Pellissippi State Technical Community College
English Department Program Review
2003-2008

April 20, 2009
Introduction

By offering a variety of writing and literature courses, the English Department of Pellissippi State Technical Community College contributes to the college's stated mission to “serve the needs of its community by providing quality college courses.”

Since the period of the department's last Program Review, the college has created a new academic department, Transitional Studies, which has removed both courses and faculty from the English Department. The previous report, covering 1998-2003, included developmental reading and writing as well as English as a Second Language courses. Because those curricula are now part of the Transitional Studies Department, this report, covering the years 2003 to 2008, will not offer analysis of those programs.

Currently home to 28 full-time faculty members, the department also regularly employs 20 to 30 adjunct faculty members per semester. Some faculty members, both full and part-time, still teach developmental and/or English as a Second Language classes for the Transitional Studies Department and at least one Transitional Studies faculty member teaches college-level English courses.

Seven members of the department have achieved the rank of full professor, 15 have reached associate professor, and six are instructors. Twenty-two have been awarded tenure.

Administrative duties are handled by the department dean, who also teaches one course each academic year. The Program Coordinator for Composition receives three hours of released time per semester. Two faculty members currently serve as Student Success Coordinators as part of the college’s Foundations of Excellence initiative, and they receive 12 hours of released time per year.

The English Department offers 21 college-level courses: four at the freshman level and 17 at the sophomore level.

Enrollment in courses offered by the English Department provides a fairly clear reflection of trends in the college at large. Although overall enrollment at the college fluctuated from 2003 to 2008, it reached a record high in the fall of 2007 and again in 2008. ENGL 1010 and 1020 are gatekeeper courses for A.A.S. and A.A. /A.S. degrees respectively, thus reflecting college FTE. Sophomore literature courses have followed enrollment and degree requirement trends in receiving institutions. In current articulation agreements, the articulating institution (PSTCC) requires one or two literature courses to satisfy what may or may not be literature requirements at the receiving institution. Enrollment in sophomore English courses has dropped somewhat over the past few years and can be expected to drop a bit more as students articulate according to the most recent agreements, which often do not require a literature sequence.

It seems prudent to offer diverse and appealing departmental sophomore courses rather than an overload of one sequence for two reasons: 1) students required to take only one literature course
for their articulation will have a wider selection each semester, and 2) students may elect to take an additional literature course to fulfill humanities requirements. Currently, department members are writing three new courses that will directly transfer to the University of Tennessee at Knoxville: Introduction to Fiction; Creative Writing, Poetry; and Creative Writing, Fiction. Enrollment in ENGL 2950, Business and Technical Writing, is vigorous, as it is required by many A.A.S degrees and by many popular articulation agreements. The most dramatic change has occurred in journalism. In Fall 2003, there were 44 declared journalism majors and no journalism and electronic media majors; by Fall 2006, that number had shifted to five declared journalism majors and 60 declared journalism and electronic media majors. This shift is partly due to the changing nature of careers in journalism, and partly due to the changes in degree requirements and articulation agreements in journalism with UTK. The enrollment in English courses at each campus for the academic years 2003-04 to 2007-08 is reported in Appendix A.

1 Program Outcomes

1.1 Intended program and learning outcomes are clearly identified.

Overall program outcomes are part of the college’s planning process. Each spring semester, the English Department establishes program goals for the coming year and an action plan for achieving them. The individual goals of faculty, as stated in their annual self-evaluations, serve as the basis for the broader departmental goals.

The action plan, which is linked to the college’s mission and general education goals, is submitted to the Director of Institutional Research each April. To complete the planning cycle, the outcomes of the previous year’s goals are reported at the same time the coming year’s goals are identified. The English Department’s goals and outcomes for 2007-2008 are in Appendix B.

Learning outcomes for the courses in the English Department are identified on the Master Syllabi. Each course has its own specific objectives, instructional processes, and expectations for student performance keyed to the Tennessee Board of Regents’ General Education Goals, which are listed in Appendix C.

Course objectives are written according to need as defined by faculty with expertise in the field of study, taking into consideration specific A.A.S. Career and Technology degree programs; general A.A. and A.S degrees conferred by PSTCC; and/or University Parallel transfer degrees, transfer agreements, and articulation agreements. Also taken into consideration are the general education goals of TBR.

Following is an example from the Master Syllabus for ENGL 1010. The objectives, processes, and expectations for each course offering in English, communications, and journalism are listed in Appendix D.
II. Course Objectives*:
   A. Produce good writing by means of a process.  I.2, 3, 4
   B. Write clearly, logically, and concisely and according to specified format.  I.2, 3, 4, 5
   C. Write to accomplish the writer's goals and provide for the reader's needs.  I.1, 2, 3, 5, 7
   D. Select appropriate rhetorical patterns to inform, to explain, and to persuade.  I.3
   E. Demonstrate familiarity with primary and secondary research.  I.6, 7; VII.3, 4, 5, 6
   F. Transfer principles learned in English 1010 for effective writing across the curriculum.  I.1, 2, 3, 4, 5, 6, 7
*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:
   Students will:
   1. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity.  
   Communications Outcome, Transitional Strategy, Active Learning Strategy
   2. Read assigned essays and participate in class discussion.  Communications Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy
   3. Write analytical, expository, argumentative essays using word processing software.  Communications Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
   4. Develop research skills using library sources and the Internet to find information pertinent to essay topics.  Communications Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
   5. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class.  Transitional Strategy, Active Learning Strategy
   6. Adapt material from the Common Academic Experience text into class discussion and written assignments.  Communications Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy
   7. *Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:
   Upon successful completion of this course, the student should be able to:
   1. Use a process approach to writing.  A, B, C, D
   2. Analyze audience.  C
   3. Use appropriate level of diction.  C
   4. Develop and organize ideas and information about an essay topic.  A, B, C, D
   5. Develop a thesis statement for an essay.  C
6. Follow recognized patterns to write essays.
7. Write correspondence that is easily understood. C
8. Locate source materials. E
9. Use primary and secondary research in essays. E
10. Document to avoid plagiarism. E
11. Proofread and edit all writing carefully. B
*Letters after performance expectations reference the course objectives listed above.

1.2 The program uses appropriate indicators to evaluate appropriate and sufficient achievement of program outcomes.

1.2.1 List sources of assessment data

Achievement of program outcomes for courses in the English Department can be drawn from the following data:

A. Withdrawal rates
B. Success rates
C. Five-column model assessments of English 1010 and 1020
D. Community College Survey of Student Engagement and National Community College Benchmark
E. Comparison of traditional vs. non-traditional delivery of courses

1.2.2 Are the assessment results provided by 1.2.1 satisfactory? Why or why not?

Assessment results will be discussed in light of the five types of data listed above.

Withdrawal rates

Considered alone, withdrawal rates may not be the best means of assessing program or course effectiveness, especially since students drop courses for a wide variety of reasons, some unrelated to academics. However, withdrawal rates should be considered because they may reveal trends.

With only a few exceptions, English Department courses have withdrawal rates well below 25 percent, the benchmark established by the college.

Table 1.1 shows withdrawal rates from ENGL 1010, the department’s most popular course, for the years 2006 through 2008. The highest withdrawal rate of 18.3 percent is well below the 25 percent threshold.
Table 1.1: ENGL 1010 Withdrawal Rates

<table>
<thead>
<tr>
<th></th>
<th>Withdrawal %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010</td>
<td></td>
</tr>
<tr>
<td>2006F</td>
<td>11.9</td>
</tr>
<tr>
<td>2007S</td>
<td>18.3</td>
</tr>
<tr>
<td>2007F</td>
<td>12.6</td>
</tr>
<tr>
<td>2008S</td>
<td>16.4</td>
</tr>
</tbody>
</table>

As Table 1.2 shows, the withdrawal rates for ENGL 1020 are similar to those of ENGL 1010.

Table 1.2: ENGL 1020 Withdrawal Rates

<table>
<thead>
<tr>
<th></th>
<th>Withdrawal %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1020</td>
<td></td>
</tr>
<tr>
<td>2006F</td>
<td>15.9</td>
</tr>
<tr>
<td>2007S</td>
<td>10.8</td>
</tr>
<tr>
<td>2007F</td>
<td>18.0</td>
</tr>
<tr>
<td>2008S</td>
<td>10.6</td>
</tr>
</tbody>
</table>

Tables 1.3 and 1.4 show the withdrawal rates for online versions of ENGL 1010 and ENGL 1020 and reveal that those sections have higher withdrawal rates than their traditionally taught counterparts.

Table 1.3: ENGL 1010 WWW Withdrawal Rates

<table>
<thead>
<tr>
<th></th>
<th>Withdrawal %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010 WWW</td>
<td></td>
</tr>
<tr>
<td>2006F</td>
<td>25.3</td>
</tr>
<tr>
<td>2007S</td>
<td>16.7</td>
</tr>
<tr>
<td>2007F</td>
<td>22.6</td>
</tr>
<tr>
<td>2008S</td>
<td>18.8</td>
</tr>
</tbody>
</table>

Table 1.4: ENGL 1020 WWW Withdrawal Rates

<table>
<thead>
<tr>
<th></th>
<th>Withdrawal %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1020 WWW</td>
<td></td>
</tr>
<tr>
<td>2006F</td>
<td>6.3</td>
</tr>
<tr>
<td>2007S</td>
<td>15.9</td>
</tr>
<tr>
<td>2007F</td>
<td>20.2</td>
</tr>
<tr>
<td>2008S</td>
<td>10.5</td>
</tr>
</tbody>
</table>

The fluctuation of the withdrawal figures in the online ENGL 1020 sections raises questions regarding consistency, but the overall success percentage in that course has remained at acceptable levels. However, the 25.3 percent and 22.6 percent withdrawal rates in online ENGL
1010 are a bit troubling, particularly when viewed in light of the percentage of failure, an issue that will be discussed in 1.2.3 of this report.

Appendix E shows withdrawal rates for all of the department’s courses from Summer 2006 to Spring 2008. In general, sophomore courses experience lower rates of withdrawal than freshman composition courses, typically falling in the 10 percent to 15 percent range. On occasion a course will experience a one-semester rise as ENGL 2210 did in Fall 2007 with a withdrawal rate of 26.3 percent, but no trends of high rates are evident. This observation holds true of the journalism and communications courses as well.

**Success rates**

Longitudinal student performance rates are the only in-college means of assessing student success in CMN 1500 (Communications in an Information Age) and sophomore literature, creative writing, business and technical writing, and journalism courses. Outside the college, success can be measured by comparison to student success rates at other colleges as recorded by the Community College Survey of Student Engagement and other state and national benchmark data (see sections 1.3 and 1.4 below). From these facts alone, it becomes apparent that an in-college, course-specific model is necessary to adequately assess student success in sophomore literature, creative writing, business and technical writing, and journalism courses.

Table 1.5 shows success rates (defined as students earning a “C” or better) for the department’s sophomore courses.

<table>
<thead>
<tr>
<th></th>
<th>Journalism</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2000</td>
<td>2030</td>
</tr>
<tr>
<td>06F</td>
<td>91.3</td>
<td>100</td>
</tr>
<tr>
<td>07S</td>
<td>72.8</td>
<td>--</td>
</tr>
<tr>
<td>07F</td>
<td>70.5</td>
<td>--</td>
</tr>
<tr>
<td>08S</td>
<td>83.3</td>
<td>--</td>
</tr>
</tbody>
</table>

* One student enrolled

It is difficult to draw specific conclusions from simple success rates, save to say that, on average, the percentage success rate in sophomore literature classes over the course of four semesters falls in the high 70’s. Most courses maintain a relatively consistent success rate. For example, both American Literature I and II (2110 and 2120) maintain an average success rate in the mid to high 70’s. The drop in performance in Spring 2008 is difficult to explain without examining several semesters of student performance in subsequent years. British Literature I (2210) and World Literature I (2310) have in the past been problematic courses for students. The previous program review noted that these courses had both lower retention and success rates. Success rates in World Literature I have risen, notably in Spring 2007 and in Spring 2008. However, the dramatic disparity between fall and spring success rates for World Literature I (2310) is a problem. It is indicative of a greater need in the department: a means to assess sophomore classes and to provide some standard grading rubric for those courses.
ENGL 2950 (Business and Technical Writing) continues to maintain high success rates. From Fall 2006 to Spring 2008, an average of 89.5 percent of students received a grade of “C” or better. One reason for the high success rates could be that ENGL 2950 is a university parallel course for business majors. This requirement of the major in turn motivates students to set higher standards.

**Five-column model assessments of English 1010 and 1020**

Because the English Department employs a course-specific five-column model assessment tool for the two composition courses, ENGL 1010 and ENGL 1020, the department is better able to evaluate these courses than CMN 1500 and sophomore courses in literature, creative writing, business and technical writing, and journalism. Assessment of ENGL 1010 and ENGL 1020 is essential to the mission of the college; the two courses provide a function crucial to both the department and the college at large. ENGL 1010 is a suggested pre-requisite for CMN 1500 and a pre-requisite for ENGL 1020, 2950, and JOU 2030. ENGL 1020 is a pre-requisite for all 2000-level English courses and for JOU 2000. ENGL 1010 is a required course for all degrees conferred by the college, and for all articulation and transfer agreements. ENGL 1020 is a required course for all A.A. and A.S. degrees conferred by the college and for all articulation and transfer agreements.

The five-column model assessment for ENGL 1010, written in adherence to TBR general education outcomes, was conducted as part of a TBR initiative from Fall 2000 to Spring 2003. The rubric had three intended outcomes: “the student will be able to produce writing that is unified, well-developed, and logically organized.” These three elements were based on English Department goals: “Graduates shall record, analyze, interpret, and articulate facts and ideas orally and in writing.” The criteria for success required that 60 percent of students sampled “…produce a final in-class essay that is unified, well-developed, and logically organized.” In fall 2003, 52 percent of student samples met that goal. This percentage was substantially higher than that of the first year of 1010 assessment, after which ENGL 1010 instructors met to make significant changes to the course. However, the 52 percent success rate was down from a high of 60 percent in 2002-2003.

Results from Fall 2003 are relevant to this Program Review in that they led directly to the establishment of online versions of ENGL 1010 support. Previously, support had been available through direct contact with the lead teacher for ENGL 1010 and by sorting through the ENGL 1010 notebook, a repository for syllabi and assignments from semesters past. In 2004, online support was established on WebCT by archiving the material from the notebook. In subsequent years, for both WebCT and D2L, support has extended to include suggested syllabi for individual texts, adjunct assistance, grading rubrics, links to textbook support, and means of discussion among 1010 instructors.

ENGL 1010 continues to be the course in the department most difficult to design and most difficult to teach. A wide range of students with varying goals and abilities takes the course and all degrees require the course. Assessment of ENGL 1010 begins again in Spring 2009. The assessment team met in Fall 2008 and Spring 2009 to write a new assessment model and to revise the course itself, beginning with new textbook choices. New texts were chosen in mid-
March 2009, with a view toward reducing the amount of rhetorical theory presented to the student in favor of increasing the focus on critical reading, critical thinking, and fundamental composition techniques.

Five-column model assessment of ENGL 1020 began in Spring 2006 as an element of the department’s response to the Tennessee Higher Education Commission’s performance funding requirements. The department developed an assignment and rubric designed to assess the progress of ENGL 1020 students according to two TBR general education outcomes, which specified that students should be able to

- Analyze and evaluate oral and/or written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
- Analyze significant primary text and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.

The rubric for the model requires that the student “be able to define and identify basic literary terms and devices and read and analyze assigned short stories.” These two outcomes were taken directly from ENGL 1020 course objectives keyed to TBR outcomes. On the scoring rubric, these two outcomes were modified into criteria labeled “elements of literature” and “development.” Originally, the scoring rubric included a third criterion, “organization and format,” which was removed in Fall 2006 because it did not match either of the intended outcomes listed in the five-column model. Although a third departmental objective could have been added to match the rubric’s required third criterion, it was determined that such a requirement did not provide adequate assessment of the course. In both the Spring 2006 and Fall 2006-2008 rubrics, student essays were required to be judged “adequate” or “inadequate” in each category. Table 1.6 shows the department’s assessment results for ENGL 1010.
This assessment of ENGL 1020 affirmed the general belief of department faculty that students taking ENGL 1020 in the Spring were on average stronger than those taking it in the Fall. The hypothesis is that since a majority of Spring 1020 students took 1010 in the Fall and earned a “C” or better they were positioned to enjoy success in 1020. Many students who take 1020 in the Fall may not have passed 1010 during their first attempt or may have taken 1010 some years ago.

<table>
<thead>
<tr>
<th>Semester Assessed</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2006</td>
<td>Approximately 800 students took ENGL1020 in 06S; 80 exams were scored. 58 exams, or 72.5%, were rated adequate; thus the target of 60% adequate was exceeded.</td>
<td>Based on observations of readers, the department modified the exam somewhat for 06F, and the rubric was modified so that instead of three criteria, only two were applied: development and understanding of literary terms. The third criterion, organization and format, is not covered in the Intended Outcomes.</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>80 essays were scored; 50 essays, or 62.5%, were scored adequate, exceeding the target of 60%.</td>
<td>The “adequate” percentage for 06F was less than for 06S (72.5%). A possible explanation is that the students who take 1020 in spring are probably stronger students. Those who take 1020 in fall are more likely to have begun at the developmental level or to have failed 1020 previously. The target will be adjusted upward for 07S.</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>80 essays were scored; 59 essays, or 74%, were judged to be adequate, exceeding the target of 70%.</td>
<td>As in the previous academic year, the “adequate” percentage for spring was higher than for fall. The 70% adequate percentage will be maintained for 07F.</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>80 essays were scored: 48 essays, or 60%, were scored adequate. The target of 70% was not reached this semester.</td>
<td>As in past years, the percentage of adequate essays was lower in fall than in spring, the semester when most students are expected to take ENGL1020. The target percentage probably needs to be adjusted downward in fall semesters, since a somewhat different population takes ENGL1020 in fall. For 08S, the essay assignment was adjusted to make it more specific.</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>80 essays were scored: 46 essays, or 57.5%, were scored adequate. The target of 70% was not reached this semester.</td>
<td>The pattern of a higher percentage of adequate essays in spring was not repeated. The department has no analysis to account for the lower percentage. However, topic fatigue for both students and teachers may be a contributing factor. The topic may need to be revised for 09F.</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>80 essays were scored: 52 essays, or 65%, were scored adequate. The target of 70% was not reached, but this percentage was an improvement over 08S.</td>
<td>Again, the pattern of past years was not repeated. A new topic will be introduced in 09S.</td>
</tr>
</tbody>
</table>
Table 1.7 allows comparison of student success measured by both course grades and by assessment employing the five-column model.

