

Using the Interactive Whiteboard to Increase Student Retention, Attention, Participation,
Interest, and Success in a Required General Education College Course

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Abstract

This study examines the degree to which the use of Internet and presentation technologies (delivered via an interactive electronic whiteboard) in a required general education American literature survey course affects student retention, attendance, participation, interest, and success. Although there was no significant difference in student performance, students in the technology-enhanced sections self-reported more enthusiasm and interest in the course than did the students in the traditional sections, and perhaps as a result, the retention rate in the experimental sections was much higher than in the control sections. Reasons for and implications of these findings will be addressed in the discussion.

Using the Interactive Whiteboard to Increase Student Retention, Attention, Participation, Interest, and Success in a Required General Education College Course

Student apathy—even outright dislike—regarding required general education courses is endemic across college and university campuses. Many students view such courses (particularly those not in their major fields of study) negatively, and it is a challenge for most instructors to generate student enthusiasm for these courses. As Easley and Hoffman (2001) note of general education history courses, most students are bored by the traditional lecture-format course, a type of instruction usually marked not only by lectures but also by rote memorization—note-taking, exams, and research papers (Sprau, 2001). The same could be said of many other general education courses, including introductory literature courses (Tucker, 2000).

Large class sizes, a resulting sense of impersonality, and the cursory treatment inherent in survey courses contribute to student disinterest in general education courses. High drop-out rates mark many of these courses, as do irregular attendance (Friedman, Rodriguez, & McComb, 2001), lack of active participation by all but a handful of eager students, and low grades. Many students, such as students who were surveyed on their opinions about required history classes (Sprau, 2001), complain that general education courses are boring, repetitive, and irrelevant. Try as she might to bring enthusiasm to her lectures and discussions, the higher education instructor faces the inevitable challenge of reaching students who would have preferred to bypass the class altogether.

Since the advent of the Internet, many colleges and universities have not widely embraced the use of Internet technology in the classroom, as have many K-12 schools (Lanahan, 2002; Warburton, Chen, & Bradburn, 2002). Rather, many institutions of higher education have

focused on the use of Web technology for delivering distance education (“virtual” or “online” courses) and for providing what Krygier and Reeves (1997) term “courseware” for face-to-face classes (supplementary content via instructor Web sites: syllabi, assignments, readings, ThinkQuests, research projects, discussion groups, etc.). Numerous studies (e.g., Campus Computing Project, 2000; Duggan, Hess, Morgan, Kim, & Wilson, 2001; Stith, 2000) are built on a false binary, an either/or division between courses taught traditionally and courses taught via technology (usually in the form of online courses, but sometimes as face-to-face classes that are supported by out-of-class Web resources). While these are certainly valuable uses of emerging technologies, they leave untapped the huge potential for exciting uses of the Internet and other multimedia technologies in the face-to-face college classroom.

Higher education instructors may lag behind their K-12 counterparts due to large class sizes, decreased contact time with students, and the sheer amount of required content that must be covered in college and university courses. While K-12 education has been informed for some time by the constructivist approaches of such theorists as Piaget, many colleges and universities have continued to depend on the traditional lecture method of presentation. This is particularly the case in general education courses, where class sizes may rise to 100 students or more and where the survey nature of the courses causes instructors to move very quickly through large amounts of material. Instructors who teach classes with large enrollments depend almost exclusively on the lecture as the mode of presentation (Lewis cited in Benjamin, 1991), and students generally experience these classes as impersonal (Erwin & Rieppi, 1999; Lewis & Woodward, 1984; Wulff, Nyquist, & Abbott, 1987). Thus, general education classes, which are often quite large, lead to lack of student motivation, interest, satisfaction, attendance, and performance (Easley & Hoffman, 2001; Erwin & Rieppi, 1999; Friedman, Rodriguez, &

McComb, 2001; Gleason, 1986; McConnel & Sosin, 1984; Sprau, 2001; Tucker, 2000; Wulff, Nyquist, & Abbott, 1987).

Though more and more researchers call for “active learning” in the college classroom, making this shift in large general education classes remains a challenge. In the large classes that are so common in colleges and universities, instructors do not have the luxury of conducting Web-based, inquiry-oriented learning during class time. For this reason, many higher education instructors assume there is no role for the Internet in the classroom itself, and if they employ Internet resources at all, they do so through out-of-class assignments and projects. Trinkle (2001) notes that, in the discipline of history, instructors have had most difficulty integrating multimedia and computer technology in survey courses. The same could be said of the resistance to technology integration in other disciplines. Faculty members, says Trinkle, find it challenging to cover necessary content and skills and at the same time implement technology in a meaningful and pedagogically significant manner.

This study sought to measure the impact of adding live Internet resources via an interactive electronic whiteboard presentation system to a general education literature survey course. An interactive electronic whiteboard allows an instructor not only to project images from the Internet but to move beyond mere presentation to highlighting, movement, and interactivity. The instructor can write directly on the screen—either on top of Internet resources or on a blank screen known as the “Notebook.” Thus, multimedia presentation is fused with a dynamic, multi-colored electronic “chalkboard.”

Although there was no significant difference in student performance, students in the technology-enhanced sections self-reported more enthusiasm and interest in the course than did the students in the traditional sections, and perhaps as a result, the retention rate in the

experimental sections was much higher than in the control sections. Reasons for and implications of these findings will be addressed in the discussion.

Method

Student Participants

In order to assess the impact of an interactive electronic whiteboard in the general education college classroom, four sections of ENGL 204, Survey of American Literature, were tested. In Fall 2001 (August 2001–December 2001), two sections served as the control group, with no interactive electronic whiteboard being used in the classroom. In Spring 2002 (January 2002–May 2002), two sections served as the experimental group, with the interactive electronic whiteboard being used in both sections every day of the semester. Total original enrollment in the two fall sections was 74, with 66 students completing the course (a retention rate of 89.2%), while total original enrollment in the two spring sections was 70, with 68 students completing the course (a retention rate of 97.1%).

Course Design

ENGL 204, Survey of American Literature, is a required general education course at a mid-size public general baccalaureate college in the southern region. All students who complete a bachelor's degree at the college must successfully complete four English general education courses, including ENGL 204. The Department of English provides a “common syllabus” which all instructors must follow. It specifies a large percentage of the authors and works that must be taught, though some individual choice remains with the course instructor. (See Appendix A: Common ENGL 204 Syllabus.)

The instructor for the courses involved with this study is a tenured associate professor of English who has taught ENGL 204 nearly every semester since 1991. To preserve the integrity of the study, the Fall 2001 sections and the Spring 2002 sections were virtually identical in reading assignments, homework assignments, exams, and all other requirements. (See Appendix B: ENGL 204 Syllabus Fall 2001 and Appendix C: ENGL 204 Syllabus Spring 2002.)

In 1999, this instructor began exploring ways to integrate Internet resources into homework assignments. For the 2001-2002 academic year (the duration of the interactive electronic whiteboard study), she created “WebQuests” as individual out-of-class work. For each of eight units to be covered in the course, a WebQuest—or guided Web exploration—was offered. To access a WebQuest, students went to the course Web site (available via the Shepherd College WebCT interface). Then, the student would be guided step-by-step, as s/he explored a particular literary and/or cultural topic related to the course. Using the idea of the WebQuest technique developed in 1995 by Tom March and Bernie Dodge at San Diego State University for use primarily in the K-12 classroom, this instructor adapted the active-learning process of K-12 WebQuests to her college classes. Like K-12 WebQuests, the ENGL 204 WebQuests this instructor has developed feature targeted tasks, links to a rich but focused collection of specific Web resources, guidance on how to move through the WebQuest, and an open-ended question the student will answer in an essay at the conclusion of the WebQuest. (See Appendix D: Sample WebQuest.)

Each student was to select one WebQuest to complete at some point in the semester and to write a 1000- to 1500-word essay on the culminating question included in the WebQuest. Additionally, students could complete up to four additional WebQuests for extra credit (documenting their Web work but not writing the accompanying essay). The WebQuest

assignments—and their placement on the course Web site which students could access outside of class—were virtually identical from Fall 2001 to Spring 2002.

The *only* difference between the Fall 2001 sections and the Spring 2002 sections was the use of the interactive whiteboard in the classroom. The Internet (via the interactive whiteboard) was used each day to enhance lecture and discussion with relevant Web sites. The instructor used the technology to enhance her opening lecture each day, to navigate relevant Web sites, to illustrate the particular author's life, writing, and historical context, and to conduct some in-class exploration of the out-of-class WebQuests.

The initial hypothesis of this study was that the introduction of the interactive whiteboard would boost attendance and participation rates, increase quiz, exam and essay scores, enhance student development of primary traits on the out-of-class essays, create stronger overall course grades and lead to greater student satisfaction with and enjoyment of ENGL 204. While student enthusiasm in the experimental sections was markedly higher than in the control sections, there appeared to be no significant difference in attendance and participation, performance on in-class and out-of-class work, or overall achievement in the course. The gap between student response and student performance will be considered in the discussion.

Measurement

Student success in all experimental sections of ENGL 204 was measured in the following ways: pre- and post-course surveys, course-embedded assessment, and aggregate course statistics.

Pre- and Post-Course Surveys

A pre- and post-course survey was administered by colleagues of the instructor. The surveys were designed to assess student interest and attitude toward general education courses in general and literature courses in particular. The surveys were developed with input from the Chair of the Department of English and the Director of the College's Assessment of Student Learning Program.

The pre-course survey was administered on the first day of the semester, *before* the instructor entered the room or distributed the syllabus. Students were assured that their responses would be anonymous and confidential and would in no way affect grades in the course. The survey was a simple, five-point Likert-based test that measured student attitudes toward general education courses overall and toward English/literature courses in particular, as well as their predictions for the degree to which they would attend class, participate in discussions, complete assigned reading, score well on exams and the out-of-class essay, achieve a satisfactory grade in the course, and enjoy the experience of taking the course. Students were invited to add written comments if they wished. The colleague administering the survey collected the surveys and sent them to the assessment office, to be sealed and held until the full completion of the study (until June 2002). (See Appendix E: Pre-Course Survey.)

The post-course survey was administered at the start of the final exam period and was again administered by one of the instructor's colleagues, without the instructor's presence in the classroom. Again, students were assured that their responses would be anonymous and confidential and would in no way affect grades in the course. This post-course survey was also a five-point Likert-based survey designed to gauge student interest in general education courses in general, their interest in English/literature courses in particular, and the degree to which they felt

successful in the course, understood the course material, and enjoyed the course. Students were again invited to add written comments if they wished. The colleague administering the survey collected the surveys and sent them to the Assessment Office, to be sealed and held until the full completion of the study (until June 2002). (See Appendix F: Post-Course Survey.)

Course-embedded Assessment

A performance-based assessment through primary trait analysis was conducted in all experimental sections. Using this technique, particular performance outcomes were identified and scored with a 5-point rubric.

The performance-based assessment was applied to the out-of-class essays students wrote in response to one of the WebQuests. Thus, evaluating these out-of-class essays served as a course-embedded culminating assessment activity. A three-person panel of English instructors reviewed each essay for the particular skills to be assessed. This assessment was done independently of and subsequent to the actual grading and instructor evaluation of the essays.

Each student submitted his/her essay electronically. The instructor kept one “clean” copy of the essay, then “marked” another version electronically for return to the student. The “clean” copies of the essays were used during the post-semester primary trait analysis. The second copies of the essays—used only for the purposes of this study—have been kept on file, along with the score sheets completed by the three reviewers.

The learning outcomes evaluated through the performance-based assessment were:

- Student will demonstrate—in essay-embedded references as well as a documented reference page—the ability to conduct effective Internet research.
- Student will effectively synthesize the Internet research material into a cohesive essay.

- Student will demonstrate in a cohesive essay a rich understanding of the literature's social, cultural, and historical contexts (as evidenced in the Internet resources collected, presented, and discussed).

