

Sample 1

SAMPLE
Faculty Development Plan

Assistant Professor of Japanese
Department of Asian and Near Eastern Languages
Brigham Young University
August 2020

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Faculty Development Plan

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Faculty Development Plan
Fall 2020-Winter 2021

I started working at BYU as a visiting Assistant Professor of Japanese in Fall 2016. I started my CFS track in Fall 2019.

Goals for Fall Semester 2020

Citizenship Goals

- Provide more refined teacher training for current and prospective TAs by implementing more open-ended activities in line with the teaching approach we use in our language curriculum
- Attend more online workshops offered by AATJ to form relationships with other language experts
- Update my profile for ResearchGate and make my research more accessible for others online
- Continue to actively participate in all department and section meetings.

Teaching Goals

- Create refined syllabi for Japanese 101 and 102 by better incorporating open-ended activities and the Activity Book.
- Make more time for class preparation to provide better grammar instruction.
- Work with Dr. [REDACTED] [REDACTED] to create and refine learning materials for Japanese 101.
- The enrollment of students in Japanese 377 seems to be decreasing, so I would like to advertise this class more to keep the number of qualified TAs in the Japanese program.

Scholarship Goals

Submissions/Publications

- Continue to make revisions and publish the second volume of *NihonGO NOW!*
- Make necessary revisions and publish the paper written for DEALL 50 Proceedings.
- Draft and submit a journal article on identity by using the data I have from the Japanese House project
- Draft and submit at least two journal articles on Japanese speech acts with students that I mentor
- Set a goal to publish a book for the Foreign Language Housing research project.

Conferences

- Attend ACTFL and expand my network with other language professionals in my field
- Turn in an abstract to present my research at AATJ and expand my professional network with other language experts in my field.

2. CITIZENSHIP

2016-2020 Citizenship Accomplishments

Department & University Service

- Hire, train, and supervise Japanese teaching assistants since 2016
- Evaluate language ability and advise incoming students concerning appropriate course placement
- Supervisor for the Japanese House in the Foreign Language Student Resident program since 2020
- Foreign Language and Area Studies (FLAS) application reviewer in 2019 and 2020
- Presented research on language standards for a department meeting in 2019 (December)
- Organized and conducted The Japan Kanji Aptitude Test at BYU in October, 2019
- Advisor for Japan Club from 2016-2019
- Advisor for Japanese Student Association from 2017-2018
- Organizer for Japanese Culture Night from 2016-2018
- Coordinator for BYU Language Fair for Japanese in 2019
- Created a website for language students studying Japanese with *NihonGO NOW!* in 2020 (<http://nihongonow.byu.edu>)
- Created audio files to practice drills and narrations for Japanese 301 and 302 in 2017 (<http://hlr.byu.edu>)

National Service

- Nominated for Vice President of the American Association of Teachers of Japanese (AATJ), 2019
- Chaired a presentation session at the annual spring conference of the AATJ in Denver, March, 2019.
- Member of the American Association of Teachers of Japanese (AATJ) since 2011
- Certified Oral Proficiency Interview rater for Japanese for American Council on the Teaching of Foreign Languages (ACTFL) since 2014
- Test item developer for ACTFL since 2016

- Member of the ACTFL since 2016
- Reviewer for the journals Japanese Language and Literature and Journal of the National Council of Less Commonly Taught Languages

- Invited to serve as a committee member to review applications for the annual Hamako Ito Chaplin Memorial Award for Excellence in Japanese Language Teaching in April, 2020.
- Invited as a guest lecturer and gave a research talk for the Asian Studies Center in University of Pittsburgh on March, 6th, 2020
- Invited to review applications for the Bridging Scholarships for study abroad programs to Japan in April, 2020.
- Vice President of the Utah Association of Teachers of Japanese since 2018
- Elicited imitation test item developer for measuring speaking proficiency for Missionary Training Center (MTC), 2018

Self-assessment

One of my biggest strengths is my expertise in Japanese Pedagogy and passions for teaching. I make my contribution to the department by seeking ways to improve the language curriculum. I teach a course on teaching methodology (Japanese 377) to train and hire prospective teaching assistants (TAs) and supervise 15+ TAs a semester in the Japanese program. The process of teacher training supports one of the university's missions of life-long learning and service as it gives opportunities for TAs to strive and refine their teaching skills to better serve their students. Since we have our TAs teach class regularly, I observe their classes to make sure they are following the teaching procedures they are expected to follow in our language curriculum. In addition, I send out survey questionnaires for students to evaluate their TAs at the end of the semester. I read through and share the results with the TAs to help them see what they need to improve.

I use my expertise in Japanese pedagogy to create learning materials for students and teachers. In 2017, I worked with my TAs to create audio files for students to practice drills and narrations for intermediate-level Japanese courses (Japanese 301 and 302). These files can be accessed on BYU's Humanities Learning Resources' Website (<http://hlr.byu.edu>). In the past two years, I have been leading the piloting of the new beginning-level Japanese textbook series, *NihonGO NOW!* in the Japanese program. As one of the authors of this textbook series, I created and conducted survey questionnaires to receive feedback from students. Their feedback was used to make necessary revisions to make the textbook better. By completing the piloting process, I have laid a foundation for future language learners to practice and attain effective communication skills in Japanese. In particular, I have created a new course syllabus and schedule as well as a set of assessment tools such as exams and oral interview scenarios for Japanese 101, 102, 201, and 202, based on the new textbook. I have recordings of students' oral interviews and more than 10 video recordings of my classroom teaching with lessons plans created from *NihonGO NOW!*, which have been used in my teaching methodology class. I have shared these resources with other faculty members in the department.

I seek to get input from my colleagues about the language curriculum. Every semester I send out the students from my teaching methodology class to interview my colleagues to ask for their opinions about the language program. I occasionally have personal discussions about ways to improve the language curriculum with my colleagues when I see them in their office and at other

occasions such as before or after the departmental meetings. I have shared implications for language teaching drawn from my research in the department as well as at Language Acquisition Research Colloquium at BYU in April, 2017. This summer I led a fruitful email thread discussion with other full-time and part-time Japanese faculty about how we can respond to critical feedback we received from students about the curriculum. Inspired by the discussion, I wrote a response paper that reflects my experience of teacher training in the past four years. I plan to share my insights with fellow language teachers by submitting the paper that I was invited to write for the 50th anniversary proceedings of the Department of East Asian Languages and Literatures at The Ohio State University.

