golden Age,” New York Review of Books 48.16 [October 18, 2001]: 44-47), a situation that is masked by the steady growth of college enrollments across the board since the period just after Vietnam-era deferment. At UNK, as is the case across the country, English remains a large department relative to other units due to its disproportionately heavy commitments in the General Studies curriculum, primarily in first-year writing. Institutional needs in General Studies underwrite full-time
hires in English, and the departmental growth tends to produce tension between institutional commitments and disciplinary goals.

UNK’s English department is not atypical in reflecting these national trends/tensions through enrollment numbers, the emphasis of its mission statement, and faculty and departmental goals. The Self-Study shows that nearly 85% of the department’s credit-hour production is made up of first-year writing and General Studies literature courses (30). In any given term, the General Studies requirements sustain “up to two-thirds, in some cases all, of certain full-time faculty’s . . . teaching” (6). Of the 110 majors, some 57% are in the English Education program, suggesting a strong professional-training orientation at the undergraduate level rather than in the study of literature as a content area. Curiously, the department reports a decline in the number of Writing Emphasis majors, a development that is inconsistent with national trends. English majors (in all categories) comprise 2.2% of the total number of UNK undergraduates, a lower percentage than any of its peer institutions reporting major totals in stand-alone English departments (Self-Study 33). And as is the case elsewhere, assistantships used to staff first-year writing courses function like subventions to support graduate education at the center of the department’s mission, the study of literature. And the English department’s graduate program currently has no more than 12-15 active graduate students, more than 1/3 of whom hold assistantships and teach the General Studies composition requirement.

The department’s disciplinary mission (Self-Study 1-2) speaks to the critical importance of General Studies education, particularly the extent to which the assistantships are bound to the composition requirement. Pending changes in the General Studies curriculum seem likely to have significant impact on the department. Two proposed moves—the reduction of “Core Writing” from two courses to one, and the elimination of the Literature requirement in the General Studies curriculum—have a potential to continue weakening the department’s historical argument for more full-time personnel and thereby limit its options for support of its disciplinary mission.

As the Self-Study document rightly acknowledges in response to Recommendation D from the 2004 APR review, a reduction in General Studies courses offered by the department will not translate into upper-division or graduate offerings, but instead will “result in a substantial reduction in our overall numbers” (3). The context of the report suggests that numbers here means student credit hours, yet the potential impact on numbers of faculty overall, the potential for additional full-time positions, and the capacity to improve the number of majors could be reduced as well. In particular, the elimination of the General Studies literature requirement in some measure will reduce the number of students previously exposed to the study of literature as a major option; the reduction of Core Writing courses from two to one will limit the number of English faculty that students are exposed to as they are considering major programs.

In short, the UNK English department is facing some critical structural changes that could further weaken the department’s range of options. The English faculty must address a significant challenge; it is engaged in strategic planning within a discipline
experiencing a steep, extended slide in major enrollments at a university experiencing a pattern of declining undergraduate enrollments overall—an institution set to make changes that are certain to eliminate the department’s part-time faculty in large numbers (thereby weakening the “cushion” around full-time positions) and in some measure limit contact with potential majors. The APR team is concerned that—based on conversations with members of the unit and a review of the short- and long-term goals identified in the Self-Study—the department’s tenured and tenure-track faculty as a whole may not recognize the implications these downward historical trajectories project if they are not creatively addressed, or the opportunities for stability and even growth that are available in seed form within the department at present.

All is not doom and gloom, of course. The department enjoys a fine relationship with the College of Education, and its role in preparing Nebraska English teachers for grades 7-12 is robust and assured. And, as is stated elsewhere in this report, the department is renowned across campus for its gifted, committed, and hard-working faculty. Most importantly, however, English is an enterprise with remarkably flexible boundaries; as a computer specialist might say, there are a great many “expansion slots” built into the discipline, providing the potential to offset soft enrollments in the conventional English major and graduate program. The department has already cleared hurdles that continue to stand in the way of strategic planning elsewhere. For example, the Self-Study shows a commitment to

- Step outside the conventional “Field Coverage Model” in staffing the department (42) and using search opportunities to identify “‘two-ers,’ faculty who can teach in more than one area” (43);
- Embrace institutional expectations for faculty engagement with recruitment and retention, tasks not traditionally linked to the research-teaching-service triad;
- Continue extending the department’s conception of canonical literature through a strong, recent hire in literature outside the British-American continuum;
- Pursue growth in writing outside the creative genres through a strong, recent hire in rhetoric and composition
- Consider the potential of online courses—demonstrated by recent successes with Children’s Literature and Descriptive Linguistics—to bolster enrollments in the department even if such courses do not lead to graduation credits
- “[R]ecruitment plans through curricular development” (5)

Department Resources

There is little question that, as the Self-Study proposes, the faculty in the English department is its most treasured resource. Over the past several years, the department has reached the point at which all tenured and tenure-track faculty have the terminal degree in their field (either Ph.D. or MFA), and the APR team strongly agrees with Dean Jurma’s assessment—that the tenured, tenure-track, and full-time faculty in the department are a
very active and expertly qualified group, dedicated to continuing professional
development and committed, excellent teaching. Exceptional teachers ensure exceptional
students, and the Self-Study is explicit in foregrounding the many successes of UNK
students that emerge from close engagement with committed faculty.

The APR team notes a number of resources in the department and the university at large
that contribute directly or indirectly (though support for research and professional
development) to the rich relationships shared by faculty and students in the department.
These include the Sigma Tau Delta chapter, course releases from the Graduate Office and
Programs of Excellence funds, $600-700 in base travel funding per faculty member, the
Reynolds Chair funding for the Readers and Writers series, and the Platte Valley Review,
and the recent Vern and Marlene Plambeck endowment.

The APR team’s analysis of the Self-Study and conversations with faculty suggest that
the department’s governance structure is more than adequate, and that faculty understand
the current chair, Professor Martha Kruse, to be among the department’s surest resources.
We recorded little to no dissatisfaction around issues of space, released time, library
resources, or academic technology (though smart-classroom upgrades in two remaining
rooms in Thomas, #105 and 117, would be beneficial).

Budget cuts faced by the entire NU system, described in the Self-Study as “massive,” no
doubt have had a sobering effect on the department, which has included little in the way
of monetary resource requests in the Self-Study. Nonetheless, the APR team has
identified the following concerns in the category of resources:

Support for faculty role in recruitment and retention
The Self-Study suggests, and numerous faculty confirmed, that the university has
explicitly asked faculty to play a larger role in recruitment and retention, and we’ve noted
a response by the department in the work of the “3Rs Committee.” At present, however,
much of the “close contact” work, such as meeting with students and parents, appears to
fall to the chair. It was not clear to the outside reviewer what sort of specific
encouragement, direction, or training the university might be providing to faculty to
clarify individual’s obligations to the recruiting effort. Given the crucial relationship of
the first-year experience to retention, and the very significant role English plays in the
average student’s first-year experience, one might expect English to be a dominant focus
of support for retention.

Recommendation: The team encourages continued discussion around the expectations
administration has for individual faculty members in recruitment and retention and what
needs faculty have for support in these areas not traditionally understood as faculty
responsibilities.

GA positions and Salaries
Questions about the suitability of graduate assistant stipends persist from the 2004 APR
process. Dean Taylor reported to the committee that the individual stipends are
consistent with those paid by peer institutions, but that campus-wide UNK has only 50% of the GA positions enjoyed by peer institutions. The committee perceives, therefore, a heightened demand on the Kearney campus for GAs, and we noted Dean Taylor’s observation that the ratio of GAs to active students in the English MA relative to other units could potentially lead to the loss of GAs in English. For such a small program heavily dependent on "P" courses and Directed Readings, the loss of assistantships—and therefore the loss of recruiting incentives like tuition remission and teaching opportunities—could lead to further declines in graduate enrollments and the all-important graduation credits.

**Recommendation:** The team recommends that the department develop a written rationale for the Graduate Dean outlining the importance English places on assistantships in sustaining the graduate program and helping to support the undergraduate mission—for the university as a whole.

**Staff Support**
Badly needed staff support was a prominent feature of the 2004 APR report that appears to have gone unaddressed. It is not unusual for staff support formulas to take account of numbers of tenured and tenure-track faculty, numbers of majors, and other criteria that render the workload associated with General Studies invisible. This may account for the heavy burden born by Ruth, the English department’s secretary, who is tasked with supporting more than 35 faculty members who serve more than 1,000 students per term. Ruth is, of course, delightful and in no way brought complaints to the team. It was clear to the outside reviewer, however, that no matter her commitment and skill, Ruth’s extensive obligations prohibit her from supporting faculty adequately or assisting the chair appropriately. Even if the number of sections of Core Writing is reduced, English will remain seriously understaffed. It isn’t fully clear to the outside reviewer how and to whom appeals for staff support are made at UNK, and the team is aware that the system’s budget crisis may make increased staffing difficult at best in the short term.

**Recommendation:** The APR team encourages the administration to review whatever staffing formula is in place and assure the English department that 1) its significant commitment to General Studies is not in fact invisible, and 2) provide the department with a fair sense of where its needs reside in the hierarchy of staffing priorities.

**Department Effectiveness**
The APR team—the outside reviewer in particular—is decidedly impressed with the professional profiles of faculty in the English department. Faculty members’ CVs lend credence to Dean Jurma’s observation that many English faculty could be working elsewhere but choose to stay at UNK and in the process model a “high scholarly norm.” An impressive number of scholarly and creative books, edited collections, articles, chapters, and reviews rivals the output of larger faculties at institutions with lighter teaching loads. The list of scholarly/creative awards acquired during the current review period is remarkable. Faculty initiative stretches beyond campus as well through the
fostering of community-based projects in Kearney and the larger region, and the acquisition of important external grants. The department’s success at winning grants (23 in five years) is particularly notable.

Despite comparatively limited conference funding and difficulty of travel from Central Nebraska, this group has represented the institution well at conventions and through public readings and keynote addresses. Attention to their own scholarly and creative work has not discouraged the English faculty from engagement with university governance. The department’s bylaws ensure active service to the department, and in addition English faculty members are heavily involved at the college, university, and even state-system levels. The APR team agrees with Dean Jurma’s assessment, that this very high level of productivity plays out against a backdrop of collective support and collegiality rather than negative competitiveness; while there surely must be disagreements and disputes, as there always are, these do not appear to take place “publicly” in ways that hamper morale or student-faculty relationships.