Ten essays were selected randomly for each of the four sections, for a total of 40 evaluated essays. (See Appendix G: Assessment Rubric.)

Aggregate Course Statistics

Aggregate statistics for both sections were also compiled. These statistics documented original course enrollment, final course enrollment, retention rate, attendance rate, participation level, quiz scores, exam scores, essay scores, and final course grades.

Results

Results of the pre- and post-course surveys, course-embedded assessment, and aggregate course statistics were mixed. Significant results were found in student attitudes, student assessment of class discussion/instructor, student response to WebQuests, and student response to the interactive whiteboard.

Pre- and Post-Course Surveys

For full results of the pre- and post-course surveys, see Appendix H: Tabulated Results of Pre-Course Survey and Appendix I: Tabulated Results of Post-Course Survey.

Student attitudes. The pre-course surveys for all sections indicated that students were enrolled in ENGL 204 primarily because it was a required course. See Table 1 below.

Table 1. *Student attitudes: pre-course surveys (Fall 2001 and Spring 2002).*

Survey Item	Strongly or moderately agreed	No opinion	Strongly or moderately disagreed
“ENGL 204 is required for completion of my degree.”	89.5%	5.6%	4.9%

“I would have taken ENGL 204 if it had not been required.”	22.4%	18.2%	59.4%
“No matter what my major is, studying literature can benefit me.”	79.0%	11.9%	9.1%
“I expect to enjoy ENGL 204.”	47.6%	25.9%	26.5%
“I expect to earn a high grade in this class.”	77.6%	18.9%	3.5%
“I expect to learn a great deal in this class.”	69.2%	23.8%	7.0%
“I enjoy reading literature in my spare time.”	52.1%	16.2%	31.7%

In the few comments that students added to the pre-course surveys, student apathy toward general education literature classes was apparent. Comments included:

- “All American literature I have been exposed to has not interested me.”
- “Reading is not one of my favorite things to do. Especially when I have no time.”
- “There is [sic] too many English classes/literature classes as requirement. It is to a point that literature become [sic] an annoyance.”

On the post-course survey of students in the control sections (Fall 2001), a modest majority of students reported strong or moderate agreement with the statements “I enjoyed ENGL 204” and “I am glad I took ENGL 204,” while a fairly substantial number indicated strong or moderate disagreement with these statements. See Table 2 below.

Table 2. *Student attitudes: post-course surveys, control sections (Fall 2001).*

Survey Item	Strongly or moderately agreed	No opinion	Strongly or moderately disagreed
“No matter what my major is, studying literature can benefit me.”	85.2%	5.0%	9.8%
“I enjoyed ENGL 204.”	67.2%	9.8%	23.0%
“I am glad I took ENGL 204.”	59.0%	16.4%	24.6%
“I will earn a high grade in this class.”	49.2%	34.4%	16.4%
“I learned a great deal in this class.”	73.8%	9.8%	16.4%
“I enjoy reading literature in my spare time.”	50.8%	13.1%	36.1%

Only one comment related to attitude toward a general education literature course: “This class was the most enjoyable English class I’ve ever had.”

On the post-course survey of students in the experimental sections (Spring 2002), a modest majority of students reported strong or moderate agreement with the statements “I enjoyed ENGL 204” and “I am glad I took ENGL 204,” while a fairly low number indicated strong or moderate disagreement with these statements. See Table 3 below.

Table 3. *Student attitudes: post-course surveys, experimental sections (Spring 2002).*

Survey Item	Strongly or moderately agreed	No opinion	Strongly or moderately disagreed
“No matter what my major is, studying literature can benefit me.”	84.8%	12.1%	3.1%
“I enjoyed ENGL 204.”	68.2%	18.2%	13.6%
“I am glad I took ENGL 204.”	62.1%	27.3%	10.6%
“I will earn a high grade in this class.”	42.4%	31.8%	25.8%
“I learned a great deal in this class.”	75.8%	13.6%	10.6%
“I enjoy reading literature in my spare time.”	53.0%	15.0%	32.0%

Students in the experimental sections added more comments to the post-course surveys than did students in the control sections. Most comments focused on the instructor’s ability to make the class interesting (see “Student Assessment of Class Discussion/Instructor” below). Only two comments related to student attitudes toward a general education literature course:

- “This has been one of my favorite English classes.”
- “I enjoyed this class the most of all my taken English classes at [this college.]”

Although the number of students who reported enjoying ENGL 204 and being glad they had taken ENGL 204 remained about the same in both semesters, the number of students who moderately or strongly disagreed with the statements “I enjoyed ENGL 204” and “I am glad I took ENGL 204” decreased significantly in the experimental sections (from 23% to 13.6% on the first statement, from 24.6% to 10.6% on the second statement). More students checked “no opinion” on these questions on the Spring 2002 surveys, rather than “moderately disagree” or “strongly disagree.”

Student assessment of class discussion/instructor. The post-course survey of students in the control group (Fall 2001) indicated a positive response to the course and the instructor. See Table 4 below.

Table 4. *Student assessment of class discussion/instructor: post-course surveys, control sections (Fall 2001).*

Survey Item	Strongly or moderately agreed	No opinion	Strongly or moderately disagreed
“I would recommend this class to a friend.”	62.3%	14.8%	23.0%
“I would recommend this instructor to a friend.”	85.2%	9.8%	4.9%
“I would take another class with this instructor.”	80.3%	8.2%	11.5%

Many comments about the instructor were included at the end of the Fall 2001 post-course surveys:

- “Very interesting, great teacher!!”
- “[Professor] is very informative.”
- “[Professor] is a *very* interesting teacher. She kept my interest and kept lecture and assignments on target.”
- “[Professor] is very enthusiastic and makes literature exciting to learn!”
- “[Professor] is an excellent teacher.”

The post-course survey of students in the experimental group (Spring 2002) also indicated a strong response to the course and the instructor. See Table 5 below.

Table 5. *Student assessment of class discussion/instructor: post-course surveys, experimental sections (Spring 2002).*

Survey Item	Strongly or moderately agreed	No opinion	Strongly or moderately disagreed
“I would recommend this class to a friend.”	63.6%	24.2%	12.1%
“I would recommend this instructor to a friend.”	80.3%	12.1%	7.6%
“I would take another class with this	71.2%	18.2%	10.6%

instructor.”			
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Many comments about the instructor were included at the end of the Spring 2002 post-course surveys:

- “[Professor] helped making this class very interesting! It’s obvious she loves her work.”
- “[Professor] is an excellent instructor. [Professor] kept the class interesting and fun.”
- “[Professor] is a great teacher.”
- “[Professor] is an excellent instructor. This was the first literature class that I enjoyed because she went more into depth about the history of the time and the writers themselves.”
- “I think what made this class distinct was the professor. She was what made this class interesting.”
- “[Professor] made the subject matter interesting and encouraged great discussion in class.”
- “[Professor] is the best teacher I have ever had. She knows what she talks about and I did learn a lot from the class.”
- “Class discussions were great!”
- “[Professor] is awesome.”
- “Wonderful class.”
- “[Professor] is a wonderful teacher.”

While there was not a huge difference in the percentage of students who would recommend the instructor to a friend and only a slight dip in the percentage of students who would take another course from the instructor, there were significantly more written comments

about the instructor's teaching in the surveys from the experimental group (Spring 2002 sections). Students in the experimental sections seemed more likely to express actively and voluntarily their enthusiasm for the course and the instructor.

Student response to WebQuests. On the pre-course survey, students were not asked about WebQuests, Internet use, or other technology enhancements because the instructor did not want to "give away" the fact that the course would be "different" from most general education literature classes at the college. Doing so, she believed, would have skewed student response regarding interest in a general education literature course. Thus, students answered questions about WebQuests only on the post-course survey.

On the post-course survey of students in the control group (Fall 2001 sections), nearly half of the students reported that the "WebQuest activities added to [the] enjoyment of the course," while more than half reported that the "WebQuest activities strengthened [the] learning in the course." A smaller group, however, reported that the "WebQuest activities were easy to complete." See Table 6 below.

Table 6. *Student assessment of WebQuests: post-course surveys, control sections (Fall 2001).*

Survey Item	Strongly or moderately agreed	No opinion	Strongly or moderately disagreed
"The WebQuest activities added to my enjoyment of the course."	44.3%	13.1%	42.6%
"The WebQuest activities strengthened my learning in this course."	54.1%	23.0%	23.0%
"The WebQuest activities were easy to complete."	36.1%	23.0%	41.0%

No students in the Fall 2001 sections added written comments about the WebQuests.

On the post-course survey of students in the experimental group (Spring 2002 sections), a strong majority reported that the "WebQuest activities added to [the] enjoyment of the course,"

while an even stronger majority reported that the “WebQuest activities strengthened [the] learning in the course.” Significantly more than half of the students reported that the “WebQuest activities were easy to complete.” See Table 7 below.

Table 7. *Student assessment of WebQuests: post-course surveys, experimental sections (Spring 2002).*

Survey Item	Strongly or moderately agreed	No opinion	Strongly or moderately disagreed
“The WebQuest activities added to my enjoyment of the course.”	70.0%	16.7%	13.6%
“The WebQuest activities strengthened my learning in this course.”	81.8%	12.1%	6.1%
“The WebQuest activities were easy to complete.”	62.1%	10.6%	27.3%

On the post-course surveys for the experimental sections (Spring 2002), several students added written comments about the WebQuests:

- “The WebQuests provided me with a deeper understanding of the material.”
- “I found the WebQuests and [interactive whiteboard] to be fun, interesting, and enjoyable.”
- “I enjoyed the use of the Web in class. It helped me a great deal.”
- “The WebQuests were difficult.”
- “The [interactive whiteboard] and WebQuests were a great change from the cave man technology on the rest of campus.”
- “Nice to have extra credit option like WebQuest.”
- “The WebQuests were very beneficial to my understanding of the material.”
- “The WebQuests and [interactive electronic whiteboard] added greatly to my understanding and enjoyment of this class.”

A much higher percentage of students in the experimental group (interactive-whiteboard-enhanced sections) reported enjoyment of the WebQuest activities, correlation between WebQuest activities and learning, and ease in completing the WebQuest activities. The Spring 2002 students also voluntarily added numerous comments about the WebQuests, while the Fall 2001 students did not comment on the WebQuests at all.

Student response to interactive whiteboard. The post-course surveys did not assess the use of the interactive whiteboard in the classroom because the control group (Fall 2001 sections) did not have exposure to technology during class periods. However, comments from the experimental group (Spring 2002 sections) indicate student interest in the interactive whiteboard. Comments included:

- “I really liked the [interactive whiteboard]!”
- “I found the WebQuests and [interactive whiteboard] to be fun, interesting, and enjoyable.”
- “I really enjoyed the [interactive whiteboard]. It was very beneficial to see images and movies and hear sounds that corresponded with our readings and class discussions.”
- “[The interactive whiteboard] is the perfect tool as an addition to class. I know that I would not have paid as much attention to class topics and discussion as I did with it.”
- “I enjoyed the use of the Web in class. It helped me a great deal”
- “The computer involvement made class interesting.”
- “The [interactive whiteboard] and WebQuests were a great change from the cave man technology on the rest of campus.”

- “The [interactive whiteboard] had a tremendously positive effect on the enjoyability of the class.”
- “I really like the [interactive whiteboard] that was there.”
- “I really enjoyed the [interactive whiteboard]! I found it easier to relate to the reading when seeing the author, characters, and background information. I strongly suggest the [interactive electronic whiteboard] for future classes.”
- “Nice to have something to look at in class.”
- “The WebQuests and [interactive whiteboard] added greatly to my understanding and enjoyment of this class.”
- “[Professor] used the [interactive whiteboard] to its utmost potential.”