**Table 1.7: ENGL 1020 Student Success by Assessment and Performance**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Percentage Success by Student Performance</th>
<th>Percentage Success by Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>06F</td>
<td>65.4% pass with C or better</td>
<td>62.5% scored adequate</td>
</tr>
<tr>
<td>07S</td>
<td>72.4% pass with C or better</td>
<td>74% scored adequate</td>
</tr>
<tr>
<td>07F</td>
<td>61.4% pass with C or better</td>
<td>60% scored adequate</td>
</tr>
<tr>
<td>08S</td>
<td>72.3% pass with C or better</td>
<td>57.5% scored adequate</td>
</tr>
<tr>
<td>08F</td>
<td>65.1% pass with C or better</td>
<td>65% scored adequate</td>
</tr>
</tbody>
</table>

While student success as measured by performance in the course maintains the Spring/Fall trend, the five-column assessment method produced a lower than expected success rate for Spring 2008. This comparative result for Spring 2008 could be an anomaly or it could point toward a problem with the assessment instrument itself. Many full-time faculty have reported they are “fatigued” with the assessment’s writing topic. In Spring semesters, more full-time faculty than adjunct faculty members teach ENGL 1020 and thus have been exposed repeatedly to the topic, which requires teaching the same story in the same manner semester after semester. Results from Spring 2009 will allow us to further measure any Spring trends and perhaps modify the assessment instrument, as noted in the “use of results” column for Spring 2008.

The issue of assessing online courses offered by the English Department is discussed in 1.2.3.

**Community College Survey of Student Engagement/ National Community College Benchmark**

Though 2006 CCSSE data do not indicate that each respondent is enrolled in or has taken an English course, because ENGL 1010 is a requirement across the curriculum, and because it is most often taken early in a student’s academic career, certain questions in the CCSSE report are of particular interest to the department. The complete CCSSE report as well as the NCCB results can be found on the Institutional Effectiveness, Research, and Planning webpage at www.pstcc.edu/departments/institutional_research/index.htm. Table 1.8 shows responses to certain CCSSEE questions relevant to the English Department.
### Table 1.8: CCSSE 2006 Institutional Report Benchmarks Relevant to English Department

<table>
<thead>
<tr>
<th>CCSSE Question</th>
<th>PSTCC</th>
<th>Other Medium Colleges</th>
<th>2006 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often have you prepare two or more drafts of a paper before turning it in?</td>
<td>2.47</td>
<td>2.47</td>
<td>2.47</td>
</tr>
<tr>
<td>How often have you worked on a paper or project that required integrating ideas or information from various sources?</td>
<td>2.87</td>
<td>2.68</td>
<td>2.68</td>
</tr>
<tr>
<td>How often have you come to class without completing readings or assignments?</td>
<td>2.06</td>
<td>1.89</td>
<td>1.89</td>
</tr>
<tr>
<td>How often have you used the Internet or instant messaging to work on an assignment?</td>
<td>2.96</td>
<td>2.75</td>
<td>2.74</td>
</tr>
<tr>
<td>How often have you discussed grades or assignments with an instructor?</td>
<td>2.53</td>
<td>2.47</td>
<td>2.48</td>
</tr>
<tr>
<td>How often have you discussed ideas from your readings or classes with instructors outside of class?</td>
<td>1.63</td>
<td>1.69</td>
<td>1.71</td>
</tr>
<tr>
<td>What is the number of written papers or reports of any length?</td>
<td>2.84</td>
<td>2.80</td>
<td>2.80</td>
</tr>
<tr>
<td>How much does this college emphasize providing the support you need to help you succeed?</td>
<td>2.96</td>
<td>2.90</td>
<td>2.91</td>
</tr>
<tr>
<td>How much does this college emphasize using computers in academic work?</td>
<td>3.23</td>
<td>3.05</td>
<td>3.05</td>
</tr>
<tr>
<td>How many hours do you spend in a typical week preparing for class?</td>
<td>2.01</td>
<td>1.89</td>
<td>1.88</td>
</tr>
<tr>
<td>How much has your experience at this college contributed to your writing clearly and effectively?</td>
<td>2.67</td>
<td>2.65</td>
<td>2.66</td>
</tr>
<tr>
<td>How much has your experience at this college contributed to your thinking critically and analytically?</td>
<td>2.80</td>
<td>2.83</td>
<td>2.83</td>
</tr>
<tr>
<td>How often do you use skill labs (writing, math, etc.)?</td>
<td>1.59</td>
<td>1.67</td>
<td>1.71</td>
</tr>
<tr>
<td>How satisfied are you with skill labs (writing, math, etc.)?</td>
<td>2.17</td>
<td>2.23</td>
<td>2.24</td>
</tr>
<tr>
<td>How important to you are skill labs (writing, math, etc.)?</td>
<td>2.09</td>
<td>2.15</td>
<td>2.17</td>
</tr>
<tr>
<td>How often do you use computer labs?</td>
<td>2.25</td>
<td>2.07</td>
<td>2.09</td>
</tr>
<tr>
<td>How satisfied are you with computer labs?</td>
<td>2.60</td>
<td>2.50</td>
<td>2.49</td>
</tr>
<tr>
<td>How important to you are computer labs?</td>
<td>2.55</td>
<td>2.43</td>
<td>2.43</td>
</tr>
</tbody>
</table>

That PSTCC students prepare two or more drafts of an essay at a percentage on par with the entire CCSSE cohort is satisfactory. However, the additional information available on the CCFSSE Student and Faculty Frequency Distributions reveals a range of responses for this question that is disturbing. While approximately half of PSTCC students polled responded that they prepare two or more drafts, 21 percent replied that they never did so. That is cause for concern. ENGL 1010 objectives, processes, and expectations refer to the writing process, which includes drafting, but only mention the word “draft” once. Revision of ENGL 1010 objectives, processes, and expectations is planned for Fall 2009; this revision should include a stronger emphasis on multiple drafts in the revision.

PSTCC scored significantly higher when students were asked how often they integrated various sources into their work. The English Department can take some pride in the role it plays in teaching students to incorporate secondary sources; this skill is one the department emphasizes in the second half of the ENGL 1010 semester.

Student response indicating a lack of preparation for class nearly 70 percent of the time is mind-boggling to an educator. Nearly all of the courses offered in the English department require a
significant amount of reading. Although it is difficult to directly correlate this finding with the retention and success rates in English Department courses, the department can respond by investigating ways to encourage and enforce student preparedness, particularly in the reading of assigned material.

The humdrum response to use of skill labs, regardless of parity with other colleges, is indicative of the need for one, particularly when taking into account student success in composition courses. NCCB data from Fall 2005 indicate that PSTCC students succeed in composition courses well below the Tennessee and national average. Use of a writing lab requires that students revise and compose multiple drafts, exercises proven to improve writing skills. Without doubt, improvement in the quality of and advertisement of the writing center would improve student writing.

Data from the NCCB show that from Fall 2003 to Fall 2005 ENGL 1010 and 1020 success rates have fallen slightly when compared with other Tennessee community colleges and the national cohort. The drop in percentage isn’t large, but the disparity in ENGL 1010 is much larger than that in ENGL 1020. Again, the department is reviewing its objectives and expectations for ENGL 1010 in Fall 2009; it has adopted a new text to be introduced in Fall 2009; and it is placing a greater emphasis on critical thinking in Fall 2009.

**Comparison of traditional and nontraditional course delivery**

The department offers four courses in non-traditional formats. The composition sequence of ENGL 1010 and 1020 and the American Literature sequence of ENGL 2110 and 2120 are offered on the web. It should be noted that ENGL 1010 is offered in a much wider array of formats as well. In addition to the traditional classroom, web, and hybrid sections, the class is taught as a Dual Enrollment course in local high schools, as a five-week hybrid as part of the college’s AHEAD program, as a course in the FLAG Center, and as part of the 0801/1010 combination course offered through the Transitional Studies Department.

In an effort to ensure that students who take courses in nontraditional formats acquire comparable levels of knowledge and competencies as those who take the courses in their traditional versions, the department uses the same master syllabi with identical course objectives, instructional processes, and expectations as well as the same types of reading and writing assignments as in traditional and non-traditional courses. For example, whether students take American Literature I in a classroom or online, they are going to read selections from Nathaniel Hawthorne and study American Romanticism. The content of the course remains the same. However, despite the department’s efforts to disseminate the same information and to encourage development of the same skills and knowledge in both traditional and non-traditional classes, an analysis of success and withdrawal rates shows that the results are not always the same.

Student success rates in non-traditional courses were a weakness noted in the department’s 1998-2003 Program Review. Current data show that problems continue though there are signs of improvement.
As the data from Tables 1.1-1.4 show, students withdraw from courses delivered in hybrid and online formats at a much higher rate than those in traditional courses, which implies difficulties with the learning environment, appropriate use of technology, and good practice in technology-integrated curriculum development. Additionally, those students who do stay in the hybrid, online, and computer lab courses fail at a higher rate than those enrolled in traditional classes. Interestingly, students enrolled in ENGL 1020 online and hybrid courses tend to remain enrolled in and successfully complete the course at higher rates than their ENGL 1010 peers, and those taking 2000-level courses achieve even higher rates of retention and completion.

ENGL 1010 is the course which causes the most concern with regard to student success rates. Tables 1.9-1.12 show that from Fall 2006 to Spring 2008 there are some non-success percentages above 50 percent for online and hybrid sections of ENGL 1010.

**Table 1.9: Traditional and Non-Traditional Course Success Rates, Fall 2006**

<table>
<thead>
<tr>
<th>Course</th>
<th>Media Type</th>
<th>Total Count</th>
<th>Success Percent</th>
<th>Non-success Percent</th>
<th>TNI</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL1010</td>
<td>TRAD</td>
<td>1522</td>
<td>67.5</td>
<td>32.5</td>
<td>1</td>
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<tr>
<td></td>
<td>Hybrid</td>
<td>23</td>
<td>39.1</td>
<td>60.9</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Web</td>
<td>58</td>
<td>44.8</td>
<td>55.2</td>
<td>0</td>
</tr>
<tr>
<td>ENGL1020</td>
<td>TRAD</td>
<td>656</td>
<td>64.3</td>
<td>35.7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Web</td>
<td>33</td>
<td>81.8</td>
<td>18.2</td>
<td>0</td>
</tr>
<tr>
<td>ENGL2110</td>
<td>TRAD</td>
<td>239</td>
<td>75.3</td>
<td>24.7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Web</td>
<td>38</td>
<td>55.3</td>
<td>44.7</td>
<td>0</td>
</tr>
<tr>
<td>ENGL2120</td>
<td>TRAD</td>
<td>98</td>
<td>82.7</td>
<td>17.3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Web</td>
<td>39</td>
<td>66.7</td>
<td>33.3</td>
<td>0</td>
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</table>

**Table 1.10: Traditional and Non-Traditional Course Success Rates, Spring 2007**

<table>
<thead>
<tr>
<th>Course</th>
<th>Media Type</th>
<th>Total Count</th>
<th>Success Percent</th>
<th>Non-success Percent</th>
<th>TNI</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL1010</td>
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<td>921</td>
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<td></td>
<td>Web</td>
<td>78</td>
<td>48.7</td>
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<tr>
<td>ENGL1020</td>
<td>TRAD</td>
<td>992</td>
<td>73</td>
<td>27</td>
<td>0</td>
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<tr>
<td></td>
<td>Web</td>
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<td>64.6</td>
<td>35.4</td>
<td>0</td>
</tr>
<tr>
<td>ENGL2110</td>
<td>TRAD</td>
<td>170</td>
<td>75.9</td>
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<td>0</td>
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<tr>
<td></td>
<td>Web</td>
<td>46</td>
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</tr>
<tr>
<td>ENGL2120</td>
<td>TRAD</td>
<td>122</td>
<td>79.5</td>
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<tr>
<td></td>
<td>Web</td>
<td>39</td>
<td>79.5</td>
<td>20.5</td>
<td>0</td>
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</tbody>
</table>
### Table 1.11: Traditional and Non-Traditional Course Success Rates, Fall 2007

<table>
<thead>
<tr>
<th>Course</th>
<th>Media Type</th>
<th>Total Count</th>
<th>Success Percent</th>
<th>Non-success Percent</th>
<th>TNI</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL1010</td>
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<td>1695</td>
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<td></td>
<td>Hybrid</td>
<td>6</td>
<td>66.7</td>
<td>33.3</td>
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<tr>
<td></td>
<td>Web</td>
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<td>52.8</td>
<td>47.2</td>
<td>0</td>
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<tr>
<td>ENGL1020</td>
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<td>61.2</td>
<td>38.8</td>
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<tr>
<td></td>
<td>Web</td>
<td>89</td>
<td>61.8</td>
<td>38.2</td>
<td>0</td>
</tr>
<tr>
<td>ENGL2110</td>
<td>TRAD</td>
<td>218</td>
<td>69.7</td>
<td>30.3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Web</td>
<td>34</td>
<td>85.3</td>
<td>14.7</td>
<td>0</td>
</tr>
<tr>
<td>ENGL2120</td>
<td>TRAD</td>
<td>111</td>
<td>79.3</td>
<td>20.7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Web</td>
<td>38</td>
<td>76.3</td>
<td>23.7</td>
<td>0</td>
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</table>

### Table 1.12: Traditional and Non-Traditional Course Success Rates, Spring 2008

<table>
<thead>
<tr>
<th>Course</th>
<th>Media Type</th>
<th>Total Count</th>
<th>Success Percent</th>
<th>Non-success Percent</th>
<th>TNI</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL1010</td>
<td>TRAD</td>
<td>1042</td>
<td>55.8</td>
<td>44.2</td>
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</tr>
<tr>
<td></td>
<td>Web</td>
<td>80</td>
<td>55</td>
<td>45</td>
<td>0</td>
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<td>ENGL1020</td>
<td>TRAD</td>
<td>963</td>
<td>73.1</td>
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<tr>
<td></td>
<td>Web</td>
<td>95</td>
<td>68.4</td>
<td>31.6</td>
<td>0</td>
</tr>
<tr>
<td>ENGL2110</td>
<td>TRAD</td>
<td>187</td>
<td>66.3</td>
<td>33.7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Web</td>
<td>34</td>
<td>61.8</td>
<td>38.2</td>
<td>0</td>
</tr>
<tr>
<td>ENGL2120</td>
<td>TRAD</td>
<td>116</td>
<td>73.3</td>
<td>26.7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Web</td>
<td>37</td>
<td>62.2</td>
<td>37.8</td>
<td>0</td>
</tr>
</tbody>
</table>

While success rates of 39.1, 44.8, and 48.7 are certainly cause for concern, they are also percentages from very small data sets representing universes of 23, 58, and 78 students, respectively. It would not be meaningful to draw hard conclusions from such small amounts of data. However, it is encouraging to see success rates for non-traditional courses improve in 2007-2008 though, again, the data sets for those years are still very small and hard conclusions are still not warranted. Assuming, however, that the apparent trend of improvement is genuine, one could speculate that a possible cause is that the college has devoted great effort to improve web-based classes. Instructional technology specialist Audrey Williams has held regular workshops for faculty to explore new technology and discuss effective techniques for teaching online. She also works with individual instructors to set up courses and troubleshoot problems. It is also possible that as a result of those efforts and simply years of experience in the online environment, instructors have become more comfortable with the format. In addition, improvements in course delivery may have contributed. Again, though, the amounts of data are quite small and do not warrant hard conclusions. For example, in Spring 2008 only 80 students took an online ENGL 1010 course.
As the first college-level writing course students encounter, ENGL 1010 presents challenges for many students both in a classroom and online. The fact that success rates in ENGL 1020 and the sophomore literature courses taught online remain higher than those in ENGL 1010 may indicate that there is a difference in capability between entering freshmen and their more seasoned second semester or second year peers with regard to the self-discipline needed for online study. Further study is warranted of the factors underlying student retention and success in ENGL 1010.

1.3 Strengths, Weaknesses, and Recommendations

**Strengths**

A variety of measurements indicate that a large majority of students taking classes offered by the English Department complete and succeed in the courses at acceptable rates, thereby gaining the knowledge and skills established in the course objectives.

**Weaknesses**

The absence of an assessment instrument for sophomore-level courses makes it difficult to determine the source of disparities in student performance among sections.

Courses offered in non-traditional formats have higher withdrawal and lower success rates than their traditional counterparts.

**Recommendations**

Work with Institutional Effectiveness, Planning, and Research to develop and implement an assessment instrument for sophomore-level courses.

Continue to investigate and monitor withdrawal and success rates for courses offered in non-traditional formats.

2 Curriculum

2.1 The curriculum is appropriate to the level and purpose of the program.

The English Department offers a systematic approach to general education through composition, literature, and journalism/communications. Various English courses fulfill core curricular requirements as set by TBR. A variety of elective courses and courses required of English majors through the articulation agreement in English with UTK are also offered. Strong ties with UTK ensure that courses transfer seamlessly. In addition, English courses at the associate degree level prepare students for advanced study in four-year colleges and universities, as well as for communications needs in career/technical programs and the workplace.

Because UTK often updates its journalism and communications courses, PSTCC sometimes does not receive information about changes in time to respond. This communication breakdown has
negatively affected enrollment in various articulation agreements. Changes in the UTK curriculum have left only journalism/electronic media students requiring JOU 2000, Newswriting. However, faculty in journalism/communications are pursuing an articulation agreement in mass communication with Middle Tennessee State University.

