LAKE SUPERIOR
STATE UNIVERSITY

Academic Program Review
DUE DATE: November 21, 2018

The HLC Criteria for Accreditation, specifically Core Component 4.A, require institutions to maintain a "practice of regular program review[1]" as one component for ensuring the quality of our educational programs and evaluating our effectiveness in achieving our stated student learning outcomes. For academic units, "Program" means an academic School.

School:	Arts and Letters
Degree Programs of the School: (indicate which, if any, hold **specialized programmatic accreditation**)	English Language and Literature — Secondary Education (Michigan Department of Education approval) Language Arts — Elementary Education (Michigan Department of Education approval) Literature — Creative Writing
Academic Program Review Submission Date:	November 21, 2018
Dean:	Donna Fiebelkorn, EdD
School Chair:	n/a
Names of Faculty Members Completing Program Review Report:	Chad Barbour, PhD Julie Barbour, MFA Mary Been, PhD Spencer Christensen, MFA Tyler Dettloff, MFA George Denger, PhD Louann Disney, PhD Ginna Hoben, MFA Mary McMyne, MFA Shirley Smart, MA Jason Swedene, PhD James Walker, PhD

Guidelines for Completing the Academic Program Review

Questions in Part 1 are focused at the School level, and should reflect School-level data, findings, etc.

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[1] https://www.hlcommission.org/Policies/criteria-and-core-components.html

Questions in Part 2 should be completed for each distinct academic degree program in the School. In the cases where an academic degree holds specialized programmatic accreditation, Schools can cite the page(s) which address the prompt question. In all cases, attach evidence where available using the appendix cover sheet to identify how the evidence supports the relevant criteria or prompt.

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PART 1: School-Level Review

School Mission and Goals

1. Provide the School's mission statement and explain its connection to the University mission.

   MISSION
   Through rigorous intellectual and creative inquiry, we prepare our students for success in graduate and professional schools, along their career paths, and in an increasingly interconnected global society.

   VISION
   The disciplines in the Arts and Letters are essential to understanding the human condition. They provoke, uplift, inspire, challenge, and engage our minds and spirits. The Arts and Letters faculty are practicing artists and academics who regularly present, perform, and/or publish in our respective fields. Lake State's faculty and students embrace interdisciplinary collaboration as we address the profound concerns of the human experience. Students leave our programs with broadened worldviews, an ethic of care for the Earth and its inhabitants, a sense of civic responsibility, and the tools for a successful life.

   The School of Arts and Letters' mission and vision connect directly with the LSSU mission by providing the enhanced and expanded experiences for all students that lead to a greater sense of personal fulfillment and a deeper generosity of self. At the same time, there is a focus on rewarding careers that contribute to the betterment of society at regional and international levels.

2. List the School-level goals and explain how they support and connect to the CAFE Master Goals of the Strategic Plan.
   https://www.lssu.edu/wp-content/uploads/2018/09/2018-2023-LSSU-Strategic-Plan.pdf

   Culture
   - Provide students with opportunities to have engaging, meaningful experiences that enrich their lives beyond academics. (ILO 3)
   - Broaden students' perspectives to encourage intercultural exchange. (ILO 4)

   Academics
   - Equip students with the skills to communicate effectively in written and oral format. (ILO 1)
   - Equip students with the tools to evaluate the reliability and credibility of evidence by discerning between fact, fiction, and bias. (ILO 2)
   - Equip students with an ability to problem-solve and think critically with innovative solutions in a dynamic world. (ILO 3)

   Finance
   - Seek and secure national and regional grants to fund educational opportunities that provide LSSU, the twin Saults, and broader EUP region with engaging, collaborative experiences. (ILO 4)
   - Implement directed self-placed co-requisite remedial curriculum to help close gaps in underrepresented students for graduation in a timely fashion.

Enrollment
- Place graduates in fulfilling careers, and celebrate and support alumni accomplishments.
- Create exciting summer programming in order to recruit future LSSU students.
- Reinstate the School of Arts and Letters Chair position to increase interdisciplinary transparency and collaboration - hence enrollment
- Reinvest in the arts and humanities and hire new faculty.
- Develop a Theatre Major

Explain how the School works to address each of the following questions. For each question, respond with a narrative and supporting evidence.

Teaching and Learning Programs Evaluation and Improvement: (CC 4.A)

3. Explain how faculty determine program and course learning outcomes, course prerequisites, rigor of courses, expectations for student achievement, and student access to resources.

   In our school, qualified faculty — as defined by LSSU's school-approved and dean-sanctioned processes — are the sole developers of objectives, curriculum, and assessment mechanisms. We have a contractually determined system for originated courses, and faculty must get the approval of Schools before shepherding courses through university committees. All course proposal forms in our school must include vetted objectives, descriptions, and rationales. When changes to the courses occur, many of these items are revisited by our School.

   Each syllabus is stored on a centralized drive for information and transparency. For many courses, the School of Arts & Letters faculty work in teams to agree on outcomes, prerequisites, and textbooks. This is especially the case when a course has programmatic implications and/or general education implications. The English, Communication Studies, and Humanities cohorts of our School have a robust history of working together on crafting objectives, agreeing on resources, and developing useful assessment tools. Adjuncts in our School work closely with full time faculty to carry out the objectives that our students and university need us to pursue.

   In addition to arranging the availability of materials for purchase at the Barnes & Noble Campus Bookstore, faculty submit requests (and usually receive approval for) the acquisition of books and periodicals for the KJS library. To their credit, the library staff is incredibly proactive in seeking to ask professors what resources to acquire and what resources are most appropriate, from video service subscriptions such as *Films On Demand* to the Circulation Short-Term Reserve Desk.

4. Explain how faculty ensure the equivalence of learning outcomes and achievement in all modes and locations where degrees are delivered. Provide examples of course syllabi from multiple delivery modes and locations of the same course(s).

   The success of LSSU faculty in ensuring parity across locations and modes is due to a consistency of instruction across those locations and modes. At this time, none of the degrees offered by the School of Arts and Letters are delivered at locations other than the main campus. Specific courses

have been offered online and in different locations. When this occurs, the courses are most often taught by the same faculty member who teaches the course on ground, and/or on the main campus. For instance, college Spanish was offered in 2017-8 off-site at Sault High School. It was taught by Dr. Disney in both locations to ensure parity. For online offerings, such as Dr. Swedene's HUMN 252 Humanities II, the course is taught online and in a more compressed form (6 weeks vs. 15 weeks) in the summer. Composition courses that have been offered in the Summer semesters in a compressed format online have been taught by a faculty member who teaches the same course during the academic year.

Attachments:

Sample Syllabi
    HUMN252 Humanities II, Spring 2018 on ground
    HUMN252 Humanities II, Summer 2018 online

    ENGL110 First Year Composition I, Summer 2016 online
    ENGL110 First Year Composition I, Fall 2018

LAKE SUPERIOR STATE UNIVERSITY

Syllabus for HUMN 252 (SPRING 2018)

School of Arts and Letters
HUMN252-001; Humanities II (4,0)

4 credits

Room: 204 Crawford Hall
Time: Tuesdays and Thursdays 1:30—3:20 pm

Prerequisites: ENGL 110

Instructor:
Dr. Jason K. Swedene
Office location and phone number: Arts Center 223 (phone: 635-2122)
e-mail: jswedene@lssu.edu
website: **www.lssu.edu/faculty/jswedene/**
student hotline for school/ class cancellation: 635-2858

Office Hours:

Mon: 8:15-10:45 am
Thur: 8:15-10:45 am

and by appointment

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see website for latest information

Course Description:
Continuation of HUMN251, the humanities in the age of science, from the early Renaissance to the present.

Prerequisite: ENGL110.

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Required Text and Readings:
1) **REQUIRED**

HUMANISTIC TRADITION, V.II: EARLY MODERN WORLD TO PRESENT

|By GLORIA FIERO

- **EDITION:** 7TH 16
- **PUBLISHER:** MCG
- **ISBN:** 9781259351686

Course Objectives:

In a diverse and changing world, college graduates must be prepared for a lifetime of learning in a variety of fields. In order to meet this challenge, general education requirements foster the development of general skills and knowledge that are further developed throughout the curriculum.

This course fulfills a portion of LSSU's General Education requirement.

At the conclusion of HUMN252 students will:

- Be able to **analyze** human aesthetics and its historical development.
- Be able to **evaluate** human aesthetics and its historical development.
- Be able to **explain** human aesthetics and its historical development

Grading Scale and Policies:
Your final grade is weighted as follows:

Each test is worth one hundred points. There are 6 tests. If you take all 6 tests **and** pass the final, your best 5 tests will be counted.
Each Moodle Assessment is worth five points. **The lowest assessment is not dropped.**

LAKE SUPERIOR
STATE UNIVERSITY

Final grades are determined by the simple calculating of your points from counted tests and counted assessments (+ any extra credit earned) over the number of possible points.

Truancy, tardiness, and leaving class early each will be counted against regular attendance. Beware of this policy so that you arrange other engagements such as work, dinner parties, vacations, child care, hunting excursions, etc. accordingly.

Policy on Moodle Assessments:
Your score on these assessments makes up a significant part of your final grade. Moodle assessments are designed to be taken before lectures on a given topic. *Once a Moodle assessment has expired, there will be no opportunity to make it up; no exceptions.* It is the student's responsibility to ascertain when they are due. If you experience technical problems, I cannot help you. Please see IT help desk personnel (located in the Admin Building, near the Public Safety Office) if you have technical problems.

Final grades are converted to letter grades using the scale (below).

97-100 (A+)	77-80 (C+)
93-97 (A)	73-77 (C)
90-93 (A -)	70-73 (C -)
87-90 (B +)	67-70(D+)
83-87 (B)	63-67 (D)
80-83 (B-)	60-63 (D -)
	0-60 (F)

Ground Rules:

1) You must attend class regularly and participate in all class activities. You may lose considerable grade points of up to 3 percentage points per class for excessive unexcused absences above beyond two. Please let me know *via e-mail* (beforehand) if you plan to miss a class.

2) All assignments for a given day must be done before class.

3) There will be six one-hour tests. The final test, test six, is a non-cumulative exam to be held during finals week. Make-up tests are given only as warranted by circumstance (e.g., documented illness or documented family emergency) *and* as granted by instructor. The testing center in the basement of the library provides a monitored environment. Bring a picture ID. You will not be issued a test without these items. The number to make appointments is 635-2027.

LAKE SUPERIOR
STATE UNIVERSITY

4) Students are responsible for the assignments outlined on this syllabus and the course website. Absence at a previous class is not an acceptable excuse for not completing assignments on time.

5) **An important note about extra credit:** students may add points to their final grade numerator by doing extra credit work. (See 'Grading Scale and Policies'—above)

The first 10 points may be earned by completing a chapter summary of a book, pre-approved by the instructor. The due date for that extra credit opportunity is the first class day of the last week of classes (by midnight). This assignment will be uploaded through Moodle.

The next 10 points may be earned by attending a cultural event and submitting a 750 - word entry on the experience. In this exercise you are to describe the event. Then analyze, evaluate and explain its relevance to human aesthetics and its historical development. The due date for all cultural event journal submissions is the first class day of the last week of classes (by midnight). No late extra-credit submissions will be accepted.

6) It is worth noting that each individual test will be curved upwards if the class average for that test is below a C. It is also worth noting that final averages will not be curved upwards.

7) Use of headphones, cell phones and hats during exams is prohibited.

8) Cell phones must be turned off for all class and lab sessions.

University Policies and Statements:

The Americans with Disabilities Act & Accommodations
In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 130, (906) 635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

LAKE SUPERIOR
STATE UNIVERSITY

IPASS (Individual Plan for Academic Student Success)

If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email ipass@lssu.edu if you would like to sign up early in the semester or if you have any questions or concerns.

Honor Pledge

As a student of Lake Superior State University, you must adhere to the Student Honor Code. You will refrain from any form of academic dishonesty or deception such as cheating, stealing, plagiarism or lying on take-home assignments, homework, computer programs, lab reports, Assessments, tests or exams, which are Honor Code violations. Furthermore, you understand and accept the potential consequences of punishable behavior.

Sequence of Lessons

Day	Date	Topic	Assignment	Due Today
1	Tuesday 1/16	The Catholic Reformation and the Baroque Style	Fiero, Ch. 20	Read ahead, take any due Moodle Assessments
2	Thursday 1/18	The Catholic Reformation and the Baroque Style	Fiero, Ch. 20	Read ahead, take any due Moodle Assessments
3	Tuesday 1/23	Absolute Power and the Aristocratic Style	Fiero, Ch. 21	Read ahead, take any due Moodle Assessments
4	Thursday 1/25	The Baroque in the Protestant North	Fiero, Ch. 22	Read ahead, take any due Moodle Assessments
5	Tuesday 1/30	TEST ONE	STUDY!!	
6	Thursday 2/1	The Scientific Revolution and the New Learning	Fiero, Ch. 23	Read ahead, take any due Moodle Assessments

LAKE SUPERIOR
STATE UNIVERSITY

7	Tuesday 2/6	The Enlightenment: The Promise of Reason	Fiero, Ch. 24	Read ahead, take any due Moodle Assessments
8	Thursday 2/8	The Limits of Reason	Fiero, Ch. 25	Read ahead, take any due Moodle Assessments
9	Tuesday 2/13	Science, Reason, and Critique, cont.	Fiero, Ch. 23-5	Read ahead, take any due Moodle Assessments
10	Thursday 2/15	**TEST TWO**	STUDY	
11	Tuesday 2/20	Eighteenth-Century Art, Music, and Society	Fiero, Ch. 26	Read ahead, take any due Moodle Assessments
12	Thursday 2/22	The Romantic View of Nature	Fiero, Ch. 27	Read ahead, take any due Moodle Assessments
13	Tuesday 2/27	The Romantic Hero	Fiero, Ch. 28	Read ahead, take any due Moodle Assessments
14	Thursday 3/1	The Romantic Style in Art and Music	Fiero, Ch. 29	Read ahead, take any due Moodle Assessments
15	Tuesday 3/13	Romanticism, cont.	Fiero, Ch. 26-9	Read ahead, take any due Moodle Assessments
16	Thursday 3/15	**TEST THREE**	STUDY!!	
17	Tuesday 3/20	Industry, Empire, and the Realist Style	Fiero, Ch. 30	Read ahead, take any due Moodle Assessments
18	Thursday 3/22	The Move Toward Modernism	Fiero, Ch. 31	Read ahead, take any due Moodle Assessments
19	Tuesday 3/27	The Modernist Assault	Fiero, Ch. 32	Read ahead,

LAKE SUPERIOR
STATE UNIVERSITY

				take any due Moodle Assessments
20	Thursday 3/29	REVIEW OF CHS.30-32	Fiero, Ch. 30-2	Read ahead, take any due Moodle Assessments
21	Tuesday 4/3	**TEST FOUR**	STUDY	
22	Thursday 4/5	The Freudian Revolution	Fiero, Ch. 33	Read ahead, take any due Moodle Assessments
23	Tuesday 4/10	Total War, Totalitarianism, and the Arts	Fiero. Ch. 34	Chapter Review Extra Credit is due (optional)
24	Thursday 4/12	The Quest for Meaning	Fiero, Ch. 35	Read ahead, take any due Moodle Assessments
25	Tuesday 4/17	TEST FIVE	STUDY!	Cultural Event Extra Credit is due (optional)
26	Thursday 4/19	36 Liberation and Equality	Fiero, Ch. 36	Read ahead, take any due Moodle Assessments
27	Tuesday 4/24	37 The Information Age	Fiero, Ch. 37	Read ahead, take any due Moodle Assessments
28	Thursday 4/26	38 Globalism: The Contemporary World	Fiero, Ch. 38	Read ahead, take any due Moodle Assessments
29	Thursday 5/3 Time 12:30-2:30	FINAL EXAM (non-cumulative) on Chs. 36,37, and 38 TIME: 12:30—2:30 pm	STUDY!	

LAKE SUPERIOR
STATE UNIVERSITY

Syllabus for HUMN 252 (Summer Session S01 2017)

School of Arts and Letters
HUMN252-001; Humanities II (4,0)

4 credits

This course is online
Dates: 6/18/17—7/30/27

********Moodle.lssu.edu

Prerequisites: ENGL 110

Instructor:
Dr. Jason K. Swedene
Office location and phone number: Arts Center 223 (phone: 635-2122)
Cell phone #: 906-379-7262
e-mail: jswedene@lssu.edu
website: **www.lssu.edu/faculty/jswedene/**
student hotline for school/ class cancellation: 635-2858

You will be automatically enrolled in 30155.201730-HUMN-252-S0N

Office Hours:

by appointment

see website for latest information

Course Description:

LAKE SUPERIOR
STATE UNIVERSITY

Continuation of HUMN251, the humanities in the age of science, from the early Renaissance to the present.

