

Indiana State University

2004 - 2005 Academic Annual Report

Department of English

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's 5-10 top accomplishments for the 2004-2005 year that will help contribute to this effort?

1) Internship program. Funded by the Lilly Endowment for experiential learning, the Department of English awarded five scholarships to students on the basis of exceptional performance in an internship assignment and also created an Internship Committee charged with the development of the program, establishing departmental standard practices, and creating materials. The Department has also established a partnership with the Career Center and has created a collaborative data base of internship assignments appropriate for English majors. Furthermore, one of our undergraduates, Amanda Burkhardt, was the student speaker at the Career Center's "Focus Indiana" community event. 2) International opportunities. The new study abroad opportunity created in 2003-04 was awarded this year, allowing one undergraduate student, Lori Rohde, to spend one full academic year at the Baiko University in Japan. Upon returning to Terre Haute this fall, Lori will share her experiences with interested students in the department's "Always on Friday" lecture series. 3) Curriculum revisions. The Department of English has smoothly implemented the new specialization in theater within the English M.A. Course offerings, admissions, and advising have been coordinated with the Department of Theater. Enrollment in the program continues to grow. This year, the Department received approval for all three of its new capstone courses: English 484 (for all majors), English 486 (for English teaching majors only), and English 487 (for students in the Correctional Education Program). The Department also revised its English Teaching minor into a "Second Major" for students with another teaching major. 4) Advising practices. The Department was invited by the College of Arts and Sciences to pilot an innovative undergraduate advising program designed specifically to meet the special needs of upper-classmen. In addition to exploring ways to better meet the needs of our graduating seniors, the Undergraduate Advisement Committee initiated a comprehensive approach to the assessment of its advising program. 5) Recruitment activities. Two highly successful events were enhanced this year: the second annual "West Central Indiana Excellence in Creative Writing" contest drew participants from more area high schools, who read their winning entries at a public event hosted by the Swope Art Gallery, and the third annual "Renaissance Fair" invited interdisciplinary collaboration from the Department of Theater and the Department of Music. 6) Graduate student research and scholarship Seven graduate students have presented research papers developed in their courses at national and regional conferences: The Medieval Association of the Midwest (Marquette, MI), Mid America Theater Conference (Kansas City, MO), Midwest Modern Language Association (St. Louis, MO), Midwest Popular Culture Association and Midwest American Culture Association (Cincinnati, Ohio), Southeast Meeting of the Am

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which

areas do you feel your department needs to improve?

