

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

- B) College of Science and Mathematics
 - 1) Department of Mathematics
 - a) Program: Bachelor of Arts with a Major in Mathematics
Request: Deactivate

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>

Graduate Catalog - Class Absence <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 and the Common Language for Course Syllabi, 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>):

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

Nancy Penco (substituting for Banford), Basu-Dutt, Blair, Boldt, Butler, Connell, DeFoor, Amy Cuomo (substituting for Elman), Erben, Farmer, Farran, Faucette, Geisler, Gerhardt, Griffith, L. Haynes, Insenga, C. Johnson, Keim, Lopez, Mbaye, McCord, McCullers, McKendry-Smith, Meg Pearson (substituting for L. Miller), Mindrila, Ogletree, Remshagen, L. Robinson, C. Schroer, Seay, Stanfield, Steere, Velez-Castrillon, Webb, Welch, Williams, Willox, Woodward, Yates

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

Item approved unanimously by voice vote.

- 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.

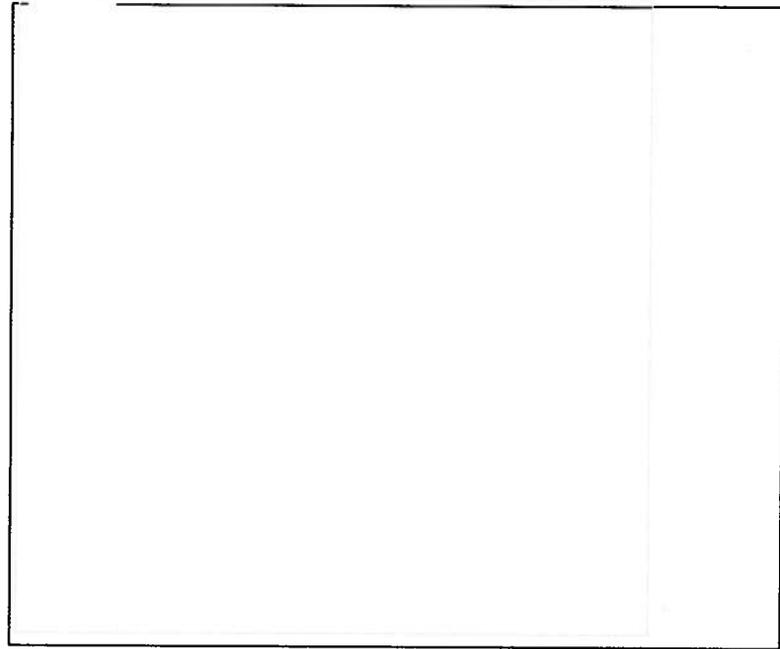
8. Adjournment

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)						
Originator						
English and Philosophy Department		College of Arts and Humanities		Harrison, Rebecca		
Department		College		Originator		
Action						
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete		Modifications <input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Generate Action Item"/> (See Procedure)				
Course Details						
ENGL	4238	Methods for Teaching Secondary English				
Prefix	Number	Course Title				
<p>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.</p>						
Course Catalog Description						
3.00	1.00	4.00	Fall - 2015	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
ENGL 3000 with a minimum grade of C; TE, FE, SEED 4271, and SEED 4271L.						
Rationale						
<p>Rationale: 1) When the department converted ENGL 2300 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.</p>						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="radio"/> NO (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="15"/>						



College Approvals

Meg Pearson [APPROVED 2014-12-11]
Chair, Course Department

Randy J. Hendriks [APPROVED 2015-01-23]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