Prerequisite: ENGL110.

Required Text and Readings:

1)

HUMANISTIC TRADITION, V.II: EARLY MODERN WORLD TO PRESENT

REQUIRED |*By GLORIA FIERO*

- **EDITION:** 7TH 16
- **PUBLISHER:** MCG
- **ISBN:** 9781259351686

Course Objectives:

In a diverse and changing world, college graduates must be prepared for a lifetime of learning in a variety of fields. In order to meet this challenge, general education requirements foster the development of general skills and knowledge that are further developed throughout the curriculum.

This course fulfills a portion of LSSU's General Education requirement.

At the conclusion of HUMN252 students will:

- Be able to **analyze** human aesthetics and its historical development.
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Grading Scale and Policies:

LAKE SUPERIOR
STATE UNIVERSITY

Final grades are converted to letter grades using the scale (below).

97-100 (A+)	77-80 (C+)
93-97 (A)	73-77 (C)
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87-90 (B +)	67-70(D+)
83-87 (B)	63-67 (D)
80-83 (B-)	60-63 (D -)
	0-60 (F)

How to Earn Points

19 "First Look" Quizzes-- Chs. 20-38 (n=19 * 5 points each = 95 points)

5 Discussions -- (one for each of the first five weeks * 20 points each = 100 points)

19 Chapter assignments-- (n-19 * 10 points each= 190 points)

19 Timed Tests—Chs. 20-38 (n=19 * 15 points each = 285 points)

= x/ 670 points

Ground Rules:

1) No late discussion posts will be accepted for any reason.
2) Late assignments will receive a 10% penalty when submitted late and a further 10% deduction for each additional week they are late.
3) All work must be submitted by the last day of the term. After the term ends, work will not be accepted.

University Policies and Statements:

Honor Pledge
As a student of Lake Superior State University, you must adhere to the Student Honor Code. You will refrain from any form of academic dishonesty or deception such as cheating, stealing, plagiarism or lying on take-home assignments, homework, computer

LAKE SUPERIOR
STATE UNIVERSITY

programs, lab reports, Assessments, tests or exams, which are Honor Code violations. Furthermore, you understand and accept the potential consequences of punishable behavior.

The Americans with Disabilities Act & Accommodations

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IPASS (Individual Plan for Academic Student Success)

If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email ipass@lssu.edu if you would like to sign up early in the semester or if you have any questions or concerns.
any questions or concerns.

Calendar

Week One: Fiero Chs. 20-22

First Look Quizzes (3)	Friday
Discussion Posts (3)	Friday (1st), Sunday (2nd two posts)
Assignment (3)	Saturday
Test (timed) (3)	Sunday

Week Two: Fiero Chs. 23-26

First Look Quizzes (4)	Friday

LAKE SUPERIOR
STATE UNIVERSITY

Discussion Posts (4)	Friday (1st), Sunday (2nd two posts)
Assignment (4)	Saturday
Test (timed) (4)	Sunday

Week Three: Chs. 27-29

First Look Quizzes (3)	Friday
Discussion Posts (3)	Friday (1st), Sunday (2nd two posts)
Assignment (3)	Saturday
Test (timed) (3)	Sunday

Week Four: Chs. 30-32

First Look Quizzes (3)	Friday
Discussion Posts (3)	Friday (1st), Sunday (2nd two posts)
Assignment (3)	Saturday
Test (timed) (3)	Sunday

Week Five: 33-35

First Look Quizzes	Friday
Discussion	Friday (1st), Sunday (2nd two posts)
Assignment	Saturday
Test (timed)	Sunday

Week Six: Chs. 36-38

First Look Quizzes (3)	Friday *
~~Discussion (0)~~	No Discussion is Due
Assignment	Friday *
Test (timed)	Friday*

LAKE SUPERIOR
STATE UNIVERSITY

Dept of English and Language Studies　　　　　　　　**Summer 2016**
ENGL 110, First Year Composition I　　　　　　　　**3 Credits**

Prerequisites: ACT Writing Score of 18 or higher or completing ENGL091 with a C or better

Instructor(s):　　　　　　Professor Jillena Rose
　　　　　　　　　　　　　　　KJS Library 326
　　　　　　　　　　　　　　　635-2091
　　　　　　　　　　　　　　　irose@lssu.edu

Office Hours: You may contact me at the email above anytime you have a question. You will receive a more timely response here than if you use the Moodle site. If you live in the area, I want to offer you the option to meet a few times in person to talk about writing. You do not have to meet with me to do well in the class, but if you would prefer some face time, just email me and we can set up a time to meet in my office.

Required Texts:　　　　I will provide all reading materials and links to youtube videos
　　　　　　　　　　　　　We will use the Online Writing Lab at Purdue (OWL) for all MLA formatting and
　　　　　　　　　　　　　Issues. Here's the link to OWL : https://owl.english.purdue.edu/owl/

Course Description: ENGL110 provides students with an introduction to the discipline of writing through an exploration of their own writing processes and products. Emphasis is placed on students learning to think critically about their own writing in order to address issues of coherence, grammar, mechanics, organization, clarity and content. Other material covered includes the role of literacy in society, the ways in which readers engage text, and the role of writing at the college level.

Course Outcomes: At the conclusion of ENGL110, the student will be able to:

- Assess rhetorical situations, including audience and purpose, and adapt to them with the appropriate tone and level of formality
- Establish a clear plan for writing and develop strategies to sustain that plan
- Demonstrate the ability to read critically and use sound logic in their writing
- Analyze and incorporate reliable sources into their writing, using an appropriate citation style
- Demonstrate academic integrity
- Demonstrate recursive strategies for prewriting, drafting, revising, editing, and proof-reading, including the use of collaborative revision and multiple drafts, that lead to a rhetorically complex texts
- Employ standard conventions of sentence structure, grammar, punctuation, and spelling, to achieve clarity

General Education Outcome:
This course fulfills 3 hours of the Communication requirement to analyze, develop and produce rhetorically complex texts.

Dept of English and Language Studies   Summer 2016   2
ENGL 110, First Year Online   3 Credits

Grading Scale and Policies:
Point Values:

Participation	60
Essay 1: Personal	15
Essay 2: Opinion	15
Essay 3: Supported Opinion	25
Expository Project	35
Essay 4: Final Essay	50
Total points:	**200**

Final exam: Your "Final Exam" in this class is your Final Essay. This is the piece of writing in which you demonstrate what you've mastered in terms of content and sentence structure, the ability to work with multiple voices in your writing and a general understanding of how to communicate with an audience.

Grading Scale:

A+ (97-100); A (93-96); A- (92-90)
B+ (87-89); B (83-86); B- (82-80)
C+ (77-79); C (73-76); C- (72-70)
D+ (67-69); D (63-66); D- (62-60)

Attendance, Timeliness and Participation: In an online class, this is an elusive animal. I have no wish to count how many times a week you access the Moodle site, although I can. I am more interested in your ongoing engagement with the material. To that end, you will have several, small weekly assignments that ask you to respond to what you read and what you write. These assignments will have start and end dates that keep you working toward your larger assignments in a steady fashion. What you and I are both trying to prevent is the last minute drive to get all assignments created, proofread and submitted in the last twelve hours of the class in July.

You don't want to live through that, and I don't want to read through that. It never ends well.

Participation: Participation constitutes 30 percent of your final grade. **ONE THIRD, OF YOUR FINAL GRADE. Participation includes the following activities:**
- Online discussions about the essays you are asked to read and video clips you are asked to watch
- Peer Reviews of the writing of your classmates
- Short reflective writings and analyses you submit in response to readings and your own writing process

- **Assignments: A weekly schedule** will be posted under the **"Latest News"** section of the Moodle home page for this course. This will include links to the essays and/or videos you will need to read and watch for the weeks' work, as well as the assignments, and their due dates. **Look for this to be updated each Sunday Evening.** We will not have the benefit of daily face to face reminders in the classroom, so plan to access this "news" often to refresh your memory

about. All formal assignments must be typed, double spaced, using 12 point font (Arial, Times New Roman, or comparable), and use MLA formatting. These expectations will be covered in more detail as the class progresses. I will include a number of video and written links to help you understand expectations. You may also ask me any questions you have to clarify these expectations.

Late Work: All assignments are due, submitted via Moodle, before the assignment officially closes. Technical difficulties do sometimes occur within the Moodle system. If for some reason you are encountering problems, I will accept you work via email, HOWEVER, you must communicate with me well in advance of the assignment end time, which will always be on midnight of the given due date. You must submit all essays for this class. *Failure to submit all papers will result in an F for the course.*

Revision: The most vital skill for all writers is the willingness to return to what is on the page and revise it until it is as sharp and effective as possible. You will be asked to revise your work as part of your final grade for each essay. You will also be asked to give your fellow writers increasingly more substantive feedback and revision suggestions for their work. No one writes it perfect the first time. No one.

Ground Rules:

- **Check Blackboard often—especially on Mondays—for updated and more detailed schedules of readings and assignments due for the week.**

- **Submit assignments before midnight on the given due date.**

- **When you respond to the ideas and writing of your peers, do so respectfully with an eye toward positive critique and to add something of value to the group.**

- **If you have a question or concern, please let me know. I can't offer you help if I don't know you need it.**

University Policies and Statements:

The Americans with Disabilities Act & Accommodations

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Dept of English and Language Studies   Summer 2016   4
ENGL 110, First Year Online   **3 Credits**

IPASS (Individual Plan for Academic Student Success)

If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email ipass@lssu.edu if you would like to sign up early in the semester or if you have any questions or concerns.

HONOR PLEDGE

As a student of Lake Superior State University, you have pledged to support the Student Honor Code You will refrain from any form of academic dishonesty or deception such as cheating, stealing, plagiarism or lying on take-home assignments, homework, computer programs, lab reports, quizzes, tests or exams which are Honor Code violations. Furthermore, you understand and accept the potential consequences of punishable behavior.

There will be Four Units in this Session. For each of the first three units, you can expect to be required to do the following:

- Read/Watch the Assigned Material
- Respond online to some reflective questions about each essay or talk.
- Write a short analysis of each essay or talk by responding to a list of questions I will give you.
- Write an Essay about the material focusing on particular aspects of academic writing I will point out to you and give you links to help you write more clearly and effectively.
- Respond to another writer's work using a list of specific questions I will give you
- Revise your Essay using the feedback I and another student will give you
- Submit your Essay

The Fourth Unit is a bit different, but similar steps are required. I will walk you through the expectations for this when we get there.

Dept of English and Language Studies   Summer 2016
ENGL 110, First Year Online   3 Credits
General Schedule:

Unit One: This I Believe Unit (June 19th-25th)

Final Product:

A short but concise (750-900 words) personal essay which focuses on something about which the writer believes strongly, written in the Style of the Personal Essay used on the This I Believe website.

Unit Two: What Do You Believe About Formal Education?(June 26th-July2nd)

Final Product:

A three page Essay in which the writer shares his/her thoughts on the positive and negative aspects of formal education in the United States today, using personal experience and incorporating the ideas from assigned readings and videos to support their claims.

Unit Three: What Do You Believe About Being Responsible Consumer? (July 3rd-July 9th)

Final Product:

A three-four page Essay in which the writer explores one or more issues connected to the constant awareness raising in our society about the our food, and the environment. The writer may use his/her own experiences but must also rely on the ideas from the assigned material and at least one outside source to support their claims.

Unit Four: You Teach and Persuade an Audience About Something that Matters to You (Part One: July 10th-16th and Part Two: July 17th-24th)

Final Product, Part One:

A 10-15 slide power point in which the writer presents a complete picture of a topic of their choice with the goal of persuading a specific audience to take some kind of action.

Final Product, Part Two, and the Final Essay for this Class:

A five page (minimum) Essay in which the student creates an expository essay using the sources from the Power Point above to persuade a specific audience to take some kind of action.

LAKE SUPERIOR
STATE UNIVERSITY

School of Arts & Letters
ENGL 110, English Composition I

Fall 2018
3 Credits

Prerequisite: None

Instructor(s):
Prof. Jillena Rose
Library 220
(906) 635-2091
jrose@lssu.edu

Meeting Time/Place: ARTS217 Tuesday and Thursday 10:30-11:50

Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
	4-5pm	10-11am	4-5pm	

Required Texts:

Habits of the Creative Mind (Miller, ISBN: 9781457681813)
The Immortal Life of Henrietta Lacks (Skloot, ISBN-10 1400052181)

Course Description: ENGL110 provides students with an introduction to the discipline of writing through an exploration of their own writing processes and products. Emphasis is placed on students learning to think critically about their own writing in order to address issues of coherence, grammar, mechanics, organization, clarity and content. Other material covered includes the role of literacy in society, the ways in which readers engage text, and the role of writing at the college level.

Course Objectives: By the end of ENGL110, students should be able to:
- Assess rhetorical situations, including audience and purpose, and adapt to them with the appropriate tone and level of formality
- Establish a clear plan for writing and develop strategies to sustain that plan
- Demonstrate the ability to read critically and use sound logic in their writing
- Analyze and incorporate reliable sources into their writing, using an appropriate citation style
- Demonstrate academic integrity
- Demonstrate recursive strategies for prewriting, drafting, revising, editing, and proof-reading, including the use of collaborative revision and multiple drafts that lead to a rhetorically complex text
- Employ standard conventions of sentence structure, grammar, punctuation, and spelling to achieve clarity

General Education Objective: This course fulfills 3 hours of the Communication requirement to analyze, develop and produce rhetorically complex texts.

Grading Scale:

98-100	A+	88-89	B+	78-79	C+	60-69	D	59 or below	F
92-97	A	82-87	B	70-77	C				
90-91	A-	80-81	B-						

Course Assignments:

Attendance, participation, and daily work	20%
Unit One Essay Portfolio: A Personal Narrative	20%
Unit Two Essay Portfolio: In Conversations With Others	20%
Unit Three Essay Portfolio: The Curious Researcher	30%
Final Reflection	10%

Course Policies:

1. **Attendance:** Class attendance is mandatory for this course. LSSU sanctioned travel-related absences (athletics, conference presentations, conference attendance) are approved by the Provost and the instructor shall accommodate students in these situations. However, students are expected to make arrangements with the instructor before the travel occurs. Failure to do so may result in "F" grades being assigned for the missed work. *Exchange contact information with a partner at the beginning of the semester, so that you can get the notes and keep up with assignments if you have to miss.*

2. **Textbooks:** Bring both the textbook and the novel to class every day.

3. **Missed Work:** Completing assignments on time, and keeping up with the class material is important for success in this course and in college. Generally, late or missed assignments will not be accepted except for legitimate (pre-approved when possible) reasons as determined by the instructor, or will be accepted for partial credit only at the teacher's discretion. Examples of legitimate reasons are: illness, death in family, and similar unavoidable situations. Any changes to the workshop schedule must be approved well in advance to prevent disruption and enable student accommodation.

4. **Electronic Devices:** Electronic devices are permitted only for certain in-class activities when advised by the teacher. General use of cell phones in class will not be permitted.

5. **In-Class Discussion and Critique:** In order to increase learning, students will be expected to engage in open class discussions of their own work and to critique each other's work. Students should be prepared to read their writing aloud, answer questions, and respond to comments during class.

6. **Academic Dishonesty:** Students are expected to perform all assigned work themselves unless otherwise noted. Any form of cheating or plagiarism will be handled in accordance with the University policy on Academic Integrity: See Academic Policies. Violations of the Honor Code may result in an F for the course grade. There will be zero tolerance for plagiarism in this course.

7. **University Polices & Statements:** Please refer to the Provost's web page: **See Academic Policies**

8. **Writing Assignment Format:** All assignments should be 1 full page, typed and double spaced, with headers, except where specified as longer.

FINAL EXAM: There will be a standardized survey and final reflective essay that you must write during the final. The final exam will be held from 10-12 Thursday, December 13'^{d}, 2018

What is Workshop?

Workshop groups will be designated at the beginning of the semester, will be held frequently, and will change with each unit and essay assignment. On the days workshop is scheduled, bring enough copies of your essay to class for your group members and email a copy of your draft to me before class. I will keep track of what has been submitted, as well as the notes you take during workshop (see guidelines below).

There are no page requirements for drafts submitted to workshop; however, remember that you are working toward meeting the page requirements for the essay assignment.

Participation in workshops is mandatory. If any student is absent from or unprepared for workshop more than two consecutive class meetings, some workshop groups will be reassigned.