Within the defined curricular framework, faculty experiment with innovative approaches and try to maintain integrity and “movement” among courses. For example, faculty consistently troubleshoot ENGL 1010 to ensure it serves as a gateway course for all courses in the English curriculum. In addition, they study ENGL 1020 to determine whether it prepares students adequately for sophomore literature courses.

While the English curriculum is intact and functional for associate degree programs, there is little encouragement to explore, design, and offer courses which fall outside the purview of the core curriculum. Faculty expertise outside of composition and basic literature is rarely solicited because the college is tied to TBR mandates and to course equivalency standards at UTK. Were the curriculum not so determined and, to some degree, confined by the TBR core and UTK courses, faculty would likely propose courses from their academic specialties. Such innovation is a way to support faculty and to encourage research and achievement and circumvent burnout. However, when a primary concern is whether the course has an equivalency at UTK, faculty are less likely to develop and propose courses.

2.2 Curriculum content and organization are reviewed regularly.
Assigned lead teachers regularly review and maintain master syllabi, work with adjuncts, and ensure rigor and integrity of courses. They submit curricular changes for review to the Curriculum Development Committee. All master syllabi were reviewed and updated by lead teachers in spring 2009. Table 2.1 shows lead teacher assignments.

<table>
<thead>
<tr>
<th>Course</th>
<th>Lead Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010</td>
<td>Keith Norris</td>
</tr>
<tr>
<td>ENGL 1020</td>
<td>Keith Norris</td>
</tr>
<tr>
<td>ENGL 2110</td>
<td>Robert Baird</td>
</tr>
<tr>
<td>ENGL 2120</td>
<td>Carol Luther</td>
</tr>
<tr>
<td>ENGL 2210</td>
<td>Carol Luther</td>
</tr>
<tr>
<td>ENGL 2220</td>
<td>Carol Luther</td>
</tr>
<tr>
<td>ENGL 2310</td>
<td>Bookie Reynolds</td>
</tr>
<tr>
<td>ENGL 2320</td>
<td>Maggie Jenkins</td>
</tr>
<tr>
<td>ENGL 2630</td>
<td>Ed Francisco</td>
</tr>
<tr>
<td>ENGL 2950</td>
<td>Sydney Gingrow</td>
</tr>
<tr>
<td>CMN, JOU</td>
<td>Donn King</td>
</tr>
</tbody>
</table>
Two English Department faculty members serve on CDC and communicate curricular changes/requirements to colleagues.

Several curricular changes have occurred since the 2003 Program Review. In 2004-2005, the course description for ENGL 1010 was changed. In 2002-2003, ENGL 2331, African-American Literature, was designed and accepted as a new course. In 2003-2004, ENGL 2520, Introduction to Drama, was designed and accepted as a new course. In 2004-2005, CMN 1020, Introduction to Mass Media, became CMN 1500, Communication in an Information Age.

2.3 Program requirements include a strong general education component.

TBR mandated a common core curriculum for associate degree programs several years ago. As a result, all English Department courses were reviewed by department members and the CDC. See Table 2.2 for courses approved for the common core curriculum.

Table 2.2: Courses Approved for the Core Curriculum

<table>
<thead>
<tr>
<th>Communications Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010</td>
</tr>
<tr>
<td>ENGL 1020</td>
</tr>
<tr>
<td>Humanities/Fine Arts Category</td>
</tr>
<tr>
<td>ENGL 2110</td>
</tr>
<tr>
<td>ENGL 2120</td>
</tr>
<tr>
<td>ENGL 2210</td>
</tr>
<tr>
<td>ENGL 2220</td>
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<tr>
<td>ENGL 2310</td>
</tr>
<tr>
<td>ENGL 2320</td>
</tr>
<tr>
<td>ENGL 2331</td>
</tr>
<tr>
<td>ENGL 2510</td>
</tr>
<tr>
<td>ENGL 2520</td>
</tr>
</tbody>
</table>

One course, ENGL 2630, Creative Writing, was not approved for the common core curriculum.

2.4 The curriculum includes a required core of appropriate courses in the discipline.

ENGL 1010 is required of all students pursuing associates degrees and may be considered the gateway course for all other English courses and areas of study. As such, the department takes very seriously the curricular integrity, rigor, and relevance of ENGL 1010. Full-time faculty are encouraged to teach the course, and healthy debate ensues during the textbook and handbook selection process.
The associate of science, the associate of arts, and the associate of science in teaching degrees also require ENGL 1020 and at least one sophomore literature class.

In addition to ENGL 1010, one career/technical degree program, Early Childhood Education, requires ENGL 1020. General Technology requires either ENGL 1020 or ENGL 2950. The Business Administration-Management Concentration requires ENGL 2950. ENGL 1020 may be chosen in any Associate of Applied Science program requiring a general education elective.

Office Systems Technology removed ENGL 2950 from its requirements in 2001, but faculty in OST are proposing that it be reinstated.

The articulation agreement in English with UTK requires a solid core of English courses to prepare students for study as juniors and seniors. Students take ENGL 1010, 1020, six hours of sophomore literature, and nine additional hours of English electives. In any one semester, approximately 45 students are listed as following the UTK articulation agreement in English.

2.5 Curricular content reflects current standards, practices, and issues in the discipline

_Standards for the English Language Arts_, written and published in 1996 by the International Reading Association and the National Council of Teachers of English, sets universally recognized standards and adopted practices in K-12 and college English departments nationwide.

In that document, IRA and NCTE set forth twelve standards essential to the teaching of the English Language Arts.

**IRA/NCTE Standards for the English Language Arts**

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by positing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Student use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

An examination of the outcomes of each course in English and journalism in Appendix D reveals the correspondence between recognized national standards and curriculum. For example, in the department’s American Literature I course, two instructional processes note that students will “read assigned works of literature and participate in class discussion” and “use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them.” These two processes alone meet NCTE standards 1, 2, 3, 5, and 8 above. Each of the courses meets nearly all twelve NCTE standards.

The integration of the Common Academic Experience across the college’s curriculum has helped the department further its goal of, as the NCTE standard puts it, having “students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.” The common book and its use in the English Department curriculum provide students with a variety of perspectives on a single text through a diverse program of assignments and extracurricular activities that connect courses across the English and college-wide curriculum.

In 2008, NCTE published “21st Century Curriculum and Assessment Framework” as an update on how to implement and assess its twelve standards. Among the needs of 21st century writers, there are two standouts: the need to “create, critique, analyze, and evaluate multimedia texts,” and the need to “attend to the ethical responsibilities required by these complex environments.” The document makes clear that “ethical responsibilities” include both attention to possibilities of plagiarism and the ethical use of technology itself. While plagiarism is of course a concern, the ethical need to deliver course content and evaluate student performance equally is of primary importance when considering alternate learning environments.
With the increasing role of technology in academic and professional fields, technology and its presence in the content and delivery of English courses are among the issues most discussed in the major forums for the teaching of English and composition. Again, according to the “21st Century Curriculum and Assessment Framework,” “students in the 21st century should have experience with and develop skills around technological tools used in the classroom and the world around them” (www.ncte.org). Additionally, the Conference on College Composition and Communication advises that, among other features, “courses that engage students in writing digitally” should “introduce students to the epistemic (knowledge-constructing) characteristics of information technology, some of which are generic to information technology and some of which are specific to the fields in which the information technology is used.”

ENGL 1010, in addition to being a required course for all associates and articulation students, provides the foundation for the writing and researching skills necessary to succeed in all writing and research intensive disciplines. These skills include technological literacy. As a result, ENGL 1010 has the added responsibility of providing students with instruction in using technological tools in academic and professional research and communication.

The required library component of ENGL 1010 exposes students to modern research techniques which employ online searching of library catalogues and databases. Library staff demonstrates these methods and the English department reinforces them through use of the multimedia stations available in each classroom. Most student essays are written on computers; students have access to computers in a number of classrooms equipped with them and in computer labs. In addition, students have the option of taking courses online. Every class at the college has a website, which instructors and students use in a variety of ways, including content delivery, blog discussions, grade postings, and video links.

English Department faculty are involved in internal and college-wide discussions about the uses and efficacy of various technologies for educational purposes. Some faculty have become experts in teaching online courses and will testify to the enormous amount of time and energy required to make such courses successful.

Both NCTE and CCCC focus on the essential function of various electronic technologies: to enhance ongoing learning practices. The acquisition of skills and the generation of knowledge, not technology itself, are the goals of using electronic technologies in both traditional and non-traditional course delivery. In its overall goals and in its course-specific goals, processes and expectations, the department addresses the use of electronic technologies. The faculty also constantly seek to define the boundaries of the use of electronic technologies in the classroom so that the focus remains on critical thinking, on writing, and on the acquisition of knowledge and skills in the fields of literature, creative writing, business and technical writing, and journalism.

2.6 The curriculum encourages the development of critical thinking.

Opportunities to engage in critical thinking abound in English courses. Indeed, it is difficult to imagine a single class period or assignment that does not require students to use at least one of
the higher order thinking skills of analysis, synthesis, and evaluation, the top three tiers in the well-known Taxonomy of Educational Objectives, otherwise known as Bloom’s Taxonomy.

The TBR General Education Goals (see Appendix C) and English Program Outcomes (see Appendix D) provide evidence of the emphasis on critical thinking in English. The objectives and instructional processes of every course in the department are connected to the TBR Communication Outcome, which requires students to do the following:

- analyze and evaluate oral and/or written expression by listening and reading critically
- distill a primary purpose into a single compelling statement and order and develop major points in a reasonable and convincing manner
- develop appropriate rhetorical patterns (i.e. . . . comparison/contrast, classification, cause/effect, definition, argumentation) and other special functions (i.e. analysis or research)
- manage and coordinate basic information gathered from multiple sources for the purposes of problem solving and decision-making

The italics indicate the heavy emphasis that analysis, synthesis, and evaluation—the basic elements of critical thinking—have in every English course.

To satisfy this TBR goal listed on all of the department’s course syllabi, faculty employ a wide variety of strategies, from deceptively simply class discussion questions (“How is Huck Finn different from Tom Sawyer?” “What does the writer of the essay say the effects of multi-tasking are?” “Do you agree?”) to more challenging writing assignments in which students must synthesize information from multiple sources and evaluate arguments or develop and defend one of their own.

Furthermore, the composition and literary focus of the English curriculum allows students to develop critical thinking through exposure to a variety of aesthetic, historical, philosophical, cultural, ethical, and literary aspects of the human condition and experience. Students are exposed to a diversity of literary, cultural, and historical contexts and are routinely asked to evaluate texts within and between such contexts.

Lead teachers and textbook committees regularly evaluate course texts across the curriculum in order to provide instructors and students with material that will promote critical engagement. In addition to regular evaluation of new and existing textbooks, master syllabi are regularly evaluated by lead teachers to ensure that each course encourages development of critical thinking.

The current ENGL 1010 writing prompt developed for use in the TBR General Education Assessment serves as a prime example of the emphasis the department places on critical thinking. The following assignment will be given to every ENGL 1010 student this spring:
In his essay, “Lessons from Lost Worlds,” Jared Diamond argues that if we have the political will, we can learn from history and escape the environmental catastrophes that doomed earlier societies.

Write an essay in which you briefly summarize the article and analyze the effectiveness of Diamond’s argument. Remember, you are not arguing for or against the issue, but rather are analyzing the success of his argument. You will need to explain Diamond’s purpose in writing the article; discuss his use of two of three persuasive appeals to reason, emotion, and character; describe the audience to whom the article is directed; and incorporate your secondary source as discussed.

Your essay should have a clear thesis, be well developed and logically organized, and should follow the guidelines for writing an in-class essay given to you by your instructor. Use MLA parenthetical citations throughout, and attach a Works Cited page. You may use both primary and secondary sources and your Prentice Hall Reference Guide as you write.

Suggested Outline

Introduction:
Summarize Diamond’s essay, making clear his purpose. Conclude the paragraph with a thesis that states whether you think the article is effective, including the effectiveness of argumentative appeals to its audience.

Body Paragraph 2:
Argumentative essays may present persuasive appeals to reason, to emotion, and to character. Choose one of these appeals. Then discuss Diamond’s success, first by defining the appeal, then by giving examples of its use from his article, and finally by explaining the effectiveness of that appeal.

Body Paragraph 3:
Choose a second appeal. Then discuss Diamond’s success, first by defining the appeal, then by giving examples of its use from his article, and finally by explaining the effectiveness of that appeal.

Body Paragraph 4:
Describe Diamond’s intended audience and explain why you think the essay is or is not effective for that audience. Then use your secondary source to evaluate and/or support some of Diamond’s assertions.

Conclusion:
Reinforce (but do not repeat) your thesis. Considering what you’ve written in paragraphs 2-4, does Diamond succeed in his argument? Is he persuasive? Emphasize the strengths of Diamond’s article or suggest how it might be strengthened.
In order to write the paper, students are required to analyze and evaluate Jared Diamond’s argument as well as synthesize information from a secondary source.

PSTCC English students not only are encouraged to think critically but also are continually challenged to do so.

2.7 Students have the opportunity to apply what they have learned to situations outside the classroom and are exposed to professional and career opportunities appropriate to the field.

English Department faculty routinely provide opportunities for students to apply what they learn in areas across the college. For example, the student literary magazine *Imaginary Gardens* and the student newspaper *Pellissippi Press* publish creative and journalistic works. Several informal internships for students to work in community writing and editing have been established. The Writing Club is being chartered in spring 2009, with Ed Francisco serving as faculty advisor. The Film Club allows students in writing courses and video/media courses to produce films. Students in ENGL 2670, Introduction to Screenwriting, collaborate with students in video production technology courses to write, cast, and produce various documentary films. Students in ENGL 2660 and ENGL 2670 stage readings of student work. For major literary events at the college, students research visiting authors’ biographies and write introductions of visitors. Students in ENGL 2950, Business and Technical Writing, forward proposals on Sunsphere redevelopment to the City of Knoxville.

The college’s writer-in-residence, Ed Francisco, works with student writers outside of class to assist them in publishing opportunities. Students assist in advertising and hosting most literary events that occur through the Common Academic Experience initiative.

2.8 Courses are offered regularly to ensure that students can make timely progress.

English Department sections have increased and decreased to keep pace with enrollment over the last five years, as shown in Table 2.3. These adjustments in numbers of sections ensure that students can get the classes they need to make timely progress and allow the department to keep the average number of students per section consistent from year to year. Since the 2003-2004 school year, the number of students in sections offered by the department has consistently averaged about 23, as shown in Table 2.4.
Table 2.3: Enrollment Numbers and English Department Sections

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and Spring Enrollment</td>
<td>7902</td>
<td>7185</td>
<td>7859</td>
<td>7425</td>
<td>7833</td>
</tr>
<tr>
<td>Number of department sections</td>
<td>268</td>
<td>256</td>
<td>259</td>
<td>301</td>
<td>303</td>
</tr>
</tbody>
</table>

Table 2.4: Average Number of Students in All English Department Sections

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students enrolled in English sections</td>
<td>6195</td>
<td>6092</td>
<td>5914</td>
<td>6750</td>
<td>6968</td>
</tr>
<tr>
<td>Total number of English sections</td>
<td>268</td>
<td>256</td>
<td>259</td>
<td>301</td>
<td>303</td>
</tr>
<tr>
<td>Average number of students per section</td>
<td>23.11</td>
<td>23.79</td>
<td>22.83</td>
<td>22.42</td>
<td>22.99</td>
</tr>
</tbody>
</table>

Nearly all students are required to take ENGL 1010 and most are required to take ENGL 1020, so it is crucial for the English Department to ensure that enough sections of these courses are offered every semester. Since 2003-2004, the average number of students enrolled per section of ENGL 1010 and ENGL 1020 is about 24 and 23, respectively, as shown in Tables 2.6 and 2.7. These classes are capped at 29 students; the averages indicate that students are able to get the composition classes they need.

If enrollment continues to rise as projected, however, the department will be hard pressed to respond to the demand for additional sections of composition for two reasons. One limitation is the lack of available classroom space, especially at the Parkway campus where the majority of students attend. A second obstacle is the possibility of being short-staffed. While vacated full-time positions are still being filled, reductions in higher education budgets make it highly unlikely additional faculty members can be hired to keep pace with enrollment trends. While the department’s adjunct instructors are a talented and dedicated group, reliance on the availability of enough part-time teachers to fill the gap is problematic, at best.

Table 2.6: Average Number of Students in ENGL 1010 Sections

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Sections of 1010</td>
<td>104</td>
<td>96</td>
<td>100</td>
<td>122</td>
<td>131</td>
</tr>
<tr>
<td>Students enrolled in 1010</td>
<td>2425</td>
<td>2426</td>
<td>2475</td>
<td>2908</td>
<td>3127</td>
</tr>
<tr>
<td>Average number of students per section</td>
<td>23.32</td>
<td>25.27</td>
<td>24.75</td>
<td>23.83</td>
<td>23.87</td>
</tr>
</tbody>
</table>
Table 2.7: Average Number of Students in ENGL 1020 Sections

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections of 1020</td>
<td>74</td>
<td>73</td>
<td>70</td>
<td>84</td>
<td>83</td>
</tr>
<tr>
<td>Students enrolled in 1020</td>
<td>1688</td>
<td>1740</td>
<td>1616</td>
<td>1961</td>
<td>1981</td>
</tr>
<tr>
<td>Average number of students per section</td>
<td>22.81</td>
<td>23.84</td>
<td>23.09</td>
<td>23.35</td>
<td>23.87</td>
</tr>
</tbody>
</table>

The data show that the department has increased offerings of its sections at a rate to maintain consistency in average numbers of students per section. In this regard, the department is continuing to offer students the classes they need in order to ensure timely progress. However, it needs to be emphasized that NCTE guidelines specify that composition classes should contain no more than 20 students. This issue is discussed in 3.1.

Offerings of English literature courses have not consistently presented site campus and online students with opportunities for sophomore level literature courses other than American literature. However, these courses have maintained sufficient sections at the main campus location.

