

**Department of English
Master of Arts in English
Eastern Illinois University
Original Report Dated January 14, 2008**

**Renewal Designation as a First Choice Graduate Program
September 1, 2012**

Criterion 1: The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni. The evidence demonstrated sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body.

**Table 1 – Application, Enrollment, and Diversity Summary
(Obtain Data from the Graduate School)**

Enrollment Data	F 2009		F 2010		F 2011		3 Year Mean	
	#	%	#	%	#	%	#	%
# of Applications	13		22		21		19	
# of Admission Offers	13	100	21	95	20	95	18	96
Admission Yield	9	69	10	48	10	50	10	56
Continuing Candidates	29		28		31		29	
Total Enrollment	37		37		40		38	
Diversity Rates Based on Total Enrollment								
Undergraduate Diversity	16	43	15	41	13	33	15	39
Domestic Diversity	1	3	0	na	1	3	1	3
International Diversity	1	3	0	na	0	na	0	na
Gender Diversity	21	57	23	62	23	58	22	58

1ai-Enrollment Management/Recruitment Plan: A clear plan for meeting application, enrollment, and diversity goals. The program documented use of electronic processes, print materials, and recruitment programs that are effectively attracting high quality and diverse students to the applicant pool. The report identified a clear well defined Recruitment Plan and achievement of recruitment and selectivity goals. The program uses broad recruitment venues such as participating in EIU's Graduate Fair, participating in the Graduate School's campus visits program, and scheduling English Department Graduate Workshops to advance its recruitment goals. The program has also developed a well organized applicant contact schedule and a well defined set of selection criteria to secure the candidates the program seeks. The program documented a sustained record of achieving its enrollment goals.

Describe Changes to the Recruitment Plan and if the Enrollment Data meet the Outcomes Summarized in Table 1.

Additional strategies include: addition of all HBCU within a 5-state radius; mailings to alums, as well as personal and professional contacts; distribution of brochures at professional conferences; creation and maintenance of a Facebook page. We also plan to institute an Advisory Council made up of local teachers, employers, and alums. This group's main function will be advisory, and we expect it will also enhance the program's visibility and aid recruitment. In summer 2012, the Coordinator spoke briefly about the MA program to teachers participating in the Eastern Illinois Writing Workshop and will speak to the students in the English department's new one-hour course, English Majors Forum, in November.

1aii-Enrollment Management/Selection Criteria: A rationale for selection decisions; fulfilling its expectations for quality. Admission decisions are made on the basis of these elements: a) undergraduate grade point average, b) GRE General Test Scores, c) two letters of recommendation, d) submission of a statement of professional goals, and e) a writing sample. The rationale for these admission criteria included insuring that candidates were prepared for the rigor of the program and had the required

foundation in the discipline to pursue an advanced degree.

Describe Changes to the Selection Criteria.

Previously letters of recommendation and writing samples were required only of those applying for graduate assistantships. Since fall 2010, all candidates for admission must provide these materials; candidates for assistantships must supply a resume as well. Requirements for the writing sample are now more clearly defined on the program's website. The Graduate Studies Committee (GSC) also developed a rubric for use by the Graduate Coordinator in evaluating all applications (see Appendix A).

1aiii-Enrollment Management/Acceptance Rate: *Desired applicants accept admission offers.* The program documented that it offers admission to only to top applicants in the program and admission offers are accepted.

Verify Enrollment Yields from Table 1.

We have a 100% yield among in-state students applying for admission without assistantships. Out-of-state applicants who are not awarded assistantships tend to go elsewhere; this year we lost a promising applicant because she ranked too low to receive an assistantship—had she been offered an assistantship, we think she would have chosen us. Top candidates who turn us down generally do so because they have been admitted to doctoral programs—this past year at Rice, U of Tennessee, and U of Michigan. The average GPA of Graduate Assistants 2008-2012 is 3.56. The average percentage of GAs accepting offers is 80% (based on offers made 2011, 2012).

1b-Assistantship/Scholarship Management: The program documented a sustained record of assistantship management.

**Table 2 - Graduate Assistantship Summary
(Obtain Data from the Graduate School)**

Academic Year Assistantships	2009	2010	2011	Mean	Current Rate
Annual Allocation	10	10	10	10	885/month
Competitive Awards	2	1	2	1.7	885/month
Grants or External Awards	3.5	7	5.5	5.3	variable
Philanthropic Awards					
Other Campus Assistantships	0	0	0	0	Variable
Total Academic Year	15.5	18	17.5	17.0	
Summer Assistantships					
Annual Allocation	2	2	2	2	885/month
Competitive Awards	3	2	2	2.3	885/moth
Grants or External Awards	1	0	0	0.3	Variable
Philanthropic Awards	0	0	0	0	
Other Campus Assistantships	0	0	0	0	Variable
Total Summer	6	4	4	4.7	

1bi-Assistantship/Scholarship Management/Annual Awards: *The awards attract desired applicants; teaching, research, or service experiences add value to the degree.* The program documented exemplary use of graduate assistantships by providing assistants with opportunities to hone their discipline knowledge with experiences in the Writing Center and supervised teaching at EIU and Lake Land College.

Update Management of Annual Awards.

Graduate assistants continue to gain valuable experience at the Writing Center and through supervised teaching experiences. Since 2008, we have placed a student each year at Parkland College rather than Lake Land and have been extremely happy with this relationship. GAs receive high praise for their work in the EIU Writing Center.

1bii-Assistantship/Scholarship Management/Competitive Awards: Competitively acquires additional assistantships; attracts additional desired applicants; teaching, research, or service add value. The program has successfully secured additional awards funded by the College of Arts & Humanities and Lake Land College. The program also has an impressive record of securing competitive Presidential, Spring Scholar, and Summer Research awards. The evidence documented that the awards attract the talented and diverse students the program seeks. The program documented a sustained record of assistantship management.

Update Management of Competitive Awards.

In 2010, we placed a professional writing student at Lake Land, providing an additional assistantship. The College of Arts and Humanities funds 4 additional assistantships for students doing supervised teaching in the freshman writing program. And, as mentioned above, we have had a graduate student teaching at Parkland College each year since 2008. Since 2010-2011, we have appointed a top graduate student each year as Humanities GA, to assist the director of the Humanities Center. Our Presidential GAs continue to excel; Presidential GAs who graduated in 2011 and 2012 are both now in PhD programs at the University of Tennessee.

1c-Matriculation Management: A targeted graduation rate; candidates consistently meet the program's degree completion expectations. The program documented consistent graduation rates over a three-year period to verify how it manages and achieves its matriculation goals.

**Table 3 - Matriculation Management
(Obtain Data from the Graduate School)**

Entering Term	#	Degree Completion Term							
		S 2009		S 2010		S 2011		F 2011	
		#	%	#	%	#	%	#	%
F 2008	20	0	na	9	45	15	75	15	75
F 2009	9	0	na	0	na	5	56	5	56
F 2010	10	0	na	0	na	0	na	0	na
F 2011	10	0	na	0	na	0	na	0	na

Verify Matriculation Data and Explain if the Matriculation Data meet the Outcomes Summarized in Table 3.

A high proportion of students continue to complete their degrees. According to our records, in Fall 2008, 17 students began the program, with one additional student starting that spring. Of these, 10 finished in spring 2010, with an additional 4 finishing in summer and 2 in fall 2010. One student, who was taking classes part-time at first, finished a year later, in spring 2011. Of the original 17, then, only one failed to complete the program. 94% finished degrees within 3 years of starting.

Of the 9 students starting in fall 2009 plus an additional student starting in January 2010, 6 finished in spring 2011, one in summer 2011, and one in summer 2012. One student who started in summer 2008 also finished in spring 2011. 82% finished degrees within 3 years of starting.

We are also pleased that several students who began in earlier years (one in spring 2005 and one in fall 2006) successfully defended theses in 2012.

Total completed degrees in AY 2008-2009: **14**; AY 2009-2010: **18**; AY 2010-2011: **16**; 2011-2012: **12**. In the future there may be a slight increase in time-to-completion due to increased numbers of full-time teachers in the MA program.

1d-Graduate Placement: The program can document sustained placements; earning of required credentials; making important contributions to society; pursuing an advanced degree. The program maintains strong contact with its alumni and can track the placement of its graduates. The program verified that its graduates secure placements in schools, community colleges, and impressive PhD programs. Professional placements include Illinois Valley Community College, Louis and Clark College,

and Parkland College. Ph.D. placements include Purdue University, St. Louis University, and University of South Florida. The summary documented a sustained record of placements.

**Table 4 – Three-Year Graduate Placement Rates
(Program's Summary)**

Year Completed	Employed		Adv Study		Unemployed		Unknown		Goal	Status
	#	%	#	%	#	%	#	%		
S 2008	5	3	60	1	20	0	na	1	20	
S 2009	14	11	79	2	14	0	na	1	7	
S 2010	17	9	53	4	24	0	na	4	24	
TOTAL	36	23	64	7	21	0	na	6	16	

Provide Graduate Placement Rates and Explain if the Placement Rates meet the Outcomes Summarized in Table 4.

85% of graduates are either employed or pursuing advanced degrees.

100% of those employed are working in areas related to their fields of expertise. We hope, in the future, to keep in better touch with alums to minimize the number of unknowns.

Criterion 2: The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics. The evidence demonstrated sustained achievements in fostering advanced scholarship were achieved.

2a-Center for Academic Support and Achievement documents that assessment data are used to improve student learning, to guide improvements to the curriculum and to achieve academic excellence. The Board noted the program has developed a well focused assessment plan that addresses CASA guidelines and the learning outcomes identified by the program's faculty. Included among the documents were assessment rubrics related to the program's capstones, individual student course assessment rubrics, and the guidelines for assessing the exam prospectus, creative writing prospectus, and the literature, composition, or profession writing prospectus. The rubrics are well developed and serve as models for other programs that may be seeking these assessment tools. The review verified this program has a sustained record of using its assessment to advance its student learning.

Describe Changes Regarding CASA Reviews.

The MA Program in English won the Provost's Award for Academic Assessment for 2010. The spring 2011 Assessment Report was rated so high we were released from submitting a spring 2012 Report. Since then we continue to improve assessment mechanisms, creating an Assessment Subcommittee, revising and circulating a survey for current MA students, devising additional rubrics for exam petitions and applicant files, and creating a computerized database to facilitate future assessment reports (Appendix A).

2b-Graduate School documents that assessment data are used to improve student learning based on CGS Criteria. The program has a sustained record of evaluations of excellence from the Dean of the Graduate School.

Describe Changes Regarding Graduate School Reviews.

Graduate School reviews of Assessment have been increasingly positive. The MA Program in English won the Provost's Award for Academic Assessment for 2010. Current rubrics are included as Appendix A.

Criterion 3: The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry. The evidence demonstrated sustained achievements in expanding the curriculum.

3a-Sustained Mission and Planning Leadership: Articulates a clear mission; aligned with current and future trends in the discipline; states the program's strengths. The program has a well defined process for reviewing and advancing its mission and provided documentation of mission achievements related to contemporary trends in the field and new credential opportunities. The program noted that the four new concentrations and well developed supervised teaching opportunities improve post degree career and advanced study opportunities for graduates. The Board agreed the program met the mission criteria.

Mission Update.

Added options include the Certificate in the Teaching of Writing (approved by the IBHE in 2011), accompanied by a new class ENG 5585, Writing Project for Teachers, in conjunction with the Eastern Illinois Writing Project. We added another new class, ENG 5260, a component in our Professional Writing concentration and part of the MS in Renewable Energy. A new class, Creative Writing Professional Development (ENG 5025), was approved in 2011 and offered for the first time in fall 2012. We have also ensured that classes required for the composition/rhetoric concentration—which is often the concentration selected by high school teachers—and the graduate-level creative writing class are offered at night, so as to ensure access by those who work full time.

