

*This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to [jdecker@palomar.edu](mailto:jdecker@palomar.edu) no later than 3/2/2009*

## Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Discipline: English**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	4,344	4,445	4,459	Self Explanatory
Census Enrollment Load %	101.95%	95.41%	94.93%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	17,025	17,541	17,624	Weekly Student Contact Hours
FTEF	567.51	584.72	587.46	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	46.87	46.40	47.19	Total Full-Time Equivalent Faculty
WSCH/FTEF	363	378	373	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	20.57	19.78	18.58	FTEF from Contract Faculty
Hourly FTEF	22.93	23.20	25.33	FTEF from Hourly Faculty
Overload FTEF	3.37	3.42	3.28	FTEF from Contract Faculty Overload
Part-Time FTEF	26.30	26.62	28.61	Hourly FTEF + Overload FTEF
Part-Time FTEF %	56.12%	57.36%	60.62%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	91.93%	91.57%	92.36%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	66.91%	63.81%	65.43%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	1	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

Enrollments at census are up 115 from '04 to '06 and 106 from '06 to (preliminary) '07, giving the department an increase of 221 over the four year period; our Census Enrollment Load % has increased to 96.06% for Fall '07; WSCH is up 599 from '04 to '06 and has increased 405 from '06 to '07; FTEF is up 19.95 from '04 to '06 and 13.51 from '06 to '07. While Full-Time FTEF declined from '04 to '06 (-1.99), from '06 to '07 it increased by 3.07. Over the three year period from '04 to '06 we experienced an increase in Part-Time/(Total FTEF)%, due in part to increased full-time faculty leaves. The percentage has dropped between '06 and '07 from 60.62% to 55.35%, reflecting the decrease in full-time faculty leaves. However, the department has added twenty part-time instructors over the previous three years and this, along with increased growth, suggests that we aren't moving toward the 75/25 ratio mandated by the state. Furthermore, the department faces the likely loss of 3 to 4 full-time instructors over the next three years.

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**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</b></p> <p>Basic Skills Initiative: The department is well represented on the college Basic Skills Initiative committee and has moved to focus greater attention to basic skills in the on-going development/changes in the department. Our Spring '09 department Professional Development Day features Basic Skills as its central theme with workshops addressing various issues for establishing an effective program.</p> <p>One component of the Basic Skills Initiative is the pilot Teaching-Learning Center for the Escondido campus. Though the center will address tutoring and learning needs of all Palomar students, a core role will be to improve services provided to our basic skills students. We have begun the process of planning our tutor training program and hope to have this operating at least in its initial form by Fall '08.</p> <p>Further, we have learned from the first semester of the Early Acceptance Program (Fall '07) that many students entering our basic skills classes through early enrollment lack a strong sense of academic responsibility and an understanding of appropriate classroom decorum. To address these concerns, our Department Chair is meeting with Theresa Egkan-Hogan, Counseling, to discuss content for a one unit counseling course to improve students' readiness for English classes.</p> <p>A third component to our basic skills program is a pilot project for Fall '08, which links an English 10 class with a Reading 50 class. We believe that linking the two developmental courses will result in increased student retention and success throughout students' educational careers. If the project proves effective, we will increase the number of linked developmental writing and reading classes.</p> <p>We have established a department Growth Committee to evaluate long-term department growth in its myriad forms: increase in student enrollments, class numbers, classroom needs (department designated classrooms and technology), courses offered (both composition and literature), faculty needs, retention rates, success rates, and so forth. This committee will begin work in Spring '08. In Spring '06 the Systems Office gave full approval to our A.A. English Degree. To date, one student has pursued this degree. This spring</p>	<p><b>a. Curriculum, programs, certificates and degrees</b></p> <p>Basic Skills Initiative: The department continues to be well represented on the college Basic Skills Initiative Committee. In addition, Steve McDonald (Dean of the Language and Literature Division and key member of the Basic Skills Initiative Committee) has been invited to our department meetings on an ongoing basis to further enhance communication on matters involving English. The English Department Professional Development Day, held January 31, 2009, was well-attended by full-time and part-time faculty who overwhelmingly applauded the general session (an overview of Basic Skills Initiative progress and goals), the breakout sessions (including sessions on Basic Skills planning and faculty involvement, English Department tutoring, and separate sessions for our developmental and transfer-level composition courses), and overall opportunity to gather and discuss professional matters.</p> <p>Construction on the Teaching-Learning Center at the Escondido campus will begin soon. Our department is collaborating with others to create a campus-wide tutor training program, and two of our members have joined a sub-committee of the Basic Skills Initiative Committee, which began meeting this month, to move that project forward.</p> <p>The new one-unit counseling course for improving students' readiness for English classes, COUN 197, was added to the curriculum and offered for the first time in Fall 2008. Enrollments were unfortunately low, so we are exploring ways to improve them, including linking COUN 197 with the English 10/Reading 50 Learning Communities described below.</p> <p>In Fall 2008, we offered one such Learning Community, linking English 10, Reading 50, and a counseling component but encountered a problem with the registration process, which was not structured to guarantee that all students must enroll in both courses. Beyond this problem, the results of our pilot project were encouraging enough (students enrolled in both classes earned GPAs a full point higher than students enrolled in only one section) to consider continuing and expanding the project if the registration issue could be resolved. Since then, Steve McDonald has worked to create a new method for listing the Learning Communities in the class schedule and automatically enrolling students for all linked sections, and the English Department has approved expanding to four or five Learning Communities for Fall 2009.</p>