As one familiar with UNK’s historical emphasis on excellence in teaching might expect, the English faculty’s most impressive accomplishments are reflected in the successes of its students. English faculty rightly pride themselves for modeling the teacher-scholar role on campus. Beyond formal advising, faculty members are very active in mentoring student research. The department’s students appear to “own” the campus-wide Outstanding Thesis award, having won it the last five years in a row (15), and they have been quite successful in acquiring other awards and award nominations as well. English students are also frequent contributors to the UNK Undergraduate Research Journal, the National Conference on Undergraduate Research, the Student Conference on Language and Literature, the Sigma Tau Delta convention, and other publication and presentation venues. The outside reviewer, Vandenberg, is particularly impressed with the extension of student writing and research beyond the classroom into conference and publication venues, activity that betrays significant commitment and close mentoring.

These faculty and student successes are taking place in the context of reflective, sensible, and progressive leadership at the department level. The committee noted the significant reputation and campus leadership experience of the Department Chair, Professor Martha Kruse, as well as her efforts to address thin enrollments through experimentation with online learning and the emergent Curriculum and Instruction program with the College of Education. These initiatives are not uncontested within the department, but the APR team recognizes that they do strengthen the department’s position in the college while creating enrollment numbers that may allow for the continuation of other, less robust elements of the curriculum. The APR team’s interviews with faculty confirm that Dr. Kruse has the strong vocal support of her colleagues.

Assessment
According to the Self-Study, a campus-wide commitment to assessment is a fairly recent phenomenon, spurred by the North Central visit in 2004. It appears that the university as a whole has spent the current review period in a culture of experimentation with
assessment, working out best practices at a university level and working toward fully operational support for individual units. This process takes time, goodwill, and significant collaboration between administration and faculty. As one might expect just five years into this concerted effort, it remains a work in progress.

The APR team wishes to applaud the English department for its efforts in the direction of assessment. There is little question that a great deal of earnest work and considerable time has been spent during the current review period collecting data to support a massive longitudinal study comparing writing competencies across students’ entire academic careers. However, this project has positioned the department to spend the majority of its time collecting unwieldy data, and to wait too long for assessment results to have an impact on curriculum and classroom practice. While the APR team would not recommend abandoning this project without explicit recommendations from Dr. Jeanne Butler, it does appear that this kind of project is inconsistent with the overall goals of unit-based assessment.

Further, the team noticed the department’s dissatisfaction with WEAVEonline™, the information-management and reporting system adopted by the university to track assessment projects. The department perceives the software to be incompatible with qualitative assessment, while the Assessment Director believes the system to be robust and flexible. The rub appears to take place where subjective judgments are changed into numerical values. Although those of us in the Humanities do this on a daily basis when we convert commentary on student papers into an “A” or a “C+,” such translations are unsettling in new contexts. The review team believes that the key is in developing consensus around the descriptive rubrics and/or “standards,” which allows for the numerical data to reflect meaningful qualitative judgments.

Recommendations: The team has two specific suggestions, both formed in conversation with Dr. Butler:

1. The department should turn its attention to focused, small-scale assessment projects keyed to specific student learning outcomes in specific courses or curricular areas. The goal of such projects should be understood to be specific strategies for programmatic and instructional improvement, which can be communicated to faculty teaching in those areas and then realized in course syllabi, assignments, and pedagogy. Thus, these assessment projects should be designed and carried out with explicit focus, and they should project shifts in practice that themselves can be verified and assessed as necessary.

2. The department should identify a small team of faculty to meet with the Assessment Director to further discuss the potential and limitations of the WEAVE assessment software in contexts specific to the English department. The intended outcome of this meeting should be to plan assessment projects with a clear understanding in advance of how the reporting system will compile and register results.
The team further recommends that the English department’s Composition Director—who appears to have explicit professional training/preparation in assessment—be included in the restructuring of assessment within the department to the extent that his involvement is practicable.

Undergraduate Programs
English Education appears strong, and its 63 majors comprise the largest group of students in the department. The English major, although down about 17% from last year, appears to be “holding steady,” as the Self-Study suggests (26). Numbers in the Writing Emphasis, however, have declined precipitously, from a high of 28 in 2005 to just 12 in 2008. This development is sharply bucking national trends. The Conference on College Composition and Communication’s Committee on the Major in Rhetoric and Composition shows that undergraduate majors and tracks in writing have increased 30% (to 72) since just 2005-06 (http://www.ncte.org/cccc/committees/majorrhetcomp). Part of the problem may be that the Writing Emphasis has tightened in perception and reality around the imaginative genres (fiction and poetry). Courses in prose style, non-fiction, the essay, editing, and publishing opportunities could easily broaden the appeal of the Writing Emphasis while no doubt being of interest as electives to students in the department’s other majors. A cursory look at the CVs of faculty on staff suggest that the department could offer courses in these areas. The atrophy of other writing courses that remain on the books, if activated, would widen the appeal of the Writing Emphasis if offered more regularly. A number of courses appear not to have been offered recently, including: ENG 311 and 411, Advanced Writing I and II, 312; Writing in the Professions; and ENG 471, Seminar in Rhetoric. The Self-Study references the potential for additional coursework in professional writing; however, the department has just two rhetoricians, and both have administrative reductions and significant responsibilities that limit their capacity to contribute to courses for upper-division undergraduates.

The Writing Emphasis is a critical piece of the English curriculum for the sole reason that it stands to draw students who might not be attracted to the study of literature. A significant impediment to moving in this direction may be the perception that writing is only ancillary to the conventional English curriculum—the division of imaginative literature into historical periods. However, it should be considered that all of these fields have been part and parcel of English studies at other institutions for decades. Making English studies attractive and accessible to students who otherwise might not consider an English major is a route to increasing resources for the entirety of endeavors taken up by the department.

General Studies
The inability of the department’s two writing specialists to cover the range of curricular needs in writing makes it difficult for the department to address one of UNK’s most significant needs, an EFL-specific writing class. Internal members of the APR team wish to underscore what we heard from English faculty and students—that International students are entering UNK seriously underprepared to take on the literate practices that
characterize postsecondary study. The situation is exacerbated by the placement of EFL writers into the “sub-freshman” or basic writing class, where they are pooled with native-English speakers. This student audience is divided by very different needs which are best addressed by different pedagogical practices. The net effect of this arrangement is to do instructional disservice to both groups. We spoke with one adjunct faculty member, who told us he had no coursework or in-service training in EFL pedagogy. He described facing a class in which 50% of the students were non-native speakers, and that the two groups found themselves mutually unintelligible.

Professor Cautrell, the Composition Director, has the requisite expertise to design an EFL writing course. However, the department will not be able to begin resolving this problem without committed assistance from the administration, the General Studies Council, and the Writing Center. Given his reduced load and responsibilities to Core Writing and the training of graduate assistants, Professor Cautrell will not be able to routinely teach all necessary sections of the EFL writing course. Structural changes in advising and placement will be necessary to direct students appropriately into the EFL writing class. Non-native speakers who score only around 500 on the TOEFL will, of course, not be brought by one class to college-level proficiency in the best of circumstances, and so significant support strategies are necessary to assist EFL students beyond their first-year writing experience. Those strategies should involve the Writing Center and some kind of in-service support for faculty who will encounter these students in Writing Intensive courses. Resolving this institutional problem, then, will take the committed collaboration of entities beyond the English department.

Graduate Programs
The APR team applauds the department for linking its graduate mission firmly to the undergraduate mission. We recognize, too, the significant effort that individual faculty members invest in the department’s graduate students; student conference activity and the run of thesis awards make this strong mentoring relationship evident. The graduate faculty’s devotion to its students, evident in the Self-Study, was amplified by graduate faculty in our conversations with them. Nonetheless, the department faces challenges in the graduate program that stem from or relate to the relatively low numbers of active students. Totals for graduate program enrollments provided to the APR team range from 10 (Self-Study, last page in Section III, Fall 08), to 11-12 (Graduate Dean) to 15 (Graduate Director), to 20 (Self-Study, last page of Section IV). The variation may relate to open questions regarding enrollments in the Joint UNO-UNK MFA program (see pages 12-13 of this report); however, our inability to confirm a precise number of students leaves our review somewhat open-ended.

If the low numbers are accurate (10 total in Fall 08, 3 in Literature and 7 in Creative Writing), programmatic coherence becomes a question. At present, the graduate curriculum is made possible only through a very high number of “P” courses. Conversations with the APR team’s student members and an email provided to the APR team suggest three concerns related to the “P” courses:
✓ The lack of graduate-only courses prevents students from perceiving a classroom experience markedly different from their undergraduate experience;
✓ Student may perceive that because the greatest number of undergraduates is in Secondary Education, the “P” classes seem to be structured for an audience of eventual public school teachers rather than future disciplinary experts or creative writers.
✓ Directed readings appear to be necessary to complete required graduate coursework; this creates added workload for faculty who must oversee these independent studies in order to move students through the program in timely fashion.

Two recent, positive moves will help forestall the possible loss of assistantships (see prior section). The APR team endorses the department’s flexibility and foresight in working to improve enrollments in these ways:

✓ The APR team supports the graduate committee’s effort to minimize the potential negative impact that unnecessarily elevated admission standards could have on the number of departmental assistantships or the effort to offer graduate-only classes (39). While the faculty should be applauded for enacting a standard intended to ensure a quality experience for fellow students, the fact that the current graduate program is offered largely at the undergraduate level should allow room for marginal students to compete.
✓ Three online sections offered in 2008 allowed for more than double the total number of graduate enrollments registered in 2007. Under the leadership of Professor Kruse, the department has entered into agreement with the College of Education to deliver an online graduate degree in Curriculum and Instruction. While it is unclear whether graduation credits from this program will be shared with English, the department will certainly benefit from the enrollments.