3bi-Administrative Leadership: Documents how its administrative structure and leadership advance the quality of its curriculum. The report provided an effective summary of how administrative duties are organized to ensure effective collaborations among program leaders to ensure quality.

Administrative Leadership Update.

The Graduate Studies Committee (GSC) continues to work effectively with the English department and college and university committees, gaining approval for its curricular initiatives. The Grad Director serves as Chair of the GSC; in this capacity she serves on the department's Executive Committee, ensuring communication of concerns, programming, and curricular initiatives. The GSC circulates its minutes and requests faculty input as necessary. Each semester the GSC organizes brown bags where faculty teaching graduate classes meet with those assigned to future graduate classes to talk over their experiences and expectations. In addition, thesis and exam defenses, student readings, and student symposia are open to the entire faculty, encouraging interaction among faculty, the GSC, and graduate students. Several yearly social events—the September reception at the home of the Grad Director, the talk by our Outstanding Alum, and the Bazargan Lecture and reception bring graduate students, faculty, and GSC together. The Graduate Director acts as liaison between the GSC and the department as a whole, and between graduate faculty and graduate students. Input from graduate students is available through the membership of the EGSO (English Graduate Student Organization) president on the GSC and through frequent advisory meetings with graduate students.

3bii-Graduate Faculty Leadership: Documents the significant role of the graduate faculty with advancing the curriculum through curriculum committees or appropriate curriculum processes. The report described an effective Graduate Studies Committee that comprehensively evaluates and proposes advancements to the program. The report detailed how the GSC conducted a comprehensive review in 2003 to develop the new concentrations and experiences that have benefited graduates of the program. The examples documented sustained ability of the program to advance the quality of the programs.

Faculty Leadership Update.

The Graduate Studies Committee has continued to assess and fine-tune the MA program. In response to needs perceived by faculty and students, the GSC has made a number of changes in the program since 2007. These include the creation of a Certificate in the Teaching of Writing (approved by the IBHE 2011) and of ENG 5585, Writing Project for English Teachers (approved 2009). Other new classes include ENG5260, to serve our professional writing students as well as the new MS in Sustainable Energy; modifications to the Creative Writing Concentration (requiring three rather than two creative writing courses; creation of a new required course ENG5025, Creative Writing Professional Development); changes to the Professional Writing concentration (requiring ENG4765, Professional Editing), as well as changes to Graduate Assistantship requirements (removal of ENG5502, Mentored

Composition Teaching, as a requirement for those who don't want to teach) and to admissions requirements (requiring of all candidates, not just GAs, a writing sample and two letters of recommendation). The creation of a permanent subcommittee on assessment ensures effective data gathering and dissemination.

3c-Sustained Curricular Leadership by External Review: Sustained excellence based on external reviews as appropriate to the mission/discipline. The program documented an external review completed in 1998 that identified 5 changes to improve the graduate program and provided evidence that all of the recommendations had been thoroughly examined and implemented.

Curricular Leadership Update.

We continue to talk about ways to improve curriculum, as noted in 3bii. The Coordinator of Graduate Studies and the Chair met with faculty involved in the MS in Sustainable Energy and the MS in Reading to coordinate relevant course offerings. We continue to scrutinize our curriculum to ensure its relevance to graduate student needs and interests. In 2011-2012, the GSC created a subcommittee to study the Literary Studies concentration, to ensure its coherence and effectiveness. The creation of an Advisory Council, as mandated by this year's GSC, should also help us keep programs up to date. Current checklists are included in Appendix B.

3d-Sustained Capstone Leadership: Requires a rigorous capstone appropriate to the mission and documents the impact of each of its capstones on the quality of learning in the degree program. The report provided a comprehensive review of how each of its capstones; the examination and the thesis contribute to program excellence. Each capstone requires an oral defense. Using the new rubrics, graduate faculty have a reliable and valid way to verify that completion of the capstone provides evidence that expected program competencies have been met. Each of the capstones is also evaluated to insure that they retain their rigor and value as end of program experiences. The report confirmed sustained achievement in this area.

Capstone Update.

Exam and thesis defenses remain rigorous and well attended. Rubrics are completed by GSC committee members in attendance and by the faculty serving on the exam/thesis committee. Over the last three years, 90% of our graduate students wrote theses rather than exams. For professional writers, the GSC created a new option, the applied thesis. The first applied thesis was defended in 2011. This option allows professional writing students to gain real-world experience as they research, complete, and defend their project. Thesis prospectus requirements continue to ensure students meet a high standard in planning their theses. Rubrics at the prospectus and the defense stage are filled out by GSC members. The GSC conducts workshops to help students through the prospectus-writing process. It has also recently rewritten guidelines on the website to clarify both the thesis and exam process for students. Future plans include a letter addressed to graduate faculty explaining the prospectus review process; the aim is to facilitate communication, and to create a stronger sense of cohesion among faculty working with graduate students at any one time.

3e-Sustained Student Leadership: Fosters participation of its graduate candidates on student advisory boards. The program documented a history of student leadership through the English Graduate Student Organization, and the Graduate Student Advisory Council. The report noted that the EGSO, through fund raising, provides travel support to graduate candidates who have papers accepted for presentation and have conducted surveys to effectively convey graduate student issues to the Coordinator. The evidence confirmed sustained student leadership.

Student Leadership Update.

Each year, one or two of the officers of EGSO serves on GSAC; this year EGSO vice-president Luis Alarcon has been selected as GSAC's vice-president of administrative activities. EGSO continues to bring grad students together for social and professional events and has been increasingly successful in creating a sense of community that includes all master's students, including non-GAs, who in the past felt somewhat marginalized. EGSO collects money through bake sales, and in 2011, awarded 8 grants to

graduate students attending conferences. EGSO officers are elected by current graduate students each spring; the president serves on the GSC and provides vital input on graduate student questions and needs. Workshops and guest speakers are scheduled with the help and advice of the EGSO representative, who then helps ensure the best possible attendance at these events. All graduate students—not just GAs—now have mailboxes in the English department mailroom; the aim is to facilitate communication and foster a greater sense of community. The EGSO representative generally serves on the GSC assessment subcommittee and last year helped revise a student survey to be distributed to first- and second-year graduate students.

3f-Sustained Alumni Leadership: The program documents how it fosters participation in alumni programs sponsored by the Graduate School Alumni Advisory Board. The program is currently developing a web based “alumni reunion” tool to maintain contact with alumni. The program has consistently had its alumni selected for Graduate School Alumni Awards and features alumni news in its Annual Newsletter. These features served to confirm alumni achievement.

Alumni Leadership Update.

We continue to welcome back outstanding alums. Since 2008 we’ve welcomed Lee Martin (2009), Richard Morris (2010), Susan Morris (2011), and Jennifer Berkshire (2012). Jennifer’s talk to faculty and grad students was particularly inspiring and was taped for eventual use on our website. This spring we hope to welcome Chris Enstrom (MA 1997), Director of Outreach for the 21st Century Scholars Program for the State of Indiana. We would like to use his return as an opportunity to invite alums back to campus, both to hear him talk and to attend a reception in his honor. In fact, Alumni relations is one area we hope to focus on in the next year, increasing use of our Facebook page, creating an email list for nearby alums, and encouraging alumni attendance at lectures and readings. The GSC recently approved plans to create an Advisory Council consisting of local teachers and potential employers, many of whom will be alums. Increased contact with alums and local leaders will provide opportunities for recruitment as well as assessment data (on how our graduates do on the job) and valuable contacts for our students seeking internships or employment. We hope to create social events around major speakers that will lure alums and advisory council members to campus as well as annual or semi-annual joint meetings for the advisory council and the GSC. In spring 2012, we invited three alums to present a workshop on teaching at the two-year college. At the end of this well-attended workshop, we taped brief interviews with each alum in which they spoke about the value of their graduate education at EIU. A similar workshop with three different alums is planned for spring 2013.

3g-Sustained External Partnerships: Sustained external partnerships appropriate to its mission; assets of partners advance the program’s quality. The program maintains partnerships with Lake Land College and also hosts a campus connecting program with potential employers. The program serves as a role model for international partnerships that provide international networking and study for its graduate candidates. These long standing programs include Harlaxton College in Grantham, United Kingdom, Cape Town, and South Africa. These programs have, in turn, sparked international networks for other EIU departments including History and Family and Consumer Sciences. The evidence offered a model of excellence for international partnering.

External Partnership Update.

The Study Abroad program at Harlaxton College continues to serve our graduate students well. Over the last three years, 6 graduate students have participated in the summer program at Harlaxton, 2 each summer. Graduate students continue to participate in the Study Abroad program in South Africa as well.

In AY 2011-2012, the English department hosted Chinese doctoral student Li Xiaolong, who completed his doctoral dissertation on Don DeLillo while in residence here. Xiaolong participated in graduate classes and colloquia and attended MA program events, providing graduate students with a valuable opportunity to learn about Chinese culture and literature. We hope to cooperate with him in the future to encourage exchange programs between his university and ours.

Another vital partnership is with Parkland College; since 2009, we have placed a graduate assistant there every year. This external agreement provides funding for an additional assistantship while

giving our students experience working in a two-year college.

Terri Fredrick has worked with local businesses and non-profits to provide internship opportunities for our professional writing students. In 2010-2011, this relationship resulted in the creation of a professional writing assistantship for a graduate student, who worked in public relations at Lake Land College.

Criterion 4: The program documents sustained achievements in research/creative activity with graduate students and faculty. The evidence demonstrated sustained achievements in research/creative activity with graduate students and faculty.

4a-Student Research Leadership: The report documented the program has successfully engaged its candidates in research.

4ai-Research Productivity: Has an annual research productivity goal and documents that its candidates meet or exceed the completion of those products. The report documented that the program has successfully engaged its candidates in research through English 5000, Introduction to Graduate Studies and the thesis option in the major. These programs have been effective tools for sustaining a research culture in the program and meet expectations for student research. The program documented 59 students completing degrees since 2003 and 48 have completed the master's thesis to document that expectations for this area were met.

Research Productivity Update.

Of the 64 students receiving MA degrees between spring 2008 and spring 2012, 58 completed theses and 6 completed exams. This means just over 90% of our students chose the thesis option, well over our previously established goal (2007) of 75%. Graduate student presentations and publications are listed in Appendix D; awards and grants in Appendix C.

4aii-Research Engagement: Graduate candidates achieve a sustained record of scholarships through presentations, performances, or exhibits. The program has developed and sustained a culture of research. Students know they are expected to engage in research. The program requires that projects must be submitted and meet expectations to complete the degree program. The students are presenting their work at regional, state, and national conferences. The program uses the Graduate Exposition to showcase its projects.

Research Engagement Update.

Prepared by symposia in ENG 5000 and, for creative writing students, reinforced by ENG5025, our students present their research and creative work in a range of professional, external venues. Students graduating between spring 2008 and spring 2012 presented or published 48 scholarly or creative works. Venues include VAGANTES, a particularly competitive conference for graduate students, and the Louisville Conference on Literature and Culture since 1900, a national conference where presenters are predominantly faculty. One graduate student had a chapter accepted for a collection of essays, *Time in Television Narrative*, since published by University Press of Mississippi (2012). Graduate students regularly participate in Graduate Exposition. With the help of funding from the Williams Travel Award and EGSO and support from faculty, the students themselves have fostered an atmosphere in which conference presentations are highly valued. Each year faculty offer a well-attended workshop on how to submit to a conference and how to behave once you get there. This ensures students recognize their obligation to attend and participate in others' sessions as well as to present effectively at their own. The spring Bazargan Lecture continues to galvanize student and faculty interest; recent speakers include Robyn Warhol, Dale Bauer, and Gerald Graff.

