

UNM-Taos Program Review Checklist

Name of Program:

Writing & Speaking Department

Name of Contact Person:

Robin Shawver, Department Chair

Review Categories to be addressed:

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|-------|--|-------------------------------------|
| I. | Description of Program's Mission and Introduction to Self-Study | <input checked="" type="checkbox"/> |
| II. | Description of the Program's Goals | <input checked="" type="checkbox"/> |
| III. | Demonstrate relevance and impact of curriculum | <input checked="" type="checkbox"/> |
| IV. | Demonstrate the assessment of student learning and
the use of assessment to make program improvements | <input checked="" type="checkbox"/> |
| V. | Students | <input checked="" type="checkbox"/> |
| VI. | Faculty | <input checked="" type="checkbox"/> |
| VII. | Resources and Planning | <input checked="" type="checkbox"/> |
| VIII. | Facilities | <input checked="" type="checkbox"/> |
| IX. | Program Comparisons and Articulation with Main Campus (if appropriate) | <input checked="" type="checkbox"/> |
| X. | Summary: Program's Strengths, Weaknesses and Vision for the Future | <input checked="" type="checkbox"/> |

UNM-Taos Program Review

I. Introductory Section, Background Information & Description of the Program's Mission

a. INTRO

This department does not have any specialized/external program accreditations.

This is the first Academic Program Review for this department.

The UNM-Taos Writing & Speaking Department offers composition, literature, technical writing and public speaking courses designated to provide students with the skills needed to be successful in both their academic and work lives. Through these courses, students develop reading, writing, and critical thinking skills needed to attain an AA degree, transfer to a four-year college or university, or move directly into the workforce. This mission also includes the promoting of such technological literacy as information retrieval, research, and communication. Overall, the department encourages self-awareness, comprehension, and communication skills needed to participate in an ever-changing world.

II. Description of the Program's Goals

Each course has their own specific Student Learning Outcomes that align with both main campus and HLC. For example, English 110, 111-112, and 113 have the following SLOs:

1. By the end of the course, students will be able to write using English diction, grammar and mechanics appropriate to context and rhetorical purpose.
2. By the end of the course, students will be able to integrate others' positions and perspectives into their writing ethically, appropriately and effectively in various mediums and technologies.
3. By the end of the course, students will be able to formulate a main idea into a thesis and support that thesis in writing with observations and evidence.

The instructor of each course goes over the Student Learning Outcomes that are presented in the syllabus the first day of class. Each instructor subsequently refers to the SLOs as she or he sees fit throughout the semester. Finally, the rubric used to grade all core course final essays are directly related to the SLOs.

III. Teaching and Learning: Curriculum

On average the Writing & Speaking Department offers 16 courses fall and spring semesters, and 2 courses during the summer semester. Out of those 34, there are only 2 courses that are not considered core courses.

Students seeking any AA degree or further need to take 9 credit hour courses from the Writing & Speaking Department, including English 110 and English 120.

The English 110 content is delivered in three course pathways and two modalities. A student depending on their placement through ACER and the Internal Writing Placement Exam (that uses the aforementioned SLO Rubric) is put into English 110, or English 111-112 (a yearlong course), or English 113 (a four-credit course that has an extra lab hour component). We also offer English 110 through a hybrid modality for students who would like to do more of the work online. English 120 is offered as a face-to-face class, a hybrid class, as well as a completely online class.

IV. Teaching and Learning: Continuous Improvement

As a department and not a program we do not have a specific program assessment plan instead we do the annual core course reports. The Writing & Speaking Department has been

reporting on English core courses since 2014 and we added the courses from Communications & Journalism in 2016.

Students are expected to develop reading, writing, and critical thinking skills needed to attain an AA degree, transfer to a four-year college or university, or move directly into the workforce. Students are also expected to attain technological literacy as information retrieval, research, and communication. Overall, the department encourages self-awareness, comprehension, and communication skills needed to participate in an ever-changing world.

As English 120 is the capstone course for our department we can consider these course learning outcomes as our student learning outcomes for the department as a whole. The English 120 Student Learning Outcomes are as follows:

1. By the end of the course, students will be able to argue, in writing, for a point of view using opinion, facts and inferences from primary and/or secondary research.
2. By the end of the course, students will be able to analyze arguments from a variety of genres, for strategies, claims, evidence and rhetorical context.
3. By the end of the course, students will be able to synthesize secondary research in writing and apply bibliographic citation style(s).

The Student Learning Outcomes are follow the mandates SLOs for all core courses from UNM main campus. They are communicated to faculty from the Department Chair and to the students on each of their syllabi and gone over with by the faculty. A rubric has been designed to assess the final essay within each SLO category. Instructors have the option of introducing the rubric earlier in the semester. The recommendation is that the student uses the rubric themselves to do a self-assessment and then rework the essay accordingly. They then have a peer review where the peer used the rubric to assess the essay. Finally, the instructor uses the rubric to give a final grade. The rubric has been adjusted over the years to offer a more clear and realistic assessment method for both students and instructors.