Course-embedded Assessment

Out-of-class essays were assessed using a five-point rubric to score achievement on three primary traits. While there was some improvement from Fall 2001 to Spring 2002 on primary trait #1, there was a decrease on primary trait #2 and on primary trait #3 (from 3.49 to 3.27). See Table 8 below.

Table 8. *Primary trait analysis of course-embedded assessment (figures represent aggregate scores, on a scale of 1 to 5).*

Primary Trait	Fall 2001 (control group)	Spring 2002 (experimental group)
1. “Student will demonstrate—in essay-embedded references as well as a documented reference page—the ability to conduct effective Internet research.”	3.65	3.88
2. “Student will effectively synthesize the Internet research material into a cohesive essay.”	3.55	3.26

3. "Student will demonstrate in a cohesive essay a rich understanding of the literature's social, cultural, and historical contexts (as evidenced in the Internet resources collected, presented, and discussed)."	3.49	3.27
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Aggregate Course Statistics

Course enrollment. The control group (Fall 2001 sections) began with a total of 74 students and ended with 66 students, for a retention rate of 89.2%. The experimental group (Spring 2002 sections) began with a total of 70 students and ended with 68 students, for a retention rate of 97.1%.

Attendance rates. Attendance rates were significantly higher in the control sections (Fall 2001) than in the experimental sections (Spring 2002). In the control sections, the average number of classes missed per person was 0.88. In the experimental sections, the average number of classes missed per person was 1.13. See Table 9 below.

Table 9. *Attendance rates for all sections.*

Number of classes missed	Fall 2001 (control group)	Spring 2002 (experimental group)
0	50%	16%
1	29%	23%
2	14%	6%
3	6%	16%
More than 3	1%	7%

Participation rates. There was no significant difference in participation rates for the control sections (Fall 2001) and the experimental sections (Spring 2002). See Table 10 below.

Quizzes and exams. Students in the control sections (Fall 2001) scored higher on quizzes and the midterm exam than did students in the experimental sections (Spring 2002), but they scored lower on the final exam than did the students in the experimental sections. See Table 10 below.

Essay scores. There was no significant difference in the essay scores for the control sections (Fall 2001) and the experimental sections (Spring 2002). See Table 10 below.

Final course grades. Students in the control sections (Fall 2001) tended to earn higher course grades than did the students in the experimental sections (Spring 2002). See Table 10 below.

Table 10. Aggregate course statistics.

Area of assessment	90-100 (A)	80-89 (B)	70-79 (C)	60-69 (D)	below 60 (F)
Participation					
Fall 2001	51%	38%	5%	1%	5%
Spring 2002	56%	12%	21%	1%	9%
Quizzes					
Fall 2001	52%	23%	12%	6%	7%
Spring 2002	29%	35%	13%	18%	6%
Midterm Exam					
Fall 2001	9%	47%	20%	6%	18%
Spring 2002	4%	22%	43%	21%	9%
Final Exam					
Fall 2001	18%	26%	30%	17%	9%
Spring 2002	29%	49%	16%	4%	1%
Essay					
Fall 2001	14%	23%	32%	17%	13%
Spring 2002	13%	29%	35%	18%	13%

Final Course Grade					
Fall 2001	36%	29%	20%	6%	9%
Spring 2002	24%	44%	18%	12%	1%

Discussion

Consistent with other studies that indicate positive student response to technology and multimedia in the classroom (Cassady, 1998; Charman & Elmes, 1998; Easley & Hoffman, 2001; Erwin & Rieppi, 1999; Jason, Kennedy & Taylor, 2001; Krygier & Reeves, 1997; Luna & McKenzie, 1997; Ritter & Lemke, 2000; Shuell & Farber, 2001; Sprau, 2001; Stinson & Claus, 2000), this study found a very strong increase in student self-reporting of enjoyment and learning in the experimental sections of this required general education course.

Although grades were not significantly different in the control and experimental sections and although course-embedded assessment showed no increase in the quality of the out-of-class essay, the retention rate—97.1%—was markedly higher in the interactive whiteboard-enhanced sections. Stinson and Claus (2000) also report stronger retention with the use of an electronic classroom. This is a particularly encouraging result for a general education class.

It might be concluded that, although students still struggled with course material, they no longer viewed this general education literature course as what Kher, Molstad, and Donahue (1999) call a “dread course.” Increased retention in a general education class may lead to increased retention in the undergraduate program overall, and these higher retention rates may lead to higher graduation rates. This is of central importance at a public college in a poor state with low college-going and degree-completion rates. Further study of the link between technology-enhanced classroom presentation and retention in general education courses is warranted.

Perhaps the most surprising result of this year-long study was the lack of statistical difference in student performance on quizzes, in-class exams, and the out-of-class essay. The initial hypothesis had been that students in the interactive whiteboard-enhanced sections would score higher across the board. The lack of such an increase in performance may be related to several factors:

- 1) The sole difference between the control sections (Fall 2001) and the experimental sections (Spring 2002) was the introduction of the interactive whiteboard and live Internet resources to the classroom. Lectures and discussions were based on the same instructor preparation, notes, and lesson plans. While lecture and discussion always vary a bit from section to section (primarily depending on student response to instructor-led discussions), the control and experimental sections were as similar in content and coverage as humanly possible. The lack of an increase in student performance in the experimental sections, then, could be linked to the fact that the instructor's general teaching methods did not change. A new tool was added, but the content and approach remained unchanged. Grasha and Yangarber-Hicks (2000), as well as Neal (1998), warn against evaluating the method of delivery (i.e., the technology used) rather than the actual learning that takes place.
- 2) Students in some studies (Easley & Hoffman, 2001; Krygier & Reeves, 1997; Smith, 2002) have reported that instructors who use multimedia technology in the classroom (e.g., PowerPoint presentations, live Internet resources, software demonstrations) tend to move more quickly through course material than they would if they had to depend on lecture and chalkboard illustrations to convey the same information. Similarly, some students in these studies have reported finding it difficult to take notes in class—either

because the pace was too rapid or because their engagement in the multimedia presentations distracted them from the task of recording what they were learning.

- 3) Smith (2002) reports that students evaluate instructors as ineffective in their use of technology—and lack of technical proficiency may have contributed to the findings in the present study. Although the instructor had used the interactive whiteboard in other classes in Fall 2001, by Spring 2002 she was still not highly skilled at using the interactive whiteboard, had not learned more advanced features in Notebook™ software, and had not yet developed smooth movement between her existing lecture/discussion plans and the Web sites she incorporated into her classroom presentations.
- 4) Visual clues, as Easley and Hoffman (2001) point out, can be particularly helpful when incorporating multimedia into classroom presentations. More careful planning and better in-class implementation during class presentations would have enabled the instructor to guide students more effectively in the movement between lecture, discussion, and Web resources. Since visual and auditory information was added to classroom presentations with no other material being deleted, students may have found it difficult to prioritize or shape the information that was covered during class. The instructor needed to create visual *and* verbal signposts to help students make sense of the information being covered.

Conclusion

Even though a few studies (Easley & Hoffman, 2001; Jason, Kennedy, & Taylor, 2001; Kezar, 2002; Ritter & Lemke, 2000) indicate that student learning is increased with multimedia use in the classroom, particularly because it addresses a wider range of learning styles and because it provides visual reinforcement of the instructor's auditory delivery (Easley &

Hoffman, 2001), the jury is still out on whether the introduction of technology in college courses (online, supplemental, or face-to-face) leads conclusively to increased student learning. And though much has been written about the development of online courses and distance education, few researchers have examined closely the impact of integrating technology into face-to-face classroom presentation.

Given the enormous expense not only of establishing but also of maintaining “smart” classrooms, more sustained research on the impact of these tools on student learning is needed. The lack of research on these technologies and their application to higher education is puzzling. It may be that the potential uses of emerging technologies in the higher education classroom are so self-apparent as not to need study and explication (though higher education administrators, state legislators, and others who control technology purse strings would be justified in wanting proof that the sizable amount of money needed to fund “smart” classrooms will result in increased student performance). It may be that college and university instructors are seamlessly and effectively moving from the chalkboard to the interactive whiteboard and beyond, though this was not the case for the technophile instructor involved in this study. Or it may be that most higher education faculty have not yet grasped the potential these new technologies offer for the “traditional classroom” and are focusing their technical attention on joining the distance learning bandwagon or have unwittingly limited themselves and their students to supplemental course Web sites, not realizing the opportunity to enliven the hours that faculty and students spend together in class.

To use the Internet, interactive whiteboards, and other multimedia effectively, we must have more studies that measure what works and what doesn't. We must begin to discover the ways in which the introduction of these new tools can challenge, expand, and alter our teaching

practices. Rather than simply adding an overlay of technology to status quo general education lecture courses and thus getting swept up by what Stephen C. Ehrmann (1997) calls the “rapture of the technology,” we must develop and share new teaching approaches that fully exploit the opportunities offered by these dynamic, fluid, flexible tools. Easley and Hoffman (2001), for example, point to the ways in which multimedia can be used to enhance the success of students with a wide variety of learning styles, noting in particular that some students may respond more strongly to the visual stimulation provided by technology-enhanced lectures. More study is needed of the ways in which technology-rich classrooms can enhance active learning in higher education.

In sum, this study supports the research conducted by Jason, Kennedy, and Taylor (2001), who found that our pedagogical approaches must change if we wish to exploit fully the potential of new tools into the classroom. Ehrmann (1999) agrees: “Technologies such as computers (or paper) don’t have predetermined impacts. It is the *uses* of such technologies that influence outcomes.” The challenge is to move from our “rapture” over technology to the real reformation of our teaching practices. Though not a panacea in itself, the interactive whiteboard is one more tool a dynamic teacher can use to enliven the classroom.

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Appendix A. Common ENGL 204 Syllabus

SURVEY OF AMERICAN LITERATURE, ENGL 204 DEPARTMENTAL SYLLABUS

COURSE PURPOSE AND OBJECTIVES: Survey of American Literature is designed to familiarize students with the rich variety of literature produced in America--from the Colonial through the Modern periods. Students will be exposed to the diversity of writers and traditions that constitute the American experience through discussion and through critical thinking and writing about significant literary works.

In addition to essay tests and quizzes, students will be required to write at least one formal, critical essay (1,000-word computer drafted minimum); however, instructors are encouraged to assign significant amounts of writing beyond the required minimum in order to continue students' acquiring critical thinking, reading, and writing skills through their General Studies courses.

ESSENTIAL SKILLS AND/OR OUTCOMES TO BE ACQUIRED THROUGH THE COURSE INCLUDE:

1. an ability to render close textual analysis;
2. an ability to synthesize information from multiple texts;
3. an ability to render clear, cogent ideas;
4. an ability to structure well-developed essays, with thesis, textual support, and analysis;
5. an ability to correctly employ standard written English usage;
6. an understanding of ethnic/cultural diversity;
7. an aesthetic and critical judgment for literature;
8. a concept of chronology associated with literary periods;
9. an understanding of the inter-relationship of the arts, history, and philosophy through the study of literature.

REQUIRED TEXTS AND MATERIALS: Norton Anthology of American Literature (or department approved text).

THE COLLEGE WRITING CENTER: To receive individual instruction and feedback on writing in progress, students should be encouraged to visit the Writing Center (K-207). Visits are by appointment or through ShepOwl: <http://www.shepherd.wvnet.edu/scwweb>.

COURSE CONTENT: Below is a list of authors and works which should be covered in the course. Where no specific works are listed, it is assumed that students will read representative works from the author's canon. The course is not limited to the authors and works listed; where appropriate, works by women and minority/ethnic writers should be included in the list of supplemental or alternative works. Whenever possible, the instructor will teach whole works rather than excerpts; the instructor will teach one nineteenth-century or one twentieth-century American novel in its entirety.

