English

Six-Year Assessment of the Graduate English Program at Texas A&M University-Corpus Christi

2001-2007

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Executive Overview

Based on the quantitative and qualitative data we received from faculty and students in the English graduate program at Texas A&M University-Corpus Christi, the program, in general, has been fulfilling the mission defined by the English Department’s M.A. Program.

Program Strengths

Our program’s success can be attributed to a dedicated and productive faculty. English faculty received numerous college and university awards for scholarship, teaching, and service during this review period. Additionally, the level of productivity as shown in Table 2 demonstrates a clear commitment of our faculty to engage in scholarship. Faculty also took lead roles as conference organizers and chairs and served on national committees. Several of our faculty assumed university leadership positions, which include Associate Dean for College of Liberal Arts, Honors Program Director, and McNair Grant Scholars Director. We are particularly involved in yearly community service initiatives such as University Author’s Day and Young Author’s Camp. The lack of course load reassignment was cited in the 2001 Program Review as a major issue for faculty. Finally, in 2005, the Creative Activity and Scholarship Enrichment (CASE) Program began. For the first two years, faculty members whose research proposals were approved received a 3-hour load reassignment per year. By academic year 2007, CASE became fully implemented and faculty members received a 3-hour load reassignment each semester. The successful implementation of CASE helped faculty members achieve a higher scholarship profile.

The achievements of our graduate students reflect the strength of our program. Many of our graduate students are active in scholarship, teaching, and service. They have co-edited books, received national awards for articles and teaching, served as editors, secured major grants, presented at national and local conferences, served on committees, and participated in community outreach.
Program Challenges

Several critical challenges exist that may impede our growth or hinder the quality of our program. Some of these challenges are addressed in the M.A. Vision Plan for 2005-2010 (see Appendix 8) were developed by the Graduate Committee and approved by the department.

The first challenge is the need to increase enrollment in our graduate program, and this growth is mainly contingent upon securing financial support for students. Students often turn away from programs that do not guarantee two years of support. Each spring, the graduate program is provided a budget for scholarships. The graduate committee then must rank the potential awardees resulting in some students receiving no scholarship support. Students who secure a scholarship are awarded $500 per semester, and they must reapply for it every year. Oftentimes, we receive additional funding late in the summer a few weeks before the semester begins. Receiving these monies so late in the process has limited recruitment potential. The program has a better potential to recruit students if all the scholarships are allocated in a timely manner.

Increased enrollment would help resolve the issue of limited course offerings, a problem noted in both the Current Graduate Student Survey (see Appendix 5) and the Exit Interview Surveys (available in the graduate coordinator’s office for review). Students consistently indicated dissatisfaction with the variety of course offerings available to them each semester. However, we are challenged in that our student enrollment has dropped since the peak year of 2004-2005 from 252 students enrolled in courses to 213 in 2006-2007. We can only offer more courses if student enrollments increase. Additionally, with the new tracks in Borderland Studies and Literary Studies implemented in 2007, we anticipate more challenges in meeting the course offering needs of our students. We hope to secure a National Writing Project grant, which will attract (and support) more education graduate students and teachers from our surrounding area. We have made a concerted effort to grow our program through various initiatives. For example, we are encouraging students from various disciplines to enroll in our Professional Writing classes, so they can work on their larger writing projects (i.e. grants, theses, and dissertations). Also to attract students, we strengthened our existing curriculum by developing three tracks starting in Fall 2007: Rhetoric/Composition, Literary Studies, and Borderland Studies (please see Appendix 8 on the M.A. Vision Plan for more details).
The graduate coordinators during this review period have all diligently worked to recruit new students into our program by visiting and sending letters and brochures to local high schools, speaking to Senior Undergraduate Capstone students, advertising courses inside and outside our program, and presenting at our annual open house among other initiatives.

A related recruitment challenge concerns the drop in minority employees (Adjuncts, GTAs, Visiting Professors, Instructors, and Tenure-Track faculty). In 2004-2005, minorities comprised approximately 22% of teaching staff compared to 11% in 2007-2008. As an Hispanic-Serving Institution, we need to ensure that we have adequate minority representation.

Another challenge is inadequate library resources (please also see Institution Support, Current Graduate Survey, and Graduate Student Interviews sections of this report). Most of our faculty and students expressed dismay at the outdated and inadequate permanent collections that not only lack the works of contemporary authors, but also foundational secondary works in multiple research fields. To be effective teachers and researchers and to provide our students with adequate and accessible resources, we need increased funding for buying books and scholarly-specialized research materials. Currently, faculty allotment for ordering books only allows 8 – 10 new library purchases per year. In the Current Graduate Survey (see Appendix 5), both the first year and second year graduate students rated library resources insufficient. Thirty-percent of second year graduate students said they disagreed that the library met their needs for graduate school. The dissatisfaction with library resources has been a reoccurring theme over the years. While interlibrary loans are possible, faculty and students have complained of securing materials in a timely manner. We also have two new tracks (Literary Studies and Borderland Studies), and we will inevitably need to increase the collections in these areas. As shown in the Faculty-Student Interactions beyond the Classroom and Student Achievements Appendix sections, our graduate students are quite invested in scholarship at the professional level. The Faculty Scholarly Output table demonstrates how invested our faculty are in scholarship. We must provide faculty and students with adequate and easy access to library resources, so they can continue to be productive.
Another challenge that we face is in the area of funding for program enhancement. The English Department has limited funding for bringing in speakers and providing professional development workshops that strengthen the graduate/faculty learning environment. However, we succeeded in bringing to campus a number of prominent scholars and writers during the review time period. Some support for speakers came from the department’s Haas Enhancement funds; however, the English faculty have consistently had to go outside the department to secure funding. Over the years, the Title V office contributed thousands of dollars to help us bring in scholars and creative writers. However, we do not know if we can depend on Title V since they do not have permanent funding. By securing permanent funding for a Lecture Series or Special Events, we would further enhance the graduate program.

A challenge discussed in the 2001 Program Review, adequate travel funding, continued to be an issue through 2007. Many of our faculty said they used their $800 in college travel money every year and all agreed that it is insufficient to support professional travel. As one faculty member writes, “[W]ith airfares skyrocketing and rates at conference hotels on the increase, the $800 isn’t enough to cover airfare and hotels at most important conferences in our discipline, much less the entire conference.” This needs to be increased, especially considering that faculty have given 175 presentations in the last seven years at local, state, and national conferences and much of the financial burden of attending these conferences was taken on by the individual faculty member. We must find ways to increase our financial support for a department who is heavily engaged in scholarly activity that often necessitates conference travel.

Our inability to offer adequate support for our graduate students’ professional development created another challenge for our program. Many students present at state and national conferences (please see Appendix 6section for Student Achievements and Student Faculty Interactions beyond the Classroom) but our funding for student travel is quite limited, and we had to seek funding from outside our department. Many of our students need to present at conferences to be competitive for certain Ph.D. programs or the job market. We are currently using money from the First-Year Writing Program budget to subsidize scholarly travel by our Teaching Assistants and Adjuncts. The graduate committee would ask that their funding be increased from $300 to $400.
We also believe that our students need a common area that can promote a graduate student culture, and where they can hold meetings to discuss their professional development endeavors. This need was expressed in the 2001 review as a way to build collegiality and a sense of unity among our students but, as yet, has not been addressed. Students who do not teach in the first-year program also need mailboxes. Currently, graduate programs in English, History, and Communications are interested in securing a designated area for graduate students as a way of promoting an interdisciplinary graduate student culture. We hope to meet with the Dean by the beginning of Fall 2008 to discuss these plans for the future.

Two other challenges not addressed here but outlined in the 2006 M.A. Vision Plan for 2005-10 include the capping of graduate seminars at 15 and increasing university marketing support and consultation to grow the M.A. program.

**Recommendations**

In summary, the most critical needs of the graduate program are the following:

- Develop attractive incentives for graduate students to increase graduate enrollment in the program.
- Increase library allocations for the benefit of graduate students and faculty and to support new tracks in Literary Studies and Borderland Studies.
- Increase funding for speakers and professional development workshops.
- Increase program and faculty/student travel funding to meet the demands of a productive scholarly environment.
- Secure an interdisciplinary common area for graduate students as a way of fostering a vibrant graduate student culture.
Mission and Goals

M.A. in English Mission Statement
The M.A. in English program offers all candidates the opportunity to grow intellectually and creatively through the advanced study of language and literature. The program is designed to further students’ knowledge and understanding of writing, composition theory, linguistics, literature, literary theory, and cultural diversity. It aims to develop accomplished teachers of English at the secondary and community college levels, to prepare skilled professional/technical writers and writing trainers, and to offer students pursuing terminal degrees in English or American Studies the background and skills needed to begin doctoral study. This program is committed to excellence, timeliness—in keeping abreast of current developments in the field—and an integrated conception of English as a field of study.

Goals of the Program
• Proficiency in the critical reading of texts in context;
• Proficiency in writing and critical thinking at the graduate level;
• Proficiency in scholarly methods of research and inquiry;
• Familiarity with core knowledge, vocabulary, issues and developments in Rhetoric/Composition, Linguistics, Literary Studies, and Borderland Studies;
• Knowledge of creative and thoughtful teaching pedagogies and classroom practices; and
• Knowledge of and appreciation for cultural diversity both within and beyond South Texas that will prepare them to be responsible participants in the global community.
Faculty

From all accounts, our faculty have been quite productive in the last seven years in the areas of scholarship, teaching, and service. Our faculty received numerous college and university awards for scholarship, teaching, and service during this review period. Over the past seven years, each of our fifteen faculty members has produced, on average, twenty works for publication and/or presentation at professional conferences. The faculty during this review period published 15 books, 102 articles, gave 175 presentations, and secured 11 grants, two of which were approximately $1,000,000 each. English faculty also have taken lead roles as conference organizers and chairs and served on national committees such as Conference on College Composition and Communication (CCCC). We are particularly involved in yearly community service initiatives such as University Author’s Day\(^1\) and Young Authors’ Camp\(^2\). Since 2001, we have brought to campus 17 speakers in areas of Rhetoric and Composition, Literature, and Creative Writing. CompPile originated at TAMUCC under Dr. Rich Haswell and Dr. Glenn Blalock. The site is the most comprehensive reference site for the published twentieth-century work in post-secondary composition and rhetoric, from the beginning of WWII to the present. A number of graduate students worked as CompPile research assistants and contributed online articles. Faculty have secured funding from various sources to support eight graduate students as research assistants. Since 2001, faculty have advised eleven students for their theses. All of our faculty have taught graduate courses during this review period.

Faculty Profile

In Fall 2007, we had seven Full Professors, six tenured Associate Professors, and three Assistant Professors at the tenure-track level. All professors have their doctoral degrees in their teaching specialties from accredited universities. All tenure and tenure-track faculty have graduate faculty status and are eligible to teach graduate courses. Usually, faculty teach one graduate course for every five undergraduate courses although some faculty teach more graduate classes because

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\(^1\) University Author’s Day has often been a yearly community event since 1994. The department usually brings an author on campus who can speak to this diverse population’s needs. The invited author participates in a two-day literary and writing event, which involves the community and predominantly Latino/a high school students as well as university staff, faculty, and students.

\(^2\) Young Authors’ Camp is a yearly event that is in its 16\(^{th}\) year. It is designed to provide elementary and middle school students with opportunities to expand their interest in writing and to experience writing as a fun an creative opportunity for self-expression and communication with others.
their courses are required in the core (see Appendix 2 for further details). Until Fall 2005, we taught four courses per semester. Starting fall 2005, one CASE load reassignment for research during per academic year was available. Beginning in the fall of 2007, we had the opportunity to apply for a CASE load reassignment for each semester. All of our faculty are engaged in teaching, scholarship, and service. Several of our faculty have reassignment time from the department for university leadership positions. Their positions include the following: Associate Dean for College of Liberal Arts, Honors Program Director, and McNair Grant Scholars Director. Two of our faculty received reassignment for research time as Haas Research Fellows in the English Department starting in the fall of 2007.

2001-2007

Full Professors

**Dr. David Mead** received his Ph.D. in American Literature from University of Florida in 1975. His areas of expertise are 19th- and 20th-Century American Literature, Science Fiction, and British Drama. He has thirty seven years of full-time teaching experience, including almost thirty years at TAMUCC. In the area of service, Dr. Mead has chaired the English Department and English Advisory Council from August 2005 to the present. Some of his department service includes Capstone Portfolio Review, Haas, and Masters Examination committees. He also chaired several searches in and out of the department. He was part of the University Faculty Appeals Committee for several years. Dr. Mead served as treasurer and president of the Science Fiction Research Association (SFRA). He was the conference chair for SFRA in Las Vegas and Kansas City during this review period.

**Dr. Robb Jackson** received his Ph.D. in Rhetoric and Composition from Bowling Green State University in 1986. His areas of expertise are Creative Writing and Therapeutic Journaling. He has twenty-five years of full-time teaching experience with eighteen years at TAMUCC. He was a recipient of the TAMUCC University Award for Excellence in Teaching and the Distinguished Faculty Achievement Award in 2005. In the area of service, Dr. Jackson co-created the Creative Writing minor in 2002, co-chaired University Author’s Day, and chaired the Capstone Portfolio Review. He has extensive community service with facilitating poetry therapy and journaling groups and has served as a consultant and speaker in this area for several years. He also has worked with local schools as a consultant for curriculum development and creative writing. At the College level, he served as a member of the undergraduate studies committee, and he was a member of the university-wide American Democracy Project Working Group.

**Dr. Catherine Cox** received her Ph.D. in English with a concentration in Renaissance Literature from the University of Florida in 1985. Her areas of expertise are Renaissance Literature and Shakespeare. She has twenty-two years of full-time teaching experience with eighteen years at TAMUCC. She was the recipient of the College of Arts and Humanities Outstanding Service
Award in 2005. In the area of service, Dr. Cox served as Assistant Dean of the College of Arts and Humanities from 2001-2003 and Associate Dean from 2003-2005. At the university level, Dr. Cox served on the Provost’s Council from 2001-2005 and on an Advisory Committee to a FIPSE grant in 2001. Her college service is extensive. Most recently she served as chair of the college Faculty Personnel Advisory Committee (2007-2008). During her tenure as Associate Dean, she served on several college search committees for administrative positions, including one for Associate Dean. She also served on the English Graduate Committee for several years and coordinated the Master of Arts in Interdisciplinary Studies (MAIS) program, chairing its program review in 2001-2002. She was co-founder and co-advisor for our chapter of Sigma Tau Delta chapter, the national English honor society.

Dr. Vanessa Jackson received her Ph.D. in English at Bowling Green State University in 1990. Her areas of expertise are Creative Writing and Literature of the Romantics. She has eighteen years of full-time teaching experience with 15 years at TAMUCC. She was a recipient of the TAMUCC University Award for Excellence in Scholarly/Creative Achievement in 2005 and the Award for Outstanding Advisement from the College of Arts and Humanities in 2001. In the area of service, Dr. Jackson has served as the Coordinator of the English Undergraduate Program and member of the English Chair’s Advisory Council since 2004 and Coordinator of the Creative Writing Minor since 2003. She has been the faculty sponsor of our award winning literary arts magazine, The Windward Review, since 1996. Dr. Jackson has chaired numerous M.A. theses and chaired the M.A. Exam Committee in 2004-2005. She has served on numerous search committees and university tenure and promotion committees. Her community service is extensive, especially in regard to working with Del Mar College and area schools.

Dr. Nancy Sullivan received her Ph.D. in Applied Linguistics and Foreign Language Education in 1991. Her areas of expertise are Applied Linguistics, Sociolinguistics, and Second Language Acquisition. She has nineteen years of full-time teaching experience with thirteen years at TAMUCC. She was the recipient of a Fulbright Scholarship to Hong Kong in 2001-2002. She also taught at the University of Aizu in Japan from 2004-2006. She has served on the Graduate Committee since 1994 except during her years in Hong Kong and Japan and is currently a member of the M.A. Exam Committee. In 2001, she served as a member of the M.A. Program Review and served on the FPAC and Curriculum Committees. She also conducted several TExES workshops and served on numerous search committees. Since 2006, she has been the Sigma Tau Delta faculty advisor. At the college level, she serves on the Faculty Teaching and Scholarship/Creative Activities Committee. At the University level, she is faculty advisor to the Chinese Student Association and has participated in recruitment efforts at Island Days. She has served as a reviewer for a number of linguistics journals during this review period.

Dr. Elisabeth Mermann-Jozwiak received her Ph.D. in English with a concentration in 20th-Century American Literature in 1993. Her areas of expertise are Postmodern American Literature, Feminist and Critical Theory, Women’s Literature, and Transnational American Studies. She has fifteen years of full-time teaching experience with fourteen years at TAMUCC. She was the recipient of the TAMUCC University Award for Excellence in Teaching in 2004 and the College of Arts and Humanities Excellence in Service Award in 2002. She served on numerous university and community committees, such as the Center for Professional Development of Teachers Advisory Council, the Community Arts Advisory Council, the
Women’s Center for Education and Service, and the University Preparatory High School Steering Committee. She coordinates the Women and Gender Studies Program. Her college and department service include serving as Chair of the English Department from 2001-2005, coordinating University Author’s Day from 1998-2003 and in 2006, and directing Young Authors Camp from 2004-2007. She was co-founder and co-advisor of Alpha Theta Mu, the local Sigma Tau Delta chapter and was nominated for a national award by the students. She also served on numerous English Department and College search committees and was a member of the M.A. Exam Committee from 2005-2006. As Associate Dean, she serves on the Council of Colleges of Arts and Sciences Committee for Associate Deans. At the Professional Service level, she is a reader for MELUS and served as the Area Coordinator for the National Association of Hispanic and Latino Studies until the end of 2001.

**Dr. Janis Haswell** received her Ph.D. in English at Washington State University in 1993. Her areas of expertise are Modern and Contemporary British Literature, Postcolonial Literature, Rhetoric and Composition, and Film and Literature. She has fifteen years of full-time teaching experience with eleven years at TAMUCC. She received the College of Arts and Humanities Teaching Award in 2001, University Excellence in Scholarly/Creative Activity Award 2002, the TAMUCC Piper Professorship nomination for 2003 and 2004, and the Distinguished Faculty Achievement Award in 2007. Dr. Haswell is currently the Director of the Honors Program. She was Graduate Coordinator of English and the advisor to the Student Association of Graduate English Students from 2001-2004 and served on the Masters Exam Committee from 2006 to the present. She also served as faculty advisor to Sigma Tau Delta from 2002-2004. In 2001, she served as a member of the M.A. Program Review. At the University level, she served on the Research and Scholarly Activity Council and First Year Experience Committee. At the College level, she served on the FPAC and Curriculum Committees. At the Professional Service level, she is the Review Editor for the Journal of Teaching Writing, where she also serves on the Board.

**Associate Professors**

**Dr. Susan Garza** received her Ph.D. in Rhetoric and Composition and American Literature in 1997 from University of Texas at Arlington. Her areas of expertise are Rhetoric and Composition and Technical and Professional Writing. She has nine years of full-time teaching experience at TAMUCC. Currently, Dr. Garza serves as the Director of the McNair Scholars Post-baccalaureate Achievement Program, which began in 2007 and was funded for $1,098,000. She held several administrative positions during this review period, such as the Coordinator, Technical and Professional Writing and Journalism Minors (2000-2004), and Faculty Partner in the Writing Center (2004-2007). At the department level, she served on the M.A. Exam Committee from 2005-2007 and was a member of the English Graduate Committee from 2002-2004. She also served on the M.A. Program Review Committee in 2001. She served on a number of M.A. Thesis committees as well. At the university level, she served as the Chair of “Telling Our Grandmother’s Stories,” and was a member of the Academic Technology and Community Outreach Councils. Her community service includes working with the Boys and Girls Club and helping schools develop “Telling Our Grandmother’s Stories” and designing, planning, and
presenting at the Coastal Bend Roadmap II: English Conversation workshops in 2005-2006 with Dr. Susan Wolff Murphy.

**Dr. Sharon Talley** received her Ph.D. in American Literature in 1999 from the University of North Texas. Her areas of expertise are Early American Literatures and Cultures, Critical Theory, and Women’s Literature. She has eight years of full-time teaching experience at TAMUCC. She is currently one of two Haas Research Fellows in the English Department. She served as the English Graduate Coordinator from 2004-2007 and was a member of the English Graduate Committee from 2001-2007. She also served on the College Graduate Studies Committee from 2001-2002. She was the faculty advisor to Sigma Tau Delta from 2003-2005 and 2007 to 2008. She has been on several search committees in English. At the University level, she has served on the Faculty Senate since 2005 and the Graduate Council from 2005-2007. She also has served on the University Enrollment Council since 2006 and on the Academic Standards Grievance Committee since 2005. At the professional service level, she served as a member of the Local Arrangements Committee for the Conference of College Teachers of English in 2006. Her community service has included working with Del Mar College and area schools for “Telling Our Grandmother’s Stories” from 2000-2005 and serving on the University Author’s Day Committee since 2006.

**Dr. Diana Cárdenas** received her Ph.D. in Rhetoric and Composition from Texas A&M College Station in 2000. Her areas of expertise are Composition Theory and Pedagogy, Technical Writing, and English Education. She has twenty-seven years of full-time teaching experience with seventeen years at Del Mar College and seven years at TAMUCC. In the area of service, Dr. Cárdenas served as the Coordinator of the Technical/Professional Writing Program and Faculty partner for the Writing Center. In the department, she also served on the English Chairperson’s Advisory Committee, the Master’s Exam Committee, the Graduate Committee, and several department search committees. She also facilitated the TExES workshops numerous times. She conducted a Graduate Workshop on CV preparation with Susan Wolff Murphy in 2007. At the college level, she served on the Arts and Humanities Academy Committee for Moody High School. At the university level, she has participated in numerous community-outreach endeavors, such as the American Democracy Project, Island Days, and Community Outreach Council. At the professional service level, she chaired the Local Arrangements Committee for the Conference of College Teachers of English in 2006. She has extensive service to the community with organizations and schools, such as *The Corpus Christi Caller Times*, Heart Gallery of South Texas, and the Gonzales Educational and Recreational Center, and has also worked closely with teachers at Moody and West Oso high schools.

**Dr. Cristina Kirklighter** received her Ph.D. in Rhetoric and Composition and Contemporary Literature in 1999. Her areas of expertise are Cultural Studies in Composition, Ethnic Literatures, Autobiography, and the Essay. She has ten years of full-time teaching experience with six years at TAMUCC. In the area of service, Dr. Kirklighter served on several national committees, such as the Conference on College Composition and Communication (CCCC) Executive Committee from 2003-2006, and the CCCC Book Award Committee from 2006-2007. At the university level, Kirklighter was a founding member of the Clearinghouse for Mexican-
American Research and a member of the Hispanic Serving Institution (HSI) initiative. At the college level, she currently serves as the Graduate Council representative from the College of Liberal Arts. She has been the Graduate Coordinator for the English Department since Summer 07 and is faculty advisor to the Student Graduate Association of English Students. She co-facilitated several graduate student workshops on Appling to Ph.D. programs. She also was the faculty advisor to Sigma Tau Delta in 2006-2007. She chaired the M.A. Exam Committee in 2005 and co-chaired University Author’s Day with Dr. Robb Jackson from 2003-2005.

**Dr. Chuck Etheridge** received his Ph.D. in Rhetoric and Composition and the 20th Century American Novel in 1989. His areas of expertise are Rhetoric and Composition, Technical and Professional Writing, English Education, and Steinbeck Studies. He has eighteen years of full-time teaching experience with three years at TAMUCC. Dr. Etheridge is currently one of two Haas Research Fellows in the English Department. At the Department level, he served on the Graduate Committee from 2005-2007 and was a member of the M.A. Exam Committee from 2006 to the present, chairing the committee from 2007-2008. Since 2005, he has facilitated graduate workshops with Dr. Catherine Quick on “Applying for Teaching and Writing Positions.” He has served on the University Author’s Day Committee since 2005. At the college level, he has served as a member of the College of Arts and Humanities Committee for the Enhancement of Scholarly Activities and Research in 2005-2006. His community service includes being a volunteer grant writer for Food Bank of Corpus Christi and The North Side Committee. He worked with a number of graduate students in securing some of these grants. His professional service includes being the Assistant Editor to the Steinbeck Review since 2003.

**Dr. Susan Wolff-Murphy** received her Ph.D. in Rhetoric and Composition with an emphasis in Discourse Studies from Texas A&M University in 2001. Her areas of expertise are Developmental Writing, Writing Programs Administration/Writing Centers, and Rhetoric and Composition. She has seven years of full-time teaching experience at TAMUCC. Since 2004, Dr. Wolff Murphy has been the Co-Director of the University Core Curriculum Program and the Coordinator of the First-Year Writing Program. She is a Co-PI of a National Science Foundation STEP RSSM (retention and success of science majors) $999,998 grant. Dr. Wolff Murphy has served on the Graduate Committee since 2004, conducted a Graduate Workshop on CV preparation with Diana Cardenas in 2007, and mentored graduate students teaching in the FY programs. At the University level, she has served as co-chair of the First-Year Experience Committee since 2005. Her community service includes designing, planning, and presenting at the Coastal Bend Roadmap II: English Conversation workshops in 2005-2006 with Dr. Susan Garza.

**Assistant Professors**

**Dr. Catherine Quick** received her Ph.D. in Rhetoric/Composition and Oral Tradition/Folklore in 1995. Her areas of expertise are Rhetoric and Composition, Technical and Professional Writing, and English Education. She has twelve years of full-time teaching experience with three years at TAMUCC. Dr. Quick was the Coordinator of the Technical and Professional Writing Program from 2007 to the present. At the department level, she was on the Haas Writing Awards Committee and Chaired the English 3360 (Current Approaches to Composition and Literature for education students) Teaching Circle. Since 2005, she has facilitated graduate
workshops with Dr. Chuck Etheridge on “Applying for Teaching and Writing Positions.” She has worked closely as a liaison with the Education faculty and served on the 12th Annual Reading Conference Planning Committee. Her community service includes working with the South Texas Heart Gallery and the Corpus Christi Adult Literacy Center. She currently serves as a member of the Commission on English Methods Teaching and Learning (an affiliate of NCTE).

**Dr. Molly Engelhardt** received her Ph.D. in English Literature from University of Southern California in 2002. Her areas of expertise are Victorian Literature and Culture, Dance Studies, and Gender Studies. Before joining the English faculty at TAMUCC in 2004, Dr. Engelhardt was a full-time instructor at the University of Southern California, where she taught composition, English literature, and performance art. Dr. Engelhardt currently serves on the Graduate Committee and co-facilitated a workshop for graduate students on getting into Ph.D. programs. She has served two years on the University Author's Day committee and chaired the committee for the spring 2008 event.

**Dr. William Ritke-Jones** received his Ph.D. in Composition and TESOL from Indiana University of Pennsylvania in 2004. His areas of expertise are Computers and Composition, Technical Communication, Culture and Collaboration. He has five years of full-time teaching with one year of teaching at TAMUCC. He served as the library liaison to the English Department. He will not be returning to TAMUCC next year.

**Table 1. English Area, AY 2001-2007 Number, Rank, Gender, Hispanic/African Americans**

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<th>Year</th>
<th>Number of Full-Time Professors in Area</th>
<th>Number of Full Professors in Area</th>
<th>Number of Tenured Professors in Area</th>
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<th>Number of Hispanic/African American Professors in Area</th>
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Table 2. English Area, AY 2001-2007, Name Rank, Gender, Hispanic/African American

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Rank</th>
<th>Main Areas of Teaching and Scholarship</th>
<th>Employed (last 6 years)</th>
<th>Currently Tenured?</th>
<th>Female?</th>
<th>Hispanic or African American?</th>
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<tr>
<td>Dr. Dave Mead</td>
<td>Full Professor</td>
<td>19th and 20th-Century American Literature, Science Fiction, British Drama</td>
<td>2001-2007</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Dr. Robb Jackson</td>
<td>Full Professor</td>
<td>Creative Writing, Therapeutic Journaling</td>
<td>2001-2007</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Dr. Catherine Cox</td>
<td>Full Professor</td>
<td>Renaissance Literature, Shakespeare</td>
<td>2001-2007</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Dr. Vanessa Jackson</td>
<td>Full Professor</td>
<td>Literature of the Romantic Period, Creative Writing</td>
<td>2001-2007</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Dr. Nancy Sullivan</td>
<td>Full Professor</td>
<td>Applied Linguistics, Sociolinguistics, Second Language Acquisition</td>
<td>2001-2007</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Dr. Elisabeth Mermann-Jozwiak</td>
<td>Full Professor</td>
<td>Postmoderan American Literature, Feminist and Critical Theory, Women’s Literature, Transnational American Studies</td>
<td>2001-2007</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Dr. Janis Haswell</td>
<td>Full Professor</td>
<td>Modem and Contemporary British Literature, Postcolonial Literature, Rhetoric and Composition, Film and Lit.</td>
<td>2001-2007</td>
<td>Yes</td>
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<tr>
<td>Dr. Susan Garza</td>
<td>Associate Professor</td>
<td>Rhetoric and Composition, Technical / Professional Writing</td>
<td>2001-2007</td>
<td>Yes</td>
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<td>No</td>
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<tr>
<td>Dr. Sharon Talley</td>
<td>Associate Professor</td>
<td>Early American Literatures and Cultures, Critical Theory, Women’s Literature</td>
<td>2001-2007</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Dr. Diana Cárdenas</td>
<td>Associate Professor</td>
<td>Composition Theory and Pedagogy, Technical Writing, English Education</td>
<td>2001-2007</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Dr. Cristina Kirklighter</td>
<td>Associate Professor</td>
<td>Cultural Studies in Composition, Ethnic Literatures, Autobiography, the Essay</td>
<td>2002-2007</td>
<td>Yes</td>
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<tr>
<td>Dr. Chuck Etheridge</td>
<td>Associate Professor</td>
<td>Rhetoric and Composition, Technical and Professional Writing, English Education, Steinbeck</td>
<td>2005-2007</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Dr. Susan Wolff Murphy</td>
<td>Associate Professor</td>
<td>Developmental Writing, English Education, Rhet/Composition</td>
<td>2001-2007</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Dr. Catherine Quick</td>
<td>Assistant Professor</td>
<td>Rhetoric/Composition, Technical and Professional Writing, English Education</td>
<td>2005-2007</td>
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<tr>
<td>Dr. Molly Engelhardt</td>
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<td>Victorian Literature and Culture, Gender Studies</td>
<td>2004-2007</td>
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<tr>
<td>Dr. William Rike-Jones</td>
<td>Assistant Professor</td>
<td>Computers and Composition, Technical Communication, Culture and Collaboration</td>
<td>Fall 2007</td>
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<td>Rhetoric/Composition, Writing Assessment, Writing Development and Theory, Contemporary American Poetry</td>
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<td>Dr. Glenn Blalock</td>
<td>Composition Theory/Pedagogy, English Ed, Computers and Writing</td>
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<td>Dr. Mary Beth Davis</td>
<td>Medieval British Literature, Early British Literature to the Renaissance</td>
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<td>Dr. Susan Swan</td>
<td>Service Learning, Community Literacy, Composition Theory and Pedagogy, Social Cognitive Rhetoric, Discourse Analysis</td>
<td>2001-2004</td>
<td>No</td>
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<td>Dr. Rosemarie Chacon</td>
<td>Ethnic American Literature, Women’s Literature</td>
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<td>Glenn Blalock Assoc. Professor 2001-2004</td>
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<td>Rosamaria Chacon Assoc. Prof 2001-2002</td>
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<td><strong>175</strong></td>
<td><strong>75</strong></td>
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</table>
1. Includes monographs and re-issued books, textbooks, and edited collections published or under contract to be published AY 2001-2007.
2. Includes scholarly articles, book chapters, creative works, and book introductions.
3. Includes book reviews, encyclopedia entries, and brief articles.
4. Includes conference papers, conference workshops, and invited lectures and creative readings.
5. Includes all internal and external recognition for excellence in scholarship and professional service.
6. Total number of books, articles, reviews, and papers (columns 1-4).
7. Includes major grants over $10,000.
8. Includes grants under $10,000.

Final Projects - Advising 2001-2007

Since 2001, we have had eight students who have completed a thesis. All of these students have entered Ph.D. programs. Two students are working on their thesis at the present time with one student planning to attend a Ph.D. program in the Fall of 08. One student who submitted her thesis proposal in 2005 has not completed her thesis. She has decided to not pursue the thesis option and will be taking the Capstone Class in the Spring 09. Two students who submitted their thesis proposals in 2007 will defend their theses in the summer of 2008.

Thesis Advising by Faculty Members

Glenn Blalock

Dayna Ottens (2006). “The Activities of Motivation in First-Year Composition Students.” Committee: Rich Haswell (Chair), Glenn Blalock, Jan Haswell

Tommy Hern (2004). “Theoretical and Pedagogical Foundations for the Use of Wikis to Facilitate Collaboration.” Committee: Susan Garza (Chair), Diana Cárdenas, Glenn Blalock

Lawrence Morgan (2003). “Preparing Teachers to Teach Technical Writing: An Annotated Bibliography.” Committee: Susan Garza (Chair), Glenn Blalock, Diana Cárdenas

Becky Flores (2002). “Writing Critical Thinking: Turning the Screw on the Self-Viable World of the Ego-centric.” Committee: Elisabeth Mermann-Jozwiak (Chair), Glenn Blalock, Vanessa Jackson

Diana Cárdenas

Tommy Hern (2004). “Theoretical and Pedagogical Foundations for the Use of Wikis to Facilitate Collaboration.” Committee: Susan Garza (Chair), Diana Cárdenas, Glenn Blalock

Lawrence Morgan (2003). “Preparing Teachers to Teach Technical Writing: An Annotated Bibliography.” Committee: Susan Garza (Chair), Glenn Blalock, Diana Cárdenas

Susan Garza

Olaf Fors (2007). “Inextinguishable: Revisioning Second Language Policy.” Committee:
Nancy Sullivan (Chair), Susan Garza, and Susan Wolff Murphy

Tommy Hern (2004). “Theoretical and Pedagogical Foundations for the Use of Wikis to Facilitate Collaboration.” Committee: Susan Garza (Chair), Diana Cárdenas, Glenn Blalock

Lawrence Morgan (2003). “Preparing Teachers to Teach Technical Writing: An Annotated Bibliography.” Committee: Susan Garza (Chair), Glenn Blalock, Diana Cárdenas

Jan Haswell

Dayna Ottens (2006). “The Activities of Motivation in First-Year Composition Students.” Committee: Rich Haswell (Chair), Glenn Blalock, Jan Haswell

Melissa Riggs (2003). “The Postcolonial Rhetorical Analysis of Two Postmodern Indian Novels.” Committee: Susan Wolff Murphy (Chair), Jan Haswell, Sharon Talley

Vanessa Noelle Herborn Barnum (2002). “Tale, Lore, Fairy, Folk ... Whose Story Is It Anyway?” Committee: Elisabeth Mermann-Jozwiak (Chair), Rich Haswell, Jan Haswell

Rich Haswell

Vanessa Noelle Herborn Barnum (2002). “Tale, Lore, Fairy, Folk ... Whose Story Is It Anyway?” Committee: Elisabeth Mermann-Jozwiak (Chair), Rich Haswell, Jan Haswell

Paula Webb (2002). “Active Reading, Active Writing, Active Thinking.” Committee: Elisabeth Mermann-Jozwiak (Chair), Vanessa Jackson, Rich Haswell

Dayna Ottens (2006). “The Activities of Motivation in First-Year Composition Students.” Committee: Rich Haswell (Chair), Glenn Blalock, Jan Haswell

Robb Jackson

Misty Lassiter (in progress). “Charles Bukowski: Carving Out His Place in American Poetics.” Committee: Robb Jackson (Chair), Robb Jackson, Elisabeth Mermann-Jozwiak, and Vanessa Jackson

Heather Dorn (in progress). “Expressive Writing: An Interdisciplinary Opportunity for Composition.” Committee: Robb Jackson (Chair), Kathleen Adams (therapy poetry specialist outside of the department), and Vanessa Jackson

Vanessa Jackson

Misty Lassiter (in progress). “Charles Bukowski: Carving Out His Place in American Poetics.” Committee: Robb Jackson (Chair), Robb Jackson, Elisabeth Mermann-Jozwiak, and Vanessa Jackson
Heather Dorn (in progress). “Expressive Writing: An Interdisciplinary Opportunity for Composition.” Committee: Robb Jackson (Chair), Kathleen Adams (therapy poetry specialist outside of the department), and Vanessa Jackson

Paula Webb (2002). “Active Reading, Active Writing, Active Thinking.” Committee: Elisabeth Mermann-Jozwiak (Chair), Vanessa Jackson, Rich Haswell

Becky Flores (2002). “Writing Critical Thinking: Turning the Screw on the Self-Viable World of the Egocentric.” Committee: Elisabeth Mermann-Jozwiak (Chair), Glenn Blalock, Vanessa Jackson

Elisabeth Mermann-Jozwiak

Misty Lassiter (in progress). “Charles Bukowski: Carving Out His Place in American Poetics.” Committee: Robb Jackson (Chair), Robb Jackson, Elisabeth Mermann-Jozwiak, Vanessa Jackson

Paula Webb (2002). “Active Reading, Active Writing, Active Thinking.” Committee: Elisabeth Mermann-Jozwiak (Chair), Vanessa Jackson, Rich Haswell

Becky Flores (2002). “Writing Critical Thinking: Turning the Screw on the Self-Viable World of the Egocentric.” Committee: Elisabeth Mermann-Jozwiak (Chair), Glenn Blalock, Vanessa Jackson

Vanessa Noelle Herborn Barnum (2002). “Tale, Lore, Fairy, Folk ... Whose Story Is It Anyway?” Committee: Elisabeth Mermann-Jozwiak (Chair), Rich Haswell, Jan Haswell

Nancy Sullivan

Olaf Fors (2007). “Inextinguishable: Revisioning Second Language Policy.” Committee: Nancy Sullivan (Chair), Susan Garza, and Susan Wolff Murphy

Sharon Talley

Melissa Riggs (2003). “The Postcolonial Rhetorical Analysis of Two Postmodern Indian Novels.” Committee: Susan Wolff Murphy (Chair), Jan Haswell, Sharon Talley

Susan Wolff Murphy

Olaf Fors (2007). “Inextinguishable: Revisioning Second Language Policy.” Committee: Nancy Sullivan (Chair), Susan Garza, and Susan Wolff Murphy

Melissa Riggs (2003). “The Postcolonial Rhetorical Analysis of Two Postmodern Indian Novels.” Committee: Susan Wolff Murphy (Chair), Jan Haswell, Sharon Talley
Thesis and Dissertation Advisors for Former Students

M.A. Committee for former student Verity McInnis, TAMUCC (Catherine Cox)

Ph.D. Committee member for former student Verity McInnis, TAMU-College Station, History (Elisabeth Mermann-Jozwiak)

Ph.D. Committee member for former student Isaac Hinojosa, UTSA, English (Elisabeth Mermann-Jozwiak)

Faculty and GTA Data Chart Narrative (please see Table 4 below)

Data on faculty teaching English courses were obtained by Mr. Steve Schwerin of the First-Year Learning Communities Program from SIS and Banner using Colleges and Banner Tools with the assistance of Dr. Robert Weiderman. Mr. Schwerin obtained rank, ethnicity, and gender data from the offices of Human Resources and Payroll. Teachers whose rank changed during an academic year were counted only once, at their highest rank achieved. Sections unassigned by name in SIS and Banner were not counted. Some irregularities were corrected by Susan Wolff Murphy.

The number of faculty teaching English courses from fall 2001 to spring 2008 ranges from a low of 32 in 2003 to a high of 37 in 2008, and totals 75 individuals over the time span. The numbers of adjuncts and GTAs may be deceptive, as a graduate student who has already earned an M.A./M.S. is categorized as an adjunct even while enrolled in our program as a M.A. student. Even so, the numbers of adjuncts and GTAs has fluctuated quite a bit over time.

The number of core, tenure-track faculty has grown steadily, and several have remained in our department, indicating our collegiality as a department. For example, nine of the fourteen tenure-track faculty present in Fall 2000 are still present in Spring 2008; two of the instructors are still employed with the department, although one is retiring in summer 2008.

Our department is overwhelmingly female (76% overall) and White (84%). Of seventeen tenure-track faculty in spring 2008, only 2 are not White; both of whom are Latina. The department
recognizes the need to recruit and hire non-white faculty, particularly Latino/a, to serve as role models for undergraduate and graduate students alike.

In some years during the review period, enrollment of Latino/a graduate students has significantly increased the overall percent of non-white faculty teaching English, particularly first-year composition, courses. However, as noted in Table 4, minority representation has decreased from 22% in 2004-2005 to 11% in 2007-2008. As a Hispanic-Serving Institution, we need to ensure that we have adequate minority representation. The department considers the recruitment and success of non-white graduate students a goal as well, for many reasons. Non-white graduates who become teachers locally will serve as role models for other minority students, particularly those at the community college and local high schools. In addition, many of our graduates who are continuing at doctoral programs will fulfill the goal of diversifying the discipline of English nationwide. From 2001-2007, 17 of our graduates have enrolled in doctoral programs, and to date, and at least two have completed and taken permanent positions.

Past graduate students have offered suggestions for recruiting other non-white students into the graduate program:

- Practice hospitality, make the program welcoming;
- continue to offer graduate courses completely separate from undergraduate courses without cross-listings;
- perform outreach—inform students about our program and its success;
- encourage alumni to participate in recruitment efforts;
- provide greater financial support so that student loan debt is manageable;
- assign Latino/a writers and sponsor events with these writers; and
- continue mentorship of graduate and undergraduate students--many undergraduate students do not consider themselves “worthy” of a graduate program
### Table 4. Faculty and GTA Data

<table>
<thead>
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<th>Academic Year</th>
<th>TOTAL #s</th>
<th>Adjuncts</th>
<th>GTA's</th>
<th>Tenure-Track or Visiting Instructors or Lecturers</th>
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<th>Black</th>
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<th>Asian</th>
<th>Native American</th>
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</tr>
</tbody>
</table>

Notes: Teachers only counted once per academic year at the highest rank achieved that year. Data compiled from SIS and Banner using Colleges, and Banner Tools with the assistance of Dr. Weideman. Rank, Gender, and Ethnicity provided with the assistance of Human Resources and Payroll Offices. English sections unassigned by name in SIS and Banner were not counted.
Students

During the review period, our average student enrollment was in the mid-thirties range. From 2002-2004, we had 20 new students enrolled per year. We have had a slight drop in new student enrollment since 2004 with the lowest enrollment in 2006 at 13. Our students’ time to degree completion range has averaged 60.5% from 2001-2004 (see Appendix 3 Multi-Year Enrollment Profile). It is too early to provide an accurate completion rate for the subsequent years. We are a small graduate program, which may account for our graduate students being actively involved in scholarship, teaching, and service. They have co-edited books, received national awards for articles and teaching, served as editors, secured major grants, presented at national and local conferences, served on committees, and participated in community outreach. Since 2001, 82 students have graduated from our program. Our Mean Time to Degree has steadily improved over the years, and most of our students now complete their degrees in a little over two years. According to our incomplete records, seventeen students went on to Ph.D. programs. Of those seventeen students, five were minorities. Twenty-one students work or have worked at colleges or universities in Texas. Six of those were minorities who have secured tenure-track or instructor positions in South Texas. According to our graduate exit interviews and current graduate student surveys, our challenges to the program are in the areas of course offerings, adequate library resources, and financial aid.

Graduate Student Exit Interviews 2001-2007 (please see Appendix 4 for more details)

Note: The Exit Interview Surveys and other information are located in the Graduate Coordinator’s Office. We can provide these documents for the reviewers if they would like to learn more information.

Every spring until 2007, Exit Interviews were conducted by an outside faculty member (usually in History) for our graduating students. In 2007, we decided to conduct Exit Interviews every semester to assess our fall graduates as well. We included an exit evaluation of the degree so that we can better assess and improve the program. We ask students to complete the following: personal information, current curriculum vitae, assessment survey, a roundtable meeting with the outside faculty to answer a list of questions, and a written assessment of their time with us. We have included the Exit Interview Reports by the outside faculty member in Appendix 4.
After reviewing the Exit Interview reports from 2001-2007, several strengths and challenges emerge.

**Strengths**

Students consistently praised faculty for their teaching and attentiveness to students throughout the years. They expressed satisfaction with the collegiality and accessibility. Many students also mentioned their appreciation in receiving opportunities to teach in our program. Students also noted that faculty helped prepare them for conferences and/or other scholarly endeavors.