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<p>we will work to expand our English Majors' Group to generate increased student interest in the AA Degree in English.</p>	<p>Our department's Growth Committee continues to meet and bring items before the department for discussion. Our English Majors Group has expanded to include more activities, including outings to the Old Globe, workshops on career opportunities and transferring, and monthly meetings.</p>
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>The department has added one composition course in previous semesters to meet high student demand. To encourage more enrollments in literature courses, we have moved a number of literature classes to more appealing days and times. We also have formed a Literature Committee, which holds on-going meetings to examine and propose ways to better inform students of our literature courses and to increase interest in and appreciation of literature.</p> <p>Scheduling continues to challenge our very large department. The college lacks enough rooms to provide classes on days and at times students most prefer them. The limited room space also negatively impacts our ability to switch a low enrolled three unit class with a four unit class. Further, scheduling problems sometimes prevent us from making full use of our computer classroom.</p> <p>Another scheduling problem relates to keeping our part-time faculty. Part-timers who must travel long distances, such as from San Diego, turn down opportunities to teach classes that meet four (and sometimes three) times per week because the rising cost of gas cuts increasingly into their low pay. As a result, we are forced to keep a larger cadre of part-time faculty than might otherwise be required.</p>	<p><b>b. Class scheduling</b></p> <p>We were required to cut 31 sections (7 from the Summer schedule, 12 from the Fall schedule, and 12 from the Spring schedule) to meet the state budget mandate despite increasing college enrollments, creating even greater student demand for remaining sections. Enrollments in our literature classes have increased dramatically in Spring 2009 and appear to validate our efforts in scheduling (moving some of these classes to more desirable days and times) and promotion (by the Literature Committee and individual instructors).</p> <p>The mandated cuts to our schedule and the addition of two modular building classrooms have prevented our scheduling challenges from worsening, but we still lack sufficient space in suitable classrooms to allow for the scheduling changes we desire.</p> <p>Classes that meet four (or even three) days a week remain difficult to staff with part-time faculty for the practical reasons cited. In addition, the cuts to our schedule have meant that we have been able to offer only one section to some part-time faculty accustomed to teaching two sections, in effect handing them a 50% pay cut from which commuting costs consume an even larger share.</p>

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

<b>PLAN – 2007-08</b>	<b>Progress – 2008-09</b>
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></p> <p>English Dept. classrooms: We would like to convert all P classrooms to "smart" classrooms with smart lecterns and workstations and audio/visual controls used in conjunction with AV equipment (video projector, sound system and any/all AV playback technology). Using larger classrooms for English 10 (full enrollments of 30) helps us build growth, but it means that literature classes, which have caps of 38 but don't usually fill beyond the high 20's, must meet in smaller classrooms. This technology, however, should be available for all our courses, even the composition classes.</p>	<p><b>a. Equipment/Technology</b></p> <p>English Department classrooms: All our P-building classrooms were converted to "smart" classrooms during Summer 2008. These technological resources have been widely used and appreciated by our faculty for both literature and composition classes.</p> <p>Drop-In Lab (Writing Center) and Computer Classroom: During Summer 2008, we were able to purchase new computers and workstations for both of these facilities. The new computers have greatly reduced the need for</p>

