

Minutes
General Faculty Meeting
November 26, 2013 – Lowrimore Auditorium

- I. Chair Flannagan called the meeting to order at 3:46 PM.
- II. The minutes from the October 17, 2013 meeting were approved as posted.
- III. Executive Committee Report
 1. The upcoming (Dec. 14) commencement ceremony was discussed.
 2. The Mount Pleasant option continues to be explored.
 3. There is no news regarding the various feasibility studies.
 4. Dates for the spring governance schedule are posted online.
- IV. Report from the Senate (*See the attachment for proposals. See the appendix for supporting materials.*)

All proposals were passed without opposition. Accompanying proposal #4, there was discussion regarding the large increase in the number of courses that have a prerequisite of “C or better” in a course, and the suggestion was made that we should begin discussing how to address the problem of low-achieving students.

1. Honors Program

- Item A. Changes the general education requirements.
- Item B. Adds a new course Honors 270-279 to FMU Honors.

2. Department of Nursing

- Item A. Adds a new program, Interprofessional Healthcare.
- Item B. Adds a new course, IPHC 500.

3. School of Education

- Item A. Changes the Admission to Student Teaching (Checkpoint II).
- Item B. Changes SC Licensure Requirements.
- Item C. Changes the number of hours and instructions for adding an endorsement to an early childhood degree.
- Item D. Changes the instructions for adding an endorsement to an elementary education degree.
- Item E. Changes the hour requirements and instructions for adding an endorsement to a middle level education degree.
- Item F. Changes the course MLE 394 to EDUC 190.
- Item G. Changes the course description for EDUC 190.
- Item H. Changes the course description for EDUC 191.
- Item I. Changes the course description for EDUC 311.
- Item J. Changes the course description for EDUC 313.

- Item K. Changes the course description for EDUC 391.
- Item L. Changes the course description for EDUC 392.
- Item M. Changes the course description for EDUC 393.
- Item N. Changes the course description for EDUC 491.
- Item O. Changes the course description for PE 401.

4. Department of English and Modern Languages and Philosophy

- A. **Modify** the grade requirements of to satisfy the English requirements of General Education
- B. **Modify** the language of the general education requirements in Communication section.
- C. **Modify** the language regarding Freshman English grade requirements.
- D. **Modify** the language describing the ability to take English course above 299 level.
- E. **Modify** the course description of ENG 200 to including grade requirement.
- F. **Modify** the pre-requisite and course description of ENG 305 Business Writing.
- G. **Modify** the pre-requisite and course description of ENG 307 Foundations of Professional Writing
- H. **Modify** the pre-requisite and course description of ENG 318 Technical Communications
- I. **Modify** the pre-requisite and course description of ENG 331 Special Topics in Writing
- J. **Modify** the pre-requisite and course description of ENG 340 Theories of Writing
- K. **Modify** the pre-requisite and course description of ENG 370 Creative Writing: Poetry Workshop
- L. **Modify** the pre-requisite and course description of ENG 405 Advanced Business Communication
- M. **Modify** the pre-requisite and course description of ENG 421 Gender and Public Rhetoric
- N. **Deletion** of a number of courses.
- O. **Add** ENG 308 Survey of British Literature
- P. **Add** ENG 309 Survey of American Literature
- Q. **Add** ENG 326 Medieval British Literature
- R. **Add** ENG 327 Renaissance British Literature
- S. **Add** ENG 328 Neoclassical British Literature
- T. **Add** ENG 332 The Romantics
- U. **Add** ENG 333 The Victorians
- V. **Add** ENG 334 Modernism
- W. **Add** ENG 335 Contemporary British Literature
- X. **Add** ENG 342 Writing in Early America
- Y. **Add** ENG 343 American Romanticism
- Z. **Add** ENG 344 American Realism and Naturalism

- AA. **Add** ENG 346 Modern American Literature
- BB. **Add** ENG 347 Contemporary American Literature
- CC. **Add** ENG 350 American Women Writers
- DD. **Add** ENG 363 Literature of the Ancient World
- EE. **Add** ENG 364 Literature of the Medieval World
- FF. **Add** ENG 384 African-American Film History
- GG. **Add** ENG 426 Rise of the British Novel
- HH. **Add** ENG 427 Advanced Study in British Literature Before 1785
- II. **Add** ENG 433 The Nineteenth-Century Novel
- JJ. **Add** ENG 434 Advance Study in British Literature After 1785
- KK. **Add** ENG 443 The American Novel
- LL. **Add** ENG 444 American Poetry
- MM. **Add** ENG 447 Advanced Study in American Literature
- NN. **Add** ENG 467 Advance Study in Language, Rhetoric, or Theory
- OO. **Move** ENG 306 and 310 to different location in catalog
- PP. **Change** the pre-requisite and course description of ENG 306
Development of Modern English
- QQ. **Change** the pre-requisite and course description of ENG 310
Modern English Grammar
- RR. **Change** the pre-requisite, course description and course number of
ENG 360 Literary Nonfiction to ENG 366 Creative Writing:
Literary Nonfiction
- SS. **Change** the pre-requisite, course description and course number of
ENG 380 Creative Writing: Fiction Workshop to ENG 367
Creative Writing: Fiction Workshop
- TT. **Change** the pre-requisite, course description and course number of
ENG 381 Creative Writing: Advanced Fiction Workshop to ENG
368 Creative Writing: Fiction Workshop
- UU. **Change** the pre-requisite, course description and course number of
ENG 390 Creative Writing: Playwriting Workshop to ENG 372
Creative Writing: Playwriting Workshop
- VV. **Change** the pre-requisite and course description of ENG 250
Introduction to Literature
- WW. **Change** the pre-requisite and course description of ENG 251
Introduction to Film Studies
- XX. **Change** the pre-requisite and course description of ENG 252
Reading and Writing Fiction, Poetry, and Drama
- YY. **Change** the pre-requisite and course description of ENG 300
Foundations for Literary Studies
- ZZ. **Change** the pre-requisite and course description of ENG 313
Literature for the Young Child
- AAA. **Change** the pre-requisite and course description of ENG 315
Literature for Children
- BBB. **Change** the pre-requisite and course description of ENG 316
Literature for Young Adults
- CCC. **Change** the pre-requisite, course description and course number of

- ENG 311 African American Literature to ENG 348 African American Literature.
- DDD. **Change** the pre-requisite, course description and course number of ENG 312 Literature of the South to ENG 349 Literature of the South
- EEE. **Change** the pre-requisite, course description and course number of ENG 320 Modern Drama to ENG 365 Modern Drama.
- FFF. **Change** the pre-requisite, course description and course number of ENG 321 Shakespeare to ENG 361 Shakespeare
- GGG. **Change** the pre-requisite, course description and course number of ENG 322 Mythology and Literature to ENG 362 Mythology and Literature
- HHH. **Change** the pre-requisite, course description and course number of ENG 325 History of American Drama to ENG 352 History of American Drama.
- III. **Change** the pre-requisite, course description and course number of ENG 330 Special Topics in Literature to ENG 382 Special Topics in Literature.
- JJJ. **Change** the pre-requisite, course description and course number of ENG 345 Issues in African-American Literature to ENG 448 Advanced Study in African-American Literature.
- KKK. **Change** title and numbers of ENG 351
- LLL. **Change** in the number of ENG 369
- MMM. **Change** the number and pre-requisite of ENG 455
- NNN. **Change** the number and pre-requisite of 491 Senior Seminar
- OOO. **Change** the description of the English Liberal Arts Program
- PPP. **Change** the description of the Professional Writing Program
- QQQ. **Change** the frequency that ENG 411 is offered.
- RRR. **Change** the four year plan example for the Professional Writing Program
- SSS. **Change** the description of the English Course Requirements.
- TTT. **Change** the description of the Creative Writing Minor
- UUU. **Change** the description of the Creative Writing Collateral
- VVV. **Delete** the Four-Year Plan for English Major, Liberal Arts Program.
- WWW. **Delete** the Four-Year Plan for English, Teacher Certification.
- XXX. **Delete** courses from three categories
- YYY. **Add** Literature course categories, courses and descriptions

5. Proposal from Department of Fine Arts

- A. Addition of THEA 397
- B. Change in the requirements for a major in theatre arts
- C. Deletion of a sentence on page 111

6. Proposal from the Department of History

- A. Addition of Hist 299 The Historian's Craft
- B. Addition of Hist 499 Senior Thesis
- C. Deletion of Hist 301 Historiography

- D. Modify the requirements for a major in History
- E. Modify the minimum number of hours for a major in History
- F. Modify requirement for taking history course at or above the 299 level

7. Proposal from Mass Communication

- A. Changes in the requirements for a major in Mass Communications
- B. Deletion of MCOM 306 and 401 from Convergence Journalism list
- C. Deletion of MCOM 306 from Public Relations list
- D. Change in the course title and description for MCOM 201
- E. Deletion of MCOM 302 News Editing
- F. Deletion of MCOM 401 Feature Writing

8. Proposal from Department of Political Science and Geography

- A. Change to hours for Geography 300

9. Proposal from School of Education

- A. Modify the requirements for natural sciences
- B. Modify course description for 314 (Elementary)
- C. Modify pre-requisite and course description for 315 (Elementary).
- D. Modify course description for 316 (Elementary)
- E. Modify pre-requisite and course description for 317 (Elementary)
- F. Modify course description for 314 (Middle Level)
- G. Modify course description for 315 (Middle Level)
- H. Modify course description for 316 (Middle Level)
- I. Modify course description for 317 (Middle Level)
- J. Modify 4 year plan for Middle Level Education Majors

- V. Candidate for graduation were approved (provided they meet all requirements)
- VI. Old Business – None
- VII. New Business – None
- VIII. Announcements – Various announcements were made concerning upcoming campus events. These included an FMU basketball game, the annual Santa Party, the Toys for Tots drive by the honors student association, and coat collection by the NAACP.
- IX. Adjournment – The meeting adjourned at 4:04 PM

Attachment to the Faculty Minutes – November 26, 2013

1. Proposal from the Honors Program: *(submitted as addenda to those approved at AAC meeting 9.12.2013)*

Under **GENERAL EDUCATION REQUIREMENTS** on page 74 of the catalog,

A. Change, under Area 4., Humanities/Social Sciences Elective,

FROM:

Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, or Theatre

TO:

Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279

B. Add, on p. 198, in addition to changes made in AAC 9.12.2013, the following:

270-279 HONORS SPECIAL TOPICS IN THE BEHAVIORAL SCIENCES

(3)

Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Behavioral Sciences. May be taken for General Education credit as an Area 4: Humanities/Social Sciences elective. May be applied as elective credit in applicable major with permission of chair or dean.

2. Proposal from the Department of Nursing:

A. ADD, on page 78 under Interdisciplinary Programs, after International Studies, the following:

Interprofessional Healthcare (Course only: no major, minor, or collateral)

Rationale: This course is the first of many courses that may be shared among the growing health professional programs at FMU. This course also affords the interdisciplinary ARCH students access to healthcare screening clinical to assist them in any of the healthcare professions they choose. This course will continue the ARCH tradition by providing hands-on experience in healthcare by establishing two screening clinics and other independent clinical experiences for those students interested in dental or physical therapy programs post-graduation. An application process will continue as was done by the ARCH program.

