

Department of English
Accountability Report for AY 2004-2005 and Annual Plan for 2005-2006
June 2005

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I. Mission Statement

The primary mission of the English Department is to teach three groups of Citadel students to write clearly and effectively and to read, appreciate, and respond thoughtfully to literature. These groups are undergraduates fulfilling the requirements of the college's core curriculum; undergraduate English majors; and graduate students working toward the M.A. or the M.A.T. degree. At the same time, the department is called upon to contribute to the discipline of humanities and letters through scholarly and professional activity, and to the state and local community through participation in appropriate activity related to the humanities.

II. Expected Results

A. *Instruction in Core Courses (Freshman Composition Courses and Sophomore Surveys of Literature)*

Mission Statement. *The mission of the English Department's core courses (Freshman composition courses and Sophomore surveys of literature) is to teach students (1) use of clear, standard written English, (2) critical thinking skills for analyzing and responding to texts, (3) ability to articulate and develop a thesis throughout a multiparagraph essay, (4) use and proper documentation of quotations and paraphrased material in support of a thesis, (5) proper use of the basic skills of research to discover and report other thinkers' ideas, and (6) mature thinking about complex topics in literature.*

1. Seventy percent (70%) of students completing ENGL 202, 204, 215, 218, and 219 should achieve a score of four (4) or above on an essay using a sophomore-level topic on the ETS Criterion standardized essay examination to be administered during the last five weeks of the courses, thus demonstrating proficiency in
 - a) use of clear, standard written English,
 - b) critical thinking skills for analyzing and responding to texts, and
 - c) ability to articulate and develop a thesis throughout a multiparagraph essay.
2. A majority of students completing ENGL 202, 204, 215, 218, and 219 should achieve a passing score of seventy percent (70%) on a set of common questions on the final exam which are designed to measure knowledge of the subject matter of those courses

B. *Instruction in the English Major Curriculum*

Mission Statement. *The mission of the English Major curriculum is to (1) acquaint students with major trends and authors in English and American literature and, to a lesser extent, in other literatures; (2) develop in the students understanding of a variety of methods of literary analysis and proficiency in using those methods; (3) develop in the students critical thinking skills appropriate not only to analysis of literature but also to the variety of professions for which the English Major can prepare them; (4) develop in the students maturity of thought, proficiency in written and oral expression including use of standard English, and ability to organize and develop multiparagraph essays; (5) teach the students research skills and proper use and documentation of material from primary and secondary sources.*

1. A majority of graduating English majors should be able to demonstrate adequacy in the following areas in a research paper written during their senior year:
 - a) Use of standard English
 - b) Clarity and precision of expression
 - c) Organization and development
 - d) Literary analysis
 - e) Adherence to standard research format
 - f) Maturity of thought
 - g) Knowledge of the subject matter of the research paper
2. A majority of graduating English majors should be able to demonstrate a comprehensive knowledge of British and American literature by achieving a score on a standardized objective test (the Educational Testing Service Literature in English Major Field Test) at least equal to the national mean score for English majors taking the same test.
3. A majority of graduating English majors should indicate satisfaction in responding to the following items on the Citadel Experience Survey:
 - a) "Your Major program of study" (Item 1)
 - b) "Instruction in your Major program" (Item 2)
 - c) The question, "If you had it to do over again, would you choose the same major?" (Item 21)
4. A majority of graduating English majors should respond positively to questions asked on the departmental exit questionnaire regarding the quality of instruction in the department in terms of . . .
 - a) The degree of challenge of the program
 - b) Instructors' knowledge of the subject matter
 - c) Instructors' availability
 - d) Instructors' enthusiasm for teaching
 - e) Instructors' degree of preparation
 - f) Instructors' personal helpfulness after hours

C. Instruction in Graduate Courses

Mission Statement. *The mission of the Master of Arts program in English is to (1) assure that students have a broad acquaintance with major trends and authors in English and American literature and, to a lesser extent, in other literatures; (2) develop and reinforce understanding of a variety of methods of literary analysis and proficiency in using those methods; (3) provide opportunities for in-depth explorations of language and literature of a sort appropriate to master's-level study; (4) assure that students possess and demonstrate mature thinking, proficiency in written and oral expression including use of standard English, and ability to organize and develop multiparagraph essays; (5) equip the students with the skills and confidence necessary to make them independent researchers in their own right, no longer principally dependent on teachers for guidance.*