Finally, the APR team heard a good deal about the Low-Residency MFA program that the department shares with UNO. However, at the time of the site visit a lack of data about admission criteria, the credentials of adjunct faculty teaching in the program, and the nature of its administration raised questions about its academic legitimacy. The APR team noted that the dean’s office was not clear about how credit hours are recorded or the nature of the two schools’ joint participation. The department’s graduate director seemed to define the program as outside his purview, and there seems to be no assessment data on the program. With no sound way to justify the program’s quality, its sustainability seems unpredictable. This is troubling for the department because the large measure of graduate degree recipients in 2007-08 appeared to come from the joint MFA. With the number of degree-seeking students in the department at otherwise marginal levels, a sudden loss of the joint MFA could position the department outside the favor of the Coordinating Council. As the APR team was completing its work, Professor Hedge Coke announced that she had information on the joint MFA. An undated memo titled “NE MFA Cohort Recommendations,” which is addressed to Professor Kruse and Deans
Jurma and Taylor, among others, was sent to the External Reviewer after the site visit. The document itself does not offer any data addressing the questions above, but it references other documents “provided . . . to UNK” that may address outstanding questions about the program. The APR team certainly endorses a follow-up meeting between Professor Hedge Coke, the English chair, and Deans Jurma and Taylor to clarify the relationship—financial and curricular—between the two schools regarding the joint operation of this program.

Recommendations for the Future

The APR team makes the following summary recommendations:

1. The creation of a specific course for second-language writers is, in the view of the APR team, the English department’s most significant need because the problem laps up on all shores. Not acting to create such a course extends a problem identified already during the prior APR process in 2004. English now has expert resources in Professors Dion Cautrell and Martha Kruse, and we encourage the administration to foregather their involvement in any further consideration of changes to Core Writing for the express purpose of creating an EFL-specific writing course, and their work toward this effort should be compensated so as to ensure its timely completion.

2. We have noted that the department searched for an EFL specialist, but wisely chose not to hire someone who was so narrowly focused that they could not contribute elsewhere. Sound though it was, this decision has put considerable stress on the two rhetoric and composition faculty in the department. Professors Kruse and Cautrell are already overextended and yet key to areas within the unit most conducive to stability and further growth. The Composition Coordinator in particular cannot cover the many needs the department has for his expertise in EFL, assessment, graduate assistant training, and so on. We recognize that the University system is facing significant budget cuts, and that tenure-line hires may be limited. However, should the resources be located—perhaps in the form of the partial line currently allocated to the department for the Writing Center director or through the retirement of non-tenure-track full-time faculty—we recommend that the department be allocated an additional line in the area of rhetoric and composition for the express purpose of strengthening the university’s commitment to Core Writing in general and EFL writing in particular. Searching for a specialization in EFL pedagogy within the field of rhetoric and composition can be expected to produce candidates with both the specific skills and necessary breadth required by the department.

3. Changes under consideration for General Studies appear to have significant implications for English in the form of section and faculty losses. While reductions in Core Writing from two courses to one and the elimination of the Literature requirement might appear to free faculty to teach courses in the major
and graduate program, this will be the case only if enrollments increase. The APR team feels that the department as a whole may not have a clear sense of what changes in General Studies will mean for faculty in English. We recommend, therefore, that the department either generate or request hard-number calculations of different scenarios so that their potential impact can be assessed. The department should have solid projections on which to decide whether to support these changes. Revision of General Studies remains in process, and further changes affecting the department appear to be on the horizon in the form of “portal” and “capstone” courses. We encourage the department as a whole to engage in discussion about the necessary relationship between General Studies and the department’s potential for continued stability and growth. Regardless of the changes in General Studies that are eventually approved, the tenure-track faculty will need to come together to equitably support and sustain them.

4. If the university does cut required writing from two courses to one, placement into the general course, the remedial course, and the EFL-specific course becomes critical. We encourage the administration to ensure that experts in writing from the English department are empowered to inform the creation of a Placement program suitable to any changes in Core Writing.

5. While the Writing Center appears destined to be further removed from English by reassignment of director’s line to Student Affairs, this structural move risks further separating Core Writing and the Composition Coordinator from the most important student support mechanism for writing. The team understands that, at present, the Writing Center is only linked by perception to English, and that the Writing Center does not serve a significant number of Core Writing students. However, meaningful measures intended to address the needs of the University’s EFL population must address support services, and the Writing Center will be key to that effort. Because the EFL population will continue to interact with English faculty teaching, the Composition Coordinator and the Writing Center director should be connected through a structural relationship. The APR team strongly encourages the administration to ensure the creation of a Faculty Advisory Board for the Writing Center that will include the Composition Coordinator and other parties who can help ensure that the Writing Center remains (or becomes) coordinated with Core Writing.

6. English faculty members appear to enjoy each other’s company and participate collegially in the department’s governance. Nonetheless, one person suggested that the department, in trying to address enrollment and hiring challenges, may be facing “an identity crisis.” The department’s recent spikes in graduate enrollments due to online courses seem to some inconsistent with the tradition of face-to-face interaction with students. There appears to be some tension as well between a conventional field-coverage approach to literature and the potential for growth in writing beyond the imaginative genres, something mentioned in various ways throughout the Self-Study. Despite the importance of these questions, a
couple of faculty members reported inconsistent attendance at department meetings by some tenure-track faculty. It would seem that the unit as a whole be given the opportunity to reflect together on the current state of the department. We recommend that the department's voting assembly hold a retreat for the purpose of sharing visions of the future with the goal of achieving a complementary synthesis—one that recognizes the potential for new curricular initiatives to underwrite traditional commitments that are drawing fewer students. In particular we encourage the department to

✓ Consider the curricular potential of courses in writing beyond the imaginative genres of poetry and fiction—courses in editing, professional writing, and varieties of nonfiction are experiencing growth elsewhere;

✓ Engage in a productive discussion of the importance of General Studies to the department’s long-term disciplinary mission;

✓ Explore its options in online pedagogy, particularly in an effort to recover the audience of working teachers who will no longer come to campus.

We encourage the administration to fund an outside facilitator for this process so as to free the chair and members of the department from managing—and thereby potentially constraining or directing—the discussion.

7. The committee noted that Dean Jurma praised the department for the way in which it prepares candidates for promotion and tenure and supports them through the process. One faculty member, however, suggested that junior faculty may be receiving inconsistent messages from faculty about the process and expectations for promotion and tenure. In a department so heavily weighted with senior faculty—a significant number of them approaching retirement—there is potential for a wide divergence of opinion about “what counts for tenure,” and a potential for senior faculty to unconsciously deprioritize mentoring and support for their junior colleagues. Given that the department is just now in the process of hiring two new tenure-track members, the APR team feels it would be a good time for the department to self-consciously review the way in which it prepares faculty for promotion and tenure across the length of the probationary period and install explicit processes as it deems necessary.

8. It is axiomatic in enrollment management circles that an institution’s best source of graduate students is its own undergraduates. Increasingly, institutions are employing the “5-year BA/MA”—in which students begin taking courses for graduate credit in their senior year—as a way of increasing graduate enrollments and offering incentives to remain on campus to the very best of their undergraduates. The External Reviewer, Vandenberg, notes that in his own
experience, the greatest impediment to launching such a program is a negative faculty attitude toward mixing graduate and undergraduate students in the same classes. With the heavy reliance on “P” courses in the English department already, this should not be much of an obstacle. We recommend that English begin exploring the potential of a BA/MA program for the English and Writing Emphasis majors in an effort to increase numbers overall. Such a model may prove attractive to other units as well.
Databases Especially Useful for English Language and Literature and American Literature

**Academic OneFile** Academic OneFile contains articles from a variety of newspapers, magazines and peer-reviewed journals -- many in full-text.

**Academic Search Premier** This multi-disciplinary database provides full text for more than 4,500 journals, including full text for more than 3,700 peer-reviewed titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles.

**America: History & Life** America: History and Life is the definitive index of literature covering the history and culture of the United States and Canada, from prehistory to the present. Provides indexing for 1,700 journals from 1964 to present.

**American Periodicals Series** Features keyword searching and full-page images from 1,500 American journals, magazines and newspapers published from colonial days through the early 20th century.

**ArticleFirst** Table of contents indexing of periodicals in humanities, social sciences, science and technology. Part of the OCLC FirstSearch database collection.

**Book Review Index Online** Includes more than 5 million review citations from thousands of publications, with links to full-text reviews in other databases. Comprising the entire contents of the original print edition of Book Review Index, which dates back to 1965. BRI Online Plus is searchable by author of book reviewed, title of book reviewed, publication date, reviewer, title of review, journal, and more.

**Books in print** Books In Print offers bibliographic information on over 7.5 million in-print, out-of-print, and forthcoming book, e-book, audio, and video titles. Also features over 887,000 tables of contents, 3.1 million annotations, and over 1.2 million reviews of titles by more than 425,000 publishers, as well as extensive cover images and author biographies.

**CAMIO** CAMIO is a growing online collection documenting works of art from around the world, representing the collections of prominent museums, including photographs, sculptures, paintings and more. CAMIO is licensed for use by students, faculty, and researchers at subscribing institutions. Works of art may be used for educational and research purposes, if they are properly credited. Images may not be published or otherwise distributed.

**Children's Literature Comprehensive Database** Contains more than 300,000 critical reviews of thousands of children's books, ranging from the earliest baby board books to novels and nonfiction for young adults, and an average of more than 1,500 new reviews are added to the database monthly. Information about awards, honors, prizes given to specific books is also provided along with information about reading measurement program information as well as best book lists and state reading lists.

**Choice Reviews Online** Provides web access to the entire database of CHOICE reviews published since September 1988. Includes access to recent Outstanding Academic Titles lists.

**Credo Reference** Search or browse from nearly 600 encyclopedias, dictionaries, and reference titles in a broad array of subject areas.

**Dictionary.com** A free resource with over 90,000 entries, 70,000 audio word pronunciations, 900 full-page color illustrations, language notes and word-root appendixes.