**Challenges**

Students consistently mentioned the need for more variety in course offerings. In the early years, students wanted either more options with a literature focus or more offerings in Rhetoric, Composition, Tech Writing, and Linguistics. Some students also wanted opportunities to do Independent Study coursework with faculty. In fall 2007, we began to offer three track options for students: Rhetoric and Composition, Literary Studies, and Borderland Studies as a way of providing students with a variety of options.

Students usually take their Comprehensive Exams before the Exit Interviews, so we received quite a bit of feedback about the exam. In the last three Exit Interviews (2006, spring 2007, and fall 2007), students have raised concerns about the Comprehensive Exams. Some of these concerns had to do with ambiguity surrounding the qualifying exams, relationship of the exams to their coursework, demonstration of their writing skills or the analytical methods they practiced in their coursework through the exam essays, and the lack of sufficient feedback on their efforts. In the last two years, we have developed a rubric for the exam that we share with graduate students, provided informative meetings on the strategies of taking the exam, and actively accommodated students with special needs. We will continue to seek ways to improve the exam process for students and M.A. Exam Committee members.

Students also find that our Library does not contain enough resources at the graduate level. This concern appears in both the Current Graduate Survey and the Work Environment narrative. We plan on sharing our findings with the Library and others.
The final challenge is in the area of scholarships and other forms of financial aid. Recently, the Graduate Studies Office has offered summer and fall scholarships to new students in the program. All of our new graduate students who were accepted for the summer have scholarship funding for one course.

**Graduate Student Survey Fall 07 Results (please see Appendix 5 for more details)**

A survey was distributed to first year, second year, and third year students in late fall of 07. Please see Appendix 5 for survey results.

According to first-year students (12 respondents), the strengths of our program are in the following areas: challenging courses, accessible faculty, access to technology, and commitment of faculty to teaching. The challenges to our program were in the areas of library sources and effective range of courses.

According to second-year students (10 respondents), the strengths of our program are in the following areas: accessible faculty, commitment of faculty to teaching, and access to technology. The challenges to our program were in the following areas: effective range of courses, library sources, and program expectations and student needs.

According to third year students (3 respondents), the strengths of our program are in the following areas: commitment of faculty to teaching and access to technology. The challenge to our program was in the area of effective range of courses.

The lowest percentage for first, second, and third year students was in the area of effective range of courses. Eighty percent of the second year student disagreed or strongly disagreed that the program offers an effective range of courses. In fall 2008, we will offer graduate courses in Rhetoric and Composition, Professional Writing, British Literature, American literature, Linguistics, as well as the Core Classes for first year students. The challenge we face with offering a range of courses is enrollment. We worked to attract graduate students outside our
program in compatible disciplines to take some of our graduate classes as a way to address enrollment issues. The other challenge we face is in our library resources. The Institutional Support section of the program review also notes that this is a problem among faculty as well.

**Student Contributions**

**Student Achievements (please see Appendix 6 for more details)**

During this review period, students have been actively engaged in publishing, conferencing, grant writing, editing, presenting research, serving on committees, developing curriculum, and doing community service. A detailed listing of their achievements can be found in the Appendix. Some of the more noteworthy accomplishments include the following: **Awards:** Best Article, “Caught in the Crossfire.” John W. Stormont Lectures on South Texas, 2001 recipients of the 2001 Star Awards for First Year Learning Communities, Best Critical Essay, Sigma Tau Delta International Conference; **Book Publications:** *Senior English for China 3* (People’s Education Press, Beijing), *Critical Encounters* (Prentice Hall); **Grants:** Coastal Bend Community Foundation’s Diabetes ($18,925); **Editorships:** *Windward Review*, *Puentes*, and *Society for the Advancement of Management Conference Proceedings*; **Conference Presentations:** Four national presentations at CCCCs, numerous presentations at Sigma Tau Delta, presentations at WAC, TESOL, and CCTE; **Committee Memberships:** National Reading Conference Planning Committee, TAMUCC Women’s Center Board of Directors, Ad Hoc Library Committee for WWW-based Research Resources; **Participation in Curriculum Development:** Advanced Placement Test Preparation, TAMUCC Survey of First Year Student Writing Experiences, Lead teacher for 9th grade curriculum; **Community Service:** University Author’s Day, Junior League of Corpus Christi, Young Authors Camp.

**Alumni Achievements (please see Appendix 6 for more details)**

During this program review, we have sent out a number of alumni surveys, but our response rate has been low. We have asked the faculty to help us in obtaining alumni information, but we realize that our records are still incomplete. According to our accumulated records, seventeen former graduate students enrolled in Ph.D. programs. As far as we know, two students graduated and secured tenure-track positions at institutions. One is currently the Chair of Del Mar Community College, and the other is in a
tenure track position at University of Wisconsin, Stevens. Twenty-one students work or have worked in Texas colleges and universities (particularly South Texas) after graduation. Twelve of our students have secured instructor and tenure-track positions at academic institutions with the majority in Texas. Our records show that we have five former students who work as secondary teachers in Texas, and we have worked with one teacher, Alice Hawkins, on our University Author’s Day events every year. A few of our students have worked in nonacademic jobs as technical writers, managers, advisors, and service coordinators of programs.
Program Profile

Program description

Overview
Until 2007, the M.A. English program prepared all students in Rhetoric/Composition. They also chose a secondary tract to follow from the following: Texts, Culture, and Community; American Literature; or British Literature. Starting Fall 2007, Rhetoric and Composition track was no longer required; instead it became one of three tracks that students can choose from-- Rhetoric and Composition, Borderland Studies (replacing Text, Culture, and Community) and Literary Studies (a choice of either American literature or British literature). Students in the M.A. English program also choose a non-thesis track or a thesis option. The thesis option is recommended for students who plan to go on to further their graduate education.

Core courses 2001-2007
The candidate for the English M.A. degree must complete 36 hours in English with a “B” average and must pass the Masters comprehensive examination. The 15-hour core is required of all students. From 2001-2007 the core courses consisted of the following:

- ENGL 5302    Bibliography and Research methods
- ENGL 5310    Literary Criticism and Theory
- ENGL 5372    Composition Theory and Pedagogy
- ENGL 5381    Introduction to Linguistics
- 3 hours from ENGL 5340-5349

In addition to the core, students who chose the non-thesis track took 9 hours of Rhetoric and composition and/or linguistics, 9 hours of English electives, and the 3-hour capstone course, English 5390. Students who chose the thesis-track take the core, 9 hours of rhetoric and composition and/or linguistics, 6 hours of English electives, and 6 hours of ENGL 5390 – Thesis.

New Core, 2007
In 2007, the core courses changed slightly to reflect the new tracks. The Composition and Rhetoric track remains unchanged, but the Literary Studies and Borderland Studies require 3 hours from Composition/Rhetoric (ENGL 5360-5369) rather than from Seminar in Literature (ENGL 5340-5349). The rationale behind these changes was to provide students with a broad base understanding of the field as is appropriate for an M.A. degree.
Thesis
Students may apply to write a thesis after completing 18 hours of course work. A student works closely with committee members to design and execute the thesis. An oral defense is scheduled at the end of the second semester.

Comprehensive exam
Since fall 2001, students are required to take and pass a comprehensive examination. Students receive the reading lists for the four exam areas (Composition/Rhetoric, American Literature, British Literature, and Borderlands) at the start of their first semester. They decide on two tracks to be covered in their comprehensive examination—one in their area of emphasis and one other. The exam is offered twice a year—once in the fall semester and once in the spring. Students take the examinations in the semester they expect to graduate, with the exception of August graduates, who take the examinations in the spring. Students must pass both areas of the examination to graduate. If a student fails to pass one or both of the comprehensive examinations, he/she may retake the failed exam(s) once. Additional retakes must meet with the approval of the graduate coordinator and exam committee.

Courses

Table 5 provides information on the number of graduate courses offered each year (including independent studies) from data compiled by the English Department. The Office of Planning and Institutional Development (OPIE) has provided a summary of enrollment in these courses since 2001 as seen in Table 6.

Table 5. Number of Graduate Courses offered per Year, AY 2001-2007

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>22</td>
<td>22</td>
<td>23</td>
<td>19</td>
<td>19</td>
<td>20</td>
<td>125</td>
</tr>
</tbody>
</table>

The number of course offerings has declined since the last program review. This is not surprising given that the overall number of students enrolled in the program has declined steadily since 2002.
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 5302</td>
<td>Bibliography &amp; Research</td>
<td>13</td>
<td>24</td>
<td>17</td>
<td>24</td>
<td>10</td>
<td>14</td>
<td>102</td>
</tr>
<tr>
<td>ENGL 5310</td>
<td>Lit Criticism &amp; Theory</td>
<td>17</td>
<td>18</td>
<td>17</td>
<td>24</td>
<td>15</td>
<td>16</td>
<td>107</td>
</tr>
<tr>
<td>ENGL 5340-49</td>
<td>Seminar: Literature</td>
<td>31</td>
<td>41</td>
<td>40</td>
<td>53</td>
<td>28</td>
<td>35</td>
<td>228</td>
</tr>
<tr>
<td>ENGL 5360-69</td>
<td>Seminar: Writing/Rhet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 5370</td>
<td>Seminar: Writing/Rhet</td>
<td>40</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>ENGL 5372</td>
<td>Comp Theory &amp; Pedagogy</td>
<td>14</td>
<td>23</td>
<td>17</td>
<td>18</td>
<td>16</td>
<td>17</td>
<td>1054</td>
</tr>
<tr>
<td>ENGL 5375</td>
<td>Creative Writing</td>
<td>14</td>
<td>18</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>62</td>
</tr>
<tr>
<td>ENGL 5376</td>
<td>Prof. Writing</td>
<td>20</td>
<td>20</td>
<td>18</td>
<td>51</td>
<td>40</td>
<td></td>
<td>149</td>
</tr>
<tr>
<td>ENGL 5380 and 5385</td>
<td>Seminar: Grammar/Ling</td>
<td>14</td>
<td>10</td>
<td>14</td>
<td>12</td>
<td>18</td>
<td>11</td>
<td>79</td>
</tr>
<tr>
<td>ENGL 5381</td>
<td>Introduction to Linguistics</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>7</td>
<td>71</td>
</tr>
<tr>
<td>ENGL 5390</td>
<td>Thesis</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>ENGL 5392</td>
<td>Practicum for Comp Instructs</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>6</td>
<td>8</td>
<td>52</td>
</tr>
<tr>
<td>ENGL 5395</td>
<td>Capstone</td>
<td>11</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>15</td>
<td>9</td>
<td>73</td>
</tr>
<tr>
<td>ENGL 5396</td>
<td>Independent Study</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>ENGL 5399</td>
<td>Workshop</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>175</td>
<td>239</td>
<td>246</td>
<td>252</td>
<td>233</td>
<td>213</td>
<td>1,358</td>
</tr>
</tbody>
</table>

Table 6 shows, predictably, that more hours are generated by the core courses. An exception is the Professional Writing course (ENGL 5376), which has been attracting students from outside the program, particularly in the 2005-2007 academic years. This is the result of the English faculty recruitment of students from other colleges, such as computer science majors in the College of Science and Technology.

To ensure that all courses have sufficient enrollment and to keep from over-extending faculty, the number of independent study hours has decreased. The 2001 External Program Review
pointed out that frequent independent study classes not only burden faculty but also risk short-changing students who are possibly not properly supervised and evaluated as a result of working with over-loaded faculty. In 2001, the program started to allow each student a maximum of 3 credit hours of independent study to count towards the degree. Our decrease in independent study hours is in sharp contrast to the number of hours generated between 1996-2000, when independent studies averaged approximately 57 student credit hours each year.

**Table 7. Full-Time (9 to 12 hours) vs. Part-Time (3-6 hours) Student Enrollment**

<table>
<thead>
<tr>
<th>Year (includes summers)</th>
<th># of Full-Time Students Enrolled</th>
<th># of Part-Time Students Enrolled</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>19</td>
<td>86</td>
<td>105</td>
</tr>
<tr>
<td>2002-2003</td>
<td>18</td>
<td>96</td>
<td>114</td>
</tr>
<tr>
<td>2003-2004</td>
<td>13</td>
<td>99</td>
<td>112</td>
</tr>
<tr>
<td>2004-2005</td>
<td>10</td>
<td>95</td>
<td>105</td>
</tr>
<tr>
<td>2005-2006</td>
<td>13</td>
<td>75</td>
<td>88</td>
</tr>
<tr>
<td>2006-2007</td>
<td>12</td>
<td>77</td>
<td>89</td>
</tr>
</tbody>
</table>

Table 7 complies each academic year of enrollment in the program in terms of full or part-time enrollment. For example, if one student enrolls part-time in the fall and spring semesters plus one summer session, she would be counted 3 times in the part-time column. If she enrolled part-time for 3 semesters and full-time for 1 semester, she would be counted 3 times in the part-time column, and once in the full-time column. The large number of part-time students over the academic year can partially be accounted for by our advising students to enroll for only six credit hours during their first semester since many are employed full-time, nine the second, and then take the Practicum during the summer session. This gives them the 18 hours required to teach in the First Year Writing Program.

In terms of Annual Student Credit Hours (SCH) (see Appendix 3), there was decline since the 2003 high of 627 SCH (594 SCH, 2004; 546 SCH, 2005; 462 SCH, 2006; 474 SCH, 2007). The program would like to see a stronger commitment to graduate recruitment by the University to reverse the decline, as was also suggested in the 2001 Program Review. We have examined enrollment trends and noted that fewer students from English Education programs (College of Education) enroll in
our courses. The graduate coordinator will meet with some of the graduate education professors next semester to see how we can encourage more education students to enroll in our courses.

We hope that if we secure our National Writing Project grant, we will attract more education graduate students and teachers from our surrounding area. We also have made a concerted effort to attract students from a variety of disciplines into our Professional Writing classes, so they can work on their larger writing projects (i.e. grants, theses, and dissertations). In spring 2007, we enrolled 20 students into this class. According to the M.A. ENGL Annual Enrollment by Course bar chart, Professional Writing has the highest enrollments for an elective class from 2004-2007. There are a number of our courses that may attract qualified students in other disciplines. We hope to increase our advertising of these courses in the future.

The program continues to examine its curriculum to attract highly qualified candidates, and in fall 2007 we began to offer three track options for students: Rhetoric and Composition, Literary Studies, and Borderland Studies (please see attachment on the M.A. Vision Plan for more details). The literature track brings a few minor changes to the program that we already have in place. Other than adding one literature course per year to the rotation, incorporating this new emphasis within the M.A. in English program initially will require no change to the existing curriculum, as many of our students now use their electives to achieve the equivalent of a literature emphasis within the current degree plans. By formally allowing such an emphasis, however, we will be able to recruit this interest group directly and meet their needs and interests more openly and effectively.

Students who choose the Borderland Studies track will study textual and cultural practices, literature, composition/rhetoric, professional writing, creative writing, and linguistics from the perspective of intercultural and interdisciplinary encounter. Situating these practices and disciplines within global/historical frameworks, the track will be designed to help students explore such issues as modernity, hybridity, globalization, ethnicity, multiculturality, and multilinguality. We hope this variety of choices will help increase our graduate student numbers, but we also are realistic that it will take time for this to happen.
Tables 8 and 9 show the gender and ethnicity of students awarded their degrees between 2001 and 2007. The department is committed to attracting a diverse student population to the program, although male students are greatly underrepresented.

Table 8. Degrees Awarded Annually by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>2002</td>
<td>2</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>2003</td>
<td>3</td>
<td>13</td>
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</tr>
<tr>
<td>2004</td>
<td>4</td>
<td>8</td>
<td>12</td>
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<tr>
<td>2005</td>
<td>3</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>2006</td>
<td>0</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>2007</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>64</td>
<td>81</td>
</tr>
</tbody>
</table>

Table 9. Degrees Awarded Annually by Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>International</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>8</td>
<td>0</td>
<td>4</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>2002</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>2003</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td></td>
<td>16</td>
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<tr>
<td>2004</td>
<td>8</td>
<td>0</td>
<td>4</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>2005</td>
<td>9</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>18</td>
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<tr>
<td>2006</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
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<tr>
<td>2007</td>
<td>5</td>
<td>0</td>
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<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>2</td>
<td>20</td>
<td>2</td>
<td>82</td>
</tr>
</tbody>
</table>
Advising

After students enter the degree program, they are assigned a mentor from the English graduate faculty. During the first semester, the student meets with her faculty mentor to develop a tentative degree plan to map out a sequence of courses to complete the program. Students are encouraged to consult with their mentor each semester to update the degree plan. This is particularly important as there are three tracks with four examination areas (Literary Studies includes American and British literature areas) and courses that support the specific track must be carefully chosen. Before applying for graduation, the student files an official degree plan and meets with the Senior Academic Advisor responsible for graduate students to certify the final degree plan. The degree plan, signed by the student and English graduate advisor, will become official when approved by the Dean.

Responses to the recent questionnaires sent by the program to students (please see Appendix 5 for first year and second year graduate survey results, Question 7) and alumni indicate an almost universal satisfaction with the quality of advising in the program. However, no consistent program evaluation has been done on advising until recently. An exit interview for all students was implemented beginning in spring 2001, conducted by a person or office outside the English department. During this interview, students completing or leaving the program have been asked questions concerning the quality of their graduate experience, including the advising process. Up until 2007, the exit interviews were conducted once a year in the spring. The exit interview is presently conducted every semester as a way to more closely monitor advising and other aspects of the graduate experience.

Description of Student-Faculty Interactions beyond the Classroom

Note: Please see Appendix 7 for more details on each of these sections. Although we’ve attempted to gather as much information as possible on student-faculty interactions through faculty and student input, we do realize that our information is not complete.
Collaborative Student-Faculty Scholarly Activities (conference presentations, conference organizers, publications, and grant writing)

One of the clear advantages for TAMU-CC M.A. graduate students is the willingness of faculty to invite students to collaborate with them on research projects. Students have presented with faculty at CCCC, NCTE, International Writing Centers Conference, National WAC Conference, and the Latina Letters Conference among others. Faculty have published articles and chapters with students. Two faculty have collaborated with students in writing grants, with one grant for over $18,000. In 2001, the faculty advisors and members of our chapter for Sigma Tau Delta helped organize the international conference in Corpus Christi. A number of students won top awards for their scholarship at this conference.

Mentorship of Student Scholarly, Teaching, and Service Activities

Many of our faculty have mentored graduate students in the areas of scholarship, teaching, and service. Faculty have helped students revise their class papers to present at local, state, and national conferences. Periodically, SAGES and Sigma Tau Delta have sponsored rehearsal conferences with faculty to prepare students for their future conferences. During the program review period, faculty facilitated workshops to prepare students for the job market, writing vitas, and applying for Ph.D. programs. The two First Year Writing Program directors during this review period have extensively mentored teaching assistants and seminar leaders through one-on-one interactions, and workshops with faculty and invited speakers. Faculty have mentored students in various community service endeavors sponsored by the department, such as University Author’s Day, Young Author’s Camp, and Reading Circles.

Speakers

Although the English Department has limited funding for speakers to enhance the graduate student experience beyond the classroom, we have succeeded in bringing to campus a number of prominent scholars and writers during the review time period. These speakers include the following:

Lester Faigley (Rhetorician), Chris Anson (Writing Programs), Barbara Johnstone (Linguistics), John Tagg (Teaching Development and Assessment), Rebecca Goosan, Victor Villanueva (Rhetorician), Michelle Hall Kells (Rhetorician), Naomi Shihab Nye (poet), Evelio Grillo (memoirist and Civil Rights
activist), Sarah Cortez (poet and essayist), Diane Gonzales Bertrand (young adult fiction writer), Pat Mora (young adult fiction writer, novelist, and poet), Bret Anthony Johnston (fiction writer), Benjamin Saenz (poet and novelist), Oscar de los Santos (short story writer), Emmy Perez (poet) and Denise Chavez (memoirist, poet, and novelist).

We have provided graduate students with opportunities to interact with these speakers in small settings and encouraged graduate students to share their research, writing, and teaching practices with them. Some students have presented conference papers based on these speakers’ research and writings. Students interested in creative writing have benefited from authors and poets who have generously taken the time to provide feedback to students’ creative writings. Bringing speakers to campus on a consistent basis is critical to our M.A. program; more funding would ensure that our students receive the external mentorship required for an advanced graduate academic experience (please see the institutional support section for more details on funding).

Research Assistants

The English Department faculty have secured funding for several Graduate Research Assistants during this review period (please see Appendix 6 for a listing of faculty and their research assistants) through faculty college and university research grants. Their work on CompPile, book projects, and editorial positions has provided students with valuable insight into the publishing and editing process.

Thesis Advising (see Faculty Profile section for specifics on faculty advisors, students, and theses titles)

Since 2001, we have had eight students who have completed a thesis. All of these students have entered Ph.D. programs. Two students are working on their theses at the present time with one student planning to attend a Ph.D. program in the Fall of ’08. One student who wrote her proposal in 2005 has recently indicated that she will not pursue the thesis option.
Comparison Institutions

Program Requirement Comparisons

The following table presents figures from the six comparison institutions showing their various English Master's degrees, with the number and type of hours designated, and whether an exit exam is required. These are the same institutions examined in the 2001 Program Review:

Table 10. Comparison of Curricular Requirements of 6 Institutions

<table>
<thead>
<tr>
<th>School</th>
<th>Type of M.A. degree</th>
<th># of hrs required</th>
<th># of Eng hrs</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAMU-CC</td>
<td>Comp/Rhet</td>
<td>36 (thesis &amp; non-thesis)</td>
<td>36</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Literary Studies started 2007</td>
<td>36 (thesis &amp; non-thesis)</td>
<td>36</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Borderland Studies, started 2007</td>
<td>36 (thesis &amp; non-thesis)</td>
<td>36</td>
<td>Yes</td>
</tr>
<tr>
<td>UNF</td>
<td>English (lit focus)</td>
<td>34 (non-thesis**)</td>
<td>33</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Creative Writing</td>
<td>37 (thesis*)</td>
<td>36</td>
<td>Yes</td>
</tr>
<tr>
<td>UTSA</td>
<td>English (lit focus)</td>
<td>36 (non-thesis)</td>
<td>33</td>
<td>Yes</td>
</tr>
<tr>
<td>UTPA</td>
<td>Lit &amp; Cult studies</td>
<td>30 (thesis)</td>
<td>27</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Lit &amp; Cult studies</td>
<td>36 (non-thesis)</td>
<td>33</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Rhet &amp; Comp</td>
<td>33 (thesis)</td>
<td>30</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>-Rhet &amp; Comp</td>
<td>36 (thesis)</td>
<td>33</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Creative Writing</td>
<td>42 (thesis)</td>
<td>36</td>
<td>No</td>
</tr>
<tr>
<td>ESL</td>
<td>36 (thesis)</td>
<td>30</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td>36 (non-thesis)</td>
<td>27</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>MAIS</td>
<td>36 (thesis)</td>
<td>18</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>TAMU-Commerce</td>
<td>English</td>
<td>30 (thesis)</td>
<td>18</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>36 (non-thesis)</td>
<td>24</td>
<td>Yes</td>
</tr>
<tr>
<td>WTAMU</td>
<td>English</td>
<td>30 (thesis)</td>
<td>24-30</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>36 (non-thesis)</td>
<td>30-36</td>
<td>No</td>
</tr>
<tr>
<td>WWU</td>
<td>English Studies*</td>
<td>45 (thesis**)</td>
<td>45</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>English Studies*</td>
<td>48 (non-thesis**)</td>
<td>48</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Creative Writing***</td>
<td>45 (thesis only**)</td>
<td>45</td>
<td>Yes</td>
</tr>
</tbody>
</table>

** one credit hour earned with examination  
* also requires reading knowledge of foreign language  
** quarter hours  
*** also requires reading knowledge of foreign language or 5 additional credits of graduate work in English
The establishment of a written examination for candidates entering in Fall 2001 brought the M.A. in English at this university in line with peer institutions, most of which call for such an examination as their exit requirement. The number of total hours required for the degree (36) coincides with other programs. What appears to be less uniform is the number of hours required in English. Several programs permit more variation (allowing for a limited number of graduate credits from disciplines such as Women's Studies or Communication). In 2007, our program started to allow students in the Borderlands option degree plan to use 6 hours from courses outside of English for electives (with approval).

As noted above, our program has made two major changes. The first was the 2001 implementation of a comprehensive exam. Second is the change in the program’s emphasis from Rhetoric and Composition starting Fall 2007. Previously all students were tested in this area on the comprehensive exam. Students also chose another area for the examination from the following: Text, Culture, and Community, American Literature, or British Literature. Starting Fall 2007, students choose from the following tracks, one as an area of emphasis in addition to one other: Rhetoric and Composition, Borderlands (replacing Text, Culture, and Community), and Literary Studies (choice of American Literature and/or British Literature). (See the Executive Overview and Appendix 8 for further details on these new tracks).

The changes to the program were implemented as a response to the needs and requests of our students and to complement recent undergraduate curriculum. The Literary Studies track was designed to recruit more secondary teachers into the program and to develop a pool of qualified teaching assistants to address staffing requirements for core literature offerings. The Borderlands Studies track was added to link the study of composition/rhetoric, professional writing, creative writing, linguistics, and literature. The program also hopes to increase the reputation of the program by attracting students from outside the region.

It appears that only one other university has made comprehensive changes to its program over the last six years. The University of Texas-El Paso added two new tracks in 2006: Rhetoric and Composition has three emphases, education, discourse and literacy studies, and professional writing; and Literature and Cultural Studies. In addition, the University of Texas-El Paso has added a new graduate Creative Writing program.
Institutional Support

Faculty members were asked to respond to a questionnaire in 2007 about their satisfaction with institutional support. The data below was taken from the nine responses received:

**Space: offices, classrooms, common areas.**

**Office space:** Faculty were satisfied with their personal office space; however, it was recommended that the chair have a larger office space, along with additional seating space, to handle small meetings “in camera.” Likewise, the department administrative assistant needs a much larger, secureable space in order to assure confidentiality of student and faculty records, as well as adequate storage and workspace. And lastly, the department needs more office space in Faculty Center; we now house a tenure-line faculty member in Bay Hall, which works against our commitment to departmental collegiality and open communication. If new faculty are added, we will not have office space for them.

**Classrooms:** Six of the nine respondents to this question were not satisfied with the graduate classrooms in Bay Hall. While the rooms are a nice size, there is too much furniture, and reconfiguring the desks into a conference room format—which is ideal for a graduate seminar—takes too much time.

**Equipment:** For the most part faculty are satisfied with equipment, and the university has responded positively to requests for upgrades. Seven of the eight respondents have received new computers and four have received printers and shredders; one faculty member received a camcorder, DVD burner, and digital audio recorder for programming needs. We do need, however, a color printer for student use. One faculty member claims that the audio-visual equipment is not reliable in Bay Hall classrooms. Plus the blinds do not block sufficient light, making it difficult to view films.

**Common areas for students:** Students need a common area in which to congregate outside the first-year writing space. This need was expressed in the 2001 review as a way to build
collegiality and a sense of unity among our students but, it has as yet, not been addressed. Students who do not teach in the first-year program also need mailboxes.

**Other concerns:** We may be approaching maximum use of computer classrooms across the university.

**Facilities and Resources**

**Library resources:** While three faculty members expressed satisfaction with the library resources, in particular the web-based research tools, on-line journals, and interlibrary loan service, others expressed dismay at the outdated and inadequate permanent collections that not only lack the works of contemporary authors, but also foundational secondary works in multiple research fields. One faculty member requested the on-line version of Early English Books (EEBO) for Renaissance scholarship and another the on-line version of the *London Times*—1830s to present. In summary, to have a quality graduate program, we need to “catch up” by increasing the budget to add current books and fill the major gaps in our fields of research.

In terms of budget allotment for new books, one faculty member expressed satisfaction, while the others were adamantly dissatisfied. To be effective teachers and to provide our students with an effective laboratory for producing scholarship, we need more money for buying books and scholarly-specialized research materials. The allotment only allows 8–10 new purchases each year. Also, some books may cost as much as $150, which significantly decreases the allotment. Given our new tracks in Borderland Studies and Literary Studies, we also need to increase our allotment to provide the necessary resources for this area.

Across the board, faculty praised the librarian support staff for their knowledge and support in all areas of research; in one case, a librarian tracked down research materials and trial databases that were crucial for a Civil War course.

Several faculty members expressed concern with the crackdown on copyright, which they believe is becoming a detriment to student learning. One professor writes, “One electronic
(readily accessible) copy for each student of chapters and articles should be possible/allowable in this computer age.”

**Program Funding:** The graduate program has received outside financial support from Title V, the Women’s Center, CMAR, and the Provost’s office. We have also received support from the Haas Foundation for the English Department.

While we have added substantially to our graduate student support since the last M.A. review, we still do not offer enough financial support to compete with other programs and entice promising students from outside the city. Our full-time students currently receive a little under $10,000 a year for teaching two freshman composition classes or two seminars each semester (seminar leaders make a few hundred dollars less than writing instructors); after paying tuition ($4K for 18 hours) they are left with $6,000 to subsidize their living expenses and pay for books. One suggestion is to offer incoming students a flat stipend attached to particular duties up front, which would guarantee a student a secure income rather than having to apply piecemeal—a scholarship, a grading position, a Writing Center associate position—each year. Not only is this time consuming and confusing for our students, but it creates financial insecurity, which can have an adverse affect on their successful completion of the program. We could streamline our application process, perhaps asking for more information in one common application, and “assigning” packages in a hierarchical order. For example, an incoming student is awarded a 10K stipend in exchange for taking 18 hours the first year and working as a seminar leader; second year students get the same amount and teach composition. We need to offer our students tuition remission so that their stipend can be used exclusively for living expenses and books.

**Program Enhancement:** We offer many enrichment opportunities for enhancing our program and helping students to professionalize (e.g., guest speakers and lectures; Author's Day readings; graduate seminars on resume writing; Ph.D. application, and job market preparation; and computer training through the university and the First-Year program). Faculty need to encourage students to attend and participate in these various functions.

Another faculty member advocates instituting a Lecture Series or Special Events—using the
Haas title—whereby scholars in the field of rhet/comp and literature/cultural studies visit our campus, give lectures, and meet with our grad students to talk about their research. “We need additional funding to bring scholars to speak, as well as role-model creative writers.” Some faculty have suggested that $5000 would enable us to start up the series, which we could then build upon by securing support from sources outside the university.

**Teaching Development:** Faculty participate routinely in departmental, college, and university teaching development activities. This includes events sponsored by the now defunct Center for Teaching Excellence, Faculty Teaching and Scholarly/Creative (FTSCA), media services, peer collaboration workshops, Committee for Assessment and Development of Teaching (CADTL), Faculty Renaissance Center workshops, outside speakers, and departmental teaching circles. One faculty member would like to see a fund implemented to augment or encourage participation in NEH summer seminars.

**Faculty Research Support:** While faculty research has been supported departmentally with Haas Fellowships and summer stipends, it is monies from outside the department that help us to fulfill our research objectives and keep up with our fields of specialty. Over the past 5 years faculty have received FTSCA grants, Committee for Enhancement of Scholarly Activity and Research (CESAR) research stipends, University Research Enhancement Grants, the Texas A&M System’s Regents’ Initiative and Academy for Excellence in Education grant, CADTL College awards, Collaborative Research Grants from the Academy for Educator Development, and over a 1,000,000 grant from the McNair Scholars Program (Department of Education). However, we still need more money at the university level to support our research needs and meet our scholarly objectives.

All nine respondents said they used their $800 travel monies every year and all nine agreed that it never was/is enough. As one faculty member writes, “[W]ith airfares skyrocketing and rates at conference hotels on the increase, the $800 isn’t enough to cover airfare and hotels at most important conferences in our discipline, much less the entire conference.” Six of the eleven faculty members who were employed during the entire review period presented at more than
eight different conferences each during this review period. Four have presented at thirteen or more conferences. Travel funding needs to be increased.

**Student Research Support:** Increasingly, our students present at national conferences outside of Texas. Our funding for student travel is quite limited, and we have had to frequently seek funding from outside our department. We have sought funding from the First-Year Writing Program funds, and the Provost’s Parents’ Excellence Account. Many of our students need to present at conferences to be competitive for certain Ph.D. programs or the job market. The graduate committee would ask that the funding from the First-Year Writing Program be increased by $100 from $300 to $400.
Appendix 1

David Goddard Mead
Professor of English
College of Arts and Humanities
Texas A&M University - Corpus Christi
Corpus Christi, Texas 78412
October 2007

Curriculum Vitae (Abbreviated)

Education:
Ph.D. University of Florida 1975
   Major: American Literature
   Minors: 19th and 20th C. British Literature
   Dissertation: E.E. Cummings: The Meaning of The Sonnets
   Director: Gordon Bigelow

M.A. University of Florida 1967
   Major: English
   Minor: History
   Thesis: Coleridge and the Augustans
   Director: W. Childers

B.A. Florida State University 1965
   Major: English
   Minor: History

Academic Appointments:

Professor CCSU 1990-
Associate Professor CCSU 1979-1990 (Tenured 1986)
Associate Professor Georgia College 1978-1979
Assistant Professor Georgia College 1971-1978
Tenure Received Georgia College 1976
Teaching Assistant University of Florida 1965-1971
Papers and Publications since 2005

2005


2006


Attended Conference of College Teachers of English, March 2-4, Corpus Christi, TX.

“Jack Vance’s Fictions of Post-War and Cold War,” paper presented at the 2006 Annual Meeting of the SFRA.

Presided over Annual Meeting of the Science Fiction Research Association

2007


*Conference Chair, Annual Meeting of the Science Fiction Research Association, July 5-7, 2007. Kansas City, MO.*


**Courses Taught at TAMU-CC through 2007:**

### Undergraduate

- English Poetry II
- American Poetry
- British Drama
- Science Fiction
- Masterpieces
- Introduction to English Studies
- Romantic Poetry
- American Drama
- Advanced Comp.
- Creative Writing
- Western World Lit I
- American Novel
- American Literature
- Technical Writing
- Modern Poetry
- Classical
- American Fiction

### Graduate

- Fitzgerald/Hemingway
- Melville, Hawthorne, Whitman
- Modern Poetry
- 20th C. British Novel
- Science Fiction
- Literary Criticism
- T.S. Eliot
- 20th C. American Novel
Modernist Poets 19th C. Literature and Landscape
18th Century English Literature

Other Professional and Service Activities since 2002:

Treasurer, Science Fiction Research Association, 2001-2004
President, Science Fiction Research Association, 2005-2006
Co-Chair, SFRA Annual Meeting, Las Vegas, NV – 2005
Sophomore Literature Discussion Circle participant - 2004

University and College Service

Member, University Faculty Appeals Committee 2002-2004
Member, Theater Search Committee (2 searches) Spring 2004
Member, Humanities and English FPAC, 2004-2005
Chair, Department of English, August 2005 - present

Professional Association and Memberships:

Science Fiction Research Association
VITA

Robb Jackson

College of Liberal Arts
Texas A&M University-Corpus Christi
Department of English, Unit 5813
Corpus Christi, Texas 78412-5813

E-mail: robb.jackson@tamucc.edu
Telephone: (361) 994-2464

Education

Ph.D. English, Bowling Green State University (BGSU), 1986
Specialization in Rhetoric and Composition

Dissertation: "Paradigms and Practice in Bible Translating:
A Computer-Assisted Rhetorical Analysis of Three Translations
of the Greek New Testament."

Secondary English Certification, State of Ohio

M.F.A. Creative Writing, emphasis in poetry, BGSU, 1976

B.A. Philosophy, BGSU, 1974
with minors in English and East Asian Studies

CAPF Currently an applicant for certification as a Certified Applied
Poetry Facilitator (formerly Certified Poetry Therapist) through the
National Federation for Biblio/Poetry Therapy. Kathleen A.
Adams, LPC, RPT, Mentor/Supervisor. Certification expected

Employment History

1999- Present Professor of English,
Texas A&M University-Corpus Christi

1993-May 1999 Freshman Writing Coordinator
Texas A&M University-Corpus Christi

1993-1999 Associate Professor of English,
Texas A&M University-Corpus Christi

1988-1993 Assistant Professor of English,
Corpus Christi State University

1990-1991 Visiting Assistant Professor of English,
Texas A & I University
(to teach graduate rhetoric/composition courses).
1983-1988 Assistant Director, General Studies Writing Program (GSW), Bowling Green State University (BGSU)

Summer 1986, 1987 Acting Director of GSW, Summer Freshman Program, BGSU

1984, 1985 Coordinator of English Placement Testing for Incoming Freshmen, BGSU

1980-1982 Assistant to the Director, General Studies Writing Program, BGSU

1982-1983 Substitute Teacher (Secondary), Putnam County Schools, Ohio

1982-1983 Adjunct Instructor, Intensive English Language Institute at Findlay College, Findlay, Ohio.

Awards/Recognition

Texas Conference of College Teachers of English (CCTE) Creative Writing Award for Poetry, March 2006.

Distinguished Faculty Achievement Award, Texas A&M-Corpus Christi Alumni Association, 2005.

Texas A&M University Excellence in Teaching Award, 2005.

College of Arts & Humanities Excellence in Teaching Award, 2005.

Volunteer of the Year, Boys and Girls Club of Corpus Christi, Greenwood Branch, 1999.


Publications

Music
Books (Poetry)


Poetry


"I Know that This Will Do for Me," in *Blue Violin*, January 1996.

Poems have appeared in *Fell Swoop* (3 & 6); *Light from the East, An Anthology of Asian Literature: China, Japan, Korea, Vietnam, & India* (Dell), 1978.

Co-founder and editor of O² Press, which has published 11 chapbooks (1979-)

**Poetry Readings**

Waves of Welcome Poetry Reading, October 19, 2005.

Eleventh Annual Women’s History Month Open Mic Reading, March 7, 2005.

Ninth Annual Women’s History Month Open Mic Reading, March 31, 2003.


“Voices of South Texas,” Third Annual Chicano/a Student Poetry Reading, TAMU-CC, May 1, 2002.

Eighth Annual Women’s History Month Open Mic Reading, March 11, 2002.

**Works in Consideration for Publication**


**Book Chapter**


**Journal Articles**


**Book Review**
National Park Service Documents


Miscellaneous

"To the Writer Using This Reader," a preface for the second printing of our Freshman Writing Program readers (which I coordinated), 1997.

A bibliographer for the MLA International Bibliography, 1980.

Professional Presentations


Charlotte, North Carolina.

Corpus Christi, Texas. 7-9 January 1999.


Invited participation, "Do Writing Programs Have a Future?" Texas Association of Writing Programs, Texas Conference of College Teachers of English, Beaumont, Texas, 9 March 1996.


Invited to present, "Creating Classroom Communities: An Undergraduate Comp Theory Course for Preservice Teachers," National Council of Teachers of English, November 1995, San Diego, California. [I didn’t actually make it here because of my emergency surgery, but the panel we proposed went on without me.]


Presented "A Right’ of Passage: Writing-to-Learn and the Non-Traditional


Presented "Integrating Writing into the Teaching of Literature," NEH Writing Across the Curriculum Workshop, BGSU, 1986.


**University Teaching**

- Studies in Poetry and Poetics
- Bible as Literature
- Professional Ethics (Humanities breakout sessions)
- Western Literature, Ancient–Renaissance
- Technical and Report Writing
- History of the English Language; Grammar
- Current Approaches to the Teaching of Composition and Literature
- Freshman English (Introductory Writing; Varieties of Writing)
- Developmental Writing
- Honors Freshman English
- Intermediate Writing
- Advanced Writing
- General Education Literature Courses (including Honors)
- Creative Writing (including Honors' courses and workshops, undergraduate and graduate)
- General Humanities Courses (including Cluster College)
- Freshman Seminars
- Continuing Education Courses (both credit and non-credit)
- ESL Composition and Writing Workshops
- Directed Teaching of Writing (graduate)
- Composition Instructors Workshop (graduate)
- Teaching College Freshman (graduate)
- Writing Lab Practicum (graduate and undergraduate)
Composition Instructors Workshop (graduate)
Rhetoric/Composition Seminars (graduate)
Composition Theory Topics Courses (graduate)

Curriculum Development

At TAMU-CC
Co-created Minor in Creative Writing, 2002, including three new courses.

Co-created General Studies Literature Program proposal, 2002.

Participant, Computers in Writing-Intensive Classrooms Summer Institute, Humanities Department, Michigan Technological University, Houghton, Michigan, 14-25 June 1999.

TAMU-CC Participant, Learning Communities Institute, National Learning Communities Dissemination Project (FIPSE funded), Washington Center for Improving the Quality of Undergraduate Education. 1997-1998.

Team Member, Development of Philosophy 3340, "Professional Ethics." 1995-1996.

Co-created ISDY 5350, "Teaching College Freshmen." Required of all new TA's teaching English and/or Freshman Seminars, 1994.

Created English 5301, Composition Instructors Workshop, 1994. Required of all new TA’s teaching FWP courses.

Created English 102, UCP 101ZZ, UCP 102ZZ, 1994-1995.

Created English 5301, Children Authors Camp Practicum, 1995. A practicum for graduate students who assist in the annual TAMUCC Authors Camp.

Consultant in redesigning the undergraduate English curriculum, 1992-93.

Consultant in developing the MA in English, Composition Studies, 1992-93.


Faculty Core Curriculum Committee:
Freshman Seminar, Teaching Center, Alternate Freshman Experience,
Fall 94 Triad, Spring 95 Subcommittees.

Consultant in redesigning the undergraduate English curriculum, 1992-93.

Consultant in developing the MA in English, Composition Studies, 1992-93.

CCSU Team Member, Lilly Endowment 1990 Workshop on the Liberal Arts.

Development of a wide variety of undergraduate and graduate writing and composition theory courses

At BGSU
Arts & Sciences 200, "Great Ideas" (team-taught).

Honors English 470 & Honors 400, "Using Poetics in Writing Poetry and Fiction" (team-taught).

Honors English 200, "The Individual in Literature."

Honors C300, "Socio-Cultural Approaches to Literature."

English S112, an advanced placement composition course.

English Honors 112, "Technology and Its Impact on Culture" and "Writers and Social Change: the Beatniks."

English 1105, an experimental course for severely dysfunctional developmental writers.

Member of Ad-hoc Graduate Exam Evaluation Committee.

Yearly curriculum evaluation and revision of English 110, 111, 112 (with Director of GSW).

Yearly curriculum evaluation and revision of English 591, Composition Instructors Workshop (with Director of GSW).


Community Service

Annual Authors Camp

Director, Annual TAMU-CC Authors Camp for Intermediate Students (for children entering fourth and fifth grades), with concurrent practicum for graduate students, 1989-99.

Mental Health & Corrections

Facilitator, Poetry Therapy and Journaling Groups. Nueces County Substance Abuse Treatment Facility. Nueces County Jail Annex. Corpus Christi, Texas, April 2006-present (four groups weekly, on-going).

Guest Speaker, "Techniques of Therapeutic Journaling," Coastal Bend
Association Marriage & Family Therapy (CBMFT), Corpus Christi, Texas, May 10, 2006.


Writing Consultant & Teacher, Family Life Center, Haas Middle School, Corpus Christi, Texas. Spring Semester 2005. Conducted weekly creative writing/journaling sessions for selected at-risk students.

Teacher, creative writing & journaling sessions, Bokenkamp Children’s Therapeutic Center, Corpus Christi, Texas. Conducted weekly creative writing/journaling sessions for selected at-risk residents, 1996-2004.

Writing Consultant and Teacher, Creative Writing Workshop (for teens), Nueces County Juvenile Justice Alternative Education Program, 2001.

Spiritual Care Consultant, Bokenkamp Children’s Therapeutic Center, Corpus Christi, Texas. Conducted weekly spiritual care sessions with selected residents, 2000-2001.

Writing Consultant and Teacher, “Literature and Creative Writing” groups, Nueces County Substance Abuse Treatment Facility, Nueces County Jail Annex, Corpus Christi, Texas, 1999-2000.


Staff Member, Genesis Women’s Program, Bayview Hospital, Corpus Christi, Texas. Conduct weekly writing workshops, 1995-1996 (when the program was terminated).

Writing Consultant & Teacher, Nueces County Juvenile Detention Center, January-May, 1996.

Staff Member, Sedona Women’s Program, Charter Hospital, Corpus Christi, Texas, 1994-1995.

Writing Consultant, Charter Hospital, Corpus Christi, Texas. Conducted weekly writing sessions in group therapy in the addictive disease unit, 1992-1995.

Lecture and workshop, “Introduction to Journaling,” New Hearts Club (for people who have received or will receive heart transplants), Spohn Hospital, 2 June 1998.

Lecture and workshop, “Using Journaling to Take Care of the Care-Giver,”
Inservice for Staff, Spohn Hospice, Corpus Christi, Texas, 12 February 1998.