The department adjusts curriculum and student support outside of the classroom depending on each year's data collection and subsequent annual core curriculum report. Each core course utilizes the Student Learning Outcome Rubric to assess the final essay or speech for that course. Data is collected from each academic year from all core courses and then a report is generated. Depending on the averages for each year different steps have been taken. For instance, if there was a drop in mechanics we offered more workshops at our student success center.

V. Students

Total Enrollment* AY 2015/AY 2016			
SUBJ	2015	2016	Total by SUBJ
CJ	190	169	359
ENGL	479	421	900
Total per AY	669	590	1259

* Duplicated
Headcount

ENGLISH							
	2015			2016			Grand Total
	F	M	Total	F	M	Total	
American Indian	22	20	42	20	17	37	79
Asian	6	4	10	1		1	11
Black or Afro American		1	1	3	2	5	6
Hispanic	18 7	11 2	299	17 6	99	275	574
Native Hawaiian	1		1				1
Non-Res Alien	1		1				1
Race/Ethnicity Unknown	3	3	6	4	4	8	14
Two or More Races	7	9	16	2	6	8	24
White	72	31	103	44	42	86	189
ENGL	29 9	18 0	479	25 0	17 0	420	899

CJ							
	2015			2016			Grand Total
	F	M	Total	F	M	Total	
American Indian	9	12	21	10	7	17	38
Asian	2		2	1	1	2	4
Black or Afro American		3	3				3
Hispanic	83	47	130	76	44	120	250
Non-Res Alien				1	1	2	2
Race/Ethnicity Unknown	1		1				1
Two or More Races	2	2	4	1	1	2	6
White	14	15	29	14	12	26	55
Total	111	79	190	103	66	169	359

VI. Faculty

The Writing & Speaking Department has a full-time Department Chair who teaches two to three courses a semester. There is an average of 4 to 5 adjunct instructors every semester who teach in the English area. For the Communications & Journalism area, we have one full time faculty who teaches four to five courses a semester.

Robin Shawver, MFA Writing, from California College of the Arts and a BA in English from Mills College has been teaching at UNM-Taos since 2005. She has been the Department Chair since 2010, before that she was English Department Coordinator in 2009 and English 102 Assessment Coordinator in 2008. She has taught at all levels of core course composition as well as creative writing and literature courses. She has also developed all of these courses as hybrid, online, and hy-flex modalities. Her professional development has mostly been in the areas of online learning and student engagement. She has received multiple certificates from Quality Matters and SLOAN Learning Consortium.

Since 2011, **Laura Lynch**, M.A. English, has taught dozens of Composition, Literature, and Creative Writing courses as an adjunct faculty member at UNM-Taos. Laura has coached student writers for over five years and contributes to the ongoing development of UNM-Taos' Writing Studio (WS), both online and face-to-face. Together with colleague Amber Gordon, Laura is currently co-developing the WS's online tutoring component with the expansion of ZOOM video technology. Prior to joining UNM-Taos, Laura lived, worked, and taught for two decades abroad:

for several years at the University College Cork in Ireland, teaching freshmen English and seminar courses in literature, and later both English Lit. and ESL at the University of Ghent in Belgium. In addition to teaching credentials, Laura brings editorial and publishing expertise to the table. A development editor of college textbooks in-house for seven years at McGraw-Hill in New York City and at Allyn & Bacon in Boston, Laura founded a freelance editorial side business. Her client list includes international firms and magazines in New York, Antwerp, and Brussels, as well as award-winning writers in Taos. Her ongoing professional development has focused on creative non-fiction master courses in the past few years, an intensive boot-camp copywriting course in Florida with AWAI (American Writers and Artists, Inc.), and ongoing mentoring and course work with NAMW – the National Association of Memoir Writers.

During the academic 2017/2018 year **Amber Gordon** served as adjunct faculty for developmental writing, the Director of the Writing Studio in our tutoring center, and served on Faculty Senate as the Secretary. She developed, and coordinated a workshop series alongside other departments; compiled resource texts for instructors in a wide range of content areas for curriculum ideas and engagement practices; developed online support structures for writing faculty acting as writing coaches to support students with writing across the curriculum; she developed and implemented a Level One College Reading and Learning Association (CRLA) training program for peer tutors in mathematics and general studies; brought trainers from UNM to conduct Safe Zone Training at UNM-Taos; recently attended Supplemental Instruction Supervisor training in order to develop a peer support program alongside faculty members in select courses and coordinated the move of the Center for Academic Success and Achievement (CASA) from a portable to a fixed location in 2016. Gordon published three referred journal articles; she co-presented the workshop “Remembering your student self: Strategies for inclusive teaching practices” at Faculty Orientation at UNM-Taos; presented a co-authored paper at the Mentorship Institute of UNM Conference titled “Strategies for Effective Mentorship Through Leadership Across Student Success Supports;” presented at La Cosecha and the Alliance of Hispanic Institution Educators (AHSIE) on best practices and student engagement in a higher education writing classroom utilizing culturally sustaining teaching practices; and brought internationally known storyteller Joe Hayes to campus for an academic event in how to do storytelling open to faculty, students, and staff which was later followed by a community event. Gordon has been teaching writing in higher education for the past twelve years; she holds two master’s degrees, one in the Teaching of Writing, and one in Literature; she is currently working towards a Phd in Bilingual Education at UNM in the College of Education, Department of Language, Literacy, and Sociocultural Studies; this summer she will complete her Graduate Certificate in TESOL.