Guidelines for Workshop

In workshop, you share your own work orally and receive comments for development and revision. As you will be receiving comments, you must also give them. A few guidelines must be followed for workshop to run smoothly.

The Workshop Pattern*

- The writer comments on the draft.
- The workshop members listen to the writer's comments then read the draft.
- The workshop members respond to the writer's comments and the draft.
- The writer responds to the workshop members' responses.

Note for Your Peers' Writing

- Write down comments for each individual writer as you read through his/her draft. You can write them on the same page if you wish. You will be given credit for these in class.
- Remember to offer constructive criticism. If a section of a piece does not work, be specific about why it does not work and offer solutions. Likewise, if a section of a piece is successful, be specific about why or how it works.
- Do not offer simple comments such as "I liked it," as this will not aid the writer in revision of the piece.
- Consider the following questions when commenting on a draft:
    o What is clear? What do you understand? What works?
    o What is confusing in the draft? What do you not understand? Where do you lose interest or get lost?
    o What suggestions do you have for clarity? For organization?
    o How might what works in the draft help the essay elsewhere?
- If you need help being more specific about a writer's work, please ask.

Notes for Your Writing

- Write down comments as your work is being discussed. You do not have to use all the comments offered, but do listen to what others have to say.
- You will turn these notes in with your workshop report the following class.
- Save all of your drafts as you will be expected to submit these with your essay on the due date.

Remember

Each essay is a work in progress, even your own.

*Murray, Donald M. *A Writer Teaches Writing*. Boston: Heinle. 2004. Print.

Date	In-Class	Readings/Outside Work	Assignments Due
Tues 8/28	Syllabus, Intro., Writing	Begin Reading HL if you haven't already)	
Thurs 8/30	Using a reading journal, In class writing	READ READ READ READ	Bring a Reading Journal to Class and HL1
Tues 9/4	In class writing and drawing, Screening Groups and job description, Essay One Described	READ And Write	
Thurs 9/6	Pre-Write of Essay 1 Through Chap. 6 Discussion/ In class writing	READ	1 copy of pre-write Reading Journal in class
Tues 9/11	Analyzing a chapter About Peer Review	READ 9/12 Screenings 4:30 Analyze this!	Bring HL to class)
Thurs 9/13	Rough of Essay 1 Peer Edit Screening Synopsis Analysis Sign Up for a conference!	READ	2 copies of rough draft Bring your analysis to class
Tues 9/18	Conferences	READ 9/19 Screenings 4:30	Bring Paper Draft and Reading Journal
Thurs 9/20	Through Chap. 14 Discussion Screening Synopsis	READ	Reading Journal in class
Tues 9/25	Final Peer Edit Essay One Reading with the Rubric	READ 9/26 Scholar Series 3pm	2 copies of rough draft
Thurs 9/27	Analyzing a Chapter Scholar Series Synopsis	READ Analyze this!	
Tues 10/2	The Danger of a Single Story	READ	Turn in your analysis
Thurs 10/4	Through Chap. 21 discussion The Danger of a Single Story	Outside writing will be assigned The Danger of a Single Voice in HL	Essay 1 is due in class Reading Journal in class
Tues 10/9	**Canadian Thanksgiving**	10/10 Scholar Series Noon READ READ READ	
Thurs 10/11	Looking at Student papers 10 ways Celeste Headlee	READ Your Takeaways from student work	The Danger of a Single Voice in HL due
Tues 10/16	Explaining Essay 2 Project Scholar Series Synopsis Audience in Writing	READ 10/17 Screenings 4:30 Choose Three People, Three Questions for a conversation	Your Takeaways from student work
Thurs 10/18	Through Chap. 28 Discussion sign Up for a Conference!	READ Conduct your conversations	Reading Journal in class
Tues 10/23	Conferences	READ 10/24 Screenings 4:30	Bring Reading Journal and Essay Draft
Thurs 10/25	Rough Draft of Essay 2 Peer Edit Screenings Synopsis	READ	2 copies of rough draft
Tues 10/30	Through Chap. 35 Discussion/ Screenings Synopsis	READ	Reading Journal in class
Thurs	Hamlet Performance	READ	

11/1			
Tues 11/6	Final Peer Edit 2 Hamlet Discussion	READ	2 copies of rough draft Answer to Hamlet Question
Thurs 11/8	In class Writing—Voice in your writing	READ 11/14 Screenings 4:30	
Tues 11/13	Library Source Class Screening Synopsis	READ 11/14 Scholar Series 3pm	**Essay 2 is due in class**
Thurs 11/15	Through the Afterward Discussion Scholar Series Synopsis	YOU'RE DONE!!!	
Tues 11/20	Rough of Final Peer Edit Looking at Student Papers	Your Takeaways from Student Work	2 copies of final
Thurs 11/22	**Thanksgiving**		
Tues 11/27	Reviewing your sources	11/28 Scholar Series 3pm	Annotated bibliography Your Takeaways from Student Work
Thurs 11/29	Scholar Series Synopsis More Citation Questions	Writing Question: The Difference between Narrative and Exploration	
Tues 12/4	Final Peer Edit Writing Question: The Difference between Narrative and Exploration	12/5 Screenings 4 30	Bring Two Copies of Draft Difference between Narrative and Exploration
Thurs 12/6	Final questions, final review		
Final Exam Week	**You must attend to pass**		**Final Essay and Portfolio**

5. If applicable, attach the most recent report, findings and recommendations from specialized programmatic accreditations within the School.

    Attachments:

    English Language and Literature – Secondary Education
    Initial Approval letter and findings from Michigan Department of Education, September 30, 2014

    Language Arts – Elementary Education
    Initial Approval findings from Michigan Department of Education, June 2, 2010

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

September 30, 2014

Dr. Donna Fiebelkorn, Assistant Dean
School of Education
Lake Superior State University
650 W. Easterday
Sault Sainte Marie, Michigan 49783

Dear Dr. Fiebelkorn:

The Michigan Department of Education is pleased to inform you Lake Superior State University's application to prepare teachers of English (BA) has been granted initial approval. This program may be offered as a major, minor, or endorsement for secondary teaching certificates.

Lake Superior State University is required to collect data related to the claims using key assessments for four years to determine the program efficacy. Any program changes or modifications based on annual data analysis initiated during initial approval must be reported to the Office of Professional Preparation Services. After four years, Lake Superior State University must submit a full approval application which consists of a letter requesting full approval, a report on fulfillment of the program claims, and any program changes or modifications made in response to analysis of key assessment data. This will be due **June 30, 2019** and must be submitted through educatorprograms@michigan.gov.

Should you have questions regarding this approval or other aspects of this program, please contact Dr. Sean Kottke, Education Consultant at KottkeS@michigan.gov.

Sincerely,

Leah C. Breen
Interim Director
Office of Professional Preparation Services

Enclosure

cc: David Myton

Initial Approval of Specialty Program

Recommendation to Prepare Teachers of
English (BA)

September 24, 2014

Institution: Lake Superior State University					
Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement (# Credits)
Elementary					
Secondary	40	30			30
K-12					

Source of Standards/Guidelines: State Board of Education	Pub. Date: 2000

Program Assessment Summary

X	Meets all standards and requirements	Not all standards and requirements are met	Insufficient documentation for program review
X	Approval	Not Approvable as Presented	

Program Start Date: Fall 2015

Full Approval Application Due Date: June 30, 2019

Comments:
Lake Superior State University has developed a promising program of study in English that demonstrates strong collaboration between the teacher education and English faculties to ensure high standards for candidate performance both in content area knowledge and English pedagogy are maintained. The program is to be commended for including methods coursework in major, minor and additional endorsement pathways. The assessment plan contains creative (e.g. graphic organizer) and rigorous (e.g. Senior Project) tools for assessing candidate mastery of claims, and reviewers are eager to see what institutional learning about teacher preparation is gleaned from the data these assessments yield, in particular the extent to which majors may or may not demonstrate measurably stronger mastery of program claims than minors or endorsement candidates.

Initial Approval of Specialty Program

Recommendations from Review Panel Regarding Programs to Prepare Teachers of Language Arts (BX)

November 23, 2009
Revisions reviewed June 2, 2010

Institution: Lake Superior State University

Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement Only (# Credits)
Elementary			42	30	30
Secondary					
K-12					

Source of Standards/Guidelines: State Board of Education   **Pub. Date:** 2000

Program Assessment Summary/Recommendation

X	Meets all standards and requirements		Not all standards and requirements are met		Insufficient documentation for program review
X	Approval		Program is not Approvable as Presented		

Standards/Requirements Not Met:

Additional information needed/action to be taken:

Comments: The major option for the Language Arts (BX) program is robust and well presented.

6. Report data from the past two years to show what students are doing after graduation from the programs in your School. For example, statistical data should report the numbers of students in specific areas (*i.e.,* business, government, education, military, unemployed, pursuing advanced degrees, etc.). Attach representative data.

   Alumni successes and activities are kept at sites such as https://www.lssu.edu/school-arts-letters/english-language-studies/ which includes students from the past decade and what they are doing now. We have relied on personal connections with our graduates to track their accomplishments and career directions, which has resulted in gaps and insufficient data. We have identified the establishment of a system for maintaining alumni records in graduate school and in careers as a key goal for the School in the next two to three years (see School: Planning – Arts and Letters Assessment report in the next section of this review).

Assessment (CC 4.B and CC 4.C)

Explain how the School uses assessment to promote ongoing growth and improvement. As evidence for each question, you may choose to include content from the 'Use of Results' column in the 4-Column Program Assessment Report, or provide broader assessment results from an alternative source.

7. School-level goals and their connections to the university's CAFE Master Goals Strategic Plan were listed in Question 2 of this report. Select 3-5 of those goals as a focus for the School's 4-Column School Assessment Report; add the selected goals to the 4-Column report document, and attach the document.

   The School-level goals selected as the initial focus for the School's continuous improvement processes are:
   - Broaden students' perspectives to encourage intercultural exchange (Culture)
   - Equip students with the skills to communicate effectively in written and oral format (Academic)
   - Seek and secure national and regional grants to fund educational opportunities that provide LSSU, the twin Saults, and broader EUP region with engaging collaborative experiences (Finance)
   - Place graduates in fulfilling careers, and celebrate and support alumni accomplishments (Enrollment)

   Attachment:

   School: Planning – Arts and Letters
       Assessment: Planning Unit Four Column

Assessment: Planning Unit Four Column

School: Planning - Arts and Letters

Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Culture - Broaden students' perspectives to encourage intercultural exchange. **Goal Status:** Active **Strategic Plan Outcome(s) addressed:** C1. We cultivate an environment of inclusion where all members treat others with dignity and respect. **Assessment Year:** AY18-19	Evaluate course offerings and educational opportunities for inclusion of diverse perspectives. **Benchmark:** Assuming this year's findings to be a baseline, we will determine desired growth and consistency from there.		
Academics - Equip students with the skills to communicate effectively in written and oral format. **Goal Status:** Active **Strategic Plan Outcome(s) addressed:** A2. We will cultivate student educational experiences that add value and allow students to reach their full potential. **Assessment Year:** AY18-19	Examine the quality and quantity of written and oral communication exercises, activities, and assignments in courses. **Benchmark:** Assuming this year's findings to be a baseline, we will determine desired growth and consistency from there.		
Finance - Seek and secure national and regional grants to fund educational opportunities that provide LSSU, the twin Saults, and broader EUP region with engaging collaborative experiences. **Goal Status:** Active	Assess the amount of funding received, number of grants, nature of grants, and effective use of funding. **Benchmark:** Assuming this year's findings to be a baseline, we will determine desired growth and consistency from there.		

Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Strategic Plan Outcome(s) addressed: F1. We will cultivate a culture of continuous improvement through accountability and sustainability practices, regular financial reviews, and periodic reporting. **Assessment Year:** AY18-19			
Enrollment - To place graduates in fulfilling careers and celebrate and support alumni accomplishments. **Goal Status:** Active **Strategic Plan Outcome(s) addressed:** E3. We will cultivate continuous improvement of the student experience through data-informed decision making and student input. **Assessment Year:** AY18-19	Maintain and review list of alumni success in graduate school and careers. **Benchmark:** Assuming this year's findings to be a baseline, we will determine desired growth and consistency from there.		

8. Describe how results from assessment have been used to improve your School. Include specific examples.

Throughout the School, instructors regularly assess their courses and determine appropriate future steps to improve the effectiveness of their respective courses. As the examples below show, instructors actively rethink and revise their courses so as continually evolve and improve those courses. Perhaps the main strength of Arts and Letters lies in the richness and rigor of its course offerings. Therefore, improvement of the courses is improvement of the School. While the following are a selection of examples, they are representative of the general practice of assessment-based actions found in the school.

Communication
COMM 225: Interpersonal Communication
Objective: Communicate competently in a variety of contexts

Use of Result:
There was a tendency to want to rank the different communication habits for effectiveness or impact. It should be communicated on the first day that communication is contextually bound and therefore a hierarchy that is created for one context/situation will never be directly relatable to a different context/situation. This type of question, asking for a hierarchy of power, should be eliminated as an option.

English
ENGL 221: Introduction to Creative Writing
Objective: Write fiction, non-fiction, poetry, and drama that illustrates a basic understanding of the elements of craft, such as image, character, voice, sound, story, and setting.

Use of Result:
Work on reader feedback and participation, especially in large workshop groups. Work on a way to get students more involved. Most students in this course discussed each other's work fluently, but quite a few were quiet or had nothing to say. Even more frequent discussion of craft using published pieces in each genre may help, as well as more weekly writing about the work of the peers in the group, not in note form, but in paragraph form, or letters to one another. It seems that the students are doing well demonstrating the understanding of craft in their own writing, but not in that of other writers. More discussion and writing on this particular outcome may prove helpful in future courses

ENGL 231: American Literature I
Objective: Describe the major literary movements and genres and their relationship to formal Innovation in North American literature before 1865.

Use of Result:
Shifting the course from a chronological organization to thematic/genre-driven structure should help to emphasize the distinct traits of the different genres and movements.

<u>Humanities, Philosophy, and Theatre</u>
HUMN 251: Humanities I
Objective: Analyze, evaluate, and explain human aesthetics and its historical development

Use of Result:
Demonstrable achievement was lower than expected. This is in large part due to non-participation on the required 17 blackboard quizzes. 5 students did 3 quizzes or less. And, another 15 students missed 3 or more of the 17 quizzes. The instructor should consider offering the quizzes for half-credit after the availability period has ended to enlarge participation.

PHIL205: Logic
Objective: Analyze situations symbolically and quantitatively in order to make decisions and solve problems

Use of Result:
The findings were interesting in that the exact same percentages of students who did well in the course activities as a whole did well on the final assessment, in particular. I am going to take two distinct actions next time I teach this course. First, I will assign more homework in the early part of the course where the foundations are established. Perhaps students couldn't prepare thoroughly for the final because their foundations were not firm. Secondly, I will introduce a new way of preparing for the final. I have to think more about this, but my initial thoughts are to give a mock final at least one week before the final. Then, I will grade them and we will go over them step by step.

THEA100 Special Topics: Body, Mind, Movement
Objective: Exhibit freedom of expressiveness, vigorous imagination, and control over their voices and bodies

Use of Result:
The acting faculty created a course (1 credit) focused on physicality and movement. This special topics course will undoubtedly benefit the students enrolled in the minor. The course is repeatable and over several semesters should impact the creative expression through the body and effect control over the body. The course should be taken early in the course of study and can be repeated 2 to 3 times.

9. Describe how the School uses assessment results to inform and facilitate better planning and budgeting.

Quantitative assessment results take the form of degree to which threshold levels of desired competencies are met. These determine the degree to which adjustments in instructional approach are required. While these indicate whether or not an adjustment in instructional approach is

required, they leave open an opportunity for more nuanced indications of ways in which instructional quality can be improved.

An inherent aspect of teaching the subject matter addressed by the programs within the school is that it involves assessing student work through the rendering of sound professional judgments, and giving standardized expression to those judgments through grades and other ways of capturing degrees of academic merit. Placed within a larger framework of instruction and related assignments, this provides a basis for drawing inferences about student learning.

This implies that the publicly visible quantitative aspect of assessment is underlain by a considerable measure of qualitative activity. Thus, with respect to impacts of these assessments on planning and budgeting activities, it could fairly be said that the quantitative aspect stored in Nuventive Improve displays the evidence of need for improvement, and guidance as to the direction and nature of adjustments is provided by careful attention to qualitative findings on the factors in student work hinting at a need for instructional adjustment.

10. In addition to LSSU's campus-wide programs designed to support retention and degree completion, list any additional activities of the School specifically intended to increase retention and degree completion.