B. ADD, on page 197, after International Studies, **the following:**

INTERPROFESSIONAL HEALTHCARE

Coordinators Dr. Ruth Wittmann-Price and Dr. Paul DeMarco

IPHC 500 Rural Healthcare (3:1-6) (Prerequisite: Junior or senior status with approval of course coordinators or graduate student status. The enrollment in the class is limited to 10 students and will be determined through a competitive application process.) This service-learning course provides the learner interested in rural healthcare the theoretical foundation and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

3. Proposal from the School of Education:

A. CHANGE on page 174-175 of the current catalog

FROM:

ADMISSION TO STUDENT TEACHING (CHECK POINT II)

1. Admission to a Professional Education Program at least one full semester prior to the student teaching semester.
2. A cumulative grade point average of at least 2.50 at the end of the semester prior to student teaching.
3. A C or better in all education courses.
4. Positive recommendations from public school personnel.
5. Acceptable dispositions ratings from instructors.
6. A passing score on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Tests and PLT Principles of Learning and Teaching).
7. Attendance at mandatory meeting held the semester prior to Student Teaching (Date and Time will be posted).
8. All student packets (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and Praxis II/PLT scores must be submitted no later than Reading Day the semester prior to Student Teaching.
9. Complete the South Carolina Department of Education Application for Educator Certificate (including background check and updated finger printing) and receive approval by the state of same.

TO:**ADMISSION TO STUDENT TEACHING (CHECK POINT II)**

1. Admission to a Professional Education Program at least one full semester prior to the student teaching semester.
2. A cumulative grade point average of at least 2.50 at the end of the semester prior to student teaching.
3. A grade of C or better in all education courses.
4. Positive recommendations from public school personnel.
5. Acceptable dispositions ratings from instructors.
6. A passing score on all required parts of the Praxis II Tests (Subject Assessments/Specialty Area Tests) and PLT (Principles of Learning and Teaching).
7. Attendance at a **mandatory** meeting held the semester prior to Student Teaching (Date and Time will be posted).
8. All student packets (content of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and Praxis II/PLT scores must be submitted no later than Reading Day the semester prior to Student Teaching.
9. Complete the South Carolina Department of Education Application for Educator Licensure (including updated background check and updated finger printing) and receive approval by the State of South Carolina.

- B. CHANGE on page 175 of the current catalog**

FROM:**SOUTH CAROLINA LICENSURE REQUIREMENTS**

The following general education requirements apply to all secondary certification programs. They also apply to early childhood, elementary, and middle level certification programs, with the exception of specific requirements in mathematics as noted.

TO:**SOUTH CAROLINA LICENSURE REQUIREMENTS**

The following general education requirements apply to all secondary licensure programs. They also apply to early childhood, elementary, and middle level licensure programs, with the exception of specific requirements in mathematics as noted.

- C. CHANGE on page 176 of the current catalog**

FROM:

*Credit toward graduation may not be earned in both Physical

Science 101 and 102 and any Chemistry course or Physics course. Psychology does NOT count as science for Early

Childhood Education teacher certification. Students should not take both Biology 104 and 105.

<u>Pre-Professional Education</u>	7 hours
EDUC 190.....	3
EDUC 191.....	1
(EDUC 190 and 191 are corequisites)	
EDUC 305.....	3
<u>Professional Education</u>	
(Requires Admission to the Program).	31 hours
EDUC 310.....	3
EDUC 311.....	3
EDUC 313.....	1
ECE 302.....	3
(Prerequisite to Block A and B courses)	
Block A*	
ECE 314 - Block A.....	3
ECE 319 - Block A.....	2
ECE 321 - Block A.....	3
ECE 380 - Block A.....	2
Block B*	
EDUC 391 - Block B.....	2
EDUC 313 - Block B.....	3
ECE 315 - Block B.....	3
ECE 320 - Block B.....	3
ECE 420 - Block B.....	3
Student Teaching Block*.....	15 hours
EDUC 487.....	2
EDUC 489.....	1
EDUC 490.....	12
Supporting Courses.....	18 hours
ART 217.....	3
ENG 313 – Block A.....	3
ENG 341.....	3
HLTH 312.....	3
MATH 370.....	3
PSY 315.....	3

Elective3 hours

* All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.

Minimum hours required for graduation..... 125 hours

ADDING AN ELEMENTARY EDUCATION ENDORSEMENT TO AN EARLY CHILDHOOD DEGREE

Early Childhood Majors have the option to complete South Carolina State Department of Education requirements to add an Elementary Education requirement to add an Elementary Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses: ELEM 315, ELEM 317, and Education 312. They will also need to pass PRAXIS II Content Exam 5015.

TO:

*Credit toward graduation may not be earned in both Physical Science 101 and 102 and any Chemistry course or Physics course. Psychology does NOT count as science for Early Childhood Education teacher licensure. Students should not take both Biology 104 and 105.

Pre-Professional Education.....7 hours

EDUC 190.....3

EDUC 191.....1

(EDUC 190 and 191 are corequisites)

EDUC 305.....3

Professional Education

(Requires Admission to the Program).34 hours

EDUC 310.....3

EDUC 311.....3

EDUC 313.....1

ECE 3023

(Prerequisite to Block A and B courses)

Block A*

ECE 314 - Block A3

ECE 319 - Block A2

ECE 321 - Block A3

ECE 380 - Block A2

Block B*

EDUC 391 - Block B	2
EDUC 313 - Block B	3
ECE 315 - Block B	3
ECE 320 - Block B	3
ECE 420 - Block B	3
Student Teaching Block*	15 hours
EDUC 487	2
EDUC 489	1
EDUC 490	12
Supporting Courses	18 hours
ART 217	3
ENG 313 – Block A	3
ENG 341	3
HLTH 312	3
MATH 370	3
PSY 315	3
Elective	3 hours

* All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.

Minimum hours required for graduation 125 hours.

ADDING AN ENDORSEMENT TO AN EARLY CHILDHOOD DEGREE

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual

<https://www.ed.sc.gov/agency/se/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at certification@ed.sc.gov.

D. **CHANGE** on page 177 of the current catalog

FROM:

ADDING AN EARLY CHILDHOOD ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE

Elementary Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Early Childhood Education endorsement while completing their undergraduate requirements. This will allow them to be certified to teach PK-6. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial

certification. To add an Elementary Education endorsement, candidates should take the following courses: ECE 320, ECE 420, and ECE 319. They will also need to pass PRAXIS II content Exam 0021 or 5021.

ADDING A MIDDLE LEVEL EDUCATION ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE

Elementary Education Majors have the option to complete the South Carolina State Department of Education requirements to add a Middle Level Education endorsement while completing their undergraduate requirements. Middle Level endorsements may be obtained for English/Language Arts, Mathematics, Science, or Social Studies. Middle Level endorsement will allow candidates to teach 2-8. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. See the attached chart for requirements for each area.

Content Area–English/Language ArtsPRAXIS II– 0049 or 5049

Course Work:

MLE 422: MLE Curriculum & Philosophy

Psych 316: Adolescent Behavior

At least 3 additional hours in English needed

Content Area –MathematicsPRAXIS II–0069

Course Work:

MLE 422: MLE Curriculum and Philosophy

Psych 316: Adolescent Behavior

At least 6 additional hours in Mathematics needed

Content Area–Science.....PRAXIS II–0439

Course Work:

MLE 422: MLE Curriculum and Philosophy

Psych 316: Adolescent Behavior

At least 4 additional hours in Science needed

Content Area–Social StudiesPRAXIS II–0089 or 5089

Course Work:

MLE 422: MLE Curriculum and Philosophy

Psych 316: Adolescent Behavior

At least 3 additional hours in Social Studies needed

TO:**ADDING AN ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE**

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual

<https://www.ed.sc.gov/agency/se/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at certification@ed.sc.gov.

E. CHANGE on page 178-9 of the current catalog

FROM:**MIDDLE LEVEL EDUCATION**

Coordinator: Dr. Jackson F. Lee Jr.

Grades: Five – Eight

Majors in Middle Level Education will be completing a program that allows them to be certified to teach middle level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics). Candidates seeking licensure must complete the specific requirements listed below:

General Education.....	48 hours
Communication.....	9 hours
ENG 112	3
ENG 200	3
SPCO 101	3
Mathematics	6 hours
MATH 132 or higher	3
MATH 134.....	3
Social Sciences.....	9 hours
GEOG 101	3
POL 101 or 103.....	3
An additional 3 hours chosen from anthropology, economics, geography, political science, or sociology	
Humanities	12 hours
HIST Elective.....	3
LIT Elective	3
Art 101, Music 101, or Theatre 101.....	3

Art, History, Literature, Music, Philosophy and Religious Studies, or Theatre.....	3
Sciences (Should include both biological and physical sciences).....	12 hours
BIOL 103, 104 or 105.....	4
Physical Science 101.....	4
BIOL or Phys Sci Elec or PSY 206/216.....	4
PSY 206/216 will not count for science concentration but is required for the social studies concentration.	
<u>Pre-Professional Education</u>	7 hours
EDUC 190, 191.....	4
EDUC 190 and 191 are corequisites	
EDUC 305.....	3
Supporting Courses.....	6 hours
PSY 316.....	3
<u>Professional Education Courses</u>	
(Require admission to the program)*	27 hours
EDUC 310.....	3
EDUC 311.....	3
EDUC 313.....	
EDUC 380.....	2
EDUC 411.....	3
MLE 394 (may be taken with either methods course)	2
MLE 422.....	3
Student Teaching Block	
EDUC 487.....	2
EDUC 489: Student Teaching Seminar	1
EDUC 490: Directed Teaching.....	12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education)	38-43 hours
Middle Level English/Language Arts	19 hours
ENG 300	3
ENG 310	3
ENG 315	3
ENG 340	3
ENG 341	3
MLE 314.....	4
Middle Level Mathematics.....	19 hours
MATH 201.....	3

MATH 230.....	3
MATH 235.....	3
MATH 345.....	3
MATH Elec – 200 or higher	3
MLE 316: Teaching Middle Level Mathematics	4
Middle Level Science	24 hours
Relevant General Education Choices	
Biology 105 (or Biology 103 and 104)	
Chemistry 101	
Astronomy 201	
Specialty Courses	
Biology 106.....	4
Physics 215	4
Physics 216	4
Physical Science 103.....	4
Option: CHEM 102 or any Biology above 200.....	4
MLE 317	4
Middle Level Social Studies	19 hours
Relevant General Education choices	
GEOG 101	
POL SCI 101	
POL SCI 205	
HIST 202, United States Since 1865	
PSY 206/216	
Specialty Courses	
ECON 203.....	3
ECON 204.....	3
HIST 203.....	3
HIST 204.....	3
HIST 316.....	3
HIST 300/400 level elective (optional to earn a minor in history)	
MLE 315	4
Minimum hours required for graduation. 129 hours	

ADDING AN ELEMENTARY EDUCATION ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE

Middle Level Education Majors have the option to complete the South Carolina State Department of Education requirements to add an Elementary Education endorsement while completing their undergraduate requirements. Adding Elementary Education allows candidates to teach 2-8. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add an Elementary Education endorsement, candidates should take the following courses (if they have not been taken previously): MLE 316 (MLE 316), MLE 317 (MLE 317), Educ 312, and either Art 217 or Eng 315. They will also need to pass PRAXIS II Content Exam 5015.