I also like using my talents to serve others and working with others to host events related to Japanese language and culture. I have provided service for the department as a language evaluator, as an advisor for Japanese Student Association and Japan Club, as a supervisor of the Japanese House in the Foreign Language Student Resident program, and as a reviewer for Foreign Language and Area Studies (FLAS) scholarships. I also organized and conducted The Japan Kanji Aptitude Test at BYU by working with a local Japanese language teacher in October, 2019. I have also organized and coordinated Japanese Culture Night and BYU Language Fair. These cultural events provided opportunities for BYU Japanese students to share their talents and provide service for others, many of which were non-BYU students.

With my desire to serve others with my background in Japanese pedagogy, second language acquisition, and second language proficiency assessment, I also provide professional service outside of the university at national and international levels. I have served as the Vice President of the Utah Association of Teachers of Japanese since 2018 and have provided teacher training for high school teachers of Japanese in the area. I helped MTC create elicited imitation test items to measure speaking proficiency for missionaries. Missionaries in Japan have taken the tests and the results have been used to provide feedback on their speaking proficiency. In preparation for the 2020 fall semester, I have created a website for students who are learning Japanese with the *NihonGO NOW!* series to make it easier for them to access media resources (<http://nihongonow.byu.edu/>). The website has been piloted during the summer term of 2020 term and was just launched in August, 2020. In addition to Japanese students from BYU, there will be many other students accessing the website from other Japanese language programs that will be implementing the textbook this fall. In early 2020, my former colleague from graduate school, Dr. Stephen Luft, invited me to present my research for the Asian Studies Center at the University of Pittsburgh on March, 6th, 2020 as a guest lecturer. In April 2020, Dr. Priya Ananth from Middle Tennessee State University invited me to serve as one of the committee members to review the applications for the national Hamako Ito Chaplin Memorial Award presented to a current graduate student or full-time instructor for excellence in Japanese language teaching at the college level.

I regularly attend and present my research at academic conferences such as those hosted by the American Council on the Teaching of Foreign Languages (ACTFL) and the American Association of Teachers of Japanese (AATJ). I am an active member of ACTFL and AATJ and have chaired a presentation at AATJ in March, 2019. I was also selected as a reviewer for their journal, *Japanese Language and Literature*, to peer review an article. I was nominated for Vice President of AATJ in Fall 2019. In April, 2020, Susan Schmidt, the executive director of AATJ,

invited me to review applications for the national Bridging Scholarship program for study abroad programs to Japan. For ACTFL, I have helped evaluate recorded interviews of Japanese learners as a certified rater. I have also been developing test items for their reading and listening proficiency exams.

In this upcoming academic year, I will continue to actively participate in all department and section meetings and fulfill my roles as a language evaluator and as a supervisor for the Japanese House. As a teacher trainer, I plan to provide more refined teacher training for current and prospective TAs by better implementing open-ended activities in line with the teaching approach we use in our language curriculum. I have already revised my syllabus for Japanese 101 to incorporate more open-ended activities and Activity Book. Outside of my departmental responsibilities, I want to contribute more to online communities within my profession. I plan to attend more online workshops offered by AATJ to form better professional relationships with other language experts. I created a ResearchGate account last year, and I will continue to add to my profile and strengthen my professional presence online by making my research more accessible to others.

3. TEACHING

2016 – 2020 Teaching Accomplishments (Overall rating)

Class	F16	W17	SU17	F17	W18	SU18	F18	W19	SU19	F19	W20	F19
Japanese 101	4.6			4.6			4.4			4.4		-
Japanese 102		4.7	4.5		4.6	5.0		4.8	5.0		4.8	
Japanese 201										4.6		
Japanese 202											4.7	
Japanese 321		4.9			4.7			4.8				
Japanese 377	3.8	4.7		4.5	4.2		4.3	4.6		3.5	4.9	-
Japanese 311											5.0	
Japanese 411												-

Student accomplishments

- Audio recorded performance of students' oral interviews show that students who finished Japanese 202 have the potential to reach the Intermediate level based on the ACTFL proficiency guidelines
- Newly hired TAs are able to provide effective language instruction to teach speaking and listening class
- Students kept their motivation to learn Japanese and acquired new sets of learning strategies through focused debriefing sessions.

Self-Assessment

With my experience of teaching as a missionary for The Church of Jesus Christ of Latter-day Saints and as a former teacher of Japanese at the MTC, I enjoy connecting my lessons with gospel truths. I often try to think about my students when I study the gospel and make it a habit to share something with them on a regular basis at the beginning of class. This discussion often turns into an opportunity for students to share their success stories or challenges they face as language learners. Many of my students find learning Japanese challenging, but I have seen them form strong bonds with each other as they become friends through overcoming the challenges and experiencing the success stories of learning the language together.

As mentioned previously, I finished piloting a new beginning-level Japanese language textbook series, *NihonGO NOW!* through teaching Japanese 101, 102, 201, and 202, which started in Fall 2018. I had a total of 21 students who finished 202 with the new textbook. Four of them decided to major in Japanese during the piloting process. In the past, typically less than 10 students were enrolled in 202, so the number of students who stayed in the program with the new textbook series was significantly higher. I prepared my students in 202 for upper-level courses and for their future career by having them practice Japanese in both formal and informal contexts, providing opportunities to engage in open-ended activities that stemmed out of structured language activities. Students learned to initiate and sustain conversations in Japanese, give narrations on various topics, give a short presentation, write a resume, participate in a job interview, and write an opinion paper. All of these learning activities attribute to students attaining effective communication skills. In audio recordings of oral interviews, presentations, and job interviews, students have demonstrated their ability to initiate and sustain a conversation at sentence level on various topics. It is one of the criteria used to reach the Intermediate proficiency level on the ACTFL's guidelines for measuring oral proficiency, and it is the average level of Japanese for returned missionaries from Japan.

When possible, I try to incorporate my research findings in my teaching. For example, Dr. [REDACTED] and I have observed a trend for student residents in the Japanese House to lose their motivation to learn Japanese overtime in our research project in 2016-2018. In an effort to help them maintain their motivation to learn Japanese, I created weekly assignments to have them watch Japanese TV shows on a variety of topics to spark their interests. To get them excited about the assignments, I talked with my students as a group to decide what they were going to watch. For me to provide individualized feedback on their ability to communicate in Japanese, I had the students provide oral reports about the shows they watched to the Language Facilitators. These reports were audio recorded so that I could listen to and provide feedback. Seeing students feeling stressed for not having an outlet to share their concerns and challenges effectively in the immersion program in the same research, we made a suggestion for immersion programs to make the time for a debriefing session to allow students to share concerns in their first language. After making this change in the Japanese House and giving students a chance to have a debriefing session once a week with a supervising instructor, students were able to have an outlet to express their feelings about their experiences. Selected students in the interviews said that this implementation helped them grow closer with each other in the program and they were able to cope with stress better as a team. As a result, they were better able to keep their motivation to learn Japanese through the end of the program. As a teacher, I implemented this idea with my students in Japanese 321, which deals with current events in Japanese. Students have told me that sharing and listening to other students' concerns and learning strategies was helpful for them to overcome the fear of learning Japanese through news stories. I believe that students who acquire new sets of learning strategies from fellow students facilitates life-long learning. I plan to use these ideas when I teach Japanese 411 this fall.

