
English Department Annual Report for 2015, written May 2016

Part 1: GOALS FOR THE PREVIOUS YEAR AND PROGRESS MADE ON THOSE GOALS

- A. Organize and maximize future plans for TESOL/Linguistics. With the hire of Andrea Hellman, an internationally respected expert in this area, and with the approval of the new Masters of Applied Second Language Acquisition, the “sky is the limit” in terms of potential growth. We can draw more students regionally, nationally, and internationally, and hires in Modern and Classical Language could potentially teach numerous classes for English, as we plan the future and share teaching resources together.
1. Dr. Hellman has recently applied for a U.S. Department of Education grant for \$2.4 million in which the university partners with three school districts (Monett, McDonald Co, and Neosho). If funded, 60 teachers will earn the graduate certificate in TESOL and Missouri ELL endorsement at no personal cost to them, and the grant would help create this as an online program, which would be extremely appealing to public school teachers state-wide.
 2. English faculty taught four classes both in fall 2015 and spring 2016 for the MASLA degree (for example, Dr. Hellman taught ENG 700, Introduction to Research Methods in English for TESOL and MASLA students in fall 2015, the first time such a specialized course focusing on TESOL/Second Language Acquisition has ever been offered). The new ESOL minor is attracting new students, and the Linguistics minor is attracting new students, as well. The TESOL minor, with 22 students in 2014, more than tripled from the 6 students in 2012, and, during the same period, TESOL Track English M.A. students increased two and a half times, to 25), and, also, the TESOL Graduate Certificate increased to 10 students. Additionally, post-baccalaureate students work toward TESOL certification for public school teaching.
- B. Organize and maximize future plans for English Education at both the undergraduate and graduate levels. Danielle Lillge, a nationally respected expert in English Education, has just been hired as Director of English Education, which allows for the department’s largest program to grow further and increase its excellent reputation as the largest and best English Education program in the state.

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1. The curriculum for the B.S.Ed. was radically redesigned during the year to meet new DESE standards and reflect current best practices in this field. These changes should fuel enrollment growth, as well.
 2. During the academic year a new group advising approach was developed (in conjunction with electronic advising tools such as Google Hangout). English Education students are a more cohesive, interactive group because of this and much better and more economically advised (this is a lifesaver given the 177 advisees currently listed in the program!).
 3. The number of M.S.Ed. students and undergraduate English Education students could increase drastically with an additional faculty member (that is, the demand is there, but we only have two faculty members in the program). The M.S.Ed. program has already grown to 10 students in 2015, and we are short of faculty to teach the new ENG 521 class (which will be ready to teach during the AY2016-2017), which focuses on the teaching of writing.
- C. Organize and maximize plans for Technical and Professional Writing and Creative Writing as staffing changes occur. The retirement of Senior Instructor Richard Neumann in May 2016 or 2017, and the possibility of a diversity hire in Technical and Professional Writing, open up opportunities for the department, as have a significant and carefully calculated curricular changes at all levels in both programs.
1. Undergraduate Professional Writing majors have already grown to 122, with 7 students in the Accelerated Master's program, and 22 students in the M.A. in Writing program (most of whom are taking the Professional Writing Track).
 2. The Diversity hire in Professional Writing seems on track for spring 2017. Since both undergraduate and graduate programs (and certificate programs) are online, this hire, who would be our online coordinator, could spearhead significant gains in online students regionally and nationally.
 3. No hire has yet been made in Creative Writing, and enrollment of majors is actually down in 2015. This trend could be reversed by developing a B.S. in English degree (with tracks in Creative Writing and Literature) and by developing an internship class available to Creative Writing students, which would be an aid in career development. Also, in increasing numbers, Creative Writing majors are switching to Professional Writing majors and Creative Writing minors, which actually adds to departmental credit-hour production (up 1,094 from 2014 to 2015) while adding to the success in terms of majors for Professional Writing. Each semester Creative Writing draws 600+ students (General Education students, majors, and graduate students), and the Creative Writing minor is extremely popular.
- D. Strengthen department recruitment and retention efforts at all levels. The new English Major (and Minor) Welcome Event in September 2014 and 2015 has been a great success.
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We need to create other such “bonding” and advisement opportunities for English students with our academic program area faculty and students. The new banners and PR cards coordinated through COAL symbolize a new energy for recruiting in the department.

1. Recruitment by curricular change

- General Education Revision (3 new Literature classes, new Folklore class, 2 new Public Affairs classes)
- Changes in majors and minors to attract students (Professional Writing, English Education, TESOL, Creative Writing, Composition and Rhetoric, Literature)
- Creation of new minors, programs (ESOL, Folklore, Linguistics minors—M.A. in Applied Second Language Acquisition)

2. Recruitment by increasing student access

- Online majors, minors, graduate degrees, certificate programs (Professional Writing)
- Certificate programs (TESOL Graduate Certificate, Interdisciplinary Certificates such the Graduate Certificate in Ozarks Studies, which includes a 600-level Folklore class)
- Online General Education classes (huge demand in summer)
- Online classes of any type

3. Cooperation among departmental academic areas—advisors suggesting a minor in another academic area of the department (more than half of English majors have English minors)

4. Targeted recruitment activities (for example, 186 personal letters sent to the winners state-wide of the 2016 Scholastic Writing Award Contest Winners)

E. Continue to increase student access in important ways (for example, Professional Writing degrees being completely available online, expand Dual Credit programs where possible and try to hold our own against cutthroat competition by Drury and OTC) and push all our academic programs towards the possibility for students to complete degrees either through evening or online classes—also push for online versions of our General Education classes and many more online classes in our other academic programs.

1. -577 SCH through High School Dual Credit (changes in the CBHE guidelines hurt English in fall 2015, but much less than other Dual Credit programs on campus, and we have already had success gaining students back in 2016).
2. +1,071 SCH through online (especially summer General Education classes)
3. +143 SCH through Evening/Weekend
4. +258 SCH through Off Campus (i3 College Ready Writers Grant in English Education, working with non-urban high school teachers)
5. +514 SCH through Traditional seated students

Part 2: DEPARTMENTAL ASSESSMENT IN DASHBOARD REPORT AREAS

a. ENROLLMENT MANAGEMENT:

1. Major Headcount (Including 1st and 2nd majors)

Academic Period			Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Total by ROWS
College	Department	Program	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
			Value	Value	Value	Value	Value	Value
Arts & Letters	English		573	540	571	573	585	2,842
		CRWT-BA	152	130	131	121	106	640
		ENGE-BSED	161	140	163	143	141	748
		ENGL-MA	72	67	56	79	72	345
		ENGL-MA-E	0	0	6	2	0	9
		IDEN-BS	0	1	1	2	0	4
		LITR-BA	75	72	70	62	80	359
		OZST-GRCT	2	2	1	0	0	5
		PRWR-BA	8	9	12	12	12	53
		PRWR-BA-PRE	12	6	5	10	15	48
		PRWR-BS	33	27	42	39	53	191
		PRWR-BS-E	0	0	4	0	0	4
		PRWR-BS-PE	0	0	2	1	0	3
		PRWR-BS-PRE	26	42	28	43	42	177
		PRWR-BS-PX	0	0	0	1	4	5
		PRWR-BS-X	0	0	0	0	3	3
		SEEN-MSED	2	10	7	11	10	40
		TSOL-GRCT	14	11	15	17	25	82
		WRIT-MA	16	23	27	27	22	114
		WRIT-MA-E	0	0	1	1	1	3
		WRIT-MA	0	0	0	2	7	9
Total by COLUMNS			573	540	571	573	585	2,842

- The number of English Majors has remained relatively steady in recent years, yet increased by nearly 8.33% from academic year 2012 to academic year 2015 and by 2.1% from 2014 to 2015.

