Memorandum

To: General Faculty

Date: February 25, 2015

Regarding: Agenda, Faculty Senate Meeting, February 27 at 3:00 p.m., TLC 1-203

The agenda for the February 27, 2015 Faculty Senate meeting will be as follows:

1. Call to order

2. Roll call

3. Approval of minutes of January 23 (see Addendum I)

4. Committee reports

Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)

Action Items (see Addendum II):

A) College of Arts and Humanities
   1) Department of English
      a) Course: ENGL 4238 Methods for Teaching Secondary English
         Request: Modify

      b) Program: BA with a Major in English
         Request: Modify

B) College of Science and Mathematics
   1) Department of Biology
      a) Course: BIOL 2021 Human Anatomy and Physiology I
         Request: Modify

   2) Department of Physics
      a) Program: Bachelor of Science with a Major in Physics
         Request: Modify

C) College of Social Sciences
   1) Department of Sociology
      a) Program: Bachelor of Science in Sociology
         Request: Modify

Information Items:

A) College of Education
   1) Department of Leadership and Instruction
      a) Program: Bachelor of Science in Education with a Major in Middle Grades Education
         Request: Terminate
Committee II: Graduate Programs Committee (Susan Welch, Chair)

Action Items (see Addendum III):

A) College of Social Sciences
   1) Political Science Department
      a) Course: POLS 6287 Comprehensive Research Project
         Request: Add

B) College of Arts and Humanities
   1) English and Philosophy Department
      a) Course: ENGL 5000 Studies in British Literature I
         Request: Add
      b) Course: ENGL 5002 Studies in British Literature II
         Request: Add
      c) Course: ENGL 5003 Studies in American Literature I
         Request: Add
      d) Course: ENGL 5005 Studies in American Literature II
         Request: Add

Committee IV: Academic Policies Committee (Susana Velez-Castrillon, Chair)

Action Items:

A) Proposed changes to the Faculty Handbook in the following section:
   Grade Appeal Policy -208.04
   Section F. Procedures
   1. Procedural Summary
      a. Department Chair

   The Academic Policies committee has discussed the current Grade Appeal Policy presented in the Faculty Handbook. Faculty members have raised the concern that the current policy leaves the course instructor out of the Grade Appeal Procedures. The Academic Policies committee suggests including a recommendation for consultation of the Grade Appeal with the instructor, but recognizes that this discussion cannot be mandatory.

   The proposed changes are as follows:

Grade Appeal Policy – 208.04
F. Procedures. The student initiates the grade appeal in writing, using the Student Grade Appeal Form available from the Provost’s website. Students are encouraged (although not required) to present grade concerns to the faculty member before initiating a formal grade appeal.

1. **Procedural Summary.** Grade appeals begin at the level of the Department Chair.

   a. **Department Chair.** Upon receipt of the written grade appeal, the Chair (1) consults with the faculty member and the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available evidence documentation, and (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the chair denies the appeal, the written notification to the student should explain the student’s right to appeal to the Dean (or Dean’s designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean’s designee).

A) Proposed changes to the Student Grade Appeal Form to reflect the new Grade Appeal Procedure:

The following statement and signature line for the faculty member will be added to the Department chair box:

“I have reviewed the student’s grade appeal and stand by the grade.”

**Faculty Handbook Current Wording**

**Grade Appeal Policy – 208.04**

**F. Procedures.** The student initiates the grade appeal in writing, using the Student Grade Appeal Form available from the Provost’s website.

1. **Procedural Summary.** Grade appeals begin at the level of the Department Chair.

   a. **Department Chair.** Upon receipt of the written grade appeal, the Chair (1) consults with the faculty member and the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) examines the available evidence, and (4) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student’s right to appeal to the Dean (or Dean’s designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean’s designee).

B) Proposed changes to the Faculty Handbook in the following section:
Grade Appeal Policy -208.04
Section F. Procedures
1. Procedural Summary
d. Grade Appeals Subcommittee

It has been brought to the attention of the AP committee that the Grade Appeal Policy lacks a procedure to follow if the Grade Appeals Subcommittee has a mixed vote on a student's appeal.

The Academic Policies Committee proposes to change the Faculty handbook as follows:

**b. Dean (or Dean’s Designee).** The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing. If the Dean/designee denies the appeal, the written notification to the student should explain the student’s right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost’s designee).

c. Provost (or Provost’s Designee). The Provost/designee submits the appeal to the chairperson of the Grade Appeals Subcommittee for a hearing.

d. Grade Appeals Subcommittee. At the conclusion of the hearing of the Grade Appeals Subcommittee, the chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). If a majority of the members of the Grade Appeals Subcommittee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).

**Faculty Handbook Current Wording**

Grade Appeal Policy – 208.04

F. Procedures. The student initiates the grade appeal in writing, using the Student Grade Appeal Form available from the Provost’s website.

1. Procedural Summary. Grade appeals begin at the level of the Department Chair.

a. Department Chair. Upon receipt of the written grade appeal, the Chair (1) consults with the faculty member and the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) examines the available evidence, and (4) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student’s right to appeal to the Dean (or Dean’s designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean’s designee).

b. Dean (or Dean’s Designee). The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing. If the Dean/designee denies the appeal, the written notification to the student should explain the student’s right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is
denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost’s designee).

**c. Provost (or Provost’s Designee).** The Provost/designee submits the appeal to the chairperson of the Grade Appeals Subcommittee for a hearing.

**d. Grade Appeals Subcommittee.** At the conclusion of the hearing of the Grade Appeals Subcommittee, the chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).

C) Proposed Changes to the Undergraduate and Graduate catalog:

Last year the Academic Policies Committee and Faculty Senate approved the revised Attendance Policy (Faculty Handbook 204). The language changes were published in the Student Handbook and also the 2015-2016 undergraduate and graduate catalogs. However, in the catalogs, the information is placed under the old title "Class Absence."

Undergraduate Catalog - Class Absence: [http://www.westga.edu/assets/docs/catalogs/UG-full-current/1766.htm](http://www.westga.edu/assets/docs/catalogs/UG-full-current/1766.htm)

Graduate Catalog - Class Absence [http://www.westga.edu/assets/docs/catalogs/UG-full-current/1766.htm](http://www.westga.edu/assets/docs/catalogs/UG-full-current/1766.htm)

In order for the Undergraduate and Graduate catalogs to be in accordance with the revised attendance policy, the Academic Policy Committee proposes that the title “Class Absence” be changed to "Attendance Policy." The Faculty Senate will need to approve this in order for it to be listed differently in next year's catalogs.

**Information Item:**

D) Plagiarism

The Faculty Senate tasked the Academic Policies Committee with discussing the issue of plagiarism on campus and developing strategies to address this problem.

There is a dishonesty reporting form that goes to a central reporting data base to see if patterns of academic dishonesty may be found in multiple classes that the reported student has taken.

The instructions for reporting academic dishonesty can be found at the following: [http://www.westga.edu/assetsDept/vpaa/Academic_Dishonesty.pdf](http://www.westga.edu/assetsDept/vpaa/Academic_Dishonesty.pdf) and the Common Language for Course Syllabi, [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

The committee also recommended interactions between the student government president and the AP and Student Affairs committees. There could be faculty development through the library’s Good Libations series and possible faculty training sessions.

**Committee VI: Strategic Planning Committee (Nadya Williams, Chair)
Information Item:**
A) Catalog language for core areas C-E to include the new QEP Learning Outcomes:

Embedded QEP Learning Outcomes: Language for the Undergraduate Catalog

**Area C current language:** Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement.

**Area C new language:** Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.

**Area D current language:** Use appropriate scientific tools and instruments to acquire data, process information, and communicate results.

**Area D new language:** Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

**Area E current language:** Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics.

**Area E new language:** Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics, adapting written communication to specific purposes and audiences.

Committee VIII: Technology Committee (Craig Schroer, Chair)
**Information Item** (see [http://bit.ly/1wa3WuL](http://bit.ly/1wa3WuL)):

A) Recommendations for Marketplace Relocation to a Non-UWG Service (draft)

5. Old business

6. New business

7. Announcements

8. Adjournment
Addendum I
University of West Georgia  
Faculty Senate Meeting  
Draft Minutes  

January 23, 2015

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:02 p.m.