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<p>Drop-In Lab and Computer Classroom: We have reached a critical point with maintaining the computers in our drop-in lab and computer classroom. The computers are at least three years old and out of warranty. Our requests for new computers always result in our being given used computers from other departments. Having to accept used computer equipment is puzzling since we are the largest core-curriculum department on campus. During Fall '07, John Goldsworthy (our department technician) replaced six computer hard drives in the drop-in lab and computer classroom. We have almost depleted our stock of replacement parts; soon, machines will not be repairable. We must have new, not used, machines to provide students with reliable technology in our drop-in lab and the computer classroom.</p> <p>While the campus undergoes extensive remodeling/building over the next seven to eight years, we request that our Writing Center (Drop-in lab and tutoring) be placed permanently in an appropriate location. Moving the center every two or three semesters disrupts and undermines our service to students. Kelley Hudson-Mac Isaac, Manager of Facilities Planning, is presently working with us to establish a relatively permanent place for the classroom and lab; we hope the arrangement will serve us well until completion of the new Humanities building.</p> <p>Other technology needs: We need local wireless access points where coverage is variable and weak in English "designated" classrooms, the Drop-in lab and computer classroom, and the department offices.</p> <p>The English Department copier is old and has broken down and is in need of costly repairs not covered by the service contract. Too, the machine requires a rather hefty service contract fee. We, therefore, need a new copier, one that would better meet the needs of our high-demand department. We have identified a machine that can be purchased and serviced through a Comet Copy program. The copier is a Konica/Minolta BIZHUB 200. We estimate the cost to be around \$4000.00 (which includes taxes, etc.).</p>	<p>repairs that previously kept some computers out of service, and the new workstations, in which the computer monitors can be stowed away when not in use, allow greater flexibility for instruction in the Computer Classroom.</p> <p>Also during Summer 2008, our Writing Center and Computer Classroom were relocated to two adjacent modular buildings (MB-3 and MB-4) where we understand that they may remain until our new Humanities building is completed. While having a temporarily "permanent" location for these facilities is a definite improvement, having them so far away from the English Department remains less than ideal.</p> <p>Wireless Access Points: No progress has been made in improving wireless access.</p> <p>We were able to purchase the Konica/Minolta BIZHUB 200 in Summer 2008, a vast improvement over our old copier; we are happy, too, with the service program through Comet Copy. Since then, our department's central laser printer, used by all English faculty with offices in P-2, has ceased to function and is beyond repair. As a result, the Konica/Minolta machine currently functions as the only printer for fourteen full-time faculty members and part-time faculty using our workroom computer, in addition to serving as a copier for our entire faculty and our ADA. During peak hours, the Konica/Minolta machine is in almost constant use, and having no other printer available, faculty members are sometimes simply unable to print documents when needed. In addition, should the Konica/Minolta machine ever be temporarily out of service, more than half of our faculty would be without any printer. Consequently, we need to replace the defunct laser printer. The HP LaserJet 4515N with a memory upgrade to 640MB is the most affordable option recommended by Information Services. We estimate the cost to be \$1400 (not including taxes).</p>
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b>          Developing English Majors/AA Degree Program: The department would like \$100.00/semester to fund and build our English Majors Program with the aim of generating more student interest in acquiring an AA in English. The money would be used to print flyers for announcements, provide food at gatherings, and generally meet costs to build the program.</p> <p>New workstations for Writing Center and computer classroom:          15-18 workstations needed for the Writing Center and 30 workstations for the</p>	<p><b>b. Budget</b>          Developing English Majors/AA Degree Program: The department would still like \$100.00 per semester to help fund activities and events for our English Majors Group. Thus far, our funding has been limited to private donations.</p> <p>New workstations for Writing Center and computer classroom:          We received funding for 16 new computers and workstations for the</p>

