

**Request to Offer a Baccalaureate Emphasis in**  
**ENGLISH EDUCATION**  
**Starting Fall 2007**  
**Dixie State College**

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## SECTION I: The Request

Dixie State College of Utah requests approval to add an emphasis in English Education, effective Fall semester 2007. This program was approved by the institutional Board of Trustees on November 17, 2005.

## SECTION II: Program Description

**Complete Program Description:** This request is to add an emphasis in English Education to the English baccalaureate degree at Dixie State College of Utah (DSC). This emphasis includes 89% of the DSC English Baccalaureate degree's core requirements and 87% of the literature emphasis course requirements. This request is submitted as part of a larger curricular package that includes a secondary teacher licensure program and other content area education requests.

This proposed emphasis in English Education prepares students to teach English at the secondary level. This emphasis will have four basic curricular components:

General Education Courses	32 credits
Core Courses	24 credits
English Emphasis Courses	24 credits
Secondary Education courses	37 credits

An additional three credits of electives will round out the 120 total credits required for this degree. The Core courses provide fundamental instruction in grammar, literature, writing, and the degree's capstone experience. The English Emphasis courses expand the student's education in literature and writing, as well as introducing the student to best practices in teaching writing and literature. The Secondary Education requirement includes all coursework required for certification at the secondary level. (See Appendix: A)

**Purpose of Degree:** One of the central roles assigned to DSC is to meet the educational needs in Washington and Kane Counties. Given the rapid growth of this area and the infusion of public school age students combined with retirements projected in the Washington County School District, the need for public school teachers is critical and growing. English graduates with secondary education certification are among the most heavily recruited throughout the country, state and nation. This degree along with the English education degree from SUU, aims at meeting that need, in Iron, Washington, and Kane counties, as well as throughout the state of Utah.

**Institutional Readiness:** Since 2000 when the Regents voted to approve Dixie State's mission and name change, they approved the Business Administration and the Computer Information Technology baccalaureate degree programs. Within a year, the Regents approved a third degree program in elementary education, and the College achieved accreditation candidate status as a baccalaureate-granting institution from Northwest Commission of Colleges and Universities. By the end of 2002, DSC had achieved full accreditation status as a baccalaureate granting institution, and soon thereafter, had received approval for additional baccalaureate degree programs in nursing and communication.

With only nine baccalaureate programs in the seven years since Regents approved the mission change, DSC has developed baccalaureate programming at a measured pace of program

development that has allowed the College time and resources to develop infrastructure to support the programs that DSC has added. During 2004-5, DSC restructured its General Education Requirements and in the process reduced a required literature course to a choice of options under the humanities requirement. That change significantly increased the availability of English faculty to teach upper-level courses for the English Baccalaureate degree. The Board of Regents granted the English baccalaureate degree to DSC in August of 2006. DSC was ready to offer an English Education emphasis at that time, but decided to wait and package the English Education emphasis with the request for Secondary Licensure. That request is being made now.

**Faculty:** Among the academic programs at DSC, English and biology have the largest faculties and the highest concentration of faculty with doctoral preparation. Thus, the academic preparation of faculty in the English program is currently sufficient for baccalaureate-level instruction. At the time of this writing, DSC is advertising for two additional English faculty members (Ph.D. required), and the following faculty are on staff as of July 2006. Thus, at the time the proposed emphasis begins, DSC's English Department will have fourteen full-time, ten of whom, or seventy-one percent, will have doctorates.

NAME	POSITION	DEGREE	AREA	INSTITUTION	YEAR
• Albertini, Diane	Assoc. Prof.	M.A.	English	Colorado State Univ.	1981
• Armstrong, Stephen	Assist. Prof.	Ph.D.	Creative Writing	Florida State University	2004
• Barry, Brad	Professor	Ph.D.	Rhetoric	Bowling Green State Univ.	1998
• Bennett, Sue	Assoc. Prof.	Ph.D.	English	Texas Tech Univ., Lubbock	1995
• Biniaz, Darl	Assist. Prof.	M.A.	English	Univ. of Calif., San Diego	1998
• Burton, Terre*	Assoc. Prof.	M.A.	Am Studies	Univ. of Wyoming	1974
• Bywater, Tim	Professor	Ph.D.	Am Lit	Univ. of Utah	1974
• Comeford, Ami Jo	Assist. Prof.	Ph.D.	Am & Brit Lit	University of Nevada LV	2006
• Jantzen, George	Assoc. Prof.	M.A.	Rhetoric	Carnegie Mellon	1992
• Jasmine, Randy	Instructor	M.A. (ABD)	English	Univ. of Mississippi, Oxford	2006*
• Pilkington, Ace	Professor	D.Phil.	English & History	Oxford Univ., England	1988
• Reber, Ed*	Assoc. Prof.	M.A.	Eng/Am Lit	Brigham Young Univ.	1980
• Schuyler, Carole	Assist. Prof.	Ph.D.	English	Univ. of Mass, Amherst	1999
• Wrede, Theda	Assist. Prof.	Ph.D.	English	University of South Carolina	2006

\*denotes position split between departments

As mentioned, DSC is currently in the final phase of hiring of two additional English faculty with Ph.D. degrees, one with a background in English Education. At that time, twelve of the sixteen full-time faculty will have doctorates. For further details, see Appendix C: Faculty.

**Staff:** The addition of this emphasis will not require additional staff during its first few years. Academic advising will be handled through current institutional advisement resources, along with support from English faculty. Clerical support will be provided through the current department resources. There is a faculty /advisor position funded for this degree. A search to fill that advising

function will begin in Fall 2007. As the program grows, additional advisement personnel resources will be added.

**Library and Information Resources:** DSC is well aware that building library sources is an integral part of program development, and the Browning Library continues to expand appropriate collections for current baccalaureate offerings. As DSC's baccalaureate mission becomes more dominant, the library is expanding its overall collections. During the past two years' budgets, DSC has reallocated additional funds to its library.

English collections currently include a general literature collection, minimal literary criticism resources, a small number of technical writing resources, and a few online databases that support the discipline, including the Literature Resource Center (LRC), the MLA International Bibliography, JSTOR Arts & Sciences collections, and the Oxford English Dictionary.

The current Browning Library electronic and print holdings have already begun to be augmented to support the curriculum for the Bachelor of Arts in English degree. Expansion in both the monographic and periodical database collections have begun. For this emphasis to be offered, additional library resources are certain to be required.

**Admission Requirements:** Students will be admitted to the English Education emphasis if they are in good standing with the College. While the prerequisite structure of the curriculum limits students from taking advanced courses before they take foundational courses, students will be admitted as majors at any point after they have matriculated. Transfer students will be admitted if they have a 2.5 GPA. Acceptance into the English Education emphasis will also require the student to gain acceptance into the secondary education program to be able to complete the degree.

**Student Advisement:** Until the emphasis becomes large enough to require a more formal advising structure, advising will be done by existing advising staff and by program faculty. Advisors in the secondary education department will likewise assist students in the advisement efforts. There is a faculty /advisor position funded for this degree. A search to fill that advising function will begin in Fall 2007. As the program grows, the College will expand existing advisement staff through its strategic planning process.

**External Review and Accreditation:** External consultants were involved in reviewing the initial degree proposal for English and because their remarks also apply to elements of this emphasis, their comments are included here. Those consultants included the following:

Dr. Susan Nelson Wood:

- Current Coordinator of English Education, Florida State University
- Current Director of the Florida State University Writing Project (see Appendix D, Susan Wood, Short Vita)

After offering useful and practical guidance on curricular structure and program logistics, Dr. Wood concluded with the following opinion: "In sum, I am very impressed with the

blueprint for the proposed baccalaureate degree offerings in English/ English Education. The curriculum plan is well grounded with many positive elements; it should move forward expeditiously to culminate in an effective degree” (see Appendix D, Consultant’s Report – Susan Wood).

Dr. Evelyn Funda:

- Associate Professor of American Literature/American Studies at Utah State University
- Chair of USU’s Literary Studies Curriculum (see Appendix D, Evelyn Funda, Short Vita)

After comparing details in DSC’s proposal to all other Utah institutions’ English department curricular structures and academic procedures, Dr. Funda complimented the proposed curricular design and warned DSC about the challenges of recruiting English majors, as follows:

No matter the quality of Dixie State College’s program design, I do think that Dixie faces one issue not adequately addressed here—and that is a question of demand. While the letter of intent asserts that numerous students are expressing a desire for the program at Dixie, I am not sure that the College can maintain consistent enrollment numbers. Sad to say, this has more to do with the recent proliferation of English BA degrees in Utah than it has to do with the quality of this particular proposal (see Appendix D, Consultant’s Report – Dr. Evelyn Funda).

These consultants have given useful advice in both design of curriculum and logistical matters, suggesting adjustments aimed at some future program accreditation process. Looking forward to a secondary teacher licensure program, DSC seeks to set in place curricular structures that will facilitate this accreditation process. Currently, many USHE institutions’ secondary licensure programs are accredited by NCATE; however, because of problems associated with “Specialized Program Accreditations” (SPAs), Utah’s Deans of Education are considering either a reconfiguration of the state’s NCATE agreement, or a change to TEAC accreditation that might involve some form of inter-institutional peer review of specialized programs. DSC is watching these developments closely and seeks to be prepared for either of these eventualities.

**Projected Enrollment:** DSC anticipates that this will be a popular emphasis. Keeping in mind that the English department includes the composition program and the general education literature program, both huge instructional enterprises, one must separate the baccalaureate program’s instructional activities from other department instruction. Following were projected student FTEs and faculty FTEs for the proposed English baccalaureate program when it was proposed in 2005-6:

Year	Student FTEs	Faculty FTEs	Ratio
2006-7	20	3	6.6:1
2007-8	40	4	10:1
2008-9	60	5	12:1
20010-11	70	5	14:1
20011-12	75	5	15:1

During its first year of existence (2006/7), the anticipated 20 student FTE was low. From numbers produced by DSC's Institutional Research, declared English majors were at 37. By the close of Spring semester, DSC had 90 declared majors. Additional comments will be made in this area while discussing student demand under Section III: Need.

### SECTION III: Need

**Program Need:** This English Education emphasis is a "foundational" degree that is nearly universally offered at baccalaureate institutions granting secondary licensure. Secondary institutions throughout Washington County, the state of Utah, and the nation are constantly seeking secondary English faculty, and students at DSC should have this option available to them. In a study by Monster Worldwide, researchers found that 83% of prospective college students used the availability "of their intended major as the most important factor in choosing their future university, . . ."<sup>1</sup> These statistics support the importance of DSC serving students in Washington County who want this degree.

**Labor Market Demand:** While in general, training in English offers students many opportunities<sup>2</sup> in a wide range of positions, most positions for English graduates are not in English specific careers.<sup>3</sup> However, the English Education degree does prepare students to work in an English specific career. Nationwide, the third top hiring occupation with only a bachelor's degree in English is English Education. (See Appendix E, Top 10 Occupations that Employ Persons with Only a Bachelor's Degree in English.) Demand for English teachers is brisk both nationally and regionally. Twenty-seven percent of graduates in English are employed in education<sup>4</sup>. (See Appendix F, Percentage Distribution of Employed Persons with Only a Bachelor's Degree in English, by Major Sector of Economic Activity.) In fact, the regional demand for secondary teachers is such that the Washington County School District included English as one of three specially requested degrees. (See Appendix H, Letter from Washington County School District.) Hires in the Washington County School District over the past eight years show that English hires make up the second largest category of hires in secondary education.<sup>5</sup> While current numbers indicate that WCSD student projections are down from the numbers anticipated, they are still

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<sup>1</sup> Monster Worldwide - Bringing People Together to Advance Their Lives, [http://phx.corporate-ir.net/phoenix.zhtml?c=131001&p=irol-newsArticle\\_print&ID=1004683&highlight=\(2 of 3\)5/22/2007 7:57:12 AM](http://phx.corporate-ir.net/phoenix.zhtml?c=131001&p=irol-newsArticle_print&ID=1004683&highlight=(2%20of%203)5/22/2007%207:57:12%20AM)

<sup>2</sup> One source notes that "An English Degree isn't 'job training', but an education in the English language and what's been created from it. Your education will develop important research and critical thinking skills. You determine where more information is needed and learn to discern what is important and then synthesize the information for the use of others. While you are learning to read with a critical eye, you're also polishing your own writing skills. If you think those book reports you wrote in school were a waste of time, you'll change your mind when your manager asks you to quickly summarize the lengthy report he didn't have a chance to read. When you're asked your opinion of radically differing approaches to a business problem, thank the many "compare and contrast" essays you wrote. And you'll appreciate the obsession for spelling, grammar, and syntax when it comes time to do an edit for a critical marketing piece before it's sent to the printers" (Guide to College Majors in English," available at <http://www.worldwidelearn.com/online-education-guide/arts-humanities/english-major.htm>).