ADDING A SECONDARY ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE

Middle Level Education Majors have the option to complete the South Carolina State Department of Education requirements to add a Secondary Education endorsement (in a selected area) while completing their undergraduate requirements. Adding Secondary Education allows candidates to teach 5-12. Candidates may take the courses and test listed below but cannot apply for the endorsement until after they have graduated and received their initial certification. To add a Secondary Education endorsement in one area, candidates should take the following courses (if they have not been taken previously) and PRAXIS Examinations:

MLE Concentration – English/Language Arts

Secondary Endorsement – English

PRAXIS II–5044 or 0044

Additional Courses:

English 306, 316, American or British Literature (3)

MLE Concentration – Mathematics

Secondary Endorsement – Mathematics

PRAXIS II–5061 or 0061 and 0063

Additional Courses:

Algebra (abstract & linear) (6)

Math 134 (Recommended)

MLE Concentration – Science

Secondary Endorsement – Biology

PRAXIS II–0030 or 0070

Additional Courses:

18 hours of Science, Biology 105/115 (Recommended)

MLE Concentration – Science
Secondary Endorsement – Science (all fields)
PRAXIS II–0030 OR 0070

Additional Courses:

Marine Biology/Science (6-8), Chemistry 102 (Recommended)

MLE Concentration – Social Studies
Secondary Endorsement – Social Studies (all fields)
PRAXIS II–5086 or 0086

Additional Courses:

History 201 (U.S. History), History 205 (Recommended)
 Geography 102 (Recommended)

MLE Concentration – Social Studies
Secondary Endorsement – History
PRAXIS II–5086 or 0086

Additional Courses:

History 201 (U.S. History), History 205 (Recommended)
 Geography 102 (Recommended)

TO:

MIDDLE LEVEL EDUCATION

Coordinator: Dr. Jackson F. Lee Jr.
 Grades: Five – Eight

Majors in Middle Level Education will be completing a program that allows them to be certified to teach middle level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics). Candidates seeking licensure must complete the specific requirements listed below:

General Education.....	48 hours
Communication.....	9 hours
ENG 112	3
ENG 200	3
SPCO 101	3

Mathematics.....	6 hours
MATH 132 or higher	3
MATH 134.....	3
Social Sciences.....	9 hours
GEOG 101	3
POL 101 or 103.....	3
An additional 3 hours chosen from anthropology, economics, geography, political science, or sociology	
Humanities	12 hours
HIST Elective.....	3
LIT Elective	3
Art 101, Music 101, or Theatre 101.....	3
Art, History, Literature, Music, Philosophy and Religious Studies, or Theatre.....	3
Sciences (Should include both biological and physical sciences).....	12 hours
BIOL 103, 104 or 105.....	4
Physical Science 101.....	4
BIOL or Phys Sci Elec or PSY 206/216.....	4
PSY 206/216 will not count for science concentration but is required for the social studies concentration.	
<u>Pre-Professional Education</u>	7 hours
EDUC 190, 191.....	4
EDUC 190 and 191 are corequisites	
EDUC 305.....	3
Supporting Courses.....	6 hours
Health 301	3
PSY 316	3
<u>Professional Education Courses</u>	
(Require admission to the program)*	32 hours
EDUC 310.....	3
EDUC 311.....	3
EDUC 313.....	1
EDUC 380.....	2
EDUC 411.....	3
EDUC 394 (may be taken with either methods course)	2
MLE 422	3
Student Teaching Block	
EDUC 487.....	2

EDUC 489: Student Teaching Seminar1

EDUC 490: Directed Teaching.....12

Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education)38-43 hours

Middle Level English/Language Arts ..18 hours

ENG 3003

ENG 3103

ENG 3153

ENG 3403

ENG 3413

MLE 3143

Middle Level Mathematics.....18 hours

MATH 2013

MATH 230.....3

MATH 2353

MATH 3453

MATH Elec – 200 or higher3

MLE 316: Teaching Middle Level Mathematics 3

Middle Level Science23 hours

Relevant General Education Choices

Biology 105 (or Biology 103 and 104)

Chemistry 101

Astronomy 201

Specialty Courses

Biology 106.....4

Physics 2154

Physics 2164

Physical Science 103.....4

Option: CHEM 102 or any Biology above 200..... 4

MLE 3173

Middle Level Social Studies18 hours

Relevant General Education choices

GEOG 101

POL 101

POL 205

HIST 202

PSY 206/216

Specialty Courses

ECON 203.....	3
ECON 204.....	3
HIST 203.....	3
HIST 204.....	3
HIST 316.....	3
HIST 300/400 level elective (optional to earn a minor in history)	
MLE 315.....	3
Minimum hours required for graduation.....	129 hours

ADDING AN ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual

<https://www.ed.sc.gov/agency/sc/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at certification@ed.sc.gov.

F. **MODIFY** on page 181, the course 394 Clinical Experience: Middle Level

FROM:

MIDDLE LEVEL EDUCATION COURSES (MLE)

394 Clinical Experience: Middle Level (2:1-3) (Prerequisite: Admission to the Professional Education program; at least one middle level methods course [MLE 314, 315, 316, or 317] must be a prerequisite or a corequisite). Designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools.

TO

EDUCATION COURSES (EDUC)

394 Clinical Experience: Middle Level (2:1-3) (Prerequisite: Admission to the Professional Education program; at least one middle level methods course [MLE 314, 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public

schools.

G. MODIFY on page 181, the course description of EDUC 190, Foundations of Education

FROM:

190 Foundations of Education (3) (Corequisite 191) F, S. This course is required of all candidates seeking certification, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society.

TO:

190 Foundations of Education (3) (Corequisite 191) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society.

H. MODIFY on page 181, the course description of EDUC 191 Preparation for Education Program Admission

FROM:

191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Teacher candidate will receive their first clinical experiences in this course. This course is required of all candidates seeking certification, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any FMU School of Education program. Included will be orientation to Live Text and other technologies used in the School of Education, introduction to state and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with diverse students, Education and Economic Development Act, required state examinations, expected professional dispositions, and relevant School of Education policies and procedures. Requires a minimum of 25 hours in clinical experience. Students completing SC Teacher Cadets are required to take this course but are exempt from the clinical requirements.

TO:

191 Preparation for Education Program Admission (1) (Corequisite: 190) F, S. Teacher candidate will receive their first clinical experiences in this course. This course is

required of all candidates seeking licensure, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any FMU School of Education program. Included will be orientation to Live Text and other technologies used in the School of Education, introduction to state and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with diverse students, and introduction to the Education and Economic Development Act, required state examinations, expected professional dispositions and relevant School of Education policies and procedures. This course requires a minimum of 25 hours in clinical experience. Students completing SC Teacher Cadets are required to take this course but are exempt from the clinical requirements.

I. MODIFY on page 181-2, the course description of 311 Foundations of Instructional Planning and Assessment

FROM:

311 Foundations of Instructional Planning and Assessment (3) (Prerequisite: Admission to Professional Education Program) F, S, SU Designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. Introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

TO:

311 Foundations of Instructional Planning and Assessment (3) (Prerequisite: Admission to Professional Education Program) F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

J. MODIFY on page 182, the course description of 313 Field Experiences in Instructional Planning and Assessment

FROM:

313 Field Experiences in Instructional Planning and Assessment (1) (Prerequisite: Admission to Professional Education Program; Prerequisite/corequisite: EDUC 311) F, S. This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion. Requires a minimum of 35 hours in clinical experience in public schools.

TO:

313 Field Experiences in Instructional Planning and Assessment (1) (Prerequisite: Admission to Professional Education Program; Prerequisite/corequisite: EDUC 311) F, S. This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion. This course requires a minimum of 35 hours in clinical experience in public schools.

K. MODIFY on page 182, the course description of EDUC 391, Clinical Experience: Early Childhood

FROM:

391 Clinical Experience B: Early Childhood (2:1-3) – Block B (Prerequisite: Admission to the Professional Education Program) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children's emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child's developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children's language skills are developed. Students interact with individual and groups of parents, as well. Requires a minimum of 40 hours in clinical experience in public schools.

TO:

391 Clinical Experience B: Early Childhood (2:1-3) – Block B (Prerequisite: Admission to the Professional Education Program) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children's emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child's developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children's language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 40 hours in clinical experience in public schools.

L. MODIFY on page 182, the course description of EDUC 392, Clinical Experience: Elementary

FROM:

392 Clinical Experience: Elementary (2:1-3) (Prerequisite: Admission to the Professional Education Program and corequisites: ELEM 315 and ELEM 317 to be taken simultaneously) F, S. Designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Requires a minimum of 40 hours in clinical experience in public schools.

TO:

392 Clinical Experience: Elementary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisites ELEM 315 and ELEM 317 to be taken concurrently) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 40 hours in clinical experience in public schools.

M. MODIFY on page 182, the course description of EDUC 393, Clinical Experience: Secondary

FROM:

393 Clinical Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisites EDUC 380 and 393 to be taken concurrently in the semester prior to student teaching.) F. Designed to provide all secondary certification students with practical experiences in the public schools. Special emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching. Requires a minimum of 40 hours in clinical experience in public schools.

TO:

393 Clinical Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisites EDUC 380 and 393 to be taken concurrently in the semester prior to student teaching.) F. This course is designed to provide all secondary students with practical experiences in the public schools. Special

emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching. This course requires a minimum of 40 hours in clinical experience in public schools.

N. MODIFY on page 183, the course description of EDUC 491, Senior Level Internship
FROM:

491 Senior Level Internship (12) (Corequisites: 487, 489) F, S. This course is designed for Early Childhood and Elementary Education majors. The course allows the student opportunities to work with individuals at all levels in a public youth serving agency. This course will not satisfy certification requirements.

TO:

491 Senior Level Internship (12) (Corequisites: 487, 489) F, S. This course is designed for Early Childhood and Elementary Education majors. The course allows the student opportunities to work with individuals at all levels in a public youth serving agency. This course will not satisfy licensure requirements.

O. MODIFY on page 184, the course description of PE 401, Physical Education in the Elementary School

FROM:

401 Physical Education in the Elementary School (3) (Prerequisite: Education 299) F, S. Establishes the place of physical education in the total educational picture, its relationship to educational theory and laws of learning. Students will participate and assist as observers with limited responsibility for the planning and conducting of class in conjunction with an experienced physical education teacher.

TO:

401 Physical Education in the Elementary School (3) (Prerequisite: Education 190/191) F, S. This course establishes the place of physical education in the total educational picture, its relationship to educational theory and laws of learning. Students will participate and assist as observers with limited responsibility for the planning and conducting of class in conjunction with an experienced physical education teacher.

4. Proposal from the Department of English, Modern Languages, and Philosophy

NOTE: We suggest that you look first at item OOO, for an overview of the proposed new curriculum, then at YYY for the proposed new catalog descriptions. That is followed by a summary of the proposed changes and additions, and by a detailed rationale for the proposal.

- A. MODIFY the section titled ENGLISH under UNDERGRADUATE ACADEMIC PROGRAMS (p. 73)**

FROM:

Students must complete English Composition through English 200 to satisfy the Communications portion of the General Education requirements.

TO:

Students must complete English Composition through English 200 with a grade of C or higher in each course to satisfy the Communications portion of the General Education requirements.

- B. MODIFY 1.a under GENERAL EDUCATION REQUIREMENTS (p. 74)**

FROM:

English (a minimum of 6 hours in English Composition ending with English 200)

TO:

English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 200)

- C. MODIFY the first paragraph of the section titled FRESHMAN ENGLISH (p. 92)**

FROM:

The English Composition Requirement (also see General Education Requirements) is met by completing English 111, 112 and 200.

TO:

The English Composition Requirement is met by completing the general education sequence requirements ending with English 200 with a grade of C or higher.

- D. MODIFY the first sentence of the third paragraph of the section titled FRESHMAN ENGLISH (p. 92)**

FROM:

Completion of English 200 is prerequisite for all English courses numbered above 200.

TO:

Completion of English 200 with a grade of C or higher is prerequisite for all English courses numbered above 200.

- E. Modify the course description of English 200, Writing for Disciplines (p. 92)**

FROM:

200 Writing for Disciplines (3) (Prerequisite: Completion of 112 with a grade of C or higher) F, S, SU. Extended writing assignments including formal research papers. Emphasis on responding to, analyzing, and evaluating literary and other texts. Gives students a foundation from which to learn and communicate

effectively in various disciplines.

TO:

200 Writing for Disciplines (3) (Prerequisite: Completion of 112 with a grade of C or higher.) F, S, SU. Extended writing assignments including formal research papers. Emphasis on responding to, analyzing, and evaluating literary and other texts. Gives students a foundation from which to learn and communicate effectively in various disciplines. Students must complete English 200 with a grade of C or higher to satisfy the Communications portion of the General Education requirements.