- We instituted the two-credit ENGL105 Writing Workshop for underprepared writers. The redesign of remedial composition support to be imbedded with the college-level ENGL110 First-Year Composition I course, eliminating the three-credit ENGL091 course, resulted from assessment of pass rates in ENGL091 and subsequent ENGL110 enrollment. Students were not successful in their first composition experience in ENGL091, setting them back a semester or even two in their completion plans. We continue to monitor and adjust the design and implementation of ENGL105 to maximize success for all students, increasing retention and degree completion.

- We have a strong focus on student – instructor interaction in coursework and in advising. One-on-one conferences with each student are held twice during the semester, allowing for individualized support and feedback. The cap on composition course enrollment works to support retention, as well. We encourage students to see us in our offices frequently, and have effective advising within our degrees. Advising goes beyond a discussion of courses to register for in an upcoming semester to include career and graduate school exploration. Faculty work closely with students in actualizing their plans and dreams.

- We work in cooperation with Mari Schuup, as well as other Academic Success programs for students who are struggling with attendance or poor grades.

Resources (CC 5.A and CC 5.C).

11. Describe how the School allocates resources to adequately support the mission. Include explanations of faculty/staff, fiscal, and infrastructure allocations. For example, describe the process used to ensure that each faculty member or instructor in the program is qualified to teach the courses they are assigned, as consistent with HLC guidelines.
(https://www.hlcommission.org/Publications/determining-qualified-faculty.html)

The School of Arts & Letters fulfills its mission to prepare students for success
- in graduate and professional schools
- along their career paths, and
- in an increasingly interconnected global society

through rigorous intellectual and creative inquiry. This rigorous intellectual and creative inquiry occurs primarily in courses where faculty and students work together to fulfill student learning outcomes that in turn align with program and university learning outcomes.

As new faculty are needed, a request is included in the annual School budget to create additional faculty lines (or to hire new faculty for existing budget line items). The Dean then works to appoint a search committee, who design a position advertisement based on university, program, and course needs. As new faculty are hired, their qualifications are assessed by members of their discipline in the School. The Dean also reviews faculty qualifications on an annual basis to ensure that all courses are assigned to faculty who meet (or exceed) HLC guidelines, as well as assuring that other factors delineated in the faculty agreement are met.

Fiscal and infrastructure needs relating to courses come from action items in Improve (previously TracDat), our assessment data warehouse.

12. Explain how the School ensures that the curriculum for each program is current. For example, evidence may include specialized program accreditation, advisory boards, input from industry, discipline standards, previous School reviews or reports, etc.

All majors are periodically updated to assure that they align with accreditation and discipline standards. The below table lists the major programs housed within the School of Arts and Letters, their accrediting bodies, discipline standards met by the major, and the last major overhaul for the major. Minor updates are made to all three programs each year. As the recent dates on the table show, when a scheduled program review is completed, overhauls are completed if updates are needed.

Program	Accreditor/ Approval	Discipline Standards	Last Revision	Last Review
Creative Writing	N/A	Associated Writing Programs	2013	LSSU Program Review: AY2016-2017 Program Assessment: August 2018

Language Arts - Elementary Education	Michigan Department of Education	National Council of Teachers of English	2014	LSSU Program Review: AY2016-2017 Program Assessment: August 2018
English Language & Literature - Secondary Education	Michigan Department of Education	National Council of Teachers of English	2015	LSSU Program Review: AY2016-2017 Program Assessment: August 2018

PART 2: Degree-Level Review

Degree Program: English Language and Literature - Secondary Education

Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.

Assessment (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the "use of results." Attach the 4-Column Program Assessment Report.

    Attachment:

    Program (CoELA) – English Language Literature – Secondary Ed
        Assessment: Program Four Column

Assessment: Program Four Column

Program (CoELA) - English Language Literature - Secondary Ed

Assessment Contact: Dr. Chad Barbour

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Instructional Choices - Candidates will make instructional choices that consider the integrated nature of the English language arts, the relationship between culture and language, and the principles of rhetoric and communication. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 07/07/2014 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and Intercultural competence when answering a question, solving a problem, or achieving a goal.	**Direct - Writing Intensive Assignment - Unit Plan:** Candidates will design a unit plan that illustrates their ability to integrate all six components of the English language arts into units, and their ability to intentionally choose communication models for lessons based on the rhetoric and communication principles. One of the lessons in this unit plan must center on language and culture. **Schedule/Notes:** EDUC441, Spring Year 4 **Related Documents:** English Language Lit Secondary Ed Claim 1 Key Assessment.docx	**Finding Reporting Year:** 2018-2019 **Goal met:** No To be assessed in Fall 18 (08/30/2018)	Use of Result: N/A (08/30/2018)
	Direct - Exam/Quiz - Standardized - MTTC English Subject Test **Criteria Target:** Meaning and Communication sub-area scores will be analyzed for general feedback as to candidates' ability related to this claim. **Schedule/Notes:** MTTC English subject test Year 4, April - must be passed prior to student teaching for majors	**Finding Reporting Year:** 2017-2018 **Goal met:** No No current results due to reinstatement of program in Fall 2015. (08/30/2018)	Use of Result: N/A (08/30/2018)

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Grammar and Language - Claim 2. Candidates will value both prescriptive and descriptive grammars and conventions of English and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 07/07/2014 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.	**Other Findings** **Direct - Exam/Quiz - within the course - Final Exam Question:** Candidates will respond to an embedded question on the final exam in each of two courses that will demonstrate that they value both prescriptive and descriptive grammar, and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences **Schedule/Notes:** ENGL 222 Year 2, fall semester EDUC 441 Year 4, spring semester **Related Documents:** English Language Lit Secondary Ed Claim 2 Key Assessment.docx	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes 94% of the students were able to define descriptive and prescriptive grammar and appreciate the differences and declare which they would prefer to teach and use with reasons for their preferences. 88% of students took accurate notes on the 8 part video about History of English Language. (08/30/2018)	**Use of Result:** More descriptive grammar should be taught in the class. Students will need to be tested about their understanding of history of English language. (08/30/2018)
Context - Claim 3. Candidates will consider the broad progression of literary history and critical movements across time and space – including North American literature, classic and world literature, YA literature, visual texts, and critical theory – and place texts in context. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 07/07/2014	**Direct - Portfolio Review - Graphic Organizer:** Candidates will create a graphic organizer that presents contexts for a wide range of texts, reflecting the relationships among texts and between literature, history, and culture. Work on this longitudinal assignment will begin in ENGL180 Candidates will submit the completed organizer as a required	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes No current results due to reinstatement of program in 2015. (08/30/2018)	**Use of Result:** N/A (08/30/2018)

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.	element in their Student Teaching application portfolio. **Schedule/Notes:** Student Teaching Application Portfolio submission Year 4, spring semester		
	Direct - Exam/Quiz - Standardized - MTTC English Subject Test **Criteria Target:** Literature and Understanding sub-area scores will be analyzed for general feedback as to candidates' ability related to this claim. **Schedule/Notes:** MTTC English subject test Year 4, April - must be passed prior to student teaching for majors	**Finding Reporting Year:** 2017-2018 **Goal met:** No No current results due to reinstatement of program in 2015. (08/30/2018)	Use of Result: N/A (08/30/2018)
Text Analysis - Claim 4. Candidates will synthesize knowledge of genre, craft, literary history, and criticism to analyze texts. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 07/07/2014 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem , ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or	**Direct - Writing Intensive Assignment** - Essay: Candidates complete textual analysis in American literature survey courses, using literary terminology, genre characteristics, and close reading. **Schedule/Notes:** ENGL231 and ENGL232 Year 2	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes 231: The average level of performance was in the intermediate range. Students continue to do well in identifying important passages and applying rudimentary interpretation of them, but fall short of a building a more advanced argument about the text. 232: Analytical skills show to be in the average/above average range. (08/30/2018)	**Use of Result:** Devote more instruction to writing and analysis skills. (08/30/2018)
	Direct - Capstone Project - including undergraduate research - Senior Project: Candidates complete a senior thesis project illustrating their mastery of textual analysis, and synthesizing their knowledge of formal analysis with criticism. **Schedule/Notes:** ENGL499 Year 4, spring semester	**Finding Reporting Year:** 2017-2018 **Goal met:** No No current results due to reinstatement of program in 2015. (08/30/2018)	Use of Result: N/A (08/30/2018)

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
create a substantial work of art.	**Direct - Exam/Quiz - Standardized -** MTTC English Subject Test **Criteria Target:** Genre and Craft of Language sub-area scores will be analyzed for general feedback as to candidates' ability related to this claim. **Schedule/Notes:** MTTC English subject test Year 4, April - must be passed prior to student teaching for majors **Related Documents:** English Language Lit Secondary Ed Claim 4 Key Assessment.docx	Finding Reporting Year: 2017-2018 **Goal met:** No No current results due to reinstatement of program in 2015. (08/30/2018)	Use of Result: N/A (08/30/2018)
Claim 5 Literacy and Scholarship Practices - Candidates will value, apply, and recommend effective literacy and scholarship practices **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 07/07/2014 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations.	**Direct - Writing Intensive Assignment - Research Project:** Candidates complete a research project demonstrating ability to value and apply effective literacy and scholarship practices **Schedule/Notes:** EDUC441 Year 4, spring semester	Finding Reporting Year: 2018-2019 **Goal met:** No To be assessed in Fall 18 (08/30/2018)	Use of Result: N/A (08/30/2018)
	Direct - Writing Intensive Assignment - Unit Plan: Candidates adapt or design, and present a research project unit plan, illustrating their ability to recommend effective literacy and scholarship practices to students. **Schedule/Notes:** EDUC441 Year 4, spring semester **Related Documents:** English Language Lit Secondary Ed Claim 5 Key Assessment.docx	Finding Reporting Year: 2018-2019 **Goal met:** No To be assessed in Fall 18 (08/30/2018)	Use of Result: N/A (08/30/2018)
	Direct - Exam/Quiz - Standardized -	Finding Reporting Year: 2017-2018	Use of Result: N/A (08/30/2018)

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	MTTC English Subject Test **Criteria Target:** Skills and Processes sub-area scores will be analyzed for general feedback as to candidates' ability related to this claim. **Schedule/Notes:** MTTC English subject test Year 4, April - must be passed prior to student teaching for majors	**Goal met:** No No current results due to reinstatement of program in 2015. (08/30/2018)	

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

The English Language and Literature – Secondary Education program was suspended by the Michigan Department of Education and LSSU in 2012, primarily as a result of a low pass rate (less than 80% of testers passing) on the Michigan Test for Teacher Certification English subject test. This prompted a complete review of the Michigan and NCTE standards, and realignment of coursework to meet those standards.

Two new courses were introduced as part of this assessment and redesign process: Studies in Classic Texts and Studies in Visual Texts. The first was designed to include texts from around the world which were not included in other courses. The second provides the opportunity for the needed practice of analysis of visual rhetoric. This redesign also solidified a stronger progression from lower-level to upper-level courses seeking to create a more connected learning experience throughout the program.

The redesigned program was approved by the Michigan Department of Education in 2014, with the first students admitted to the program that fall. The initial cohort of students will be testing in the spring 2019, which will provide important assessment data going forward.

Quality, Resources and Support (CC 3.A)

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

A learning objectives matrix allows assessment of student progress at all stages of the program. Assessment occurs on the course- and program-level, measuring student ability during their studies and at the end of their program work.

Attachments:

Secondary English Education Major
    Course List
    Program Objectives – Course Matrix and Narrative
    Current Audit Sheet ˅

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:
http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL..df

Secondary English Education Major – Draft 6 – 40 credits*

MDE Form submission deadline: June 15, 2014

Literary Studies (12)
ENGL 180 Introduction to Literary Studies (3)
ENGL 231 American Literature I (3)
ENGL 232 American Literature II (3)
ENGL 336 YA Literature and Culture (3)

Critical and Textual Studies (9)
ENGL 345 Studies in Classic Texts (3)
ENGL 435 Studies in Visual Texts (3)
ENGL 380 Literary Theory and Criticism (3)

Writing, Grammar, Rhetoric and Communication (9)
ENGL 221 Introduction to Creative Writing (3)
ENGL 222 English Grammar (3)
ENGL 320 Responding to Writing (3)

English and Literacy Education (6)*
EDUC 440 Reading in the Content Area (3)
EDUC 441/451 Secondary English Methods (3)

Senior Thesis in English (4)
ENGL 490 Senior Thesis (2)
ENGL 490 Senior Thesis (2)

* The courses listed under English and Literacy Education are also listed on the Secondary Planned Program. Thus, the total number of separate courses required for this major will be 34 (plus the B.A. requirement of one year of a modern language other than English).

Per the Michigan Department of Education, this major will require a teaching minor.

LAKE SUPERIOR STATE UNIVERSITY DEPT. OF ENGLISH PROGRAM OBJECTIVES (6/10/14)

SECONDARY ENGLISH EDUCATION PROGRAM

	MEANING AND COMMUNICATION				THE ENGLISH LANGUAGE		LITERATURE AND CRITICISM					GENRE AND CRAFT		SKILLS AND PROCESSES				
	1 Integrated Language Arts	2. Language and Culture	3. Language development and reading processes	4 Rhetoric and Communication	5. Grammar	6. History and Evolution	7. YA Literature	8. North American Literature	9. World Literature	10. Visual Texts	11. Critical Studies	12. Close reading	13. Genre studies	14. Life-Long Reading Practices	15. Reading Processes	16. Research Skills	17. Writing Pedagogy and Processes	18. Critical Skills
COMM 101*				I (oral/NV)														
ENGL 110*				I (text)	I											I	I	
ENGL 111*				I (text)	R											I	I	
ENGL 180									I			I	I					
ENGL 221				R (oral, NV, text)								R	R				I	I
ENGL 222					M	I,R,M												
ENGL 231								I, R				M						
ENGL 232								M					M					
ENGL 320				M (oral, text)							I					R	R,M	R
ENGL 336		I					I,R,M key											
ENGL 345									R,M		I			E				
ENGL 380											R							
ENGL 435										R,M	M			M (visual)				
EDUC 440**			I, R, M key											I	I, R, M			
EDUC 441/51**	I,R,M key	R,M		M (nonverbal)		E									R, M	M		M
ENGL 490												E	E			E		
ENGL 499					E											E	E	E

I = Skill introduced, at the knowledge and comprehension level of Bloom's Taxonomy
R = Skill reinforced, at the application and analysis level of Bloom's Taxonomy
M = Skill mastered, at the synthesis and evaluation level of Bloom's Taxonomy
E = Skill emphasized, at the synthesis and evaluation level of Bloom's Taxonomy

Course from General Education Requirements, not in English Education Major

**Course also listed on Secondary Planned Program*

LAKE SUPERIOR STATE UNIVERSITY SECONDARY ENGLISH EDUCATION PROGRAM OBJECTIVES

See attached matrix for how these objectives will progress across courses. Each objective area is summarized in bold after its number. Following that in parentheses are the Michigan Department of Education program objective numbers that relate to *our* program objective number. Each objective is stated in a complete sentence, with a space left for a verb that corresponds to the appropriate level of Bloom's Taxonomy (I,R, M/E—see below). In general, 100-level courses usually affiliate with "I" objectives, 200-level courses to "R" objectives, and 300- or 400-level courses to "M" and "E" objectives, although there are exceptions (see matrix).

I = Skill introduced, at the knowledge and comprehension level of Bloom's Taxonomy (100s)

R = Skill reinforced, at the application and analysis level of Bloom's Taxonomy (200s)

M = Skill mastered, at the synthesis and evaluation level of Bloom's Taxonomy (300s and 400s)

E = Skill emphasized, at the synthesis and evaluation level of Bloom's Taxonomy (300s and 400s)

MEANING AND COMMUNICATION

1. Integrated language arts (3.1.3): Students will define (I), analyze (R), and design instruction that considers (M/E) the integrated nature of the English language arts (listening, speaking, reading, writing, critical thinking, viewing, and visually representing).

2. Language and culture (3.1.6, 3.1.7): Students will recognize (I), distinguish (R), and evaluate (M/E) the social, cultural, and dynamic nature of language (particularly the reciprocal relationship between language, culture, and individual identity, and how language choices advance and constrain people); how students' culture and language can influence their learning and literacy.

3. Language development (3.1.2): Students will identify (I), analyze (R), and design instruction that considers (M/E) the development processes of first and second language learners in speaking, reading, and writing.

4. Rhetoric and communication (3.1.4, 3.1.1): Students will recognize (I), distinguish (R), and evaluate (M/E): a variety of communication models, the interdependence of their various components, the elements of effective communication in a variety of rhetorical situations, and the use of appropriate communication modes and behaviors.