4b-Research and Travel Grants: The program has a sustained history of earning Graduate School travel and research grants to support student research presentations.

Research & Travel Grants Update.

Williams Travel Awards by academic year:

2008-2009: 5

2009-2010: 6

2010-2011: 3

2011-2012: 4

EGSO awarded travel funds to 5 students in 2010-2011 and 8 in 2011-2012. See Appendix C.

4c-Showcasing Scholarship/Creative Activity: The program has a sustained record of programs to showcase student scholarship including the publications in the department's journal *Agora* and extensive participation in the Annual Graduate Exposition. This was an area of strength that could be modeled by other graduate programs.

Showcasing Update.

The James K. Johnson Creative Writing award recognizes and showcases student creative writing. Graduate students frequently publish their creative work in *The Vehicle*. Our new course ENG 5025 (Creative Writing Professional Development) culminates in a reading each fall semester. Also each semester, ENG 5000 ends with a symposium at which first-year students present their research projects. Defenses are valued not only as capstone experiences but also as an opportunity to share research outcomes and creative work with faculty and peers. Now that we have several faculty, including creative writing faculty, editing or co-editing literary journals, our graduate students get more exposure to the editorial side of creative and scholarly writing and sometimes have the opportunity to work closely with faculty on literary blogs and journals. Although only one student presented at Grad Expo last year, we have had 3-5 participants every other year. In addition, we have a new series begun in spring 2009, the annual Graduate Studies Colloquium for Graduate Student Research at EIU. The GSC selects a presenter from proposals submitted by graduate students to EGSO, which organizes the competition. In Spring 2012, Bryan Hebeler presented his research on Don DeLillo. Earlier presenters include Andrew Eichel and John Stromski. See Appendix D.

4d-Awards Participation: The program has a sustained record of earning Graduate School awards that confirm the criteria were met.

Awards Update.

We regularly nominate our students for university-wide awards.

Thesis Award of Excellence for the College of Arts and Humanities: John Stromski, spring 2012.

English Department Distinguished Thesis Award: Emily Ramage (2008), Andrew Eichel (2009), Kristi McDuffie (2010), John Stromski (2011), Rashelle Spear (2012).

English Department nominee for Midwestern Association of Graduate Schools Teaching Award: Rashelle Spear (2012).

Grad Video Showcase presenters: Kristi McDuffie, John Stromski, Rashelle Spear.

We name a distinguished graduate student every spring and in 2011, nominated John Stromski for the Hamand Society of Scholars.

We apply every year for an additional Presidential GA and for a Provost's Research Assistant. We were awarded a PRA for AY 2010-11.

For the first time, in AY 2011-2012, the GSC nominated a candidate for the Francis Meyer Hampton Award and an essay for the King-Mertz Award.

Criterion 5: The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service. The evidence demonstrated sustained achievements in a sustained record of developing opportunities for the discovery and application of knowledge.

5a-Coordinator Leadership: The report documented the sustained and impressive leadership of the program's recent graduate coordinators and graduate committee faculty. Leadership examples included service to the Council on Graduate Studies, Faculty Laureate, and service to the International Programs

Advisory Committee. Award examples included distinguished faculty awards, the Kirk International Leadership Award, the Graduate School Leadership Award, and Faculty Marshal Recognition.

Coordinator Update.

The current coordinator served as co-chair of the EQDB and now serves on the IGS board as well as on the King-Mertz award committee for the College of Arts and Humanities. Current GSC members include a former CGS member and chair (Raybin), an expert on assessment (Fredrick), the director of Women's Studies (Ludlow), the director of Eastern's Writing Project (Murray), a faculty laureate, and two Distinguished Faculty.

5b-Graduate Faculty Scholarship: Faculty scholarship was well documented in Appendix G. This attachment provided a summary of the books, chapters, articles, and presentations the faculty have completed during the past three years. The evidence was impressive with contributions at state, regional, national, and international levels. The programs' faculty have earned an impressive number of awards and have served in critical leadership roles on a variety of committees. The productivity and leadership contributions were impressive and considered exemplary.

Faculty Update.

Graduate faculty publications appear as Appendix F.

- Collectively, graduate faculty edit 4 major literary or scholarly journals.
- Creative writing faculty have won 10 Pushcart Prize nominations and numerous literary awards.
- Graduate faculty have won numerous teaching awards, including multiple nominations as Outstanding Graduate Mentor and Outstanding Honors Professor.
- Graduate faculty have received not only many university grants to fund research and teaching but also external grants from the Illinois Arts Council, Illinois Humanities Council, the National Endowment for the Humanities, the Mary Lily Travel Grant, UCLA Library Research Fellowship, and a Jay Tunney Travel Grant from the International Shaw Society.
- Since 2008, graduate faculty have published 6 edited collections, 3 scholarly editions, 8 single-authored monographs, and 5 books of poetry, fiction, and creative nonfiction.

Exemplary Achievements Update.

A summary of faculty grants and awards received since spring 2008 is included as Appendix E.

Exemplary achievements include:

- David Raybin's recognition as the Carnegie Foundation for the Advancement of Teaching/Council for Advancement and Support of Education, Illinois Professor of the Year (2011) and as Distinguished Faculty Member (2011);
- David Raybin's National Endowment for the Humanities grants in support of summer seminars for teachers of English (2009, 2011);
- Julie Campbell's appointment to the Executive Board of the Society for the Study of Early Modern Women (2010);
- Roxane Gay's inclusion in the *Best American Short Stories of 2012*;
- Chris Wixson's selection as Outstanding Honors Professor (2012).
- Robin Murray's grants from the National Writing Project totaling \$132,600.



Department of English
Graduate Program

Admissions Decision Record

to be completed by Department Graduate Coordinator

Student's Name: _____
Last First Middle Initial

Date of application: _____ Decision: admitted conditionally denied

Date of notification of decision: _____

	Excellent	Good	Adequate	Poor	N/A
Writing sample demonstrates ability to think and write critically					
Personal statement demonstrates applicant's readiness for graduate study in English					
Personal statement articulates connections between academic preparation and interests and goals					
Letter 1 attests to applicant's ability to complete graduate study in English					
Letter 2 attests to applicant's ability to complete graduate study in English					
<i>Optional</i> Letter 3 attests to applicant's ability to complete graduate study in English					

☐ Bachelor's degree is from an accredited 4-year institution _____
institution

GPA meets minimum dept. requirements ☐ Yes ☐ No _____ / _____
overall/English

GRE meets minimum dept. requirements ☐ Yes ☐ No _____ / _____
verbal/written

Additional items for consideration ☐ International ☐ Diversity

Comments (please continue on reverse):

Graduate Coordinator's Signature

Date

Department of English
Graduate Program

Thesis Prospectus: Literature, Composition, or Professional Writing

Student's Name: _____
Last
First
Middle Initial

Type of project: ☐ Literary Studies ☐ Comp/Professional Writing

	Excellent	Good	Adequate	Poor
Demonstrates understanding of research in field of study				
Presents a project that would add to the existing body of knowledge in the field				
Writes effectively, especially in terms of clarity and organization				
Demonstrates critical thinking and creativity				
Provides relevant bibliography that demonstrates breadth and depth				
Exhibits clear structure for thesis and indicates how parts relate to each other and to whole				

☐ Bibliography is formatted correctly ☐ Yes ☐ No
 Includes a plan for completion of the thesis ☐ Yes ☐ No
 Identifies committee members ☐ Yes ☐ No
 IRB approval has been received ☐ Yes ☐ No ☐ N/A

Comments (please attach another sheet, if needed):

GSC Member's Signature

Date

Thesis Prospectus: Creative Writing

Student's Name: _____

Last	First	Middle Initial
------	-------	----------------

	Excellent	Good	Adequate	Poor	Not met
Discusses the project's artistic purpose beyond the personal					
Identifies and describes relevant coursework and related experiences					
Discusses specific aspects of craft relevant to the project					
Creates and discusses bibliography of relevant or influential texts to read or reread					
Writes effectively					
Identifies faculty members to work with					
Works out a reasonable preliminary schedule					

Comments (please attach another sheet, if needed):

GSC Member's Signature
Date

Department of English
Graduate Program



Thesis Prospectus: Applied Professional Writing Thesis

Student's Name: ___L__a__s__t___ ___F__i__r__s__t___ ___M__i__d__d__l__e___I__n__i__t__i__a__l___

	Excellent	Good	Fair	Poor	Not met
Clearly describes the project and its suitability as a capstone graduate professional writing experience in accordance with the "Applied Professional Writing Thesis Procedures"					
Demonstrates awareness of the project's rationale and importance to the client organization and to the field of professional writing					
Demonstrates understanding of the connections between the project and previous coursework and professional experience					
Demonstrates understanding of the research and genres relevant to the project					
Shows clear plan for completion of the project (e.g., timeline, necessary activities)					
Writes effectively, especially in terms of clarity and organization					
Provides relevant bibliography of sources that will guide and/or influence work on the project					

If proposed thesis involves interviews, observations, or other primary (non-archival) research, approval from the Office of Research and Sponsored Programs has already been received.

Comments (please attach another sheet, if needed):

GSC Members Signature

Date

Student's Name: _____

Last	First	Middle Initial
------	-------	----------------

Specialized Field: _____

	Excellent	Good	Adequate	Poor	Not met
Demonstrates comprehensive understanding of research and literature in broad field					
Demonstrates comprehensive understanding of research and literature in specialized field					
Articulates the relationship between broad and specialized fields					
Writes effectively, especially in terms of clarity and organization					
Demonstrates critical thinking					
Articulates the rationale underlying the reading list					
Explains the student's interest and background in the chosen fields					

Comments (please attach another sheet, if needed):

Date

Graduate Course Review

Type of course: ☐ Literary Studies ☐ Creative Writing ☐ Comp/Professional Writing

	Excellent	Good	Adequate	Poor	Not Applicable
Able to think critically about course concepts					X
Able to engage substantively with appropriate research					X
Documents research using appropriate citation formats					
Demonstrates creativity and originality					X
Demonstrates preparation for future study and/or work in this area					X
Written communication					X
Oral communication					X

Instructor's Signature: _____

Eastern Illinois University
Department of English
Graduate Program



ENG 5000 Symposium Assessment

Project Title: _____

Semester: _____ Type of project: ☐ Literary Studies ☐ Comp/Professional Writing

	Excellent	Good	Adequate	Poor	Not Applicable
Demonstrates focused understanding of chosen literary texts.					
Demonstrates focused understanding of chosen topic in Comp or PW					
Effectively analyzes topic in its appropriate critical and/or historical context					X
Engages substantively with appropriate research					X
Conveys to audience the significance of the argument					X
Demonstrates critical thinking					X
Communicates clearly and effectively					X
Demonstrates professionalism					X
Adeptly responds to questions regarding topic					

GSC Member's Signature: _____



Oral Defense of Creative Writing Thesis

Project Title: _____

Semester: _____

	Excellent	Good	Fair	Poor
Conveys the project's artistic purpose				
Demonstrates mastery of significant aspects of craft				
Conveys appropriate understanding of relevant or influential texts				
Demonstrates oral communication and performance ability				
Demonstrates professionalism				
Adeptly responds to questions regarding work				

Comments:

GSC Member's Signature

Date

Eastern Illinois University
 Department of English
 Graduate Program

Oral Defense of Thesis: Literature, Composition, or Professional Writing

Project Title: _____

Semester: _____ Type of project: ☐ Literary Studies ☐ Comp/Professional Writing

	Excellent	Good	Adequate	Poor
Effectively conveys the appropriate critical and/or historical context with which the topic engages				
Engages substantively with appropriate research used throughout the project				
Conveys to audience the significance of the contribution to the field				
Communicates clearly and effectively				
Demonstrates professionalism				
Adeptly responds to questions regarding topic				

Comments:

GSC Member's Signature: _____

Eastern Illinois University
Department of English
Graduate Program

Thesis: Literature, Composition, or Professional Writing

Project Title: _____

Semester: _____ Type of project: ☐ Literary Studies ☐ Comp/Professional Writing

	Excellent	Good	Adequate	Poor
Demonstrates depth of understanding in field of study				
Demonstrates focused understanding of chosen topic				
Effectively analyzes topic in its appropriate critical and/or historical context				
Engages substantively with appropriate research				
Makes a substantive contribution to the field				
Demonstrates critical thinking				
Writes effectively, especially in terms of clarity and organization				

Thesis (including bibliography) is formatted correctly
according to appropriate style of documentation:

☐ Yes ☐ No

Comments:

Committee Member's Signature: _____

Eastern Illinois University
 Department of English
 Graduate Program

Oral Defense of Thesis: Literature, Composition, or Professional Writing

Project Title: _____

Semester: _____ Type of project: ☐ Literary Studies ☐ Comp/Professional Writing

	Excellent	Good	Adequate	Poor
Effectively conveys the appropriate critical and/or historical context with which the topic engages				
Engages substantively with appropriate research used throughout the project				
Conveys to audience the significance of the contribution to the field				
Communicates clearly and effectively				
Demonstrates professionalism				
Adeptly responds to questions regarding topic				

Comments:

Committee Member's Signature: _____

Eastern Illinois University
Department of English
Graduate Program

Thesis Award (Academic Thesis)

Student's Name: _____
(please print) Last First Middle Initial

	Not met	Satisfactory	Good	Excellent	Top-Ranking within Applicant Pool
Thesis adds significant knowledge to the existing body of work on the topic in question					
Thesis clearly demonstrates writer's awareness of intervention in field of work in question					
Thesis sustains argument throughout					
Thesis writing is clear, articulate, and well-edited					

Comments (please attach another sheet, if needed):

I recommend the following action in regard to this thesis:

☐ Consider Do not consider ☐

Date Submitted: _____

Graduate Studies Committee Member's Signature: _____

Eastern Illinois University
Department of English
Graduate Program

Thesis Award

Student's Name: _____
(please print) Last First Middle Initial

Creative Thesis	Academic Thesis	Not met	Satisfactory	Good	Excellent	Top-ranking within Pool
Writer shows awareness of aesthetic developments in the genre in question	Writer shows awareness of critical developments in field of study in question					
Thesis exhibits originality in the genre in question	Thesis adds to knowledge on the topic in question					
Writer consistently employs elements of craft	Thesis sustains critical argument throughout					
Thesis writing is clear, articulate, and well-edited	Thesis writing is clear, articulate, and well-edited					
The project is ambitious in scope, making a substantial contribution to the genre	The project is ambitious in scope, making a substantial contribution to the field of study					

Comments (please attach another sheet, if needed):

I recommend the following action in regard to this thesis:

☐ Consider Do not consider ☐

Date Submitted: _____
Graduate Studies Committee Member's Signature: _____

Creative Writing Thesis

Project Title: _____

Semester: _____

Learn Obj.		Excellent	Good	Adequate	Poor
4	Conveys an artistic purpose and vision				
4	Demonstrates mastery of significant aspects of craft				
3	Conveys appropriate understanding of relevant or influential texts				
6	Demonstrates suitability for dissemination				
4	Demonstrates creativity and originality				
1 (critical thinking)	Demonstrates critical thinking in critical introduction				
1 (writing)	Written clearly and effectively				

(OBJECTIVE #3): Bibliography is formatted correctly

☐ Yes

☐ No

Comments:

Committee Member's Signature

Date



Oral Defense of Creative Writing Thesis

Project Title: _____

Semester: _____

Learning Objective		Excellent	Good	Adequate	Poor
4	Conveys the project's artistic purpose				
4	Demonstrates mastery of significant aspects of craft				
3	Conveys appropriate understanding of relevant or influential texts				
4	Demonstrates oral communication and performance ability				
6	Demonstrates professionalism				
1 (critical thinking)	Adeptly responds to questions regarding work				

Comments:

Committee Member's Signature

Date

Thesis: Literature, Composition, or Professional Writing

Project Title: _____

Semester: _____ Type of project: ☐ Literary Studies (Objective 2) ☐ Comp/Professional Writing (Objective 5)

Learning Objective		Excellent	Good	Adequate	Poor
2 or 5	Demonstrates depth of understanding in field of study				
2 or 5	Demonstrates focused understanding of chosen topic				
2 or 5	Effectively analyzes topic in its appropriate critical and/or historical context				
3	Engages substantively with appropriate research				
2 or 5	Makes a substantive contribution to the field				
1 (critical thinking)	Demonstrates critical thinking				
1 (writing)	Writes effectively, especially in terms of clarity and organization				

[Objective 3]:
Thesis (including bibliography) is formatted correctly
according to appropriate style of documentation:

☐ Yes ☐ No

Comments:

Committee Member's Signature: _____

Oral Defense of Thesis: Literature, Composition, or Professional Writing

Project Title: _____

Semester: _____ Type of project: ☐ Literary Studies (Objective 2) ☐ Comp/Professional Writing (Objective 5)

Learning Objective		Excellent	Good	Adequate	Poor
2 or 5	Effectively conveys the appropriate critical and/or historical context with which the topic engages				
3	Engages substantively with appropriate research used throughout the project				
2 or 5	Conveys to audience the significance of the contribution to the field				
Univ.	Communicates clearly and effectively				
6	Demonstrates professionalism				
1 (critical thinking)	Adeptly responds to questions regarding topic				

Comments:

Committee Member's Signature: _____

Oral Defense of Creative Writing Thesis

Project Title: _____

Semester: _____

Learn. Obj.		Excellent	Good	Adequate	Poor
4	Conveys the project's artistic purpose				
4	Demonstrates mastery of significant aspects of craft				
3	Conveys appropriate understanding of relevant or influential texts				
Univ. and 4	Demonstrates oral communication and performance ability				
6	Demonstrates professionalism				
1 (critical thinking)	Adeptly responds to questions regarding work				

Comments:

GSC Member's Signature

Date

Oral Defense of Thesis: Literature, Composition, or Professional Writing

Project Title: _____

Semester: _____ Type of project: ☐ Literary Studies (Objective 2) ☐ Comp/Professional Writing (Objective 5)

Learn. Obj.		Excellent	Good	Adequate	Poor
2 or 5	Effectively conveys the appropriate critical and/or historical context with which the topic engages				
3	Engages substantively with appropriate research used throughout the project				
2 or 5	Conveys to audience the significance of the contribution to the field				
Univ	Communicates clearly and effectively				
6	Demonstrates professionalism				
6	Adeptly responds to questions regarding topic				

Comments:

GSC Member's Signature: _____



Graduate Course Review

Student's Name: _____
Last First Middle Initial

Course: ENG _____ Semester: _____

Type of course: ☐ Literary Studies (Objective 2) ☐ Creative Writing (Objective 4) ☐ Comp/Professional Writing (Objective 5)

Learn Obj.		Excellent	Good	Adequate	Poor	Not Applicable
1 (critical thinking) and 2, 4, or 5	Able to think critically about course concepts					X
3	Able to engage substantively with appropriate research					X
3	Documents research using appropriate citation formats					
If CW, 4	Demonstrates creativity and originality					X
6	Demonstrates preparation for future study and/or work in this area					X
1 (writing)	Written communication					X
Univ	Oral communication					X

Comments (please attach another sheet, if needed):

Instructor's Signature: _____

Thesis Prospectus: Creative Writing

Student's Name: _____
Last First Middle Initial

Learning Objectives		Excellent	Good	Adequate	Poor	Not met
4	Discusses the project's artistic purpose beyond the personal					
X	Identifies and describes relevant coursework and related experiences					
4	Discusses specific aspects of craft relevant to the project					
3	Creates and discusses bibliography of relevant or influential texts to read or reread					
1 (writing)	Writes effectively					
X	Identifies faculty members to work with					
X	Works out a reasonable preliminary schedule					

(OBJECTIVE #3): Bibliography is formatted correctly

☐ Yes

☐ No

Comments (please attach another sheet, if needed):

GSC Member's Signature

Date



Student's Name: _____

Last	First	Middle Initial

Learning Objectives		Excellent	Good	Adequate	Poor
2 or 5	Demonstrates understanding of research in field of study				
2 or 5	Presents a project that would add to the existing body of knowledge in the field				
1 (writing)	Writes effectively, especially in terms of clarity and organization				
1 (critical thinking)	Demonstrates critical thinking and creativity				
3	Provides relevant bibliography that demonstrates breadth and depth				
X	Exhibits clear structure for thesis and indicates how parts relate to each other and to whole				

Comments (please attach another sheet, if needed):

GSC Member's Signature	Date
------------------------	------



Eastern Illinois University
Department of English
Graduate Program

ENG 5000 Symposium Assessment

Project Title: _____

Semester: _____ Type of project: ☐ Literary Studies (Objective 2) ☐ Comp/Professional Writing (Objective 5)

Learning Objective		Excellent	Good	Adequate	Poor	N/A
2	Demonstrates focused understanding of chosen literary texts					
5	Demonstrates focused understanding of chosen topic in Comp or PW					
2 or 5	Effectively analyzes topic in its appropriate critical and/or historical context					X
3	Engages substantively with appropriate research					X
3	Conveys to audience the significance of the argument					X
1 (critical thinking)	Demonstrates critical thinking					X
Univ	Communicates clearly and effectively					X
6	Demonstrates professionalism					X
1 (critical thinking)	Adeptly responds to questions regarding topic					

GSC Member's Signature: _____

Department of English
Graduate Program

Independent Study Proposal

Student's Name: _____
Last First Middle Initial

Type of project: ☐ Literary Studies (Objective 2) ☐ Comp/Professional Writing (Objective 5) ☐ Creative Writing (Objective 4)

Learn Obj.		Excellent	Good	Adequate	Poor	Not met
2, 4, or 5	Demonstrates grasp of basic issues in appropriate research and literature in period/genre and/or subfield					
X	Describes relevant previous coursework or background that prepares student to carry out the independent study					
X	Proposed written component is designed to help student gain understanding/focus/skill					
6	Establishes importance of intended research to student's graduate career					
X	Provides a clear description of the intended final product					
1 (writing)	Writes effectively, especially in terms of clarity and organization					
3	Provides reading list of relevant primary and secondary materials that demonstrates breadth and depth					

(OBJECTIVE #3): Bibliography is formatted correctly ☐ Yes ☐ No

Comments (please attach another sheet, if needed):

GSC Member's Signature

Date

Exit Survey of Second-Year English Graduate Students

The English Graduate Student Organization and the English Graduate Studies Committee would appreciate responses to the following questions. Your responses will assist us in improving our English graduate programs. Please return the survey to Ruth Hoberman's mailbox in the English mailroom.