**Dissertations and Theses at UNK** Includes abstracts and full-text of masters theses produced by UNK students since 2008. For a more comprehensive listing of UNK theses, please search the Library Catalog on Kearney theses.
Dissertations and Theses at UNK  Includes abstracts and full-text of masters theses produced by UNK students since 2008. For a more comprehensive listing of UNK theses, please search the Library Catalog on Kearney theses.

eBooks on EBSCOhost  Formerly known as NetLibrary, this ebook collection includes over 130,000 titles from a wide variety of subjects and publishers. These e-books are also findable in the library's Enhanced and Classic Catalogs. These e-books may be viewed online using a web browser, or downloaded for 1-week of offline reading using the free Adobe Digital Editions on a PC or Mac, or using compatible e-book reader devices or apps (see Digital Editions Supported Devices).

Ebrary  Ebrary is a growing collection of e-books in a variety of subject areas. These e-books are also findable in the library's Enhanced and Classic Catalogs. These e-books may be viewed online using a web browser, or downloaded for 1-week of offline reading using the free Adobe Digital Editions on a PC or Mac, or using compatible e-book reader devices or apps (see Digital Editions Supported Devices).

Eighteenth Century Collections Online  This newly-acquired resource includes 32 million pages from every significant English-language and foreign-language title printed in the United Kingdom during the 18th century, along with thousands of important works from the Americas.

Electronic Collections Online  Contains the full text and images of a broad selection of academic journals from all major subject areas. As of February 1, 2012, no new content will be added to ECO.

ERIC via EBSCOhost  Covers all areas of education and education-related aspects of other disciplines. "ED" documents (1994-present) may be available online.

Fiction Connection  Find fictional book titles similar to others you've enjoyed using this readers advisory tool. Search by topic, genre, setting, character, location or time period from among all fiction titles currently in print by U.S. publishers.

Films On Demand  Provides online streaming access to over 8,000 documentary and educational videos produced by Films for the Humanities, PBS, the History Channel, and other producers.

Gale Virtual Reference Library  Gale Virtual Reference Library (GVRL) is a database of encyclopedias, almanacs, and specialized reference sources for multidisciplinary research. Click here to view a list of GVRL e-book titles.

Google Scholar  Google Scholar provides a way to broadly search for scholarly literature across many disciplines. Using this link will indicate which Google Scholar results are available in full-text through UNK databases, or free/open-access sources.

Great Books Online  A free collection of e-books, published by Bartleby.com

Humanities & Social Sciences Index Retrospective  Indexes articles from a wide range of important journals in the humanities and social sciences as far back as 1907.

JSTOR  JSTOR is a digital archive containing the full-text and full-page views of hundreds of journals. Access to JSTOR's Arts & Sciences Archive Collections (1-10), Life Sciences Archive Collection, and 40+ current titles are available through UNK. Individuals not affiliated with UNK may access content through a paid, personal JPASS account. Limited, free access is also available by registering for JSTOR's Register and Read program.

Library & Information Science Source  Includes full text articles from over 400 journals related to library and information science, with indexing for thousands more journals, books, and conference papers back to 1905.
Linguistics and Language Behavior Abstracts  Provides abstracts and indexes to the international literature in linguistics and related disciplines in the language sciences.

Literature Criticism Online  Literature Criticism Online provides online access to scholarly and popular commentary on authors and their works, digitized from Contemporary Literary Criticism and Children's Literature Review. NOTE: Older volumes are available in print in the UNK Library's Reference Collection.

Literature Resources from Gale  Combines Gale's Literature Resource Center with LitFinder to provide biographies, overviews, literary criticisms and reviews on more than 130,000 writers from all time periods and from around the world. Includes over 150,000 full-text poems and 800,000+ poetry citations, as well as short stories, speeches, and plays.

Middle and Junior High Core Collection  Provides a selective annotated list of fiction and nonfiction books for young people in grades five through nine, along with review sources and other professional aids for children's librarians and school media specialists.

MLA Bibliography  Produced by the Modern Language Association, the electronic version of the bibliography dates back to the 1920s and contains over 2.4 million citations from more than 4,400 journals & series and 1,000 book publishers.

Music Indexes  A combination of two data sources: RILM is a comprehensive music bibliography featuring citations and abstracts of materials related to traditional music, popular music, and classical music. Music Index Online cites book reviews, obituaries, news and articles about music, musicians, and the music industry from over 850 music periodicals published since 1973.

Non-Book Materials Core Collection  Provides an annotated list of electronic resources, audiobooks, video recordings, sound recordings, games, simulations and more. The collection highlights titles especially useful for curriculum support for school and public libraries and is intended for collection development, readers' guidance and reference services.

Non-Fiction Connection  Find non-fiction book titles similar to others you've enjoyed using this readers advisory tool. Search by topic, genre, setting, character, location or time period from among all non-fiction titles currently in print by U.S. publishers.

OmniFile Full Text Select  OmniFile Full Text Select is a multidisciplinary database providing full text articles from over 1,600 publications.

Oxford English Dictionary Online  The OED Online can be used to perform simple searches for word definitions, or for full-text searching of definitions, etymologies and quotations through the Search function. Updated quarterly; contains the history and development of the English language since 1150.

Oxford Journals Online  Online access to over 230 full-text journals in economics, humanities, law, life sciences, medicine, mathematics and physical sciences, and the social sciences - all published by Oxford University Press.

Oxford Language Dictionaries Online  Currently featuring words, phrases, and translations from the Oxford bi-lingual dictionaries for English, Chinese, French, German, Russian and Spanish.

Oxford Reference  An online reference library that includes the World Encyclopedia, English dictionaries, bilingual dictionaries of French, German, Spanish, and Italian, and entries from Oxford subject companions and the Oxford Dictionary of Quotations.
Oxford Reference Online searches approximately 200 reference e-books, including the following:

- The Encyclopedia of Evolution
- The Encyclopedia of Social Work
- The Encyclopedia of the Enlightenment
- The Encyclopedia of the Middle Ages
- The Oxford Dictionary of Byzantium
- The Oxford Dictionary of the Renaissance
- The Oxford Encyclopedia of American Literature
- The Oxford Encyclopedia of Ancient Greece and Rome
- The Oxford Encyclopedia of British Literature
- The Oxford Encyclopedia of Children's Literature
- The Oxford Encyclopedia of the Modern World
- The Oxford Encyclopedia of the Reformation

**PapersFirst** An index of papers presented at conferences worldwide. Part of the OCLC FirstSearch database collection.

**ProceedingsFirst** An index of conference proceedings worldwide. Part of the OCLC FirstSearch database collection.

**Project MUSE - Premium Collection** Project MUSE offers 300 journals from 60 scholarly publishers in the fields of literature and criticism, history, the visual and performing arts, cultural studies, education, political science, gender studies, economics, and many others.

**VAST: Academic Video Online** VAST provides access to over 10,000 video titles across 21 subject collections, including business and economics, counseling, criminal justice, education, fine arts, history, psychology and more. Browse or keyword search for videos by title, topics, or collection.

**WorldCat Dissertations & Theses** All dissertations, theses and published material based on theses cataloged by OCLC members, including all subjects. Over 8 million records in the database. Part of the OCLC FirstSearch database collection.

**WorldCat.org** An open-access catalog for books and materials available at libraries throughout the world.
Journals for American Literature

Able muse (2168-0426)
from 01/01/1999 to present in Freely Accessible Arts & Humanities Journals

Aeronaut (2154-8471)
from 01/01/1816 to 12/31/1820 in American Periodicals Series Online
from 01/01/1822 to 12/31/1822 in American Periodicals Series Online

African American review (1062-4783)
from 03/01/1992 to present in Academic Search Premier, Education Source, MAS Ultra - School Edition, OmniFile Full Text Select (EBSCOhost) and Professional Development Collection
from 04/01/1992 to 12/31/2009 in JSTOR Archives
from 12/01/1992 to 09/30/2012 in Academic OneFile and General OneFile
from 01/01/2009 to present in Project MUSE - Premium Collection

Agni (Boston, Mass.) (1046-218X)
from 10/01/2004 to present in OmniFile Full Text Select (EBSCOhost)

Amaranth, or Token of remembrance (2154-8781)
from 01/01/1847 to 12/31/1855 in American Periodicals Series Online

Ambrose Bierce project journal
from 09/21/2005 to 12/20/2008 in Freely Accessible Arts & Humanities Journals

American dissident (1555-9777)
from 03/01/1999 to present in General OneFile and Opposing Viewpoints In Context

American drama (1061-0057)
from 06/01/2002 to 06/30/2007 in Academic OneFile and General OneFile
from 01/01/2003 to 07/31/2007 in eLibrary and OmniFile Full Text Select (EBSCOhost)

American eagle magazine (2155-5311)
from 01/01/1847 to 12/31/1847 in American Periodicals Series Online

American ladies' magazine (2155-2525)
from 01/01/1834 to 12/31/1836 in American Periodicals Series Online

American letters & commentary (1049-7153)
from 01/01/2003 to present in Academic Search Premier

American literary history (0896-7148)
from 04/01/1989 to 12/31/2006 in JSTOR Archives
from 01/01/1996 to present in Oxford Journals
from 03/21/2000 to present in Project MUSE - Premium Collection

American literary realism (1540-3084)
from 01/01/1827 to 12/31/1832 in American Periodicals Series Online

**Aristidean** (2156-3160)

from 01/01/1845 to 12/31/1845 in American Periodicals Series Online

**Arkansas review (Jonesboro, Ark.)**

from 01/01/1997 to present in Academic Search Premier and OmniFile Full Text Select (EBSCOhost)

**Atlantic review** (1073-9696)

from 03/01/2007 to present in Academic OneFile and OmniFile Full Text Select (EBSCOhost)

**Atlantic souvenir** (2156-6062)

from 01/01/1826 to 12/31/1832 in American Periodicals Series Online

**Atlantis (Salamanca, Spain)** (0210-6124)

from 01/01/1979 to present in Directory of Open Access Journals
from 01/01/1979 to present in Open Access Digital Library
from 07/01/1979 to 12/31/2010 in JSTOR Archives
from 06/01/1999 to present in Academic OneFile and General OneFile
from 06/01/2003 to present in OmniFile Full Text Select (EBSCOhost)