THE ENGLISH LANGUAGE

5. Grammar of the English language (3.3.1, 3.3.2, 3.3.3, 3.1.5): Students will recognize (I), analyze (R), and evaluate (M/E): grammars and conventions of English (e.g., morphology, phonology, semantics, and syntax); the differences between prescriptive and descriptive conventions of usage; the diversity of language uses, patterns, and dialects in spoken, written, and visual discourse.

6. History and Evolution of the English Language (MTTC Objective—Meaning and Communication #2): Students will recognize (I), analyze (R), and evaluate (M/E) how

English is a dynamic language shaped by cultural, social, and historical influences. This will include analyzing the development of the English language as influenced by historical and contemporary events; relating English derivatives, borrowings, and slang terms to their origins in other languages and dialects; and analyzing regional and social variations in language in the United States.

LITERATURE AND CRITICISM

7. YA Literature (3.2.2, 3.2.8, and MTTC Test Objective: Meaning and Communication #4): Students will identify (I), analyze (R), and consider (M/E) a wide variety of quality contemporary and classic (works which have been highly recognized over time for their excellence) literature; literature appropriate for different developmental levels and student needs, including multicultural/world literature, literature by women, and YA literature; and issues of censorship. This will include studying how patterns of diction, dialect, and patterns of expression transmit culture and affect meaning; the reciprocal relationship between language and concepts related to identity, customs, and daily life in various cultures; and the sociopolitical uses of language.

8. North American Literature (MTTC Objective—Literature and Understanding #3): Students will recognize (I), analyze (R), and evaluate (M/E) the historical, social, and cultural aspects of North American literature, including the ways in which literary works and movements both reflect and shape culture and history, including oral, written, enacted, and visual texts that reflect major themes, characteristics, trends, works, and writers. Texts will include both written literature and North American mythology and folklore.

9. World Literature in English and Translation (MTTC Objectives: Literature and Understanding #5 and #6): Students will recognize (I), analyze (R), and evaluate (M/E) the historical, social, and cultural aspects of world literature in English exclusive of North American literature, as well as world literature in English translation, including oral, written, enacted, and visual texts that reflect major themes, characteristics, trends, works, and writers. Texts will include classic British literature, such as *Beowulf*, Chaucer, and Shakespeare, as well as world mythology and folklore.

10. Visual Texts (MTTC Test Objective: Genre and Craft of Language #9): Students will recognize (I), analyze (R), and criticize (M/E) the active and constructive nature of viewing and visually representing information, including identifying elements of visual language (e.g., symbols, shapes, and composition); analyzing the contextual importance of cultural, social, economic and historical factors to visual communication; recognizing the role of viewers' prior experiences in their understanding of visual images, and understanding how to use visual, auditory, and technological media to explore and create print and nonprint texts.

11. Critical Studies (3.2.4, 3.2.5, 3.2.6): Students will recognize (I), analyze (R), and consider (M/E) the use of oral, written, and visual texts to explore and address important issues and problems in communities beyond the classroom; varied critical approaches to textual analysis; and historical/social contexts of and relationships among texts.

GENRE AND CRAFT

12. Close reading (3.2.1; 3.2.3; 3.3.4; 3.3.6): Students will recognize (I), analyze (R), and criticize (M/E): literature as oral, written, enacted and visual texts that reflect culture, values, and perspectives; the effects of style, voice, and language choices as determined by context, purpose, and audience in print and non-print texts; and the appropriate use of a variety of

artistic and stylistic techniques and devices; as well as key issues and recurring themes in classic and contemporary literature in a variety of cultural contexts.

13. Genre studies (3.3.5): Students will recognize (I), analyze (R), and criticize (M/E) the characteristics, forms, and appropriate use of a variety of genres (e.g., narration, drama, poetry, visual texts, exposition, and persuasion).

SKILLS AND PROCESSES

14. Life-Long Reading Practices (3.2.7): Students will define (I), analyze (R), and design instruction that considers (M/E) the varied purposes of reading that foster life-long reading practices.

15. Reading processes (3.1.2, 3.4.5) Students will define (I), analyze (R), and design instruction that considers (M/E) the development processes of first and second language learners in speaking, reading, and writing; as well as the processes of and strategies for reading.

16. Research Skills (3.4.3): Students will recognize (I), analyze (R), and design instruction that considers (M/E) the use of research and reference resources for inquiry-based learning in literacy education.

17. Writing Skills and Processes (3.3.7, 3.4.1, 3.4.5) Students will recognize (I), apply (R), and recommend (M/E): writing processes, including inventing, revising, publishing; the processes of and strategies for writing; and the effective use of the English language, both written and oral, in a variety of rhetorical contexts, including the mechanical and technical conventions of standard written and spoken English (e.g., grammar, punctuation, spelling).

18. Critical Skills (3.4.2, 3.4.4) Students will recognize (I), apply (R), and construct (M) critical standards for analyzing and assessing the craft, aesthetics, and significance of their own, students' and other authors' texts; and conduct (I), apply (R), and plan (M) independent reading and viewing and the critical consideration of texts with reasonable comprehension and interpretation.

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FOR REFERENCE: MICHIGAN DEPARTMENT OF EDUCATION PROGRAM OBJECTIVES (B.A. STANDARDS, MICHIGAN STATE BOARD OF ED., 2000)

Each of the below objectives is mapped in parentheses to the LSSU English Department Program Objectives on the previous pages.

3.1

Meaning and Communication

3.1.1

English teachers will know and understand the instructional application of the elements of effective communication in a variety of rhetorical situations and the use of appropriate communication modes and behaviors.

3.1.2

English teachers will know and understand the instructional application of the acquisition and development processes of first and second language learners in speaking, reading, and writing.

3.1.3

English teachers will know and understand the instructional application of the integrated nature of the English language arts (listening, speaking, reading, writing, critical thinking, viewing, and visually representing).

3.1.4

English teachers will know and understand the instructional application of a variety of communication models and an awareness of the interdependence of their components.

3.1.5

English teachers will know and understand the instructional application of the history and evolution of the English language.

3.1.6

English teachers will know and understand the instructional application of the social, cultural, and dynamic nature of language, particularly the reciprocal relationship between language, culture, and individual identity, and how language choices advance and constrain people.

3.1.7

English teachers will know and understand how students' culture and language can influence their learning and literacy.

3.2

Literature and Understanding

3.2.1

English teachers will know and understand the instructional application of literature as oral, written, enacted, and visual texts that reflect cultures, values, and perspectives.

3.2.2

English teachers will know and understand the instructional application of a wide variety of quality contemporary and classic (works which have been widely recognized over time for their excellence) literature appropriate for different developmental levels and student needs, including multicultural/world literature, literature by women, and literature for young adults.

3.2.3

English teachers will know and understand the instructional application of key issues and recurring themes in classic and contemporary literature in a variety of cultural contexts.

3.2.4

English teachers will know and understand the instructional application of the use of oral, visual, enacted, and written texts to explore and address important issues and problems in communities beyond the classroom.

3.2.5

English teachers will know and understand the instructional application of varied critical approaches to textual analysis.

3.2.6

English teachers will know and understand the instructional application of the historical/social contexts of and relationships among texts.

3.2.7

English teachers will know and understand the instructional application of the varied purposes for reading that foster life-long reading practices.

3.2.8

English teachers will know and understand the instructional application of issues of censorship.

3.3

Genre and Craft of Language

3.3.1

English teachers will know and understand the instructional application of grammars and conventions of English, e.g., morphology, phonology, semantics, and syntax.

3.3.2

English teachers will know and understand the instructional application of differences between descriptive and prescriptive conventions of usage.

3.3.3

English teachers will know and understand the instructional application of the diversity of language uses, patterns, and dialects in spoken, written, and visual discourse.

3.3.4

English teachers will know and understand the instructional application of the effects of style, voice, and language choices as determined by context, purpose, and audience in print and non-print texts.

3.3.5

English teachers will know and understand the instructional application of the characteristics, forms, and appropriate use of a variety of genre, e.g., narration, drama, poetry, exposition, and persuasion.

3.3.6

English teachers will know and understand the instructional application of the appropriate use of a variety of artistic and stylistic techniques and devices.

3.3.7

English teachers will know and understand the instructional application of writing processes, including inventing, revising, and publishing.

3.4

Skills and Processes

3.4.1

English teachers will demonstrate a mastery of and understand the instructional application of the effective use of the English language, both written and oral, in a variety of rhetorical contexts, including the mechanical and technical conventions of standard written and spoken English (e.g. grammar, punctuation, and spelling).

3.4.2

English teachers will demonstrate a mastery of and understand the instructional application of independent reading and viewing and the critical consideration of texts with reasonable comprehension and interpretation.

3.4.3

English teachers will demonstrate a mastery of and understand the instructional application of the use of research and reference resources for inquiry-based learning in literacy education.

3.4.4

English teachers will demonstrate a mastery of and understand the instructional application of critical standards for analyzing and assessing the craft, aesthetics, and significance of their own, students' and other authors' texts.

3.4.5
English teachers will demonstrate a mastery of and understand the instructional application of the processes of and strategies for reading and writing.

LAKE SUPERIOR
STATE UNIVERSITY

B.A. English Language and Literature—Secondary Teaching

Name_____ ID# _____ Advisor_____

Expected Date of Graduation_____ Advisor Review _____

Enter semester (e.g F17) and grade (e.g.. B) for each class at LSSU. For transfer credits enter BOTH: 'TR' and the grade. The Certification GPA for the ENGL major and PES will include all grades from all institutions.

English Major — Grade/Sem.
[min. grade=C, min. GPA=2.70, credit=40]
ENGL 180 Intro to Literary Studies (3) _____ ___
ENGL 221 Intro to Creative Writing (3) _____ ___
ENGL 222 Grammar &Lang in Cont (3)_____ ___
ENGL 231 American Literature I (3) _____ ___
ENGL 232 American Literature II (3) _____ ___
ENGL 320 Responding to Writing (3) _____ ___
ENGL 336 Young Adult Lit&Culture (3)_____ ___
ENGL 345 Studies in Classic Texts (3) _____ ___
ENGL 380 History of Lit Criticism (3) _____ ___
ENGL 435 Studies in Visual Texts (3) _____ ___
ENGL 490 Senior Thesis – Fall (2) _____ ___
ENGL 490 Senior Thesis – Spring (2) _____ ___

*EDUC 440 Reading in Content Area (3) _____ ___

Complete one methods course from following two:
*EDUC441 Eng LA Methods Sec Tch(3)_____ ___
*EDUC451 Dir. Study ELA Methods (3)_____ ___

B.A. Requirement: (8 credits)
One year of a modern language other than English (e.g. SPAN161 162)

_____ _____ _____
_____ _____ _____

General Education Requirements
☐ Check if MACRAO or GE-Cert completed
ENGL110 First year composition I (3) _____ ___
ENGL111 First year composition II (3) _____ ___
COMM101 Fundamentals Speech (3) _____ ___
*HUMN elective (3-4) (e.g. ENGL180) _____ ___
HUMN elective (3-4) _____ ___
Social Science elective (3-4) _____ ___
Social Science elective (3-4) _____ ___
*Diversity elective (3-4) (e.g. EDUC250) _____ ___
Natural Sci elective (4) _____ ___
Natural Sci elective (4) _____ ___
*Math elective (3-5) (e.g MATH207) _____ ___

Professional Education Sequence [PES] Grade/Sem.
[min. grade = B- incl. transfer; max cr = 35]
EDUC 250 Student Div. & Schools (4) _____ ___
EDUC 301 Educ Psych Learn'g Theory (3) _____ ___

Must be Admit. to Ed. Prior to EDUC350
EDUC 350 Integrating Tech Learning (3) _____ ___
EDSE 301 Intro to Special Education (3) _____ ___
EDUC 415 Gen Instructional Methods (2) _____ ___
EDUC 440 Reading Content Area (3) _____ ___

Complete one methods course from following two:
*EDUC441 Eng LA Methods Sec Tch(3) _____ ___
*EDUC451 Dir. Study ELA Methods (3) _____ ___

EDUC 460 Classroom Management (2) _____ ___

Admission to Student Teaching required for following:
EDUC 480 Directed Teaching:Seminar (2) _____ ___
EDUC 492 Directed Teaching (10) _____ ___

Education Cognate (4 credits)
MATH207 Princ Statistical Method (3) _____ ___
EDUC101 Self as Learner (1) _____ ___

Minor
An approved teaching minor is recommended, but not required. Indicate choice below:

☐ **Teaching minor:** _____
  (attach minor audit sheet, 2.7 GPA min, min grade of C)

☐ **Non-teaching minor** _____
  (attach minor audit sheet)

☐ **No minor**

Graduation Criteria include:
☐ Residency: 50% of 300/400 courses earned at LSSU
☐ Total credits in excess of 124
☐ GPA overall and in major minimum of "B-" (2.70)
☐ No courses in major below a "C" (2.00)
☐ No education course below "B-" (2.70) in PES

Certification requires a passing grade on the MTTC English exam (test #002)

Education Dean_____

*A course in another component of the program may be used to meet this requirement

Effective Fall 2018 v2

Intellectual Inquiry (CC 3.B).

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

Throughout coursework, students engage in writing-intensive courses, typically producing academic writing or creative writing according to the course. Literature courses typically require approximately two analytical essays in each course while creative writing courses require significant work in writing poetry, fiction, and screenwriting. The program concludes with a senior thesis: a 25-page critical analysis utilizing research. As the first majors in the newly designed program approach program completion, examples of these activities will be available.

PART 2: Degree-Level Review

Degree Program: Language Arts – Elementary Education

Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.

Assessment (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the "use of results." Attach the 4-Column Program Assessment Report.

    Attachment:

    Program (CoELA) – Language Arts BA – Elementary Education

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Assessment: Program Four Column

Program (CoELA) - Language Arts BA Elementary. Ed.

Mission Statement: The mission of the Department of English is to provide a stimulating learning environment to provide experiences to student which will improve their written and oral communication skills, increase their critical thinking, and prepare students for graduate school and/or careers.
Assessment Contact: Prof. Mary McMyne

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Instructional Choices - Candidates will make instructional choices that consider the integrated nature of the language arts, the socio-cultural and dynamic nature of language, and the principles of rhetoric and communication. **Goal Status:** Active **Goal Category:** Student Learning **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility – Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.	**Direct - Writing Intensive Assignment** - Candidates will design a unit plan that illustrates their ability to integrate all six components of the English language arts into units, and make instructional decisions based on sound rhetorical principles. Candidates will design a lesson in the unit that values the socio-cultural and dynamic nature of language **Schedule/Notes:** EDUC 411	**Finding Reporting Year:** 2017-2018 **Goal met:** No Data from Fall 2017 course assessment: Unit plan integrates all 6 language arts: 6/6 Unit plan is based on sound rhetorical principles: 6/6 Unit plan contains a lesson focusing on the dynamic nature of language: 0/6 (09/03/2018)	**Use of Result:** Question for the Dean/Arts & Letters/School of Ed meeting: Should something different be done with the requirement to include a lesson in the EDUC 411 unit that values the socio-cultural and dynamic nature of language? This is very difficult to fit in EDUC 411 (which is only a 2 credit course). (09/03/2018)
Grammar and Language - Candidates	Direct - Exam/Quiz - within the	**Finding Reporting Year:** 2016-2017	**Use of Result:** Integrated