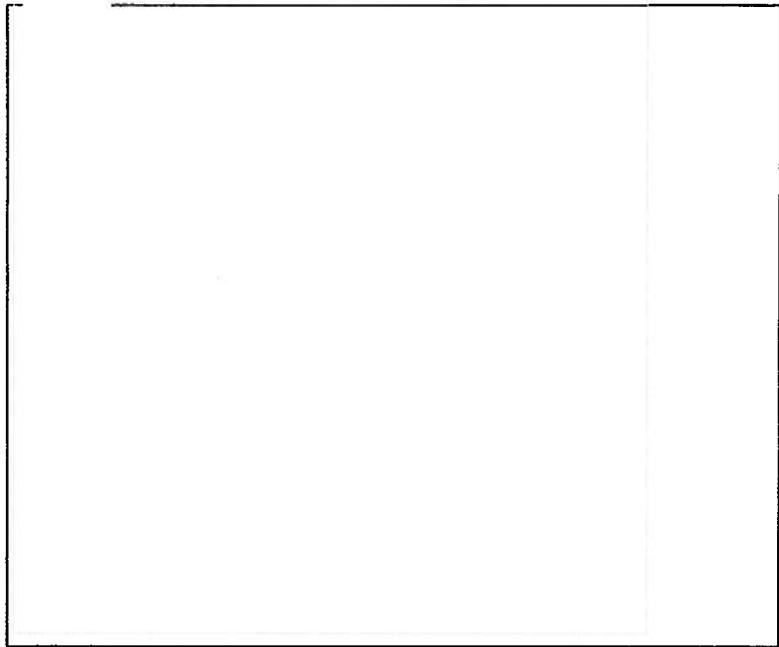
Julia Farmer [APPROVED 2015-02-21]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

<p><u>Randy J. Hendriks</u> [APPROVED 2018-01-23] Dean, College of Arts and Humanities</p> <p><u>Meg Pearson</u> [APPROVED 2014-12-11] Chair, Course Department</p>	<p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Julia Farmer</u> [APPROVED 2015-02-21] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner</u> [REQUIRED] Final Approver</p>

Course Update Request (Add, Delete, Modify)						
Originator						
Biology Department		College of Science and Mathematics		Tablt, Christopher		
Department		College		Originator		
Action						
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete		Modifications <input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> (See Procedure)				
Course Details						
BIOL	2021	Human Anatomy and Physiology I				
Prefix	Number	Course Title				
<p>An introduction to the structural and functional relationships in the human body. This course will introduce 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 those degrees. Students must enroll in BIOL 2021L in the same term.</p>						
Course Catalog Description						
3.00		3.00	Fall - 2015	Every Term	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites						
Minimum grade of B in (BIOL 1108 and BIOL 1108L) OR (CHEM 1212 and CHEM 1212L) OR CHEM 1152K OR (PHYS 1112 and PHYS 1212L) 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 1151K)						
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 that 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 student taking BIOL2021 do not have the GPA, nor do they have any mathematical possibility of raising their GPA to a level for acceptance into the nursing program. BIOL2021 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 COSM Dean's Office.						
Planning Info						
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="button" value="(See Policy)"/>						
Present or Projected Annual Enrollment: 300						
Comments						



College Approvals

Christopher Tabit [APPROVED 2014-11-11]
Chair, Course Department

Scott Gordon [APPROVED 2014-11-15]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-02-21]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Program View Request (Read-Only)			
Originator			
College of Science and Mathematics <small>College</small>	Physics Department <small>Department</small>	Talbot, Julie <small>Originator</small>	
Action		Modifications	
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="text" value="Senate Action Item"/> (See Procedure)	
Program Selection			
College of Science and Mathematics <small>College</small>	Bachelor of Science with a Major in Physics <small>Program</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Bachelor of Science with a Major in Physics <small>Program Name</small>		Fall <small>Effective Semester/Year</small>	2015 <small>Effective Semester/Year</small>
Modification Details		Rationale	
<p>There are several small changes to Physics Plan B (Physics with a Dual Degree in Engineering): A) Added MATH 3003, 4203, 4313, 4363, and 4513 as elective courses. B) Allow the use of our newest physics course, Astrophysics (PHYS 4103) as a Physics elective. C) Added PHYS 3511, 3521 and 4984 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.</p>		<p>The 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.</p>	
<small>(Max 4000 characters)</small>		<small>(Max 4000 characters)</small>	
Planning Info		Comments	
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <input type="text"/> (See Policy) Present or Projected Annual Enrollment: <input type="text" value="2"/>		 	
<small>(Max 4000 characters)</small>		<small>(Max 4000 characters)</small>	
College Approvals		Cross Listing Approvals	