The department has difficulty providing journalism students with regular courses to ensure their timely progress. In many cases, there were insufficient numbers of journalism students to fill sections. However, when the cancellation of a low-enrollment journalism course stands in the way of students’ timely progress, every attempt is made to provide independent study to enable students to graduate on time. The larger issue is that UTK frequently changes journalism requirements, a situation discussed in the Introduction and Section 2.1.

2.7 Strengths, Weaknesses, and Recommendations

Strengths

The department

- provides broad general education courses in English that prepare students for other college course work;
- offers special courses designed to fulfill the articulation agreement with UTK;
- offers courses in a variety of ways: traditional classroom, web, hybrid, lab setting;
- offers four-load hour equivalency for teaching ENGL 1010 and ENGL 1020;
- encourages rigorous selection criteria and debate for ENGL 1010 and ENGL 1020 textbooks; and
- supports/coordinates the Common Academic Experience.

Weaknesses

The department should

- refocus efforts on writing across the curriculum; and
- examine outcomes among course offerings/settings to determine equivalency in rigor.
Recommendations

The department should

• include Introduction to Fiction and Introduction to Shakespeare (both UTK courses);
• reinstate articulation agreement in Creative Writing with UTK;
• reestablish Honors Program; and
• ensure that Tennessee Consortium for International Studies course offerings through the English Department are rigorous/comparable to those offered traditionally.

3 Teaching and Learning Environment

3.1 The program’s instructional practices are consistent with the standards of the discipline.

The English Department’s instructional practices are consistent with the standards of the discipline for English Language Arts as outlined by the following NCTE guidelines. NCTE believes that teachers should provide students with

• ample opportunities to engage in writing activities;
• frequent opportunities for meaningful oral interaction in the classroom;
• frequent, timely, substantive feedback and assessment of their written and oral work;
• multiple authentic assessments;
• effective interaction with peers regarding both oral and written work;
• frequent experiences with various print and non-print technologies;
• ample time for developing critical and reflective thinking; and
• a fair share of the teacher’s time.

To meet these goals, NCTE also believes that teachers should

• develop individual instructional relationships with their students;
• provide frequent, substantive feedback to students’ work;
• devise creative curricula which honor individual learning styles;
• guide students in their critical evaluation and use of various technologies, print, and non-print media;
• engage regularly in professional development; and
• communicate regularly with students.
As can be seen in the specific Course Objectives and Instructional Processes listed on each English Department master syllabus, the instructional practices applied in the courses offered by the department are indeed consistent with these NCTE guidelines.

All courses in writing and literature require that students engage meaningfully in the various skills of close reading, analytical writing, critical thinking, clear oral expression, and exploration of secondary source material. In addition to traditional written assignments such as essays, exams, and research papers, individual faculty encourage students to engage course content through a variety of formal and informal writing projects, including journal and reading-response writing, postings to blogs and on-line discussion forums, creative projects, and summary and report writing.

To further encourage development of critical thinking and communication skills, faculty supplement written work with oral assignments and activities, including large and small group discussions, individual oral presentations, readings and/or re-enactments of scenes from plays and other texts, in-class debates, and panel discussions.

In addition, English courses routinely require students to conduct research, exploring sources through both print and non-print media technologies. Direct instruction in the use of these technologies is a specified part of both courses in the freshman English composition sequence. In ENGL 1010, students must complete a library tutorial exercise designed to acquaint them with the resources available through the college’s library. In both ENGL 1010 and 1020, students receive instruction on the access and use of available database, e-book, and internet sources in addition to traditional print sources. Substantial class time is also devoted to teaching students how to evaluate, incorporate, and document their sources in their own writing so they can carry these skills forward into other courses.

Besides helping students learn course material and improve their communication skills, this wide variety of assignments and activities also reflects the English faculty’s conscious attempts to address students’ varied learning styles. While the English faculty have always supplemented lecture with class discussion, group work, videos, and other student-involving activities, the present inclusion of a multimedia station in every classroom has offered instructors many more options for capturing students’ interest and appealing to different learning styles. Faculty now make wide use of the features of those stations to make more effective contact with visual, auditory, and kinesthetic learners. Instructors may now

- put lecture notes into visually emphatic PowerPoint slides;
- use the document camera to display the process of outlining or revising as students make suggestions in class;
- access the internet to share pictures, articles, and other enrichment materials to help students connect with the social/historical context of a work of literature;
- access the library homepage to conduct specific research instruction; and
- show videos and DVDs.
In addition, faculty further engage students with differing learning styles and classroom strengths by allowing them to make media-supported presentations of their own or to collaborate with others in using the multimedia stations.

The same technologies that have expanded faculty’s means of instructional delivery have also increased the number of ways in which they can provide students with frequent, timely, and substantive feedback on their written and oral work. Written comments on papers remain the primary method of providing this feedback, but faculty now use a variety of tools to convey their comments, including

- grading rubrics attached to student work;
- inserting annotations electronically into papers submitted online for web-based or web-supported classes;
- posting on class websites comments regarding class-wide performance issues; and
- emailing to students comments about their work or responses to their questions.

Just as commonly, detailed feedback is supplied orally, on an individual basis, during in-class writing workshops, via recorded audio comments, and especially in out-of-class conferences. These individualized sessions require an enormous amount of time but are likely the single-most effective means of communicating clearly and encouragingly with students about how to strengthen their writing skills and other issues of class performance.

To support their efforts, English Department faculty actively pursue professional development opportunities that enable them both to remain current in their discipline and to acquire the necessary facility in using available technologies in their classroom teaching and other communications with their students. Faculty routinely maintain memberships in professional organizations, read related journals, conduct personal research to support their classroom instruction, and attend departmental grading workshops to share ideas for responding fairly and meaningfully to students’ writing. In addition, many attend and present at professional conferences, publish work of their own, and take additional classes. All attend a variety of training sessions offered by the college to learn and update skills in using the ever-changing technology and to discover ways to harness it to effectively enhance student learning and success. Such workshops have included training in Word, PowerPoint, Excel, and D2L, as well as occasional changes in media stations and the library databases and homepage layout.

Despite these concerted efforts by English Department faculty to provide students with the most effective educational experience possible, two issues currently present obstacles to achieving ideal consistency with NCTE standards. The first issue concerns access to various technologies for student learning. In addition to using the multimedia stations, many instructors in recent years have enjoyed teaching their writing courses in lab classrooms, where they could use the lab computers to help students with such tasks as drafting and revision of essays and searching for sources online. However, due to the 2008 redesign of the college’s Developmental Studies Program (now directed by the Transitional Studies Department), the number of lab classrooms available to the English Department has been dramatically reduced. All Transitional reading, writing, math, and college success classes must now be taught in lab classrooms. As a result, very few college-level English Department writing classes can now be taught in those rooms.
The Transitional Department now has 14 lab classrooms while the English Department has only two, one at the main campus and one at the Division Street campus. Although the department does share a few other lab classrooms with other departments, far fewer faculty who wish to do so now have the opportunity to teach in the labs. This limitation does not altogether prevent faculty from using technology in their instruction, thanks to the multimedia stations, but it does eliminate some of the creative computer uses many instructors have devised for inspiring their students to work more consciously and effectively through the steps of the writing process.

Far more serious an obstacle to teaching and to student success is the challenge English Department faculty face in achieving with their students the kind of individualized instructional relationships advocated by the NCTE guidelines. The NCTE organization itself addresses the difficulty of achieving this ideal degree of one-on-one instruction, especially in writing classes which are typically crowded with many more students than can be helped individually in the limited time available. Genuinely effective individualized writing instruction, both face-to-face and through detailed written comments on papers, takes far more time than is available. As the NCTE guidelines document explains,

> A teacher with 125 students who spends only 20 minutes per paper must have at least 2,500 minutes, or a total of nearly 42 hours, to respond to all the students’ papers. Therefore, responding to one paper per week for each of their 125 students requires English teachers to work over 80 hours a week. This response and evaluation time must also be balanced with time for in-class instruction, planning and preparation, administrative paperwork and functions, as well as school supervisory and advisory responsibilities.

Pellissippi State requires its faculty to teach a workload of 15 course load hours per semester. For most English faculty, that load translates into 12 hours of composition classes and one sophomore literature class. Maximum enrollment for composition classes is set at 29, for sophomore literature classes at 39, making for a total of 126 students per semester—one over the average number addressed in the NCTE example. Further complicating the issue for college instructors is the fact that they meet their students in class for only three hours per week. Covering course content, leading discussions, and explaining assignments must necessarily consume the bulk of that time, leaving very little for in-depth, individualized work with students.

To address this problem, NCTE recommends that college English writing courses be limited to 20 students and literature courses to 25. It further recommends that “no English faculty member should teach more than 60 writing students a term.” Given current college policy as to class size, limited classroom space, and severe budgetary constraints, the English Department conforms to none of these recommendations. In that failure, unfortunately, the department and college reflect the less than ideal situation faced by English faculty and schools across the nation, all of whom are experiencing conditions that ask them to do more work with fewer resources. The preceding paragraphs in this section attest to the near Herculean efforts of the English faculty to rise to this challenge and give their students as much personal attention, instruction time, and support as possible.
3.2 As appropriate to the discipline, the program provides students with the opportunity for interaction with one another, faculty, and professionals in the field.

As noted in section 3.1, varied classroom activities give students ample opportunities to interact with one another through class discussions, oral presentations, debates, peer reviews, collaborative projects, role playing, and group work. In addition, faculty encourage out-of-class participation in study groups, student organizations, Council of Student Advocates sponsored events, and the study abroad program.

To promote interaction between student and faculty beyond the classroom, full-time English faculty spend a minimum of 30 hours a week on campus, as required by the college’s Policies and Procedures, including at least one regularly scheduled office hour per week day. Office hours are offered at varied times through the week so as to accommodate students’ class schedules as much as possible. Faculty also create opportunities for interacting with their students through such avenues as student conferences, study sessions, field trips, e-mail, course website announcements, blogging, online discussion forums, and sponsorship of and/or participation with student organizations. Furthermore, some English faculty help provide the free tutoring available to students in the Writing Centers at all campuses.

The English Department also makes significant efforts to provide students with enrichment activities that bring them into contact with professionals in the discipline beyond the faculty themselves. Instructors invite guest speakers to their classes, organize programs for Women’s History Month, and encourage students to attend sessions with speakers sponsored by the college or by outside organizations such as the Knoxville Writers’ Guild. The most ambitious enrichment experience the English Department has undertaken to provide for students is the annual Bookfair and Authors’ Teach-In. Currently in its fourth year, this program brings to the college a number of professional writers each spring. These authors meet with students in select classes and in special sessions to read from their works, to talk about their personal experiences with the processes of writing and publishing, and to lead writing workshops and question-and-answer sessions. Other activities have included evening readings/presentations and visits both to site campuses and to area high schools, where students take Dual Enrollment English classes through the college.

In addition to the Bookfair and Authors’ Teach-In, the English Department is also instrumental in the planning of programs and scheduling of speakers related to the Common Academic Experience, a Foundations of Excellence initiative (now in its third year) designed to provide first-year students with opportunities to share experiences and ideas that draw them together in a community, to help them recognize the richness college can bring to their lives, and to encourage them to persist in their efforts. Central to this initiative is the book selected annually to be read and taught in a core group of courses across the college. The common book reaches the largest number of students through the initial college composition course, ENGL 1010, as that course is required of virtually all students and provides the greatest opportunities for full discussion of the book and for exploration of its ideas through multiple assignments. Faculty in the English Department work with those in other disciplines each year to discuss ways to incorporate the book in different courses; to plan various programs for student enrichment associated with the
book; and to identify, invite, and schedule professionals to speak about the book or related issues and themes.

3.3 Effective advising is provided by well-informed faculty and/or professional staff.

The college’s student advising process is overseen and supported by a number of professional staff in various offices, specifically Advising and Curriculum, Student Success and Enrollment Management, and Services for Students with Disabilities. However, like faculty across the college, English Department faculty provide direct academic advising assistance for students. They attend training sessions both fall and spring semesters for information updates and to understand technological changes in the student information system. During a two-week period set aside each semester for long-range planning and priority registration, they advise specific students assigned to them on the basis of their majors. They are available to these students throughout the semester as well. In addition, English faculty assist with late registration and drop/add at the beginning of each semester, advising students who walk in on those days, regardless of their majors. Faculty who teach summer classes also advise in the summer term. The additional interaction with students necessitated by advising is part of the faculty’s service to the college and, as such, constitutes part of the job performance on which they are evaluated annually and considered for promotion and tenure.

3.4 Library holdings are current and adequate to meet students’ needs

Rick Bower, the librarian in Pellissippi State’s Educational Resource Center assigned to work directly with the English Department, provided the following numbers, information, and comments.

Book/Reference Collection (Print and Electronic)
As of February 2009, the ERC has 13,211 print books and 6,792 NetLibrary eBooks directly related to the discipline of English. In addition, other electronic book collections which cannot be quantified include ACLS Humanities E-Book, Children’s Books Online, Credo Reference, International Children’s Digital Library, Oxford Digital Reference Shelf, Oxford English Dictionary, Oxford Reference Online, Rosetta Modern Masters, and Twayne’s Authors Series. The majority of these collections are up-to-date and are at an appropriate level for students.

The librarian assigned to the English Department uses knowledge of publishers and experience with the college’s curriculum and student population to select print titles appropriate for the school’s English curriculum and diverse reading levels of students. During this process, every effort is made to provide a variety of viewpoints, including contributions of women and minorities, to support student research.

From 2003-2008, the ERC added 2,906 volumes to the English collection. During the same time period, English faculty submitted 477 requests for specific titles, and the library continues to welcome faculty input in developing the collection.
Journal/Newspaper Access
As of February 2009, the following numbers of journals and newspapers directly related to the discipline can be found in the ERC: 565 full-text titles from online periodical databases, 16 titles in print form, and non-quantified microform as needed. As he does with the book collection, the English liaison librarian uses his knowledge of publishers, curriculum, and student population to select appropriate titles, making it possible for students to access a sufficient number of journals and newspapers to complete assignments in this field.

Media Collection
Films/videos related to the discipline can be found both in the library’s online catalog and on the English Department webpage. The following numbers represent the film/videos found in each section related to the discipline: American Literature (143), British Literature (96), World Literature (54), Writing (10), Literary Techniques (3), Series (10), and Miscellaneous (8).

Satellite Campus Access
Library services are provided in a variety of ways at the three satellite campuses. Each site has a small but current general reference collection in addition to a circulating collection of 1,000 books selected by librarians in order to mirror the composition of the entire collection. These circulating collections rotate every three years. Any student at any site campus may request a circulating book be delivered for checkout within a day or two of the request. All library online databases are available to all students both on and off campus. In addition, every student is eligible to participate in the TBR/UT Borrower’s Agreement, thereby obtaining borrowing privileges at the University of TN and TBR libraries. The college also has a formal usage agreement with the Blount County Public Library to provide additional library services to the Blount site students.

3.5 Students have the opportunity to regularly evaluate faculty relative to the quality of their teaching effectiveness.

The English Department follows the standard procedures set in place by the college. The Student Perception Survey, an evaluation form reviewed and analyzed annually by COSA, is administered during the 11th week of full term sessions according to the following schedule:

- Tenured faculty: all classes during the fall semester, once every two years
- Non-tenured faculty: all classes during the fall semester, every year
- Adjunct faculty: all classes every semester; however, the Department Dean may elect to reduce this number after six semesters

The SPS guidelines require that the survey be administered by a student facilitator and that the faculty member leave the room during the process, thereby encouraging students to express themselves without constraint.

Once the data have been collected and analyzed, the results of the SPS are used in the following documents:
Another tool provided by the college is the Student Feedback Form, used when the instructor wishes to obtain feedback for improvement purposes earlier in the semester before the SPS is administered. In addition, a faculty member may request that the SPS be completed spring semester also.

### 3.6 Strengths, Weaknesses, and Recommendations

#### Strengths

The commitment and teaching skills of the English Department faculty are its greatest strengths. Their creativity in the classroom, innovative uses of available technology, dedication to enriching their students’ educational experience, and accessibility to students outside the classroom all directly and enthusiastically support the college’s mission to facilitate and encourage student success.

The library holdings relevant to English Department courses are another strength. The number of relevant existing materials and the continuing proactive liaison with librarian Rick Bower ensures that Pellissippi State’s library resources are sufficient to support students’ research needs.

#### Weaknesses

Large class size and limited lab classroom space are of great concern because they negatively affect the department’s ability to create an ideally effective learning environment for students.

Writing classes in particular enroll almost a third more students than is recommended by NCTE, significantly impeding instructors’ ability to provide sufficient individualized attention to students in class and through written and oral evaluation of their writing.

The recent loss of access to lab classroom space for many composition sections has also reduced some instructors’ options for maximizing effectiveness of their classroom learning environments.

#### Recommendations

The English Department recognizes the difficulties posed by the current economic climate and limitations in the college’s physical facilities and acknowledges the likelihood that these conditions will persist for some time. However, if and when these conditions improve, the department recommends that class size be reduced, especially in composition classes, and that more lab classrooms dedicated to the English Department be added. It is possible that completion
of the new Blount County Campus, scheduled for 2010, may give access to at least some additional lab classroom space.

4 Faculty

4.1 The faculty are adequate in number to meet the needs of the program with efficient teaching loads.

English

Currently, the English Department faculty meets the needs of the ever-growing program. In the five years since the last program review, the college has increased enrollment every year; the number of sections taught by the English Department reflects that growth. Table 4.1 shows the percentages of sections taught by full- and part-time faculty.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Instructor Status</th>
<th>Number of Sections</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Part-Time</td>
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</tbody>
</table>

In order to keep up with these larger numbers, the English Department hired four additional full-time members before the 2007-08 school year and two more before 2008-09. This has positively affected the department’s ability to keep up with the demands of the growing college. However, as the chart above reflects, the English Department, despite these new full-time members, increasingly relies on part-time faculty. While the part-time faculty in the English Department is a distinguished, skilled, and dedicated group of educators, this trend—if it continues—will affect the efficacy of the department and, by extension, the overall quality of instruction.