1. A majority of candidates for the M.A. degree in the Citadel/University of Charleston Joint Master of Arts in English program should, after completing at least twenty-seven (27) of the program's required thirty-six (36) hours, be able to

demonstrate adequacy in the following areas in the essay portion of the required Comprehensive Examination:

- a) Use of standard English
 - b) Clarity and precision of expression
 - c) Organization and development
 - d) Literary analysis
 - e) Maturity of thought
 - f) Knowledge of the subject matter of the essay
2. A majority of candidates for the M.A. degree should, after completing at least twenty-seven (27) of the program's required thirty-six (36) hours, achieve a score of at least seventy percent (70%) on the objective portion of the required Comprehensive Examination.
 3. In the semester in which they graduate, a majority of M.A. students should respond positively to the following questions/queries on the Departmental Exit Questionnaire:
 - a) Do you believe that you have acquired a good knowledge of British and American literature?
 - b) Do you believe that your ability to read and interpret primary texts has improved?
 - c) Do you believe that your ability to find, synthesize, and evaluate secondary sources and incorporate them into a research paper has improved?
 - d) Do you believe that the quality of your writing has improved?
 - e) Please comment on the overall quality of teaching in the M.A. program.
 - f) Please comment on the overall intellectual and academic rigor of the program.
 - g) Please comment on the overall quality of advising in the M.A. program.

The Citadel's Education Department administers and assesses the M.A.T. program.

D. Scholarly and Professional Activity

All members of the English Department faculty are expected to be involved continually in scholarly and professional activity. Each year at least one-third of the department's faculty should demonstrate scholarly productivity through one or more of the following:

1. Authoring or editing a scholarly book
2. Authoring a scholarly article
3. Editing a scholarly journal
4. Presenting a scholarly paper at a professional conference
5. Serving as officer of a professional organization
6. Authoring a book review or other commissioned article
7. Serving as a manuscript reader for an academic press or a scholarly journal

E. Community Service

Members of the English Department faculty respond each year to requests from the community for such activities as judging writing and speaking contests, writing book reviews, and presenting programs to library and civic groups. The department has been able to honor all such requests in the past, and its goal is to continue this policy.

III. Assessment Tools

A. Core Courses (*Freshman Composition Courses and Sophomore Surveys of Literature*)

1. Common segment of final examination in English 202, 204, 215, 218, and 219
2. Computer analysis of essays submitted at end of English 202, 204, 215, 218, and 219

B. English Major

1. Analysis of research papers collected during senior year.
2. Educational Testing Service Literature in English Major Field Test
3. Departmental exit questionnaire
4. *Citadel Experience Survey*

C. Graduate Courses

1. Performance on Comprehensive Examination
2. Departmental exit questionnaire

D. Scholarly and Professional Activity

Percentage of Departmental faculty undertaking reportable scholarly activity within the designated categories.

E. Community Service

Positive answer to the question, "Did the department faculty respond to every request for community service?"—including such activities as judging writing and speaking contests, writing book reviews, and presenting programs to library and civic groups.

IV. Assessment Results

A. Core Courses (*Freshman Composition Courses and Sophomore Surveys of Literature*)

1. **Common Segment of Final Examination.** This assessment activity was not scheduled to be performed in 2004-2005.
2. **Standardized Essay for ENGL 202, 204, 215, 218 and 219.** Each student completing ENGL 202, 204, 215, 218, or 219 in Spring 2005 was required to write an essay on a topic provided by the Criterion program of the Educational Testing Service. The essays were holistically graded by computer by ETS. A total of 325 student essays were evaluated, and 324 of these (excluding one student who received a grade of incomplete) were analyzed for correlation to the students' grades in ENGL 202, 204, 215, 218, 219. The following results were obtained:
 - a) **Test Scores:** On a holistic grading scale of 1-6, a passing grade was defined as a score of four (4) or better. Eighty-one percent (81%) of the 325 students taking the test made passing scores.