**ATQ (Kingston, R.I. : 1987)** (1078-3377)

from 03/01/1990 to 12/31/2008 in Academic Search Premier
from 01/01/1996 to 12/31/2004 in UNK Library in print (check Catalog here)
from 03/01/1999 to 12/31/2008 in Academic OneFile, General OneFile and OmniFile Full Text Select (EBSCOhost)

**Bamboo ridge** (0733-0308)

from 09/01/2008 to present in General OneFile

**Beloit poetry journal** (0005-8661)

from 01/01/1950 to present in Freely Accessible Journals
from 01/01/1972 to 12/31/1996 in UNK Library in print (check Catalog here)
from 12/01/2003 to present in Academic Search Premier

**Big bridge**

from 01/01/1997 to present in Freely Accessible Arts & Humanities Journals

**Black American literature forum** (0148-6179)

from 12/01/1976 to 12/31/1991 in JSTOR Archives
from 03/01/1990 to 12/31/1991 in Academic Search Premier, Education Source, MAS Ultra - School Edition and Professional Development Collection

**Black issues book review** (1522-0524)

from 07/01/1999 to 05/31/2007 in Academic Search Premier
from 07/01/2000 to 05/31/2007 in Academic OneFile and General OneFile
from 01/01/2001 to 01/31/2007 in eLibrary
from 03/01/2001 to 07/31/2007 in OmniFile Full Text Select (EBSCOhost)

**Blue mesa review** (1042-2951)
in Freely Accessible Journals

**Books & culture** (1082-8931)
from 09/01/2000 to present in Academic OneFile and General OneFile

**Carolina quarterly** (0008-6797)
from 03/01/2003 to present in Academic OneFile and General OneFile

**Carve magazine**
from 01/01/2007 to present in Freely Accessible Arts & Humanities Journals

**Cather studies** (1045-9871)
from 01/01/1990 to present in Academic Search Premier

**Central California poetry journal**
from 01/01/1996 to 12/31/2003 in Freely Accessible Arts & Humanities Journals

**Charlton review** (0098-9452)
from 03/01/2011 to present in Academic OneFile

**Cicada (Peru, Ill.)** (1097-4008)
from 07/01/2004 to present in MAS Ultra - School Edition

**Cirque (Anchorage, AK)** (2152-6451)
from 01/01/2009 to present in Freely Accessible Arts & Humanities Journals

**Coda (New York)** (0091-5645)
in UNK Library in print (check Catalog here)

**Colorado review (1985)** (1046-3348)
from 03/01/2009 to present in Academic OneFile
from 03/21/2013 to present in Project MUSE - Premium Collection
in Open Access Digital Library

**Concord saunterer** (1068-5359)
from 01/01/1987 to 12/31/1988 in UNK Library in print (check Catalog here)
from 01/01/1994 to present in UNK Library in print (check Catalog here)

**Confrontation (Southampton, N.Y.)** (0010-5716)
from 03/01/2004 to present in OmniFile Full Text Select (EBSCOhost)
from 09/01/2006 to present in Academic OneFile, Academic Search Premier and Opposing Viewpoints In Context

**Contemporary American voices**
from 01/01/2007 to present in Freely Accessible Arts & Humanities Journals

**Cormac McCarthy journal** (2333-3073)
from 01/01/2008 to present in Freely Accessible Arts & Humanities Journals
Cortland review
from 03/01/1998 to present in Freely Accessible Arts & Humanities Journals

Crazyhorse (Little Rock, Ark.) (0011-0841)
from 03/01/2009 to 02/17/2013 in Academic OneFile

Cream city review (0884-3457)
from 03/21/2012 to present in Project MUSE - Premium Collection

Current objectives of postgraduate American studies : COPAS
from 01/01/2000 to present in Directory of Open Access Journals
from 01/01/2000 to present in Open Access Digital Library

Denver quarterly (0011-8869)
from 01/01/1977 to present in UNK Library in print (check Catalog here)

Dreiser studies (0896-6362)
from 05/01/1997 to 12/31/2005 in Academic Search Premier

Early American literature (0012-8163)
from 10/01/1968 to 01/31/2010 in JSTOR Archives
from 03/01/1973 to 02/17/2013 in Academic Search Premier
from 03/01/1985 to 02/17/2013 in MAS Ultra - School Edition
from 03/01/1995 to 02/17/2013 in Academic OneFile and General OneFile
from 01/01/1997 to 02/17/2013 in OmniFile Full Text Select (EBSCOhost)
from 01/01/1997 to 09/30/2012 in eLibrary
from 01/01/2000 to present in Project MUSE - Premium Collection

Early American literature newsletter (0739-8301)
from 01/01/1966 to 04/30/1968 in JSTOR Archives

Ecotone (Wilmington, N.C.) (1553-1775)
from 12/21/2005 to present in Project MUSE - Premium Collection

Edgar Allan Poe review (2150-0428)
from 03/21/2013 to present in Project MUSE - Premium Collection

Edith Wharton review (2330-3964)
from 01/01/1984 to 02/17/2013 in Freely Accessible Arts & Humanities Journals

Emerson Society quarterly (0013-6670)
from 01/01/1955 to 12/31/1968 in UNK Library in print (check Catalog here)

Emily Dickinson journal (1059-6879)
from 03/21/1992 to present in Project MUSE - Premium Collection
from 01/01/2002 to 10/31/2012 in eLibrary

ESQ (0093-8297)
from 01/01/1969 to 12/31/1975 in UNK Library in print (check Catalog here)
from 01/01/2003 to present in Project MUSE - Premium Collection

Eudora Welty review (1947-3370)
from 03/21/2009 to present in Project MUSE - Premium Collection

Eugene O'Neill newsletter (0733-0456)
from 01/01/1977 to 12/31/1987 in Freely Accessible Journals

Eugene O'Neill review (1040-9483)
from 01/01/2008 to present in Academic OneFile
from 01/01/2012 to present in Project MUSE - Premium Collection

Evergreen review (0014-3758)
from 01/01/1998 to present in Freely Accessible Arts & Humanities Journals

F. Scott Fitzgerald review (1543-3951)
from 01/01/2013 to present in Project MUSE - Premium Collection

Farrago's wainscot
from 01/01/2007 to 10/01/2009 in Freely Accessible Arts & Humanities Journals

Faulkner journal (0884-2949)
from 01/01/1996 to present in UNK Library in print (check Catalog here)
from 04/15/1997 to present in OmniFile Full Text Select (EBSCOhost)
from 09/01/2000 to present in Academic Search Premier
from 10/01/2000 to 10/31/2012 in elibrary
from 09/01/2004 to present in Academic OneFile

Five points (1088-8500)
from 09/01/2007 to present in Academic OneFile
from 02/01/2008 to present in OmniFile Full Text Select (EBSCOhost)

Flyway (Ames, Iowa) (1931-9088)
from 12/21/2010 to present in Freely Accessible Arts & Humanities Journals

Foliate oak literary magazine
in Freely Accessible Arts & Humanities Journals

Footwork (0743-2259)
from 01/01/2002 to present in Academic Search Premier

Fourth genre (1522-3868)
from 03/21/1999 to present in Project MUSE - Premium Collection

Garland, or, New general repository of fugitive poetry (2160-9977)
from 01/01/1825 to 12/31/1825 in American Periodicals Series Online

Germ (Santa Cruz, Calif.) (1093-6610)
Gettysburg review (0898-4557)
from 01/01/1998 to present in Freely Accessible Arts & Humanities Journals

Great Lakes review (0360-1846)
from 07/01/1974 to 10/31/1985 in JSTOR Archives

Great river review (0160-2144)
from 11/01/2003 to present in Academic Search Premier

Hanging loose (0440-2316)
from 06/01/2004 to 06/30/2011 in OmniFile Full Text Select (EBSCOhost)

Hemingway review (0276-3362)
from 01/01/1981 to present in Academic Search Premier
from 01/01/1985 to 12/31/1993 in UNK Library in print (check Catalog here)
from 03/01/1985 to present in MAS Ultra - School Edition
from 09/01/1994 to present in Academic OneFile and General OneFile
from 01/01/1995 to present in UNK Library in print (check Catalog here)
from 09/01/1996 to present in OmniFile Full Text Select (EBSCOhost)
from 09/21/2000 to present in Project MUSE - Premium Collection
from 04/01/2001 to 10/31/2012 in eLibrary

Henry James review (0273-0340)
from 11/01/1979 to present in Project MUSE - Premium Collection

Hiram poetry review (0018-2036)
from 01/01/1972 to 12/31/1997 in UNK Library in print (check Catalog here)

Idle man
from 01/01/1821 to 12/31/1822 in American Periodicals Series Online

Iowa review (0021-065X)
from 01/01/1970 to 12/31/2010 in JSTOR Archives
from 01/15/1995 to present in OmniFile Full Text Select (EBSCOhost)

Iris, or Literary messenger
from 01/01/1840 to 12/31/1841 in American Periodicals Series Online

J journal (New York, NY) (1941-5230)
from 04/01/2008 to present in Criminal Justice Periodicals Index

J19 (2166-742X)
from 03/21/2013 to present in Project MUSE - Premium Collection

James Dickey review (2166-4382)
from 09/01/2011 to present in Academic OneFile
Journal of art and aesthetics in nursing and health sciences
from 09/21/2013 to present in Freely Accessible Journals

Journal of Ayn Rand studies (1526-1018)
from 09/01/1999 to present in Political Science Complete

Journal of belles lettres
from 01/01/1819 to 12/31/1820 in American Periodicals Series Online

Journal of Florida studies
from 01/01/2011 to present in Directory of Open Access Journals

Journal of New Jersey poets (0363-4205)
from 01/01/2009 to present in Academic OneFile

Journal of Texas women writers
from 01/01/2009 to present in Freely Accessible Arts & Humanities Journals

Kaleidoscope (Akron, Ohio) (0748-8742)
from 02/10/1998 to present in LexisNexis Academic

KB Journal
from 01/01/2004 to present in Directory of Open Access Journals
from 01/01/2004 to present in Open Access Digital Library

Lady's book
from 01/01/1830 to 12/31/1833 in American Periodicals Series Online
from 01/01/1835 to 12/31/1839 in American Periodicals Series Online
Journals for English Language

