

UNIVERSITY OF GUAM
College of Liberal Arts & Social Sciences
Rubric for Analysis of Major Programs *English*

Types of Data				Comments
1 External recognition and measures of quality of the program (list)	Statement/list adequately addresses data request	Statement/list somewhat addresses data request; requires clarification	Statement/list not provided or does not address data request	
2 All course outlines have been revised to reflect both program and course Student Learning Outcomes and assessment plan (copy of assessment plan and program SLOs)	Statement adequately addresses data request	Statement somewhat addresses data request; requires clarification	Statement does not address data request or no statement provided	
3 Centrality to mission	Statement adequately describes program's centrality to mission	Statement somewhat describes program's centrality to mission; requires clarification	Statement does not describe program's centrality to mission or no statement provided	
4 Support of strategic initiatives (which ones and how)	Statement adequately identifies and describes strategic initiatives	Statement somewhat identifies and describes strategic initiatives; requires clarification	Statement does not identify or describe strategic initiatives or no statement provided	
5 Meeting student and regional needs (evidence to support this)	Statement adequately addresses requested data with evidence	Statement somewhat addresses requested data with some evidence	Statement does not address requested data; statement lacks evidence; or no statement provided	
6 Completed program reviews with recommendations acted upon (last review and actions taken)	Statement adequately addresses data request	Statement somewhat addresses data request; requires clarification	Statement not provided or does not address data request	
Six page limit	6 pages	less than 6 pages	exceeds 6 page limit	

UNIVERSITY OF GUAM
College of Liberal Arts & Social Sciences
Rubric for Analysis of Major Programs *English and Secondary Education*

Types of Data				Comments
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DIVISION OF ENGLISH AND APPLIED LINGUISTICS
October 10, 2007
PROGRAM DATA (QUALITATIVE)

1. External Recognition and Measures/Indicators of Program Quality

A. *External Review*

An external review of the DEAL Program Review was performed by Dr. Janet Bing, University Professor of English, Old Dominion University (VA), on March 7, 2006. The program strengths noted include (1) the breadth of DEAL course offerings in literature and linguistics; (2) a successful Developmental English Program, strong in assessment and testing; (3) the healthy proportion of full-time and tenure track to adjunct (part-time) instructors; (4) diversity of faculty and course offerings with Pacific area and Asian content. The areas of concern included the following: (1) a need for more upper level courses in professional writing and new media and film; (2) a need to hire a composition director; (3) a shortage of faculty due to attrition, putting heavy teaching loads on those who stay, including research professors; (4) a concern with the impact on research productivity of heavy teaching assignments consistent with DEAL FTE loads.

B. *Research Productivity.*

Faculty members continue to present their research at conferences and participate in numerous research projects. Recent activities included the following:

- ◆ Dr. Jason Vest published a book, *Future Imperfect: Philip K. Dick At the Movies* (2007)
- ◆ Dr. Chang published three books: *American Literature: A Textbook* (2005); *A Survey of English Literature* (2006); *English Literature: A Palace of Art* (2007). He has a forthcoming book *Introduction to Graduate Research* (2007). Dr. Chang has also signed a contract with Nankai Univ. Press for writing a 3-volume *Comprehensive History of English Literature* in Chinese. It is scheduled to be published in 2009 (volume I), 2010 (volume II) and 2011 (volume III).
- ◆ Dr. Chris Schreiner is editing a book, *Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education* (contract signed 2007; pub. early 2009). He serves on the editorial board of *Micronesian Educator* and is an Editorial Consultant to *Philosophical Practice*.
- ◆ Dr. David Gugin published a book chapter "From Syntax to Schema: Teaching Flannery O'Connor in the Persian Gulf" in Greg Watson and Sonia Zyngier's *Literature and Stylistics for Language Learners: Theory and Practice* (2007)
- ◆ Dr. Andrea Hartig presented a paper, "Performance, Protest, and the Academic Theatre," at the National Women's Studies Association Conference (2007)
- ◆ A number of DEAL faculty members including Sharleen Santos-Bamba, Chris Garcia (ABD Indiana U. Pennsylvania), Dr. Tom Tinkham, and Dr. Chris Schreiner, are participating in Project HATSA-related funded research in the comparative assessment of standards to assist the Guam Public School System in the enhancement of secondary education teaching and learning (2006-2007)
- ◆ Dr. Dan Robertson serves as Project Evaluator for the Guam CEDDARS regional project.
- ◆ Rick Zimmerman presented at the 2nd and 3rd CamTESOL Conferences in Phnom Penh, Cambodia (2006 & 2007)
- ◆ Sharleen Santos Bamba (ABD Indiana U. Pennsylvania) presented her dissertation research at the 4Cs Conference, "Women on Guam: The Politicization of Language, Literacy, and Identity" (2006 & 2007)
- ◆ Dr. Chris Schreiner planned and chaired a forum of international scholars at Kyushu University in Japan on the topic "Transpacific Traces in American Literature" (2006).