GENERAL INFORMATION

1. When did you begin the M.A. program in English at EIU?
2. Are you working on your Master's (circle one): Full time / Part-time
3. Did you hold a graduate assistantship? Yes / No
4. Circle your area of emphasis:
Literary Studies / Composition and Rhetoric / Literary Studies with Creative Writing Emphasis / Professional Writing
5. Did your area of emphasis change after your first year? If so, please explain.
6. Are you a (circle all that apply): first-generation college student / first-generation graduate student / neither

THESIS AND EXAM WORK

1. Circle your degree option: Thesis / Exam
2. What led you to choose this degree option?
3. If you chose to complete a thesis, was there any part of the process (prospectus, drafting, defense, etc.) for which you felt under-prepared? If so, why?
4. Please comment on your experience of the entire thesis or exam process, from writing the prospectus/petition to the defense.

GRADUATE COURSEWORK

1. On a scale of 1 -5, rank the extent to which your experience in the graduate program in English has helped you:

(1 = not at all, 2 = somewhat, 3 = adequately, 4 = definitely, 5 = exceptionally, NA = not applicable to your situation)

	1	2	3	4	5	NA
To broaden and deepen your knowledge of language or literature						
To improve your abilities to think critically and communicate effectively						
To prepare for future graduate or professional education						
To enhance your credentials for a career in teaching, writing, editing, government or business						
To work towards your ultimate career goals						

2. Overall, how satisfied were you with the course offerings during graduate school? Please explain your assessment.

3. Please comment on the format and content of the graduate courses you have taken. Is there anything you would change about the current structure of graduate coursework, either in terms of class structure or overall?

4. Do you have suggestions for future graduate course offerings or sequencing?

PROFESSIONAL DEVELOPMENT

1. During your time in the graduate program, did you take advantage of any of the professionalization workshops (e.g., conference-going, prospectus-writing, applying to graduate school, teaching in the community college, etc.) that were offered? Why or why not?

2. Did you attend or present your work at any conferences or other professional meetings? If so, which ones? If not, why not?

3. Did you apply for a Williams Travel Award, or any other source of funding for your research/travel?

4. How often did you attend any department events (e.g., speaker's series lectures, creative writing readings, etc.)? Which events did you attend or find most interesting and useful?

5. Did you participate in EGSO? If not, why not?

6. As you leave Eastern's graduate program in English, what concerns do you have?
7. What kind of preparation have you done for the job market or continued education?
8. Do you know what you will be doing after graduate school? What is your outlook for the future?

OTHER CONCERNS

1. Are you likely to recommend Eastern's graduate program in English Studies to others in the future? Why or why not?
2. What do you know now that you wish you had known when you started? What advice would you give future graduate students?
3. What other comments or concerns do you have that the questions above have not addressed?

CHECKLIST FOR GRADUATE STUDENTS IN COMPOSITION/RHETORIC

30 hours plus thesis / 33 hours plus exam

Name _____

GA?

_____ 5000

_____ 5500 (GA)

_____ 5007

_____ 5011

_____ 5502* or _____ 5011 twice

*GAs who want to be considered for a teaching position in year 2 **must** take 5502.

ELECTIVES: 17 HOURS WITH GA AND THESIS; 20 HOURS WITH GA AND EXAM 18 HOURS WITHOUT GA AND WITH THESIS; 21 HOURS WITHOUT GA AND WITH EXAM

prefix	course #	course title	credit	semester

THESIS PROSPECTUS OR

EXAM PROPOSAL APPROVED: _____

3-6 HOURS OF ENG 5950 (THESIS) OR

ENG 5940 (EXAM TUTORIAL): _____

THESIS DEFENDED OR EXAM PASSED: _____

CHECKLIST FOR GRADUATE STUDENTS IN PROFESSIONAL WRITING

30 hours plus thesis / 33 hours plus exam

Name _____

GA? Yes No

_____ 5000

_____ 5500 (GA)

_____ 5007 (GA)

_____ 4760

_____ 4765

_____ 5960

*GAs who want to be considered for a teaching position in year 2 **must** take 5502.

ELECTIVES: 11 HOURS WITH GA AND THESIS; 14 HOURS WITH GA AND EXAM; 15 HOURS WITHOUT GA AND WITH THESIS; 18 HOURS WITHOUT GA AND WITH EXAM

prefix	course #	course title	credit	semester
	5502*	Mentored Composition Teaching		

THESIS PROSPECTUS OR
EXAM PROPOSAL APPROVED: _____

3-6 HOURS OF ENG 5950 (THESIS) OR
ENG 5940 (EXAM TUTORIAL): _____

THESIS DEFENDED OR EXAM PASSED: _____

CHECKLIST FOR GRADUATE STUDENTS IN LITERARY STUDIES WITH CREATIVE WRITING EMPHASIS

31 hours plus thesis

Name _____

GA? Yes No

_____ 5000

_____ 5500 (GA)

_____ 5007 (GA)

_____ 5025

*GAs who want to be considered for a teaching position in year 2 **must** take 5502.

Creative Writing Coursework: 9 Hours			
prefix	course #	course title	semester
Literature Coursework: 9 Hours			
prefix	course #	course title	semester
Electives (4750 & above): 5 hours with GA; 9 without GA			
prefix	course #	course title	semester
ENG	5502*		

THESIS PROSPECTUS OR
EXAM PROPOSAL APPROVED: _____

3-6 HOURS OF ENG 5950 (THESIS) OR
ENG 5940 (EXAM TUTORIAL): _____

THESIS DEFENDED OR EXAM PASSED: _____

CHECKLIST FOR GRADUATE STUDENTS IN LITERARY STUDIES

30 hours plus thesis / 33 hours plus exam

Name _____	GA?	Yes	No
------------	-----	-----	----

5000

5500 (GA)

5007 (GA)

*GAs who want to be considered for a teaching position in year 2 **must** take 5502.

Literature Coursework (5000 & above): 15 Hours with GA & Thesis; 18 Hours with GA & Exam; 18 Hours without GA & Thesis or Exam

Electives (4750 & above): 8 hours with GA; 9 without GA and with Thesis; 12 hours without GA and with Exam

prefix	course #	course title	semester	prefix	course #	course title	semester
				ENG	5502*		
				THESIS PROSPECTUS OR EXAM PROPOSAL APPROVED: _____			
				3-6 HOURS OF ENG 5950 (THESIS) OR ENG 5940 (EXAM TUTORIAL): _____			
				THESIS DEFENDED OR EXAM PASSED: _____			

Appendix C: Awards and grants won by MA students in English 2008-2012

- Decker, Kathy. First Place, Vehicle Poetry Contest, spring 2011.
- Gallagher, Phil. Williams Travel Award, spring 2012.
- Hebel, Bryan. EIU Interdisciplinary Center for Global Diversity Grant, spring 2012.
- Hudson, Jennifer. Williams Travel Award, spring 2011.
- McDuffie, Kristi. EIU Women's Studies Essay Award, spring 2010.
- Spear, Rashelle. Williams Travel Award spring 2011.
- Stromski, John. EIU Graduate School Thesis Award of Excellence, College of Arts and Humanities, 2011.
- Webb, Ken. Williams Travel Award, spring 2011.
- English Graduate Student Organization (EGSO) Conference Travel Grants:

Laura Gallardo, John Klyczek, Kristi McDuffie, Jamie Patton, and Jamie Van Allen, Phil Gallagher, Jessica Glade, Jennifer Grindstaff, Bryan Hebel, Jennifer Hudson, Greg Peterson, Ben Potmesil, Rashelle Spear, Doug Urbanski.

Totals:

- 38 presentations off campus at regional, state, and national conferences
- 7 publications

Williams Travel Awards:

- 2008-9: 5
- 2009-10: 6
- 2010-11: 3
- 2011-12: 4

Thesis Award of Excellence for the College of Arts and Humanities, 2011

Appendix D: Publications and Presentations by MA students in English completing degrees spring 2008-2012

- Black, Devin, with Andrew Eichel, Amanda Groves, and Kristi Kohlenberg. "Crossing Borders of Understanding: Examining the Rhetoric of Jared Diamond, Plato, Translation Theory, and the Composition Classroom." Borders and Boundaries: Third Annual SIUC Graduate Conference in Literature and Composition/Rhetoric, spring 2009.
- Dawson, J. T. "The Twang of Oranges." Louisville Conference on Literature and Culture since 1900. 2009.
- . "Chunk." Writing by Degrees Conference, Binghamton, NY, 2010.
- Dunbar, Katrina. "Writing Interventions: An Educational Boost for Students on Academic Warning." Borders and Boundaries: Third Annual SIUC Graduate Conference in Literature and Composition/Rhetoric, spring 2009.
- Eichel, Andrew. "Ezra Pound and Modern Translation Methodologies of Foreignization." 1st Annual Graduate Studies Colloquium for Graduate Student Research at EIU, spring 2009.
- . "Old Poem, New Theory: Pound's Appropriation of the Seafarer." VAGANTES Medieval Graduate Conference, Florida State U, spring 2009.
- . "Translation as Rhetoric." Borders and Boundaries. Third Annual SIUC Graduate Conference in Literature and Composition/Rhetoric, spring 2009.
- . "Translating the Green Knight: How Word Choice Affects Reader Interpretation." Midwest Conference on Literature, Language, and Media, Northern Illinois U, spring 2009.
- . "The Wanderer in Translation." Illinois Philological Association, 2009.
- . "Where to Go from Here: ELL at EIU." East Central Writing Centers Association Conference, Purdue U, spring 2009.
- Gallagher, Philip. "Byers' The Captive Flame and An American Social Marxian Agenda." Popular Culture Association, Boston, MA, 2012.
- . "The Ambient Awareness of Social Correspondence in Pride and Prejudice." Northern Illinois University's Midwest Conference on Literature, Language, and Media, 2012.
- . "Performance Theory in the Writing Center: A Dramatic Session Suggestion." Midwest Writing Center Association conference at the University of Wisconsin-Madison, 2011.
- Groves, Amanda. "Navigating Emotional Responses: Reinstating the Value of Pathos in the Composition Classroom." Borders and Boundaries: Third Annual SIUC Graduate Conference in Literature and Composition/Rhetoric, spring 2009.
- Hayden, Carissa. "Voyagers." Illinois Philological Association, spring 2007.

Holt, Megan. "'Hunger': Holding off the Hallmarks: Creative Nonfiction and Family," Illinois Philological Association, Milliken University, 2008.

Jacoby, Liz. "I Envy that Gatorade Coup" and "My First Interview." *Ascent Aspirations*.

Johnson, Tameka. "Frederick Douglass called it 'The Pathway to Freedom': How Literacy Saved His life and Could Save the Humanities." 5th Annual Intermountain Graduate Conference, Idaho State U.

Klyczek, John. Presentation, East Central Writing Center Association, 2010.

Lutz, Rachel. "Thank Heaven for Little Girls: The Female Child in Martin Amis's *Worlds Gone Wrong*," Midwestern Conference on Literature, Language, and Media in Dekalb, Illinois, 2008.

McDuffie, Kristi. "Collapsing Boundaries: Jared Diamond's Use of Ethos and Pathos." 3rd Annual Graduate Conference in Literature and Rhetoric/Composition, Southern Illinois University, Carbondale, IL, March 27-28 2009.

---. "Code-switching in Chicana Poetry: Negotiating Language and Identity." Midwest Conference on Literature, Language, and Media, Northern Illinois University, DeKalb, IL, March 20-21 2009.

---. "Gender Performance in *Dead until Dark* and *True Blood*: Sookie's Negotiation of Femininity and Politeness." National Popular Culture and American Culture Conference, St. Louis, MO, spring 2010.

---. "Helping Students Negotiate Dialects in the Writing Center." *The Writing Lab Newsletter* 34 (May 2010).

---. "The Medium of Medium: the Movement of Time as a Narrative Device." *Television and Temporality: Exploring Narrative Time in 21st Century Programming*, 2011.

---. "My First ECWCA: Collaboration in Practice." *Purdue Online Writing Lab News*. April 10, 2009.