2. Roll Call

Present

Absent
DeSilva, McGuire, Neely, J. Roberts, Skott-Myhre, Tekippe, Xu

3. Minutes: a motion was made and seconded to approve the minutes of December 5, 2014.

*Item approved unanimously by voice vote.*

4. Committee reports

Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)

**Action Items:**

A) College of Arts and Humanities
   1) Department of History
      a) Course: HIST 3319 The Making of Modern Africa, 1820-Present
         Request: Add

   *Item approved unanimously by voice vote.*

   2) Department of English
      a) Course: ENGL 4155 Twentieth-Century British Literature
         Request: Delete

      b) Course: ENGL 4130 Eighteenth Century British Literature
         Request: Delete

      c) Course: ENGL 4135 British Romanticism
         Request: Delete
d) Course: ENGL 4110 Medieval Literature
   Request: Delete

e) Course: ENGL 4115 Renaissance Literature
   Request: Delete

f) Course: ENGL 4120 Seventeenth-Century British Literature
   Request: Delete

g) Course: ENGL 4145 Victorian Literature
   Request: Delete

h) Course: ENGL 4125 Colonial and Early American Literature
   Request: Delete

i) Course: ENGL 4140 American Romanticism
   Request: Delete

j) Course: ENGL 4150 American Realism and Naturalism
   Request: Delete

k) Course: ENGL 4160 Twentieth-Century American Literature
   Request: Delete

l) Course: ENGL 4165 Contemporary British and American Literature
   Request: Delete

m) Course: ENGL 4000 Studies in British Literature I
   Request: Add

n) Course: ENGL 4002 Studies in British Literature II
   Request: Add

o) Course: ENGL 4003 Studies in American Literature I
   Request: Add

p) Course: ENGL 4005 Studies in American Literature II
   Request: Add

q) Course: ENGL 4188 Studies in Individual Authors
   Request: Modify

r) Program: BA with a Major in English
   Request: Modify

These items were taken together and approved unanimously by voice vote.
B) Richards College of Business
   1) Department of Economics
      a) Program: Data Analytics Certificate
         Request: Add

      Item approved unanimously by voice vote.

   C) College of Education
      1) Department of Leadership and Instruction
         a) Course: PWLA 1661 Outdoor Recreation
            Request: Add

         b) Course: PWLA 1679 Body Boot Camp
            Request: Add

         c) Course: PWLA 1688 Mat Pilates
            Request: Add

         d) Course: PWLA 1689 Yoga: Intermediate
            Request: Add

      These items were taken together and approved unanimously by voice vote.

   D) College of Social Sciences
      1) Department of Anthropology
         a) Course: ANTH 4204 Ice Age Peoples of North America
            Request: Add

         b) Program: Bachelor of Science in Anthropology
            Request: Modify

      Item approved unanimously by voice vote.

      2) Department of Criminology
         a) Program: Bachelor of Science in Criminology
            Request: Modify

      Item approved unanimously by voice vote.

   E) The Undergraduate Programs Committee endorses the addition of the QEP Learning
      Outcome "Adapt written communication to specific purposes and audiences" to Areas C, D,
      and E of the core.

      The Senate Chair noted that this would be discussed under the Strategic Planning Committee.
Committee II: Graduate Programs Committee (Susan Welch, Chair)

**Action Items:**

A) College of Education
   1) Leadership and Instruction
      a) Course: SEED 7560 Contemporary Issues in Secondary Education
         Request: Add
         *Item approved unanimously by voice vote.*

   b) Course: EDLE 8305 Residency Course: Effective Management to Promote Student Learning
      Request: Add
      *Item approved unanimously by voice vote.*

   c) Program: Master of Education with a Major in Secondary Education
      Request: Modify
      *Item approved unanimously by voice vote.*

B) College of Science and Mathematics
   1) Mathematics Department
      a) Program: Master of Science with a Major in Mathematics
         Request: Modify
         *Item approved unanimously by voice vote.*

Committee VI: Strategic Planning Committee (Nadya Williams, Chair)

**Action Item:**

A) Vote on QEP Learning Outcome to be added for Areas C, D, and E of the core: “Adapt written communication to specific purposes and audiences.”

In introducing the item, Dr. Williams noted that this learning outcome was approved for Area B last semester; now the Committee is recommending that it be added to the other areas.

*Item approved unanimously by voice vote.*

**Information Item:**

A) QEP information update

Dr. Williams stated that there is a larger QEP implementation committee now, which consists of the previous members plus representatives from every department that teaches QEP courses. This group is meeting once a month and its members will be circulating information about faculty development and training. At the February meeting they will be dealing with rubrics. Dr. Williams added that she is always happy to answer questions.
Committee XIII: Rules Committee (Patrick Erben, Chair)

Action Item:

A) Changes to Policies and Procedures of the University of West Georgia, Section 2: Faculty Senate Organization

In introducing the item, Dr. Erben explained that the idea for a chair-elect was approved last spring; this item is now to add the language to the Policies and Procedures. It was noted that a course release is given just to the chair, which is a four-year commitment: one year as chair-elect, two years as chair, and one year as past chair.

Item approved unanimously by voice vote.

5. Old business: none

6. New business:

A) Marketplace: Craig Schroer, chair of the Technology Committee, provided background on the issue of using the Discuss-UWG electronic list for “Marketplace” buy-and-sell items. This use of the list needs to be curtailed immediately because it violates Board of Regents policy regarding using University property for personal gain. The Policy Task Force is currently working on a policy regarding this and it is expected to be finalized in the next month. The Technology Committee (in consultation with the Staff Advisory Council) has developed four alternative possibilities, which were discussed at the Executive Committee meeting prior to this full Senate meeting. Faculty may expect to see a fresh draft of recommendations from the Technology Committee for alternatives prior to the February meeting of the Faculty Senate, including a yes/no question regarding their interest in pursuing an alternative. Faculty may talk with Elizabeth Kramer or Craig Schroer if they are interested in providing feedback on alternatives.

B) Best of the West: April 16, 2015 will be a combined faculty and staff recognition day. It is scheduled for 10:30 a.m.-2:00 p.m. There will be a band, BBQ lunch, and awards.

7. Announcements

A) Elizabeth Kramer encouraged faculty to review the Provost’s e-mail regarding race/diversity/inclusion. Please let Dr. Kramer know of your suggestions for ways to move forward.

8. Adjournment

The meeting adjourned at 3:36 p.m.

Respectfully submitted,

Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty
Addendum II
## Course Update Request (Add, Delete, Modify)

### Course Details

**ENGL 4238**  
**Methods for Teaching Secondary English**

This compulsory course, taught by English Department faculty, unites theory and practice to produce sound pedagogical strategies for the teaching of English. In it, teachers-in-training will learn refined instructional strategies and deepen their understanding of the foundation from which such approaches develop. As a result, they will begin to fashion teaching selves through recursive discussion, concentrated research, analytical writing, repeated field observation, and practical implementation.

| **Course Catalog Description** |  
| **3.00** | **1.00** | **4.00** | **Fall - 2015** | **Yearly** | **Letter Grade** |
| **Lab Hrs** | **Lab Hrs** | **Credit Hrs** | **Effective Term** | **Frequency** | **Grading** |

### Prerequisites

ENGL 3000 with a minimum grade of C; or, FYC 4271, and MATH 4271.

### Rationale

Rationale: 1) When the department converted ENGL 3200 to ENGL 3000 several years ago, the change was mistakenly not applied to ENGL 4238. This request seeks to correct that error. 2) The removal of 1101 and 1102 as explicitly listed prerequisites for this course merely eliminates redundancies as both are required for ENGL 3000. 3) With the recent state adoption of the edTPA assessment system for all secondary programs, the department needs to sequence SEED 4271 (4271L) as a prerequisite to ENGL 4238. SEED 4271 introduces students to the foundational concepts and strategies needed in developing curricula, classroom management skills, pedagogical strategies, assessment methods, etc. that they need to be successful in ENGL 4238.

### Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO  
[see below]

Present or Projected Annual Enrollment: 15

### Comments

[see below]
Program View Request (Read-Only)

- **Program Selection**
  - College of Arts and Humanities
  - Bachelor of Arts with a Major in English

- **Degree Details**
  - Bachelor of Arts with a Major in English
  - Program Name
  - Program Location
  - Degree Level
  - Program Year

**Rationale**

- D.A. Degree with a Major in English, Secondary Education Track:
  - The professional education sequence needs to be adjusted to reflect the current SEED structure. In sum, in the professional education sequence, SEED 4271 (3) and SEED 4271L (1) should be listed as requirements. [FYI—The rest of the professional education sequence remains the same as it is now.]

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement
- Present or Projected Annual Enrollment

**Comments**
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<tr>
<th>Name</th>
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<tr>
<td>Randy J. Hendricks</td>
<td>APPROVED 2018-01-23</td>
<td>Dean, College of Arts and Humanities</td>
</tr>
<tr>
<td>Meg Pearson</td>
<td>APPROVED 2014-12-11</td>
<td>Chair, Course Department</td>
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<td>Other Approvals</td>
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<tr>
<td>Julia Farmer</td>
<td>APPROVED 2016-02-21</td>
<td>Chair, Undergraduate Academic Programs Committee</td>
</tr>
<tr>
<td>Final Approval</td>
<td></td>
<td>Myrna Gantner [REQUIRED]</td>
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<tr>
<td>Final Approver</td>
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</table>
Course Update Request (Add, Delete, Modify)

**Course Details**

**BIOL 2021**
Human Anatomy and Physiology I

An introduction to the structural and functional relationships in the human body. This course introduces the student to the background material and the organ systems associated with protection, support, and movement, as well as, the systems which control and integrate body functions. Course is designed to be taken before Biology 2022. This course is not intended for biology or other laboratory science majors and cannot be used for credit toward these degrees. Students must enroll in BIOL 2021L in the same term.

**Course Catalog Description**

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**Fall - 2016**
Every Term

**Letter Grade**

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<th>Effective Term</th>
<th>Frequency</th>
<th>Grading</th>
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**Prerequisites**

**Minimum grade of B in**
- BIOL 1104 and BIOL 1106L OR CHEM 1213 and CHEM 1213L OR CHEM 1153R OR PHYS 1112 and PHYS 1112L

**OR**
- Minimum grade of B in BIOL 1107, BIOL 1107L, CHEM 1211 and CHEM 1211L

**OR**
- Minimum grade of B in BIOL 1107, BIOL 1107L and CHEM 1153R

**Corequisites**

BIOL 2021L

**Rationale**

BIOL 2021 is a service course for the pre-nursing students and a 2000 level lab science course without any previous science foundation requirement. The students who come into this course without any science background struggle to be successful. The disparity in science backgrounds raises difficulties and unnecessary challenges for faculty teaching this course. To many of the students taking BIOL 2021, they do not have the GPA, nor do they have any mathematical possibility of raising their GPA to the level for acceptance into the nursing program. BIOL 2021 will not count in core, nor will it count for a student majoring in Biology within the USG system. Consequently, students are taking classes that will not count towards graduation. This solution has the blessing of the Nursing School and the COSIR Dean's Office.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

**Comments**

Is this a SACS substantive change? **NO** (See Policy)

Present or Projected Annual Enrollment: **328**
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<td><strong>Christopher Tabb</strong></td>
<td>[APPROVED 2014-11-11]</td>
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<tr>
<td><strong>Scott Gordon</strong></td>
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### Rationale

This reason is two-fold: we have recently added an astrophysics course to the curriculum, and want majors to be able to count the course as an elective. Also, we want to increase the number of Math electives that students can use toward the major, to give students the greatest possible flexibility when planning their schedules. This is especially important for the Dual Degree students, who are only on our campus for three years or so.

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**Modification Details**

There are several small changes to Physics Plan B (Physics with a Dual Degree in Engineering): A) Added MATH 3003, 4203, 4313, and 4513 as elective courses. B) Allow the use of our newest physics courses, Astrophysics (MTH 4103) as a Physics elective. C) Added MATH 3511, 3521, and 4904 as physics electives. D) Clarify that students must complete the requirements of the engineering program in order to receive the physics dual degree, since there has been some confusion on this issue.
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<td>Final Approver</td>
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[Approved Document Link]
### COURSE REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN PHYSICS

**(PLAN B - Engineering Dual Degree)**

*Effective: Fall 2015*

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<td>CHEM 1212K</td>
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<tr>
<td>E</td>
<td>HIST 1111 or 1112</td>
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<tr>
<td>E</td>
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<td>E</td>
<td>Core Elective (See Catalog)</td>
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<tr>
<td>A&amp;F</td>
<td>MATH 1113</td>
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<td>1(F)</td>
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<td>D&amp;F</td>
<td>MATH 1634</td>
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<td>F</td>
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<td>PHYS 3213</td>
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<td>PHYS 3313</td>
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<td>MAJOR</td>
<td>PHYS 4313</td>
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<td>MAJOR</td>
<td>MATH 3303</td>
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<tr>
<td>MAJOR</td>
<td>FL (6 hours) or six hours selected from: PHYS 4513, 4523, MATH 3063, 3003, 3353, 4203, 4313, 4363, or 4513</td>
<td>6</td>
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</tr>
<tr>
<td>MAJOR</td>
<td>Nine hours selected from: PHYS 3013, 3023, 3413, 3511, 3521, 4103, 4323, 4333, 4413, 4513, 4523, 4683, 4984</td>
<td>9</td>
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<tr>
<td>MAJOR</td>
<td>X number of hours at the engineering school (Must include enough upper-level hours to make a total of at least 39)</td>
<td>21-30</td>
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<tr>
<td>MAJOR</td>
<td>Electives (Any hours less than 30 in X above should be accounted for here)</td>
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</tbody>
</table>

Total: 120

---

No Physical Education requirement.

Hours earned in PE courses will not count in the 120 hours for graduation.

Six hours of Discipline-Specific (DSW) courses are required for the UWG degree.

DSW course options: PHYS 3511 (1), PHYS 3521 (1), PHYS 4103, PHYS 4984 (1), and as designated by the instructor.
Program View Request (Read-Only)

<table>
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<tr>
<th>Action</th>
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<td>Delete</td>
<td>Replace</td>
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Program Selection
College of Social Sciences
Bachelor of Science with a Major in Sociology

<table>
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<tr>
<th>Degree</th>
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<th>Program Location</th>
<th>Degree Level</th>
<th>Fall</th>
<th>2015</th>
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<tr>
<td>Bachelor of Science with a Major in Sociology</td>
<td>Program</td>
<td>On Campus</td>
<td>Undergraduate</td>
<td>Degree Level</td>
<td>Fall</td>
</tr>
</tbody>
</table>

Currently the BS in Sociology is an on campus program. The modification will allow it to be an online program as well. The online alternative will be phased in. At this time we will offer all the sociology courses needed to complete the program in a time frame of no longer than six semesters (not including summers, although online classes will also be available during the summer).

Rationale:
The program modification is designed to assist adult learners and other students who have difficulty attending classes on campus because of work complications, family responsibilities, or other obstacles. Online availability will allow these students to complete the BS degree in a timely manner.

Planning Info
- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO
- See Policy

Present or Projected Annual Enrollment: 100

Comments:
This is not a major modification for the Sociology BS since the department already offers many courses online. All of the tenure-track faculty and most instructors have received training in online course preparation and delivery.