C. *Awards and Recognition (2003-07):*

CLASS Service Awards to Drs. Burns, Flores, Tinkham; Teaching Awards to Drs. Tinkham and Quan. CLASS Research Award to Dr. Chang; Dr. Clarissa Quan and Chang were nominated to *Who's Who of American Teachers*.

2. Student Learning Assessment Plans and Progress

The faculty members of the Division of English and Applied Linguistics have met several times with the intent of formulating an assessment plan. Due to the fact that composition teaching is the “bread and butter” of the program, the division assembled task forces to make the assessment of composition courses a priority. Once the task sets associated with this level of assessment are underway and in some cases accomplished, it will be possible to begin assessment in upper-level literature offerings. *See attached appendices: “A: DEAL Program Learning Objectives”; “B: DEAL Program Objectives Chart; “C: DEAL Courses and Student Learning Assessment Tracking Grid.”*

DEAL ASSESSMENT PLAN

Task Set	Actions Taken and Date	Outcomes and Date
Determine Program SLOs	Several meetings & drafts (12/06)	Nine SLOs formulated (01/07): see Appendices A & B
Assemble Task Forces for Composition Assessment	Task Forces were determined at our DEAL meeting 08/07	Task Forces for EN 100, EN 110, EN 111 meeting Fall '07
Task Forces evaluate extant course outlines and SLOs (comp)	Revision of SLOs for purposes of assessment (SP & FA '07)	SLOs for EN 110 and EN 111 revised (SP & FA '07)
Revise/update course outlines after careful analysis, with assessment integral to course design.	Ongoing (focus on composition) And select upper-levels...	EN 400 and LN 385 course outlines have been revised (SP 2007); composition outlines are in process; EN 210
Certify that current and future syllabi are aligned with established (extant) course outlines	Ongoing efforts of tracking, checking, aligning	Pending (see attached Appendix C for progress)
Design assessment plans and conduct assessment studies of composition and introductory literature courses.	Fall 2007: EN 100 pre- and post-testing of nine sections; EN 111 task force designing assessment instrument (ongoing); EN 110 task force designing assessment instrument; all current EN 210 syllabi have been compared and evaluated, but still need to be aligned with revised course outline (in process).	Pending

3. Centrality to UOG Mission –(To Enlighten, To Discover, To Serve)

The Division of English and Applied Linguistics recognizes and affirms its institutional and regional responsibilities in the teaching of the English language, writing, literature, and critical thinking. At the same time it performs scholarship, including creative activity, and service relevant both locally and to broader constituencies. The Division is primarily responsible for these activities with respect to the Territory of Guam and to the community of the Western Pacific. In its mission at the University of Guam, it is the purpose of the Division to constantly strengthen and uphold standards in both undergraduate and graduate-level instruction leading to the B.A. and M.A. in English, as well as literary content areas for School of Education students.

In addition to the study of local, regional, national, and international writings and translations in English, the Division has a particular interest in and commitment to the development of local and regional literatures through our creative and professional writing courses (EN 311; EN 319; EN 620) and the production of *Storyboard*, now collaboratively edited by faculty and students. The Language component of the English major is central to several programs on campus: the B.Ed., the B.A. in Elementary and Secondary education, ESL, and M.Ed. programs in TESOL and Language and Literacy. Since all matriculating students at the university must participate in the English program, DEAL must address a wide range of student backgrounds and abilities. Many faculty members have advanced degrees to address this diversity and are sensitive to local and Pacific cultures.