<sup>3</sup> "An English Degree Can Translate into Opportunity," Washington Post, Jun 19, 2005, available at <http://www.washingtonpost.com/wp-dyn/content/article/2005/06/18/AR2005061801428.html>.

<sup>4</sup> Fogg, N. P.; Harrington, P.E., and Harrington, T. F. *College Majors Handbook with Real Career Paths and Payoffs: The Actual Jobs, Earnings, and Trends for Graduates of 60 College Majors*. JIST Works: New York, 2004, p. 404.

<sup>5</sup> Study dated June 6, 2007, sent to DSC from WCSD via e-mail on June 6, 2007.

projecting large demands for English educators in the years ahead. Given the proficiency requirements in Utah high schools in English, such teacher needs will continue to be reflected throughout the years ahead.

**Student Demand:** Nationally, the area of education ranked third while “English and Languages” ranked as the fifth most popular baccalaureate degree offerings in colleges and universities, facts which underscore student interest in these two areas. (See Appendix G, Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges.) This degree proposal intersects those two popular degree choices. In a Chronicle of Higher Education publication of January 26, 2007, a study projects that 9.5% of next year’s freshman class will major in education, and 2.4% of those freshmen will choose secondary education. The study further projects that 2% of next year’s freshmen will major in English.<sup>6</sup>

Because of ongoing student interest in educational careers at most state colleges and universities, the colleges of education have the institutions’ largest number of annual graduates. Data from a joint survey conducted by Dixie State College and the Washington County School District during Spring of 2006 indicate a respectable population in the county that is interested in pursuing a degree in education. Many in this population already possess a baccalaureate degree and desire secondary licensure. Because of current market demand for English educators, it is anticipated that many of DSC’s current students will move towards the English Ed major. In an effort to determine what numbers might be initially anticipated, the DSC Registrar identified the students at DSC who have since Fall 2006 declared themselves as English or biology majors. That study revealed 225 students who have made that declaration. These 225 students were surveyed via telephone with 172 of them responding to the call. Of those, 46 (or 27%) indicated that they are interested in the secondary education emphasis if it were offered. Applying that percentage to the 53 students who were not reached by phone, DSC would have 60 students between the two majors who are interested in these secondary education emphases.<sup>7</sup>

**Similar Programs:** English is a “core or foundational area consistent with four-year colleges,” an academic program that is offered at nearly every baccalaureate-granting state institution in the nation. Among Utah’s baccalaureate-granting institutions, all offer the English major. Likewise, secondary education English degrees are nearly universal at American colleges and universities. Among Utah’s baccalaureate-granting institutions, all have secondary English programs – with the exception of Dixie State.

**Collaboration with and Impact on Other USHE Institutions:** Careful comparison and review of similar English Education degrees at USHE institutions has been completed as a means of preparing this proposal. It is essential that DSC offer a rigorous and academically sound English Education emphasis. Likewise, DSC has worked closely with SUU in a partnership to provide an effective program. Recognizing the critical teacher shortage facing USOE in secondary education

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<sup>6</sup> The Chronicle: 1/26/2007: This Year's Freshmen at 4-Year Colleges: a Statistical Profile.  
<http://chronicle.com/premium/stats/freshmen/2007/data.htm> 2/1/2007

<sup>7</sup> E-mail from DSC Registrar to Dean Donald Hinton, May 21, 2007.

in the years ahead,<sup>8</sup> it is imperative that DSC contribute to the efforts of all USHE institutions in meeting that shortage. Providing an English Education emphasis at DSC is unlikely to adversely affect any USHE institution but is likely to provide important assistance in meeting the educational needs within the state of Utah.

**Benefits to DSC and to the USHE:** Baccalaureate completion rates in Utah are declining, and one probable contributor is access. While associate degree attainment in Washington County is strong (38% achievement compared to 17.7% for the state),<sup>9</sup> baccalaureate attainment for the 25- to 34-year-olds is almost reversed (17.4% attainment in Washington County compared to 25.4% for the state).<sup>10</sup> Complex issues have complex answers but at least one contributing factor to this odd reversal is the fact that DSC has only provided associate degrees for most of its history and still offers only a very few baccalaureate degrees. Providing this proposed degree should contribute to a reversal of that trend. More importantly, it will, as noted in the section above, assist in the burden placed on USHE to provide the teachers needed in the state of Utah.

**Consistency with Institutional Mission:** The proposed emphasis is in keeping with DSC's mission to offer baccalaureate degrees in "core or foundational areas." Additionally, secondary education is currently DSC's number one priority (which includes Secondary Education Certification and the two degrees of English Education and Biology Education).

#### SECTION IV: Program and Student Assessment

**Program Assessment and Expected Standards of Performance:** Central to this degree proposal is a desire to benefit students graduating from high schools in the English content area. Therefore, built into the design of this emphasis is a commitment to assessment and the production of quality graduates. Graduates not only have to pass exams and write, but must pass the English PRAXIS exam. The proposed course offerings have been structured to cover the essential content knowledge for those exams. Additionally, each course in the curriculum of this emphasis will have identified the appropriate learning outcomes that a student must achieve upon completion of the course. A pre-and post- test will be given as a part of each course's offering with exam questions linked to each of the learning objectives. The results will be compared to each learning objective and the test questions growing out of it.

In the degree's planned capstone course, all students will take a series of departmentally designed assessments and complete standardized projects related to the two content areas and the two skills. In particular:

1. Students will demonstrate understanding of basic language studies -- concepts of grammar, linguistics, and history of the language - by successfully completing the department's language studies capstone exam.

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<sup>8</sup> See inferential base of "An Education Initiative for the State of Utah: A Report submitted for Utah's K-16 Alliance from its Special Task Force on Teacher Shortages." March 2007  
<http://www.utahsbr.edu/pdfs/Interest/EducationInitiativeMar2007.pdf>

<sup>9</sup> DSC Environmental Background, page 2.

<sup>10</sup> DSC Environmental Background, Executive Summary, page 1.

2. Students will demonstrate understanding of basic literary studies concepts of criticism, English literature, American literature, and multi-ethnic literature by successfully completing the department's literary studies exam.
3. Students will demonstrate both writing skills and critical analysis skills in a required capstone research paper in which the student analyzes and evaluates a work of literature or a series of related works.

In addition to these basic assessments of academic achievement, the department will assess student satisfaction. When majors complete the capstone course, they will be asked to complete a written assessment of the program, evaluating whether the program's objectives have been met.

Finally, each department at DSC goes through a program review process prescribed in policy. This review includes assessment of facilities, teaching resources, curricular design, and academic achievement of learning objectives. Each department is reviewed on a five-year rotation, and the English Department is due for review in 2009-10. At that time, the baccalaureate program will come under examination as per the program review policy.

#### SECTION V: Finance

**Budget:** –The proposed expenditures and revenues for the baccalaureates in English / English education degrees are as follows:

##### Proposed English Expenditures

	2007-08	2009-10	2010-11	2011-12	2012-2013
New English Faculty	\$85,000	\$87,125	\$89,303	\$91,536	\$93,824
New English Faculty	\$0	\$85,000	\$87,125	\$89,303	\$91,536
English Library Resources	\$15,000	\$5,000	\$3,000	\$3,000	3000
Advising and Academic Support	\$41,000	\$42,025	\$43,076	\$44,153	\$45,256
Operations and Travel	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<b>Total:</b>	<b>\$156,000</b>	<b>\$234,150</b>	<b>\$237,504</b>	<b>\$242,991</b>	<b>\$248,616</b>

Revenue to pay for the proposed program will come from new institutional funds allocated during the 2006-07 appropriations cycle.

##### Proposed English / Secondary English Revenues

	2007-08	2009-10	2010-11	2011-12
New Appropriations (75%)	\$201,938	\$247,673	\$251,990	\$257,953
Tuition (25%)	\$67,313	\$82,558	\$83,997	\$85,984
<b>Total</b>	<b>\$269,250</b>	<b>\$330,231</b>	<b>\$335,987</b>	<b>\$343,937</b>

**Funding Sources:** Dixie State's budgets are economically and conservatively allocated, with very little financial flexibility to reallocate existing funds. The proposed emphasis is therefore dependent

on new funding. Much of that new funding was provided during the 2007 legislative session. One new faculty for English Education is currently in the selection process and will be added to an already large current English faculty. Since many of the courses offered for this emphasis are also offered for the present English degree, this emphasis will blend in with much less financial impact than might otherwise occur. Additional funding for the emphasis will come from new tuition revenue and restructuring of workloads.

**Reallocation:** No current reallocation of program funds is planned.

**Impact on Existing Budgets:** No other programs will be affected by this program.

Appendix A: Program Curriculum

English Education: The baccalaureate in English education permits students to meet the State of Utah requirements for teacher certification in secondary education, while earning a degree in the English Department. Students must apply for admission to the Teacher Education Program. The proposed English education degree will have four basic curricular components:

**BACCALAUREATE in ENGLISH EDUCATION (BA / BS)**

	<b>BS</b>	<b>BA</b>
General Education courses	(32 credits)	(40 credits)
Core courses	(24 credits)	(24 credits)
English Emphasis courses	(24 credits)	(24 credits)
Secondary Education courses	(37 credits)	(37 credits)
Electives	(3 credits)	(0 credits)
Language Requirement	(0 credits)	(8 credits)
<b>TOTAL</b>	<b>120 credits</b>	<b>133 credits</b>

<b>General Education Requirement</b>	<b>Credits</b>	<b>Prerequisites / Notes</b>
Complete the college General Education requirements		Secondary education students should fulfill the social science requirement with either PSY 1100 (Human Development Across the Lifespan) or FCS 1500 (Human Development)
<b>Total</b>	<b>32</b>	
<b>Core Requirement</b>	<b>Credits</b>	<b>Prerequisites / Notes</b>
<ul style="list-style-type: none"> <li>ENGL 1410, Elements of Grammar</li> </ul>	3	
<ul style="list-style-type: none"> <li>ENGL 2600, Critical Introduction to Literature</li> </ul>	3	
<ul style="list-style-type: none"> <li>ENGL 2400, American Literature I (Colonial Period to the Am Renaissance)</li> <li><b>or</b></li> <li>ENGL 2410, American Literature II (Civil War to Present)</li> </ul>	3	
<ul style="list-style-type: none"> <li>ENGL 2500, British Literature I (Anglo-Saxon Period to 18th Century)</li> <li><b>or</b></li> <li>ENGL 2510, British Literature II (Romantic Period to Present)</li> </ul>	3	
<ul style="list-style-type: none"> <li>ENGL 3030, Advanced Writing</li> </ul>	3	ENGL 2010 (C or better)
<ul style="list-style-type: none"> <li>ENGL 3220, Multi-Ethnic American Literature</li> </ul>	3	ENGL 2010 (C or better)
<ul style="list-style-type: none"> <li>ENGL 3810, History and Structure of the English Language</li> </ul>	3	ENGL 2010 (C or better)
<ul style="list-style-type: none"> <li>ENGL 4900, Senior Capstone</li> </ul>	3	Taken during the senior year