I find training prospective Japanese TAs through teaching Japanese 377 both enjoyable and challenging. I have worked closely with 70+ students who took this class by having individual teaching practice with them on a weekly basis. Over the last four years of teaching this class, I received comments from some of my students who felt that I was too intense and too determined about the teaching approach. This gave them an impression that I did not seem too open to

incorporate other teaching approaches. While I still believe in the foundational principles of the teaching approach that I use to train my students, I took their comments seriously and tried to be more open about the ideas my students shared with me. During one of the teaching practice sessions, one of the students in Winter 2020 told me that he appreciated my effort to listen to his ideas and that his ideas mattered to me. He felt valued as a student. I will continue to be sensitive to student concerns. However, at the same time, I will continue to set my expectation high and put my efforts to provide intensive training for my prospective TAs. They may not be comfortable with certain aspects of the teaching approach at first, but I believe it will be intellectually enlarging for my students to see the usefulness and effectiveness of the teaching approach we use in the Japanese program in the rigorous TA training process.

One of the challenges I face is the difficulty of keeping a set of qualified TAs to teach Japanese in our department since I have TAs leaving the program every semester for various reasons such as graduation. The number of students enrolling in Japanese 377 seems to have decreased a little over the past four years. In an attempt to recruit more students, I advertised the course to Japanese-speaking students via the Facebook group page for the Japanese Student Association and via sending out an email announcement to those who are enrolled in upper-level Japanese classes. I have also talked with other faculty members if they know of any students who might be a good fit to become a TA in the department.

Another challenge I face as a teacher is the difficulty of making the time for lesson preparations while I keep going forward with other projects such as writing a new textbook and journal articles from my research. Now that I will be done with the bulk of writing process for the new textbook series before the Fall semester, I would like to take more time for class preparation to provide better grammar instruction and meaningful practice activities for students in Japanese 101. I also want to make better use of the Activity Book since the way I developed the course syllabus in the past two years did not incorporate it effectively. I have also talked with my colleague [REDACTED] who will also be teaching Japanese 101 to create lesson plans and learning materials together this fall so that we can save some time by working together.

4. SCHOLARSHIP

Research funding

- November, 2017 (\$3000)—Department of Asian and Near Eastern Languages for creating Reading and Writing textbook for Japanese 202
- July, 2019 (\$1440.00)—College Research Funding Request for finalizing visual illustrations for NihonGO NOW! Level 1
- September, 2019 (\$3,600.00)—College Research Funding Request for creating visual illustrations for NihonGO NOW! Level 2
- May, 2020 (\$3,834.00)—College Research Funding Request for creating NihonGO NOW! video series (<http://nihongonow.byu.edu/>)
- August, 2020 (\$9,600.00)—College of Humanities Mentored Experience Grant

Works Published

(redacted)

Textbooks

(redacted)

Works Accepted and Forthcoming

(redacted)

Conference presentations:

(redacted)

Self-Assessment

My background in language pedagogy is the perfect fit for publishing Japanese learning materials. It gives me opportunities to demonstrate my ability to apply learning theories into practice. I was very fortunate to be invited to co-author a new Japanese textbook series *NihonGO NOW!* in my early career. I am in charge of authoring the reading and writing portion and creating visual illustrations. It has been a valuable experience for me to create learning materials that are in line with the learning theories behind the teaching approach we use in our program and receive feedback from other authors and instructors in the past two years. With the research funding I received on this project, I have worked with my research assistants to create visual illustrations for the textbook. I have proposed and supervised the creation of the video series that accompany the textbook. The first nine lessons have been uploaded on YouTube (<https://www.youtube.com/channel/UCIMDaw6MzkQ25sMOMwQxfzw>), and we plan to finish the rest of the video series by the end of August, 2020. The first volumes of the main textbook and activity book are being published this summer and will be implemented in multiple university-level Japanese programs including The Ohio State University, University of Pittsburgh, and BYU. We will submit the manuscripts of the second volumes of the main textbook and activity book by the end of August, which will be published next year. As

mentioned, I recently drafted a reflection article for a conference proceeding for the 50th anniversary of The Ohio State University's Department of East Asian Languages and Literatures. It is a pedagogy paper for those who might consider implementing *NihonGO NOW!* in their language program. After going through the editing process, it is scheduled to be published by the end of this year.

Aside from my textbook project, I also conduct research and produce publications as a scholar in my profession. The focus areas of my research have been language immersion programs and perceptions of native speakers as language teachers. I have been doing research on the Foreign Language Student Residence program since 2017 with my colleague, Dr. [REDACTED] and our research article for *Journal of American Association for Applied Linguistics* and a book chapter in Bown and Dewey's book on Foreign Language Housing were published this summer. We have received multiple offers to write a book for this project, so Dr. [REDACTED] and I will start working with the publishers to come up with a plan to publish a book on this topic sometime in the future. In addition to these publications, I have produced two single-authored publications on the perceptions of native speakers for *Journal of the National Council of Less Commonly Taught Languages* and *Foreign Language Annals*. I have another commentary paper to be published this fall for *Japanese Language and Literature*. The single-authored articles stem from my dissertation research. *Journal of American Association for Applied Linguistics* and *Foreign Language Annals* are considered top tier journals among language educators. To make my presence in my professional field stronger, I plan to make my published articles more accessible for other language educators by updating my faculty profile and my account on ResearchGate.

In the near future, I plan to draft another journal article on identity with the data set Dr. [REDACTED] and I have collected from the Japanese House. I have read relevant journal articles on language identity this summer in preparation to start drafting this paper. Dr. [REDACTED] Dr. [REDACTED] and I were recently awarded a College of Humanities Mentored Experience Grant for this fall. We will be mentoring students to do research work on Japanese speech acts and I plan to publish a few papers with my students with this funding.