Rationale: Students are required to earn a C to progress from English 111 and English 112 to their next composition course; thus it seems illogical to suggest that the most complicated, “capstone” composition course required of all FMU students as preparation for researched argument writing can be successfully exited with a D. Many two-year colleges and most four-year colleges/universities in SC require at least a C in all English composition courses (including USC-Columbia, USC-Aiken, USC-Salkehatchie, USC-Sumter, Coastal Carolina, Winthrop, and most programs of study at South Carolina State). Only Clemson, College of Charleston, and Lander do not require Cs in composition, although the English faculty at Lander has been trying to change the policy to require a C in all composition courses. Requiring a C in all composition courses is also common in universities around the region (including UNC-Pembroke, UNC-Asheville, Appalachian State, Georgia Regents [formerly Augusta State], and Georgia Southern).

Based on analysis of English 200 students in the 2009/10 academic year, many who complete English 200 with a D end up leaving the university (61% of the 2009/10 group). Many students elect to retake English 200 if they make a D in the course, perhaps to get off of Academic Probation or perhaps because they recognize the need to acquire more fully the skills taught in English 200 (24 out of a sampling of 30 students who remained at the university in 2009/10 after earning a D in 200 chose to retake the course). Given these facts, it would not seem to be a deterrent to most of our students to require them to earn a C in 200.

The university has already allowed the Nursing program to require that its students receive a C in English 200 (as well as all other lower division coursework) to be accepted into the program. The School of Education requires students to earn Cs in certain foundational education courses (ED 190/191 and 305) to progress into the major, and all middle-level education, elementary education, and early childhood education majors are required to earn a C in English 200 in order

to take the required English 341 (Advanced Composition for Teachers). Additionally, the university does not accept Ds in any course on transfer, and the university requires a 2.0 GPA for graduation, so requiring a C in a foundational course such as English 200 would not seem contrary to university philosophy.

F. MODIFY the course description of English 305, Business Writing (p. 92)

FROM:

305 Business Writing (3) (Prerequisite: English 200) F, S, SU. Introduction to the written communications requirements of business and industry. Students write for specific audiences and learn organization, conciseness, and clarity in writing. Class simulates real-life business situations. To be eligible for English 498, majors and minors in Professional Writing must earn at least a B in this course.

TO:

305 Business Writing (3) (Prerequisite: 200 with a grade of C or higher.) F, S, SU. Introduces students to the written communications requirements of business and industry. Students write for specific audiences and learn organization, conciseness, and clarity in writing. Class simulates real-life business situations. To be eligible for English 498, majors and minors in Professional Writing must earn at least a B in this course.

G. MODIFY the course description of English 307, Foundations of Professional Writing (p. 92)

FROM:

307 Foundations of Professional Writing (3) (Prerequisite: English 200) F. Introduction to professional writing. Emphasizes analyzing professional writing to study how combinations of language, style, design, formatting, organization, punctuation, and grammar, among other features, affect professional documents. Students will also gain extensive practice in careful proofreading and editing.

TO:

307 Foundations of Professional Writing (3) (Prerequisite: 200 with a grade of C or higher.) F. Introduces students to professional writing. Emphasizes analyzing professional writing to study how combinations of language, style, design, formatting, organization, punctuation, and grammar, among other features, affect professional documents. Students will also gain extensive practice in careful proofreading and editing.

H. MODIFY the course description of English 318, Technical Communication (p. 92)

FROM:

318 Technical Communication (3) (Prerequisite: English 200) S, F. Introduction to the conventions of writing in technology and the sciences. Students learn technical writing style and the use of visual aids. On-line searches and computerized report production are included. To be eligible for English 498, majors and minors in Professional Writing must earn at least a B in this course.

TO:

318 Technical Communication (3) (Prerequisite: 200 with a grade of C or higher.) S, F. Introduces students to the conventions of writing in technology and

the sciences. Students learn technical writing style, the integration of visual aids, collaborative processes, and document production cycles. To be eligible for English 498, majors and minors in Professional Writing must earn at least a B in this course.

I. MODIFY the course description of English 331, Special Topics in Writing (p. 92)

FROM:

331 Special Topics in Writing (3) (Prerequisite: English 200; previous literature course recommended). As needed. Provides reading, instruction, and practice in techniques in writing in a particular genre or sub-genre. Students are expected to compose and share work with the instructor and other students.

TO:

331 Special Topics in Writing (3) (Prerequisite: 200 with a grade of C or higher; previous literature course recommended). As needed. Provides reading, instruction, and practice in techniques in writing in a particular genre or sub-genre. Students are expected to compose and share work with the instructor and other students.

J. MODIFY the course description of English 340, Theories of Writing (p. 92)

FROM:

340 Theories of Writing (3:3-2) (Prerequisite: English 200) F. Treatment of the composing process will emphasize matters useful to teachers of writing, especially current theories. Most assignments will involve essay writing, including a substantial amount of application of critical theory to literary texts. Practicum requires student work in Writing Center or English Laboratory two hours per week.

TO:

340 Theories of Writing (3:3-2) (Prerequisite: 200 with a grade of C or higher.) F. Offers a treatment of the composing process, emphasizing matters useful to teachers of writing, especially current theories. Most assignments involve essay writing, including a substantial amount of application of critical theory to literary texts. Practicum requires student work in the Writing Center or English Laboratory two hours per week.

K. MODIFY the course description of English 370, Creative Writing: Poetry Workshop (p. 93)

FROM:

370 Creative Writing: Poetry Workshop (3) (Prerequisite: English 200; one previous literature course is recommended) F, S. Introduction to writing poetry. Class discussion will center on the work of class members. All students will be expected to compose and to share their poems with the instructor and with other

students.

TO:

370 Creative Writing: Poetry Workshop (3) (Prerequisite: 200 with a grade of C or higher; one previous literature course is recommended) F, S. Introduces students to writing poetry. Class discussion will center on the work of class members. All students will be expected to compose and to share their poems with the instructor and with other students.

L. MODIFY the course description of English 405, Advanced Business Communication (p. 93)

FROM:

405 Advanced Business Communication (3) (Prerequisite: 200 and 305 or permission of department) S. Teaches skills required to communicate effectively in a contemporary business setting, including written and oral presentation formats. Written formats include printed and electronic forms.

TO:

405 Advanced Business Communication (3) (Prerequisite: 305 or permission of department) S. Teaches advanced skills required to communicate effectively in a contemporary business setting, including written and oral presentation formats. Written formats include printed and electronic forms.

M. MODIFY the course description of English 421, Gender and Public Rhetoric (p. 93)

FROM:

421 Gender and Public Rhetoric (3) (Prerequisite: English 200, and either upper-division writing course or permission of the chair) Spring of odd-numbered years. Study of non-fiction texts through the lens of gender and rhetorical theory. Students will compose critical essays, prepare presentations, and conduct research for a final project focusing on gender and language.

TO:

421 Gender and Public Rhetoric (3) (Prerequisite: 200 with a grade of C or higher and either upper-division writing course or permission of the chair) Spring of odd-numbered years. Studies non-fiction texts through the lens of gender and rhetorical theory. Students will compose critical essays, prepare presentations, and conduct research for a final project focusing on gender and language.

Rationale: These course numbers and content descriptions were not affected by the proposed English curricular changes and, as such, needed to have their prerequisite language adjusted to reflect the proposed change requiring all students to receive at least a C in English 200 before proceeding to upper-division English courses, in accordance with the proposed change to require that all students receive a C in English 200 to complete the Communications portion of the university's General Education requirement.

N. **DELETE** from pages 94-98 of the current catalog the following ENG courses:

- 301 British Literature Before 1785
- 302 British Literature After 1785
- 303 American Literature Before 1860
- 304 American Literature After 1860
- 314 World Literature
- 319 Literature and Culture Abroad
- 415 Advanced Literary Topics
- 425 Advanced Study in British Literature
- 445 Advanced Study in Multicultural Literature

O. **ADD** on page 94 of the current catalog the following new ENG course:

308N Survey of British Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Surveys British Literature covering major authors, periods, and key texts from the 9th through the 21st centuries; provides an introductory foundation for further study.

P. **ADD** on page 94 of the current catalog the following new ENG course:

309 Survey of American Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Surveys American Literature covering major authors, periods, and key texts from the 16th through the 21st centuries; provides an introductory foundation for further study.

Q. **ADD** on page 94 of the current catalog the following new ENG course:

326 Medieval British Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Surveys the literature produced in England during the Old and Middle English periods, with special attention to the epic, lyric poetry, visionary literature, admonitory prose, histories, and drama. Readings from earlier periods or contemporaneous European sources may also be included.

R. **ADD** on page 94 of the current catalog the following new ENG course:

327 Renaissance British Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Focuses on the concept of “renaissance” and its development throughout the literature of early modern Britain. Through reading a representative sample of prose, poetry, and drama (non-Shakespearean), students will examine generic structures and explore the dynamic relationships between the literature and social contexts of the time.

S. **ADD** on page 94 of the current catalog the following new ENG course:

328 Neoclassical British Literature (3) (Prerequisite: Completion of 200 with a

grade of C or higher.) Focuses primarily on the works of Dryden, Swift, Pope and Johnson. Through a wide range of reading, including texts by a number of minor authors, students will investigate the major themes of Restoration and 18th century literature. Particular attention will be given to satire and works that explore the uses and limitations of rationality.

T. **ADD** on page 94 of the current catalog the following new ENG course:

332 The Romantics (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Explores and analyzes in depth various British Romantic authors and texts, covering a range of genres. Includes some consideration of European Romanticism and the Romantic Movement as expressed in visual and musical arts.

U. **ADD** on page 94 of the current catalog the following new ENG course:

333 The Victorians (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Explores the intersection between imaginative writing and cultural issues during this period (1830 to 1900) of intensive change regarding gender roles, economic and social inequality, individual liberty versus traditional values, the rise of science (including evolution), religious difference, the role of art and literature, and the justification of any belief in a time of intellectual and spiritual disagreement.

V. **ADD** on page 94 of the current catalog the following new ENG course:

334 Modernism (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Focuses primarily on the literature of British authors from 1890 to 1950. Takes an interdisciplinary approach, situating literature within larger social, cultural, and artistic movements, exploring the decline of the British Empire, the persistence of the social class system, the disillusionment with the techno-rationalism of modernity, and experimental forms of representation such as Cubism, Psychological Realism, Expressionism, Imagism, Futurism, Surrealism, and Existentialism.

W. **ADD** on page 94 of the current catalog the following new ENG course:

335 Contemporary British Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Covers a wide range of recent British literature, including authors who have been recognized with prestigious literary prizes. Material may include multiple genres (fiction, poetry, drama, and film). Course will give insight into the cultural, political, and personal complexities that characterize mid- to late-20th century and 21st century British texts.

X. **ADD** on page 94 of the current catalog the following new ENG course:

342 Writing in Early America (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Covers the philosophical, historical, and literary beginnings of American literature through 1820. Examines literary purpose, audience, and genre for a variety of texts authored by Native Americans, Puritans, African Americans, visitors to America, and Revolutionary thinkers. Texts will include sermons, diaries, histories, autobiographies, biographies, poetry, plays, letters, pamphlets, captivity narratives, songs, and fables.

Y. ADD on page 94 of the current catalog the following new ENG course:

343 American Romanticism (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Covers philosophical and literary changes associated with a turn toward the imagination and the intuitive. Includes texts by writers such as Melville, Hawthorne, Poe, Thoreau, Douglass, Emerson, Dickinson, and Whitman, and others, notably women, who were also writing popular texts of the time period.

Z. ADD on page 94 of the current catalog the following new ENG course:

344 American Realism and Naturalism (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Examines the philosophic and literary turning away from Romanticism in the aftermath of the Civil War and the style and subject matter of American realists, including representations of middle-class and lower-class life. Also explores the emergence of Naturalism and the development of psychologically and socially complex characters and their historical and cultural contexts.

