

.....English Department Accreditation Self-Study

I. Purposes and Outcomes

A. Central Aims

The Ricks College English Department advocates using the writing process to develop in students proficient college level writing skills in general and specific academic disciplines and in anticipated careers. Critical reading skills are taught to focus on first levels of knowledge, comprehension, and application with a second level focus on analysis, synthesis, and evaluation. General education literature courses acquaint students with traditional and non-traditional writers and forms of literature through reading, discussing, and responding. Specific major classes introduce students to critical theories, written criticism, and literary movements.

B. Anticipated Student Outcomes

English 111 College Writing students shall write a minimum of 5,000 words a semester focusing on academic writing and shall demonstrate reading outcomes for knowledge, comprehension, and application. Advanced writing students shall write final drafts totaling 8,000-10,000 words of edited and documented discipline-specific prose and shall demonstrate reading outcomes for analysis, synthesis, and evaluation. Literature students shall write a minimum of 2,500 words of edited prose formally or informally responding to the literature they have read. In addition to the reading skills gained through the writing classes, literature students shall analyze, interpret, and appreciate literary devices.

II. Description of Department

A. Programs

In any given year, the English Department serves the entire campus. Ricks College requires two writing courses to graduate—a 100 level and a 200/300 level—and a letters course. Our Department offered the following total number of course sections for the 1998-1999 school year: 204 sections during Fall 1998 and 194 sections during Winter 1999.

B. Students

We served 10,451 students in our writing and literature courses during Fall 1998 and Winter 1999.

We have 154 declared English majors for Fall 1998. We gained 10 majors for Winter 1999 for a total of 164 majors.

C. Faculty/Personnel

We have a total of 51 faculty members— 34 full-time and 17 adjunct faculty. Full-time faculty consist of 25 males and 9 females with the following degrees: BA/S—2; MA/L/S/FH—23; DA/PhD—9. Adjunct faculty consist of 15 females and 2 males with the following degrees: BA—7; MA/S—10.

We have one department chair, one composition director, one full-time administrative assistant, and 10 part-time student assistants.

D. Facilities

We have the following classrooms: 12-1/2 rooms including 2 computer labs, 2 multimedia rooms, and 8-1/2 lecture rooms. We have 38 assigned faculty/adjunct offices and one central main office with a workroom and a resource room.

III. Significant Changes

A. Technology

Every faculty member has access to at least a 486 computer with most full-time faculty having access to Pentium II or comparable computers. We also have two computer labs and two multimedia classrooms. We offer an Introduction to Literature Internet class, and we are currently developing a College Writing Internet class. We have our own department web page with links to faculty web pages.

B. Writing Emphasis

We have clearly defined objectives for our two levels of writing classes (freshman and sophomore). We have reached excellent transfer agreements with all regional universities. We've also consciously focused our hiring on individuals who have a degree or strength in teaching composition.

C. Faculty Diversity

We have made great advances in gender—our ratio of new hires is 60% women and 40% men over the last three years. The average age of our faculty is shifting towards a more youthful department.

D. Adjunct Faculty

We value adjunct faculty. We're limited financially on a benefit package, but we do incorporate a strong adjunct voice into our faculty. They have office, computer, and administrative support equal to full-time faculty. They have a voice in when and how often they teach. They are encouraged to and do serve on committees, for which we compensate modestly, mostly with small gift certificates at the bookstore. We also pay expenses for our adjunct to attend regional conferences and to participate in retreats.

E. Teacher Accountability

We emphasize quality teaching. We have a three-year review program for all tenured faculty and a two-year review program for adjunct faculty. The reviews consist of student evaluations, a teaching portfolio, peer support team, mentors, and department/division chair observations and interviews.

IV. Analysis and Appraisal

The purpose of this section is to demonstrate what we do well and to evaluate what we need to improve. A summary listing department strengths and concerns introduces the appraisal. The supporting analysis is in the following sections: service, faculty and instruction, professional growth and citizenship, student contact, and resources.

A. Executive Summary–Strengths

1. We try to improve the gender equity of the English Department faculty.
2. We hire committed professional teachers.
3. We service a great portion of the campus.
4. We promote a collegial environment.
5. We try not to sacrifice too many students on the altar of experience.
6. We have established comprehensive guidelines for General Education classes.
7. We encourage teachers to follow the guidelines.
8. We advocate intellectual freedom among our faculty and students.
9. We try to meet the reading and writing needs of our diverse students.
10. We encourage our faculty to strengthen their professional skills.

B. Executive Summary–Concerns

1. Our advanced writing students need more access to a better variety of professional and technical journals.
2. Space limitations decrease computer classroom availability.
3. Additional stress on technology skills result in increased teacher anxiety.
4. Because we service so many students and are increasingly asked to address Internet needs, teacher burnout becomes more real.
5. Teaching 18 writing credits in two semesters increases the chance of early teacher burnout.
6. Financial compensation for adjunct faculty is currently too low.
7. Higher acceptance requirements do not necessarily mean better prepared students.
8. Territory for the learning assistance lab and English department needs more definition, and each area needs specific and distinct faculty.
9. Encourage more faculty members to grow professionally.
10. Facility to encourage faculty interaction in a large department.

C. Service

The English department serves the campus, other schools, and off-campus students. On campus we serve the entire college population during any given year. Exhibit A shows that during Fall 1998 and Winter 1999 semesters, we served 10, 451 students, approximately 125% of the

campus population. Most students take English General Education classes. General Education graduation requirements include two semesters of writing instruction plus a letters class. Exhibit B presents the English Department General Education course and elective course offerings for the 1998-1999 school year. In addition to the goal of the whole department to serve campus, Exhibit C shows that individual English faculty also contribute to other departments. These individuals teach outside the English Department where they are qualified by experience or degree.

The English Department serves other schools through strong classes which satisfy writing and letters transfer agreements with most regional universities. For instance, our advanced writing program fulfills the advanced writing requirements at all Utah schools, and Brigham Young University accepts our advanced writing credit on a 300 level. We are the only two-year school who has that agreement. Exhibit D and Exhibit E demonstrate the standards for our freshman writing and advanced writing courses and are the basis for transfer agreements.

The English Department is also serving off-campus students through our Internet English 250 Introduction to Literature course. Currently the Continuing Education Department is using this class to serve as a distance-learning experience for local high school students who desire concurrent college enrollment. The English Department is developing an Internet English 111 College Writing course to go on-line in the year 2000 to help students fulfill the college requirement that every student have a distance-learning experience while enrolled at Ricks College. These Internet courses are also for students in off-campus locations who want the Ricks College experience but cannot attend on campus. In Fall 1998, eight English faculty members team-taught a Continuing Education pilot program at the Ricks College Outdoor Learning Center.

D. Faculty and Instruction

The English Department has a diverse faculty (within the context of a general Ricks College faculty profile) who teach a wide variety of classes in a variety of ways. Exhibit F indicates the educational institutions, degrees earned, length of service, gender ratios, and outside experience of the department. Even though BYU is regarded as a feeder school for Ricks College faculty, the majority of our faculty have earned their highest degrees at other institutions.