4. Support of Strategic Initiatives:

4. A. Academic Quality

In an ongoing effort to improve academic quality, literature, composition, and linguistics faculty are designing and/or conducting pre and post tests to ensure that instruction and assessments match actual student learning objectives in all DEAL courses. Faculty members encourage student participation and presentation of their academic work in the CLASS Conference and the university's Annual Regional Language Arts Conference. Recently, the reigns of the division's *Storyboard* have been turned over to the division's graduate and senior students who will take greater responsibility in the journal's creative output and decision-making processes. An example of the Division's commitment to academic quality is the EN 210 cross-syllabi analysis conducted by the Literature Committee during the 2006-07 AY. Based on this analysis of how EN 210 was being taught by the Division, revised student learning objectives were agreed upon, and we are working towards standardizing EN 210 syllabi. In addition, an assessment plan is currently being conducted to determine which outcomes are being met and what might be the best pedagogical strategies for maximizing student learning in the course. Subsequent to the completion of that assessment, the EN 210 course outline will be revised as well. Other such quality-enhancement projects are ongoing.

4. B. Student Success, Enrollment Growth, and Institutional Visibility

Student Success

The National Merit Scholar *Nate Entilla*, now an M.A. student in English, won the CLASS Award for Literary Criticism, and was valedictorian of the UOG Class of 2007. *Sahara Defensor*, an English major, became a Truman Scholar. DEAL students *Faith Brown* and *Nate Entilla* are presently serving as Interns for the Pacific Judicial Council under the Honorable Judge Barcinas. *James Aeverman*, who is pursuing an M.A. in English, presented his research at Oxford University in England at the 1st Global Conference on Fear, Horror, and Terror, September 2007. *Diane Thurber*, another graduate student pursuing an M.A. in English, presented her research at the Comparative Drama Conference in California in July, 2007. *Mariana Hernandez* and *James Viernes* were awarded East West Fellowships from the University of Hawaii-Manoa.

Enrollment Growth

Credit hour production in DEAL has been steadily growing since its decline to 3807 credit hours in FA 2002; in FA 2007 it is 4816 credit hours. In terms of undergraduate English majors, as of 09/01/07 we had 43, an historically normative figure vis a vis the mean, plus 41 English minors, and approx. 14 students studying in the new M.A. Program in English, up from 5 students a year before.

Institutional Visibility

See 4.D. below: Community Engagement.

Professional Affiliations: DEAL faculty are active members of a wide variety of professional organizations, such as: TESOL (Teachers of English to Speakers of Other Languages); NCTE (National Council of Teachers of English); MLA (Modern Language Association), NADE (National Association of Developmental Education); the Popular Culture Assoc. (PCA); Kyushu American Literature Society (KALS); American Literature Society of Japan (ALSJ); Chinese Assoc. for the Study of American Literature (CASAL); English Literary Society of Japan (ELSJ); Poetics and Linguistics Assoc. (PALA); PAIDEUMA; **Links with other Universities:** Members of the DEAL faculty maintain professional relationships with, have taught or lectured at, have given papers or presentations, or maintain research and scholarly interests with faculty at Monash University and James Cook University, Australia; Queen's University, Ontario; Fukuoka Women's University, Hiroshima University, Kyushu University, and Doshisha University, Japan; University of Hawai'i at Mano'a, Northern Illinois University; College of Foreign Languages, Nankai University, China; American University of Sharja.

4. C. Land Grant Mission: The mission of the Developmental English curriculum is to begin with those entering freshman students who, for any reason and given the land-grant status of the University and its open enrollment policy, enter the University under-prepared for the demands that will be placed on their reading and writing skills in university-level courses and prepare these students for success at the University.