Anne Cunningham: Professional development included attending a 3 day conference at the University of Northern Colorado on feminism and modernist literature, where I was selected

to present a paper. I attended many workshops on publishing, teaching feminism & literature, and had the pleasure of being part of the first international feminist & modernist literature conference. The experience was also invaluable in terms of bringing new approaches to teaching literature to my classes. My research work this past academic year includes beginning work on a new book MS on women performance artists and feminism in the 1960s & 1970s. I also wrote an article titled "Failure of a New Kind" about Djuna Barnes that is under review by *Feminist Modernist Studies*, the new journal for the feminist inter-modernist association. I also submitted my conference presentation on Jean Rhys for the essay prize for the FiMA conference. My other creative work includes song writing, and I finished writing and recording a forthcoming LP with my husband this year as well. We also had a song placed on the TV show *The Affair*. This semester was challenging as I had an incident regarding a male student making sexist and insensitive comments that offended many female students. I felt equipped to deal with this in the classroom given my training as a gender & literature scholar, and I had great support from the Department Chair, but it was still very stressful given that it upset the classroom dynamic and disrupted other students ability to learn. I am also glad that I was able to actively work on my own scholarship and creative writing endeavors, but as an adjunct Instructor it is difficult and I'm not able to attend as many conferences for professional development as I would like to given my current income.

Amber Burke is now in her third semester as adjunct faculty at UNM-Taos. She has been teaching a variety of composition classes (English 110,113, and 120) to both regular and dual-credit students as well as Literature to high school students enrolled in the Upward Bound summer program. She previously worked as adjunct faculty in the English Department of Johns Hopkins University. She is continuing her professional development by working on assessment for UNM Taos. She has taken the necessary online trainings to familiarize her with FERPA in order to access campus reports and is working with main campus to hone her skills in data pathways, Excel use, creating and revising SLO's, and survey design. While continuing to work on a novel, she frequently contributes articles to *Yoga International*. Her poem, "Cerro Pedernal" published in the Summer 2018 issue of *Sky Island Journal*.

Bill Whaley: In the summer of 2017, I attended a week-long Equity Leadership seminar, emphasizing issues of social justice, sponsored by Adams State, New Mexico Highlands, and UNM-Taos. In the fall of 2015 I briefly attended at UNM main campus, a graduate course in teaching composition with Professor Tiffany Bourelle and a course on Heidegger with Iain Thomson. Due to financial challenges, I was unable to attend more than a couple of classes. Regardless I learned how teaching composition today incorporates multimedia modules, which I have used in my Technical writing courses at the Taos branch. Since then I have also been rereading Heidegger, especially given Thomson's interpretation of art in Taos vis-à-vis scholar Severin Fowles' *The Archaeology of the Doings: Secularism and Pueblo Religion*."

Whenever possible I attend lectures in local venues on pertinent issues while reading daily, particularly in the literature of philosophy and the essay. After passing my PhD exams in 1997 as a Literature major, Philosophy minor, University of Nevada Reno, I returned to Taos for field work and published *Horse Fly*, a monthly journal about culture and politics (1999-2009). Subsequently, I wrote a series of non-fiction essays about my Taos experience (1966-1987), *Gringo Lessons; Twenty Years of Terror (Taos, Nighthawk Press, 2014)* but, alas, not in time to complete the dissertation. In *Taos Portraits* (Taos, Hondo Mesa Press, 2012), a coffee table book, distributed by UNM Press, I edited and/or wrote some 60 profiles of Taos artists from the moderns to contemporaries. Currently, I am writing a book (*Taos Redux: The Horse Fly Investigations*) about local culture, based on the last twenty years of research, activism, and journalism. Since the fall of 1989, I have been teaching writing and literature. In the spring of 2010, I resumed teaching at UNM-Bachelor and Graduate program, extended university for upper division students, including courses on advanced writing, the literature of novel, philosophy, film, and the Southwest. My approach to teaching literature for non-majors mirrored the training I experienced as a teaching fellow in the Western Tradition or History of Ideas at the University of Nevada, Reno. I teach writing as a process of revision based on academic experience for both expository and creative approaches gained at University Nevada, Reno, Lake Tahoe Community College, UNM extended university, and the Taos Branch of UNM.

VII. Resources and Planning

The Writing & Speaking Department falls under the Department of Instruction and is part of its resources allocation.

VIII. Facilities

This department falls under the Department of Instruction and is part of its facilities allocation.

IX. Program Comparisons and Articulation with Main Campus

The department follows all program decisions made by the English department at Main Campus.

X. Summary & Future Direction

Each year the department has developed in terms of curriculum, assessment, and student engagement. Looking forward we find it would be best for the department to have more full time or part time faculty. This would lend itself to less turn over as adjuncts tend to leave more often. The continuity of faculty has a strong influence on how curriculum is developed and improved.