Presentation & Workshop, “The Uses of Journaling and Creative Writing in Clinical Practice,” Corpus Christi Marriage and Family Therapists, First Baptist Church, 18 October 1996.


Presented journaling workshop at staff retreat, Sedona Women’s Program, 8 January 1995.

Presented workshop for staff, “Journaling Activities,” Family Counseling Service, Corpus Christi, Texas, 9 November 1994,


Local Schools
Co-founder, South Texas Writing Project, active 1989-92.


Consultant & Curriculum Development, Flour Bluff Junior High, three classes, 8th grade Reading classes, one 7th grade English class. Flour Bluff ISD, Corpus Christi, Texas, Fall Semester 2003.


Poet in the Schools, Flour Bluff Junior High, 8th grade Special Education Language Arts classes, Flour Bluff ISD, Corpus Christi, Texas, 1997-2000, 2004.

Consultant & Presenter, Writing Camp for Third and Fourth Grade ACE Students, Carroll Lane Elementary School, Corpus Christi, Texas, April/May 1998.

Conducted creative writing workshops, Conoly Alternative School, Beeville, Texas, 6 March 1998. (With students in grades 6-12.)

Writing Consultant, Miller High School, Corpus Christi, Texas. Fall 1997. (I was invited to work with a group of four volunteer teachers who wanted to incorporate journaling and creative writing in their 9th and 10th grade classrooms. I worked in the school one day per week from September through November.)

Conducted creative writing workshops, Conoly Alternative School, Beeville, Texas, 24 October 1997. (With students in grades 6-12.)

Presented Lecture/Workshop (paid), “Reading and Writing with Students from Poverty,” Education Service Center, Region II. Corpus Christi, Texas, 15 October 1997. (A professional development session for K-12 classroom teachers.

Co-conducted creative writing workshops, Refugio Middle School, Refugio, Texas, 2 May 1997. (With Geoff Lumb, 4th grade classes.)

Conducted creative writing workshops, Robstown High School, Robstown, Texas, 18 April 1997. (With 11th grade classes.)

Conducted creative writing workshops, Conoly Alternative School, Beeville, Texas, 11 April 1997. (With students in grades 6-12.)

Conducted creative writing workshops, West Oso Junior High School, Corpus Christi, Texas, 21 February 1997. (With 8th grade classes.)

Conducted creative writing workshops, Robstown High School, Robstown, Texas, 14 February 1997. (With 9th grade classes.)

Conducted creative writing workshops, Flour Bluff Junior High, Corpus Christi, Texas, 7 February 1997. (With 8th grade classes.)
Writing Consultant & Instructor, Wynn Seale Middle School, for Special Needs 8th Grade Students, January- May, 1996. (A writing project with TAMU-CC graduate students which eventuated in the publication of a book of stories and poems written by these at risk students.)


Poet in the Schools, Flour Bluff Junior High, Grade 8. Corpus Christi, Texas, 12 April 1996.

Poet in the Schools, "Authors Day Program," Galvan Elementary School, Grades 3-6. Corpus Christi, Texas, 4 April 1996.

Poet in the Schools, Driscoll Middle School, Grade 6. Corpus Christi, Texas, 6 February 1996.

Poet in the Schools, Driscoll Middle School, Grades 6-8, 27 October 1995.

Writing workshop, Summer Youth Program (dropout prevention for 5th-8th grade minority students), Driscoll Middle School, 12 June 1995.

Poet in the Schools, St. James Episcopal School, 7th grade, Corpus Christi, Texas, 13 April 1995.

Poet in the Schools, Flour Bluff Intermediate School, Corpus Christi, Texas, 6th grade English classes, 2 March 1995.

Poet in the Schools, Driscoll Middle School, Corpus Christi, Texas, 9 February, 9 March 1995.

Poet in the Schools, Flour Bluff Junior High, two classes, 8th grade Reading Improvement classes (high risk students), Flour Bluff ISD, Corpus Christi, Texas, Spring Semester 1995.

Judge of writing, Texas Academic Decathlon State Meeting, Sinton, Texas, Spring 1994.


Writing Consultant, 7th grade English, Martin Middle School, Corpus Christi, Texas, September-December, 1993.

Poet in the Schools, 7th & 8th grade classes, West Oso Junior High School, Corpus Christi, Texas, 4 October 1992.


Poet in the Schools, 4th-11th grade classes, Pettus High School, Pettus, Texas, Spring and Fall, 1991-94.

Consultant, West Oso ISD Summer Writing Camp, Corpus Christi, Texas, 7, 8, 15 July 1992.

"Motivating Student Writing, Grades 7-12," an inservice workshop for Grades 7-12 English/Language Arts Teachers. Gregory-Portland ISD, 24 September 1990.


"Enhancing Creativity in Gifted & Talented Students, Grades 6-12," a workshop conducted at the Education Service Center, Region I, in Edinburg, Texas, 1 February 1991.


"Releasing Writing Creativity in Gifted Students, K-8," ESC-III, Victoria, Texas, 10 February 1990.

Writing Consultant, Flour Bluff ISD Special Education Program, 25 January; 1, 15 February; 1, 29 March; 3 May 1990.


Poet in the Schools, 10th grade classes, A. C. Jones High School, Beeville, Texas, 4 May 1990.
Conducted "Horizons Authors Camp," for GT students, Grades 5, 6, 7, R. A. Hall Elementary School, Beeville, Texas, 3 August 1990.

"Designing Independent Studies for GT Students, Grades 7-12," ESC-III, Victoria, Texas, 10 August 1990.

"Enhancing Creativity in Gifted & Talented Students, Grades 6-12," a workshop conducted at the Education Service Center, Region I, in Edinburg, Texas, 9 November 1990.


Writing Across the Curriculum Awareness Sessions, ESC-II, 4, 7 August 1989.

Participant in BGSU/Hancock and Wood Counties Early English Composition Assessment Program, 1983-85 and 1985-87 studies.

Community
Directed Creative Writing Club (for 7-12 year olds), Boys and Girls Club of Corpus Christi, Greenwood Branch, Fall 1998, Spring 1999, Fall 1999.
Directed Summer Authors Camp (for 10-12 year olds), Boys and Girls Club of Corpus Christi, Greenwood Branch, June-August 1998.

Writing Consultant, Padre Island National Seashore, Corpus Christi, Texas (includes "Nature Writing" sessions for Junior Ranger Program (for children 5-13), editing & writing for visitor newspaper, creation of site brochures), 1992-1997.


Judge of Poetry categories, Byliner's 1994 and 1995 Texas-Wide Writers Contest.

National Executive Housekeepers Association Certification Program Written Communication courses.

Atlas Crankshaft Corporation (AVTEC) writing improvement courses, Fostoria, Ohio.

Evaluator of BGSU's Honors Program placement exams.

CETA training programs for writing improvement.
Tutor/Consultant, Ohio Bureau of Vocational Rehabilitation.

**Selected University Service**

College: Member, Undergraduate Studies, 1988-92, 2003-04.  
Chair, Undergraduate Studies, 1990-92  
Faculty Personnel Advisory Committee (elected), 1993-97, 2001-06.  
Job Search Committees  

University: Member, American Democracy Project Working Group, 2003.  
Member, University Core Curriculum Committee (UCCP), 1991-97.  
Member, UCCP Teaching Assistant Selection Committee, 1994-99.  
Member, UCCP Professional Ethics Course Committee, 1995-96.  
Member, Title III/FIPSE Grant (National Learning Committees Dissemination Project) Team curriculum, 1997-99.  
Member, NEH Texas Seminar on the Core Curriculum, 1993-95.

Department: Co-Chair, English Curriculum Committee, 1996.  
English Capstone Evaluation Committee.  
Many job search committees, 1989-.
VITAE

Catherine Irene Cox
Professor of English
Texas A&M University-Corpus Christi

DEGREES

University of Florida, Ph.D. (English), Spring 1985 Specialization: Renaissance Literature
University of Alabama, M.A. (English), 1975
University of Alabama, B.S. (major: English; minor: Speech), 1972

GRADUATE COURSES IN RENAISSANCE

Shakespeare, the Comedies
Shakespeare, the Tragedies
Shakespeare on Film
Sixteenth Century Poetry
Seventeenth Century Poetry
Milton

DISSERTATION

"The Antic Death: Restoration and Shakespeare's Tragic-Comic Synthesis" (includes detailed discussions of 1 Henry IV, Much Ado About Nothing, All's Well That Ends Well, Measure for Measure, Antony and Cleopatra, Hamlet, and The Tempest)

TEACHING EXPERIENCE

Texas A&M University-Corpus Christi (Professor, Fall 1999, Associate Professor, Fall 1993, Assistant Professor, Fall 1989).
Greensboro College (Assistant Professor), Fall 1986 to Spring 1989.
University of Florida (Lecturer), Summer 1985 to Spring 1986.
University of Florida (Teaching Assistant), Spring 1984 to Spring 1985.
Valencia Community College (Adjunct Faculty), Fall 1976 to Fall 1977.
Lyman High School (Instructor), Fall 1973 to Winter 1976.
Internship: Tuscaloosa High School, 12th Grade Composition, Fall 1971.

ADMINISTRATIVE EXPERIENCE
Associate Dean, College of Arts and Humanities, Texas A&M University-Corpus Christi, Oversight of College issues regarding Technology; Teacher Education; Graduate Programs; and the A&H Academic Advising Center, special assignments as given by the Dean, Fall 2003 to Summer 2005. (1/2 time appointment).

Interim Dean, College of Arts and Humanities, Texas A&M University-Corpus Christi, approx. 10 days during the summer of 2004.

Assistant Dean, College of Arts and Humanities (duties described above under Assoc. Dean, also included coordinating the MAIS program Fall 2001-Summer 2002 and chairing the MAIS Program Review Committee (2001-2002); A&M-CC, Fall 2001 to Fall 2003. (1/2 time appointment).


COURSES TAUGHT

University:
Shakespeare: Texts and Contexts, Shakespeare, Literature of the English Renaissance, British Drama, British Novel, Writing about Literature, British Poetry to 1660, Advanced Argumentative Writing, Advanced Expository Writing, American Literature, The Short Story, Literature of the Western World to the Renaissance, Shakespeare on Film (graduate), Shakespeare's Tragedies (graduate), Shakespeare's Comedies (graduate), Milton (graduate), The American Short Story (graduate), Renaissance Poetry (graduate)

Liberal Arts College:
Shakespeare, Milton, Chaucer, World Literature I and II, Essays and Belles Lettres, Freshman Composition I and II, Modern Poetry, Materials and Methods for Teaching English

Community College:
Composition I and II, Fundamentals of Writing I and II (writing lab), Technical Writing

High School:
Shakespeare, Mythology, Modern American Writers, Vocabulary Development, Science Fiction, Mystery Writers, Contemporary Voices, Grammar, Poetry

PROFESSIONAL AND SCHOLARLY ORGANIZATIONS

Sixteenth Century Studies Conference
PROFESSIONAL HONORS AND AWARDS

College of Liberal Arts Faculty Research Enhancement Grant for study at the Folger Shakespeare Library, Summer 2007, “The Plague in Early Modern English Literature,”

College of Arts and Humanities Outstanding Service Award, also College nominee for the University Award for Outstanding Service, Feb. 2005.

College of Arts & Humanities Faculty Research Enhancement Grant for Summer 2005, “The Plague in Early Modern English Literature,” A&M University-Corpus Christi.


Mellon Fellowship to work at the Huntington Library (San Marino, California) on the manuscript “Shakespeare’s Antic Death,” May - June, 1991.


Participant in the Arizona Milton Institute, Summer 1988, sponsored by the National Endowment of the Humanities.

Faculty Development Grant for the Study of Chaucer, Summer 1987, funded by the Royce and Jane Reynolds Endowment.

Teaching Assistantship at the University of Florida, Spring 1984 to Spring 1985.

Chi Delta Phi, senior English Education Honor Society, University of Alabama, 1972.

Dean's List, University of Alabama, Spring 1970-71, Fall 1971-72.

ARTICLES

“Lord Have Mercy Upon Us’: The King, the Pestilence, and Shakespeare's Measure for Measure,”  

“Voices of Prophecy and Prayer in Thomas Nashe’s Christ’s Tears Over Jerusalem,”  

“The General, the Actor, and Shakespeare's Hamlet,” Gateway Heritage (publication of the  
Missouri Historical Society), (Summer 1998), 46-51.


“‘The Garden Within’: Milton's Ludlow Masque and the Tradition of Canticles,” Milton Studies,  


BOOK REVIEWS

The Augustinian Epic: Petrarch to Milton, by J. Christopher Warner. Sixteenth Century Journal,
38.2 (Summer 2007): 594-96.

Shakespeare in Print: a History and Chronology of Shakespeare Publishing, by Andrew Murphy.  
Sixteenth Century Journal, 36. 2 (Summer 2005): 508-09.

The Cambridge Companion to Spenser, by Andrew Hadfield, ed.  
Sixteenth Century Journal, 33. 4  

The Making of Jacobean Culture, by Curtis Perry.  

The Black Death and the Transformation of the West, by David Herlihy.  

Playwrights and Plagiarists in Early Modern England: Gender, Authorship, Literary Property, by  
Laura J. Rosenthal.  

Refashioning “Knights and Ladies Gentle Deeds”: The Intertextuality of Spenser’s Faerie Queene and Malory’s Morte Darthur, by Paul R. Rovang.  

CONFERENCE PAPERS


“Dialogue and the Performance of Pestilence: ‘A Meeting of Gallants at an Ordinarie’,”
Southeastern Renaissance Conference, University of South Carolina at Beaufort, April 2003.


"'Lord Have Mercy on Us': The King, the Pestilence, and Shakespeare's Measure for Measure,” Southeastern Renaissance Conference, North Carolina State University, Raleigh, Spring 1994.

“A Garden Inclosed' Milton's Ludlow Masque” presented at the Southeastern Renaissance Conference,
Old Dominion College, Norfolk, Virginia, April 5-6, 1991.


WORK IN PROCESS

Revising article manuscripts for publication:

“Tribulation and the Rebirth of Zeal in Donne’s ‘The First Sermon After Our Dispersion by the Sickness.”


SERVICE TO THE PROFESSION
Article manuscript review, “Dread, Technology and Eve’s Fall in Paradise Lost” for Explorations in Renaissance Culture, Summer 2007.

Session Chair, Shakespeare I: “Romeo and Juliet, King Lear, and Coriolanus,” Exploring the Renaissance: An International Conference, Houston Texas, March 9-11, 2006

Chair, Scholarship and Awards Committee, Sigma Tau Delta International, 2001-2002.

Southwestern Regent and Board Member, Sigma Tau Delta International, Spring 2000-Spring 2002.


Convention Committee (oversaw many local arrangements, including media logistics), Sigma Tau Delta International, Spring 2000-Spring 2001.

Chair, Creative Writing Session: Poetry, Sigma Tau Delta International Convention, Corpus Christi, Texas, March 2001.


Chair, “Paradise Regained,” First Southeastern Conference on John Milton, Middle Tennessee State University, Murfreesboro, Tennessee, October 24-26, 1991.
COLLEGE SERVICE

Chair, FPAC- Departments of English and Humanities, 2007-08.

Member, FPAC-Departments of English and Humanities, 2005-06.


Thesis Committee for Verity McInnis, MA in History Program, Fall 2004 – present.

Chair, Search Committee for the position of Associate Dean to help the Dean develop the new School of the Arts and Communication, Fall 2004 – Spring 2005.

Chair, Search Committee for Administrative Assistant for the Associate Deans of the College of A&H, Fall 2004-Spring 2005.

English Graduate Committee, Fall 2004 – present.

Master of Arts in Interdisciplinary Studies (MAIS) Committee, Fall 2002 – present.


Co-chair, Haas Writing Awards Committee, Spring 2004.

Chair, Search Committee for a ½ time Senior Secretary to be shared by English and the Dean’s Office, Fall 2003.

Chair, Search Committee for a Senior Secretary in Dean’s Office, Fall 2003.

Chair, Search Committee for two Academic Advisors, Spring and Fall 2002.

Chair, MAIS Program Review Committee, 2001-2002.

Search Committee for Senior Secretary in College of A&H Dean’s Office, May 2001.

Chair, Classroom Assignment Committee, A&M-Corpus Christi, Spring 2001 to Present.


Academic Council (formerly, Expanded Provost’s Council), 2000-present.


Graduate Council, helped to draft “Designation to Graduate Faculty” rule, 2000-2001.

Search Committee for Senior Secretary in Dean’s Office, Fall 2000 and Fall 2001.

Chair, A&H Computer Committee, 2000-present.

Search Committee for Executive Secretary to the Dean, Summer 2000.

Search Committee for Business Coordinator, College of Arts and Humanities, Summer 2000.

English Planning Committee (ad hoc committee to plan for future faculty positions in English) Spring 2000-Summer 2000.

Search Committee for English one-year appointments, Spring 2000.

Second Annual ExCET Preparation Conference, Southwest Texas State University, February 5, 2000.


English ExCET Workshop Team, 1998-Present


English SACS Assessment Committee, Fall 1998.

Advisory Board, Center for Professional Development of Teachers, Spring 1998 to present.

Chair, Department of Humanities Faculty Personnel Committee, 1997-98, 1999-2000.

Chair, English Graduate Committee, Fall 1997-Spring 1998.

Search Committee for generalist in English with expertise in Post-Restoration British Literature, 1997.


Appointed by the Dean to investigate the possibilities of a Ph.D. program in English in conjunction with Texas A&M University. (Visited the Assoc. Dean of Liberal Arts, the Chair of
English, and the Coordinator of Graduate English at College Station and coordinated an English Retreat to discuss options with our English faculty as part of this assignment.)

Divisional Faculty Personnel Advisory Committee (DFPAC), 1994-1998.


Co-wrote and presented proposals for core courses in Literature, Spring 1993.


Attended MLA Convention in New York City to interview candidates, December 1992.

Ad hoc Committee on FPAC Issues, CCSU, 1992.

Literary Consultant for the University production of Macbeth, 1991.

Drafted proposal for Masters of Arts in English program, 1991, awarded Academic Program Development Planning Grant.


Search Committee for temporary position in English, 1990.

Undergraduate Studies Committee, CCSU, 1989-1990.

UNIVERSITY SERVICE

Provost’s Council, Fall 2001-Summer 2005.

Advisory Committee for FIPSE Grant on Assessment at Provost’s Request, April 2001.


University SACS Committee on Organization and Administration, ex-officio, Fall 1998-2000.

University Committee on Faculty Organized Research, 1996-97.

Chair, Faculty Senate Ad Hoc Committee on Faculty Workload, 1994-1995.

Attended Leadership Kennesaw State at the request of Vice President for Academic Affairs, Georgia, October 11-12, 1993.


Faculty Affairs Committee of the Faculty Senate, A&M-Corpus Christi, 1993-94.


COMMUNITY SERVICE


Judge, Small Schools Academic Competition, Texas A&M University-Corpus Christi, Spring 2001 and Spring 2002.


Nominee for 1996 Y Women in Careers Award in Higher Education, Sponsored by the YWCA, Spring 1996.

Address for Ne Plus Ultra, “Milton’s Paradise Lost and the Pictorial Tradition,” Spring 1996. (Students Carol DeRuiter and Jamie Tuggle helped in the presentation.)

Presentation on Plagiarism, Advanced Placement Summer Institute, Education Service Center, Region 2, Corpus Christi, July 10, 2002.

Judged speech competition for Business Professionals of America Regional Contest, Carroll High School, February 9, 1991.


SERVICE AT GREENSBORO COLLEGE

Committee on Instruction and Curriculum, Greensboro College, 1988-1989.


Committee on Research and Professional Meetings, Greensboro College, 1988.

Honors Program Task Force (responsible for redesigning the Honors Program), GC, 1986.


Secretary of the Greensboro College Faculty, 1987.


Educational Enrichment Committee (Responsible for Organizing the Sesquicentennial Events), GC, 1987.

Planning Committee for the 1987 Conference of the Philological Association for the Carolinas.


Coordinator of the Advisory Committee to the English Certification Program, (Committee Composed of High School English Teachers and Greensboro College English Faculty).

Search Committee for Writing Chair, GC, 1990.

Participant in Workshop on Writing across the Curriculum (Toby Fulwiler, director), June 1986.
Vanessa Furse Jackson

College of Liberal Arts
Texas A&M University-Corpus Christi
6300 Ocean Drive
E-mail: vanessa.jackson@tamucc.edu
Corpus Christi, Texas 78412

Phone: (361)825-5858
Fax: (361)825-5844

Education

Ph.D. in English, Bowling Green State University (BGSU), 1990.

M.F.A. in Creative Writing, BGSU, 1986.

B.A. (Honors), 1st Class, in Related Arts, West Sussex Institute of Higher Education,

Diploma in Acting from the 3-Year Acting Course at the Central School of Speech and


Appointments

Professor of English, Texas A&M University-Corpus Christi, 2001-present.
Associate Professor of English, Texas A&M University-Corpus Christi, 1996-2001.
Assistant Professor of English, Texas A&M University-Corpus Christi, 1993-96.
Instructor (tenure-track), Del Mar College, Corpus Christi, 1990-93.
Adjunct Instructor of English, Del Mar College, Corpus Christi, 1988-90.
Teaching Fellow, BGSU, 1986-88.
Graduate Assistant, BGSU, 1984-86.

Awards/Honors

University Award for Excellence in Scholarly/Creative Achievement, 2005.
College Award for Excellence in Scholarly/Creative Activity, 2005.
Award for Outstanding Advisement, College of Arts & Humanities, TAMU-CC, 2001.
Award for Outstanding Service, College of Arts & Humanities, TAMU-CC, 2000.
Voted Favorite Professor of the Year, TAMU-CC, 1993-94.
The Devine Fellowship Award for Poetry, BGSU, 1985 and 1986.

Scholarly/Creative Activity

Books


Articles/Essays


Short Stories


Poems


Book Review

Misc.

Work Submitted
Crane Creek/Two Voices. A book of poems with Robb Jackson.
Award for novels.
_Naming the Birds_. A novel.

**Works in Progress**

_Felix_. A novel.

**Conference Presentation**


**Curriculum Development** *(At TAMU-CC)*

**Undergraduate:**

- British Poetry, 1660-1900.
- British Literature of the 19th & 20th Centuries.
- The Short Story.
- Shakespeare.
- Readings in British Romanticism.
- Readings in Victorian Prose & Poetry.
- Western Literature II, Renaissance to Contemporary.
- Basic Writing.
- Freshman Composition I.
- Strategies & Genres of Advanced Writing.
- Techniques of Creative Writing.
- Creative Writing Workshop I.
- Creative Writing Workshop II.
- Writing about Literature

**Graduate:**

- Bibliography & Research Methods.
- British Romantic Poets.
- British Poetry of the Transition Era.
- Creative Writing Workshop.
- Academic Writing & Publication.

*(At Del Mar College)*

- Freshman Composition 1 & 2.
- Honors Freshman Composition 1 & 2.
- Developmental Writing.
- Readings in British Literature.

*(At BGSU)*

- Developmental Writing.
- Introductory Writing.
- Varieties of Writing.
- Intermediate Writing.
- Creative Writing.
- Honors 19th & 20th Century Poetics.

**Committees/Service at TAMU-CC**
(At TAMU-CC)
Undergraduate Program, 2004-present.
Writing Minor, 2003-present.

2000.


Coordinator, English
Coordinator, Creative

Editor, SACS Self-Study, 1998-

Coordinator, English Graduate

Committee Chair:
Dept. of English/Dept. of Humanities Faculty Personnel Advisory Committee,
English 1-year job search committee, 1996.
Four MA thesis committees (Murden, Kearney, Brinegar, Morrow), 1994,
Four MAIS committees (Rowley, Paris, Vogler, Dee), 1996, 1997,

Committee Member:
History Job Search Committee, 2005-2006.
English Haas (and Haas Awards) Committee, 2004-present.
Ad hoc Committee to revise College tenure & promotion rules, 2003.
MAIS Committee (Tartalone), 2004.
Search Committee for Graduate Dean, 2000.
Department of Humanities Faculty Personnel Advisory Committee, 1998-2000.
English Coordinators Committee, 1997-99.
Search Committee for English 1-year position, 1999.
Search Committee for English FWP half-time positions, 1999.
Search Committee for UCCP secretary, 1999.
Faculty Core Curriculum Committee, 1997-1998.
Undergraduate Studies Committee, 1993-94.
FWP Advisory Committee, 1995-96.
FC3 Sub-Committee on Advising, 1993-2000.

(At Del Mar)
Advising Coordinator for the Department of English, Philosophy and Reading, 1992-93.

(At BGSU)
Assistant to Director, General Studies Writing Program, 1987-88.
General Studies Writing and University Writing Center Coordinator, 1986-87.

Professional/Community Service

Member of English Program Review Committee, Del Mar College, spring 2005.
Talk on writing and being a writer to a Women's Literature class at Del Mar, November 2004.
Talk on Victorian poetry, seniors, Flour Bluff High School, February 2000.
Talk on short stories to the Corpus Christi Byliners (writing group), November 1999.
Judge for Del Mar College Creative Writing Contest, March 1999.
Talk on poetry to the Byliners, January 1999.
External reviewer for tenure/promotion candidate at UT-Permian Basin, 1996.
Volunteer (writing/editing skills) for Padre Island National Seashore, 1990-98.
Assistant Editor of the Padre Island National Seashore Newspaper for visitors, 1992-96.
Judge for the State Small School Academic Decathlon (through Alice ISD), essay section, February 1994.
Judge for King High School PTA "Reflections" essay contest, November 1993.
Team-taught three Saturday writing workshops at the Corpus Christi Education Service Center for area GT high school students, November 1989, January 1990, & April 1990.
Co-instructed poetry workshops for the Byliners, spring 1989.
One of three judges for the regional finals of the Ready Writing Contest held at King High School, spring 1989.
Textbook Reviewer for Scott, Foresman/Little, Brown, August 1987.
Participant in BGSU/Hancock and Wood County Early English Composition Assessment Program, 1985-87.
Creative Writing Consultant, Bowling Green High School, spring 1987.
Tutor in English Composition Project, Bowling Green High School, spring 1986.
Assistant Poetry Editor of Mid-American Review, 1985-86.
Miscellaneous
Faculty sponsor of *The Windward Review* (TAMU-CC literary & arts magazine), 1996-present.
Organize/run a voluntary weekly TAMU-CC Creative Writing Workshop group, spring 1998-present.
English TExES Coordinator, 2004-present.
English CLEP Coordinator, 1997-present.
Editor, College of Nursing & Health Sciences Self-Study, 2005.
Editor, A&H Newsletter, 2001-present.
Reader, Women’s History Month Open Mic, 2000-present.
Participant, Western Lit Teaching Circle, 2001-present.
Participant, CADTL Peer Review Workshops, summer 1999.
Faculty sponsor of SAGES, 1995-99.
Poem commissioned for opening of Earth Day 1997 by Padre Island National Seashore.
Participant in Festival of Women’s Creativity, Del Mar College, 1997.
Flower Fund Director, College of A&H, 1994-95.
Participated in the grant-funded Del Mar/CCSU Partnership Program, 1992-3.
Del Mar faculty grant for research, summer 1991.
Nancy M. SULLIVAN, Ph.D.
Professor, Department of English
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412
361-825-5996
nancy.sullivan@tamucc.edu

EDUCATION

Doctor of Philosophy, 1991, Applied Linguistics, Foreign Language Education, University of Texas at Austin, Austin, Texas

Master of Arts, 1984, Applied Linguistics, Ohio University, Athens, Ohio Bachelor of Fine Arts, 1971, Ohio State University, Columbus, Ohio

PROFESSIONAL TEACHING EXPERIENCE

Texas A&M University-Corpus Christi, Corpus Christi, Texas, August 1994-Present
Professor, Department of English

University of Aizu, Aizu-Wakamatsu, Japan, 2004-2006
Visiting Assistant Professor, Center for Language Research

Hong Kong Baptist University, Hong Kong, September 2001-June 2002
Visiting Fulbright Scholar, Department of English Language and Literature

Associate Professor, Department of English

University of Texas at Austin, September 1988-June 1991
Graduate Teaching, English Department

Ohio University, Athens, Ohio, September 1982-August 1985
Graduate Teaching, 1982-1984, Ohio Program for Intensive English
Instructor, 1984-1985

EFL Instructor, Lavie Middle School

PUBLICATIONS AND RESEARCH

Manuscripts under consideration:

**Journal Articles and Book Chapters:**


**Refereed Conference Papers:**


CMS Support for a Community of Practice in a Bilingual Japanese University. Japanese Association of Language Teachers (JALT) CALL, Japan, June 2005

Exclusionary Practices and Academic Failure in the Texas-Mexico Borderlands. 5th International Conference on Spanish in Contact, Chicago, IL, March 2005

The Intersection of Sociocultural Theory and Social Software. 12th Annual International Business Communicators’ Conference (with Brine), Japan, February 2005

Linguistic Borders at Political Intersections in Hong Kong. Linguistic Association of the Southwest XXXII Conference, Edinburg, Texas, October 2003

Linguistic and cultural discontinuities in classroom practices. Fifth International Symposium on Applied Linguistics and Language Teaching, Beijing, China, October 2001

Attitudes toward Chicana literature and language: Language and content. Linguistics Association of the Southwest (LASSO), October 2000

Relationships of ethnicity, locale, and national identity on attitudes toward English language legislation. American Association of Applied Linguistics (AAAL), March 2000

Attitudes toward English Language Legislation: Predictors and Justifications. International Society of Political Psychology, July 2000 (by co-author Schatz)

Attitudes toward English language legislation. Rocky Mountain Psychological Association, April 2000 (by co-author Schatz)
Language, politics, and predictors of position on the Official Language issue. Linguistic Association of the Southwest (LASSO), October 1999

The function of ethnicity and locale in the official language debate. 7th International Conference on Cross-Cultural Communication, July 1999

When cultures collide: The official language debate. Language Conflict/Language Coexistence Conference, Ohio State University, November 1998

Categories of support and opposition: The official language debate. Linguistic Association of the Southwest (LASSO), October 1998

Disconnecting our global community through language legislation. TESOL 98, Seattle, WA, March 1998

Reasons for support of and opposition to English-only legislation. American Association of Applied Linguistics (AAAL), Seattle, WA, March 1998


The hispanic discourse community. American Association for Applied Linguistics, Chicago, IL, March 1996

Teachers' attitudes and the computer-assisted writing classroom culture. CAI Colloquium at the 30th Annual International TESOL Convention, Chicago, IL, March 1996

The English Only movement: Awareness and attitudes in South Texas. Paper presented at the Texas TESOL Convention, San Antonio, TX, November 1995 (With Cuevas et al.)


Technology in TESOL. CAI Colloquium at the 29th Annual International TESOL Convention, Long Beach, CA, March 1995

Interactive video for developing participation skills. 28th Annual International TESOL Conference, Baltimore, MD, March 1994 (With Romsted & Thomas)

Comparison of TWO ESL writing classes: Computer-assisted and traditional. 28th Annual International TESOL Convention, Baltimore, MD, March 1994

Including the socioculture of the American academics in EAP syllabi. 27th Annual International TESOL Convention, Atlanta, GA, March 1993
Responses of white and black judges to ethnic groups in Chicago. Annual Speech Communication Association of Puerto Rico Convention, San Juan, Dec. 1991

Framework for designing a language attitude study. Caribbean/Puerto Rico TESOL Convention, San Juan, PR, 1991

How to get students talking. Western Puerto Rico TESOL Conference, San German, PR, 1988 (With Gonzalez & Pratt)

Conversational English evaluation activities. Paper presented at the Annual Caribbean/Puerto Rico TESOL, San Juan, PR, 1987 (With Gonzalez & Pratt)

Activities and evaluation techniques for conversational English. Western Puerto Rico TESOL Conference, 1987 (With Gonzalez & Pratt)

Videos for language learning. Paper presented at the Annual Caribbean/Puerto Rico TESOL, San Juan, PR, 1986 (With Gonzalez & Pratt)

PROFESSIONAL ACTIVITIES
Note: Faculty names are in bold lettering and students are in bold underlined lettering

IEEE Transactions on Professional Communication
Journal of Language Learning and Technology
Southwest Journal of Linguistics

TRY Series Workshop: Explore and Experience English with Computers: Workshop for area residents conducted over 2 Saturdays (6 hours). November, 2005

Workshop for English Teachers' Development: Worked with Fukushima, Japan high school and junior high school teachers in developing listening/speaking skills during week long workshop. August 2004, 2005

Development Committee: Linguistic Association of the Southwest, Fall 2000-2001

Nomination Committee: Linguistic Association of the Southwest, 2006

Reader of conference abstracts: TESOL, Applied Linguistics Interest Section


Computer Workshops: Presented a computer workshop for Non-Traditional Pedagogies Conference, Corpus Christi, TX, December 1996: An introduction to computer-assisted writing instruction (With Blair, K. et al.)

Summer Teaching Institute and computer support: Designed one-week seminar to introduce faculty to new computer software for freshman writing classes; helped instructors with
freshman orientation of computer software; provided faculty support; and was liaison to computer center, August 1994-December 1994

**Organizer of Linguistics Roundtable: Coastal Bend Language and Linguistics Association:** organized two linguistics discussion group sessions, Fall 1995, Fall 1996

**Seminar leader for The National Writing Project:** The Mayaguez Writing Project: Conducted seminar for Puerto Rican English and Spanish teachers on the use of computers for language learning, October 1993


**Instructor for the STAR Program:** International Office, University of Texas at Austin: Designed and taught short course in library research skills and introduction to computers in a special orientation program for foreign students, Summer 1990

**Conference Organizer:** Sixth Annual Computers and Writing Conference, Austin, TX, 1990

**Instructor for the Fulbright Summer Orientation Program,** Austin, Texas, Summer 1989. Designed and taught writing and research methods course for international students coming to U.S. as Fulbright scholars.

**GRANTS**

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<th>Year</th>
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<td>2007</td>
<td>Graduate Studies Office Research Council summer mini-assistantship program</td>
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<td>2005</td>
<td>University of Aizu Competitive Research funding</td>
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<td>Hong Kong Baptist University Research Grant</td>
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<td>Faculty Development Grant for research assistant and travel, Texas A&amp;M University-Corpus Christi</td>
<td>$575</td>
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<td>Council of Higher Education, University of Puerto Rico Research on CAI and Collaborative Learning</td>
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<td>University of Puerto Rico Development Funds Research on language learning motivation</td>
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<td>University of Puerto Rico President's Fund</td>
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</table>

**SERVICE:**
English Department Service:
English Graduate Committee 1994-present
Undergraduate Coordinator 2002-2004
Sigma Tau Delta English Honor Society sponsor 2006-present
Borderlands Committee
Search Committees

College Service:
FTSCA Committee 2006-present

University Service:
Chinese Student Association sponsor 2007-present
Faculty Representative at Island Days 2006-present

Professional Service:
Reviewer for the following Journals
IEEE Transactions on Professional Communication
Journal of Language Learning and Technology
Southwest Journal of Linguistics

PROFESSIONAL MEMBERSHIPS

Teaching English to Speakers of Other Languages (TESOL)
American Association of Applied Linguistics (AAAL)
Linguistics Association of the Southwest (LASSO)
Multi-Ethnic Literatures and the Idea of Social Justice (MELUS)
CURRICULUM VITAE

ELISABETH MERMAN-JOZWIAK
10-23-2007

College of Liberal Arts
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412
(361) 993-6496

401 Sheridan
Corpus Christi, TX 78412
(361) 993-6

Email: emermann@falcon.tamucc

Education
1986-1993: Ph.D., English, University of Wisconsin-Madison
Area of Concentration: 20th-Century American Literature
Minor: Comparative Literature, German, Women’s Studies
Coursework in European Postmodernism, Literary Theory, Women in the Arts, and
African American Writers
1978-1985: M.A., University of Cologne, Germany
 Majors: English and Theology
 Minors: Education and German
 Thesis: “The Structure of Philip Roth’s Zuckerman Trilogy”

Dissertation
A New Cultural Politics: Women Writers and Postmodernism, Director: Susan Stanford Friedman
The dissertation centers on seven contemporary women novelists who differ in race and ethnicity and reclaims their works as part of the postmodern tradition in the contemporary novel.

Area Studies
Twentieth-Century American Literature, Postmodern Literature, Ethnic American Literature, Critical
Theory, Women’s Literature and Feminist Theory

Employment Record
2004-present Professor of English, Texas A&M University-Corpus Christi
1999-2004 Associate Professor of English, Texas A&M University-Corpus Christi
1994-1999 Assistant Professor of English, Texas A&M University-Corpus Christi
1993-1994 Lecturer, University of Wisconsin-Madison, Departments of English and Women’s
 Studies
1986-1993 Teaching Assistant, University of Wisconsin-Madison, Departments of English and
Women’s Studies

Administrative Positions
2005-present Associate Dean, College of Liberal Arts
2004-present Coordinator, Women and Gender Studies minor
2001-2005 Chair, Department of English

Academic Honors and Awards
2004 Texas A&M University-Corpus Christi Excellence in Teaching Award
2004 College of Arts and Humanities Excellence in Teaching Award
2004 Nominee, Elaine W. Hughes Outstanding Sponsor Award, Sigma Tau Delta,
 International English Honor Society
2002 College of Arts and Humanities Excellence in Service Award
2002 Superior Chapter Award, Sigma Tau Delta, Alpha Theta Mu Chapter
2000 Texas A&M University Women’s Center Unsung Heroine Award
1998 Nominated “Outstanding Faculty Member in the College of Arts and Humanities”
1997 Texas A&M-Corpus Christi Transculturation Program, Cuernavaca, Mexico
1993 Letters and Science Teaching Fellowship, UW-Madison
1986-1992 Teaching Assistantship, Department of English, UW-Madison
1992-1993 Teaching Assistantship, Department of Women's Studies, UW-Madison
1991 Mary Adams Dissertation Fellowship, UW-Madison
1990 Ford Foundation Grant: Women of Color in the Curriculum
1981-1982 DAAD Fellow at Washington University, St. Louis, Missouri

Grants
Summer 2008 Texas A&M-Corpus Christi Research Enhancement Grant, “‘This is a true history’: Letters and Oral Histories by Mexican and Central American Immigrants”
2007 Summer Research Assistantship, Language and Literature in the Borderlands: Interviews with Mexican American Writers (book project), Graduate Studies and Research, TAMU-CC
2005 Arts and Humanities CADTL Grant, Environmental Studies Learning Communities Course Development (with Jan Haswell)
Summer 2002 Texas A&M-Corpus Christi Organized Research Grant, “Writing Mexico: Contemporary Travel Narratives and Intercultural Encounter”
Summer 2000 Texas A&M-Corpus Christi Organized Research Grant, “Performing Identities”
Fall 1999 Title III Grant (with Nancy Sullivan): Team-Taught Course Development, “Chicana Language and Literature”
Fall 1999 Arts and Humanities Faculty Research Grant (with Nancy Sullivan), “Linguistic and Literary Strategies of Chicana Writers”
1998 Arts and Humanities Faculty Travel Grant, Benson Library, University of Texas at Austin
Summer 1998 Texas A&M-Corpus Christi Organized Research Grant, “Postmodern Border Crossings in Norma Elía Cantú’s Canícula and Gloria Anzaldúa’s Borderlands”
1997 Arts and Humanities Faculty Travel Grant, Benson Library, University of Texas at Austin
Summer 1996 Texas A&M-Corpus Christi Organized Research Grant
1995 Arts and Humanities Faculty Development Grant, Nontraditional Pedagogies Project

Teaching Experience
1994-2004 Texas A&M-Corpus Christi:
- Composition I (1301)
- Composition II (1302)
- Literature of the Western World II (2333)
- Themes and Genres in the Literatures of the Americas (2335)
- Writing about Literature (2370)
- Late 19th-and Early 20th Century American Literature: Facing the New Century (3355)
- American Literature Since 1945: Geography and Identity (3356)
- 20th-Century American Fiction (4332)
- 20th-Century Literature and Writing: Narratives of Migration and Immigration (4351)
- Women’s Literature (4360)
- Ethnic American Literature: Chicana Literature (4361)
- American Short Story (4390)
- Literary Criticism and Theory (5310)
- Graduate Seminar: Postmodernism, Feminism, and Multiculturalism (5345/5348)
- Graduate Seminar: Nation, Identity, and the ‘New’ American Literature (5348)
- Graduate Seminar: Modernism and the Harlem Renaissance (5345)
- Graduate Seminar: Chicana Literature (5345)
- Graduate Seminar: Contemporary American Literature (5345)

1993-1994 Lecturer, Departments of English and Women’s Studies, UW-Madison
Expository Writing (105)
Women in Ethnic American Literature (248)
Feminist Theory (440)

1986-1993 Teaching Assistant, Departments of English and Women’s Studies, UW-Madison
Introduction to 19th-Century British and American Literature (207)
Introduction to 20th-Century British and American Literature (208)
Introduction to Women’s Studies (101)
Introductory and Intermediate Composition (101, 201)

94
English as a Second Language (110, 116)
Tutor: Writing Laboratory

Publications: Book

Publications: Articles/Book Chapters


"Cartographies of Resistance: Poetics and Politics of Space in Chicano/a Writing,” review essay, Modern Fiction Studies 50.2 (Summer 2004): 469-76.


"An Interview with Pat Mora,” with Nancy Sullivan, MELUS 28.2 (Summer 2003): 139-150.