The Department of English is one of the most professionally active departments on campus, and we are pleased with the research accomplishments of our faculty. Though this was a light year in terms of books published, members of the English faculty made considerable contributions to the advancement of knowledge in the humanities through publication of articles, book chapters, conference presentations, creative performances, as editing, as follows: Books: Peter Carino, editor. *Baseball/Literature/Culture: Selected Essays, 1995-2001*. Jefferson, NC: MacFarland Publishing, 2003. Robert Perrin, *Pocket Guide to APA Style*. Boston: Houghton, 2004. Recording: Nancy McEntire. *Orkney: Land, Sea, and Community*. No. 20 in *Scottish Tradition*, CD and 40-page booklet, Greentrax Records/School of Celtic and Scottish Studies, University of Edinburgh, Scotland, 2004. Articles/Book Chapters: Ronald L. Baker. "The Panchatantra: Folklore, Philosophy, or Children's Literature?" *Indiana English* (Spring 2004), 6-18. Ronald L. Baker. "Athletics and Academics: The Soul of Culture," *Phi Kappa Phi Forum* (Fall 2004), 12-13. Ronald L. Baker. "English Matters: Another Defense of Poetry," *Indiana English* (Fall 2004), 6-19. Ronald L. Baker. "The Midwest," *American Regional Folklore: A Sourcebook and Research Guide* (Santa Barbara, CA: ABC-CLIO, 2004), 217-226. Laura Bates. "Adult Lessons from Children's Literature." *Indiana English* 26:2 (Spring 2004), 4-5. Laura Bates. "English Matters: Why Are We Doing This?" *Indiana English* 27:1 (Fall 2004), 4-5. Matthew Brennan. "Mick Cochrane's Sport and the Mythic Symbol of Fathers Playing Catch with Sons." *Baseball/Literature/Culture: Selected Essays, 1995-2001*, ed. Peter Carino. Jefferson, NC: McFarland, 2004, 39-48. Matthew Brennan. "Point of View and Plotting in Chekhov's and Oates's 'Lady with the Pet Dog.'" In *Bedford Introduction to Literature*, ed. Michael Meyer. 7th ed., 240-42. Keith Byerman. [Discussion of the techniques of modernist writing in the fiction of two contemporary African American novelists.] *Cambridge Companion to the African American Novel* (Cambridge UP, 2004), 253-267. Keith Byerman. "'All Time is Raw': Violence, Memory, and History in the Poetry of Hayden, Jones, and Komunyakaa." *Contours: A Journal of the African Diaspora*. (2004) 32-53. Keith Byerman. "Disrupting the Discourse: Du Bois and the Construction of Blackness." *Philosophia Africana* 7 (2004), 1-14. Peter Carino. "Introduction" to *Doug Martin, A Study of Walt Whitman's Poetry: Free-Bound and Full Circle* (Lewiston, NY: Mellon, 2004), iv-viii. Peter Carino. "Reciprocal Grandeur: Babe Ruth and Yankee Stadium." *Nine: A Journal of Baseball History and Culture* 13.1 (2004): 50-58. Stanley Evans. "Representations of Teacher Authority in Adolescent Literature." *Indiana English* 26:2 (Spring 2004), 33-38. Rosetta Haynes. "Zilpha Elaw's Serial Domesticity: An Unsentiment Kathleen Kincade. "A Whillalu for Ireland: Maria Edgeworth's Nationalism, Castle Rackrent, and Her Influence on Sir Water Scott." In *An Uncomfortable Authority: Maria Edgeworth and Her Contexts*, ed. Chris Fauske and Heidi Kaughman (Newark: University of Delaware Press, 2004). Susan Latta. "Narratives of Cultural Self-Definition: The Case of Due South." In *Crime Time—Prime Time—Global Time: Intercultural Studies in Crime Serials*, ed. Suzanne Fendler and Ute Fendler (Aachen, Germany: Shaker Verlag, 2004), 135-53. Susan Latta. "Writing Reconsidered: Redefining Composition Scholarship in the Corporate University." *Teaching English in the Two Year College* 32.1 (2004), 53-63. Susan Latta. "Three Reasons We're Still Debating How to Teach the English Language." *English Leadership Quarterly* 27.1 (2004), 16-19. Katherine Lee. "The Poetics of Abjection and Mis-Identification." *Studies in the Literary Imagination* 1:37 (2004), 17-33. Katherine Lee. "The Ghost of Gary Cooper: Masculinity, Homosocial Bonding, and The Sopranos." *The Scholar and Feminist Online* 3 (2004). 14 pp. Nancy McEntire. "Sam Bass: The Ballad and the Man." *Western Folklore* 63:3 (Summer 2003), 189-214. Michael Shelden. "Graham Greene." *Oxford Dictionary of National Biography* (January 2005), 1-11. Creative Works Matthew Brennan. "Highway 40, Stilesville." *Heartland Review* 5.1 (2004), 5. [Lyric poem.] Matthew Brennan. "After the Sack of South Carolina: William Gilmore Simms in Exile." *Sewanee Review* 112.1 (2004), 56. [Dramatic monologue in blank verse.] Matthew Brennan. "Merton in Love." *Pivot* 57 (2004), np. [A sonnet/dramatic monologue..] Matthew Brennan. "Henry James Shaves at 57." *Pivot* 57 (2004), np