As mentioned previously, I regularly attend and present my research at ACTFL and AATJ. Though the AATJ conference was cancelled this past spring, I was scheduled to lead a panel discussion on the issue of diversity, inclusion, and professionalism in Japanese language education, together with Dr. [REDACTED] a well-known Japanese linguist and newly appointed President of AATJ, and Dr. [REDACTED] from the University of Hawaii at Manoa. My recent paper proposal for an upcoming conference this fall was rejected (partially because they were not accepting as many proposals with the pandemic this year), but I plan to attend the conference to expand my network with other language professionals in my field. I plan to submit a research abstract for a presentation or panel discussion for AATJ in 2021.

Japanese 101 Course Syllabus

Fall 2020

Instructor Information

Teaching Assistant (TA)

---- 3006 JKB 801-422-4151 -----
Office Hour: by appointment

Time / Class Location (Blended):

MTWThF, 4:00 PM

Physical classroom (TBA) on MWF
Online via Zoom on TTh

Instructor
(TA)

*There may be times when I teach ACT class. Observers may visit class periodically. The class may be videotaped on occasion.

Prerequisite:

None

Required Text / Materials:

1. *NihonGo Now!* Textbook Volume 1 Part 1
2. *NihonGo Now!* Activity Book Volume 1 Part 1

You can save money by buying the Textbook and Activity Book together ([Routledge](#) • [Amazon](#))

3. [NihonGO NOW! Website](#)
4. [NihonGO NOW! YouTube Channel](#)
5. Other supplementary materials provided on Learning Suite or in class

Course Outcomes:

The overall aim of this course is to help you develop a foundation to build a good and lasting relationship with Japanese speakers by developing the ability to interact in natural, culturally appropriate ways. This is accomplished through script rehearsals and structured drill activities, contextualized open conversation activities, and using effective strategies to study Japanese independently. Students will learn to comprehend and communicate ideas using *hiragana* and *katakana* characters.

Through script rehearsals and structured drill activities, students will learn to:

- (1) Convey their intentions accurately and appropriately in Japanese.
- (2) Build foundation to interact with Japanese people and participate in the Japanese culture in a culturally coherently way
- (3) Develop the ability to observe and analyze how one's performance may be influenced by the context such as the time (occasion) and place, the roles of the participants, and the influence of bystanders.

- (4) Apply key concepts of Japanese culture such as *enryo* ‘restraint,’ *omoiyari* ‘consideration,’ *aimai* ‘ambiguity,’ *keego* ‘respect language,’ and *amae* ‘dependance,’ etc.
- (5) Develop the ability to use appropriate speech style suited for various study abroad and internship settings. The following provides a list of performative tasks that students will learn:
 - a. greetings
 - b. self-introductions
 - c. extending invitations
 - d. asking simple Yes/No questions and WH questions
 - e. talking about food, locations, time, schedule, academic major, shopping, etc.,
 - f. making requests, asking for permission,
 - g. making short, formal exchanges in business settings

Through contextualized open conversation activities, students will have opportunities to apply new knowledge to:

- (1) Initiate and sustain a conversation in Japanese
- (2) Combine a set of performative templates creatively
- (3) Learn from their errors and be aware of their limitations
- (4) Use conversational strategies such as “echo” questions, buying time, recalling, and asking clarification questions, etc.

To reach these goals, learners will use effective learning strategies for studying Japanese by

- Using audio and video materials as a conversation partner.
- Developing the ability to hear and produce the sounds of Japanese fluently and accurately with the use of audio materials.
- Using vocabulary building strategies such as imagining and practicing various ways to incorporate new vocabulary and expressions in script rehearsals
- Working with other classmates to practice the assigned scripts, drills, and open conversation activities.

For reading and writing, students learn to:

- Comprehend short scripts written in *hiragana* and *katakana* characters
- Initiate and sustain a short conversation by using information written on thank you notes, simple requests, menu, advertisements, etc.
- Write and type short messages using *hiragana* and *katakana* characters (e.g. thank you notes and simple requests).

Japanese Program Learning Outcomes

[\(https://ane.byu.edu/japan/japanese/learning-outcomes/\)](https://ane.byu.edu/japan/japanese/learning-outcomes/)

We expect that program graduates will be able to:

- enact the principles expressed in the Aims of a BYU education through the acquisition of language and cultural fluency, thereby enabling the interpretation and presentation of Japanese

language and culture to others in a manner that will promote mutual understanding and respect for peoples of the world.

- analyze and discuss salient aspects of Japanese thought and their effect on language, behavioral patterns, and interpersonal relationships.
- analyze and discuss Japanese literary genres, works, and authors in their social, historical, and religious contexts.
- apply critical thinking skills and write well in English and Japanese (in various genres).
- converse and act in Japanese in linguistically, socially, and culturally appropriate ways on a broad variety of topics in a wide range of settings.
- analyze and discuss the structure of the Japanese language, including aspects of phonology, morphology, syntax, semantics, and pragmatics.
- read and engage effectively texts of various genres (covering the range of jooyoo kanji).
- discuss basic differences and continuities between modern and pre-modern Japanese and read and analyze pre-modern texts.
- effectively utilize learning tools, such as dictionaries (electronic, paper, and web-based) and cultural literacy resources (such as Kokugo benran).
- demonstrate self-managed learning skills that will facilitate life-long learning.

Course Structure:

ACT (MWF)

You are expected to perform the assigned scripts in contexts given in class. With the foundation built from the scripted rehearsals and structured activities, you will be given opportunities to engage in contextualized open conversation activities to practice initiating and sustaining a conversation with other classmates by creatively combining what you learned through script rehearsals and drill activities.

Rules:

- Performance is the end goal. Memorization is NOT.
- You may NOT rely on notes in class
 - It would be unnatural to rely on notes when communicating with others.
- Use Japanese to communicate.
 - Avoid relying on English during ACT class. You may be confused about something and may be frustrated that you cannot ask about it in English during ACT class. Consider it a great learning opportunity. Try to figure out what's going on without relying on English. Pay close attention to your instructor and others. Think about what kind of intentions are communicated. As you learn to deal with such situations without relying on English, you can start to build confidence in your ability to follow instructions and communicate in Japanese. You may ask questions in English before or after class but not during ACT class.
- Such as is the case in a typical Japanese academic community, eating, drinking, chewing gum, wearing hats is not allowed in ACT class. Please sit politely (don't slouch). You may cross your legs as long as your foot is toward the ground and not resting on your knee.