Our diverse faculty also includes adjunct teachers who contribute significantly to the department. Exhibit G indicates the educational institutions, degrees earned, length of service, and gender ratios. The majority of their highest degrees also came from schools other than BYU.

Our full-time faculty teach an average class load of three writing and two literature classes per semester. Our adjunct faculty teach one to three writing classes per semester—never more than three for our department. We cap writing class size at 25 students while literature courses cap at 35 students, depending on room size. Exhibit H indicates that 82% of total classes are taught by full-time faculty. Exhibit I shows that only 17% of our full-time faculty teach an overload.

The English Department faculty strives to approach classes with a variety of teaching methods and styles to increase student abilities to think clearly, write effectively, and read critically. Exhibit J presents the English Department Mission Statement, desired outcomes, and assessment methods. Exhibit K demonstrates teacher perceptions of their adherence to the Department Mission statement, outcomes, and assessments. It also reports teachers' perceptions of their effectiveness in designing courses for students. The high areas on the survey indicate that teachers strive to design and plan classes that stress the value of writing with assignments that facilitate learning and thinking to create purposeful writing in a safe environment for students. The low areas on the survey indicate that teachers do not always teach research strategies in their literature classroom and are hesitant to keep current with technology.

The English Department advocates intellectual and academic freedom while still adhering to gospel principles of The Church of Jesus Christ of Latter-day Saints. Exhibit L is our Department Philosophy Statement of Course Content with specific focus on students, faculty, and administration.

The English Department strives to have courses that maintain academic rigor and integrity while guarding against grade inflation. Exhibit M lists the English course final GPAs for Fall 1998. Because of rising high school GPAs and ACT scores, we need to guard against assuming our students are better prepared. However, because we are getting theoretically better academic students, our course GPAs may appear inflated.

The English Department emphasizes quality teaching. We have a three-year review program for all tenured faculty and a two-year review program for adjunct faculty. The reviews consist of student evaluations, a teaching portfolio, peer support team, mentors, and department/division chair observations and interviews. Exhibit N presents the full-time faculty review process. The review process is similar to the review process for full-time faculty except that adjunct faculty are not held responsible for advising, for committee work, or for a teaching portfolio.

E. Professional Growth and Citizenship

The English Department encourages faculty professional growth by sponsoring two retreats per year: the fall retreat is for English 111 College Writing instructors, and the spring retreat is for advanced writing instructors. The English Department also subscribes to professional and trade journals to circulate among faculty (see Exhibit O). Each semester, we publish *Impact*, a departmental newsletter that relies on department faculty contributions. In 1997 our department established its own lending library, currently nearing two hundred titles, to encourage outside reading. Exhibit P lists the personal activities our faculty engage in to stay aware and active in their profession. Note how these activities involve their professional skills and engage their minds. The English Department strongly encourages and supports professional conference attendance and/or travel primarily through campus programs as advisors. Exhibit Q lists the conferences and/or travel in which our faculty participate to strengthen their professional ties and

broaden their background knowledge.

The English Department enjoys a warm collegial atmosphere. Open office doors encourage faculty interaction and exchange of materials and ideas. The Department strengthens this interaction with informal monthly socials. Our faculty's citizenship extends throughout campus. Exhibit R is a list of campus community involvement among our faculty.

F. Student Contact

The college and the English Department stress close contact between students and faculty. In addition to their teaching load, full-time faculty are assigned an average of 25 students to advise. Students must consult their advisors before being allowed to register each semester. Advisors must also sign student graduation applications. One of our faculty members, John Bonner, received a student award for outstanding advising in 1998. Because of the size of our faculty, our department advises English, business, education, and General Education humanities majors.

In the course of their teaching, English Department faculty encourage conferencing, collaboration, and application in their classes. Exhibit S demonstrates students' perceptions of General Education freshman writing courses, advanced writing courses, and literature courses. Student perceptions show that these courses encourage them to think, have relevant readings and assignments, and have been an overall positive experience. Areas of concern are strengthening the teaching of revision and research strategies, showing writing in a more positive light, and transferring literature experiences to real-life actions and speech.

The English Department tries to meet the needs of our diverse students. Teachers have the responsibility to identify and personally assist students who are underprepared for English classes. A concern we have is with our basic writing course. The basic reading and ELD courses are a part of the Learning Assistance Labs. The English department believes basic writing should also be in the LAL while the LAL still sees basic writing as a part of the English department. At this time, basic writing courses are not being taught, but we recognize the need for that course.

The English department serves 164 English majors. Exhibit T profiles our English majors.

G. Resources

The English Department has the following classrooms: 12-1/2 rooms including two computer labs (25 stations each), two multi-media rooms, and 8-1/2 lecture rooms. We have 38 assigned faculty/adjunct offices and one central main office with workroom and resource room. Each faculty office is equipped with a 486 computer or better and with Internet access.

V. Exhibits

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Exhibit A
English Course Enrollments
Fall 1998 and Winter 1999

<i>Course</i>	<i>Title</i>	<i>Fall Section Student</i>	<i>Student</i>	<i>Winter Section</i>	
Eng 111	College Writing	63	1786	57	1191
Eng 111C	College Writing	22	909	18	407
Eng 211	Advanced Writing and Critical Reading	23	607	26	657
Eng 211C	Advanced Writing and Critical Reading	4	171		3 76
Eng 215	Advanced Writing in the Social Sciences	18	454	16	363
Eng 215C	Advanced Writing in the Social Sciences	4	156	4	88
Eng 216	Technical Writing	2	29		1 27
Eng 216C	Technical Writing	4	86	7	170
Eng 218	Writing Poetry	1	12	1	25
Eng 240	Children's Literature	1	28	1	30
Eng 250	Introduction to Literature	40	1063	39	1054
Eng 251	Fundamentals of Literature Interpretation	2	55	2	54
Eng 252	Advanced Critical Writing and Research	2	42	2	42
Eng 253	Poetry	3	85	2	71
Eng 254	Drama	1	17	2	49
Eng 260	American Literature	4		107	4 113

Eng 270	English Literature	3	49	2	55
Eng 282	Shakespeare	3	89	2	70
Eng 291	Perspectives in English Literature I	1	22		
Eng 292	Perspectives in English Literature II			2	52
Eng 313	Advanced Writing for Elementary Ed	3		55	3 35

Exhibit B
English Course Offerings, 1998-1999

Eng 111/111C College Writing** 3
Three hours per week

Emphasizes learning to manage the composing process and to write proficiently on a college level. Requires expository, academic, and argumentative essays totaling 5,000-8,000 words of drafted and edited prose.

Eng 211/211C Advanced Writing and Critical Reading** 3
Prerequisite: Eng 111 or 111C and 22 credit hours or sophomore standing
Three hours per week

Emphasizes writing expository and argumentative essays and the literal, analytical, and critical interpretation of college level reading. Requires analytical essays including summaries, resource papers, critical analyses, and arguments totaling 8,000-10,000 words of edited and documented prose. Recommended for General Education majors and majors not listed under Eng 215 or Eng 216.