---. "Revisiting Gender and Language: Examining Gendered Language Characteristics of First-Year Composition Papers." Conference on College Composition and Communication, Louisville, KY, spring 2010.

---. "What to Look for When Looking at Gender and Language in Student Writing." Second Conference on the Future of English Studies, U of Illinois Springfield, fall 2009.

---, with Tim Taylor, Fern Kory, Nia Klein, Devin Black, and Serena Health. "Kairotic Moments in the Writing Center." *Praxis: A Writing Center Journal*. 7 (Fall 2009).

Miller, Donica. "Realizing Male Fantasy: An Exploration of Gender Performance during the Enlightenment." Midwest Conference on Literature, Language, and Media, March 2009.

- Patton, Jamie. Presentation, East Central Writing Center Association, 2010.
- Pelaez-Morales, Carolina. "Je: The Double-Mouthed Me." Illinois Philological Association, Millikin U, spring 2008.
- . "Overcoming the 'Double Division of Labor': Engaging English Studies in ESL Community Programs," Future of English Studies Conference in Springfield, Illinois, 2007.
- . Presentation at the Forty-fourth Annual Community College and University English Articulation Conference, U Illinois, Urbana-Champaign, spring 2008.
- Potmesil, Ben. "Editing 'Edmund, King and Martyr.' Aelfric's Anglicization of Hagiography." VAGANTES conference, Bloomington, IN, spring 2012.
- . "Aelfric's Anglicization of Hagiography." Medieval Studies Colloquium EIU, fall 2011.
- . "More than Meets the Eye: Cultural Differentiation and Assimilation in Michael Bay's *The Transformers*." Popular Culture Association, April 2012.
- Spear, Rashelle. "Harley 7333 Reconsidered." Medieval Studies Colloquium, EIU. Spring 2012.
- , and Philip Gallagher. "Performance Theory in the Writing Center: A Dramatic Session Suggestion." Midwest Writing Centers Association Biennial Fall Conference, October 2011.
- , and Jennifer Hudson, Fern Kory, Tim Taylor, and Ken Webb. "Reading the Writer: What We Hear in the Writing Center." Allerton Articulation Conference, April 2011.
- Stromski, John. Presentation at East Central Writing Center Association, 2010.
- Taylor, Corey. "Q: Temporality and Identity in Postmodern Fiction" at the Midwestern Conference on Literature, Language, and Media in Dekalb, Illinois, 2008.
- Ullrich-Ferguson, Loretta. "Remembering the Ladies: Lee Smith's Reworking of *Absalom, Absalom*." Illinois Philological Association, April 2007.
- Walker, Clint. "McRib Ending Soon." *Jersey Devil Press*. June 2012.
- . "Empty Nail." *Line Zero* 2(3).
- Webb, Kenneth. "Penny for Your Thoughts: Modeling Collaboration for the Writing Center." Midwest Writing Center Association Conference, University of Wisconsin, Madison WI, October 2011.
- . "Reading the Writer: What We Hear in the Writing Center." Allerton English Articulation

Conference, Monticello, IL, April 2011.

---. "Writing: the Roleplaying Game." Allerton English Articulation Conference, Monticello, IL, April 2012.

Awards and grants won by MA students in English 2008-2012

- Decker, Kathy. First Place, Vehicle Poetry Contest, spring 2011.
- Gallagher, Phil. Williams Travel Award, spring 2012.
- Hebeler, Bryan. EIU Interdisciplinary Center for Global Diversity Grant, spring 2012.
- Hudson, Jennifer. Williams Travel Award, spring 2011.
- McDuffie, Kristi. EIU Women's Studies Essay Award, spring 2010.
- Spear, Rashelle. Williams Travel Award spring 2011.
- Stromski, John. EIU Graduate School Thesis Award of Excellence, College of Arts and Humanities.
- Webb, Ken. Williams Travel Award, spring 2011.
- English Graduate Student Organization (EGSO) Conference Travel Grants:

Laura Gallardo, John Klyczek, Kristi McDuffie, Jamie Patton, and Jamie Van Allen, Phil Gallagher, Jessica Glade, Jennifer Grindstaff, Bryan Hebeler, Jennifer Hudson, Greg Peterson, Ben Potmesil, Rashelle Spear, Doug Urbanski.

Totals:

- 38 presentations off campus at regional, state, and national conferences
- 7 publications

Williams Travel Awards:

- 2008-9: 5
- 2009-10: 6
- 2010-11: 3
- 2011-12: 4

Thesis Award of Excellence for the College of Arts and Humanities, 2011

Appendix E: Faculty Awards, Grants, & Other Recognition

ABELLA, Olga

Illinois Arts Council Grant for *Bluestem*/KARAMU, 2008, 2009, 2010, 2011, 2012, 2013.

Story published in *Bluestem* online quarterly was included in *Best of the Net Anthology 2011* as an Editor's Choice selection, 2012.

Bluestem was included in *Best of the Magazine Markets for Writers Directory*, 2011.

Story published in *Bluestem* was featured in *The Wingleaf Top 50 Short Fictions of the Year*, 2011.

Nominated for Distinguished Honors Faculty Award, 1997, 1998, 1999, 2000, 2002, 2004, 2008, 2010.

500 Award from the Edward and Helen Oppenheimer Foundation for KARAMU's Excellence, 2008.

Illinois Arts Council Literary Awards for works published in KARAMU, 2001, 2005, 2007, 2008.

BREDESEN, Dagni

Achievement and Contribution Award: Balanced (2011).

Redden Grant (2010).

Women's Studies Travel Grant (2010, 2011).

Interdisciplinary Center for Global Diversity Travel Grant (2010, 2011).

CAMPBELL, Julie

Invited Lectures

"Writing Renaissance Emblems: Hearts on Fire in the *First Part* of *The Countess of Montgomery's Urania*," EIU Humanities Center Faculty Lecture, Doudna Fine Arts Center, Charleston, IL, January 30, 2012.

"Early Modern Women and Transnational Communities of Letters," with Anne Larsen, Susan Felch, and Meredith Kennedy Ray, Newberry Library, March 31, 2010.

Honors, Grants, and Awards

EIU Council on Faculty Research Grant, for research at L'Arsenale, Paris, France, June 2011.

Elected to the Executive Board of the Society for the Study of Early Modern Women (SSEMW), a three year-term, starting 2010.

Achievement and Contribution Award, for research, teaching, and service, Eastern Illinois University, 2008.

FREDRICK, Terri

Wakonse Fellow, Faculty Development selection. 2011.

Redden Grant for Undergraduate Instruction, Eastern Illinois University. 2006, 2008.

Council for Faculty Research Summer Research Grant. 2008, 2009.

College of Arts & Humanities Travel Grant. 2006, 2007, 2008, 2011.

GAY, Roxane***Literary Recognition***

Million Writers Award Notable Story. *Girls With Eating Disorders*. 2012.

Pushcart Prize Nomination for *Girls With Eating Disorders* in *Friction Review*, 2011.

Pushcart Prize Nomination for *I Am a Knife* in *The Literarian*, 2011.

Pushcart Prize Nomination for *Knife Man* in *Good Men Project*, 2011.

Pushcart Prize Nomination for *There Are Distances Between Us* in *Brevity*, 2011.

Pushcart Prize Nomination for *We Are Magnificent* in *Dark Sky Magazine*, 2011.

Best of the Net Nomination. *Girls With Eating Disorders*. 2011.

Dzanc Books Best of the Web Nomination. *Do You Have a Place For Me?* 2011.

Electric Literature Critical Hit Awards, Best Rant. *The Solace of Preparing Fried Foods and Other Quaint Remembrances from 1960s Mississippi: Thoughts on The Help*. 2011.

Million Writers Award Top Ten Story. *Do You Have a Place For Me?* 2011.

Million Writers Award Notable Story. *There Is No "E" in Zombi Which Means There Can Be No You Or Me*. 2011.

Million Writers Award Notable Story. *Do You Have a Place For Me?* 2011.

James Tiptree Jr. Award Long List. *Things I Know About Fairytales*. 2010.

Million Writers Award Top Ten Story. *This Program Contains Actual Surgical Procedures*. 2010.

Million Writers Award Notable Story. *Between Things*. 2010.

Million Writers Award Notable Story. *Bone Density*. 2010.

Million Writers Award Notable Story. *Gravity at the End of the World*. 2010.

Million Writers Award Notable Story. *The Mark of Cain*. 2010.

Million Writers Award Notable Story. *Things I Know About Fairytales*. 2010.

Million Writers Award Notable Story. *This Program Contains Actual Surgical Procedures*. 2010.

Pushcart Prize Nomination for *Fat Girl's Rhapsody* in *Sententia 2*, 2010.

Pushcart Prize Nomination for *How* in *Annalemma 6*, 2010

Pushcart Prize Nomination for *The Small Tragedies of Children* in *Emprise Review*, 2010.

Pushcart Prize Nomination for *The Weight of Water* in *Monkeybicycle 7*, 2010.

Pushcart Prize Nomination for *Contrapasso* in *Artifice 1*, 2010.

KORY, Fern

Achievement and Contribution Award, Balanced category (2011).
EIU Faculty Laureate (2005-2006).

Redden Grants (2012, 2003) for purchase of children's and young adult literature for Booth Library collections.

College of Arts and Humanities Travel Grants (2011, 2010, 2008, 2007, 2006, 2005, 2003, 2002, 2000, 1996).

Council on Faculty Research Summer Research Grants (2010, 2000, 1998).

Council on Faculty Research (CFR) Grant (2008).

Children's Literature Association Research Travel Grant (2008).

HANLON, Christopher

2011 Achievement and Contribution Award, Eastern Illinois University.

2011 Outstanding Honors Professor Nominee, Honors College, Eastern Illinois University.

2010 Excellence in the Use of Technology Award, Eastern Illinois University.

2010 Eastern Illinois University Council on Faculty Research, Summer Research Grant (\$4000), "Black Saxons and the Fugitive Slave Law."

2009 Achievements and Contributions Award, Eastern Illinois University.

2009 Redden Fund Grant for the Improvement of Undergraduate Instruction (\$1500).

2009 Eastern Illinois University Council on Faculty Research, Summer Research Grant (\$4000), "The Transatlantic Picturesque."

2009 Outstanding Graduate Mentor Nominee, Graduate School, Eastern Illinois University.

2009 Outstanding Honors Professor Nominee, Honors College, Eastern Illinois University.

2008 Faculty Development Award.

HOBBERMAN, Ruth

Awards

Achievements and Contributions Award for research, 2011.

College of Arts & Humanities Travel Grant, 2010, 2011.

KNIGHT, Lania

Grants

EIU College of Arts and Humanities Faculty Travel Fund, Apr 2011.

LUDLOW, Jeannie

Awards

Achievement and Contribution Award, Balanced Category. EIU, 2010.

Redden Grant, Women's Studies Program, EIU. 2009, 2010.

Research – Grants

Interdisciplinary Center for Global Diversity Travel Grant, for the Louisville Conference on Literature and Culture since 1900, Louisville, KY, Feb., 2012

Faculty Development Travel Grant, for the National Women's Studies Association conference in Atlanta, GA, November, 2012

Interdisciplinary Center for Global Diversity Travel Grant, for the American Literature Association conference in Boston, MA, May, 2011

College of Arts and Humanities Travel Grant, for the Louisville Conference on Literature and Culture since 1900, Louisville, KY, Feb., 2011
Faculty Development Travel Grant, for the National Women's Studies Association conference in Denver, CO, November, 2010
Mary Lily Travel Grant, awarded for research at the Sally Bingham Center for Women's History and Culture at Duke University, for summer, 2009
Summer Research/Creative Activity Award, EIU, 2009

MCGREGOR, McGregor

Teaching Awards

Achievement and Contribution Award, Teaching Category, 2008.
Outstanding Thesis Director, 2008, awarded by the English Graduate Student Organization.