3L, language, linguistics, literature the South East Asian journal of English language studies
from 01/01/2003 to present in Directory of Open Access Journals
from 07/01/2010 to present in Education Source

ADE bulletin (0001-0898)
from 01/01/1990 to 12/31/1992 in UNK Library in print (check Catalog here)

Alizés (Saint-Denis, Réunion) (1155-4363)
from 01/01/1996 to present in Directory of Open Access Journals
from 01/01/1996 to present in Open Access Digital Library

American speech (0003-1283)
from 10/01/1925 to 02/17/2013 in Communication & Mass Media Complete
from 10/01/1925 to 12/31/1999 in JSTOR Archives
from 01/01/2000 to 12/31/2003 in UNK Library in print (check Catalog here)
from 03/01/2000 to 12/31/2003 in HighWire Press
from 03/21/2000 to 03/20/2005 in Project MUSE - Premium Collection

Anglia (Tübingen) (0340-5222)
from 01/01/1878 to 12/31/1899 in Open Access Digital Library

Angol filológiai tanulmányok (0570-0973)
from 01/01/1963 to 01/31/1990 in JSTOR Archives

ANQ (Lexington, Ky.) (0895-769X)
from 01/01/1988 to present in Academic Search Premier
from 01/01/1988 to 12/31/1995 in UNK Library in print (check Catalog here)
from 01/01/1994 to 06/30/2009 in Academic OneFile and General OneFile
from 01/01/1995 to 07/31/2010 in eLibrary
from 06/01/2002 to 07/31/2009 in OmniFile Full Text Select (EBSCOhost)

Arab world English journal
from 01/01/2010 to present in Directory of Open Access Journals

Asian EFL journal (Busan)
from 01/01/2002 to present in Open Access Digital Library
from 06/01/2007 to present in Education Source

Asian journal of English language teaching (1026-2652)
from 01/01/1991 to present in Open Journal Systems (OJS)
from 06/01/2010 to present in Education Source

Brazilian English language teaching journal
from 01/01/2010 to present in Directory of Open Access Journals

Brno studies in English (0524-6881)
from 01/01/1964 to present in Directory of Open Access Journals
from 01/01/2011 to present in Academic Search Premier

**California English** (0279-1161)
from 09/01/1993 to present in Education Source

**CATESOL journal** (1535-0517)
from 01/01/2010 to present in Education Source

**CEA critic** (0007-8069)
from 01/01/1971 to present in UNK Library in print (check Catalog here)
from 12/21/2013 to present in Project MUSE - Premium Collection

**CEA forum (1970)** (0007-8034)
in UNK Library in print (check Catalog here)

**CEA forum (1999)**
from 01/01/2008 to 12/31/2009 in Freely Accessible Arts & Humanities Journals
from 01/01/2010 to present in Freely Accessible Arts & Humanities Journals

**College composition and communication** (0010-096X)
from 03/01/1950 to present in National Council of Teachers of English Journals
from 03/01/1950 to 12/31/2010 in JSTOR Archives
from 01/01/2010 to present in UNK Library in print (check Catalog here)

**College English** (0010-0994)
from 10/01/1939 to 11/30/2010 in JSTOR Archives
from 01/01/1965 to present in National Council of Teachers of English Journals
from 01/01/2010 to present in UNK Library in print (check Catalog here)

**Composition studies** (1534-9322)
from 03/21/2004 to present in Academic Search Premier
from 04/01/2004 to present in Education Source and OmniFile Full Text Select (EBSCOhost)
from 09/01/2009 to present in Academic OneFile

**ELT Journal** (0951-0893)
from 01/01/1981 to 12/31/2010 in UNK Library in print (check Catalog here)
from 01/01/1996 to present in Oxford Journals
from 01/01/2001 to 02/17/2013 in Education Source
from 01/01/2001 to 12/31/2003 in Electronic Collections Online

**English and American studies in German** (0071-0490)
from 10/01/2009 to present in Communication & Mass Media Complete

**English education** (0007-8204)
from 10/01/1969 to 10/31/2010 in JSTOR Archives
from 01/01/2002 to present in eLibrary

**English for specific purposes world**
from 01/01/2002 to present in Directory of Open Access Journals
from 01/01/2002 to present in Open Access Digital Library
English in Australia (0155-2147)
from 12/01/2010 to present in Education Source

English in education (0425-0494)
from 01/01/1997 to present in Wiley-Blackwell Pilot 2013

English journal (0013-8274)
from 01/01/1912 to 11/30/2010 in JSTOR Archives
from 01/01/1912 to 12/01/1912 in National Council of Teachers of English Journals
from 01/01/1963 to present in National Council of Teachers of English Journals
from 01/01/2002 to present in eLibrary
from 01/01/2010 to present in UNK Library in print (check Catalog here)

English language and literature studies (1925-4768)
from 01/01/2011 to present in Directory of Open Access Journals
from 06/01/2011 to present in Communication & Mass Media Complete

English language notes (0013-8282)
from 01/01/1963 to present in UNK Library in print (check Catalog here)
from 03/01/1995 to 03/31/1998 in OmniFile Full Text Select (EBSCOhost)

English language teaching (0013-8290)
in UNK Library in print (check Catalog here)

English language teaching (Toronto) (1916-4742)
from 01/01/2008 to present in Directory of Open Access Journals
from 01/01/2008 to present in Open Access Digital Library
from 03/01/2010 to present in Education Source

English profile journal
in Freely Accessible Journals

English studies (0013-838X)
from 01/01/1966 to 12/31/1979 in UNK Library in print (check Catalog here)
from 02/01/1976 to 08/17/2012 in Academic Search Premier

English teaching professional (1362-5276)
from 01/01/2008 to 09/30/2010 in Academic OneFile

English world-wide (0172-8865)
from 05/01/2004 to present in Communication & Mass Media Complete

EnterText
in Freely Accessible Journals

Erfurt electronic studies in English
from 01/01/1995 to present in Directory of Open Access Journals
from 01/01/1995 to present in Open Access Digital Library
ESL magazine (1098-6553)
from 01/01/2008 to 01/31/2010 in Academic OneFile

Essential teacher (1545-6501)
from 01/01/2003 to 12/31/2009 in UNK Library in print (check Catalog here)

European English messenger (0960-4545)
from 12/01/2012 to present in Academic OneFile

Forum (United States. Dept. of State) (1559-663X)
from 01/01/1993 to present in Freely Accessible Social Science Journals
from 03/01/1993 to present in U.S. Government Documents

Forum - United States Information Agency (1982) (8755-0393)
in Open Access Digital Library

GRETA : journal a journal for teachers of English
from 01/01/2006 to present in Open Access Digital Library

Hungarian studies in English (1217-0283)
from 01/01/1991 to 01/31/1992 in JSTOR Archives

ICAME journal (0801-5775)
in Freely Accessible Journals

International journal of English linguistics (1923-869X)
from 01/01/2011 to present in Directory of Open Access Journals
from 01/01/2011 to present in Open Access Digital Library
from 09/01/2011 to present in Communication & Mass Media Complete

International journal of English studies (1578-7044)
from 01/01/2001 to present in Directory of Open Access Journals
from 01/01/2001 to present in Open Access Digital Library
from 01/01/2006 to present in Academic OneFile
from 03/01/2006 to present in Education Source

Internet TESL Journal
in Freely Accessible Journals

Iowa State journal of business and technical communication (0892-5720)
from 01/01/1987 to 12/31/1988 in SAGE Deep Backfile Package 2012

Issues in writing (0897-0696)
from 04/15/2001 to present in Education Source and OmniFile Full Text Select (EBSCOhost)

JAC : a journal of composition theory (2162-5190)
from 01/01/1995 to 12/31/2007 in Freely Accessible Arts & Humanities Journals
from 01/01/1995 to 12/31/2003 in UNK Library in print (check Catalog here)

JALT journal (0287-2420)
from 11/01/1979 to present in Freely Accessible Journals

Journal of advanced composition (0731-6755)
from 01/01/1980 to 12/31/2007 in Freely Accessible Arts & Humanities Journals
from 01/01/1995 to 12/31/2003 in UNK Library in print (check Catalog here)

Journal of basic writing (0147-1635)
from 01/01/1975 to present in UNK Library in print (check Catalog here)
from 03/21/1975 to 12/20/2003 in Freely Accessible Arts & Humanities Journals
from 09/01/2003 to present in Communication & Mass Media Complete
from 01/01/2004 to 12/31/2004 in Academic OneFile

Journal of English linguistics (0075-4242)
from 03/01/1967 to 12/31/1998 in SAGE Deep Backfile Package 2012
from 03/01/1999 to present in SAGE Premier 2012

Journal of language teaching, linguistics, and literature (0128-5157)
from 01/01/2003 to present in Open Access Digital Library

Journal of narrative technique (0022-2925)
from 01/01/1971 to 10/31/1998 in JSTOR Archives

Journal of narrative theory (1549-0815)
from 01/01/1999 to 10/31/2008 in JSTOR Archives
from 12/21/1999 to present in Project MUSE - Premium Collection
from 06/01/2006 to present in Academic OneFile

Journal of teaching writing (0735-1259)
from 03/21/1982 to 12/31/2012 in Freely Accessible Arts & Humanities Journals

Kairos
from 01/01/1996 to present in Directory of Open Access Journals
from 01/01/1996 to present in Open Access Digital Library

Kentucky English bulletin (0023-0197)
from 03/01/2008 to present in Education Source

Louisiana English journal (0456-7463)
from 10/01/2010 to present in Education Source

Miscelánea - Departamento de Filología Inglesa y Alemana, Universidad de Zaragoza (1137-6368)
from 01/01/1980 to 12/31/1989 in Freely Accessible Journals
from 01/01/1982 to present in Directory of Open Access Journals
from 01/01/2010 to present in Academic OneFile
in Freely Accessible Journals

Modern English teacher (0308-0587)
Quarterly of the National Writing Project
from 01/01/1997 to 12/31/2005 in Freely Accessible Social Science Journals

Quarterly of the National Writing Project & the Center for the Study of Writing and Literacy
from 01/01/1991 to 12/31/1996 in Freely Accessible Social Science Journals