AA. ADD on page 94 of the current catalog the following new ENG course:

346 Modern American Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Covers the literature of the United States from roughly World War I to the end and aftermath of World War II. Particular emphasis on literary Modernism and some attention to its underpinnings in intellectual history and postwar cultural shifts. Additional topics may include Imagism, the continuing relevance of Realism, regionalism, the Harlem Renaissance, the little magazine, the Nashville Fugitives, and the New Criticism.

BB. ADD on page 94 of the current catalog the following new ENG course:

347 Contemporary American Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Emphasizes post-World War II American literature. Readings may include a focus on individual genres or schools or a survey of fiction, creative nonfiction, poetry, and drama. Emphasizes close readings of primary texts and put works in

larger historical, cultural, and theoretical contexts.

CC. ADD on page 94 of the current catalog the following new ENG course:

350N American Women Writers (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Familiarizes students with women’s literature in the United States, focusing on women as creators of, and characters within, American literature. Covers novels, essays, short stories, poems, and plays with special emphasis on their social and historical contexts. Draws from texts stretching from the 17th to the 20th centuries and considers, among many other subjects, issues of gender, class, race, and artistic form.

DD. ADD on page 94 of the current catalog the following new ENG course:

363 Literature of the Ancient World (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Introduces the range of world literature in the Ancient World (to 476 C.E.). Studies texts from East and West in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian and African literature.

EE. ADD on page 94 of the current catalog the following new ENG course:

364 Literature of the Medieval World (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Introduces the range of world literature in the Medieval World (400 to 1500 C.E.). Texts from East and West will be studied in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian, Muslim, and African literature.

FF. ADD on page 94 of the current catalog the following new ENG course:

384 African-American Film History (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Explores the history of African Americans in North American film and the specific contributions of African Americans to visual forms in narrative films. Chronologically follows the involvement of African Americans in film production, acting, directing, and distribution.

GG. ADD on page 94 of the current catalog the following new ENG course:

426 Rise of the British Novel (3) (Prerequisite: 300) Focuses exclusively on the development of prose fiction from 1660 through 1832. Covers a representative sample of novels and explore various explanations for the “sudden” development of the novel as a distinct genre.

HH. ADD on page 94 of the current catalog the following new ENG course:

427 Advanced Study in British Literature Before 1785 (3) (Prerequisite: 300) Focuses on major British writers, groups of writers, a genre, or a theme (e.g., Chaucer, Milton, Satire). May be taken twice for academic credit with departmental approval.

II. ADD on page 94 of the current catalog the following new ENG course:

433 The Nineteenth-Century Novel (3) (Prerequisite: 300) Focuses on the development of the novel as an art form in 19th-century Britain, examining the history of the book, readership, serialization, publishing practices, and lending libraries. Also explores the manner in which novels represent several historical and cultural themes, such as class boundaries and conflict, expectations of gendered behavior, domesticity, servitude, detection, imperialism, science, industrialization, and other social issues.

JJ. ADD on page 94 of the current catalog the following new ENG course:

434 Advanced Study in British Literature After 1785 (3) (Prerequisite: 300) Focuses on major British writers, groups of writers, a genre, or a theme (e.g., Dickens, the Brontës, C.S. Lewis). May be taken twice for academic credit with departmental approval.

KK. ADD on page 94 of the current catalog the following new ENG course:

443 The American Novel (3) (Prerequisite: 300) Considers how this particular genre has evolved within the framework of American literature. Traces the development of the novel in America from its beginnings as a hybrid form toward its more contemporary forms in later centuries. Examines how the novel changes to accommodate other movements in American literature such as Romanticism, Realism, Naturalism, Modernism, and Post-modernism. Looks at the relationship of novels to other cultural and historical phenomena.

LL. ADD on page 94 of the current catalog the following new ENG course:

444 American Poetry (3) (Prerequisite: 300) Familiarizes students with American poetry from colonization to the present day. Lecture and discussion will emphasize the historical and sociocultural context of the poems. Potential poets of focus include Bradstreet, Wheatley, Whitman, Dickinson, Eliot, Pound, Hughes, Stein, Williams, Stevens, Brooks, Bishop, Lowell, Plath, Ammons, and Ashbery.

MM. ADD on page 94 of the current catalog the following new ENG course:

447 Advanced Study in American Literature (3) (Prerequisite: 300) Focuses on

major American writers, groups of writers, a genre, or a theme (e.g., Faulkner, Dickinson, drama). May be taken twice for academic credit with departmental approval.

- NN.** ADD on page 94 of the current catalog the following new ENG course:
467 Advanced Study in Language, Rhetoric, or Theory (3) (Prerequisite: 300)
 Focuses on an area of contemporary rhetorical theory (e.g., Serial Narratology).
 May be taken twice for academic credit with departmental approval.

- OO.** MOVE 306 and 310

FROM:

Page 92 of the current catalog

TO:

Page 93+ as the first two courses listed under Block Seven

- PP.** CHANGE on that page the prerequisite and catalog description of 306

FROM:

306 Development of Modern English (3) Prerequisite: English 200) F. Treats the evolution of English in a historical light, giving special emphasis to each phase of its development. A comparative examination of Old English, Middle English, and Modern English. Attention given to the nature of language, as well as to the history and structure of African American Vernacular English.

TO:

306 Development of Modern English (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Treats the evolution of English in an historical light, giving special emphasis to each phase of its development. Comparatively examines Old English, Middle English, and Modern English. Gives attention to the nature of language, as well as to the history and structure of African-American Vernacular English.

- QQ.** CHANGE on that page, the prerequisite and catalog description of 310

FROM:

310 Modern English Grammar (3) (Prerequisite: English 200) S. Review of traditional grammar. Students must demonstrate mastery of traditional grammar and grammatical terminology. Introduction to analysis of style. Introduction to modern grammatical theory including structural linguistics and transformational-generative linguistics. Attention given to language acquisition by children and to regional and social variation of modern American English.

TO:

310 Modern English Grammar (3) (Prerequisite: Completion of 200 with a

grade of C or higher.) Reviews traditional grammar, requiring students to demonstrate mastery of traditional grammar and grammatical terminology. Introduces analysis of style and modern grammatical theory including structural linguistics and transformational-generative linguistics. Gives attention to language acquisition by children and to regional and social variations of modern American English.

RR. CHANGE the title, course number, prerequisite, description, and order of the following on pages 92-93 of the current catalog

FROM:

360 Literary Nonfiction (3) (Prerequisite: English 200) As needed. Introduction to writing literary nonfiction. Students will study a variety of literary nonfiction written in English, with an emphasis on the twentieth century. The class will emphasize the techniques of nonfiction writing. Students will complete and discuss in workshop extended nonfiction assignments.

TO:

366 Creative Writing: Literary Nonfiction (3) (Prerequisite: Completion of 200 with a grade of C or higher) Introduces students to literary nonfiction. Emphasizes the reading and discussion of multiple sub-genres in the field, with an emphasis on twentieth and twenty-first century texts. Also emphasizes the techniques of literary nonfiction writing through the composition of original student work. May discuss the publication of original work in print and digital formats.

SS. Change the course number, prerequisite, description, and order of the following on page 93 of the current catalog

FROM:

380 Creative Writing: Fiction Workshop (3) (Prerequisite: 200; one previous literature course is recommended) F, S. Introduction to writing prose fiction. The class emphasizes the fundamental techniques of fiction writing as applied to the work of class members. All students will be expected to compose and to share their stories with the instructor and with other students.

TO:

367 Creative Writing: Fiction Workshop (3) (Prerequisite: Completion of 200 with a grade of C or higher; one previous literature course is recommended) Introduces students to the fundamentals of fiction writing. Emphasizes the composition of original student fiction and the development of editorial skills in classroom discussion and workshop formats.

TT. Change the course number, description, and order of the following on page 93 of the current catalog

FROM:

381 Creative Writing: Advanced Fiction Workshop (3) (Prerequisite: 380; one previous literature course is strongly recommended) S. Builds on the fundamentals of prose fiction writing and emphasizes the study and mastery of a wide range of techniques. Students will generate original prose fiction and discuss

it in a workshop format. Focus of the course is the development of an individual style and strategies for publication.

TO:

368 Creative Writing: Advanced Fiction Workshop (3) (Prerequisite: 367; one previous literature course is strongly recommended) Builds on the fundamentals of prose fiction writing and emphasizes the study and mastery of a wide range of techniques in original student fiction using classroom discussion and workshop formats. Also explores strategies for submitting fiction for publication.

UU. CHANGE the course number, prerequisite, description, and order of the following on page 93 of the current catalog

FROM:

390 Creative Writing: Playwriting Workshop (3) (Prerequisite: 200; one previous literature course is strongly recommended) S. Introduction to writing for the stage. Students will discuss stagecraft and the creation of drama while generating short plays of their own for in-class critique and possible production.

TO:

372 Creative Writing: Playwriting Workshop (3) (Prerequisite: Completion of 200 with a grade of C or higher; one previous literature course is strongly recommended) Introduces students to writing for the stage. Class discussion emphasizes stagecraft, character development, and dramatic conflict. Students will be expected to write their own plays for in-class critique and possible submission for production/publication.

VV. CHANGE the prerequisite and catalog description of 250 on page 93 of the current catalog

FROM:

250 Introduction to Literature (3) (Prerequisite: 200) F, S, SU. An introduction to appreciating, interpreting and analyzing fiction, poetry and drama and understanding how literature relates to the human condition and the social and natural worlds around us. May be supplemented with multi-media and readings from other disciplines.

TO:

250 Introduction to Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Introduces a variety of fiction, poetry, and drama; helps students to appreciate, interpret, and analyze imaginative literature while understanding how literature relates to the human condition and the social and natural worlds around us. May be supplemented with multimedia and readings from other disciplines.

WW. CHANGE the prerequisite and catalog description of 251 on page 93 of the current catalog

FROM:

251 Introduction to Film Studies (3) (Prerequisite: English 200) S. Through an historical survey of Western cinema, the course introduces standard film terms,

key historical developments, film analysis, and interpretation. The course covers salient issues in contemporary film studies.

TO:

251 Introduction to Film Studies (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Provides a historical survey of Western cinema, introducing standard film terms, key historical developments, film analysis, and interpretation. Covers salient issues in contemporary film studies.

XX. CHANGE the prerequisite of 252 on page 93 of the current catalog

FROM:

252 Reading and Writing Fiction, Poetry, and Drama (3) (Prerequisite: 200)

TO:

252 Reading and Writing Fiction, Poetry, and Drama (3) (Prerequisite: Completion of 200 with a grade of C or higher.)

YY. CHANGE the prerequisite and catalog description of 300 on page 93 of the current catalog

FROM:

300 Foundations for Literary Studies (3) (Prerequisite: 200) F, S. An introduction to literary studies with emphasis on research methodologies, elementary literary theory, analysis, and the skills necessary to read and respond to poetry, fiction, and drama.

TO:

300 Foundations for Literary Studies (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Introduces literary studies with emphasis on research methodologies, elementary literary theory, analysis, and the skills necessary to read and respond to poetry, fiction, and drama.

ZZ. CHANGE the title, prerequisite, and description of 313 on page 94 of the current catalog

FROM:

313 Literature for the Young Child (3) (Prerequisite: 200) F, S. Study of the prominent writers and illustrators of books for young children. Special emphasis on the process of sharing books with children. Required of all Early Childhood majors. Not applicable toward the General Education requirements (Literature), the English Liberal Arts major, Professional Writing option, minor, or collateral. Credit cannot be given for both English 313 and 315.

TO:

313 Literature for Young Children (3) (Prerequisite: Completion of 200 with a

grade of C or higher.) Studies the prominent writers and illustrators of books for young children. Special emphasis on the process of sharing books with children. Required of all Early Childhood majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral.