Since ENGL 1010 is one of the college’s core courses, it is perhaps the most accurate gauge of the faculty’s efficacy as well as the harbinger of potentially troubling trends. Presently, with an average class size of 24 students as well as four load hours for any ENGL 1010 or 1020 sections with more than 20 students, the faculty fulfills the needs of the program.
Table 4.2: No. of ENGL 1010 Sections/Percentages Taught by Full- and Part-time Faculty

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Instructor Status</th>
<th>No. of Sections</th>
<th>Percentage of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td></td>
</tr>
<tr>
<td>2003-4</td>
<td>62</td>
<td>42</td>
<td>59.62</td>
</tr>
<tr>
<td>2004-5</td>
<td>50</td>
<td>46</td>
<td>52.08</td>
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<tr>
<td>2005-6</td>
<td>48</td>
<td>51</td>
<td>48.48</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>72</td>
<td>40.98</td>
</tr>
<tr>
<td>2007-8</td>
<td>65</td>
<td>66</td>
<td>49.62</td>
</tr>
</tbody>
</table>

The number of ENGL 1010 sections necessary to meet the needs of the college seems to be growing at a faster rate than the rest of the college, probably due to an increase in the number of Dual Enrollment sections. As this program continues to develop, the hiring of additional full-time faculty will be necessary in order to maintain the high level of instruction currently offered. Increasing the number of students in each section will severely compromise instruction; after all, NCTE recommends that the maximum number of students per section in a composition course should be 20; the college’s ENGL 1010 courses already far exceed that recommendation.

Journalism and Communications

In 2003-04, five sections of communications/journalism courses were taught. For the next four years, four sections were taught. All these sections were taught by part-time instructors.

Journalism sections break down as seen in the following chart.

Table 4.3: No. of Journalism Sections/Percentages Taught by Full- and Part-Time Faculty

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Instructor Status</th>
<th>No. of Sections</th>
<th>Percentage of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td></td>
</tr>
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<td>2005-06</td>
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<td>2006-07</td>
<td>1</td>
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<td>20</td>
</tr>
<tr>
<td>2007-08</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Journalism and communications courses are in somewhat of a state of flux. They must meet the UT’s requirements, and UT is currently revising its journalism program. At the same time, journalism and communications courses must also contend with the fact that they are not part of the TBR General Education Core; this fact could cause some equivalency issues with other TBR schools and a lack of interest from TBR in supporting the journalism program. Thus, while it is
difficult to predict what will occur with journalism and communications courses, it seem safe to say that changes are likely to occur, and the program must be prepared to adapt to those changes. If the number of courses and number of majors increase, depending on what occurs with UT and TBR, it might be desirable to have another full-time instructor.

4.2 As appropriate to the demographics of the discipline, the faculty are diverse with respect to gender, ethnicity, and academic background.

**English**

The term “demographics of the discipline” is difficult to apply to English. Does the phrase refer to English teachers at all levels? Or does it refer to the subsequent career path of anyone who majored in English as an undergraduate? Unlike those in a discipline such as chemical engineering or accounting, English majors may follow a variety of career paths and are, thus, difficult to trace.

Of faculty employed in Fall 2008, the gender and ethnic demographics are as follows: 10 men, 19 women; 28 white, one black. The gender ratio seems acceptable, but it would be desirable for the department to have a little more diversity in ethnic backgrounds. Adjunct instructors provide some of the department’s demographic diversity, but because that population varies from semester to semester and because the focus here is on full-time faculty, a demographic profile of adjuncts was not compiled.

One way to look at the issue of appropriate demographic diversity is to note the population served by the college. The percentage of students identified over the past five years as having ethnic/racial backgrounds other than Caucasian hovers around 13 percent. The number of women enrolled is usually slightly higher than the number of men (varying from around 8 percent more women than men to about 5 percent more women in Fall 2007. The department need not mirror these figures, but it is useful to be aware of them.

The faculty’s academic background shows more variety though most faculty degrees are from Southern universities. Sixteen faculty members have degrees from the University of Tennessee; this is a helpful connection since so many of PSTCC students transfer there. Thirteen instructors have degrees from elsewhere, including Baylor University, University of Georgia, Indiana University, Emory University, University of Houston, Wright State University, Florida State University, Georgia State University, Auburn University, University of Louisville, East Tennessee State University, Columbia University Teachers College, and James Madison University. With almost half the faculty having degrees from institutions other than the University of Tennessee, the department has a lively mix of perspectives. The most common degree is the M.A. or M.S. Eight faculty have doctorates; one has an M.F.A.

**Journalism and Communications**

The Program Coordinator for Journalism is the only one full-time journalism instructor, so a discussion of diversity is moot. The Program Coordinator noted that as additional courses are
needed depending on the demands of the program, adjunct instructors who are hired often provide a contrast in personal and professional backgrounds and experiences.

4.3 Faculty are appropriately prepared for the level of the program, at least meeting SACS requirements for faculty preparation.

According to materials provided by Human Resources and an audit performed by the Director of Internal Auditing, all English Department faculty members meet the minimum SACS requirements of an M.A. and 18 graduate hours in the teaching area of English. Indeed, many go far beyond these requirements. As noted above, eight instructors have doctorates.

The journalism instructor also meets the SACS requirements for faculty preparation.

4.4 Each faculty member has a professional development plan designed to enhance his or her role as a faculty member and there is evidence of successful achievements within the plan.

English

Professional development is one component of faculty self-evaluation. The self-evaluation is used in consideration for promotion and tenure. Many faculty engage in scholarship, design creative activities, and conduct research. In the 2008 evaluation period, as an example, evidence for achievement can be found in the faculty participation in the following activities: 16 attended a conference; 10 presented a program or paper, served as a member of a panel, or moderated a session at a conference; and one held a leadership position. In addition, six faculty members published work, either scholarly or creative. In terms of further educational study, two instructors are pursuing further graduate study, two took refresher or enrichment courses, and one completed a degree.

English Department members are also active in on-campus workshops as recorded in the 2008 evaluation period. Seven presented workshops, programs or readings. All 28 faculty members attended workshops, programs, or readings on campus. Five presented off-campus workshops, programs, or readings; eight attended such off-campus events.

Goal setting is a part of the faculty self-evaluation process as well. Faculty set goals in teaching, student interaction, and college/community service as well as professional development. Evidence of achievement within the plan is seen in goals that are accomplished by faculty members and that are confirmed by the Dean of English in her annual review of faculty self evaluations.

Other evidence of achievement is found in faculty that are promoted and achieve tenure. From 2003-08, 13 promotions were awarded, and nine instructors attained tenure. (Note: these figures include some personnel in Reading, who were part of the department at the time.)
Achievement may also be seen in the recognition some faculty have received from their peers and from the Pellissippi State Foundation. English faculty have been honored as follows: Outstanding Full-Time Faculty Instructor 2005, Outstanding Adjunct Instructor 2006, Excellence in Teaching Award 2006, Innovations Award 2006, Innovations Award 2007 (a two-person team).

**Journalism and Communications**

The journalism instructor also follows the professional development activities set out in the self-evaluation. In 2007, the Program Coordinator for Journalism was honored with the TBR Distance Education (Lana Doncaster) Innovations Award.

4.5 **Adjunct faculty meet the high standards set by the program and expected SACS qualifications and credentials.**

**English**

As a condition of hiring, all adjunct faculty must meet SACS standards. According to information provided by the department’s dean, all current adjunct faculty do meet or exceed the SACS standards.

Adjunct faculty meet the high standards expected by the English Department. Each adjunct is observed every semester by a full-time faculty member. Evidence of the attention to standards is also seen in adjunct faculty’s inclusion in many departmental activities such as in-service workshops and grading workshops.

Of adjuncts teaching in Fall 2008, as an example, six had completed the Professional Development Program. Adjunct instructors are eligible to apply for to the program after six semesters of teaching and a favorable recommendation; successful completion leads to a 15 percent pay increase. Seven currently employed adjuncts are eligible to apply.

**Journalism and Communications**

The Program Coordinator for Journalism confirms that the adjunct instructors hired to teach journalism and communications meet SACS standards. The adjunct instructor most frequently employed in the program has completed the Professional Development Program.

4.6 **The unit uses a faculty evaluation system to improve teaching, scholarly and creative activities, and service.**

**English**

The English Department faculty follow the college’s faculty evaluation system, which has three components. The first component is the yearly self-evaluation wherein the faculty member sums
up the year’s achievements in teaching, scholarly and creative activities, and service. The second part of the system is the Dean’s observation of teaching. Usually this occurs in the fall semester. The third element of the evaluation process is the SPS. For full-time tenured faculty, this survey is administered every other year. As stated before, part of the self-evaluation process is the instructor’s reflection on achievements in each area and opportunities for improvement; the instructor then sets goals for improvement for the subsequent year.

**Journalism and Communications**

The full-time journalism instructor likewise follows this system.

### 4.7 Strengths, Weaknesses, and Recommendations

**Strengths**

With four load hours per section of ENGL 1010 and 1020, the faculty remains adequate in number to the demands of the program.

The English faculty are well prepared, participate in the faculty evaluation system, and are active in professional development.

With regard to journalism, at present the number of faculty members meets the demands of the program. Instructors have appropriate educational backgrounds, use the faculty evaluation system, and participate in professional development activities.

**Weaknesses**

The English Department is becoming increasingly reliant on part-time faculty, a trend that could compromise effectiveness.

Perhaps even more than English, journalism is growing more dependent on part-time instruction. In the five-year period covered by this report, only three of the 20 sections offered were taught by a full-time faculty member.

**Recommendations**

As the Dual Enrollment program and the college in general grow, the number of full-time English Department faculty members must continue to increase in order to meet the scholastic needs of the growing student body.

Within federal guidelines and Human Resources policies, English Department Search Committees should continue to be alert in finding qualified candidates with backgrounds that would add diversity to the department.
If there is an increase in the number of journalism courses and/or students, it may be desirable to add a full-time instructor.

5 Economic Development

5.1 For transfer programs: There are good articulation opportunities for graduates

The college has an articulation agreement for the English major with UTK. There are 71 articulation agreements with UTK, each of which requires the ENGL 1010-1020 sequence and at least one sophomore literature course. For all TBR universities and community colleges and UTK, all English courses excepting creative writing courses transfer directly, often as part of articulation or transfer agreements in other disciplines. In addition, PSTCC has agreements that some English Department courses transfer directly or as particular course credit at the following colleges:

- Art Institute of Atlanta
- Carson Newman College
- Lincoln Memorial University
- Maryville College
- Nossi College of Art
- Savannah College of Art and Design
- Strayer University
- Tennessee Wesleyan College
- Tusculum College
- Watkins College of Art and Design

5.2 For transfer programs: Graduates who transfer to baccalaureate programs in a related area are successful.

While the department has access to some aggregate articulation and transfer data, according to PSTCC’s Director of Institutional Research, “the UT General Counsel [has] ruled that [UTK] cannot give requested/individual kinds” of articulation information, per guidelines of the Family Educational Rights and Privacy Act. Thus, specific information, including success rates for the articulation agreement in English with UTK, is not available. However, according to FERPA, schools may “disclose . . . records, without consent, to the following parties or under the following conditions,” including:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Organizations conducting certain studies for or on behalf of the school; and
- Accrediting organizations.

Regardless of the UT General Counsel’s ruling, FERPA guidelines indicate that such articulation information can and should be made available. Sources contacted in other offices at UTK suggest that this information is available, and they appear willing if not eager to provide it; indeed, the college has some of it. According to PSTCC’s Director of Institutional Research, the official release of this data is a “long term project” of IR.

**Summary: Strengths, Weaknesses, and Recommendations**

**Strengths**

**Program Outcome:** College-wide success rates and departmental assessments at end of ENGL 1010 and ENGL 1020 provide effective data for evaluating outcomes in those courses.

**Curriculum:** The English department has accomplished the following goals: preparation of students for other college work, fulfillment of articulation agreements, delivery of courses in a variety of settings (classroom, web, hybrid, lab), facilitation of individualized instruction in composition classes through a four-hour course equivalency load, selection of textbooks through a rigorous process, and incorporation of the Common Academic Experience into freshman composition classes.

**Teaching and Learning Environment:** The commitment and skill of English faculty provide a creative, technologically innovative learning environment; faculty are dedicated to student success and accessible in and outside the classroom. The library and its staff strongly support the research needs of students taking English classes.

**Faculty:** Program demands are met by granting a four-hour load for composition courses and by adequate faculty numbers. English faculty are well-prepared and participate in faculty evaluation and professional development. Journalism and communications classes are taught by full- and part-time faculty with appropriate educational backgrounds, who also participate in faculty evaluation and professional development.

**Weaknesses**

**Program Outcomes:** The absence of course-specific data for sophomore-level courses limits the department’s ability to assess those courses.

**Curriculum:** Writing across the curriculum needs review. Alternative course settings (online, hybrid, etc.) lack sufficient examination in terms of course rigor and outcome.

**Teaching and Learning Environment:** Class size is a third more than NCTE recommendations, limiting individualized attention for students and their writing. Loss of designated lab classrooms for composition classes has reduced effective learning options.
Faculty: The increasing reliance on part-time faculty may compromise effectiveness.

Recommendations

Program Outcomes: The department, with Institutional Research, should develop assessments for sophomore-level courses to prepare for the SACS review.

Curriculum: Add Introduction to Shakespeare and Introduction to Fiction, reinstate the UTK Creative Writing articulation agreement, reestablish the Honors Program, and ensure that TNCIS courses in English are comparable in rigor to traditional courses.

Teaching and Learning Environment: Should economic conditions allow, reduce class size, especially in composition classes, and add more lab classrooms for college-level writing classes, including the new Blount County facility.

Faculty: The number of full-time English faculty should increase to meet needs produced by college growth and the Dual Enrollment program. Finding qualified candidates with diverse backgrounds within federal and Human Resource policies should be a priority of English Department Search Committees. If the program experiences increased growth, it may be desirable to add a full-time instructor in journalism and communications.
Appendix A: Enrollment Figures

1. Number of declared majors using Fall Semester data for past five years:

<table>
<thead>
<tr>
<th>MAJORS-English</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
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<tbody>
<tr>
<td>Gen. Assoc. Arts 99 Non Artic.</td>
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<td>514</td>
<td>477</td>
<td>511</td>
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<td>636</td>
<td>687</td>
<td>757</td>
<td>684</td>
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<td>904</td>
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<td>Regents On-line</td>
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### 2. Number of sections per credit course and total headcount for past five years

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<th>Blount Co. HC</th>
<th>Division St. SEC</th>
<th>Division St. HC</th>
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### Total college enrollment (headcount) for fall terms 2003-2007 and spring terms 2004-2008

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Appendix B: Planning Goal Outcomes


Name of Person Completing Form: Lois Reynolds
E-mail: lreynolds@pstcc.edu
Phone #: 694-6693
Reviewed by:

English

Mission or Philosophy

ENGLISH Mission: The English Department’s aim is to enable students to appreciate the beauty and power of language and to use it effectively.

5.2.1 2007 - 2008 Action Plan Goal 1:

Goal: Redesign DSP writing and reading courses to enhance student learning and improve retention, with increased emphasis on technology, according to TBR requirements.

Action Plan: Plan redesigned courses in fall 07; implement at Pellissippi campus in 08S, at sites in 08F; develop content modules for DSPW and R courses for inclusion in new master D2L courses; develop specific learning activities to address varied learn styles; expand DSP awards program.

Complete this section by April 1, 2008:

Outcomes:
DSPW and DSPR courses were redesigned during 08U and 08F; instructors were trained during 08F; redesigned courses were implemented at Pellissippi campus in 08S. Training and other professional development activities continue during 08S and are planned for 08U. Redesigned courses will be implemented at all campuses in 08F.

Use of Outcomes:
Redesigned courses as implemented in 08S will be examined and evaluated; revisions will be based on feedback from 08S instructors; revised courses will be implemented at all campuses in 08F.
Instructors of redesigned courses will provide feedback to designers and to the full Transitional Studies leadership team. Student results will also provide guidance for revision of courses.

Please choose any College Mission Section(s) related to Goal 1:
The mission of Pellissippi State Technical Community College is to:

- Section M-1
- Section M-2
- X Section M-3
- Section M-4
- Section M-5
- Section M-6
- Section M-7
- Section M-8

Please choose any General Education Goal(s) related to Goal 1:

- X Goal 1: Communication
- Goal 2: Humanities and/or Fine Arts
- Goal 3: Social/Behavioral Sciences
- Goal 4: History
- Goal 5: Natural Sciences
- Goal 6: Mathematics
- X Goal 7: Technological Literacy
5.2.2  2007 - 2008 Action Plan Goal 2:

**Goal:** Expand and refine collaborative activities with other units of the College to provide broader experience and greater access for students.

**Action Plan:** Offer new LC ENGL2310/HIST1010 in 07F; produce enhanced edition of *Imaginary Gardens*, student literary magazine, in collaboration with art, graphic design, Student Life; collaborate with other departments to expand PSTCC presence in Second Life, particularly with regard to application to CAE and to plan and support Women’s History Month activities.

**Outcomes:**
ENGL2310/HIST1010 Learning Community did not make; will not be offered again in 08F. *Imaginary Gardens* produced in 08S in slick edition with enhanced graphics. Replica of Bleak House completed in Second Life and available for student study of Common Book *Sharpshooter*. Women’s History Month activities planned and implemented.

**Use of Outcomes:**
*Imaginary Gardens* will continue to be improved, and Women’s Studies instructor and students will continue to participate in planning and implementing activities.

**Assessment Source:** (Please describe how the outcomes were determined.)
Observation.
Please choose any College Mission Section(s) related to Goal 2:
The mission of Pellissippi State Technical Community College is to:

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5.2.3 2007 - 2008 Action Plan Goal 3:

**Goal:** Contribute to college-wide initiatives intended to enhance student connection with the College and promote student success.

**Action Plan:** Participate in planning and implementation for CAE and TBR globalization initiative; expand role of Student Success Coordinators; continue to sponsor and support PTK.