Fulfills the BYU Advanced Writing requirement.

Eng 215/215CAdvanced Writing in the Social Sciences** 3
Prerequisite: English 111 or 111C and 22 credits or sophomore standing
Three hours per week

Emphasizes writing in the social sciences by focusing on correspondence, resource reports, critiques, and arguments. Requires final drafts totaling 8,000-10,000 words of edited and documented prose. Recommended for social science majors.

Fulfills the BYU Eng 315 Advanced Writing requirement.

Eng 216/216C Technical Writing** 3
Prerequisite: Eng 111 or 111C and 22 credits or sophomore standing
Three hours per week

Emphasizes accuracy and skill in writing scientific pamphlets, articles, resource reports, and memoranda. Requires final drafts totaling 8,000-10,000 words of edited and documented prose. Recommended for engineering, health, computer, and natural science majors.

Fulfills the BYU Eng 316 Advanced Writing requirement.

Eng 218 Creative Writing 3
Prerequisite: Eng 111 or 111C
Three hours per week

Emphasizes creating original works of poetry (Eng 218A) and longer works of fiction (Eng 218B). (Does not give GE credit in the Letters area of the Arts & Letters requirement nor in the Reading & Writing area of the Basic Skills requirement.)

Eng 240 Children's Literature 3
Three hours per week

Comprehension, exposure to and evaluation of children's books past and present to meet children's needs at school and at home.

Eng 250* Introduction to Literature 3
Three hours per week

Appreciation course in various types of literature: short story, novel, poetry, and drama, with a careful reading and analysis of significant examples. (Does not count for English majors.)

Eng 251* Fundamentals of Literary Interpretation 3
Prerequisite: Eng 111 or 111C or AP English
Three hours per week

Introduction to concepts and practices of literary analysis. Gives English and Humanities majors GE credit in the Letters area.

Eng 252Advanced Critical Writing and Research for English Majors** 3
Prerequisite: Eng 111 or 111C, Eng 251, and 22 credits or sophomore standing
Three hours per week

Emphasizes literature-based expository and research writing. Requires analytical essays including explication, literary analysis, interpretation, and resource reports totaling 8,000-10,000 words of edited and documented prose. Required for English majors and minors.

Fulfills the BYU Advanced Writing requirement.

Eng 253* Poetry 3
Three hours per week

Appreciation course in poetry which introduces major poets and analyzes significant poetry, indicating cultural and artistic relationships to other art forms.

Eng 254* Drama 3
Three hours per week

Appreciation course in drama, emphasizing breadth in reading numerous plays from various periods and countries.

Eng 260* American Literature 3
Three hours per week

Appreciation course in various types of American literature: short story, novel, poetry, and drama with a careful reading and analysis of significant examples.

Eng 270* English Literature 3
Three hours per week

Appreciation course in various types of English literature: short story, novel, poetry, and drama with a careful reading and analysis of significant examples.

Eng 282* Shakespeare 3
Three hours per week

Appreciation course in Shakespeare with a careful reading of six to eight major plays.

Eng 291 Perspectives in English Literature I 3
Prerequisite: Eng 251
Concurrent registration in Eng 252 is permissible
English majors
Three hours per week

Application of literary analysis to representative British authors and works to 1800.

Eng 292 Perspectives in English Literature II 3
Prerequisite: Eng 251
Concurrent registration in Eng 252 is permissible
English majors
Three hours per week

Application of literary analysis to representative British authors and works from 1800.

Eng 313 ** Advanced Writing for Elementary Teachers

3

Prerequisite: Elementary Education major

Three classroom hours per week

Improving writing proficiency by focusing on the writing process, collaborative writing, and techniques for teaching writing. Library research paper. Carries GE Advanced Writing credit.

Exhibit C
English Faculty Contributing to Other Departments, Winter 1999

<i>Teacher</i>	<i>Subject</i>
William Conway	Honors Shakespeare 282
Donald Holman	German 102
Kip Hartvigsen	Honors English 211
Randall Miller	Honors English 111
Murray Hunt	Honors Philosophy 110
James Papworth	Spanish 101
Scott Samuelson	Art 160–Ceramics
David Ward	Honors 220–C.S. Lewis

Exhibit D
English 111 College Writing Standards

Description

College Writing emphasizes learning to manage the composing process and to write proficiently on a college level. Writing skills develop through formal and informal writing assignments emphasizing the chief aims of academic discourse to reflect, inform, explain, or persuade.

Prerequisite Skills

Basic skills in the conventions of standard edited English (spelling, punctuation, capitalization, simple manuscript form) and basic understanding of sentence structure and the ability to write a short essay with a clear main point.

Written Work

The assignments for College Writing should focus primarily on academic writing and subordinate personal narrative writing to reflect approximately 1/5 of the assignments. Students should write a minimum of 5,000 words for the semester. That sum may take different forms including more shorter essay assignments (500 words) and paragraph exercises (250 words) or fewer longer essays (1,000+ words).

Course Objectives

1. To learn and practice the writing process by incorporating prewriting, writing, responding, rewriting, editing.
2. To write academic papers with a purpose by emphasizing writing aims: reflect, inform, evaluate, speculate, persuade.
3. To include and practice the principal rhetorical modes and devices: narration, description, process, classification, comparison, cause/effect, definition.
4. To enhance general and specific writing skills by developing a thesis statement, controlling idea, focus, examples (support), organization, coherence, audience awareness, personal voice, format.
5. To learn basic research and documentation skills by understanding research process and documentation.
6. To prepare for advanced writing courses by introducing argumentation, critical writing, critical thinking, research and documentation.

Exhibit E
Advanced Writing Standards

English 211/211C Advanced Writing and Critical Reading emphasizes writing expository and argumentative essays and the literal, analytical, and critical interpretation of college level reading. Recommended for General Education and pre-professional majors.

Students can expect to write final drafts totaling 8,000-10,000 words of edited and documented prose. At least one assignment is a 10-15 page major paper requiring documented library research.

Writing assignments and their educational objectives may include:

1. **Summary.** Developing a strategy for reading college-level expository and argumentative prose.
2. **Critical Analysis.** Assisting in understanding arguments and position papers, conclusions, stated reasons, assumptions, patterns of logic, fallacies of logic, distinctions between statements of fact and opinion, methods of persuasion.
3. **Synthesis.** Connecting ideas from different readings and related materials to create a new document.
4. **Research Paper.** Mastering essential research skills: finding, evaluating, and using resource materials to document quoted, paraphrased, and summarized materials into a 10-15 page major paper.

English 215/215C Advanced Writing in the Social Sciences emphasizes writing in the social sciences by focusing on correspondence, resource reports, critiques, and arguments. Recommended for social science majors.

Students can expect to write final drafts totaling 8,000-10,000 words of edited and documented prose. At least one assignment is a 10-15 page major paper requiring documented library research.

Writing assignments and their educational objectives may include:

1. **Major Essays.** Giving experience writing in situations typical of students' field of study and academic preparation.