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
will value both prescriptive and descriptive grammars and conventions of English and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences. **Goal Status:** Active **Goal Category:** Student Learning **Institutional Learning:** ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations **Revision Notes:** ASSESSED EVERY FALL IN ENGL 222	**course** - Embedded questions on the final exam will allow students to demonstrate that they value both prescriptive and descriptive grammar, and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences. **Schedule/Notes:** ENGL 222	**Goal met:** Yes Data from the Fall 2016 final exam embedded questions. Students understand the prescriptivism versus descriptivism debate: 83% Students value both descriptive and prescriptive grammars: 89% Students appreciate dynamic nature of English: 71.5% (01/06/2017)	additional materials into Fall 2018 course design to make students more appreciative of the dynamic nature of English affected by outside forces (e.g., activities translating Old English, Middle English, Early Modern English; guest lecture by the Actors from the London Stage on the language of Shakespeare). (08/03/2018)
	Direct - Exam/Quiz - within the course - Instructor assessed student position on prescriptive and descriptive grammars and conventions of English with an essay; Instructor assessed dynamic nature of English by having students take notes on an 8-part video on the subject **Schedule/Notes:** ENGL 222	**Finding Reporting Year:** 2017-2018 **Goal met:** No Data from the Fall 2017 course offering: Students understand the prescriptivism versus descriptivism debate: 94% Students value both descriptive and prescriptive grammars: NO DATA Students appreciate dynamic nature of English: 88% (01/23/2018)	**Use of Result:** Future offerings of course will collect all information using the MDE-approved program assessment method (embedded questions on the final exam). (01/23/2018)
Lifelong Reading and Writing - Candidates will consider and recommend research-proven language arts teaching practices that foster lifelong reading and writing in children. **Goal Status:** Active **Goal Category:** Student Learning **Goal Level (Bloom/Webb):** High-Level (Creating/Evaluating) [Bloom] **Institutional Learning:** ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.	**Direct - Exam/Quiz - within the course** - Students will recommend research-proven language arts pedagogies as part of a 20+ page capstone research paper, drawing from elements of their integrated studies in theatre, communication, and literature. **Schedule/Notes:** ENGL 470	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes 4/5 students completing the Language Arts senior thesis during the last two years successfully completed the project. The grade breakdown was as follows: A+, A, A, B, and incomplete. The student who did not complete the project left the program. The most recent student participated in the 2018 Senior Research Symposium and has submitted a proposal to present her research at an MCTE event downstate later this fall (senior research poster attached). She reports that creating the poster was really useful in drafting her paper, so we will continue to participate in the symposium (05/31/2018) **Related Documents:**	**Use of Result:** Continue to participate in senior research symposium. (05/31/2018)

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
		LangArtsSeniorPoster.png	
Analyze Texts - Candidates will synthesize knowledge of genre, craft, and criticism to analyze texts. **Goal Status:** Active **Goal Category:** Student Learning **Institutional Learning:** ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.	**Direct - Writing Intensive Assignment** - Candidates complete standardized essay assignments in American literature survey courses, using literary terminology, genre characteristics, and close reading, to complete textual analysis. **Schedule/Notes:** ENGL 231, 232	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes In Fall 2017, in ENGL 231, students performed a close reading of a text that illustrated how its style, voice, and language choices, as well as literary techniques and devices, impacted overall sense and meaning. They also considered how the text reflects or challenges the culture, values, and perspectives of the period. Of the three essays students composed performing analysis of literary texts, the average level of performance was in the intermediate range. Students continue to do well in identifying important passages and applying rudimentary interpretation of them, but fall short of a building a more advanced argument about the text. In Spring 2018, in ENGL 232, students performed similarly on both prose and poetry analytical essays. Their performance in both genres was in the high intermediate range. This is in contrast with previous years where poetry analysis faltered behind prose. (09/03/2018)	**Use of Result:** For Fall 2018, in ENGL 231, devote class time to writing instruction; provide more opportunity to draft and revise and engage with basic skills of writing about literature. For Spring 2019, in ENGL 232, continue with organization of course into separate units for prose and poetry (09/03/2018)
Literacy and Scholarship Practices - Candidates will value, apply, and recommend effective literacy and scholarship practices **Goal Status:** Active **Goal Category:** Student Learning **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying) [Bloom] **Institutional Learning:** ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to	**Direct - Writing Intensive Assignment** - Candidates complete a research project that illustrates their ability to value and apply effective literacy and scholarship practices midway through their coursework. Later, they will design a unit plan, which illustrates their ability to recommend effective literacy and scholarship practices to students. They also display their mastery of the ability to apply literacy and scholarship practices in their senior project. **Schedule/Notes:** ENGL 320, EDUC 411, ENGL 470 **High Impact Program Practices 1:** Undergraduate Research	**Finding Reporting Year:** 2017-2018 **Goal met:** No A three-year review of student assignments, course evaluations, and informal feedback in EDUC 411--the place where key assessment of this outcome is supposed to occur--revealed that students are not given enough of an opportunity to focus enough on mastering this outcome in that course and its related fieldwork, due to the time spent on instilling in students a lifelong love of reading and writing in EDUC 411. (04/12/2018) **Related Documents:** HistoryDayFlyer2018.pdf	**Use of Result:** Moved some materials pertaining to lifelong love of reading and writing focus to ENGL 470 (language arts senior thesis course). Removed creative writing component in EDUC 411 based on feedback from the district. Coordinated a series of meetings in spring and summer 2018 between program professors and key members of the local school district to initiate a new model for field placement in EDUC 411 and EDUC 422 that would both meet district needs and give our candidates the opportunity to more actively apply and recommend effective literacy and

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.	**High Impact Program Practices 2:** Writing-Intensive Course(s)		scholarship practices. As of Fall 2018, the EDUC 411 and 422 courses will be co-taught by LSSU professors at the local middle school, with field placement occurring during a History-Day themed 5th grade after school program designed by LSSU candidates in EDUC 411 (with debriefing and reflection occurring directly afterwards at the middle school in another room). The closer supervision of professors and more direct alignment of this program outcome with fieldwork will allow students more practice applying and recommending effective literacy and scholarship practices. (04/12/2018) **Budget Rationale:** To encourage parents of fifth graders to have their children join the after-school program, the School of Education should pay for all materials. **Budget Request:** 500

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

The Michigan Department of Education originally approved this program for teacher certification in 2010. Our approved program requires that students complete Language Arts coursework in emergent literacy, literature, writing, communication studies, and theatre, as well as the Elementary Planned Program and Professional Education Sequence included in the degree. Since our initial approval, we have made a number of changes to improve the degree program, including the following:

- We updated the design of ENGL 222 English Grammar & Language in Context to improve students' valuation of prescriptive and descriptive grammars (e.g. new activities on the dynamic nature of language, formative assessment and reinforcement of prescriptive vs. descriptive grammar debate).

- We began requiring that all Language Arts students complete a senior thesis course, EDUC 470, Language Arts Senior Thesis, and participate in the senior research symposium in order to increase our students' ability to recommend research-proven language arts teaching practices that foster lifelong reading and writing in children.

    We incorporated a new fieldwork model for EDUC 411 Language Arts & Literacy Skills.

Based on current assessment results and changing standards in the discipline, we are currently in discussions to address how to better support students in understanding and valuing the socio-cultural nature of language.

Quality, Resources and Support (CC 3.A)

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

The Language Arts—Elementary Teaching B.A. program is Michigan Department of Education-approved and meets program level and course level outcomes that are appropriate to this professional certification. A letter proving that this program been approved by the Michigan Department of Education has been attached earlier in this review. The current degree audit for the program shows required coursework. Additionally, a matrix defining how our program's outcomes align with the Language Arts Michigan Test for Teacher Certification has been attached.

Attachments:

Language Arts (Elementary) Program Objectives – Course Matrix
BA Language Arts Elementary Teaching Degree Audit

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:
http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf

Michigan Test for Teacher Certification — LAKE SUPERIOR STATE UNIVERSITY DEPT. OF ENGLISH (5/29/13)
LANGUAGE ARTS (ELEMENTARY) PROGRAM

Prepared by M. McVuu

Subarea:		MEANING AND COMMUNICATION				ENGL. LANG.	LITERATURE, GENRE, AND CRAFT				SKILLS AND PROCESSES				
Objective:		1. Integrated Language Arts	2. Language and Culture	3. Language development and acquisition	4. Rhetoric and communication	5. Grammar	6. Genre studies	7. Children's Literature	8. Close reading	9. Critical Reading Skills	10. Reading Processes	11. Research Skills	12. The Writing Process	13. Presentations and Class Publishing/Public ations	14. Writing Pedagogy, Portfolios, and Student-Centered Writing Instruction
Courses Required for both Major & Minor	COMM 101 (general ed.)		I (oral/NV)		I (oral/nonverbal)									I (principles, visual aids)	
	ENGL 110 (general ed.)		1(text)			I					I	I	I		
	ENGL 111 (general ed.)				I (textual)	R				I		R	R		
	ENGL 180		R				I		I						
	ENGL 221				R (oral/ NV and textual)		R		R						I
	ENGL 222					M									
	ENGL 231								M*						
	ENGL 232						M*								
	ENGL 320				M (text)*								M		R, M
	ENGL 335						R	I, R and M (content)							
	THEA 309				R (oral /NV)?		R?								
	EDUC 411	I, R, M	R		R (oral/ NV)			M (teaching applications)			R, M		M		R M
	CHLD 225			I,R,M								M			
Major Only	ENGL 236		M (text)												
	COMM 308		M(oral) ~ NV		M (oral/ NV)										
	ENGL 470				E	E	E	E	E	E			E	E	

* From now on, ENGL 232 will include an assignment in which students will illustrate My of understanding genre characteristics and poetic devices (#6) ENGL 231 will include an assignment in which students will illustrate mastery of close reading/textual analysis (#8). ENGL 320 will include an assignment on editing for flow, transitions, etc (#12). Standardized keystone assignment will be added to ENGL 232 to require My in this objective beginning Fall 2014.

LAKE SUPERIOR
STATE UNIVERSITY

BA Language Arts (BX) Elementary Teaching
Degree Audit Sheet

Name_____ ID#_____ Advisor_____

Expected Date of Graduation_____ English Approval_____

Enter semester (i.e. F17) and grade (i.e. B) for each class at LSSU, for transfer credits enter BOTH 'TR' and the grade. Certification GPAs for the Language Arts major, EPP and PES will include all grades from all institutions.

Language Arts Requirements
[min. grade=C, min. GPA=2.70, max credit=36]

ENGL180 Intro Literary Studies	3	___ ___
ENGL221 Creative Writing	3	___ ___
ENGL222 English Grammar	3	___ ___
ENGL231 American Literature I	3	___ ___
ENGL232 American Literature II	3	___ ___
ENGL236 Literature and Culture	3	___ ___
ENGL 320 Responding to Writing	3	___ ___
ENGL335 Children's Lit Classroom	3	___ ___
ENGL470 Language Arts Senior Th	3	___ ___
COMM308 Communication Theory	3	___ ___
THEA 112 Acting for Beginners	3	___ ___
CHLD 225 Emergent Literacy	3	___ ___

BA Cognate: (up to 8 credits)
One year of a modern language other than English

_____ ___ ___
_____ ___ ___

Elementary Planned Program [EPP]
[min. grade = 'C'; min. GPA = 2.70; max cr = 49]

MATH103 Num Syst & Prob Solv	4	___ ___
MATH104 Geo & Measure	4	___ ___
MATH207 Princ. Stat. Methods	3	___ ___
BIOL104 Survey General Biology	4	___ ___
NSCI101 Conceptual Physics	4	___ ___
NSCI102 Intro Geology	4	___ ___
POLI110 American Government	4	___ ___
GEOG201 World Regional Geog	4	___ ___
HIST131 US History I	4	___ ___
HIST321 Michigan History	2	___ ___
ENGL180 Intro. Literary Studies	3	___ ___
ENGL222 English Grammar	3	___ ___
ENGL335 Children's Literature	3	___ ___
CHLD225 Emergent Literacy	3	___ ___

General Education Requirements (36-42)

☐ *Check if MACRAO or GE-Cert completed*

ENGL110 First year Composition I	3	___ ___
ENGL111 First year Composition II	3	___ ___
COMM101 Fundamentals Speech	3	___ ___
*HUMN elective (e.g. ENGL180)	3	___ ___
HUMN elective	3-4	___ ___

*Social Science elec.(e.g. GEOG201)	4	___ ___
*Social Science elective (e.g. POLI110)	4	___ ___
*Natural Science elective (e.g. NSCI101)	4	___ ___
*Natural Science elective (e.g. NSCI102)	4	___ ___
*Math elective (e.g. MATH207)	3	___ ___
*Diversity elective (e.g. EDUC250)	4	___ ___

Professional Education Sequence [PES]
   [min. grade = B- incl. transfers; max cr = 48]

EDUC101 Self as Learner	1	___ ___
EDUC250 Student Diversity & Schools	4	___ ___
EDUC301 Ed. Psych. Learning Theory	3	___ ___

Admission to Teacher Education required to continue:

EDSE301 Intro to Special Education	3	___ ___
EDUC330 Reading Elem Classroom	3	___ ___
EDUC350 Integrating Technology	3	___ ___
EDUC410 Corrective Reading	3	___ ___
EDUC415 Gen Instructional Methods	2	___ ___
EDUC411 Elem Lang Arts Methods	2	___ ___
EDUC420 Elementary Math Methods	2	___ ___
EDUC421 Elemen Science Methods	2	___ ___
EDUC422 Elem Meth Social Studies	2	___ ___
EDUC423 Arts Methods	2	___ ___
EDUC424 Health/Phys Ed Methods	2	___ ___
EDUC460 Classroom Management	2	___ ___

Admission to Student Teaching required for following:

EDUC480 Directed Teaching:Sem	2	___ ___
EDUC492 Directed Teaching	10	___ ___

Graduation Criteria include:
☐ Residency: 50% of 300/400 courses earned at LSSU
☐ Total credits in excess of 124, no minor required
☐ GPA OVERALL, in major & EPP minimum of 2.70 (B-)
☐ No courses in major or EPP below "C" (2.00)
☐ No education course below "B-" (2.70) in PES

Certification requires a passing score on the MTTC Elementary Education test (#103)

Language Arts Endorsement (BX) requires a passing score on the MTTC Language Arts test (#090)

Education: Dean_____

* indicates electives met by program requirements

Intellectual Inquiry (CC 3.B).

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

All students complete three research and inquiry projects throughout their coursework in Language Arts. The first project is a ten-page research paper in ENGL 111, which is completed by all Lake Superior State University students. The second project is a research writing project completed in ENGL 320 Responding to Writing, in which students practice applying the best practices for research and writing instruction which they've studied throughout that semester. Finally, all students complete a capstone senior project in ENGL 470, Language Arts Senior Thesis.

For the capstone senior project, during their senior year, language arts students work with an English faculty member who is dual-appointed with the School of Education to complete a research project in an area of their choice. The final research project consists not only of a 20–25 page paper, but also of a poster professionally presenting their research. This research is presented at the Lake Superior State University Senior Research Symposium. Examples of recent project titles are listed below; the most recent project (marked with an asterisk) was presented by the student on an official panel at the Michigan Council for Teachers of English Fall 2018 Conference:

- Consistent Classroom Practice in Readers' Theatre: Effects on Fluency by Caitlin Crum*
- Using Banned Books in the Elementary Classroom: Citizenship and Morals, Language Arts, and Connections to Real Life by Sydney Sachro
- Best Practices for Poetry Instruction in Grades K-5 by Elizabeth Antonello
- A Senior Thesis Looking at the Use of Picture Books in Michigan to Improve Struggling Students' Proficiency in ELA by Lexie Bordin

The most recent paper, presented at the Senior Research Symposium, is included in the evidence section as a senior poster.

Attachment:

Consistent Classroom Practice in Readers' Theatre: Effects on Fluency Poster

Consistent Classroom Practice in Readers' Theatre: Effects on Fluency

Caitlin Crum, Lake Superior State University, Language Arts Senior Project
Professor Mary McMyne, Faculty Advisor

LSU

Background and Rationale

Readers' theatre is well known in the dramatic arts as a method of practice for analyzing and performing plays (Ratliff, Shepard) However, teachers in the elementary and secondary levels found that students enjoyed the practice as well (Tashlik). Students exhibited significant gains in their *fluency* – their ability to read with speed, accuracy, expression and comprehension. However, many teachers were using it only as a multi-week program. The purpose of this research was to determine the feasibility of a year-long practice in readers' theatre and to determine whether the effect on fluency would become greater with year-long practice. The research also hoped to answer what underlying effects had an influence on fluency in addition to its direct instructional purpose as a classroom pedagogy.

Literature Review

- Readers theatre has an impact on fluency when enacted over a short period of time. (Worthy & Prater, Young & Rasinski, Hertzberg, Martinez, Forsythe, Poe, Flynn, Kariuki, Stoyer)

- Readers' theatre lends itself to having impact on fluency over long periods of time because of student growth in confidence and read-aloud skills (Forsythe, Martinez, Worth & Prater, Young & Rasinski Poe, Flynn, Clark, Keehn, Stoyer)

- A year-long program of readers' theatre makes differentiating by interest level or learning type more feasible (Forsthye, Worthy & Prater, Martinez, Tashlik, Hertzberg, Ratliff, Flynn)

- Due to a lack of necessity for complicated production, readers' theatre is logistically simple enough to be incorporated into a well-rounded elementary reading curriculum. (Worthy & Prater, Shepard, Stoyer, Hertzberg)

Effects on Fluency

Readers' theatre instruction has the ability to merge all aspects of fluency – rate, accuracy, prosody and comprehension – into one instructional activity without isolating them specifically. Studies like those done by Hertzberg and Young & Rasinski show that students have the ability to make significant gains in fluency when a year-long program of exposure is used; many surpassed the average gains for their grade. Because of its nature as an immersive experience, readers' theatre allows students to see and hear material at the same time. Variety also contributes to fluency: seeing the same script for a week builds accuracy, then changing scripts allows builds in vocabulary. Repeated readings, a prime part of readers' theatre, allow students to build more concrete schematic patterns for words and makes recall easier upon encountering same word or set of words again. Anecdotes from teachers like Martinez, Forsythe and Worthy & Prater show that growing student confidence is the main catalyst for improving fluency: when students feel confident in their reading abilities, their skills increase and their fluency increases.