**Outcomes:**
Common Academic Experiences planned and implemented throughout 2007-08 academic year (12 primary activities at Pellissippi campus, including lectures by historians; presentations by David Madden, author of this year’s book; weekend visit of Civil War re-enactors; student awards in fiction, nonfiction, poetry, and media arts). All activities well-advertised and well-attended. Student Success Coordinators continued to work with students and PTK sponsor received national award.

**Use of Outcomes:**
We will continue to explore options for advertising and scheduling CAE activities based on results this year.
Please choose any **College Mission Section(s)** related to Goal 3:
The mission of Pellissippi State Technical Community College is to:

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**5.2.4 2007 - 2008 Action Plan Goal 4:**

**Goal:** Establish and enhance links with community organizations to increase access and enhance the broader educational experience of students, outside the classroom as well as within.

**Action Plan:** Enhance Dual Enrollment program; plan and implement Authors’ Teach-In and Bookfair in 07F and 08S in collaboration with local writers and bookstores.

**Outcomes:**
Two additional high schools added to those with DE English composition courses. Bookfair in 08S will center around *Sharpshooter*, this year’s Common Book and will include another visit by the author. Other CAE activities this year have involved McClung Museum at UTK; Bleak House, the Confederate Memorial Hall; Civil War Re-enactors and Roundtables in Knox and Blount Counties.

**Use of Outcomes:**
CAE activities will expand into the international arena in 2008-09.

**Assessment Source:** (Please describe how the outcomes were determined.)
Observation and student survey about *Sharpshooter*. 
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The mission of Pellissippi State Technical Community College is to:

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5.2.5 2007 - 2008 Action Plan Goal 5:

Goal: Increase professional development activities to promote excellence in teaching through refreshing contacts with the wider academic world and reenergizing faculty.

Objective:

Action Plan: Encourage participation and presentation at professional conferences; encourage enhanced dialogue and sharing among department faculty regarding planning courses and enhancing student progress; publish articles, poetry, fiction; continue graduate coursework and attend various training opportunities at PSTCC and elsewhere.

Outcomes:
Department faculty continue to participate in TYCAT and TYCA-SE; several faculty members made presentations at conferences; professional developmental activities specifically geared to DSP redesign were planned and implemented.

Use of Outcomes: Faculty will apply information and skills gained from PD activities to inform and enhance their teaching and interactions with students.

Assessment Source: (Please describe how the outcomes were determined.) Increased number of PD activities.
Please choose any **College Mission Section(s)** related to Goal 5:
The mission of Pellissippi State Technical Community College is to:

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Appendix C: TBR General Education Goals

I. **Communication Outcome:** The goal of the Communication requirement is to enhance the effective use of the English language essential to students’ success in school and in the world by way of learning to read and listen critically and to write and speak thoughtfully, clearly, coherently, and persuasively. To achieve this outcome, students will demonstrate the ability to:

1. Analyze and evaluate oral and/or written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
2. Distill a primary purpose into a single, compelling statement and order and develop major points in a reasonable and convincing manner based on that purpose.
3. Develop appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special functions (i.e., analysis or research), while demonstrating writing and/or speaking skills from process to product.
4. Understand that the writing and/or speaking processes include procedures such as planning, organizing, composing, revising, and editing.
5. Make written and/or oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
6. Manage and coordinate basic information gathered from multiple sources for the purposes of problem solving and decision-making.
7. Recognize the use of evidence, analysis, and persuasive strategies, including basic distinctions among opinions, facts, and inferences.

II. **Humanities and/or Fine Arts Outcome:** The goal of the Humanities and/or Fine Arts requirement is to enhance the understanding of students who, as citizens and educated members of their communities, need to know and appreciate their own human cultural heritage and its development in a historical and global context. Also, through study of Humanities and/or Fine Arts, students will develop an understanding, which they otherwise would not have, of the present as informed by the past. To achieve this outcome, students will demonstrate the ability to:

1. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.
2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
3. Explore global/cultural diversity.
4. Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.
5. Recognize the ways in which both change and continuity have affected human history.
6. Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.

III. Social/Behavioral Sciences Outcome: The goal of the Social/Behavioral Sciences requirement is (a) to develop in the student an understanding of self and the world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems; (b) to enhance knowledge of social and cultural institutions and the values of this society and other societies and cultures in the world; and (c) to understand the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life. To achieve this outcome, students will demonstrate the ability to:

1. Recognize, describe, and explain social institutions, structures, and processes and the complexities of a global culture and diverse society.
2. Think critically about how individuals are influenced by political, geographic, economic, cultural, and family institutions in their own and other diverse cultures and explain how one’s own belief system may differ from others.
3. Explore the relationship between the individual and society as it affects the personal behavior, social development and quality of life of the individual, the family and the community.
4. Examine the impact of behavioral and social scientific research on major contemporary issues and their disciplines’ effects on individuals and society.
5. Using the most appropriate principles, methods, and technologies, perceptively and objectively gather, analyze, and present social and behavioral science research data, draw logical conclusions, and apply those conclusions to one’s life and society.
6. Take ethical stands based on appropriate research in the social and behavioral sciences.
7. Analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social and behavioral sciences.

IV. History Outcome: The goal of the History requirement is to develop in students an understanding of the present that is informed by an awareness of past heritages, including the complex and interdependent relationships between cultures and societies. To achieve this outcome, students will demonstrate the ability to:

1. Analyze historical facts and interpretations.
2. Analyze and compare political, geographic, economic, social, cultural, religious and intellectual institutions, structures, and processes across a range of historical periods and cultures.
3. Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society.
4. Draw on historical perspective to evaluate contemporary problems/issues.
5. Analyze the contributions of past cultures/societies to the contemporary world.
V. **Natural Sciences Outcome:** Issues in today’s world require scientific information and a scientific approach to informed decision making. Therefore, the goal of the Natural Science requirement is to guide students toward becoming scientifically literate. This scientific understanding gained in these courses enhances students’ ability to define and solve problems, reason with an open mind, think critically and creatively, suspend judgment, and make decisions that may have local or global significance. To achieve this outcome, students will demonstrate the ability to:

1. Conduct an experiment, collect and analyze data, and interpret results in a laboratory setting.
2. Analyze, evaluate and test a scientific hypothesis.
3. Use basic scientific language and processes, and be able to distinguish between scientific and non-scientific explanations.
4. Identify unifying principles and repeatable patterns in nature, the values of natural diversity, and apply them to problems or issues of a scientific nature.
5. Analyze and discuss the impact of scientific discovery on human thought and behavior.

VI. **Mathematics Outcome:** To expand students’ understanding of mathematics beyond the entry level requirements for college and to extend their knowledge of mathematics through relevant mathematical modeling with applications, problem solving, critical thinking skills, and the use of appropriate technologies. To achieve this outcome, students will demonstrate the ability to:

1. Build on (not replicate) the competencies gained through the study of two years of high school algebra and one year of high school geometry.
2. Use mathematics to solve problems and determine if the solutions are reasonable.
3. Use mathematics to model real world behaviors and apply mathematical concepts to the solution of real-life problems.
4. Make meaningful connections between mathematics and other disciplines.
5. Use technology for mathematical reasoning and problem solving.
6. Apply mathematical and/or basic statistical reasoning to analyze data and graphs.

VII. **Technological Literacy Outcome:** The goal of the Technological Literacy requirement is to develop in the student an understanding of the role of technology in society and the skills necessary to adapt to changing technology. Students will also learn to gather and disseminate current and historical information in their field of specialization to aid them in making informed decisions. To achieve this outcome, students will demonstrate the ability to:

1. Perform routine personal computer operations.
2. Communicate effectively using the Internet.
3. Identify information resources, facilities, and personnel appropriate to their needs.
5. Evaluate retrieved information to determine its relevance to intended use.
6. Use retrieved information in making decisions
Appendix D: English Outcomes by Course

ENGL 1010 English Composition I

II. Course Objectives*:

G. Produce good writing by means of a process. I.2, 3, 4
H. Write clearly, logically, and concisely and according to specified format. I.2, 3, 4, 5
I. Write to accomplish the writer's goals and provide for the reader's needs. I.1, 2, 3, 5, 7
J. Select appropriate rhetorical patterns to inform, to explain, and to persuade. I.3
K. Demonstrate familiarity with primary and secondary research. I.6, 7; VII.3, 4, 5, 6
L. Transfer principles learned in ENGL 1010 for effective writing across the curriculum. I.1, 2, 3, 4, 5, 6, 7

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:

8. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. Communication Outcome, Transitional Strategy, Active Learning Strategy
9. Read assigned essays and participate in class discussion. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy
10. Write analytical, expository, argumentative essays using word processing software. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
11. Develop research skills using library sources and the Internet to find information pertinent to essay topics. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
12. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. Transitional Strategy, Active Learning Strategy
13. Adapt material from the Common Academic Experience text into class discussion and written assignments. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy
14. *Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to
take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:

12. Use a process approach to writing. A, B, C, D
13. Analyze audience. C
14. Use appropriate level of diction. C
15. Develop and organize ideas and information about an essay topic. A, B, C, D
17. Follow recognized patterns to write essays.
18. Write correspondence that is easily understood. C
19. Locate source materials. E
20. Use primary and secondary research in essays. E
21. Document to avoid plagiarism. E
22. Proofread and edit all writing carefully. B

*Letters after performance expectations reference the course objectives listed above.

ENGL 1020  English Composition II
II. Course Objectives*:
A. Define and identify basic literary terms and devices.  I.1; II.6
B. Define and identify basic literary terms and devices.  I.1; II.6
C. Read and analyze assigned short stories, poems, and plays.  I.1; II.2, II.3, II.4, II.6; III.2, III.3.
D. Write effective, organized responses to topics based on assigned readings.  I.2, I.3, I.4, I.5.
F. Use secondary research in a written examination of a selected topic.  I.3, I.6, I.7.

*Roman numerals after course objectives reference TBR's general education goals.
III. Instructional Processes*:
Students will:
1. Read assigned short stories, poems, and plays and participate in class discussion.  
   Communication Outcome, Humanities and/or Fine Arts Outcome, Social/Behavioral Sciences Outcome, Transitional Strategy, Active Learning Strategy
2. Write organized, analytical essays based on assigned readings using word processing Software. Communication Outcome, Humanities and/or Fine Arts Outcome, Social/Behavioral Sciences Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
3. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. Communication Outcome, Transitional Strategy, Active Learning Strategy
4. Develop research skills using traditional library sources, literary databases, and the internet to find information pertinent to essay topics--with particular attention to interpretive sources and to biographical, cultural, historical, and sociological background information relevant to specific literary works. Communication Outcome, Humanities and/or Fine Arts Outcome, Social/Behavioral Sciences
Outcome, History Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

5. Develop skills in quoting, paraphrasing, and documenting source material responsibly and effectively in analytical essays. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

6. Develop oral presentation skills to present individual and group information from discussion activities and research. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

7. View films, listen to recorded literary readings and attend play productions, poetry readings, guest lectures by visiting authors or community writers when possible to further the appreciation of literature, its forms, and its relevance to real human experience. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy

8. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. Communication Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*

Upon successful completion of this course, the student should be able to:

1. Write clear, well-organized out-of-class essays. C
2. Use short and long quotes and paraphrases from short stories correctly in essays. D
3. Use short and long quotes and paraphrases from poems correctly in essays. D
4. Use short and long quotes and paraphrases from plays correctly in essays. D
5. Use meter to correctly scan a line of poetry. A
6. Distinguish between blank verse and free verse. A
7. Identify alliteration and assonance in poems. A, B
8. Recognize lyrics, sonnets and dramatic monologues. A, B
9. Identify symbols, imagery, hyperbole, irony, and allusion in poetry. A, B
10. Understand elements of plot, character, theme, setting, point of view, and tone in short stories. A, B
11. Understand the conventions and elements of Greek drama. A, B
12. Understand the conventions and elements of Elizabethan drama. A, B
13. Understand the conventions and elements of modern drama. A, B
14. Distinguish between elements of comedy and tragedy in drama. A, B, C
15. Compare and contrast two or more literary works by different authors. B, C
16. Draw parallels between his or her life and conflicts and the lives and conflicts of characters in short stories and plays. B, C
17. Define audience for all written assignments. C
18. Punctuate titles of short stories, poems, and plays correctly in essays. C
19. Use biographical information to understand short stories, poems, and plays better. B, C
20. Assess the credibility of short stories, poems, and plays. B, C
21. Appreciation for literature as craft and art. B
22. Gain understanding of universal human concerns through reading literature. B
23. Use secondary sources to research and prepare a written project. D, E
*Letters after performance expectations reference the course objectives listed above.

ENGL 1030  Writing Workshop
II. Course Objectives*:
   A. Recognize deficiencies. II.2
   B. Demonstrate that deficiencies have been removed. II.2
*Roman numerals after course objectives reference goals of the university parallel program.
III. Instructional Processes*:
Students will:
   1. Work with the instructor to review drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. Communication Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy
   2. Write analytical, expository, argumentative essays. Communication Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy
   3. Develop research skills using library sources and the internet to find information pertinent to essay topics. Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy
   4. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. Personal Development Outcome, Transitional Strategy
*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.
IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:
   1. Demonstrate competency in mechanics. A, B, D
   2. Demonstrate competency in paragraph development. A, B, D
   3. Demonstrate competency in essay structure. A, B, C, D
   4. Demonstrate competency in developing and documenting research papers. A, B, C, D
   5. Demonstrate competency in writing about literature. A, B, C, D
*Letters after performance expectations reference the course objectives listed above.

ENGL 2110  American Literature I
II. Course Objectives*:
   A. Identify and understand major themes and concerns of American literature as they relate to American history through the Civil War. I.1; II.1, 2, 5; IV.1.
B. Identify and relate the varied cultural assumptions and values of America's diverse heritage as they influence American literature. I.1, 3, 4, 5, 6, 7; II.1, 2, 6; IV.3.
C. Associate biographical information about American authors with their works. I.1, 4, 5, 7.
D. Demonstrate a comprehensive grasp of the relationships (chronological and conceptual) of individual works to other works and schools of thought. I.1, 2, 3, 4, 5, 6, 7; II.1, 2.
E. Write effective responses to varied assignments (e.g. research, essays, creative prompts, journals, short answers, and objective items) to demonstrate an understanding, critical analysis, and appreciation of the works studied. I.1, 2, 3, 4, 5, 6, 7; VII.3, 4, 5, 6.

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*

Students will:
1. Work in teams to discuss and analyze literature. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy
2. Read assigned works of literature and participate in class discussion. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy
3. Use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
4. Develop research skills using and evaluating library and internet sources. Communication Outcome, Technological Literacy Outcome, Active Learning Strategy
5. Develop oral presentation skills to present individual or group information. Communication Outcome, Transitional Strategy, Active Learning Strategy
6. Attend various cultural, historical, or educational opportunities on or off campus. Communication Outcome, Transitional Strategy
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*

Upon successful completion of this course, the student should be able to:
1. Identify and understand major themes and concerns of traditions and literature in the American Colonial period (e.g. literature of discovery and exploration, literature of European settlement, enlightenment and revolutionary literature, poetry, and drama). A, B
2. Identify and understand major themes and concerns of literature in America from the founding of the nation through the Civil War (e.g. myths, tales, legends, literature of national consciousness, abolitionist literature, narratives, and poetry).  A, B
3. Identify and understand themes and concerns of groups existing before the Civil War who have been neglected in the traditional American literary canon (e.g. Native Americans, African-Americans, Hispanics, women).  A, B
4. Relate political events and institutions to works of American literature through the Civil War.  A, B, D
5. Relate religious and ideological factors to the works of this period.  A, B, D
6. Relate sociological and psychological factors to the works of this period.  A, B, D
7. Relate mythology and mysticism to the works of this period. A, B,D
8. Relate biographical information about American authors to works by these authors.  A, B, C
9. Demonstrate an understanding of the relations of the works to each other and to influencing factors by tracing American thought and concern chronologically through this period.  A, B, D
10. Write responses and analytical papers on appropriate topics related to the works studied.  A, B, C, D, E
11. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied.  A, B, C, D, E
12. Answer objective and short answer questions correctly. A, B, C, D, E

*Letters after performance expectations reference the course objectives listed above.

ENGL 2120 American Literature II
II. Course Objectives*:
A. Respond thoughtfully to the expression of enduring human concerns.  I.1, 5; II.1, 6
B. Recognize the distinctive interpretations of experience offered by American writers from American Realism to the present.  II.1, 2, 4, 5, 6
C. Understand the techniques of imaginative literature and the critical approaches that clarify its nature and meaning.  I.1; II.1, 2, 4, 6
D. Strengthen the skills introduced in Freshman Composition through writing, correcting, and revising papers and exams.  I.1, 2, 3, 4, 5, 6, 7; VII.3, 4, 5, 6
*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:
Students will:
1. Work in teams to discuss and analyze literature.  *Communications Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
2. Read assigned works of literature and participate in class discussion.  *Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
3. Use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them.  *Communication Outcome, Humanities and/or Fine
Arts Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

4. Develop research skills using and evaluating library and internet sources.  
Communication Outcome, Technology Literacy Outcome, Transitional Strategy, Active Learning Strategy

5. Develop oral presentation skills to present individual or group information.  
Communication Outcome, Transitional Strategy, Active Learning Strategy

6. Attend various cultural, historical, or educational opportunities on or off campus.  
Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy

8. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class.  
Communication Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Define and identify common characteristics of realism in American Literature. C, D
2. Define and identify common characteristics of naturalism in American Literature. C, D
3. Recognize and discuss characteristics of naturalism in the works of such authors as Crane, London, and Bierce. A, B, C, D
4. Identify elements of local color in the works of authors such as Freeman, Jewett, Cable, Clemens. B, C, D
5. Trace the development of African-American Literature from the Reconstruction to the Harlem Renaissance through analysis of works by authors such as Washington, DuBois, and Hughes. A, B, D
6. Recognize and analyze the techniques of imagism and symbolism in the works of such poets as Eliot and Stevens. B, C, D
7. Trace the development of 20th Century American drama through study of works by major dramatists such as Williams, O'Neill, Odets and Glaspell. B, C, D
8. Discuss and interpret early 20th Century prose through analysis of fiction by such authors as Hemingway, Faulkner, Steinbeck, Cather, and Glasgow. B, C, D
9. Examine 20th Century prose through analysis of short fiction by such authors as Updike, Walker, Oates, and Welty. B, C, D
10. Trace the development of contemporary American poetry through analysis of works by such poets as Dickey, Brooks, Rich and Plath. B, C, D
11. Relate political events and institutions to works studied. A, B
12. Relate religious and ideological factors to works studied. A, B
13. Relate biographical information about major American authors to works studied. A, B
14. Trace American thought and concerns through chronological study of the
15. Relate the contributions of diverse cultural groups to American Literature through analysis of such writers as Eastman, Whitecloud, DuBois, Hughes, Silko, Ortiz and Yamamoto. A, B

*Letters after performance expectations reference the course objectives listed above.