<b>Total</b>	<b>24</b>	
<b>English Teaching Emphasis</b>	<b>Credits</b>	<b>Prerequisites / Notes</b>
<ul style="list-style-type: none"> <li>• ENGL 2100, Creative Writing</li> </ul>	3	
<ul style="list-style-type: none"> <li>• ENGL 3210, Period/Topic Studies in Literature <i>or</i></li> <li>• ENGL 3260, Major Authors</li> </ul>	3	ENGL 2010 (C or better)
<ul style="list-style-type: none"> <li>• ENGL 3200, Genre Studies</li> </ul>	3	ENGL 2010 (C or better)
<ul style="list-style-type: none"> <li>• ENGL 3400, World Literature</li> </ul>	3	ENGL 2010 (C or better)
<ul style="list-style-type: none"> <li>• ENGL 3510, Shakespeare</li> </ul>	3	ENGL 2010 (C or better)
<ul style="list-style-type: none"> <li>• ENGL 3520, Young Adult Literature</li> </ul>	3	ENGL 2010 (C or better)
<ul style="list-style-type: none"> <li>• ENGL 4500, Methods in Teaching Writing</li> </ul>	3	ENGL 2010 (C or better)
<ul style="list-style-type: none"> <li>• ENGL 4510, Methods in Teaching Literature</li> </ul>	3	ENGL 2010 (C or better)
<b>Total</b>	<b>24</b>	
<b>Secondary Education Requirement</b>	<b>Credits</b>	<b>Prerequisites / Notes</b>
<ul style="list-style-type: none"> <li>• PSY 3210, Adolescent Development</li> </ul>	2	PSY 1100 or FCS 1500
<ul style="list-style-type: none"> <li>• SCED 3050, Foundations of American Education</li> </ul>	2	
<ul style="list-style-type: none"> <li>• SCED 3100, Intro to Teaching and Best Practices</li> </ul>	2	
<ul style="list-style-type: none"> <li>• SCED 3300, The Inclusive Classroom</li> </ul>	3	
<ul style="list-style-type: none"> <li>• SCED 3500, Cooperative Learning Structures</li> </ul>	3	
<ul style="list-style-type: none"> <li>• SCED 3800, Reading and Writing in the Content Areas</li> </ul>	3	
<ul style="list-style-type: none"> <li>• SCED 4100, Standards-Based Curriculum and Instruction</li> </ul>	3	Taken semester before student teaching
<ul style="list-style-type: none"> <li>• SCED 4150, Standards-Based Assessment</li> </ul>	3	Taken semester before student teaching
<ul style="list-style-type: none"> <li>• SCED 4450, Multicultural / ESL</li> </ul>	2	
<ul style="list-style-type: none"> <li>• SCED 4600, Classroom Management</li> </ul>	2	Taken semester before student teaching
<ul style="list-style-type: none"> <li>• SCED 4605, Classroom Management Lab</li> </ul>	1	Taken semester before student teaching
<ul style="list-style-type: none"> <li>• SCED 4800, Secondary Teaching Practicum</li> </ul>	3	Taken semester before student teaching
<ul style="list-style-type: none"> <li>• SCED 4900, Secondary Student Teaching</li> </ul>	8	All major and secondary education courses must be completed before student teaching
<b>Total</b>	<b>37</b>	
<b>Foreign Language Requirement (BA Degree only)</b>	<b>Credits</b>	<b>Prerequisites / Notes</b>
Complete four courses (first- and second-year, or more advanced) in any one foreign language with a written language (excluding ASL), or receive at least 16 credits by examination for advanced fluency in a foreign language.		This requirement applies only to students pursuing the Bachelor of Arts degree.

	<b>Total</b>	<b>16</b>	
<b>Electives</b>		<b>Credits</b>	<b>Prerequisites / Notes</b>
		3	
<b>TOTAL CREDITS</b>		<b>120 BS 133 BA</b>	<b>TOTAL CREDITS</b>

**New Courses to Be Added:**

ENGL 3520	Young Adult Literature
ENGL 4500	Methods in Teaching Writing
ENGL 4510	Methods in Teaching Literature

**All Course Descriptions:**

ENGL - 0410 Spelling Improvement

For all students who want to improve their spelling. Teaches spelling from the Tactile-Kinesthetic approach; also, several basic rules and learning styles are examined. 1 lecture hour per week.

ENGL - 0470 Basic Reading

This course is designed to assist students in the development of reading skills that will enhance their opportunities for success in college, at work, and in life in general. The focus of instruction is on vocabulary development, comprehension, and reading speed. The course will combine group, semi-independent, and individualized instruction in an effort to meet the needs of each student. At the conclusion of instruction, students will be expected to read at a minimum of 175 words per minute with 70% or better comprehension, and consistently read introductory level college materials with at least 80% comprehension. Students completing this course are strongly advised to enroll in English 1470, Critical Reading. 4 lecture hours per week.

ENGL - 0990 Beginning Writing

For students whose test entrance exam score is in the range of 18 or lower. This course teaches the basics of paragraph and essay organization and development, as well as critical thinking, while preparing students to enter English 1010. Assignments, activities and tests relate to writing and critical reading skills. Successful students will be able to write structured, developed and coherent paragraphs and essays which are relatively free of mechanical errors. They will also edit and proofread their work, as well as analyze the work of others in small and large groups. Students with entrance scores of 15 or lower will be required to enroll in an English lab (ENGL 0991). Prerequisite: Entrance exam of 18 or lower.

3 lecture hours per week.

ENGL - 0991 Beginning Writing Lab

A lab course, focused on grammar and punctuation, to be taken concurrently with ENGL 0990. Required for students with an entrance exam score in English of 15 or lower and encouraged for other ENGL 0990 students. Additional text required. Lab fee required.

ENGL - 1001 Orientation/English Major

English 1001 is designed to help entering students make a smooth transition into college life. Students will complete placement and assessment activities, choose a major emphasis (either literary studies or professional and technical writing), develop a degree plan, brush up on study skills, understand campus support systems, plan for their senior capstone course, participate in seminars, attend designated arts events, observe in the Writing Center, and submit written reports of their activities. This course is recommended for all freshman English majors.  
2 lecture hours per week.

ENGL - 1010 Intro to Writing \*EN

Required of all students. The objective of this course is to improve students' abilities to read, analyze, and write expository papers. Satisfies one of the composition requirements for AA/AS/AAS degrees. Provides opportunities to write and revise a number of essays. Activities, library research, portfolios, writing to a style guide, and tests may also be used to prepare students to write college level papers. Prerequisite: LIB 1010 (can be taken concurrently); English placement score of 19 (ACT writing score or equivalent) or a grade of C or better in ENGL 0990 (and 0991 if taken); and reading placement score of 17 (ACT reading score or equivalent) or a grade of C or better in ENGL 1470.  
3 lecture hours per week.

ENGL - 1410 Elements of Grammar

Required of English majors and recommended for other students interested in improving their knowledge of basic English grammar. This course engages students in the study of English grammar to facilitate writing, editing, and an understanding of the relationship between language, formal rules, and meaning. The course will focus on the study of sentence structure, the terminology and definitions of traditional grammar, and the conventions of usage and punctuation. Students will analyze written examples, diagram sentences, edit written work, and practice constructing original sentences according to the principles outline.  
3 lecture hours per week.

ENGL - 1470 Critical Reading

For all students wanting to improve their reading skills and further enhance their opportunities for success in college. This course is strongly recommended for students planning to transfer to a four-year institution and seek higher degrees. The main focus of instruction will be on higher-level comprehension with minor emphasis on vocabulary development and reading speed. This is a lecture/lab course with both group and independent instructional activities required. Upon completion of the course, successful students will be able to apply critical and analytical reading skills to comprehend and evaluate sophisticated and complex reading materials. Prerequisite: Placement score of over 12, or must have successfully completed ENGL 0470. 4 lecture hours per week.

#### ENGL - 1520 Speed Reading

For any students wishing to increase their reading speed while maintaining high levels of comprehension on a wide range of materials. This class teaches the mechanics of speed reading and strategies for improving comprehension with an emphasis on speed-study techniques. Speed reading is a lecture/lab course with both group and independent activities required. Upon completion of the course, successful students will experience at least a 50% increase in their reading speed with 70% or better comprehension. Prerequisite: ENGL 0470, a placement score of 12 or higher, or a successful challenge test given through the Testing Center. 3 lecture hours per week.

#### ENGL - 1800-1820 English Work Experience

Cooperative Education relates the classroom to the employment community. Those with a designated major and a vocational or career interest may be assisted in locating employment that relates to classroom studies. If a student has approved employment, they may be eligible for academic credit based upon the completion of structured learning objectives. Cooperative Education is available in all divisions. Permission must be obtained from the director of cooperative education before registration. Students are limited to four cooperative education credit courses or 12 cooperative education credits.

#### ENGL - 2010 Intermediate Writing: Selected Topics \*EN

Required of all students with an interest in improving their abilities to analyze and write academic papers, including the research-supported essay. Completes the composition requirement for AA/AS degrees. Provides opportunities to write and revise a number of essays. Activities, portfolios, library research, and tests may also be used to help students improve their writing of advanced-level papers. Successful students will demonstrate competence in the use of standard written English, in analyzing texts, in correctly paraphrasing, summarizing and quoting source material, and in appropriately citing the work of others. Prerequisite: "C" or higher in English 1010 and LIB 1010 (can be concurrently enrolled). 3 lecture hours per week.

ENGL - 2040 Intro to Rhetoric

This course will trace the 2,500-year history and the concepts of rhetoric from its beginnings in ancient Greece and Rome, through the Middle Ages and the Renaissance, and into the modern era. Initially, the class will define the rich and complex term of rhetoric--going well beyond the common misperception of rhetoric as merely empty, bureaucratic or political language. Students will examine how rhetoric has been used during crucial points in world history. They will also explore its connection to several of the following: linguistics, philosophy, epistemology, religion, law, politics, and science. 3 lecture hours per week.

ENGL - 2100 Technical Writing

For students in the science and technical disciplines who would like to increase their proficiency in writing. This course provides students with opportunities to develop skills useful in professional, workplace settings. The course introduces students to technical formats, brevity and clarity strategies, and visual elements such as headings, lists and graphics. Prerequisite: ENGL 1010 with a grade of C or higher. 3 lecture hours per week.

ENGL - 2130 Intro to Science Fiction & Futurism \*HU

For students in all disciplines with an interest in the literature of science fiction and futurism. This course fulfills a literature requirement in the general education humanities section. Sharpens students' literary skills, enhances self-knowledge, and increases understanding of the literature of the genre. Helps students to see how science and technology have shaped the modern world and how they may transform the future. The course covers classic and contemporary science fiction novels and uses class discussions and guest lecturers. 3 lecture hours per week.

ENGL - 2140 Creative Writing

For students in all disciplines with an interest in developing expressive skills through the writing of poetry, short stories, and dramatic presentations on stage and in film. Increases students' understanding of literature, other people, and their own ideas and feelings. Uses class discussions, guest lecturers, and an optional writing lab. Successful students will master material which includes figurative language, alliteration, assonance, rhythm in poetry and prose, dialogue, plot, setting, theme, and the critical vocabulary of the genres mentioned above. 3 lecture hours per week.

ENGL - 2200 Intro to Literature \*HU

For students in all disciplines who would like to increase their enjoyment of literature. This course fulfills a literature requirement in the general education section. The course provides students with a basic understanding of novels, short stories, poems, plays, and essays. Students will learn to read analytically and write critically. 3 lecture hours per week.