Preparation

In preparation for ACT class, make it a habit to use the media to train your ear and use it as your conversation partner to practice the assigned scripts. Follow the instruction for class preparation given in the Prologue of *NihonGO NOW!*, which is reiterated below:

1.	Check the schedule and find out what scenes are assigned.
2.	<p>Scripts</p> <ul style="list-style-type: none"> • Read the Scene Title and the Setting to visualize the Scene. • Access the audio files to listen to the scripts (without looking at the scripts) • Look through the Japanese and confirm what looks familiar to you and what appears to be new. DO NOT try to decode Japanese characters. • Practice the scripts by using a build-up audio. • Use the audio as a conversation partner to practice the script. Practice playing both roles. • Practice performing the script with your classmates or other Japanese speakers before class.
3.	<p>Study Vocabulary & Expressions</p> <ul style="list-style-type: none"> • Go through the list and know how each item is used or might be substituted in the Scene. • Review and repeat challenging items. • Imagine a new scene, for which you can use the additional vocabulary. Try performing that new scene. • Expansion. Discover how expressions that are specific to your interest are rendered in Japanese and substitute these items in the script to create new scenes.
4.	<p>BTS (Behind the Scenes)</p> <ul style="list-style-type: none"> • Recall how the feature was rendered in the Scene script and read the explanation and go over the examples.
5.	<p>Do assigned Practice activities found in the Activity Book:</p> <ul style="list-style-type: none"> • Comprehension Practice: Read the context provided and listen to the audio files to answer questions. • Performance Practice: Read the context provided. Use the audio as a conversation partner to practice appropriate responses. Use the pattern provided in the examples. Check the model after your speech. Keep in mind that there are often multiple ways to do or say the same thing, but the model shows how you can use new expressions effectively. • Tryout: Follow the instructions and try using your skills in the real world at the right moment.

Grading

Based on your performance and efforts to participate in class, you will be given a daily grade for each ACT class (out of 8 points). See the grading rubric provided below:

Daily Grading:

The daily score (or daily grade) is based on performance/participation in the ACT classes as follows.

	Script rehearsals and structured drill activities	Contextualized open conversation
4.0	Solid preparation is evident and performance is fully coherent culturally; that is, students speak, write and respond in ways in which natives of Japanese culture expect people to speak, write, and respond. The performance presents no difficulty, discomfort, or misunderstanding for a native. Repair (restating, or correcting oneself) is self-managed. The performance reflects a sense of language as communication - an interpersonal exchange (not just parroting memorized material).	Able to initiate and sustain a conversation by creatively combining the interactional templates practiced during script rehearsals and structured drill activities. Willing to experiment with the language without being afraid of making errors. Willing to learn from their own errors. Able to respond to other speakers' utterances promptly.
3.5	Good preparation with solid performance, such that there would be little to create difficulties, discomfort, or misunderstanding in interaction with a native speaker. However, some noticeable errors could hinder smooth interaction. Most repairs are self-managed.	Able to initiate a conversation but has a little difficulty combining the interactional templates to sustain a conversation. Able to respond to others and willing to experiment with the language for the most part, though a little afraid of making errors.
3.0	Good preparation with good performance. A few aspects of the performance would create difficulties, discomfort, or misunderstanding in communication with a native speaker. Weakness or patterned error that would require occasional correction from another (instructor, classmate) is evident.	Able to initiate a conversation by experimenting with the language but sometimes incomprehensible. Able to respond to others, but have a little trouble sustaining a conversation.
2.5	Some preparation is evident and performance enables communication, but there are also several clear sources of difficulty, discomfort, or misunderstanding in communicating with a native speaker. Repair is largely a matter of correcting problems, and comes mostly from others.	Tries to initiate a conversation, but have a difficulty understanding others to sustain a conversation. Some utterances are incomprehensible. Somewhat hesitant about experimenting with the language and making errors.
2.0	Minimal preparation. The performance presents definite obstacles to communication and would cause more than simple discomfort. Utterances would cause puzzlement that the native would be at a loss to resolve. Repair	Unable to initiate a conversation and have a difficult time understanding others to provide response. Hesitant about experimenting with the language and making errors.

	requires multiple, often repeated, corrections and guidance from another (mostly the teacher).	
1.5	Barely any preparation. The performance would create considerable difficulties, discomfort, or misunderstanding in communicating with a native. Communication is achieved only with repeated correction and guidance from the teacher. The student is clearly not in control of the assigned material.	Very limited participation. Afraid of experimenting with the language and making errors.
1	Attended class, but did not participate or failed to perform with any viable degree of competence.	No participation.
0	Absent	Absent

Make-up policy

In case you miss an ACT class, you are allowed to have up to two make-up sessions. Please schedule an appointment with your TA within a week of the day you come back to class.

Oral Interviews

There will be two oral interviews. Specific directions about what you are expected to do will be communicated prior to the interviews.

FACT (T/Th)

In FACT class, we discuss “facts” about the Japanese language relevant to assigned scenes. Both English and Japanese will be used during FACT class.

Script Comprehension

We will discuss assigned scenes by reviewing scripts, vocabulary, and explanations found in BTS (behind the scenes). Come to FACT class with questions. Do not expect me to spoon feed you every content of the covered materials in class. The responsibility of learning is YOURS. My goal is to help you self-learn the language effectively, so that you can continue to master the language without relying on teachers after the language program is over.

Reading/Writing

Reading and writing is also covered in FACT class. Read assigned scripts and example sentences. Determine what intentions are expressed. Practice reading each item out loud until you can say it at a normal speaking speed with full comprehension. As needed, repeat challenging items so that you can start processing Japanese in chunks as opposed to relying on deciphering individual characters. Study BTL (between the lines). For writing, practice writing words and phrases, and compositing texts in the appropriate Japanese script. Writing practices make use of electronic device, the Activity Book or writing sheets.

Activity Book reports

At the end of each unit, you will take an online survey to report whether you completed the following practice activities in the Activity Book. You do not need to turn in your completed

work for Practice sections. Turn in your work for assessment. Use the answer keys to check your answers and make corrections before you turn in your assignments.

Practice (Report on Learning Suite)

- Comprehension Practice
- Performance Practice
- Reading Practice
- Symbol Practice
- Writing Practice

Assessment (Turn in)

- Listening Comprehension
- Contextualized Reading
- Contextualized Writing
- Dictation
- What do you know

Midterm

The midterm will cover Listening, FACT, Reading, Writing (based on the assessment sections in ACT 1 -3)

Final Exam

The final will cover Listening, FACT, Reading, Writing (based on the assessment sections in ACT 4 - 6)

12/15 (Tue) 8:00 pm to 10:00 pm

*The university final exam policy states the following: “Scheduled final examinations are to be administered in accord with the published Final Examination Schedule as to date, time and place. They are not to be given or taken early. Students must plan their schedules to complete their final examinations during the regularly scheduled examination times.”

Note: If you miss class due to an emergency, and are unable to turn in an assignment, take a quiz, or receive a daily grade, please contact me.