College Approvals
Cross Listing Approvals

https://apps01.westga.edu/catalog/content/pgm info view.php?doc id=150... 2/24/2015
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
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<tbody>
<tr>
<td>Paul Lukas</td>
<td>Chair, Course Department</td>
</tr>
<tr>
<td>Amber Smallwood</td>
<td>Coordinator, COS6 Executive Committee</td>
</tr>
<tr>
<td>Julia Farmer</td>
<td>Chair, Undergraduate Academic Programs Committee</td>
</tr>
<tr>
<td>Myrna Gantaer</td>
<td>Final Approver</td>
</tr>
</tbody>
</table>

Other Approvals

Final Approval

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

[REQUIRED]
Courses that should be approved for on-line delivery as well as in-class:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOCI 1101</td>
<td>Introductory Sociology</td>
</tr>
<tr>
<td>SOCI 1160</td>
<td>Introduction to Social Problems</td>
</tr>
<tr>
<td>SOCI 3001</td>
<td>Communicating Sociology</td>
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<tr>
<td>SOCI 3283</td>
<td>Globalization</td>
</tr>
<tr>
<td>SOCI 3293</td>
<td>Marriage and Family</td>
</tr>
<tr>
<td>SOCI 3543</td>
<td>The Sociology of Religion</td>
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<tr>
<td>SOCI 3603</td>
<td>Sociology of Gender</td>
</tr>
<tr>
<td>SOCI 3623</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>SOCI 3733</td>
<td>Social Psychology: The Sociological Tradition</td>
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<tr>
<td>SOCI 3743</td>
<td>Collective Behavior and Social Movements</td>
</tr>
<tr>
<td>SOCI 3804</td>
<td>Death, Grief and Caring</td>
</tr>
<tr>
<td>SOCI 3943</td>
<td>American Class System</td>
</tr>
<tr>
<td>SOCI 4000*</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>SOCI 4003*</td>
<td>Applied Statistics for Sociology</td>
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<tr>
<td>SOCI 4053*</td>
<td>Sociological Theory</td>
</tr>
<tr>
<td>SOCI 4323</td>
<td>Cultural and Racial Minorities</td>
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<td>SOCI 4333</td>
<td>Urban Sociology</td>
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<tr>
<td>SOCI 4440</td>
<td>Sociology of Medicine</td>
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<tr>
<td>SOCI 4441</td>
<td>Sociology of Mental Health</td>
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<tr>
<td>SOCI 4445</td>
<td>Sociology of Childhood</td>
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<td>SOCI 4543</td>
<td>Deviant and Alternative Behavior</td>
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<td>SOCI 4623</td>
<td>Art, Media, and Cultural Politics</td>
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<td>SOCI 4700</td>
<td>Sociology of Emotions</td>
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<td>SOCI 4803</td>
<td>Environmental Sociology</td>
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<tr>
<td>SOCI 4915</td>
<td>Violence Against Women</td>
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<tr>
<td>SOCI 4984*</td>
<td>Capstone: Senior Seminar</td>
</tr>
<tr>
<td>SOCI 4999</td>
<td>Special Seminars</td>
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* = required course
Addendum III
Course Update Request (Add, Delete, Modify)

<table>
<thead>
<tr>
<th>Originator</th>
<th>Political Science Department</th>
<th>College of Social Sciences</th>
<th>Sanders, Robert M.</th>
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<table>
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<th>Prerequisites</th>
<th>Description</th>
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<th>See Comments</th>
<th>Senate Action Item</th>
<th>(See Procedure)</th>
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<table>
<thead>
<tr>
<th>Course Details</th>
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<tbody>
<tr>
<td>POLS 6287 Comprehensive Research Project</td>
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Prefix Number Course Title

At the completion of the MPA program the student will submit an exit paper. This is a research paper analyzing an element of public administration and/or policy. The successful paper will be presented by the student in an oral defense.

Course Catalog Description

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<th>Lec</th>
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Summer - 2015 Every Term

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Prerequisites

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Rationale

The exit paper was part of the Professional Seminar which tied into the internship. This clarifies the exit paper as separate from the internship and as a research paper.

Planning Info

<table>
<thead>
<tr>
<th>Library Resources are Adequate</th>
<th>Library Resources Need Enhancement</th>
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</table>

Is this a SACB substantive change? NO □ Yes □

Present or Projected Annual Enrollment: 18

Comments
**College Approvals**

<table>
<thead>
<tr>
<th>Name</th>
<th>Approval Date</th>
<th>Position</th>
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<tbody>
<tr>
<td>Jesus Peralta</td>
<td>[APPROVED 2014-10-22]</td>
<td>Chair, Course Department</td>
</tr>
<tr>
<td>Amber Smallwood</td>
<td>[APPROVED 2014-12-01]</td>
<td>Coordinator, COSE Executive Committee</td>
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**Cross Listing Approvals**

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<td>Associate Dean, Cross Listed College</td>
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**Other Approvals**

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<tr>
<td>Susan Welch</td>
<td>[APPROVED 2016-02-12]</td>
<td>Chair, Graduate Programs Committee</td>
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**Final Approval**

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<tr>
<td>Myrna Cantner</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Final Approver</td>
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</table>
Course Syllabus
Public Administration - Comprehensive Research Project
Political Science POLS 6287, Term - variable

Dr. Robert M. Sanders, Professor of Public Administration
Director, Public Administration program
University of West Georgia, College of Social Sciences,
Department of Political Science.
Office- Pafford 132, (678) 839-4995, e mail- bsanders@westga.edu
Political Science office- (678) 839-6504, fax- (678) 839-5009, Pafford 140,
Classroom- variable, time/dates- variable. 3 credits.
Important UWG policy-
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Course Description:

This course constitutes the exit paper to be completed by the student at the end of the Master of Public Administration program. The exit paper, roughly 35 typed pages is a research project that analyzes a public policy and is a comprehensive overview of the related governmental or non-profit organization. The manuscript must be properly cited, the original work of the student and not prepared for any other class. It must be free of grammatical and spelling errors. The student will verbally defend the project before a panel of three professors in the Graduate School.

Class objectives: 1. To assign an exit paper that is demonstrated by the student to be a thorough and comprehensive overview of a public policy and public organization.
2. To assign an oral defense that reflects a thorough understanding of the research project, by the student.

Learning outcomes: 1. The student will demonstrate the ability to properly research and compile a manuscript that clearly analyzes a public policy and public organization. 2. The student will demonstrate a thorough knowledge of research procedures. 3. The student will also demonstrate verbal abilities that clearly convey their research objectives and findings.

Required materials and texts:

TBD as relevant to the project.

Requirements:

The written project as outlined in the Course Background.
The verbal defense as outlined in the Course Background.

Schedule

Deadlines for drafts and the final draft of the Exit Paper as well as the Verbal Defense, TBD.
# Course Update Request (Add, Delete, Modify)

**Originator**
- English and Philosophy Department
- College of Arts and Humanities
- MacComb, Debra

**Action**
- Add
- Modify
- Delete

**Modifications**
- Prerequisites
- Description
- Title
- Credit
- See Comments

<table>
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<td>Prefix Number Course Title</td>
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- Prefix: ENGL
- Number: 9000
- Title: Studies in British Literature I

**Course Catalog Description**

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<tr>
<td>3</td>
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<td>Lect Hrs</td>
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- Lect Hrs: 3
- Lab Hrs: 0
- Credit Hrs: 3
- Effective Term: Fall: 20-24
- Frequency: Yearly
- Letter Grade:  

**Prerequisites**

- Prerequisites: 

**Corerequisites**

- Corerequisites: 

**Rationale**

- Graduate level course number for ENGL 4000.

**Planning Info**

- Literary Resources are Adequate
- Library Resources Need Enhancement

- Is this a SACS substantive change? NO ✔ (see policy)

**Present or Projected Annual Enrollment**

- 3

**Comments**

- 

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https://apps01.westga.edu/catalog/content/doc info view.php?doc id=141... 2/24/2015
ENGL 5000  Studies in British Literature I:
Medieval Literature in England
Tentative Syllabus

HUM 225
MW 3:30-4:45
Instructor: Dr. Micheal Crafton
Office hours: MW 9-11
Office location: TLC 2-225; Bonner House
Course description: An in-depth study of medieval English literature in its various aspects, considering texts in their historical context. 3 credit hours.