Course	Total Students	No. Passing	Percent Passing
202	144	119	83
204	10	6	60

215	95	74	78
218	41	34	83
219	35	30	86
Total	325	263	81

- b) **Grade Correlations:** The final course grade for each student who wrote the Criterion essay was compared to his/her grade on the essay. Using the GPA standard of 4.0 for an A, 3.0 for a B, 2.0 for a C, 1.0 for a D, and 0.0 for an F, the following correlations were obtained:

<u>Essay Score</u>	<u>Average Course Grade</u>
6	2.71
5	2.67
4	2.67
3	2.26
2	2.36
1	(No students scored 1 on the essay.)

3. *Analysis of Results*

Of the 325 students taking the ETS Criterion essay exam (second-year college level), 263, or eighty-one percent (81%), made a passing score of four (4) or better. For the first time in the three years in which the Criterion essay exam has been used for this purpose, the result exceeded the Departmental goal of seventy percent (70%) scoring four or better. This improvement perhaps reflects the increased degree of supervision and mentoring of adjunct faculty by permanent English Department faculty during 2003-2004 (when most of these students would have been taking Freshman English courses) and 2004-2005. In regard to the reliability of the ETS Criterion test results, the chart above indicates that the distribution of test grades showed a very good correlation to the grades the students made in their respective courses; therefore, the test appears to be functioning reliably as an assessment tool.

B. *The English Major*

1. **Research Paper.** Within the last month of Spring 2005, the English Department collected sample research papers from graduating English majors. These were evaluated for proficiency in the following skills:

- a) Use of standard English
- b) Clarity and precision of expression
- c) Organization and development
- d) Literary analysis
- e) Adherence to standard research format
- f) Maturity of thought
- g) Knowledge of the subject matter of the research paper

Each paper was given to two English Department faculty members, with name and section identification removed, and was rated as passing (P) or not passing (NP) in each of the seven categories. Where the two readers disagreed, a third reader was used to establish the final rating. The total number of student papers evaluated was fifteen (15). The following results were recorded:

Skill	Number Passing	Percent Passing
a	15	100
b	15	100
c	14	93
d	13	87
e	14	93
f	13	87
g	15	100

2. **Educational Testing Service Literature in English Major Field Test.** Only seven (7) of the twenty-one (21) graduating English majors who took the Educational Testing Service Literature in English Major Field Test achieved scores above the national mean score of 154.5. This falls short of the standard that a majority of graduating English majors should be able to demonstrate a comprehensive knowledge of British and American literature by achieving a score on the Literature in English Major Field Test at least equal to the national mean score for English majors taking the same test. The mean score for the twenty-one students was 151.1. The following table shows the results for Citadel English majors as compared to the national means for total scores and for specific assessment indicators.

Assessment Indicator	National Mean	Citadel Mean
Total	154.5	151.1
Brit Lit pre-1660	50.7	49.5
Brit Lit 1660-1900	44.9	41.7
Am Lit to 1900	58.2	52.9
Brit & Am Lit 1901-1945	51.2	50.6
Lit in English since 1945	62.2	59.7
Literary History	43.3	42.2
Identification	47.7	45.7
Literary Theory	47.8	48.6

The mean scores for Citadel English majors showed a mostly uniform relation to national means for all eight assessment indicators, lagging slightly behind the national mean in seven of the eight. The one assessment indicator in which The Citadel English majors exceeded the national mean was "Literary Theory." The weakest areas relative to the national means were "American Literature to 1900" and "British Literature 1660-1900."

3. **Citadel Experience Survey.** The following pertinent results were obtained from the 2005 *Citadel Experience Survey*:
- a) In regard to the category, "Your Major program of study" (Item 1), thirteen (13), or ninety-three percent (93%) of the fourteen (14) English majors responding, indicated that they were either satisfied or very satisfied. This exceeds the criterion that a majority of graduating English majors should indicate satisfaction with their major program of study.
 - b) In regard to the category, "Instruction in your Major program" (Item 2), thirteen (13), or one hundred percent (100%) of the thirteen (13) English majors responding, indicated that they were either satisfied or very satisfied. This exceeds the criterion that a majority of graduating English majors should indicate satisfaction with instruction in their major program of study.