Planning for Differentiation

Teachers should always be prepared for a variety of learners in their classrooms. Some students may come into a classroom with little to no reading skills, some may be reading far above grade level, some may speak other languages at home, some may have cognitive or physical disabilities that hinder their ability to read effectively. A teacher should always plan for ways to supplement instruction to meet these needs.

Readers' theatre can first and foremost become a confidence boost for students who may have otherwise been passed up for reading aloud or speaking parts in productions. Student ability level can be taken into account when assigning parts in scripts, allowing students who may struggle a chance to participate. Teachers can split students into groups by their reading level, which is a traditional way of placing students. However, because of the wealth of resources available and the ability to create one's own script, it may be more beneficial to place students by interest over ability then match the group to an appropriately leveled script.

Readers' theatre is highly beneficial to students who are English language learners. Being able to use language in a holistic situation and both see and hear words simultaneously contribute to a quicker build of English fluency in students who are just beginning to work with the language.

The way in which readers' theatre fosters academic risk-taking behaviors allows for students to feel comfortable in the classroom and more willing to try, as opposed to shutting down when they come across words they do not know. Confidence to take chances lets students of any ability succeed in the classroom reading setting.

Script Sample

Below is a sample from a script that I created based on *Stellaluna* by Janell Cannon, chosen for its ability to be differentiated easily. The parts of the birds and Stellaluna are relatively simple for struggling readers. The narrators have more complex sentence structures. Students who may be uncomfortable speaking alone can be included in the "everyone" chorus.

Narrator 8: Stellaluna behaved as a good bird should

Narrator 1: All the babies grew quickly. Soon the nest became too crowded.

Narrator 2: Mama bird told them it was time to learn to fly

Narrator 3: One by one, Pip, Flitter, Flap and Stellaluna jumped from the nest. Their wings worked!

Stellaluna: I'm just like them. I can fly, too

Narrator 4: Pip, Flitter, and Flap landed gracefully on a branch.

Narrator 5: Stellaluna tried to do the same. It didn't go so well

EVERYONE: How embarrassing!

Stellaluna: I'll fly all day. Then no one will see how clumsy I am

Narrator 6: The next day, Pip, Flitter, Flap and Stellaluna flew far from home.

Narrator 7: They flew for hours, exercising their new wings.

Flitter: The sun is setting

Flap: We had better go home or we will get lost in the dark

Narrator 8: But Stellaluna had flown far ahead and was nowhere to be seen

Pedagogical Implications

- Teachers should understand the concept of fluency and its direct relationships to student confidence and repeated readings.

- Readers' theatre should be used as an instructional tool, both for literature-based fluency (fictional stories) and for content-based fluency (cross-curricular learning).

- A consistent weekly or bi-weekly practice in readers' theatre should be combined with other instructional reading practices to increase fluency.

- Teachers cannot expect that readers' theatre alone will increase fluency in students. A well-rounded reading program is necessary to reinforce those concepts and fill in that which readers' theatre does not address

- Differentiate, differentiate, differentiate! Group students by interest, reading level and match students with text that they will enjoy and will be able to bring out the confidence in their reading.

- Pre-made scripts are convenient and useful, but the process of creating your own – or having students create their own – is and excellent extension of the content.

References

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PART 2: Degree-Level Review

Degree Program: Literature – Creative Writing

Explain how the program works to address each of the following questions. For each question, respond with a narrative and supporting evidence.

Assessment (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the "use of results." Attach the 4-Column Program Assessment Report.

    Outcomes for the Literature-Creative Writing Program are clearly stated for each course and are effectively assessed each semester a course in the program is taught. Some of the courses are offered on a rotation and are thus not offered every semester. Please see the attached 4-Column Program Assessment Report for further explanation of outcomes and assessment.

    Attachment:

    Program (CoELA) – Literature – Creative Writing BA
        Assessment: Program Four Column

Assessment: Program Four Column

Program (CoELA) - Literature - Creative Writing BA

Mission Statement: Mission Statement: The mission of the Department of English's Creative Writing Program is to provide a stimulating learning environment in order for students to improve their written and oral communication skills, increase their critical and creative thinking, and prepare students for related careers and/or graduate school. The Creative Writing Program emphasizes self-expression and allows students to develop their craft and skills in numerous genre by using a variety of writing experiences, including: classes, workshops, readings, internships, editorships, conferences, and collaboration with other arts and disciplines.
Assessment Contact: Prof. Julie Barbour

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Creation - Students will use the elements of craft and the writing process to (1) develop, (2) plan, (3) create, and (4) complete book-length works of literary merit in a genre of their choice **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 11/18/2014 **Institutional Learning:** ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question,	**Direct - Capstone Project - including undergraduate research -** Our Literature-Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims. During the AY2015-2016 and AY2016-2017, we were able to assess the senior thesis projects for seven graduates (not all projects were available for assessment due to one creative writing faculty member's departure from the **Schedule/Notes:** ENGL 480: (1) develop (2) plan ENGL 482: (3) create (4) complete **High Impact Program Practices 2:** Capstone Course(s), Projects	**Finding Reporting Year: 2017-2018** **Goal met:** No The assessment for this program is completed every two years; the next assessment will occur at the end of AY 2018-19 (09/03/2018) **Finding Reporting Year: 2016-2017** **Goal met:** No On a five point scale, the seven student theses in the sample scored the following on the four points of this outcome in ENGL 480 and 482 (see notes above): Develop: 4.71 Plan: 4.57 Create: 4.71 Complete: 4.29 (05/24/2018)	**Use of Result:** Consider ways to improve student ability complete works. (05/24/2018)

Program Outcomes

Assessment Criteria & Procedures

Assessment Results

Use of Results

draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.
Revision Notes: Previous goal for this category ("The ability to use the elements of craft, to create compelling works of literary merit in prose, drama, and poetry") further defined for 2017 program review.

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Critique - The ability to evaluate and articulate how the aspects of craft, such as image, voice, character, sound, story, and setting, contribute to a text's literary, aesthetic, or emotional effects, using the vocabulary of the discipline. **Goal Status:** Inactive **Goal Category:** Student Learning **Start Date:** 11/18/2014 **Inactive Date:** 01/01/2015 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying)	**Direct - Writing Intensive Assignment -** Students read and analyze drama, poems, and prose from a writer's perspective both in the workshop setting and as a matter of critical response to published text. In the workshop setting, students must be able to participate in class discussion articulating the strengths and areas for improvement in peers' writing. Faculty may use a variety of assessment methods for this outcome including: explications, short essays, oral examination, and analysis of written critiques. **High Impact Program Practices 1:** Common Intellectual Experiences **High Impact Program Practices 2:** Writing-Intensive Course(s)	**Finding Reporting Year:** 2013-2014 **Goal met:** Yes Although the amount of time focusing on response to student work and response to published work varies from class to class, students do appear to be developing a better understanding of how to articulate educated opinions using the vocabulary of the discipline as their course sequences progress. (12/17/2014)	**Use of Result:** Monitor and reassess (12/17/2014)
Revision - The ability to judge and reflect thoughtfully on reader feedback and to isolate and manipulate craft elements in revising	**Direct - Portfolio Review** - All of the courses in the Creative Writing sequence incorporate a workshop component as well as direct faculty	**Finding Reporting Year:** 2013-2014 **Goal met:** Yes Students need significant one-on-one attention for optimally effective revision using multiple drafts As the	**Use of Result:** The Association of Writers and Writing Programs (AWP) recommends class size of no more than 12-15 students for

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
poetry, prose, and drama. Goal Status: Inactive Goal Category: Student Learning Start Date: 11/18/2014 Inactive Date: 01/01/2015 Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)	feedback on drafts of student work. Creative work is analyzed and critiqued by faculty and peers and written feedback, often line-by-line, is provided. Subsequent revisions are assessed by faculty to determine meaningful reflection on feedback in the revision process **High Impact Program Practices 1:** Writing-Intensive Course(s) **High Impact Program Practices 2:** Collaborative Assignments, Projects	program grows, there is concern that it may not be possible to provide this attention due to high class caps. For example, the class cap for English 221, Creative Writing I, is currently 24 students and English 223, Creative Writing II, is currently 25 students, which would make it difficult to provide such attention in the event of high enrollment. (12/17/2014)	creative writing workshops. Our present class caps far exceed this recommendation. However, actual enrollment is often consistent with the lower recommendation. Class size in the Creative Writing courses should be monitored and action should be taken to reduce the class size to the levels recommended by AWP in the event enrollment increases significantly. (12/17/2014)
Publishing/Pathways - Students will (1) analyze the process by which creative work is evaluated for publication and (2) identify significant trends in publishing. Goal Status: Active Goal Category: Student Learning Start Date: 11/18/2014 Institutional Learning: ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal Revision Notes: Previous goal for this category under the title "Evaluation" (Consider the concept of and determine how to create a sustainable writing life consistent	Direct - Exam/Quiz - within the course - Faculty may use a variety of methods to assess these outcomes including quizzes, essays, and oral evaluations, portfolio review, and self-evaluation statement. Faculty may also assess the students' ability to integrate trends and aspects of contemporary thought in their own work, and the ability to recognize these elements as a part of the process of evaluation of work for possible publication. **High Impact Program Practices 1:** Collaborative Assignments, Projects **High Impact Program Practices 2:** Undergraduate Research Direct - Writing Intensive Assignment - Our Literature-Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims. The particular assignment assessed	Finding Reporting Year: 2013-2014 Goal met: Yes Faculty have created Creative Writing Program Suggested Reading Lists for poetry and prose. These lists include major and influential works with which students in the major should be familiar, ensuring that students have exposure to a variety of aesthetics and styles. Students are also satisfying this outcome through their work on two LSSU literary journals, Border Crossing and Snowdrifts. (12/17/2014) Finding Reporting Year: 2017-2018 Goal met: No The assessment for this program is completed every two years, the next assessment will occur at the end of AY 2018-19 (09/03/2018) Finding Reporting Year: 2016-2017 Goal met: Yes Assignments were scored on a five point scale.	Use of Result: Faculty will continue to be encouraged to use the Recommended Reading Lists in the classroom. Faculty should also meet to discuss the utility of a separate Recommended Reading List for dramatic works, including plays and films, and craft books. The Department should be encouraged to continue to support the two campus literary journals in recognition of their contribution to student learning. (12/17/2014) Use of Result: Continue current practice; evaluate assignment more closely according to this

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
with the University's mission to lead students on "paths to rewarding careers and productive, satisfying lives") further defined for 2017 program review	for this outcome was a Market Research Portfolio in ENGL 409. **High Impact Program Practices 2:** Writing-Intensive Course(s)	Fall 2016: 4.4 Spring 2015. 4.52 (05/24/2018)	framework (breaking out into five point scale for two objectives) (05/24/2018)
Pathways - Consider the concept of and determine how to create a sustainable writing life consistent with the University's mission to lead students on "paths to rewarding careers and productive, satisfying lives." **Goal Status:** Inactive **Goal Category:** Student Learning **Start Date:** 11/18/2014 **Goal Level (Bloom/Webb):** High-Level (Creating/Evaluating)	**Direct - Experiential , including Service Learning Experience Evaluation** - This outcome can be assessed through reports of student engagement in Creative Life Projects, reports of successful student publication, and reports of successful student placements into writing intensive positions and activities. Student attendance at the Visiting Writer Series events, student and faculty readings, conferences, and related activities can also be used to provide evidence of student understanding of how to create a sustainable writing life **High Impact Program Practices 1:** Service Learning, Community-based learning **High Impact Program Practices 2:** Internships	**Finding Reporting Year:** 2013-2014 **Goal met:** Yes Students have successfully engaged in Creative Life Projects in connection with English 409 (Advanced Writing Workshop),but creative writing students would benefit from even more opportunities to engage in activities designed to help them meet this outcome. (12/17/2014)	**Use of Result:** There needs to be more institutional emphasis on helping our creative writing students build professional writing skills. The BA should be revised to have students select from practical course in subjects like grammar, technical writing, internships, journalism, and web page design to help ensure they are better prepared to develop sustainable writing lives. Making this change would further LSSU's Core Value to ensure students "have a wide range of opportunities to grow academically, professionally, culturally and socially." (12/17/2014)
Literature - Students illustrate the ability to (1) read literature closely and (2) borrow craft techniques from professional authors. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 11/18/2014 **Institutional Learning:** ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to	**Direct - Exam/Quiz - within the course** - The study of Literature is important to the study of and creation of Creative Writing. The literature requirements for creative writing majors currently include English 180, 340, 421, 404 or 408, 235 or 236, and either the American literature sequence, 231 and 232, or the British Literature sequence, 233 and 234. These courses are assessed by the Literature program using a	**Finding Reporting Year:** 2013-2014 **Goal met:** Yes The sheer number of required Literature courses seems to be preventing students from having the time to focus on the creation of creative work, the preparation of the portfolio, and involvement in courses and activities better designed to lead to future success in Creative Writing careers (including preparation for an MFA program). Beyond the American or British sequence, which is critical to foundational learning, the rigid requirement for specific literature courses does not adequately take into account student interest and individuality. (12/17/2014)	**Use of Result:** Beyond the foundational American or British sequence, fewer literature courses should be required and students should be allowed more freedom to choose which additional specialized literature courses would best fit with their Creative Writing aesthetic. Faculty in the Literature Program and faculty in the Creative Writing

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. **Revision Notes:** Previous goal for this category (Knowledge, comprehension, and analysis of foundational texts of literature, including British and American, and the ability to read and respond critically to those texts) further defined for 2017 program review. **Assessment Year:** AY15-16, AY16-17	variety of assessment methods including: quizzes, essays, oral examination, and analysis of scholarly papers. **High Impact Program Practices 1:** Writing-Intensive Course(s) **High Impact Program Practices 2:** Common Intellectual Experiences **Direct - Writing Intensive Assignment -** Our Literature-Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims. The assignments assessed for this outcome were Sacred Writing Prompts and Process Narratives in ENGL 409. **High Impact Program Practices 2:** Writing-Intensive Course(s)	**Finding Reporting Year: 2017-2018** **Goal met:** No The assessment for this program is completed every two years; the next assessment will occur at the end of AY 2018-19 (09/03/2018) **Finding Reporting Year: 2016-2017** **Goal met:** Yes Assignments scored on a five-point scale: Fall 2016: 4.6 Spring 2015: no data (new assessment) (05/24/2018)	Program will be encouraged to work together to ensure this Outcome is being met and meetings should be set up to facilitate this cooperation. (12/17/2014) **Use of Result:** Continue current practice; evaluate assignment more closely according to this framework (breaking out into five point scale for two objectives). (05/24/2018)
2.1 Program Enrollment - Strategy 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable. **Goal Status:** Active **Goal Category:** Enrollment	**Regular, recurring -** The program sets goals for program enrollment which are time-based, progressive, achievable and quantitative. **Criteria Target:** Program Enrollment Growth Goal: _____ by _____	**Finding Reporting Year: 2017-2018** **Goal met:** No The assessment for this program is completed every two years; the next assessment will occur at the end of AY 2018-19 (09/03/2018)	
Critical Response - Students (1) reflect critically on multiple genres and (2) express constructive feedback to others (a) orally and (b) in writing. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 01/01/2015 **Institutional Learning:** ILO1 - Formal Communication - Students will	**Direct - Writing Intensive Assignment -** Our Literature-Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims. **Schedule/Notes:** Key assessments for this outcome took place in ENGL 409 and included workshop as well	**Finding Reporting Year: 2017-2018** **Goal met:** No The assessment for this program is completed every two years; the next assessment will occur at the end of AY 2018-19 (09/03/2018) **Finding Reporting Year: 2016-2017** **Goal met:** No Fall 2016: No data	**Use of Result:** Assignments will be evaluated more closely according to the framework in future semesters. (05/24/2018)

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
develop and clearly express complex ideas in written and oral presentations., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal. Assessment Year: AY15-16, AY16-17	as a Border Crossing Reader Project. **High Impact Program Practices 2:** Writing-Intensive Course(s)	Spring 2015 (operating on a 5-point scale) Oral critiques: 4 66, Written: 4.67 Border Crossing Reader Project: 4.69 (05/24/2018)	
Meta-cognition/Process - Students illustrate the ability to (1) reflect meta-cognitively about process, (a) using feedback from others as well as (b) self-reflection to (c) revise writing and (d) prepare for an independent writing life. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 01/01/2015 **Institutional Learning:** ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem , ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence,	**Direct - Capstone Project - including undergraduate research** - Our Literature-Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims. During the AY2015-2016 and AY2016-2017, we were able to assess the senior thesis projects for seven graduates (not all projects were available for assessment due to one creative writing faculty member's departure from the **Schedule/Notes:** Senior Theses Projects assessed from ENGL 480 and ENGL 482 **High Impact Program Practices 2:** Capstone Course(s), Projects	**Finding Reporting Year:** 2017-2018 **Goal met:** No The assessment for this program is completed every two years; the next assessment will occur at the end of AY 2018-19 (09/03/2018) **Finding Reporting Year:** 2016-2017 **Goal met:** No Senior theses scored on five-point scale for the points noted in the course outcome: (1) reflect meta-cognitively about process: 4.86 (a) use feedback from others: 4 71 (b) self-reflection: 4 57 (c) revise writing: 4 43 (d) prepare for an independent writing life: 4.14 (05/24/2018)	**Use of Result:** Consider ways to better prepare students for an independent writing life. (05/24/2018)

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal. **Assessment Year:** AY15-16, AY16-17			

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

The Literature – Creative Writing program is assessed through review of senior thesis projects and embedded course assignments against program claims. We assess senior thesis projects, as well as three major assignments in a capstone/senior level course. These assignments enable us to understand where our students are as writers and how well they understand their process and publication markets as they prepare to graduate from the program. For example, in our last assessment of the program, we scored the senior theses on a five-point scale under the meta-cognition outcome. Due to our findings, we decided that we need to better prepare students for an independent writing life. Further evidence and breakdown of this finding, as well as other findings under program outcomes, can be found on the attached 4-Column Program Assessment Report.