<p><u>Scott Gordon</u> [APPROVED 2016-01-18] Coordinator, COSM Curriculum Committee</p> <p><u>Julie Talbot</u> [APPROVED 2014-11-18] Chair, Course Department</p>	<p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Julia Farmer</u> [APPROVED 2016-02-21] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner</u> [REQUIRED] Final Approver</p>

**COURSE REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN PHYSICS
(PLAN B - Engineering Dual Degree)
Effective: Fall 2015**

AREA	COURSE	HRS	GRADE
A	ENGL 1101	3	
A	ENGL 1102	3	
B	CORE B (See Catalog)	3	
B	XIDS 2001 (The Physical Universe)	1	
C	Core Elective (See Catalog)	3	
C	Core Elective (See Catalog)	3	
D	CHEM 1211K	4	
D	CHEM 1212K	4	
E	POLS 1101	3	
E	HIST 1111 or 1112	3	
E	HIST 2111 or 2112	3	
E	Core Elective (See Catalog)	3	
A&F	MATH 1113	3(A) 1(F)	
D&F	MATH 1634	3(D) 1(F)	
F	MATH 2644	4	
F	MATH 2654	4	
F	PHYS 2211	4	
F	PHYS 2212	4	
MAJOR	PHYS 3113	3	
MAJOR	PHYS 3213	3	
MAJOR	PHYS 3313	3	
MAJOR	PHYS 4313	3	
MAJOR	MATH 3303	3	
MAJOR	FL (6 hours) or six hours selected from: PHYS 4513, 4523, MATH 3063, 3003, 3353, 4203, 4313, 4363, or 4513	6	
MAJOR	Nine hours selected from: PHYS 3013, 3023, 3413, 3511, 3521, 4103, 4323, 4333, 4413, 4513, 4523, 4683, 4984	9	
MAJOR	X number of hours at the engineering school (Must include enough upper-level hours to make a total of at least 39)	21-30	
	NOTE: After completing the academic requirements of UWG and the participating engineering institution, the student will be awarded the bachelor's degree from UWG.		
MAJOR	Electives (Any hours less than 30 in X above should be accounted for here)	0-9	
	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)			
Originator			
College of Social Sciences <small>College</small>	Sociology Department <small>Department</small>	Luken, Paul <small>Originator</small>	
Action		Modifications	
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		<input checked="" type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Information Item (See Procedure)	
Program Selection			
College of Social Sciences <small>College</small>	Bachelor of Science with a Major in Sociology <small>Program</small>		
Bachelor of Science with a Major in Sociology <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>	
Bachelor of Science <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2015	
Modification Details		Rationale	
<p>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).</p>		<p>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.</p>	
<small>(Max 4000 characters)</small>		<small>(Max 4000 characters)</small>	
Planning Info		Comments	
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 100		<p>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.</p>	
<small>(Max 4000 characters)</small>		<small>(Max 4000 characters)</small>	
College Approvals		Cross Listing Approvals	

<p>Paul Luken [APPROVED 2018-01-27] Chair, Course Department</p> <p>Amber Smallwood [APPROVED 2015-01-30] Coordinator, COSS Executive Committee</p>	<p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Julia Farmer [APPROVED 2015-02-21] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

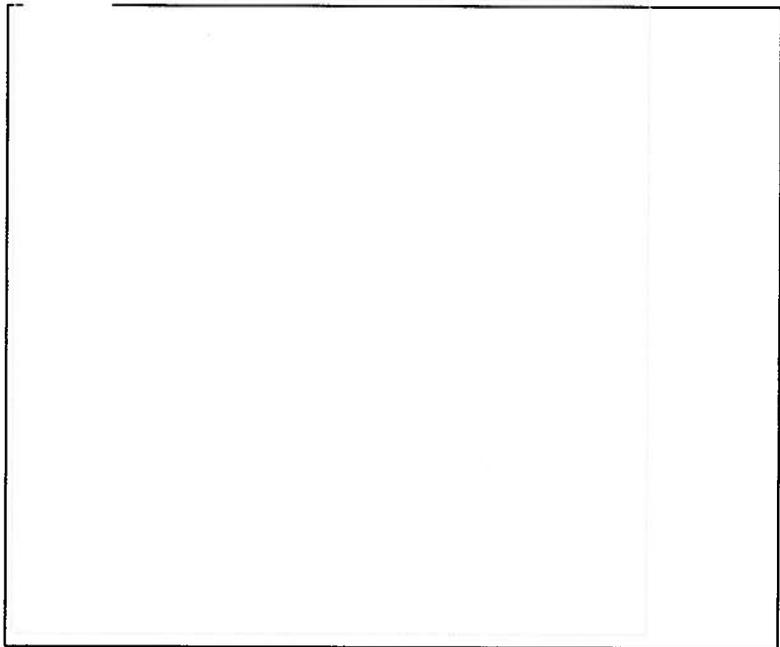
Courses that should be approved for on-line delivery as well as in-class:

