PROGRAM REVIEW
Fairmont State Board of Governors

☐ Program with Special Accreditation  X Program without Special Accreditation

Date Submitted  2 February 2015

Program

Bachelor of Arts in English
Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

X 1. Continuation of the program at the current level of activity;

2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);

3. Identification of the program for further development (for example, providing additional institutional commitment);

4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;

5. Discontinuation of the Program

Rationale for Recommendation:

The Baccalaureate of Arts in English continues to meet the University's mission; with its emphasis on close reading, clear analysis, and effective writing, the program equips graduates to interpret information and to understand its contexts. In this way, graduates with the B.A. in English are attractive to twenty-first century employers; more significantly, they are equipped to live meaningful lives.

[Signatures of individuals with dates]
Executive Summary for Program Review of Bachelor of Arts in English

**Name and degree level of program.** Bachelor of Arts in English

**External reviewer.**

Dr. Robert R. Bleil  
Assistant Professor of English and American Studies  
College of Coastal Georgia  
Brunswick, Georgia 31520

**Synopses of significant findings, including findings of external reviewer.**

Dr. Bleil notes in his review, "You and your colleagues have transformed the English program since your last review on 1 February 2010, and the results of that transformation have tightly aligned the program goals with changes in the University curriculum, with the developing expectations of twenty-first century employers, and with many of the best practices in the field of English studies." Dr. Bleil went on to make four suggestions:

- Noting the decline in the number of students who enroll in the English program and the number who graduate, Dr. Bleil encouraged us to study factors that account for this drop and to find ways to address the loss of majors prior to graduation. He suggested, "The department may wish to consider developing additional minors or certificate programs that would allow students who do not complete the B.A. in English to still record their successes in English on their transcript. Such a system of experiential credit also allows small departments to record incremental successes in retention, progression, and graduation."

- Dr. Bleil asked us to emphasize the skills English majors gain in our classes: "The mission statement of the English program does not reflect the continued development of the program. Career paths in teaching, journalism, and even law are being upended by fundamental changes in the information economy, and recent surveys suggest that English degrees are more attractive to students, employers, and governing bodies when the degree clearly delivers skills in critical thinking, multimodal communication, intercultural communication, and analysis. Perhaps the mission statement could be revised to better reflect the presence of those qualities within the program."

- Commenting on the number of courses offered for a department of our size, Dr. Bleil wrote, "Perhaps the faculty would consider focusing the available options as a pathway to creating room for new courses that would permit greater flexibility. Greater flexibility would also allow the department to continually evaluate coverage needs."

- The last significant finding Dr. Bleil noted involved staffing. He pointed out that every member of the English faculty holds the Rank of Professor or Professor/Senior Level. "That concentration of senior faculty ultimately threatens the program because it does not adequately prepare the program for transition and development. Additional hires at the assistant and associate levels are an immediate need." Dr. Bleil also commented on the
meagerness of adjunct salaries; he pointed out that his institution, which is roughly three
quarters the size of Fairmont State, offers adjunct salaries that are higher than those of
Fairmont State.

Plans for program improvement, including timeline.

Our energies continue to focus on improving our assessment work. Our faculty have had
a number of remarkable conversations each semester in the week before the term begins. These
have helped us to recognize weaknesses in student writing and to implement changes to improve
those deficiencies. We plan to continue these conversations, which have been quite productive,
We need to continue to collect data and artifacts, and to file these in Taskstream.

We continue to prepare for staffing ENGL 1104, Written English I, and ENGL 1109,
Technical Writing. We have developed accelerated sections of ENGL 1104 to help
underprepared students enter college-level courses directly rather than taking one or more
remedial courses. As the separation of Fairmont State and Pierpont Technical and Community
College continues, we will need to offer more sections of these courses. A timeline for this
process is difficult to determine because the current economic uncertainties make staffing hard to
predict.

Identification of weaknesses or deficiencies from the previous review and the status of
improvements implemented or accomplished.

No weaknesses or deficiencies were noted in the review completed five years ago.
However, we have taken seriously the suggestions of Dr. Marie Mullins, who performed our
previous external review. Following her recommendation in 2010, we have developed ENGL
2251, Introduction to Literary Studies, as a gateway course for English majors. Dr. Matthew
Hokom has ably and successfully pioneered this course and continues to develop it with
excellent student evaluations. We have continued to work on developing internships in a more
systematic way, but changes in staffing of the Journalism faculty have slowed our effort in this
area.

It is worth noting that we are still out of compliance with the standard of the National
Council of Teachers of English (NCTE) which indicates that literature classes should have no
more than twenty-five students; currently, our sophomore literature courses are capped at thirty.

Five-year trend data on graduates and majors enrolled.

The number of students graduating with the baccalaureate in English has remained stable.
The total number of graduates from 2009 through 2014 was 32; the number in the previous five
year period was 34. The number of majors enrolled has risen from 83 in 2004-10 to 103 in 2010-
14.
Summary of assessment model and how results are used for program improvement.

Our assessment of the English program relies on three direct measures: course-level assessments, a departmental exam for majors, and a graduate portfolio. We meet regularly to discuss the data collected from these instruments. Faculty discussions resulted in a revision of the exam to make it reflect more accurately the program outcomes. Other discussions resulted in the elimination of ENGL 4490, Capstone, and the implementation of ENGL 2251, Introduction to Literary Studies. Our most significant discussions have focused our attention on improving the student writing that we see in their portfolios. These discussions echo Dr. Bleil's sense that our students gain "the sustained exposure to the requirements and norms of the discipline that would demonstrate proficiency at the time of graduation."

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees).

Fewer of our graduates go on to graduate school, but that may be a very good development because there continues to be a glut of people with Ph.D.'s in English. As Dr. Elizabeth Savage noted, "Only our very best students should go on to graduate studies, given the lack of full-time teaching jobs." More of our graduates are entering the business world, utilizing the reading, analytical, and writing skills that they have developed as English majors.

Final recommendations approved by governing board
PROGRAM REVIEW

FAIRMONT STATE UNIVERSITY OR PIERPONT COMMUNITY AND TECHNICAL COLLEGE

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<tr>
<th>Program:</th>
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<td>Department of Language and Literature/College of Liberal Arts</td>
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<td>Date:</td>
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Program Catalog Description:

A degree in English (B.A.) opens up an exciting array of career opportunities or graduate and professional studies for students who enjoy the critical study of literature; those who want a career in teaching pursue a major in English Education (B.A. Education). Students with English degrees might choose to explore careers in teaching, journalism, publishing, public affairs, marketing, or editing, to name only a few possibilities. The B.A. in English is highly effective for students who wish to pursue a law degree, and, of course, prepares students for graduate study in English at the master’s level.

Within the English Program are composition, literature, and creative and technical writing courses. In addition to the Bachelor of Arts in English and a teaching specialization in English Education, two minors are also available, one in business and technical writing and one in literature. As part of the University’s General Studies requirements the English Program provides instruction in English language and literature. Advanced standing and credit for Written Composition I (ENGL 1104) is awarded based on a student’s high school record and ACT or SAT score. To qualify, a student must have semester grades of no lower than B in each of the four units of high school English, and a score of 25 or higher on the English section of the Enhanced ACT or 570 on the English section of the SAT. Students in any major may select from a variety of courses to enhance their writing skills and knowledge of English.

ENGL 1104 and ENGL 1109, Technical Writing, have remained under the control of Pierpont Community and Technical College during 2009-14; however, the Department of Language and Literature has begun to develop accelerated sections of ENGL 1104 to help underprepared students enter college-level courses more successfully.
VIABILITY (§ 4.1.3.1)

Enrollments

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Students declare English as a major either when they apply to Fairmont State or later after they have matriculated. There is no special application for the English program. We have no institutional data to understand what happens to students who are admitted but do not enroll.
There is a decline from enrollment to graduation, but without an exit instrument, we have no data on students who do not complete the degree in English.

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**Grand Total**

|          | 370 | 505 | 385 | 398 | 371 |
### Enrollment in Service Courses

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**Grand Total**: 2567 | 2656 | 2619 | 2652 | 2172
### Success Rates of On-campus Service Courses

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* Course not offered

Success is defined as passing with a D or better. The University requires a C or better for ENGL 1108 for graduation.

### Off-campus Services Courses (Caperton)

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### Success Rate for Off-campus Service Courses (Caperton)

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Off-campus Services Courses (Locations other than Caperton)

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<td>31</td>
<td>13</td>
<td>20</td>
<td>179</td>
</tr>
<tr>
<td>2230 Intro to Literature I: Prose</td>
<td>0</td>
<td>52</td>
<td>0</td>
<td>30</td>
<td>62</td>
</tr>
<tr>
<td>2231 Intro to Literature II: Poetry &amp; Drama</td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>78</td>
</tr>
<tr>
<td>Grand Total</td>
<td>112</td>
<td>457</td>
<td>457</td>
<td>383</td>
<td>319</td>
</tr>
</tbody>
</table>

Success Rate for Off-campus Service Courses (Locations other than Caperton)

<table>
<thead>
<tr>
<th>ENGL</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1108 Written English II</td>
<td>92</td>
<td>100</td>
<td>100</td>
<td>95</td>
<td>91</td>
</tr>
<tr>
<td>2230 Intro to Literature I: Prose</td>
<td>--</td>
<td>100</td>
<td>--</td>
<td>93</td>
<td>100</td>
</tr>
<tr>
<td>2231 Intro to Literature II: Poetry</td>
<td>82</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>80</td>
</tr>
</tbody>
</table>

Off-campus courses at locations other than the Caperton Center have been overseen by Pierpont Community and Technical College. While the chair of the Department of Language and Literature is asked to review the credentials of adjunct faculty when they are hired, there is no mechanism for supervision and no mechanism for collecting assessment data. This situation may help to explain the dramatically higher success rates for many of the off-campus courses.

Cost per student credit hour

The five-year average cost per student credit hour for the B.A. in English was $84.08.

Liberal Studies Requirements Met

2009-10 through 2012-13

THE FIRST YEAR EXPERIENCE 15-16 HOURS

(To be completed within the first 45 credit hours)
ENGL 1104 Written English I
ENGL 1108 Written English II
INFO 1100 Computer Concepts & Applications (or demonstrated competency)
MATH 1102 or above (excluding 1106 and courses below 1102)
COMM 2200, 2201, 2202
SCIENTIFIC DISCOVERY 8 HOURS
(Choose any 2 courses from the following options; courses do not have to be sequential. All SCIE courses meet LS requirements)

BIOL 1105 Biological Principles I
BIOL 1106 Biological Principles II
BIOL 1170 Anatomy and Physiology
BIOL 2205 Technical Microbiology
CHEM 1101 General Chemistry I
CHEM 1102 General Chemistry II
CHEM 1105 Chemical Principles I
CHEM 1106 Chemical Principles II
GEOL 1101 Physical Geology
GEOL 1102 Historical Geology
GEOL 1103 Intro. to Environ. Geology
PHYS 1101 Introduction to Physics I
PHYS 1102 Introduction to Physics II
PHYS 1105 Principles of Physics I
PHYS 1106 Principles of Physics II
SCIE
SCIE

CULTURAL/CIVILIZATION EXPLORATION 9 HOURS

OPTION I ENGL 1104 is PR for 2000 level courses;
ENGL 1108 is PR for 3000 courses

ENGL 2220 World Literature I
ENGL 2221 World Literature II
ENGL 3382 World Novel
ENGL 3388 Women’s Literature
ENGL 3389 Minority Literature
ENGL 3390 Modern Drama
ENGL 3391 Short Story
ENGL 3392 Contemporary Poetry

OPTION II

ENGL 2221
ENGL 2220
ENGL 3370 Medieval Literature
ENGL 3374 Shakespeare
ENGL 3385 Arthurian Literature
ENGL 3386 Bible as Literature
ENGL 3387 Folk Literature
ENGL 3395 Mythology

OPTION III

ENGL 2230 Intro. to Literature I
ENGL 2231 Intro. to Literature II

Additional Courses for all Options

FREN 1101 Elementary French I
FREN 1102 Elementary French II
FREN 2201 Intermediate French I
HIST 1107 US History I
HIST 1108 US History II
HIST 2211 World Civilization I
HIST 2212 World Civilization II
HIST 2213 World Civilization III
MUSI 3313 Music in Western Civ. to 1750
MUSI 3314 Music in Western Civ. since 1750
PHIL 2200 Intro. to Philosophy
PHIL 2250 Great Philosophers
PHIL 3325 Ethics
PHIL 3350 Comparative Religions
PHIL 4475 Philosophy of History
SPAN 1101 Elementary Spanish I
SPAN 1102 Elementary Spanish II
SPAN 2201 Intermediate Spanish I
ARTISTIC/CREATIVE EXPRESSION & INTERDISCIPLINARY / ADVANCED STUDIES OPTION 6 HOURS
(Select one of the following courses)
<table>
<thead>
<tr>
<th>ART</th>
<th>1120 Art Appreciation</th>
<th>MUSI 1120 Music Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTR</td>
<td>1120 Experiencing the Arts</td>
<td>THEA 1120 Theatre Appreciation</td>
</tr>
</tbody>
</table>