ENGL 2210 British Literature I

II. Course Objectives*

A. Identify and understand major themes and concerns of English literature as they relate to English history through the eighteenth century. II.1,II.2, II.3, II.4, II.5, IV.2

B. Identify and relate the varied cultural assumptions and values of England's heritage as they influence English literature and language. II.1,II.2,II.3, II.4, IV.3, IV.5

C. Associate biographical information about English authors with their works. II.1

D. Demonstrate a comprehensive grasp of the relationships (chronological and conceptual) of individual works to others works and schools of thought. II.1, II.2, II.3, II.4, IV.2, IV.3

E. Write effective responses to varied assignments (e.g. research, essays, creative prompts, journals, short answers, and objective items) to demonstrate an understanding, critical analysis, and appreciation of the works studied. I.1, I.2, I.3, I.4, I.5, I.6, I.7, II.6

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*

Students will:

1. Work in teams to discuss and analyze literature. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy

2. Read assigned works of literature and participate in class discussion. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy

3. Use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

4. Develop research skills using and evaluating library and internet sources. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

5. Develop oral presentation skills to present individual or group information. Communication Outcome, Transitional Strategy, Active Learning Strategy

6. Attend various cultural, historical, or educational opportunities on or off campus. Humanities and/or Fine Arts Outcome, Active Learning Strategy, Transitional Strategy

7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class.
\textit{Communication Outcome, Transitional Strategy, Active Learning Strategy}

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Identify and understand major themes and concerns of traditions and literature in the Anglo-Saxon period (beginnings of the English language, influence of Christianity, influence of pagan tribes, the Anglo-Saxon epic). A, B

2. Identify and understand major themes and concerns of literature in England's medieval period (growth of English language, its use in literature, influence and traditions in poetry, chivalric romance, folk traditions, origins of English drama). A, B

3. Identify and understand major themes and concerns of literature in the Renaissance and Civil War periods (lyric poetry, development of the sonnet in English, non-dramatic poetry, Shakespeare, pastoral themes, use of blank verse, Cavalier and metaphysical poetry, Milton). A, B

4. Identify and understand major themes and concerns of literature of the Restoration and Eighteenth Century (comedy of manners, satire, heroic couplets, development of "modern" English prose, Age of Reason). A, B

5. Relate political events and institutions to works of English literature through the eighteenth century. A, B, D

6. Relate sociological and psychological factors to the works of this period. A, B, D

7. Relate mythology and mysticism to the works of this period. A, B, D

8. Relate biographical information about English authors to works by these authors. A, B, C

9. Demonstrate an understanding of the relations of the works to each other and to influencing factors by tracing English thought and concern chronologically through this period. A, B, D

10. Write responses and analytical papers on appropriate topics related to the works studied. A, B, C, D, E

11. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied. A, B, C, D, E

12. Answer objective and short answer questions correctly. A, B, C,D, E

*Letters after performance expectations reference the course objectives listed above.

\textbf{ENGL 2220 British Literature II}

II. Course Objectives*:

A. Identify and understand major themes and concerns of English literature as they relate to English history from the Romantic Period to the twentieth century. II.1, II.2, II.3, II.4, II.5, IV.2

B. Identify and relate the varied cultural assumptions and values of England's heritage as they influence English literature and language. II.1, II.2, II.3, II.4, IV.3, IV.5

C. Associate biographical information about English authors with their works. II.1
D. Demonstrate a comprehensive grasp of the relationships (chronological and conceptual) of individual works to other works and schools of thought. II.1, II.2, II.3, II.4, IV.2, IV.3
E. Write effective response to varied assignments (e.g., research, essays, creative prompts, journals, short answer, and objective items) to demonstrate an understanding, critical analysis, and appreciation of the works studied. I.1, I.2, I.3, I.4, I.5, I.6, I.7, II.6

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:
1. Work in teams to discuss and analyze literature. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy
2. Read assigned works of literature and participate in class discussion. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy
3. Use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
4. Develop research skills using and evaluating library and internet sources. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
5. Develop oral presentation skills to present individual or group information. Communication Outcome, Transitional Strategy, Active Learning Strategy
6. Attend various cultural, historical, or educational opportunities on or off campus. Humanities and/or Fine Arts Outcome, Active Learning Strategy, Transitional Strategy
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. Communication Outcome, Active Learning Strategy, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:
1. Identify and understand major themes and concerns of traditions and literature in the Romantic Period (ideas about poetry and the poet, the lyric, themes of individualism and freedom). A, B
2. Identify and understand major themes and concerns of literature in England's Victorian Period (contradictions of faith and doubt, certitude and questioning, restrictions and freedom, achievements of poetry, development of the novel, social problems reflected in literature). A, B
3. Identify and understand major themes and concerns of British literature in the
twentieth century (Irish revival, Modernism, experimentation in form, rebirth of drama, English as a global language). A, B
4. Relate political events and institutions to works of English literature through the twentieth century. A, B, D
5. Relate sociological and psychological factors to the works of this period. A, B, D
6. Relate mythology and mysticism to the works of this period. A, B, D
7. Relate biographical information about English authors to works by these authors. A, B, C
8. Write responses and analytical papers on appropriate topics related to the works studied. A, B, C, D, E
9. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied. A, B, C, D, E
10. Answer objective and short answer questions correctly. A, B, C, D, E
*Letters after performance expectations reference the course objectives listed above.

**ENGL 2310 World Literature I**

II. Course Objectives*:
A. Respond thoughtfully to the expression of enduring human concerns. II.1, II.2, II.3, II.4, II.5
B. Recognize the distinctive interpretations of experience offered by writers of Western Literature in Old Testament times, the Golden Age of Greece, the Medieval Period, and the Renaissance. II.1, II.2, II.4, IV.3, IV.5
C. Understand the techniques of imaginative literature and the critical approaches that clarify its nature and meaning. I.1; II.1, II.6
D. Strengthen the skills developed in English Composition through writing, revising, and correcting papers and exams. I.1, I.2, I.3, I.4, I.5, I.6, I.7, II.6
*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:
Students will:
1. Work in teams to discuss and analyze literature. **Communications Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy**
2. Read assigned works of literature and participate in class discussion. **Communications Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy**
3. Use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them. **Communication Outcome, Technological Literacy Outcome, Active Learning Strategy**
4. Develop research skills using and evaluating library and internet sources. **Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy**
5. Develop oral presentation skills to present individual or group information. **Communication Outcome, Transitional Strategy, Active Learning Strategy**
6. Attend various cultural, historical, or educational opportunities on or off campus.
7. **Humanities and/or Fine Arts Outcome, Active Learning Strategy, Transitional Strategy**
Strategy

8. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class.

Communication Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Identify and understand common themes of biblical literature, such as creation, sin, rewards and punishments, the suffering servant, salvation. A, B
2. Trace these themes through Western Literature of the Medieval Period and the Renaissance. A, B
3. Identify the major beliefs and themes of ancient Greek Literature, as evidenced in such writers as Homer, Sophocles, Euripides, Aristotle, and Aristophanes. A, B
4. Distinguish between the beliefs of the Old Testament writers and those of the ancient Greeks and illustrate the differences by reference to works read. A, B
5. Define and give examples of the primary genres of ancient Greek literature, such as epic, tragedy, and comedy. B, C
6. Trace major themes and beliefs of the Greeks through Western Literature of the Medieval Period and the Renaissance. A, B
7. Describe and illustrate the major themes and beliefs of western writers of the Medieval Period, such as Dante and Chaucer. A, B
8. Discuss the influence of Dante on subsequent thought and writing in the western world. A, B
9. Define and illustrate genres common to the Medieval Period, such as fabliau, miracle play, mystery play, framed story, epic, and romance. B, C
10. Understand and discuss the primary themes and beliefs of the Renaissance, as illustrated in such writers as Cervantes, Donne, Milton, and Shakespeare. A, B
11. Discuss and illustrate differences in beliefs and themes of writers of the Medieval period and the Renaissance. A, B
12. Identify and discuss typical genres of the Renaissance, such as novel, sonnet, epic, comedy, and tragedy. B, C
13. Recognize major themes and character types of the Renaissance in subsequent Western literature. B, C
14. Recognize and discuss the influence of Milton on subsequent Western thought and beliefs. A, B
15. Show how Elizabethan drama builds upon and differs from ancient Greek drama. B, C
16. Understand the influence of Shakespeare on the subsequent development of the drama in Western literature. C
17. Demonstrate an understanding of the relationship between life and literature by relating biographical information about major Western writers to the works by those authors. A, B
18. Write responses and analytical papers on appropriate topics relating to the works studied. D
19. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied. D

*Letters after performance expectations reference the course objectives listed above.

**ENGL 2320 World Literature II**

II. Course Objectives*

A. Respond thoughtfully to the expression of enduring human concerns. I.1, 5; II.1, 6
B. Recognize the distinctive interpretations of experience offered by Western writers of the neoclassic, romantic, realistic, and modern periods. II.1, 2, 3, 4, 5, 6
C. Understand the techniques of imaginative literature and the critical approaches that clarify its nature and meaning. I.1; II.1, 2, 4, 6
D. Strengthen the skills developed in English Composition through writing, revising, and correcting papers and exams. I.1, 2, 3, 4, 5, 6, 7; VII.3, 4, 5, 6

*Roman numerals after course objectives reference TBR’s general education goals.

III. Instructional Processes*

Students will:

1. Work in teams to discuss and analyze literature. **Communications Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy**
2. Read assigned works of literature and participate in class discussion. **Communications Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy**
3. Use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them. **Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy**
4. Develop research skills using and evaluating library and internet sources. **Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy**
5. Develop oral presentation skills to present individual or group information. **Communication Outcome, Transitional Strategy, Active Learning Strategy**
6. Attend various cultural, historical, or educational opportunities on or off campus. **Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy**
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. **Communication Outcome, Transitional Strategy, Active Learning Strategy**

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*

Upon successful completion of this course, the student should be able to:
1. Identify common beliefs and themes of the writers of the neoclassic period, such as rationality, decorum, common sense, utilitarianism, and moderation. A, B
2. Illustrate these themes by reference to works read. B
3. Define and discuss primary genres of the neoclassic writers, such as comedy, tragedy, satire, and mock epic. C
4. Identify and explain major tenets of romantic writers, such as Rousseau, Goethe, Wordsworth, Coleridge, and Keats. A, B, C
5. Define and discuss major genres of romanticism, particularly the lyric poem. C
6. Discuss and illustrate differences in beliefs, techniques, and style between major neoclassic and romantic writers. B, C
7. Trace influences of romanticism on subsequent Western thought and writings. A, B
8. Discuss major characteristics of the literature of realism as illustrated in the writings of Flaubert, Ibsen, and Chekhov. A, B
9. Explain particular appropriateness of the genres of fiction and drama for the tenets of realism. C.
10. Discuss the realistic movement in literature as a reaction against the romantic movement. B
11. Trace the influence of realism through Western literature of the Twentieth century, particularly in such writer as Lawrence, Faulkner, and Solzhenitsyn. B, C
12. Identify and discuss some of the characteristics of modern poetry, especially as illustrated in Yeats and Eliot. B, C
13. Discuss use of poetic and psychological techniques by prose writers such as Woolf and Lawrence. C
14. Demonstrate an understanding of the relationship between life and literature by relating biographical information about major Western authors of the neoclassic, romantic, realistic, and modern ears to the works by those authors. A, B
15. Write responses and analytical papers on appropriate topics relating to the works studied. D
16. Write insightful, appropriately developed, and mechanically correct answers to essay test questions concerning the works studied. D

*Letters after performance expectations reference the course objectives listed above.

ENGL 2331 African-American Literature

II. Course Objectives*:
A. Respond thoughtfully to the expression of enduring human concerns. II.1, 6; IV.2
B. Recognize the distinctive interpretations of experience offered by African American writers of the slavery and freedom, reconstruction, Harlem Renaissance, and realism-naturalism- modernism periods. III.2, IV.2, 3
C. Demonstrate a high level of critical and analytical thinking skills in writing and discussion. III.2
D. Work independently to interpret and present assigned topics in a seminar setting. I.2, 4; II.1, 6; III.2

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:
Students will:

1. Work in teams to discuss and analyze literature. *Communications Outcome, Transitional Strategy, Active Learning Strategy*
2. Read assigned works of literature and participate in class discussion. *Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
3. Use word processing software to write essays analyzing assigned poetry, essays, fiction, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
4. Develop research skills using and evaluating library and Internet sources. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
5. Develop oral presentation skills to present individual or group information. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
6. Attend various cultural, historical, or educational opportunities on or off campus. *Communication Outcome, Transitional Strategy*
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Identify universal themes, and trace the vernacular elements found in African American writings of each period studied. A, B
2. Illustrate these themes and vernacular elements by references to works read. B
3. Define and discuss primary genres of the slavery and freedom writers, such as spirituals, poetry, and essays. C
4. Identify and explain major tenets of reconstruction writers, such as Grimke, Johnson, and Dunbar. A, B, C
5. Discuss and illustrate differences in techniques and styles found in all periods from the Slavery/Freedom through the contemporary writer. A, B, C
6. Discuss major characteristics of the renaissance writings, such as the blues, jazz, poetry, and essays. A, B, C
7. Discuss the diverse psychological techniques by writers of each period studied. C
8. Demonstrate an understanding of the relationship between life and literature by relating biographical information about major writers of each period studied. A, B
9. Write responses and analytical papers on appropriate topics relating to the works studied. D
10. Write insightful, appropriately developed, and mechanically correct answers to essay questions concerning the works studied. D
11. Demonstrate an understanding of the literature and its background by presenting a writing or conducting an oral discussion of a particular author's style or of a particular genre to the class. A, C, D

*Letters after performance expectations reference the course objectives listed above.

**ENGL 2510 Introduction to Poetry**

II. Course Objectives*

A. Respond thoughtfully to the expression of enduring human concerns. I.1, 5; II.1, 6
B. Examine in depth a literary genre represented throughout history and across cultures. II.1, 2, 3, 5, 6
C. Explore the unique vision and voice poetry gives to the human experience. II.1, 2, 4, 6; III.2
D. Understand poetic techniques and critical approaches to poetry. II.1, 2, 5, 6
E. Strengthen the skills introduced in Freshman Composition through writing, correcting, and revising papers and exams. I.1, 2, 3, 4, 5, 6; VII.3, 4, 5, 6

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*

Students will:

1. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. 
   Communication Outcome, Humanities and/or Fine Arts Outcome Transitional Strategy, Active Learning Strategy
2. Listen to guest speakers of varying backgrounds relative to the writing and interpretation of poetry. Humanities and/or Fine Arts Outcome Transitional Strategy
3. Read assigned poems and related texts and participate in class discussion.
   Communication Outcome, Humanities and/or Fine Arts Outcome Transitional Strategy, Active Learning Strategy
4. Write analytical and researched essays using word processing software.
   Communication Outcome, Technological Literacy Outcome, Active Learning Strategy
5. Develop research skills using library sources and the Internet to find pertinent information. Communication Outcome, Technological Literacy Outcome, Information Literacy Outcome, Active Learning Strategy
6. Develop oral presentation skills to present individual and group information. Communication Outcome, Transitional Strategy, Active Learning Strategy
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. Communication Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:

1. Recognize poetry as a unique genre. A, B
2. Employ various approaches to understanding poetry. B, C, D
3. Understand poetic terms and techniques. C, D, E
4. Evaluate a poem according to form. C, D, E
5. Understand the difference between received and open forms. C, D
6. Trace the development of poetry from Medieval times to the present. A, B, C
7. Evaluate the historical and political context of a poem. A, B, C
8. Write significant essays in response to poetry. B, C, D, E

*Letters after performance expectations reference the course objectives listed above.