Extra Credit:

To receive 1% of extra credit added to your final grade: provide a meaningful service for someone who speaks Japanese and write a 1-page paper (double-space) in English about what you learned about Japanese language and/or culture and how it relates to you.

Grading (subject to change):

- 40% ACT Class
- 24% Activity Book Reports
- 12% Midterm (Listening, FACT, Reading, Writing)
- 12% Final (Listening, FACT, Reading, Writing)
- 12% Oral interviews

*Two of the lowest score(s) may be dropped from ACT class. One of the lowest scores may be dropped from the Activity Reports.

Final Grading Scale:

93-100 A	80-82 B-	67-69 D+
90-92 A-	77-79 C+	63-66 D
87-89 B+	73-76 C	60-62 D-
83-86 B	70-72 C-	Below 60 E

NOTES:

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

If you have a disability that may affect your performance in this course, contact the University Accessibility Center (2170 WSC, 422-2767). This office can evaluate your disability and assist the instructor in arranging for reasonable accommodations.

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, bring your concerns to the professor or lodge a complaint with the Equal Employment Office (D-240C ASB, 422-5895) or with the Honor Code Office (4440 WSC, 422-2847).

Schedule

Tentative (updated on 8/11/20)

Week 1

			Schedule	Main Text	Activity Book
8/31	M	ACT	First day of school ACT demo (classroom instruction, ACT 1-1, 1-2, 1-3, 1-4, 1-5, and 1-6) How to prepare for ACT class		
9/1	Tue	FACT	Introduction to the course	Prologue Introductions	0-1C 0-3C

			Classroom instruction, Mora count, Accent, Intonation How to prepare for ACT/FACT class		0-5C
9/2	W	ACT		1-1 1-2 1-3 1-4 1-5 1-6	1-1-2P 1-2-1C 1-3-1P 1-4-1P 1-5-2P 1-6-2P
9/3	Th	FACT	Script Check ACT 1 Scenes 1-6 Introduction to reading and writing	Prologue Introduction ACT 1 reading and writing	0-7C 0-8C 0-10C 0-11P 1-15-1R 1-15-2R
9/4	F	ACT	ACT 1 Scenes 7-14	1-7 1-8 1-9 1-10 1-11 1-12 1-13 1-14	1-7-1C 1-8-2P 1-9-3P 1-10-2P 1-11-1C 1-12-2P 1-13-2P 1-14-2P

Week 2

9/7	M	ACT	Labor Day (No class)		
9/8	Tue	FACT	Script Check: ACT 1 (7-14) ACT 1 Assessment		ACT 1 Listening comprehension
9/9	W	ACT	ACT 2-1 Grading starts	2-1	2-0-1C 2-1-2P 2-1-3P 2-1-4P
9/10	Th	FACT	Script Check ACT 2-1 ACT 1 Assessment Dry Run		ACT 1 What Do You Know? DUE: ACT 1 AB report
9/11	F	ACT	ACT 2-2	2-2	2-2-2C 2-2-3P 2-3-4P

Week 3

9/14	M	ACT	ACT 2-3	2-3	2-3-1C 2-3-2C 2-3-3CP
9/15	Tue	FACT	Script Check ACT 2-3 2-9R Reading Practice	2-9R	2-9-1R 2-9-2R
9/16	W	ACT	ACT 2-4	2-4	2-4-1P
9/17	Th	FACT	Script Check 2-4 2-9R Writing Practice	2-9R	Symbol Practice 2-9-3W
9/18	F	ACT	ACT 2-5	2-5	2-5-1C 2-5-3C 2-5-4P

Week 4

9/21	M	ACT	ACT 2-6	2-6	2-6-2C 2-6-3P 2-6-4P
9/22	Tue	FACT	Script Check ACT 2-5, 2-6 ACT 2 Assessment Dry Run		ACT 2 Listening Comprehension
9/23	W	ACT	ACT 2-7	2-7	2-7-1C 2-7-2P 2-7-3P
9/24	Th	FACT	Script Check ACT 2-7 ACT 2 Assessment		ACT 2 Contextualized Reading What do you know
9/25	F	ACT	ACT 2-8	2-8	2-8-1C 2-8-2P

Week 5

9/28	M	ACT	ACT 3-1		3-1-1CP 3-1-2P 3-1-3P
9/29	Tue	FACT	Script Check ACT 2-8 & 3-1 ACT 2 Assessment		ACT 2 Dictation Contextualized Writing DUE: ACT 2 AB report
9/30	W	ACT	ACT 3-2	3-2	3-2-2P 3-2-3P

					3-2-4P
10/1	Th	FACT	Script Check ACT 3-2 3-7R	3-7R	3-7-1R Symbol Practice 3-7-3W
10/2	F	ACT	ACT 3-3	3-3	3-3-2C 3-3-3P 3-3-4P

Week 6

10/5	M	ACT	ACT 3-4	3-4	3-4-1C 3-4-2C 3-4-3P
10/6	Tue	FACT	Script Check ACT 3-4, 3-5 3-8R	3-8R	3-8-1R Symbol Practice 3-8-3W
10/7	W	ACT	ACT 3-5	3-5	3-5-2C 3-5-3P 3-5-4P
10/8	Th	FACT	Script Check ACT 3-5 ACT 3 Assessment Dry Run		ACT 3 Listening Comprehension
10/9	F	ACT	ACT 3-6	3-6	3-6-1C 3-6-2P 3-6-3P

Week 7

10/12	M	ACT	Oral Interview Review		
10/13	Tue	FACT	3-9R ACT 3 Assessment		3-9-1R Contextualized Reading What Do You Know?
10/14	W	ACT	Oral Interviews		
10/15	Th	FACT	ACT 3 Assessment		Symbol Practice 3-9-4W Dictation Contextualized Writing DUE: ACT 3 AB report
10/16	F	ACT	Oral Interviews		

Week 8

10/19	M	ACT	ACT 4-1	4-1	4-1-1C 4-1-2P 4-1-4P
10/20	Tue	FACT	Oral Interview Review Script Check ACT 4-1 4-7R	4-7R	4-7-1R 4-7-2R 4-7-3R
10/21	W	ACT	ACT 4-2	4-2	4-2-1C 4-2-3P 4-2-4P
10/22	Th	FACT	Script Check ACT 4-2 4-7R	4-7R	4-7-4R 4-7-5R 4-7-6R
10/23	F	ACT	ACT 4-3	4-3	4-3-1C 4-3-2P 4-3-3P