AAA. CHANGE the prerequisite and description of 315 on page 94 of the current catalog

FROM:

315 Literature for Children (3) (Prerequisite: 200) F, S. Study of the history and scope of children's literature as well as the prominent illustrators of children's books. Emphasis on the evaluation of books suitable for the preschool, elementary, and middle school child. Required of all Elementary Education majors. Not applicable toward the General Education Requirements (Literature), the English Liberal Arts major, Professional Writing option, minor, or collateral.

TO:

315 Literature for Children (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Studies the history and scope of children's literature as well as the prominent illustrators of children's books. Emphasis on the evaluation of books suitable for the preschool, elementary, and middle school child. Required of all Elementary Education majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral.

BBB. CHANGE the prerequisite and description of 316 on page 94 of the current catalog

FROM:

316 Literature for Young Adults (3) (Prerequisite: 200) S. Readings in literature appropriate for use in middle and high school grades. Special attention to defining and evaluating "young adult" literature. Basic instruction in literary reading, writing, and criticism. Required of all English teacher certification majors. Not applicable toward the General Education Requirements (Literature), the English Liberal Arts major, Professional Writing option, minor, or collateral.

TO:

316 Literature for Young Adults (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Studies literature appropriate for use in middle and high school grades. Special attention to defining and evaluating "young adult" literature. Basic instruction in literary reading, writing, and criticism. Required of all English teacher licensure candidates. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral.

CCC. CHANGE the number, prerequisite, and description of 311 on page 94 of the current catalog

FROM:

311 African-American Literature (3) (Prerequisite: 200) F. Survey of African-American writers in historical context.

TO:

348 African-American Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Presents an overview of literature produced by African Americans from the mid-19th century to the present. Explores how African-American writers address issues surrounding gender, race, class, sexual orientation, and identity. Using poetry, novels, essays, autobiographies, short stories, and speeches, examines themes, literary movements, and the development of an African-American literary tradition. Authors include Frederick Douglass, Richard Wright, Jessie Fauset, Ralph Ellison, Toni Morrison, and James Baldwin.

DDD. CHANGE the number, prerequisite, and description of 312 on page 94 of the current catalog

FROM:

312 Literature of the South (3) (Prerequisite: 200) F. Study of Southern literature from its beginnings. Emphasis on twentieth-century writers and works.

TO:

349 Literature of the South (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Studies the literature and culture of the U.S. South. Emphasizes writers and works from the 20th century Southern Literary Renaissance (e.g., Faulkner, Williams, Tate, Warren) to contemporary times, with attention to how these writers engage questions of region.

EEE. CHANGE the number, prerequisite, and description of 320 on page 94 of the current catalog

FROM:

320 Modern Drama (3) (Prerequisite: Completion of 200 with a grade of C or higher.) As Needed. Survey of twentieth-century world drama and dramatic theory.

TO:

365 Modern Drama (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Surveys 20th century world drama and dramatic theory. Examines the literary, technical, and aesthetic developments in world drama since the late

nineteenth century, beginning with Realism, then tracing the various reactions to it, including Symbolist, Expressionist, Absurdist and Epic theatre, and contemporary hybrid forms. Emphasizes seminal playwrights, directors, and theatre companies important to the cultivation of the modern theatre audience.

FFF. CHANGE the number, prerequisite, and description of 321 on page 94 of the current catalog

FROM:

321 Shakespeare (3) (Prerequisite: 200) F, S. Selected histories, comedies, and tragedies examined closely. Outside reading and individual research to broaden the student's comprehension and appreciation of Shakespeare's works.

TO:

361 Shakespeare (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Examines in detail selected histories, comedies, and tragedies. Requires outside reading and individual research to broaden the student's comprehension and appreciation of Shakespeare's works.

GGG. CHANGE the number, prerequisite, and description of 322 on page 94 of the current catalog

FROM:

322 Mythology and Literature (3) (Prerequisite: 200) S. Study of worldwide mythologies (with emphasis on the Greek) and their relation to selected literary works, leading to an understanding of universal mythic themes and their application to literature.

TO:

362 Mythology and Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Studies worldwide mythologies (with emphasis on the Greek) and their relation to selected literary works, leading to an understanding of universal mythic themes and their application to literature.

HHH. CHANGE the number, prerequisite, and description of 325 on page 94 of the current catalog

FROM:

325 History of American Drama (3) (Prerequisite: 200) As needed. A survey of American dramatic literature from the colonial period to the modern, including developments of form, technology, aesthetics and dramatic theory in the context of American culture and politics.

TO:

352 History of American Drama (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Surveys American dramatic literature from the colonial period to the modern, including developments in form, technology, aesthetics and

dramatic theory in the context of American culture and politics.

III. CHANGE the number, prerequisite, and description of 330 on page 94 of the current catalog

FROM:

330 Special Topics in Literature (3) (Prerequisite: 200) As Needed.
Examination of a specific literary theme or topic to acquaint the student with a significant aspect of literature. May be taken twice for academic credit with departmental approval.

TO:

382 Special Topics in Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Examines a specific literary theme or topic to acquaint the student with a significant aspect of literature. May be taken twice for academic credit with departmental approval.

JJJ. CHANGE the number, title, prerequisite, and description of 345 on page 94 of the current catalog

FROM:

345 Issues in African-American Literature (3) (Prerequisite: 200) S.
Introduction to some major topics in African-American literature (e.g., The Slave Experience, The Autobiographical Impulse, and Black Women's Issues).

TO:

448 Advanced Study in African-American Literature (3) (Prerequisite: 300)
Focuses on major African-American writers, groups of writers, a genre, or a theme (e.g., Toni Morrison, the Harlem Renaissance). May be taken twice for academic credit with departmental approval.

KKK. CHANGE the title, prerequisite, and number of 351 on page 94 of the current catalog

FROM:

351 Film, Genres and Styles (3) (Prerequisite: English 200)

TO:

383 Film, Genres, and Styles (3) (Prerequisite: Completion of 200 with a grade of C or higher)

LLL. CHANGE the number and prerequisite of 369 on page 94 of the current catalog

FROM:

369 Sex, Gender, and Literature (3) (Prerequisite: 200)

TO:

385 Sex, Gender, and Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher)

MMM. CHANGE the number and prerequisite of 455 on page 98 of the current catalog

FROM:

455 Advanced Study in International Literature (3) (Prerequisite: 300 or permission of chair) As needed.

TO:

466 Advanced Study in International Literature (3) (Prerequisite: 300 or permission of department)

NNN. CHANGE the prerequisite and description of 491 on page 98 of the current catalog

FROM:

491 Senior Seminar (3) (Prerequisites 300 or permission of chair; either grade point average of 3.0 or better in English courses or permission of department) S. Taught by several faculty members on a variety of topics not included in the regular English curriculum. Course uses a seminar format with emphasis on student presentations and on the types of research projects students are likely to encounter in graduate school.

TO:

491 Senior Seminar (3) (Prerequisite: 300 or permission of department; either grade point average of 3.0 or better in English courses or permission of department) Focuses on a variety of topics not included in the regular English curriculum. Taught by several faculty members, using a seminar format with emphasis on student presentations and on the types of research projects students are likely to encounter in graduate school.

OOO. CHANGE the description of the English Liberal Arts Program on page 90 of the current catalog:

FROM:

- a) LIBERAL ARTS PROGRAM: 34 hours above 299
 ENG 300 Foundations for Literary Studies
 ENG 301 British Literatures Before 1785
 ENG 302 British Literature After 1785
 ENG 303 American Literature Before 1860
 ENG 304 American Literature After 1860
 ENG 321 Shakespeare

ENG 465 Advanced Study in Critical Theory and Literature

ENG 496 English Capstone Experience

In addition, four upper-division electives listed as LITERATURE courses below. At least two electives must be at the 400 level. One elective must be a world or multicultural literature course (ENG 311, 314, 322, 345, 445, 455). ENG 370, 371, 380, 381, or 390, listed as WRITING courses below, may be counted as one 300-level literature elective. ENG 306 or 310, listed as WRITING courses below, may be counted as one 300-level literature elective.

TO:

a) LIBERAL ARTS PROGRAM: 37 hours above 299

BLOCK ONE: FUNDAMENTALS: 3 courses (9 hours):

300 Foundations for Literary Studies

308N Survey of British Literature

309 Survey of American Literature

BLOCK TWO: BRITISH LITERATURE BEFORE 1785: At least 1 course (3 hours):

326 Medieval British Literature

327 Renaissance British Literature

328 Neoclassical British Literature

426 Rise of the British Novel

427 Advanced Study in British Literature Before 1785

BLOCK THREE: BRITISH LITERATURE AFTER 1785: At least 1 course (3 hours):

332 The Romantics

333 The Victorians

334 Modernism

335 Contemporary British Literature

433 The Nineteenth-Century Novel

434 Advanced Study in British Literature After 1785

BLOCK FOUR: AMERICAN LITERATURE: At least 2 courses (6 hours):

342 Writing in Early America

343 American Romanticism

344 American Realism and Naturalism

346 Modern American Literature

347 Contemporary American Literature

348 African-American Literature

349 Literature of the South

350N American Women Writers

352 History of American Drama

443 The American Novel

444 American Poetry

447 Advanced Study in American Literature

448 Advanced Study in African-American Literature

BLOCK FIVE: SHAKESPEARE: 1 course (3 hours):

361 Shakespeare

BLOCK SIX: WORLD LITERATURE: At least 1 course (3 hours):

- 362 Mythology and Literature
- 363 Literature of the Ancient World
- 364 Literature of the Medieval World
- 365 Modern Drama
- 466 Advanced Study in International Literature

BLOCK SEVEN: LANGUAGE, RHETORIC, AND THEORY: At least 1 course (3 hours):

- 306 Development of Modern English
- 310 Modern English Grammar
- 421 Gender and Public Rhetoric
- 465 Advanced Study in Critical Theory and Literature
- 467 Advanced Study in Language, Rhetoric, or Theory

BLOCK EIGHT: ELECTIVES: At least 2 courses (6 hours) from this Block OR additional course(s) from BLOCKS TWO, THREE, FOUR, SIX, or SEVEN:

- 366 Creative Writing: Literary Nonfiction
- 367 Creative Writing: Fiction Workshop
- 368 Creative Writing: Advanced Fiction Workshop
- 370 Creative Writing: Poetry Workshop
- 371 Creative Writing: Advanced Poetry Workshop
- 372 Creative Writing: Playwriting Workshop
- 382 Special Topics in Literature
- 383 Film, Genres, and Styles
- 384 African-American Film History
- 385 Sex, Gender, and Literature
- 491 Senior Seminar
- 497 Special Studies

BLOCK NINE: CAPSTONE: 1 course (1 hour):

- 496 English Capstone Experience

At least 2 courses (in addition to 496) must be at the 400 level.

PPP. CHANGE the description of the Professional Writing Program on page 90 in the current catalog.

FROM:

- b) PROFESSIONAL WRITING PROGRAM: 34 hours above 299 level
- ENG 307, Foundations of Professional Writing
 - ENG 305, Business Writing
 - ENG 318, Technical Communication
 - Two 300-level literature surveys (301, 302, 303, 304)
 - ENG 370, 380, or 390 Creative Writing
 - Three upper-division English courses, at least one of which is at the 400-level
 - Two of these courses must be writing courses, not including ENG 306 and ENG 310. One of these courses must be a literature course.

ENG 405, Advanced Business Communication
 ENG 496, English Capstone Experience
 ENG 498, English Internship

To be eligible for ENG 498, majors must earn an overall grade point average of at least 2.33 and a major grade point average of 3.0, plus at least a B in 305 and 318.

TO:

- b) **PROFESSIONAL WRITING PROGRAM:** 34 hours above 299 level
 ENG 305, Business Writing
 ENG 307, Foundations of Professional Writing
 ENG 318, Technical Communication
 ENG 366, or 367, 370, or 372
 ENG 411, Rhetoric of New Media
 Three additional writing courses at the 300- or 400-level
 One literature course at the 300- or 400-level
 ENG 405, Advanced Business Communication
 ENG 496, English Capstone Experience
 ENG 498, English Internship

To be eligible for ENG 498, majors must earn an overall grade point average of at least 2.33 and a major grade point average of 3.0, plus at least a B in 305 and 318.