Quality, Resources and Support (CC 3.A)

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program.

Students in the Literature – Creative Writing program must complete the writing courses in the major in a sequence, which means there are prerequisites for many of our workshop courses. Students must complete introductory level courses (100 or 200) before moving on to intermediate level courses (300), and so on. A degree audit is attached, as well course descriptions from the academic catalog.

Attachments:

BA Literature – Creative Writing Degree Audit

Creative Writing Minor Audit Sheet

Catalog Descriptions – Literature – Creative Writing

The Lumina Foundation's Degree Qualification Profile (DQP) is suggested as a resource for answering the questions about what students should know and be able to do at each degree level:
http://degreeprofile.org/wp-content/uploads/2017/03/DQP-grid-download-reference-points-FINAL.pdf

B.A. LITERATURE – CREATIVE WRITING DEGREE AUDIT
(Fall 2015)

Name: _____ ID # _____ Advisor _____

Expected Graduation Date _____ Advisor Approval _____

General Education Requirements: 36 crs

Oral and Written Communication (9 crs min)
COMM 101, 201 or 225 _____
ENGL110 _____
ENGL111 _____

***Computational Literacy (3 crs min)
One course in Mathematics (MATH110 or higher)
_____

***Social Science (6 crs min)
Two courses from different disciplines
_____
_____

***Natural Sciences (7crs min)
Two courses from different disciplines – one w/a lab
_____
_____

***Humanities (6 crs min)
_____
_____

Cultural Diversity (3 crs)
_____

Minor (min 20 crs)
_____
_____
_____
_____
_____
_____
_____

Foreign Language (8 crs/one year)
_____
_____

***Requirements met by MTA

Degree Requirements: 48 crs

ENGL180 – 3 _____
ENGL221 – 3 _____
ENGL223 – 3 _____
ENGL301 – 3 _____
ENGL302 – 3 _____
ENGL303 – 3 _____
ENGL409 – 3 _____
ENGL480 – 3 _____
ENGL482 – 3 _____

Select one sequence (6 crs)
ENGL231 and 232 (American Literature)
    OR
ENGL233 and 234 (English Literature)
_____
_____

Select and two additional Literature courses at the 300/400 level: (6 crs)
_____
_____

Select two additional professional Writing skills courses: ENGL222, ENGL306, ENGL398, ENGL399, JOUR211, CSCI106 (6 crs)
_____
_____

Select one theater/performance course: THEA251, THEA252, THEA309, THEA333
_____

_____ 124 credits (min)
_____ At least 30 of the 124 credits at LSSU
_____ Gen Ed Core GPA 2.0 or higher
_____ Completed Minor
_____ Major GPA 2.0 or higher
_____ Cumulative GPA 2.0 or higher
_____ 50% of required 300/400 level credits must be earned at LSSU

Department Chair's Signature   **Date**

CREATIVE WRITING MINOR
AUDIT SHEET

Name: _____ ID#: _____

Intended Graduation Date: _____

TOTAL CREDITS REQUIRED: 24

REQUIRED COURSES:

	CREDITS	SEMESTER TAKEN	GRADE EARNED
ENGL180 Introduction to Literary Studies(3)		_____	_____
ENGL221 Introduction to Creative Writing(3)		_____	_____
ENGL223 Creative Writing II(3)		_____	_____
ENGL409 Advanced Creative Writing Workshop(3)		_____	_____
ENGL231 American Literature I(3)		_____	_____
and ENGL232 American Literature II(3)		_____	_____

OR

ENGL233 English Literature I(3)		_____	_____
and ENGL234 English Literature II(3)		_____	_____

SELECT TWO (6 credits):

ENGL301 Creative Prose Writing(3)		_____	_____
ENGL302 Poetry Writing(3)		_____	_____
ENGL303 Performance Writing(3)		_____	_____

_____ **Total minor credits**
_____ **10 of required credit hours in minor earned at LSSU**
_____ **2.0 GPA or better**
_____ **Number of credits at 300-400 level**

I certify that all departmental requirements are complete

_____   _____
Department Chair's signature   Date

Catalog descriptions – Literature-Creative Writing

ENGL221

Introduction to Creative Writing

Through writing and discussion, students will study and practice introductory elements of drama, fiction, nonfiction, and poetry. Co-requisite ENGL110.

ENGL223

Creative Writing II

Through writing and discussion, students will study and practice intermediate elements of fiction and poetry. Prerequisite: ENGL221.

ENGL301

Creative Prose Writing

This course is a seminar and workshop for the study and practice of prose fiction, creative non-fiction, and other prose forms. Students will complete a final portfolio. Prerequisite: ENGL223.

ENGL302

Poetry Writing

This course is a seminar and workshop for the study and practice of poetry and its various forms. Students will complete a final portfolio. Prerequisite: ENGL223.

ENGL303

Performance Writing

This course is a seminar and workshop for the study and practice of writing for performance, which may include plays, film scripts, and other performance genres. Students will complete a final portfolio. Prerequisite: ENGL223.

ENGL409

Advanced Writing Workshop

This course is a workshop for advanced level writing in a variety of genres, with an emphasis on students doing sustained work in a chosen genre. Students will complete a final portfolio and projects relating to the writing life and publishing world. Prerequisites: Two courses from: ENGL301, ENGL302, or ENGL303.

ENGL480

Creative Writing Portfolio I

This is the first in a series of two capstone courses. Working with an English faculty member on an independent study basis, the student will create a proposal for a unified collection of creative work of literary merit in a chosen genre. Upon approval of the proposal, the student will make significant progress toward completion of the creative work. Prerequisites: Creative writing major, senior standing, and ENGL409.

ENGL482

Creative Writing Portfolio II

This is the second in a series of two capstone courses. Working with an English faculty member on an independent study basis, the student will complete a unified collection of creative work of literary merit in a chosen genre. Prerequisites: ENGL480.

Source: LSSU Academic Catalog 2018-19

2

Intellectual Inquiry (CC 3.B).

16. Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

At the end of each course in the program, students submit a portfolio of their creative work in the course, as well as any short essays about their process. By the time they reach the senior level, they have accumulated work that they may use and revise toward their senior thesis. At the senior level, students in the program complete the 480/482 sequence wherein they write and revise a project that not only showcases their skill as writers, but requires them to think about their process and how other writers have influenced their work. The program has collected physical copies of the senior theses throughout the years, and will continue to do so, and has recently added a poster presentation to this sequence. A copy of a student senior project is attached.

Attachment:

Alterity and Extra-Textual Writing as Narrative Device Poster

Alterity and Extra-Textual Writing as Narrative Device

Matthew Espinosa, Lake Superior State University, Creative Writing Senior Project
Professor Mary McMyne, Faculty Advisor

Critical Introduction

My project is a finite and doomed one. It focuses on the concept that a text is a fluid and changing thing—that subtext and hidden meanings do not get more potent with time, only more and more exotic. As time goes on, stories inevitably change, are re-translated or re-told, or are packaged with supplementary materials that frame the plot in different, modern ways. In other words, stories from different cultures or distant times are changed in order to be relatable. The emotion evoked from this distance between reader and text, and the desire to connect with an unknowable "other" is called alterity (Spivak). My novel-in-progress is structured around this emotion, as it explores how this concept can be used in a narrative device to create an evocative and distant setting.

Textual Models

This novel-in-progress was primarily inspired by two classics that I am fond of—specifically, *The Tale of Genji* and *Journey to the West*—and a post-modern novel, *House of Leaves*.

If you are not sure what came of it, you must listen to what is told in the next chapter. (Cheng-En 223)

All three works evoke a distance in modern-day Western readers, either through cultural differences or in how the author utilizes extra-textual writing.

Wu Cheng-En. *Monkey: A Folk Novel of China.* (Originally titled: *Journey to the West*.) Translated by Arthur Waley. Grove Press, 2007.

A mystical, mythological story of a monk and his adventures on a pilgrimage to India. He is joined by a group of demons, once heavenly creatures, who are led by the titular Monkey, Sun Wukong. The story is written with many examples of oral storytelling, often, the narrator steps forward to interject or to frame a cliffhanger, as in the above example.

Shikibu, Murasaki. *The Tale of Genji*. Translated by Royall Tyler. Penguin Books, 2003.

A drama detailing the life of a royal concubine's young child, and his relation to members of the court. The Penguin edition is translated by Royall Tyler, whose exhaustive footnotes detail and explain the culture in which the book was written.

Danielewski, Mark Z. *House of Leaves*. New York: Pantheon Books, 2000. Print.

Referred to by the author as a "love story," the book is split into many narratives that are framed by footnotes, manuscripts, and extraneous text. The distance between reader and text is exaggerated here, as even the fictional characters within find themselves distanced from one another.

Alterity

Alterity is a term that is often changed, and has been developed by many people. The literary critic Gayatri Chakravorti Spivak has framed the term in a post-colonial sense—that nationalism, internationalism, secularism and culturalism, as well as gender, race, ethnicity and class all are used to identify the "self," and when that self comes in contact with something that exists beyond itself, it labels it as "other." This definition is carried over to many other thinkers, who all frame the term alterity as being something intrinsically cultural in nature.

As an author, the distinction the critic Jadranka Skorin-Kapov places on the term is essential. In *The Aesthetics of Desire and Surprise*, Skorin-Kapov describes alterity as an encounter, explaining that "...alterity stirs the sensibility of the ego, shattering its concepts and animating its psyche, uncovering a layer beyond conceptual universality and uncovering proximity that cannot be described in spatial terms alone" (24). A reader, coming across something previously unthinkable, is surprised, and furthermore, desires more to read in order to understand. This was my first response to *Journey to the West* and *The Tale of Genji*—an intense desire to understand the world and culture these stories came from.

Journey to the West is a tale about delivering scriptures, at its heart—a story based on the Buddhist monk Xuanzang's travel, which was a historical

Figure 1: Royall Tyler's translation of *The Tale of Genji* is on the left, and my senior project *As the Wheel Turns* is on the right. This is Tyler's first page, and I found it to be extremely evocative. Notice the visual elements and spacing of the page, as well as the way Tyler titles the chapter in its original Japanese, followed by English. The way Tyler introduces and explains the altercal *Kiritsubo* is much like a classic "hook"—it engages and interests the reader into turning the page.

event. However, the story is also deeply mythical, filled with demons, bodhisattvas, celestial bureaucracies and other deities. These elements, framed within Chinese folk myth, are striking to modern-day viewers in a number of ways. *The Tale of Genji*, while set in reality, contains many elements of Japanese nobility culture that evoke similar interests. There are interesting new words, witty haiku and symbolism, and a sense of beauty put into terms that exist beyond the English language. The desire to understand the elements of both novels lies parallel to Skorin-Kapov's claims. I decided that for my senior project, I would try to replicate the distance between modern-day readers and *Journey to the West*, but to look forward instead of backward. In that way, *As the Wheel Turns* developed into a science fiction adventure set so far into the future that nothing human remains. And this lack of humanity became a problem.

Skorin-Kapov's definition of alterity as something evoking surprise and desire is only one step of the reader-text relationship. When presented with *Journey to the West*, the surprise of coming across something unique and interesting is a catalyst, but the relationship between the reader and the text needs to continue and develop to a relatable point. This can be seen in Sun Wukong, another protagonist in the novel who travels with the monk Xuanzang. Wukong is a talking monkey born from a stone egg that was "worked upon by the essences of Heaven." No matter the culture, this is something uniquely fantastical and interesting. But Sun Wukong only becomes relatable when he is shown to be a sly, conniving trickster who wants the world, a trait that is not akin to talking stone-monkeys, but akin to humanity. The reader finds a relationship with Sun Wukong here—while the reader may not be birthed from the essences of Heaven, the reader can relate to desire. Similarly, my senior project, *As the Wheel Turns*, could not be completely inhuman. It needed some level of relatability to continue to interest the reader.

Extra-Textual Writing

Unlike *Journey to the West*, *The Tale of Genji* is a realist novel of and written in the Japanese royal court of the eleventh century. As such, there are many cultural elements in the story, and in the recent Penguin edition, the translator, Royall Tyler, often uses footnotes to describe the context of the story. As shown in Figure 1, Tyler often gives these contextual footnotes in a piecemeal fashion—he only tells the reader what they must know at that moment. My thesis is that the footnotes in Tyler's translation work as a meta-narrative, a mechanic that not only informs the plot but creates a new exchange between reader and author. It gives *Genji* a mysterious facilitator who exists between reader and text, who seemingly understands story but only gives the reader exactly what they need to know in order to continue. This feeling that there is more going on in *Genji*, and that there are things the narrator is not telling us, creates an exchange between the reader and the book that evokes intrigue.

Yet Tyler is not a creation of *The Tale of Genji*—he is a scholar, a voice that exists outside the plot. He has no authority over the plot itself. This made me wonder: can a character forced to exist in footnotes and supplementary text become a participant in the plot? Could I ascribe the feeling of alterity to be something experienced by a fictional character? This concept then directed me towards another book, Mark Z. Danielewski's *House of Leaves*.

House of Leaves is a work teeming with the filters I found in my other inspirations—voices that layer atop one another and define each other in intriguing and mysterious ways throughout the plot, an example of

Figure 2: Danielewski's *House of Leaves* is on the left. Notice how the page is made up of many different pieces, which cover the main narrative on the leftmost column, and the footnotes below. In *House of Leaves* the manuscript the published book is based on is a chaotic mass of torn-apart papers. The protagonist, Johnny Truant, speaks from the footnotes below and has his own font. I created a character like Truant in *As the Wheel Turns*, someone trying to understand a strange book.

which can be seen in Figure 2. But these are not filters that have been developed over centuries—they are written by a modern-day author. *House of Leaves* is about a reader exploring a manuscript that has no relationship to them. It is a book written by a fictional author (who has a strange likeness to Jorge Luis Borges), which is footnoted by a character attempting to understand it—the reader-text relationship I was so desperate to explore. Tyler may playfully leave certain facts and details from the reader of *The Tale of Genji*, but *House of Leaves*' narrators rip up and tear each others' narratives. Danielewski's themes reverberated with my understanding of the two Asian texts, that a manuscript is a fragile thing, constantly in the process of being filtered by readers, cultures, and time.

My senior project uses the alterity found in *Journey to the West* and *The Tale of Genji* in order to create a strange and vivid world, and is inspired by the footnotes both found in *Genji* and *House of Leaves*. I want it to be as much about the reader as it is about the text, and have it evoke the altercal feeling I found in all these books: that the text they are reading may not have been written for them. And by using a character much like Danielewski's, a voice forced to speak from the edges of an unknowable page, I want to evoke the strange pain that comes from understanding that every written work is ultimately transient—that any original intent will always be filtered by time and by readers themselves.

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