Required Texts and other readings/materials:

<p>| ENGL 5000-Level |</p>
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Students will be able to demonstrate an in-depth understanding of selected texts from the Anglo-Saxon, Anglo-Norman, and Middle English periods of British literary history.</td>
</tr>
<tr>
<td>Students will show comprehension and an application of theoretical and critical foundations for the interpretation of literature from the Anglo-Saxon, Anglo-Norman, and Middle English periods, including an annotated bibliography and/or oral presentation of 10-12 secondary sources.</td>
</tr>
<tr>
<td>Students will reveal in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of course-related material.</td>
</tr>
<tr>
<td>Students will display their command of academic English and of the tenets of sound composition by means of thesis-driven analytical prose, including at least 12-15 pages of research-based writing.</td>
</tr>
<tr>
<td>Students will be capable of conducting independent and meaningful course-related research and of synthesizing it in the form of a correctly documented research paper.</td>
</tr>
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<table>
<thead>
<tr>
<th>Relationship to Program Goals</th>
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<tbody>
<tr>
<td>This course prepares students to complete successfully the comprehensive oral examination that is required for all M.A. degree candidates.</td>
</tr>
<tr>
<td>This course provides students with literary, historical, and critical contexts related to texts on the department's required reading list.</td>
</tr>
<tr>
<td>Oral presentations in the course strengthen students' presentation skills and prepare them further for the oral comprehensive examination, which is required for the M.A. degree.</td>
</tr>
<tr>
<td>Gaining further knowledge of texts in this area strengthens students' content area knowledge, prepares them for taking nationally recognized standardized examinations, such as the</td>
</tr>
</tbody>
</table>
Tests and other assessment activities:
1. Mid-Term Exam = 20%
2. Final Exam = 25%
3. Two Response Papers = 20%
4. Participation = 5%
5. Research Essay = 30%
Class Project
1. A standard graduate level research paper (15 pages long, 10-15 references) on one of the primary texts of the course, which provides a reading of the text or supports a reading of the text by means of historical context.

Class Policies:
Attendance: Since this class meets only twice a week, attendance is all the more important. Attendance should be understood as more than merely occupying space in a passive manner; rather, it should be understand as a productive act. In fact, it should be considered a production in the way that creating a paper or report is considered as a production. In order to get full credit, your presence must be known, and it must be known as that of a prepared student working to make the class an event of learning, of intellectual and artistic exchange.

Late Work: Generally, my policy for unexcused late work is that it loses a letter grade for every day it is late. There are, of course, extenuating circumstances, but these need to be made and made well.

Plagiarism: Intentional plagiarism, that is, the conscious adoption of someone else's writing or ideas as your own is a profanation to everything I hold important. If a student is clearly guilty of this, the result will be an F for the class and a report to the disciplinary officials of the University.

Daily Assignments:
All chapter references and page number references are to the texts listed above.
Week 1: Anglo-Saxon Literature
M 19 Introduction to course and Anglo-Saxon history
W 21 Caedmon's Hymn and AS Prosody (30 min of film)

Week 2: Anglo-Saxon Literature
M 26 Elegies (Rest of film)
W 28 Judith, Enigmas and Wisdom, Riddles, Genesis, Dream of the Rood

Week 3: Anglo-Saxon Literature
M 2 Beowulf
W 4 Beowulf

Week 4: Anglo-Saxon Literature
M 9 Beowulf (Paper #1 due)
W 11 Beowulf and Battle of Maldon
Week 5: Anglo-Norman Literature and the Romance
M 16 Introduction of Anglo-Norman history (tour of Bayeaux Tapestry)
W 18 Marie de France
-------------------------------
Week 6: Anglo-Norman Literature and the Romance
M 23 Marie de France
W 25 Marie de France
-------------------------------
Week 7: Middle English Period (Romance)
M 30 Thomas the Rhymer
W 2 Land of Cockayne
-------------------------------
Week 8: Middle English Period (Romance)
M 7 Sir Gawain and the Green Knight
W 9 Sir Gawain and the Green Knight
-------------------------------
Week 9: Middle English Period (Allegory)
M 14 Piers Plowman
W 16 Piers Plowman
-------------------------------
Week 10: Middle English Period (Women’s Literature)
M 21 Selections
W 23 Selections
-------------------------------
Week 11: Middle English Period (Chaucer)
M 28 Legend of Good Women
W 30 Troilus and Criseyde
-------------------------------
Week 12: Middle English Period (Chaucer)
M 4 Canterbury Tales: General Prologue
W 6 Canterbury Tales: Franklin’s Tale
-------------------------------
Week 13: Middle English Period (Chaucer)
M 11 Canterbury Tales: Miller’s Tale
W 13 Canterbury Tales: Wife of Bath’s Prologue and Tale
-------------------------------
Week 14: Middle English Period (Theater)
M 18 Second Shepherd’s Play
W 20 Play of Noah
-------------------------------
Week 15: Middle English Period (Theater)
M 25 Production
W 27 Thanksgiving Holidays
-------------------------------
Week 15: Final Things
M 2 More Productions
W 4  Last Day of Classes: Course Evaluation, Review for Final: Last Production (if necessary)

Final Exam Monday Dec. 9th, 2:00-4:00
Course Update Request (Add, Delete, Modify)

- **Originator**
  - English and Philosophy Department
  - College of Arts and Humanities
  - MacComb, Debra

- **Action**
  - Add
  - Modify
  - Delete

- **Modifications**
  - Prerequisites
  - Description
  - Title
  - Credit
  - See Comments
  - Senate Action Item

---

**Course Details**

**ENGL 4002**

**Studies in British Literature II**

**Topics rotate**: British Romanticism: An investigation of issues, themes, and ideologies in selections of British Romantic literature studies in terms of their original cultural context. Victorian Literature: An in-depth analysis of Victorian literature in its original historical, political, and aesthetic contexts. Twentieth-Century British Literature: An in-depth examination of selected twentieth-century texts from the British Isles studied in the context of relevant social, political and cultural issues. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.

**Course Catalog Description**

<table>
<thead>
<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
<th>Fall - 2015</th>
<th>Yearly</th>
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**Prerequisites**

**Corequisites**

---

**Rationale**

Graduate level course number for ENGL 4002.

---

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

- Is this a SACS substantive change? **NO** (See Policy)
- Present or Projected Annual Enrollment: 3

**Comments**
<table>
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<th>College Approvals</th>
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<td><strong>Meg Pearson</strong> [APPROVED 2014-12-06]</td>
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<td>Chair, Course Department</td>
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<tr>
<td><strong>Randy J. Herdricks</strong> [APPROVED 2014-12-17]</td>
<td>N/A</td>
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<td>Dean, College of Arts and Humanities</td>
<td>Associate Dean, Cross Listed College</td>
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<table>
<thead>
<tr>
<th>Other Approvals</th>
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<tr>
<td><strong>Susan Welch</strong> [APPROVED 2016-02-12]</td>
<td><strong>Myrna Gantner</strong> [REQUIRED]</td>
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<tr>
<td>Chair, Graduate Programs Committee</td>
<td>Final Approver</td>
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English 5002 Studies in British Literature II

Victorian Literature

Dr. Margaret E. Mitchell

Office: TLC 2235
Email: mmitchel@westga.edu
Website: http://www.westga.edu/~mmitchel
Phone: 770.836.6512
Office Hours: TTH 3-5, W 10-12 and by appt.

Course Description

This course will consider Victorian literature as a response to the social, political, and cultural ideals and anxieties that marked nineteenth-century Britain. Surveying fiction and poetry as well as non-fiction, from the “social problem novel” of the “hungry forties” to fin de siècle Decadence, we will explore these texts as literary responses to Victorian concerns about class boundaries, definitions of gender, crime, science, and empire, just to name a few. We will examine not only the cultural wishes and fears reflected in Victorian literature, but the ways in which each work seeks to structure and resolve them. 3 credit hours.

Required Texts

Elizabeth Gaskell, Mary Barton
Charles Dickens, Dombey and Son
Charlotte Brontë, Jane Eyre
Oscar Wilde, The Picture of Dorian Gray
Victorian Poetry, Ed. Wu.

Short non-fiction selections from such writers as Matthew Arnold, Thomas Carlyle, and John Ruskin. Handouts or reserve.