PANJWANI, Jyoti

Summer Research and Creative Activity Awards from the Office of Research and Sponsored Programs, Eastern Illinois University, 2011.

PARK, Suzie

Interdisciplinary Center for Global Diversity Faculty Travel Award, Spring 2012.
College of Arts and Humanities Research Special Credit Units Award, Fall 2012.
UCLA William Andrews Clark Memorial Library Research Fellowship, August 2011.
Faculty Development Support Grant, Spring 2007, Fall 2008, Fall 2009.
Council on Faculty Research Grant, Eastern Illinois University, Summer 2007, Summer 2008.
Arts and Humanities College Travel Grant, Spring 2007, Spring 2009.

RAYBIN, David

Honors

Carnegie Foundation for the Advancement of Teaching/Council for Advancement and Support of Education, Illinois Professor of the Year, 2011.
Eastern Illinois University Distinguished Faculty Award, 2011.
Professional Advancement Award, 2011.

Grants

National Endowment for the Humanities:
"Chaucer's *Canterbury Tales*." Summer Seminar director, 2011 (with Susanna Fein).
London UK.
"Chaucer's *Canterbury Tales*." Summer Seminar director, 2009 (with Susanna Fein).
London UK.
Illinois Humanities Council:
"Re-encountering Shakespeare," Major conference grant, 2009.
"Chaucer's *Canterbury Tales*." Major conference grant, 2008.
Eastern Illinois University Summer research grants, 2009, 2011.
College of Arts and Humanities Travel Fund grants, 2008, 2009, 2010, 2011, 2012.

SMITH, Jad***Grants and Awards***

Arts and Humanities Research Travel Grant, EIU, Spring 2012.

Summer Research Grant from Council on Faculty Research, Eastern Illinois University, 2011.

Achievement and Contribution Award (balanced category), EIU, 2009.

Arts and Humanities Research Travel Grant, EIU, Spring 2009.

Arts and Humanities Research Travel Grant, EIU, Spring 2008.

TAYLOR, Tim

Nominee for Outstanding Graduate Faculty Mentor Award, Eastern Illinois University, Academic Year 2008-2009, 2009-2010.

Achievement and Contribution Award—Balanced Category of Teaching, Research, & Service, Eastern Illinois University, Academic Year 2008-2009.

Editorial Review Board Member of *Praxis: A Writing Center Journal*, Fall 2010 to present.

Editorial Board Member for *The Journal for Civic Commitment*, Fall 2007 to present.

WHARRAM, C. C.***Awards***

College Travel Award, Office of the Dean of the College of Arts and Humanities, EIU, March 2012.

Summer Research Award, Office of Research and Sponsored Programs and the Council on Faculty Research, EIU, April 2011.

College Travel Award, Office of the Dean of the College of Arts and Humanities, EIU, March 2011.

Faculty Development Support Grant, Office of the Director of Faculty Development, EIU, February 2011.

Undergraduate Research Award (Kristen Schaibly), Office of the Dean of the Honors College, EIU, Spring Semester 2011.

University “Achievement and Contribution” Award for Balanced Category: Research, Teaching, and Service, November 2010.

Excellence in the Use of Technology Award, “The Close Reading Cooperative,” Center for Technology Academic Support, EIU, September 2010.

Mattoon Community Trust Award: As a board member of the Mattoon Depot Restoration Committee, part of the Coles County Historical Society, I wrote a grant application for the restoration of the original benches for the Mattoon Train Depot and won a grant of \$4,000, July 2010.

Coles County Historical Preservation Award, for restoration of the “Jeffries House” on Monroe Avenue, Charleston IL, June 2010.

College Travel Award, Office of the Dean of the College of Arts and Humanities, EIU, April 2010.

College Travel Award, Office of the Dean of the College of Arts and Humanities, EIU, April 2009.

Faculty Development Support Grant, Office of the Director of Faculty Development, EIU, February 2009.

Excellence in the Use of Technology Award for Teaching, Research, and Service, Center for Technology Academic Support, EIU, September 2008.

Lumpkin Family Foundation, Regional Grants Program Award: As a board member of the Fox Ridge Foundation of Central Illinois, I wrote a grant application for the Student Intern Program at Fox Ridge State Park, and won a grant of \$5,820 for the foundation, July 2008.

Summer Research Award, Office of Research and Sponsored Programs and the Council on Faculty Research, EIU, April 2008.

Undergraduate Research Award (Christopher Houchens), Office of the Dean of the Honors College, EIU, Spring Semester 2008.

College Travel Award, Office of the Dean of the College of Arts and Humanities, EIU, March 2008.

WIXSON, Christopher

Distinguished Honors Faculty Award Winner (2012).

Distinguished Honors Faculty Award Nominee (2007, 2008, 2011).

Jay Tunney Travel Grant, International Shaw Society (2010).

Outstanding Graduate Faculty Member Award Nominee, English Graduate Student Organization (2008).

WORTHINGTON, Marjorie

Undergraduate Research, Scholarship, and Creative Activities Award, 2011.

College Travel Award, Eastern Ill Univ., 2011.

Achievement and Contribution Award-Service, Eastern Ill. Univ., 2010.

Achievement and Contribution Award-Balanced, Eastern Ill. Univ., 2008.

College Travel Award, Eastern Ill. Univ., 2008.

Appendix F: Faculty Publications

ABELLA, Olga

- "The P-Mate" (poem), *Poetry Bay*, 2012.
- "What It Takes" (poem), *Syracuse Cultural Workers' 2013 Women Artists Datebook*, 2012.
- "Poor Cow" (poem), *Red Ochre Press*, 2011.
- "Oh, My Dandelion" (poem), *The Long-Islander Newspaper*, 2011.
- "Listening to Her Speak", *The Mom Egg Literary Journal*, 2011.
- "Memory", *The Long Island Quarterly*, 2010.
- "Nothing It Seems" (poem), *The Long-Islander Newspaper*, 2010.
- Editor of *Clerihews for the Few*, Book of poems by George Jones, 2010.
- "The Witch Doctor" (poem), *Ginosko Literary Journal*, 2009.
- "The Ways of Dogs" (poem), *Ginosko Literary Journal*, 2009.
- "The Scab" (poem), *Ginosko Literary Journal*, 2009.
- "The Dream" (poem), *Ginosko Literary Journal*, 2009.
- Watching the Wind* (collected poems), Writers Ink Press, 2008.

AMES, Melissa

- "Where Have All the Good Men Gone?: A Psychoanalytic Reading of the Absent Fathers and Bad Dads in ABC's *Lost*." *The Journal of Popular Culture*. [forthcoming in 2013].
- "How to Save... a Nation? Televisual Fiction Post-9/11." *Manufacturing Phobias*. Eds. Hisham Ramadan and Jeffrey Schantz. [chapter in forthcoming anthology in 2013].
- "Feminine Mystique," "Reality Television," "Sitcom," "Soap Opera," and "TV Homemakers and Housewives." *The Encyclopedia of Women and Popular Culture*. Ed. Gina Misiroglu. NY, NY: Facts on File, Inc., 2013. [forthcoming].
- Time in Television Narrative: Exploring Temporality in 21st Century Programming*. Jackson, MS: University Press of Mississippi, 2012.
- Women & Language: Essays on Gendered Communication Across Media*. Jefferson, NC: McFarland, 2011. [Co-editor & contributor of this collection].
- "When Predator Becomes Prey: The Gendered Jargon of Popular Culture." *Gender & Sexual Identity*. Ed. Michael Johnson. New Castle, Cambridge Scholars Publishing, 2011. 77-108.
- "Vamping up Sex: Audience, Age, & Portrayals of Sexuality in Vampire Narratives." *Journal of Dracula Studies* 12.0 (Fall 2010): 83-106.
- "*Twilight* Follows Tradition: Vampire Narratives across Time & Media Face 'Biting' Critiques for their Portrayals of Gender & Sexuality." *Bitten by Twilight: Youth Culture, Media, and the Twilight Saga*. Eds. Melissa Click, Jennifer Stevens Aubrey, and Elizabeth Behm-Morawitz. NY: Peter Lang, 2010. 37-54.
- "The (Inter)Active Soap Opera Viewer: Fantastic Practices & Mediated Communities." *Writing and the Digital Generation: Essays on New Media Rhetoric*. Ed. Heather Urbanski. Jefferson, NC: McFarland Press, 2010. 19-32.

- “MD² (Medical Docs and Melodrama): Tuning into Primetime’s Weekly Dose of Postmodern Feminism.” *Agora* (September 2008).
- “MD² (Medical Docs and Melodrama): Tuning into Primetime’s Weekly Dose of Postmodern Feminism.” *Grace Under Pressure: Grey’s Anatomy Uncovered*. Eds. Cynthia Burkhead and Hillary Robson. New Castle, Cambridge Scholars Publishing, 2008. 108-120.

BINNS, Donna

- “The Bionic Woman: Machine or Human.” *Technology and Disability*. Ed. Kathryn Allan. Undergoing peer review with Palgrave/Macmillan.
- “Beyond the Five-Paragraph Essay: Teaching Genre Awareness.” *Illinois English Bulletin* 95.2 (Spring/Summer 2008): 80-89.

BOSWELL, Ann

- “Making a Way out of No Way: African American Women and the Second Great Migration [book review] *Journal of American Culture*, Sept, 2010.
- “The Ties that Buy,” [book review] *Journal of American Culture*, Dec, 2009.

BREDESEN, Dagni

- “On the Trail of the First Female Detectives.” *The First Female Detectives in British Fiction*: a new edition of *The Female Detective* by Andrew Forrester, Jr. (1864) and *Revelations of a Lady Detective* by W.S. Hayward (1864). Transcribed, edited and introduced by Dagni Bredesen. Ann Arbor: Scholars’ Facsimiles and Reprints, 2010.
- The First Female Detectives in British Fiction*: a new edition of *The Female Detective* by Andrew Forrester, Jr. (1864) and *Revelations of a Lady Detective* by W.S. Hayward (1864). Transcribed, edited and introduced by Dagni Bredesen. Ann Arbor: Scholars’ Facsimiles and Reprints, 2010.

CAMPBELL, Julie

Co-edited Volumes

- In Dialogue with the Other Voice in Sixteenth-Century Italy: Literary and Social Contexts for Women’s Writing*. Edited by Julie D. Campbell and Maria Galli Stampino. The Other Voice in Early Modern Europe. Toronto: Centre for Reformation and Renaissance Studies, University of Toronto, 2011.
- Early Modern Women and Transnational Communities of Letters*. Edited by Julie D. Campbell and Anne R. Larsen. Aldershot: Ashgate, 2009. Honorable Mention in the category of Collaborative Projects for the Society for the Study of Early Modern Women 2010 Book Awards.

Articles and Chapters

- “English and Continental Women.” *Renaissance Women Online*. Brown Women Writers Project, updated and expanded, forthcoming.
- “The *Querelle des femmes*.” *Ashgate Companion to Women and Gender in Early Modern Europe*. Ed. Allyson Poska, Jane Couchman, and Katherine McIver. Farnham: Ashgate, forthcoming, 2013.