- Creative Writing is down in enrollment and Literature is up; this will be improved significantly if we can establish a B.S. in English soon (with both of these tracks gaining significant enrollment).
- English Education is slightly down for the moment, but should rebound, given cycles in the past, (and the fact there are already 177 advisees now, with transfer students being added in significant numbers every week for the next three months).
- Professional Writing B.A. and B.S. majors are our largest growth areas with a hefty 64.75% growth since 2011.
- The MA in Writing students have increased by 37.5% since 2011, and the M.A. in English students have remained exactly even. Graduate offerings are a great potential growth area in all areas of English, the M.A. in English (which includes TESOL, Literature, and Creative Writing), the M.A. in Writing, and the M.S.Ed.
- Graduate Certificate students in TESOL have increased 127.3% since 2012 and 47% since 2014.

We have been working hard to recruit, maintain, and mentor majors with such events as the First-of-the-School-Year Welcome for New English Majors. Also we have been developing strategies to assure high-quality advising by our faculty (requiring Master Advisor Status to advise, focusing on advising during faculty annual evaluation reviews, etc.).

2. Total SCH Production

Calendar Year	2011	2012	2013	2014	2015	Total by ROWS
	Credit Hours	Credit Hours	Credit Hours	Credit Hours	Credit Hours	Credit Hours
UG/GR	Value	Value	Value	Value	Value	Value
UG	26,643	26,732	27,231	27,143	28,099	148,839
GR	1,628	1,721	1,998	2,012	2,150	10,327
Total by COLUMNS	28,271	28,453	29,229	29,155	30,249	159,166

- Overall, there has been very strong and steady growth in credit hour production in the English Department, and strong and steady growth at both the undergraduate and graduate levels. Despite strong, steady increases in enrollment, the English Department lost full-time faculty during this period.
- Student credit hours increased 6.9% between 2011 and 2015, and 3.75% between 2014 and 2015.
- Undergraduate credit hours increased 5.46% between 2011 and 2015, and 3.52% between 2014 and 2015.

- Graduate credit hours have skyrocketed, increasing 32.1% between 2011 and 2015, and 6.9% between 2014 and 2015.
- In January 2010 Ginger Hendrickson left the university, and in May 2010 Clark Closser, Tim Hadley, Carolyn Hembree, and Brian Shawver left the university. During the same year, we hired Jen Murvin, Lanya Lamouria, and Shannon Wooden, which resulted in a net loss of ten 3 credit-hour classes with approx. 22 students per class=660 SCH. Tim Hadley in Technical and Professional Writing and Brian Shawver in Creative Writing have been replaced, but not the other two.
- 2011 and 2012 SCH in the Tenured/Tenure Track Faculty group dropped due to Adele Newson-Horst's resignation and Jean Stringam's retirement. This would account for approximately 198 SCH in 2011 and 396 SCH in 2012.

3. Degrees Conferred

Fiscal Year			FY2011	FY2012	FY2013	FY2014	FY2015	Total by ROWS
Student Level	Degree	Program	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
			Value	Value	Value	Value	Value	Value
UG			108	106	87	102	97	500
	BA		58	55	40	50	36	239
		CRWT-BA	25	31	21	26	21	124
		CRWT-BA, LITR-BA	1	0	1	0	1	3
		LITR-BA	25	18	16	21	13	93
		PRWR-BA	7	6	2	3	1	19
	BS		23	21	15	26	30	115
		IDEN-BS	0	0	0	1	2	3
		PRWR-BS	23	21	12	21	27	104
		PRWR-BS-E	0	0	3	4	1	8
	BSED	ENGE-BSED	27	30	32	26	31	146
GR			32	36	31	52	51	202
	GRCT	TSOL-GRCT	4	4	4	11	12	35
	MA		25	29	25	38	33	150
		ENGL-MA	13	18	19	22	23	95
		ENGL-MA-E	0	0	1	4	1	6
		WRIT-MA	12	11	4	11	9	47
		WRIT-MA-E	0	0	1	1	0	2
	MSED	SEEN-MSED	3	3	2	3	6	17
Total by COLUMNS			140	142	118	154	148	702

- Overall, our BA degrees conferred have decreased by 37.9% in the last 5 years. But, the BS degrees have increased by 30.4% (reversing earlier losses due mostly to Professional Writing’s tightening their program admission requirements). Our planned B.S. in Creative Writing and Literature should significantly increase enrollment (and degrees conferred).
- English Education has fluctuated since 2009, ending with an increase of 14.8% since 2011. High graduation rates in 2012 and 2013 help explain lower enrollment numbers in 2014.
- Literature graduates have decreased by 48% in the last 5 years. However, Creative Writing students are half Literature students, given their required courses; and English Education students are mostly Literature students. Revisions in the General Education classes designed to appeal to today’s students is increasing enrollment in Literature. Also the number of Literature majors is significantly up now, which, of course, will lead to more graduates in the future.
- Creative Writing degrees conferred have decreased by 16%.
- Professional Writing had losses in 2010, 2012, and 2013 in both the BA and the BS programs (due mostly to Professional Writing’s tightening their program admission requirements), but, as planned, enrollment has rebounded significantly, increasing 54.4% during the five-year period focused on in this report.
- The Master’s Programs have had an increase of 39.3% in degrees conferred since 2011.

4. Summer SCH Production

Calendar Year		2011	2012	2013	2014	2015	Total by ROWS
Term	Instructional Format	Credit Hours	Credit Hours	Credit Hours	Credit Hours	Credit Hours	Credit Hours
		Value	Value	Value	Value	Value	Value
Summer		1,863	1,908	1,920	1,701	1,996	9,388
	Arranged	36	36	78	51	91	292
	Blended	63	0	75	0	0	138
	Dual Credit	0	0	0	0	0	0
	Evening/Weekend	72	114	39	0	0	225
	Interactive Video	0	36	0	0	0	36
	Internet	903	1,134	1,263	1,191	1,434	5,925
	Intersession	21	0	0	0	0	21
	Off Campus	3	24	0	0	0	27
	Traditional	765	564	465	459	471	2,724
Total by COLUMNS		1,863	1,908	1,920	1,701	1,996	9,388

- In 2010, over half our summer classes were not taught online. In 2015, more than three-fourths of our classes were taught online.

- ENG 200, 201, 203, 205, 210, 215, 221, and 321 have been offered almost exclusively online the past few years with excellent enrollment. In fact, the SCH for these online General Education classes is almost two-thirds of the enrollment for the summer in 2016.
- The growth of student credit hours since 2011 for summer has been remarkable with 58.8% enrollment growth. Enrollment could go even higher except for a temporary lack of online teachers for the classes we know will make.