Native American Selections

Bradstreet: selected poems

Edwards or Taylor: selections

Franklin: selections

Poe: "Philosophy or Composition" or "Poetic Principle," selected poems, and selected tales

Hawthorne: selected tales

Melville: selected short fiction

Emerson: "Self-Reliance" or "Nature"

Thoreau: Walden

Slave Narrative: Douglass, Jacobs, H. Taylor or others.

Whitman: "Song of Myself"

Dickinson: selected poems

James or Twain

Representative Writer from the Local Color Movement: Chopin, Jewett, or Freeman

Representative Writer from the Naturalistic School: Crane, Hemingway, Steinbeck, Wright, or other

American Drama: Williams, O'Neill, or Miller

Faulkner: selections

T. S. Eliot: selected poetry

Modernist Writer: Frost, Stevens, Williams, H. D., Pound, Moore, Langston Hughes, or other

Post-1945 Writer: Plath, Rich, Brooks, Bishop, Lowell, Ashberry, Barth, Pynchon, Ellison, Baldwin, Walker, Erdrich, or other

Revision Approved 4/18/01

Appendix B. ENGL 204 Syllabus—Fall 2001

ENGL 204, Survey of American Literature

Instructor Information

Office Hours: 5:00-6:00 MTWR and by appointment

Purpose of Course

This course is designed to familiarize sophomore-level students (both English majors and non-English majors) with the rich variety of American literature from its earliest beginnings before the arrival of European settlers to its latest manifestations in multicultural contemporary literature. As we travel from the precolonial era to our own, we will read works by a number of writers: poets and novelists, essayists and autobiographers, men and women, European Americans, Native Americans, and African Americans.

Required Texts

The required texts are *The Harper Single Volume American Literature* (Third Edition) and Arthur Miller's *The Crucible* (Penguin). From time to time, you will also be required to photocopy materials on reserve at Scarborough Library (as indicated on the syllabus) or, alternatively, to download and print the readings from the course website. Purchasing a CopiCard will reduce your photocopying expenses. Please note that I have usually specified the order in which items for a particular day are to be read. Before you read the assigned texts for each class period, please make sure that you have read the introductory material on each author; this material will provide you with helpful background information as you read. All assigned reading is to be done by the beginning of class for the day assigned. You will have a much better chance at success in this course—and you will enjoy the course more—if you keep up with the reading assignments. Don't fall behind!

Course Web Site

To access the course web site, go to <http://online.shepherd.edu>.

Click "Log on to WebCT," and use your College user name and password to gain access to the WebCT system.

This will immediately provide you with access to this course, ENGL 204.

The syllabus can be found at "Syllabus," and all other course content can be found under "Course Content."

Course Requirements

The first and foremost requirements of the course are preparation for class (doing the reading!), attending class regularly, and participating actively. Ten percent of the final grade will be devoted to citizenship (participation, attendance, general improvement). To receive high marks for citizenship, you must participate actively in class discussion. Everyone will be allowed three absences (though a few points will be deducted for each absence after the first); missing more than three classes makes you ineligible to receive any points for citizenship and will make it difficult for you to pass the class. Arriving for class more than five minutes late is the equivalent of a one-half class absence. In other words, to do well on this portion of the course (and to boost your overall grade), you should attend every class period, participate actively in the discussion, and do the reading carefully and conscientiously. Note that I do not distinguish between excused and unexcused absences. Everyone is allowed to miss the same number of classes. Plan ahead, and use your absences judiciously.

Objective quizzes (lasting about 15 minutes) will be given at the end of each of the eight course units. Quizzes will be based on required reading as well as material covered in lectures and class discussions, so it is essential that you attend class regularly. Each student may miss one quiz without penalty or advance notice; in addition, the lowest score will be dropped. Thus, the scores of six of the eight quizzes will be figured into the final grade. Each of the six “counted” quizzes will contribute 5% to the final grade, for a total of 30%.

There will be two examinations, each one lasting 75 minutes. Each exam will include a short-answer portion, as well as an essay question. Each of these exams is worth 20% of your final course grade. Although we will read and discuss a large number of works, you will be responsible for a limited selection of works on each exam. I will provide a list of works to be covered approximately one week prior to each exam. These works will be those we have discussed most fully. If you must reschedule an exam (due to field trip, etc.), you must inform me as far ahead of time as possible.

The remaining portion of the course grade comes from one out-of-class essay of 1000 to 1500 words. This essay will be worth 20% of your final course grade. For each of the eight course units, there will be a WebQuest with an accompanying essay assignment. According to the WebQuest homepage, “a WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners’ time well, to focus on using information rather than looking for it, and to support learners’ thinking at the levels of analysis, synthesis, and evaluation.” You choose one of these WebQuests/Essays to complete, and you submit the essay and favorites list to me via email (as a Microsoft Word attachment) by noon of the due date (but no earlier than 48 hours before the due date). To get an email account through the College, visit the Microcomputer Center on the second floor of White Hall. If you will not be able to send a Word file to me via email, you should let me know as early as possible in the semester so we can make other arrangements. Guidelines for all essays are posted on the course website. You are strongly encouraged to meet with a tutor in the Writing Center as you prepare your essay. Schedule your appointments in advance with the same tutor, and plan to meet with the tutor at least twice as your essay develops. **NO LATE PAPERS WILL BE ACCEPTED FOR ANY REASON, AND EXTENSIONS WILL NOT BE GIVEN.** I strongly encourage you **NOT** to wait until Unit 8 to submit a WebQuest.

Extra Credit

If you wish to earn extra credit, you may complete up to four more Web Quests and, rather than completing the related essay assignment, complete all WebQuest steps, prepare an annotated list of favorites, and sketch out a one- or two-paragraph answer to the essay topic or question. Email the favorites list and the paragraph to me no later than noon on that particular WebQuest due date (and no earlier than 48 hours before the due date). Each of the extra credit Web Quest activities are worth up to 25 points (on a 1000-point scale). Successful and thoughtful completion of four extra WebQuests could thus boost your final course grade by as much as 100 points—or the equivalent of a full letter grade. For more on extra credit, see the course web site.

Course Outcomes

In-class and out-of-class assignments and activities will be utilized to encourage you to reflect thoughtfully on the central problems and issues raised in these texts, to make significant connections between the texts, and to encourage and assess careful critical reading and critical thinking about the texts. A variety of writing and exam experiences will give you the opportunity

to synthesize the critical reading and thinking undertaken throughout the semester. Your ability to think critically, reflectively, and independently about the deeper issues invoked by the texts will be emphasized.

Essential skills and/or outcomes to be acquired through the course include: 1) an ability to render close textual analysis; 2) an ability to synthesize information from multiple texts; 3) an ability to render clear, cogent ideas; 4) an ability to structure well-developed essays, with thesis, textual support, and analysis; 5) an ability to correctly employ standard written English usage; 6) an understanding of ethnic/cultural diversity; 7) an aesthetic and critical judgment for literature; 8) a concept of chronology associated with literary periods; 9) an understanding of the inter relationship of the arts, history, and philosophy through the study of literature.

Course Policies

All work should be your own and should not be borrowed from another student, from a published source, or from your own work done in another course. Plagiarism or academic dishonesty of any kind will result in automatic failure of the course. Although you are encouraged to use the Twayne guides to enhance your understanding of the assigned readings (see below), in no case should you borrow wording from the editor's headnotes in the anthology, from the Twayne's guides, from Cliffs Notes, or from other published sources. The use of Cliffs Notes FOR ANY REASON is strongly discouraged.

The College bookstore has available for purchase study guides for several of the works we will be studying. These are published by Twayne and are endorsed as approved study guides by the Department of English. If you feel that you need extra help in understanding a text, please refer to these guides. Twayne guides are available for: Franklin's *Autobiography*; Thoreau's *Walden*; Whitman's *Leaves of Grass* ("Song of Myself"); Twain's *Huck Finn*; and Kate Chopin's *The Awakening*.

I will regularly post course materials on the course web site (see instructions above for gaining access to this web site). You will always find there a copy of the syllabus, all handouts, all reserve materials, all essay and exam guidelines, and all WebQuests. If you are unable to attend a particular class, the easiest way to get any handouts you missed is to check the web site. I will let you know as I post additional materials on the web.

T 8/21 INTRO UNIT: FRONTIER—EUROPEANS MEET NATIVE AMERICANS

Read and discuss in class:

Seneca, "The Story-Telling Stone" (18-20)

R 8/23 FINISH OPENING UNIT: FRONTIER—EUROPEANS MEET NATIVE AMERICANS

Read before class:

"The Literature of the New World" (3-13)

"Cultural Portfolio: The European Conquest of America" (21-36) (selections from the Greenlanders, de Cuneo, the Aztecs, the Mayans, Diaz, de Verrazano, de Casteneda, Hariot)

"Cultural Portfolio: The Ways of the Native Americans" (155-164) (selections from Beverley, Williams, Byrd, Jefferson)

"Native Americans and the Myth of the Noble Savage" (231-247) (selections from de Montaigne, Bradford, Sewall, Amherst, Rousseau, Franklin, de Pages, the Senecas, the Cherokees, Occom)

Powhatan, "Letter to Captain John Smith" (53-54)

Smith, Excerpt from *The Generall Historie of Virginia, New England, and the Summer Isles* and excerpt from *A Description of New England* (55-63)

T 8/28 UNIT #1: PURITANS

Read before class:

“The Literature of Colonial America, 1620-1776” (65-79)

Biographical note on Edward Taylor (165-166)

Bradstreet, “The Prologue,” “The Author to Her Book,” “Here Follows Some Verses upon the Burning of Our House” (95-99, 101-102)

Read in class:

Taylor, “Meditation 26” (handout)

R 8/30 UNIT #1: PURITANS

Read before class:

Anne Hutchinson’s Trial, 117-121

Hawthorne, “Young Goodman Brown” (786-791, 804-813)

“Cultural Portfolio: The Witchcraft Trials” (107-116) (selections from Ewen, Mather, Sewall)

T 9/4 UNIT #1: PURITANS

Read before class:

Miller, *The Crucible* (read all of the book, pages 2-152)

Edwards, Excerpt from *Personal Narrative* and “Sinners in the Hands of an Angry God” (175-182)

R 9/6 UNIT #2: THE NEW NATION

Read before class:

“The Literature of the New Republic, 1776-1836” (257-272)

“Cultural Portfolio: Asserting a National Language and Literature” (399-407) (selections from Webster, de Crevecoeur, Channing, Paulding)

de Crevecoeur, “What Is an American?” (299-315)

Franklin, all selections from *The Autobiography* (182-222)

à OBJECTIVE QUIZ ON UNIT #1 (first 15 minutes of class)

T 9/11 UNIT #2: THE NEW NATION

Finish discussion of Franklin

à WEB QUEST #1 (WITCHCRAFT TRIALS) DUE BY NOON (VIA EMAIL)

R 9/13 UNIT #2: THE NEW NATION

Read before class:

Hawthorne, “My Kinsman, Major Molineux” (792-804)

Irving, “The Author’s Account of Himself” and “Rip Van Winkle” (361-378)

T 9/18 UNIT #3: TRANSCENDENTALISM

Read before class:

“Literature of the American Renaissance, 1836-1865” (461-475)

“Cultural Portfolio: Nature’s Nation” (589-596) (selections from Cole, Emerson, Brooks, Thoreau, Cooper)

Emerson, “The American Scholar” (480-486, 514-525) and “Related Voices” (526) (selections from Carlyle, Holmes, Lowell)

à OBJECTIVE QUIZ ON UNIT #2 (first 15 minutes of class)

R 9/20 UNIT #3: TRANSCENDENTALISM

Read before class:

Thoreau, all excerpts from *Walden* (5 97-696)

à WEB QUEST #2 (NEW NATION) DUE BY NOON (VIA EMAIL)

T 9/25 UNIT #3: TRANSCENDENTALISM

Read before class:

Whitman, “Preface to the 1855 Edition of *Leaves of Grass*” and “Song of Myself” (1146-1209)

Pound, “A Pact” (1966-1971, 1972)

Ginsberg, “A Supermarket in California” (2444-2446, 245 1-2452)

R 9/27 UNIT #3: TRANSCENDENTALISM

Finish discussion of Whitman

T 10/2 UNIT #4: LITERATURE OF THE WOMEN’S MOVEMENT

Read before class:

Grimke sisters, “Appeal to the Christian Women of the South” (443-449)

Truth, “Woman’s Rights Convention” (449-450)

Fuller, excerpts from *Woman in the Nineteenth Century* (711-715 and reserve)

Dickinson, biographical headnote, letters, poems 435, 1129, 303, 632, 501 (1254-1257, 1279-1287, plus poems as indicated by number)

Rich, “I Am in Danger—Sir—” (2493-2495, 2498-2499)

à OBJECTIVE QUIZ ON UNIT #3 (first 15 minutes of class)

R 10/4 UNIT #4: LITERATURE OF THE WOMEN’S MOVEMENT

Read in class:

Dickinson, poems 334 and 339

à WEBQUEST #3 (TRANSCENDENTALISM) DUE BY NOON (VIA EMAIL)

T 10/9 UNIT #4: LITERATURE OF THE WOMEN’S MOVEMENT

Read before class:

Gilman, “The Yellow Wallpaper” and “Why I Wrote ‘The Yellow Wallpaper’” (1733-1746)

Howells, “Deciding to Publish ‘The Yellow Wallpaper’” (1746)

Chopin, *The Awakening* (1646-1733)

R 10/11 UNIT #4: LITERATURE OF THE WOMEN’S MOVEMENT

Read before class:

Finish discussion of Chopin

à OBJECTIVE QUIZ ON UNIT #4 (first 15 minutes of class)

T 10/16 MIDTERM EXAM

R 10/18 UNIT #5: SLAVERY AND THE AMERICAN CONSCIENCE

Read before class:

“Cultural Portfolio: Slavery, Freedom, and Identity” (327-34 1) (selections from Sewall, Franklin, Jefferson, Black Petitions for Freedom, de Crevecoeur)

Wheatley, “On Being Brought from Africa to America” (248-249, 251)

Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* (1017-1081)

Jacobs, excerpts from *Incidents in the Life of a Slave Girl* (982-1007)

Stowe, excerpts from *Uncle Tom ‘s Cabin* (964-9 82)

à WEBQUEST #4 (WOMEN’S MOVEMENT) DUE BY NOON (VIA EMAIL)

T 10/23 UNIT #5: SLAVERY AND THE AMERICAN CONSCIENCE

Read before class:

Twain, *The Adventures of Huckleberry Finn* (1333-1338, 1354-1522)

R 10/25 UNIT #5: SLAVERY AND THE AMERICAN CONSCIENCE

Finish discussion of Twain

T 10/30 UNIT #6: NATIVE AMERICANS AND PUSHING WESTWARD

Read before class:

“Cultural Portfolio: Native Americans and ‘Westward the Course of the Empire’” (356-361) (selections from Jefferson, Northwest Ordinance, Jackson, Flint, Emerson, Melville, Apess)

“Cultural Portfolio: Native American Assimilation and a Reemerging Tradition” (1322-1332) (selections from Parkman, Johnson, U.S. Supreme Court, Custer, Whitman, Garland, Faulkner, Seattle, Hopkins)

Cooper, excerpt from *The Deerslayer* (408-426)

Zitkala Sa, “Impressions of an Indian Childhood” and “School Days” (1849-1861)

à OBJECTIVE QUIZ ON UNIT #5 (first 15 minutes of class)

R 11/2 UNIT #6: NATIVE AMERICANS AND PUSHING WESTWARD

Read before class:

Neihardt, excerpts from *Black Elk Speaks* (reserve)

Eastman, “The Ghost Dance War” (reserve)

à WEB QUEST #5 (SLAVERY) DUE BY NOON (VIA EMAIL)

T 11/6 UNIT #6: NATIVE AMERICANS AND PUSHING WESTWARD

Finish discussion of Wounded Knee (Neihardt and Eastman)

R 11/8 UNIT #7: THE URBAN NATION/MODERN WASTELAND

Read before class:

“The Literature of an Expanding Nation, 1865-1912” (1289-1305)

Walt Whitman, “Crossing Brooklyn Ferry” (1217-1221)

Melville, “Bartleby, the Scrivener” (853-879)

Davis, “Life in the Iron-Mills” (1116-1141) and “Related Voices” (1142-1146, selections from Campbell, Carnegie, Roach, Beecher, James)

à OBJECTIVE QUIZ ON UNIT #6 (first 15 minutes of class)

T 11/13 UNIT #7: THE URBAN NATION/MODERN WASTELAND

Read before class:

“Cultural Portfolio: The New Immigrants” (1307-132 1) (selections from Lazarus, James, Cahan, Angel Island, Chew, Yeziarska)

Yeziarska, “America and I” (1951-1959)

Sandburg, “Chicago” (1935-1937)

Crane, “To Brooklyn Bridge” (2206-2207, 2211-2213)

à WEB QUEST #6.(WOIJNDED KNEE) DUE BY NOON (VIA EMAIL)

R 11/15 UNIT #7: THE URBAN NATION/MODERN WASTELAND

Read before class:

“The Literature of a New Century, 1912-1945” (1863-1878) Eliot, “The Hollow Men” (1992-1995, 2021-2024)

Hemingway, biographical headnote and “The Big Two-Hearted River, Parts I and II” (2213-2218 and reserve)

T 11/20 UNIT #8: VOICES OF THE PEOPLE

Read before class:

“Cultural Portfolio: The Harlem Renaissance” (2079-209 1) (selections from Locke, Hughes, Hurston, Brown, Cullen, James Weldon Johnson, Georgia Douglas Johnson, Helene Johnson)

Hughes, “The Negro Speaks of Rivers,” “The Weary Blues,” “I, Too,” “Dream Boogie,” “Theme for English B” (2223-2229)

DuBois, excerpts from *The Souls of Black Folk* (1779-1800, 1631-1632)

Hurston, excerpt from *Mules and Men* (1628-1629)

à OBJECTIVE QUIZ ON UNIT #7 (first 15 minutes of class)

à WEBQUEST #7 (TJRBAN NATION) DUE BY NOON (VIA EMAIL)

R 11/22 UNIT #8: VOICES OF THE PEOPLE

Read before class:

Caldwell and Bourke-White, excerpts from *You Have Seen Their Faces* (2199-2201)

Agee and Evans, excerpts from *Let Us Now Praise Famous Men* (2202-2205)

Steinbeck, excerpt from *The Grapes of Wrath* (reserve)

Still, excerpt from *River of Earth* (reserve)

Smith, “Ole Man Ira Keen” (reserve)

T 11/27 and R 11/29—THANKSGIVING HOLIDAY—NO CLASS!

T 12/4 UNIT #8: VOICES OF THE PEOPLE

Read before class:

“The Literature Since Midcentury, 1945-Present” (2261-2270)

Walker, “In Search of Our Mothers’ Gardens” (reserve), “Everyday Use” (2632-2639)

Kingston, “No Name Woman” (2623-2632)

R 12/6 UNIT #8: VOICES OF THE PEOPLE

Read before class:

Rivera, excerpts from *y no se lo trago la tierra/And the Earth Did Not Devour Him* (reserve)

Momaday, excerpts from *The Way to Rainy Mountain* (reserve)

Seneca, "The Story-Telling Stone" (17-20)

Read in class: Harjo, "Remember" (handout)

à OBJECTIVE QUIZ ON UNIT #8 (first 15 minutes of class)

à WEBQUEST #8 (VOICES OF THE PEOPLE) DUE BY NOON ON TUESDAY, MAY 7
(VIA EMAIL)

The final exam for the 1:50 TR section will be held on TUESDAY, DECEMBER 11, from 3:00 to 4:20 pm. Students from the 3:15 TR section are welcome to take this exam without notifying the professor in advance.

The final exam for the 3:15 TR section will be held on THURSDAY, DECEMBER 13, from 3:00 to 4:20 pm.

Appendix C. ENGL 204 Syllabus—Spring 2002

ENGL 204, Survey of American Literature

Instructor Information

Office Hours: 4:30-6:00 MTWR and by appointment

Purpose of Course

This course is designed to familiarize sophomore-level students (both English majors and non-English majors) with the rich variety of American literature from its earliest beginnings before the arrival of European settlers to its latest manifestations in multicultural contemporary literature. As we travel from the precolonial era to our own, we will read works by a number of writers: poets and novelists, essayists and autobiographers, men and women, European Americans, Native Americans, and African Americans.

Required Texts

The required texts are *The Harper Single Volume American Literature* (Third Edition) and Arthur Miller's *The Crucible* (Penguin). From time to time, you will also be required to photocopy materials on reserve at Scarborough Library (as indicated on the syllabus) or, alternatively, to download and print the readings from the course website. Purchasing a CopiCard will reduce your photocopying expenses. Please note that I have usually specified the order in which items for a particular day are to be read. Before you read the assigned texts for each class period, please make sure that you have read the introductory material on each author; this material will provide you with helpful background information as you read. All assigned reading is to be done by the beginning of class for the day assigned. You will have a much better chance at success in this course—and you will enjoy the course more—if you keep up with the reading assignments. Don't fall behind!

Course Web Site

To access the course web site, go to <http://online.shepherd.edu>.

Click "Log on to WebCT," and use your College user name and password to gain access to the WebCT system.

This will immediately provide you with access to this course, ENGL 204.

The syllabus can be found at "Syllabus," and all other course content can be found under "Course Content."

Course Requirements

The first and foremost requirements of the course are preparation for class (doing the reading!), attending class regularly, and participating actively. Ten percent of the final grade will be devoted to citizenship (participation, attendance, general improvement). To receive high marks for citizenship, you must participate actively in class discussion. Everyone will be allowed three absences (though a few points will be deducted for each absence after the first); missing more than three classes makes you ineligible to receive any points for citizenship and will make it difficult for you to pass the class. Arriving for class more than five minutes late is the equivalent of a one-half class absence. In other words, to do well on this portion of the course (and to boost your overall grade), you should attend every class period, participate actively in the discussion, and do the reading carefully and conscientiously. Note that I do not distinguish between excused and unexcused absences. Everyone is allowed to miss the same number of classes. Plan ahead, and use your absences judiciously.

Objective quizzes (lasting about 15 minutes) will be given at the end of each of the eight course units. Quizzes will be based on required reading as well as material covered in lectures and class discussions, so it is essential that you attend class regularly. Each student may miss one quiz without penalty or advance notice; in addition, the lowest score will be dropped. Thus, the scores of six of the eight quizzes will be figured into the final grade. Each of the six “counted” quizzes will contribute 5% to the final grade, for a total of 30%.

There will be two examinations, each one lasting 75 minutes. Each exam will include a short-answer portion, as well as an essay question. Each of these exams is worth 20% of your final course grade. Although we will read and discuss a large number of works, you will be responsible for a limited selection of works on each exam. I will provide a list of works to be covered approximately one week prior to each exam. These works will be those we have discussed most fully. If you must reschedule an exam (due to field trip, etc.), you must inform me as far ahead of time as possible.