Requirements

This course requires a considerable amount of reading—the Victorians wrote long novels—and it is essential that you keep up. Classes will be largely discussion based, and I expect everyone to come to class prepared to participate. I will distribute reading questions in advance, and these will serve as taking-off points for class discussions. I strongly encourage you to take notes on the reading with these questions in mind, perhaps sketch out rough responses, and make a note of one or two passages in the text that strike you as relevant to each question I have posed. I’ll expect you to be ready to bring specific
passages to the attention of the class in order to focus and deepen our discussions. Under the assumption that everyone will have done this preparation, I may call upon you at any time. Because participation counts toward your grade, you should make a point of speaking at least once during each class. There will be frequent, unannounced quizzes and occasional in-class writing assignments. Each student will give a 5-10 minute oral presentation; the purpose of these will be to help illuminate the historical context of the literary works we’ll be reading. Detailed guidelines will be provided. You’ll also submit a more formal written version of your presentation. You will be required to write two longer critical essays for which you will receive a list of possible topics in advance (you’ll also have the option of developing your own topics); the first will be 5 pages and the second will be an 8-10 page research-based paper. Drafts are required, not optional, along with any workshops or writing exercises associated with each paper; failure to complete them will lower your overall paper grade. You may elect to revise (substantially) your first essay, in which case I will average the two grades. If you choose to rewrite, you must schedule an appointment to discuss your essay with me. There will also be a cumulative final exam.

**Graduate students**

Anyone taking the 5145 version of the class will be expected to fulfill these additional requirements: weekly response papers (guidelines forthcoming), a longer (15+ pages) research paper, two oral presentations rather than one, and additional critical reading. I’ll also expect you to take a more active role in class discussion. Please come talk to me to work out the details.

**Attendance:**

Your active presence is essential to the success of the class. Quizzes and in-class writings cannot be made up regardless of the reason for your absence. Long papers will drop a third of a letter grade for each day they are late (from a B to a B-, for instance)—including weekends. Papers will be accepted only in class; please don’t email them to me or leave them in my mailbox unless you’re specifically instructed to. If you miss more than three classes, your grade will suffer. There is no such thing as an excused absence. I assume that illness or other pressing circumstances may legitimately cause you to miss three classes in the course of the semester; I don’t need to know your reasons. Beyond that, however, absences will affect your grade, regardless of your excuse. If you do miss class, it is your responsibility to find out what you missed and arrange to obtain handouts or reading questions. If you miss 7 classes, you will not pass. (If you have truly extraordinary circumstances documented by the university, I will consider exceptions.)

Please come to class on time. If you are late three times it will count as an absence; lateness may also affect your ability to complete quizzes or in-class writings within the amount of time allowed. Please turn off cell phones and other potential sources of electronic disturbance before you enter class. If such a device does go off during class, I will mark you late.
If you have special needs of which I should be aware, please meet with me as soon as possible to discuss satisfactory arrangements.

**Grading**

20% Quizzes/ In-class writing/Participation

20% Essay #1

25% Essay #2

15% Oral presentation/essay version

20% Final Exam

**Academic Honesty**

Any form of plagiarism will result in a failing grade for the course; there may also be consequences at the university level. I take plagiarism very seriously, and there will be no exceptions to this policy. Whether the source is a book, a website, a friend, a classmate, or a parent, passing off someone else's ideas or language as your own constitutes plagiarism. All outside sources must be properly acknowledged and documented. I will be glad to clarify any concerns you have about plagiarism.

**Schedule**

Week One


1/13 Elizabeth Gaskell, *Mary Barton* 1-83 + preface.

Week Two

1/18 *Mary Barton*, 83-183.

1/21 *Mary Barton*, 184-265.

Week Three

1/25 *Mary Barton* 265-371.

1/27 *Mary Barton* finish.
Week Four
2/1 Charlotte Brontë, *Jane Eyre* 6-109
2/3 *Jane Eyre* 110-184

Week Five
2/8 *Jane Eyre* 184-279
2/10 *Jane Eyre* 279-355 Essay #1 topics distributed.

Week Six
2/15 *Jane Eyre* finish.
2/17 Rough drafts. Writing workshop.

Week Seven
2/22 Charles Dickens *Dombey and Son* 3-88
2/24 *Dombey and Son* 89-147. Essay #1 due.

Week Eight
3/1 *Dombey and Son* 147-250
Last day to withdraw with a W
3/3 *Dombey and Son* 250-330

Week Nine
3/8 *Dombey and Son* 330-437
3/10 *Dombey and Son* 437-512

Week Ten
3/15 *Dombey and Son* to 621
3/17 *Dombey and Son* to 695

Week Eleven
Spring Break

Week Twelve
3/29 Dombey and Son finish
3/31 No class (attending conference)

Week Thirteen
4/5 Poetry selections TBA. Essay # 2 topics distributed.
4/7 Poetry selections TBA

Week Fourteen
4/12 Oscar Wilde, *The Picture of Dorian Gray* (including Preface) to 110
4/14 Dorian Gray, finish

Week Fifteen
4/19 Rough drafts due. Writing workshop.
4/21 Poetry selections TBA

Week Sixteen
4/26 Poetry selections TBA.
4/28 Conclusion.

5/2 Essay #2 due.

Final Exam.
## Course Update Request (Add, Delete, Modify)

### Course Details

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<th>Department</th>
<th>College of Arts and Humanities</th>
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**Action**
- Add
- Modify
- Delete

**Modifications**
- Prerequisites
- Description
- Title
- Credit
- See Comments

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<th>ENGL 5003</th>
<th>Studies in American Literature I</th>
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Topics relate: Colonial and Early American Literature: An examination of representative literary works from exploration and discovery through the era of the new American republic. American Romanticism: An examination of representative American literary works from the nineteenth century through the Civil War. American Realism and Naturalism: An examination of the American literary arts based in an aesthetic of accurate, unromantified observation/representation of life and nature that flourished in the post-Civil War era.

### Course Catalog Description

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### Prerequisites

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<td>Library Resources Need Enhancement</td>
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Is this a SACS substantive change? **NO** (see policy)

Present or Projected Annual Enrollment: **2**

### Comments
ENGL 5003, Studies in American Literature 1:  
Colonial and Early American Literature

Dr. David W. Newton  
Office: TLC 2333  
836-6512 (please leave a message with the secretary if I am not in)  
Email: dnewton@westga.edu  
Website: http://www.westga.edu/~dnewton  
Office Hours: Arranged by appointment

UWG Graduate Catalog: An examination of representative literary works from the era of exploration and discovery through the era of the new American republic. 3 credit hours.

Course Description
While it is often characterized as an era populated by dour-faced Puritans and sermonic texts, Colonial American literature is instead an era of dynamic cultural encounters and transitions, which radically altered Europe and the New World. Our reading will reflect the diversity of literary works and cultural perspectives from this 300-year period and will include exploration narratives by women and men, Native American literature, and women novelists from the early republic. Among the topics we will consider: 1) how early exploration narratives shaped the European vision of the Americas and were used to translate the New World to European audiences; 2) the transforming experience of first encounters with the geographical landscape of the Americas and with people from other cultures; 3) the construction of the New World as a constantly evolving fictional text out of which early explorers and colonists struggled to fashion new personal and social identities; 4) the textual and interpretive challenge of reconstructing early Native American oral narratives; 5) the evolution of gender roles during the Colonial and New Republic eras; and 6) the role of language and writing in the era of exploration and in the formation of the new nation.

Learning Outcomes:

Students will be able to demonstrate an in-depth understanding of selected texts from the Colonial and Early American era.

Students will show comprehension and an application of theoretical and critical foundations for the interpretation of literature from the Colonial and Early American era, including an annotated bibliography and/or oral presentation of 10-12 secondary sources.

Students will reveal in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of course-related material.
Students will display their command of academic English and of the tenets of sound composition by means of thesis-driven analytical prose, including at least 12-15 pages of research-based writing.

Students will be capable of conducting independent and meaningful course-related research and of synthesizing it in the form of a correctly documented research paper.

Relationship of Course to Program Goals

This course prepares students to complete successfully the comprehensive oral examination that is required for all M.A. degree candidates.

This course provides students with literary, historical, and critical contexts related to texts on the department's required reading list.

Oral presentations in the course strengthen students' presentation skills and prepare them further for the oral comprehensive examination which is required for the M.A. degree.

Gaining further knowledge of texts in this area strengthens students' content area knowledge, prepares them for taking nationally recognized standardized examinations, such as the advanced GRE subject examination in English, and further prepares them for careers in teaching, writing, and business or advanced graduate-level study.

Required Texts (Note: Students should purchase these specific editions).


*Charlotte Temple* by Susanna Rowson. Cathy Davidson, ed. Oxford UP.