2. **Proposal.** Requesting permission and submitting justification for a research project.
3. **Description Report.** Describing a social science concept, person, or situation.
4. **Evaluation Report.** Evaluating a social or a professional ethical dilemma.
5. **Synthesis Report.** Connecting ideas from different readings and related materials to create a new document.
6. **Memorandum.** Advancing clear communication within a professional setting.
7. **Letter of Application and Resume.** Requesting a job interview from a specific audience.
8. **Research Paper.** Mastering essential research skills: finding, evaluating, and using resource materials to document quoted, paraphrased, and summarized materials into a 10-15 page discipline-specific paper.

English 216/216C Technical Writing emphasizes accuracy and skill in writing scientific pamphlets, articles, reports, and memoranda.

Recommended for engineering, health, computer, and natural science majors.

Students can expect to write final drafts totaling 8,000- 10,000 words of edited and documented prose. At least one assignment is a 10-15 page major paper requiring documented library research.

Writing assignments and educational objectives may include:

1. **Letter of Application and Resume.** Requesting a job interview from a specific audience.
2. **Description of Mechanism.** Describing the physical properties and characteristics of an object.
3. **Description of Process.** Explaining a technical process associated with a discipline.
4. **Definition/Classification Report.** Clarifying a technical term using extended definitions and classifications.
5. **Recommendation/Feasibility Report.** Analyzing various approaches to a technical problem and recommending a possible solution.

6. **Proposal.** Requesting permission and submitting justification for a research project.
7. **Evaluation Report.** Evaluating both the writing and research of another student's research paper.
8. **Research Paper.** Mastering essential research skills: finding, evaluating, and using resource materials to document quoted, paraphrased, and summarized materials into a 10-15 page discipline-specific paper.

English 252 Advanced Writing and Critical Research for English Majors focuses on literature-based expository and research writing for English majors. Recommended for English majors and minors and humanities majors.

Students can expect to write final drafts totaling 8000-10,000 words of edited and documented prose. At least one assignment is a 10-15 page major paper requiring documented library research.

Writing assignments and educational objectives may include:

1. **Explication.** Seeking to account for all the formal elements in a poem by explaining how they work together to create meaning.
2. **Literary Analysis.** Examining a particular element in a work--such as plot, character, point of view, setting, irony, symbol--and explaining its connection to the theme of the work as a whole.
3. **Interpretation.** Synthesizing a greater critical awareness that articulates a clear interpretation about the meaning of a text (or texts). This is an interpretative essay that presents a clear and specific argument supported by textual evidence.
4. **Research Paper.** Mastering essential research skills: finding, evaluating, and using resource materials to document quoted, paraphrased, and summarized materials into a 10-15 page discipline-specific paper.

English 313 Advanced Writing for Elementary Teachers enriches writing proficiency by focusing on the writing process, collaborative writing, and techniques for teaching writing. Recommended for elementary education majors.

Students can expect to write final drafts totaling 8000-10,000 words of edited and documented prose. At least one assignment is a 10-15 page major paper requiring documented library research.

Writing assignments and educational objectives may include:

1. **Letter of Application and Resume.** Requesting a job interview from a specific audience.
2. **Memorandum.** Advancing clear professional communication in various rhetorical situations.
3. **Observation of a Student.** Describing and evaluating a student in a learning situation.
4. **Textbook Evaluation.** Evaluating a language arts textbook using criteria based on national, state, and local guidelines.
5. **Personal Essays.** Reflecting on learning to write and teaching to write.
6. **Proposal.** Requesting permission and submitting justification for a research project.
7. **Annotated Bibliography.** Annotating bibliographic sources from research project using accurate documentation.
8. **Research Paper.** Mastering essential research skills: finding, evaluating, and using resource materials to document quoted, paraphrased, and summarized materials into a 10-15 page discipline-specific paper.

Exhibit F
Full-time Faculty Profile

Gender

25 Male
9 Female

Degrees

2 BA, BS
23 MA, ML, MS, MFH
9 PhD, DA

Institutions of highest degree

8 BYU
27 Other

Years taught at Ricks

Avg. 13

Years taught at another institution

8.5 years

General age

2 20-20 years
8 30-39 years
10 40-49 years
12 50-59 years
3 60+ years

Exhibit G
Adjunct Faculty Profile

Gender

2 Male
15 Female

Degrees

7 BA, BS
10 MA, MS, MEd

Institutions of highest degree

7 BYU
9 Other

Years taught at Ricks

Average 6 years

Years taught at other institutions

7 years

General age

2 20-29 years
1 30-39 years
5 40-49 years
7 50-59 years
1 60+ years

Exhibit H
English Full-time and Adjunct Teaching Ratios

<i>Class</i>	<i>Total classes</i>	<i>Full-time</i>	<i>%</i>	<i>Adjunct</i>	<i>%</i>
English 111/111C/111H	70	46	65%		24 34%
Advanced Writing Classes	60	51	85%		9 15%
Letters	<u>55</u>	<u>53</u>	<u>96%</u>		<u>4%</u>
			<u>2</u>		
Total	185	150	82%		35 18%

Exhibit I
Full-time Faculty Teaching Overloads

Counted Full-time Faculty:	34
Full-time Faculty Overloads:	6
Percentage Teaching Overloads:	17.6%

Exhibit J
English Department Mission Statements, Desired Outcomes, and Assessment Methods

Mission Statements	Writing Outcomes	Reading Outcomes	Assessment Methods
<p>College Writing</p> <p>Help students develop basic writing skills to incorporate the composing process and to write proficiently on a college level.</p> <p>Help students accurately understand essays at a college level of difficulty.</p>	<p>Students shall write a minimum of 5,000 words a semester, focusing on academic writing.</p>	<p>Knowledge-- recognition and recall of relevant facts and/or other specifics</p> <p>Comprehension-- accurate summary, paraphrase, or translation with accurate interpretation</p> <p>Application-- use of information in a situation different than originally introduced.</p>	<p>Students shall incorporate the writing process using prewriting, drafting, responding, revising, and editing.</p> <p>Students shall write papers with the aims of reflecting, informing, evaluating, and convincing.</p> <p>Students shall approach, in both writing and reading, rhetorical modes and devices including narration, description, process, classification, comparison, cause/effect, and definition. They shall accurately reflect in their writing their literal understanding of authors' main ideas, purposes, and key points.</p> <p>Students shall be exposed to the research process including accurately summarizing source information and documenting correctly.</p>
<p>Advanced Writing</p> <p>Help students apply college writing skills and research techniques to their specific academic disciplines and anticipated careers.</p> <p>Help students accurately and precisely</p>	<p>Students shall write final drafts totaling 8,000-10,000 words of edited and documented prose.</p>	<p>Analysis-- separating a complex whole into parts to show relationships</p> <p>Synthesis-- combining elements to form a new entity</p> <p>Evaluation-- decision making and judging</p>	<p>Students shall write assignments that may include letters of application, resumes, proposals, evaluations, synthesis, analysis, and research papers of extended length. These assignments shall reflect educational and disciplinary objectives focusing on a future major or career.</p> <p>Students shall demonstrate the research process including accurately summarizing source information and documenting correctly.</p> <p>Students shall demonstrate in their writing an ability to make judgments about the text</p>