The remaining portion of the course grade comes from one out-of-class essay of 1000 to 1500 words. This essay will be worth 20% of your final course grade. For each of the eight course units, there will be a WebQuest with an accompanying essay assignment. According to the WebQuest homepage, “a WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners’ time well, to focus on using information rather than looking for it, and to support learners’ thinking at the levels of analysis, synthesis, and evaluation.” You choose one of these WebQuests/Essays to complete, and you submit the essay and favorites list to me via email (as a Microsoft Word attachment) by noon of the due date (but no earlier than 48 hours before the due date). To get an email account through the College, visit the Microcomputer Center on the second floor of White Hall. If you will not be able to send a Word file to me via email, you should let me know as early as possible in the semester so we can make other arrangements. Guidelines for all essays are posted on the course website. You are strongly encouraged to meet with a tutor in the Writing Center as you prepare your essay. Schedule your appointments in advance with the same tutor, and plan to meet with the tutor at least twice as your essay develops. **NO LATE PAPERS WILL BE ACCEPTED FOR ANY REASON, AND EXTENSIONS WILL NOT BE GIVEN.** I strongly encourage you **NOT** to wait until Unit 8 to submit a WebQuest.

Extra Credit

If you wish to earn extra credit, you may complete up to four more Web Quests and, rather than completing the related essay assignment, complete all WebQuest steps, prepare an annotated list of favorites, and sketch out a one- or two-paragraph answer to the essay topic or question. Email the favorites list and the paragraph to me no later than noon on that particular WebQuest due date (and no earlier than 48 hours before the due date). Each of the extra credit Web Quest activities are worth up to 25 points (on a 1000-point scale). Successful and thoughtful completion of four extra WebQuests could thus boost your final course grade by as much as 100 points—or the equivalent of a full letter grade. For more on extra credit, see the course web site.

Course Outcomes

In-class and out-of-class assignments and activities will be utilized to encourage you to reflect thoughtfully on the central problems and issues raised in these texts, to make significant connections between the texts, and to encourage and assess careful critical reading and critical thinking about the texts. A variety of writing and exam experiences will give you the opportunity

to synthesize the critical reading and thinking undertaken throughout the semester. Your ability to think critically, reflectively, and independently about the deeper issues invoked by the texts will be emphasized.

Essential skills and/or outcomes to be acquired through the course include: 1) an ability to render close textual analysis; 2) an ability to synthesize information from multiple texts; 3) an ability to render clear, cogent ideas; 4) an ability to structure well-developed essays, with thesis, textual support, and analysis; 5) an ability to correctly employ standard written English usage; 6) an understanding of ethnic/cultural diversity; 7) an aesthetic and critical judgment for literature; 8) a concept of chronology associated with literary periods; 9) an understanding of the inter relationship of the arts, history, and philosophy through the study of literature.

Course Policies

All work should be your own and should not be borrowed from another student, from a published source, or from your own work done in another course. Plagiarism or academic dishonesty of any kind will result in automatic failure of the course. Although you are encouraged to use the Twayne guides to enhance your understanding of the assigned readings (see below), in no case should you borrow wording from the editor's headnotes in the anthology, from the Twayne's guides, from Cliffs Notes, or from other published sources. The use of Cliffs Notes FOR ANY REASON is strongly discouraged.

The College bookstore has available for purchase study guides for several of the works we will be studying. These are published by Twayne and are endorsed as approved study guides by the Department of English. If you feel that you need extra help in understanding a text, please refer to these guides. Twayne guides are available for: Franklin's *Autobiography*; Thoreau's *Walden*; Whitman's *Leaves of Grass* ("Song of Myself"); Twain's *Huck Finn*; and Kate Chopin's *The Awakening*.

I will regularly post course materials on the course web site (see instructions above for gaining access to this web site). You will always find there a copy of the syllabus, all handouts, all reserve materials, all essay and exam guidelines, and all WebQuests. If you are unable to attend a particular class, the easiest way to get any handouts you missed is to check the web site. I will let you know as I post additional materials on the web.

R 1/10 INTRO UNIT: FRONTIER—EUROPEANS MEET NATIVE AMERICANS

Read and discuss in class:

Seneca, "The Story-Telling Stone" (18-20)

T 1/15 FINISH OPENING UNIT: FRONTIER—EUROPEANS MEET NATIVE AMERICANS

Read before class:

"The Literature of the New World" (3-13)

"Cultural Portfolio: The European Conquest of America" (21-36) (selections from the Greenlanders, de Cuneo, the Aztecs, the Mayans, Diaz, da Verrazano, de Casteneda, Hariot)

"Cultural Portfolio: The Ways of the Native Americans" (155-164) (selections from Beverley, Williams, Byrd, Jefferson)

"Native Americans and the Myth of the Noble Savage" (23 1-247) (selections from de Montaigne, Bradford, Sewall, Amherst, Rousseau, Franklin, de Pages, the Senecas, the Cherokees, Occom)

Powhatan, "Letter to Captain John Smith" (53-54)

Smith, Excerpt from *The Generall Historie of Virginia, New England, and the Summer Isles* and excerpt from *A Description of New England* (55-63)

R 1/17 UNIT #1: PURITANS

Read before class:

“The Literature of Colonial America, 1620-1776” (65-79)

Biographical note on Edward Taylor (165-166)

Bradstreet, “The Prologue,” “The Author to Her Book,” “Here Follows Some Verses upon the Burning of Our House” (95-99, 101-102)

Read in class:

Taylor, “Meditation 26” (handout)

T 1/22 UNIT #1: PURITANS

Read before class:

Anne Hutchinson’s Trial, 117-121

Hawthorne, “Young Goodman Brown” (786-791, 804-813)

“Cultural Portfolio: The Witchcraft Trials” (107-116) (selections from Ewen, Mather, Sewall)

R 1/24 UNIT #1: PURITANS

Read before class:

Miller, *The Crucible* (read all of the book, pages 2-152)

Edwards, Excerpt from *Personal Narrative* and “Sinners in the Hands of an Angry God” (175-182)

T 1/29 UNIT #2: THE NEW NATION

Read before class:

“The Literature of the New Republic, 1776-1836” (257-272)

“Cultural Portfolio: Asserting a National Language and Literature” (399-407) (selections from Webster, de Crevecoeur, Channing, Paulding)

de Crevecoeur, “What Is an American?” (299-315)

Franklin, all selections from *The Autobiography* (182-222)

à OBJECTIVE QUIZ ON UNIT #1 (first 15 minutes of class)

R 1/31 UNIT #2: THE NEW NATION

Finish discussion of Franklin

à WEB QUEST #1 (WITCHCRAFT TRIALS) DUE BY NOON (VIA EMAIL)

T 2/5 UNIT #2: THE NEW NATION

Read before class:

Hawthorne, “My Kinsman, Major Molineux” (792-804)

Irving, “The Author’s Account of Himself” and “Rip Van Winkle” (361-378)

R 2/7 UNIT #3: TRANSCENDENTALISM

Read before class:

“Literature of the American Renaissance, 1836-1865” (461-475)

“Cultural Portfolio: Nature’s Nation” (589-596) (selections from Cole, Emerson, Brooks, Thoreau, Cooper)

Emerson, “The American Scholar” (480-486, 514-525) and “Related Voices” (526) (selections from Carlyle, Holmes, Lowell)

à OBJECTIVE QUIZ ON UNIT #2 (first 15 minutes of class)

T 2/12 UNIT #3: TRANSCENDENTALISM

Read before class:

Thoreau, all excerpts from *Walden* (5 97-696)

à WEB QUEST #2 (NEW NATION) DUE BY NOON (VIA EMAIL)

R 2/14 UNIT #3: TRANSCENDENTALISM

Read before class:

Whitman, “Preface to the 1855 Edition of *Leaves of Grass*” and “Song of Myself” (1146-1209)

Pound, “A Pact” (1966-1971, 1972)

Ginsberg, “A Supermarket in California” (2444-2446, 245 1-2452)

T 2/19 UNIT #3: TRANSCENDENTALISM

Finish discussion of Whitman

R 2/21 UNIT #4: LITERATURE OF THE WOMEN’S MOVEMENT

Read before class:

Grimke sisters, “Appeal to the Christian Women of the South” (443-449)

Truth, “Woman’s Rights Convention” (449-450)

Fuller, excerpts from *Woman in the Nineteenth Century* (711-715 and reserve)

Dickinson, biographical headnote, letters, poems 435, 1129, 303, 632, 501 (1254-1257, 1279-1287, plus poems as indicated by number)

Rich, “I Am in Danger—Sir—” (2493-2495, 2498-2499)

à OBJECTIVE QUIZ ON UNIT #3 (first 15 minutes of class)

T 2/26 UNIT #4: LITERATURE OF THE WOMEN’S MOVEMENT

Read in class:

Dickinson, poems 334 and 339

à WEBQUEST #3 (TRANSCENDENTALISM) DUE BY NOON (VIA EMAIL)

R 2/28 UNIT #4: LITERATURE OF THE WOMEN’S MOVEMENT

Read before class:

Gilman, “The Yellow Wallpaper” and “Why I Wrote ‘The Yellow Wallpaper’” (1733-1746)

Howells, “Deciding to Publish ‘The Yellow Wallpaper’” (1746)

Chopin, *The Awakening* (1646-1733)

T 3/5 UNIT #4: LITERATURE OF THE WOMEN’S MOVEMENT

Read before class:

Finish discussion of Chopin

à OBJECTIVE QUIZ ON UNIT #4 (first 15 minutes of class)

R 3/7 MIDTERM EXAM

T 3/12 UNIT #5: SLAVERY AND THE AMERICAN CONSCIENCE

Read before class:

“Cultural Portfolio: Slavery, Freedom, and Identity” (327-34 1) (selections from Sewall, Franklin, Jefferson, Black Petitions for Freedom, de Crevecoeur)

Wheatley, “On Being Brought from Africa to America” (248-249, 251)

Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* (1017-1081)

Jacobs, excerpts from *Incidents in the Life of a Slave Girl* (982-1007)

Stowe, excerpts from *Uncle Tom’s Cabin* (964-9 82)

à WEBQUEST #4 (WOMEN’S MOVEMENT) DUE BY NOON (VIA EMAIL)

R 3/14 UNIT #5: SLAVERY AND THE AMERICAN CONSCIENCE

Read before class:

Twain, *The Adventures of Huckleberry Finn* (1333-1338, 1354-1522)

T 3/19 and R 3/2 1: Spring Break—No Class!

T 3/26 UNIT #5: SLAVERY AND THE AMERICAN CONSCIENCE

Finish discussion of Twain

R 3/28 UNIT #6: NATIVE AMERICANS AND PUSHING WESTWARD

Read before class:

“Cultural Portfolio: Native Americans and ‘Westward the Course of the Empire’” (356-361) (selections from Jefferson, Northwest Ordinance, Jackson, Flint, Emerson, Melville, Apess)

“Cultural Portfolio: Native American Assimilation and a Reemerging Tradition” (1322-1332) (selections from Parkman, Johnson, U.S. Supreme Court, Custer, Whitman, Garland, Faulkner, Seattle, Hopkins)

Cooper, excerpt from *The Deerslayer* (408-426)

Zitkala Sa, “Impressions of an Indian Childhood” and “School Days” (1849-1861)

à OBJECTIVE QUIZ ON UNIT #5 (first 15 minutes of class)

T 4/2 UNIT #6: NATIVE AMERICANS AND PUSHING WESTWARD

Read before class:

Neihardt, excerpts from *Black Elk Speaks* (reserve)

Eastman, “The Ghost Dance War” (reserve)

à WEB QUEST #5 (SLAVERY) DUE BY NOON (VIA EMAIL)

R 4/4 UNIT #6: NATIVE AMERICANS AND PUSHING WESTWARD

Finish discussion of Wounded Knee (Neihardt and Eastman)

T 4/9 UNIT #7: THE URBAN NATION/MODERN WASTELAND

Read before class:

“The Literature of an Expanding Nation, 1865-1912” (1289-1305)

Walt Whitman, “Crossing Brooklyn Ferry” (1217-1221)

Melville, “Bartleby, the Scrivener” (853-879)

Davis, “Life in the Iron-Mills” (1116-1141) and “Related Voices” (1142-1146, selections from Campbell, Carnegie, Roach, Beecher, James)