Publications: Conference Proceedings

Publications: Book Reviews

Evelyn Runge. John Steinbeck, Dorothea Lange und die Grosse Depression. Forthcoming in Steinbeck Review

Submissions
“Writing Mexico: Travel and Intercultural Encounter in Contemporary American Literature” (30MSS)

Work in Progress
Languages and Literatures in the Borderlands: Conversations with Mexican American Writers, with Nancy Sullivan (220pp)

Nation, Identity, and the ‘New’ American Literature (120 pages completed)
Invited Lectures, Refereed Papers, Conference Panels


“The Boss won’t have to pay us:” Letters and Oral Histories by Mexican and Central American Migrants,” MELUS Conference, Fresno, March 2007

“Disappearing and Forgotten Children: First and Third World Encounters in Transnational Literature and Film,” Second International Conference on Youth and Students, Corpus Christi, June 2006


“Beyond Multiculturalism: Nation, Identity, and the ‘New’ American Literature,” American Literature Association Conference, Boston, May 2005

“Exclusionary Practices and Academic Failure in the Texas-Mexico Borderlands,” with Nancy Sullivan, 5th International Conference on Spanish in Contact, Chicago, March 2005

“Writing Mexico: Travel and Intercultural Encounter in Contemporary American Literature,” American Literature Association Conference, San Francisco, May 2004

“The Wall in Our Minds: Recent Reassessments of East German Culture,” with Joseph F. Jozwiak, Popular Culture Association Conference, San Antonio, April 2004


“Team-Teaching a Writing-Intensive, Multidisciplinary Course,” Writing Across the Curriculum Conference, Houston, March 2002


“Attitudes toward Chicana Literature: Language and Content,” (with Nancy Sullivan), Linguistic Association of the Southwest Conference, Puebla, Mexico, October 2000


“Hispanic Writers at the Millennium,” South Central Modern Languages Association Conference, Memphis, October 1999


“Introduction: Ana Castillo,” Invited Lecture, Corpus Christi Literary Reading Series, Corpus Christi, October 1997
"Postmodern Border Crossings in Norma Elia Cantú's *Canícula,*" Narrative: An International Conference, Gainesville, April 1997

"Negotiating the Borderlands: Ana Castillo's and Sandra Cisneros's Postmodernism," Twentieth-Century Literature Conference, Louisville, February 1997

"*Sustos* y Treeky-Treat: Spanglish as the Postmodern Condition," National Association of Hispanic and Latino Studies Conference, Houston, February 1997

"*Gritos de la Frontera:* Chicana Literary Tradition and Postmodernism," Narrative: An International Conference, Columbus, April 1996


"The Politics of Transformations: Ana Castillo’s *So Far From God,*" National Association of Hispanic and Latino Studies Conference, Houston, February 1996


"His Grandfather Ate His Own Wife: Louise Erdrich’s *Love Medicine* as a Contemporary Windigo Narrative," Narrative: An International Conference, Park City, April 1995

"Re-membering the Body: Body Politics in Toni Morrison’s *The Bluest Eye,*" First Annual Toni Morrison Conference, Louisville, April 1995


"Revising Creative Agency: Toni Morrison's *Beloved,*" MLA Convention, San Francisco, December 1991

"Female and Feminine Difference in Ingeborg Bachmann's *Malina,*" Twentieth-Century Literature Conference, Louisville, February 1990

**Grant Proposals Funded**

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<td>2006, 2007</td>
<td>Coastal Bend Community Foundation</td>
<td>($1,875 to support Young Authors Camp)</td>
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**Workshops**

"Faculty Peer Collaboration," Workshop with Anthony Quiroz, Corpus Christi, June-July 1999, 2000, and Fall 2000

"Self-Assessment Techniques," Workshop for First-Year Seminar Leaders, October 6, 2000

"Peering at Each Other: Developing a Faculty Peer Review Process," Workshop with Anthony Quiroz, Anticipating Change: Innovations in Teaching, Learning, and Assessment, Corpus Christi, January 1999

"Gender in the Classroom," Faculty Workshop with Jan and Rich Haswell, Texas A&M University- Corpus Christi, February 1997
“Collaborative Learning,” Faculty Workshop with Vanessa Jackson, Texas A&M- Corpus Christi, August 1996


**Professional Service**

2006-2007  Committee for Associate Deans, Council of Colleges of Arts and Sciences
2005  Manuscript Reviewer, *Comparative Critical Studies*
1997  Panel Coordinator (with Nancy J. Peterson), *Postmodernism and Multiculturalism*, Twentieth-Century Literature Conference, Louisville, February
1996  Panel Coordinator (with Nancy J. Peterson) and moderator, *Narratives of Postmodernism: From Formalist Innovation to Cultural Politics*, Narrative: An International Conference, Columbus, April
1997-2001  Area Coordinator, National Association of Hispanic and Latino Studies

**Academic Service**

TAMU-CC, University Service:

2006  Post-Disaster Planning Taskforce, Academic Subcommittee, Member
2006  Community Arts Advisory Council, Member
2005-present  Center for Professional Development of Teachers Advisory Council, Member
2005  Selection Committee for Commencement Speaker, Member
2005  Momentum 2015, Expansion Task Force, College Identities Working Group, Member
2005  International Initiatives Planning Committee, Member
2004-2005  Women’s Center Board of Directors, Member
2001-2005  Academic Council, Member
1994-2003  Coordinator, Open Mike, Women’s History Month
1998-2003  Coordinator, University Author’s Day (With Robb Jackson)
2001-2002  Faculty Core Curriculum Council, Member
2001-2002  Subcommittee: Development, Member
1998-2000  Chair, Women’s Center Board of Directors (elected position, 1998-2000; Member, elected 1994-1998)
1998-2000  Executive Committee of the Women’s Center Board of Directors, Chair
1995-2000  Freshman Advisor
1999  Ad Hoc Committee on Faculty Professional Development, Member
1995-1999  Women’s History Month Planning Committee, Member
1995-1997  Title III Activity I Advisory Committee, Member
1995-1996  Gender in the Classroom Task Group Leader

TAMU-CC, College Service:

2006  Search Committee, College Events Coordinator, Chair
2005-2006  English MA Comprehensive Examination Committee, Member
2005  Search Committee, Two Visiting Assistant Professorships, Chair
2004-2005  Search Committee, Four Assistant Professorships of English and Haas Professor of English, Chair
2004-2005  English Curriculum Committee, Chair and Member
2001-2005  English Chair Advisory Committee, Chair
1999-2005  and 1996-1998 Haas Endowment Committee, Member
2004  Search Committee, Three One-year Visiting Assistant Professorships and Two Instructorships, Chair
2000-2004  College Coordinating Committee, Member
2002-2003  English BA Program Review Committee, Member
1998-2003  Faculty Co-Sponsor, Sigma Tau Delta, English Honor Society
2001-2002  Outstanding Chapter Award 2001-2002
2001-2002  Search Committee, Four Assistant Professorships of English, Chair
2002  Search Committee, Four FYWP Instructorships, Chair
2000-2001  Search Committee, Five Assistant Professorships of English, Co-Chair
2000-2001  Department of Humanities Faculty Personnel Advisory Committee, Chair; elected position
1995-2001 English Graduate Committee, Member
1999-2000 Department of Humanities Faculty Personnel Advisory Committee, Member
2000 Search Committee, American Literature, Member
2000 Ad Hoc English Planning Committee, Member
2000 Ad Hoc T.A. Review Committee, Member
1998 Search Committee, Freshman Writing Program Coordinator, Member
1997-1999 Committee on the Assessment of Teaching and Learning, Member
Subcommittee: Faculty Peer Review, Chair
1997-1998 Search Committee, British Modernism, Member
1995-1998 Faculty Sponsor, Graduate Student Association
1995-1996 Editor, *Handbook for Teaching Assistants*
1997 Ad hoc Committee on Student Teaching Evaluation Demographics, Member
1997 Humanities Scholarship Committee, Member
1996-1997 Undergraduate Studies Committee, Member
1996-1997 First-Year Writing Program Coordinating Committee, Member
1996-1997 Search Committee, Composition and Rhetoric, Member
1995-1996 Faculty Development and Research Committee, Member
1996 Reader, Wood and Kroeger Undergraduate Scholarship
1996 Research Committee, Freshman Writing, Member

**University of Wisconsin-Madison:**

1992-1993 Curriculum Committee, Women's Studies
1990-1991 Graduate Student-Faculty Committee, English (elected position)
1986-1988 Graduate Student Association, English (elected position)
1987-1991 UW-Madison Narrative Theory Group, organizer and co-leader

**Languages**

German, French, Latin, Greek

**Professional Organizations**

Modern Language Association
Texas Council of Teachers of English
Women's Caucus for the Modern Languages
MELUS
Janis Tedesco Haswell

Department of English, Texas A&M University--Corpus Christi
Last updated: January 2008

Education:

1989-93 Ph.D. in English, Washington State University
1987-89 Master of Arts in English, Gonzaga University
1968-72 Bachelor of Arts in History, Seattle University

Academic Employment:

Professor, Texas A&M University-Corpus Christi (fall 2005 to present)
Associate Professor, Texas A&M University-Corpus Christi (fall 2000-summer 2005)
Assistant Professor, Texas A&M University-Corpus Christi (fall 1998-summer 2000)
Visiting Assistant Professor, Texas A&M University-Corpus Christi (fall 1996-spring 1998)
Visiting Assistant Professor, Washington State University (fall 1994-spring 1996)
Assistant Professor, Incarnate Word College (fall 1993-summer 94)
Instructor, Washington State University (summer 1993)
Teaching Assistant, Washington State University (1989-93)

Courses Taught - Graduate:

Bibliography and Research
Imperialism and the Colonized Psyche in 20th Century British Literature
Modern World Literature

Courses Taught - Undergraduate:

Senior Capstone - 20th Century Literature
Pastoralism and Contemporary British Literature
The Second Vietnam War: the Healing that Peace Did Not Bring
Modern British Literature
Modern World Literature
Twentieth Century Novel
Contemporary American Literature
Film and Literature
British Literature of the 19th and 20th Centuries: The Ethics of Hospitality
Writing about Literature
English/American Literature Survey (1800-present)
Theme and Genres in English Literatures
Western Literature Survey (Ancient to 1700)
Western Literature Survey (1700-present)
Technical and Professional Writing
World Civilization (1500-present)
Honors Freshman Composition
Computer-Assisted Freshman Composition
Administrative appointments

Director, Honors Program (January 2005–present)
Coordinator, English Graduate Program (2001-2004)
Assistant Chair, Department of Humanities (2000-2001)

Books Published:


Books in Progress:

Selected Letters of Paul Scott (under contract with David Higham Associates)

Articles Published:


“Images of Rape and Buggery: Paul Scott's View of the Dual Evils of Empire.”
“Challenging Tradition: A Conversation about Reimagining the Dissertation in Rhetoric and Composition.”
College Composition and Communication 52.3 (February 2001): 441-454.
(one of eight contributors)
“Student Testimonies: Teaching the Holocaust in the Composition Classroom.”
“Granting Authority to Multivocal Student Writing.” Eric Document 398579
“Gendership and Miswriting Students,” with Richard H. Haswell. College Composition and Communication
14 pp.
246-256.
“Staying on, the Final Connection.” Western Humanities Review 39.3 (1985): 195-211.

Articles in Circulation:
“Moral Discourse and Narrative in John Gardner’s Fantasy Tale: In The Suicide Mountains.” submitted to
Children’s Literature. 25 pp.

“Collateral Damage: the Failure of Critical Theory in the Face of War Spectacle.” submitted to
Transformations. 35 pp.

Review Essays Published:
32.1 (Spring 2000): 70-77.

Reviews Published:

Conference Papers:

“The Lessons Unlearned: Moral Trauma in Andrew Jolly’s A Time of Soldiers.” The Vietnam War in Literature and Film (University of Hawaii at Honolulu, November 2005).
“Trauma and Writing: Addressing Contemporary Events in the English Classroom.” Conference on College Composition and Communication (March 2004).
“Ethics in a Postmodern Age: Lapsing into Legalism.” Conference on College Composition and Communication (March 2002).
“Reconceiving the Classroom Community: Applying the Hospitality Trope to Academic Instruction.” South Atlantic MLA (November 2001).

“Dignifying Student Experiences: The Ethical Use of Student Texts in Composition Research.” Conference on College Composition and Communication (March 1999).
“Shared Landscapes/Conflicted Mirrors: India’s Responses to Paul Scott’s Raj Quartet.” South Atlantic MLA (November 1998).
“Teaching the Vietnam War to the Children of the War Generation.” Conference of the National Council of Teachers of English (November 1997).
“Resurrecting Calvary: A Rationale for a Revisionist Reading of W. B. Yeats’s Play in Light of the Automatic Script.” SCMLA (October 1997).
"Granting Authority to Multivocal Student Writing." Conference on College Composition and Communicati
(March 1996).
"Reading Ritual in a 'Desert of Stones,' or How to Teach Caedmon in a Post-modern Age."
American Literature Association (May 1995).
"Gender Bias and Gender Suppression in the Composition Classroom." The Penn State Conference
on Rhetoric and Composition (July 1992).
"Gender as a Factor in Evaluating Student Texts." Conference of the National Council of
"An Excursion into Constructed Scholarship and Connected Knowing." Rocky Mountain MLA (October 1995).
"Amelia Lanier: Gender and the Country House Genre." Rocky Mountain MLA Best Feminist
Paper (October 1990).
"Applying the Perry and Belenky Developmental Schemes to English Composition Students." Wyoming
Conference on English (June 1990).

**Conference Chaired:**

"Anticipating Change: Innovations in Teaching, Learning, and Assessment" Co-chaired with
Elisabeth Mermann-Jozwiak. Texas A & M - Corpus Christi (January 1999).

**Sessions Chaired:**

"Feminism(s) in Composition: Re-Imagining the Past as We Move Toward the Future." Conference
on College Composition and Communication" (April 2000).
"New Questions for Qualitative Feminist Researchers: Roles, Relationships,
Responsibilities." Conference on College Composition and Communication "
(March 1997).
Panel on 17th and 18th Century Literature, Rocky Mountain MLA (October 1992).

**Invited Addresses:**

Golden Key Induction. October 2006. Texas A&M University-Corpus Christi.

**Workshop Presentations:**

"Open Access Publication: Scholarly Communication at a Crosswords." With rich Haswell,
Denise Landry-Hyde, and Sarah Sutton. TAMUCC (January 2006).
Catholic University of America (March 1999).
"A Holocaust Journey: Classroom Encounters." Conference on College Composition
and Communication (March 1999).
"Gender in the Classroom: Its Uses and Misuses." Women's Center and the Center for Teaching Excellence,
Texas A & M University, Corpus Christi (February 1997).
"Using Classroom Interviews at Mid-Semester as an Assessment Tool." Washington
State University (Sept. 1995).
"Job Search Workshop: the interview process." Department of English, Washington State
University (Oct 1994).
"Writing Programs: Composition and Curriculum Concerns." Washington State Board for
“What the Perry and Belenky Developmental Schemes Can Offer Composition Teachers.”
Department of English Colloquium, WSU (November 1990).
“Student Self-Assessment.” Washington Center for the Improvement of the Quality of
Undergraduate Education (July 1990).
“Expanding the Concept of Gender Balancing.” Washington Center and the Eastern Washington University
Foundation (February 1989).

Awards:
Distinguished Faculty Achievement Award, Texas A&M University-CC (Feb 2007)
Fellowship, Center for Advanced Holocaust Studies Winter Seminar for Faculty from
Hispanic-serving Institutions, January 2004 – United State Holocaust Memorial Museum.
Piper Professorship nominee October 2003 and October 2004, Texas A&M University-CC
The Academy Speaks Distinguished Lecturer, April 2003 – Texas A&M University-
Corpus Christi
University Excellence in Scholarly/Creative Activity Award 2002-2003 – Texas A&M University-
Corpus Christi
College of Arts and Humanities Excellence in Scholarly/Creative Activity Award 2002-
2003 – Texas A&M University-Corpus Christi
College of Arts and Humanities Excellence in Teaching Award 2001-2002 – Texas A&M
University-Corpus Christi
College of Arts and Humanities CESAR Grant for scholarly activity, 1998-1999, 2002-2003,
2005-2006 - Texas A&M University-Corpus Christi
College of Arts and Humanities CADTL Grant, for the enhancement of teaching, 2005-2006 –
Texas A&M University-Corpus Christi
College of Arts and Humanities Travel Grants, 1997-2005 - Texas A&M University-CC
Peer Collaboration Fellow, (summer 1999) – Texas A&M University-CC
Washington State University's Blackburn Teaching Fellowship, 1993 (declined)
Washington State University's Helen B. Rigas Award Nominee, for outstanding woman graduate student, 19
Washington State University's Alumni Association and Graduate School, Certificate of
Excellence in Teaching, 1991
Washington State University's Department of English, Distinguished Teaching Assistant Award, 1991
Washington State University Travel Grants from the Department of English, Graduate School,
Washington State University's Graduate School, Graduate Student Summer Research Assistantship, 1991
Washington State University's Dean of the College of Sciences and Arts, Research Initiation
Project Award, 1991
Washington State University Graduate and Professional Student Research Exposition, 1990
Washington State University Jerard Fellowship, 1989

University Service:
Celebration Committee (Fall 2007- present)
Faculty Core Curriculum Committee (Fall 2005 – present)
Research & Scholarly Activity Council (Fall 2003-present)
Member, First-Year Experience Committee (January 2005-present)
Chair, Honors Council (January 2005-present)
American Democracy Project Working Group (Fall 2004-2006)
Co-chair, Honors Program Planning Committee (2002-2004)
Member, Faculty Renaissance Center (2003-2006)
Member, Faculty Development Advisory Committee (2000-2003)
Member, Faculty Complaint Investigating Committee (2002-2003)
Member, Faculty Senate, Texas A&M-Corpus Christi (2000-02)
Chair, Academic Affairs Committee (2001-2002)
Member, Academic Affairs Committee (2000-2001)
Member, Faculty Senate Bylaws/Election Committee (2001-2002)
Member, University Calendar Committee (2001-2002)
Member, University Research Allocations Committee (1999-2001 and 2001-2002)
Member, Academic Grievance Committee (2000-2001 and 2001-2002)
Chair, Ad Hoc Committee of the Faculty Senate on Class Scheduling (1999)
Member, SACS Accreditation Study - Faculty Section (1998-99)

College Service:
Curriculum Committee (2007-2009)
Chair, English/Humanities PFAC Committee (2003-2004)
Awards Committee (2003-2004)
Member, Search Committee for Assistant Professors of English (2004-2005)
Member, English/Humanities PFAC Committee (2002-2003)
Chair, English Graduate Committee (2001-present)
Member, English Chair's Advisory Committee (2001-present)
Member, Arts & Humanities Coordinators Committee (1999-2001 and 2003-2004)
Chair, Committee on Excellence in Scholarly Activity and Research (1999-2000 and 2000-2001)
Member, Program Review Committee for the English M.A. (2000-2001)
Member, Search Committee for Visiting Assistant Professors of English (2003-2004)
Member, Search Committee for Assistant Professor of English (1999-2000)
Member, Search Committee for three adjunct positions in English (spring 2000)
Member, Search Committee for two Assistant Professors of History (1998-1999)
Member, Search Committee for two One-Year Visiting Assistant Professors of History (1998)
Member, Faculty Development and Research Funds Committee (1997-98)
Co-chair, Task Force on Gender Issues in the Classroom (1996-97)
Advisory Faculty, Small Group Instructional Diagnosis (SGID), Washington State University (1995-96)
Member, Undergraduate Education Committee of the SACS Accreditation Study, Incarnate Word College (1993-94)
Member, Portfolio Pilot Program Incarnate Word College (1993-94)
Member, Organizing Committee, January faculty Workshop, Incarnate Word College (1993-94)
Member, Evaluation Review Board for Faculty Publication, Incarnate Word College (1993-94)

Program Service:
English Masters Exam Committee (fall 2006-present)
English Search Committees – Haas Professor and British Literature (2006-2007)
English Search Committee (Visiting and Permanent Faculty positions, fall 2004-spring 2005)
English Search Committee (Writing Instructors, Visiting Composition Specialist (spring 2004)
Member, English Undergraduate Curriculum Ad Hoc Committee (2004)
Sigma Tau Delta faculty advisor (summer 2002-2004)
SAGES faculty advisor (summer 2001-2004)
D Triad captain (fall 1999-fall 2001)
B Triad co-captain (fall 1997-spring 1999)
Writing Program Teaching Circle member (spring 2000-present)
Western Literature Teaching Circle member (fall 2001-present)
Member, Writing Program Advisory Council (2000-2001)
Member, English subcommittee of the SACS accreditation Study (1998-2001)
Member, Freshman Writing Program Advisory Committee (1996-97)

Professional Service:

Review Editor, *The Journal of Teaching Writing* (spring 2006-present)
Editorial Board Member, *The Journal of Teaching Writing* (2002-present)
Referee Reader, *Rocky Mountain MLA* (2001)

Membership:

Golden Key Honors Society
National Council of Teachers of English
Modern Language Association, South Atlantic MLA

References:

Professor Glenn Blalock, Baylor University
Professor Wayne Chapman, Clemson University
Professor Elisabeth Mermann-Jozwiak, Texas A&M University-Corpus Christi
Professor Rosemary Winslow, Catholic University of America
Curriculum Vitae
Susan Loudermilk Garza
Texas A&M University-Corpus Christi, Department of English
6300 Ocean Drive, FC 267, Corpus Christi, TX 78412

361-825-2483, fax 361-825-5400,
susan.garza@tamucc.edu

http://critical.tamucc.edu/wiki/SGarza/Home

Education
1997 Ph.D. Humanities, University of Texas at Arlington
Rhetoric and Composition
American Literature, emphasis in minority literatures
1985 Master of Education, Reading, Texas Christian University
1978 Bachelor of Science, Education, Texas Christian University

Dissertation
The Affective Dimension of the Writing Process: An Ethnographic Study of the Freshman Writing Experience, Director Carolyn Barros

Area Studies
Rhetoric and Composition, Technical Writing, Composition Pedagogy, Technology and Writing, Visual Rhetoric, Scholarship of Teaching, Minority Literatures

Teaching Experience
Texas A&M University-Corpus Christi

2004-present Associate Professor of English

2006-present Honors Professor

2000-2004 Assistant Professor of English,
Courses taught:
ENGL 1301 Composition I
ENGL 1302 Composition II
ENGL 3301 Principles of Professional and Report Writing [developed online section]
ENGL 3375 Writing for the Professions
ENGL 3377 On-line Research and Editing
ENGL 3378 Desktop Publishing
ENGL 3379 Writing for Networked Environments [developed course]
ENGL 3380  Advanced Writing for Networked Environments [developed course]
ENGL 4320  Professional Writing Workshop
ENGL 4397  Applied Experience in Technical Writing [supervise 1-2 student interns per semester]
ENGL 5364  Technical Writing Theory and Pedagogy
ENGL 5369  Visual Rhetoric [developed course]
ENGL 5370  Grant Writing [developed course]
ENGL 5372  Composition Theory and Pedagogy
ENGL 5376  Professional Writing [developed course]

(Supervised two thesis projects, served on two thesis committees)

2001-2002  Teaching Fellow, Title V Activity II

1999-2000  Visiting Assistant Professor of English
Other Institutions
1997-1999  Adjunct Professor of English, Columbia College, Naval Air Station Joint Reserve Base, Fort Worth, TX. Taught Composition I and II and Minority Literature
1985-1997  Adjunct Professor of English, Texas Wesleyan University, Fort Worth, TX
Taught First Year Seminar, Developmental Reading and Grammar, Composition I and II, and Advanced Composition
1980-1985  English and Reading Teacher, White Settlement ISD, Fort Worth, TX

Administrative Experience

2007-present  Director, McNair Scholars Postbaccalaureate Achievement Program
2004-2007  Faculty Partner in Writing to the Writing Center, Texas A&M University-Corpus Christi
2006-2007  Title V Faculty Development Coordinator

2003-2006  Director, Title V Activity II, Texas A&M University-Corpus Christi
Faculty Development Workshops
Best Practices in Teaching and Learning
Faculty Technology Training
Teaching Circles/Reading Circles
Summer Faculty Development Program
2000-2004  Coordinator, Technical and Professional Writing and Journalism Minors, Texas A&M University-Corpus Christi
1997-1999  Director, Columbia College Extension Program, Naval Air Station Joint Reserve Base, Fort Worth, TX
1985-1997  Director, Academic Skills and Writing Center, Texas Wesleyan University, Fort Worth, TX

Honors and Awards
2007-2012  "To the Island and Beyond." Dept. of Ed. Ronald E. McNair Postbaccalaureate Achievement Program. Grant funded for $1,098,000. Awarded additional year of funding for being in the top 10% of proposals reviewed.
2007  Faculty Research Enhancement Grant to develop *A Guide to Writing Grants in the Sciences.* With Chuck Etheridge. $1,705.95.
2006  Faculty Renaissance Center Fellow funding to develop honors course. $800.00
College of Arts and Humanities Outstanding Service Award Nominee for 2006
2005  Faculty Research Enhancement Grant to develop *Revisioning the Borders* book project. With Diana Cardenas, Cristina Kirklighter and Susan Wolff-Murphy. $1,500.00
College of Arts and Humanities Outstanding Service Award Nominee for 2004
2004  Title V Collaborative Grant. Member of committee headed by Dr. Veronica Guerra. $3,000,000.00
CESAR College Grant to develop *Revisioning the Borders* book project. With Diana Cardenas, Cristina Kirklighter and Susan Wolff-Murphy. $1,400.00
Academy Collaborative Research Award for “Reflecting Our Diverse Heritage and Traditions: Telling Our Grandmothers’ Stories” project. With Frank Lucido and Sharon Talley. $7,700.00
Fall 2003  CESAR College Grant to conduct “Survey of Literate Practices and Cultural Experiences of Freshmen Students at TAMU-CC.” $325.00
2002  Academy Fellowship to develop Best Practices for Web-Based Instruction: Creating Opportunities for Students with Disabilities. $3,000.00
2001-2002  Teaching Fellow, Title V Activity II
2001-2004  Academy for Educator Development Scholar, Cohort II
2002-2003  “Preparing Teachers for Technology Innovations in South Texas Schools,” An American Association of Colleges for Teacher Education—Microsoft Innovative Teachers Grant, with Dr. Glenn Bialock and Dr. Stephen Rodriguez. free software
Sum 2002  Academy Grant to develop Best Practices in Teaching and Learning Website
Spr 2002  CADTL Grant to fund Technical and Professional Writing Program appreciation luncheon. $350.00
Mar 2001  Unsung Heroine Award, TAMU-CC Women’s Center for Education and Service
2000-2001  CESAR University Grant to do research on teaching technical writing. Wrote article “Technography: Uncovering Ethnography in the Technical Writing Classroom.” With Dr. Avis Rupert. $1,486.88
Sum 2000  CESAR College Grant to research technical writing needs in the local area.
Wrote report “Technical Writing in the Coastal Bend Area.” $472.31
Spr 2000  CADTL Grant to attend National Association of Hispanic and Latinos Conference, $99.45
Mar 1999  Featured Speaker, Women’s History Month, Naval Air Station Joint Reserve Base, Fort Worth, TX

Publications
“Valuing the Diverse Literacies in Our South Texas Community.” Reflections: Special Issue Exploring Diversity in Community-Based Writing and Literacy Programs. VI:1 (Spring 2007). [Article]


2005 Every Audience Has a Different Purpose: New Ways to Engage in Technical and Professional Writing. Southlake, TX: Fountainhead Press. 186pp [Textbook]


"Telling Our Grandmothers' Stories: All of the Stories are Important to Tell." With Sharon Talley. WISE Journal 1:2, 6pp. [Article]


2004 "Engaging Diverse Students Through the Use of the Learning Paradigm While Sustaining the Environment of the Gulf of Mexico" NSF Course Curriculum and Laboratory Grant [Submitted but not funded]

2003 "Using ‘Community’ Needs to Promote and Expand WAC." With Glenn Blalock, Diana Cardenas and Joyce Hawthorne. Language and Learning Across the Disciplines (LLAD) 6:3, 55-61. [Article]


Scholarship in Progress

"Classroom Space? Writing Center Space? How About a New Space?" With Noelle Ballmer and Frances Johnson. [Article in progress for Journal of College Reading and Learning]
Revision/update of Every Audience Has a Different Purpose: New Ways to Engage in Technical and Professional Writing. Southlake, TX: Fountainhead Press. 200pp. [Textbook project]
"They’re NOT Alike! An Examination of Student Populations at Four Hispanic Serving Institutions in South Texas." With Isabel Araiza, Humberto Cardenas, Jr. and Susan Wolff Murphy. 30pp. [Article submitted to Journal of Latinos and Education]
A Guide to Writing Grants in the Sciences. With Chuck Etheridge. [Book project]

WWW-Design, Management and Research

2007-present TAMU-CC McNair Scholars program website. http://critical.tamucc.edu/wiki/McNair/Home
Fall 2001 "TAMU-CC Survey of Technology Use by Students." http://critical.tamucc.edu/~loudermilk/Title%20V/technology%20survey.htm
2000-present Personal WWW Teaching Sites. Includes two online courses. http://critical.tamucc.edu/~loudermilk/

Conference Presentations

Feb 2008 "Perceptions of Hispanic Serving Institutions: Different literacy practices for different institutions." With Isabel Araiza and Humberto Cardenas, Jr. NACCSTejas Regional Conference: Mi Educación es la Causa: Chicana and Chicano Pedagogy in the 21st Century, McAllen, TX
Apr 2007 "Extending the Possibilities of the Classroom Space." With Noelle Ballmer and Frances Johnson. International Writing Centers Association Conference, Houston, TX
June 2006 "Opening the Pipelines/Closing the Gaps: Using Faculty Development and GO Center Activities to Assist Underrepresented Students in Achieving College Graduation." With Victor Davila. International Conference on Youth & Education for the 21st Century, Corpus Christi, TX
Mar 2006 "Closing the Disconnect Between State-Mandated Tests and the State Curriculum." With Carmen Delgado, Cheryl Flint and Agnes Flores. Great Books/Grand Conversation: Texas A&M University-Corpus Christi 10th Annual Reading Conf, Corpus Christi, TX
Dec 2005 "Something Wiki This Way Comes." Sakai Winter Conference 2005, Austin, TX
Oct 2005 "Teaching in Virtual Spaces: Whose Space is it? and How Should We Define Those Spaces?" With Leticia Slabaugh Two-Year Col Eng Assoc (TYCA), Galveston, TX
July 2004 "Mexican American Literate Practices and Classroom Expectations: Exploring, Understanding, Celebrating." Virtual presentation with Susan Wolff Murphy. The
Fourth International Conference on Diversity in Organisations [sic], Communities and Nations, Los Angeles, CA

June 2004  “Providing Student Access for Online Interactive Learning Opportunities through Faculty Development at an HSI.” With Cristina Kirklighter, Tommy Hern and Marie Hubbard. 2004 Symposium on Pedagogy & Learning in Higher Education, San Antonio, TX

May 2004  “Telling Our Grandmothers' Stories.” National Conference on Grandmothers and Grandmothering. Ontario, Canada

Aug 2003  “Technology Playground.” South Texas Regional Technology in Education Consortium (RTEC) Conference, Corpus Christi, TX

Mar 2002  “Using 'Community' Needs to Promote and Expand WAC.” With Glenn Blalock, Diana Cardenas and Joyce Hawthorne. Sixth Annual National Writing Across the Curriculum Conference, Houston, TX


Mar 2001  “Writer’s Block—No/Blocking Writers—Yes.” Annual Convention of the Conference on College Composition and Communication, Denver, CO

Nov 2000  “Intradisciplinary Approaches: Teaching Circles, or Throwing a Lifeline to Freshman Comp TAs.” Annual Convention of the Nat. Council of Teachers of English, Milwaukee, WI

Oct 2000  “Writing on the Border: Developing a Technical Writing Program within the Maquiladora Industry of South Texas.” Western States Composition Conf., Salt Lake City, UT

Feb 2000  “Scenes from the Neighborhood: Using Sandra Cisneros’ The House on Mango Street to Help Students Find Their Stories.” National Association of Hispanic and Latino Studies, Houston, TX

Oct 1999  “My Grandmother Worked, Even when She Was Married.” Visible Women and Southern History, Shreveport, LA


Apr 1991  “Discourse of the Distressed.” TX Joint Council of Teachers of Eng., Fort Worth, TX

Oct 1989  “Writing Through Silence.” Texas Humanities Conference, College Station, TX

Mar 1987  “Grimlye Grammar.” Texas Joint Council of Teachers of English, Corpus Christi, TX

Workshops, Presentations and Consulting

Fall 2007  Workshop on Resume Writing for Honors Program.

Spring 2007  Writing workshop for Medical Transcriptionists, with Jane Kratzig.


Nov 2005  Coordinated “Coastal Bend English Conversation P-16.” Title V Collaborative, Del Mar College

Spring 2005  Coordinated campus visit and faculty development presentation by John Tagg, author of The Learning Paradigm College.

Fall 2004  "Designing Courses and Assignments to be Community-Based.” For Community Outreach, TAMU-CC

Summer 2004  “Developing Training Manuals – Part 2.” With Jane Kratzig. For Frost Bank Call Center

Spring 2004  “Developing Training Manuals.” With Jane Kratzig. For Frost Bank Call Center

Fall 2003  “A Sampler of Civic Engagement at TAMU-CC.” Engaged Lives series, Panelist

Fall 2003  Faculty Renaissance Center Best Practices, Coordinator

2002-present  “Intel Teach to the Future.” ENGL 3360 classes, TAMU-CC

Spr 2003  “WikiWiki Web.” Early Childhood Development Center, TAMU-CC

Spr 2003  “Publishing with Microsoft Word.” Early Childhood Development Center, TAMU-CC

Fall 2002  “Technology Tools.” Early Childhood Development Center, TAMU-CC

Fall 2002  Consultant, Local oil company for a proposal project

Spr 2002  “Teaching, Learning and Technology Forums.” With Glenn Blalock. Title V, TAMU-CC


Jan 2002  “General Instructional Design and Interactive Strategies in Distance Learning.”
For Coastal Bend area teachers and administrators. TAMU-CC

Sum 2001 Consultant, Fun Trackers, Corpus Christi, TX

Sep 2000 "Report Writing." For US Preetrial South Texas Region. Houston, TX


Professional Development

Apr 2007 "Latina/o Student Success in Higher Education: A Qualitative Meta Analysis." Raymond Padilla, University of Texas San Antonio, Title V/CMAR, TAMU-CC

Apr 2007 "Strategies for Working with Developmental Students." Rebecca Goosen, San Jacinto Community College, Title V TAMU-CC

Mar 2007 "What Does It Mean to Be a Hispanic Serving Institution." Daniel Arreola, Arizona State University. Title V/CMAR, TAMU-CC


Oct 2006 "Hector P. Garcia." Michelle Hall Kells, University of New Mexico, CMAR, TAMU-CC

Sep 2006 "Writing Winning Grants." FASEB MARC, TAMU-CC

Jul 2006

Dec 2006 "Grant Writing Workshop." Research Office of Texas A&M University-College Station, TAMU-CC

Nov 2005 "Coastal Bend English Conversation P-16." Title V Collaborative, Del Mar College

Oct 2005 Hispanics Organized for Public Education, Corpus Christi, TX

Apr 2005 "Newly Designed Instructional Strategies." Title V, TAMU-CC

Apr 2005 "The Learning Paradigm College" presented by John Tagg. Title V, TAMU-CC

Jul 2004 "Strategies for Engaging Learners." Title V, TAMU-CC

Apr 2004 "Evaluating the Evaluation." Faculty Renaissance Center, TAMU-CC

Mar 2004 "The Emotionally Intelligent Teacher." Faculty Renaissance Center, TAMU-CC

Jan 2004 "Making Learning Real and Meaningful." Faculty Renaissance Center, TAMU-CC

Oct 2003 "Tools for Teaching Assessment." Faculty Renaissance Center, TAMU-CC

2003-present University wide Reading Circle

2000-present Teaching Circles FYWP and FYSL, TAMU-CC

Jan 2003 "Service Learning: From Theory to Practice." Campus Compact, Del Mar College

Nov 2002 TAMU Symposium, TAMU-CC

Fall 2002 E-Pedagogy Development. Collegeris/EduPriese, TAMU-CC

Jul 2002 "Grant Writing." State of Texas Grant Writing Team, TAMU-CC

Jul 2002 "Women's Conference." Corpus Christi, TX

May 2002 "Intel Teach to the Future." Microsoft, TAMU-CC

Spr 2002 "Managing Diversity at the Speed of Change." TAMU-CC

Spr 2002 WebCT Training. Collegeris/EduPriese, TAMU-CC

2001-2002 English Department Reading Group

Nov 2001 National Education Symposium, TAMU-CC

Aug 2001 2nd Annual Lily Regional Conf. on College and University Teaching, San Marcos, TX

Jun 2001 TAMUS Academy for Educator Development Chancellor's Invitational Conf. Houston, TX


Nov 2000 Adobe Photoshop Workshop. CTE, TAMU-CC

Oct 2000 "Grant Writing." Sponsored by Congressman Solomon P. Ortiz. Del Mar College

Sep 2000 "Gender Issues in the Classroom." CTE, TAMU-CC

Fall 2000 Seamless Pipeline Conference. University Outreach, TAMU-CC

Apr 2000 "Show Me the $." University Outreach grant workshop, TAMU-CC

Mar 2000 FileMaker Pro Workshop. CTE, TAMU-CC

Feb 2000 Claris Workshop. CTE, TAMU-CC

Sum 2000 Peer Collaboration Workshop, TAMU-CC

Spr 2000 Youth Issues Roundtables. University Outreach, TAMU-CC

Professional Service

2005-present Reviewer, English Education
2004-2006  Member, Organizing Committee for the Conference of College Teachers of English 2006 annual conference, Corpus Christi, TX
2004  Reviewer, International Journal of Diversity for the proceedings of The Fourth International Conference on Diversity in Organisations [sic]
Review of Putting it Together, textbook prospectus for Prentice Hall
2003  Review of Strategies for Business and Professional Writing 4th ed. By Kevin J. Harty, for Allyn and Bacon
2000-2003  Area Coordinator, National Association of African American Studies and Native American Studies

Professional Service: University
2007-present  Islander Women In Leadership
2006-present  Member, Student Commencement Speaker Committee
2004-2007  Faculty Partner in Writing to the Writing Center
2005  Co-Chair, Momentum 2015, Focus on Engagement Task Force, Faculty/Staff Engagement Working Group
Member, Faculty Renaissance Center Educational Technologist Hiring Committee
Member, Tutoring and Learning Center Retention Specialist Hiring Committee
Participant, Community Outreach Program Review
2005-2006  Member, Academic Technology Council
Member, Community Outreach Council
2004-2005  Judge, Paint the Island Pink banner contest.
2004  Chair, Student Success in the Online Environment subcommittee
2004-present  Chair, Telling Our Grandmothers’ Stories Committee
2003-2004  Member, Telling Our Grandmothers’ Stories Committee
2003-present  Member, Faculty Renaissance Center Committee
2002-2005  Member, Distributed Learning Council
2002-2004  Chair, Teaching, Learning and Technology Roundtable (TLTR)
Member, Education Technology Committee
2002-2003  Member, Civic Engagement Planning Team
2001-2004  Member, TAMUS Academy for Educator Development
2001-2003  Member, Student Publication Committee
2001-2002  Member, Engineering Technology Program Review Committee
Secretary, Women’s Center for Education and Service Executive Board
2001  Member, Title V Educational Technologist Search Committee
2000-2002  Member, Women’s History Month Planning Committee
Chair, Telling Our Grandmothers’ Stories Committee
Member, “Get the Job” Planning Committee

2000-2001  Member, Women’s Center for Education and Service Board of Directors
Consultant, with Glenn Blalock, Island Waves, Student Newspaper

Professional Service: College
2005  Chair, Journalism Review Committee
2004  Member, Communications Search Committee
2000-2004  Coordinator, Technical and Professional Writing and Journalism Minors
Spr 2002  Chair, Software Review Committee
2001-2001  Member, MAIS Program Review Committee
2000-2001  Member, Graduate Studies Committee

Professional Service: Department
2006-2007  Chair, MA English Examination Committee
Member, MA Rhet/Comp Reading List Committee
2005-2006  Member, MA English Comprehensive Examination Committee
2002-2006  Coordinator, Intel Teach to the Future Program for ENGL 3360 Courses
2002-2004  Member, English Graduate Committee
2001-2004  Member, Chair’s Advisory Committee
2001-2004 Chair, Technical and Professional Writing Program Committee
2000-2004 Member, First-Year Writing Program Advisory Committee
2001-2002 Member, English Search Committee
2000-2001 Member, MA English Program Review Committee
2000-2001 Member, ENGL 1302 and 4351 Evaluation Committees
Spr 2000 Member, English Graduate Committee Sub-Committee

Community Service
2005-present Volunteer Web/Audiovisual program, Corpus Christi Christian Fellowship
2006 Member, Northside Community Committee
2003-2006 Member, Corpus Christi Community Council
2001-2003 Volunteer, Boys and Girls Club of Corpus Christi
Jan 2003 Grader, Academic Decathlon Essay Competition, King High School, Corpus Christi, TX
Spr 2002 Assisted Del Mar College in hosting a Telling Our Grandmothers' Stories event
Feb 2001 Worked with Antonio E. Garcia After School children to develop "Telling Our Grandmothers' Stories" presentations
2004 Writer/Editor, Corpus Christi Chamber of Commerce Newsletter
Oct 2000 Member, TAMU-CC Diabetes Walk team
Apr 2000 Judge, Caller-Times Volunteer Award
1992-1996 Area Coordinator, National African-American Read-In Chain, Fort Worth, TX

Grant Writing Activities
2007 "To the Island and Beyond." Dept. of Ed. Ronald E. McNair Postbaccalaureate Achievement Program. Grant funded for $1,098,000. Awarded additional year of funding for being in the top 10% of proposals reviewed.
2005 "Surveying, Engaging, Applying (SEA): Implementing the First Four-Year Undergraduate Degree in Hydrographic Surveying Engineering." With ENGL5364 graduate students. Sponsored by Office of Graduate Studies and Research. NSF CCLI grant submitted but not funded.
2004 "Engaging Diverse Students Through the Use of the Learning Paradigm While Sustaining the Environment of the Gulf of Mexico." With Joe Loon. NSF CCLI grant submitted but not funded.
"Reflecting Our Diverse Heritage and Traditions: Telling Our Grandmothers' Stories" project. With Sharon Talley. NEH grant submitted but not funded.

Professional Affiliations
Conference on College Composition and Communication
Association of Teachers of Technical Writing
National Council of Teachers of English
Sigma Tau Delta

Student Mentoring
Graduate Student Committees

Committee Chair

Lawrence E. Morgan, MA English, *Preparing to Teach Technical Communication: Essay on Approaches, Assessment, and Using Technology*, April 2003. Dr. Morgan completed his PhD in English - Technical and Professional Writing at the University of New Mexico and now is Assistant Professor of English at the University of Wisconsin-Stevens Point.
Tommy R. Hern, MA English, *Theoretical and Pedagogical Foundations for the Use of WikiWikiWebs to Facilitate Online Collaboration.* Mr. Hern was a student in the PhD Technical Writing program at Texas Tech University and now serves as Editor for Committee Member

Esther Pais, MA Interdisciplinary Studies.

**Student Conference Presentations**

Co-Presenter

"Extending the Possibilities of the Classroom Space." With Noelle Ballmer and Frances Johnson. 2007 International Writing Centers Association Conference, Houston, TX

"Not Just L2: Re-Presenting the Latino Student at Hispanic Serving Institutions in South Texas – A Study of Literate and Language Practices." With Isabel Araiza and Humberto Cardenas Jr. 2007 Conference on College Composition and Communication, New York, NY

"Literate Practices/Language Practices: What Do We Really Know About Our Students?" With Isabel Araiza and Humberto Cardenas. 2005 Annual Convention of the Conference on College Composition and Communication, San Francisco, CA

"Teaching in Virtual Spaces: Whose Space is it? and How Should We Define Those Spaces?" With Leticia Slabaugh (former graduate student) Oct 2005 Two-Year College English Association (TYCA), Galveston, TX

"Providing Student Access for Online Interactive Learning Opportunities through Faculty Development at an HSI." With Cristina Kirklighter, Tommy Hern (graduate student) and Marie Hubbard (undergraduate). 2004 Symposium on Pedagogy & Learning in Higher Education, San Antonio, TX

"Using ‘Community’ Needs to Promote and Expand WAC." With Glenn Bialock, Diana Cardenas and Joyce Hawthorne. 2002 National Writing Across the Curriculum Conference, Houston, TX

**Mentor**


Betsy Stein presentation at 2007 TAMU-CC Cede Conference.

Sophie Longoria presentation at South Central Writing Centers Conference.

Ashleigh Davis 2005 Conference on College Composition and Communication.

Frances Johnson presentation at 2004 Conference on College Composition and Communication

Leticia Slabaugh: "From "Space Oddity" to "Personal Odyssey": Discovering the Shared Concerns of Learning – Disabled and Basic Writing Students." 2001 Conference on College Composition and Communication, Denver, CO

**Student Research Projects**

Co-Researcher


Survey Project on Use of Wiki as a Collaborative Writing Tool. With Tommy Hern, 2004

**Student Publications**

Co-Author


**Student Grant Writing**

ENGL 3301 Fall 07 Classes wrote grants for South Texas Colonias Initiative and Avance.
ENGL 3301 Summer 07 Class wrote a grant for the South Texas Colonias Initiative.
ENGL 5364 Fall 05 Class wrote a National Science Foundation grant for the Geographical
Information Systems program.
Betsy Stein Fall 06 wrote an education grant for computer funding for Flour Bluff Elementary
School.

Other Service Learning Projects
ENGL 3301 Spring 07 Class developed Standard Operating Procedures Manual for TAMU-CC
Office of Research and Scholarship

Other Mentoring
Kristina Gutierrez, currently enrolled in a PhD program at UT San Antonio and teaching at San
Antonio Community College
Candace Penick, currently enrolled in a PhD program at UT San Antonio and teaching at Texas
A&M University-Kingsville
Curriculum Vitae
Sharon Talley

Department of English
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412
(361) 825-3264
sharon.talley@mail.tamucc.edu

Education
Ph.D., English (Concentration: American Literature), University of North Texas, December 1999
M.A., English (Concentration: Literature), Texas A&M University-Commerce, August 1997
B.A., English and Religion, Trinity University, May 1974

Dissertation
"A Sensory Tour of Cape Cod: Thoreau's Transcendental Journey to Spiritual Renewal"
Director: James T. F. Tanner

Academic Employment
Associate Professor, Texas A&M University-Corpus Christi, Fall 2006-Present
Assistant Professor, Texas A&M University-Corpus Christi, Fall 2001-Spring 2006
Visiting Assistant Professor, Texas A&M University-Corpus Christi, Fall 2000-Summer 2001
Adjunct Instructor, Eastfield College, Fall 1999-Summer 2000
Adjunct Instructor, University of North Texas, Spring 2000
Adjunct Instructor, Collin County Community College, Fall 1999
Teaching Fellow, University of North Texas, Fall 1998-Fall 1999

Courses Taught
Graduate

The American Renaissance: Visions and Revisions

Death and Dying in American Literature

The Literature and Culture of Civil War America

American Frontier Literature

Literary Criticism and Theory

Undergraduate

20th- and 21st-Century Literature and Writing: American Families (English Capstone)

Women’s Literature (“Scribbling Women”: 19th-Century American Women’s Literature)

American Literature Survey to 1865
American Literature Survey (1870-Present)
Current Approaches to Composition and Literature (for pre-service teachers)
Film and Literature
Writing about Literature
Themes and Genres in the Literatures of the Americas (including Honors section)
Western Literature I and II
College Writing I and II

Publications

Books

Ambrose Bierce and the Dance of Death (in progress).