NOTE: Graduate students will be expected to complete additional reading assignments in secondary critical sources related to the primary works of literature listed above. These will be linked online or available on reserve in the Ingram library.
Course Evaluation
10% Presentation/Homework Assignments (includes oral presentations and written reports)
10% Annotated Bibliography (10-12 Secondary Sources)
10% Response Essay I
10% Response Essay II
20% Midterm Examination
20% Final Examination
20% Final Research Project (12-15 pages)

NOTE: Your response papers and presentation assignments involve writing-to-learn activities in which you will be using the writing exercise itself to come to terms with the material we have read. Your responses will be used to generate class discussion as well as to help you gain confidence in your abilities to read and write about what you have learned. They will be evaluated in terms of these expectations. The final research project may grow out of the initial work you've done on the response papers. ALL of these written assignments should conform to the standards of college-level, academic writing.

Grading Scale
Students will be assigned a letter grade for each assignment ranging from A+ to F based on the following numerical scale. The numerical grade will be used when calculating the final average at the end of the semester. Please note that graduate students can only receive one of the following final grades: A, B, C, or F.

97-100 = A+     87-89 = B+     77-79 = C+     below 70 = F
94-96 = A      84-86 = B      74-76 = C
90-93 = A-     80-83 = B-     70-73 = C-

Attendance Requirements
Improving your critical thinking and presentation skills requires commitment and concentrated effort. Therefore, careful preparation and active participation are crucial to your success in this course. I expect you to be present and on time for all class meetings. Readings and other assignments should be completed in advance of each class. You should come prepared to participate actively in our class discussions. Because of the collaborative nature of our work, you should make every effort to be present and prepared when others are depending on you. If you are going to be absent from class, you should let me know, preferably in advance. Late work will not be accepted unless you make arrangements with me in advance and you have a legitimate reason (a serious medical or family emergency) for turning in work after it is due. In the case of excused absences, it is your responsibility to make arrangements with me to complete assignments you have missed immediately upon your return to class. Failure to follow these guidelines will result in a zero or grade reduction for work not submitted on time. You will not be able to make up missed in-class assignments or group work done in class, and you will not receive credit for these assignments.

If you find it unavoidable to miss class, be aware of the following guidelines:
a) No distinctions will be made between excused and unexcused absences. Four absences are allowed during the course of the semester. Every absence thereafter will result in a one-third letter grade reduction of your final grade in the course, regardless of the nature of the absence.
b) Roll will be taken during every class period at the beginning of class. If you arrive late, it is your responsibility to let us know so you are not counted absent.
c) It is your responsibility to keep up with your absences and tardies.
d) You should use your allotted absences wisely. Unplanned or unexpected occurrences are likely, so be prepared to use absences for these events only.
e) Entering class late and leaving class before it is over is distracting for me and others taking the course and will count as an unexcused absence, unless you have a legitimate excuse for doing so.

NOTE: Excessive absences or tardiness from class may result in your administrative withdrawal from this course with a grade of F.

Homework Assignments, Presentations and Classroom Activities
Throughout the course, you will be expected to complete outside reading and homework assignments, written and oral classroom presentations, and other classroom activities. These assignments are designed to reinforce the information presented in reading assignments and lectures. Some of these assignments will be collaborative (group work). Others will give you an opportunity to present information to the class for consideration and discussion. In-class and out-of-class writing assignments are designed to assist you with your reading and to help you generate ideas for your critical essays. We will work on a variety of writing assignments, including brief response papers and collaborative writing activities. These writing assignments will give you an opportunity to offer your own insights into and observations about the material we are reading, as well as raise questions and ideas you may want to develop later. You should keep these assignments in a loose-leaf notebook (or folder). You will not be able to make up assignments that are missed due to unexcused absences. Throughout the course you also will be assigned individual and group reports to be presented to the entire class. These presentations will focus on the reading assignments or topics we are discussing in class. Presentations will be assessed on the basis on organization, clarity, and presentation style. I will provide you with instructions for these assignments as the course progresses.

Annotated Bibliography (Click Here)
In addition to the primary works of literature covered in this course, graduate students should become conversant as well with representative scholarly sources that are significant to the study of Early American and Colonial Literature. I will provide you with a list of sources and guidelines for completing the annotated bibliography later in the course. It will be due on the date listed in the syllabus.

Response Papers
In addition to oral presentations and other brief writing assignments, you will write two response papers (2-3 typewritten pages each). Each paper will address a specific topic related to the assigned readings or topics we are covering in the course. I will give you more specific information about the requirements for each paper later in the course. All papers are due in class on the day specified in the syllabus. Papers turned in late will be lowered one letter grade for each day late (24 hours after the original due date and time). If you have to turn in a paper late,
you should contact me in advance and let me know. NOTE: I realize that extenuating circumstances sometimes occur; therefore, you are allowed one excused late response paper, turned in by the next class period without penalty, if you notify me in advance.

Midterm and Final Examinations
Examinations will be based on readings assignments, course lectures, and other materials presented in class. For each examination students will be expected to know the major terms and figures, concepts and theories related to the study of American culture that will be presented in reading assignments and course lectures. Consequently, students should be thoroughly familiar with each reading assignment and be prepared to take notes during class. Examinations cannot be taken late or scheduled at an alternate time unless you have a serious medical emergency or another legitimate reason for doing so. In the event that such circumstances arise, you must let me know in advance to schedule an alternate time to take the examination. Otherwise, late exams will be marked down one letter grade for each day they are taken late. I will provide you with a brief study guide prior to each exam.

Final Research Paper
The final research paper (a minimum of 10 pages of type-written research-based analysis) will represent the culmination of your study in this course. Your paper can focus on any aspect of the literature we have studied in this course, pending my final approval. I will provide you with more specific details about the requirements for the paper in the weeks ahead. The paper is due on the date listed in the syllabus. Papers turned in late will be marked down one letter grade for each day they are late. I will be glad to meet with you outside of class to discuss specific research topics. The project is a formal academic assignment and will be assessed on the basis of structure, content, grammar, writing style, proper paper format, and documentation of sources.

Technology
It will be crucial for you to become familiar with how to use this technology for the purposes of this class. I will assist you if this is new to you. However, additional information can be found online at the UWG Technology / Surfing Guide:

http://www.westga.edu/~techlife/

Plagiarism & Academic Dishonesty
UWG defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. I expect that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. Any student caught submitting materials (in part or whole) as their own work from online websites will fail the course automatically and be referred to the Academic Discipline Council.

Conferences and Outside Assistance
I will be glad to meet with you outside of class to discuss your work in this class, the writing assignments or the texts we are studying. If you are having trouble with the material in this class or have questions and/or concerns you would like to discuss, please set up a time a meet with me.
You can also schedule an appointment with the university writing center (located on the first floor of the TLC).

**NOTE:** Please make a xerox copy of all written work you turn in to me, in case it is misplaced or lost. Save your work on a computer disk! I will not give you credit for work you claim to turn in but that I do not have in my possession.

**Readings and Assignments**

**NOTE:** Drop/Add for all courses ends on Wednesday, August 21. It is your responsibility to get drop/add notices submitted via BANWEB or turned in (not mailed in) to the Registrar by 5:00 pm. After that day, you must get a withdrawal slip. You will receive a grade of either W or WF for the course. The last day to withdraw with a grade of W/WF is October 10th. After that date you must apply for a hardship withdrawal from the Dean.

**NOTE:** Readings and assignments are due on the day they are listed in the syllabus. Changes or additions to the readings will likely occur throughout the course. I will announce these in class and post them on the course homepage ([http://www.westga.edu/~dnewton](http://www.westga.edu/~dnewton))

**Textbook Code:**

EAW = Early American Writing

T 8/20-- Course Introduction; Assignments and Requirements.

Background Reading: “Introduction,” EAW xv-xl.

R 8/22-- Early Exploration Narratives and European Responses

Focus Reading: Columbus, 25-31; Vespucci, 32-36.

T 8/27-- Columbus and Vespucci, continued.

Read: Vespucci, Account of His First Voyage to Pier Soderini (1497), ([http://www.fordham.edu/halsall/mod/1497vespucci-america.html](http://www.fordham.edu/halsall/mod/1497vespucci-america.html)); Columbus, selections from the second and third voyages (handout).