ENGL 2520 Introduction to Drama

II. Course Objectives*:

A. Analyze and recognize major themes and concerns of playwrights as they relate to theatrical history from the ancient Greek period to the twenty-first century and as forms of cultural and creative expression. I.1, I.6, II.1, II.3, II.4, II.5, II.6, IV.3, IV.4, IV.5

B. Explore in depth a literary genre represented throughout history and across cultures and frame a comparative context through which it can be critically assessed. I.1, I.6, II.1, II.2, II.3, II.4, II.5, II.6, IV.3, IV.4, IV.5

C. Analyze and evaluate the unique vision and voice that drama gives to the human experience. I.1, I.3, I.5, I.6, II.1, II.2, II.3, II.4., II.5, II.6

D. Manage and coordinate basic information about dramatic techniques and frame critical approaches to drama. I.1, I.2, I.3, I.5, I.6, I.7, II.1, II.2, II.3, II.4., II.5, II.6

E. Write effective response to varied assignments (e.g. research, essays, creative prompts, journals, short answer, and objective items) to demonstrate an understanding, critical analysis, and appreciation of the works studied. I.1, I.2, I.3, I.4, I.5, I.6, I.7, II.1, II.2, II.3, II.4., II.5, II.6

F. Practice criticism and analysis to assess the relationships (chronological and conceptual) of individual works to other works and schools of thought. I.1, I.2, I.3, I.4, I.5, I.6, I.7, II.1, II.2, II.3, II.4., II.5, II.6

G. Identify, relate and explain the varied cultural assumptions and values of theatrical heritage as they influence drama and language. I.1, I.2, I.3, I.4, I.5, I.6, I.7, II.1, II.2, II.3, II.4., II.5, II.6

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:

1. Collaborate in teams to analyze audience and message, to develop and organize ideas, and to discuss the literature of theater. Transitional Strategy, Active Learning Strategy, Communication Outcome, Humanities/Fine Arts Outcome

2. See live performances of theater. Transitional Strategy, Communication Outcome, Humanities/Fine Arts Outcome

3. Read assigned plays and related texts and participate in class discussion. Active Learning Strategy, Communication Outcome, Humanities/Fine Arts Outcome

4. Write analytical and researched essays using word processing software.

5. Active Learning Strategy, Communication Outcome, Technological Literacy
**Outcome**
6. Develop research skills using library sources and the Internet to find pertinent information. *Active Learning Strategy, Communication Outcome, Technological Literacy Outcome*

7. Develop oral presentation skills to present individual and group information. *Transitional Strategy, Active Learning Strategy, Communication Outcome*

8. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Transitional Strategy, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.*

**IV. Expectations for Student Performance***:

Upon successful completion of this course, the student should be able to:
1. Recognize drama as a unique genre; identify and understand its major themes and traditions. A, B
2. Employ various critical approaches to understanding drama. B, C, D
3. Understand dramatic terms and techniques. C, D, E
4. Evaluate a play according to structure, visual impact, and dialogue. C, D, E
5. Relate sociological and psychological factors to plays. A, B, D
6. Relate mythology to works of the period. A, B, D
7. Relate biographical information about the authors to their works. A, B, C
8. Trace the development of drama from the ancient Greeks to the present. A, B, C
9. Evaluate the historical and political context of a play. A, B, C
10. Write significant essays in response to drama. A, B, C, D, E
11. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied. A, B, C, D, E
12. Answer short answer questions and objective answer questions correctly. A, B, C, D, E

*Letters after performance expectations reference the course objectives listed above.*

**ENGL 2630  Introduction to Creative Writing**

**II. Course Objectives***:
A. Understand the techniques of imaginative literature and the critical approaches that clarify its nature and meaning. I.1, 4; II.1, 6
B. Appreciate the quality of imagination and the discipline required to produce imaginative literature. I.1, 4; II.6
C. Develop and expand a sensitivity to and a thoughtful attitude toward life and its experiences. II.2, 4, 5; III.3
D. Strengthen the skills of writing and revising introduced in English Composition. I.1, 4, 5
E. Strengthen the skills of critical reading and thinking. I.1, 4, 7; II.1, 2, 6

*Roman numerals after course objectives reference TBR's general education goals.*

**III. Instructional Processes***:
Students will:

1. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. *Communications Outcome, Transitional Strategy, Active Learning Strategy*

2. Write and analyze manuscripts using word processing software. *Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*

3. Listen to guest speakers who are published authors. *Transitional Strategy*

4. Read assigned manuscripts and participate in class discussion. *Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*

5. Develop oral presentation skills to present individual or group information. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

6. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Read and analyze/critique poetry from the vantage of a working poet. A, B, D, E
2. Identify and write traditional fixed poetic forms. A, B, D
3. Identify and incorporate in writing more than a dozen types of figurative language. A, B, D
4. Identify and incorporate in writing various stanzaic structures and metrical patterns. A, B, D
5. Identify and incorporate in writing various sound devices. A, B, D
6. Learn the history and traditions of poetic forms that influence modern verse. A, B, E
7. Write and revise a short fiction portfolio. B, D, E
8. Learn to develop stories from premises and to plot complications. B, D, E
9. Learn to develop characters through description, explanation, and dialogue. B, D, E
10. Learn to use flashbacks, transition, and viewpoint. B, D, E
11. Learn to read short fiction with an eye for constructing stories (i.e., architectonics). B, D, E

*Letters after performance expectations reference the course objectives listed above.

**ENGL 2660 Introduction to Playwriting**

II. Course Objectives*:

A. Understand the techniques of imaginative and paradigmatic literature and the critical approaches that clarify its nature and meaning. I.1, 4; II.1, 6

B. Appreciate the quality of imagination and the discipline required to produce stage
C. Develop and expand a sensitivity to and a thoughtful attitude toward life and its experiences. II.2, 4, 5; III.3
D. Strengthen the skills of writing and revising introduced in such courses as English Composition. I.1, 4, 5
E. Strengthen the skills of critical reading and thinking. I.1, 4, 7; II.1, 2, 6

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:
Students will:

1. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. Communications Outcome, Transitional Strategy, Active Learning Strategy
2. Write and analyze manuscripts using word processing software. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
3. Listen to guest speakers who are published authors. Transitional Strategy
4. Read assigned manuscripts and participate in class discussion. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy
5. Develop research skills using library sources and the internet to find pertinent information. Communication Outcome, Technological Literacy Outcome, Transitional Strategy. Active Learning Strategy
6. Develop oral presentation skills to present individual or group information. Communication Outcome, Transitional Strategy, Active Learning Strategy
7. Create a one-act stage play in collaboration with Speech and Theatre Department with view toward eventual production. Communication Outcome, Transitional Strategy, Active Learning Strategy
8. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. Communication Outcome, Transitional Strategy. Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:

1. Identify the tripartite structure and other features of a play. A, B
2. Develop a play from a premise and with attention to the six elements of Aristotle. A, B
3. Develop and build characters in a play. A, B
4. Write convincing dialogue that incorporates both exposition and action. A, B, D
5. Analyze and solve problems concerning location and props. A, B, E
7. Focus on creating effective beginnings, middles, and endings in plays. A, B, C, D
8. Write a one-act script for the purpose of reading and production. A, B, C, D, E
*Letters after performance expectations reference the course objectives listed above.

**ENGL 2670 Introduction to Screenwriting**

II. Course Objectives*:

A. Understand the techniques of imaginative and paradigmatic literature and the critical approaches that clarify its nature and meaning. I.1, 4; II.1, 6

B. Appreciate the quality of imagination and the discipline required to produce screenplays. I.1, 4; II.6

C. Develop and expand a sensitivity to and a thoughtful attitude toward life and its experiences. II.2, 4, 5; III.3

D. Strengthen the skills of writing and revising introduced in such courses as English Composition. I.1, 4, 5

E. Strengthen the skills of critical reading and thinking. I.1, 4, 7; II.1, 6

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:

1. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. Communications Outcome, Transitional Strategy, Active Learning Strategy

2. Analyze and write manuscripts using word processing software and screenwriting software. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

3. Listen to guest speakers who are published authors. Personal Development Outcome, Transitional Strategy

4. Read assigned manuscripts and participate in class discussion. Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy

5. Develop research skills using library sources and the internet to find pertinent information. Communications Outcome, Transitional Strategy, Active Learning Strategy

6. Develop oral presentation skills to present individual or group information. Communication Outcome, Transitional Strategy, Active Learning Strategy

7. Create screenplay in collaboration with Video Production Technology with view toward eventual production. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

8. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. Communication Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Identify the paradigmatic structure and features of a screenplay. A, B
2. Develop a screenplay from story concept and premise. A, B, C, D, E
3. Develop and build characters in a screenplay. A, B
4. Identify and adapt the screenplay format. A, B, E
5. Write individual scenes according to five basic principles. A, B, D, E
6. Write and revise an entire screenplay by oneself or in collaboration. A, B, C, D, E

*Letters after performance expectations reference the course objectives listed above.

ENGL 2950 Business & Technical Writing

II. Course Objectives*
A. Develop oral and written communication that is clear, logical, and concise. I.1, 2, 3, 4, 5.
B. Demonstrate familiarity with style manuals and formats used in business and technical writing. I.3, 4
C. Write to accomplish writer’s goals and to provide for readers' or listeners' needs. I.1, 2, 3, 4, 5, 6, 7., III.6.
D. Plan, write, edit, and proofread writer’s own work and that of others I.1, 2, 3, 4, 5; VII.4, 5, 6.
E. Use primary and secondary research effectively I.6, 7; VII.4, 5, 6.
F. Demonstrate evolving skills in using computers to research, write, edit, and create visuals I.5, 6, 7.; VII.1, 2, 3, 4, 5, 6.
G. Transfer principles learned in ENGL 2950 to other courses and to the workplace I.1, 2, 3, 4, 5, 6, 7; VII.1, 2, 3, 4, 5, 6.

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:
Students will:
1. Design and use appropriate visual aids and formats for business and technical communications. Communication Outcome, Mathematics Outcome, Active Learning Strategy
2. Analyze audience and use primary and secondary research for written and oral business and technical communications. Communication Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
3. Proofread and edit all writing carefully, using a standard style manual. Communication Outcome, Active Learning Strategy
4. Write and edit individually and as part of a team. Communication Outcome, Transitional Strategy, Active Learning Strategy
5. Develop an employment package including cover letter, resume, portfolio, and interview practice. Communication Outcome, Transitional Strategy, Active Learning Strategy
6. Develop problem-solving skills, logical thinking, listening, and evaluative skills. Communication Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:
1. Analyze and adapt to readers and listeners  A, B, C
2. Edit, proofread, and revise for improved readability  A, D
3. Conduct effective primary and secondary research and incorporate it into reports  A, B, E, F
4. Apply basic business and marketing principles to business writing  B, C
5. State and evaluate business and technical problems through report writing  A, G
6. Solve business and technical problems through report writing  A, G
7. Carefully consider ethical dimensions of business practices and attendant writing.  G

*Letters after performance expectations reference the course objectives listed above.

COMM 1500 Communication in an Information Age
II. Course Objectives*:
   A. Understand mass communication systems. I.2, I.5
   B. Understand the role of American media. IV.3
   C. Understand media ownership and the effects on society. IV.1
   D. Understand the effects of mass media on society.  IV.1
   E. Understand the social, economic, and legal controls in the media. IV.3

*Roman numerals after course objectives reference TBR’s general education goals.
III. Instructional Processes*:
   Students will:
   1. Collaborate in teams for presentations to the class to analyze and understand the various segments of the communication industry. Communication Outcome, Transitional Strategy, Active Learning Strategy
   2. Develop research skills using the Internet and library resources to write papers on various topics relevant to course discussion. Communication Outcome, Technological Literacy Outcome
   3. Develop a vocabulary that allows them to communicate knowledgeably and more effectively with professionals in various segments of the communication industry. Communication Outcome, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference TBR’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.
IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:
   0. Describe the nature and kinds of communications. A

JOU 2000 Newswriting
II. Course Objectives*:
   A. Understand the news industry. I.2, I.5
   B. Know the history of the news industry. IV.3
   C. Understand the psychology of the reader/viewer. I.1, IV.2
   D. Know how to gather news. I.5
   E. Understand and write news stories and feature stories for print and broadcast. I.3
F. Understand and write copy for public relations use. I.3
G. Understand legal and ethical considerations of writing for the news media. III.2, IV.2

*Roman numerals after course objectives reference TBR’s general education goals.

III. Instructional Processes*:
1. Write news stories using word processing software. Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
2. Collaborate in teams for peer review of news stories to analyze audience and message, to develop and organize ideas, and to evaluate stories as to news value, accuracy, brevity, and clarity. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy
3. Develop research skills using interviews, observation, the Internet, and library resources to find information pertinent to news and feature stories requiring attribution. Communication Outcome, Problem Solving and Decision Making Outcome, Technological literacy Outcome, Informational Literacy Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:
1. Explain the nature and structure of the news industry. A
2. Describe the historical background of the news media. B
3. Identify special interest newspapers. A
4. Explain the role of the reader/viewer in shaping the news industry. C
5. Explain the importance of news values in shaping story selection, focus, and organization. C
6. Demonstrate news gathering skills. D
7. Interview story sources with confidence. D
8. Write stories that are clear, concise, and concrete. E
9. Write news copy according to accepted journalistic conventions as exemplified in the *AP Stylebook*. E
10. Demonstrate basic editing skills. A, E
11. Adapt newswriting skills and formats to produce news releases. F
12. Write a standard news release. F
13. Research, write, and present a news broadcast. A, E
15. Describe defenses against libel actions. A, G

*Letters after performance expectations reference the course objectives listed above.

**JOU 2030 Editing**

II. Course Objectives*:

A. Exercise professional judgement in editing news and feature articles for
B. Display a working knowledge of writing for journalistic effectiveness. I.3
C. Employ a computer-based editing system. V.1, V.2
D. Develop facility in the use of professional terminology. I.5
E. Utilize accepted standards of journalistic editing, such as The Associated Press Stylebook. I.3
F. Understand the roles played and responsibilities shouldered by various news professionals. I.5
G. Apply basic design sense as it relates to story impact in the selection of photographs and graphic elements to accompany news and feature stories. I.5, III.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:
Students will:
1. Write news stories using word processing software. Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy
2. Collaborate in teams for peer review of news stories to analyze audience and message, to develop and organize ideas, and to evaluate stories as to news value, accuracy, brevity, and clarity. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy
3. Develop research skills using interviews, observation, the Internet, and library resources to find information pertinent to news and feature stories requiring attribution. Communication Outcome, Problem Solving and Decision Making Outcome, Technological literacy Outcome, Informational Literacy Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:
1. Write a news article following standards established by the Associated Press style manual and incorporating industry traditions in terms of pyramid style, proper grammar, punctuation, and spelling. B
2. Write an effective lead for a news article. B
3. Write a news article that is free of factual errors, based on several sources. B
4. Write a feature article following standards established by the Associated Press style manual and incorporating industry traditions in terms of feature style, proper grammar, punctuation, and spelling. B
5. Write an effective lead for a feature article. B
6. Write a feature article that is free of factual errors, that explains or clarifies its subject in an engaging fashion. B
7. Edit the articles s/he has produced, using standard proofreader's marks. A,D,E
8. Make corrections to articles on the basis of interpreting another student's proofreader's marks. C,D
9. Describe the various duties of copy editors, reporters, and other editors. F
10. Write a headline that encapsulates its associated story according to accepted journalistic standards. A,B,E
11. Demonstrate a mastery of mechanical considerations in writing of headlines. A,C,E
12. Rewrite wire service copy for use by a hypothetical target publication. A,B,E
13. Explain practical implications of legal strictures on media in the 90s. E
14. Size and crop news and feature photographs for most effective presentation. G
15. Write an effective cutline for a photograph according to accepted journalistic standards. B,G
16. Select typefaces for greatest readability. G
17. Choose most effective size and number of lines for headlines. G
18. Formulate a set of questions to effectively elicit needed information during an interview. B,F
19. Use the telephone effectively as an information-gathering technique. B,F
20. Demonstrate self-control in the face of hostile sources. B,F

*Letters after performance expectations reference the course objectives listed above.

**JOU 2700 Public Relations Principles**

**II. Course Objectives***:

A. Understand the historical and ethical context and contemporary practice of public relations. IV.3
B. Understand the role of communications in the practice of public relations. I.5
C. Recognize public relations opportunities and solve public relations problems for organizations. I.5, III.2
D. Apply basic research techniques in the field of public relations. VII

*Roman numerals after course objectives reference TBR’s general education goals.

**III. Instructional Processes***:

Students will:

1. Write news stories using word processing software. *Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
2. Collaborate in teams for peer review of news stories to analyze audience and message, to develop and organize ideas, and to evaluate stories as to news value, accuracy, brevity, and clarity. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy*
3. Develop research skills using interviews, observation, the Internet, and library resources to find information pertinent to news and feature stories requiring attribution. *Communication Outcome, Problem Solving and Decision Making Outcome, Technological literacy Outcome, Informational Literacy Outcome, Transitional Strategy, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework
to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:
Upon successful completion of this course, the student should be able to:

1. Determine and discuss ethical problems associated with public relations needs of an organization.  A
2. Analyze the existing opinion of a given public concerning an issue.  B,C
3. List in writing types of PR campaigns.  A,C
4. Explain in writing the relationship between PR practice and mass media.  B
5. Evaluate job opportunities in the PR field.  A
6. Plan a campaign to solve a specific PR problem.  C
7. Explain theories of persuasion.  B
8. Describe and explain legal concerns of PR organizations.  A
9. Employ basic research tools of PR, including surveys and polls.  B,C
10. Demonstrate through writing a speech an understanding of adapting a message to an audience.  B,C
11. Demonstrate through writing a press release the ability to analyze a PR problem.  B,C
12. Write a mission statement and a descriptive statement for a hypothetical organization.  C,D
13. Use various problem-solving strategies to analyze a given situation.  A,C,D
14. Describe in writing the characteristics of a successful PR campaign.  A,C
15. Analyze in writing a successful campaign in light of the characteristics of a successful campaign.  A,C
16. Summarize in writing issues and problems as covered in PR trade publications.  A,C

*Letters after performance expectations reference the course objectives listed above.

**JOU 2998 Journalism Internship**

II. Course Objectives*:

A. Give students practical working experience in their specific discipline in a professional environment.  II.1,II.2
B. Demonstrate a working knowledge of the various aspects of a professional mass communications company.  I.5
C. Provide students with contacts to secure work in their field.  II.1, II.2

*Roman numerals after course objectives reference TBR’s general education goals.

III. Instructional Processes*:

Students will:

1. Work with and under the direct supervision of mass communications professionals.  *Active Learning Strategies, Transitional Strategies*
2. Perform tasks and duties specific to their disciplines, including but not limited to writing news articles, press releases, speeches, and advertising copy, researching information and background necessary for producing such materials.  *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Information Literacy Outcome*
3. Present a written summary of their experiences. *Communication Outcome, Personal Development Outcome, Information Literacy Outcome, Active Learning Strategies, Transitional Strategies*

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.*

**IV. Expectations for Student Performance***:

Upon successful completion of this course, the student should be able to:

1. Identify the necessary skills for professional communication performance. A, B
2. Execute various tasks necessary to actually produce a professional communication product. A
3. Identify useful professional connections, including individuals and companies. C
4. Demonstrate the knowledge, professional experience, and self-confidence necessary to secure work in their field. A, B, C
5. Describe employer expectations and requirements for entry and advancement in the mass communications field. A, C
6. Identify strategies for obtaining employment and professional experience. C
7. Create or upgrade a portfolio or “string book” to document experience. B, C
## Appendix E: Student Performance Data

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