I have expanded the chart to include the Instructional Format. Since we have been focused on expanding the internet as a delivery mode, you can see the distinct outcome in the chart above. It is not recommended to offer our developmental course, ENG 100, in anything other than the traditional seated class, since a more “hands on” approach yields better results. However, we have offered a few online options for ENG 110 and have had success with those courses, although that format works much better for Writing II than Writing I.

b. ACCESS: Traditional vs. Alternative Delivery methods

1. English Production by Instructional Format:

Calendar Year		2011	2012	2013	2014	2015	Total by ROWS
Department	Instructional Format	Credit Hours	Credit Hours	Credit Hours	Credit Hours	Credit Hours	Credit Hours
		Value	Value	Value	Value	Value	Value
English		28,271	28,453	29,229	29,155	30,249	145,357
	Traditional	18,480	17,831	17,544	17,772	18,286	89,913
	Off Campus	231	285	302	219	477	1,514
	Media/Telecourse/CD	0	120	90	102	0	312
	Intersession	68	38	37	33	13	189
	Internet	2,265	2,820	3,231	3,666	4,737	16,719
	Interactive Video	207	284	210	189	147	1,037
	Evening/Weekend	3,791	3,068	3,514	3,235	3,378	16,986
	Dual Credit	2,559	2,919	3,246	3,346	2,769	14,839
	Blended	222	609	492	105	66	1,494
	Arranged	448	479	563	488	376	2,354
Total by COLUMNS		28,271	28,453	29,229	29,155	30,249	145,357

- Our department had a strong internet presence well before 2011. Even so, since 2011, the SCH of our internet offerings have increased by 91.6% .
- Both the blended and evening courses have seen decreases in SCH since 2011, however, with evening SCH up 4.4% since 2014. Experimentation with blended courses reached a peak in 2012 and 2013. Since that time, online courses have been seen to work more efficiently. We are slowly eliminating our ITV and Telecourse offerings, due to lack of demand and will likely replace them with online offerings.

- The SCH for traditional delivery classes has decreased in part due to the increased online summer offerings, but some of our Springfield students have also drifted to online classes for convenience or because the seated classes are full. Also, many students busy with work or family obligations need the access afforded by online classes. Also, the talent pool of our adjunct faculty has increased, for example, by Technical Writing professionals who live around the country.
- In 2014, our Dual Credit program met its all-time high in enrollment, with a 30.75% increase over the previous five years. But that isn't the whole story. There was a sharp drop in 2010 when we lost our Dual Credit Coordinator, Carolyn Hembree. Suzi Jordan worked part-time as the temporary Dual Credit Coordinator until 2012, when she was hired full-time. She has been tirelessly promoting our program and building it back up, which is confirmed by the numbers. There was a big drop from 2014 to 2015, in large part because of the new CBHE guidelines. Those new guidelines hurt English less than other Dual Credit programs on campus, but they still hurt some. I know Suzi Jordan has already added new programs and classes in 2016.

Including the summer offerings previously mentioned, we have promoted online and evening course delivery every semester, and given credit to faculty on our annual evaluation form for increasing student access in these ways.

c. STUDENT SUCCESS:

1. Retention Data

i. First Fall to Second Fall Retention Rates—for 1st Time New in College Freshman:

First Fall to Second Fall Retention

Fall of Year	English	COAL	MSU
2013	73.47%	75.71%	75.22%
2012	75.00%	73.70%	75.25%
2011	67.57%	78.92%	75.35%
2010	91.67%	78.17%	75.43%
2009	79.49%	74.19%	73.50%

- We see similar rates as COAL and MSU.
- This is somewhat misleading, because the numbers of Freshmen in English have typically been relatively low. We tend to gain majors later.

ii. Total Retention Rates by Department

Academic Period		Fall 2011			Fall 2012			Fall 2013		
Department Sem1	Student Class Sem1	1st Sem Count	Count Retained	% Retained	1st Sem Count	Count Retained	% Retained	1st Sem Count	Count Retained	% Retained
		Value	Value	Value	Value	Value	Value	Value	Value	Value
English		536	331	83.21	509	310	81.93	546	326	84.07
	Freshman	55	40	72.73	44	28	63.64	65	45	69.23
	Sophomore	81	70	86.42	65	51	78.46	56	47	83.93
	Junior	118	102	87.29	120	104	88.33	119	101	84.87
	Senior	190	70	87.37	179	81	89.39	204	77	89.71
	Masters	85	46	75.29	95	43	71.58	93	53	86.02
	Graduate - University Certificate	7	3	42.86	6	3	66.67	9	3	33.33
Total by COLUMNS		536	331	83.21	509	310	81.93	546	326	84.07

Fall 2014			Total by ROWS		
1st Sem Count	Count Retained	% Retained	1st Sem Count	Count Retained	% Retained
Value	Value	Value	Value	Value	Value
545	338	83.67	2,136	1,305	83.76
52	39	75.00	216	152	74.38
76	63	82.89	278	231	80.75
103	89	86.41	460	396	86.57
189	76	87.83	762	304	89.46
117	64	78.63	390	206	78.57
8	7	87.50	30	16	52.94
545	338	83.67	2,136	1,305	83.76

- Obviously, once students become English majors (typically beyond first-semester Freshmen), the retention rates are significantly higher: the retention rate overall is strong at 83.76%.

iii. Freshmen Fall to Fall Retention Rates by Department

		Total by ROWS		
Academic Period	Student Class Sem1	1st Sem	Count	%
		Count	Retained	Retained
		Value	Value	Value
Fall 2010	Freshman	64	53	82.81
Fall 2011	Freshman	55	40	72.73
Fall 2012	Freshman	44	28	63.64
Fall 2013	Freshman	65	45	69.23
Fall 2014	Freshman	52	39	75.00
Total by COLUMNS		280	205	73.21

- This is somewhat misleading because the numbers of Freshmen in English have typically been relatively low. We tend to gain majors later.

2. MAPP Scores

Fiscal Year	English Average Proficiency Score	COAL Average Proficiency Score	National 80%	National 50%
2015	453.22	447.81	466	446
2014	457.71	450.18	466	446
2013	459.39	453.06	466	446
2012	463.35	453.90	464	444
2011	460.27	453.43	464	444

- Our students consistently maintain high proficiency rates between the national target 50% - 80% rate.