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<p>computer classroom. Current prices: \$1393.70 per workstation; 116.04 taxes/fees=\$1509.74 total each. Total estimated cost ranges from \$67,900.00 to \$72,500.</p> <p>Converting P-1, P-3, P-5, P-7, P-9 to Smart Classroom status: Workstations \$1510.00; Desk to House Workstation \$575.00; Pixie Controller for Multimedia \$165.00; Digital Projector \$805.00; Speaker \$180.00; Mounts for Projector \$158.00; Mounting Plate \$85.00; Cables \$115.00; Subtotal per room: \$3600.00. Total for 5 rooms: \$18,000.00. (Amounts listed are per classroom.)</p>	<p>Writing Center and 33 (including an instructor station) for the Computer Classroom. Within the next year, we will need two printers, a copier/scanner, headphones, and brochures; total estimated cost for these items is \$2000. We also want to purchase grammar software for the Writing Center and are in the process of researching products and cost.</p> <p>Converting P-1, P-3, P-5, P-7, P-9 to Smart Classroom status: We received funds to complete this project in full.</p>
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b></p> <p>As the largest department on campus, the English Department has very few designated classrooms. At present we have seven: five in the P building (plus P-32, which serves us well only for the larger Humanities classes) and two in other locations. More designated classrooms will allow us greater flexibility in scheduling, especially during high volume days and times, resulting in better service to students. Further, while some students like three and four day/week schedules, many prefer two day/week patterns, which can't be achieved without more classrooms. Finally, having more classrooms would allow us to teach in a manner appropriate to our composition and literature needs. Some classrooms we presently use are amphitheater style seating, are configured in other ways inappropriate to our needs, or simply contain equipment that makes teaching/learning difficult for our discipline.</p>	<p><b>c. Facilities</b></p> <p>Our division received two additional modular-building classrooms (MB-5 and MB-6); we have been able to schedule classes in MB-6, somewhat improving our ability to schedule classes in appropriate rooms. We continue to lack enough classrooms to allow us to re-pattern courses that currently meet four days a week or in odd three-days-a-week patterns that are difficult for both students and faculty to schedule around.</p> <p>P-32 remains sufficient for the large (team-taught) Humanities sections, and we have been able to relocate smaller classes to more appropriate classrooms. However, P-32, frequently used by other departments for events, needs new carpet (it is torn in places and very badly stained and soiled).</p>
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b></p> <p>The English Department presently has a cadre of twenty-six full time faculty members. Over the next three years we may lose as many as four members, one due to a position shift and the others to retirements. If these losses occur, we will slip further from the state mandated 75/25 full-time to part-time faculty teaching load.</p>	<p><b>d. Faculty position(s)</b></p> <p>The number of full-time faculty continues to decline; after Spring 2009, we will have only twenty-four. As noted, the percentage of classes taught by full time faculty continues to decline.</p>
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p> <p>Writing Center/Tutoring: Money is needed to provide evening tutoring at our main campus site. At present, the department doesn't offer tutoring to our evening students. Adding tutors would also necessitate our hiring another night technician.</p>	<p><b>e. Staff position(s)</b></p> <p>Writing Center/Tutoring: In response to the campus-wide 25% budget cut, the English Department Writing Center eliminated the evening lab hours, resulting in savings from not paying night techs. Based on the expected expansion of tutoring that will accompany the Basic Skills Initiative and a clear directive from English faculty, our current need, especially for 2009-2010, is to substantially increase our tutoring capabilities to handle the</p>

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<p>Escondido Teaching-Learning Center: The pilot Teaching-Learning Center, projected to open in Fall '08, necessitates our hiring and training more tutors. We don't yet know how many tutors will be required or the number of hours they will serve per week. However, we will have to hire new tutors. We are also in the process of planning a reorganization of the tutoring program for English, entailing a consolidation of all hiring and training of tutors. Again, we don't yet know what this restructuring and training will cost.</p>	<p>expected demand from English instructors requiring more tutoring, re-open the lab in the evening, and staff it with techs and tutors.</p> <p>Escondido Teaching-Learning Center: The Teaching-Learning Center is in on track to open in Fall '09, and we have begun the preliminary work required to define the number of tutors needed; the English Department is aware that the funding for the new tutors will be coming from the BSI and HSI grants. The Tutoring sub-committee of the Basic Skills Initiative Committee began meeting this month to begin developing a campus-wide tutor training program; the English Department Chair and Writing Center Director both serve on it.</p>
<p><b>f. Other</b></p> <p>None.</p>	<p><b>f. Other</b></p> <p>None.</p>

**5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

Align scheduling, course and program offerings to meet the needs of students. The English Department endeavors to schedule literature courses at regular and appropriate times and to encourage students' continuing academic involvement by maintaining these courses. We have resisted canceling literature classes with lower enrollments, being especially committed to our core courses for English majors. The department also seeks to offer more and varied literature classes and to assist students in the transfer process by increasing and protecting these important classes.