Quarterly Review of Doublespeak (0735-5920)
from 01/01/1982 to 07/31/2000 in UNK Library in print (check Catalog here)

RELC Journal (0033-6882)
from 06/01/1999 to present in SAGE Premier 2012
from 12/01/2003 to 04/30/2007 in Academic Search Premier and Education Source

Research in the Teaching of English (0034-527X)
from 03/21/1967 to present in National Council of Teachers of English Journals
from 04/01/1967 to 11/30/2010 in JSTOR Archives
from 01/01/2010 to present in UNK Library in print (check Catalog here)

Research Papers in Language Teaching and Learning
from 01/01/2010 to present in Directory of Open Access Journals
from 02/01/2012 to present in Education Source

Rhetoric Society Quarterly (0277-3945)
from 01/01/1976 to 10/31/2006 in JSTOR Archives
from 01/01/2004 to 01/31/2008 in eLibrary

Romanian Journal of English Studies (1584-3734)
from 01/01/2013 to present in Versita Open

Scottish Language (0264-0198)
from 10/01/1995 to present in Communication & Mass Media Complete
from 01/01/2006 to present in Academic OneFile

Seikei Eigo Eibungaku kenkyū (1343-8484)
from 01/01/2011 to present in Freely Accessible Journals

Selected Addresses Delivered at the Conference on English Education (0573-3561)
from 01/01/1963 to 01/31/1968 in JSTOR Archives

SELIM (Oviedo, Spain) (1132-631X)
from 01/01/1991 to 12/31/2010 in Freely Accessible Journals

Studia Anglica Posnaniensia (0081-6272)
from 01/01/1996 to present in Academic OneFile and General OneFile
from 01/01/2009 to present in Versita Open

Style (Fayetteville) (0039-4238)
from 03/01/1990 to present in Academic Search Premier and Sociological Collection
from 09/01/1993 to present in Academic OneFile and General OneFile
from 03/01/1995 to present in OmniFile Full Text Select (EBSCOhost)
from 01/01/1997 to present in eLibrary

**Tapestry journal**

from 01/01/2009 to present in Education Source

**TEFLIN journal**

from 01/01/1997 to present in Directory of Open Access Journals
from 01/01/1997 to present in Open Access Digital Library

**TESL Canada journal (0826-435X)**

from 01/01/1984 to present in Directory of Open Access Journals
from 01/01/1994 to present in Open Access Digital Library
from 12/01/2004 to present in Education Source
from 04/01/2006 to present in OmniFile Full Text Select (EBSCOhost)
from 03/01/2007 to present in Academic OneFile

**TESL-EJ (Berkeley, Calif.)**

from 01/01/1994 to present in Directory of Open Access Journals
from 01/01/1994 to present in Open Access Digital Library
from 04/01/1994 to present in Freely Accessible Social Science Journals
from 06/01/2009 to present in Education Source
from 12/01/2011 to present in OmniFile Full Text Select (EBSCOhost)
in Freely Accessible Journals

**TESL reporter (0886-0661)**

from 10/01/2008 to present in Education Source

**TESOL in context (1030-8385)**

from 12/01/2010 to present in Education Source

**TESOL journal (1056-7941)**

from 01/01/1991 to 12/31/2003 in UNK Library in print (check Catalog here)
from 01/01/1999 to present in Wiley-Blackwell Journals (Frontfile Content) and Wiley-Blackwell Pilot 2013
from 06/01/2012 to 02/17/2013 in Education Source

**TESOL quarterly (0039-8322)**

from 03/01/1967 to 12/31/2010 in JSTOR Archives
from 01/01/1981 to present in Wiley-Blackwell Pilot 2013
from 01/01/1996 to present in Wiley-Blackwell Journals (Frontfile Content)

**Use of English (0042-1243)**

from 12/01/2011 to present in Education Source

**Verbatim (0162-0932)**

from 01/01/2002 to present in Academic OneFile and General OneFile

**Viewz : Vienna English working papers**

from 05/01/1992 to present in Freely Accessible Social Science Journals
Journals for English Literature

Altitude
from 01/01/2001 to present in Directory of Open Access Journals
from 01/01/2001 to present in Open Access Digital Library

Ambit (0002-6972)
from 01/01/1965 to 12/31/2002 in Freely Accessible Arts & Humanities Journals

AnaChronist (1219-2589)
from 01/01/2003 to present in Academic OneFile

Antaeus (0003-5319)
from 01/01/1975 to 12/31/1994 in UNK Library in print (check Catalog here)

Ariel (0004-1327)
from 01/01/1970 to present in Open Journal Systems (OJS)
from 01/01/1970 to 02/17/2012 in Freely Accessible Arts & Humanities Journals
from 01/01/1970 to 12/31/1978 in UNK Library in print (check Catalog here)
from 04/01/2002 to present in Academic OneFile and General OneFile
from 01/01/2013 to present in Project MUSE - Premium Collection

Art and poetry
from 01/01/1850 to 12/31/1850 in UNK Library in print (check Catalog here)

Australasian journal of Victorian studies
from 12/01/2007 to present in Freely Accessible Social Science Journals
from 01/01/2008 to present in Open Journal Systems (OJS)

Australian literary studies (0004-9697)
from 05/01/1990 to 02/17/2013 in Academic Search Premier
from 05/01/1997 to 04/30/2009 in Academic OneFile and General OneFile

Baconiana (London, England) (0961-2173)
from 07/01/2007 to present in Freely Accessible Arts & Humanities Journals

Blake (0160-628X)
from 01/01/1977 to 12/31/2001 in UNK Library in print (check Catalog here)

Blake newsletter (0006-453X)
from 01/01/1970 to 12/31/1977 in UNK Library in print (check Catalog here)

Blake studies (0006-4548)
from 01/01/1968 to 12/31/1980 in UNK Library in print (check Catalog here)

Blood orange review
from 04/01/2006 to present in Freely Accessible Arts & Humanities Journals

Borrowers and lenders
Bottle imp
from 01/01/2007 to present in Freely Accessible Arts & Humanities Journals

Brief chronicles (Baltimore, Md.) (2157-6785)
from 01/01/2009 to present in Freely Accessible Social Science Journals and Open Journal Systems (OJS)

Brontë studies : Journal of the Brontë Society (1474-8932)
from 03/01/2003 to 02/17/2013 in Academic Search Premier

Browning Institute studies (0092-4725)
from 01/01/1973 to 01/31/1990 in JSTOR Archives

Bulletin (Shaw Society of America) (2156-8928)
from 02/01/1951 to 09/30/1958 in JSTOR Archives

Byron journal (0301-7257)
from 01/01/1973 to 08/18/2013 in Academic OneFile
from 06/01/2006 to present in OmniFile Full Text Select (EBSCOhost)
from 01/01/2009 to present in Project MUSE - Premium Collection

Canadian fiction (1495-2343)
from 01/01/1998 to 01/31/2000 in General OneFile
from 01/01/2000 to 01/31/2000 in eLibrary

Canadian fiction magazine (0045-477X)
from 01/01/1997 to 01/31/2000 in Academic OneFile
from 01/01/1997 to 12/31/1997 in General OneFile

Canadian literature (0008-4360)
from 01/01/1959 to 12/31/2007 in Freely Accessible Arts & Humanities Journals
from 01/01/1997 to present in eLibrary
from 06/01/2003 to present in Academic Search Premier
from 09/01/2008 to present in Academic OneFile

Cardiff Corvey
from 01/01/1997 to 12/31/2005 in Open Access Digital Library

Caribbean writer (0893-1550)
in Freely Accessible Arts & Humanities Journals

Carlyle letters online (1532-0928)
from 11/19/1812 to 01/31/2007 in Open Access Digital Library
from 11/19/1812 to 10/31/1859 in HighWire Press (Free Journals)

Changing English (1358-684X)
from 10/01/1998 to 10/31/2004 in Academic Search Premier, Education Source, Professional Development
Collection and Sociological Collection

Chaucer review (0009-2002)
from 07/01/1966 to 01/31/2008 in JSTOR Archives
from 01/01/2000 to present in Project MUSE - Premium Collection
from 01/01/2004 to 04/30/2012 in Academic Search Premier
from 10/01/2005 to 04/30/2012 in OmniFile Full Text Select (EBSCOhost)

Cobbett's weekly political register (New York, N.Y.) (2158-3765)
from 01/01/1816 to 12/31/1818 in American Periodicals Series Online

College English (0010-0994)
from 10/01/1939 to 11/30/2010 in JSTOR Archives
from 01/01/1965 to present in National Council of Teachers of English Journals
from 01/01/2010 to present in UNK Library in print (check Catalog here)

College literature (0093-3139)
from 01/01/1974 to 10/31/2010 in JSTOR Archives
from 02/01/1990 to present in Academic Search Premier, Education Source, Professional Development Collection
and Sociological Collection
from 10/01/1992 to present in Academic OneFile and General OneFile
from 02/01/1995 to present in eLibrary and OmniFile Full Text Select (EBSCOhost)
from 12/21/2003 to present in Project MUSE - Premium Collection

Comitatus (0069-6412)
from 01/01/2012 to present in Project MUSE - Premium Collection

Communication, politics & culture (1836-0645)
from 01/01/2012 to present in Freely Accessible Social Science Journals

Connotations (Münster in Westfalen, Germany) (0939-5482)
from 03/01/1991 to present in Academic OneFile

Conradian: the journal of the Joseph Conrad Society (U.K) (0951-2314)
from 04/15/2004 to present in OmniFile Full Text Select (EBSCOhost)

Conradiana (0010-6356)
from 03/01/1999 to present in Academic OneFile and General OneFile
from 09/01/2003 to present in Academic Search Premier and OmniFile Full Text Select (EBSCOhost)
from 03/21/2007 to present in Project MUSE - Premium Collection

Creative forum (New Delhi, India)
from 01/01/2007 to 01/31/2008 in Academic OneFile

from 01/01/1997 to 02/17/2013 in OmniFile Full Text Select (EBSCOhost)
from 01/01/2001 to 02/17/2013 in Academic Search Premier
from 05/01/2001 to 02/17/2011 in Academic OneFile and General OneFile