SOCI 1101	Introductory Sociology
SOCI 1160	Introduction to Social Problems
SOCI 3001	Communicating Sociology
SOCI 3283	Globalization
SOCI 3293	Marriage and Family
SOCI 3543	The Sociology of Religion
SOCI 3603	Sociology of Gender
SOCI 3623	Social Inequality
SOCI 3733	Social Psychology: The Sociological Tradition
SOCI 3743	Collective Behavior and Social Movements
SOCI 3804	Death, Grief and Caring
SOCI 3943	American Class System
SOCI 4000*	Research Methodology
SOCI 4003*	Applied Statistics for Sociology
SOCI 4053*	Sociological Theory
SOCI 4323	Cultural and Racial Minorities
SOCI 4333	Urban Sociology
SOCI 4440	Sociology of Medicine
SOCI 4441	Sociology of Mental Health
SOCI 4445	Sociology of Childhood
SOCI 4543	Deviant and Alternative Behavior
SOCI 4623	Art, Media, and Cultural Politics
SOCI 4700	Sociology of Emotions
SOCI 4803	Environmental Sociology
SOCI 4915	Violence Against Women
SOCI 4984*	Capstone: Senior Seminar
SOCI 4999	Special Seminars

* = required course

Addendum III

Course Update Request (Add, Delete, Modify)					
Originator		Political Science Department		College of Social Sciences	
Department		College		Originator	
Sanders, Robert M.					
Action		Modifications			
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> (See Procedure)			
Course Details					
POLS	6267	Comprehensive Research Project			
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					
3		3	Summer - 2015	Every Term	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
Prerequisites			Corequisites		
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			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement					
Is this a SACS substantive change? <input type="radio"/> NO (See Policy)					
Present or Projected Annual Enrollment: <input type="text" value="15"/>					



College Approvals

Jesus Peralta [APPROVED 2014-10-22]

Chair, Course Department

Amber Smallwood [APPROVED 2014-12-01]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-02-12]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

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.

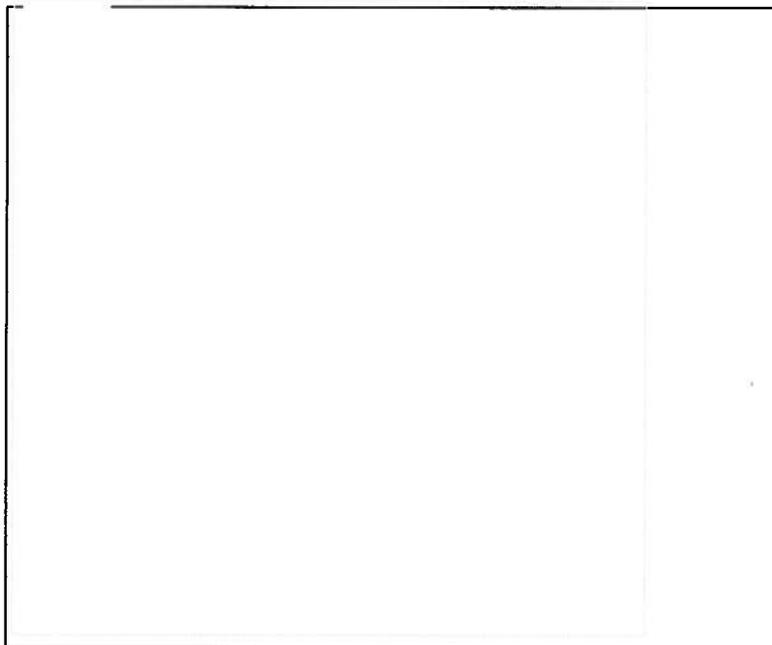
Requirements:

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 <small>Department</small>		College of Arts and Humanities <small>College</small>		MacComb, Debra <small>Originator</small>		
Action						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		Modifications <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> (See Procedure)				
Course Details						
ENGL	5000	Studies in British Literature I				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
Topics rotate: Medieval Literature: An examination of medieval English literature in its various aspects, considering texts in their historical context. Renaissance Literature: An investigation of Renaissance literature in its various aspects, including, but not limited to, poetry, prose, and drama, and a consideration of that literature as a part and product of its historical period. Seventeenth Century British Literature: An investigation of significant issues, themes, and ideologies in selections of seventeenth-century British literature studied in terms of their original cultural context. Eighteenth Century British Literature: A topic-centered examination of drama, fiction, poetry and other textual expression from Restoration and eighteenth-century Britain. Works may be studied in their historical, political, cultural and aesthetic context.						
<small>Course Catalog Description</small>						
3	0	3	Fall - 2015	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
Graduate level course number for ENGL 4000.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <input type="button" value="(See Policy)"/> Present or Projected Annual Enrollment: 3						



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-02-12]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

**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:

Trapp, J.B, Douglas Gray and Julia Boffey, eds. *Medieval English Literature*. 2nd ed. Oxford: Oxford UP, 2002.

Marie de France. *The Lays of Marie de France*. Trans. Glyn S. Burgess and Keith Busby. London: Penguin, 1986.

ENGL 5000-Level
Learning Outcomes
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.
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.
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 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

Course Update Request (Add, Delete, Modify)

Originator

English and Philosophy Department
Department

College of Arts and Humanities
College

MacComb, Debra
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments (See Procedure)

Course Details

ENGL 5002 Studies in British Literature II
Prefix Number Course Title

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, cultural 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

3	0	3	Fall - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Graduate level course number for ENGL 4002.

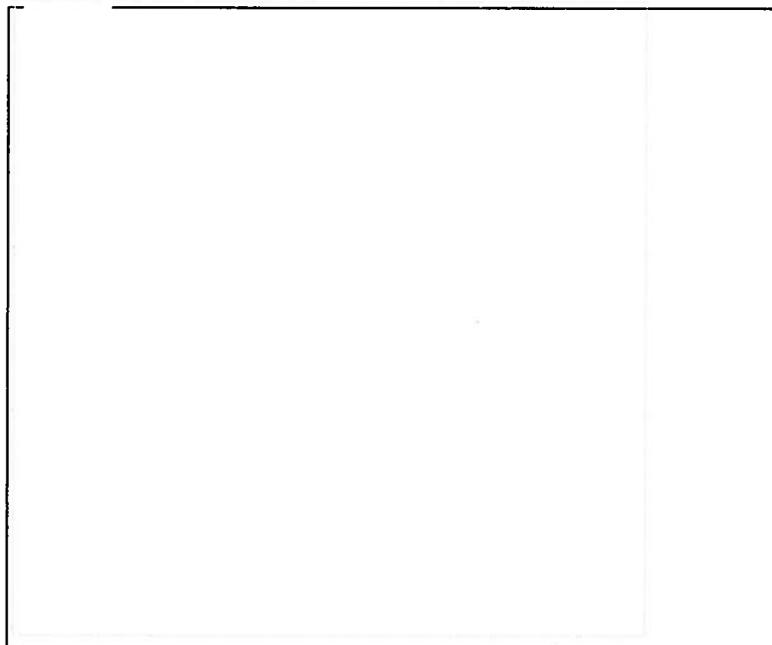
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 3

Comments



College Approvals

Meg Pearson [APPROVED 2014-12-06]
Chair, Course Department

Randy J. Hendriks [APPROVED 2014-12-17]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-02-12]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

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

1/11 Introduction. Excerpt from Engels, *The Condition of the Working Class in England*