- c) In regard to the question, “If you had it to do over again, would you choose the same major?” (Item 21), thirteen (13), or ninety-three percent (93%) of the fourteen (14) English majors responding, indicated that they would.
4. **Departmental Exit Questionnaire.** The following is a tabulation of the number and percentage of students responding affirmatively (defined as either a "4" or a "5" on a 1-5 scale) to the indicated items on the Departmental exit questionnaire for graduating seniors. The result for 2004-2005 easily exceeds the goal that a majority of graduating English majors should respond positively to questions asked on the Departmental exit questionnaire regarding the quality of instruction in the English Department.

Item	Affirmative	Total	Percentage
Degree of challenge of the program	19	21	90
Instructors' knowledge of the subject matter	22	22	100
Instructors' availability	17	21	81
Instructors' enthusiasm for teaching	19	21	90
Instructors' degree of preparation	19	20	95
Instructors' personal helpfulness after hours	23	23	100

5. **Analysis of Results.**

- a) **Research Paper.** The results of analysis of the research papers submitted by graduating English majors during their final term at The Citadel far exceeded the criterion that a majority of graduating English majors should be able to demonstrate adequacy in each of the seven areas in a research paper written during their senior year.
- b) **Educational Testing Service Literature in English Major Field Achievement Test.** The scores of only thirty-three percent (33%) of the graduating English majors exceeded the national mean, well below the goal of fifty percent (50%). This was an improvement over the previous year, when only twelve percent (12%) of students exceeded the national mean and The Citadel mean was a very low 137.1, but it was still far from satisfactory.
- c) **Questionnaire Results.** The results of both the Citadel Experience Survey and the Departmental Exit Questionnaire show that student satisfaction with the English Major is excellent.

C. Graduate Courses

1. **Essay Component.** Since 2004-2005 was not scheduled as a major assessment year for the Master of Arts in English, this activity was not undertaken.
2. **Objective Component.** Since 2004-2005 was not scheduled as a major assessment year for the Master of Arts in English, this activity was not undertaken.
3. **Exit Questionnaire.** Since 2004-2005 was not scheduled as a major assessment year for the Master of Arts in English, this activity was not undertaken.

D. Scholarly and Professional Activity

Twelve (12) of the seventeen (17) tenured or tenure-track faculty members—seventy-one percent (71%) of the total who reported within the English Department on their year 2004 scholarship—listed at least one item in the following categories:

- a) Authoring or editing a scholarly book
- b) Authoring a scholarly article
- c) Editing a scholarly journal
- d) Presenting a scholarly paper at a professional conference
- e) Serving as officer of a professional organization
- f) Authoring a book review or other commissioned article
- g) Serving as a manuscript reader for an academic press or a scholarly journal

The following is a more detailed chart, using the categories listed above, of scholarly activity in 2004-2005 reported by English Department faculty:

Activity	No. Reporting Activity in Category
Authoring or editing a scholarly book	2
Authoring a scholarly article	5
Editing a scholarly journal	1
Presenting a scholarly paper	6
Serving as officer of organization	6
Authoring a commissioned article	8
Serving as a manuscript reader	4

These results easily exceed the criterion that at least one-third (33%) of the department's faculty should demonstrate scholarly productivity through one or more of the indicated categories.

E. Community Service

Eight (8) of the seventeen (17) tenured or tenure-track faculty members in the English Department—forty-seven percent (47%) of the total—reported engaging in community service activities in 2004-2005.

V. Major Issues and Actions

A. Staffing

1. Dr. Jason Solinger (Ph.D., Brown University, 2005), following the previous academic year's national search, joined the English Department faculty at the beginning of Fall 2005. His area of specialization is Eighteenth-century British Literature.
2. Dr. Jennifer Bernstein (Ph.D., CUNY, 2004), following the previous academic year's national search, joined the English Department faculty at the beginning of Fall 2005. Her area of specialization is Early American Literature.
3. Michael Niemczyk served as visiting instructor in 2004-2005. He was assigned the service task of supervising adjunct instruction in core courses.
4. Barbara Anderson, Roy Freedman, and Lisa Liston served as full-time temporary instructors during Fall 2004.
5. John Roxon, a Charleston attorney, joined the English Department faculty as an adjunct during 2004-2005 to teach pre-law courses, ENGL 412 (Rhetoric of Law) in Fall 2004 and ENGL 411 (Legal Writing) in Spring 2005.