Cuadernos de filología inglesa (0213-5485)
from 01/01/1985 to 12/31/2001 in Open Access Digital Library

D. H. Lawrence review (0011-4936)
from 01/01/1975 to present in UNK Library in print (check Catalog here)
from 01/01/2010 to present in Academic OneFile

Dawn journal
from 01/01/2012 to present in Directory of Open Access Journals

Dickens quarterly (0742-5473)
from 03/01/2006 to present in Academic OneFile, Academic Search Premier and OmniFile Full Text Select (EBSCOhost)

Digital Defoe
from 01/01/2010 to present in Directory of Open Access Journals
from 01/01/2010 to present in Open Access Digital Library
in Freely Accessible Journals

E-reà : Revue d'etudes anglophones
from 01/01/2003 to present in Directory of Open Access Journals
from 01/01/2003 to present in Open Access Digital Library

Early modern culture
from 01/01/2000 to present in Freely Accessible Arts & Humanities Journals

Early modern literary studies
from 01/01/1995 to present in Directory of Open Access Journals
from 01/01/1995 to present in Open Access Digital Library
from 04/01/1995 to present in Freely Accessible Arts & Humanities Journals
from 01/01/1999 to present in Academic OneFile and General OneFile
in Freely Accessible Journals

Early theatre (1206-9078)
from 01/01/1998 to present in Academic OneFile

Eighteenth century (Lubbock) (0193-5380)
from 03/01/1999 to 03/31/2009 in Academic OneFile and General OneFile
from 11/01/2002 to 11/30/2008 in Academic Search Premier
from 03/21/2006 to present in Project MUSE - Premium Collection

Eighteenth-century fiction (0840-6286)
from 01/01/1988 to 02/17/2012 in Freely Accessible Arts & Humanities Journals
from 10/01/1988 to present in Project MUSE - Premium Collection
from 10/01/2001 to 08/17/2013 in Academic Search Premier

ELH (0013-8304)
from 04/01/1934 to 12/31/2008 in JSTOR Archives
from 03/01/1993 to 06/30/1995 in Academic OneFile and General OneFile
from 12/21/1993 to present in Project MUSE - Premium Collection
from 01/01/2008 to present in UNK Library in print (check Catalog here)
Elimae
from 01/01/1996 to present in Freely Accessible Arts & Humanities Journals

English (London) (0013-8215)
from 01/01/1996 to present in Oxford Journals

English fiction in transition, 1880-1920 (0364-3549)
from 01/01/1957 to 12/31/1962 in Project MUSE - Premium Collection

English in Africa (0376-8902)
from 01/01/1974 to 10/31/2002 in African Journal Archive
from 03/01/1974 to 10/31/2010 in JSTOR Archives
from 05/01/2002 to present in Academic OneFile and General OneFile
from 10/01/2002 to present in Academic Search Premier
from 01/01/2007 to present in Open Journal Systems (OJS)

English language notes (0013-8282)
from 01/01/1963 to present in UNK Library in print (check Catalog here)
from 03/01/1995 to 03/31/1998 in OmniFile Full Text Select (EBSCOhost)

English literary renaissance (0013-8312)
from 01/01/1972 to 12/31/2010 in UNK Library in print (check Catalog here)
from 01/01/1997 to present in Wiley-Blackwell 2010 Full Collection and Wiley-Blackwell Pilot 2013
from 01/01/2002 to 02/17/2013 in Academic Search Premier

English literature in transition, 1880-1920 (0013-8339)
from 01/01/1983 to present in Academic OneFile and General OneFile

English studies in Africa (0013-8398)
from 01/01/2000 to 05/31/2010 in eLibrary

English studies in Canada (0317-0802)
from 01/01/2003 to present in Open Journal Systems (OJS)
from 03/01/2003 to present in Academic OneFile and General OneFile
from 09/01/2004 to present in Project MUSE - Premium Collection and OmniFile Full Text Select (EBSCOhost)
from 03/01/2005 to present in Academic Search Premier and OmniFile Full Text Select (EBSCOhost)

English teacher (Malaysian English Language Teaching Association)
from 01/01/2010 to present in Education Source

Essays and studies (London, 1950) (0071-1357)
from 01/01/2001 to present in Academic OneFile and General OneFile

Essays in criticism (0014-0856)
from 01/01/1968 to 12/31/2003 in UNK Library in print (check Catalog here)
from 01/01/1996 to present in Oxford Journals
from 01/01/1997 to 10/31/1998 in Academic OneFile and General OneFile
from 01/01/2006 to 10/31/2007 in Project MUSE - Premium Collection
Essays on Canadian writing (0316-0300)
from 03/01/1977 to 12/20/2004 in Academic Search Premier
from 03/01/1995 to 04/16/2000 in OmniFile Full Text Select (EBSCOhost)

European journal of English studies (1382-5577)
from 04/01/1997 to 08/17/2012 in Academic Search Premier

Evelyn Waugh newsletter and studies (1058-8272)
from 03/01/2009 to 03/31/2011 in Academic OneFile

Explicator (0014-4940)
from 01/01/1956 to 12/31/1981 in UNK Library in print (check Catalog here)
from 09/01/1976 to 08/17/2012 in Academic Search Premier
from 01/01/1994 to 08/17/2012 in OmniFile Full Text Select (EBSCOhost)
from 01/01/1985 to 08/17/2012 in MAS Ultra - School Edition
from 01/01/1993 to 03/31/2009 in Academic OneFile and General OneFile
from 01/01/1995 to 07/31/2010 in eLibrary

Five dials
from 01/01/2008 to present in Freely Accessible Arts & Humanities Journals

George Herbert journal (0161-7435)
from 09/01/1977 to present in Academic OneFile
from 09/21/1996 to present in Project MUSE - Premium Collection

Gothic studies (1362-7937)
from 08/01/1999 to present in Academic Search Premier
from 05/01/2006 to present in OmniFile Full Text Select (EBSCOhost)

GutCult
from 06/21/2005 to present in Freely Accessible Arts & Humanities Journals

Hungarian journal of English and American studies (1218-7364)
from 01/01/1995 to 10/31/2009 in JSTOR Archives

Hungarian studies in English (1217-0283)
from 01/01/1991 to 01/31/1992 in JSTOR Archives

Hutt (Brisbane, Qld.)
from 01/01/2003 to present in Freely Accessible Arts & Humanities Journals

Hypermedia Joyce studies
from 06/21/1995 to present in Freely Accessible Arts & Humanities Journals

International journal of Scottish literature
from 01/01/2006 to present in Freely Accessible Social Science Journals

Interpretations (Memphis) (0196-903X)
from 01/01/1968 to 04/30/1984 in JSTOR Archives

Irish university review (0021-1427)
from 03/01/2002 to present in Academic OneFile and General OneFile

Istanbul literary review
from 01/01/2005 to present in Freely Accessible Arts & Humanities Journals

James Joyce quarterly (0021-4183)
from 01/01/1971 to 12/31/1995 in UNK Library in print (check Catalog here)
from 09/21/2006 to present in Project MUSE - Premium Collection

John Clare Society journal (1356-7128)
from 07/01/2008 to present in Academic OneFile

Journal of commonwealth and postcolonial studies (1073-1687)
from 10/15/2006 to present in OmniFile Full Text Select (EBSCOhost)

Journal of Commonwealth literature (0021-9894)
from 01/01/1966 to 01/31/1998 in SAGE Deep Backfile Package 2012
from 01/01/1999 to present in SAGE Premier 2012

Journal of New Zealand literature (0112-1227)
from 01/01/1983 to 01/31/2013 in JSTOR Archives
from 01/01/1987 to 08/17/2013 in Academic OneFile and General OneFile

Journal of the Association for the Study of Australian Literature : JASAL (1447-8986)
from 01/01/2002 to present in Directory of Open Access Journals, Freely Accessible Arts & Humanities Journals and Open Journal Systems (OJS)
from 01/01/2002 to present in Open Access Digital Library

Journal of the Wooden O Symposium (1539-5758)
from 01/01/2005 to present in Academic Search Premier

Jouvert (Raleigh, N.C.)
from 01/01/1997 to 12/31/2003 in Freely Accessible Arts & Humanities Journals

Joyce studies annual (1049-0809)
from 06/01/2000 to 06/30/2003 in Academic Search Premier
from 01/01/2001 to 01/31/2003 in Academic OneFile and General OneFile
from 06/21/2001 to present in Project MUSE - Premium Collection

Keats-Shelley journal (0453-4387)
from 01/01/1952 to 01/31/2010 in JSTOR Archives
from 01/01/2010 to present in UNK Library in print (check Catalog here)

Keats-Shelley Memorial bulletin (0453-4395)
in UNK Library in print (check Catalog here)
Keats-Shelley review (0952-4142)
from 01/01/1986 to present in UNK Library in print (check Catalog here)
from 10/01/2010 to present in IngentaConnect

Kola (0835-2445)
from 03/01/1999 to present in Academic OneFile and General OneFile

Kritika kultura
from 01/01/2002 to present in Directory of Open Access Journals and Freely Accessible Arts & Humanities Journals
from 01/01/2002 to present in Open Access Digital Library
from 01/01/2007 to present in Open Journal Systems (OJS)

L'Atelier (Nanterre)
from 01/01/2009 to present in Directory of Open Access Journals
from 01/01/2009 to present in Open Access Digital Library

Le Fanu studies
from 05/01/2006 to present in Freely Accessible Arts & Humanities Journals

Ledbury reporter (Worcestershire, England)
from 05/16/2007 to present in LexisNexis Academic

Literary gazette, or, Journal of criticism, science, and the arts
from 01/01/1821 to 12/31/1821 in American Periodicals Series Online

Literary London
from 01/01/2003 to present in Directory of Open Access Journals
from 03/01/2003 to present in Freely Accessible Arts & Humanities Journals

Literature compass
from 01/01/2004 to present in Wiley-Blackwell Pilot 2013

London magazine (0024-6085)
from 01/01/1961 to 12/31/1962 in Freely Accessible Journals

Magma poetry
from 01/01/1996 to present in Freely Accessible Arts & Humanities Journals