Articles


Other Publications


“Henry David Thoreau.” *Men and Masculinities: A Social, Cultural, and Historical


Conferences

Papers Presented-National/International Venues


Papers Presented-Regional/State Venues


Session Chaired-Regional/State Venue


Other Conference Participation-National/International Venues

Other Conference Participation-Regional/State Venues

Conference of College Teachers of English, Corpus Christi, Texas, March 2006.


Workshop Presentations

English ExCET/TExES Preparation Workshops, 2001-2004.


Awards, Honors, and Fellowships


Department Research Award. Student Companion to Herman Melville. Haas Foundation, Department of English, Texas A&M University-Corpus Christi, 2006.

Summer Research Stipend: Student Companion to Herman Melville. Committee for the Enhancement of Scholarly Activities and Research, College of Arts & Humanities, Texas A&M University-Corpus Christi, 2005.


CADTL Award for Course Development. College of Arts & Humanities, Texas A&M University-Corpus Christi, 2002-2003.


Teaching Fellowship: Peer Collaboration Workshop. College of Arts & Humanities, Texas A&M University-Corpus Christi, 2000


Toulouse School of Graduate Studies Scholarship, University of North Texas, 1999.

Mary Patchell Memorial Scholarship, University of North Texas, 1998-99.

Toulouse School of Graduate Studies Doctoral Fellowship, University of North Texas, 1997-99.

Award for Outstanding Critical Textual Analysis, Annual Conference of English Graduates for Academic Development, East Texas State University, 1996.
Professional and Community Service

Service to the University

Member, Faculty Senate, Texas A&M University-Corpus Christi, 2005-2009.

Member, Executive Committee, Faculty Senate, Texas A&M University-Corpus Christi, 2007-2008.

Parliamentarian, Faculty Senate, Texas A&M University-Corpus Christi, 2007-2008.

Chair, Academic Affairs Committee, Faculty Senate, Texas A&M University-Corpus Christi, 2007-2008 (member, 2005-2008).

Chair, Ad Hoc Committee on Final Examinations, Faculty Senate, Texas A&M University-Corpus Christi, 2007.

Member, Enrollment Management Council, Texas A&M University-Corpus Christi, 2006-2008.

Member, Academic Standards Grievance Committee, Texas A&M University-Corpus Christi, 2005-2008.

Member, University Calendar Committee, Texas A&M University-Corpus Christi, 2005-2007.

Member, Graduate Council, Texas A&M University-Corpus Christi, 2005-2007.

Chair, Curriculum Committee, Graduate Council, Texas A&M University-Corpus Christi, 2006-2007.

Chair, SACS/Momentum Committee, Graduate Council, Texas A&M University-Corpus Christi, 2005-2006.

Member, Student Commencement Speaker Committee, 2007.


Member, Planning Committee for Professional Development/Learning Communities, Academy for Educator Development, Texas A&M University-Corpus Christi, 2002-2004.


Officer, Board of Directors, Women’s Center for Education and Service, Texas A&M University-Corpus Christi, 2002-2004 (Secretary, 2003-2004; Historian/Parliamentarian, 2002-2003).

Chair, “Telling Our Grandmothers’ Stories” Committee for Women’s History Month, Texas A&M University-Corpus Christi, 2002-2004 (committee member 2000-2006).

Service to the College of Liberal Arts (formerly Arts and Humanities)

Judge, Franz Writing Awards for History. 2007.

Member, Committee for the Enhancement of Scholarly Activities and Research, Fall 2003-Fall 2004.

Member, Graduate Studies Committee, 2001-2002.

Service to the Department of English
Member, Haas English Enhancement Fund Committee, 2007-2008
Chair, English Graduate Committee, 2004-2007 (member, 2001-2007).
Member, English Chair’s Advisory Committee, 2004-2007.
Member, English Graduate Examination Committee, 2003-2005, 2007-2009
Faculty Sponsor, Student Association of Graduate English Scholars, 2004-2007.
Faculty Sponsor, Alpha Theta Mu Chapter, Sigma Tau Delta, 2003-2005, 2007-2008
Member, Search Committee for Assistant Professor of English (American Literature), 2006-2008.
Member, Search Committee for Two Assistant Professors and Four Visiting Assistant Professors of English, 2004-2005.
Member, Search Committee for Four Instructorships in English, 2002.
Facilitator, Western Literature Teaching Circles, 2001-2004.
Facilitator, Reading Circles, Alpha Theta Mu Chapter, Sigma Tau Delta, 2001-2003.
Member, Undergraduate Capstone Portfolio Assessment Committee, 2000-2001.

Service to the Profession
Member, Local Arrangements Committee, Conference of College Teachers of English, 2004-2006.

Service to the Community
University Author’s Day: Member, Planning Committee (2006-2008); Literature Workshop, (2002).

*Telling Our Grandmothers’ Stories*: Del Mar College (2002-2004); Carroll High School, King High School, Miller High School, Flour Bluff High School, Flour Bluff Middle School, Incarnate Word Academy, and St. Cyril and Methodious Catholic School (2004-2005)


Memberships
Modern Language Association
American Culture Association
Nineteenth-Century Studies Association
College English Association
CURRICULUM VITAE

Diana Cardenas

English Department
Texas A&M University-Corpus Christi 10701 Rockwood
Corpus Christi, TX 78412 Corpus Christi, TX 78412
(361) 825-3026 (361) 241-2111
diana.cardenas@mail.tamucc.edu

EDUCATION

Ph.D. in English with an emphasis in Rhetoric and Composition, Texas A&M University,
College Station, TX, 2000
M.A. in English, Texas A&I University, Kingsville, TX, 1974
B.A. in History/English, Texas Woman's University, Denton, TX, 1971

A.A. Del Mar College, Corpus Christi, TX, 1970

DISSERTATION

The Conversation of the Consultation: Describing Collaborations in Writing Center Tutorials,
Director: Valerie Balester. The work studies the interaction between students at various levels
of their writing development and writing center consultants as they work with compositions.
Findings reveal that students' needs are effectively met by consultants who construct and
employ a protean role.

AREAS OF STUDY
Rhetoric and Composition, Technical and Professional Writing

WORK EXPERIENCE

Associate Professor, English Department, Texas A&M University-Corpus Christi, Technical and

Assistant Professor, English Department, Texas A&M University-Corpus Christi, Technical and
Professional Writing, Rhetoric and Composition, English Education, 2002-2006

Visiting Assistant Professor, English Department, Texas A&M University-Corpus Christi,
Technical Writing and Strategies and Genres in Advanced Writing, 2001-2002

Lecturer, English Department, Texas A&M University, College Station, TX- First year
composition classes, Spring 2001

Teaching Assistant, English Department, Texas A&M University, College Station, TX-
Technical Writing, Summer, 2000
Writing Center Consultant, English Department, Texas A&M University, College Station, TX- Individualized instruction for students of all levels and disciplines, Aug 1998-May 2000

Lecturer, English Department, Sam Houston State University, Huntsville, TX- Composition classes, research-based writing, 1996-1998

Journalism/Writing Teacher, Mance Park Middle School, Huntsville, TX, 1995

Professor, Associate Professor, Assistant Professor, Instructor, English Department, Del Mar College, Corpus Christi, TX.- Developmental English, Freshman Rhetoric and Composition, honors freshman writing (deliberative rhetoric), 1976-1993

Writer, Education Service Center, Region II, Corpus Christi, TX- Developmental Projects, researching and writing instructional models for teacher competencies program, 1974-1976

Teaching Assistant, English Department, Texas A&I, Kingsville, TX- Freshman Rhetoric/Composition, 1972-1974

COURSES TAUGHT

Texas A&M University-Corpus Christi

*Undergraduate:* Principles of Professional and Report Writing, Strategies and Genres in Advanced Writing, Approaches to Composition and Literature, Writing in the Professions, Applied Experience in Technical Writing, First Year Writing

*Graduate:* Theory and Pedagogy of Technical Writing; Professional Writing: Rhetoric, Race, Gender, and Power; History of Rhetoric

Texas A&M-University-College Station

Technical Writing, First Year Composition

Sam Houston State University

Freshman Composition

*Del Mar College*

Freshman Composition, Honors Rhetoric and Composition (deliberative rhetoric)

HONORS AND AWARDS

Nominee, Frances Hernandez Teaching Award, Conference of College Teachers of English, 2004

Academy for Educator Development Scholar, Texas A&M University System, Cohort V, 2004

Faculty Peer Collaboration Workshop Fellow, Texas A&M University, Corpus Christi, 2002

Valerie Balester Writing Center Award, Texas A&M University-College Station, 1999

Outstanding Consultant Award, Texas A&M University, College Station, 1998

Institutional Nominee, Minnie Piper Excellence in Teaching Award, Del Mar College, 1988

Nominee, Outstanding Teacher Award, SRCE, 1988
PUBLICATIONS

Published

"Restructuring Student and Teacher Roles: Dealing with Struggle.” Diana Cardenas and Susan

Teaching Writing with Latino/a Students: Lessons Learned at Hispanic Serving
Institutions. Eds. Cristina Kirklighter, Diana Cardenas, and Susan Wolff

“Building on the Richness of a South Texas Community: Revisioning a Technical and
Professional Writing Program through Service Learning.” With Susan Loudermilk Garza.
Teaching Writing with Latino/a Students: Lessons Learned at Hispanic Serving

“Introduction.” Teaching Writing with Latino/a Students: Lessons Learned at Hispanic Serving

“Rethinking the Boundaries of the Classroom: Building a Program around Civic Engagement.”
In Quick Hits for Educating Citizens. Eds. James L. Perry and Steven G. Jones.

“Enacting Multimedia Writing Center Pedagogy in a Rural High School.” Special Issue of
WAC The Clearing House. September/October 2006, with Susan W. Murphy and Sue
Elwood-Salinas (article)

“Using Civic Engagement to Promote Children’s Welfare.” Proceedings of the First
International Conference on Children’s Rights and Education for the 21st Century. With
Charles Etheridge

“Creating an Identity: Personal, Academic, and Civil Literacies.” Latino/a Discourses: On
Language, Identity, and Literacy Education. Portsmouth, NH: Heinemann, 2004. 114-
125. (book chapter)

“Assessing Writing in a Physical Therapy Unit.” Academic Exchange Quarterly. 9.1 (Spring
2005): 36-40. (article)

“Refiguring the End of Teaching: Capacity for Action.” Technical Communication Quarterly

“Opening Opportunities for Student Decision Making,” Academic Exchange Quarterly 6.4

“Using Community Needs To Promote and Expand WAC.” Language and Learning
across the
Disciplines 6.3 (Feb 2002): 54-60. With Joyce Hawthorne, Susan L. Garza, and
Glenn
Blalock (article)

“Classical Rhetoric: Its Importance in Our Democracy.” Texas College English. (Fall 1988):
1-4. (article)

Accepted for Publication


Submitted

GRANTS

CONFERENCE PAPERS
International
“Do the Write Thing: Middle School Students Addressing Youth Violence through Personal Essays.” Second International Conference on Youth and Education for the 21st Century, Texas A&M University-Corpus Christi. With Patricia Hernandez

National
“Authority and Expertise in Community Partnerships,” Association of Teachers of Technical Writing, San Francisco, CA., March 2005
“Promoting Intercultural Communication in Technical Writing.” Conference of College Composition and Communication, San Antonio, TX, March 25, 2004
Regional/State

"Foundations for Service Learning in a Technical and Professional Writing Program” Continuing

“Arabic Contribution to the History of ‘Western’ Rhetoric. Conference of College Teachers of
English. Corpus Christi, TX, March 2006 (with Charles Etheridge)

"El Proyecto ‘El Nino Moises’” Conference of College Teachers of English, Baylor, Waco, TX,
March 2005

“A Multimedia Writing Center Secondary-University Partnership.” Texas A&M System’s
Regents’ Initiative for Excellence in Education, Houston, TX, June 25, 2004

“The Case Study as Assessment: Professional Writing in a Physical Therapy Department”
Conference of College Teachers of English, Beaumont, TX, March 5, 2004

Conference of College Teachers of English, San Antonio, TX, March 2003

“Using ‘Community’ Needs To Promote and Expand WAC.” Sixth National Writing Across the
Curriculum Conference, Rice University, Houston, TX, March 2002

"Assessing the Effectiveness of the Writing Center Tutorial: Changes in the Students' Attitudes
toward Writing and Writing Behaviors, " Conference of College Teachers of English,
Amarillo, TX., March 2001

“Posing Questions, Framing Conversations about Language and Hispanic Identities.”
Respondent, Literacies and Literary Symposium, Texas A&M University, College
Station, TX, Fall 2000

WORKSHOP/PRESENTATIONS

“Helping First Year Students Succeed in Writing Classes.” Advanced Placement Institute,
College Board. Invited Speaker, summer 2007

“It Takes a Village: Multiple Approaches to Teaching Writing to First-Year Students.” FTSCA
Teaching Circle, Spring 2007

“How to Prepare a Vita or Professional Resume.” SAGES (English Department graduate
organization), Fall 2007

“Research at Hispanic Serving Institutions: Philosophy and Method.” English 5302
Bibliography and Research, Texas A&M University-Corpus Christi, 2007

“How to Write Proposals.” English 5376 Professional Writing, Texas A&M University-Corpus
Christi, Spring 2006

“Literacy and Power: Rhetoric, Race, and Political Activism.” English 5302 Bibliography and
Research, Texas A&M University-Corpus Christi, Fall 2006

“How to Prepare a Vita or Professional Resume.” SAGES (English Department graduate
organization), Fall 2006

“Writing Skills.” Aggie Summer Institute, Regional Prospective Student Center, Corpus Christi
“Rhetoric as Social Action.” Advanced Placement Institute, College Board. Invited Speaker, summer 2005

“Sharing Research in Progress.” English 5302 Bibliography and Research, Texas A&M University-Corpus Christi, Fall 2005

“Researching the Consultant-Student Relationship in the Texas A&M University Writing Center: A Dissertation.” English 5369 Writing Center Theory and Practice, Texas A&M University-Corpus Christi, Fall 2004


“Social Constructionist Theory and the Writing Center.” Graduate English class 5372 Composition Theory and Pedagogy, Texas A&M University-Corpus Christi, Fall 2001

"Conducting a Student-Centered Tutorial," Writing Center, English Department, Texas A&M University-College Station, TX., May 2001

“Effective Tutoring.” Center for Skills Enhancement, Sam Houston State University, Huntsville, TX- Provided three hours of training for undergraduate tutors from various disciplines, January 2001

“Non-Directive Tutoring Strategies.” English 657, Texas A&M University, College Station, TX, Summer 2000

Tutor Training, Writing Center, English Department, Texas A&M University, College Station, TX. Provided training for tutors, Summer 1999

Workshop Presenter for Tutor Training, Academic Enhancement Center, Sam Houston State University, Huntsville, TX.- provided five hours of training for undergraduate and graduate tutors from various disciplines, Fall 1999

Conference Presenter, East Texas Association of Writing Centers- Sam Houston State University-planned and directed (with Susan Murphy) an interactive workshop on effective tutoring practices for directors and trainers of tutors, 1999

Presenter, "The Conversation of the Consultation: Describing Collaborations," Research Week Oral Competition, Texas A&M University, College Station, TX.,1999

Coordinator of Adjunct Faculty, English Department, Del Mar College, Corpus Christi, TX – Planned numerous workshops for new adjuncts to provide instructional support

**PROFESSIONAL EDITING/PROFESSIONAL CREATION**

“Employee Manual” revision. Frontier Surveying and Mapping, Corpus Christi, TX, Fall 2002

“Engine of Community Change” University report for Office of Planning and Institutional Effectiveness, Texas A&M University, Fall 2002


**TEACHING ENHANCEMENT/PROFESSIONAL DEVELOPMENT**

TAMU-CC and Del Mar College, First Annual English Summer Summit of Coastal Bend
CCTE, Rhetoric and Composition presentations
TAMU-Kingsville, Continuing the Conversation: Best Practices in Teaching Conference
English 3360 Teaching Circle
First Year Writing Program-Best Practices, TAMU-CC
Title V English 3360 Committee (in charge of revising course objectives and assignments)
English 3301 Advisory Committee (in charge of revising course objectives and assignments)
Texas A&M University System’s Educator Academy grant project (with Robstown High School
technical writing students and English teachers)
TAMU System Educator Academy for Educator Development and Excellence, June 2004
“Assessment.” Faculty Renaissance Center program. 2004
“Service Learning: From Theory to Practice.” Campus Compact. Del Mar College, Jan. 2003
E-Learning Pedagogy Workshops and Instructional Design Consultation (WebCT), Fall 2002
Office of the Governor Grant Writing Team, seminar, July 2002
Fellow, Peer Collaboration Workshop, Fall 2002
English Department Scholarship Circle (provide feedback for research/scholarship of colleagues), Fall 2002
Title V, “Faculty Development to Improve Teacher Education” Summer 2003.
Title V Faculty Website presentations, 2003
The 2002 Conference for Women, Corpus Christi, TX., July 15-16, 2002
Web CT Training, Texas A&M-CC, Spring 2002

ADMINISTRATIVE EXPERIENCE/PROGRAM DEVELOPMENT
Faculty Partner, Writing Center, Tutoring and Learning Center, Fall 2007
Coordinator, Technical/Professional Writing Program, Texas A&M University-Corpus Christi, 2004-2006
Graduate Student Director, Writing Center, English Department, Texas A&M University,
College Station, TX, Summer 1999
Member, Writing Program Committee, Department of English and Foreign Languages, Sam
Houston State University, Huntsville, TX - Helped restructure second semester freshman
English course to emphasize research and technology in the writing process, 1997-98
Coordinator of adjunct faculty, English Department, Del Mar College, Corpus Christi, TX- In
charge of hiring adjuncts and orienting them to procedures and course requirements;
guided 25+ teachers. Also prepared class schedules for all English Department faculty
members.
Honors Program Development Committee, Del Mar College, Corpus Christi. TX- Headed
committee to expand honors program for the college in general, 1988-89
Computer-Based Composition Program Planning Committee, Del Mar College- Helped plan
units to incorporate technology and composition for a one hour required English course
for freshman students
Co-chair, Program Review Committee, Department of English and Philosophy, Del Mar College,
1989-90
Member, Program Review Committee, Business Department Program Review - Studied goals,
accomplishments, student retention and graduation information as part of review
Member, TASP Field Testing Panel, McAllen, TX, 1988

SUPPORT ACTIVITIES FOR STUDENTS
Title V Virtual Web-Based Connect site for Texas A&M University-Corpus Christi, TX., to communicate electronically with university students, 2005
Writing Center graduate student director, English Department, Texas A&M University-College Station, initiated efforts to attract undergraduate students of all majors and to reach out to international graduate students, Summer 1999
Writing Center consultant, English Department, Texas A&M University- Worked with students to improve writing and thinking skills, Fall 1998-2000
Writing Center liaison to student organizations, Texas A&M University- Visited groups to inform members of writing assistance provided by the Center, 1999-2000
Mentor, EXCEL, Office of Multicultural Services, Texas A&M University. Mentored two students as part of the university's efforts to ensure academic achievement, 2000-2001
Mentor, Hispanic Graduate Student Association, Texas A&M-College Station, TX., Mentor to minority student, 1999
Mentor Program, Sam Houston State University, Huntsville, TX- Mentor for three students to promote their academic success and improve university retention rate, 1996-1998
Coordinator, UIL Meeting, Literary Criticism, Sam Houston State University, 1998
Writing Judge, Academic Decathlon, Tuloso-Midway High School, Corpus Christi, TX, 1994
Academic Advisor, as part of instructional position, English, Del Mar College, assisting with the requirements for degrees in specific fields and for transfer to upper-level institutions
Recruiter, English Department Honors Program, Del Mar College. Visited high schools to inform students of program and identify eligible participants, 1987

SERVICE
To the Profession
Councilor/Reader, submissions for 2008 Conference of College Teachers of English
Reader/Evaluator, submissions for 2008 Association of Teachers of Technical Writing Conference
Referee, two papers submitted to the Proceedings of the First International Conference on Children's Rights and Education
Reader/Evaluator, submissions for 2007 Association of Teachers of Technical Writing Member, Executive Council, Conference of College Teachers of English, 2006-2009
Councilor/Reader, submissions for 2007 Conference of College Teachers of English Chair, Local Arrangements Committee, Conference of College Teachers of English, 2006 conference, Corpus Christi, TX
Referee/Evaluator, submissions for Proceedings of the First International Conference on Children’s Rights and Education
Reviewer, Putting It Together, Prentice Hall textbook draft
Councilor, Literature Selection Committee, CCTE- Read professional papers submitted for annual conference, 1991
Councilor, Rhetoric, Composition, and Technical Writing Selection Committee, CCTE- in charge of reading professional papers submitted for the annual conference and selecting papers for presentations, 1990

To the University
Invited Speaker, Advanced Placement Institute, College Board, summer 2007
Instructor, Workforce Technology Summer Camp, Community Outreach/Workforce Member, Island Waves Committee
Clearinghouse for Mexican American Research program, Introduction: Dr. Norma Cantú
Technical/Professional Writing Program Representative, university-wide Service Learning
Website Development Committee
University Days, Representative, Technical/Professional Writing Program
Island Days, Representative, Technical/Professional Writing Program
Fall Fest, Representative, Technical/Professional Writing Program
Participant, Government Jobs Workshop, Career Center, TAMU-CC
Participant (English Department), Graduate Fair
Community Outreach Advisory Council, 2003-present
Contributor, American Democracy Project web site, creating the content material for web site.
Workshop and retreat participant, American Democracy Project, 2004-2005
Member, Focus Group, Momentum 2015 initiative document, Fall 2005-
Member, Sub committees, Momentum 2015 initiative meetings, Spring, summer 2005
Invited Speaker, Advanced Placement Institute, College Board, summer 2005
Meeting participant, candidates for deanship, Community Outreach, Spring 2005
Member, Island Waves student publication committee, 2004-2005
Recruiter, Moody High School, W. B. Ray High School, Corpus Christi, TX, 2004
Presenter, Professional Writing and Professional Identity, Moody High School, 2004

To the College
Participant, Governors’ Office Grant Writing Seminar
Participant, Arts and Humanities Academy Committee, Moody High School, 2005-2006

To the Department
Member, Chairperson’s Advisory Committee, 2004-2006
Coordinator, Technical/Professional Writing Program, 2004-2006
Five Year Plan, writer, Technical/Professional Writing Program, Fall 2004
Graduate Committee, Fall 2004-2006
Master’s Degree Exam Committee, 2004-2006
Master’s Degree Exam Reading List Committee, 2004-2006
Departmental search committees, 2004-2005
First Year Writing Program Search Committee, half time instructor
Technical/Professional Writing Program Advisory Committee, 2001-present
Program Review Committee
Haas Awards Committee
Coordinator, STAR Award Planning Committee, TPWP
English Department Reception for Majors, presenter
Technical Writing Minor Recruitment in English classes
Young Authors’ Camp, visitor to area elementary schools
Organizer, Technical/Professional Writing Program-Community Partnership Luncheon, 2005
Liaison between Technical/Professional Writing Program and Career Services for internships
Advisor, English majors, technical writing minors and journalism minors
Member, English 3360 committee, 2004-2006
TEXES preparation faculty group, 2004-2006
Coordinator, Pilot Testing of TExES English Language Arts and Reading test for National
Evaluations Systems, Spring 2003
Member, thesis committees, Tommy Hern, Fall 2003-Spring 2004; Larry Morgan, Fall 2002-
Spring 2003
Telling Our Grandmother’s Stories Committee, 2005
Member, Undergraduate English Program Review Committee, Fall 2005
First Year Writing Program-Writing Center Committee, Spring 2002
Civic Engagement Feedback Group to Provost, Fall 2002-Spring 2003
Contributor, Author’s Day, contact with Moody High School, 2004
Professional writing/professional identity class presenter, Moody High School, 2004
Member, Writing Center and Writing Program Partnership committee, Spring 2002

To the Community
Judge, Caller Times Distinguished Scholars’ Program applications, 2006-2007
YWCA Nominations Committee
Technical/Professional Writing Program liason to Gonzales Educational and Recreation Center
Community Partner, Heart Gallery of South Texas project
Member, Moody High School Arts and Humanities Academy Committee
Facilitator, over 50 community-based service learning projects
Juvenile Justice Advisory Board, Nueces County Juvenile Justice Center, 2002-present
Presenter, “Writing Skills,” Aggie Summer Institute, Regional Prospective Student Center
Judge, “Do the Write Thing” national writing project, Nueces County Juvenile Justice Center,
2004-2005
Judge, Caller Times Distinguished Scholars’ Program applications, 2005-2006
Judge, state journalism conference, Corpus Christi, TX., 2004
Contributor, Ready Writing preparation, Holy Family School, Corpus Christi, TX, 2002
Contributor, TAKS preparation, West Oso Elementary School, Spring 2005
YWCA, Y Women in Careers Planning Committee, 2002

PROFESSIONAL ORGANIZATIONS
Conference on College Composition and Communication (CCCC)
National Council of Teachers of English (NCTE)
Conference of College Teachers of English (CCTE)
Association of Teachers of Technical Writing (ATTW)
Sigma Tau Delta

REFERENCES

Dr. Clinton Machann
Professor of English (Director of Graduate Studies, 1995-97); Texas A&M University, College
Station, TX 77843-4227
(979) 845-4898 College Station, TX

Dr. Valerie Balester
Associate Professor of English
Texas A&M University, College Station, TX
(979) 845-3155

Dr. Jimmie Killingsworth
Professor of English, (Director of Writing Programs, 2005; Director of Graduate Studies, 1997-
2001) Texas A&M University, College Station, TX
(979) 847-8550

Dr. Mark Sadoski, Professor Curriculum and Instruction
Texas A&M University, College Station, TX 77843  (979) 845-8234

Dr. Diane Dowdey
Professor of English (Director of Freshman English, 1995-1999)
Department of English and Foreign Languages
Sam Houston State University Huntsville, TX 77341
(936) 294-1438

Revised 1/2008
CURRICULUM VITAE

Cristina C. Kirklighter

Arts and Humanities 15030 Tesoro Drive
Texas A&M Corpus Christi Corpus Christi, TX 78418

6300 Ocean Drive cristina.kirklighter@tamucc.edu
Corpus Christi, TX 78412
(361) 825-2263

EDUCATION:

1999: Ph.D., English, University of South Florida
Area of Concentration: Rhetoric and Composition/Contemporary Lit.
Coursework in R&C Theory, Pedagogy and Ethnography, Literary Theory,
Contemporary American, European, and Latin-American literature, Ethnic Women’s
Literature, Autobiography
Tools of Research Courses: Philosophy
1990: M.A., Valdosta State University, Georgia
Major: English
1981: B.A., University of Kentucky
Major: English

AREA STUDIES:

Rhetoric and Composition, Ethnic American Literature, Women’s Literature, Ethnography, Business
and Technical Writing, Autobiography, Personal Essay Writing

EMPLOYMENT RECORD

2007- present Graduate Coordinator, Department of English, Texas A&M, Corpus Christi
2005 – present Associate Professor, Department of English, Texas A&M, Corpus Christi
2002 – 2005 Assistant Professor, Department of English, Texas A&M, Corpus Christi
1998 – 2002 Assistant Professor, Department of English, University of Tampa
1998 Adjunct Professor, Women’s Studies, University of South Florida
1997 Adjunct Instructor, Hillsborough Community College.
1992-1996 Graduate Teaching Assistant, Department of English, University of South Florida
1992 Adjunct Instructor, Department of Arts and Sciences, Hillsborough Community College
1991-1992 Adjunct Instructor, Department of Arts and Sciences, Tampa College
1989 Graduate Assistant, Department of English, Valdosta State University

ACADEMIC HONORS AND AWARDS
2000  Wordsmith Award. A student from my class was a recipient of a first-year essay writing award published in The Wordsmith.

1999/2001 Nominated by the Hispanic Professional Women’s Association for Hispanic Woman of the Year in Education (Tampa, Florida)

1997  Florida Center Writing Award for Distinguished Scholarship, University of South Florida – English Department

TEACHING EXPERIENCE:

2002-2006  Texas A&M – Corpus Christi:
Composition I (1301)
Composition II (1302)
Writing About Literature (2370)
Principles of Professional and Report Writing (3301)
Reading and Writing Autobiography (3357)
Current Approaches to Teaching Composition and Literature for Education Students (3360)
Strategies and Genres in Advanced Writing (3361)
Women’s Literature (Contemporary Women’s Literature 4360)
Ethnic American Literature (African-American 4361)
Ethnic American Literature (Chicana/o and Latina/o 4361)
The Essay: Historical, Theoretical, Pedagogical and Creative Applications (5369)
Composition Theory and Pedagogy (5372)
Academic Writing and Publishing (5395)

1998-2002  University of Tampa
Composition I (101)
Composition II (102)
Global Issues (101)
Latino/a Literature (236)

1998  University of South Florida (Women’s Studies Department)
Women’s Studies - American Women of Color Literature (4262) Spring/Summer. Course cross-listed with USF English Dept.

1997  Hillsborough Community College
Composition I

1992-1996  University of South Florida (English Department)
Composition I
Composition II
Introduction to Literature
Introduction to Fiction
Expository Writing
Business Writing

1992  Hillsborough Community College
Composition I

1991-92  Tampa College
Composition I
PUBLICATIONS

Books


Journal Articles and Chapters in Books


“Guidelines for the Ethical Treatment of Students and Student Writing in Composition Studies.” Co-authored with Paul Anderson, Davida Charney, Marilyn Cooper, Cristina Kirklighter, Peter Mortensen, and Mark Reynolds. College Composition and Communication. 52.3 (2001): 485-490.

“When the Other is Other: Essaying a Fantasy Place for a ‘Mixed’ Academic.” The Personal Narrative: Writing Ourselves as Teachers and Scholars Ed. Gil Haroian-Guerin, Calendar Island Publishers, 1999. 30-42.


Book Reviews


Newsletter


Accepted for Publication


Submissions

“Witnessing Racism at Stonewall Jackson Elementary School: A Teacher-Student Literacy Journey.” (Submitted to Journal of Teaching Writing).

Work in Progress

The Latino/a Ward: Survival Rhetoric in Post Katrina Latino/a Narratives (research project for NEH grant)

CONFERENCE PAPERS:

National Conferences


“Building Relationships between Student Affairs and Faculty through Student Engagement.” co-presented with Angela Walker, Assistant Dean of Students (TAMUCC) National Association of Student Personnel Administrators, Washington D.C., March 2006

“Closing the Faculty/Student Gaps: Teaching Writing at Hispanic Serving Institutions.” Conference on College Composition and Communication, San Francisco, California, March 2005.


“Empowering First Year Students and Blacks/Latinos Through a Community Based Common Reading.” Conference on College Composition and Communication, New York, NY, March 2003.


“Locating the Creative Edge in Liberatory Learning: Paulo Freire Re-imagined.” Conference on College Composition and Communication, Minneapolis, Minnesota, April 2000.


“Empowering Multicultural Students Through the Appropriation of the Montaignean Essay.” Conference on College Composition and Communication, Phoenix, Arizona, March 1997. (please see program corrections for further details)


**Regional Conferences**

“When the Other is Other: Essaying a Place for a ‘Mixed’ Academic.” Midwest Modern Language Association, Chicago, Illinois, November 1997.

“Redefining the Autobiographical Essay Through Multiculturism: Composition/Literary


**State and Local Conferences**


**Creative Writing Workshop**


**PRESENTATIONS/WORKSHOPS BY INVITATION (HONORARIA)**


**PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE:**

**Professional Service**

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>2007</td>
<td>Reviewer, Submitted Article for College Composition and Communication</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Member, Conference on College Composition and Communication Book Award</td>
</tr>
<tr>
<td>Committee (reviewing 21 books)</td>
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<tr>
<td>2006</td>
<td>Reviewed book manuscript for University of Georgia Press</td>
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<tr>
<td>2006</td>
<td>Nominated and applied for editorship of Studies in Writing and Rhetoric</td>
</tr>
<tr>
<td>2006</td>
<td>Chair, The HSI Space: Situating Hispanic Serving Institutions and Students in the Culture of Writing., CCCC, Chicago, Ill.</td>
</tr>
</tbody>
</table>
2003-2006  Conference on College Composition and Communication Executive Committee (CCCC’s elected office associated with National Council of Teachers of English)
2004-2006  Executive Committee Liaison for the CCCC’s Language Policy Committee
1998-2003  Member, CCCC’s Ad Hoc Committee on the Use of Student Writing in Composition Research and Ad Hoc Committee on the Ethical Conduct of Research in Composition Studies.
2002  Nominated to run for office and appeared on the ballot for the National Council of Teachers of English College Section
2001  Co-Chair, CCCC’s Resolutions Committee
1999-2000  Member, CCCC’s Resolution Committee
1998  Chair, Featured Speaker (Achy Obejas), CCCC’s, Chicago
1998  Reviewer, Journal of Advanced Composition
1997-2001  Listserv Moderator, CCCC’s and NCTE Latino/a Caucus
1996  Chair, Advanced Writing Section, SAML, Savannah, Georgia,
1994  Conference Coordinator Assistant, The Politics and Processes of Scholarly Publishing, University of South Florida

University Service (TAMUCC)

2007  Grievance Committee
2007  Primary Organizer, Title V speakers, Sarita Brown and Deborah Santiago
2007  Committee Member, Hispanic Serving Institution Initiative
2007  Diversity Committee (chaired by Dr. Eliot Chenaux)
2007  Advisor, STOMPS Organization (African American Stepping Dance)
2007  Panel Discussion Presenter for Student Affairs Event, Hispanic Heritage Month
2007  Attendee and Supporter, Puentes Reception
2007  Member, Clearinghouse for Mexican American Research Committee
2006  Primary Organizer, CMAR and English Department speaker, Victor Villanueva
2006  Co-organizer, Grand Opening of CMAR and speaker, Michelle Hall Kells
2006  Member, Committee on the Clearinghouse for Mexican American Research (CMAR)
2006  Participant, Shattering the Barriers. Teleconference sponsored by BEAMS
2006  Speaker, “What is an HSI?” Faculty Renaissance Center
2005  Member, Momentum Advisory Committee for Student Engagement
2005  Member, Mexican American Research Center Advisory Committee
2005-2006  Advisor, No Le Hace (Student Organization)
2005  Member, FC3
2005  Member, Bringing Engagement and Attainment to Minority Students (BEAMS) Committee (participated in site visit of BEAMS consultant, planning for BEAMS retreat, meeting with student cultural organizations, and participated in the formation and advertising of TALK2ME Helpline).
2005  Participant in Hispanic Faculty/Staff meeting with President (January)
2005  Co-facilitator of Campus Conversations on BEAMS initiatives (January)
2004  Speaker, Hispanic Women in Business: Strength in Diversity, Women’s Center, September 22nd.
2004  BEAMS Committee (attended 4 day AAHE/BEAMS workshop, Stowe Vermont). Committee reported BEAMS project to Provost and other V.P. administrators at scheduled meetings.
2002-2004  Core Curriculum Committee
2002  Hispanic Women in Business Workshop
2002  Advising Workshop coordinated by Advisors for university
2002  Civic Engagement Project initiative
2002  Participant in Site Visit Luncheon Interview for STAR Learning Community
Awards and Future Book

College Service

2007  Graduate Council representative for College of Liberal Arts
2004  Island Days Touch of Class teaching presenter for College of Arts and Humanities
2004  Member, MIS Master’s Thesis Committee (Ms. Peeples)
2004  Assessment and Development of Teaching and Learning Committee

Department Service (TAMUCC)

2007  Graduate Student Coordinator
2007  Graduated Student Orientation, Coordinator
2007  Student Graduate Association of English Students, Advisor
2007  Co-facilitator, Applying to Ph.D. programs in English
2007  Haas Search Committee
2007  Presenter, Bibliography and Research Class
2007  Member, Technical Writing Committee
2007  Member, Graduate Student Hooding Ceremony Committee
2007  Advisor, University Author’s Day Graduate Students (Author’s Day classes and outreach to Miller and Moody High Schools)
2006-2007 Sigma Tau Delta English Honor Society Advisor
2006-2007 Coordinator, Rhetoric and Composition Graduate Reading List Group
2006-2007 Member, Borderlands Reading List Group
2006  Facilitator with Candace Pennick, Applying to PhD programs workshop
2006  Member, Undergraduate Portfolio Assessment Committee
2006  Reader, HAAS awards
2006  Attendee, CCTE conference
2005-2006 Asst. Advisor, Sigma Tau Delta
2005  Chair, MA Exam Committee (Spring)
2005  Co-chair of University Author’s Day (Bret Anthony Johnston)
2005  Coordinator, 3360 teaching circle (Spring)
2005  Committee Member, Haas Endowed Professor Search
2005  Member, Tech Writing Committee
2005  Co-facilitator of Graduate Workshop on Applying to Ph.D. programs
2004  Chair, Masters Exam Committee
2004  Coordinator, English 3360 teaching circle
2002-2004 Co-chair with Robb Jackson of University Author’s Day (Authors were Evelio Grillo for 2003 and Sarah Cortez for 2004)
2002-2004 Member, Undergraduate Portfolio Review Committee
2003-2004 Member, Technical Writing/Internship Committee
2003-2004 Exam reviewer, English M.A. Exam Committee
2003  Introductory speaker for Evelio Grillo’s reading, University Author’s Day
2003  Teacher discussion presenter, Sigma Tau Delta scholarship reading circle for Grillo book
2003  Participant, Technical Writing Community Partners Outreach Luncheon
2003  Presenter, TeXes/ExCet for Fall workshops
2003-2004 Journal review liaison for Rhetoric and Composition
2002  Member, Haas Committee
2002  Induction Keynote Speaker, Sigma Tau Delta
2002  Presenter, Graduate Job Workshop
2002  Guest Speaker, Dr. Haswell’s Bibliography Class
2002  Guest Speaker, Dr. Loudermilk’s Eng. 3301 Class

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2002-2003 Scholarship Circle Readings of Papers

Service (University of Tampa/University of South Florida)

2001-2002 Member, Admissions Committee (University of Tampa)
2001-2002 Co-Founder, Diversity Committee (University of Tampa)
2001-2002 English Education Liaison to the Education Department (University of Tampa)
2001 Peer Editing Workshop Coordinator (University of Tampa)
2000-2002 Advisor to the Morrocan (University of Tampa’s Yearbook)
1999-2000 Disabilities Committee (University of Tampa)
1996/1998 Seminar presenter for USF Graduate Level Course (Problems in Composition)
1996 Team Instructor for USF Teaching Assistants’ Practicum Class
1995-1996 Treasurer, USF Graduate Student Association
1992 Committee Member and Session Organizer, Cultural Diversity Week, USF

Community Service (TAMUCC)

2007 Advisor, Facilitated Graduate Student Visits to Miller and Moody High Schools to prepare for University Author’s Day
2006 Co-chair of Diane Bertrand Gonzales’ speaking engagement – Children’s Author.
Organized Martin Middle School speaking engagement and luncheon.
2005 Co-chair of Pat Mora’s speaking engagement – Children’s Author
2002-2004.1 Co-chair University Author’s Day (Moody and Miller High School)
2003 West Oso meeting with teachers regarding teaching preparations for English 3360 classes

Community Service (Tampa, Florida)

2001 Co-coordinator for the first-year writing common reading symposium and community event (Black Cuban, Black American: A Memoir by Evelio Grillo)
2001 Judge for League of United Latin American Citizens (LULAC)
1999-2000 Meritorious Achievements of Teen Ideals Award
1998 Secretary, Hispanic Professional Women’s Association
1998 Member at Large, Hispanic Professional Women’s Association
1998 Keynote Speaker, Hispanic Professional Women’s Association, Tampa, Florida, March 4th
1997 Reading Tutor Volunteer (SERVE) - Lewis Elementary

FACULTY TEACHING DEVELOPMENT AT TAMUCC

2006 Facilitator, Motivating Students Workshop for English Department
2006 Facilitator, Peer Editing Workshop for English Department
2005 Participant, FRC meeting on HSIs
2005 Participant, Summer Teaching Institute
2005 CADTL Luncheon
2004 Peer Collaboration Workshops
2004 Sarah Cortez University Author’s Day class co-organizer with grad students
2004 Teaching Evaluation Discussions at Faculty Renaissance Center
2004 Strengthsquest Workshop Presenter for Title V’s workshop entitled Newly Designed Instructional Strategies
2002-2004.1 Participant, Teaching Circles for English 3360
2003 Evelio Grillo panel presentation co-organizer with grad students
2003 Evelio Grillo University Author’s Day class co-organizer with grad students
2003 CCCC’s conference proposal meetings with grad students (Sandra Valerio and Stacy Wyatt). Proposal was accepted for 2004 conference.
2003-2004.1 Graduate course meetings with faculty
2003-2004 Title V meetings and workshops related to Title V Grant
2003 Triad L meetings for Teaching Circles
2003 Interdisciplinary Drama/Writing About Literature meetings for The Elephant Man with Don Luna
2003 Advising meetings for English undergraduate advisees
2002 Graduate Capstone Meeting and Meeting for Preparing Graduate Classes for next fall
2002 Teaching Circles meetings for Engl. 3360 and meeting with education professors
2002 eLearning and Instructional Design Workshops (Webct – 2 days)
2002 Teaching Circle meetings for Triad K
2002 New Course Proposal (Autobiography Course)

University Workshops

2003 Civic Engagement workshop at Del Mar - January (1 day)
2003 American Democracy workshop (1 day)
2003 Strengthsquest workshops (3 days)
2002-2003 New Faculty workshops

GRANTS

2005-2006 College Research Enhancement Grant for HSI anthology ($1,400)
2004-2005 College Research Enhancement Funds Grant for Revisioning the Borders: Teaching Writing at HSIs ($1,400)
2003-2004 Title V Grant for English 3360 Teaching Enhancement ($3,000)
2000 Teaching Innovation Grant (University of Tampa - $1,500)

Submission of Grants and Grant Funding Presentation

2007 NEH Summer Stipend Grant (2007)
2004 Faculty Research Grant (Spring 2004)
2004 Funding presentation on Revisioning the Borders: Teaching Writing at HSIs to Stoney Burke, Dean Richard Gigliotti, and Dean Harvey Knoll.

PROFESSIONAL MEMBERSHIPS

National Council of Teachers of English, CCCCs, and National Association of Student Personnel Administrators
Charles L. Etheridge, Jr.

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Corpus Christi, TX 78413  
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Department of English  
College of Arts and Humanities  
Texas A & M University-Corpus Christi  
6300 Ocean Drive  
Corpus Christi, TX 78412  
(361) 825-5755  
charles.etheridge@tamucc.edu

EDUCATION

Ph.D., Texas Christian University, 1989  
Dissertation: Dos Passos, Steinbeck, Faulkner and the Narrative Aesthetic of the Thirties  
Majors: Rhetoric and Composition, 20th Century American Novel

M.A., Texas Christian University, 1988  

B.A., University of Texas-El Paso, 1985  
Major: English

ACADEMIC EMPLOYMENT

Associate Professor of English, Texas A&M University, Corpus Christi, 2005-present. Promoted to Associate and Tenured, 2007.

Visiting Professor of English, Texas A & M University, Corpus Christi, 2004-05.

Professor of English, McMurry University, 1989-2004; promoted to Professor in 1999, tenured in 1996, promoted to Associate in 1994

Adjunct Instructor of English, Tarrant County Junior College, 1988-1989

Teaching Assistant, Texas Christian University, 1986-1989

University Fellow, Texas Christian University, 1985-1986

COURSES TAUGHT

at TAMUCC

- Capstone Seminar (Graduate Course)  
- History of Rhetoric (Graduate Course)  
- Writing Instruction in American Universities (Graduate Course)  
- Grant Writing (Graduate Independent Study)  
- Seminar in Professional Writing (Grant Writing)  
- Current Approaches to Composition and Literature  
- Principles of Professional and Report Writing  
- American Literature Since 1945  
- Blitz Lit: World War II in History, Literature, and Film (Honors Course)  
- Themes and Genres in the Literature of the America  
- Composition II
Other courses taught

- Theories of Composition
- Literary Theory
- African-American Literature
- Writing for the Professions
- Poetry, Prose, and Drama of the English Renaissance
- World War II in Fiction, Literature, and Film
- Composition and Literature
- The American Novel of the 1930s
- Contemporary American Fiction
- Blitz Lit: British Literature of WWII
- Modern American Short Story
- Science Fiction
- Recent American Fiction
- Naturally American: American Fiction of the 1890s
- Major Author Seminar
- Modern American Novel
- Modern British Novel
- Survey of American Literature I
- Survey of American Literature II
- Survey of British Literature II
- Composition and Rhetoric
- Composition and Literature

GRANTS FUNDED

With Anne Ries, wrote a successful grant to the Coastal Bend Community Foundation Diabetes Initiative for $18,925 on behalf of the Food Bank of Corpus Christi to fund the implementation of Kitchen Kaptains, a comprehensive diabetes prevention program using nutrition education, exercise, and health food which is targeted for at-risk children in the Coastal Bend, 2007.