(Select three hours from the following courses)
<table>
<thead>
<tr>
<th>APPD</th>
<th>1102 Apparel Design</th>
<th>INTR 2280 Empowering Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPD</td>
<td>1116 Hist. of Contemporary Fashion</td>
<td>INTR 2281 Great Ideas of Leaders</td>
</tr>
<tr>
<td>ARCH</td>
<td>1130 Architectural History I</td>
<td>INTR 4402 Seminar in Women’s Studies</td>
</tr>
<tr>
<td>ARCH</td>
<td>1160 Architectural History II</td>
<td>MUSI Any combination of 1 hour Music courses</td>
</tr>
<tr>
<td>ART</td>
<td>1142 Foundations of Drawing</td>
<td>MUSI 1102 Intro. to Keyboard I</td>
</tr>
<tr>
<td>ART</td>
<td>2241 Drawing from Life</td>
<td>MUSI 1103 Intro. to Keyboard II</td>
</tr>
<tr>
<td>ART</td>
<td>2261 Foundations of Painting</td>
<td>MUSI 1139 Voice Class</td>
</tr>
<tr>
<td>ART</td>
<td>2283 Sculpture I</td>
<td>MUSI 1167 Collegiate Singers</td>
</tr>
<tr>
<td>ART</td>
<td>3341 Printmaking I</td>
<td>MUSI 1168 Marching Band</td>
</tr>
<tr>
<td>ART</td>
<td>3362 Intermediate Figure Painting</td>
<td>MUSI 1169 Concert Band</td>
</tr>
<tr>
<td>ART</td>
<td>3363 Intermediate Water Media I</td>
<td>MUSI 1172 Orchestra</td>
</tr>
<tr>
<td>ART</td>
<td>3374 Art from Prehistory to 1450</td>
<td>MUSI 2247 Stage Band</td>
</tr>
<tr>
<td>ART</td>
<td>3376 Art from 1450 to 1750</td>
<td>MUSI 2277 Chamber Choir</td>
</tr>
<tr>
<td>ART</td>
<td>3378 Art from 1750 to 1950</td>
<td>MUSI 3313 Music in Western Civilization I</td>
</tr>
<tr>
<td>ART</td>
<td>3380 Contemporary Issues in Art</td>
<td>MUSI 3314 Music in Western Civilization II</td>
</tr>
<tr>
<td>ART</td>
<td>3383 Pottery I</td>
<td>PHED 1100 Fitness &amp; Wellness</td>
</tr>
<tr>
<td>ENGL</td>
<td>3332 Narrative &amp; Descriptive Writing</td>
<td>REC 1146 Folk and Square Dance</td>
</tr>
<tr>
<td>ENGL</td>
<td>3333 Writing Non-fiction</td>
<td>THEA 1148 Theatre Workshop I</td>
</tr>
<tr>
<td>ENGL</td>
<td>3344 Writing Poetry</td>
<td>THEA 2212 Theatrical Makeup</td>
</tr>
<tr>
<td>ENGL</td>
<td>3345 Writing Fiction</td>
<td>THEA 2220 Oral Interpretation</td>
</tr>
<tr>
<td>ENGL</td>
<td>3394 Art of the Motion Picture</td>
<td>THEA 2230 Acting</td>
</tr>
<tr>
<td>FOLK</td>
<td>2200 Intro. To Folklore</td>
<td>THEA 2238 Acting Workshop I</td>
</tr>
<tr>
<td>FREN</td>
<td>3315 French Film</td>
<td>THEA 2244 Intro. to Theatrical Design</td>
</tr>
<tr>
<td>GRAP</td>
<td>2290 Image Editing</td>
<td>THEA 3340 Theatre History I</td>
</tr>
<tr>
<td>GRAP</td>
<td>4400 Comp. Anim. &amp; Multi-Media</td>
<td>THEA 3341 Theatre History II</td>
</tr>
<tr>
<td>INTR</td>
<td>2200 Race, Class, &amp; Gender in Popular Culture</td>
<td>THEA 3392 Costume History and Design</td>
</tr>
<tr>
<td>INTR</td>
<td>2201 Intro. to Women’s Studies</td>
<td></td>
</tr>
</tbody>
</table>

OR any course beyond the 1100 level in a discipline that is not required within the student’s major or minor field of study

SOCIETY/HUMAN INTERACTIONS. 6 HOURS
(Select 2 courses from 2 different disciplines)
<table>
<thead>
<tr>
<th>ECON</th>
<th>2200 Economics</th>
<th>POLI 2200 Intro. to Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON</td>
<td>2201 Economics Prin. I (Business Majors)</td>
<td>POLI 2201 Prin. of International Relations</td>
</tr>
<tr>
<td>GEOG</td>
<td>2210 Intro. to Geography</td>
<td>POLI 2203 Comparative Government</td>
</tr>
<tr>
<td>POLI</td>
<td>1103 American Government</td>
<td>POLI 4405 Terrorism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYC 1101 Intro. to Psychology</td>
</tr>
</tbody>
</table>
SOCY 1110 Intro. to Sociology

SOCY 1111 Intro. to Anthropology

**APPROVED WRITING INTENSIVE COURSE**

ENGL 3303 Survey of Amer. Literature I
ENGL 3304 Survey of Amer. Literature II
ENGL 3313 Survey of British Literature I
ENGL 3314 Survey of British Literature II
ENGL 3332 Narr. & Descriptive Writing

ENGL 3333 Writing Non-Fiction
ENGL 3344 Writing Poetry
ENGL 3345 Writing Fiction
ENGL 3374 Shakespeare

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**2013-14**

The University adopted a new general studies program at the beginning of the 2013-14 academic year. The English faculty recommend that majors in English complete the courses listed here:

**Attribute IA. Critical Analysis:**
ENGL 2220, World Literature

**Attribute IB. Quantitative Literacy:**
MATH 1107, Fundamental Concepts of Math, or higher

**Attribute IC. Written Communication:**
ENGL 1104, Written English I

**Attribute ID. Teamwork:**
COMM 22xx, Introduction to Communication

**Attribute IE. Information Literacy:**
ENGL 1108 Written English II

**Attribute IF. Technology Literacy:**
ARCH 2060 Building Technology I
ART 2245 E. Foundations
BISM 1200 Introduction to Computing
BISM 2200 Business Information Tools
CIVL 2210 Light Construction
EDUC 2201 Instructional Technology
ENGL 1109 Technical Report Writing
MUSI 1111 Introduction to Music Technology

NURS 4430 Nursing
Leadership/Management
SFTY 3300 Industrial Hygiene Application and Practice
TECH 1100 Technology and Society 3 hrs.
None

**Attribute IG. Oral Communication:**
COMM 22xx, Introduction to Communication

**Attribute III. Citizenship:**
HIST 1107 United States History I
HIST 1108 United States History II
POLI 1103 American Government

Attribute IV. Ethics:
ENGL 2220 World Literature I

Attribute V. Health and Well-being:
CRIM 2212 Deviant Behavior
EDUC 2203 Human Development, Learning & Teaching
HLTA 2203 Contemporary & Drug Behavior Issues

Attribute VI. Interdisciplinary and Lifelong Learning
ENGL 3386 The Bible as Literature
ENGL 3387 Folk Literature
ENGL 3388 Women's Literature
ENGL 3389 Minority Literature
ENGL 3394 The Art of the Motion Picture
ENGL 3396 Literature and Film
FOLK 2200/01 Introduction to Folklore & Lab
FOLK 3300 Folk Literature
GEOG 2210 Introduction to Geography
GEOG 3305 Economic Geography
4410 Community Health Nursing
SCIE 1100 Human Biology
PHED 1100 Fitness and Wellness
GEOG 3315 Urban Geography
GEOG 3330 Geography of North America
GEOG 3340 Geography of Europe
GEOG 3370 Geography of Asia
HONR 3301 Honors Study Travel
INTR 2280 Empowering Leadership
LANG 1110 Introduction to Global Studies
NURS 4440 Nursing Practicum
POLI 1103 American Government
SFTY 4420 System Safety and Management
SOCY 2200 Social Problems

Attribute VI/A. Fine Arts:
ART 1120 Art Appreciation
ART 3374 Art History: to 1450
ART 3378 Art History: 1750-1950
ART 3383 Pottery I
ENGL 3332 Narrative and Descriptive Writing
ENGL 3333 Writing Non-Fiction
ENGL 3344 Writing Poetry
ENGL 3345 Writing Fiction
GEOG 3394 The Art of the Motion Picture
INTR 1120 Experiencing the Arts
MUSI 1106 Guitar Class I - II
MUSI 1120 Music Appreciation
MUSI 2206 Music Appreciation for Majors
THEA 1120 Theatre Appreciation
THEA 3352 Creative Drama

Attribute VI/B. Humanities: ENGL 2221 World Literature II

Attribute VI/C. Social Science:
CRIM 2202 Principles of Criminal Law
CRIM 2212 Deviant Behavior
CRIM 3310 Comparative Criminal Justice
ECON 2200 Economics
ECON 2201 Economics Principles/Problems I
GEOG 2210 Introduction to Geography
GEOG 3305 Economic Geography
GEOG 3315 Urban Geography
GEOG 3330 Geography of North America
GEOG 3340 Geography of Europe
GEOG 3370 Geography of Asia
POLI 2200 Introduction to Political Science
POLI 2201 Principles of Internat. Relations
POLI 2203 Comparative Government
PSYC 1101 Introduction to Psychology
SOCY 1110 Introduction to Sociology

**Attribute VIID. Natural Science:**
- BIOL 1104 Biosphere
- BIOL 2205 Technical Microbiology
- BIOL 1105 Biological Principles I
- BIOL 1106 Biological Principles II
- HLCA 1170 Anatomy and Physiology (and 1171 lab)
- CHEM 1101 General Chemistry
- CHEM 1105 Chemical Principles I
- GEOL 1101 Physical Geology
- GEOL 1102 Historical Geology
- PHYS 1101 Introduction to Physics I
- PHYS 1102 Introduction to Physics II
- PHYS 1105 Principles of Physics I
- SCIE 1100 Human Biology
- SCIE 1103 Science That Matters I
- SCIE 1105 Environmental Science
- SCIE 1107 Geographic Information Systems
- SCIE 1110 Chemistry of Life
- SCIE 1115 Earth and Sky
- SCIE 1120 Introduction to Meteorology
- SCIE 1210 Science in the Heart of Appalachia
- SCIE 1220 Geological Heritage in the Field
- SCIE 1221 Evolution and Human Nature

**Attribute VIII. Cultural Awareness and Human Dignity:**
- ENGL 2221 World Literature II

**WRITING INTENSIVE COURSES**
- ENGL 3303 Survey of Amer. Literature I
- ENGL 3304 Survey of Americ. Literature II
- ENGL 3313 Survey of British Literature I
- ENGL 3314 Survey of British Literature II
- ENGL 3332 Narrative & Descriptive Writing
- ENGL 3333 Writing Non Fiction
- ENGL 3344 Writing Poetry
- ENGL 3345 Writing Fiction
- ENGL 3349 Advanced Technical Communication
- ENGL 3374 Shakespeare
Assessment

Since our last program evaluation, Fairmont State University has fully committed to an outcomes-based curriculum and a significant revision of the General Studies Program for FSU students, including significant progress in assessing the introductory classes required for our English majors as well as the whole university.

In 2011-2012 all English courses were mapped to one of our program outcomes.

**English Courses Mapped to Program Outcomes**

1. English majors will be able to use several methods of interpreting literature, understanding principles and arguments that support readings from different perspectives.
   - ENGL 3320 Literary Criticism
   - ENGL 3355 Young Adult Literature

2. English majors will be able to discuss literary and cultural history, being aware of the distinctions between literary periods, along with the developments that establish those distinctions and the authors who define and/or resist them.
   - ENGL 3303, 3304 American Surveys I and II
   - ENGL 3313 and 3314 British Surveys I and II

3. English majors will be able to analyze their language by focusing on at least one of the following: English grammar, semantics, rhetoric or the language of texts from early periods of English literature.
   - ENGL 3301 Theories of Language I

4. English majors will be able to analyze texts from various genres.
   - ENGL 3336 Fantasy and Science Fiction
   - ENGL 3382 World Novel
   - ENGL 3383 Epic Tradition
   - ENGL 3390 Modern Drama
   - ENGL 3391 Short Story
   - ENGL 3394 Art of the Motion Picture

5. English majors will be able to analyze the work of authors who present a range of diverse backgrounds.
   - ENGL 3364 Appalachian Literature,
   - ENGL 3386 The Bible as Literature,
   - ENGL 3387 Folk Literature,
   - ENGL 3388 Women’s Literature,
   - ENGL 3389 Minority Literature,
   - ENGL 3395 Journeys in Comparative Mythology
   - ENGL 3396 Literature and Film.

6. English majors will be able to write in several different modes for different audiences and purposes.
- ENGL 3332 Narrative and Descriptive Writing
- ENGL 3333 Writing Non-Fiction
- ENGL 3334 Writing Poetry
- ENGL 3345 Writing Fiction

7. Additionally English education majors will be able to use the reading process and teaching methodology, and to analyze adolescent literature.
   - ENGL 3355 Young Adult Literature
   - ENGL 4431 Methods of Teaching English

At first we assessed three program outcomes per year, but beginning with Fall 2014, Fairmont State is requiring all program courses to be assessed every semester. As a result, every program outcome will be assessed each semester. An automated spreadsheet was created for each outcome, and professors evaluate student work as Developing, Adequate or Proficient, with the goal of having 70% of student work at the Adequate or Proficient level. The next step is to incorporate analysis of these course-level findings into our Fall Program assessment routine each fall.

Our Language and Literature Assessment Committee meets at least twice each term to discuss our ongoing efforts toward assessment; we have also benefitted from the “Critical Friends” training provided in Summer, 2014 to three English faculty members, who returned with a clear understanding of FSU’s total vision for course and program assessment.

Assessment has now become a regular part of the School of Language and Literature routine. During Fall Professional Development Week, we review English major portfolios from the previous May’s graduating class and the results of our homegrown Majors Exam to pinpoint the focus for our efforts to improve instruction during the year. During the spring Professional Development Week we review data from the General Studies classes, both composition and literature, to enable us to fine tune our teaching as a whole. The conversations while discussing student work at these sessions have become an important source of faculty development for all members of the department.

**Direct Measures**—

**Course-Level Assessments**—Data from each course taught in the English program is now stored in the Learning Management System TaskStream. Most English courses have 70% as their satisfactory target.

**Departmental English Majors Exam**—During 2010, 2011 and 2012, exit scores on this 100 question exam were dismal (averaging 40%), and we had difficulty finding a convenient way to administer the exam pre- and post- program. During 2012, the Language and Literature Assessment Committee reviewed the original exam, and removed all questions pertaining to elective courses not all students would take. The post-program scores immediately improved. Curriculum changes to the English major during the last five years have also benefitted our assessment efforts. After consultation with faculty, ENGL 4490, Capstone, was dropped from the curriculum and ENGL 4400, Senior Seminar, became our capstone course. This allowed us
introduce ENGL 2251, Introduction to Literary Study, for the English major without increasing
the total number of credits in the program. ENGL 2251 became a very natural place to
administer the pre-test version of our homegrown English Major’s Exam.

**Graduate Portfolio Assessment**—Students create Wordpress showcase portfolios to display
their writing prowess. These portfolios include both their reflections on learning each semester,
but also their best writing samples in a variety of genres.

We’ve now conducted two reviews of graduating students’ portfolios, have developed a
paper rubric and have normed 3 sample papers as “Proficient,” “Adequate,” and “Developing.”

**Results**—

**Course-Level Assessments**—In 2013-14 Program Outcomes 1, 3 and 5 were assessed, and all
met or exceeded the 70% target.

**English Majors Exam**—
- 2011-12 Average English Major score 40%
- 2013-14 Average English major score 62%

While scores have risen on the revised exam, a careful item analysis is necessary to assess
strengths and weaknesses of our program.

**Graduate Portfolio Assessment**—
- 2013-14 The English faculty rated five of the six portfolios at the “Adequate” level, and
  one portfolio at the “Developing” level (see portfolio rubric below). None were deemed to be
  “Proficient.”
- 2014-15 The English faculty rated 31% of the papers Proficient; 54% of the papers
  Adequate; and 15% of the papers Developing.