summarize and interpret interdisciplinary exposition.		based on criteria	including what value an idea has or how convincingly the writer presents it.
<p>Literature</p> <p>Help students to become acquainted with and to appreciate traditional/non-traditional writers and forms of literature through reading, discussing, and responding.</p>	<p>Students shall write a minimum of 2,500 words of edited prose formally or informally responding to the literature they have read.</p>	<p>In addition, to the above six reading outcomes, students shall analyze, interpret and appreciate literary devices such as tone, setting, characterization, figurative language, plot, etc.</p> <p>Students shall support interpretations of literature with specifics.</p>	<p>Students shall learn to appreciate literature's diversity by reading traditional and evolving canons.</p> <p>Students shall gain exposure to literature by reading within historic, thematic, cultural, or generic contexts.</p> <p>Students shall learn to examine ways meaning emerges from a literary work through class discussion and personal written responses.</p> <p>Students shall learn to understand the common forms of literature: short stories, poems, plays, essays, novels.</p> <p>Students shall learn common terms used to discuss literature in a formal setting.</p>

Exhibit K
English Faculty's Perceptions of Classroom Effectiveness

No.	Question	1	2	3	4	5	6	7	8	9	10	Mean
1.	I have a clearly defined purpose in my class.					1 2.2	1 2.2	3 6.5	8 17.4	13 28.3	20 43.5	8.98
2.	I have designed my class so that most of my assignments support my purpose.						1 2.2	3 6.5	7 15.2	17 37	18 39.1	9.04
3.	My classroom is a place of high standards.					1 2.2		4 8.7	13 28.3	6 13.0	22 47.8	8.93
4.	My writing assignments facilitate learning.				1 2.2		1 2.2	3 6.5	5 10.9	17 37.0	19 41.3	9.0
5.	My writing assignments facilitate thinking.				1 2.2			4 8.7	3 6.5	16 34.8	22 47.8	9.13
6.	I use a variety of teaching strategies.				1 2.2		3 6.5	4 8.7	16 34.8	8 17.4	14 30.4	8.48
7.	I encourage students to make connections between this class and their real lives.						2 4.3	2 4.3	11 23.9	12 26.1	19 41.3	8.96
8.	I encourage students to make connections between this class and other classes.						3 6.5	2 4.3	8 17.4	9 19.6	7 15.2	8.04
9.	I encourage student collaboration.				1 2.2	3 6.5	5 10.9	5 10.9	7 15.2	3 6.5	22 47.8	8.41
10.	I teach my students that writing has a purpose.					2 4.3		3 6.5	5 10.9	10 21.7	26 56.5	9.15
11.	My classroom is a safe place for students.							1 2.2	6 13.0	13 28.3	26 56.5	9.39
12.	I regularly incorporate new ideas and strategies into my curriculum.				1 2.2	1 2.2	1 2.2	4 8.7	11 23.9	9 19.6	19 41.3	8.74
13.	I continue to grow professionally as a teacher.					1 2.2	3 6.5	3 6.5	12 26.1	13 28.3	14 30.4	8.63
14.	I distinguish between <i>authority</i> and <i>authoritarianism</i> in my classroom.							2 4.3	11 23.9	17 37.0	15 32.6	9.0
15.	I believe that writing is valuable.								4 8.7	3 6.5	39 84.8	9.76
16.	I teach reading skills in my classroom.		1 2.2			4 8.7	2 4.3	6 13.0	11 23.9	9 19.6	13 28.3	8.15
17.	I teach research strategies in my writing class.					1 2.2	3 6.5	3 6.5	9 19.6	10 21.7	20 43.5	8.83
18.	I teach research strategies in my literature class.	6 13.0	3 6.5	3 6.5	2 4.3	5 10.9	4 8.7	8 17.4	5 10.9		2 4.3	5.11
19.	I believe grades should be a reflection of what students earn.					1 2.2		5 10.9	6 13.0	13 28.3	21 45.7	9.02
20.	I see evaluation as a teaching strategy.					1 2.2	2 4.3	4 8.7	11 23.9	11 23.0	17 37.0	8.74
21.	I have a plan for each class period.						1 2.2	2 4.3	5 10.9	5 10.9	32 69.6	9.44

22.	I try to improve my abilities with technology.				3 6.5	4 8.7	1 2.2	9 19.6	11 23.9	9 19.6	8 17.4	7.78
23.	I practice good citizenship within the department.						1 2.2	2 4.3	6 13.0	6 13.0	30 65.2	9.38
24.	I read.				1 2.2	1 2.2		2 4.3	3 6.5	6 13.0	32 69.6	9.36
25.	I write.					4 8.7	5 10.9	7 15.2	4 8.7	7 15.2	18 39.1	8.31

Exhibit L
English Department Philosophy Statement on Course Content

In harmony with both the Ricks College Mission Statement and the Statement on Academic Freedom, the English Department offers a statement of philosophy and guidelines concerning the selection and teaching of reading materials within our department.

Literature

Great literature is the artistic expression of complex human experience in language, rendered by insightful writers. Our object in Ricks College English courses is to develop minds and spirits through texts that have the potential to enrich and enable. Just as daily life teaches and refines us through experience with opposites, so literature often works by means of conflict. Because great literature treats inherently difficult moral, philosophical, and social issues, it sometimes confronts us with what is tragic and ugly in human experience along with what is hopeful and beautiful. In contrast, poorly written works tend to present human experience in shallow, simplistic, and sentimental ways. Some literature judged by scholars to have merit realistically or figuratively depicts life in language which may, paradoxically, be either beautiful or offensive or both. Nevertheless, literature should not be judged merely by its diction, subject matter, or contents of isolated passages. Ultimately, great writing should teach readers to understand and appreciate the dignified, empathetic, and artistically skilled rendering of complex human experience.

To Students

Good education brings together excellent teachers, quality course material, and willing students. Your professors, who are trained professionals and temple recommend holders of good faith, will share with you the great literature which has enriched their lives and complemented their faith. You are also an essential link in the learning process. The injunction to “seek learning by study and also by faith” (D&C 88: 118) suggests that you be willing to have faith in your instructors, in their choices of texts, and in the process of expanding your understanding. With a willingness to learn and faith in your instructors, you can expand your mind and deepen your intellectual and spiritual understanding of life and the gospel in English courses at Ricks.

Of course, nearly all great literature has been written by non-LDS authors whose works do not deal directly with the restored gospel, and whose values and thinking may diverge significantly from the reader’s. Because the “best books” often deal with difficult moral, philosophical, and social issues and invariably present them in thought-provoking ways, it is hardly surprising that students are occasionally troubled by great literature. Yet within the safe atmosphere of a church college, English faculty will strive to present the readings to you in the context of gospel values; to promote informed opinion, open discussion, honest exchanges of belief, and opportunities to disagree with the conclusions of authors and teachers; and to prepare you for

lifelong learning by helping you to develop your own discriminating standards and skills for the selection and reading of literature.