With Anne Ries, wrote a successful grant application to the First Data Foundation on behalf of the Food Bank of Corpus Christi for $5,000 to fund a new Kids Café site, 2007.

Wrote a successful grant to the Coastal Bend Community Foundation for $1,650 to fund scholarships to underprivileged students to attend TAMUCC’s 2008 Young Author’s Camp.

With students, participated in a successful grant application to the Ed Rachal Foundation for $5,000 on behalf of the Food Bank of Corpus Christi to fund the implementation of Get Fit!, an exercise and diabetes prevention initiative targeted at low-income children who participate in the Kids Café program, 2007.

With Susan Garza, wrote a successful grant application for $1705 to TAMUCC’s FTSCA Committee to fund research into science grant writing.
Wrote a successful grant application to HEB for $850 to fund additional scholarships for underprivileged students to attend TAMUCC’s 2007 Young Author’s Camp, 2007.

Wrote a successful grant to the Coastal Bend Community Foundation for $1,650 to fund scholarships to underprivileged students to attend TAMUCC’s 2007 Young Author’s Camp.

Wrote a successful grant application to the Meadows Foundation for $160,000 on behalf of the Food Bank of Corpus Christi to partially fund construction of a new building, 2006.

Wrote a successful grant application to HEB for $850 to fund additional scholarships for underprivileged students to attend TAMUCC’s 2006 Young Author’s Camp, 2006.

With students, participated in a successful grant application to the Kenedy Foundation for $13,000 on behalf of the Food Bank of Corpus Christi to fund the construction of a kitchen for its La Cocina Alegre Nutrition Education Program, 2006.

Wrote a successful grant application to the Kenedy Foundation on behalf of the Food Bank of Corpus Christi for $25,000 to partially fund construction of a new building, 2005.

Wrote a successful grant application to the Haas Foundation on behalf of the Food Bank of Corpus Christi for $3,000 for equipment purchase, 2005.

Wrote a successful grant to the Coastal Bend Community Foundation to fund scholarships to underprivileged students to attend TAMUCC’s 2006 Young Author’s Camp.

With students, participated in a successful grant application to the Kraft Foundation on behalf of the Food Bank of Corpus Christi for $47,000 to fund the purchase a new room-sized refrigeration unit, 2005.

With Melissa McAdams, wrote a successful grant application to HEB to partially fund scholarships to underprivileged students for $450 to attend TAMUCC’s 2005 Young Authors Camp.

Wrote and administered a grant from the Abilene Cultural Affairs Council to partially fund the Knox/Bennett Writers Series, 1998, 1999, 2003, 2004. Wrote the successfully funded 2005 grant, which was administered by McMurry’s Cole Thompson. The usual grant award was for $250; I also raised money from other sources.

Sabbatical Leave, McMurry University, 1998.

Participated in the grant writing and revision of the McMurry University Title III Grant, 1993. Total award was $1,750,000. Wrote, revised, and implemented the English Computer Classroom project. English portion of the award was $170,000. Was completely responsible for the English Program of the grant for the total grant period, 1993-8.

Recipient of a Sam Taylor Fellowship for $1,000. This award enabled me to conduct independent research at the Folger Shakespeare Library in Washington, DC, Summer 1996.

Participated in the writing and revision of a National Endowment for the Humanities grant to fund McMurry University’s Core Curriculum Program, 1991-1993. Total award: $75,000.

Recipient of study grant from Rotary International to participate in a Group Study Exchange Program to Zambia and Zimbabwe, Africa, 1993.
Secured and administered a Conference on College Composition and Communication grant for $400 the creation of a graduate student newsletter to be distributed to all student members of the CCCC, 1989.

PUBLICATIONS

Book


Book Accepted for Publication


Book Contributions


**Book Contribution Accepted for Publication:**


**Articles**


**Article Accepted for Publication**


**Bibliographic**

*Note: from 1988-1993, I contributed over 200 annotated bibliographies for this publication.*


**Editorial**


*Responsible for commissioning, selection, and editing of book reviews and bibliographic updates. Have also participated in the merger of the Steinbeck Review with Steinbeck Studies and have worked with the editorial staff of both.*

Revised, reformatted, and edited the YMCA’s “Parents Manual” for Youth Net, a program developed for the North Side Committee to promote academic success and intended to steer youth away from juvenile crime and toward positive outlets, 2007.


**Reviews**


**Reviews Accepted for Publication**


**Anthologized Fiction and Poetry**


**Other Creative Publications**


**Performed Plays**

*Smoked Hamlet.* Full-length play produced by the McMurry University Theatre Department, 2002.


**CONFERENCE AND PANEL PRESENTATIONS:**

**International**


"Fitzgerald’s Novelistic Modes in Tender is the Night." F. Scott Fitzgerald Centennial Conference, Rome, Italy, 1996.

National

"Steinbeck and Photography. Invited NEH-funded lecture at the Utah Arts Center as part of the “Utah Reads” portion of the national “America Reads” program, 2007.


"Rejuvenating Steinbeck and Re-Evaluating Cathy Trask." Western Literature Association, 1990.


"Agrarianism in the Novels of the Thirties." West Virginia Colloquium on Literature and Film, 1989.


"The Style Analyzer: Bane or Bonanza?" Conference on College Composition and Communication, 1989.


*Regional*


"Selections from *Border Cantos.*" Mary Hardin Baylor Literary Festival, Belton, TX, 2000.


"Sport as Play or as Preparatory for War: The Debate over Archery." South-Central Renaissance Conference, 1997.


**Other**

Big Sleep. The program is intended to promote literacy, reading, and the arts and is designed to reach people who might not otherwise have access to quality discussion about books. This is the only on-air radio book club in Texas.

**PROFESSIONAL SERVICE:**


Program Chair, South-Central Modern Language Association session on Politics in Literature, 2003.

Secretary, South-Central Modern Language Association session on Politics in Literature, 2002.

Chair, Session at the Texas Association of Creative Writing Teachers, 2001.

Invited speaker at a banquet for Abilene Christian University’s graduating English majors, 2001.


Chair, Session at Southwestern Conference on Christianity and Literature, 1999.

Referee, College English, 1999.


Judge, North Central Texas College’s Fiction Contest, 1995.

Texas State Chair of the National Association for African-American Studies, 1994.


Program Chair of Rhetoric and Composition Section of the Conference of College Teachers of English, 1993.


Chair, Steinbeck Panel of the Western Literature Association, 1990.

Chair, Panel at the West Virginia Colloquium on Literature and Film, 1989.

**UNIVERSITY SERVICE:**

With Eugene Billiot, developed a curriculum for and conducted an FRC workshop with TAMUCC faculty to walk them through the grant writing process.

Member, Disability Services CAS Review team, 2007-present.
Presenter, TAMUCC English Department TExESS Review, multiple times, 2005-present.

Chair and Member, TAMUCC English Graduate Department Comprehensive Exam Committee, 2006-present (Chair 2007-present).

Member, TAMUCC English Department Graduate Committee, 2005-2007.


Member, TAMUCC’s University Author’s Day Committee, 2005-present.

Member, TAMUCC College of Arts and Humanities Committee for the Enhancement of Scholarly Activities and Research, 2005-2006.

Moderator, TAMUCC English Department 3360 Teaching Circle, 2005-6.

With Cristina Kirklighter, arranged to bring renowned Latina novelist Diane Gonzalez Betrand to campus, including raising $2,500 to fund expenses, 2006.


“College Preparedness.” Presentation at the Advanced Placement Teachers Summer Institute, 2005.

With Cristina Kirklighter, arranged to bring renowned Latina poet Pat Mora to campus, including raising $3,500 to fund expenses, 2005.

Chair, McMurry University General Education Review Subcommittee, 2003-4. Member 2001-4


Chair, McMurry University, Curriculum Committee, 2002-3, 1990-1. Member 1990-3, 2001-04.

Chair, McMurry University Faculty, 2000-2001.

Member, SACS Committee V, 1997-8

Member, Honors Subcommittee, 1997-8.

Member, Information Resources Committee, 1997-8.

Member, Chieftain Advisory Board, 1995-8.

Chair, Arts and Sciences Faculty, 1996-1997.

Member, Constitutional Review Subcommittee, 1996-6.

Recorder, Arts and Sciences Faculty, 1990-3.
Chair, University Council, 1992-3.

Faculty Representative to the IGNITE Board, 1991-3, 1995-96.

Chair, McMurry University Student Services Committee, 1989-90.

Faculty Representative to various Board of Trustee Committees, 1989-1996, 2000-2.


Sponsor, Hispanic Interest Student Association, 1990-6.


COMMUNITY SERVICE:

“Saturday Morning Book Club.” With Joe Hilliard. On the last Saturday of each month, I co-moderate an on-air book discussion on KEYS 1440 Radio. Books discussed include Cormac McCarthy's The Road, Barbara Kingsolver’s The Bean Trees, Rudolfo Anaya’s Bless Me, Ultima, and J.K. Rowling’s Harry Potter and the Deathly Hallows, Alice Walker’s The Color Purple, and Raymond Chandler’s The Big Sleep.

Volunteer Grant Writer, Food Bank of Corpus Christi, 2004-present.


Since 2004, I have coordinated approximately 265 student community service projects with local agencies as part of my Technical and Professional Writing courses.

Book Circle with Diane Gonzalez Bertrand, Martin Middle School, 2006. With Cristina Kirklighter, raised the funds for the purchase of 100 copies of her novel Trino’s Choice and distributed them to students in advance, and brought the author to the Martin Campus. Later that day, we arranged a “Literacy Luncheon at the Boys and Girls Club of Corpus Christi—Greenwood Branch.”

YWCA events featuring poet Pat Mora, 2005. With Cristina Kirklighter, arranged for the author to give a reading to children at the Y’s Childhood Connection. Also, arranged for Ms. Mora to conduct a workshop on El Dia De Los Niños/El Dia De Los Libros, a national Latino literacy initiative, to a group of child care providers.

Volunteer, Big Country AIDS Resources, 2002-04. Work included participation in writing Ryan White Title II grants and Texas Department of Health State Services grants.


Judge, UIL events for Anson and Winters High Schools, 1997.


**AWARDS AND HONORS**

Haas Fellow, TAMUCC English Department, 2007-present.

Bill Crook Award, Food Bank of Corpus Christi, 2007.

Honors Fellow, TAMUCC Faculty Renaissance Center, 2006-2007.


Graduates’ Faculty Appreciation Award, 1996.

McMurry University Arts and Sciences Colloquium Speaker, 1995.

1st Place, Ft. Concho Museum Press Literary Festival Poetry Contest, 199
VITA (JAN 2008)

DR. SUSAN WOLFF MURPHY

ASSOCIATE PROFESSOR OF ENGLISH, College of Liberal Arts
CO-DIRECTOR, University Core Curriculum Program
COORDINATOR, First-Year Writing Program

Texas A&M University–Corpus Christi
6300 Ocean Drive, Unit 5812
Corpus Christi, TX 78412-5812

E-MAIL susan.murphy@tamucc.edu
TELEPHONE (361) 825-2640
OFFICE FC253A

EDUCATION
Ph.D. English, Texas A&M University, 2001 (Discourse Studies Concentration)
M.A. English, Sonoma State University, 1996
B.A. English, The University of California–Santa Barbara, 1989

Dissertation

"Politeness and Self-presentation in Writing Center Discourse." Director: Valerie Balester.

Committee: Kathleen Ferrara, M. Jimmie Killingsworth, Mark Sadoski, and Daniel Lineberger.

Employment History

2007–present
Associate Professor of English
Department of English
Texas A&M University–Corpus Christi

2004–present
Co-Director of the University Core Curriculum Program
Coordinator of the First Year Writing Program
Texas A&M University–Corpus Christi

2001–present
Assistant Professor of English
Department of English
Texas A&M University–Corpus Christi

2002–2003
Faculty Partner in Writing
The Writing Center at the Tutoring and Learning Center
Texas A&M University–Corpus Christi

Spring 2001
Writing Consultant
The Writing Center in the Department of English

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Texas A&M University–College Station

Spring 2000  Adjunct Instructor of Introduction to Literature
Blinn Community College
Bryan, Texas

1996-2000  Graduate Assistant Teacher
The Writing Program Office and Department of English
Texas A&M University–College Station

1998-1998  Graduate Assistant Director
The Writing Center in the Department of English
Texas A&M University–College Station

Fall 1999  Adjunct Instructor of Advanced Grammar
English Language Institute
Texas A&M University–College Station

Spring 1997  Writing Consultant
The Writing Center in the Department of English
Texas A&M University–College Station

1994-1995  Developmental English Tutor
Department of English Writing Program
Sonoma State University, Rohnert Park, CA

TEACHING

Texas A&M University–Corpus Christi, Department of English (2001-Present)

Undergraduate Courses
ENGL 0399  Fundamentals of Writing
ENGL 1301  Composition I
ENGL 1302  Composition II
ENGL 3339  English Language and Linguistics
ENGL 3360  Current Approaches to Composition and Literature

ENGL 3366  Language in Society

Graduate Courses
ENGL 5361  Basic Writing Theory and Pedagogy
ENGL 5362  Computers and Writing
ENGL 5369  Writing Center Theory and Practice
ENGL 5381  Introduction to Linguistics
ENGL 5385  Seminar in Applied Linguistics: Language and the Teaching of Writing
ENGL 5392  Practicum for Composition Instructors

Texas A&M University–College Station, Department of English (1996-2000)
Undergraduate Courses
Rhetoric and Composition
Introduction to Literature
Technical Writing
Introduction to Linguistics
Approaches to Literacy

WRITING TUTORING

Texas A&M University–Corpus Christi, Writing Center (2002-2004)
TLC Faculty Partner in Writing and Writing Consultant

Texas A&M University–College Station, Writing Center (1997-2001)
Graduate Assistant Director
Consultant
Spring 1998-Fall 1998
Spring 1997, Spring 2001

Sonoma State University Department of English Writing Programs
Tutor, Pre-Freshman English
Fall 1994, Spring 1995

PROFESSIONAL DEVELOPMENT

Banner Course Creation. TAMU-CC. (Jan. 2008)


AWARDS
Recognition for contributions to the Texas Higher Education 2001 Star Award Winner First Year Learning Communities Program. Fall 2001.
College of Liberal Arts Superior Service Award–Graduate Student Teaching. Fall 2000.
Writing Programs Office Service Award. Fall 1999.

SCHOLARSHIP

Published Books

Teaching Writing with Latina/o Students, edited with Cristina Kirklighter and Diana Cárdenas.


Aggie Critic. Editor. (Edina, MN: Burgess, 1998)
Writing That Works. Editor. (Edina, MN: Burgess, 1998)
Writing Traditions. Editor with Margaret Strickland. (Odina, MA: Kendall-Hunt, 1998)
PUBLISHED ARTICLES AND BOOK CHAPTERS


PUBLISHED REVIEWS


FORTHCOMING WORKS

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WORKS SUBMITTED

Araiza, Isabel, Cardenas, Humberto, Garza, Susan Loudermilk, and Wolff Murphy, Susan. They’re NOT Alike! An Examination of Student Populations at Four Hispanic Serving Institutions in South Texas. Submitted to Journal of Latinos and Education. (Dec. 2007).


GRANTS AWARDED


English 3360 curriculum revision and design of literate practices survey (Summer 2003 cohort), with Cristina Kirklighter, Diana Cárdenas, and Sharon Taley. Title V, Activity II Grant. Awarded: $3000 stipend.
National Presentations at Professional Conferences


"Creating Bridges, Defining Roles: Writing Program Faculty and Writing Center Staff in Partnership." With Glenn Blalock and Diana Cárdenas. Organized panel, proposed panel to CCC, and was accepted. Did not present due to loss of travel funds. Conference on College Composition and Communication. New York. March 2003.


"Leaning Back Toward the Words: The Conflicted Nature of Tutoring Discourse." Conference on
LOCAL PRESENTATIONS AND WORKSHOPS


"Meeting Needs: Experiences of the Staff of the Writing Center of TAMU-CC" With Laurie Jones, Lili Peña, and Mary Alice Salinas. Organized, proposed, and was accepted. Did not present due to loss of funds. South Central Writing Centers Association Conference. Fayetteville, AR. Feb. 2003.


SCHOLARSHIP OF APPLICATION


"Writing Consultant Handbook for the TAMU-CC TLC Writing Center" (Jan. 2003)

"Supplemental Instructor Training Materials: How to Help Students with Writing" (Oct. 2003)

SERVICE

Department—Current

First-Year Writing Program Coordinator (2004-present)
English Department Graduate Committee (2004-present)
English Department Chair Advisory Committee (2004-present)
ENGL 3360 Teaching Circle (2002-present)
Haas Writing Awards Committee (2006-present)
National Writing Project Planning Committee (Spring 2006-present)
SAGES workshop on CV preparation. With Diana Cárdenas. (Oct. 2007)

Department—Previous

HAAS Professor search committee (Fall 2004, Fall 2005, Fall 2006)
Faculty Partner in Writing to the Tutoring and Learning Center (2002-2004)
Coordinator, Young Author's Camp (Summer 2003, Summer 2004)
3 Visiting Asst Prof searches (April 2004)
3 Instructor searches for First Year Writing Program (Spring 2004)
1301 Teaching Circle (2001-2002)
Capstone Assessment Committee (2001-2003)  
Technical Writing Advisory Committee (2001-2002)  
English Graduate Program PhD/Job Workshop (April 2002)  

First Year Learning Communities Program/First Year Writing Program  
Retention Task Force (Fall 2007)  
STEP Management Team (2006-present)  
First-Year Experience Committee (co-chair with Ann Degaish) (2005-present)  
Honors Committee (Spring 2005-present)  
Honors Curriculum Subcommittee (Spring 2005-present)  
Faculty Core Curriculum Committee (PC3) (2004-2005; currently attends if first year is on the agenda)  
Library Liaison (2004-present)  
Post-Disaster Planning Committee (Fall 2005-present)  
FYSL search committee (May 2004, Spring 2005; Spring 2006)  
Undergraduate Admissions Committee (2004-2005)  
Strategic Planning and Budgeting Council (2004-2005)  
Assistant Dean of Students for Judicial Affairs search committee (Fall 2004)  

College of Liberal Arts  
Presented (sometimes with Joseph Joziak): American Democracy Project & First Year Experience to Parents' Council, Summer Orientations 2006 (May 20: raised $1000)  
CADTL Committee (Fall 2001-Spring 2003)  

University  
Disability Advisory Committee (2007-2008)  
First Year Advisor (2002-2002)  
WebCT Best Practices Congress (April 2002)  

Community  
Academy for Educator Development, Cohort V (Sept. 2003)  
Coastal Bend Roadmap II: 1st English Conversation (Nov. 29, 2005). Presented, "The Average First Year Student at TAMU-CC" in a roundtable presentation.  
Coastal Bend Roadmap II: 2nd English Conversation (March 2, 2006). Designed and planned program with Susan Garza, July 7, 2006.  
Writing workshop for 4th grade students, CCMS (Jan 2006-May 2006)  
Corpus Christi Montessori School, President of CCMS Board, (Jan. 2005-present)  
Corpus Christi Montessori School charter application. Co-authored with Sue Elwood. (approved by TEA in 2004).  

Discipline  
Manuscript review for Writing Center Journal, July 2003.  
PROFESSIONAL MEMBERSHIPS

Council of Writing Programs Administrators
National Council of the Teachers of English
Conference on College Composition and Communication
International Writing Center Association
Vita
(updated January 2008)

Catherine S. Quick, Ph.D

College of Liberal Arts
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412

E:mail: Catherine.quick@tamucc.edu
Phone: 361-825-3025

EDUCATION

Ph.D  English, University of Missouri-Columbia, 1995
      Emphases: Rhetoric/Composition and Oral Tradition/Folklore
      Outside field: Classical Studies

      Dissertation: Rhetoric and Reception: The Role of Tradition and Audience in the
      Composition of the Gospels

M.A.  English, University of Missouri-Columbia, 1990
      Emphasis: Rhetoric/Composition

B.S.  Southwest Baptist University, 1987
      Majors: English and Social Science Education (Magna Cum Laude)
      Missouri Lifetime Teacher Certification, (English and Social Studies,
      Grades 7-12)

EMPLOYMENT HISTORY

2005-Present  Assistant Professor of English
              Texas A&M University-Corpus Christi (TAMU-CC)

2003-2005    Visiting Assistant Professor of English/Associate Director of Composition
              Oklahoma State University (OSU), Stillwater, OK

2004-2005    Adjunct Online Instructor
              DeVry University Online

1999-2003    Assistant Professor of English
              Stephen F. Austin State University (SFASU), Nacogdoches, TX

1995-1999    Assistant Professor of English/Director of Developmental Courses
              University of Texas-Pan American (UTPA), Edinburg, TX

1992-1993    Adjunct Instructor
Moberly Area Community College (Boonville Correctional Center),
Boonville, MO

1991-1995 Projects Coordinator
Center for Studies in Oral Tradition, Columbia, MO

1988-1995 Graduate Instructor
University of Missouri-Columbia (UMC), Columbia, MO

**TEACHING EXPERIENCE**

**English Education Experience**

*Courses:*

**Current Approaches to Composition and Literature (TAMU-CC):** language arts methods course for elementary and secondary certification candidates.

**Young Adult Fiction and Poetry (TAMU-CC):** history and analysis of fiction and poetry written for young adults.

**English in the Secondary School (SFASU):** required pre-certification course in language arts methods. Included preparation for state-mandated certification exam.

**Composition Techniques (UTPA):** dual-purpose advanced composition course for English certification candidates that taught both improvement of writing skills and theory/practice of teaching writing.

**Secondary School Literature (UTPA):** focused on literary analysis of young adult literature and methods of teaching literature in the secondary school.

*Administrative/Service:*

**English Field Advisor (SFASU):** liaison between English department and College of Education. Advised English certification candidates, developed and led tutorials for the state certification exam, directed curriculum development to address changing state and national standards, assisted in preparation of NCATE (National Council for the Accreditation of Teacher Education) accreditation materials. SFASU language arts certification candidates reached and maintained an over 90% pass rate on the certification exam while I held this position.

**TExES English Language Arts 8-12 Framework Review, Item Review, Marker Paper Selection and Standard Setting Committees:** State level committees appointed to advise the setting of new standards for secondary English Language Arts teachers and development of new certification exam (first administered in Fall 2002). (TExES=Texas Exam of Educator Standards)
Teacher Education Council Representative (SFASU): appointed to represent the College of Liberal Arts. Participated in College of Education-wide curriculum overhaul to meet standards necessitated by new state and federal law and also by changing needs of teacher education candidates (including on-line and alternative certification programs).

ExCET field advisor (UTPA): developed and led tutorials to prepare students for state certification exam; developed new course (Secondary School Literature) to address requirements of exam. (ExCET=Exam for Certification of Educators in Texas)

Educator Preparation Improvement Initiative (EPII) Peer Assistant: worked on a team of Texas educators visiting universities in the state whose institutional scores on certification exams fell below state standards. Advised curriculum and test preparation changes based on visit and institutional self-study.

University Scholars Guest Lecture Program (UTPA): Gave presentations to high schools in the Rio Grande Valley on “Oral Tradition and the Odyssey” as part of program designed to develop productive relationships between local high schools and the university.

Writing Program Administration Experience

Coordinator, Technical and Professional Writing Program (TAMU-CC): advising recruiting, curriculum development, community outreach, supervision of internships, development of technology resources.

Associate Director of Composition (OSU): primarily responsible for training approx. 60 TAs in freshman composition teaching methods. Includes directing an extensive mentoring and class visitation program modeled to some extent on the concept of student teaching. Developed formal assessment procedures for individual teacher and program-wide improvement.

Writing Program Committee (SFASU): participated in developing new freshman composition curriculum and establishing formal TA training procedures.

Coordinator for Developmental Courses (UTPA): areas of responsibility included curriculum development, training and supervision of TAs and adjuncts, assessment, textbook selection, data gathering and analysis. Developed plan for new curriculum in conjunction with writing lab emphasizing more individualized tutorial contact for developmental writers.

Mentor and supervisor to first-year teaching assistants (UMC): as advanced graduate instructor, provided support to teachers in their first year of teaching freshman composition.

Courses Taught
Undergraduate:
Current Approaches to Composition and Literature
English in the Secondary School
Secondary School Literature
Advanced Composition
Freshman Composition
Desktop Publishing
Technical Writing

Mythology
Introduction to Folklore
Folklore and Literature
Bible as Literature
World Literature
Young Adult Fiction & Poetry

Graduate:
Professional Writing
Community Literacy Theory & Pedagogy
Technical Writing Theory & Pedagogy
Studies in Orality and Literacy
Bible as Literature

Online:
Certified as Master Online Instructor for WebCT
English in the Secondary School
Advanced Composition

RESEARCH

Published/Accepted Articles

“Meant to be Huge: Obesity and Body Image in Young Adult Novels.” ALAN Review, forthcoming.


Encyclopedia Articles


Current Projects


Presentations


“Representing Identity: Folklore Along the South Texas Border.” Invited Lecture for students in Border studies course at Louisiana State University, February 2007.


“‘You Can Lead ‘Em to Water but You Can’t Make ‘Em Think’: Using Collaborative Learning to Introduce Literary Analysis to Non-Majors.” With Dr. Kit Kincade. South Central Modern Language Association, Tulsa, OK. November 2001

“Novel as Trickster: Keri Hulmes’ The Bone People.” Annual Meeting of the American Folklore Society, Columbus, OH. October 2000

“Fighting Words: Proverbs as Enthymemes in Folklore and Literature.” Annual Meeting of the American Folklore Society, Austin, TX. October 1997


**SERVICE (Texas A&M University-Corpus Christi)**

**Professional**
Member, Commission on English Methods Teaching and Learning (Council on English Education, affiliate organization of National Council of Teachers of English)

**University**
12th Annual Reading Conference Planning Committee
Women’s Center Advisory Council
Technical and Professional Writing Program Committee
Library Liaison for Department of English
HAAS Writing Awards Committee
Chair, English 3360 Teaching Circle
Hiring Committee for half-time instructor position
Rhetoric & Composition Reading List committee

**Community**
South Texas Heart Gallery
Corpus Christi Adult Literacy Center

**Other Universities, Selected Service:**
*Stephen F. Austin State University*
  Faculty Search Committee
  African-American 2000 Conference Committee

*University of Texas-Pan American*
  English Department Title III Grant Committee
  Chair, Development Committee (departmental oversight committee)
  Academic Computer Council, Representative from College of Arts & Humanities
  Learning Assistance Center Evaluation Committee
  Folklore Committee
References

Prof. John Miles Foley
Center for Studies in Oral Tradition
316 Hillcrest
University of Missouri-Columbia
Columbia, MO 65211
(573) 882-9720
foleyj@missouri.edu

Prof. Lee T. Hamilton
Department of English
211 CAS
University of Texas-Pan American
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lhamilton@panam.edu

Prof. Linda White
Department of English
Box 13007, SFA Station
Stephen F. Austin State Univ.
Nacogdoches, TX 75962
(936) 468-2101
lwhite@sfasu.edu

Prof. Elizabeth Grubgeld
Department of English
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Oklahoma State University
Stillwater, OK 74078
(405) 744-9474
elizg@okstate.edu

Prof. Gene Young
Department of English
P.O. Box 2146, 1901 Sam Houston Avenue
Sam Houston State University
Huntsville, TX 77341
(936) 294-1404
eng_eoy@shsu.edu
Molly Engelhardt

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6300 Ocean Drive, FC 277
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3401 D Ocean Drive
Corpus Christi, Texas  78411
361/825-3793
molly.engelhardt@tamucc.edu

Education

Ph.D. English Literature, University of Southern California  (12/02).
Certificate in Gender Studies (12/02).
M.A. Studies in Literature, University of Texas at Dallas (1994).
B.A. Communications, University of Tulsa (1984).
B.A. Education, Southern Methodist University (1972)

Positions Held

Assistant Professor, English Department, Texas A&M—Corpus Christi (2007 – present)
Visiting Assistant Professor, English Department, Texas A&M—Corpus Christi (2004 – 2006)
Full-time Lecturer, Honors Writing Program—“Thematic Options”—University of Southern California (fall 2003 – 04).
Adjunct Lecturer, English Department, USC, spring 2003: Sophomore survey course in British literature, 1800 to present.
Adjunct Lecturer, Theatre Department, USC, spring 2003: “Performing Arts” seminar, using Romeo and Juliet to explore genre in the performing arts.
Assistant Lecturer, Honors Writing Program, USC, 1999 – 2004.
Writing Instructor, University of Texas @ Dallas, Rhetoric Department, 1994 – 1996.

Courses I Teach at TAMUCC:

ENG 2334  Themes and Genres of British Literatures
ENG 2370  Intro to English Studies
ENG 3321  Film and Literature
ENG 3345  19th and 20th Century English Literature
ENG 4313  Victorian Literature
ENG 4380  Critical Approaches to Literature and Culture
ENG 5301  Bibliography and Research Methods

Publications

Dancing Out of Line: Ballrooms, Ballets, and Mobile Bodies in Nineteenth-Century English Fiction and Culture. Under contract with Ohio State University Press.


**Conferences**


“‘Damn the Doctor’: De-Authorizing the Medical Real in *Wuthering Heights*” Gerder Studies Symposium, University of Texas at Dallas, 1996.

**Honors, Awards, and Fellowships:**

As a student at University of Southern California: English Department’s 2002 Nominee for the College-Wide Competition for Best Dissertation Chapter. Summer Dissertation Fellowship ($5,000), College of Arts and Letters, 2002.
London Research Grant, English Department, summer 2002.
Kerckhoff Prize for the best paper relating to gender studies, fall 2001.
Representative to the Dickens’s Universe at U.C. Santa Cruz, summers of 1998, 1999.

Languages

French, interpretive and writing knowledge.
Spanish, speaking and writing knowledge.

Teaching Strengths

18th, 19th, 20th century British novel, critical and cultural theory, dance studies, post colonial studies, Victorian studies, women’s literature, feminist theory, film and literature, popular culture, rhetoric and composition.

Professional Service

Departmental
Member, Graduate Committee (Fall 2007 – 2009)
Author’s Day Event: committee member 2006 2007; chair 2007 – 08
PhD Admissions Workshop: guest presenter
Undergraduate portfolio review, committee member
Honors’ Faculty: member and panelist for parent’s day
TEXES workshop: volunteer
Education
Ph.D., Composition and TESOL, Indiana University of Pennsylvania
Indiana, PA, 2004
Dissertation Study: Forces in Space: A Bakhtinian Exploration of Online Writing Groups—Examined the centripetal and centrifugal forces acting within the heteroglossia of online collaborative writing groups and how these forces affected social cohesion and task performance.
Advisor: Dr. Gian Pagnucci
Committee: Dr. Gary L. Dean
Dr. Michael M. Williamson

Comprehensive Examination Areas
Technical Communications (Intercultural/International Collaboration)
History of Composition Pedagogy
Computers and Composition
Adult Education (Project based learning and Transformative learning)
M.A., English Literature, Virginia Commonwealth University,
Richmond, VA, 1993.
Thesis: Thinking of the Key: Self-Unification through Composition

Full Time Positions
Assistant Professor of Composition, Western New Mexico University, Fall 2005-present
Courses Taught

Professional Experience

Courses Taught
Advanced Composition—Face-to-Face and Online
Freshman Composition—Face-to-Face and Online
Technical Communications

Professional Experience
Instructor, Madison Area Technical College, Madison, WI, Fall 2003-2005

Courses Taught
Developmental Writing—Face-to-Face
Freshman Composition—Face-to-Face and Online
Freshman Research Writing—Face-to-Face and Online
Business Communications--Online
Technical Writing—Face-to-Face and Online
Online Documentation—Online
Online Course Developed
Online Documentation

English Instructor, Korea University, Seoul, South Korea, Fall 1996-Fall 2000
Courses Taught
Conversationl English
Beginning English Composition
Intermediate English Composition
Advanced English Composition
Business Communications

Proposed and Developed Composition Program as Curriculum Development Chair
Instructor (temporary one year position) Richard Bland College Petersburg, VA Summer 1993-Summer 1994

Courses Taught
Developmental Writing
Freshman Composition
Research Writing
Introduction to Literature

Adjunct and Part-time Positions
Graduate Assistant, Indiana University of Pennsylvania, Fall 2000-Spring 2002

Responsibilities and Accomplishments
Co-Wizard, OakMOO

Trained and Managed undergraduate writing center tutors
Writer and Editor for Graduate Student Newsletter
Designed and Created Website for Pennsylvania College English Association

Experience
Designed and Created Website for IUP Writing Center
Created MOO Learning Environment for International Course
Taught Introduction to Literature Course entirely in OakMOO

Consulting Experience
Adjunct Instructor, St Vincent College, Indiana, PA Spring 2003
Adjunct Instructor, Indiana University of Pennsylvania, Indiana, PA, Spring 2003
Adjunct Instructor, Westmoreland County Community College, Indiana, PA Spring, 2002-Spring, 2003
On-line Instructor, University of Phoenix, Spring 2002-Summer, 2003
Adjunct English Instructor, Rappahannock Community College, Gloucester, VA Summer 1994-Summer 1996
Adjunct English Instructor, J. Sargeant Reynolds Community College
Richmond, VA, Summer 1992-Summer 1993

Courses Taught
Developmental Writing
Freshman Composition
Research Writing
Business Writing
Technical Writing
Introduction to Literature

Part-Time Technical Writer and Editor, SMIPC, Seoul, South Korea,
1998-2000
Created reports and proposals for consumption by American investors. Edited correspondence and technical documents to assure that American audiences would understand content
Editor for Korea University Math and Sciences Department, Seoul, South Korea, 1999-2000
Edited documents that would appear in American academic journals so that they adhered to English writing conventions.

Portfolio Assessment Team, Spellman College, Summer, 2002
Brian Huot and Michael M. Williamson, Team Leaders
Assessed portfolios of first year writing students

Rhone-Poulenc-Rhorer Pharmaceuticals, Seoul, South Korea Dec 1999-May 2000
Developed and taught technical and business writing courses and workshops

Shilla Hotel, Seoul, South Korea June 2000-Aug 2000
Conducted Three Day-Long Seminars on writing business correspondence and on making business presentations in English.

Boehringer-Ingelheim Pharmaceuticals, Seoul, South Korea July 2000-Aug 2000
Conducted Intensive Five Week Course for Employees on writing business correspondence in English

Publications
Accepted for Publication

Ritke Jones, W. (Jan 2007). Why they don’t work: Factors that impede the development of social cohesion in online collaborative groups. Pennsylvania Association for Adult and Community Educators’ Journal of Lifelong Learning


Grants
Works in Process

Ritke Jones, W. (In Process—to be submitted to Computers and Composition) Boys will be girls and girls will be boys . . . .

Presentations
Gender fluidity in successful online collaborative groups

WMNU Grant to Present Research, $1400, December, 2006
WMNU Grant to Conduct Research on Diverse Collaborative Groups $1400, December, 2005
MATC Foundation Grant to Conduct Research on Creating Collaborative Relationships with Busines, $2000, January, 2004

“These People Act Totally Nuts, Aren't They?: Using Cyberspace to Foster Perspective Transformation and Democratic Habits of Mind” Accepted proposal for Computers and Writing, 2007

“Cyberspace as a Deterrent to Homicide in Online Groups: The Affect of Social Cohesion on Task Performance on Online Groups” Accepted proposal for Computers and Writing, 2007

“A Tale of Friends and Enemies: The Affect of Cyberspace on Social Cohesion in Online Collaborative Writing Groups” Accepted proposal for Conference on College Communication and Composition, March, 2007


“Posted Collaborations: Using Dialogic Theory to Analyze Social Cohesion and Task Performance in Online Groups” Great Plains Alliance for Computers and Writing, April, 2005

“Collaborative Theory for the Classroom.” Wisconsin Speaks, April, 2005

“Let's Talk: Collaboration with Industry on Curriculum Development” Association of Teachers of Technical Writing, March, 2005

“Conducting Research in Businesses,” Association of Teachers of Technical Writing, March, 2004

"Developing a MOO Pedagogy" Conference on College Communication and Composition," March 2003

"Cyberspace Cowboys: Dialogism in a MOO World" EAPSU , 2002


“Confucian Influences in English Compositions written by Korean Students.” Korea TESOL mini-conference, Kwangju, South Korea, October 1998.
“Using Film to promote top-down listening Skills.” Korea TESOL Conference, Pusan, South Korea. March, 1997.

Research Interests
Using Technology to Effect Transformative Learning in Corporate Intercultural Collaborative Writing Groups  
Organizational Learning  
Collaborating with Business to Create Technical Writing Programs  
Power Structures in Online Collaborative Writing Groups  
Gender construction in Online Groups  
Student-centered, Collaboration Focused Online and Face-to-Face Teaching

Service
Service to the Profession

Task Force--College Composition and Communication Committee on Computers in Composition, Summer, 2006 (charged with revising application process)  
Reviewer for Handbook of Research on Virtual Workplaces and the New Nature of Business Practices  
Service to Institutions  
Institutional Review Board, Western New Mexico University, 2005-present  
Assessment Committee, 2006-present  
Chair, Research Committee, 2006-present  
Instructional Resources Committee, Western New Mexico University, 2005-2006  
Leadership Development Project, (facilitating groups) WNMU, 2005-2006  
Member of team conducting online writing lab pilot, WNMU, 2006  
ENG I and II Assessment Committee, WNMU, 2005-2006  
Founding member of MATC Honors program committee  
Sponsor of Sigma Kappa Delta at MATC, English Honors Society for Two Year Colleges  
English I Committee, MATC, 2003-2005  
English II Committee, MATC, 2003-2005

Professional Organizations
Team studying the effects of class size on student performance, MATC 2004-2005  
Graduate observer on Student Affairs Committee, Indiana University of Pennsylvania, Fall semester 2001-2002
Team member on Student assessment committee (charged with assessing English verbal skills), Korea University, Spring 1999-Spring 2000. Chair, Curriculum Development, 1998-1999. Korea University Service to the Community
- Charter member of the Silver City Community Greenhouse Project
- Board member of Gila/Mimbres Community Supported Radio
- Volunteer, 2006 Silver City Blues Festival

Association of Teacher of Technical Writing Council on Programs in Scientific and Technical Writing Conference on Communication and Composition National Council of Teachers of English

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Indiana, PA 15705
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Professor Janet Wallet-Ortiz
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Western New Mexico University
Silver City, NM 88062
(505) 545-6526
ortizj@wnmu.edu

Dr. Robert Koch
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Barnesville, GA 30204
770-358-5092
rkoch@gdn.edu

Dr. Mary Leen
Humanities Department
Western New Mexico University
Silver City, NM 88061
(505) 538-6514
leenm@wnmu.edu
Appendix 2
Most recent 2 year teaching activity uniquely identifying graduate and undergraduate teaching
Spring 2006

<table>
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<th>Prefix</th>
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186
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<th>Last Name</th>
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<td>34</td>
<td>38</td>
<td>29</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>% Hispanic</td>
<td>32%</td>
<td>23%</td>
<td>41%</td>
<td>42%</td>
<td>31%</td>
<td>33%</td>
<td>41%</td>
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</table>
Figure 5. MA ENGL Annual Degrees Awarded by Gender

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<td>6</td>
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<td>6</td>
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### Table 1. MA ENGL Time to Degree and Completion Rate

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<th>#Graduates</th>
<th>Mean Time to Degree (Months)</th>
<th>Mean Time to Degree (Years)</th>
<th>Time to Degree Range</th>
<th>#Non-completers</th>
<th>Completion Rate %</th>
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<td>8</td>
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<td>2.74</td>
<td>1.58-4.42</td>
<td>6</td>
<td>57%</td>
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<tr>
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<td>20</td>
<td>13</td>
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<td>1.33-4.00</td>
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<td>65%</td>
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<td>2003</td>
<td>20</td>
<td>12</td>
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<td>1.75-3.08</td>
<td>8</td>
<td>60%</td>
</tr>
<tr>
<td>2004</td>
<td>20</td>
<td>12</td>
<td>26.00</td>
<td>2.17</td>
<td>1.75-3.08</td>
<td>8</td>
<td>60%</td>
</tr>
<tr>
<td>2005</td>
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<td>8</td>
<td>27.75</td>
<td>2.31</td>
<td>1.33-3.75</td>
<td>11</td>
<td>42%</td>
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<td>2.08</td>
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<td>38%</td>
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<tr>
<td>2007</td>
<td>17</td>
<td>3</td>
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### Table 2. MA ENGL Time to Degree Analysis

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<th>Mean Time to Degree (Months)</th>
<th>Mean Time to Degree (Years)</th>
<th>Time to Degree Range</th>
<th>#Non-completers</th>
<th>Completion Rate %</th>
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</thead>
<tbody>
<tr>
<td>Fall00</td>
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<td>7</td>
<td>216</td>
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<td>n/a</td>
<td>1</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>SSII01</td>
<td>2</td>
<td>1</td>
<td>19</td>
<td>19.00</td>
<td>1.58</td>
<td>1</td>
<td>50%</td>
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</tr>
<tr>
<td>SSII01</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>8</td>
<td>263</td>
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<td>1.58-4.42</td>
<td>6</td>
<td>57%</td>
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<tr>
<td>Average</td>
<td></td>
<td></td>
<td>32.58</td>
<td>2.74</td>
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<th>Mean Time to Degree (Months)</th>
<th>Mean Time to Degree (Years)</th>
<th>Time to Degree Range</th>
<th>#Non-completers</th>
<th>Completion Rate %</th>
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<td>7</td>
<td>171</td>
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<td></td>
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<tr>
<td>SSII02</td>
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<td>4</td>
<td>123</td>
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<td></td>
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<tr>
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<th>Mean Time to Degree (Months)</th>
<th>Mean Time to Degree (Years)</th>
<th>Time to Degree Range</th>
<th>#Non-completers</th>
<th>Completion Rate %</th>
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<tr>
<td>Fall02</td>
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<td>7</td>
<td>175</td>
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<td>32.00</td>
<td>2.67</td>
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<td>50%</td>
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<td>51</td>
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<th>Mean Time to Degree (Years)</th>
<th>Time to Degree Range</th>
<th>#Non-completers</th>
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**FY05**

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<td>2</td>
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<td>0.00</td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>SSII07</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>25</td>
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<td></td>
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**Grand**

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<th>148</th>
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</thead>
</table>

200
Appendix 4
Exit interviews 2001-2007

Texas A&M University ... Corpus Christi
College of Arts and Humanities
6300 Ocean Drive, Corpus Christi, Texas 78412 361-825-2651

May 2, 2001

Dr. Vanessa Jackson
Professor of English

As part of the on-going review of the English M. A. program, I hosted the recent roundtable meeting of prospective graduates on May 1. Five students attended. I explained to them that their responses would provide an important element to our collective attempts to improve our programs. I also assured them of their individual anonymity. I collected their completed questionnaires but have not looked at them, so as to ensure that my report will fairly represent the comments made at our meeting.

Our discussion revealed unanimous support for and appreciation of the English graduate program. Citing improved job security, personal goals, and the opportunity to teach at the college level as key reasons in their decision to seek an English M. A., they noted that the program had met or exceeded their expectations. They described the classes as "tough" and "challenging," and concluded that the curriculum had exposed them to a broader and more diverse world. They were especially complimentary about most of their professors, from whom they had received unexpectedly high levels of individual attention and professional encouragement. Students also praised the accessibility of their professors and liked the fact that their instructors taught graduate as well as undergraduate classes.

Students cited a variety of high points in their experiences in the program. Several were especially appreciative of having had the opportunity to work as teaching assistants. The product of a grant-writing class enabled one schoolteacher's district to secure a small grant. One noted the pride they had taken in having impressed a visiting professor during a summer class; several added that they had enjoyed their repeated opportunities to lead class discussions. Others fondly remembered having done creative projects that had forced them to go beyond their normal writing experiences, enabling them to find new perspectives and insights into their own work.

The most vocal criticisms concerned what they perceived to be insufficient library resources and the small number of graduate courses offered. Ironically, all expressed displeasure at the inconvenience of having to have "holds" removed in order to register.
(1) for classes, a reform implemented recently in response to perceived criticisms of graduate advising throughout the university. No discernable consensus emerged on any other unfavorable issue. One student wanted more courses in composition rhetoric and theory, whereas another suggested that additional literature courses were needed. One decried the lack of grades through much of the semester in two courses. Extra-curricular activities did not seem to be an issue, although one student did note that the English Honor Society's daytime meetings made it impossible for some participants to attend. Several were pleased with the recent reappearance of SAGES.