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

English 50 Program: The English 50 program has well defined outcomes that we identify on the rubric used to score the students' final exams. The passing numbers—5, 4, and 3—on the rubric identify the outcomes. Achieving a 5, 4, or 3 demonstrates the students have produced the outcomes required by the department for students at this level. English 50 is a "gateway" course; that is, as our highest level developmental course it feeds students directly into English 100 (Freshman Composition), the first transfer level course. Students in English 50 learn basic grammar, mechanics and composition skills. The final, a department-wide exit essay exam, counts 30% of their course grade. All full-time faculty and part-time faculty currently teaching English 50 grade the finals. Every grading session begins with training, wherein the instructors discuss and norm three to four current student essays. Each final is holistically read/graded by two instructors; to ensure objectivity and fairness, neither reader is the student's own teacher, and readers do not share their grade results with each other. Grades for the final (and throughout the course) are determined using a five-point rubric. This rubric is a recent modification from a six-point rubric, reflecting the department's actions to improve the grading based on assessment of the learning outcomes.

**b. Discuss a learning outcome that is observable yet difficult to measure.**

Students in composition courses must learn how to create an effective thesis statement, one that expresses the writer's position or attitude about a specific subject. While almost all students become proficient at choosing subjects and creating thesis statements, some move beyond the perfunctory, creating compelling, thoughtful topics and theses, evidencing genuine originality and authenticity. What is observable but difficult to measure is when a writer understands the role of the thesis statement as a door to his or her subject matter, creating a thesis that allows him or her to approach a subject in a unique and productive way.

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**7. Describe a discipline accomplishment that you want to share with the college community.**

The English Department continues to produce BRAVURA, a premier college publication. Under the leadership of Carlton Smith and Rocco Versaci, the magazine, comprised of student poetry, stories, photography, artwork, and comics, exemplifies the depth and range of literary and artistic talent in our students.

Faculty Accomplishments - Conferences/Presentations:

Leanne Maunu—

Co-Presenter, "A Continuum of Critical Reading and Writing Skills Using 'The Emperor's New Clothes,' Grades 6-College," Cal-PASS section, Strengthening Student Success Conference, San Diego, California, October 2006.

Co-Presenter, "Using Non-Fiction as a Critical Thinking Exercise," Cal-PASS section, Strengthening Student Success Conference, San Jose, California, October 2007.

"National Identity and Expatriation in Charlotte Smith's The Young Philosopher," American Society for Eighteenth-Century Studies (ASECS), Las Vegas, Nevada, March 2005.

"Vindicating Nationalism: Using the French to Understand the British in Mary Wollstonecraft's Nonfiction," Eighteenth and Nineteenth Century British Women Writers Conference (BWWC), University of Louisiana at Lafayette, April 2005.

"Violence and Female Community in Frances Burney's Evelina and The Wanderer," Special session of The Aphra Behn Society for Women in the Arts, American Society for Eighteenth-Century Studies (ASECS), Atlanta, Georgia, March 2007.

Volunteer Chair, "Rethinking the Boundaries of Separate Spheres in Jane Austen" panel, Eighteenth and Nineteenth Century British Women Writers Conference (BWWC), University of Louisiana at Lafayette, April 2005.

Deborah Paes De Barros—

"Contemporary Women's Literature and the Road," presented at the American Literature Association Conference, San Diego, Oct. 2005.

Idyllwild Poetry Conference. Summer 2007 and upcoming Summer 2008.

Rocco Versaci—

"Are Comic Books Literature?" Comic Book Talk Radio. [www.wsradio.com](http://www.wsradio.com), San Diego. 7 February 2008.

Faculty Accomplishments - Publications:

Japtok, Martin. "The Gospel of Whiteness': Whiteness in African American Literature." *Amerikastudien/American Studies* 49.4 (2004): 483-98.