3. Other student success assessment data or indicators

On the Praxis test taken by our English Education majors in 2013, 100% of the 22 students taking the test passed! The passing score was 158. The median score for those students in our department taking the test was 178. This test is no longer offered, and, relatively, our students are actually getting more proficient because of focused study on national English Education priorities. We have changed our curriculum to reflect national best practices.

d. RESOURCES & PRODUCTIVITY:

1. Sections by Size/SCH/Faculty Class, etc., by Department

Calendar Year	2011			2012			2013			2014			2015		
	Section Count	Avg Section Size	SCH	Section Count	Avg Section Size	SCH	Section Count	Avg Section Size	SCH	Section Count	Avg Section Size	SCH	Section Count	Avg Section Size	SCH
Faculty Group	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value
Tenured/Tenure Eligible	139	22.86	10090	125	23.39	9313	131	22.10	9459	139	21.33	9468	129	20.91	8816
Other Regular Faculty	95	21.60	6115	90	21.88	5856	95	21.67	6103	97	20.38	5898	103	20.29	6322
Supplemental Faculty	43	19.33	2493	62	19.58	3642	71	19.25	4101	66	18.74	3843	95	19.40	5529
Grad Asst	102	21.36	6573	106	21.32	6654	102	20.52	6279	109	20.17	6597	108	20.69	6705
Other	6	23.33	2949	0	0.00	2949	0	0.00	3267	0	0.00	3349	0	0.00	2829
Academic Administrators	1	17.00	51	1	13.00	39	0	0.00	20	0	0.00	0	1	15.00	48
Total by COLUMNS	386	21.75	28271	384	21.82	28453	399	21.09	29229	411	20.38	29155	436	20.37	30249

- Most of the English Department classes are writing classes, which are capped at 22 students in seated classes and 20 students in online classes. Our average section size is over 20 students every semester, with the exception of Supplemental Faculty, who have a high percentage of online classes. This lowers the average class size since they are capped at 20. All our other classes are writing intensive classes, as well.
- Most of our undergraduate Literature classes have higher caps of 30 or 40 students, and these are taught by our Tenured/Tenure-Track faculty. This tends to offset large numbers of lower-populated graduate classes.
- The Department has a strict policy of not overloading Graduate Assistant classes, since they have an equal load of classes that they take as well as their teaching assignment. Not all Graduate Assistants teach two courses, but virtually all teach one course, and the large majority teach two.
- Overall, the departmental section size and SCH is very close to our targeted class maximum. This is remarkable, really, and reflects our obsessive enrollment management (planning the right combination of courses and monitoring and advertising to make sure they fill, and many of our faculty take voluntary class size overloads).

2. Delaware Data: DEPT SCH/DEL SCH

Fall		2008	2009	2010	2011	2012
Department	Delaware Faculty Group	MSU SCH/ DEL SCH	MSU SCH/ DEL SCH	MSU SCH/ DEL SCH	MSU SCH/ DEL SCH	MSU SCH/ DEL SCH
		Value	Value	Value	Value	Value
English	a) Tenured/Tenure-Track Faculty	97.0	98.4	108.8	103.1	92.7
	b) Other Regular Faculty	99.2	107.0	106.5	112.1	110.0
	c) Supplemental Faculty	103.5	100.0	99.6	98.1	110.6
	d) Graduate Assistants	77.1	80.6	79.6	75.8	80.1
	e) All Faculty Combined	92.6	96.3	99.1	101.9	100.9

- 2011 Lanya Lamouria was on unpaid leave.
- Fall 2011-Spring 2012 Keri Franklin had a 1-course buyout to be the Provost Fellow for Writing.
- Fall 2012 Jane Hoogestraat and Margaret Weaver had sabbaticals.
- Lanette Cadle was on sabbatical Spring 2013, Yili Shi was on sabbatical Fall 2013, Linda Moser was on sabbatical Spring and Fall 2013.
- Each semester Matt Calihman and Ken Gillam have reassigned time for being Graduate Director/Composition Director, and Kris Sutliff has reassigned time for being Assistant Department Head.
- The GA's percentage is extremely low, which skews the total. This seems unfair since our GA's teach far more than other departments on campus both in overall SCH and typically in terms of percentage of GA's teaching and percentage of GA's teaching two sections. Only two departments in COAL have higher ratios in this area than English—and COAL GA's teach at a much higher rate than typical GA's at MSU. Virtually all of our GA's teach one class per semester, and most do teach two sections. Our GA's for the "Master Teacher" sections teach 22 students per section but aren't the "instructor of record" for these students. These things result in a lower student credit-hour ratio.

3. MSU SCH/DEL SCH COST

Fiscal_Year			2010	2011	2012	2013
College_Desc	Department_Desc	Area	MSU_SCH_DEL_AVG	MSU_SCH_DEL_AVG	MSU_SCH_DEL_AVG	MSU_SCH_DEL_AVG
			Value	Value	Value	Value
Arts and Letters	English	English	79.52	78.53	76.65	82.04

- Education in the English Department at MSU is both high-quality instruction and a huge bargain, as these numbers illustrate.
- In 2011 when Professor Adele Newson-Horst resigned and we hired Instructor Sara Burge, the net result was a \$61,000 salary savings. In 2012 when Professor Jean Stringam retired and we had no new hire, the savings was over \$50,000.
- The much-needed hires of Mike Czyzniejewski and Angela Kohnen in 2013 and Cathie English and Rhonda Stanton in 2014 have increased the cost ratio slightly, but there's a huge gain in the quality of instruction.
- Our low instructional cost is directly attributable to our efficiency and use of Graduate Assistants (especially), Per Course Faculty, and Dual Credit Faculty. In 2014, GAs, Per Course Faculty, and Dual Credit Faculty taught 47.46% of our student credit hours. They are wonderfully supervised (which hurts our Tenure/Tenure-Track faculty ratio), and their students are taught well.

e. RESEARCH & SCHOLARSHIP

Year		2011	2012	2013	2014	2015	Total by
Department	Contribution_Type	#Contributions	#Contributions	#Contributions	#Contributions	#Contributions	Rows
		Value	Value	Value	Value	Value	Value
English		27	17	43	42	23	152
	Book	6	2	4	4	1	17
	Book Chapter	6	1	8	8	4	27
	Journal Article	15	14	31	30	18	108
Total by COLUMNS		27	17	43	42	23	152

When examining the 2010 and 2011 entries, there are several books that were edited by our faculty as part of Moon City Press that may have been duplicated (editors submitting the same book separately). Since then the edited items have been included under layout and design. I have also noticed that several books have appeared on multiple years in the Books section (after it has been submitted and until it is actually published).

- In 2014 we published four books, seven book chapters published, also with numerous books and book chapters submitted, and had twenty-nine book chapters accepted.

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- Also in 2014, we had twenty-nine journal articles published, with numerous articles accepted and submitted. There were numerous other submissions/publications in the Poetry, Short Fiction, Non-Fiction, Book Review columns, as well.
 - For 2015, our publications averages weren't typical. These publication cycles tend to go in "waves."

Our department has a stellar record of publication as illustrated by Digital Measures.

f. PROGRAM/CURRICULUM ENHANCEMENT

The following revised General Education courses were approved for the new General Education Program and all offered in Fall '14 and Spring '15, and a majority were offered in Summer '15 as well:

- ENG 110 Writing I
- ENG 200 Great Books and Instant Classics
- ENG 203 Creative Writing: Poetry
- ENG 205 Creative Writing: Nonfiction
- ENG 210 Writing II
- ENG 215 Creative Writing: Short Story
- ENG 221 Writing II: Writing for the Professions
- ENG 310 Writing II: Writing for Graduate and Professional Schools
- ENG 321 Writing II: Beginning Technical Writing
- ENG 380 changed to ENG 282 Literature by Women

The following courses were deleted from the General Education Program:

- ENG 287 Lifestages in Literature (replaced by ENG 289)
- ENG 296 Introduction to Linguistics (retained its enrollment as a non-Gen. Ed course in 2014-2015)

The following existing non-General Education course was revised and added to the General Education Program:

- ENG 283 Folklore & Cultural Engagement

The following new courses were added to the General Education Program:

- ENG 201 Public Issues in Popular Culture
- ENG 222 Writing for Social Change
- ENG 289 Literature, Culture and Conflict

Note: Curricular changes made in 2014 are listed as well as those made in 2015 and spring 2016 to show the remarkable curricular changes recently in the English Department to enhance enrollment and meet current "best practices" in each current academic area in the department.