4. D. Community Engagement: Faculty members have provided not only the university community, but also the island of Guam with countless hours of engaged service. Every year we coordinate the Language Arts Conference for Guam's educational professionals. DEAL faculty members have collaborated with the Guam Humanities Council to bring Visiting Pacific Writers such as Albert Wendt to UOG and elsewhere on island. Some other examples of university and community service are as follows: *Storyboard* (island writers can contribute); KPRG Radio Show "Open Book" hosted by a DEAL faculty member; service on English Language Institute (ELI) Search Committee; service on the planning committee for Women's History Month, serving on Guam Symphony Society's board; acting in University Theater productions.

4. E. Institutional Efficiency

The successful hiring in DEAL of three assistant professors in the much-needed areas of film studies, stylistics, and regionalism is a recent example of efficiency. A spring 2006 study by in Developmental English revealed that in a recent 1 1/2 year period, almost 60% of the UOG students who graduated from the University with a Bachelor's degree began their studies placed in Developmental English or another pre-college level English course. During the same period, almost 50% of the UOG students graduating with a Master's degree also began at the pre-college

English level. These figures suggest that the Developmental English/pre-college level English program is excelling at preparing students for success at the University, its overall objective. In addition, several faculty members attended workshops in both grant writing and distance education; one outcome is that we now have a new distance education version of EN 110.

5. Meeting student and regional needs

The Placement Testing administered by DEAL faculty has for some years been flexibly scheduled to serve the needs of the greater community and Micronesia in providing access to higher educational opportunities. More specifically, the overall objectives of the Developmental Program intend that, upon completion of EN 085 and EN 085 Lab, (1) students will write well enough, i.e., demonstrate sufficient command of Standard English to eventually succeed in EN 100 (or EN 110) and other freshman level courses, and (2) students will read Standard English well enough to succeed in EN 100 (or EN110) and other freshman level courses. The Summer Academy for English has likewise provided access to college instruction for local high school students. The DEAL Writing Gym has served UOG students and, in its new alliance with Americorps for funding and an enlarged tutor pool, will be a sustainable service for literacy as we move forward. DEAL faculty members have been involved with Project BEAM (Bilingual Education Assistance for Micronesia), Project HATSA assessment task force and research efforts; and various NCATE initiatives in collaboration with the School of Education. Sharleen Santos-Bamba & Samantha Regan conducted Literacy Assessment training in Chuuk State for teachers of the Federated States of Micronesia in 2005.

6. Program Review: Closing the Loop

LATEST PROGRAM REVIEW: Division of English and Applied Linguistics	
Years covered:	1999-2004
Date completed:	Spring, 2005; officially approved 2006
Recommendations	Actions taken
Hire faculty in film and media studies; appoint Composition Director	Dr. Jason Vest is a new hire in film and media studies; Sharleen Santos-Bamba and Chris Garcia are doing their doctoral research in rhetoric and composition and contributing, but we still need a Composition Director with skills/experience in assessment.
Continue to support and improve student composition tutoring (e.g., Writing Gym).	In 2007, the DEAL Writing Gym formed an alliance with Americorps for steady funding, computer equipment, tutor recruiting pool, etc.
Continue to develop and improve the writing program with student internships with various local magazines, newspapers, and other publishers	English Internship with Pacific Judicial Council formed in July, 2007: two students are currently serving Judge Barcinas' office as interns. Internship structures also currently being negotiated/established with <i>Guahan Magazine</i> and <i>GU Magazine</i> . The draft of a new senior course internship, EN 498, has been completed so that students can develop capstone projects and gain credit for their experiences.
Continue to develop and improve student learning outcomes assessment and use of the learning assessment results to improve the	In AY 2006/2007 a number of assessment projects were coordinated in DEAL and were compiled in a DEAL Assessment Projects Binder. (See attached tracking grid). In AY 2007/2008, task forces have established SLOs for the composition courses in DEAL that sustain the highest enrollments: EN 100; EN 110; and EN 111. These SLOs have been developed in alignment with the DEAL Course Outlines. However, the analysis and updating of the course outlines is an ongoing initiative for these sections and other courses