ENGL - 2230 Intro to Mythology \*HU

For students in all disciplines with an interest in the myths of the Greeks, Romans, Vikings, and Celts. This course fulfills a literature requirement in the general education humanities section. The course provides students with a brief look at the historical backgrounds of the above peoples and their myths and some of the ways in which myths have been used in literature from Homer to contemporary fantasy and science fiction. Includes lectures, class discussions, and films. 3 lecture hours per week.

ENGL - 2270 Intro/World Literature I \*HU

Appropriate for students in all disciplines with an interest in improving their enjoyment of world literature. This course fulfills a literature requirement in the general education section. The course will introduce students to representative masterpieces from ancient, medieval, and Renaissance literature. Students will survey a variety of literature, from writers such as Homer, Sophocles, Virgil, Li Po, Dante, Machiavelli and Shakespeare as well as selections from literary masterpieces such as Gilgamesh, the Bible, the Bhagavad-Gita, the Koran, and The Thousand and One Nights. The course will engage students with common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. 3 lecture hours per week.

ENGL - 2280 Intro/World Literature II \*HU

Appropriate for students in all disciplines with an interest in improving their enjoyment of world literature. This course fulfills a literature requirement in the general education section. The course will introduce students to representative literary masterpieces from the eighteenth century to the present. Students will survey a variety of literature from writers around the globe. The course will engage students with common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. 3 lecture hours per week.

ENGL - 2330 Children's Literature \*HU

For all students who love children and reading or who have an interest in elementary education, child development, or parenthood. Teaches the historical development of children's literature; examines literary elements, such as characterization, plot, and style; focuses on a broad spectrum of literary genre in children's literature, such as realistic fiction, picture books, poetry, and informational books; and acquaints students with major authors and illustrators of children's literature, past and present. Students will create a personal card file of all books and stories read, in addition to tests, quizzes, and papers on the text book readings. Satisfies general education literature requirement in the humanities section as well as program requirements in some elementary education programs. 3 lecture hours per week.

ENGL - 2400 Intro to American Lit I \*HU

(Colonial Period to the American Renaissance) This course will introduce students to some of the major writers and works in American literature. Students will survey a variety of literature, from the sermons and poetry of the early Puritans to the seminal essays, poetry and fiction of the American Renaissance. The course will introduce students to common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. 3 lecture hours per week.

ENGL - 2410 Intro to American Lit II \*HU

For students in all disciplines who would like to increase their enjoyment of Western American Literature. This course fulfills a literature requirement in the general education humanities section. This course provides students with a basic understanding of the historical contexts and thematic concerns of major western authors, such as Cather, Clark, Guthrie, Waters, London, and Steinbeck. Students will learn to read analytically and write critically. 3 lecture hours per week.

ENGL - 2500 Intro to British Lit I \*HU

For students in all disciplines who would like to increase their enjoyment of British Literature. This course fulfills a literature requirement in the general education section. The course provides students with a basic understanding of the historical contexts and thematic concerns of major authors from Chaucer to T.S.Eliot. Students will learn to read analytically and write critically. 3 lecture hours per

ENGL - 2510 Intro to British Lit II \*HU

This course will introduce students to some of the major writers of the British Isles through careful study of a variety of literary works from the Romantic period to the present. The course will engage students with common practices in reading, interpreting and writing about literature, and it will address questions of literary form and genre, the relationship between literary works and the cultures that produce them, and how and why we read. 3 lecture hours per week.

ENGL - 2600 Critical Intro to Lit \*HU

For students in all disciplines, but required for English majors who want a bachelor's degree from a Utah school. Introduces literary appreciation . Teaches criticism and terminology as applied to various types of literature, including fiction, poetry, and drama. Requires critical analysis of prose, poetry, and drama. Acquaints students with basic literary terminology, provides a brief survey of pertinent literary theories, and surveys pivotal critical texts. Students respond to texts to understand how meaning is created through transactions among writings, readers and cultures. 3 lecture hours per week.

ENGL - 2790 Writing Center Tutoring

For all students interested in learning how to tutor writing for either personal satisfaction or professional needs. Required for tutors in the College's Writing Center. This course will cover a variety of writing specific topics, such as grammar, organization, rhetorical invention, revision strategies, and the writing process in general. It will also cover principles of tutoring, including using the Socratic method of teaching, tutoring to various learning styles, and dealing with writer's anxiety, as well as the use of computers while tutoring. Students who complete the course will be able to diagnose writing problems, provide instruction, and interpret course assignments. 2 lecture hours per week.

ENGL - 2791 Writing Center Tutoring

A second course for all students interested in learning how to tutor writing for either personal satisfaction or professional needs. Required for tutors in the College's writing center. This course will cover a variety of writing specific topics like grammar, organization, rhetorical invention, revision strategies, and the writing process in general. It will also cover principles of tutoring like, using the Socratic method of teaching, tutoring to various learning styles, and dealing with writer's anxiety, as well as the use of computers while tutoring. Students who complete the course will be able to diagnose writing problems, provide instruction and practice, and interpret course assignments. 1 lecture hour per week.

ENGL - 2890 Spec Proj/Creative Writing

For students in all disciplines who wish to work with the "Southern Quill," Dixie College's literary magazine, and who want to pursue projects in creative writing such as poetry, short stories, plays, and essays. Students must attend weekly "Southern Quill" meetings (see instructor for day and time) and produce works in the genre(s) of their choice. Available for one, two, or three credits. Prerequisite: Instructor permission Required.

ENGL - 2990-2999 Seminar in English

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Prerequisite: Instructor permission required.

ENGL - 3010 Writing in the Professions

This course is for students who have been accepted into a baccalaureate program at Dixie State College of Utah. If enrollments permit, students who need business writing for transfer purposes and other interested students may also register for English 3010. Learning from business communication theory and through practical application, students will be able to effectively recognize and model diverse professional writing styles by analyzing various business audiences, writing purposes, and documents (including extensive formal research reports). Students will also learn about matters of business ethics, international business, and the Internet's impact on business communication. Prerequisite: ENGL 2010 and acceptance into baccalaureate program or departmental consent. 3 lecture hours per week.

ENGL - 3030 Advanced College Writing

This is an upper division composition course intended for English majors and for students who wish to expand and deepen their skills in critical reading, critical thinking and integrated analysis within a variety of

rhetorical contexts. The students will be asked to write several persuasive, argumentative and expository essays. Learning from rhetorical theory and through practical application, students will be able to effectively recognize and model diverse writing styles by analyzing various audiences, writing purposes, and documents. Prerequisite: English 2010 (with an earned grade of C or better). 3 lecture hours per week.

#### ENGL - 3120 Document Design

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students who wish to create effective professional documents for the workplace. Successful students will demonstrate competence in all aspects of document design, including (but not limited to) the following: overall organization and layout; usability theory, application and testing; data organization and display; visual rhetoric (the use of color, size and white space); and theories of writer-based and reader-based writing. Students will also examine existing research on how different readers process information in different ways. In order to apply the knowledge learned in class, students will write their own technical documents, for both print and online contexts. 3 lecture hours per week.

#### ENGL - 3130 Grant and Proposal Writing

Required of English majors emphasizing Professional and Technical Writing, and open to students who want to learn about grant and proposal writing. Students in this course will focus on techniques for writing effective grants and proposals, learning about the processes that lead to successful grant and proposal writing, generating and focusing on an idea, writing in a variety of formats, and providing supporting information. Successful students in this class will demonstrate they understand the qualities of an effective proposal through their critiques of funded and non-funded proposals and by writing a proposal. 3 lecture hours per week.

#### ENGL - 3180 Writing for Interactive Media

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to other interested students. Explores writing and editing for visual, audio, and interactive media--how to choose appropriate format and delivery mechanisms for news, Web sites, kiosks, and CD/DVD, etc. Topics include accessibility, copyright law and information ethics. Students will understand differences in writing for linear and non-linear media; develop an audience-focused, communication-oriented approach to writing; and create text-based documents that communicate effectively across different media. 3 lecture hours per week.

ENGL - 3201 Genre Studies: Folklore

Required of all English majors pursuing the Literary Studies emphasis, and for other interested students. Provides students with an understanding of folklore as a genre, as well as folk themes and motifs in other forms of literature. Toward that aim, the course focuses on folklore in novels and stories and on folk narratives themselves. Designed to introduce students to methods and practices of folklore field research and folklore criticism. The course is also designed to expand the student's critical reading and writing skills. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

ENGL - 3202 Genre Studies: Poetry

Required of all English majors pursuing the Literary Studies emphasis, and for other interested students. This course covers the rudiments of poetic expression--including word choice, syntax, figuration, rhythm and meter, lineation, sound, imagery, and form--as it engages students with representative examples of poetry from the western and world traditions. Through close readings and analysis, students learn to appreciate the artistic value of language and to produce competent and convincing interpretations of poetry. The course also covers various theoretical and critical perspectives as they influence the reading of poetry. Prerequisite: ENGL 2010 with a grade of C or higher. 3 lecture hours per week.

ENGL - 3211 Period Studies: Victorian Literature

Required of all English majors, and for other students interested in improving their enjoyment of British Victorian literature, including the historical and cultural contexts of the period. Students will engage with the work and ideas of major writers of the period, such as Browning, Tennyson, Arnold, Swinburne, Dickens, Thackeray, Carlyle, and Ruskin. The class requires students to read and respond to a number of key readings, participate in small-group and class discussions, produce a substantial critical paper, and complete both a mid-term and final exam. Successful students will demonstrate skill in reading different types of literature; in understanding narrative and figurative devices in using a variety of critical perspectives based on literary theory; and in sharing what they understand through both written and oral discussion. The course provides opportunities for developing greater skill in the critical reading and appreciation of literature. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

ENGL - 3212 Period Studies: Crime Fiction & Film Noir

For students in all disciplines who wish to learn about the "hard boiled" school of detective fiction and the influence it has had upon American cinema. This course fulfills a requirement in the English major. The course will introduce students to the themes, motifs and other narrative elements that distinguish the novels of Depression-era crime writers like Dashiell Hammett, James M. Cain, and Raymond Chandler. Students will analyze cinematic adaptations of these authors' works, especially those which have been cited by critics as examples of film noir. Course includes texts, film screenings, standard lectures, class discussions, writing assignments, and exams. Prerequisite: ENGL 2010 with a grade of C or higher. 3 lecture hours per week.

#### ENGL - 3220 Multi-Ethnic Am Literature

Required of all English majors, and for other interested students. The course examines multi-ethnic literature by American authors and studies the contributions to American literature by African-Americans, Asian-Americans, Latinos and Native Americans. It focuses on novels, short stories, essays, and poetry that examine the social construction of race in American society, the construction of American identity, and the intersections of race, class, and gender. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

#### ENGL - 3230 Literature and Culture

Required of English majors pursuing an emphasis in Literary Studies, and recommended for other students curious about the relationship between the literary arts and other cultural forms. This is an interdisciplinary course that will introduce students to a broad selection of American literary, cinematic, artistic, and cultural works that investigate the relationship between American culture and literature. Students will be introduced to the ways in which texts and artifacts are closely tied to the geographical and cultural space as well as the historical period in which they emerge. Prerequisite: ENGL 2010 (with a grade of C or better). 3 lecture hours per week.

#### ENGL - 3260 Major American Authors

Required of English majors pursuing an emphasis in Literary Studies, and recommended for others interested in literature. Students will explore in depth the work of a major writer or group of writers. Topics and time periods vary among American authors according to instructor expertise and might include, for example, Jefferson, Douglass, Melville, Dickenson, Cather, Hemingway, Silko, or Morrison, among others. The course will emphasize the dynamic interplay among the aesthetics of the text(s), the

author's life, and the socio-political context in which the works are produced. Students will be expected to read extensive amounts of work from these authors. Students will write several critical assignments and conduct a major research project. Prerequisite: ENGL 2010 with a grade of C or higher. 3 lecture hours per week.