In addition to the Revised General Education courses being offered, the following course and program changes have been approved:

New Courses:

- ENG 305 Creative Writing: Nonfiction (2014)
- ENG 305 Creative Writing: Recurring Topic: Memoir (2014)
- ENG 305 Creative Writing: Recurring Topic: Narrative Nonfiction (2014)
- ENG 575 Topics in Professional Writing (2014)
- ENG 701 Graduate Fiction Workshop (2014)
- ENG 707 Graduate Poetry Workshop (2014)
- ENG 732 Issues and Trends in English Education (2014)
- ENG 316 Graphic Narrative II (2015)

Course Changes:

- ENG 301 Seminar in English Studies and Public Affairs (2014)
- ENG 500 Advanced Writing: Nonfiction (2014)
- ENG 551/651 Preparation for Literary Publication (2014)
- ENG 604 Advanced Writing Nonfiction (2014)
- ENG 339 Writing for Children and Young Adults (2015)
- ENG 366 Popular Fiction (2015)
- ENG 373 Writing with Technology (2015)
- ENG 405 Teaching of Middle and High School English (2015)
- ENG 508 Creative Writing Project (2015)
- ENG 604 Advanced Writing: Creative Nonfiction (2015)
- ENG 609 Creative Writing Project (2015)
- ENG 708 Creative Writing Project (2015)

Program Changes:

- MEd Secondary Education English (2014)
- MA Writing (2X) (2014)
- MA English (2014)
- BA in English/Literature Option (2014)
- BA in English/Creative Writing (2014)
- BA, BFA, BS Creative Writing Minor (2014)
- BSEd (2015)
- MA in English (2015)
- Creative Writing Major (ENG 339 Writing for Children and Young Adults added as an option) (2015)
- Creative Writing Minor (ENG 339 Writing for Children and Young Adults added as an option) (2015)

Academic Rules Change: **“Excluding the Foundations Area”** students may count no more than 3 classes with the same course code toward the General Education requirement. (2014)

The following Curricular Proposals are in the curricular process:

Program Changes:

- Teaching of Writing KK-12 Graduate Certificate (new) (2016)
- BA in English (Literature Track) (2016)
- MA in English (Literature Track) (2016)

New Courses:

- ENG 554/654 Topics in Ethnic American Literature (2016)
- ENG 599 Advanced Seminar in Literature (2016)

Course Changes:

- ENG 553/652 American Romantic Literature (2016)
- ENG 557/656 American Realism (2016)
- ENG 559/659 Modern American Literature (2016)
- ENG 516/616 Mark Twain (deletion) (2016)
- ENG 585/687 History of Literary Criticism (deletion) (2016)

During the General Education revision process, the Faculty Senate voted to limit students to only taking three courses from one course code to fulfill their General Education requirements. The department's curricular proposal to limit the students to only taking three courses from one course code in the Breadth of Knowledge area excluding the Foundations area (in which students are required to take Writing I and Writing II—English has the only Writing I course on campus, and roughly 95% of the students on campus take an English Writing II class). **This proposal passed both CGEIP and the Faculty Senate by a wide margin in 2014! All the effort the department put into reversing this earlier “politically” motivated decision in the Faculty Senate is immensely important to the enrollment health of our department from that time forward. It gives our department significantly more General Education students and significantly more opportunities to recruit more majors.**

Due to the new Adobe “Cloud” method of selling their product, we have had to revise the way that we offer technology in our Professional and Technical Writing Classes. We have successfully added program fees to specific classes in this program area; however, through no fault of ours, in 2014 we only got 1/3 of the class fees we should have gotten, but that situation was corrected in 2015.

We sent a teacher to the “2+2” program with OTC in Lebanon, starting in fall 2014 in ENG 321, Writing II: Beginning Technical Writing, although the enrollment didn't make. We have prepared a four-course rotation over four semesters to offer in Professional and Technical Writing at the OTC Table Rock (Hollister) campus (the first student enrolled on May 28, 2015). Although these initiatives are a top University priority, and the English Department has put a great deal of effort

into them, they haven't worked at all well. These community colleges just can't seem to gather a critical mass (enough for a class to reasonably "make") of students who will take 300-level classes we offer at their schools (the plan seems reasonable, to "hook" these students close to home on our undergraduate degrees, but the timing is off, since these students are there to get a two-year degree).

g. PUBLIC AFFAIRS: REPRESENTATIVE INITIATIVES AND ACTIVITIES

The most important change in 2014 was offering two new Gen. Ed. classes in the "Public Affairs" area. ENG 201, Public Issues in Popular Culture and ENG 222, Writing for Social Change. English offers two of the ten Gen Ed Public Affairs classes offered at MSU.

ENG201 was offered online in spring 2015, and in a seated class in fall. ENG222 is one of the most important new Public Affairs initiatives on campus. We offered two sections in spring 2015 and three sections in fall 2015.

Most of our classes have Public Affairs components. In our recent Capstone Program Changes we indicated that English Education uses ENG 432 and 433 as the courses that satisfy the 3-hour Public Affairs Capstone Experience. Creative Writing and Literature students take the 3 credit-hour ENG 301 course, and many of the students in Creative Writing classes and majors work with the After School Program students at the Springfield Boys and Girls Clubs with their creative writing. Professional Writing Majors will need to take one 3 credit-hour course of from ENG 421, 422, or 574. Many of the Technical Writing Majors do their internships with regional non-profit organizations and write projects at every level that include collaboration with community partners.

PART 3: Program assessment (data, analysis of the data, adjustments on the basis of data) and PART 4: NARRATIVE ASSESSMENT (based on data)

In terms of assessment data collected and changes made as a result of that data, English Education is easily at leader in this area. They are always collecting data and completing detailed assessment reports that run many dozens of pages. All of our programs do such assessment, to the best of their abilities, and make changes to benefit students as a result. Literature, recently, is the champion in our department, along with Professional Writing, of collectively reading student work, and making changes to their classes, as a result. With this said, monumental changes have been made in virtually all our academic programs, changes that follow the faculty in those programs assessing the greatest student needs in those programs and designing curriculum to address those needs. Pages 15-17 in this report, Program Curriculum Enhancement, chronicle those changes. The department Program Review Consultant's visit and report in spring 2012 was the catalyst that led our academic programs to dramatically re-assess their programs.