- “Silvio Antoniano and Christian Feminine Virtue” with a translated excerpt from Antoniano’s *Three Books on the Christian Education of Children* (1584), In *Dialogue with the Other Voice in Sixteenth-Century Italy: Literary and Social Contexts for Women’s Writing*, The Other Voice in Early Modern Europe. Toronto: Centre for Reformation and Renaissance, 2011. 59-71.
- “Stefano Guazzo’s *Civil conversatione* and the *Querelle des femmes*” with a translated excerpt from Guazzo’s *Civil conversatione* (1574), In *Dialogue with the Other Voice in Sixteenth-Century Italy: Literary and Social Contexts for Women’s Writing*. The Other Voice in Early Modern Europe. Toronto: Centre for Reformation and Renaissance, 2011. 73-88.
- “Francesco Andreini, On Taking a Wife” with a translation of Andreini’s “Sopra del pigliar moglie: Ragionamento Quinto” from *Ragionamenti fantastici* (1620), In *Dialogue with the Other Voice in Sixteenth-Century Italy: Literary and Social Contexts for Women’s Writing*. The Other Voice in Early Modern Europe. Toronto: Centre for Reformation and Renaissance, 2011. 265-287.
- “Writing Renaissance Emblems: Flaming and Tortured Hearts in *The First Part of the Countess of Montgomery’s Urania*,” *The Sidney Journal* 28.1 (2010): 1-24.
- “Crossing International Borders: Tutors and the Transmission of Young Women’s Writing,” *Early Modern Women and Transnational Communities of Letters*, Aldershot: Ashgate, 2009. 213-228.
- “Masque Imagery and the Tradition of Immobilization in *The First Part of the Countess of Montgomery’s Urania*,” *Renaissance Studies*, 22.2 (2008): 221-39.

Book Reviews

- Lyndan Warner, *The Ideas of Man and Woman in Renaissance France: Print, Rhetoric, and Law*, *Renaissance Quarterly*, 64.4 (2011).
- Alison Conway, *The Protestant Whore: Courtesan Narrative & Religious Controversy in England, 1680-1750*, *THE, the Times Higher Education*, no. 1, 959 (5-11 August 2010): 53.
- Laurie Ellinghausen, *Labor and Writing in Early Modern England, 1567-1667*, *Seventeenth-Century News* 68. 1/2 (2010): 25-28.
- Sarah Ross, *The Birth of Feminism*, *THE, the Times Higher Education*, no. 1, 942 (8-14 April 2010): 49.
- Paul Salzman. *Reading Early Modern Women’s Writing*. *Seventeenth-Century News*, 66. 3 & 4 (2008): 11-21.

ENGLES, Tim

- “‘What did she see?’: The White Gaze and Postmodern Double Consciousness in Walter Dean Myers’ *Monster*.” (co-author with Fern Kory) *Children’s Literature Association Quarterly* (forthcoming).
- “Incarceration, Identity Formation, and Race in Young Adult Literature.” (co-author with Fern Kory) *English Journal* 102.4 (forthcoming, March 2013).
- “Whiteness.” *Oxford Bibliographies in Atlantic History*. Trevor Burnard, ed. Oxford University Press (forthcoming, Fall 2012).
- “African American Whiteness in Gloria Naylor’s *Linden Hills*.” *African American Review* 43.4 (Winter 2009): 661-79.

“DeLillo and the Political Thriller.” *The Cambridge Companion to Don DeLillo*.
Cambridge University Press, 2008: 66-76.

Selected Reviews, Reference Entries, Interviews

Biographical entries. “Chang-rae Lee,” “Li-Young Lee.” *Great Lives: Asian and Pacific Islander Americans*. Salem Press. (forthcoming)

Character study. “Henry Park, in Native Speaker by Chang-rae Lee.” *Student’s Encyclopedia of American Literary Characters*. Volume 2. Manly/Facts on File, 2008: 759-60.

FREDRICK, Terri

“Rethinking Evaluation: Using Computer Reviewing Tools to Talk with Students about Their Writing.” *Writing and the iGeneration: Composition in the Computer-Mediated Classroom*. Ed. Terry Carter and Maria A. Clayton. Southlake, TX: Fountainhead Press, 2009. 121-140.

“Facilitating Better Teamwork: Analyzing the Challenges and Strategies of Classroom-Based Collaboration.” *Business Communication Quarterly* 71.4 (December 2008): 439-455.

“Practicing Professional Communication Principles by Creating Public Service Announcements.” *Business Communication Quarterly* 71.1 (March 2008): 58-63.

Book Reviews

“Review of *Internships: Theory and Practice*. *Issues in Writing*.” Forthcoming.

Edited Collection

Getting In Is Not Enough: Women and the Global Workplace. Johns Hopkins UP, 2012.
With Colette Morrow.

GAY, Roxane

Ayiti. Artistically Declined Press. 2011.

Selected Short Stories and Essays (Print)

Group Fitness. *Oxford American*. 2013.

I Will Follow You. *West Branch*. 2013.

I’m Going to Cook Our Dinner in an Easy Bake Oven and You’re Going to Like It. & Now 2: *The Best Innovative Fiction*. &Now Books. 2013.

Open Marriage. *Minnesota Review* 80. 2013.

See Me. Feel Me. Let Me Belong. *Frequencies*. 2013.

North Country. *New Stories From the Midwest 2012*. Indiana University Press. 2013.

Year I Learned Everything. *Prairie Schooner*. 2013.

Alone Together. *Inch*. 2012.

A Pat. *NOON*. 2012: 35-37.

The Architecture of Motion. *The Word Riot 10th Anniversary Anthology*. Word Riot Press. 2012.

Bad Feminist. *Virginia Quarterly Review*. 2012.

The Careless Language of Sexual Violence. *Best Sex Writing 2012*. Cleis Press. 2012: 118-126.

Critical Mass. *Normal School*. 2012: 57.

Do Not Diminish. *Bitch*. 2012.

Do You Have a Place For Me? *Million Writers Award: The Best New Online Voices*. Spotlight Publishing. 2012.

Down to Bone. *New Stories From the Midwest 2011*. Indiana University Press. 2012.

Glades People. *Normal School*. 2012: 58.

Go DeeJay. *Engender Me: An Anthology*. P.S. Books. 2012: 40.

Handsome Men Who Love Ugly Women. *Anobium*. 2012: 25.

How to Be Friends With Another Woman. *Women's Health, Australia*. 2012.

How to Write a Love Story. *Indiana Review 34,1*. 2012: 17-24.

In the Manner of Water or Light. *Forty Stories: New Writing From Harper Perennial*. Harper Perennial. 2012: 274-284.

Just Be Nice. *Stymie Magazine*. 2012: 7-9.

The Nature of Living Things. *Passages North 33*. 2012: 100-103.

North Country. *Best American Short Stories 2012*. 2012.

Sentimental Lies, Marvelous Creatures, Stiff Creams and Veloutés. *Mid-American Review*. 2012.

Sweet on the Tongue. *Pinch*. 2012: 131-150.

Through the Womb. *Willow Springs 70*. 2012: 68-70.

To Scratch, Claw, or Grope Clumsily or Frantically. *Ninth Letter*. 2012.

To Think the Mouth Can Generate Such Heat. *Hair Lit. Vol. 1*. 2012.

Typical First Year Professor. *Los Angeles Review*. 2012.

We Are the Sacrifice of Darkness. *American Short Fiction 55*. 2012: 89-111.

We Cannot Be More Than We Are. *The Way We Sleep*. 2012.

Who We Are Beneath the Glass. *Versal 10*. 2012: 30-36.

Why the Help is Hopeless. *New York Daily News*. 2012.

Alias: The Complete Series or Some Hearts Beat Fainter Than Others. *Re:Telling*. Ampersand Books. 2011: 184-186.

Anger of Others, The. *Moon Milk Review Anthology*. 2011: 52-60.

Around Her Neck, The Weight of Stones. *The Santa Fe Literary Review*. 2011: 81-83.

Baby Arm. *Big Muddy*. 2011: 89-93.

Bare Chested Men In Public Make Me Uncomfortable. *Uncanny Valley*. 2011: 28-30.

Down to Bone. *Midwestern Gothic 1*. 2011: 34-43.

The Harder They Come. *Trnsfr #4*. 2011: 34-35.

Lucy Lives in a World of Infinite Possibility. *Avery Anthology 7*. 2011: 101-108.

Meaty Mating Habits of Midwestern Men, The. *The Lifted Brow*. 2011: 42.

More Hers Than His. *The Chattahoochee Review 31.1-2*. 2011: 13-15.

North Country. *Hobart 12*. 2011: 74-85.

Strange Gods. *Black Warrior Review 37.1*. 2011: 138-154.

Voodoo Child. *Quick Fiction 18*. 2011: 10.

We Are All So Happy Now. *Cream City Review. 35.1* 2011: 58-64.

The Why of Everything, Everything, Everything. *Thunderclap*. 2011: 74.

You Never Knew The Waters Ran So Cruel So Deep. *Tarpaulin Sky*. 2011: 114-116.

Ayudame. *Buffalo ArtVoice. 9.39* 2010: 25.

Contrapasso. *Artifice Magazine*. 2010: 45-60.
 Copper Miner's Sad Sad Song, The. *Hint Fiction: An Anthology of Stories in 25 Words or Less*. W.W. Norton. 2010: 151.
 Down to Bone. *The Mid American Review*. 30 2010: 318-53.
 Ever. Happily. After. *Sententia 1*. 2010: 106-113.
 Fat Girl's Rhapsody. *Sententia 2*. 2010: 109-123.
 Five Pieces of a Broken Heart. *Annalemma 7*. 2010: 88-99.
 How. *Annalemma 6*. 2010: 116-27.
 How the Girl in the Glass Sheds Her Skin. *Gargoyle*. 2010: 253-55.
 Pretty Teeth Make a Perfect Smile. *The Emerson Review*. 2010: 15-20.
 Technicolor Girl. *Broken Plate*. 2010: 15-18.
 Weight of Water, The. *Monkeybicycle 7*. 2010: 193-198.

Selected Short Stories and Essays (Online and Otherwise Digital)

The Alienable Rights of Women. *The Rumpus*. 2012.
 The Anger of the Male Novelist. *Salon*. 2012.
 Apocalypse Story. *Wigleaf*. 2012.
 Beyond the Measure of Men. *The Rumpus*. 2012.
 Break All the Way Down. *Joyland*. 2012.
 Brief Encounters with Famous Men, Famous Women, Fictional Men. *Hobart*. 2012.
 Daniel Tosh and Rape Jokes. Still Not Funny. *Salon*. 2012.
 Franzen Doesn't Get Twitter. *Salon*. 2012.
 Girls Girls Girls. *The Rumpus*. 2012.
 Glass. *Atticus Review*. 2012.
 The Good Wife. *Atticus Review*. 2012.
 How All Things Rot. *Heavy Feather Review*. 2012.
 How to Be Friends With Another Woman. *Jezebel*. 2012.
 In the Manner of Water or Light. *Storyville App*. 2012.
 I Did Not Marry For Love. *Atticus Review*. 2012.
 The Illusion of Safety/The Safety of Illusion. *The Rumpus*. 2012.
 Is Love (Color) Blind? *The Wall Street Journal*. 2012.
 Jonah Lehrer Throws It All Away. *Salon*. 2012.
 One Step Forward, One Step Back. *Wall Street Journal*. 2012.
 Peculiar Benefits. *The Rumpus*. 2012.
 A Place Where We Are Everything. *The Rumpus*. 2012.
 Resolved: A Year of Great(er) Expectations. *The Rumpus*. 2012.
 Sick Culture Cheers Sandusky Verdict. *Salon*. 2012.
 Something Sweet For Someone Good to Hold Onto. *Cobalt Review*. 2012.
 The Super Museum. *The Common*. 2012.
 A Tale of Three Coming Out Stories. *The Rumpus*. 2012.
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