Suggestions for improvement were similarly mixed. Several suggested that additional "options" or "tracks" (other than composition) might better meet their diverse interests. Others noted that peer reviews might be more thoroughly incorporated into the entire curriculum. One hoped that the department would make available additional support for graduate students presenting professional papers, and suggested that students be allowed more involvement in English committees. Finally, two seemed pleased to know that the College had developed a graduate school orientation. None gave any suggestions for improving the quality of the evaluation process.

In sum, the students present were highly complimentary of their graduate experience in English at Texas A&M University-Corpus Christi. They also seemed pleased that their input had been solicited.
Should you have any questions or seek additional clarification about our discussion, please do not hesitate to contact me.

Robert Wooster
Professor of History

Robert Wooster
Texas A&M University .. Corpus Christi
College of Arts and Humanities
6300 Ocean Drive, Corpus Christi, Texas 78412 361-825-2651

May 1, 2002

Professor Janis Haswell Graduate
Coordinator Department of
English
Texas A&M University-Corpus Christi

As per your request, I served as the outside observer/facilitator for the exit interviews of prospective English master's students, held on April 24. I saw my role as being that of listener rather than seminar leader; although I did pose some general questions along the lines of those suggested. I tried to remain as unobtrusive as possible. I also assured them that their comments would remain anonymous, and that their honest feedback was an important part of the program's assessment process. The following serves as my summary of their discussions.

Nine students, representing a variety of backgrounds and interests, attended the session. Not all of the students had completed all of the requested forms; I encouraged those who had not done so to submit them either to me (and one has since done so) or to you. Several planned to enter Ph.D. programs, and others hoped to use their master's degrees to teach at the college or university level. One taught in the public schools, another noted a particular interest in fostering individual knowledge and interest in literature, and another hoped to develop skills in literature and critical writing. The group was lively, and all present participated in the conversation. Their graduate classes had clearly fostered a spirit of openness and independent thinking.

In general, the students were very positive about their experiences with the English graduate program at Texas A&M University-Corpus Christi. They were especially appreciative of the sense of community that had developed among the graduate students, the speakers and external faculty who had visited the campus or taught classes, and the support they had received from their professors. All seemed to have found at least one particular mentor among the faculty. Several complimented the willingness of faculty to engage in individual study courses, and they found most of their professors to have been very accessible. They also appreciated the opportunities they had to teach during their time in the program, and complimented the faculty and the College for having provided the technology to engage in cutting edge teaching methodologies. As the group discussed their experiences, one theme became especially
evident: the importance of their having received individual attention in the very early stages of their graduate careers. A significant number also noted the importance of scholarship money and academic employment (as TAs and first-year seminar leaders) in attracting them to the graduate program. It was quite evident that this tradition of individual attention, by either the graduate coordinator, their advisor, or their supervising professors, is essential to the program's future health.

The overwhelming majority of those students present agreed that they would take the program again. They did, however, offer several suggestions and lodge several criticisms. The bulk of their criticisms and their suggestions concerned what they perceived to have been the lack of options available within the program. Noting the diversity of their own backgrounds and professional goals, several disagreed with what they felt to have been the enforced emphasis on rhetoric and composition. They wanted additional opportunities to take literature, technical writing, or linguistics courses as part of their regular course of study. Others criticized their inability to take non-English courses (including History and Mexican-American Studies) as part of their degree plan. Three complained about limits on independent studies courses.

One final point should be noted, as it consumed a fair amount of time during our conversation. One student reported a bad experience with a particular professor, and alleged that race and gender had been a factor. Prompted by this remark, two others then volunteered that they, too, had felt uncomfortable in one class. I did not ask the specific class or individual instructor, but did inquire as to whether the issue had been brought to anyone's attention. The students seemed satisfied that it had been dealt with internally, presumably through the intervention of another faculty member. The concerns seemed to be to a single faculty member, and were not perceived to be an accurate reflection of the collective English faculty.

I hope this helps your efforts. The students' collective willingness to voice their opinions and input speaks well of the graduate English program.

Robert Wooster
Frantz Professor of History
May 5, 2003

Professor Janis Haswell
Graduate Coordinator
Department of English
Texas A&M University-Corpus Christi

As per your request, I served as the outside observer/facilitator for the exit interviews of prospective English master's students, held on April 30. As had been the case for my discussions with previous focus groups, I saw my role as being that of listener rather than seminar leader. Although I tried to encourage all to participate, and to guide the discussion along the lines of those suggested in your note to me, I sought to remain as unobtrusive as possible. I also assured those present that their comments would remain anonymous, and that their honest feedback was an important part of the program's assessment process. The following serves as my summary of their discussions.

Thirteen students, representing a variety of backgrounds and interests, attended the session. Several had not completed all of the requested forms; I encouraged those who had not done so to submit them to you. They represented several diverse interests. Several hoped to use their graduate experience as a stepping-stone to a Ph.D. program. Others taught in public schools, or were beginning a second career. A sizeable minority had entered the program to learn more about a discipline that they loved. Some attended Texas A&M University-Corpus Christi because of its convenience; others had been attracted by the employment opportunities stemming from a program that specialized in composition. All those present participated in the conversation.

In general, the students were positive about their experiences with the English graduate program at Texas A&M University-Corpus Christi. They praised most of the faculty and appreciated the opportunities they had to teach during their time in the program. Many also mentioned the strong sense of collegiality they felt with most faculty members. Clearly, their classes had helped to instill a sense of camaraderie among students, an essential part of any successful graduate program.

The students were also eager to offer suggestions that might improve the program. Several urged the English faculty organize a mandatory orientation session that would cover some of the basics of
graduate school culture and expectations. They also believed that information concerning thesis and exam requirements might be introduced at that initial meeting. Most wanted literature, professional writing, and grammar courses to be offered more frequently. All but two declared that their graduate courses should have more intellectual rigor. Interestingly, both of those who disagreed with the general call for increased expectations explained that they had undergraduate degrees in fields other than English. The consensus also held that their courses incorporate a greater emphasis on professional development and scholarship (publishing journal articles, giving conference presentations, etc.). Several suggested that they be allowed greater flexibility in the choice of their projects in their capstone course, with less emphasis on a general "theme" and more attention devoted to their individual areas of specialization and interest. Three students also expressed their desire that individual instructors take stronger action to prevent student cliques from developing in class.

As you had suggested, we also spent a good deal of time discussing the new comprehensive examinations. Frankly, given that this was the first time that exams had become mandatory, I was surprised that the group was not more critical of this aspect of the program. Most conceded that the exams had been very effective in forcing them to expand their curricular horizons and sharpen their analytical skills. Generally, they believed the system implemented this year worked fairly well and understood that the exam process would be "tweaked" over time. The system for placing books on reserve in the library seemed to have met everyone's needs; further, the group agreed that faculty initiated study groups were not necessary. As one might predict, several argued that exams should not be required for those writing a thesis, and all requested that their regular classes incorporate more of the texts for the exam. They also warned against allowing the comprehensive exams to become the TAAS or TASP equivalents for the English graduate program.

Once again, it has been a pleasure discussing the graduate experience with such a forthright group. Their willingness to address these issues suggests that the English graduate program has succeeded in its efforts to encourage students to become critical thinkers.

Sincerely,

Robert Wooster
Frantz Professor of History
May 13, 2004

Professor Janis Haswell
Graduate Coordinator
Department of English
Texas A&M University-Corpus Christi

As per your request, I served as the outside observer/facilitator for the exit interviews of prospective English master's students, held on April 26. As had been the case for my discussions with previous focus groups, I saw my role as being that of listener rather than seminar leader. Although I tried to encourage all to participate, and to guide the discussion along the lines of those suggested in your note to me, I sought to remain as unobtrusive as possible. I also assured those present that their comments would remain anonymous, and that their honest feedback was an important part of the program's assessment process.

Ten students attended the session. Of those ten, three came late, and thus were not present when I explained the general goals of the exit interview, as well as the context in which our discussion was being held. As such, my sense was that our conversation was more disjointed than had been the case in earlier exit interviews. Rather than the group reaching obvious consensus about particular issues, it seemed as if I was simply listening to the opinions of individual students. Nonetheless, the following serves as my summary of their discussions.

Several of those who attended had not completed all of the requested forms; I encouraged those who had not done so to submit them to you. They represented several diverse interests. Several hoped to use their graduate experience as a stepping-stone to a Ph.D. program. Others valued the encouragement they had received from our faculty while they had been undergraduates. Still others attended Texas A&M University-Corpus Christi because of its convenience. One specifically noted the attraction of a "cutting edge" program in rhetoric/composition. Interestingly, none of those present wanted to teach in the public schools.
The students praised the vast majority of their teachers, the courses they had taken, and the experiences they had shared while in the English graduate program at Texas A&M University-Corpus Christi. They were proud that the program had prepared them well for professional conferences and to be effective teachers. They believed that ample extracurricular opportunities had been available for them, and that the various opportunities available to them through the First-Year Program had positioned them well for their future academic, professional, and personal objectives.

Clearly, these students were pleased by the program's emphasis on rhetoric and composition, and wanted more opportunities to link these fields with technical writing and communication. Specifically, one suggested that a new course in visual design or "new media" be created. More generally, they suggested that technical writing be further integrated into existing composition courses. They praised the ENGL 5302 website project, which they believed helped to unify their "cohort," and expressed disappointment that subsequent groups had not been able to build upon their efforts.

Although I tried to guide the discussion to a variety of issues, our conversation was dominated by the experiences many had recently had with their comprehensive examinations. Many who approved of the overall English program and faculty nonetheless voiced strong criticisms of the examination. Several suggested that this experience seemed to contradict many of the theories they had learned in their classes. A single, high-stakes exam, they pointed out, seemed antithetical to the portfolio-based process they had engaged in as learners.

In addition to this theoretical objection to the concept of comprehensive examinations, some of those present outlined several criticisms of the process itself. Roughly half believed that there had been too much emphasis on literature in the exams; many also contended that they should have had more choices in the "tracks" they had selected. Others suggested that preparatory handouts needed to be clearer and more thorough, and believed that serious gaps plagued the various reading lists. Some contended that the expectations for the various fields had been applied inconsistently. More specifically, two complained of differences between the reading lists and the exam questions. Several commented that the questions seemed as if they had not been reviewed by the entire faculty, and concluded that many questions focused on a single faculty member's interest rather than the collective goals of the program.

As I reflect upon my notes and review the above materials, my perception is that several of these students, especially the more vocal members of the group, were focused upon the individual experiences and difficulties they had recently had while taking their comprehensive examinations, and were thus, at this point, still having difficulty in assessing their overall experiences in the program. The latter comment is offered as an observation, rather than a criticism, and is by no means made in an effort to devalue anything that any of the students said; rather, it is intended to place our exit interview in some sort of appropriate context.

Robert Wooster
Frantz Professor of History
Texas A&M University-Corpus Christi  
Department of Humanities  
6300 Ocean Drive, Unit 5814, Corpus Christi, Texas 78412-5814 361-825-5783

August 25, 2005

Professor Sharon Talley  
Department of English  
Texas A&M University-Corpus Christi

As per your request, on the afternoon of April 28 I met with English graduate students as part of the department's annual review of its graduate programs. Fourteen students, all of whom were nearing their graduation, attended these exit interviews, and generally shared in the conversation. I assured them that all individual comments would remain anonymous. The students seemed comfortable and articulate in expressing their opinions, which in itself speaks well for the English program.

We discussed a variety of topics, as suggested by the questions laid out in your letter of April 13. Reasons for pursuing their degree included career advancement, general enlightenment, and as a step toward eventually securing a Ph.D. Indeed, roughly two thirds of those present professed a desire to continue with their graduate education. One said that they had been specifically referred to Texas A&M University-Corpus Christi from another university. To a person, the students complimented the efforts of the English faculty to help them achieve their goals, and were complimentary of the program in general. They were quite proud of the degrees they were receiving.

High points of the program, according to those present, were varied. In stark contrast with last year's group, these students seemed pleased with the process and implementation of their comprehensive exams. They believed they had been given sufficient time to prepare, and were very appreciative of the department's responsiveness in helping them understand the requirements and expectations for the exam. Students also spoke highly of the camaraderie that had developed among this year's cohort of graduates; moreover, they applauded the sense of empowerment that had been encouraged by the faculty. They also valued their classroom discussions, and believed the program had been sufficiently rigorous. Many were extremely appreciative of the opportunities they had been given to teach in the first-year writing program. Whereas some previous groups had expressed some dissatisfaction with the degree's increasing emphasis on rhetoric and composition, these students generally applauded the direction of the program. They also seemed pleased by the connections between many of their courses.

Of course, this group of graduates also had a number of suggestions that they believed might
strengthen the program. As do all graduate students everywhere, they encouraged the program to seek out and secure additional sources of funding. Similarly, they wanted more diverse course offerings. Although complimentary of individual faculty, several also hoped the program might encourage more mentoring between students and their advisors. Two students voiced a hope that S.A.G.E.S. might become more active, and a general consensus emerged regarding the value of encouraging stronger ties between first- and second-year students. They also suggested that the program do more to promote and publicize the need to participate in professional conferences and to publish in scholarly journals. To this end, they suggested that the department might pay a graduate student to keep up a website that might facilitate such interaction and opportunities. Students also asked that summer graduate courses be taught at night, in order to allow those who worked to enroll.

As suggested by one of your questions, much conversation focused on ENG 5302. To a person, the students expressed their gratitude for the assistance they believed that the course had provided them in honing their research skills and in narrowing potential research interests. However, other elements of the course drew only mixed reviews, with critics suggesting that the course, because of its importance to the program, needed to be taught by a senior faculty member. Disagreements among students also emerged about the value of the program's professional writing component. Some wanted more technical courses; others insisted that the required professional writing course should be tailored more closely to the needs of English majors.

Attached please find the information sheets, vitae, and questionnaire responses submitted by the students. Should you have any questions or need further information, please do not hesitate to contact me. My apologies for the unconscionable delay in formalizing this letter.

Robert Wooster
Professor of History
Graduate Student Exit Evaluation of the M.A. in English Program
Chairled by Dr. Pat Carroll, Prof. of History and Coordinator of the Graduate History Program April 27, 2006

Five female students, one of which was a foreign student student, attended this round table discussion for the purpose of evaluating their individual and collective experiences within the English M.A. Program. The session lasted from 4-5:15 PM. It addressed twelve questions/related sets of questions which the students had received prior to the meeting. Two students stated they had entered the program to pursue and M.A. in Composition and Rhetoric; two entered the program intending to pursue studies in literature. The remaining student merely sought intellectual stimulation without any bias toward Composition and Rhetoric or Literary studies.

All judged their overall experience in the program very positively. They especially liked the small classes and collaborative learning atmosphere. Each praised the faculty as knowledgeable and nurturing. All felt challenged by rigorous reading, writing, and research requirements in the vast majority of their classes. They did note in the discussion, however, that there were a “couple” of instructors who offered some classes that, in their minds, were little more than “chat” sessions. The students disparaged these few courses without identifying them or the instructors.

All five of the student participants praised the collegiality among faculty and students. Each commented on the sense of community they experienced within the program. They all judged ENGL 5302, 5310, and 5395, extremely beneficial classes. Although they saw some linkage between these three courses and ENGL 5372, they saw them as weak. Moreover, they criticized a limited degree of “overlap” in this cluster of offerings.

Two of the students, those most interested in the literature dimension of the program, favored expansion into tracks like “Borderland” studies. One student appeared neutral on this question. The two remaining students, those finishing the Composition and Rhetoric track, strongly opposed expansion into
fields outside Composition and Rhetoric. They emphasized that the university's limited human (faculty) and material resources prohibited such growth. They recommended more concentration in Composition and Rhetoric and less in literature, beyond the literature courses already in the curriculum. They specifically argued for added required classes in History of Composition and Rhetoric and Quantitative and Qualitative Research and Methods. This, they reasoned, could create a "nationally recognized" Composition and Rhetoric M.A. program, rather than an over-extended and necessarily watered down program with more equal emphasis on Literature and Composition and Rhetoric tracks.

All five of the students identified their engagements in teaching, mainly in the First Year Program, and scholarship as the high points of their participation in the program. Each of them would like these activities enhanced. On the other hand, they recommend more selectivity on the part of faculty in the choice of student participants in these activities; they want them earned through hard work and achievement rather than given to anyone who wants them.

Four of the five students seemed disinterested in more social events among M.A. students and faculty because of the time they consume. One student did express interest in expanding such program sponsored activities in order to relieve graduate studies related stress.

Finally, there were a number of suggestions/constructive criticisms offered by three of the students aimed at improving the program. These three, and a fourth, although more mildly than the first three, complained about the ambiguity surrounding the qualifying exams. They repeatedly mentioned student confusion and ignorance about their format, who compiled the questions, who graded them, how they were graded (what was expected of students), and as a result, how to prepare for them. Tow of the most vocal of the students claimed that "urban like myths" were developing among the students concerning these exit exams, and that the resulting stress was unhealthy for the program. They suggested that faculty endeavor to provide clearer explanations and guidelines for these exit exams. In addition, tow
students suggested more flexibility in their degree plans, especially with regard to elective requirements. More specifically they want more encouragement of Directed Individual studies to fulfill the elective requirement. Their rationale of this suggestion was that this would make a student’s M.A. course of study more compatible with their self defined academic interests, needs, and goals.

Despite criticism of a small number of unchallenging classes taught by a couple of faculty, as well as ambiguity surrounding the qualifying exams, an some perceived inflexibility with regard to elective e course, the students described their overall experience within the program very favorably. All expressed a sincere appreciation of the knowledge and experience they had gained in the areas of research, writing, and collaborative learning skills. The students heaped praise on the collegiality that exists between students and faculty. They lauded the faculty and program’s commitment to and effectiveness in helping students to carve out a place for themselves within the broader academic community.

Patrick J. Carroll May 1,2006
TO: Dr. Cristina Kirklighter; The English M.A. Faculty  
FROM: Dr. David Blanke  
RE: English M.A. Exit Interview  
DATE: November 28, 2007

On Wednesday, November 28, 2007, I conducted an exit interview with four English M.A. students. Each recently completed their comprehensive exam and expected to graduate this term. The meeting began at 4:00PM. I collected written responses, vitas, and some additional materials, which are included with this summary. The tone of the meeting was friendly and cordial. The students remained composed and professional throughout the meeting. I greatly enjoyed the time we spent talking together.

I read directly from a list of prepared questions provided by the English faculty (also included below). At a couple of points the students made personal comments that they asked not to be included in my report. I honored these few requests in all but one instance, described below.

1. The students expressed an overwhelming admiration for the English faculty. In every instance the students agreed their instructors were professional and caring scholars dedicated to their students’ education. Moreover, the students felt respected and validated in the pursuit of their degree. They felt as if they were treated like intellectual peers. It was my sense that while they personally liked all of the faculty members, several instructors stood out based on their personality and on their unique approach in the classroom or as mentors. I included the names of those faculty members that the students expressly mentioned in the second and third categories but not the first. It was quite impressive to see such uniformly positive views for (literally) all of the English faculty. Bravo, English!

2. The students were unvaryingly and vehemently opposed to the current method of comprehensive examination. They did not feel the exam (a) accurately reflected the knowledge they had gained in their coursework, (b) showcased their writing skills or the analytical methods they had practiced in their coursework, or (c) provided sufficient feedback on their efforts. These comments contained the harshest replies of the entire question set. Students showed visible signs of agitation when responding.

3. The students expressed growing dissatisfaction with the financial opportunities available to them as TAMUCC graduate students. While these young scholars proved determined to complete their degrees (in spite of growing financial hardships) it is clear that greater scholarship money, assistantships, and other forms of financial aid must be found if the program’s success is to continue. Sadly, this is a reality for all of the CLA’s graduate students. Significantly, English M.A. students believed that there were a number of activities within the program that might ease their financial burdens.

The following notes are a very close paraphrasing of the students’ direct comments (my raw notes are available if interested). The comments are presented in the chronological order in which they were made, but I tried to group comments within each question. Any editorial
comments or ideas of mine are clearly indicated by a "DB" and contained within brackets. By design, I made few comments during the interview. I did periodically encourage the students to be honest and direct in their comments. Readers should assume that the following bullets reflect the students' observations.

did not want to grow up after UG
increased marketability
cool to have M.A.
Improved writing
glad to have a program that offered Comp/Rhet rather than only Eng.Lit it
would be beneficial for the program to strengthen Comp/Rhet [C/R] confident
they are able to get a job anywhere with C/R
want more focus on Lit
dovetailed naturally with TAMUCC undergraduate [UG] English BA
program proved everything they thought it would

Brit and US Lit classes not offered regularly enough
Lit classes awesome, fabulous when offered (that was the problem)
Lucky to have creative writing course at grad level; but could miss the class if one's cycle was off
from when class was offered; want more creative writing courses; build/link to UG creative
writing
Students didn't understand or appreciate need to stay on top of schedule; could miss certain
courses and get out of sequence
Only one rhetoric course offered - this is too low; most majored in C/R but little to no "R"
offered; focus on rhetoric too light
Possible to graduate without even understanding the term "rhetoric," one looked up the term in
order to pass comps; same with "pedagogy"
Lit Crit classes were kick ass - Mermann and Talley very tough but fair and they liked the
rigor
"Cross Talk-Comp Theory" class was good [I don't understand, this is what I wrote. DB]

weekly readings, page numbers, content, retention of key ideas
not challenging enough - some profs really pushed (Talley, Mermann, Wolff-Murphy) easy to
slack if you wanted to; classes could also be made more rigorous if you wanted to; it was up to
the student, really
ALL THE PROFESSORS ACCOMMODATING [very strong support of the entire faculty, not
a single negative word about the instruction or guidance provided by faculty. DB]
Capstone course not challenging enough; glad it wasn't because of comps
Need to level-set incoming M.A. students much better - expectations and work required; handbook necessary [seemed as if one was in place and useful. DB]
Use SAGES and Sigma Tau Delta; more discussion of the program at the UG level; so many grad students were formal UG majors, should be better prep for these folks
First two classes required and covered most of what the program was about
Felt research too dominant in too many classes; needed to cultivate existing skills, better understand their field rather than add more stand-alone research projects
Want more professional development; how to be placed in their field; how to act and behave as professionals; how the game was played
Non-teachers felt like the program was not for them; felt detached from the program.

Teach how to write, how to understand my audience, to approach genres and young readers loved the camaraderie of the program; between students; more especially with the profs. Felt respected and treated as colleagues; could go to any for help; could go to most and argue a point; didn't need to search for help
felt legit as a scholar; could say I CAN do this
research courses let to an interest in library science
freedom and support; respect; collegiality

none, no time with job and courses
first-year SAGES was not available; this was critical time; SAGES does a lot of good things; able to do a lot through SAGES
most were super-involved as UG; others involved as grad students until last year
Sigma Tau Delta [seems to be political division between this and SAGES; unspoken. DB] All love the professor-student pot luck dinners; more of these?

direct relationships with faculty
availability of assistantships; RA good; TA great 12 noon on the day comps were through
when I heard the pass decision from comps
want to see comps results - some/any sort of feedback [more below on comps. DB] positive feedback on ability to succeed in graduate school; DISs; grant approvals suggest more work with on-going grants, etc. rather than service learning which begins and ends in one semester [more below. DB]
Theory helps quite a bit; able to understand methods; changes the way one reads and understands their craft; changes appreciation
Theory helps to be a better writer; cite Mermann, Wolff-M Murphy, Kirklighter "Even gay theory" [? DB]
modes of academic writing; what it is and is not; not about teaching but personal academic writing
learned to teach writing; love the first-year writing program; comp; Prose & Politics [class? DB]
how to justify what we want to do and say; how to defend ideas; why they are important; how to argue

very disorienting; shock treatment, boot camp, scared some students come well prepared; intimidated to others helped show what grad school was like
[all agreed that they] loved format of classes where professors facilitate conversations, not lead but allow students to engage quiet people intimidated; learn to talk in class good class to prep for library assistance liked evaluating other people's writing and vice versa odd sequencing; if you came in the Spring you were out of step with others; not in ANY cohort, last fall or next fall; made class doubly-disorienting

Lit Crit to Lit classes; Comp & Pedagogy to Comp classes; theory in both addressed elsewhere; lit electives and both of these two 5302 is a lone dog - doesn't directly apply to another course; there is no research class to follow like Lit and Comp classes; [another] it does tie into other courses; expected to write annotated bibliographies, source critiques UG classes which helped: Into to Lit very useful; Linguistics [based on their comments, I asked about course sequencing; DB] big problem; 5302 and 5310 needed first, can't really understand other courses without these; need to announce classes and communicate these to incoming students.

10. How did preparing for comprehensive exam benefit your learning? [The official wording of the question is very leading; assumes a benefit; students did not see it this way. DB]

Needed camaraderie and cheerleading of fellow students
Needed to read more of list sooner; most of it last minute cramming; many titles used in coursework but their use in courses had nothing to do with the mandatory use of same text in comp exam! [direct quotes, very frustrated. DB: "Berlin didn't relate to question" "Bartholomei [sp?] not even on the list", why is Christenson on the list]
Felt the list was good but dated; some comp selections 20+ years old
Supplemental list monstrous and quickly learn not to use it! refer to it at all
Comps distracted from other classes, neglect assignments, turned in crap, it shouldn't happen this way; negative feelings about the way M.A. ended
People don't understand what is happening, why comps are this way; test goes against entire approach of M.A. - no collaborative learning, no collaborative writing, no feedback, not to be creative but to report "correct" answer to question; not encouraged to take risks They then are not given any feedback, no results, nothing to learn from; feel disconnected from profs as mentors; shroud of secrecy
Would love to see monthly faculty-led discussion of the books, study group style; discussion style is heart of the program, why stop what works so well for comps?
"very dissatisfied," crap paper, unoriginal, not proud of result, seems a useless formality, foolish exercise profs know me; this was nothing like an ultimate product, no culmination; make-work A portfolio or thesis the better option; maybe a test w/o such stress; maybe a minidissertation [??DB]
I interjected and asked if the exam would not have been more useful if it came earlier in their careers, possibly with a shorter list or more directly related to 5310/5302. There was little to think they thought this was a good idea. By this point in the conversation they were clearly quite frustrated with the whole idea of comprehensive exams. DB]

It was fun. Life-long friends were made.
Changes are needed in the program
[After a several minute discussion, one student asked that the following to be omitted from the record.
1 chose to include it and the subsequent comment because all four students agreed to the substance of the comment and all four students were so strong in their feelings] they were frustrated and tired of professors gossiping about other professors to the grad students; they strongly disliked the periodic "gossip storms" that struck the faculty about once a year; disliked negative comments by profs about other profs pedagogy.
In this context, one student brought up Catherine Quick's Community & Literacy course. All four students strongly agreed that this was one of the best courses they took, it almost convinced one to switch to teaching, there was a lot of useful and "extraordinary" work (although no paper), students felt it was a hard course but that they learned more in that summer term than in most courses taught in the full semester.
All four students unanimously agreed that the grad student compensation was too small; they need more money for their work and more scholarships; some lost benefits and had to take out loans for the first time IN ORDER TO TEACH freshman comp! Others lost health care; T As are overworked and underpaid [I asked what I admitted was a leading question: given the low financial opportunities did they consider leaving T AMUCC grad school and going elsewhere? All reported that they did not. DB]
All agreed that the grad students would be better served working on community outreach and departmental fundraising than service learning or designing a website that only exists in the ether
All agree greater community outreach was needed to counter sense that Del Mar College was the best college in town [the students did not think this was true, just the opposite.
(2) DB]; they noted how TAMUCC’s status as an H.S.I. was a joke; that Del Mar would not consider hiring our students even though DMC taught Comp like it was 1970. There are too few job opportunities in town for TAMUCC English not to build bridges to DMC and the community. Mutually beneficial.

Strong positive story to tell about English M.A. at TAMUCC, grad students want to tell it. Develop links to CITCO, technical writing.

The meeting concluded around 5:10PM. Again, my congratulations on such solid graduate students: intelligent, honest, and conscientious. They are a testament to the hard work of your department. Please do not hesitate to contact me with questions or comments.

[Signature]

Dr. David Blanke

Joe B. Frantz Associate Professor of History
David_blanke@temucc.edu
825-2373
Appendix 5
Fall 07 Graduate Student Survey
Texas A&M University-Corpus Christi
First Year English Graduate Students - Results

☐ 1st year student
12 Respondents
Receiving TAMUCC funds from:
☐ Scholarship (5) ☐ 1st year assistantship (1)
☐ Teaching Assistantship (3) ☐ Other

Please respond to each statement by circling the appropriate number that represents how strongly you agree or disagree with the statement.

1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree

Any additional comments to support your responses will be greatly appreciated.

1. I have been sufficiently challenged by the courses I’ve taken.
   1 2 3 (8%) 4 (92%)

Comment: __________________________________________________________

2. The program offers an effective range of courses.
   1 2 3 (75%) 4 (17%)

Comment: __________________________________________________________

3. The program has met my needs and expectations so far.
   1 2 3 (25%) 4 (75%)

Comment: __________________________________________________________

4. The program is adequately preparing me for my subsequent professional/academic life.
   1 2 3 (42%) 4 (58%)

Comment: __________________________________________________________

5. English faculty have been accessible.
   1 2 3 (17%) 4 (83%)

Comment: __________________________________________________________

6. English faculty are committed to teaching.
   1 2 3 (17%) 4 (83%)

Comment: __________________________________________________________
7. I am receiving helpful advising and mentoring.
   1 2 3 (33%) 4 (67%)

Comment: ____________________________________________________________

8. The library has met my needs for graduate school.
   1 2 (8%) 3 (50%) 4 (42%)

Comment: ____________________________________________________________

9. I have access to the technology that I need.
   1 2 3 (8%) 4 (92%)

Comment: ____________________________________________________________

Please answer the following questions:

10. What were your reasons for pursuing an English graduate degree?

Wanted to further figure out my desired career path.
I felt like I hadn’t learned enough. I know there was more for me!
I didn’t really know what I wanted to do, but I wanted to learn more and hopefully figure it out
(at least the next step).
I plan to teach English at the college level.
I’m still trying to figure that out, but I know I want it.
I would like to teach English at the college level.
It was the right thing to do.
Preparation for law school.
(I think) I want to be an English Professor.
I want to go on to a PhD program in American Literature and become a research professor.
To teach at a college level and to be more involved in English to enhance my own personal
writing.
I love literature and appreciate theory. I would like to teach freshman comp.

11. What were your reasons for choosing the TAMUCC graduate program?

Close, and I knew and enjoyed working with all the staff.
I was comfortable with the staff and confident in my surroundings.
I know and like the faculty. I like the program; it has a good reputation. I know previous
graduate students.
I went here for my undergrad, so it was easily accessible and decently priced.
Location and accessibility.
I like the faculty at TAMUCC.
Location, great campus, and I was impressed with the program.
Comfortable environment.
I was already here.
Moving back home. It was not for the school, but to be close to my family.
Faculty first and foremost. Location was important, as was cost.
The school has a great vibe. The professors are fantastic. The teaching philosophy is liberal, and I feel at home here.

12. Which courses have proved the most helpful? Why?

Both of these courses have helped me to think critically.
Lit crit seems like it is the basis of everything else. Everybody writes about these topics.
Lit Crit and Bib and Research. I’m learning all kinds of things and have to use them.
Literary theory. I learned a lot.
Bib and research has greatly increased my research skills.
Lit , Crit and Theory has been a real challenge, so it has been very helpful.
All of them. They have challenged me to work.
Both Bibliography and Research and Lit. Crit.
Lit, Theory and Bi and Research (only 2 taken so far). Good, solid foundation to build upon.
Theory has been the toughest, but Bib/research has proved helpful to research bibs for both classes.
5310 and 5302, the former because of the depth of material covered, the latter for the research methodology.
The Rhetoric, Comp Theory, Lit Criticism. That have informed me of how, why, and who literature and comp is about and how we have evolved to the space we occupy in the academy.

13. What other courses would you like to see offered in the program?

Maybe, more practical pedagogy classes.
I’d like to research more race related issues.
Maybe more current stuff (at least in the lit field)?
Not sure.
?
Not sure at this point. It is too soon to know.
American Lit. and its many different aspects.
N/A
Anglo Saxon Lit. or Early Lit.
Theory in religion or mythology. Bible as literature.
50’s and 60’s American Lit? Beat Generation lit?
More literature.

14. Please list any of your achievements in the following categories since you’ve been in the program: conference attendance or presentations, publications, involvement in professional research projects, awards, grants, scholarships, and committee memberships. Please indicate if you received financial support from TAMUCC to participate in conferences.

Scholarships, but hopefully more of these in the future.
Not yet.
English dept. scholarship.
Scholarship from TAMUCC.
N/A
No comments.
None so far.
N/A
Deans’ Scholarship
CEDAR conference poster presentation 2007 on intercultural education.
N/A
CCTE invite for March 08.

15. What other additional comments do you have about the program?

Good, challenging courses.
It’s working for me.
I liked it so far. It’s a good fit.
So far, so good.
No comments.
No comments.
It is really a strenuous and challenging program. It has exceeded my expectations.
No comments.
No comments.
I’m excited to continue with it.
Less reading, more analysis, discussion.
Please check all of the following that apply to you:

☐ 2nd year student
10 respondents
☐ Scholarship (3)   ☐ 1st year assistantship
☐ Teaching Assistantship (4)   ☐ Other (4)

Please respond to each statement by circling the appropriate number that represents how strongly you agree or disagree with the statement.

1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree

Any additional comments to support your response will be greatly appreciated.

1. I have been sufficiently challenged by the courses I’ve taken.
   1 2 3 (70%) 4 (30%)

Comment: __________________________________________________________

2. The program offers an effective range of courses.
   1 (20%) 2 (60%) 3 (10%) 4 (10%)

Comment: __________________________________________________________

3. The program has met my needs and expectations so far.
   1 (10%) 2 (30%) 3 (50%) 4 (10%)

Comment: __________________________________________________________

4. The program is adequately preparing me for my subsequent professional/academic life.
   1 2 (10%) 3 (70%) 4 (20%)

Comment: __________________________________________________________

5. English faculty have been accessible.
   1 2 3 (20%) 4 (80%)

Comment: __________________________________________________________

6. English faculty are committed to teaching.
   1 2 3 (20%) 4 (80%)

Comment: __________________________________________________________

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7. I am receiving helpful advising and mentoring.
   1 (10%)  2 (10%)  3 (40%)  4 (40%)

Comment:__________________________________________________________

8. The library has met my needs for graduate school.
   1  2 (30%)  3 (60%)  4 (10%)

Comment:__________________________________________________________

9. I have access to the technology that I need.
   1  2 (10%)  3 (30%)  4 (60%)

Comment:__________________________________________________________

Please answer the following questions:

10. What were your reasons for pursuing an English graduate degree?

I want to teach English at the community college level.
Pursuing a Ph.D. in English and Composition Studies.
So that I can go for my Ph.D. and eventually become an English professor.
To prepare for pursuing a doctorate and to make myself more marketable.
Uncertain on future plans after BA degree. Intense desire to learn more about literature.
No comments.
I wanted to further my education and discover what I was really interested in.
No comments.
To become a better English teacher.
I wanted to pursue a graduate degree and was considering a Ph.D. in English when I decided to join the program.

11. What were your reasons for choosing the TAMUCC graduate program?

TAMUCC is close to home and less expensive than other universities.
Location
I did not want to leave CC because (at the time I still worked full-time outside of the university.
Closest school to where I live.
Attended TAMUCC for undergrad.
Close to home.
I loved the faculty, and I was interested in the first year writing program.
I hoped it would prepare me for a professional writing career.
I live here.
I was an undergrad here; I liked the size and the focus on Rhet/Comp.

12. Which courses have proved the most helpful? Why?

Lit. Criticism and Theory has helped me look at literature in many different ways and contents. Bibliography and Research helped me learn new ways (and much more convenient ways) to conduct research. Mermann’s New American Literature and Haswell’s Bibliography. It’s very hard to ask after I’ve taken the comprehensive exam. Shakespeare; it allowed me to expand my knowledge on a subject that I am interested in learning about. Courses on literature, literacy, and writing (non-academic) because they are inspiring and reminded me why I was in the program. I also benefited from Bib and Research. Tech writing. Literature courses, professional writing. No comments.

Lit Crit w/Dr. Mermann—it was a real challenge and highly applicable to academia. Research and Bib w/ Dr Haswell. She gave our cohort and excellent understanding of the rigors for grad school and life in the academy both professionally and personally.

13. What other courses would you like to see offered in the program?

I would like to see more linguistic and R&C classes. More American Literature, modern literature studies, a better variety of elective courses would be great. More literature classes. I miss Poe and all the great British authors form my undergrad years. I’d even read Blake now. More creative writing courses. More emphasis on literature and tech writing. No comments.

More grant writing courses would be nice; also contemporary literature. No comments. Multicultural Lit; Cross-cultural; Composition ESL Requirement! Writing Center Theory

14. Please list any of your achievements in the following categories since you’ve been in the program: conference attendance or presentations, publications, involvement in professional research projects, awards, grants, scholarships, and committee memberships. Please indicate if you received financial support from TAMUCC to participate in conferences.

N/A No comments.
I really don’t have time to go to conferences now because I’ve been working in a writing center or at a full time job, and teaching since I started grad school.
No comments
No comments
No comments
No comments
No comments
CEDAR Conference, department scholarship, Sigma Tau, SAGES
Sigma National Conference ‘07, Best Practices TAMUK ’06, CCCC’s Spring 2008 (all travel paid in full) Haas writing award.

15. What other additional comments do you have about the program?

I’ve enjoyed my time here. I feel as if I’ve grown as a scholar, researcher, writer, and teacher. No comments.
It would be good to talk more about grad school, the authors we’re being tested on in class. I know that’s the point of the capstone, but I’m still uncertain about what I should focus on in my reading of some of the books.
The program needs to focus on other things beyond theory. There should be more literature and writing courses.
Program extremely limited if you are not interested in teaching. Program could benefit from more diversity. I don’t agree with the final exams including a mandatory comp/rhet focus.
No comments
No comments
No comments
Should stress in online and in catalogue that it’s geared to teachers.
I love our program! The professors are always more than willing to work one on one with students. The opportunity to work in the FYP is priceless, and I know the experiences I have gained here will help/guide my professional career.
Texas A&M University-Corpus Christi
Third Year Graduate Students - Results

Please check all of the following that apply to you:

- Receiving TAMUCC funds from:
  - Scholarship
  - 1st year assistantship
  - Teaching Assistantship
  - Other (2)

☐ 3rd year student
3 respondents

Please respond to each statement by circling the appropriate number that represents how strongly you agree or disagree with the statement.

1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree

Any additional comments to support your response will be greatly appreciated.

1. I have been sufficiently challenged by the courses I’ve taken.
   
   1 2 3 (33%) 4 (66%)

   Comment: ____________________________________________________________

2. The program offers an effective range of courses.
   
   1 (33%) 2 3 (66%) 4

   Comment: ____________________________________________________________

3. The program has met my needs and expectations so far.
   
   1 2 3 (66%) 4 (33%)

   Comment: ____________________________________________________________

4. The program is adequately preparing me for my subsequent professional/academic life.
   
   1 2 3 (66%) 4 (33%)

   Comment: ____________________________________________________________

5. English faculty have been accessible.
   
   1 2 3 (33%) 4 (66%)

   Comment: ____________________________________________________________

6. English faculty are committed to teaching.
   
   1 2 3 4 (100%)

   Comment: ____________________________________________________________

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7. I am receiving helpful advising and mentoring.
   1  2  3 (33%)  4 (66%)

   Comment: ________________________________

8. The library has met my needs for graduate school.
   1  2  3 (66%)  4 (33%)

   Comment: ________________________________

9. I have access to the technology that I need.
   1  2  3  4 (100%)

   Comment: ________________________________

Please answer the following questions:

10. What were your reasons for pursuing an English graduate degree?

   My other grad program insisted I improve in writing.
   No job options in Corpus Christi for someone with a B.A. in English.
   Wanted deeper understanding of subject, so I could become a better instructor.

11. What were your reasons for choosing the TAMUCC graduate program?
    I work here.
    I didn’t want to leave the area quite yet.
    I lived in Corpus.

12. Which courses have proved the most helpful? Why?

    Professional Writing (Cardenas) and Garza
    Personal Essay class, History of Rhetoric, and literature classes.
    History of Rhetoric and Grammar.

13. What other courses would you like to see offered in the program?

    Technical Writing class.
    More essay classes and more independent studies.
    The courses we have are wonderful.
14. Please list any of your achievements in the following categories since you’ve been in the program: conference attendance or presentations, publications, involvement in professional research projects, awards, grants, scholarships, and committee memberships. Please indicate if you received financial support from TAMUCC to participate in conferences.

Proposal and getting a grant for three years.
Refuse to participate in conferences and presentations.
Presented at a conference, but I received no financial support. Received award for writing.

15. What other additional comments do you have about the program?
Keep up the good work.
Too much emphasis on producing books, papers, and publications, and students are secondary. This program has helped me to question and elaborate in ways I never expected, but my experience has been limited by how rarely certain classes are offered.
Appendix 6

Student and Alumni Achievements

Student Achievements

Note: The information was drawn from vitas submitted for the exit interviews from 2001-2007. Until 2007, we had exit interviews once a year in the spring for spring and summer graduates. Not all of our graduate students attended these exit interviews, and we often missed feedback from our fall graduates except for the fall graduates of 2007. Therefore, the information below is limited in capturing all of our students’ achievements.

2007

Publications


Grants

Ries, Anne and Dr. Chuck Etheridge. Coastal bend Community Foundation’s Diabetes Initiative. Grant funded for $18, 925.

Conference Presentations


Committees

Alissa Inman – University Web Committee (TAMUCC)
Center for Educational Development, Evaluation, and Research Conference Planning Committee (TAMUCC)

Alissa Inman - Reading Conference Planning Committee (National Conference held at TAMUCC)

Sara Slaughter (co-creator) - “Civic Engagement Portfolio Sequence.” First Year Program and Student Affairs, A&M – Corpus Christi, 2007

Editor

Butch Cárdenas – Co-editor of Puentes (a national/international Chicano literary publication at TAMUCC)

2006

Publications


Grant

Etheridge, Dr. Chuck, Nicole Green and Breanne Hicks, Corpus Christi Food Bank, Corpus Christi, TX, Spring 2006.

Conference Presentations

Davis, Ashleigh Burns. “Building New Center Spaces for Expressivist Pedagogy” 2006 Conference on College Composition and Communication, Chicago, IL.

Fors, Olaf. “Every Word a King: Rhetoric, Identity, and the Deconstruction of Being in King Lear.” South-Central Renaissance Conference, University of St. Thomas, Houston, TX, March 2006.


Curriculum Development

Britni Dial – Wrote curriculum for 9th grade English classes and 9th grad English Pre AP, A.C. Jones High School, Beeville, Texas

Laura Salinas – Development of a high school English course centering on technological literacy throughout the school year. The course was based on Cynthia Self’s multimodal composition theories.

Committees

Anne Ries - Women’s Center Board of Directors (2005, 2006)

Anne Ries - Telling Our Grandmother’s Stories Committee (2005, 2006)

2005

Publications

Olaf Fors – Senior English for China 3, People’s Education Press, Beijing, Fall 2005.

Grant

Breanne Hicks -Co-writer of NSF Hydrographic Science Grant

Conference Presentations


Committees

Brigitte Rodriguez – Sigma Tau Delta Regional and National Committee

Isaac Hinojosa - “Telling Our Grandmother’s Stories” 2005

2004

Editor


Conference Presentations


Community Service

Kelly Jarvis, Junior League of Corpus Christi – GED writing instructor to recently exited youth of the Juvenile Justice Program

Curriculum Development


2003

Publications

Becky Flores was the co-editor of Critical Encounters (Prentice Hall)

Conference Presentations

Newspaper Reporting

Liz Worden was a paid newspaper reporter for the TAMUCC Island Waves for two years.

2002

Grants

Lawrence Morgan wrote a successful grant for the Carroll High School Band Booster Club.

Editor

Misty Garcia was the managing editor for the Windward Review from 2001-2003.

Conference Presentations


Curriculum Development


Jennifer Cuellar conducted a videoconference with a graduate medical student from the University of Illinois as part of a thematic learning activity for first year writing students enrolled in a science based learning community.

Community Service

Lawrence Morgan revised the employee handbook for the Art Center of Corpus Christi.

2001
Awards

Becky Flores, Matthew Leal, and Joyce Hawthorne were the recipients of the Texas Higher Education 2001 Star Award for First Year Learning Communities.


Publications


Web Publications

Paul Bauer was the sole creator and author of the film criticism internet site entitled “The DVD Review.”