Naturally, you expect your professors to also respect your opinions and values. Education is, in one sense, a dialogue, and at times your beliefs may be at odds with those of your instructors or fellow students. In both instances, your obligation, as clearly outlined in scripture (D&C 42:88), is to speak directly with the instructor or fellow students so that others may understand your point of view and so you may deepen your understanding of others.

To Faculty

The Ricks College Mission Statement states that the first objective of this institution is to “build testimonies of the restored gospel of Jesus Christ and encourage living its principles.” Faculty should never intentionally do or say anything to undermine faith. The choices of texts and class discussions should build intellectual growth as well as spiritual understanding and maturity. You can teach “out of the best books” (D&C 88:118) by choosing for your courses the best examples of poetry, prose, and/or drama produced by contemporary and past writers in various national literary traditions.

You also have the responsibility to provide a context for the study of the selected works that will strengthen students’ critical awareness of historical, cultural, and aesthetic movements as well as enable students to understand the larger purposes and values of studying literature that may occasionally include some potentially disturbing elements. Yet because of the unique status of Ricks College as a religious educational institution, certain kinds of texts ought to be avoided, even if secular academia judges such texts as having high literary value. For example, texts which contain excessive, graphic, or extraneous profanity, sex, or violence are not appropriate. The world of great literature is rich and diverse enough to give you ample choices.

As teachers, you should be sensitive to different students’ levels of experience and tolerance. You should be willing to counsel with and teach without prejudice those whose opinions differ from your own, and be open to negotiate alternate texts. Of course, alternate texts should be as academically rigorous as original text selections.

To Administrators

As Ricks College faculty members we are committed to the Lord, the mission of Ricks, and to a standard of excellence in teaching our discipline. In fact, we recognize that our employment at Ricks is based on our testimonies as well as our academic and professional expertise.

Accomplishing the mission of the college means supporting both students and faculty and, when necessary, helping them negotiate differences. This means that when students register complaints about course content, students should be encouraged to speak to their instructors first. Trust instructors (and their department chair, if necessary) to fairly work out their

disagreements. Encouraging students to come to you first before talking to their instructors undermines the Lord's stated method of filing grievances (D&C 42:88) and demoralizes faculty.

Finally, we encourage you to use this document and its principles to educate teachers and students better about the nature of literature, education, and the goals of this institution.

Exhibit M
English Courses Final GPAs, Fall 1998

<i>Course</i>	<i>Title</i>	<i>GPA</i>	<i>Students</i>	<i>Sections</i>
Eng 111	College Writing	3.083	1786	63
Eng 111C	College Writing	3.161	909	22
Eng 211	Advanced Writing and Critical Read	2.951	607	23
Eng 211C	Advanced Writing and Critical Read	2.999	171	4
Eng 215	Advanced Writing Social Science	3.118	454	18
Eng 215C	Advanced Writing Social Science	3.107	156	4
Eng 216	Technical Writing	2.993	29	2
Eng 216C	Technical Writing	3.320	86	4
Eng 218	Writing Poetry	3.950	12	1
Eng 240	Children's Literature	3.575	28	1

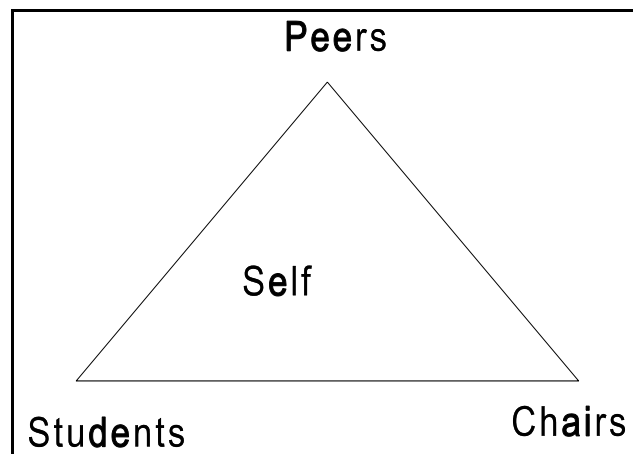
Eng 250	Introduction to Literature	3.176	1063	40
Eng 251	Fundamentals of Literature Int	3.420	55	2
Eng 252	Advanced Writing and Research	3.290	42	2
Eng 253	Poetry	3.035	85	3
Eng 254	Drama	3.294	17	1
Eng 260	American Literature	2.737	107	4
Eng 270	English Literature	3.171	49	3
Eng 282	Shakespeare	2.728	89	3
Eng 291	Perspectives in Eng Lit I	3.236	22	1
Eng 313	Advanced Writing for El Ed	3.421	55	3

GPA of Entire English Department

3.107

Exhibit N
Full-time Faculty Review Process

The post-CFS teacher evaluation process will occur for each faculty member every three years and will last two consecutive semesters. Generated reports will come from four principal groups: students, peers, department and division chairs, and self. The guidelines below are for the different groups for each semester.



First Semester

- ★ **Students.** Student evaluations will be conducted in each of the teacher's classes.
- ★ **Peers.** A peer review will be organized. Three faculty members (ideally one from the department, one from the division, and one from outside the division) will make an unannounced visit to a class session. A simple observation strategy using the SII format (strengths, improvements, insights) could be used. The three visitors and faculty member will later meet for lunch to discuss the observations in an open and unthreatening atmosphere. None of these proceedings will be reported to department or division chairs or to the administration. The lunch will be paid by the division.
- ★ **Chairs.** An unannounced classroom visit will be made by the department and division chairs, who will return a report of their impressions of the visit to the faculty member.

Second Semester

- ★ **Self.** Instructors will draft a *Faculty Stewardship Review*. They will also be invited to submit supporting materials of their choice to illustrate their service as a Ricks College faculty member.
- ★ **Department Chair.** These review materials will be forwarded to the department chair by an agreed-upon deadline. The chair will then schedule a *department stewardship interview* with the faculty member. The objective of the interview is to receive an accounting of stewardship but also to provide an opportunity for reflection, goal-setting, and praise for things well-done. It's also a chance to see what all of us can do to help the faculty member to grow, improve, and develop professionally.
- ★ **Division Chair.** The department chair will write a brief report and overall assessment of the faculty member's performance, and forward it (along with the Faculty Stewardship Review package) to the division chair. The division chair

will then schedule a *division stewardship interview* with the faculty member. A report of the division chair's interview and overall performance assessment will be forwarded to the administration.