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- More than any department on campus, the English department revised its General Education offerings to fit the new General Education Program. Seventy percent of the new General Education classes on campus weren't revised, whereas all English offerings were revised or new. The English Department systematically revised ten of its previous General Education classes, dropped two of its previous General Education classes, and added four new General Education classes. These revisions are paying off in terms of new student interest and more student enrollment in 2014-2015, and especially in 2015-2016.
 - In 2013, the English Department deleted five courses, all in the Literature area, streamlining its offerings, a needed balance to our adding new classes.
 - The three course changes for 2014 reflect important program changes two years earlier (prompted by Program Review) being refined.
 - ENG 551/651, Preparation for Literary Publication was changed to Literary Publication, to emphasize the business side of the publication business, as well as helping students get their work published. It took a long time to develop this course, and it's absolutely central to the program. Student gains in terms of publishing success are remarkable, and the success rate of the students publishing their work is extremely high.
 - Changes to ENG 604, Advanced Writing, Nonfiction, prepare for the growth in the graduate area that Creative Writing is experiencing.
 - ENG 301, Seminar in English Studies and Public Affairs, became the official Public Affairs Capstone course for the Literature and Creative Writing Programs.
 - The new courses in 2014 reflect important changes in the English Education degree, the Technical and Professional Writing undergraduate degrees, and the Creative Writing graduate degree.
 - ENG 732, Issues and Trends in English Education, illustrates the broadening fields of English Studies that high school teachers in English must be aware of.
 - ENG 575 shows a similar diversified growth in the field of Technical and Professional Writing.
 - The addition of ENG 701, Graduate Fiction Workshop, and ENG 707, Graduate Poetry Workshop, illustrates the Creative Writing program's move to professionalize the degree.
 - For 2014-2016, the thirteen official program changes, ten new courses, and seventeen course changes, and one campus-wide Gen. Ed. guideline change reflect the "sea change" in the great majority of our academic programs!

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- The change in the M.A. in Writing affects both the Professional Writing and Composition and Rhetoric Tracks. They share less in common now, but are much closer to creating the “ideal” programs for their students.
 - The program changes to the Creative Writing B.A. and Minor were to accommodate new courses and more advanced courses in the growth areas of Graphic Narrative, Creative Nonfiction, and Writing for Children and Young Adults.
 - The program changes in Literature at both the undergraduate and graduate levels are unprecedented and represent monumental changes to attract new students and meet national “best practices” standards in the field.
 - The academic rules change in General Education gives students more access to diverse classes and allows English Gen. Ed. classes the opportunity to thrive and boost student interest in English majors and minors.

Sweeping changes were (are being) made at both the undergraduate levels of Professional Writing, English Education, and Creative Writing, and at the graduate level of Composition and Rhetoric. Substantial changes are also being made at the undergraduate and graduate levels of TESOL (Teaching English As a Second Language).

PART 5: DEPARTMENT GOALS FOR NEXT YEAR

Goals for Upcoming Year

- A. Propose (and get accepted) a new B.S. in English degree (with Literature and Creative Writing Tracks). This degree is parallel to our B.A. in English degree (with Literature and Creative Writing Tracks) and should radically increase recruitment of students, allowing transfer students to complete their degrees in four years instead of five or more. Currently, there are roughly four times as many B.S. degrees in Professional Writing as there are B.A. degrees (and that degree was once only a B. A. degree). The addition of a B.S. option for Literature and Creative Writing majors would be a sure way to add significantly to the 189 students currently enrolled in the B.A. in English.
- B. Maximize enrollment growth in TESOL/Linguistics and English Education by enhancing growth of faculty and staff (also including new graduate assistants).
 - a. Explore with Dean Galanes and Professor James Baker, Director of the International Studies Program, the possibility of International Studies paying for a 1,000-hr. faculty or staff position to mentor and advise international students taking English classes or enrolled in one of the TESOL/Linguistics programs at MSU. Dr. Andrea Hellman’s proposed \$2.4 million U.S. Department of Education grant, if funded, would bring in

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- needed faculty and staff for fall 2016. And the six new graduate assistants shared with the English Language Institute will be a big help, as well
- b. Explore with Dean Galanes the possibility of a new faculty hire to help boost enrollment in the B.S.Ed. degree (currently with 177 advisees listed) and the M.S.Ed. degree (currently with 10 students). A new faculty member is needed especially for the following: the new “methods” course (doubling our methods courses in the B.S.Ed.), ENG 521, Writing for Teachers; the new Teaching of Writing K-12 Graduate Certificate; for the \$600,000+ i3 College-Ready Writers Grant (which focuses on improving the writing teaching skills of non-urban high school teachers in Missouri high schools such as Branson, Monett, and Laquey); and for continuing highly successful work connected to the Ozarks Writing Project (which is desperately short of faculty members for summer 2016)
- C. Maximize enrollment growth in Professional Writing, Literature, and Creative Writing.
- a. Explore possible Diversity Hire in Professional Writing who could help push online undergraduate and graduate degrees regionally and nationally (perhaps internationally, as well).
 - b. Begin to market revamped Literature major redesigned to attract students while implementing “best practices” in program curriculum. Expand new areas such as Literature and Medicine, and create a new class in English Studies and the Environment.
 - c. Hire new faculty member in Creative Writing (to replace Richard Neumann, who has retired).
- D. Emphasize intradepartmental cooperation, starting at the annual faculty retreat in mid-August with a focus on shared annual class scheduling information and annual event calendars for the different academic program areas. And cooperative efforts in advising, recruitment, and retention.
- E. Continue to increase student access through online programs and classes. The online Professional Writing programs and General Education classes in summer have been mentioned earlier. Making the classes in the Graduate Certificate in TESOL available online is a priority (and this will be facilitated if the previously mentioned grant is funded), and it’s important to get as many online classes as possible in the M.A. in English (TESOL Track), the Master of Applied Second Language Acquisition, and the TESOL, ESOL, and Linguistics minors. This is also true for any and all classes in the English Department, as far as that is possible.

Staffing Plan for Next Three Years

- Diversity hire may be possible in Professional Writing following the fall semester 2016.
- As mentioned earlier, the Department will explore with Dean Galanes the possibility of hiring an additional English Education faculty member because of general departmental growth and the huge potential growth in the B.S.Ed., M.S.Ed, and the new Teaching Writing K-12 Graduate Certificate, along with hugely important (but understaffed work) for the Ozarks Writing Project and the i3 College-Ready Writers Grant. Also, as mentioned earlier in great detail, TESOL/Linguistics has a high level of need for additional faculty and staff and is exploring ways to acquire those needed teachers and advisors.
- Senior Instructor Richard Neumann, an invaluable component of the Creative Writing program, retired in May 2016. A search in spring 2016 to replace him failed. A new search is needed during the 2016-2017 academic year.
- In TESOL, Yili Shi is scheduled to retire in May 2018 or 2019 (she has been on Family Medical Leave the spring semester of 2016 and will teach an additional class in fall 2016 and in spring and fall 2017), and a search the following fall will be needed to replace her.
- In Professional Writing, Senior Instructor Magdalena Berry says that she will retire in two-three years and associate professor Lyn Gattis says that she will retire in three to four years.
- Other faculty seem likely to retire in the next three years, but have not made an official declaration to that effect.