#### ENGL - 3340 Rhetoric of Science

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students interested in examining rhetoric within the professional sciences. This course focuses on rhetorical principles that influence writing in scientific professions. Students will study the writings of influential scientists-rhetoricians. Successful students in this course will demonstrate through theory and application an understanding of these principles through these types of scientific writing: environmental impact statements, the scientific report, and articles from contemporary scientific journals. Students also will examine current controversies in scientific debate. 3 lecture hours per week.

#### ENGL - 3350 Writing/Professional Contexts

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students interested in examining writing in complex corporate contexts. Introduces students to the study of written communication in complex human organizations. Course relates written communication to values, leadership and power in such organizational contexts as media, business, professional, social, educational, and political groups. Successful students will be able to understand how writing functions in basic types of organizations, critique the effectiveness of written organizational communication practices, and develop their own writing skills. 3 lecture hours per week.

#### ENGL - 3360 Writing/Magazine/Trade Journals

Required of English majors pursuing an emphasis in Professional and Technical Writing, and open to students interested in this type of writing. Students who complete this course will be able to understand the development of the magazine market and the current landscape of magazine publishing; generate ideas, pitch stories, research, report and write articles suitable for publication in a magazine; and initiate and complete the feature or long-form article for magazines or other markets. 3 lecture hours per week.

#### ENGL - 3400 World Literature

Required of English majors pursuing an emphasis in Literary Studies, but

also open to those interested in international literature. Students will examine works by major authors in various genres from Asia, the Middle East, the Indian subcontinent, Africa, the Caribbean, Australia, Latin America, and Europe. Thus, the class enable students to appreciate culture and literary traditions beyond those of Britain and the United States. Course topics will vary according to instructor emphasis. Prerequisite: ENGL 2010 with a grade of C or higher. 3 lecture hours per week.

#### ENGL - 3510 Shakespeare

Required of all English majors pursuing the Literary Studies emphasis, and for other interested students. Students can expect to do close readings of at least six plays and to study such secondary materials as literary criticism, historical background, and film and theatrical representations of the plays. As perhaps the single most important cultural icon in our society, Shakespeare also offers an excellent opportunity to look at the nature of literary reputations, national competitiveness in cultures, and the shifting map of such issues over time. Students will learn to incorporate these materials into their own class discussions and will also produce papers that reflect their new knowledge. Additional class evaluation will come through tests. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

#### ENGL - 3600 Literary Theory

Required of English majors pursuing an emphasis in Literary Studies. The course covers the major branches of contemporary literary theory. Theoretical perspectives will include structuralism, reader-oriented theory, feminist theory, new historicist and materialist critique, post-colonialist critique, and deconstruction. Topics may also include foundational problems such as canonicity, class, consumerism, gender, ideology, race, sexuality, and textuality. Prerequisites: ENGL 2010 (with a grade of C or better) and ENGL 2600. 3 lecture hours per week.

#### ENGL - 3720 Editing

Required of English majors pursuing an emphasis in Professional and Technical Writing, and open to students interested in editing. Students learn to work productively with other people's print and online documents, using specialized vocabulary and such editing tools and proofreaders' marks, style guides, and standard editorial reference material. Also, students practice how to identify and correct common problems. Includes copy editing, the study of style manuals, and an overview of the production process. 3 lecture hours per week.

ENGL - 3810 Hist/Structure/English Lang

Required of English majors and recommended for other students interested in the ways English has developed over time. This course will explore the origins and evolution of the English language by focusing on social, political, and linguistic developments over time. The course will follow these developments through the Old, Middle and Early Modern periods and into the present. Prerequisite: ENGL 2010 (with a grade of C or better). 3 lecture hours per week.

ENGL - 4900 Senior Capstone

Required of all English majors. Must be taken in the student's senior year, preferably during the final semester. Asks students to synthesize and reflect on their learning and experience in the major, allowing them to integrate their study of literature, writing, and theory as well as examine the discipline of English itself. Also, asks students to look forward to careers and/or graduate school, and may include guest speakers, previous English majors, and others who discuss career and graduate school options. Includes a series of culminating assessment projects, including a senior thesis, aimed at measuring student outcomes and at assisting the department to improve its program. 3 lecture hours per week.



Appendix B: Program Schedule

**BA/BS in ENGLISH  
4-YEAR COURSE OFFERINGS**

**FALL SEMESTER – First year** (Fall 2007)

- ENGL 2100 – Technical Writing (p/t)
- ENGL 1410 – Elements of Grammar (c)
- ENGL 2400 – Introduction to American Literature I (c)
- ENGL 2410 – Introduction to American Literature II (c)
- ENGL 2500 – Introduction to British Literature (c)
- ENGL 2510 – Introduction to British Literature II (c)
- ENGL 2600 – Critical Introduction to Literature (c)
- ENGL 3030 – Advanced Writing (c)
- ENGL 320X – Genre Studies Course (lit)  
*(ENGL 3201: Genre Studies: Folklore,  
ENGL 3202: Genre Studies: Poetry)*
- ENGL 3230 – Literature and Culture (lit)
- ENGL 3260 – Major American Authors (lit)
- ENGL 3360 – Writing for Magazines and Trade Journals (p/t)
- ENGL 3600 – Literary Theory (lit)
- ENGL 3720 – Editing (p/t)
- ENGL 3810 – History and Structure of the English Language (c)

**FALL SEMESTER – 2008, 2009, 2010**

- ENGL 2100 – Technical Writing (p/t)
- ENGL 1410 – Elements of Grammar (c)
- ENGL 2400 – Introduction to American Literature I (c)
- ENGL 2410 – Introduction to American Literature II (c)
- ENGL 2500 – Introduction to British Literature (c)
- ENGL 2510 – Introduction to British Literature II (c)
- ENGL 2600 – Critical Introduction to Literature (c)
- ENGL 3030 – Advanced Writing (c)
- ENGL 3130 – Grant and Proposal Writing (p/t)  
*(NOTE: ENGL 3130 will be taught Fall 2008 and Spring 2010.)*
- ENGL 320X – Genre Studies Course (lit)  
*(ENGL 3201: Genre Studies: Folklore,  
ENGL 3202: Genre Studies: Poetry)*
- ENGL 3230 – Literature and Culture (lit)
- ENGL 3260 – Major American Authors (lit)
- ENGL 3520 – Young Adult Literature
- ENGL 3600 – Literary Theory (lit)
- ENGL 3720 – Editing (p/t)
- ENGL 3810 – History and Structure of the English Language (c)

(c) = Fulfills core requirement

(lit) = fulfills Literary Studies emphasis requirement

(p/t) = fulfills Professional/Technical Writing emphasis requirement

## **SPRING SEMESTER – First Year (Spring 2008)**

- ENGL 1410 – Elements of Grammar (c)
- ENGL 2400 – Introduction to American Literature I (c)
- ENGL 2410 – Introduction to American Literature II (c)
- ENGL 2500 – Introduction to British Literature (c)
- ENGL 2510 – Introduction to British Literature II (c)
- ENGL 2600 – Critical Introduction to Literature (c)
- ENGL 3030 – Advanced Writing (c)
- ENGL 3120 – Document Design (p/t)
- ENGL 321X – Period/Topic Studies Course(lit)  
*(ENGL 3211: Period Studies: Victorian Literature,  
ENGL 3212: Period Studies: Crime Fiction and Film Noir)*
- ENGL 3220 – Multi-Ethnic American Literature (c)
- ENGL 3340 – Rhetoric of Science (p/t)
- ENGL 3350 – Writing in Professional Contexts (p/t)
- ENGL 3400 – World Literature (lit)
- ENGL 3510 – Shakespeare (lit)
- ENGL 4900 – Senior Capstone (c)

## **SPRING SEMESTER – 2009, 2010, 2011**

- ENGL 1410 – Elements of Grammar (c)
- ENGL 2400 – Introduction to American Literature I (c)
- ENGL 2410 – Introduction to American Literature II (c)
- ENGL 2500 – Introduction to British Literature (c)
- ENGL 2510 – Introduction to British Literature II (c)
- ENGL 2600 – Critical Introduction to Literature (c)
- ENGL 3120 – Document Design (p/t)
- ENGL 3130 – Grant and Proposal Writing (p/t)  
*(NOTE: ENGL 3130 will be taught Fall 2008 and Spring 2010.)*
- ENGL 3180 – Writing for Interactive Media (p/t)
- ENGL 321X – Period/Topic Studies Course(lit)  
*(ENGL 3211: Period Studies: Victorian Literature,  
ENGL 3212: Period Studies: Crime Fiction and Film Noir)*
- ENGL 3220 – Multi-Ethnic American Literature (c)
- ENGL 3340 – Rhetoric of Science (p/t)
- ENGL 3350 – Writing in Professional Contexts (p/t)
- ENGL 3400 – World Literature (lit)
- ENGL 3510 – Shakespeare (lit)
- ENGL 4500 – Methods in Teaching Writing
- ENGL 4510 – Methods in Teaching Literature
- ENGL 4900 – Senior Capstone (c)

(c) = Fulfills core requirement

(lit) = fulfills Literary Studies emphasis requirement

(p/t) = fulfills Professional/Technical Writing emphasis requirement

Appendix C: Faculty Credentials, English

Faculty	Degree	Area	Institution Awarding Highest Degree	Years Teaching Higher Ed	Relevant Work Experience	Research / Publication Areas
Armstrong, Stephen	Ph.D.	Creative Writing	Florida State U	9	Journalism, writer, editor	Film, Detective Fiction, Creative Writing.
Brad Barry	PhD	Comp / Rhetoric	Bowling Green State U	12	K-12 teaching	Web-based writing instruction; Rhetoric;
Sue Bennett	PhD	English	Texas Tech U	22	K-12 teaching	English romantics; 18C English literature; Online and computer-based instruction; Writing center administration
Tim Bywater	PhD	Film Studies	U Utah	33	Grant writing	Film criticism
Comeford, Ami Jo	Ph.D.	Am & Brit Lit	University of Nevada Las Vegas	4	K-12 Teaching Writing Center	American Lit Pop Culture British Lit
Ace Pilkington	D Phil	English	Oxford U	29	Creative Writing, Poetry	Shakespeare; Science fiction; Mythology; History; film; British Drama
Carole Schuyler	PhD	English	U Mass, Amherst	10	Technical writing / editing; K-12 teaching;	Victorian literature; Shakespeare; Psychoanalytic theory
	MEd	English Education	U VA, Charlottesville			
	MS	TechWriting	Rensselaer Polytech			
George Jantzen	ABD	Comp / Rhetoric	Carnegie Mellon U	16	Technical writing / editing	Rhetoric, Composition, Technology Transfer
Randy Jasmine	ABD	English	U Mississippi, Oxford	7	Technical writing/editing; Assistant Director of Writing; Composition course curriculum development	Faulkner; African-American literature; Associate Editor: <i>Liberty's Captives</i> (U Georgia P 2006); 1 non-

Faculty	Degree	Area	Institution Awarding Highest Degree	Years Teaching Higher Ed	Relevant Work Experience	Research / Publication Areas
						refereed journal article
Diane Albertini	MA	Comp / Rhetoric	Colorado State U	26	K-12 teaching; ESL teaching; English tutor supervisor; Writing Center Coordinator; English/ESL tutor	Integrating technology and the teaching of writing; Rhetoric & composition.
Darl Biniiaz	MA	English	San Diego State U	13	Copy editing	Anthropology and literature; Modern American poetry
Terre Burton*	MA	American Studies	U Wyoming	32		Classical literature and art; Women's literature
Ed Reber*	MA	English	Brigham Young U	33	Copy editing; Grant writing	Folklore; English romantics; American literature

\* Part-time assignment. Position shared with Humanities and Social Science Department.