While these statistics suggest that students graduating from our English program are
writing at an “Adequate” level when they leave us, there is plenty of room for improvement.
Discussion among faculty focused on inadequate use of support, thesis, outdated sources and
proper MLA formatting. At a recent faculty development meeting, colleagues shared tips for
helping upper-level students improve their writing by the careful scheduling of assignments,
allowing students leeway in choice of topic, and making sure that students know how to integrate
sources into their writing.
Adjunct use

<table>
<thead>
<tr>
<th>ENGL</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1108 Written English II</td>
<td>32</td>
<td>27</td>
<td>26</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>1199 Introductory Arabic I</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2220 World Literature I: Origins to 1650</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2221 World Literature II: 1650 to Present</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2230 Intro to Literature I: Prose</td>
<td>7</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>2231 Intro to Literature II: Poetry &amp; Drama</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Grand Total</td>
<td>53</td>
<td>63</td>
<td>62</td>
<td>61</td>
<td>50</td>
</tr>
</tbody>
</table>

We have used adjuncts to teach between 53 and 62 sections of our service courses each semester; these sections include those offered at Caperton and other off-campus locations as well as dual credit sections of ENGL 1108, ENGL 2230, and ENGL 2231.

Additionally, we have used adjuncts to teach two upper-level course (ENGL 3333, Writing Non-fiction, and ENGL 3363, American Novel) in 2010-11 and one course (ENGL 3303, Survey of American Literature I) in 2013-14.

Graduation/Retention Rates

Retention Rates

![Retention Rates](image)

The retention rates shown here are for first-time, full-time students who returned the following fall. The rates for students majoring in English are generally high with the exception of the cohort who entered the University in Fall, 2013; of these five students, none returned in the next fall. The five-year mean of these rates, however, is 63.6%.
Graduation Rates

Previous Program Review Results

The previous review of the baccalaureate in English was submitted in January, 2010. At its 15 April 2010 meeting, the Board of Governors voted to accept the report without further comment.
ADEQUACY (§ 4.2.4.2)

Program Requirements from 2009-2013

Program Requirements for Bachelor of Arts in English 128 SEM. HRS.

General Studies Requirements 41 SEM. HRS.
English Curriculum (see below) 42 SEM. HRS.
Minor 21 SEM. HRS.
Free Electives 24 SEM. HRS.

General Studies

THE FIRST YEAR EXPERIENCE 15-16 HOURS
(To be completed within the first 45 credit hours)
(Students are required to complete all Developmental Skills courses within their first 32 credit hours.)

ENGL 1104 Written English I * 3
ENGL 1108 Written English II * 3
INFO 1100 Computer Concepts & Applications 3
(or demonstrated competency)
MATH 1102 or above 3 - 4
(excluding 1106 and courses below 1102)
COMM 2200, 2201, 2202 * 3

* Designates courses with prerequisites.

SCIENTIFIC DISCOVERY 8
(Courses selected from the approved University list.)

CULTURAL/CIVILIZATION EXPLORATION 9
(Courses selected from the approved University list.)

ARTISTIC/CREATIVE EXPRESSION & INTERDISCIPLINARY / ADVANCED STUDIES OPTION 6
(Courses selected from the approved University list.)

SOCIETY/HUMAN INTERACTIONS 6
(Courses selected from the approved University list.)

APPROVED WRITING INTENSIVE COURSE
ENGL 3303, 3304, 3313, 3314, 3332, 3333, 3344, 3345, 3349, and 3375 fulfill this requirement.

Major

Core Requirements:
ENGL 3301 THEORIES OF LANGUAGE AND THEIR APPL. TO ENGLISH I 3
ENGL 3303 SURVEY OF AMERICAN LITERATURE I 3
ENGL 3304 SURVEY OF AMERICAN LITERATURE II 3
ENGL 3313 SURVEY OF BRITISH LITERATURE I 3
ENGL 3314 SURVEY OF BRITISH LITERATURE II 3
ENGL 3320 LITERARY CRITICISM 3
ENGL 3374 SHAKESPEARE 3
ENGL 4400 SENIOR SEMINAR 3
ENGL 4490 CAPSTONE 3

All English majors should select one course from each of the following four groups plus one additional course for a total of 15 hours. A single course may not be used to fulfill more than one category requirement.

GROUP A: LITERARY PERIODS: EARLY BRITISH LITERATURE
Select one (3)
ENGL 3370 LITERATURE OF THE MIDDLE AGES 3
ENGL 3373 CHAUCER 3
ENGL 3375 LATER RENAISSANCE BRITISH LITERATURE 3
ENGL 3377 LITERATURE OF THE ENLIGHTENMENT 3
ENGL 3385 ARTHURIAN TRADITION 3

GROUP B: LITERARY PERIODS: LATER LITERATURE
Select one (3)
ENGL 3361 AMERICAN ROMANTICISM 3
ENGL 3362 AMERICAN REALISM AND NATURALISM 3
ENGL 3363 AMERICAN NOVEL 3
ENGL 3365 AMERICAN MODERNISM 3
ENGL 3366 CONTEMPORARY LITERATURE 3
ENGL 3378 BRITISH ROMANTICISM 3
ENGL 3379 VICTORIAN LITERATURE 3
ENGL 3380 TWENTIETH CENTURY BRITISH LITERATURE 3
ENGL 3381 THE BRITISH NOVEL 3
ENGL 3390 MODERN DRAMA 3
ENGL 3391 THE SHORT STORY 3
ENGL 3392 CONTEMPORARY POETRY 3
ENGL 3393 SOUTHERN LITERATURE 3

GROUP C: STUDIES IN LITERATURE AND CULTURE
Select one (3)
ENGL 3302 THEORIES OF LANGUAGE PART II 3
ENGL 3356 FANTASY, SCIENCE-FICTION, AND MAGICAL REALISM 3
ENGL 3364 APPALACHIAN LITERATURE 3
ENGL 3382 WORLD NOVEL 3
ENGL 3383 EPIC TRADITION 3
ENGL 3386 BIBLE AS LITERATURE 3
ENGL 3387 FOLK LITERATURE 3
ENGL 3388 WOMEN'S LITERATURE 3
ENGL 3389 MINORITY LITERATURE 3
ENGL 3390 MODERN DRAMA 3
ENGL 3391 THE SHORT STORY 3
ENGL 3392 CONTEMPORARY POETRY 3
ENGL 3394 ART OF THE MOTION PICTURE 3
ENGL 3395 JOURNEYS IN COMPARATIVE MYTHOLOGY 3
ENGL 3396 LITERATURE AND FILM 3

**GROUP D: WRITING**

*Select one (3)*

ENGL 3332 NARRATIVE AND DESCRIPTIVE WRITING 3
ENGL 3333 WRITING NON-FICTION 3
ENGL 3344 WRITING POETRY 3
ENGL 3345 WRITING FICTION 3
Program Requirements from 2013-2014

In the fall of 2013, a new general studies program and a mandated 120 hours for baccalaureate degrees necessitated changes in the requirements for the B.A. in English. These adjustments decreased general studies from 41 to 39 hours and free electives from to 24 to 12 hours. The capstone course, ENGL 4490, was replaced by Introduction to Literary Studies, ENGL 2251.

Program Requirements for Bachelor of Arts in English

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Studies Requirements</td>
<td>39 SEM. HRS.</td>
</tr>
<tr>
<td>English Curriculum (see below)</td>
<td>42 SEM. HRS.</td>
</tr>
<tr>
<td>Minor</td>
<td>21 SEM. HRS.</td>
</tr>
<tr>
<td>World Languages 2201 and 2202</td>
<td>6 SEM. HRS.</td>
</tr>
<tr>
<td>Free Electives</td>
<td>12 SEM. HRS.</td>
</tr>
</tbody>
</table>

General Studies

The new general studies requirements are listed under Liberal Studies above.

Major

*Core Requirements:*

- ENGL 2251 INTRODUCTION TO LITERARY STUDIES 3
- ENGL 3301 THEORIES OF LANGUAGE AND THEIR APPL. TO ENGLISH 1..3
- ENGL 3303 SURVEY OF AMERICAN LITERATURE I 3
- ENGL 3304 SURVEY OF AMERICAN LITERATURE II 3
- ENGL 3313 SURVEY OF BRITISH LITERATURE I 3
- ENGL 3314 SURVEY OF BRITISH LITERATURE II 3
- ENGL 3320 LITERARY CRITICISM 3
- ENGL 3374 SHAKESPEARE 3
- ENGL 4400 SENIOR SEMINAR 3

All English majors should select one course from each of the following four groups plus one additional course for a total of 15 hours. A single course may not be used to fulfill more than one category requirement.

**GROUP A: LITERARY PERIODS: EARLY BRITISH LITERATURE**

Select one (3)

- ENGL 3370 LITERATURE OF THE MIDDLE AGES 3
- ENGL 3373 CHAUCER 3
- ENGL 3375 LATER RENAISSANCE BRITISH LITERATURE 3
- ENGL 3377 LITERATURE OF THE ENLIGHTENMENT 3
- ENGL 3385 ARTHURIAN TRADITION 3

**GROUP B: LITERARY PERIODS: LATER LITERATURE**

Select one (3)

- ENGL 3361 AMERICAN ROMANTICISM 3
- ENGL 3362 AMERICAN REALISM AND NATURALISM 3
- ENGL 3363 AMERICAN NOVEL 3
- ENGL 3365 AMERICAN MODERNISM 3
- ENGL 3366 CONTEMPORARY LITERATURE 3
- ENGL 3378 BRITISH ROMANTICISM 3
ENGL 3379 VICTORIAN LITERATURE 3
ENGL 3380 TWENTIETH CENTURY BRITISH LITERATURE 3
ENGL 3381 THE BRITISH NOVEL 3
ENGL 3390 MODERN DRAMA 3
ENGL 3391 THE SHORT STORY 3
ENGL 3392 CONTEMPORARY POETRY 3
ENGL 3393 SOUTHERN LITERATURE 3

GROUP C: STUDIES IN LITERATURE AND CULTURE
Select one (3)
ENGL 3302 THEORIES OF LANGUAGE PART II 3
ENGL 3356 FANTASY, SCIENCE-FICTION, AND MAGICAL REALISM 3
ENGL 3364 APPALACHIAN LITERATURE 3
ENGL 3382 WORLD NOVEL 3
ENGL 3383 EPIC TRADITION 3
ENGL 3386 BIBLE AS LITERATURE 3
ENGL 3387 FOLK LITERATURE 3
ENGL 3388 WOMEN'S LITERATURE 3
ENGL 3389 MINORITY LITERATURE 3
ENGL 3390 MODERN DRAMA 3
ENGL 3391 THE SHORT STORY 3
ENGL 3392 CONTEMPORARY POETRY 3
ENGL 3394 ART OF THE MOTION PICTURE 3
ENGL 3395 JOURNEYS IN COMPARATIVE MYTHOLOGY 3
ENGL 3396 LITERATURE AND FILM 3

GROUP D: WRITING
Select one (3)
ENGL 3332 NARRATIVE AND DESCRIPTIVE WRITING 3
ENGL 3333 WRITING NON-FICTION 3
ENGL 3344 WRITING POETRY 3
ENGL 3345 WRITING FICTION 3
ENGL 3349 ADV. TECHNICAL COMMUNICATION 3
Faculty Data

The curriculum vitae of the faculty are listed in Appendix A.

Accreditation/national standards

The baccalaureate degree in English is not accredited by a national body. The program, however, does conform to national standards, as noted by Dr. Bleil, our external reviewer.

While there is no national accreditation of the English program, the accreditation of the English education program affects the rigor and standards of all English courses. For a portion of the period of this review, the National Council for Accreditation of Teacher Education (NCATE) accredited the English education program. That responsibility passed temporarily to the State of West Virginia, and the Council for the Accreditation of Educator Preparation will assume this oversight.

The National Council of Teachers of English and the Modern Language Association both organizations have guidelines on faculty workload and employment of adjunct faculty.

Faculty Workload

The English Department at Fairmont State University observes the following guidelines on faculty workload approved by the National Council of Teachers of English:

1. Faculty workload is limited to no more than 12 hours of teaching per week for full-time faculty. Our adjunct faculty are limited to no more than 9 hours.
2. No more than 20 students are permitted in any writing class. Our sections of English 1108 are all capped at 20.
3. English faculty members should teach no more than 60 writing students in a single term. Our tenure-track faculty generally teach no more than two writing classes.
4. None of our full-time faculty teaches only a single course.
5. The majority of our faculty have no more than three different preparations per semester.

The only NCTE workload guideline we are consistently unable to meet is the number of students we accept into our introductory literature classes, which NCTE says should be limited to 25 students per class. Only our upper-division English courses meet this standard.

Employment of Adjunct Faculty

In its 2014 update of "MLA Issue Brief: The Academic Workforce," The Modern Language Association reiterated its call for better working conditions and compensation for part-time instructors. The MLA notes, "Institutional contracts and personnel policies need to distinguish full- and part-time faculty members who teach off the tenure track on a long-term basis from those employed for one or two years; only the latter can reasonably be regarded as contingent" (http://www.mla.org/pdf/awak_issuebrief14.pdf). This standard is particularly
relevant to the English program because the adjunct instructors who teach with us in English are long-time members of our staff, having served for more than five years.

At Fairmont State, tenured or tenure-track faculty teach the overall majority of courses in the English Department. As the table on adjunct use shows, our use of adjuncts is falling marginally, although the picture is complicated somewhat by the issue of course “ownership” already alluded to.

**Adjunct Salaries**

While this staffing pattern seems within the general MLA Academic Workforce Guidelines, the salary paid to our adjuncts is not. The MLA recommends a salary of $7,090 for a three-credit-hour semester course as the reasonable minimum compensation for part-time faculty members. The Department of Language and Literature pays $2,296.00 per course to adjunct faculty with a Ph.D. and ten or more semesters of service and $1,836.00 to adjunct faculty with a Master’s degree and similar years of service. Even with the lower cost of living in West Virginia, our salaries fall short of national norms in our discipline.

**21st Century Literacy and Classroom Facilities**

The NCTE “Position on Multimodal Literacies” suggests that literature instruction must include visual and technological literacy. To further enable us to engage our students, we have now installed computer projection systems in the majority of our departmental classrooms. Our faculty regularly use video resources to enhance and extend their teaching, including the video databank *Films on Demand* to which our college library subscribes. We also have one computer-equipped classroom which is scheduled heavily for writing instruction, and faculty can reserve computer lab space in the college library when students need to work on research projects.

**Preparation of Pre-Service Teachers**

Our department also provides pre-service Elementary and pre-service English Education teachers with courses in Children’s Literature (ENGL 3354) and Young Adult Literature (ENGL 3355). Drs. Angela Schwer and James Matthews bring to these courses “a depth of knowledge in children’s or adolescent literature.” In accordance with the NCTE “Guideline on Preparing Teachers with Knowledge of Children’s and Adolescent Literature,” they offer “a broad knowledge of children’s and adolescent literature, children’s and adolescent authors, illustrators and poets, resources about children’s and adolescent literature, as well as topics related to children’s and adolescent literature.”

**NECESSITY (§ 4.1.3.3)**

Of our graduates whom we were able to contact, seven went on to graduate schools, three became teachers at various levels, one obtained employment as a technical writer, one is
employed by the FBI, one works in the juvenile justice system, one entered the Coast Guard, two
work in the medical field, and two have positions in marketing.