6. Fifth-year probationary reviews were performed for Professors Licia Calloway and Frances Frame. Continuation was approved for both candidates.
7. A third-year probationary review was performed for Professor Sean Heuston. Continuation was approved.
8. First-year probationary reviews were performed for Professors Jennifer Bernstein and Jason Solinger. Continuation was approved for both candidates.
9. Post-tenure review was performed for David Allen. The review resulted in a finding of "satisfactory."
10. A new faculty line was approved for the Department of English beginning in Fall 2005. Michael Niemczyk has been reappointed as visiting instructor for 2005-2006 and in that capacity will fill the new faculty line for the academic year.
11. In Spring 2005 all permanent faculty and all temporary faculty were evaluated, in writing, by the Department Head.

B. Major Awards and Recognitions

1. Prof. David Allen was honored with a Krause Award in Fall 2004 for his contributions to the undergraduate experience at The Citadel.
2. In June 2005 Prof. David Allen was nominated by Citadel President John Grinalds for South Carolina Governor's Professor of the Year.
3. Prof. Scott Lucas was awarded a half-year sabbatical to be taken in Spring 2006.

C. Significant Statistics

1. Number of Undergraduate English Majors (Spring 2005): 67
2. Undergraduate Degrees Awarded (Academic Year 2004–2005): 21
3. Graduate Degrees Awarded (Academic Year 2004–2005): 2
4. Internships: 8

D. Assessment

1. The core courses sequence (Freshman composition courses and Sophomore surveys of literature) was assessed during Spring 2005 using a computer-graded essay (ETS Criterion).
2. The English Major was assessed during Spring 2005 using analysis of research papers by graduating seniors and the ETS Major Field Achievement Test, Literature in English.

E. Mentoring. Mentors were assigned for all untenured faculty and for adjuncts teaching core courses. Mentoring included visiting classes of those being mentored, having them visit the mentors' classes, and reviewing markings on sample graded papers. In addition, visiting instructor Michael Niemczyk was given the responsibility of coordinating instruction in core courses by adjuncts.

F. Curriculum Changes

1. The English Department put into place the new Minor in Leadership Studies. Prof. David Allen assumed responsibility for directing this interdisciplinary activity involving the English, Business Administration, History, Political Science, and Psychology departments.
2. The faculty of the Department of English voted to divide ENGL 349 (African American Literature) into two courses, providing the framework for a more in-

depth survey of the topic. The proposed change will be submitted to the college-wide Curriculum Committee in 2005-2006.

3. ENGL 402 (Senior Seminar) was taught for the first time as a required course in Spring 2005. All twenty-one seniors scheduled to graduate at the end of 2004-2005 successfully completed the course.

G. Communications and Multimedia

1. Fourteen (14) of the seventeen (17) English Department faculty members made frequent use of multimedia presentations in support of class lectures and student presentations.
2. Five (5) English Department faculty members used the WebCT site for courses.
3. Four (4) English Department faculty members taught composition courses in computer labs, and five (5) others used computer labs for final exams or other special occasions in courses that did not meet principally in the labs.
4. In Spring 2005 the English Department bolstered its multimedia capabilities by purchase of a digital camera and a digital video recorder, thus expanding the Department's ability to produce multimedia materials for classes and for the Departmental website. The Department also purchased a portable DVD player and a portable CD player, thus increasing the capability to make multimedia presentations in classrooms without permanent multimedia equipment.
5. Prof. Leonard continued to serve as institutional administrator for The Citadel's subscription to the "Turnitin" Internet anti-plagiarism program for 2004-2005.
6. Eight (8) English Department faculty members were among The Citadel's users of the "Turnitin" program.