PART 7: APPENDIX B

DEPARTMENT ACCOMPLISHMENTS AND HIGHLIGHTS

- a. Revitalizing Literature program curriculum
- b. Revamping English Education undergraduate degree curriculum to meet national “best practice” standards
- c. Creation of Teaching of Writing K-12 Graduate Certificate
- d. Impressively strong faculty hires
 - i. Suneeta Thomas, TESOL/Linguistics
 - ii. Jonathan Newman, English Literature before 1800
 - iii. Erin Kappeler, American Poetry Writing
 - iv. Leslie Seawright, Professional Writing
- e. Top Regional Professional Writing Conferences
 - i. 14th Annual Society for Technical Communication Student Conference
 - ii. 12th Annual Workshop for Teaching of Technical Writing
- f. Second Annual Undergraduate Literary Conference
- g. Moon City Press Missouri Authors Series and Moon City Reading Series

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- h. Continuing outstanding work of the Ozarks Writing Project
 - i. Continuing \$600,000+ i3 College-Ready Writers Grant
 - j. All the faculty and student publications, presentations, and awards that follow

FACULTY ACCOMPLISHMENTS

James Baumlin

- “My Schmiss (Or: Scars in Search of Stories),” chapter in *Scars: An Anthology*
- Guest Editor *Explorations in Renaissance Culture 40th Anniversary Double Issue*

Tita Baumlin

- Excerpt of article in *The New Oxford Shakespeare: The Complete Works, Modern Critical Edition*, Oxford University Press
- Guest Editor *Explorations in Renaissance Culture 40th Anniversary Double Issue*

W.D. Blackmon

- Co-Author, *Inside Syria—A Physician’s Memoir: My Life as a Child, a Student, and an MD in an Era of War*

Lanette Cadle

- Editor, *Beginnings: 75 Composition Prompts*, Moon City Press.

Marcus Cafagña

- “Little Diego, the Muralist” and “The Starlite Drive-in,” poems. *Ginkgo Tree Review*
- “Something Faithful,” poem in *Scars: An Anthology*

Matthew Calihman

- Editor, *Ralph Ellison Centennial Special Issue of American Studies*

Mara Cohen Ioannides

- Book chapter, “The Community Memory of Springfield, Missouri Suppresses the City’s Jewish Past” in *Jews and Non-Jews: Memories and Interactions from the Perspective of Cultural Studies*, Peter Lang.

Michael Czyzniejewski

- “Pascal Q. Debrosiac,” short story, *Oxford Magazine*
- “Divorce: An Outline,” short story, *Denver Quarterly*
- “Hot Lettuce,” short story, *The Cincinnati Review*
- *I Will Love You for the Rest of My Life: Break-Up Stories*, book of short stories, Curbside Splendor.

Rachelle Darabi

- Peer Mentor for Higher Learning Commission’s Persistence and Completion Academy

Cathie English

- “Work Ethnographies: Teaching Economic Sustainability,” book chapter in *Writing Suburban Citizenship: Place Conscious Education and the Conundrum of Suburbia*, Syracuse University Press.
- “In Search of Authentic Argument,” scholarly article, *The English Journal*
- Continuing work on the i3 College Ready Writers Program grant (from the U.S. Department of Education through the National Writing Project), over \$600,000 over three years, working with high school teachers in non-urban areas in Missouri (Monett, Laquey, Branson)

Keri Franklin

- “Elbow-to-Elbow: Collaborative Writing with Colleagues,” scholarly article, *The English Journal*
- “The Power of Freewriting in Literacy Professional Development,” scholarly article, *The Missouri Reader*
- *Quality Initiative Report: Assessing Student Learning in Public Affairs*. Higher Learning Commission

Lyn Gattis

- Author of “Recent & Relevant,” column published quarterly in *Technical Communication*

Andrea Hellman

- “Lexical richness in the spontaneous speech of adult-onset bilinguals,” book chapter in *Bilingual landscape of the contemporary world*, Peter Lang
- Chair-Elect of the Teacher Education Interest Section of the TESOL International Association

Jane Hoogestraat

- "Harvest Dust" and "Dirge or Anti-Dirge," poems, *Neat*
- "The Work of Summer," poem, *Potomac Review*.

Judith John

- *Dragons I Have Known* (annotated bibliography), Goldminds Publishing

Marianthe Karanikas

- "Reflections on Scientific Ethos," chapter in *Histories of Ethos*

Lanya Lamouria

- "Financial Revolution: Representing British Financial Crisis after the French Revolution of 1848," scholarly article, *Victorian Literature and Culture*, Cambridge University Press.

Linda Moser

- “‘What is Chinese tradition and what is the movies?’: Transnational Approaches to *The Woman Warrior*,” book chapter in *Critical Insights: Maxine Hong Kingston*
- *Crossing Borders: Transnational Approaches to Maxine Hong Kingston’s The Woman Warrior* (under contract)

Etta Madden

- “Quakers and Early American Literature,” entry in *Religious Voices*, Gale Researcher American Literature, Series 1

Jen Murvin

- Winner of the 2015 American Short(er) Fiction Contest, *American Short Fiction*, for her story “Emporium”

Weaver, Margaret

- “Re/Framing Virtual Conversational Partners: A Feminist Critique and Tentative Move Towards a New Design Paradigm,” a chapter in *Design, User Experience, and Usability: Users and Interactions* (Lecture Notes in Computer Science)

STUDENT ACCOMPLISHMENTS

Dane Lale, first place IN Missouri State University Fiction Contest FOR his story "The Remarkable Face of Arlind Penthurst"

Ali Geren first place IN Missouri State University Poetry Contest for her poem "Delinquent Motherhood"

Greef Award Winner (English Education): Michael Brinkmeyer

Elizabeth L. Armbrrecht, Professional Writing, has been chosen as the commencement speaker for the 5:00 p.m. graduation ceremony.

Publications and Presentations

Alfatle, A. (2016, April). *Investigating the growth of vocabulary size and depth of word knowledge in Iraqi foreign language learners of English*. Presented at the Graduate Interdisciplinary Forum, Missouri State University, Springfield, MO.

Alfatle, A. (2016, April). *Investigating the growth of vocabulary size and depth of word knowledge in Iraqi foreign language learners of English*. Paper presented at the Missouri State University English Language Institute Spring 2016 TESOL and SLA Professional Development Conference, Springfield, MO.

Al-hindawy, S. (2016, April). *A n investigation into the knowledge of the receptive vocabulary and the lexical development over time: A case study on a sequential bi-lingual Arabic-English speaking child*. Presented at the Graduate Interdisciplinary Forum, Missouri State University, Springfield, MO.