There are similar baccalaureate programs at West Virginia University and the other state
institutions. The B.A. in English remains a necessity for Fairmont State University’s service
region because it affords students in that region a quality education at a relatively low tuition
close to home. The English program serves the General Studies Program at Fairmont State; all
students enrolled in baccalaureate programs are required to take English 1108 and many take one
or more of the four surveys of literature at the sophomore level. The English faculty were
trained at nationally recognized schools, such as MIT, the University of Pennsylvania, UCLA,
Boston College, Duquesne, the University of Colorado, the University of Nebraska at Lincoln,
the University of Wisconsin at Milwaukee, Florida State University, and the University of Notre
Dame.

**CONSISTENCY WITH MISSION (§ 4.1.3.4)**

The Baccalaureate in English contributes directly to the mission of Fairmont State
University by providing opportunities for students to achieve their professional and personal
goals and to assume their roles as responsible, engaged citizens who promote the welfare of all.
The English major, in fact, is central to the mission of the University because it provides rigorous
preparation in recognizing diverse perspectives and the demands of various types of information
and texts; with its focus on clear and coherent writing, it equips students to respond to those
perspectives. The rigor of the degree provides an intellectual flexibility that is in demand
socially and economically.

There is a myth that an English degree is only a gateway to teaching. In fact, the B.A.
degree in English, with its special focus on literary studies and writing, helps students to deepen
their analytical thinking so that they become individuals who read closely, think carefully, and
understand the world more fully. Courses in literature emphasize knowledge of major literary
texts, literary theory, and historical periods from medieval to postmodern; in each of these
courses, students learn to pay sustained attention to works of literature and to develop cogent
arguments about them. In this study, students acquire a rich literary background; they also
develop strong analytical abilities and powerful communication skills that help them to know the
world and to make up their own minds rather than passively accept conventional wisdom or rely
on prevailing ideologies.

Students who complete the B.A. in English have skills they need to pursue graduate study
in the humanities or professional training in law; they also have the interpretative skills that are
particularly in demand in our age with its proliferation of information. These skills make them
attractive to employers who are looking for employees able to manage and make sense of
information and its contexts. Graduates with the B.A. in English are doubly valuable to twenty-
first-century employers because they can write clearly. More broadly, the B.A. in English
supports Thomas Jefferson’s insight that the safety of the American republic rests on an educated
citizenry who can think soberly and reflectively, who can say why they think what they think.
This is especially true now that the nation faces so many questions about the infringement of national security on personal liberties.

A degree in English opens up many opportunities in all areas of work. Students with English degrees might choose to explore careers in teaching, journalism, magazine publishing, book editing, public affairs, marketing, management; they might also find jobs in business as technical or motivational writers.

The faculty in English supports other programs, particularly the B.A. in Education, by teaching content courses for students who specialize in English. Faculty contribute to the General Studies curriculum with writing and literature courses. Faculty members also regularly teach Honors sections of general studies courses and direct Honors senior projects. One member of the faculty directs the Honors Program. Dr. Angela Schwer serves as advisor to Promise Scholars at the University; she works tirelessly to advise and encourage students across campus, and she successfully helps to retain students who hold the Promise Scholarship. The English program shares facilities and staff with the Spanish major, the journalism program, and minors in French, folklore studies, and teaching English to speakers of other languages (TESOL).

With reference to the Redefined Strategic Goals of Fairmont State:

- The baccalaureate in English contributes to the range of traditional degree programs in the arts and sciences.
- English courses are foundational to the success of students at Fairmont State by teaching them to think critically, to read closely, and to write clearly.
- The business and technical writing minor affords students opportunities for occupational study.
- English courses are routinely offered at branch campuses and online.
- English faculty exert themselves consistently to welcome non-traditional students and veterans, and to support their progress; faculty members are responsive to the large number of first-generation college students.
- Professors in the Department are aware of the rising costs of higher education and try to ameliorate those costs in every way we can. The committees responsible for textbook selection take costs into consideration. The faculty is also studying means of supplying course materials to replace textbooks; a number of scholarships and prizes help students defray costs; and, as a group, professors have contributed monies to support students financially in emergencies.
- English professors have helped students secure internships at the Marion County Convention and Visitor’s Bureau, the University’s offices of Institutional Advancement and Fairmont State Foundation, University Communications, and a number of newspapers in our region.
- Every member of the English faculty formally and informally counsel students about academic, career, and personal matters. They have prepared them to participate in national conferences and literary festivals. Drs. Angela Schwer, Donna Long, Matthew Hokom, and Robert Baker have won the University’s award for Excellence in Advising.
- Drs. Donna Long, Elizabeth Savage, and Suzanne Heagy serve as editors for Kestrel: A Journal for the Arts. These faculty editors hold a celebration for each issue of the
Journal, which brings artists and writers for readings on-campus, in the community, and in local schools.

The Department of Language and Literature boasts a distinguished group of teachers. Drs. Leland George and Robert Baker have won the prestigious William A. Boram Award for Teaching Excellence. Drs. Elizabeth Savage and Robert Baker have won the Harold and Roselyn Williamson Straight Award for outstanding, innovative, and distinctive teaching. Drs. Sharon Hiltz and Angela Schwer have received the faculty recognition award. Two adjuncts have been recognized with the Outstanding Adjunct Award. Other regular and adjunct faculty have been nominated for these respected awards. Beyond campus, Drs. Donna Long, Rhonda Sanford, and Elizabeth Savage have received awards from the Fairmont Arts and Humanities Commission.
Appendix A

Faculty Vitae

Dr. Leland M. George
Dr. H. Suzanne Heagy
Dr. Sharon L. Hiltz
Dr. Matthew Hokom
Dr. Donna J. Long
Dr. James Matthews
Dr. Rhonda Lemke Sanford
Dr. Elizabeth Anne Savage
Dr. Mary Angela Schwer
Dr. J. Robert Baker

(Dr. Susan M. Kelley retired in December, 2014, and we do not have her vita.)
Leland M. George
Curriculum Vitae

Professional appointments

2003 - present  Professor of English, Fairmont State College/University
1993 - 2003  Associate Professor of English, Fairmont State College
1985 - 1993  Assistant Professor of English, Fairmont State College
1984  Temporary Assistant Professor of English, Fairmont State College
1983  Adjunct Instructor of English, Fairmont State College
1981 – 1983  Assistant Professor of Linguistics, Hofstra University

Awards and honors

2009  Fairmont State University: Boram Award for Excellence in Teaching

Education

1980  Ph.D. in Linguistics, Massachusetts Institute of Technology
Dissertation title: *Analogical Generalizations of Natural Language Syntax.*
Advisor: Noam Chomsky

1974  S.B. in Mathematics, Massachusetts Institute of Technology

Scholarship

2013  Planned, prepared, and taught two-term Seminar in Linguistics

Fall 2010  Lecture series on modern linguistics for professors visiting from Saudi Arabia

Fall 2002  Course Reassignment in Support of Faculty Scholarship Award to develop software currently in use in Engl 3301-3302

Fall 1999  France-Amerique, Fairmont State College. "Awakening the Senses: 'Making strange' as a plot device in the short stories of Kate Chopin"

Spring 1999  Online Teaching and Learning Conference, Duquesne University. Presentation of interactive Web pages designed for English 230


Other service at Fairmont State

Faculty Senate
Faculty Senate Executive Committee
Continuous Quality Improvement Steering Committee
Admissions and Credits Committee
Admissions and Credits Committee Chair
General Studies Committee
Student Hearing Board
Sign Language Interpretation Program Advisory Board
Advised in administration of Social Justice grant
Served on selection committee for student research and writing contest sponsored under Social Justice grant

College of Liberal Arts
   Mentor for new faculty

School of Language and Literature
   Personnel and Policy Advisory Committee
   Web Corps
   Curriculum Committee
   Composition Committee
   Sophomore Literature Committee
   Student reflections mentor
   Search committees

Developed software to assist department’s clerical staff in creating announcements of faculty absences and tracking them
Researchers technologies for making such announcements more useful to students
Led in the purchase of equipment for department’s shared hard drive. Installed the same, created partitions and folders, and assigned shares and user privileges; created software partially automating set-up and maintenance
H. SUZANNE HEAGY
CURRICULUM VITAE

Associate Professor of English
Department of Language and Literature
Fairmont State University
1201 Locust Ave.
Fairmont, WV 26554

922 Farms Dr.
Fairmont, WV 26554
(414) 520-3124 (cell)
(304) 357-4779 (office)
hheagy@fairmontstate.edu

Professional Employment
Fairmont State University Fairmont, WV
2008-present Assistant Professor of English
University of Wisconsin-Milwaukee Milwaukee, WI
2001-2008 Teaching Assistant, English Dept.

Editorial Positions
Editor, College of Liberal Arts Newsletter (2009-2013)
Fiction Editor, Kestrel (2008-present)
Fiction Editor, cream city review, (2004-2007)

Publications
Creative
Critical

Interviews/Book Reviews

Conference Papers and Presentations

Readings
Education
Ph.D. 2008 University of Wisconsin-Milwaukee
  Major: English/Creative Writing
  Doctoral Examinations: Nineteenth-Century/Twentieth-Century American Literature
  Dissertation: “Meridian Inn”
M.A. 2002 University of Wisconsin-Milwaukee
  Major: English/Creative Writing
B.A. 1999 Indiana University-Purdue University at Indianapolis
  Major: English

Courses Taught Regularly
English 1108, Written English II
English 2221, World Literature II
English 3303, Survey of American Literature I
English 3304, Survey of American Literature II
English 3391, The Short Story
English 3393, Southern Literature

Courses Taught Occasionally
English 2220, World Literature I
English 2231, Introduction to Poetry and Drama
English 3332, Narrative and Descriptive Writing
English 3345, Writing Fiction
English 3389, Minority Literature
English 3396, Literature and Film

Instructional Awards and Grants
Fairmont State Foundation, Inc. Grant, Fairmont State University, 2010.
James A. Sappenfield Fellowship, UWM, Spring 2008.
UW-Milwaukee Graduate School Graduate Student Travel Award, 2006.
Distinguished Paper Award, Rutgers English Graduate Students Spring Conference, “Agonistics in the Age of Whitman and Emerson: Language Games and the Canon,” 2006.
UW-Milwaukee Graduate School Graduate Student Fellowship, 2005-06.

Creative Writing Awards
2007, Academy of American Poets Award, “Twenty-first Century Miracle” UWM.
2007, William Harrold Poetry Award, Second Place, “4 U” UWM.
2004, Honorable Mention, Academy of American Poets Award, “Reader Turns to Salt.”
2002, Nomination for Best New American Writers, “Pebble in My Shoe.”
**Academic Leadership and Service**
Faculty Advisor, International Students Organization, work with students to develop budget, activities, fund raisers, bi-monthly conversations, and the annual Tastes of the World event (2012-present)
Faculty Development Committee, participate in evaluation of awards for faculty (2011-present)
International Education Committee, work to promote awareness of international events, cultures, and international opportunities for students (2011-present)
Faculty Advisor, *Whetstone*, the undergraduate literary and art journal, work with students to solicit creative work, develop a production schedule, monitor selection process, assist with student-planned activities, proofread journal, and facilitate the journal’s release (2011-present)
Student Advisor, Department of Language and Literature, K-Z, advise approximately 30 English majors each semester (2010-present)
Served on or chaired the Sophomore Literature Committee, worked with committee to select common texts for literature survey courses (2010-present)
Chair of the Composition Committee, administer student writing awards, lead committee on decisions like the selection of a common textbook, and work with committee on assessment of student writing (2009-present)
Editor, *College of Liberal Arts Newsletter*, collect content, interview new faculty and transcribe interviews, design layout, proofread, edit, and submit for online distribution (2009-2013)
Athletic Committee (2008-2009)
Fiction Editor, *Kestrel* Committee (2008-present)
Delegate, Associated Writing Programs Annual Conference (2008-present)
Program Assistant, UWM Creative Writing Program (2000-2002)

**Community Leadership and Service**
Volunteer Educator, “Poets in the School,” Fairmont Senior High School (September, 2012)
Volunteer Educator, “Poetry Workshop,” Marion County Library (March, 2012)
Member, Fairmont Elks Lodge, #294 (2011-present)
Member and volunteer, Marion County Humane and Rescue Society (2011-present)
Founder and member, Scribblers’ Guild, Lebanon Public Library, Lebanon, Indiana (1995-1999)

**Professional Memberships**
Assembly on the Literature and Culture of Appalachia (ALCA)
National Council of Teachers of English (NCTE)
Modern Language Association (MLA)
The Association of Writers and Writing Programs (AWP)
References
J. Robert Baker, Ph.D., Professor of English, Director of the Honors Program, and Chair of Language and Literature, Fairmont State University
(JRobert.Baker@fairmontstate.edu; (304) 367-4260)

George Clark, Ph.D., Professor of English, Creative Writing/Fiction, UW-Milwaukee
(clarkgeo@uwm.edu; (414) 229-4637)

Donna J. Long, Ph.D., Professor English, Editor of Kestrel, Fairmont State University
(Donna.Long@fairmontstate.edu; (304) 367-4180)
CURRICULUM VITAE
SHARON L. HILTZ

Professor of English, Senior Level
Home:
Department of Language & Literature
1226 Peacock Lane
Fairmont State University
Fairmont, WV 26554
Fairmont, West Virginia 26554-2470
(304) 366-0106
(304) 367-4699

Education
Ph.D. English Literature, University of Pennsylvania, 1980
M.A., English Literature, University of Pennsylvania, 1975
A.B., English Literature, Swarthmore College, 1973

Academic Experience
Professor of English, Senior Level, School of Language & Literature, 2009 - Present
Professor of English, School of Language & Literature, 1998 - Present
Associate Professor of English, School of Language & Literature, 1992-1998
Assistant Professor of English, School of Language & Literature, 1987-1992
Coordinator of Grants, Fairmont State College, 1990-1993
Part-Time Instructor, School of Language & Literature, 1985-86
Assistant to the Librarian, Pittsburgh Theological Seminary, 1980
Assistant Director of Development, Hamilton College, 1978-1980

Teaching Experience, Fairmont State University

Literature Courses:
- English 2220, Masterpieces of World Literature I
- English 2221, Masterpieces of World Literature II
- English 3313, English Literature Survey I: Beowulf to 1798
- English 3370, Literature of the Middle Ages
- English 3373, Chaucer
- English 3385, The Arthurian Tradition
- English 3395, Journeys in Comparative Mythology
English 4499, Senior Seminar

Composition Courses:
  English 1104, Written English I
  English 1108, Written English II

Scholarly Work


* Copyeditor for Traditions, A Journal of West Virginia Folklore and Hill Child.

* ”Listening to Reason: Lancelot and Guinevere Respond to Its Voice in Chretien de Troyes’ The Knight of the Cart,” published in Fairmont State’s Perspectives.