à OBJECTIVE QUIZ ON UNIT #6 (first 15 minutes of class)

R 4/11 UNIT #7: THE URBAN NATION/MODERN WASTELAND

Read before class:

“Cultural Portfolio: The New Immigrants” (1307-1321) (selections from Lazarus, James, Cahan, Angel Island, Chew, Yeziarska)

Yeziarska, “America and I” (1951-1959)

Sandburg, “Chicago” (1935-1937)

Crane, “To Brooklyn Bridge” (2206-2207, 2211-2213)

à WEB QUEST #6.(WOIUNDED KNEE) DUE BY NOON (VIA EMAIL)

T 4/16 UNIT #7: THE URBAN NATION/MODERN WASTELAND

Read before class:

“The Literature of a New Century, 1912-1945” (1863-1878) Eliot, “The Hollow Men” (1992-1995, 2021-2024)

Hemingway, biographical headnote and “The Big Two-Hearted River, Parts I and II” (2213-2218 and reserve)

R 4/18—Spring Weekend Recess—No Class (unless we are making up a snow day)

T 4/23 UNIT #8: VOICES OF THE PEOPLE

Read before class:

“Cultural Portfolio: The Harlem Renaissance” (2079-2091) (selections from Locke, Hughes, Hurston, Brown, Cullen, James Weldon Johnson, Georgia Douglas Johnson, Helene Johnson) Hughes, “The Negro Speaks of Rivers,” “The Weary Blues,” “I, Too,” “Dream Boogie,” “Theme for English B” (2223-2229)

DuBois, excerpts from *The Souls of Black Folk* (1779-1800, 1631-1632)

Hurston, excerpt from *Mules and Men* (1628-1629)

à OBJECTIVE QUIZ ON UNIT #7 (first 15 minutes of class)

à WEBQUEST #7 (URBAN NATION) DUE BY NOON (VIA EMAIL)

R 4/25 UNIT #8: VOICES OF THE PEOPLE

Read before class:

Caldwell and Bourke-White, excerpts from *You Have Seen Their Faces* (2199-2201)

Agee and Evans, excerpts from *Let Us Now Praise Famous Men* (2202-2205)

Steinbeck, excerpt from *The Grapes of Wrath* (reserve)

Still, excerpt from *River of Earth* (reserve)

Smith, “Ole Man Ira Keen” (reserve)

T 4/30 UNIT #8: VOICES OF THE PEOPLE

Read before class:

“The Literature Since Midcentury, 1945-Present” (2261-2270)

Walker, “In Search of Our Mothers’ Gardens” (reserve), “Everyday Use” (2632-2639)

Kingston, “No Name Woman” (2623-2632)

R 5/2 UNIT #8: VOICES OF THE PEOPLE

Read before class:

Rivera, excerpts from *y no se lo trago la tierra/And the Earth Did Not Devour Him* (reserve)

Momaday, excerpts from *The Way to Rainy Mountain* (reserve)

Seneca, "The Story-Telling Stone" (17-20)

Read in class: Harjo, "Remember" (handout)

à OBJECTIVE QUIZ ON UNIT #8 (first 15 minutes of class)

à WEBQUEST #8 (VOICES OF THE PEOPLE) DUE BY NOON ON TUESDAY, MAY 7
(VIA EMAIL)

The final exam for the 3:15 TR section will be held on TUESDAY, MAY 7, from 3:00 to 4:20 pm. Students from the 1:50 TR section are welcome to take this exam without notifying the professor in advance.

The final exam for the 1:50 TR section will be held on THURSDAY, MAY 9, from 3:00 to 4:20 pm.

Appendix D. Sample WebQuest

WebQuest #1: Witch Hunts

Overview: This WebQuest will give you the opportunity to explore the phenomenon of "witch hunts," with particular reference to two crucial episodes in American history--the Puritan Witchcraft Trials which took place in Salem, Massachusetts, in the 17th century, and the Senator McCarthy-led "witch hunts" for suspected Communists which took place in the 1950s. You will explore several web sites, including interactive features, and based on this exploration as well as on your reading of the primary texts in this unit, you will reach a deeper understanding of the "witch hunt" phenomenon. At the end of the WebQuest, you will write an essay discussing what you believe are the most compelling reasons for group attack and betrayal.

Step 1: Understand what brought the Puritans to the New World.

To reach an understanding of what brought the Puritans to the New World, [visit the Mayflower Families site](#).

Next, explore the reasons [why the New World was a "religious refuge" for the Puritans and other religious dissenters](#).

Step 2: Understand Puritanism and its role in the New World.

Review a [timeline of key events in American literature, political and social history](#).

[Understand more about Puritanism](#).

[Visit Plymouth Colony](#).

Learn about [Puritan methods of punishment . . .](#)

. . . and learn about [the specific case of Mary Dyer](#), one of Anne Hutchinson's supporters.

Step 3: Get yourself settled in Salem.

Take a [trip to Salem](#).

Watch the slide show, ["The Curse of Salem Village."](#)

Watch [a moving map](#) to see which Salem residents were accused of witchcraft.

Step 4: Experience the Witchcraft Trials.

To get your bearings, visit this [timeline of witchcraft trial events](#).

Explore a specific case by learning about [Rebecca Nurse](#).

Take a walk on [Witch Hill](#).

Now, imagine yourself one of the accused, and [go on trial](#).

Step 5: Explore Arthur Miller's recounting of the Salem Witchcraft Trials.

Now it's time to move forward into history and explore Arthur Miller's 1950s-era recounting of the Salem Witchcraft Trials in his play, *The Crucible*.

Learn about [Arthur Miller](#).

Learn about [The Crucible](#).

Step 6: Explore the 1950s experience known as "McCarthyism."

Read about [the McCarthy era on PBS](#) . . .

. . . and on [Spartacus Schoolnet](#).

Read about the [House Un-American Activities Committee](#).

Listen to [Senator Joe McCarthy](#).

Read about [the Hollywood Blacklist](#).

Step 7: Understand Miller's Experience with McCarthyism.

Read about [Miller's involvement with McCarthyism](#).

Read John [Steinbeck's Defense of Arthur Miller](#).

Read Arthur Miller's year 2000 [reflections on the McCarthy Era](#).

Additional Resources

If you need further resources to reflect on or answer this question, please see the following:

[Questions and Answers about the Salem Witchcraft Trials](#)

[Famous American Trials: The Salem Witchcraft Trial](#)

[Witchcraft in Salem Village](#)

[An Internet Witch-Hunt: Digitizing Salem Village](#)

[The Salem Witchcraft Papers](#)

[Arthur Miller's *The Crucible*: Fact & Fiction?](#)

[An Interview with Arthur Miller](#)

[American in the 1950s \(tons of links\)](#)

[Other Miller Resources](#)

Essay Topic

After reading all assigned readings carefully AND after exploring the above websites, choose as the focus of your essay EITHER the Salem Witchcraft Trials OR the McCarthy-era "witchhunts"

for Communists. Discuss what you believe are the most compelling reasons for group attack and betrayal.

You must discuss, quote from, and cite at least one of the following: materials related to the Witchcraft Trials and Anne Hutchinson's Trial (Ewen, Mather, Sewall, and Hutchinson materials), "Young Goodman Brown," and/or *The Crucible*. You must also show evidence of having explored carefully at least three of the sites listed above.

See essay guidelines for further instructions on this assignment.

Appendix E. Pre-course Survey

This anonymous, confidential survey will be utilized for course assessment purposes only. No one, including the course instructor, will see this survey until *after* the final course grades have been submitted to the Registrar's Office. In no way will your answers to the following questions affect your participation or success in this course.

For each question below, please indicate the degree to which you agree or disagree with the statement. Note that 5 indicates you strongly agree, while 1 indicates you strongly disagree.

1. ENGL 204 is required for completion of my degree.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

2. I would have taken ENGL 204 if it had not been required.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

3. No matter what my major is, studying literature can benefit me.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

4. I believe that I have strong critical thinking skills.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

5. I believe that I have strong critical reading skills.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

6. I believe that I have strong writing skills.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

7. I expect to enjoy ENGL 204.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

8. I expect to complete all of the assigned reading before coming to class each day.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

9. I expect to attend all or nearly all of the class sessions.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

10. I expect to participate actively in class discussion.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

11. I expect to earn high scores on the in-class quizzes and exams.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

12. I expect to earn a high grade on out-of-class writing projects.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

13. I expect to earn a high grade in this class.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

14. I expect to learn a great deal in this class.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

15. I enjoy reading literature in my spare time.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

Please add any additional comments you like:

Appendix F. Post-course Survey

This anonymous, confidential survey will be utilized for course assessment purposes only. No one, including the course instructor, will see this survey until *after* the final course grades have been submitted to the Registrar's Office. In no way will your answers to the following questions affect your participation or success in this course.

For each question below, please indicate the degree to which you agree or disagree with the statement. Note that 5 indicates you strongly agree, while 1 indicates you strongly disagree.

1. No matter what my major is, studying literature can benefit me.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

2. I believe that I have strong critical thinking skills.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

3. I believe that I have strong critical reading skills.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

4. I believe that I have strong writing skills.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

5. I enjoyed ENGL 204.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

6. I am glad I took ENGL 204.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

7. I would recommend this class to a friend.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

8. I would recommend this instructor to a friend.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

9. I would take another class with this instructor.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

10. The WebQuest activities added to my enjoyment of the course.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

11. The WebQuest activities strengthened my learning in this course.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

12. The WebQuest activities were easy to complete.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

13. I completed all of the assigned reading before coming to class each day.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

14. I attended all or nearly all of the class sessions.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

15. I participated actively in class discussion.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

16. I found class discussion to be interesting.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

17. I earned high scores on the in-class quizzes and exams.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

18. I earned high grades on out-of-class writing projects.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

19. I will earn a high grade in this class.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

20. I learned a great deal in this class.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

21. I enjoy reading literature in my spare time.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

Appendix G. Assessment Rubric

Assessment for Grant

Sample # _____

Reviewer Name _____

Please read the attached essay.

(NOTE: The essay was written in response to a “WebQuest”—a guided tour of specific Internet sites developed by the course instructor. Students were instructed to read an assigned primary text and then to learn more about the text, the time period, and the relevant literary movement(s) by exploring targeted Web sites. After completing the reading and the web exploration, students were asked to write a 1000- to 1500-word essay. The requirements were as follows: (1) discuss and cite at least one of the texts read in the particular unit (or more, as noted in the particular WebQuest assignment); (2) cite at least three of the Web sites included in the WebQuest; and (3) use MLA format for in-text citations and for Works Cited page. Students were prohibited from conducting library and print research and were also not permitted to use Web sites not included on the WebQuest.)

After reading the essay, please score it based on a scale of 1-5 (1 being the lowest, 5 being the highest). Please use numbers only—no comments.

Student demonstrates the ability to conduct effective Internet research (as evidenced by essay-embedded references to Internet sources as well as by a documented reference page).

1 2 3 4 5

Student effectively synthesizes Internet research material into a cohesive essay.

1 2 3 4 5

Student demonstrates in a cohesive essay a rich understanding of the literature’s social, cultural, and historical context (as evidenced in the Internet resources collected, presented, and discussed).

1 2 3 4 5

Appendix H. Tabulated Results of Pre-course Survey

NOTE: F1 indicates students in section 1, Fall 2001 (control group). F2 indicates students in section 2, Fall 2001 (control group). S1 indicates students in section 1, Spring 2002 (experimental group). S2 indicates students in section 2, Spring 2002 (experimental group). Numbers in each column represent the actual number of respondents to each item (rather than percentages).