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

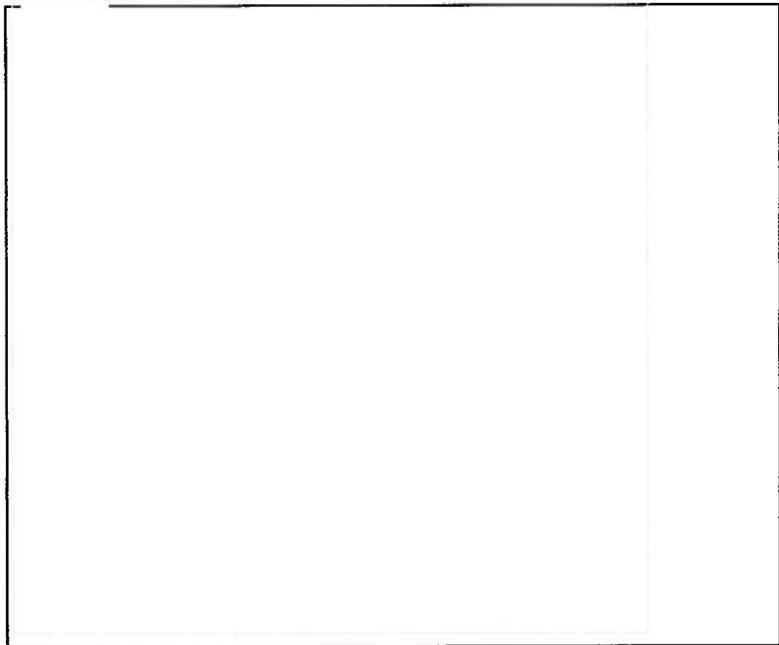
4/26 Poetry selections TBA.

4/28 Conclusion.

5/2 Essay #2 due.

Final Exam.

Course Update Request (Add, Delete, Modify)						
Originator						
English and Philosophy Department <small>Department</small>		College of Arts and Humanities <small>College</small>		MacComb, Debra <small>Originator</small>		
Action						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		Modifications				
		<input type="checkbox"/> Prerequisites		<input type="checkbox"/> Description	<input type="checkbox"/> Title	<input type="checkbox"/> Credit
				<input type="checkbox"/> See Comments	<input type="button" value="Senate Action Item"/> (See Procedure)	
Course Details						
ENGL	5003	Studies in American Literature I				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
<p>Topics rotate: 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, unromanticized observation/representation of life and nature that flourished in the post-Civil War era</p>						
Course Catalog Description						
3	0	3	Fall - 2015	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
Graduate level course number for ENGL 4003..						
Planning Info						
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement		Comments				
Is this a SACS substantive change? <input type="button" value="NO"/> (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="3"/>						



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendriks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-02-12]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

**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 as 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).

Early American Writing. Guiles Gunn, ed. Penguin.

The Autobiography of Benjamin Franklin. Louis P., Masur, ed. Bedford / St. Martin's (The Bedford Series in History and Culture).

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

The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself. Robert Allison, ed. Bedford / St. Martin's (The Bedford Series in History and Culture).

Edgar Huntley by Charles Brockden Brown. Penguin.

The Way to Rainy Mountain by Scott Momaday. University of New Mexico Press.

A True Relation [of] Virginia by Captain John Smith. Available online at <http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1007>. A copy will be placed on reserve in the Ingram Library).

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 to 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>)

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>); 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; Hariot, EAW 61-64; Raleigh, EAW 65-70; Hakluyt, EAW 74-77; Bacon, EAW 81-85.

R 8/29-- Homer, The Odyssey, Book V (<http://www.online-literature.com/homer/odyssey/>); Dante, The Inferno, Canto XXVI, lines 77-135 (<http://www.bartleby.com/20/>); Milton, Paradise Lost, Book IV, lines 1-359 (<http://elf.chaoscafe.com/milton/>).

T 9/3 -- John Smith, A True Relation [of] Virginia (<http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1007>).

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.

R 9/12-- Thomas Morton, EAW 137-46; Nathaniel Hawthorne, "The May-Pole of Merry Mount;" Ann Hutchinson, "EAW 158-69.