* Contributing editor to the 3rd edition of F.N. Robinson, The Works of Geoffrey Chaucer, published by Houghton Mifflin in 1986. My role was to provide the Explanatory Notes for Chaucer’s Tale of Melibee. This volume has been through multiple reprintings since it was first published; I have continued to correspond with the editor Larry Benson of Harvard University regarding corrections and updates. The Riverside Chaucer, as it is also known, continues to be a basic text for Chaucer courses internationally.

* Reconfigured English 1108 to focus on students’ financial security (ongoing effort).

* Designed English 2220 so readings center on four basic themes of universal concern: creation accounts, texts questioning fate and/or personal responsibility, love’s joys and challenges, and the heroic journey (ongoing effort).

* Created three new courses for the Language & Literature curriculum: The Arthurian Tradition and Literature of the Middle Ages (1994 sabbatical); Journeys in Comparative Mythology (2001 sabbatical).

* Designed an interdisciplinary B.A. in Legal Studies program during a 2004 Faculty Development course release.

* Transcribed archival records of the Kennedy family (of Fairmont) for eventual publication.

* Designed A Celtic Garden in Memory of John M. Teahan for the Frank and Jane Gabor West Virginia Folklife Center as the Fairmont State University Foundation Fellow

*Presented overview of the Arthurian legends to members of Dr. Judy Byers’ Folklore class in April 2008.

*Presented colloquium in September 2008 to share English 2220 design ideas with Language & Literature colleagues.

*Presented faculty lecture and Powerpoint document in November 2011 on the healing properties of the herbs discussed in Year of Wonders, the common reader for 2011-2012

*Read portions of Dante’s Divine Comedy as an integral part of a performance of Robert Sinclair’s Symphony No. 1, “The Divine Comedy,” conducted by Prof. Val Huffman on March 26, 2013

Fellowships & Awards

*Common Reader Project, Year of Wonders, 2010-2011: Produced a guide to the healing herbs named in the novel. Year of Wonders Herbal

*Fairmont State University Foundation Fellow, 2006-2007
  Project: A Celtic Garden: Frank & Jane Gabor West Virginia Folklife Center

*Faculty Development Course Release, Fall 2004
  Project: Interdisciplinary B.A. in Legal Studies

*Sabbatical, Fairmont State University, Spring 2001
  Project: Development of new course, Journeys in Comparative Mythology

*Sabbatical, Fairmont State University, Spring 1994
  Project: Development of two new courses, The Arthurian Tradition and Literature of the Middle Ages

*Teaching Fellowships, University of Pennsylvania, 1974-1978

Research & Teaching Interests

Literature of the Middle Ages, including Chaucer and Chaucer studies; the Celtic origins of various Arthurian legends; Celtic folklore and mythology; world mythology; European and Appalachian folklore, particularly herb lore.
Professional Affiliations

Medieval Academy of America
International Arthurian Society, North American Branch
New Chaucer Society

Departmental, Institutional, & Community Service

School of Language & Literature:

Sophomore Literature Committee
Composition Committee
Activities Committee
Personnel and Policy Advisory Committee
Mentor to three students as part of our School’s assessment efforts.
Worked with several students to have their papers published in Tracts.
Worked with one student who presented a paper for the Undergraduate Literary Symposium, Spring 2014

Fairmont State University:

Curriculum Committee, 1988-1993; 1997-1999; 2005 to present
Folklife Gala volunteer, 2004 to present
Faculty Welfare Committee, 2004-2005
General Studies Committee, 1999-2002
International Education Committee, 1998-1999
Promotion & Tenure (ad hoc), 1998-1999 (chair)
Writing Assessment, 1997-1999
Coordinator of Grants, 1989-1993
Faculty Development Committee, 1988-1990
Faculty Hearing Committee, 1987-1988
Represented Fairmont State University and Swarthmore College for three West Virginia schools’ presidential inaugurations: West Virginia University, Davis & Elkins, and West Virginia Wesleyan

Community Service and Service to the People of West Virginia:
President’s Circle donor to FSU Capital Campaign
Arts and Humanities Commission, 2005 -2006
Folklore Advisory Council, 2001 to present
Lector for St. Peter’s Church, 1997 to present
Folklore/Folklife Committee for the Kennedy Barn campaign, 2004 to present
Composed donor letter on behalf of Folklore/Folklife Center as part of FSU Capital Campaign
Reader/Judge for annual Martin Luther King essay contest, 2004 to present
FSHS Madrigals parent volunteer, 1997-2001
Friends of the Marion County Public Library Board Member, 1995-1999
Sobrania, Inc. (Soup Opera), Board Member, 1984-1997
   Chair of Board, 1986-1989
   Vice-Chair, 1994-1996
Curriculum Vita

Matthew Hokom
Language and Literature
Fairmont State University
1201 Locust Ave
Fairmont WV 26554
304-367-4086
email: Matthew.Hokom@fairmontstate.edu

Education Profile

Degrees Attained:
University of Nebraska-Lincoln 1992-2001

Ph.D., English, 1999
Dissertation: Willa Cather and Ralph Waldo Emerson: A Literary Conversation.
Director: Susan Rosowski.
Coursework in American Literature, Literary Theory, and Composition.
Comprehensive Exams covering American Literature to 1900, Great Plains Literature, American Pragmatism

M.A., Classics, 2002
Coursework in Ancient Greek, Latin, and Ancient Religions

M.A., English, 1994
Coursework in American Literature, European Literature, and Great Plains Literature

University of Puget Sound 1988-1992

B.A. English, 1992
Honors Thesis: “Willa Cather’s Artists”

Post-doctoral Classes Completed (All taken at University of Nebraska from 1999-2001)
Greek Comedy (3 credits)
Theocritus: Ars Graia Artis (3 credits)
Elementary Latin (5 credits)
Gnosticism (3 credits)
Aeschylus (3 credits)
Elementary Latin (5 credits)
Latin Reading and Research (3 credits)
Greek Orators (3 credits)
Latin of Middle Ages (3 credits)
Herodotus (3 credits)
Structure of Latin (2 credits)
Employment Profile

Teaching Positions
Faculty, West Virginia Governor’s Honors Academy, 2014
Associate Professor, English, Fairmont State University, 2007 to present
Assistant Professor, English, Fairmont State University, 2001 to 2007
Instructor, English, University of Nebraska-Lincoln, 2000-2001
Teaching Assistant, Classics, University of Nebraska-Lincoln, 1999-2001
Teaching Assistant, English, University of Nebraska-Lincoln, 1997-1999
Instructor, English, Southeast Community College, 1998

Related Professional Experience
Editorial Assistant for Great Plains Quarterly, 1995 to 1997
University of Nebraska Writing Assistance Center, 1999

Professional Performance

Courses Taught Regularly
Survey of American Literature I: Beginnings to 1850s
Survey of American Literature II: The 1850s to the Present
Literature of the Western World I: Homer through Milton
Literature of the Western World II: Swift through Marquez
Written English II
Introduction to Literary Studies

Courses Taught Occasionally
Epic Literature
Ancient Greek (independent study)
Various Independent Studies
Introduction to Literature I: Prose Narratives
Introduction to Literature II: Poetry & Drama
Literature of the Western World I: Homer through Milton, Honors
American Realism and Naturalism
American Romanticism

Courses Taught at other Institutions (University of Nebraska-Lincoln)
Classical Mythology Recitation
History of Early Christianity
Introduction to Literature
Great Plains Literature
Early American Literature
Honors Composition and Literature I
Freshman Composition I
Freshman Composition II

New Course Design and Professional Development
Critical Friends Summer Academy, 2014
Taught the first iteration of English 2251, Introduction to Literary Studies
Created and taught the Epic Tradition course with the help of a Course Reassignment in Support of Faculty Scholarship Award
Created the course Literature in its Intellectual Context
Proposed and organized the “Teacher Talks for Sophomore Literature” presentations that are entering their seventh year
Gave inaugural “Teacher Talk” entitled “Poetry and Close Reading in Sophomore Literature,” Fall 2005
Created and contributed to the collection of resources for Sophomore Literature classes housed in the Language and Literature office

Advising
Have advised approximately ten to twenty English Education students since 2002.
Assisted with registering incoming freshman for three days in summer 2011.

University Committee Service
Senate Executive Committee, 2014-2015
Critical Friends, 2013 to present
International Education Committee, 2012-2014
Faculty Senate, 2011 to present
Committee on Committees 2011
Faculty Development Committee 2008 to 2011, co-chair for 2009-2010
Academic Appeals Board, Fall 2006
Faculty Welfare Committee, 2006 to 2008
Celebrate Student Scholarship Committee, 2006
Faculty Salary Policy Committee, Spring 2006
Ad Hoc Committee on Developmental Skills Compact Goals, Spring 2003
Communications Advisory Committee, 2002

College/School Committee service
Criminal Justice Hiring Committee, Spring 2007
Language and Literature Assessment Committee, Fall 2007 to present
Language and Literature Personnel/Policy Advisory Committee, Fall 2006, 2008-2009
Language and Literature Curriculum Committee, 2003 to 2007
Language and Literature Advising Committee, 2002 to present
Language and Literature Sophomore Literature Committee, 2001 to present, as chair beginning Fall 2003
Secretary for Language and Literature meetings, 2002 to present
Other Service to Community and Fairmont State

Dramaturge for *The Grouch*, 2013
Supervised Senior Honors Project of Kayla Henson, 2013
Co-Supervised Lillian Gaylord's Senior Honors Project, 2013
Honors Quiz Bowl Judge, 2013
Judge for English Department writing awards, 2012
Moderator for Celebration of Student Scholarship, 2012, 2014
Judge and Program Committee Member for the West Virginia Undergraduate Literary Symposium, 2012
Guest Lecturer for the Global Experience class through the Instructor Exchange, 2012
Member of the Master Gardeners, 2012-2014
Guest lecturer for Survey of American Lit I, Spring 2011 (two days)
Member of the Guardians of the West Fork Watershed Spring 2010 to present, as Chairman of the Board from 2012-2014
Participated in tree planting and seed collecting for the West Virginia Highlands Conservancy in 2009 and 2011.
Gave presentation to incoming English majors, 2009
Taught independent study course on Greek history from Homer to Hellenism, Fall 2008
Taught Ancient Greek as an independent study, Summer 2005 and Fall 2006, Spring 2007, Fall 2007, Spring 2008
Guest Lecturer for Literary Criticism, Spring 2007 and Spring 2008
Co-presenter with Dr. Savage of a lecture and forum “Applying to Graduate School,” Fall 2007 and 2008
Taught American Novel as an independent study, Spring 2007
Co-directed Honors Senior Project on Sherwood Anderson for Ben Fisher, Spring 2007
Dramaturg for 2006 FSU production of *Lysistrata*
Directed Honors Senior Project on the Law in Literature for Bryan Wolfe, Spring 2005
Guest Lecturer for Major American Authors, 1870-1940, Spring 2005
Tutor for Literacy Volunteers of Marion County, 2001 to Spring 2004
Led Sigma Tau Delta Day Tour of Willa Cather's Pittsburgh, Fall 2003
Honors Quiz Bowl judge, Fall 2003.
Co-editor of *The Mower's Tree*, the newsletter of the UNL Willa Cather Colloquium, 2000
Panel presentation on “Making Literature Relevant for our Students” for the University of Nebraska-Lincoln Teaching Literature Colloquium, 2000
Lecture “Willa Cather’s Red Cloud and Jim Burden’s Black Hawk” for the Waverly Women’s Book Club, 1999

Membership in Professional Associations
Willa Cather Foundation
Western Literature Association
American Federation of Teachers

Research and Publication

Publications
“War and Sex: Unlikely Bedfellows” Program Notes, Lysistrata, Fairmont State University, 2006.

Presentations
“Godfrey St. Peter’s Crisis: ataraxia and eros in The Professor’s House,” at the 2011 International Willa Cather Seminar.
“Pompeii, the House of the Tragic Poet, and A Lost Lady” at the 2007 Western Literature Association Conference.
“The Roman Genius and Willa Cather’s Alexandra Bergson” at the 2003 Western Literature Association Conference and at the 2003 Language and Literature Colloquium.
““Houses Founded on the sea’: Skepticism and Human Relations in A Lost Lady” at the 2000 International Willa Cather Colloquium.
“Crossing Borders: Willa Cather’s Immigrants” at the 1999 Nebraska Literature Festival.
“Crisis and Resolution in Cather’s The Professor’s House and Emerson’s ‘Experience,’” at the 1998 International Cather Colloquium.
“Limitation and Loss in Emerson’s ‘Experience’ and Willa Cather’s The Professor’s House” at the 1998 Willa Cather Pioneer Memorial Spring Conference.
“Power and Peril: Peter Elbow’s Emersonian Affinities” (co-authored with Todd Robinson) at the 1998 Creighton Conference on Language and Literature.
“Patterns of Influence: Willa Cather, Thea Kronborg, and the Emersonian Artist” at the 1996 Western Literature Association Conference
“Society and Solitude: Willa Cather’s Emersonian Vision in The Song of the Lark and Lucy Gayheart” at the 1994 English Graduate Student Association Conference at the University of Nebraska-Lincoln

**Awards and Honors**
Sabbatical, Fall 2010
Excellence in Academic Advising Award, 2010
Faculty Foundation Grant, 2009
Course Reassignment in Support of Faculty Scholarship Award, 2004
DONNA J. LONG

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164 Broadview Avenue
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H: 304-365-2606
email: dlong@fairmontstate.edu

EDUCATION

Florida State University: PhD, English Renaissance Literature, August 1999.
  Karen J. Cunningham, Director.
  PhD Special Fields: Gender and Feminist Theories.

Florida State University: MA, English/Creative Writing, May 1993.

University of Tampa: BA, magna cum laude (GPA 3.98), English/Creative Writing

TEACHING EXPERIENCE/EMPLOYMENT

Professor of English, Fairmont State University, 2011-
Graduate Faculty Member, Fairmont State University, Fairmont, WV 2005-
Associate Professor of English, Fairmont State University, Fairmont, WV 2005-2011
Assistant Professor, Fairmont State, Fairmont, WV, August 1999-2005.

Courses taught:
ENGL 1104 Written English I & 0098 Accelerated Learning Lab
ENGL 1108 Written English II
ENGL 2220 World Literature Survey I (including Honors)
ENGL 2230 Intro to Literature I (Prose Narrative)
ENGL 2231 Intro to Literature II (Poetry & Drama)
ENGL 3332 Narrative & Descriptive Writing
ENGL 3333 Writing Non-Fiction
ENGL 3344 Writing Poetry
ENGL 3345 Writing Fiction
ENGL 3374 Shakespeare
ENGL 3375 Seventeenth Century English Literature (aka Later Renaissance Literature)
ENGL 3393 Southern Literature
ENGL 3399 Shakespeare Road Trip
ENGL 3399 “Cultural Power, Cultural Performance: Reading Early Modern Women” (course
developed with the assistance of grant from Fairmont State, in collaboration with Dr. Rhonda
Sanford)
INTR 2201 Introduction to Women’s Studies
INTR 1199 (2250) Women’s Studies Colloquium
Folklore summer seminar, creative writing faculty and coordinator.