[Sonnet on the novelist.] Matthew Brennan. "Lake Petworth, Sunrise." *MacGuffin* 21:1/2 (2004), 125. [Lyric poem.] Matthew Brennan. "Adagio for Middle Age." *Light Quarterly* 44-45 (2004), 56. [Lyric poem.] Matthew Brennan. "Before Taking Your Picture I Think Of." *Blue Unicorn* 27.2 (2004), 20. [Lyric poem.] Conference Papers Matthew Brennan. "Simms and the Sonnet." William Gilmore Simms Society Conference, Furman U., April 2004. Matthew Brennan. "Mick Cochrane's Sport and the Mythic Symbol of Fathers Playing Catch with Sons." NINE Conference on Baseball History and Culture, Tucson, AZ, March. Keith Byerman. "Clarence Major and Southern Black Tradition." South Atlantic MLA, Roanoke, VA., November 2004. Keith Byerman. "Trends in Contemporary African American Fiction." MultiEthnic Studies Association, Tokyo, July 2004. Keith Byerman. "W.E.B. Du Bois in the Twenty-First Century." Japan Black Studies Association, Kobe, Japan, June 2004. Keith Byerman. "Current Critical Views of Charles Chesnutt." American Literature Association, San Francisco, CA, May 2004. Peter Carino. "Blurring the Lines: Baseball History in Bernard Malamud's *The Natural*." Nine Conference on Baseball in Literature and Culture. Tucson, AZ, March 2004. Brendan Corcoran. "Seamus Heaney's Bog Elegies." American Conference for Irish Studies Southern Region, Emory University, Atlanta, GA, March 2004. Brendan Corcoran. "Breaking bread with the dead: Heaney's Tombeaux." American Conference for Irish Studies (National), British Association of Irish Studies, Liverpool, England, July 2004. Rosetta Haynes. "Pauli Murray: Modern-Day Radical Spiritual Mother." American Literature Association, San Francisco, CA, May 2004. Harriet Hudson. "Chaucerian Romance and the Uses of Enchantment." Medieval Association of the Midwest, Northern Michigan University, Marquette, MI, September 2004. Charles Kelley. "Whatever you Want": Wish Fulfillment Jokes and Images of Masculinity, American Folklore Society, Salt Lake City, UT, October 2004. Kathleen Kincade. "Defoe and the World of Spirits: A Look at An Essay on the History of Apparition." The Mid West American Society for Eighteenth Century Studies. St. Louis University, October 2004. Kathleen Kincade. "The Life in Her Men: A Look at Jane Austen's Heros." South Central Society for Eighteenth Century Studies. University of New Mexico, February 26-29, 2004. Katherine Lee. "Feminists Watch HBO: Sex, Gender and Desire on Television." Barnard College Center for Research on Women, New York, NY, October 2004. Robert Perrin. "Assigning What You Want, Wanting What You Assign." Indiana North-Central Association, Commission on Accreditation and School Improvement Annual Fall Conference, Indianapolis, IN, October 2004. Robert Perrin. "Traffic Jams and Accidents on the Information Superhighway: The Challenges of Teaching Internet Research." NCTE Convention, Indianapolis, IN, November 2004.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

Grants: Matthew Brennan. Arts Endowment Grant, "The Voyage of Saint Brendan," \$3,200. Keith Byerman. FED 123. "Current Trends in African American Studies: American and Japanese Perspectives." John Jakaitis. "The Freedom River," Ann Chirhart (History) and John Jakaitis (General Education) directors, received a grant of \$900 from Liberal Learning in Action component of the Focus Indiana Grant administered by Nancy Rogers in the Center for Public Service and Community Engagement and sponsored by the Lilly Foundation. Off Campus Professional Service: Many of the Department's faculty provide off-campus service. Here are some examples: Ronald L. Baker, Advisory Board, Folklore and History Section of the American Folklore Society. Ronald L. Baker, Selection Committee, The Wayland D. Hand Prize, Folklore and History Section, American Folklore Society. Ronald L. Baker, Reviewed book manuscript, "Tales from Tennessee Lawyers," for the University Press of Kentucky. Ronald L. Baker, Reviewed applicant for Fulbright Program's Walt Whitman Distinguished Chair in American Culture at the University of Leiden, the Netherlands. Laura Bates, Shakespeare program for inmates in the segregation unit at Wabash

Valley Correctional Facility. Matthew Brennan, National Endowment for the Arts literature panel. Keith Byerman, President, John Edgar Wideman Society. Keith Byerman, Treasurer, Toni Morrison Society. Keith Byerman, Program Chair, African American Literature and Culture Society. Peter Carino, External Tenure and Promotion Evaluator, Department of English, University of Nebraska-Omaha. Peter Carino, External Tenure and Promotion Evaluator, Department of English, University of Michigan-Flint. Peter Carino, External Tenure and Promotion Evaluator, Department of English, North Carolina Wesleyan College. Steven Connelly, Judge, Annual Chicagoland Poets and Patrons Poetry Contest. Stanley Evans, Board of Directors (Indiana liaison), National Council of Teachers of English. Stanley Evans, Executive Director, Indiana Council of Teachers of English. Stanley Evans, Chairperson, Affiliate Breakfast, NCTE National Conference. Rosetta Haynes, Newsletter Committee, African American Literature and Culture Society Harriet Hudson, Council Member, Medieval Association of the Midwest. Harriet Hudson, Reviewer for Publications of the Medieval Association of the Midwest Harriet Hudson, Reviewer for Studies in Medieval and Renaissance Teaching. Harriet Hudson, Reviewer for Studies in the Age of Chaucer. Kathleen Kincade, President of the Midwestern Society for Eighteenth Century Studies Nancy McEntire, Folklorist and staff member, folklore interviewer, National Cowboy Poetry Gathering, Elko, Nevada Nancy McEntire, Community Advisory Board member, WFIU Radio, Bloomington Nancy McEntire, Program Chair, Annual Meeting of the Hoosier Folklore Society Nancy McEntire, speech on Indiana Folklore,

Best Practices

Describe the progress your unit has made thus far. Were you able to take these steps? What steps or goals have been particularly difficult to achieve and why? What practices, actions, initiatives are you doing that could be considered eminent?