Background Reading: Thomas More, EAW 37-41; de Vaca, EAW 42-47; Martyr, EAW 52-54; Montaigne, EAW 55-60; Hario, EAW 61-64; Raleigh, EAW 65-70; Hakluyt, EAW 74-77; Bacon, EAW 81-85.


R 9/5-- Smith, A True Relation, conclusion.

T 9/10-- Response Paper I Due. Puritans in New England

Read: George Herbert, EAW 89-91; John Winthrop, EAW 108-112; William Bradford, EAW 119-36.


T 9/17-- Puritan Poetry: Anne Bradstreet


R 9/19-- Bradstreet, conclusion.

T 9/24-- Rowlandson, A Narrative of the Captivity and Restauration of Mary Rowlandson, EAW 216-30.

R 9/26-- Edward Taylor, Poems, EAW 232-44.

T 10/1-- Taylor, conclusion.

R 10/3-- Midterm Examination


T 10/12-- Franklin, continued
R 10/17-- Franklin, conclusion; Thomas Paine: from Of the Religion of Deism Compared with the Christian Religion, EAW 490-94.

T 10/22-- Women Writers in the Early Republic. Focus Reading: Susanna Rowson, Charlotte Temple.


R 10/24-- Charlotte Temple, conclusion.

T 10/29-- Annotated Bibliography Due. African and African-American Literature
Focus Reading: Phyllis Wheatley, EAW 566-69; Countee Cullen, “Heritage” (online at either http://www.nku.edu/~diesman/cullen.html#heritage or http://etext.virginia.edu/harlem/CulHeriF.html).

Background Reading: Woolman, from Some Considerations on the Keeping of Negroes, EAW 391-96.

R 10/31-- Oloudah Equiano, The Interesting Narrative of the Life of Oloudah Equiano, or Gustavus Vassa, the African, Written by Himself.

T 11/5-- Equiano, conclusion.


T 11/12-- Response Paper II Due. Brown, Edgar Huntley, or Memoirs of a Sleep-Walker;

R 11/14-- Edgar Huntley, continued.

T 11/19-- Edgar Huntley, conclusion.

R 11/21-- Native American Literature


Focus Reading: Momaday, The Way to Rainy Mountain.


R 11/28-- Thanksgiving Holiday, No Classes Held

T 12/3-- Last Day of Class. The Way to Rainy Mountain, conclusion.

M 4/29 -- Last Day to Submit Research Papers (Due in my office by 3 pm)

R 12/12-- Final Examination, 11am - 1 pm
Course Update Request (Add, Delete, Modify)

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**Course Details**

**Course**: ENGL 9005

**Title**: Studies in American Literature II

**Description**: An in-depth examination of ideas and issues prevalent in twentieth-century American literature in its historical, political, cultural and aesthetic context. Contemporary British and American Literature: An examination of selected texts produced in the last thirty years in the British Isles and the United States.

**Course Catalog Description**

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**Effective Term**: Fall - 2015

**Frequency**: Yearly

**Letter Grade**: Letter

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**Prerequisites**

**Corequisites**

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**Rationale**

Graduate level course number for ENGL 4005

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**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

**Comments**

- Is this a SACS substantive change? **NO** (See Policy)
- Present or Projected Annual Enrollment: 3

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https://apps01.westga.edu/catalog/content/doc info view.php?doc id=141... 2/24/2015
ENGL 5000 Studies in British Literature I:
Medieval Literature in England
Tentative Syllabus

HUM 225
MW 3:30-4:45
Instructor: Dr Michele Crafton
Office hours: MW 9-11
Office location: TLC 2-225; Bonner House
Course description: An in-depth study of medieval English literature in its various aspects, considering texts in their historical context. 3 credit hours.

Required Texts and other readings/materials:

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<td><strong>Learning Outcomes</strong></td>
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<td>Students will be able to demonstrate an in-depth understanding of selected texts from the Anglo-Saxon, Anglo-Norman, and Middle English periods of British literary history.</td>
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<tr>
<td>Students will show comprehension and an application of theoretical and critical foundations for the interpretation of literature from the Anglo-Saxon, Anglo-Norman, and Middle English periods, including an annotated bibliography and/or oral presentation of 10-12 secondary sources.</td>
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<td>Students will reveal in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of course-related material.</td>
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| **Relationship to Program Goals** |
| This course prepares students to complete successfully the comprehensive oral examination that is required for all M.A. degree candidates. |
| This course provides students with literary, historical, and critical contexts related to texts on the department's required reading list. |
| Oral presentations in the course strengthen students' presentation skills and prepare them further for the oral comprehensive examination, which is required for the M.A. degree. |
| Gaining further knowledge of texts in this area strengthens students' content area knowledge, prepares them for taking nationally recognized standardized examinations, such as the |
advanced GRE subject examination in English, and further prepares them for careers in teaching, writing, and business or advanced graduate-level study.

Tests and other assessment activities:
1. Mid-Term Exam = 20%
2. Final Exam = 25%
3. Two Response Papers = 20%
4. Participation = 5%
5. Research Essay = 30%
Class Project
1. A standard graduate level research paper (15 pages long, 10-15 references) on one of the primary texts of the course, which provides a reading of the text or supports a reading of the text by means of historical context.

Class Policies:
Attendance: Since this class meets only twice a week, attendance is all the more important. Attendance should be understood as more than merely occupying space in a passive manner; rather, it should be understood as a productive act. In fact, it should be considered a production in the way that creating a paper or report is considered as a production. In order to get full credit, your presence must be known, and it must be known as that of a prepared student working to make the class an event of learning, of intellectual and artistic exchange.

Late Work: Generally, my policy for unexcused late work is that it loses a letter grade for every day it is late. There are, of course, extenuating circumstances, but these need to be made and made well.

Plagiarism: Intentional plagiarism, that is, the conscious adoption of someone else's writing or ideas as your own is a profanation to everything I hold important. If a student is clearly guilty of this, the result will be an F for the class and a report to the disciplinary officials of the University.

Daily Assignments:
All chapter references and page number references are to the texts listed above.
Week 1: Anglo-Saxon Literature
M 19 Introduction to course and Anglo-Saxon history
W 21 Caedmon's Hymn and AS Prosody (30 min of film)

Week 2: Anglo-Saxon Literature
M 26 Elegies (Rest of film)
W 28 Judith, Enigmas and Wisdom, Riddles, Genesis, Dream of the Rood

Week 3: Anglo-Saxon Literature
M 2 Beowulf
W 4 Beowulf

Week 4: Anglo-Saxon Literature
M 9 Beowulf (Paper # 1 due)
W 11 Beowulf and Battle of Maldon
Week 5: Anglo-Norman Literature and the Romance
M 16 Introduction of Anglo-Norman history (tour of Bayeaux Tapestry)
W 18 Marie de France

Week 6: Anglo-Norman Literature and the Romance
M 23 Marie de France
W 25 Marie de France

Week 7: Middle English Period (Romance)
M 30 Thomas the Rhymer
W 2 Land of Cockayne

Week 8: Middle English Period (Romance)
M 7 Sir Gawain and the Green Knight
W 9 Sir Gawain and the Green Knight

Week 9: Middle English Period (Allegory)
M 14 Piers Plowman
W 16 Piers Plowman

Week 10: Middle English Period (Women’s Literature)
M 21 Selections
W 23 Selections

Week 11: Middle English Period (Chaucer)
M 28 Legend of Good Women
W 30 Troilus and Criseyde

Week 12: Middle English Period (Chaucer)
M 4 Canterbury Tales: General Prologue
W 6 Canterbury Tales: Franklin’s Tale

Week 13: Middle English Period (Chaucer)
M 11 Canterbury Tales: Miller’s Tale
W 13 Canterbury Tales: Wife of Bath’s Prologue and Tale

Week 14: Middle English Period (Theater)
M 18 Second Shepherd’s Play
W 20 Play of Noah

Week 15: Middle English Period (Theater)
M 25 Production
W 27 Thanksgiving Holidays

Week 15: Final Things
M 2 More Productions
W 4  Last Day of Classes: Course Evaluation, Review for Final: Last Production (if necessary)

Final Exam Monday Dec. 9th, 2:00-4:00