Paul Bauer contributed to the CompPile online bibliography.

Conference Presentations

Dawn Debord presented at the 2001 Fifth Annual Conference on School-University Partnerships in San Antonio.


Joyce Hawthorne presented at the 2002 WAC Conference at Rice University and the WebCT Best Practices Congress.

Judy Valade presented at the 2001 Sigma Tau Delta International Conference, Corpus Christi, TX, and Web CT Best Practices Congress.

Grants

Paul Bauer wrote grants for the Texas State Aquarium Development Office as an intern.

Technical Writer

Rachel Eatmon was a technical writer for TAMUCC.

Curriculum Development

Jennifer Cuellar and Joyce Hawthorne conducted a survey of student writing experiences with Dr. Glenn Blalock and Dr. Rich Haswell at TAMUCC.

Committees

Flores, Becky. Ad Hoc Library Committee for WWW-based Research Resources.
Alumni Achievements

This is just a partial list of some our alumni achievements from students who graduated between the years 2001-2007.

M.A. Graduates Currently Enrolled in Ph.D. Programs

<table>
<thead>
<tr>
<th>M.A. Rcvd.</th>
<th>Student Name</th>
<th>Ph.D. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2007</td>
<td>Olaf Fors</td>
<td>Indiana University of Pennsylvania</td>
</tr>
<tr>
<td>May 2006</td>
<td>Kyng Jin Cho</td>
<td>University of Mississippi</td>
</tr>
<tr>
<td>August 2005</td>
<td>Candace Penick</td>
<td>University of Texas at San Antonio</td>
</tr>
<tr>
<td>May 2005</td>
<td>Jody Briones</td>
<td>University of Texas at San Antonio</td>
</tr>
<tr>
<td>May 2005</td>
<td>Kristina Gutierrez</td>
<td>University of Texas at San Antonio</td>
</tr>
<tr>
<td>May 2005</td>
<td>Isaac Hinojosa</td>
<td>University of Texas at San Antonio</td>
</tr>
<tr>
<td>May 2005</td>
<td>Dayna Ottens</td>
<td>Kent State University</td>
</tr>
<tr>
<td>May 2005</td>
<td>Kristine Getchell</td>
<td>Nottingham Trent, England</td>
</tr>
<tr>
<td>August 2004</td>
<td>Michael Galaviz</td>
<td>New Mexico State University</td>
</tr>
<tr>
<td>May 2004</td>
<td>Dundee Lackey</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>May 2004</td>
<td>James Schirmer</td>
<td>Bowling Green State University</td>
</tr>
<tr>
<td>August 2003</td>
<td>Melissa Riggs</td>
<td>University of Texas at Arlington</td>
</tr>
<tr>
<td>August 2003</td>
<td>Liz Worden</td>
<td>University of Miss. at Hattiesburg</td>
</tr>
<tr>
<td>May 2003</td>
<td>Paula Webb</td>
<td>Washington State University</td>
</tr>
<tr>
<td>May 2001</td>
<td>Letisha Slabaugh</td>
<td>Louisiana State University</td>
</tr>
</tbody>
</table>

ENGLISH GRADUATES WHO HAVE COMPLETED PH.D. PROGRAMS

<table>
<thead>
<tr>
<th>M.A. Rcvd.</th>
<th>Student Name</th>
<th>Ph.D. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2002</td>
<td>Becky Flores</td>
<td>Western Australia</td>
</tr>
<tr>
<td>May 2003</td>
<td>Larry Morgan</td>
<td>University of New Mexico</td>
</tr>
</tbody>
</table>

ENGLISH GRADUATES EMPLOYMENT

Erica Bertero was an Instructor at TAMUK.
Jenn Bray is an Instructor at TAMUCC.
Carrie Butler worked in the writing center at Del Mar College.
Tito Cárdenas is an Assistant Professor at Laredo Community College
Christian Carson is a teacher in Corpus Christi.
Mellissa Peña Casteneda is a teacher at Sinton High School.
Peter Cavazos is a TAMUCC Academic Advisor in the College of Education.
April Cobos is an English Adjunct at Okaloosa Walton College.
Tolly Cooke is an English Adjunct at Del Mar College.
Ashley Davis is an English Adjunct at TAMUCC.
Chelsea Dalton is an English Adjunct at TAMUCC.
Britni Dial is a high school teacher in Houston, Texas.
Felicia Cain Dziadek is the Writing Coordinator for Texas A&M Kingsville.
Becky Flores is the English Department Chair at Del Mar College.
Dennis Flynn was a Title V Counselor at TAMUCC.
Cathy Freeze was an Instructor at TAMUCC.
Alice Hawkins is a teacher at Miller High School.
Joyce Hawthorne is an English Adjunct at Del Mar College.
Kim Henkel is an Assistant Professor in McAllen, Texas.
Isaac Hinojosa is a tenure-track professor at Northwest Vista Community College.
Alissa Inman is College Services Coordinator in TAMUCC's College of Education.
Kelly Jarvis is an English Adjunct at TAMUCC.
Jane Johnson is a middle school teacher in Gregory Portland.
Nicole Lacroix was in a Tenure Track position at Del Mar College.
Robin Martin is a technical writer in Corpus Christi.
Larry Morgan is a faculty member at the University of Wisconsin, Stevens.
Jennifer Anderson Parks is an Instructor at University of Houston Victoria.
Candace Penick is an Instructor at Texas A&M Kingsville.
Bill Pugh is an HEB manager.
Anne Ries works for Bell Helicopter in Dallas.
Brigitte Rodriguez is a Research Librarian Assistant at TAMUCC.
Sandra Valerio is the Coordinator of the Dual Credit Program at Del Mar College.
Stacy Wyatt is an English Adjunct in Houston.
Appendix 7

Faculty-Student Interactions beyond the Classroom 2001-2007

Note: Faculty names are in bold lettering and students are in bold underlined lettering.

Conference Presentations

2007

“Extending the Possibilities of the Classroom Space.” Susan Garza, Noelle Ballmer and Frances Johnson. 2007 International Writing Centers Association Conference, Houston, TX.


2006


2005


“Teaching in Virtual Spaces: Whose Space is it? and How Should We Define Those Spaces?” Susan Garza and Leticia Slabaugh (former graduate student) Oct 2005 Two-Year College English Association (TYCA), Galveston, TX.

2004

“Providing Student Access for Online Interactive Learning Opportunities through Faculty Development at an HSI.” Susan Garza, Cristina Kirklighter, Tommy Hern (graduate
student) and Marie Hubbard (undergraduate). 2004 Symposium on Pedagogy & Learning in Higher Education, San Antonio, TX.

“South Texas Matters: Re-envisioning Ourselves as Writers, Teachers, and Community Citizens.” **Stacy Wyatt, Sandra Valerio**, and **Cristina Kirklighter**. 2004 Conference on College Composition and Communication, San Antonio, Texas.

2003

“Are You There God? It’s us, the Americans”: The American Search for the Divine through Popular Literature, “**Sarah Gorman, Colleen Brooks Edgar, Dundee Lackey** and **Mary Beth Davis (moderator and organizer)**, 2003 UT Graduate American Studies Conference: Visions and Divisions, University of Texas at Austin, Austin, TX.

“The Trinity, Holy Places, the Natural: Multi-Cultural American Authors Transform Traditional Images of the Divine.” **Cathy Freeze, Elizabeth Worden, Sandra Dudley**, and **Mary Beth Davis (moderator and organizer)**, 2003 UT Graduate American Studies Conference: Visions and Divisions, University of Texas at Austin, Austin, TX.


2002

“Using ‘Community’ Needs to Promote and Expand WAC.” **Susan Garza, Glenn Blalock, Diana Cardenas** and **Joyce Hawthorne**. 2002 National Writing Across the Curriculum Conference, Houston, TX.

**Conference**

The Sigma Tau Delta International conference was held in Corpus Christi during the Spring of 2001. **Catherine Cox** was on the National Board of Sigma Tau Delta at the time (the SW Regent), and the unofficial local arrangements vice-chair for the conference. Fifteen students from A&M-CC presented papers. **Catherine Cox and Elisabeth Mermann-Jozwiak** were both heavily involved in making the conference a success. **Jan Haswell** provided tours of our campus to conference faculty and students. Our chapter was awarded “Best Chapter” the following year. The students also helped with registration. TAMUCC chapter president, **Carol Dunton**, one a prize for the best website, and provided the logo for the conference.

**Mini Conference**
Coordinated a mini-conference, “The Rhetoric of Fear,” five panel sessions by graduate students at The Academy Speaks day at TAMUCC, 2004 (Rich Haswell)

Workshops for Graduate Students

Facilitator, two workshops to prepare thirteen students for Sigma Tau Delta conference presentations in 2001, Elisabeth Mermann-Jozwiak and Catherine Cox. One of them, Leah Jackson’s, “Linguistic Domination in Sandra Cisneros’s ‘Bien Pretty’”(written for the team-taught class in Chicana Language and Literature), won a best essay award ($100).

“CV Preparation.” Diana Cárdenas and Susan Wolff Murphy (2005, 2007)

“Applying to Ph.D Programs.” Molly Engelhardt and Cristina Kirklighter (2007)


“Preparing to Present at Academic Conferences.” Elisabeth Mermann-Jozwiak and Susan Wolff-Murphy (April 2006)

“Applying to Ph.D. Programs.” Candace Penick and Cristina Kirklighter (2005)


Research Projects


Publications


“Collaboratively Mentoring Our Identities as Readers, Writers, and Teachers: A Black Cuban, Black American’s Impact on a South Texas Community,” Coauthored with Capstone graduate students. Teaching Writing with Latino/a Students: Lessons Learned at Hispanic Serving
Grant Writing

With Anne Ries, wrote a successful grant to the Coastal Bend Community Foundation Diabetes Initiative for $18,925 on behalf of the Food Bank of Corpus Christi to fund the implementation of Kitchen Kaptains, a comprehensive diabetes prevention program using nutrition education, exercise, and health food which is targeted for at-risk children in the Coastal Bend, 2007. (Chuck Etheridge)

With Anne Ries, wrote a successful grant application to the First Data Foundation on behalf of the Food Bank of Corpus Christi for $5,000 to fund a new Kids Café site, 2007. (Chuck Etheridge)

With Betsy Stein Fall 06 wrote an education grant for computer funding for Flour Bluff Elementary School. (Susan Garza)

With ENGL 5364 Fall 05 Class wrote a National Science Foundation grant for the Geographical Information Systems program. (Susan Garza)

Mentoring

2007

Sara Slaughter, “What’s Love Got to Do with It? A New Historic-Deconstructive Reading of Love at First Sight in Romeo and Juliet” Sara presented her paper at the International Sigma Tau Delta Conference, March, in Pittsburgh, Pa., 2007 (Elisabeth Mermann-Jozwiak)


Betsy Stein presented at the 2007 TAMU-CC Cedar Conference. (Susan Garza)

Eva Guerrero, “Cross of Gold: William Jennings Bryan’s Rhetoric of Agitation,” 2008 CCTE conference. This paper will be published in the 2008 CCTE English Studies. She received the “Best Rhetoric Paper” award written by a graduate student.
(Diana Cárdenas)

2006

**Olaf Fors**: “Every Inch a King” 2006 South Central Renaissance Conference, Houston, TX. *(Catherine Cox)*

**Robin Martin** presented “Reading Traditions, Appropriating Cultures” at 2006 Graduate Student Conference at Oklahoma University. *(Sharon Talley)*

**Misty Lassiter, Sara Slaughter, Erica Rangel, and Chelsie Hawkinson**: “The Cultural Confluence of Racism: Can We See Beyond Self in the Multicultural Classroom.” 2006 Sigma Tau Delta Conference, Philadelphia, PA *(Cristina Kirklighter)*

2005

**Jody Briones** presented “A De-Centering Miss Julie,” a paper prepared for English 3310 at the Graduate Student Conference at the University of Houston, 2005 *(Elisabeth Mermann-Jozwiak)*

**Becky Andrews** presented “A Vanishing Men and Violent Women: The Desire for Identity in Toni Morrison’s *Sula*, a paper prepared in Engl 5310 at the Graduate Student Conference at the University of Houston, 2005 *(Elisabeth Mermann-Jozwiak)*

**Jenn Bray** presented “A Kitchen Implements and Cars: Global Feminist Symbols in Jhumpa Lahiri’s *Mrs. Sens*, a paper presented for English 5310 at the Twentieth-Century Literature Conference. *(Elisabeth Mermann-Jozwiak)*

**Erica Bertero** presented a paper on Emma Perez, written for Engl 5348, at the Latina Letters Conference, 2005 *(Elisabeth Mermann-Jozwiak)*

**Ashleigh Davis** presented at the 2005 Conference on College Composition and Communication. *(Susan Garza)*

**Clarissa Gonzales, Kristina Gutierrez, Isaac Hinojosa, and Candace Penick**, 2005 University of Houston-Clearlake Conference, Houston, Texas *(Sharon Talley)*

2004

Jennifer Bray, paper presented at the Twentieth-Century Literature Conference in Louisville, KY, Feb 2005, an annual and major national conference in the field, written for Engl 5310, Spring 2004. (Elisabeth Mermann-Jozwiak)

Nicole Green, paper presented at the Graduate Student Conference at Texas Tech U. “Romantic Comedies as Female Entertainment: A Wasteland of Romantic Options in Moulin Rouge,” written for Engl 5310, Fall 2004. (Elisabeth Mermann-Jozwiak)

2003

Sarah Gorman, Chicana Literature essay, presented at the National Association for Hispanic and Latino Studies Scholars, Houston, February 2003 (worked with student who wrote essay for Chacon’s Engl 5345, Spring) (Elisabeth Mermann-Jozwiak)

Melissa Riggs, “Faulkner, Race, and Power,” presented at the Graduate Student Conference at Texas Tech University, February 2003 (written for DIS, Fall) (Elisabeth Mermann-Jozwiak)

Frances Johnson presented at the 2003 Conference on College Composition and Communication (Susan Garza)

2002

Paula Webb, “Walking the Tightrope of Gender Reformations in Sula,” Mid-Atlantic Popular/American Culture Association Conference, Pittsburgh, PA, Nov 2002 (written for Engl 5310, Spring) (Elisabeth Mermann-Jozwiak)

2001

Sophie Longoria presented at the South Central Writing Centers Conference. (Susan Garza)

Leticia Slabaugh: “From “Space Oddity” to “Personal Odyssey”: Discovering the Shared Concerns of Learning – Disabled and Basic Writing Students.” 2001 Conference on College Composition and Communication, Denver, CO (Susan Garza)

Advisors to Teaching Assistants and Graduate Students participating in University Author’s Day


Advisors, University Author’s Day (Author’s Day graduate student teaching of high school students and outreach to Miller and Moody High Schools), 2003-2005, 2007, (Cristina Kirklighter and Robb Jackson)
Reading Circles (SAGES)

Sigma Tau Delta Faculty Advisors (Sharon Talley, Jan Haswell), and Cristina Kirklighter helped facilitate various reading circles based on selected authors and University Authors during this review period. Most of the reading circle facilitators were graduate students.

Student Theses

Misty Lassiter (in progress). “Charles Bukowski: Carving Out His Place in American Poetics.” Committee: Robb Jackson (Chair), Robb Jackson, Elisabeth Mermann-Jozwiak, and Vanessa Jackson

Heather Dorn (in progress). “Expressive Writing: An Interdisciplinary Opportunity for Composition.” Committee: Robb Jackson (Chair), Kathleen Adams (therapy poetry specialist outside of the department), and Vanessa Jackson

Olaf Fors (2007). “Inextinguishable: Revisioning Second Language Policy.” Committee: Nancy Sullivan (Chair), Susan Garza, and Susan Wolff Murphy

Dayna Ottens (2006). “The Activities of Motivation in First-Year Composition Students.” Committee: Rich Haswell (Chair), Glenn Blalock, Jan Haswell

Tommy Hern (2004). “Theoretical and Pedagogical Foundations for the Use of Wikis to Facilitate Collaboration.” Committee: Susan Garza (Chair), Diana Cárdenas, Glenn Blalock

Lawrence Morgan (2003). “Preparing Teachers to Teach Technical Writing: An Annotated Bibliography.” Committee: Susan Garza (Chair), Glenn Blalock, Diana Cárdenas

Melissa Riggs (2003). “The Postcolonial Rhetorical Analysis of Two Postmodern Indian Novels.” Committee: Susan Wolff Murphy (Chair), Jan Haswell, Sharon Talley

Paula Webb (2002). “Active Reading, Active Writing, Active Thinking.” Committee: Elisabeth Mermann-Jozwiak (Chair), Vanessa Jackson, Rich Haswell

Becky Flores (2002). “Writing Critical Thinking: Turning the Screw on the Self-Viable World of the Ego-centric.” Committee: Elisabeth Mermann-Jozwiak (Chair), Glenn Blalock, Vanessa Jackson

Vanessa Noelle Herborn Barnum (2002). “Tale, Lore, Fairy, Folk ... Whose Story Is It Anyway?” Committee: Elisabeth Mermann-Jozwiak (Chair), Rich Haswell, Jan Haswell
Thesis and Dissertation Advisors for Former Students

M.A. Committee for former student Verity McInnis, TAMUCC (Catherine Cox)

Ph.D. Committee member for former student Verity McInnis, TAMU-College Station, History (Elisabeth Mermann-Jozwiak)

Ph.D. Committee member for former student Isaac Hinojosa, UTSA, English (Elisabeth Mermann-Jozwiak)

Outside Speakers 2001-2007

Lester Faigley, Chris Anson, Barbara Johnstone, John Tagg, Rebecca Goosan, Victor Villanueva, Michelle Hall Kells, Naomi Shihab Nye, Evelio Grillo, Sarah Cortez, Diane Gonzales Bertrand, Pat Mora, Bret Anthony Johnston, Benjamime Saenz, Oscar de los Santos, Emmy Perez, and Denise Chavez.

English Faculty Research Assistants 2001-2007

Tommy Hern (Susan Garza); Tito Cárdenas (Cristina Kirklighter, Diana Cárdenas, Susan Wolff-Murphy, and Susan Garza); Dayna Ottens and Joyce Hawthorne (Rich Haswell); Becky Andrews (Cristina Kirklighter, Diana Cárdenas, Susan Wolff-Murphy, and Susan Garza); Butch Cárdenas (Cristina Kirklighter, Diana Cárdenas, Susan Wolff-Murphy, and Susan Garza); Olaf Fors Chelsea Seiller (Nancy Sullivan and Elisabeth Mermann Jozwiak)
Appendix 8

LONG-RANGE PLAN FOR M.A. IN ENGLISH PROGRAM (2005-2010)
May 11, 2006

After ten years of development, the M.A. in English is now firmly established at Texas A&M University-Corpus Christi. The program’s emphasis on Composition and Rhetoric and our strong faculty have helped us to develop a solid reputation in this region and beyond. So that we can continue to build upon this reputation, program quality will be our first priority during the next five years. To that end, we offer this long-range plan for 2005-2010.

Mission Statement:

To reflect the vision incorporated in this document, the program’s mission as previously defined in the M.A. in English Program Review Report (2001) has been revised as follows (additions are underlined):

The M.A. in English program offers all candidates the opportunity to grow intellectually and creatively through the advanced study of language and literature. The program is designed to further students’ knowledge and understanding of writing, composition theory, linguistics, literature, literary theory, and cultural diversity. It aims to develop accomplished teachers of English at the secondary and community college levels, to prepare skilled professional/technical writers and writing trainers, and to offer students pursuing terminal degrees in English or American Studies the background and skills needed to begin doctoral study. This program is committed to excellence, timeliness—in keeping abreast of current developments in the field—and an integrated conception of English as a field of study.

Program Goals:

The goals of the M.A. in English program are for students to gain:

- proficiency in the critical reading of texts in context;
- proficiency in writing and critical thinking at the graduate level;
- proficiency in scholarly methods of research and inquiry;
- familiarity with core knowledge, vocabulary, issues, and developments in Rhetoric/Composition, Linguistics, Literary Studies, and Borderlands Studies;
- knowledge of creative and thoughtful teaching pedagogies and classroom practices; and
- knowledge of and appreciation for cultural diversity both within and beyond South Texas that will prepare them to be responsible participants in the global community.

Program Administration and Development:

The English Graduate Committee directly oversees program administration, program admissions, and course offerings. This committee is chaired by the coordinator of the program. Permanent members of the committee include the Haas Professor of English and the coordinator of the
First-Year Writing Program. Two additional members of the graduate faculty are appointed by the department chair to serve two-year terms on the committee. In appointing these members, an attempt will be made to balance representation on the committee among the different disciplines represented in the program. One student representative, selected by the student organization of graduate students in English (SAGES), also serves on the committee each year in a non-voting capacity.

A proposal by the English faculty is currently pending to revise the Hass Professorship, which since its inception has been partially funded by the Haas Endowment as a full-professor line with tenure. The professorship, as currently constituted, consists of two parts: the basic faculty salary line and the Hass Endowment increment. At current salary rates in the profession, the base salary line is appropriate to an advanced Assistant or Associate Professorship. As proposed, this faculty position would be kept in Composition/Rhetoric, at the advanced assistant or associate professor rank and would continue to be designated the “Hass Professor in English.” The Haas Endowment increment would be used to support excellence in the English department by supporting the scholarship of two regular tenure-line faculty members, who would be designated Haas Fellows in English. Hass Fellowships would be granted for two years, and selection would be competitive. In addition to funding the Haas Fellows, a small percentage of the annual income from the endowment (10%) would be set aside each year to support the Haas Writing Awards and other worthwhile departmental projects.

**Student Admissions and Degree Requirements:**

In applying for admission to the English M.A. program, applicants must comply with all University procedures. A new requirement effective with Spring 2005 admissions is that no student will be admitted to the program on any basis unless the English Graduate Committee has evaluated the student’s application portfolio. Based upon this evaluation, the student will be unconditionally admitted, conditionally admitted, or denied admission. If the student is conditionally accepted, the conditions of acceptance will be stated in writing.

The candidate for the English M.A. degree must complete 36 graduate hours in English with a B average and must pass the M.A. comprehensive examination. The 15-hour core (described below) is required of all students. Students have the option of writing a thesis for 6 hours credit toward the degree (ENGL 5390) or completing the capstone course (ENGL 5395).

As we begin to draw from a larger pool of qualified applicants, the English Graduate Committee will be responsible for ensuring that admission decisions and degree requirements reflect the concern for program quality. To this end, we have recently tightened procedures regarding conditional admissions and updated the comprehensive exam reading lists. With the department’s approval, the committee will continue to implement refinements that will strengthen the program and foster excellence in our students.

**Curriculum:**

**Course Rotation:** In 2001, the English graduate faculty adopted a two-year course plan. This plan includes a detailed rotation of subjects in both the Rhetoric/Composition and the Literature
seminars to ensure that full-time students can complete all degree requirements within a two-year period. It also maps out an equitable distribution of courses among the graduate faculty. While the course rotation will require adjustments to incorporate the changes and additions envisioned within this plan, all such changes will be approved by the entire English faculty.

**Core Curriculum:** The following courses make up the 15-hour core that is currently required of all students in the M.A. in English program:

- **ENGL 5302** Bibliography and Research Methods (offered in fall)
- **ENGL 5310** Literary Criticism and Theory (offered in fall)
- **ENGL 5340-49** Seminar in Literature (offered fall and spring)
- **ENGL 5372** Composition Theory and Pedagogy (offered in spring)
- **ENGL 5381** Introduction to Linguistics (offered in spring)

**Composition and Rhetoric:** Since its inception in 1994, the M.A. in English has featured an emphasis in Composition and Rhetoric. To support this emphasis, students are required to take 9 hours in Composition/Rhetoric and Linguistics seminars (ENGL 5360-69, ENGL 5380, ENGL 5385). During the 2005-2010 time period, we will continue to refine the curriculum in Composition and Rhetoric to ensure that it reflects current issues and movements emerging in the field.

One such area of increasing interest is Technical and Professional Writing (TPW). Two TWP courses are currently offered in the graduate program in English: ENGL 5364 (Theory and Pedagogy of Technical Writing) and ENGL 5372 (Professional Writing). As career opportunities in TPW expand, course development must keep pace. To support this need, two new TPW faculty members were hired in 2005-2006, increasing the total number of TPW faculty from two to four. During the 2005-2010 time period, course development will be centered at the undergraduate level, especially in the areas of intercultural communications and grant writing. It is anticipated that this development will create the student base for a TPW track in the graduate program in the 2010-2015 time frame.

Another area of increasing interest is Creative Writing. One Creating Writing workshop is currently offered in the graduate program in English: ENGL 5375 (Creative Writing). During the 2005-2010 time period, course development in this area will be centered at the undergraduate level. Projected growth will then create the impetus for adding additional creative writing courses at the graduate level in the 2010-2015 time period.

During the 2005-2010 timeframe, we will also support and encourage the formal practice of bringing nationally recognized scholars and experts to campus for workshops to engage graduate students and faculty. Degree plans for the M.A. in English with an emphasis in Composition and Rhetoric are attached as Appendices A and B.

**Literary Studies:** In Fall 2006, we will propose and seek necessary approvals to incorporate a literature track formally into the program by Fall 2007. This new emphasis will strengthen the program by enabling us to:
• serve students desiring proficiency in Literary Studies
• prepare students for Ph.D. work in Literary Studies
• recruit more secondary teachers into the program by addressing their needs and interests more directly;
• respond to student requests for more literature offerings;
• allow all English faculty the opportunity to teach regularly at the graduate level;
• develop a pool of qualified teaching assistants and/or instructors to address staffing requirements for core literature offerings;
• provide curriculum for a Borderlands track (as described below); and
• complement recent undergraduate curriculum changes by broadening the fields of emphasis for the M.A. in English.

The degree plans for the Literary Studies track (see Appendices C and D) have been structured to complement the ones already in place for the Composition/Rhetoric track. The core remains unchanged except for the substitution of a Composition/Rhetoric course (ENGL 5360-69) in place of the seminar in literature (ENGL 5340-49). The center section of the degree plan—the emphasis area—requires 9 hours in literature (as opposed to 9 hours in Composition/Rhetoric and Linguistics). The same thesis and non-thesis options apply for both tracks. As most appropriate to an emphasis in Literary Studies at the M.A. level, this track will require students to take at least 3 hours in each area (American and British) within the 9-hour emphasis. Students in this track will take at least one of their comprehensive exams in literature (American or British), with the other exam being their choice of the remaining offerings.

Other than adding one literature course per year to the rotation, incorporating this new emphasis within the M.A. in English program initially will require no change to the existing curriculum, as many of our students now use their electives to achieve the equivalent of a literature emphasis within the current degree plans. By formally allowing such an emphasis, however, we will be able to recruit this interest group directly and meet their needs and interests more openly and effectively.

Borderlands Studies: In Fall 2006, we will also propose and seek necessary approvals to incorporate a Borderlands Studies track into the program by Fall 2007. Students who choose this track will study textual and cultural practices, literature, composition/rhetoric, professional writing, creative writing, and linguistics from the perspective of intercultural and interdisciplinary encounter. Situating these practices and disciplines within global/historical frameworks, the track will be designed to help students explore such issues as modernity, hybridity, globalization, ethnicity, multiculturality, and multilinguality. The addition of this track will strengthen the program’s ability to:

• serve the University’s mission to prepare students for lifelong learning and responsible participation in the global community;
• foster appreciation for diversity in ways that will promote the region and its possibilities both within and beyond South Texas;
• link the study of composition/rhetoric, professional writing, creative, writing, linguistics, and literature and, by so doing, facilitate our department’s belief in the equal value of these fields;
increase the reputation of the program by attracting students from outside the region; and

complement the undergraduate curriculum changes that will be made in the 2005-2010 time period.

The degree plans for the Borderlands track (see appendices E and F) have been structured like those for Composition/Rhetoric and Literary Studies. The core is the same as proposed for the literature track. The center section of the degree plan—the emphasis area—requires 9 hours in English courses to be selected from a list of approved courses in Composition/Rhetoric, Literary Studies, and Linguistics. Faculty wishing to teach in this track can design courses that focus entirely on Borderlands issues. Alternatively, faculty can designate other courses for possible Borderlands credit. Such courses must include a significant Borderlands component, and faculty must be willing to work with Borderlands students as they develop a major independent project in the emphasis area that is relevant to the course concerns. The use of such component courses will enable us to develop the program over time as students are recruited into it. An important additional benefit of this approach will be to unify the entire program’s offerings through the use of the Borderlands theme. Examples of some of the courses offered previously that could form the basis of the approved courses for the 9-hour emphasis block include:

ENGL 5341  Shakespeare [with a major Borderlands component such as *The Tempest* and Postcoloniality]
ENGL 5343  British Poetry and Fiction, 1900-Present: Commonwealth and Postcolonial Literatures
ENGL 5346  American Literature to 1865: Frontier Literature
ENGL 5348  American Literature, 1945-Present: Nation, Identity, and the “New” American Literature
ENGL 5349  Topics and Genres in Literature: Chicana Literature
ENGL 5365  Community Literacy Theory and Pedagogy
ENGL 5369  Topics and Genres in Rhetoric/Composition: Ethnographic Research
ENGL 5380  Language and Society: Linguistic Borderlands
ENGL 5385  Seminar in Applied Linguistics: Sociolinguistics [with a focus on language and identity in the Borderlands]

Additional literature/linguistics courses, as well as composition/rhetoric or technical writing courses with service-learning emphases, could easily be added to this list, either as component or dedicated courses, depending on their specific design. The English Department faculty was surveyed in Spring 2006 to determine their interest in teaching in this track if it were added to the curriculum. Twelve of the fifteen graduate faculty responded to the survey, and eleven of the twelve indicated they were interested in teaching in the track at this time.

Because of the interdisciplinary nature of this field of study, the degree plans for this track permit up to 6 hours of approved electives outside of English. Courses offered previously that could be approved for such purposes include:

SPAN 5330  Seminar in Spanish-American Literature
SPAN 5340  Seminar in Spanish Linguistics
SOCL 6312  Community Development

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SOCI 6312 Seminar in Regional Analysis  
POLS 5340 Environmental Policy  
HIST 5328 Seminar in Mexican American History  
HIST 5336 Seminar in Corpus Christi and United States Urban History  
HIST 5380 Readings Seminar: Slavery in the Americas  
ESCI 5101 Environmental Research Seminar  
COMM 5345 Seminar in Intercultural Communication  
ART 5395 Seminar in Art History and Aesthetics: Pre-Columbian Art

Other possible electives would include courses in folklore, immigration issues, cultures in the Borderlands, anthropology, media and ethnicity, etc.

Students in the Borderlands track will choose between a thesis and non-thesis option. Students in this track will also take one of their comprehensive exams in the area of Borderlands Studies.

To effectively incorporate this new emphasis within the M.A. in English program, expertise and interest in teaching in the track will be considered in future faculty hires. The current reading list in Texts, Cultures, and Community will be replaced by the Borderlands reading list, which will incorporate a mixture of texts from composition/rhetoric, literature, and linguistics. As part of implementing this new track, the capstone course (ENGL 5395) will also be redesigned to formally link the three areas of study within the program by means of the Borderlands concept.

**Program Size:**

During its first five years, the program experienced a gradual decline in enrollment. However, since that time, that trend has been reversed:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>SCH</th>
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</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>179</td>
<td>537</td>
</tr>
<tr>
<td>2000-2001</td>
<td>158</td>
<td>474</td>
</tr>
<tr>
<td>2001-2002</td>
<td>224</td>
<td>672</td>
</tr>
<tr>
<td>2002-2003</td>
<td>245</td>
<td>735</td>
</tr>
<tr>
<td>2003-2004</td>
<td>280</td>
<td>840</td>
</tr>
<tr>
<td>2004-2005</td>
<td>246</td>
<td>738</td>
</tr>
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</table>

Total enrollment and SCH have increased in recent years because of growth in the undergraduate student population, because of additional courses designed to attract students both in and outside the M.A. in English program, and through the stronger recruitment efforts that have resulted from having a new Graduate Dean. Over the past two years, approximately 40 students have been enrolled each semester in the M.A. in English program, which graduated a total of 16 students in the 2004-2005 academic year. As the following enrollment numbers reflect, the program also supports a significant number of students in other colleges and disciplines:
<table>
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<tr>
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<tbody>
<tr>
<td>English</td>
<td>171 (77%)</td>
<td>207 (84%)</td>
<td>214 (77%)</td>
<td>183 (74%)</td>
</tr>
<tr>
<td>MAIS</td>
<td>13 (6%)</td>
<td>12 (5%)</td>
<td>19 (7%)</td>
<td>10 (4%)</td>
</tr>
<tr>
<td>History</td>
<td>2 (1%)</td>
<td>2 (1%)</td>
<td>3 (1%)</td>
<td>3 (1%)</td>
</tr>
<tr>
<td>PADM</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>1</td>
<td>4 (1%)</td>
<td>1</td>
</tr>
<tr>
<td>COE</td>
<td>24 (11%)</td>
<td>7 (3%)</td>
<td>20 (7%)</td>
<td>24 (10%)</td>
</tr>
<tr>
<td>S&amp;T</td>
<td>12 (5%)</td>
<td>12 (5%)</td>
<td>17 (6%)</td>
<td>26 (11%)</td>
</tr>
<tr>
<td>Other/Undergraduate</td>
<td>3 (1%)</td>
<td>4 (2%)</td>
<td>3 (1%)</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL ENROLLMENT</td>
<td>224</td>
<td>245</td>
<td>280</td>
<td>246</td>
</tr>
</tbody>
</table>

Because of the decrease in available scholarships, as well as our tightened admissions policies and the program emphasis on quality, we anticipate that total enrollment in 2005-2006 will be down from 2004-2005 by approximately 10%. However, although the quality and reputation of the program will be the first priority in the next five years, growth in size also will be required to expand course offerings and emphases as described above. As a result, we anticipate increasing total enrollment by 25-30% over the 2005-2010 time period. To achieve this growth, an outside consultant is needed to help us with recruitment strategies so that we can determine the best ways to reach students and serve their needs. Such a resource could help us to answer many questions that we have about marketing the program. For example, how can we benefit from the growing reputation of the First-Year Writing Program in which our graduate students teach? What program materials are needed to recruit area secondary teachers to the new literature track, and what is the best way to determine this population’s needs and interests? Internally, what strategies should we use as we continue to work with other colleges within the University to develop course offerings that will support their degree requirements? How should we recruit for the projected Borderlands track, which has the potential to attract a significant number of students from outside the region?

**Program Assessment:**

The English graduate faculty takes seriously the evaluation, planning, and development of its curriculum to support its goal of providing the best educational experience for all of its students. During the next five years, the polices and procedures put in place as a result of the 2000-2001 program review will be continued with increased emphasis on learning outcomes. These measures are both quantitative and qualitative in scope. In addition to the required College course evaluations by current students, faculty also prepare an annual Faculty Activity Report that includes evaluation of teaching. The department chair then meets with each faculty member to review the student course evaluations in tandem with the Faculty Activity Report. Since the 2001-2002 academic year, the program has also administered an exit interview with both written and verbal components for students graduating from the program. This interview is conducted by an outside faculty member in the spring of each year. The curriculum changes envisioned in this
document are, in part, a direct result of the English graduate faculty’s concern to respond to students’ needs and concerns.

**Required Resources:**

To enable us to achieve our objectives in terms of both quality and growth, we will need:

- smaller classes (all graduate seminars should be capped at 15);
- successful implementation of the College’s CASE program to support scholarly and creative activity necessary to teach effectively to a graduate student population;
- marketing support and consultation;
- increased financial aid for students, including scholarships, graduate assistantships, and teaching assistantships so that we can offer students support for two years;
- increased funding for library acquisitions to support the new tracks in Literary Studies and Borderlands Studies
- funding for speakers and workshops;
- increased support for student travel.
APPENDIX A
MASTER OF ARTS IN ENGLISH
TEXAS A&M UNIVERSITY-CORPUS CHRISTI
(COMPOSITION/RHECTORIC TRACK - NON-THESIS OPTION)

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<td>Graduate Advisor:</td>
<td>Date Admitted:</td>
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<table>
<thead>
<tr>
<th>CORE COURSES</th>
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<tbody>
<tr>
<td>ENGL 5302  Bibliography &amp; Research</td>
<td>3</td>
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<tr>
<td>ENGL 5310  Literary Criticism &amp; Theory</td>
<td>3</td>
</tr>
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<td>ENGL 5340-9  Seminar in Literature</td>
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</tr>
<tr>
<td>ENGL 5372  Composition Theory &amp; Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5381  Introduction to Linguistics</td>
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</tr>
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<td></td>
<td>15 sem. hrs.</td>
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COMPOSITION, RHECTORIC, AND LINGUISTICS
from ENGL 5360-69 (5370), ENGL 5380, ENGL 5385, ENGL 5392

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ENGLISH ELECTIVES

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<td>9 sem. hrs.</td>
</tr>
</tbody>
</table>

ENGLISH CAPSTONE

| ENGL 5395                                                 | 3      |
|                                                           | 3 sem. hrs. |

TOTAL HOURS (minimum 36)  36 sem. hrs.

Graduate Advisor _______________________ Date _______________________

Student _______________________________ Date _______________________

Graduate Coordinator ___________________ Date _______________________

Dean/Asst. Dean _______________________ Date _______________________
APPENDIX B
MASTER OF ARTS IN ENGLISH
TEXAS A&M UNIVERSITY-CORPUS CHRISTI
(COMPOSITION/RHETORIC TRACK - THESIS OPTION)

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**CORE COURSES**

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<tr>
<td>ENGL 5310</td>
<td>Literary Criticism &amp; Theory</td>
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<td>ENGL 5340-9</td>
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<td>ENGL 5372</td>
<td>Composition Theory &amp; Pedagogy</td>
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</tr>
<tr>
<td>ENGL 5381</td>
<td>Introduction to Linguistics</td>
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15 sem. hrs.

**COMPOSITION, RHETORIC AND LINGUISTICS**

*from ENGL 5360-69 [5370], ENGL 5380, ENGL 5385, ENGL 5392*

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<tr>
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<tr>
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</table>

9 sem. hrs.

**ENGLISH ELECTIVES**

<table>
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<th>Course Code</th>
<th>GRADES</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
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<td>ENGL</td>
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</table>

6 sem. hrs.

**THESIS**

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<tr>
<th>Course Code</th>
<th>GRADES</th>
<th>Credit</th>
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</table>

6 sem. hrs.

**TOTAL HOURS (minimum 36)**

36 sem. hrs.

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Graduate Advisor ___________________________________________ Date ____________________________

Student ___________________________________________ Date ____________________________

Graduate Coordinator ___________________________________________ Date ____________________________

Dean/Asst. Dean ___________________________________________ Date ____________________________

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# Appendix C

**Master of Arts in English**

**Texas A&M University-Corpus Christi**

*(Literary Studies Track - Non-Thesis Option)*

<table>
<thead>
<tr>
<th>Name</th>
<th>SSN:</th>
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<tbody>
<tr>
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<td>City, State, Zip</td>
</tr>
<tr>
<td>Graduate Advisor:</td>
<td>Date Admitted:</td>
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</table>

## Core Courses

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Grades</th>
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<td>Bibliography &amp; Research</td>
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<td>ENGL 5310</td>
<td>Literary Criticism &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5360-9</td>
<td>Seminar in Composition/Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5372</td>
<td>Composition Theory &amp; Pedagogy</td>
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<tr>
<td>ENGL 5381</td>
<td>Introduction to Linguistics</td>
<td>3</td>
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15 sem. hrs.

## Literature Courses

From ENGL 5340-49, ENGL 5393 (including 3 hours in British literature and 3 hours in American literature)

<table>
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<tbody>
<tr>
<td>ENGL</td>
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<td>ENGL</td>
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9 sem. hrs.

## English Electives

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</table>

9 sem. hrs.

## English Capstone

<table>
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<tbody>
<tr>
<td>ENGL 5395</td>
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</table>

3 sem. hrs.

## Total Hours (minimum 36)

36 sem. hrs.

---

Graduate Advisor ___________________________________________ Date __________________________

Student ___________________________________________ Date __________________________

Graduate Coordinator ___________________________________________ Date __________________________

Dean/Asst. Dean ___________________________________________ Date __________________________
APPENDIX D
MASTER OF ARTS IN ENGLISH
TEXAS A&M UNIVERSITY-CORPUS CHRISTI
(LITERARY STUDIES TRACK - THESIS OPTION)

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<td>City, State, Zip</td>
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<tr>
<td>Graduate Advisor:</td>
<td>Date Admitted:</td>
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**CORE COURSES**

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
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<td>Bibliography &amp; Research</td>
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<td>ENGL 5310</td>
<td>Literary Criticism &amp; Theory</td>
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<td>ENGL 5360-9</td>
<td>Seminar in Composition/Rhetoric</td>
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<td>ENGL 5372</td>
<td>Composition Theory &amp; Pedagogy</td>
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<tr>
<td>ENGL 5381</td>
<td>Introduction to Linguistics</td>
<td>3</td>
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15 sem. hrs.

**LITERATURE COURSES**

(from ENGL 5340-49, ENGL 5393 (including 3 hours in British literature and 3 hours in American literature)

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<th>Course Code</th>
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9 sem. hrs.

**ENGLISH ELECTIVES**

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6 sem. hrs.

**THESIS**

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<td>3</td>
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</table>

6 sem. hrs.

**TOTAL HOURS (minimum 36)**

36 sem. hrs.

Graduate Advisor ___________________________ Date ________________

Student ___________________________ Date ________________

Graduate Coordinator ___________________________ Date ________________

Dean/Asst. Dean ___________________________ Date ________________
# APPENDIX E

## MASTER OF ARTS IN ENGLISH

**TEXAS A&M UNIVERSITY-CORPUS CHRISTI**

*(BORDERLANDS STUDIES TRACK - NON-THESIS OPTION)*

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## CORE COURSES

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<th>Course Title</th>
<th>Grade</th>
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<tbody>
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<td>Bibliography &amp; Research</td>
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<tr>
<td>ENGL 5310</td>
<td>Literary Criticism &amp; Theory</td>
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<td>ENGL 5360-9</td>
<td>Seminar in Composition/Rhetoric</td>
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<tr>
<td>ENGL 5372</td>
<td>Composition Theory &amp; Pedagogy</td>
<td>3</td>
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<td>ENGL 5381</td>
<td>Introduction to Linguistics</td>
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Total: 15 sem. hrs.

## LANGUAGE AND WRITING IN THE BORDERLANDS

*from approved course listings in English*

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Total: 9 sem. hrs.

## ELECTIVES (6 hours may be approved courses outside of English)

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<th>Course Code</th>
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<tbody>
<tr>
<td>ENGL</td>
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<td>ENGL</td>
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</table>

Total: 9 sem. hrs.

## ENGLISH CAPSTONE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>ENGL 5395</td>
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Total: 3 sem. hrs.

## TOTAL HOURS (minimum 36)

Total: 36 sem. hrs.

Graduate Advisor ____________________________________________ Date __________________________

Student ____________________________________________________ Date __________________________

Graduate Coordinator ________________________________________ Date _________________________

Dean/Asst. Dean ____________________________________________ Date _________________________
# Appendix F

**Master of Arts in English**
TEXAS A&M UNIVERSITY-CORPUS CHRISTI
(*Borderlands Studies Track - Thesis Option*)

<table>
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<th>Student:</th>
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<td>City, State, Zip</td>
</tr>
<tr>
<td>Graduate Advisor:</td>
<td>Date Admitted:</td>
</tr>
</tbody>
</table>

## Core Courses

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<th>Course Title</th>
<th>Grade</th>
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<tr>
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<tr>
<td>ENGL 5310</td>
<td>Literary Criticism &amp; Theory</td>
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<tr>
<td>ENGL 5360-9</td>
<td>Seminar in Composition/Rhetoric</td>
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<td>ENGL 5372</td>
<td>Composition Theory &amp; Pedagogy</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5381</td>
<td>Introduction to Linguistics</td>
<td></td>
<td>3</td>
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</tbody>
</table>

Total Hours: 15 sem. hrs.

## Language and Writing in the Borderlands

*from approved course listings in English*

- ENGL 3
- ENGL 3
- ENGL 3

Total Hours: 9 sem. hrs.

## Electives (*may be approved courses outside of English*)

- ENGL 3
- ENGL 3

Total Hours: 6 sem. hrs.

## Thesis

- ENGL 5390 3
- ENGL 5390 3

Total Hours: 6 sem. hrs.

## Total Hours (minimum 36)

Total Hours: 36 sem. hrs.

---

Graduate Advisor ___________________________ Date __________________

Student _________________________________ Date __________________

Graduate Coordinator ______________________ Date __________________

Dean/Asst. Dean __________________________ Date __________________