VI. Major Goals for 2005-2006

A. Staffing

1. Perform a national search for two tenure-track faculty members--to replace James Rembert, who will retire at the end of Fall 2005, and Tony Redd, who will retire at the end of Spring 2006.
2. Perform an additional national search for a tenure-track faculty member to fill the new faculty line that will begin in Fall 2005 and be filled on a temporary basis by Michael Niemczyk during 2005-2006.
3. Review sixth-year faculty members Licia Calloway and Frances Frame for tenure and promotion to associate professor.
4. Perform probationary reappointment reviews for fourth-year faculty member Sean Heuston and second-year faculty members Jennifer Bernstein and Jason Solinger.
5. Continue the post-tenure review process using the procedures and schedule that took effect in Fall 2000. Professors Hutchisson and Rhodes are scheduled for review in 2005-2006.
6. Maintain an adequate pool of part-time and full-time temporary instructors to teach course sections not covered by tenured and tenure-track faculty.
7. In any hiring opportunity for either permanent or temporary employees, make every reasonable effort to recruit candidates from underrepresented groups.

B. Core Courses (Freshman Composition Courses and Sophomore Surveys of Literature)

1. Assess basic writing skills for students completing the core sequence (in ENGL 202, 204, 215, 218, and 219) in Spring 2006 using the ETS Criterion standardized essay test (second-year college level).
2. Assess mastery of the subject matter of sophomore literature surveys, using, for each of the five courses, a set of common questions on the final exam.
3. Prepare and submit an assessment report for both the basic writing skills component and the mastery of subject matter component of the core courses.
4. Continue to consider the implications of having reached the assessment goal (seventy percent of students completing ENGL 202, 204, 215, 218, and 219 achieving a score of four or above on an essay using a sophomore-level topic on the ETS Criterion standardized essay examination administered during the last five weeks of the courses), after failure to reach the goal in the two previous administrations, to determine whether the increased mentoring and supervision of adjunct faculty has indeed cured the previously identified problem, or the 2004-2005 success was only a random variation in results.

C. *English Major*

1. Continue to develop the new version of ENGL 402-403, successfully taught as a required course for the first time in Spring 2005, as the required capstone course for all senior English majors.
2. Assess mastery of English and American Literature by graduating English majors using the ETS Major Field Test, Literature in English.
3. Prepare and submit an assessment report for the English Major.
4. Increase activity and participation in the English Club.
5. Continue to encourage and promote internships by English majors.
6. Pursue the possibility of more formally established career tracks within the major—with pre-law as the first such track to be defined.

D. *Other Curricular Matters*

1. Both within the English Major and in 200-level courses for non-majors, investigate possibilities for expanding offerings in non-literature or quasi-literature areas such as journalism, media communications, women's studies, African-American studies, and philosophy. Utilize the ENGL 208 and ENGL 375 special topics courses for testing such courses.
2. Divide ENGL 349 (African American Literature) into two period courses to be offered alternately to increase the depth of coverage of the material and to provide additional curriculum support for the Minor in African American Studies administered by the Department of History.

E. *Master of Arts Program*

1. Pursue recruiting efforts to increase the number of students in the Master of Arts in English program.
2. Work with the University of Charleston to more fully integrate assessment activities of the two institutions within the Joint Master of Arts Program.
3. Continue to gather data for assessment of the Master of Arts program using both the objective and essay components of the comprehensive examination required of graduating students, as well as an exit questionnaire.
4. Perform a three-year assessment of the Master of Arts Program using data gathered in 2003-2004, 2004-2005, and 2005-2006.

5. Continue the trend toward working more closely with the Education Department in student advising and curriculum management for the Master of Arts in Teaching program.

F. Communications and Multimedia

1. Continue to encourage and support English Department faculty to make effective use of technological aids—including use of multimedia presentations, WebCT, computer labs, and Turnitin.com—for instructional purposes.
2. Explore additional multimedia uses for equipment purchased by the English Department in 2003-2004 and 2004-2005 for development of multimedia materials and for use of multimedia techniques in classrooms not permanently or completely equipped for multimedia presentation.
3. Find ways to more effectively use the Department's web site to highlight student accomplishments and to improve communications with English majors and other current and prospective students.
4. Develop new courses specifically exploiting the newly available technologies.
5. Expand use of the English Department's WebCT bulletin board site.