Week 9

10/26	M	ACT	ACT 4-4	4-4	4-4-2P 4-4-3P 4-4-4P
10/27	Tue	FACT	Script Check ACT 4-4, 4-5 4-7R	4-7R	Symbol Practice 4-7-7W 4-7-8W
10/28	W	ACT	ACT 4-5	4-5	4-5-1C 4-5-2P 4-5-3P
10/29	Th	FACT	Script Check 4-5 ACT 4 Assessment Dry Run		ACT 4 Listening Comprehension
10/30	F	ACT	ACT 4-6	4-6	4-6-1C 4-6-2P 4-6-3P 4-6-4P

Week 10

11/2	M	ACT	ACT 5-1	5-1	5-1-1C 5-1-2P 5-1-3P
11/3	Tue	FACT	Script Check 5-1 ACT 4 Assessment		ACT 4 Contextualized Reading

					What Do You Know?
11/4	W	ACT	ACT 5-2	5-2	5-2-1C 5-2-3P 5-2-4P
11/5	Th	FACT	Script Check 5-2 ACT 4 Assessment		ACT 4 Dictation Contextualized Writing DUE: ACT 4 AB report
11/6	F	ACT	ACT 5-3	5-3	5-3-1C 5-3-2C 5-3-3P

Week 11

11/9	M	ACT	Withdraw Deadline ACT 5-4	5-4	5-4-1C 5-4-2C 5-4-3P 5-4-4P
11/10	Tue	FACT	Script Check 5-3, 5-4 5-7R		5-7-1R 5-7-3R 5-7-4R 5-7-5R
11/11	W	ACT	ACT 5-5	5-5	5-5-1C 5-5-3CP 5-5-4P
11/12	Th	FACT	Script Check 5-5 5-7R ACT 5 Assessment		Symbol Practice 5-7-7W ACT 5 Listening Comprehension
11/13	F	ACT	ACT 5-6	5-6	5-6-1C 5-6-2P 5-6-3P

Week 12

11/16	M	ACT	ACT 6-1	6-1	6-1-1C 6-1-2C 6-1-3P 6-1-4P
11/17	Tue	FACT	Script Check 5-6, 6-1 ACT 5 Assessment Dry Run		ACT 5 Contextualized Reading What Do You Know?

11/18	W	ACT	ACT 6-2	6-2	6-2-1C 6-2-2C 6-2-3P 6-2-4P
11/19	Th	FACT	Script Check 6-2 ACT 5 Assessment		ACT 5 Assessment Dictation Contextualized Writing DUE: ACT 5 AB report
11/20	F	ACT	ACT 6-3	6-3	6-3-1C 6-3-2C 6-3-3P

Week 13

11/23	M	ACT	ACT 6-4	6-4	6-4-1C 6-4-2P
11/24	Tue	ACT	Friday Instruction ACT 6-5	6-5	6-5-1C 6-5-2P 6-5-3P 6-5-4P
11/25	W		No Class		
11/26	Th		Thanksgiving Holiday		
11/27	F		Thanksgiving Holiday		

Week 14

11/30	M	ACT	ACT 6-6		6-6-1C 6-6-2P 6-6-3P 6-6-4CP
12/1	Tue	FACT	Script Check 6-4, 6-5, 6-6 ACT 6 Assessment		ACT 6 Listening Comprehension
12/2	W	ACT	6-7R	6-7R	6-7-1R 6-7-3R 6-7-5R 6-7-6R
12/3	Th	FACT	ACT 6 Assessment Dry Run		ACT 6 Contextualized Reading What Do You Know?
12/4	F	ACT	Oral Interview Review		

Week 15

12/7	M	ACT	Oral Interviews		
12/8	Tue	FACT	6-7R Symbol Practice for ACT 6 ACT 6 Assessment		Symbol Practice 6-7-8W 6-7-9W ACT 6 Dictation Contextualized Writing
12/9	W	ACT	Oral Interviews		
12/10	Th	FACT	Last Day of Class <ul style="list-style-type: none"> • Oral Interview Review • Final Review 		DUE: ACT 6 AB report
12/11	F		Exam Preparation Day No Class		

Week 16

12/14	M				
12/15	Tue		Final Exam 8:00 – 10:00 pm (TBA)		
12/16	W				
12/17	Th				
12/18	F				

Sample 2

I. Self-Assessment

Scholarship

a. *Strengths*

My primary field is classical Arabic literature, which I study from the view of literary history—genre development, language change, reception and translation studies, and so on. Since starting as BYU faculty in Fall 2018, I have published four peer-reviewed academic articles, including one for the *Journal of the American Oriental Society*, and two academic book reviews. I currently have another three academic articles under review with editors, and plan to submit a fourth during the Fall 2020 semester. In addition to these works in the pipeline, for 2021, I have been asked to contribute an essay to the *Routledge Companion to Arabic Poetry*, and an article to a special journal issue based on a conference to be held at American University of Beirut in summer 2021.

Alongside traditional scholarship, I have prioritized public humanities work, since book publishers and even academic journals increasingly look for authors with a robust “platform.” To that end, I have published essays and original poetry in *The Atlantic*, *The Los Angeles Review of Books*, *The Times Literary Supplement*, *The Millions*, *RealClearBooks*, *Gingerbread House*, *Blue Unicorn*, and more. Since March 2020, I have hosted a weekly Arabic translation challenge on ArabLit.org. I have fifteen hundred followers on Twitter, five thousand on Facebook, and eight thousand on LinkedIn. In 2017, I spoke on *The Thousand and One Nights* for the annual Utah Humanities Festival, and in 2019, I spoke about Arabic poetry for the Sultan Qaboos Cultural Center in Washington, D.C. In spring 2020, I was interviewed on the Abbasid History Podcast.

b. *Goals*

Publishing a single-author book based on my dissertation research is the main goal. To this end, I will spend Winter 2021 semester in residence at the University of Southern Denmark (SDU) as part of a three-person team that was awarded \$435,000 from the Independent Research Fund Denmark (DFF). Initially, I had applied for and received personal leave from the BYU Humanities College to go in Fall 2020, but the Covid-19 restrictions pushed everything back. This being the case, after taking a semester of leave, I will submit manuscript proposals to publishers in Fall 2021 or Winter 2022, calculating an average three years needed for publication. Editors from Routledge and I.B. Tauris have already approached me, and in addition, I am networking with editors from university presses at Princeton (my first choice), Harvard, and Edinburgh. In addition to the book project, I will continue to submit an average of two academic journal articles per year, and give at least two academic talks per year, up to the time that I submit my sixth-year file.

Teaching

a. Strengths

As a language teacher, I follow the proficiency model outlined by the American Council on the Teaching of Foreign Languages (ACTFL): “*what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.*” To this end, I model language use for students through an Arabic-only classroom. I also use technology wherever possible, and thus I have benefitted from the online component of Georgetown University Press’s *Al-Kitaab* series. In addition, I integrate culture through popular sayings, songs, poems, and Qur’an passages.