1. ENGL 204 is required for completion of my degree.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1	29	4	1	1	0
F2	29	5	3	0	0
S1	25	5	1	2	1
S2	30	1	3	2	1

2. I would have taken ENGL 204 if it had not been required.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1	1	7	8	7	12
F2	3	9	17	9	9
S1	0	5	6	11	12
S2	3	4	5	5	20

3. No matter what my major is, studying literature can benefit me.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1	9	18	5	2	1
F2	10	20	2	4	1
S1	13	16	4	1	0
S2	13	14	6	2	2

4. I believe that I have strong critical thinking skills.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1	5	20	4	5	1
F2	8	20	4	4	1
S1	9	18	3	4	0
S2	10	18	7	2	0

5. I believe that I have strong critical reading skills.

	5	4	3	2	1

	Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree
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F1	2	15	6	11	1
F2	11	19	4	2	1
S1	4	22	4	4	0
S2	6	15	8	6	2

6. I believe that I have strong writing skills.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
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F1	4	15	3	13	0
F2	7	20	5	2	3
S1	7	15	4	5	3
S2	2	18	9	8	0

7. I expect to enjoy ENGL 204.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
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F1	5	12	7	10	1
F2	6	15	6	7	3
S1	3	11	13	6	1
S2	6	10	11	6	4

8. I expect to complete all of the assigned reading before coming to class each day.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
--	---------------------	-----------------------	-----------------	--------------------------	------------------------

F1	11	16	2	6	0
F2	17	13	3	4	0
S1	13	13	7	1	0
S2	12	18	3	4	0

9. I expect to attend all or nearly all of the class sessions.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
--	---------------------	-----------------------	-----------------	--------------------------	------------------------

F1	23	11	0	1	0
F2	30	5	2	0	0
S1	25	8	1	0	0
S2	23	11	3		

10. I expect to participate actively in class discussion.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1	6	18	8	3	0
F2	8	20	6	3	0
S1	7	11	8	8	0
S2	7	17	11	2	0

11. I expect to earn high scores on the in-class quizzes and exams.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1	6	23	4	2	0
F2	10	17	8	2	0
S1	10	20	4	0	0
S2	9	16	10	2	0

12. I expect to earn a high grade on out-of-class writing projects.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1	7	20	6	2	0
F2	12	16	6	2	1
S1	8	24	5	0	0
S2	6	17	10	4	0

13. I expect to earn a high grade in this class.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1	6	24	3	2	0
F2	10	16	10	0	1
S1	9	22	3	0	0
S2	8	16	11	2	0

14. I expect to learn a great deal in this class.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1	10	15	5	5	0
F2	11	16	10	0	0
S1	7	18	8	1	0
S2	12	10	11	3	1

15. I enjoy reading literature in my spare time.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1	3	12	3	8	8
F2	16	8	5	5	3
S1	6	8	9	9	2
S2	5	16	6	4	6

Sample comments:

There is too many English classes/literature classes as requirement. It is to a point that literature become an annoyance.

I'm not sure what to expect from this class. All American literature I have been exposed to has not interested me.

Reading is not one of my favorite things to do. Especially when I have no time.

Reading is my least favorite thing to do in my spare time.

Appendix I. Tabulated Results of Post-course Survey

NOTE: F1 indicates students who completed the post-course survey during the first final exam period in Fall 2001 (control group). F2 indicates students who completed the post-course survey during the second final exam period in Fall 2001 (control group). S1 indicates students who completed the post-course survey during the first final exam period in Spring 2002 (experimental group). S2 indicates students who completed the post-course survey during the second final exam period in Spring 2002 (experimental group). Numbers in each column represent the actual number of respondents to each item (rather than percentages).

1. No matter what my major is, studying literature can benefit me.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	16	19	3	3	1
F2(-)	4	13	0	1	1
FT	20	32	3	4	2
S1	12	21	1	0	1
S2	6	17	7	1	0
ST	18	38	8	1	1

2. I believe that I have strong critical thinking skills.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	5	25	8	4	0
F2(-)	3	11	1	4	0
FT	8	36	9	8	0
S1	10	18	5	2	0
S2	6	18	5	2	0
ST	16	36	10	4	0

3. I believe that I have strong critical reading skills.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	5	15	4	18	0
F2(-)	4	9	3	3	0
FT	9	24	7	21	0
S1	6	20	3	6	0
S2	7	13	7	4	0
ST	13	33	10	10	0

4. I believe that I have strong writing skills.

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	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	5	18	5	11	2
F2(-)	4	8	3	4	0
FT	9	26	8	15	2
S1	5	11	8	10	1
S2	3	8	9	10	1
ST	8	19	17	20	2

5. I enjoyed ENGL 204.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	7	21	5	7	2
F2(-)	8	5	1	4	1
FT	15	26	6	11	3
S1	10	15	7	2	1
S2	10	10	5	2	4
ST	20	25	12	4	5

6. I am glad I took ENGL 204.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	8	15	9	6	4
F2(-)	8	5	1	3	2
FT	16	20	10	9	6
S1	10	14	9	1	1
S2	6	11	9	1	4
ST	16	25	18	2	5

7. I would recommend this class to a friend.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	8	18	7	6	3
F2(-)	8	4	2	2	3
FT	16	22	9	8	6
S1	11	11	10	2	1
S2	9	11	6	0	5
ST	20	22	16	2	6

8. I would recommend this instructor to a friend.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	17	18	5	1	1
F2(-)	11	6	1	0	1
FT	28	24	6	1	2
S1	21	8	5	1	0
S2	15	9	3	2	2
ST	36	17	8	3	2

9. I would take another class with this instructor.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	16	17	4	2	3
F2(-)	11	5	1	2	0
FT	27	22	5	4	3
S1	19	7	7	2	0
S2	19	9	5	2	3
ST	38	16	12	4	3

10. The WebQuest activities added to my enjoyment of the course.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	7	10	7	10	8
F2(-)	5	5	1	4	4
FT	12	15	8	14	12
S1	15	15	2	2	1
S2	8	8	9	4	2
ST	23	23	11	6	3

11. The WebQuest activities strengthened my learning in this course.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	8	14	9	10	1
F2(-)	5	6	5	2	1
FT	13	20	14	12	2

S1	16	15	2	1	1
S2	11	12	6	1	1
ST	27	27	8	2	2

12. The WebQuest activities were easy to complete.

5	4	3	2	1	
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree	
F1(+)	3	13	9	9	8
F2(-)	1	5	5	7	1
FT	4	18	14	16	9
S1	10	15	2	6	2
S2	2	14	5	8	2
ST	12	29	7	14	4

13. I completed all of the assigned reading before coming to class each day.

5	4	3	2	1	
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree	
F1(+)	1	19	3	12	7
F2(-)	1	7	5	4	2
FT	2	26	8	16	9
S1	4	11	7	10	3
S2	2	10	4	10	5
ST	6	21	11	20	8

14. I attended all or nearly all of the class sessions.

5	4	3	2	1	
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree	
F1(+)	28	10	1	2	1
F2(-)	14	2	2	1	0
FT	42	12	3	3	1
S1	25	8	0	2	0
S2	18	10	3	0	0
ST	43	18	3	2	0

15. I participated actively in class discussion.

5	4	3	2	1
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree

F1(+)	8	11	9	12	2
F2(-)	2	7	4	3	3
FT	10	18	13	15	5
S1	7	7	9	9	3
S2	5	10	9	5	2
ST	12	17	18	14	5

16. I found class discussion to be interesting.

5	4	3	2	1	
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree	
F1(+)	8	25	4	4	1
F2(-)	5	6	3	5	0
FT	13	31	7	9	1
S1	9	18	4	3	1
S2	6	17	3	4	1
ST	15	35	7	7	2

17. I earned high scores on the in-class quizzes and exams.

5	4	3	2	1	
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree	
F1(+)	8	23	4	6	1
F2(-)	8	6	3	2	0
FT	16	29	7	8	1
S1	8	22	3	2	0
S2	1	16	6	8	0
ST	9	38	9	10	0

18. I earned high grades on out-of-class writing projects.

5	4	3	2	1	
Strongly agree	Moderately agree	No opinion	Moderately disagree	Strongly disagree	
F1(+)	3	10	17	8	4
F2(-)	3	5	8	3	0
FT	6	16	25	11	4
S1	7	9	13	6	0
S2	2	9	12	6	2
ST	9	18	25	12	2

19. I will earn a high grade in this class.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	6	11	16	7	2
F2(-)	3	10	5	1	0
FT	9	21	21	8	2
S1	3	12	16	4	0
S2	2	11	5	11	2
ST	5	23	21	15	2

20. I learned a great deal in this class.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	11	21	2	5	3
F2(-)	8	5	4	2	0
FT	19	26	6	7	3
S1	11	17	5	1	1
S2	11	11	4	3	2
ST	22	28	9	4	3

21. I enjoy reading literature in my spare time.

	5 Strongly agree	4 Moderately agree	3 No opinion	2 Moderately disagree	1 Strongly disagree
F1(+)	10	10	6	8	8
F2(-)	10	1	2	2	4
FT	20	11	8	10	12
S1	7	12	6	4	6
S2	6	10	4	7	4
ST	13	22	10	11	10

Sample comments:

Fall #1

This class was the most enjoyable English class I've ever had.

[Professor]: very interesting, great teacher!!

[Professor] is very informative.

[Professor] is a *very* interesting teacher. She kept my interest and kept lecture and assignments on target.

[Professor] is very enthusiastic and makes literature exciting to learn!

Fall #2

Thanks for the great semester!

[Professor] is an excellent teacher.

Spring #1

I really liked the [interactive whiteboard]!

If it were easier to figure out how to send things on WebQuest, it would have been great! I got so frustrated when I couldn't send things that I didn't complete many of the WebQuest assignments! [Professor] is great!

[Professor] helped make this class very interesting! It's obvious she loves her work.

This class was very interesting. It was also difficult, but the WebQuests provided me with a deeper understanding of the material.

I enjoyed this class a great deal and did recommend it to many of my friends with [professor]. I found the WebQuests and [interactive whiteboard] to be fun, interesting, and enjoyable **J**.

This has been one of my favorite English classes.

I really enjoyed the [interactive whiteboard]. It was very beneficial to see images and movies and hear sounds that corresponded with our readings and class discussions.

[The interactive whiteboard] is the perfect tool as an addition to class. I know that I would not have paid as much attention to class topics and discussion as I did with it.

[Professor] is an excellent instructor, and I enjoyed the use of the Web in class. It helped me a great deal. [Professor] kept the class interesting and fun.

[Professor] is a great teacher—the computer involvement made class interesting. The WebQuests were difficult. Test grading is very difficult.

I enjoyed this class the most of all my taken English classes at Shepherd. The [interactive whiteboard] and WebQuests were a great change from the cave man technology on the rest of campus.

Spring #2

[Professor] is an excellent instructor. This was the first literature class that I enjoyed because she went more into depth about the history of the time and the writers themselves.

Good teacher.

I think what made this class distinct was the professor. She was what made this class interesting.

[Professor] made the subject matter interesting and encouraged great discussions in class. The [interactive whiteboard] also had a tremendously positive effect on the enjoyability of the class.

I really like the [interactive whiteboard] that was there.

[Professor] is the best teacher I have ever had. She knows what she talks about and I did learn a lot from the class.

The class was very hard but class discussions were great!

I really enjoyed the [interactive whiteboard]! I found it easier to relate to the reading when seeing the author, characters, and background information. I strongly suggest the [interactive electronic whiteboard] for future classes.

Hemingway rules. We need him. The [interactive whiteboard] made me smart.

Nice to have extra credit option like WebQuest and having something to look at in class.

[Professor] is awesome.

Wonderful class. I benefitted greatly from the discussions and my perspective on American literature is greatly enhanced as a result of taking this course. The WebQuests were very beneficial to my understanding of the material.

The WebQuests and [interactive whiteboard] added greatly to my understanding and enjoyment of this class.

[Professor] is a wonderful teacher, and she used the [interactive whiteboard] to its utmost potential.