## Appendix D: Consultant and Consultant's Report – Susan Wood



FLORIDA STATE UNIVERSITY

Education

Middle and  
Secondary  
Education

FACULTY DIRECTORY

Middle and  
Secondary Education  
Home Page



Department of Middle and Secondary Education--English

### Susan Wood

Dr. Susan Nelson Wood, Associate Professor, English Education, joined the faculty at FSU in 1999 as a member of the Middle and Secondary Education Department. She teaches graduate and undergraduate courses in English education methods at the middle and high school level, issues and trends, composition, and reading. She holds a B.A. and M.A. in English from Eastern Kentucky University and Ph.D. in Curriculum and Instruction from the University of Florida. She has also attended Bread Loaf School of English in Vermont.



Dr. Wood's research agenda focuses on the connection between teaching and students' literacy growth. She has written articles for English Journal, Florida Reading Quarterly, Kentucky English Bulletin, American Journal of Health Studies, as well as other publications, including a co-edited book, *The nearness of you: Students and teachers writing online* (Teachers & Writers Collaborative). In addition, she is currently completing a novel.

Over the course of her teaching career, she has taught Head Start, self-contained fourth grade, seventh and eighth-grade language arts and reading, adult ESOL, gifted tenth-grade English, high school reading, college composition, and teacher education. As a writing consultant, Dr. Wood also worked for the Kentucky Writing Program helping to implement statewide writing portfolios.

Professionally active, Dr. Wood participates in the American Educational Research Association, the National Council for Teachers of English, the International Reading Association, the American Association of Colleges of Teacher Education, the Florida Council of Teachers of English, and the Florida Reading Association. She also serves as a Faculty Fellow for the Florida Literacy and Reading Excellence program.

She can be reached at (850) 644-1909 or by email at [wood@coe.fsu.edu](mailto:wood@coe.fsu.edu). Her office is in 413D Carothers Hall, FSU, Tallahassee, FL 32306-4490.



**Florida State  
UNIVERSITY**

Tallahassee, Florida 32306-4490

*College of Education  
Department of Middle and Secondary Education*

April 13, 2006

Joe Peterson, Dean of Arts, Letters & Science  
Dixie State College of Utah  
St. George, Utah 84770

Dear Dean Peterson:

At your request, I have completed a careful review of Dixie State College's proposed baccalaureate program in English and in English Education. As the product of several English departments myself, and now as an associate professor and chair of the English Education Program at Florida State University, I have been active in program redesign at various colleges and universities, and I have also served as a folio reviewer for English programs seeking NCATE (National Council for Accreditation of Teacher Education) accreditation through the National Council of Teachers of English (NCTE).

It was with great interest that I read through the materials you sent, attending closely to information provided in the Letter of Intent and Curriculum Plan. From this analysis, I immediately noted many positive elements evident in the tentative curriculum plan. In an attempt to focus my feedback, I offer comments in two areas: key strengths and suggested revisions/additions.

Of the identified strengths, four seem especially significant. For the purpose of this review, I discuss each generally under the following headings: Response to Critical Needs, Options for Students, Design of the Proposed Curriculum, and Resource Implementation.

#### *Response to Critical Needs*

Establishing the four-year baccalaureate English/English Education program at Dixie State College must be a high priority, if it is indeed true, that DSC holds the unfortunate distinction for being the only baccalaureate-granting institution in the state of Utah with no program in secondary English. I congratulate you for taking necessary steps to rectify this critical oversight by expanding your community college origins and extending your mission to include essential academic opportunities for your students and broader constituents.

The proposed program in English is especially critical in order to meet society's needs for highly qualified teachers, especially teachers who understand the complexities of literacy. Acute teacher shortages exist nationwide and talented English teachers are in high demand. Here in Florida, for example, over thirty thousand new teachers are needed for the coming school year! By the way, the total of teacher education programs statewide, FSU included, only produce about four thousand teachers annually. To meet this crisis (25,000 new teachers by August), all community colleges in my state have moved to four-year degrees.

The intended program at DSC is especially vital because it does so much *more* than propose to certify teachers. After all, to address the serious need for teachers, in many states, teachers can now attain certification via many routes: alternative certification, a model of state professional preparation, passing state licensure tests, and as I often say privately to colleagues, "If they have a degree and pass the breathe-on-a-mirror test, they get certified." Although I am not familiar with the situation in Utah, regional need for talented teachers evidently does exist, as Dr. Rose, Superintendent of Washington County schools, underscores in his letter.

At DSC, you have set a lofty goal by developing a model suitable for meeting the demands of new accountability. The decisive standard for educators in the wake of the *No Child Left Behind Act* is that they must be able to foster high levels of learning in the students they teach. As classroom teachers are increasingly expected to assume responsibility for student progress in learning then teacher education programs, such as the one you propose, are challenged to prepare a new breed of teachers. Close perusal of the curricula outlined in your plans assures me that DSC is on the right track.

Preparing *quality* English teachers is only part of the aim of the proposed programs at DSC, and the major in English is beautifully designed to prepare students in another critical area. As new technologies continue to change our daily lives, citizens in a democracy and workers in any field must be able to understand a range of texts. New definitions of literacy demand a high level of education if students are to function in an increasingly complex, industrialized society. Critical thinking skills, including problem solving, reading, writing, speaking, listening, and researching, have never been more necessary. Students at DSC who complete the proposed four-year degree in English will be prepared for many paths, as the value of English study has grown in direct proportion to the increased challenges of our globalized society.

### *Options for Students*

Dixie State College's proposed baccalaureate programs in English and in English Education provide an opportunity for students to structure an academic concentration, perfectly tailored to meet specific goals.

Outlined in Appendix B is a description of two options for students interested in majoring in English: 1) a baccalaureate in English, or 2) a baccalaureate in English Education. Appropriately for DSC, both options are housed within one department making them an elegant fit for strengthening the subject knowledge of those in the program, for encouraging cross-pollination of ideas, and for capitalizing on available resources.

1) The proposed baccalaureate in English offers fundamental knowledge and skill valued in our society for a wide range of professional venues. Students who elect to earn their degree in English at DSC will have further options. They can choose to specialize in either literature or professional writing. Additionally, all English majors will select a minor from a comprehensive list of possibilities, everything from Accounting to Visual Technology.

2) The baccalaureate in English Education is designed to prepare high quality teachers for Utah's middle and high schools. Graduates of this proposed certification program will take coursework in English and in English pedagogy, working both on the campus of DSC as well as in area schools. Teachers certified in the English Education program at DSC will be well versed in the area of English language arts and well skilled in the methods and materials of teaching.

As the result of these multiple options and subsequent depth of preparation, students who major in either English or English Education at DSC will have the option of entering the workforce, highly skilled and likely to be recruited for any number of professional careers. The bachelor's degree in English/English Education will also enable DSC students to continue their education as graduate students at institutions of their choice, going on to become lawyers, writers, curriculum developers, school leaders, executives, and even English professors themselves.

### *Design of the Proposed Curriculum*

The proposed English/English Education program at DSC reflects the same or similar components of such programs nationwide. Specifically, from the names, numbers, and sequence of delivery, the coursework delineated in the curriculum plans for both English and English Education are ambitious in range, rigor, and relevance.

The major in English contains core courses that all students take and it culminates in a senior capstone experience. As part of the core, all majors acquire a breadth of knowledge in the traditions of the discipline, the so-called tripod curriculum: language study, literature, and written composition. Layered upon the major core, students complete an emphasis, thereby gaining depth within either literature or writing. They are expected to complete two years of foreign language and to complete an approved minor. The minor area is a lovely complement to the major, adding height, to the students' degree.

In terms of content, the proposed English program offers students a curriculum central to the modern liberal arts education. The study of literature includes contemporary texts as well as the historical periods of British, American and other literature. Students will take courses in multiethnic literature, postcolonial literature, and literary theory. All of these courses will benefit intellectual growth and contribute to students' knowledge of human culture and how literature serves as cultural artifact.

The study of writing allows students to work in a range of genres and to study related subjects, such as rhetorical and composition theory. Especially compelling, the writing emphasis provides a focus on editorial and publishing processes. Students in this emphasis receive a liberal education that gives them maximum preparation for a business career, for example.

The major in English Education contains the same core courses as the English major, and includes the same culminating capstone. The emphasis shifts, however, as pre-service teachers move through a program of coursework focused on teaching literature and writing, planning, and assessment. They complete at least one practicum and then a nine-hour, full semester, student teaching internship prior to graduation.

The study of content pedagogical knowledge has grown increasingly important as teachers must be highly skilled in order to meet the needs of every learner. In other words, the proposed English Education program reflects a clear awareness that curricula must provide a strong knowledge base in the subject area as well as the specialized knowledge appropriate for teachers of English language arts.

Rest assured, your proposed curricula for offering baccalaureate degrees in English and English Education appear to meet the criteria as established by the professional organizations and are consistent with other four-year institutions.

### *Resource Implementation*

The most tangible strengths of the proposed program can be found in current resources and the plan for implementation. Not to underestimate the work ahead, but building the new four-year English/English Education program should be advanced in large part because key resources are already in place. Student interest and motivation; the pre-existing knowledge base and faculty resources; and a realistic timeframe for design, implementation, and polishing the program will result in excellence.

In terms of student desire, I laughed, though I was not surprised, to read that 53 students at DSC have declared themselves English majors, even though no such major currently exists! Certainly, as that fact demonstrates, English continues to hold sway as an incredibly popular major. Here at FSU, we have over a thousand undergraduates with

English as their declared majors, and that does not include those enrolled in English Education.

DSC is fortunate to have in place highly qualified faculty, including at least seven full-time faculty members holding terminal degrees from prestigious institutions. From the University of Mississippi in Oxford, to Oxford University in England, faculty members are well equipped to meet the demands of the proposed program. Their specializations represent the range and diversity necessary to carry forward the coursework described in the proposed English curriculum. Areas of expertise include, for example, American studies, British and American literature, and rhetoric and composition.

Another key strength in your proposal is the phase-in plan you have outlined for hiring new lines and extending the current faculty. It is important that your recommendations for four new hires be understood and supported, and it is to your credit that you have developed a plan to spread this expenditure out over the next five years.

#### *Some Additional Thoughts and Suggested Revisions*

In addition to the strengths mentioned above, I would like to add a few thoughts, suggested revisions, for you to consider as you proceed with the design process and set goals for continued program development. Certainly, at this stage of the approval process it is inappropriate to provide more than an overview of program design, so forgive me for taking the liberty to leap ahead in the discussion. Since I do not have access to specific syllabi, I do not presume to list gaps in the program design; clearly, it is well grounded and appropriate.

However, having worked for several years at Western Oregon University (then Western Oregon State College equal in size to Dixie State College) during key transformative years, I know first-hand how the tasks to be accomplished can overwhelm those already overextended. Even here at my own institution, a major Rank I Research Institution with English and English Education departments rated exceptionally high, the challenges can be daunting when the aim is to create academic programs of excellence.

In the face of scarcity, when lacking abundant resources, innovative means are required to meet myriad needs. Collaborative endeavors can often go further than individuals working alone. Given that fact, one way to build capacity for the English program is to identify common denominators and establish key alliances across programs.

From a quick perusal of the DSC website, for example, I noticed immediately that DSC currently offers four-year degrees in five important areas: business administration, information technology, elementary education, nursing, and communication. Every one of those areas represents key ideas that intersect with an expanded definition of literacy appropriate for students in the proposed English areas. New courses could be created that

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teach at the intersect of those key ideas, such as technology for English teachers, language acquisition, issues in the health literacy of adolescents, and so on.

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In addition, partnerships will need to be strengthened with the local education agency in order to structure field components across the English Education program. In NCTE's new standards for teacher preparation (2006) they recommend a seven-stage sequence or continuum that moves teacher candidates through professional experiences.