<p>curriculum and instruction in all facets of English teaching and learning</p>	<p>taught in DEAL. Furthermore, across-the-board alignment of course outline SLOs with course syllabi in DEAL is in progress and is a fundamental priority as we move forward.</p>
<p>Continue to improve the DEAL Computer Lab</p> <p>Develop the capacity to offer distance education courses and teach composition courses off-island.</p> <p>Continue to publish <i>Storyboard Journal</i></p> <p>Strengthen faculty scholarly research, creative writing, and publication.</p> <p>Implement the M.A. in English Program and continue to vigorously recruit students to it.</p> <p>Procure funding for M.A. students Develop Business and /or Technical writing Courses</p>	<p>The DEAL Technology Committee performed a rigorous needs assessment of the computer lab and prepared specifications for procurements that will significantly enhance the capacity of the lab to serve students.</p> <p>DEAL instructor Merissa Brown has developed a Distance Education version of Freshman Composition EN 110. This pilot course is the first of its kind and has been approved, after careful scrutiny, for implementation in Spring 2008.</p> <p>Storyboard was published in FA 2006. Students in the M.A. Program in English have met with faculty to take significant collaborative responsibility for the management and production of <i>Storyboard</i>. An office space has been arranged in the English and Communications Building, and organizational tasks have been delegated. Publication date has been set for Spring, 2008.</p> <p>Faculty publication efforts have gained momentum. Dr. Jason Vest published a book, <i>Future Imperfect: Philip K. Dick at the Movies</i> (2007). Dr. Chris Schreiner is editing a book, <i>Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education</i> (contract signed 2007; pub. early 2009). Dr. David Gugin published a book chapter "From Syntax to Schema: Teaching Flannery O'Connor in the Persian Gulf" in Greg Watson and Sonia Zyngier's <i>Literature and Stylistics for Language Learners: Theory and Practice</i> (2007). Dr. Chang published three books: <i>American Literature: A Textbook</i> (2005); <i>A Survey of English Literature</i> (2006); <i>English Literature: A Palace of Art</i> (2007). He has a forthcoming book <i>Introduction to Graduate Research</i> (2007). Dr. Chang has also signed a contract with Nankai Univ. Press for writing a 3-volume <i>Comprehensive History of English Literature</i> in Chinese. It is scheduled to be published in 2009 (volume I), 2010 (volume II) and 2011 (volume III). Chris Schreiner published "Scanners and Readers: Digital Literacy and the Experience of Reading" as the lead chapter in a book, <i>Technology and Diversity and Higher Education</i> (2006.)</p> <p>The M.A. in English Program began in Fall 2006 with five students and currently runs three to four seminars per semester with approximately 14 total students in addition to advanced undergraduates who participate in the 400/500 series. The program schedule is responsive to a non-traditional cohort of working professionals and teachers. Continuing efforts will need to be made to sustain and boost enrollment among a non-traditional demography. Two initiatives in this direction are the GPSS Academy Event, at which three of our graduate faculty members presented a promotional PowerPoint of the M.A. program, and the radio show "Open Book," which is associated with the M.A. program.</p> <p>There is currently a dearth of funding/scholarships to support our M.A. students; most work full-time and take night seminars. This situation will be ameliorated once some students take the Teaching Practicum EN 650 and can serve as teaching assistants.</p> <p>New course form has been drafted for Business Writing; course outline pending</p>

Appendix A
DEAL Program Learning Objectives
(Language, Literature, and Composition)

A.) Demonstrate an understanding of the structures and functions of language as a human system, as well as an appreciation of the variety and complexity of world languages.

B.) Demonstrate a familiarity with vocabulary, concepts, approaches, and analytical techniques necessary for further study of language(s) and/or language systems (phonetics, morphology, syntax, and semantics).

C.) Demonstrate an awareness of the nature of first and second language acquisition, and the history and foundations of language learning theories and methodologies.

D.) Demonstrate the ability to write coherent short to mid-length essays and research papers (three to fifteen pages) that include the following: a fully developed and defensible thesis statement, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax and logical thought content.

E.) Demonstrate critical reading and thinking skills by responding to detailed questions pertinent to the various texts read, and by contributing to class discussions of the same materials.

F.) Demonstrate a competency in conducting substantive research, locating appropriate, credible, and genuine source materials, and documenting properly so as to avoid plagiarism.

G.) Demonstrate a familiarity with the aesthetic, rhetorical, and multicultural qualities and perspectives of British, American, and world literatures.