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- Al-Rubaye, M.** (2015, October). *Lexical choices of verbs in Arab ESL academic writing*. Conference session presented at the MIDTESOL 2015, Iowa City, Iowa.
- Altufaili, I. R.** (2016, April). *Education policy and practices of English as a foreign language in Iraq*. Presented at the Graduate Interdisciplinary Forum, Missouri State University, Springfield, MO.
- Altufaili, I.** (2016, April). *Education policy and practices of EFL in Iraq*. Paper presented at the Missouri State University English Language Institute Spring 2016 TESOL and SLA Professional Development Conference, Springfield, MO.
- Joshu, Emily.** "Angel in a Treehouse." *Mid Rivers Review*. Ed. Virginia Guneyli. Cottleville: St. Charles Community College, 2015. 38-45. Print.
- Farag, I. M.** (2016, April). *Using poetry in teaching English pronunciation*. Workshop presented at the Missouri State University English Language Institute Spring 2016 TESOL and SLA Professional Development Conference, Springfield, MO.
- Farag, I. M.** (2016, April). *Arabic speakers' avoidance of the English present perfect*. Session presented at the Missouri State University English Language Institute TESOL and SLA Professional Development Conference, Springfield, MO.
- Farag, I.** (2015, October). *The correlation between self-efficacy, perfectionism, and classroom anxiety*. Conference session presented at the WATESOL 2015, Washington, DC.
- Farag, I.** (2015, October). *The correlation between self-efficacy, perfectionism, and classroom anxiety*. Conference session presented at the MIDTESOL 2015, Iowa City, Iowa.
- Farag, I.** (2015, October). *The lexical aspect's influence on the progressive aspect's acquisition*. Conference session presented at the MIDTESOL 2015, Iowa City, Iowa.
- Farag, I.** (2015, November). *Learning a language and culture through acting*. Workshop presented at the Missouri State University English Language Institute TESOL and SLA Professional Development Conference, Springfield, MO.
- Farag, Islam M.** (2016 April 18). [Review of the book *Learner Corpora in Language Testing and Assessment*, by M. Callies & S. Götz (eds.)] *Linguistlist.org*, 27, 1801. Available at <http://linguistlist.org/issues/27/27-1801.html>
- Foster, K., & Grothoff, K.** (2015). The multicultural classroom: Activities to incorporate student culture into the class room. *The Conference Proceedings of MIDTESOL 2013- 2014, 1*: 39-51.
- Foster, K., & Grothoff, K.** (2015). Inherently expert: Incorporating student culture into the curriculum. *InterCom*. Available at <http://newsmanager.commpartners.com/tesolicis/issues/2015-09-18/4.html>
- Grothoff, K.** (2015, November). *L I's effects on contraction use*. Workshop presented at the Missouri State University English Language Institute TESOL and SLA Professional Development Conference, Springfield, MO.
- Grothoff, K.** " Would've, Should've, Could've: First Language Interference on ESL contraction Use. Presented at the English Language Institute of Missouri State University on November 13th, 2015.
- Jackson, L.** (April 8, 2016). Five sources for understanding and implementing Universal Design for Learning. *MIDTESOL.org*. Available at <http://midtesol.org/fivesources-for-understanding-implementing-universal-design-for-learning/>
- Jackson, L.** (2016, April). "*In the zone*": *Comfort, proximal development, and construction of meaning for international students*. Workshop presented at the Missouri State University English Language Institute Spring 2016 TESOL and SLA Professional Development Conference, Springfield, MO.
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Jackson, L. (April 15, 2016). Building trust with international students. *MIDTESOL.org*.
<http://midtesol.org/building-trust-with-international-students/>

Lowrey, J., Decker, B., Bridges, P. (2015, October). *Effects of varying degrees of formality in L2 classrooms*. Conference session presented at the MIDTESOL 2015, Iowa City, Iowa.

Lowrey, J. (2016, April). The discourse features of American text messaging. Paper presented at the Missouri State University English Language Institute Spring 2016 TESOL and SLA Professional Development Conference, Springfield, MO.

Pettijohn, C., & Gonzalez, A. (2015, November). *Making co-teaching work*. Session presented at the Missouri State University English Language Institute TESOL and SLA Professional Development Conference, Springfield, MO.

Pettijohn, C., & Gonzalez, A. (2015, April). *Making co-teaching work*. Workshop presented at the Missouri State University English Language Institute Spring 2016 TESOL and SLA Professional Development Conference, Springfield, MO.

Sánchez, T. (2015, November). *A Saudi Arabian bite in Springfield (An ESF case study)*. Workshop presented at the Missouri State University English Language Institute

Second Annual Undergraduate Literature Conference

Memory, History, Time

Michelle Trantham, "Photography and Postmemory: Imagining the Past in Modiano's *Dora Bruder* and *Missing Person*"

Zachary Rea, "The Brevity of Time: Answers to Carpe Diem in 'Mutability'"

Shelby Preston, "Competing Temporalities in *Romeo and Juliet*"

National Identity

Jenica Hawkins, "The Borderless American Identity"

Matthew Jones, "New Slaves: A Marxist Critique of Kanye West's *Yeezus*"

Genevieve Richards, "A Survey of the Suffering of Women in Modern Europe through Literature and Film"

Gender and Race

Emily Gillespie, "Racism and Sexism: Winston Groom's *Forrest Gump* Compared to Hollywood's *Forrest Gump*"

Anja Schilmoeller, "Do You Permit It? Same-Sex Attraction in Victor Hugo's *Les Misérables*"

Brenna Lightsey, Rejection of Tradition and Form in James Joyce's *Ulysses*

Courtney Price, "An Infinite Variety of Meaning: The Language of Conquering in *Antony and Cleopatra*"

Gender and Sexuality

Paige Whitcomb, "Guerilla Warfare: Combating Sexist Stereotypes through Art"

Sarah Shepard, "Looking Deeper: Underlying Intentions of Mankiewicz's *All About Eve*"

Popular Culture

Tori York, “*Feminism and Firefly: How One Unconventional Western Challenges Traditional Gender Roles*”

Abigail Eskew, “*Thematic Binaries in Spirited A way: Chihiro’s Choice*”

Sun Jones, “*One Girl in All the World: Storytelling through Environment and Exploration in Metroid Prime*”

Personal Identity

Aundrea Davis, “*Phantom Pains: Reclamation of Identity, Power, and Anger in the Works of Octavia Butler and Adrienne Rich*”

Mary Roccaro, “*Hermione Granger as a Complex Female Character in Harry Potter*”

Emily Joshu, “*Within the Minds of Sherlock Holmes and Dr. John Watson*”

Moon City Student Invitational Reading

Terry Belew, Poetry

Chris Crabtree, Poetry

Kevin Grzybowski, Fiction

Heather Gurnett, Fiction

Olivia Libby, Comics

Genny Richards, Non-Fiction

Moon City Creative Writing Awards Finalists 2015-2016

Moon City Finalists in Fiction

Colin Brightwell

Beth Fiset

Zachary Fletcher

Sydney Ingram

Christina Orlandos

Genevieve Richards

Jordan Ryan

Bill Stoner

Moon City Finalists in Poetry

Mary Chiles

Hannah Farley

Matt Kimberlin

Courtney Price

Where Some of Our Undergraduates Are Heading After Graduation

Samuel Nichols will attend UNM's MFA program for fiction. This includes a three-year teaching assistantship with a stipend and a tuition/fee waiver. He was one of two writers accepted into the program. He is also still a Senior Assistant Editor at *Bartleby Snopes Literary Magazine*.

Elizabeth Armbrecht will join the Masters Program in Professional Writing at Missouri State University.

Jordan Ryan will continue as Store Development Strategist for Salon service Group.

Katie Jones will enter the PhD program in Rhetoric and Professional Writing at Oklahoma State University

Rachel Hayes will be pursuing an MA in English, Professional Writing at Missouri State University.

Zachary Fletcher will continue to work at the Library Center while researching where to get his Master's in Literature.

McKenzie Molette will begin graduate school in the fall, working towards her Master's in Library Science through the University of Missouri.

Shannon Hays will stay at MSU to work on her Master's in Creative Writing.

Seba A. Al-Hindawy will be looking for a job to make her eligible for Academic Training.

Michael Watson is in the process of applying and interviewing for a teaching job.

Akram Alfadle will return to Iraq to teach English as a foreign language.

Alexis González will be teaching ESL at the MSU English Language Institute.

Ellen Herbig will start her Master of Science in Student Affairs in Higher Education at Missouri State University this summer.

Chelsea Wagner will teach in the English department at Monett High School in Monett, Missouri.