In addition to the requirements above, the student majoring in Professional Writing is required to complete ART 206, Introduction to Visual Communication.

QQQ. DELETE the frequency that ENG 411 is offered on page 93 of the current catalog.

Spring of even-numbered years

RRR. CHANGE the FOUR YEAR PLAN example for the Professional Writing Program on page 96 in the current catalog .

FROM:

Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 305	3	English 318	3
Foreign Language 201	3	Speech Communication 101	3
Free Elective	3	Social Science	3
English 307	3	Art, Music, or Theatre 101	3
Science and lab	3	Foreign Language 202	3
Total Credits	4	Total Credits	3
	16		15

Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English Survey 301, 302, 303, 304	3	English Survey 301, 302, 303, 304	3
English 370, 380, or 390	3	English 405	3
Minor Elective	3	English Elective 300-400	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Minor Elective	3
Total Credits	15	Total Credits	15
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English Elective 300-400	3	English 498	3
English Elective 400-level	3	English 496	1
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	15	Total Credits	13

TO:

Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 305	3	English 318	3
Foreign Language 201	3	Speech Communication 101	3
Art, Music, or Theatre 101	3	Social Science	3
English 307	3	Art 206	3
Science and lab	4	Foreign Language 202	3
Total Credits	16	Total Credits	15
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English Elective (300-400)	3	English 411	3
English 366, 367, 370, or 372	3	English 405	3
Minor Elective	3	English Elective (300-400)	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Minor Elective	3
Total Credits	15	Total Credits	15
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English Elective (300-400)	3	English 498	3
Literature Elective (300-400)	3	English 496	1
Minor Elective	3	Minor Elective	3

Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	15	Total Credits	13

SSS. CHANGE the description of the English Course Requirements for the Teacher Licensure Option on pages 90 – 91 of the current catalog

FROM:

English Course Requirements	34 hour
ENG 301	3
ENG 302	3
ENG 303	3
ENG 304	3
ENG 306	3
ENG 310	3
ENG 314	3
ENG 316	3
ENG 321	3
ENG 340	3
ENG 496	1
Completion of one elective at 400 level	3

TO:

English Course Requirements: 34 hours above 299	
ENG 306 Development of Modern English.....	3
ENG 308N Survey of British Literature.....	3
ENG 309 Survey of American Literature.....	3
ENG 310 Modern English Grammar.....	3
ENG 316 Literature for Young Adults.....	3
ENG 340 Theories of Writing.....	3
ENG 361 Shakespeare.....	3
ENG 496 English Capstone Experience.....	1
1 course from BLOCK TWO or BLOCK THREE.....	3
1 course from BLOCK FOUR.....	3
1 course from BLOCK SIX.....	3
Elective: 1 course from BLOCK EIGHT or 1 additional course from BLOCKS ONE, TWO, THREE, FOUR, SIX, or SEVEN...	3

At least 1 course (in addition to ENG 496) must be at the 400 level.

TTT. CHANGE , the description of the Creative Writing Minor on page 91 in the current catalog

FROM:

Creative Writing Minor requires
ENG 370 Creative Writing: Poetry Workshop
ENG 371 Creative Writing: Advanced Poetry Workshop
ENG 380 Creative Writing: Fiction Workshop
ENG 381 Creative Writing Advanced Fiction Workshop
ENG 390 Creative Writing: Playwriting Workshop

Plus ENG 360 Literary Nonfiction (strongly recommended) or an additional 300- level writing course

TO:

Creative Writing Minor requires

ENG 367 Creative Writing: Fiction Workshop

ENG 368 Creative Writing: Advanced Fiction Workshop

ENG 370 Creative Writing: Poetry Workshop

ENG 371 Creative Writing: Advanced Poetry Workshop

ENG 372 Creative Writing: Playwriting Workshop

Plus ENG 366 Creative Writing: Literary Nonfiction (strongly recommended) or an additional 300 or 400-level writing course.

UUU. CHANGE , the description of the Creative Writing Collateral on page 91 of the current catalog:

FROM:

Creative Writing Collateral requires four of the five following courses:

ENG 370 Creative Writing: Poetry Workshop

ENG 371 Creative Writing: Advanced Poetry Workshop

ENG 380 Creative Writing: Fiction Workshop

ENG 381 Creative Writing: Advanced Fiction Workshop

ENG 390 Creative Writing: Playwriting Workshop

TO:

Creative Writing Collateral requires four of the six following courses:

ENG 366 Creative Writing: Literary Nonfiction

ENG 367 Creative Writing: Fiction Workshop

ENG 368 Creative Writing: Advanced Fiction Workshop

ENG 370 Creative Writing: Poetry Workshop

ENG 371 Creative Writing: Advanced Poetry Workshop

ENG 372 Creative Writing: Playwriting Workshop

VVV. DELETE ,on page 95 of the current catalog the Four-Year Plan for English Major, Liberal Arts Program

WWW. DELETE , on page 97 of the current catalog the Four-Year Plan for English, Teacher Certification

XXX. DELETE , from “LITERATURE COURSES” on page 93 to “MODERN LANGUAGES – FRENCH TRACK” on page 98 of the current catalog:

LITERATURE COURSES

Literature courses at the 200 and 300 level may be taken in any sequence. It is strongly recommended that majors and minors take 300 as early as possible and that they

complete some 300-level courses before attempting 400-level courses. 300 (or permission of the department chair) is a prerequisite for all 400-level courses.

250 Introduction to Literature (3) (Prerequisite: 200) F, S, SU. An introduction to appreciating, interpreting and analyzing fiction, poetry and drama and understanding how literature relates to the human condition and the social and natural worlds around us. May be supplemented with multi-media and readings from other disciplines.

251 Introduction to Film Studies (3) (Prerequisite: 200) S. Through an historical survey of Western cinema, the course introduces standard film terms, key historical developments, film analysis, and interpretation. The course covers salient issues in contemporary film studies.

252 Reading and Writing Fiction, Poetry, and Drama (3) (Prerequisite: 200) F, S, SU. Learning literature through the experience of writing beginning-level fictional, poetic, and dramatic sketches in conjunction with critical analyses of texts.

300 Foundations for Literary Studies (3) (Prerequisite: 200) F, S. An introduction to literary studies with emphasis on research methodologies, elementary literary theory, analysis, and the skills necessary to read and respond to poetry, fiction, and drama.

301 British Literature Before 1785 (3) (Prerequisite: 200) F, S, SU. Survey of the Old English, Middle English, Renaissance, Restoration, and eighteenth-century periods of British literature with attention to gender perspectives.

302 British Literature After 1785 (3) (Prerequisite: 200) F, S, SU. Survey of Romantic, Victorian, Modern and Contemporary periods of British literature including commonwealth literature and gender perspectives. Introduction to the principal literary types and predominant thought of the period.

303 American Literature Before 1860 (3) (Prerequisite: 200) F, S, SU. Survey of early American literary figures, including ethnically diverse writers and gender perspectives. Emphasis on Romantic period, 1820-1860.

304 American Literature After 1860 (3) (Prerequisite: 200) F, S, SU. Survey of American literature from 1860 to the present. Extensive readings of diverse writers (e.g., Native American, African American, Hispanic, and Asian American) and gender perspectives representing principal literary types as well as characteristic American ideas and attitudes.

311 African-American Literature (3) (Prerequisite: 200) F. Survey of African-American writers in historical context.

312 The Literature of the South (3) (Prerequisite: 200) S. Study of Southern literature from its beginnings. Emphasis on twentieth century writers and works.

313 Literature for the Young Child (3) (Prerequisite: 200) F, S. Study of the prominent writers and illustrators of books for young children. Special emphasis on the process of sharing books with children. Required of all Early Childhood majors. Not applicable toward the General Education Requirements (Literature), the English Liberal Arts major, Professional Writing option, minor, or collateral. Credit cannot be given for both English 313 and 315.

314 World Literature (3) (Prerequisite: 200) F, S. Introduction to the range of world literature from ancient times to the present day, excluding British and American. Texts from East and West will be studied in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian and African literature.

315 Literature for Children (3) (Prerequisite: 200) F, S. Study of the history and scope of children's literature as well as the prominent illustrators of children's books. Emphasis on the evaluation of books suitable for the preschool, elementary, and middle school child. Required of all Elementary Education majors. Not applicable toward the General Education Requirements (Literature), the English Liberal Arts major, Professional Writing option, minor, or collateral.

316 Literature for Young Adults (3) (Prerequisite: 200) S. Readings in literature appropriate for use in middle and high school grades. Special attention to defining and evaluating "young adult" literature. Basic instruction in literary reading, writing, and criticism. Required of all English teacher certification program majors. Not applicable toward the General Education Requirements (Literature), the English Liberal Arts major, Professional Writing option, minor, or collateral.

319 Literature and Culture Abroad (3) (Prerequisite: 200) As needed. Reading and research concerning the literature and culture of other countries. Offered in conjunction with group travel. Specific topics and locations vary. Applicable toward the English minor; not applicable to the English major Professional Writing option, or to General Education Requirements (Literature).

320 Modern Drama (3) (Prerequisite: 200) As Needed. Survey of twentieth-century world drama and dramatic theory.

321 Shakespeare (3) (Prerequisite: 200) F, S. Selected histories, comedies, and tragedies examined closely. Outside reading and individual research to broaden the student's comprehension and appreciation of Shakespeare's works.

322 Mythology and Literature (3) (Prerequisite: 200) S. Study of worldwide

mythologies (with emphasis on the Greek) and their relation to selected literary works, leading to an understanding of universal mythic themes and their application to literature.

325 History of American Drama (3) (Prerequisite: 200) As Needed. A survey of American dramatic literature from the colonial period to the modern, including developments in form, technology, aesthetics and dramatic theory in the context of American culture and politics.

330 Special Topics in Literature (3) (Prerequisite: 200) As Needed. Examination of a specific literary theme or topic to acquaint the student with a significant aspect of literature. May be taken twice for academic credit with departmental approval.

345 Issues in African-American Literature (3) (Prerequisite: 200) S. Introduction to some major topics in African-American literature (e.g., The Slave Experience, The Autobiographical Impulse, and Black Women's Issues).

351 Film, Genres and Styles (3) (Prerequisite: 200) As Needed. Explores the history and form of specific types of films as they have been grouped by critics, viewers, and movie makers.

Follows the development of film types, like science fiction or the western, situates each film in its historical and cultural context and analyzes its structure.

369 Sex, Gender, and Literature (3) (Prerequisite: 200) As Needed. Focuses on utilizing gender theory to examine various texts, considers interaction between male and female in literature in terms of both writer and reader, and how the constructed identities of gender, sexuality, and textuality shape and relate to one another.

415 Advanced Literary Topics (3) (Prerequisite: 300 or permission of chair) As Needed. Focuses on literary topics not limited to traditional categories (e.g., fantasy, satire). May be taken twice for academic credit with departmental approval.

425 Advanced Study in British Literature (3) (Prerequisite: 300 or permission of chair) As Needed. Focuses on major British writers, groups of writers, a genre or a theme (e.g., Chaucer, Victorian novels). May be taken twice for academic credit with departmental approval.

435 Advanced Study in American Literature (3) (Prerequisite: 300 or permission of chair) As Needed. Focuses on major American writers, groups of writers, a genre or a theme (e.g., Faulkner, drama). May be taken twice for academic credit with departmental approval.

445 Advanced Study in Multicultural Literature (3) (Prerequisite: 300 or permission) As Needed. Focuses on multicultural literature of North America (e.g., the Hispanic tradition, Canadian literature). May be taken twice for academic credit with departmental approval.