Exhibit O
English Department Subscriptions to Professional and Trade Journals

BYU Studies
College Composition and Communication
Dialogue
Dynamic Graphics
English Journal
Newsweek
Scientific American
Sunstone
Teaching English in the Two-Year College
The New Yorker
The Atlantic
The Washington Post
The New York Review
WordPerfect Suite

Exhibit P
Personal Activities for Professional Development

Adapting a novel for screen
Advising and starting a student-based writing magazine
Assembling E211 text
Attending Ricks College classes both inside and outside the discipline
Editing on freelance basis
Speaking at Idaho Humanities Council
Holding national professional office
Participating in the Connections Program
Participating in computer classes
Publishing fiction and poetry
Reading non-required class literature
Studying literature of non-specialist periods or countries
Studying ancient civilizations and world religions
Writing for Scholastic News Service
Writing weekly column for local newspaper
Writing a textbook

Exhibit Q
Conferences and/or Travel

Association for Mormon Letters Conferences
C.S. Lewis Conference 1998 (Brigham Young University)
CCCC
Cedar City Shakespeare Festival
China
England and Europe
International Christopher Marlowe Conference
Mormon-American Travel Studies
NCTE
RMMLA
Russia
Scotland
Spain
TYCA
Utah Opera
Western Europe

Exhibit R
Campus-Community Involvement

Advisor to Student Writer's Guild (undergraduate literature magazine)
English Dept. Scholarship Committee
Continuing Faculty Status Committee
Mentor to English faculty member
Editor of *New Perspectives*
Advisor to Civil War Club
Assistant Basketball Coach
Exceptions Committee member
Content Committee member
Advisor to Association of New Latter-day Saints
Spirit of Ricks Committee member
Book review editor for *New Perspectives*
Chairman-Thomas E. Ricks Association
Library Remodeling Committee member
English Major Scholarship Committee member
Library Remodeling Committee member
General Education Committee
Valkyrie Reunion
Writing Christmas Devotional
Native American Club advisor
Fly Fishing Club advisor
Soccer Club advisor
Accreditation assistant/editor

Exhibit S
Students' Perceptions of College Writing, Advanced Writing, and Literature Courses

College Writing

No.	Question	1	2	3	4	5	6	7	8	9	10	Mean
1.	This class has caused me to think.	23 1.0	6 0.3	12 0.5	21 0.9	70 3.0	88 3.8	197 8.6	308 13.4	288 12.5	389 16.9	7.27
2.	This class has taught me to think.	27 1.2	25 1.1	48 2.1	51 2.2	119 5.2	134 5.8	216 9.4	324 14.1	224 9.7	224 9.7	6.51
3.	This class will apply to my other college classes.	20 .9	8 0.3	19 0.8	24 1.0	64 2.8	73 3.2	153 6.7	268 11.7	300 13.0	448 19.5	7.38
4.	I feel this class has improved my writing skills.	17 0.7	17 0.7	12 0.5	26 1.1	58 2.5	81 3.5	170 7.4	300 13.0	339 13.0	347 15.1	7.23
5.	This class has given me a variety of strategies to use in my writing process.	15 0.7	9 0.4	12 0.5	33 1.4	72 3.1	134 5.8	203 8.8	271 11.8	298 13.0	312 13.6	7.03
6.	This class has changed my perception of writing.	20 0.9	40 1.7	42 1.8	60 2.6	155 6.7	176 7.7	221 9.6	274 11.9	191 8.3	175 7.6	6.16
7.	This class has strengthened my research skills.	30 1.3	29 1.3	38 1.7	76 3.3	142 6.2	176 7.7	245 10.7	263 11.4	216 9.4	142 6.2	6.18
8.	This class has enabled me to articulate thoughts more clearly.	18 0.8	16 0.7	28 1.2	51 2.02	111 4.8	171 7.4	282 12.3	336 14.6	230 10.0	110 4.8	6.34
9.	This class has taught me to write with a purpose.	16 0.7	17 0.7	23 1.0	32 1.4	77 3.3	125 5.4	199 8.7	303 13.2	294 12.8	264 11.5	6.88
10.	This class has taught me to focus my writing.	10 0.4	18 0.8	16 0.7	21 0.9	61 2.7	104 4.5	228 9.9	313 13.6	314 13.7	268 11.7	6.99
11.	This class has taught me audience awareness beyond my teacher.	15 0.7	20 0.9	21 0.9	42 1.8	83 3.6	129 5.6	195 8.5	267 11.6	285 12.4	289 12.6	6.86
12.	This class will be valuable in my future life.	19 0.8	20 0.9	13 0.6	57 2.5	79 3.4	121 5.3	176 7.7	263 11.4	286 12.4	314 13.7	6.92
13.	This class has taught me to evaluate my writing.	14 0.6	14 0.6	20 0.9	48 2.1	92 4.0	134 5.8	227 9.9	277 12.0	281 12.2	240 10.4	6.74
14.	This class has relevant assignments.	19 0.8	12 0.5	17 0.7	38 1.7	78 3.4	104 4.5	168 7.3	264 11.5	314 13.7	328 14.3	7.08
15.	This class has caused me to grow intellectually.	15 0.7	21 0.9	21 0.9	49 2.1	100 4.3	119 5.2	241 10.5	303 13.2	274 11.9	201 8.7	6.63
16.	I look forward to coming to this class.	59 2.6	47 2.0	49 2.1	70 3.0	159 6.9	139 6.0	178 7.7	212 9.2	205 8.9	222 9.7	6.32
17.	This class has increased my awareness of grammar principles.	23 1.0	28 1.2	25 1.1	56 2.4	103 4.5	148 6.4	242 10.5	277 12.0	241 10.5	199 8.7	6.51
18.	This class has taught me principles of revision.	17 .07	22 1.0	24 1.0	46 2.0	57 2.5	108 4.7	214 9.3	332 14.4	281 12.2	240 10.4	6.83
19.	The group work and/or peer editing in this class has helped my writing.	42 1.8	35 1.5	37 1.6	49 2.1	101 4.4	120 5.2	159 6.9	244 10.6	245 10.7	309 13.4	6.77

20.	This class has been a positive experience.	25 1.1	17 0.7	18 0.8	20 0.9	72 3.1	73 3.2	119 5.2	182 7.9	263 11.4	544 23.7	7.50
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Advanced Writing