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Assessing the new program will require some creative thinking on behalf of the faculty. Not only is accountability a critical issue for teachers, but it is also pertinent for teacher candidates, and for students in teacher education. National professional organizations have been developing assessments to test teacher learning. For example, the Interstate New Teacher Assessment and Support Consortium (INTASC) has created the Test for Teaching Knowledge to measure declarative knowledge and skill, and the model INTASC portfolio serves as a standards-based performance assessment. INTASC recommends that teachers be tested at least three ways, according to 1) a test of content knowledge, such as English; 2) a test of teaching knowledge and pedagogy; and 3) an assessment of actual teaching. Individual states are responsible for determining their own method of assessment, and Utah may already have something in place, but your proposed capstone, for instance, may need to look vastly different depending on the major.

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In terms of content and pedagogy for teaching in English Education, faculty will need to have expertise in English teacher education, specializing in areas such as teaching reading, multimodal literacy, young adult literature, methods of assessment, and strategies for accommodating all learners, especially students who are English language learners or have other special needs.

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In addition, I strongly suggest that courses in English Education encompass the needs of students explicitly as reflected in titles, such as *applied* linguistics.

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Finally, I wish to underscore a few points. No one group or institution can provide everything for its students and it behooves colleges, universities, academic departments, and faculty to selectively target a few things to do well. Nevertheless, by adding a baccalaureate in English and English Education to its course offerings, Dixie State College adds an essential core, a core necessary for any institution of higher learning, a program foundational to the mission of Dixie State College, the region, and the nation.

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In sum, I am very impressed with the blueprint for the proposed baccalaureate degree offerings in English/English Education. The curriculum plan is well grounded with many positive elements; it should move forward expeditiously to culminate in an effective degree.

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Dixie State College can take pride in the efforts of the team directly involved in this particular degree design process. Best wishes as you continue to build a quality English and English Education program.

Please do not hesitate to contact me if I can provide further information.

Sincerely,

A handwritten signature in black ink that reads "Susan Nelson Wood". The signature is written in a cursive style with a large, looping initial 'S'.

Susan Nelson Wood  
Associate Professor and Coordinator of English Education  
Director, Florida State University Writing Project

Dr. Evelyn Funda, Short Vita

**Evelyn I. Funda**  
**Associate Professor of English**  
**Book Review Editor, Western American Literature**



Evelyn Funda received her Ph.D. from the University of Nebraska, Lincoln. She specializes in American literature from 1880-1945, western American literature, Willa Cather, and women's western literature. For more information about Dr. Funda see: <http://www.usu.edu/%7Ewestlit/staff.html> and <http://literature.usu.edu/literature/Faculty/funda.html>

**Undergraduate Courses Offered:**

American Authors: Willa Cather  
American Literature: 1920-1945  
American Nature Writers  
Cultural Studies: The Heroine-Artist in American Fiction, 1865-1915  
History of the American Novel  
Multicultural American Literature  
Western American Literature

**Graduate Courses Offered:**

- American Authors: Willa Cather
- Cultural Studies: The Heroine-Artist in American Fiction, 1865-1915
- "New West" Fiction
- Women's Western Literature

**Contact** Professor Funda at:

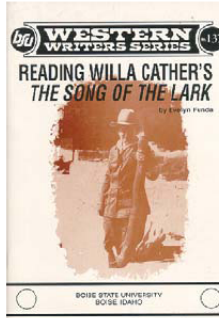
Utah State University  
Department of English  
Logan, Utah 84322-3200  
Phone: (435) 797-3653  
FAX: (435) 797-3797

**Selected Publications:**

- "A Chorus of Gossips: Mistaking Invasion for Intimacy in Willa Cather's *A Lost Lady*." *Narrative* 7.1 (January 1999): 89-113.
- "'Neighbour Rosicky': Ever-Widening Time." *Nebraska English Journal* 37.1 (Fall 1991):

51-62.

- *Reading Willa Cather's The Song of the Lark*. Boise, Idaho: Boise State University Western Writers Series, Studies of Western American Classics. 1999.
- "Telling a Community's Story: The Epiphanies of Willa Cather's Shadows on the Rock." *Religion and Literature* 30.1 (Spring 1998): 53-83.
- "'The Breath Vibrating Behind It': Intimacy in the Storytelling of Antonia Shimerda." *Western American Literature* 29.3 (November 1994): 195-216.



**Work in Progress:**

- Writing as Performance: Willa Cather's Early Drama Criticism, Essays, and Fiction, 1890-1920



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Consultant's Report – Dr. Evelyn Funda

**20 April 2006**

**Consulting Report for Dixie State College's  
Baccalaureate Degree in English (Literature and Professional Writing Emphases)**

**By Evelyn I. Funda**

**Associate Professor of American Literature/American Studies at Utah State  
University and Chair of USU's Literary Studies Curriculum Committee (vitae  
attached)**

**Overview:**

Placed side-by-side with Utah's other BA degree-granting institutions, Dixie State College's proposed plan to begin offering a Baccalaureate Degree in English seems sound. Certainly, the program would offer students from southern Utah an option for completing their degree near home, and Dixie appears to have made the financial and curricular commitment that can make this a success. Because of its existing faculty and the care with which they have outlined their curricular plan, Dixie is probably in a better position to offer such a degree than some of its peers that already have gained approval from the Board of Regents and begun to offer English BA degrees.

That said, I do have a few suggestions for the DSC's English department to consider in terms of enhancing their proposal and making certain that their program is as strong as it can be. These suggestions will be outlined below in the narrative consideration of each factor.

### **Criteria for Curriculum Evaluation:**

Focusing mostly on the English major's Literature Emphasis (because that is what I am most directly involved in at my home university), I have examined DSC's proposal in comparison to the seven BA-granting institutions in the state based on several factors:

- Number of credit hours required by the major
- Reasonableness of GPA requirements
- Proportion of course work done at lower- versus upper-division level
- Existence of foundational courses so prevalent in English departments around the country, specifically course requirements in Linguistics or History of English Language, Critical Theory, and a Capstone or Thesis Experience
- Indication that the program plans to introduce students to questions of canon formation, cultural studies, diversity lit, and/or world/non-western lit
- Variety of course approaches among period, author, genre, and/or cultural studies.

Ten years of teaching English in Utah higher education, my work as our department's Literary Studies Curriculum Chair, my ten years as a member of the Lit Studies committee (during which time our department was involved in a major curriculum redesign), and my term as our department's Interim Director of Undergraduate Studies all lead me to believe that these are the most critical factors in evaluating the proposal, and what follows in this section is a point-by-point, narrative appraisal of these issues. Please note, a table outlining how DSC's English Degree would compare to other Utah institutions is attached.

Dixie's proposal to offer a program requiring 54 credit hours (comprised of 27 major core credits and 27 additional credits in either the Literature or the Professional Writing Emphasis) places them right at the top of institutional requirements in the state. Only my own university, with an English-Lit Studies baccalaureate of 49 hours runs second. Dixie is also well-above the University of Utah's program of 36 upper-division hours required. I do not, however, think that this number of credits is too ambitious. More likely is that students will receive a better sense of coverage that will better prepared them, should they choose to continue to graduate school.

I would, however, like to see that the college has clearly outlined GPA requirements within the course and program description. I could not find in the letter of intent any reference to GPA that students must maintain in their major courses, and a glance at the comparative table demonstrates that these requirements vary considerably from institution to institution, with USU coming in at a high of 2.75 GPA requirement. Given that DSC cites and is setting out to serve the nearly 45% of English students completing a BA who then go on to work on a graduate degree, I believe that Dixie should take the lead of Westminster College and set their GPA requirement at or near 2.3. Certainly, the 2.0 GPA demanded at UVSC and Weber is too low a requirement for any institution that plans to adequately prepare students for graduate school.

The proportion of course work proposed for lower- versus upper-division levels is appropriate. In this case, Dixie is avoiding both the pitfalls of Southern Utah University's program of 21 credits of "surveys" dominating their program and Weber State's lack of any low level surveys at all. That said, however, it is very difficult to adequately teach survey courses that span beginning to contemporary literature (as Dixie

proposes with their 2400 (American survey) and 2500 (British survey). Dixie may want to consider following the lead of USU and BYU who have both split their British and American survey courses into two semesters each.

English departments around the country and around the state have traditionally offered some core or foundational course requirements in Linguistics or History of English Language, Critical Theory, a writing requirement that takes students beyond literary analysis (to, for instance, the areas of creative writing), and a Capstone or Thesis Experience. With a total of nine credit hours in these areas, Dixie's program is clearly aligned with that continuing trend. It is, however, unclear what type of writing is expected in English 3100, though I suspect this is critical writing, rather than creative writing. Dixie may want to consider whether or not they think that is a priority for their English majors—especially if they argue, as they do in the letter of intent, that their degree is sufficiently preparing students for careers with large writing and communicating components.

In terms of an indication that the program plans to introduce students to questions of canon formation, cultural studies, diversity lit, and/or world/non-western lit, Dixie's program is acceptable, although I would prefer to see course descriptions—in the survey courses, for instance—articulate that students will be asked to consider the politics of canon formation (who makes decisions about what every English major reads and based on what factors?). While Dixie's program is probably mid-range in its emphasis on offering students literature about cultural diversity within America, World Literature in English, or non-Western literature, I believe that English departments across the country

are facing a growing demand in this area—something Dixie’s English department should keep in mind as their curriculum evolves.

Lastly, I think it is important to see a variety of course approaches in an English department—that is, a variety of ways that course material can be organized, either by period, author, genre, and/or critical approach (such as cultural studies). While Dixie’s strength here is probably in its Major Author offerings (12 hours in that, compared to just 3 course hours required in Period Studies), what DSC is proposing is not unreasonable. It is also important to recognize that Dixie is avoiding offering “boutique courses”—those courses that merely attract students with entertaining subjects but fail to adequately equip them with the kinds of literary coverage demanded in English departments around the country.

In all, then, Dixie’s proposal demonstrates the faculty’s care and sense of responsibility in considering how they can best offer their students a well-rounded English degree.

### **Professional Writing Emphasis:**

Although Professional Writing is not my area of specialty, my survey of the programs in the state suggest that like the Literature emphasis, Dixie’s proposal falls somewhere in the midrange of such Utah offerings. On the plus side, Dixie’s proposed 27 hour emphasis is very near USU’s 30 hours core requirements in Professional and Technical Writing. This demonstrates that Dixie is consistent with the lead school in the state; whereas, Weber is offering a “concentration” (Weber) in Technical Writing with just 15 course hours, and UVSC offers a “certificate” with just 16 course hours.

My main concern, however, is that current faculty preparation, as outlined in Dixie's Appendix A, only shows two faculty member whose area is "Rhetoric." Obviously, this is going to have to be a main goal for immediate faculty recruitment; otherwise, I do not see how DSC can move forward with the existing faculty resources (unless there are present faculty members who have cross-over preparation that is not identified in the appendix).

**Other factors:**

I would like to additionally address several other factors not directly related to the curriculum comparison above. First, current faculty preparedness for this transition to a degree-granting department is adequate; however, I do believe that it is important to make sure that the four additional faculty planned for hire in the upcoming years have PhDs (or MFAs if they are creative writers). Terminal degrees are increasingly important in maintaining an institutions reputation. Of course, with the state of the job market as it is today, finding acceptable PhD candidates is not as difficult as is finding the funds to attract them to your campus. Attracting productive faculty members (and there *should* be a minimal expectation for research, even at a Type III institution) and retaining them with the historically low salaries offered in Utah is a daunting challenge that schools across the state are facing. But good faculty set high standards for their students and offer them a level of instruction that is key; therefore, I would urge Dixie to hold fast to their faculty expansion plan. Be aware, however, that the proposed salaries stated in the letter of intent are out of line with what new Assistant Professors are receiving in Utah.