In this past year, the Department has taken steps on the “Best Practices” identified in its 2004 Annual Report: 1) Continued dissemination of recruitment materials (as well as the revision of the departmental brochures) and faculty contact with prospective students through events such as the annual Creative Writing contest for high school students in West Central Indiana. 2) Additional curricular and program revision, as necessitated by reduction in faculty size and specialization and by changes in the state’s teacher training and licensing program. 3) At the graduate level, the department’s handbook and form letters have been revised to incorporate the new specialization in Theater and other updates. A new graduate brochure which reflects these changes and the look of the University’s integrated marketing program is currently in production. Future “action steps” are largely dependent upon the size of the faculty. As fewer full-time faculty are being asked to do more, it is difficult to consider the development of new programs or initiatives.

Student Credit Hours

What did you learn? What steps will you take during 2004-05 to meet your department’s student credit hour target by fall 2005?

Steps taken during 2003-04 to meet our student credit hour target by fall 2004 were reported last year: “The Department’s SCH target for Fall 2003 was 249. Our SCH production for that semester was 250.3; therefore, we already have met our SCH target.” The department continues to meet its SCH target. In Fall 2004, for example, the Department’s average SCH production for tenure/tenure track faculty was 261, again exceeding its target of 249.

Budget

Identify and describe any collaborative efforts that have been undertaken by your department with other academic or administrative units to maximize resources to meet departmental goals. Please also consider collaborative opportunities with external partners.

The Department collaborates with the Department of Theater in offering an M.A. in English with specialization in theater. The Department also invites collaboration with the Department of Theater and the Department of Music in celebrating Shakespeare's birthday each year at our Renaissance fair. During the renovation of Stalker Hall, the Department made available enough offices and other facilities to house the Department of Africana and African American Studies and collaborates with that department in sponsoring several programs during the academic year. The Department collaborates with the First-Year Experience Program by offering more learning communities than any other department in the University, and, in turn, the First-Year Learning Program provides some funding to hire tutors in the Writing Center.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

The Department carries the majority of courses offered in the Correctional Education Program's bachelor degree curriculum and also offers several General Education literature and writing courses through Web-based and Distance Education technology.

Assessment

For each program in the department, provide one or two examples of how the program is using assessment and evaluation (student outcomes, program review, and/or accreditation) to enhance student learning and program strength this year.

Assessment Used For Program Enhancement: Student outcomes assessment contributed to this year's curricular enhancement through its perceived need to address the General Education Capstone requirement for both its Teaching and its Liberal Arts majors. It also resulted in minor curricular adjustments, such as the specific scheduling of particular courses for the teaching major to avoid conflicts with required courses offered by the College of Education. In the Graduate Program, the Director of Graduate Studies conducted the alumni survey, administered every fifth year. This survey is designed to elicit information as to our alumni employment, adequacy of preparation they received in the program, and suggestions for improvement. The first cycle of exit surveys has been completed, with all graduating students reporting on their experiences in the program and making practical suggestions for improvement. Next year, the department will consider implementation of the suggestions, where feasible.

Strategic Initiatives

Development Activities

What steps have you taken to support development activities in your department? How can your efforts be supported?

The Department will identify programs in English that are capable of attracting external financial support, so that, similar to our Schick Lecture Series and our Pfennig Scholarship Program, more programs in English will be financially feasible and responsible. We are especially seeking a donor to sponsor an annual series of readings by prominent creative writers. Grantsmanship will be encouraged and rewarded.

Experiential Learning

Please provide examples of experiential learning in which your department was engaged in 2004-2005.

Internship assignments represent the Department's greatest commitment to experiential learning and community service. Two examples from the past academic year include one student's year-long assignment through the Office of Sponsored Programs to serve as a grant writer for a FIPSE grant to support an international medical initiative for the College of Nursing, and another student's summer-long assignment to provide literacy support for multicultural students through several agencies in West Central Indiana. Both of these students were awarded "Focus Indiana" stipends for their work. Graduate students also enjoy teaching/tutoring opportunities as teaching assistants in the freshman composition program and as consultants in the department's Writing Center.

Future Goals

Future Goals

The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

These include continued curricular assessment and revision, most notably the establishment of a new writing-intensive track within the undergraduate English Liberal Arts major, as well as the continued development of the department's Lilly-supported internship program (as described above).