No.	Question	1	2	3	4	5	6	7	8	9	10	Mean
21.	This class has caused me to think.	07 0.3		02 0.1	06 0.3	14 0.6	22 1.0	57 2.5	157 6.8	151 6.6	262 11.4	7.77
22.	This class has taught me relevant critical thinking skills.	07 0.3	02 0.1	04 0.2	08 0.3	22 1.0	36 1.6	85 3.7	153 6.7	172 7.5	183 8.0	7.40
23.	This class will apply to my other college classes.	07 0.3	02 0.1	05 0.2	09 0.4	23 1.0	36 1.6	62 2.7	114 5.0	161 7.0	254 11.0	7.62
24.	I feel this class has improved my writing skills.	05 0.2	04 0.2	08 0.3	05 0.2	28 1.2	51 2.2	79 3.4	126 5.5	182 7.9	182 7.9	7.33
25.	This class has shown me a variety of rhetorical patterns.	10 0.4	04 0.2	09 0.4	22 1.0	48 2.1	63 2.7	122 5.3	157 6.8	148 6.4	84 3.7	6.68
26.	This class has changed my perception of writing.	09 0.4	08 0.3	10 0.4	17 0.7	56 2.4	76 3.3	107 4.7	141 6.1	148 6.4	94 4.1	6.65
27.	This class has strengthened my research skills.	11 0.5	06 0.3	09 0.4	16 0.7	36 1.6	43 1.9	124 5.4	162 7.0	125 5.4	135 5.9	6.95
28.	This class has enabled me to articulate thoughts more clearly.	04 0.2	10 0.4	07 0.3	12 0.5	30 1.3	61 2.7	114 5.0	179 7.8	149 6.5	99 4.3	6.83
29.	This class has taught me to write with a purpose.	10 0.4	04 0.2	08 0.3	07 0.3	31 1.3	48 2.1	90 3.9	140 6.1	184 8.0	145 6.3	7.20
30.	This class has taught me to focus my writing.	07 0.3	04 0.2	03 0.1	06 0.3	23 1.0	40 1.7	85 3.7	164 7.1	165 7.2	169 7.4	7.34
31.	This class has taught me audience awareness beyond my teacher.	11 0.5	04 0.2	05 0.2	12 0.5	27 1.2	53 2.3	92 4.0	128 5.6	182 7.9	150 6.5	7.21
32.	This class will be valuable in my future discipline and career.	08 0.3	10 0.4	07 0.3	19 0.8	41 1.8	51 2.2	74 3.2	107 4.7	136 5.9	213 9.3	7.18
33.	This class has taught me to evaluate professional and personal writing.	04 0.2	09 0.4	06 0.3	16 0.7	21 0.9	46 2.0	84 3.7	161 7.0	178 7.7	141 6.1	7.13
34.	This class has relevant assignments.	05 0.2	09 0.4	03 0.1	13 0.6	25 1.1	35 1.5	61 2.7	136 5.9	159 6.9	219 9.5	7.43
35.	This class has caused my to grow intellectually.	08 0.3	05 0.2	03 0.1	07 0.3	24 1.0	35 1.5	89 3.9	147 6.4	190 8.3	156. 6.8	7.33
36.	This class has presented methods for document design.	10 0.4	03 0.1	12 0.5	11 0.5	26 1.1	49 2.1	104 4.5	133 5.8	161 7.0	152 6.6	7.14
37.	This class has provided relevant readings and reading instruction.	07 0.3	05 0.2	07 0.3	11 0.5	28 1.2	43 1.9	92 4.0	138 6.0	158 6.9	175 7.6	7.24
38.	This class has taught me principles of revision.	07 0.3	04 0.2	07 0.3	17 0.7	26 1.1	45 2.0	104 4.5	133 5.8	157 6.8	163 7.1	7.16

39.	The group work and/or peer editing in this class has helped my writing.	15 0.7	17 0.7	16 0.7	17 0.7	57 2.5	63 2.7	84 3.7	112 4.9	126 5.5	153 6.7	6.77
40.	This class has been a positive experience.	10 0.4	06 0.3	13 0.6	10 0.4	16 0.7	26 1.1	62 2.7	95 4.1	136 5.9	286 12.4	7.66

Literature

No.	Question	1	2	3	4	5	6	7	8	9	10	Mean
41.	This class has introduced me to both male and female authors.	33 1.4	09 0.4	15 0.7	17 0.7	23 1.0	23 1.0	69 3.0	85 3.7	116 5.0	459 20.0	7.89
42.	This class has introduced me to contemporary and traditional canon.	26 1.1	11 0.5	14 0.6	15 0.7	52 2.3	49 2.1	84 3.7	141 6.1	169 7.4	288 12.5	7.34
43.	This class has introduced me to literary terminology.	16 0.7	07 0.3	11 0.5	08 0.3	28 1.2	39 1.7	68 3.0	132 5.7	188 8.2	377 16.4	7.72
44.	This class has introduced me to other points of view.	13 0.6		05 0.2	06 0.3	21 0.9	31 1.3	72 3.1	134 5.8	226 9.8	366 15.9	7.86
45.	This class has broadened my perspective of life and human nature.	14 0.6	08 0.3	10 0.4	16 0.7	29 1.3	53 2.3	89 3.9	176 7.7	218 9.5	259 11.3	7.38
46.	This class has influenced my behavior and speech.	22 1.0	33 1.4	27 1.2	35 1.5	93 4.0	100 4.3	165 7.2	181 7.9	117 5.1	100 4.3	6.16
47.	This class has encouraged group work.	20 0.9	15 0.7	16 0.7	27 1.2	68 3.0	38 1.7	84 3.7	111 4.8	137 6.0	358 15.6	7.31
48.	This class has encouraged discussion of ideas and literature.	15 0.7	01 0.0	07 0.3	06 0.3	06 0.3	23 1.0	39 1.7	91 4.0	166 7.2	519 22.6	8.24
49.	This class is a safe place for me to talk.	19 0.8	5 0.2	9 0.4	4 0.2	23 1.0	20 0.9	49 2.184	102 4.4	186 8.1	457 19.9	8.04
50.	This class is a safe place to exchange ideas.	15 0.7	8 0.3	5 0.2	3 0.1	14 0.6	14 0.6	52 2.3	113 4.9	185 8.0	465 20.2	8.09
51.	This class has taught me to read at different levels.	11 0.5	9 0.4	4 0.2	12 0.5	33 1.4	44 1.9	84 3.7	146 6.4	254 11.0	277 12.0	7.51
52.	This class has given me evaluation skills.	10 0.4	9 0.4	7 0.3	24 1.0	41 1.8	59 2.6	140 6.1	230 10.0	193 8.4	162 7.0	6.98
53.	This class has meaningful readings.	19 0.8	5 0.2	8 0.3	12 0.5	25 1.1	42 1.8	74 3.2	168 7.3	188 8.2	334 14.5	7.64
54.	This class has many readings.	15 0.7	0	4 0.2	5 0.2	12 0.5	16 0.7	39 1.7	90 3.9	165 7.2	527 22.9	8.28
55.	This class has encouraged me to examine my own attitudes about life and human nature.	17 0.7	10 0.4	8 0.3	15 0.7	32 1.4	67 2.9	98 4.3	190 8.3	201 8.7	236 10.3	7.27
56.	This class has taught me to recognize value in others' experiences.	13 0.6	3 0.1	8 0.3	11 0.5	30 1.3	51 2.2	100 4.3	168 7.3	227 9.9	263 11.4	7.46
57.	This class has taught me to recognize good literature.	13 0.6	5 0.2	8 0.3	12 0.5	28 1.2	45 2.0	92 4.0	172 7.5	245 10.7	252 11.0	7.46
58.	This class has taught me about different literary genres.	18	5	5	24	32	60	78	175	192	283	7.42

		0.8	0.2	0.2	1.0	1.4	2.6	3.4	7.6	8.4	12.3	
59.	This class has shown me through literature appropriate and inappropriate ways to deal with conflict.	16 0.7	16 0.7	18 0.8	18 0.8	57 2.5	82 3.6	117 5.1	192 8.4	197 8.6	160 7.0	6.83
60.	This class has been a positive experience.	24 1.0	5 0.2	5 0.2	4 0.2	18 0.8	22 1.0	41 1.8	91 4.0	182 7.9	480 20.9	8.15

Exhibit T
Profile of English Majors

Total English majors (Fall 1988)	154
Average ACT composite (154 on file)	24.03
Average English ACT score	25.08
Ricks College GPA	3.347
High school GPA	3.446