

English Department Five-Year Vision Updates for 2006-2007 Academic Year

The English Department is a diverse group of life-long learners with concentrated expertise in composition, technical writing, rhetoric, English language acquisition, creative writing, and literature. We value intellectual curiosity, open discussion, collaborative decision making, and involvement with peers. We challenge and encourage students, helping them take responsibility for their learning.

Shared Vision

A high level of fluency in English is central to learning effectively, communicating successfully, and thinking critically. Therefore, the English Department facilitates the understanding and acquisition of multiple literacies through learning, teaching, research, and community involvement.

Major Initiatives

To best support our students and ourselves, we undertake these initiatives:

Employ emerging research, technologies, delivery methods, and modes to design a variety of excellent learning opportunities for writing and literature students.

Bridge English Language Acquisition (ELA) and Elements of Writing or Composition I for effective support for second language students

- Articulate curriculum and train Writing Center staff to have effective writing conferences with Level 4 and 5 ELA students, as well as non-native speakers in general.

Support fellow faculty members engaged in professional development activities:

- Promote endowed teaching chair and professional development proposals
- Encourage conference presentations
- Provide international activities from study abroad and Fulbright to faculty exchanges
- Participate in faculty forums
- Develop informal workshops for brainstorming and editing proposals and creative work

Set learning environments in state-of-the-art classrooms, well suited for small group and computer activities and well lit with windows and skylights.

Work with local area high schools to create a bridge from high school to college. The primary goal will be to encourage students to take advantage of the high school resources, including the completion of four years of language arts.

- Share information and strategies with area high schools
- Promote the use of high school language arts classes as preparation for excellence in college and in the workplace

Dashboard Indicators

- Data from department retreat assessment activities. **The Assessment Report is part of the C&I 5-year review and will be available in December.**
- Number of English faculty members engaged in professional development projects **1 Endowed Chair, 9 full-time attended/presented at conferences (McClure, Schaff-Stump, Burwell, Heal, English, Johnson, Reins, Schlueter, Taylor, Price) as did 7 adjunct. 5 were Fulbright Group Project Aboard participants (Brown, Burwell, Ernster, Petrova, Schaff-Stump), and 2 took university courses (Myers-Verhage, and Robins).**
- Evidence of grants and donations Grant money came to the English Department ELA program as part of the CCID grant. **To honor a long time member of the Ladies Literary Club, a donation was made to the Kirkwood Foundation for use by the English Department. The monies will be used to fund literary prizes.**
- Numbers of Area X students ready for Composition I (information to be released later in the fall). **This appears to be rising.**

Strategic Goal: Employ emerging research, technologies, delivery methods and modes

1. Research the success of Elements students in College Writing and Composition I. **This data has not been pulled for this year.**
2. Develop and teach Forms of Fiction: New Media **17 students received a grade for the course in the spring and 24 are enrolled for fall—a ringing success for a new course.**
3. Develop MP3 files for use in ATAW and face-to-face courses **5 short clips in MP3 format appear on Dom Franco's website.**
4. Pilot the new version (CE6) of WebCT **Paul Hauser provided feedback and CE6 is standard for the coming year.**
5. Explore podcasting options: **This is limited by bandwidth, but some short audio segments appear on Dom Franco's site.**
6. Report technology trends from the League Conference (CIT). **Kevin Nebergall reported on this last year. This year 2 English Department members will attend CIT.**

Additional activity related to this goal, but not an Action Step:

1. **Heal created a learning community that linked Composition II with Sarah Barfels Social Problems. This project will continue this year in a slightly less intense format: Heal and Barfels will not attend all the meetings of the other person's class. Keith Reins' Elements class is participating in the Triple Play learning community. Both learning communities are full this fall.**

Strategic Goal: Bridge ELA and Elements of Writing

1. Teach a section of International Elements each semester; **20 students were enrolled in CR in the spring 2007 section, and 13 in IC. This fall the class has 32 students.**
2. Hold workshops for Elements and ELA teachers: **Keith Reins and Catherine Schaff-Stump provided 2 training sessions for ELA and Writing Center faculty. This initiative continued with sessions offered to the wider college during Dog Days 2007.**

3. Articulate curricula: **See Catherine Schaff-Stump's ELA report**

Strategic Goal: Support faculty members engaging in professional development

1. Promote Endowed Teaching Chairs
Endowed Teaching Chairs in English for 2005-2006, 2006-2007, and 2007-2008 academic years. Sue English, as a past chair holder, now serves on the Endowed Chair Committee.
2. Promote Professional Development proposals
Professional Development deadlines advertised within the department. 4 faculty members took advantage of Professional Development funds. The other professional development activities are listed under dashboard indicators.
3. Promote and participate in Teaching Circles and Teaching Squares
Teaching Circle participants included Hauser, Hulm, Keyes, Kratz, Johnson, Myers-Verhage, Payne, and Petrova; Myers-Verhage, Gates, and Heal participated in Teaching Squares.
4. Provide a faculty creative writing workshop
5 faculty: Reins, Robins, Arenz, Schaff-Stump, Burwell participated in workshops.
5. Promote KCELT activities
Burwell and York promoted KCELT at the faculty meetings, 9 English Department members volunteered their expertise for MLK Day or Dog Days of Excellence workshops. Sondra Gates, English adjunct, was part of a two-person team that revamped and taught the New Adjunct Faculty Orientation. The English Department was represented by participants in 37 recorded sessions, squares or circles—12 unique department members participated in Teaching Circles during the 2006-2007 academic year.

Strategic Goal: Set learning in state-of-the-art classrooms:

1. Work with OPN architects on new classroom designs
Several meetings centered on learning environments. The variety of rooms designed for different purposes should meet the department's needs.
2. Promote workshops on the use of classroom technology.
2 workshops were offered in the department and 2 individuals attended. Office staff tracked 5 more requests (for instructor station or computer classrooms) than could be accommodated.
3. Train faculty on Screen Watch software.
Some initial steps have been taken, but the software has not been fully explored nor the training offered.

Strategic Goal: Work with high schools to create bridge

1. Work with county directors and Carol Thompson to share information
The Dean has had a conversation with each county or site director about sharing faculty, providing teachers for the high schools wanting to teach Composition I and Composition II in the schools.
2. Include high school adjunct faculty in department retreat on assessment
An invitation was sent, but none were able to attend.
3. Work with Terry Lessmeier on new North Cedar Composition I and Composition II. **Terry taught last year at North Cedar and will continue with year.**

Richard Johnson (full-time) and Sondra Gates (adjunct) participated in the scoring of AP essay exams in New Jersey at ETS's expense. In addition to those faculty who have done scoring for Pearson or ACT, two more faculty are trained to read essays to a rubric standard—in this case a 10 point rubric.

This goal has not been addressed in an organized way, but progress was made. This summer provided an opportunity for three adjunct faculty (one teaching in the high schools) to attend University of Northern Iowa's Iowa Writing Project workshop together. In addition Dave Bunting has been very helpful in getting out the message that "just going to Kirkwood" carries responsibility, and not taking advantage of high school courses may cost both tuition and time to get to the level of Composition I.