T 9/17-- Puritan Poetry: Anne Bradstreet

Read (in EAW): "The Prologue," 176-77; "The Author to Her Book, 178; "Before the Birth of One of Her Children, 178-79; "Contemplations," 179-85; "To My Dear and Loving Husband," 185; "A Letter to Her Husband . . . ," 186; "Here Follow Some Verses upon the Burning of Our House," 187-88.

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 10/8-- Jonathan Edwards, "Sarah Pierrpont," EAW 311-312; from Personal Narrative, EAW 312-20; "Sinners in the Hands of an Angry God," 320-33.

R 10/10-- Withdrawal W/WF Deadline. Benjamin Franklin, The Autobiography.

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.

Background Reading: Thomas Paine, "An Occasional Letter on the Female Sex," EAW 485-89; Judith Sargent Murray, "On the Equality of the Sexes," EAW 548-55.

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/~diesmanj/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.

R 11/7— Hector St. John De Crevecoeur, from Letters from an American Farmer Letter II: "Of the Situation, Feelings, and Pleasures of an American Farmer;" Letter III: "What is an American?" (<http://xroads.virginia.edu/~HYPER/CREV/home.html>).

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

Background Reading: "Native American Mythology," EAW 5-19; "Native American Oratory," EAW 405-12; Franklin, "Remarks Concerning the Savages of North America," EAW 358-62.

Focus Reading: Momaday, The Way to Rainy Mountain.

T 11/26 -- Momaday, The Way to Rainy Mountain, continued.

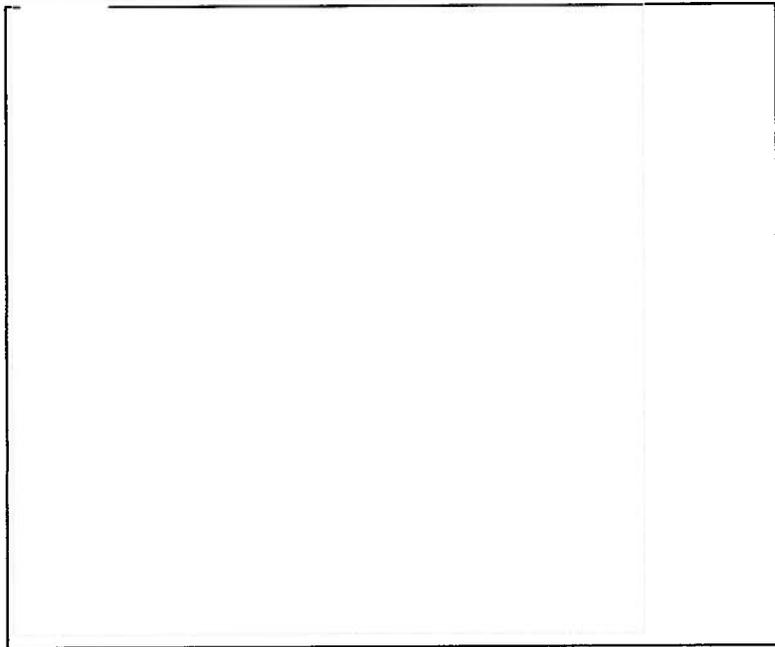
R 11/28-- Thanksgiving Holiday, No Classes Held

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)						
Originator						
English and Philosophy Department <small>Department</small>		College of Arts and Humanities <small>College</small>		MacComb, Debra <small>Originator</small>		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
ENGL	5005	Studies in American Literature II				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
<p>Topics Rotate: Twentieth-Century American Literature: 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</p>						
Course Catalog Description						
3	0	3	Fall - 2015	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
Graduate level course number for ENGI 4005						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="text"/> (See Policy)						
Present or Projected Annual Enrollment: 3 <input type="text"/>						



College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendricks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-02-12]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

**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:

Trapp, J.B, Douglas Gray and Julia Boffey, eds. *Medieval English Literature*. 2nd ed. Oxford: Oxford UP, 2002.

Marie de France. *The Lays of Marie de France*. Trans. Glyn S. Burgess and Keith Busby. London: Penguin, 1986.

ENGL 5000-Level
Learning Outcomes
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.
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.
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 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