H.) Demonstrate a knowledge of literary terms, forms, styles, genres, time-periods, as well as interpretative approaches to literary texts.

I.) Demonstrate experience in writing original poetry, prose fiction, drama, or creative nonfiction.

COURSE	DESCRIPTION	APPENDIX B: PROGRAM LEARNING OBJECTIVES								
		A	B	C	D	E	F	G	H	I
EN 085	Fundamentals of English	I			I	I				
EN 085L	Fundamentals of English LAB	I			I	I				
EN 100	Fundamentals of College English	I			I	I	I			
EN 110	Freshman Composition	P			P	P	P			
EN 111	Freshman Composition	P			P	P	P			
EN 111H	Honors Freshman Composition	P			P	P	P			
EN 210	Introduction to Literature				P	P	P	I	I	I
EN 210H	Honors Introduction to Literature				P	P	P	I	I	I
EN 211	Survey of American Literature I				P	P	P	I	I	I
EN 212	Survey of American Literature II				P	P	P	I	I	I
EN 213	Literature, Myth and Culture				P	P	P	I	I	I
EN 217	World Literature I: Beginnings to the Sixteen Century				P	P	P	I	I	I
EN 218	World Literature II: The Sixteenth Century to Present				P	P	P	I	I	I
EN 218H	Honors World Literature II				P	P	P	I	I	I
EN 311	Creative Writing					D		P	P	P
EN 313	Survey of English Literature: To 1785 A.D.				D	D	D	P	P	P
EN 314	Survey of English Literature: To 1785 A.D. to Present				D	D	D	P	P	P
EN 319	Advanced Composition	P			D	D	D			
EN 320	Ethnic American Literature				D	D	D	P	P	P
EN 321	Analysis and Interpretation of Poetry				D	D	D	P	P	P
EN 323/WG323	Literature by Women				D	D	D	P	P	P
EN/AN333	Literature of Guam, Micronesia, the Pacific				D	D	D	P	P	P
EN 340	Major British and American Authors				D	D	D	P	P	P
EN 350	Literary Genres				D	D	D	P	P	P
EN 360	Literary History				D	D	D	P	P	P
EN 400	Rhetoric and Composition	D			D	D	D			
EN 450	Literary Forms				D	D	D	D	D	D
COURSE	DESCRIPTION	A	B	C	D	E	F	G	H	I

EN 460	Literatures in English				D	D	D	D	D	D
EN/MI/WG461	Pacific Women Writers				D	D	D	D	D	D
EN 470	Literatures in Translation				D	D	D	D	D	D
EN 473	Modern Japanese Novel				D	D	D	D	D	D
EN 480	Literary Theory				D	D	D	D	D	D
LN 101	Introduction to Language	I	I	I	P	P	P			
LN 300	Introduction to Linguistics	P	P	P	D	D	D			
LN 350	Linguistics and the Language Arts	P	P	P	D	D	D			
LN 371	World Englishes	P	P	P	D	D	D			
LN 385	Structure of the Language	P	P	P	D	D	D			
LN 400/G	Applied Linguistics	D	D	D	D	D	D			
LN 401/G	History of the English Language	D	D	D	D	D	D			
LN 440/G	Topics in Linguistics	D	D	D	D	D	D			
LN 440a/G	Topics in Linguistics: Pragmatics	D	D	D	D	D	D			
LN 440b/G	Topics in Linguistics: Ethnography	D	D	D	D	D	D			
LN 460/G	Introduction to Sociolinguistics	D	D	D	D	D	D			