Instructor (1997-98), Teaching Assistant (1993-97), Florida State University.
   At Florida State: First Year Writing (including Honors and computer-assisted classroom); The Short Story; Introduction to Shakespeare; Restoration and Eighteenth-Century Drama; Article & Essay Workshop; Poetic Technique.

Teaching Interests
   Early Modern (1500-1700) English drama, poetry and prose; Contemporary Poetry; Women writers; Literary Theory; Writing (Poetry, Prose, Drama; Composition); Southern Literature; Women’s Studies.

PUBLICATIONS

PROSE


“Nature or Nurture.” Preface, Kestrel 30, Spring 2013, Fairmont State University.

“Legacies.” Preface, Kestrel 29, Fall 2012, Fairmont State University.


“Seductive Forces.” Preface, Kestrel 26, Spring 2011, Fairmont State University.


“‘I, the Mother’: Inscribing Maternal Right in Early Modern Mothers’ Elegies.”
The Literary Mother: Essays on Representations of Maternity and Child Care.


“It is a lovely bonne I make to thee”: Mary Carey’s ‘abortive Birth’ as recuperative religious lyric.” Discovering and Recovering the Seventeenth-Century Religious Lyric. Jeff Johnson and Eugene Cunnar, Editors. Duquesne University Press, 2000. (Solicited.)


POETRY

“I’m not claiming I’ve got anything on Kansas” and “Resolutions.” Kindred 6 (2014).
“A Daughter Mourns Her Father.” Off the Coast, Spring 2013.
“How to name a horse.” Third Wednesday, Spring 2009.
“Periphery.” Off the Coast, August 2009.
“Visitation,” “Travel Diary,” “Trust Roots,” and “The Dead.” Whetstone Spring 2000. (Invited Faculty Feature.)
“Boundaries” and “Coffeebreak.” *Sun Dog* 13.1. 1993. (Solicited.)

SEMINARS


NEH Institute: “Writing a Life: West Virginia Folklife Summer Teacher Institute” (Creative Writing Coordinator and Faculty). Director: Dr. Judy P. Byers. Fairmont State Univ. 17-28 June 2002.


CONFERENCES

Invited Session Chair, “Kestrel Readings.” OtherWords Conference of the Florida Literary Arts Coalition, Flagler College, St. Augustine, FL 7-8 November 2014 (forthcoming).


Associated Writing Programs Conference, Seattle, 26 Feb.-1 March, 2014.

Complete College America / West Virginia Completion Academy. 9-10 January 2014.

Invited Session Chair, “Kestrel Readings,” and Invited Panelist, “The Crafts of Poetry.”

OtherWords Conference of the Florida Literary Arts Coalition, Flagler College, St. Augustine, FL 7-9 November 2013.

Conference on Accelerated Learning, Baltimore, 12-15 June 2013

Associated Writing Programs Conference, Boston, 6-10 March 2013.


Invited Panelist, “Grant Writing” and “Poetry Roundtable.” Indie Lit Fest, Frostburg State University, Frostburg, MD, 12-13 October 2012.


“‘It’s ease to tell the cares that inly touch’: Mourning and Memorialization in Early Modern England.” Shakespeare Association of America Conference, Bellingham, WA, 7-9 April 2011.


“Qualities Befitting Their Sex: Learning Gender.” Shakespeare Association of America Conference, Chicago, IL 1-3 April 2010.


The PhD in Women’s Studies: Implications and Articulations, A Working Conference. Emory University, October 12-14, 2001, Atlanta.

Teaching through Performance: Hamlet 3.1 Workshop. Shakespeare Association of America Conference, April 2000, Miami.

Pre-FSU Presentations:

“tis hard my Fraillties to subdue’: Early Modern Mothers’ Elegies.” Group for Early Modern Culture Studies, November 1998, Newport, RI.


“she endeavoured to relieve her own emotions’: Gertrude Thimelby’s Elegies.” Shakespeare Association of America Conference, March 1998, Cleveland.


“(Re)presentations of Female Grief in Richard III and The Tragedy of Mariam.” International Shakespeare Association Conference, April 1996, Los Angeles.


Two sessions: Chair & Presenter (Invited), Creative Writing Session; presenter, "Eudora Welty—A Biographical Study." Zora Neale Hurston Conference, March 1990, Embry Riddle University, Daytona Beach.

PROFESSIONAL ACTIVITIES, SERVICE & ASSIGNMENTS IN FACULTY WORKLOAD

ADVISING / MENTORING

Mentor, Ian Williams, Summer Undergraduate Research Experience, 2013.

Mentor, Michelle Yost, Summer Undergraduate Research Experience, 2010.

Faculty Advisor, Academic Advising Center, Fairmont State, 2003-. In this capacity I advise undeclared students and work summer orientations for new students.

Faculty Advisor, English Education majors, Fairmont State, 2001-. In this capacity I advise approximately 20 English Education majors.

Faculty Advisor, Whetstone, Fairmont State's student literary and art journal, 2000-2011. In this capacity I made sure the student staff followed best practices of editing and design to produce the annual journal.

PRESENTATIONS

"Subject/Object: Speech & Silence as Forms of Female Power." Introduction to Women's Studies (Frances Davey's class), 3 November 2010; 16 November 2009.

"Your Child as Student: Study Skills and Family Goals." Gear-Up-sponsored presentation for Terra Alta Middle School, Preston County, WV. 20 October 2003.

"Creativity in Writing and Visual Arts." Collaborative Presentation with Morgan Martinson, Whetstone Managing Editor, for FSC Honors Seminar in Creativity. 18 March 2003.

"Trauma Theory and (Re)Presenting Grief in Form: Art Spiegelman's Maus." Guest Lecture in Dr. Angela Schwer's Honor's Seminar, Fairmont State. 26 February 2001.

"Writing the Personal Statement." Graduate School Fair, Fairmont State. 25 September 2001.

"Some Notes Toward Teaching Creative Writing." Guest lecture in Dr. Cathleen Tarp's Teaching Methodology course, Fairmont State. 18 September 2001.

INSTITUTIONAL AND SCHOOL SERVICE

Chair, Advising Award Committee, 2014
Advising Center Search Committee, 2013
Faculty Senate Executive Committee, Member at Large, 2013-2014
Faculty Senate By-laws Committee (ad hoc) (Chair: Jaci Webb-Dempsey), 2012-2014
Chair, Faculty Senate Committee on Committees 2012-2013
Faculty Senate Committee on Committees 2012-2013
Chair, Advising Center Search Committee, 2012
Faculty Senate Executive Committee, Vice President, 2009-2010
Faculty Senate By-laws Committee (ad hoc) (Chair: Rick Harvey), 2009-2010
Faculty Senate Executive Committee, Member at Large, 2008-2009
Faculty Senate, 2007-
Reader/Interviewer, Board of Governors Full-Ride Scholarship, 2008-2009
Admissions & Credits, 2007-
Co-Coordinator, Women’s Studies, 2005-2013
Chair, Women’s Studies Coordinating Committee, 2003-2005
Chair, Kestrel Committee, Department of Language & Literature, 2009-
Reader, William White Scholarship Applications, 2014
PPAC, Department of Language & Literature, Fairmont State, 2000-01; 2010-2011, fall 2014
Chair, Advising Committee, Department of Language & Literature, 2001-2011
Composition Committee, Department of Language & Literature, 2003-2005
Women’s Studies Committee, Fairmont State, 2002-.
Academic Appeals Committee, Fairmont SC, 2000-2001; 2010-2011
First Year Writing Placement Committee, School of Language & Literature, Fairmont State, 1999-2001

Pre-FSU Activities:

Graduate student representative, Graduate Admission Appeals, 1997.
President, 1995-96; Founding Member 1994-96, Graduate Union of English Students.
Coordinator, Graduate Union of English Students’ Book Drive for Handicapped Children, 1996.
Coordinator, Graduate Union of English Students’ Mentoring Program, 1995-96.
Assistant to the Director of Graduate Studies, English Department, Florida SU, 1994-96.
Graduate student member, Graduate Committee, English Department, Florida SU, 1992-93.
Advisory Committee of English Students (ACES), Florida SU, 1992-93.
COMMUNITY SERVICE AND OUTREACH

Volunteer, Marion County FFA October Farm Fest Horse Show, Mannington Fair Grounds, 7 July 2013; 2 June 2013; 5 May 2013; 14 October 2012

Member, Marion County Historic Landmarks Commission (Chair: Joanne Lough), 2004-2009

Board Member, WCB Foundation, Inc. (Foundation started by Neshia Bridges in memory of her brother, Will Bridges.) 2008-2009

Ashley and Eddie Garron: Officiate at their wedding (!) 29 September 2007.


Shakespeare Reading Group, Spring 2004 organizer & group leader, Fairmont Public Library.


Gear-Up for College, Middle School Poetry Workshop, Fairmont State, Summer 2000.

Pre-FSU Activities:

Discussion Leader, Macbeth, March 26, 1997, Last Word Book Club, Tallahassee.

EDITORSHIPS AND RELATED ACTIVITIES

Editor-in-Chief and Non-fiction Editor, Kestrel, 2009-

Copyeditor, The History of Steel: A Selected Works, by Rick Campbell (published 2014)
Review, Serious Daring: Creative Writing in Four Genres (solicited 2013)

Copyeditor, Mountain Mother Goose, 2011-2013 (published 2013)


Copyeditor, *Tracts*, 2007-

Copyeditor, *Traditions*, 2000-


Pre-FSU Activities:

Editor, 1989-90, Co-Editor, 1988-89, Poetry Editor, 1990-91, *Quilt*, University of Tampa’s Student Literary Magazine.  
Preliminary Judge, Short Short Story Contest, English Department, Florida SU, 1993.  

**AWARDS & HONORS**

Sabbatical, spring 2015

Major Grant ($5,000) for *Kestrel*, WV Humanities Council, 2011-2012

R-Seed Grant, Faculty Development Grant, Fairmont State, 2010.

Nomination, Straight Award for Teaching Excellence, 2009-2010.


Faculty Advisor Award for Excellence in Advising, 2008-2009.


Fairmont State, Faculty Development Grant, WVU Summer Seminar 2001.
Course Reassignment Grant for Faculty Research, Fairmont State, Fall 2000.

Pre-FSU Awards & Honors:

Bertram and Ruth Davis Award for Outstanding Career as a Graduate Student, Florida SU, 1998-99.
University Dissertation Fellowship, Florida State University, 1998-99.
Instructorship, Department of English, Florida State University, Fall 1997.
Kingsbury Writing Fellowship, Florida State University, 1992-93.
Academy of American Poets Award/Florida State University, 1992-93.
Academy of American Poets Award/Florida State University, 1991-92.
Outstanding Graduate Writing Award, English Department, Florida State University, 1991-92.
Graduate Teaching Assistantship, Department of English, Florida State University, 1993-1997.
Graduate Student Citizenship Award, Nomination, Florida State University, 1997.
Teaching Assistant Award, Nomination (Department of English), Florida State University, 1997.
Outstanding Teaching Assistant Award, Nomination (University), Florida State Univ, 1997.
Outstanding Writing Graduate Award, Department of English, University of Tampa, 1991.
Honors Program Outstanding Academic Achievement Award, University of Tampa, 1991.
Alumni Association Outstanding Senior Award, University of Tampa, 1991.
English Department Service Award, University of Tampa, 1991.
Undergraduate Honors Research Fellowship, University of Tampa, 1989-90.
Semi-finalist, Mademoiselle Fiction Writers Contest, 1989.

MEMBERSHIPS

Alpha Chi; Phi Kappa Phi; Sigma Tau Delta.
American Federation of Teachers
Associated Writing Programs
West Virginia Writers

REFERENCES

Professor J. Robert Baker, Chair, Department of Language and Literature, and Director, Fairmont State Honors Program, Fairmont State University
Professor Judy P. Byers, Director, Folklife Center, Fairmont State University
Professor Rhonda Lemke Sanford, Department of Language and Literature, FSU
Professor Karen J. Cunningham, University of Southern California, Los Angeles
JAMES MATTHEWS
Fairmont State University
Department of Language and Literature
1201 Locust Avenue
Fairmont, WV 26554
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James.Matthews@fairmontstate.edu

EDUCATION
Duquesne University, Pittsburgh, PA
Ph.D. in English, June 2000

Duquesne University, Pittsburgh, PA
M. A. in English, May 1993

Saint Vincent College, Latrobe, PA
B. A. in English and History, December 1990

FULL TIME TEACHING EXPERIENCE

Fairmont State University

College of Liberal Arts- Professor of English (Fall 2014-present)

School of Language and Literature—Associate Professor (Fall 2007-Spring 2014)

School of Language and Literature-- Assistant Professor (Fall 2002- Spring 2007)

Trocaire College
Division of Liberal Arts-- Assistant Professor (Fall 2000-Spring 2002)

Courses Taught
Freshman Composition Introduction to Literature
World Literature Survey British Literature Survey
Children's Literature Young Adult Literature
Victorian Literature British Romanticism
Senior Capstone Course British Novel
Fantasy, Science Fiction, and Magical Realism

INSITUTIONAL SERVICE

Fairmont State University

Director- University Writing Center
*Designed new tutoring center from the ground up. Created assessment system. Hired, trained, and supervised seventeen undergraduate tutors. Ran publicity campaign and promoted Center as retention and completion initiative.

**Faculty Mentor- Sigma Tau Delta**  
(Spring 2003-present)  
*Acted as advisor to English honorary society chapter on campus, taking students to local and national conferences, oversaw efforts to provide scholarship and internships to student members, assisted in decisions about graduate and professional schools (including campus visits), coordinated literary-themed trips to Pittsburgh and Ontario, Canada (Shaw Festival)

**Secretary- University General Studies Committee**  
(Fall 2012- present)  
*Served on committee overseeing new GS curriculum. Also served as chair of the subcommittee for assessment.

**Member- Search Committees**  
(Spring 2004-Summer 2013)  
*Participated in five faculty hiring searches, including three Spanish position searches, one French position search and one English position search.

**Chair- Departmental Assessment Committee**  
(Fall 2006-Spring 2011)  
*Coordinated departmental assessment efforts, including documentation of learning outcomes and performance standards, e-portfolios, and program exams.

**Member- Institutional Admissions and Credits Committee**  
*Served on committee overseeing admissions and graduation policies.

**Interim Chair- Department of Language and Literature**  
(Summer 2006-Spring 2008)  
*Chaired department with sixteen full time and ten part time faculty members in four disciplines. Began participation in Fulbright Foreign Language Teaching Fellow program. Directed two faculty hiring searches. Coordinated Artist in Residence and Resident Shakespeare Company programs.

**Chair-- Writing Intensive Courses Committee**  
(Fall 2002- Spring 2005)
* Chair of committee that determined criteria for new Writing Intensive course curriculum, evaluated courses based on those criteria, and established web presence for Writing Intensive program.