At BYU, so far, I have primarily led classes in first-year Arabic—apart from Advanced Arabic Writing (ARAB 495R) in Winter 2020—due to a shortage of CFS or preCFS Arabic language faculty. This has meant implementing a new course designed to streamline the student experience in their first two years learning Arabic. Students work around a core of the *Al-Kitaab* series, which focuses on standard written Arabic, supplemented by Jordanian dialect materials to prepare for study abroad to Amman, Jordan. Early student evaluations expressed frustration with so many technology platforms, and with trying to strike the right classroom balance between Arabic immersion and explanations in English. To address the former issue, I have combined materials into fewer platforms. As for the latter, I manage student expectations from the get-go that not every day will feel balanced, but that the semester as a whole will. I also try to provide as much explanation as possible outside of class time, which is primarily for using Arabic.

b. Goals

With the retirement of [REDACTED] [REDACTED] in Winter 2021, and in coordination with Arabic section head Spencer Scoville, over the next five years I will gradually take on advanced courses such as The Qur’an in English (MESA 320), Middle East Religion and Society (ARAB 495, part 2), Medieval Texts in Arabic (ARAB 425R), Medieval Arabic Literature in Translation (ARAB 362), and Islamic Humanities (IHUM 242). I also plan to teach Advanced Arabic Grammar (ARAB 426R), which has never been offered and for which there is major student demand. I am currently preparing an ARAB 362 course about Arabic literature from Muslim Spain. These courses will maximize my expertise in premodern Islamic culture and civilization, which up to now I have leveraged mainly through research rather than teaching. Professor Scoville and I have agreed to a maximum one course prep each year, subject to adjustment given department needs.

Citizenship

In Fall 2019, and now again in Fall 2020, I have served as faculty coordinator for the Arabic Foreign Language Student Residence (FLSR), and I plan to continue in that role. Duties include recruitment and leading weekly conversations in Arabic. I have spoken with Quinn Mecham in the Political Science Department about serving as faculty coordinator for *Al-Buhuuth*, a student research journal in Middle East Studies. In fact, I have already helped the journal on more than one occasion with editorial reviews. In addition, Professor Mecham has indicated a need within the next three years for a new BYU institutional representative to the American Institute for Maghrib Studies (AIMS). He thought I would be a good fit, and indeed, I am eager to fill this role given my experience and ongoing research interests in North Africa, including a year in Morocco as a Fulbright-Hays scholar and three weeks in Tunisia as an AIMS research fellow.

II. Professional Goals

I want to be a leading scholar of Arabic and Islam within the academy, and a leading public intellectual outside of it. I see the two roles as complementary. Putting together a traditional research article, I often find materials or arguments that speak to everyday challenges; meanwhile, publishing a general-interest piece sharpens my thinking and writing. As a colleague said to me recently, if you enjoy both traditional scholarship and general-interest writing, then why not do both? Therefore, I will continue scholarly activity to the tune of at least two article submissions and two conference talks each year, as well as public engagement at a hoped-for average of three to four essays a year. Target venues include academic journals like *Journal of American Oriental Society*, *Journal of the Islamic Manuscript Society*, *Arabica*, and *Oriens*; scholarly organizations like the American Oriental Society and the Middle East Studies Association; and general-interest venues like *The New York Review of Books* and *The Guardian*. After CFS, I hope to translate works of Arabic literature and serve on the editorial board of the Library of Arabic Literature at NYU Press and the American Literary Translators Association.

III. Resources needed to accomplish goals

My dean and chair have been tremendously supportive with time and money. I lack nothing in this area. What I hope to see more of at BYU are initiatives like the Humanities Center, in which faculty are encouraged to be leaders in their chosen academic fields by producing and promoting world-class scholarship. In other words, I hope to see the humanities infused by a robust culture of research, akin to the sciences, which even at BYU have large grants, bustling labs, and dozens of Ph.D. programs. Aside from sector-wide rewards to faculty scholarship, such a research culture would benefit undergraduates by training M.A. and Ph.D. students, thereby expanding the overall pool of teachers, and by honing the quality of current faculty, who sometimes lose the ability to teach even basic classes due to inactivity in their scholarly communities. A good start might be formal

training in humanities research methods and resources, whereas now, such training is limited mainly to teaching. Eventually I hope to use Humanities Center support to start a Middle East/Islamic Studies (MEIS) group, which I fantasize about turning into a full-fledged MEIS center.

IV. Relationship between individual goals, and department and university aspirations

I am thrilled to use my expertise in Arabic literature and Islamic civilization to expand literary and cultural course offerings within the BYU MESA program. This represents an important step toward making ours a true Area Studies program. Also, given at least one impending Arabic faculty retirement, maybe two, within the next five years, I also look forward to shaping the Arabic section by helping with the hiring process. Additionally, the integration of the Arabic Flagship Program remains a work in progress. Early indicators point to successful student outcomes, although we need to send more students before reaching solid conclusions.

V. Activities and accomplishments so far in achieving goals

In addition to my previous comments in the section on “Self-Assessment,” I should add that working at BYU gives me the chance to mentor colleagues in Arabic literature and Islamic Studies, and in some cases even help sponsor them materially. As one of only a few PhD students who got a tenure-track job right out of school, I’ve been approached by current doctoral students and junior professors for help with research, writing, and the job market. In addition, BYU students regularly come to me with questions outside of class whether I’ve taught them before or not. All this makes me feel like part of a professional community that I want to invest in for the long term.

VI. Comments on measures of success

Building on the preceding remarks, I lack nothing in the way of mentorship by BYU faculty as I navigate benchmarks of success. [REDACTED] was my assigned mentor within the department, and his long experience, together with his easy charm and good humor, made the transition into faculty life a smooth one. Spencer Scoville, as current Arabic section head and the most recent Arabic faculty member to achieve CFS, has been endlessly supportive of my goals and always thinks ahead. The MESA program is lucky to have him. [REDACTED] [REDACTED] as chair and dean respectively, have gone to bat for me as I work out the details of pre-CFS research leave, which I know to be rare if not wholly unprecedented. Beyond the ANEL department, Humanities Center director [REDACTED] [REDACTED] has expanded my vision of available resources for humanities faculty, and [REDACTED] [REDACTED], current History department chair, is full of good advice for building a robust scholarly career. Any suggestions I have are unrelated to my own experience of benchmarks

for success, and have more to do with the overall state of the humanities college, which I indicated in the section on “Resources needed to accomplish goals.”