DEAL PROGRAM LEARNING OBJECTIVES - KEY

A.	Demonstrate an understanding of the structures and functions of language as a human system, as well as an appreciation of the variety and complexity of world languages.	F.	Demonstrate a competency in conducting substantive research, locating appropriate, credible, and genuine source materials, and documenting properly so as to avoid plagiarism.
B.	Demonstrate a familiarity with vocabulary, concepts, approaches, and analytical techniques necessary for further study of language(s) and/or language systems (phonetics, morphology, syntax, and semantics).	G.	Demonstrate a familiarity with the aesthetic, rhetorical, and multicultural qualities and perspectives of British, American, and world literatures.
C.	Demonstrate an awareness of the nature of first and second language acquisition, and the history and foundations of language learning theories and methodologies.	H.	Demonstrate knowledge of literary terms, forms, styles, genres, time-periods, as well as interpretative approaches to literary texts.
D.	Demonstrate the ability to write coherent short to mid-length essays and research papers (three to fifteen pages) that include the following: a fully developed and defensible thesis statement, proper paragraphing and organized structure, and correct grammar usage, mechanics, syntax and logical thought content.	I.	Demonstrate experience in writing original poetry, prose fiction, drama, or creative nonfiction.
E.	Demonstrate critical reading and thinking skills by responding to detailed questions pertinent to the various texts read, and by contributing to class discussions of the same materials.		

Appendix C

DEAL COURSES and Student Learning Assessment Tracking Grid (FA 2007)

Course	Title	SLOs in course outlines?	Course outline SLOs in course syllabi?	Course Outline on UOG web site?	Assessment Plan in Place?	
EN 085	Fundamentals of English	Yes	Some, not all	Yes	Yes	
EN 085L	Fundamentals Lab	Yes	Some, not all	Yes	Yes	
EN 100	Fundamentals	Yes	Some, not all	Yes	Yes	
EN 110	Freshman Composition	Yes	Some, not all	Yes	In progress	
EN 111	Writing for Research	Yes	Some, not all	Yes	In progress	
EN 111H	Honors " "	Yes		Yes	In progress	
EN 210	Introduction to Literature	Yes	Some, not all	Yes	In progress	
EN 210H	Honors " "	Yes	In progress	Yes	In progress	
EN 211	Survey American I	Yes	Yes	Yes	In progress	
EN 212	Survey American II	Yes	Some, not all	Yes	In progress	
EN 213	Lit, Myth, Culture	Yes, but embedded	Some, not all	Yes	In progress	
EN 217	World Lit I	Yes		Yes	In progress	
EN 218	World Lit II	Yes	Some, not all	Yes	In progress	
EN 218H	Honors " "			Yes	In progress	
EN 311	Creative Writing	Yes	No	Yes	In progress	
EN 313	Survey English I	Yes	No	Yes	In progress	
EN 314	Survey English II	Yes		Yes	In progress	
EN 319	Advanced Composition	Yes		Yes	In progress	
EN 320	Ethnic American Lit	Yes		Yes	In progress	
EN 321	Analysis of Poetry	Yes		Yes	In progress	
EN 323	Literature by Women	Yes	No	Yes	In progress	
EN 333	Literature of Guam, Pacific	Yes	No	Yes	In progress	
EN 340	Major Authors	Yes	Yes	Yes	In progress	
EN 350	Literary Genres	Yes	Yes	Yes	In progress	
EN 360	Literary History	Yes	Yes	Yes	In progress	
EN 400	Rhet & Comp	Yes	Yes	Yes	Yes	
EN 450	Literary Forms	Yes		Yes	In progress	
EN 460	Lit in English	Yes		Yes	In progress	
EN 461	Pacific Women	Yes		yes	In progress	
EN 470	Literatures in Translation	Yes		Yes	In progress	

EN 473	Modern Japanese Novel	Yes	Yes	Yes	In progress	
EN 480	Literary Theory	No		Yes	In progress	
LINGUISTICS						
LN 200	Introduction to Language	Yes		Yes	Yes	
LN 300	Introduction to Linguistics	Yes		Yes	Yes	
LN 350	Linguistics and the Language Arts	Yes		Yes	Yes	
LN 371	World Englishes	Yes		Yes	Yes	
LN 385	Structure of the Language	Yes		Yes	Yes	
LN 400/g	Applied Linguistics	Yes			In progress	
LN 401/g	History of the English Language	Yes			In progress	
LN 440a/g	Ethnography of Speaking	Yes			In progress	
LN 440b/g	Pragmatics	Yes			In progress	
LN 460/g	Sociolinguistics	Yes			In progress	
LN 662	Second Language Testing and Evaluation	Yes			In progress	
LN 667	Teaching Second Language Reading and Writing	Yes			In progress	