**Trocaire College**  
Division of Liberal Arts-- HEOP Coordinator  
(Fall 2001-Summer 2002)

*Acted as Developmental Writing Coordinator for Trocaire’s Higher Education Opportunity Program, a state-funded program for economically and academically disadvantaged students. Participated in redesign of University Core curriculum. Spearheaded proposal to design Developmental English program.

**COMMUNITY SERVICE**

**Marion County Historical Society**

Board of Directors and Preservation Committee  
(August 2005-present)  
*Helped write grant for project to digitize archives. Assisted in revision of organization’s by-laws. Served as archivist for group seeking National Museum Association accreditation for MCHS Museum, chaired committee charged with creating assessment plan and evaluating new acquisitions, maintained inventory catalog of present collection.

**City of Fairmont**

Historic Landmarks Commission  
(September 2003- present)  
*Involved in local efforts at historic preservation, worked on project for historical markers/signs in downtown historic district, attended state and regional conferences and workshops on preservation, provided research to support local candidates for National Register of Historic Landmarks

**SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT**

Attended several workshops, conferences, and institutes on developmental writing to support new HEPC developmental education mandate, 2011-2014.

Attended International Writing Center conference as FSU Writing Center director, spring 2013 and 2014.
Served as faculty dramaturgist for Fairmont State theatrical productions, 2007-present.


Served as guest dramaturgist for Bridgeport Area High School’s productions of Suessical and The Wizard of Oz, fall 2009 and fall 2010.


Delivered paper, "Naming the Snark: Nonsense Beasts in the Verse Edward Lear and Dr. Seuss." Critical Approaches to Children's Literature, April 2005

Delivered public presentation: "Are There No Workhouses?: The Social Background of Dickens' A Christmas Carol." Fairmont State University, November 2004


CURRICULUM VITAE
RHONDA LEMKE SANFORD

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I. Academic Experience
Professor of English, Department of Language and Literature, Fairmont State University, 2011 to present
Associate Professor of English, Department of Language and Literature, Fairmont State University, 2004-2011
Chair, Department of Language and Literature, Fairmont State University, 2003-2007
Assistant Professor of English, School of Language and Literature, Fairmont State College, 1999-2004
Lecturer, Department of English, University of Colorado at Boulder, Spring Semester 1999
Graduate Part-time Instructor, Department of English, University of Colorado at Boulder, 1991-1998
Teaching Assistant, Department of English, University of Colorado at Denver, 1990-1991

II. Education
Ph.D. English Literature, University of Colorado at Boulder, 1998
  Dissertation: “A Sense of Place: Maps and Their Representations in English Renaissance Literature”
  Directors: Margaret W. Ferguson and Katherine Eggert
  Committee Members: Richard Halpern, Charlotte Sussman, and Claire Farago
M.A. English Literature, University of Colorado at Denver, 1993
  Thesis: “‘Dress Optional’?: The Discourse of Clothes in the Novels of Barbara Pym”
  Minor in Rhetoric and Composition
M.B.A. Management, University of Colorado at Denver, 1989
B.A. English Literature, University of Colorado at Denver, 1975
  Also attended the University of Nebraska at Lincoln and the University of Northern Colorado

Additional Educational Experiences:
Roads to Appalachia through Italian Heritage, June 2007: A two-week intensive educational trip with Fairmont State students, faculty, and community members, and area teachers, sponsored by the West Virginia Folklife Center, June 2007.
Greater Expectations Institute: American Association of Colleges and Universities Institute in Snowbird, Utah. In 2006 I was part of a team, headed by the Provost, which attended this week-long institute on behalf of the Fairmont State. What we gained from the institute has been instrumental in strategic planning and curriculum revision.
NEH Summer Institute, Penn State University, Summer 2002,
  “Space and Society in the Past: Landscape, Power, and Identity in the Early Modern Atlantic World,”
  Garrett Sullivan and Dan Beaver, Penn State University
  “Re-Orienting the Renaissance,” West Virginia University, Summer Seminar 2001
  Ania Loomba, University of University Illinois, Urbana-Champaign
The English Country House, Emmanuel College, University of Cambridge, Summer Program 1995
  Mac Dowdy, Fellow, Wolfson College
III. Fellowships & Awards
Finalist, Abelyn Suarez Professorship, 2013
Research Grant, Office of Undergraduate Research, Fairmont State University, 2008-2009
West Virginia Humanities Council Fellowship, 2007-2008
Nominated for Boram Award, Fairmont State University, 2006
Sabbatical Leave, for research and writing of second book, Fairmont State University, Fall 2005
West Virginia Humanities Council Fellowship, 2004-2005
Faculty Development Grant, Fairmont State Foundation, 2004
Folger Shakespeare Library Short-Term Fellowship for five-week residency, 2003
Nominated for Faculty Excellence Award, 2002-2003, 2004-2005
NEH Institute, "Space and Society in the Past: Landscape, Power, and Identity in the Early Modern Atlantic World," Penn State University, five week summer appointment, Summer 2002
Faculty Development Grant, Fairmont State College Foundation, 2002
Course Reassignment in Support of Faculty Scholarship Award, Faculty Development Committee, Fairmont State (to develop course in Early Modern Women Writers, with Dr. Donna J. Long), Fall 2000
Emerson & Lowe Humanities Fellowship, College of Arts and Sciences, CU Boulder, Fall 1998
Emerson & Lowe Humanities Fellowship, College of Arts and Sciences, CU Boulder, Fall 1997 (declined)
Graduate Student Teaching Excellence Award, The Graduate School, CU Boulder, 1996-1997
The Dean’s Writing Prize in British Studies, Center for British Studies, CU Boulder, 1996-1997
(For “Marriage Pageants and Ceremonial Maps: The Marriage of the Thames and the Medway”)
Carolina Symposium on British Studies Graduate Essay Contest, Honorable Mention (2nd) 1997
(For “Marriage Pageants and Ceremonial Maps: The Marriage of the Thames and the Medway”)
William B. Markward Fellowship in Renaissance Literature, English Department, CU Boulder, 1996-1997
University of Colorado Fellowship, The Graduate School, 1996-1997 and Fall 1998
Newberry Library Consortium Travel Fellowship, 1996
J. D. A. Ogilvy Fellowship for Research in Great Britain, Center for British Studies, CU Boulder, 1994
Dean’s Grants, Dean of the College of Arts and Sciences, CU Boulder, 1994, 1997

IV. Scholarly Publications and Projects
Books:

Essays:

“New Directions: Teaching Resources for John Ford’s ‘Tis Pity She’s a Whore” in ‘Tis Pity She’s a Whore, Continuum Renaissance Drama series, ed. Lisa Hopkins and Andrew Hiscock (London: Continuum, 2010).

Reviews:
Pre-publication reviewer/reader/referee:
- Palgrave/Macmillan: full book manuscript on space, place, and travel in the early modern world, 2003 (author and book title withheld).

V. Conference Papers and Presentations
“Mischief in the Woods: Desire and Danger in *A Midsummer Night’s Dream*,” Public lecture in conjunction with theatre production of *A Midsummer Night’s Dream*, April; 2014
“When all those legs and arms and heads, chopped off in battle, shall join together’: The Blazon and Anti-blazon in *Henry V*,” Shakespeare Association of America, Chicago, April 2010.
“Diners, Drive Ins, and Fine Dining: The Macbeths as Entrepreneurs and Restaurateurs in *Scotland, PA* and the BBC2’s *Shakespeare Retold*,” Ohio Shakespeare Conference, Athens, Ohio, October 2009.
“Shakespeare on Survivor Island” Public Lecture in conjunction with production of *The Tempest*, Fairmont State College: March 2003.
“Playing in the Street: Civic Pageantry in Early Modern London”

“Taking it to the Streets’: Actors in Civic Pageantry”

“No Usual Grace’: Civic Pageants and the Legitimacy of the City”

Convivium Interdisciplinary Conference: Power and Pageantry in the Middle Ages and Renaissance.

“Looking for Judith: Making the Most of Online Resources on Early Modern Women”
<http://www.fscwv.edu/users/rsanford/judith.htm>

“Landscape and Legitimacy”

“The Common Places of Renaissance London”

“The City Mapped on Stage”

“In the cheer and comfort of our eye’: Survey and Surveillance in Renaissance England”

“A Local Habitation with a Name: Hospitality and Hostility in the Renaissance City”

“Queens and Paupers: Give and Take in London’s Streets”

“Leaving the Mean Streets: Isabella Whitney’s ‘Will’”
Paper Landscapes: Maps, Texts, and the Construction of Space, 1500-1700

“Cityscapes and City Scraps: Isabella Whitney’s ‘Will’”

“Marriage Pageants and Ceremonial Maps: Spenser’s Marriage of the Thames and the Medway”
(Abstract in Spenser Newsletter, Winter 1997: Vol. 28, Number 1)

“Spenser’s Mythic Geographies: Translating the Pictorial Map into the Spenserian Text”

“Feminist Pedagogy and Shakespeare”
Shakespeare World Congress & Shakespeare Association of America. Los Angeles, California: April 1996.

“Feminine Geography in Cymbeline: Cartography, Chorography, and Traveler’s Tales”

“A Room Not One’s Own: Male Exploration of Feminine Geography in Shakespeare’s Cymbeline”

“Feminine Geography in Shakespeare’s Cymbeline”

“Mary Sidney: Creator/Translator”
Theoretical Approaches to Marginalized Literatures. Missoula, Montana: March 1994

VI. Research and Teaching Interests
Early modern literature and cultural studies, Shakespeare, Spenser, literature and the law, the monarchy, the early modern family and household, civic pageantry, cartography, travel literature, women writers and readers, clothing in literature, feminist theory, Shakespeare in popular culture, instruction and learning technology.

VII. Teaching Experience

Literature courses:
Fairmont State University:
   English 2220 World Literature, Part I
   English 2221 World Literature, Part II
   English 3313 British Literature Survey I: Beowulf to 1798
   English 3314 British Literature Survey II
   English 3374 Shakespeare
   English 3399 Special Topics: Early Modern Women
   English 1199 Shakespeare Road Trip
   English 4490 Capstone in English
University of Colorado at Boulder, 1991 to 1999
   English 1260 Introduction to Women’s Literature / Introduction to Women’s Studies
   English 1400 Introduction to Poetry
   English 3000 Shakespeare for Non-majors
   English 3060 Modern and Contemporary Literature
   English 3772 Great Short Fiction

Composition courses:
Fairmont State University
   English 1104 Written English I
   English 1108 Written English II
University of Colorado at Denver, 1985-1991
   English 1002 Writing Workshop II
   English 2024 Intermediate Composition
   English 3084 Advanced Composition

VIII. Departmental, Institutional, and Community Service
Fairmont State University
Committees:
   Institutional Review Board, 2008-present
   Departmental Activities Committee, 2008-2010
   Composition Committee, 2008-2009; 2012-present
   Chair, Artist-in-Residence Committee for Poet Maggie Anderson, 2003-2004
   Search Committee for Provost and Vice President of Academic Affairs, 2003-2004
   Academic Affairs Council, 2003-2007
   Search Committee for French Professor, 2003, 2006 (chair), and 2008
   Webmaster, School of Language and Literature, 2001-2003
   Steering Committee on Faculty Merit Evaluation, appointed by Provost, 2001-2004
   Criterion Three Self-Study Committee, for North Central Accreditation, appointed by the President, 2001
   Chair, Composition Committee, School of Language and Literature, 2001-2002
   Salary Plan Committee, appointed by executive council of Faculty Senate, 2001-2002
   Institutional Testing and Research Committee, 2001-2002
   Sophomore Literature Committee, School of Language and Literature, 1999-2002
   Faculty Harassment Committee, 2000-2001
   World Wide Web Works, School of Language and Literature, 2000-2003
   Chair, Ad hoc New Faculty Mentoring Committee, School of Language and Literature, 2000

Other:
   Faculty Colloquium, “Bad Kings and Bastard Sons: Legitimacy and Illegitimacy in Shakespeare’s Plays,” 2003
   Faculty Colloquia Series, School of Language and Literature, co-organizer with Dr. J. Robert Baker, 2002-2005
   Honors Program, Senior Faculty and Coordinator of Shakespeare Road Trip to Shenandoah Shakespeare, May 2002
   Honors Program, Faculty Coordinator and Instructor of Shakespeare Road Trip to Stratford, Ontario, May 2002.
   Honors Program, Faculty Coordinator of Shakespeare Folger Trip, Washington, D.C., November 2001
   Honors Program, Faculty, Shakespeare Road Trip to Stratford Festival, Stratford, Ontario, May 2001
   Faculty Colloquium, “Civic Pageantry in Early Modern London,” 2001

University of Colorado at Boulder
Search Committee for Vice-Chancellor for Academic Affairs, appointed by Chancellor, 1997-1998
Selection Committee for Outstanding Graduate Advisor, 1998
United Government of Graduate Students, Representative from the English Department, 1997-1998.
University-wide Committee on Curriculum that Links Technological and Societal Issues, 1997-1998
English Department Program Review Committee, 1996-1997
Ph.D. Representative to English Faculty, English Department, 1996-1997
Community Service
City of Fairmont Arts and Humanities Commission, Board Member/Commissioner, 2004-present
  Presenter at annual awards program, 2004 to present, Master of Ceremonies, 2005-2009
Artistic Review Board, New Mystics Center for Art and Education, 2010-present
Board of Directors, Kaleidoscope: a foundation to support local cancer patients with quality of life issues (the founding
  organizer of Brassiere Bazaar), 2005-present (event planning, designed fifteen artistic bras for three annual fashion
  shows and silent auctions, designed a series of six holiday cards whose profits benefit Kaleidoscope. Contributed
  original watercolors and prints for silent auction and door prizes).
West Virginia Folklife Center, Volunteer, 2001-2007; contributing artist (watercolor) 2005-2008
Community and Collegiate Singers, Messiah October-December 2003, Fairmont, West Virginia
Shakespeare Reading and Discussion Group, Marion County Library, Fairmont, West Virginia, organizer and discussion
  leader, 2001-2004
Consultant on stress management and burnout for volunteers at The Gathering Place, a shelter for homeless women and
Gospel Festival Choir, part of University of Colorado Black Awareness Month, 1988-1997
Leadership Boulder, a selective community leadership program, 1984

IX. Professional Affiliations
  National and International: Modern Language Association, Shakespeare Association of America, International Spenser
  Society (Secretary-Treasurer, 2007 to present), Renaissance Society of America, Sixteenth Century Studies Conference
  State and Regional: Ohio Shakespeare Conference, South Atlantic Modern Language Association, West Virginia Shakespeare
  and Renaissance Association, West Virginia Association of College English Teachers, Rocky Mountain Medieval and
  Renaissance Association