Library Resources are another concern I believe I should voice. The letter of intent apparently links an additional \$10,000 in library resources to the approval of a Secondary Teacher Licensure Program; it is my understanding that such a plan for a licensure program has been dropped. However, I cannot emphasize enough how critical it is for universities to nevertheless adequately fund their library resources. If Dixie does indeed get Board of Regents approval for this new baccalaureate degree, they should also devote additional funds to the library. An institution that initiates a new degree program without adequately providing research resources for both faculty and students is only handicapping their own program from the beginning.

Finally, I have a question about whether or not Dixie plans to pursue a Secondary Education licensure program in the future. Certainly the letter of intent, with its attached letter from the administrators in the Washington County School District, suggests that this remains a priority. However, that part of the proposal remains weak, falling below standards set by, for instance, the English Education program at USU. I would not recommend that Dixie pursues this program until it has more resources to adequately serve its students.

**Conclusion:**

No matter the quality of Dixie State College's program design, I do think that Dixie faces one issue not adequately addressed here—and that is a question of demand. While the letter of intent asserts that numerous students are expressing a desire for the program at Dixie, I am not sure that the College can maintain consistent enrollment numbers. Sad to say, this has more to do with the recent proliferation of English BA

degrees in Utah than it has to do with the quality of this particular proposal. Enrollments across the state are in flux, and institutions are becoming increasingly competitive in attracting students to their programs. This is the harsh reality into which a Dixie State English Baccalaureate program would be entering.

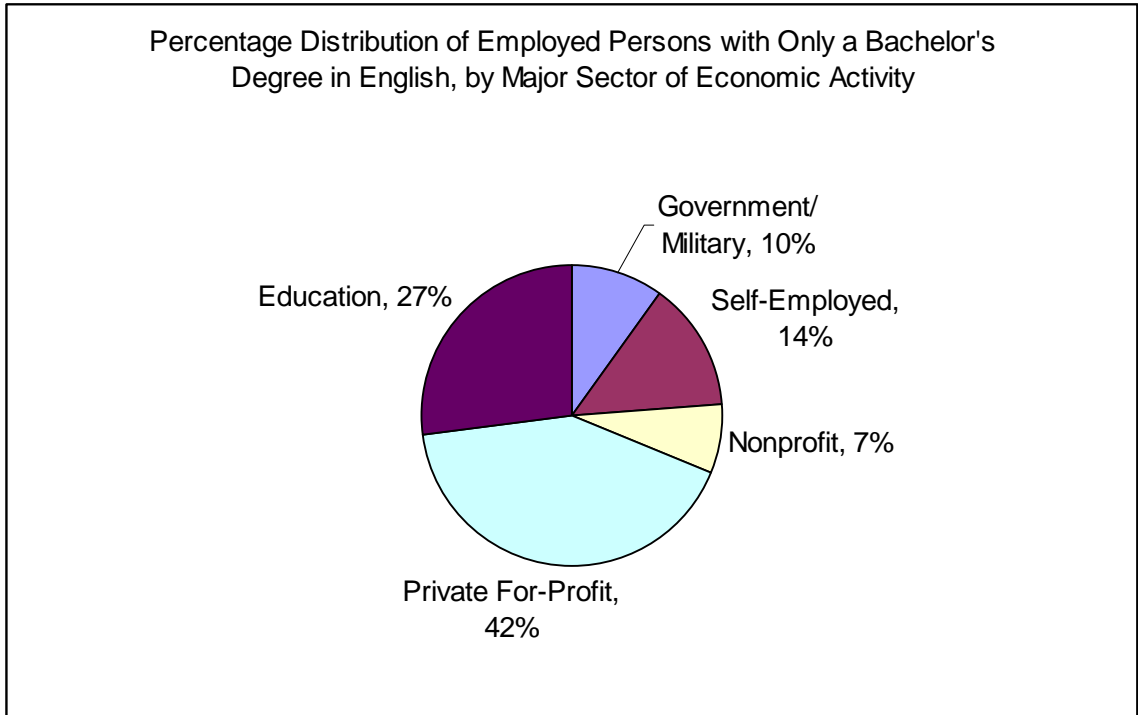
Thus, I would offer Dixie State College my qualified support for this degree. If I can offer additional information, do not hesitate to contact me by phone (435.797.3653) or email ([efunda@english.usu.edu](mailto:efunda@english.usu.edu)). I will watch Dixie's progress in this matter with interest.

## Appendix E: Top 10, Occupations that Employ Persons with Only a Bachelor's Degree in English

Noting that "Employment among English Majors is dispersed across a variety of occupations," Fogg, Harrington and Harrington provide the following tabulation of English majors' employment:

<i>Top 10, Occupations</i>	<i>All</i>	<i>Men</i>	<i>Women</i>
1. Artists, broadcasters, writers, editors, entertainers, public relations specialists	10.7	11.5	10.3
2. Top- and mid-level managers, executives, administrators	10.6	17.3	7.0
3. Teachers, secondary school	10.6	9.0	11.4
4. Insurance, securities, real estate, business services	5.9	10.0	3.7
5. Secretaries, receptionists, typists	5.1	1.4	7.1
6. Sales occupations, including retail	4.9	6.3	4.2
7. Other management-related occupations	4.8	5.5	4.5
8. Other administrative (e.g., records clerks, telephone operators)	4.8	2.0	6.2
9. Teachers, elementary school	3.5	1.1	4.7
10. Other service occupations, except health	3.2	4.4	2.6

Appendix F: Percentage Distribution of Employed Persons with Only a Bachelor's Degree in English, by Major Sector of Economic Activity<sup>11</sup>

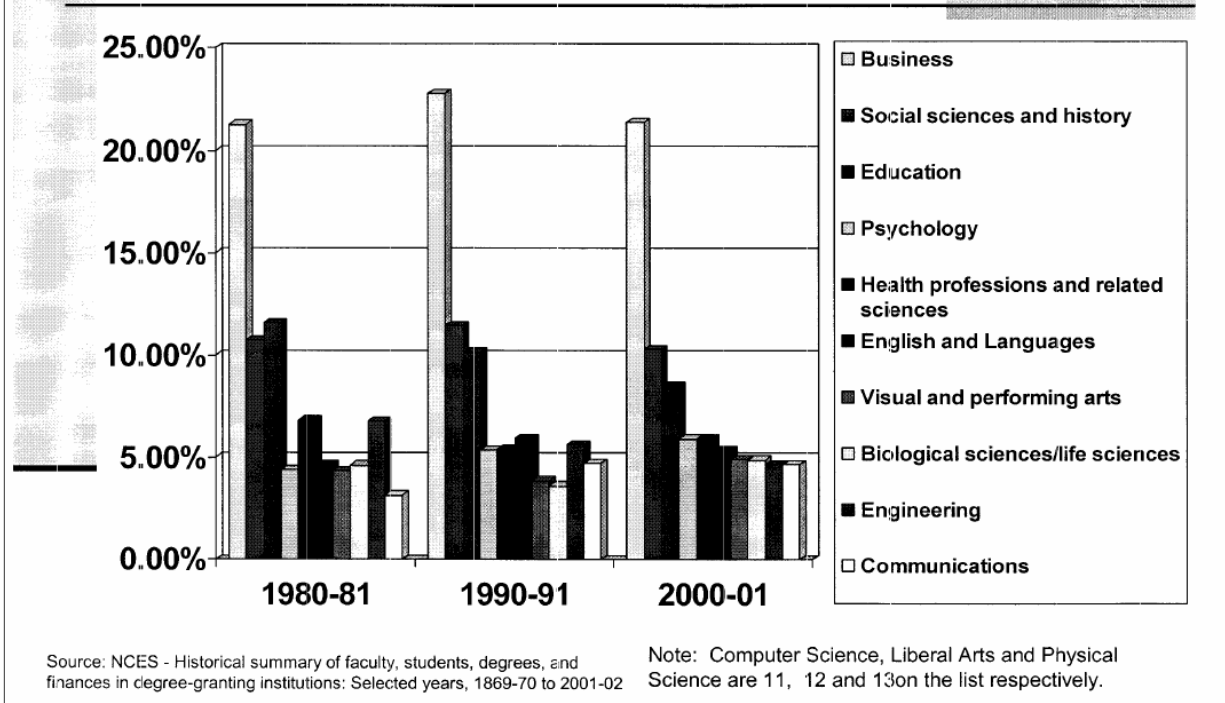


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<sup>11</sup> In Fogg, N. P.; Harrington, P.E., and Harrington, T. F. College Majors Handbook with Real Career Paths and Payoffs: The Actual Jobs, Earnings, and Trends for Graduates of 60 College Majors. JIST Works: New York, 2004, pp. 401-410.

Appendix G: Core or Foundational Baccalaureate Degrees Consistent with Four-Year Colleges<sup>12</sup>

The Ten Most Popular Bachelors Degrees Have Changed Little over the Last 20 Years and Still Account for More than 80% of Degrees Awarded.



<sup>12</sup> Tabulated from *Historical Summary of Faculty, Students, Degrees, And Finances in Degree-Granting Institutions: Selected Years, 1869-70 to 2001-02*, available at <http://search.nces.ed.gov/cs.html?charset=iso-8859-1&url=http%2F%2Fsearch.nces.ed.gov%2Fcs.html>

Appendix H: Washington County School District Letter



**Washington County School District**

121 West Tabernacle  
St. George, UT 84770  
Telephone: (435) 673-3553  
Fax: (435) 673-3216

SUPERINTENDENT MAX H. ROSE, Ph.D.

September 14, 2005

Joe Peterson/Dean  
Arts, Letters & Sciences  
Dixie State College of Utah  
225 South 700 East  
St. George, Utah 84770

Dear Mr. Peterson.


As Dixie State College of Utah considers adding new degree offerings to its curriculum, the Washington County School District requests that you consider teacher preparation degrees that will help us with some of our critical needs for new teachers. In particular, we urge Dixie State College to consider adding degrees in biology, English, math and Special Education.

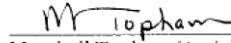
It cannot be understated how important it is to Washington County School District to have educational opportunities in our community that will train new teachers and provide a convenient resource to enhance the quality of our educators.

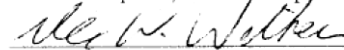
In closing, we wish to thank you for the continued support that you have shown the students of Washington County School District in such areas as scholarship, Concurrent Enrollment, Advanced Placement classes, The Arts and athletics.


Thank you for your consideration of this request to provide additional degrees that will enhance our educational base.

Sincerely,

  
\_\_\_\_\_  
Dr. Max Rose/Superintendent

  
\_\_\_\_\_  
Marshall Topham/Assistant Superintendent/Secondary Education

  
\_\_\_\_\_  
Rex Wilkey/Assistant Superintendent/Elementary Education

  
\_\_\_\_\_  
Lyle Cox/Director of Human Resources

Institutional Signatures

Institution Submitting Proposal: Dixie State College of Utah

School in Which Program Will Be Located: Education, Humanities, Arts, and Social Science

Division in Which Program Will Be Located: Arts and Letters

Department in Which Program Will Be Located: English

Program Title: English

Recommended Classification of Instructional Programs (CIP) Code: 13.1305

Certificate, Diploma and/or Degree(s) to be Awarded: Bachelor of Science/ Bachelor of Arts

Proposed Beginning Date: Fall 2007

Institutional Signatures (as appropriate):

\_\_\_\_\_  
Dr. Lee Caldwell, President

\_\_\_\_\_  
Dr. Donna Dillingham-Evans, CAO

\_\_\_\_\_  
Dr. Donald Hinton, Dean

\_\_\_\_\_  
Dr. Brent Hanson, Associate Dean

\_\_\_\_\_  
Dr. Sue Bennett, Chair

Date : August 1, 2007