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- . Growing Up Ethnic: Nationalism and the Bildungsroman in African American and Jewish American Literature. U. of Iowa Press, 2005.
- . "Making Sense of 'Race' and Ethnicity in Literature: An Essay-Review of Ezra Cappell's American Talmud; The Cultural Work of Jewish American Fiction, Dean J. Franco's Ethnic American Literature: Comparing Chicano, Jewish, and African American Writing, and Ezra Tawil's The Making of Racial Sentiment: Slavery and the Birth of the Frontier Romance." Studies in the Novel 39.4 (Winter 2007): 489-95.
- . "A Neglected Study in White—Ann Petry's Country Place. The Critical Response to Ann Petry. Ed. Hazel Arnett Ervin. Westport, CT: Praeger, (2005): 354-65.
- . "Pauline Hopkins' Of One Blood, Africa, and the 'Darwinist Trap.'" African American Review 36.3 (2002): 403-15. Reprint in: Intercultural America. Eds. Alfred Hornung, Winfried Herget, and Klaus Lubbers. Heidelberg: Winter, 2007.
- . Ed. Postcolonial Perspectives on Women Writers from Africa, the Caribbean, and the U.S. Africa World Press, 2003.
- Maunu, Leanne. "Home Is Where the Heart Is: National Identity and Expatriation in Charlotte Smith's The Young Philosopher." European Romantic Review 15.1 (March 2004): 51-71.
- . "Quelling the French Threat in Frances Burney's Evalina." Studies in Eighteenth-Century Culture 31 (2002): 99-125.
- . Women Writing the Nation: National Identity, Female Community, and the British-French Connection, 1770-1820. The Bucknell Studies in Eighteenth-Century Literature and Culture series. Lewisburg, PA: Bucknell Univ. Press, 2007.
- Paes De Barros, Deborah. Fast Cars and Bad Girls: Nomadic Subjects in Women's Travel Stories. Peter Lang Press, 2004.
- . "5 Days After the Equinox" (poem) San Diego Poetry Annual 2007.
- . "It's an Anti-Corporate Life: The True Meaning of Capra's Christmas Classic." Los Angeles Times Opinion Section, 12/26/07.
- . "Traveling the Highway to Consciousness: Twentieth Century American Travel Writing." Cambridge Companion to American Travel Writing. Cambridge Press, 2008.
- . "When Sardines Run Again," and "My Mother's Cologne." (poems) Arsenic Lobster April 2008.
- Versaci, Rocco. This Book Contains Graphic Language: Comics as Literature. New York: The Continuum International Publishing Group, 2008.
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- . "The Changjin Reservoir: Same Themes, Larger Scope." EC Archives Two-Fisted Tales, Volume 2. West Plains, MO: Gemstone, 2007. 212.



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*This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to [jdecker@palomar.edu](mailto:jdecker@palomar.edu) no later than 3/2/2009*

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Zacharias, Gary, ed. Christianity. Detroit: Greenhaven Press, 2006.

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

None needed.

**9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.**

Does not apply.

**10. Other comments, recommendations:**

The department has two overarching concerns not addressed thus far in this document. First, we continue to be dissatisfied with the college's assessment instrument, the COMPASS exam. It often places students in higher level composition courses than their preparation and skills merit, resulting in frustration for students and instructors alike. More important, inappropriate placement leads to lower retention and success rates. (The concern about the testing instrument is not, incidentally, limited to our English department. Similar views have been expressed by numerous English departments in the state community college system.)

Second, we respectfully request the college not seek to increase class sizes beyond their present numbers. Composition courses are extremely work intensive for students and instructors and, given that students often require individual attention with their writing in and out of the classroom, productivity and success decrease as class sizes increase. If our intention is to promote student retention and success, the college must join us in holding the line on class sizes.

**Please identify faculty and staff who participated in the development of the reviewer's planning:**

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Andrea Bell, Abbie Cory, John Goldsworthy, Brent Gowen, Richard Hishmeh, Charles Ingham, Martin Japtok, Ann Maioroff, Leanne Maunu, Pam McDonough,

Fergal O'Doherty, Deborah Paes De Barros, Judy Stafford, John Tagg, Rocco Versaci, Steve Wozniak, Gary Zacharias, Sue Zolliker, Bruce Orton.

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Department Chair/Designee Discipline Review and Signature

Date

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Division Dean Review and Signature

Date

**Please identify faculty and staff who participated in the development of the reviewer's progress/status report -  
Input Names Here:**

John Goldsworthy, Brent Gowen, Richard Hishmeh, Leanne Maunu, Fergal O'Doherty, Bruce Orton, Gary Zacharias, Sue Zolliker;

also, the full-time faculty was consulted on priorities and matters involving Learning Communities, tutoring, and the Writing Center.

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Department Chair/Designee Discipline Review and Signature

Date

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Division Dean Review and Signature

Date