X. Previous Non Academic Employment

XI. References
  J. Robert Baker, Professor of English, Chair, Department of Language and Literature, Fairmont State University, Fairmont,
  WV 26554. 304.367.49561. jbaker@fairmontstate.edu
  Martin L. Bond, Dean and Professor (Emeritus), College of Liberal Arts, Fairmont State University, Fairmont, WV 26554;
  1025 Doe Lane, Las Cruces, NM, 88001; 505.541.9374; mlbond16@msn.com
  Katherine Eggert, Associate Professor of English, University of Colorado, Boulder, CO 80309-0226
  303.492.6759; katherine.eggert@colorado.edu
  Margaret W. Ferguson, Professor of English, University of California, Davis, CA 95616; 530.752.1160
  mwferguson@ucdavis.edu; home 530.750.1954
  Richard Halpern, Professor of English, The Johns Hopkins University, Baltimore, MD 21218; r.l.halpern@att.net
  Jean E. Howard, Professor of English and Comparative Literature, Columbia University, New York, NY 10027
  jfh5@columbia.edu
  Donna J. Long, Professor of English, Department of Language and Literature, Fairmont State University,
  Fairmont, WV 26554; 304.367.4180; dl.long@fairmontstate.edu
  Garrett A. Sullivan, Jr., Professor of English, Penn State University, University Park, PA, 16802; gas11@psu.edu
Curriculum Vitae
Elizabeth Anne Savage
7 Upland Drive
Fairmont, WV 26554
csavage@fairmontstate.edu
Home: 304.366.9845 Office: 304.367.4085

Education:
1998  Duquesne University, PhD, English
1990  Boston College, MA, English
1988  James Madison University, BA, English

Employment:
2011-present  Professor of English, Fairmont State University
2001-2011  Assistant and Associate Professor of English, Fairmont State University
2006-2007  Faculty, Governor’s Honors Academy, Fairmont State University
1998-2001  Instructor of English, Virginia Commonwealth University

Grants & Awards
RSEED Grant, Fairmont State University, in support of fall 2014 Kestrel Celebration, April 2014.
Faculty Development Grant, Fairmont State University, to publish Woman Looking at a Vase of Flowers and in support of the completion of the book manuscript Idylliad, April 2013.
Foundation Fellowship Award, Fairmont State University, in support of fall 2013 Kestrel Celebration, 2013.
Presidential Lecturer, Fairmont State University, “Reading, Not Knowing, Moby-Dick.” April 16, 2013.
West Virginia Humanities Council, Fellowship Grant for True Value Expands: Lorine Niedecker, Gender, & Cultural Worth, April 2012.
Special Achievement in the Arts Award, Fairmont Arts and Humanities Commission, for poetry and for my work as poetry editor for Kestrel, November 2010
Faculty Development Grant, Fairmont State University, for completion of chapbook, Jane & Paige or Sister Goose, 2010.
NASA Humanities Grant for completion of the essay “The Relations Between Poety and Movies: Elizabeth Willis’s Turneresque,” 2010.
RSEED Grant Award, Fairmont State University, to support partnerships with regional institutions, to bring poet Elizabeth Willis to Fairmont State for a reading, and to cover costs for students to attend the Lifting Belly High: Women’s Poetry Since 1900 conference, 2008.
Sabbatical Award for “True Value Expands”: Lorine Niedecker, Gender, and Cultural Worth, book project, fall 2007.
The Harold and Roselyn Williamson Straight Award for Teaching, Fairmont State University, 2006.
Faculty Development Award, Fairmont State University, for completion of poetry manuscript Blue Bison, 2006.

Research Activity
Publications
Jennifer Phelps. Forthcoming.


“Tide in, Tide out: Dean Rader’s Landscape Portrait Figure Form.” Jacket 2. Book Review. January 2015.


“The Relations between Poetry and Movies: Elizabeth Willis’s Turneresque.”


“In the Light of Happenstance: Colleen Lookingbill’s a forgetting of.” Book Review.


"Love and the Lyric I": Lorine Niedecker and Susan Howe." Sagetrieb: Special Issue on Women Poets of the 1950s. 19.1 2006.


Recent Conference Presentations


“Make it Late: The Lyric as Reading in Niedecker and Willis.” Modernist Responses and Revisions, Megan Swihart Jewell, Chair. Modern Studies Association, Buffalo, October 2011.


Recent Poetry Publications

Books


Journals
"If your boy leads" and "When in Autumn." Your Impossible Voice. Winter 2014.
"Ash Wednesday," "[a spring is one longl," and "[still no leaves]." The Solitary Plover. Summer 2014.
"Buyer’s Remorse," "Release on the Green," "in the Theatre," and "[yes to the flower]."
"This Bucket of Yours" and "Alter Ego."
Alice Blue Review. March 2014.
"Hermit, with Crucifix." USF. 2013-14.
"Prepositions." Prime Number. Summer/Fall 2011.
“Land as a Dish.” Off the Coast. Fall 2009.

Recent Professional Service
Featured Poet, Modernist Studies Association Conference. Pittsburgh, Nov. 2014.
Featured Poet, “100,000 Poets for Change,” High Wire Gallery, Philadelphia, PA, September 2013
Featured Poet, “Press=Play,” Baltimore, MD, September 2013
Featured Poet, Coffee with a Writer, Frostburg Center for Creative Arts, March 2, 2013
Manuscript Reviewer, Comparative Literature Studies, June 2013
Reviewed four poetry collections for Kestrel, Fall 2012 and Spring 2013
Presidential Lecturer, FSU, April 2013
Manuscript Reviewer, Contemporary Women’s Writing, September 2012
Inaugural Poet, Inauguration of President Maria Rose, FSU, August 2012
First reader, PhD Dissertation Committee, Duquesne University Graduate Program in English, March 2009-June 2014.
Poetry editor, Kestrel: A Journal of Literature & Art, 2008-present
Co-editor of Tracts: A Journal of Student Scholarship, 2006-present
Conference Organizer, Lifting Belly High II: Women Poets Since 1900, an international conference on feminist poetics, Duquesne University, September 2013
Featured Poet, Prosody, WYEP in Pittsburgh, taping April 7, 2012
Featured Poet, Coffee House Reading Series, University of Pittsburgh, April 6, 2012
Featured Poet, Arts at Night Series, University of New Haven, March 2012
Featured Poet, Coffee House Reading Series, November 2011
Featured Poet, Frostburg Small & Regional Press Festival, October 2011
Mary Angela Schwer  
Department of Language and Literature, School of Liberal Arts  
Fairmont State University  
Jaynes Hall 320  
1201 Locust Avenue  
Fairmont, WV 26554  
(304)367-4723  
Angela.Schwer@fairmontstate.edu

Education  
Degrees, background

1988-1996 University of Notre Dame, PhD, English Literature

Dissertation Director: Professor Donald C. Sniegowski

Dissertation Title: *Religious and Imperialist Discourse in Nineteenth-Century British Popular Missionary Travel Narratives.*

1985-1988 Duquesne University, MA, English

1976-1980 Ball State University, BS, Elementary Education

Employment

1997-present Assistant, Associate and Professor of English, Fairmont State University

1996-97 Adjunct Instructor of English, Pennsylvania State University, Beaver Campus, Beaver, PA

*Taught courses in Technical Writing for Engineering and Business, and also Developmental Writing*

Fall, 1994 Adjunct Instructor of English, St Mary's College, Notre Dame, IN

*Taught Composition and Literature*

Summer, 1994 Adjunct Instructor, Indiana University, South Bend, IN

*Taught reading and study skills*

1988-1993 Graduate Teaching Assistant, University of Notre Dame
Taught Composition and Literature

1986-1988 Graduate Teaching Assistant, Duquesne University

Taught Composition and Literature

Courses Taught

Courses Taught Regularly

ENGL 1108, "Written English II"

ENGL 3314, "Survey of British Literature II: Romantics to the Present"

ENGL 3349, "Advanced Technical Communication"

ENGL 3355, "Young Adult Literature"

ENGL 3386, "The Bible as Literature"

ENGL 4431, "Methods of Teaching English"

Courses Taught Occasionally

ENGL 2231, "Introduction to Literature II" (Poetry and Drama)

ENGL 2221, "World Literature II: 1650-present"

Other Assignments in Workload


PROMISE Scholar Advisor, Fall, 2003-Present. Responsible for academic and personal concerns of approximately 600 students each year—receive a one- course release for this work each semester. Send out an initial mailing welcoming PROMISE students in August. Contact Freshmen PROMISE students doing poorly at midterm, both Fall and Spring, and in January, meet with all those who did poorly Fall semester or who have too few hours for PROMISE renewal. Contact students who don’t qualify for PROMISE renewal at the end of Spring term, and suggest summer school.
Professional Memberships

Member, Modern Language Association,
National Council of Teachers of English (NCTE)

Scholarly/Creative Summary

My scholarly work now focuses on best practices in teaching English. Although I have not published on this topic, I am practicing the scholarship of teaching by annually revising and improving my ENGL 4431 course to bring it up to date, including recent theory, best practices, national standards (NCTE). I've also striven to make it relevant to helping Education Candidates effectively teach the Common Core State Standards.

Publications


Book Review of Moira Ferguson’s Subject to Others. Nineteenth-Century Contexts, Fall, 1994

Co-editor with J. Robert Baker of a multimedia CD-ROM product, Malcolm

Presentations


"What About Boyz?" Presentation for the Women's Studies Colloquium, Fairmont State University, April, 2014.


"The Game's Afoot:" PBS Mystery!s Most Beloved Series" 6 short lectures on mystery fiction and showing of a film for the Lifelong Learners of Pierpont Community and Technical College in Sept and Oct 2014 including:

"Harriet Vane and Lord Peter Wimsey: Have His Carcase"
"Rumpole of the Bailey"
"Miss Marple"
"Inspector Morse"
"P.D. James and the Post-Modern Mystery"
"Sherlock"


“Missionary Martyrs in British India”. With Karni Pal Bhati. Conference on South Asia, <st1:date day="14" month="10" w:st="on" year="1999">1999</st1:date>


Awards and Honors
Faculty Recognition Award, 2009

Academic Advising Award, Fairmont State University, 2006-2007

English Department Dissertation Fellowship, University of Notre Dame, 1993-94

Whitingger Academic Scholarship, Ball State University, 1976-80

Grants, Commissions, Fellowships
J. Robert Baker  
School of Languages and Literature  
Fairmont State University  
1201 Locust Avenue  
Fairmont, West Virginia 26554  
Office (304) 367-4260  
jbaker@fairmontstate.edu

**EDUCATION:**

1993: Ph.D., English, University of Notre Dame  
   Dissertation: “Radiant Veils and Dark Mirrors: Twentieth-Century Versions of  
   Allegory”
1982: M.A., English, University of Notre Dame
1976: A.B., magna cum laude, University of Notre Dame

**EXPERIENCE:**

Fairmont State University.  
   Professor of English, 1994 to present  
      Senior Level, 2012  
      Director of Honors Program, 2000 to present  
      Dean, West Virginia Governor’s Honors Academy, 2005-2007; 2014 to present

Committees

   Departmental:  Sophomore Literature  
                 Curriculum  
                 Interdisciplinary Studies  
                 Assessment  
                 Advising  
                 Composition  
                 Personnel Policy Advisory Committee  
                 *Kestrel*

   University:  Library  
               Exploratory Committee for the MA in Liberal Studies (chair)  
               International Education Committee  
               Copyright Policy  
               Strategic Planning  
               Undergraduate Research Advisory Council  
               Advising Council  
               Salary Plan (chair),  
               Admissions and Credits  
               Interim Editor of *Tracts*  
               Editor of *Occasional Papers*  
               Committee on Committees (Acting Chair)  
               Institutional Testing and Research  
               Student Hearing Board  
               Academic Computing Advisory Committee  
               Web Advisory Committee
Faculty Welfare Committee
Classroom Technology Innovation Committee
Student Retention and At-Risk Student Team
Academic Appeals
Faculty Harassment Complaint (Chair)
Faculty Representative for the Rhodes, Marshall, and Truman Scholarship
Various Search Committees for Administrative and Academic Positions

Other:
Advisor to Sigma, Sigma, Sigma, 2012 to 2013
Board of Directors, Conference on Christianity and Literature, 2010 to present
Chair, Personnel Committee of National Collegiate Honors Council, 2008 to 2013
Finance Committee of National Collegiate Honors Council, 2013 to present
Scholarship Committee of Sigma Tau Delta
Editorial Board of Honors in Practice.
National Association of Fellowship Advisors
Reader for the Book Prize awarded by the Center for Humanities Research at Texas A&M University.

**Publications:**

Rev. of *The Deer in the Mirror.* by Cary Holladay. *James Dickey Review.* Forthcoming
“Confrontations with Virtue.” Rev. of *Against the Hidden River* by Michael W. Cox.
*Kestrel* 31 (Fall, 2013): 132-33.

Rev. of *The Legend of Shane the Piper: A Novel Memoir* by Rick Spier. *Kestrel* 29
(Fall, 2012): 89-90.

Rev. of *Peace and Poetry: Michael Longley, Seamus Heaney, and Northern Ireland* by

Rev. of *Fears and Fascinations: Representing Catholicism in the American South* by

America 22 Nov. 2010. Online. 29 August 2011.
<http://www.americamagazine.org/content/article.cfm?article_id=12564>.

Rev. of *Joseph Conrad and the Reader: Questioning Modern Theories of Narrative and

“The Rising of the ‘Body, Glorified.’” Review of *Flannery O’Connor, Walker Percy,
and the Aesthetic of Revelation* by Jonathan D. Sykes, Jr., *The Body in Flannery
O’Connor’s Fiction: Computational Technique and Linguistic Voice* by Donald
E. Hardy, and *The Abbess of Andalusia: Flannery O’Connor’s Spiritual Journey*

Rev. of *Sacred Space, Beloved City: Iris Murdoch’s London* by Cheryl Bove and Anne


“‘That was a good story you wrote’: Flannery O’Connor and Walker Percy.” *Christianity and Literature* 54.1 (Autumn, 2004): 111-21.


Rev. of Cash’s *Flannery O’Connor: A Life.* *Christianity and Literature* 51.2 (Spring, 2003): 427-29.


Rev. of Conradi’s *Iris Murdoch: A Life,* Antonaccio’s *Picturing the Human: The Moral Thought of Iris Murdoch,* and Rowe’s *The Visual Arts of Iris Murdoch.* *Christianity and Literature* 34.2 (Summer, 2002): 117-124.

Rev. of Jacobs’ *A Theology of Reading: The Hermeneutics of Love.* *Christianity and Literature* 51.4 (Summer 2002): 661-63.


“And I Only Wish I’d Won.” Rev. of Duncan’s *Fugitive Theory: Political Theory, the Southern Agrarians, and America.*” *The Review of Politics* 63.4 (Fall, 2001): 819-21.


PAPERS:


“Iris Murdoch, Emanuel Levinas, and the Writing of Ethical Alterity.” Twentieth-Century Literature Conference. Louisville, Kentucky. February, 2002


**Professional Memberships:**

Modern Language Association
Society for the Study of Southern Culture
Conference on Christianity and Literature
Iris Murdoch Society
Emmanuel Levinas Society
Flannery O’Connor Society
International Lawrence Durrell Society