455 Advanced Study in International Literature (3) (Prerequisite: 300 or permission) As Needed. Focuses on the literature of countries other than Britain and the United States (e.g., Latin American writers, Arab literature). May be taken twice for academic credit with departmental approval.

465 Advanced Study in Critical Theory and Literature (3) (Prerequisite: 300 or permission) S. Focuses on a range of critical theories or on areas or issues in literature with emphasis on critical methods of inquiry.

491 Senior Seminar (3) (Prerequisites: 300 or permission; either grade point average of 3.0 or better in English courses or permission of department) S. Taught by several faculty members on a variety of topics not included in the regular English curriculum. Course uses a seminar format with emphasis on student presentations and on the types of research projects students are likely to encounter in graduate school.

497 Special Studies (3), (2), or (1) (Prerequisite: 300 or permission) As Needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of 3 semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (3 hours) towards the Honors degree by special arrangement.

YYY. ADD , on page 93 (and following) the following text:

LITERATURE COURSES

Literature courses at the 200 level may be taken in any sequence. It is strongly recommended that majors and minors complete 308 before taking any of the courses in Blocks Two and Three, and 309 before taking any of the courses in Block Four. 300 should be taken as early as possible; 300 (or permission of the department) is a prerequisite for all 400-level courses.

250 Introduction to Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Introduces a variety of fiction, poetry, and drama; helps students to appreciate, interpret, and analyze imaginative literature while understanding how literature relates to the human condition and the social and natural worlds around us. May be supplemented with multimedia and readings from other disciplines.

251 Introduction to Film Studies (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Provides a historical survey of Western cinema, introducing standard film terms, key historical developments, film analysis, and interpretation. Covers salient issues in contemporary film studies.

252 Reading and Writing Fiction, Poetry, and Drama (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Examines literature through the experience of writing beginning-level fictional, poetic, and dramatic sketches in conjunction with critical analyses of texts.

BLOCK ONE: FUNDAMENTALS

300 Foundations for Literary Studies (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Introduces literary studies with emphasis on research methodologies, elementary literary theory, analysis, and the skills necessary to read and respond to poetry, fiction, and drama.

308N Survey of British Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Surveys British Literature covering major authors, periods, and key texts from the 9th through the 21st centuries; provides an introductory foundation for further study.

309 Survey of American Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Surveys American Literature covering major authors, periods, and key texts from the 16th through the 21st centuries; provides an introductory foundation for further study.

LITERATURE FOR TEACHERS

313 Literature for Young Children (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Studies the prominent writers and illustrators of books for young children. Special emphasis on the process of sharing books with children. Required of all Early Childhood majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral.

315 Literature for Children (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Studies the history and scope of children's literature as well as the prominent illustrators of children's books. Emphasis on the evaluation of books suitable for the preschool, elementary, and middle school child. Required of all Elementary Education majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral.

316 Literature for Young Adults (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Studies literature appropriate for use in middle and high school grades. Special attention to defining and evaluating "young adult" literature. Basic instruction in literary reading, writing, and criticism. Required of all English teacher licensure candidates. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral.

BLOCK TWO: BRITISH LITERATURE BEFORE 1785

(It is strongly recommended that majors complete 308N before taking any courses in Block Two.)

326 Medieval British Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Surveys the literature produced in England during the Old and Middle English periods, with special attention to the epic, lyric poetry, visionary literature, admonitory

prose, histories, and drama. Readings from earlier periods or contemporaneous European sources may also be included.

327 Renaissance British Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Focuses on the concept of “renaissance” and its development throughout the literature of early modern Britain. Through reading a representative sample of prose, poetry, and drama (non-Shakespearean), students will examine generic structures and explore the dynamic relationships between the literature and social contexts of the time.

328 Neoclassical British Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Focuses primarily on the works of Dryden, Swift, Pope and Johnson. Through a wide range of reading, including texts by a number of minor authors, students will investigate the major themes of Restoration and 18th century literature. Particular attention will be given to satire and works that explore the uses and limitations of rationality.

426 Rise of the British Novel (3) (Prerequisite: 300) Focuses exclusively on the development of prose fiction from 1660 through 1832. Covers a representative sample of novels and explores various explanations for the “sudden” development of the novel as a distinct genre.

427 Advanced Study in British Literature Before 1785 (3) (Prerequisite: 300) Focuses on major British writers, groups of writers, a genre, or a theme (e.g., Chaucer, Milton, Satire). May be taken twice for academic credit with departmental approval.

BLOCK THREE: BRITISH LITERATURE AFTER 1785

(It is strongly recommended that majors complete 308N before taking any courses in Block Three.)

332 The Romantics (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Explores and analyzes in depth various British Romantic authors and texts, covering a range of genres. Includes some consideration of European Romanticism and the Romantic Movement as expressed in visual and musical arts.

333 The Victorians (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Explores the intersection between imaginative writing and cultural issues during this period (1830 to 1900) of intensive change regarding gender roles, economic and social inequality, individual liberty versus traditional values, the rise of science (including evolution), religious difference, the role of art and literature, and the justification of any belief in a time of intellectual and spiritual disagreement.

334 Modernism (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Focuses primarily on the literature of British authors from 1890 to 1950. Takes an interdisciplinary approach, situating literature within larger social, cultural, and artistic movements, exploring the decline of the British Empire, the persistence of the social class system, the disillusionment with the techno-rationalism of modernity, experimental

forms of representation such as Cubism, Psychological Realism, Expressionism, Imagism, Futurism, Surrealism, and Existentialism.

335 Contemporary British Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Covers a wide range of recent British literature, including authors who have been recognized with prestigious literary prizes. Material may include multiple genres (fiction, poetry, drama, and film). Course will give insight into the cultural, political, and personal complexities that characterize mid- to late-20th century and 21st century British texts.

433 The Nineteenth-Century Novel (3) (Prerequisite: 300) Focuses on the development of the novel as an art form in 19th-century Britain, examining the history of the book, readership, serialization, publishing practices, and lending libraries. Also explores the manner in which novels represent several historical and cultural themes, such as class boundaries and conflict, expectations of gendered behavior, domesticity, servitude, detection, imperialism, science, industrialization, and other social issues.

434 Advanced Study in British Literature After 1785 (3) (Prerequisite: 300) Focuses on major British writers, groups of writers, a genre, or a theme (e.g., Dickens, the Brontës, C.S. Lewis). May be taken twice for academic credit with departmental approval.

BLOCK FOUR: AMERICAN LITERATURE

(It is strongly recommended that majors complete 309 before taking any courses in Block Four.)

342 Writing in Early America (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Covers the philosophical, historical, and literary beginnings of American literature through 1820. Examines literary purpose, audience, and genre for a variety of texts authored by Native Americans, Puritans, African Americans, visitors to America, and Revolutionary thinkers. Texts will include sermons, diaries, histories, autobiographies, biographies, poetry, plays, letters, pamphlets, captivity narratives, songs, and fables.

343 American Romanticism (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Covers philosophical and literary changes associated with a turn toward the imagination and the intuitive. Includes texts by writers such as Melville, Hawthorne, Poe, Thoreau, Douglass, Emerson, Dickinson, and Whitman, and others, notably women, who were also writing popular texts of the time period.

344 American Realism and Naturalism (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Examines the philosophic and literary turning away from Romanticism in the aftermath of the Civil War and the style and subject matter of American realists, including representations of middle-class and lower-class life. Also explores the emergence of Naturalism and the development of psychologically and socially complex characters and their historical and cultural contexts.

346 Modern American Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Covers the literature of the United States from roughly World War I to the end and aftermath of World War II. Particular emphasis on literary Modernism and some attention to its underpinnings in intellectual history and postwar cultural shifts. Additional topics may include Imagism, the continuing relevance of Realism, regionalism, the Harlem Renaissance, the little magazine, the Nashville Fugitives, and the New Criticism.

347 Contemporary American Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Emphasizes post-World War II American literature. Readings may include a focus on individual genres or schools or a survey of fiction, creative nonfiction, poetry, and drama. Emphasizes close readings of primary texts and put works in larger historical, cultural, and theoretical contexts.

348 African-American Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Presents an overview of literature produced by African Americans from the mid-19th century to the present. Explores how African-American writers address issues surrounding gender, race, class, sexual orientation, and identity. Using poetry, novels, essays, autobiographies, short stories, and speeches, examines themes, literary movements, and the development of an African-American literary tradition. Authors include Frederick Douglass, Richard Wright, Jessie Fauset, Ralph Ellison, Toni Morrison, and James Baldwin.

349 Literature of the South (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Studies the literature and culture of the U.S. South. Emphasizes writers and works from the 20th century Southern Literary Renaissance (e.g., Faulkner, Williams, Tate, Warren) to contemporary times, with attention to how these writers engage questions of region.

350N American Women Writers (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Familiarizes students with women's literature in the United States, focusing on women as creators of, and characters within, American literature. Covers novels, essays, short stories, poems, and plays with special emphasis on their social and historical contexts. Draws from texts stretching from the 17th to the 20th centuries and considers, among many other subjects, issues of gender, class, race, and artistic form.

352 History of American Drama (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Surveys American dramatic literature from the colonial period to the modern, including developments in form, technology, aesthetics and dramatic theory in the context of American culture and politics.

443 The American Novel (3) (Prerequisite: 300) Considers how this particular genre has evolved within the framework of American literature. Traces the development of the novel in America from its beginnings as a hybrid form toward its more contemporary forms in later centuries. Examines how the novel changes to accommodate other

movements in American literature such as Romanticism, Realism, Naturalism, Modernism, and Post-modernism. Looks at the relationship of novels to other cultural and historical phenomena.

444 American Poetry (3) (Prerequisite: 300) Familiarizes students with American poetry from colonization to the present day. Lecture and discussion will emphasize the historical and sociocultural context of the poems. Potential poets of focus include Bradstreet, Wheatley, Whitman, Dickinson, Eliot, Pound, Hughes, Stein, Williams, Stevens, Brooks, Bishop, Lowell, Plath, Ammons, and Ashbery.

447 Advanced Study in American Literature (3) (Prerequisite: 300) Focuses on major American writers, groups of writers, a genre, or a theme (e.g., Faulkner, Dickinson, drama). May be taken twice for academic credit with departmental approval.

448 Advanced Study in African-American Literature (3) (Prerequisite: 300) Focuses on major African-American writers, groups of writers, a genre, or a theme (e.g., Toni Morrison, the Harlem Renaissance). May be taken twice for academic credit with departmental approval.

BLOCK FIVE: SHAKESPEARE

361 Shakespeare (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Examines in detail selected histories, comedies, and tragedies. Requires outside reading and individual research to broaden the student's comprehension and appreciation of Shakespeare's works.

BLOCK SIX: WORLD LITERATURE

362 Mythology and Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Studies worldwide mythologies (with emphasis on the Greek) and their relation to selected literary works, leading to an understanding of universal mythic themes and their application to literature.

363 Literature of the Ancient World (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Introduces the range of world literature in the Ancient World (to 476 C.E.). Studies texts from East and West in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian and African literature.

364 Literature of the Medieval World (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Introduces the range of world literature in the Medieval World (400-1500 C.E.). Studies texts from East and West in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian, Muslim, and African literature.

365 Modern Drama (3) (Prerequisite: Completion of 200 with a grade of C or higher.)

Surveys 20th century world drama and dramatic theory. Examines the literary, technical, and aesthetic developments in world drama since the late nineteenth century, beginning with Realism, then tracing the various reactions to it, including Symbolist, Expressionist, Absurdist and Epic theatre, and contemporary hybrid forms. Emphasizes seminal playwrights, directors, and theatre companies important to the cultivation of the modern theatre audience.

466 Advanced Study in International Literature (3) (Prerequisite: 300) Focuses on the literature of countries other than Britain and the United States (e.g., Latin American literature, Arab literature, Sub-Saharan African literature). May be taken twice for academic credit with departmental approval.

BLOCK SEVEN: LANGUAGE, RHETORIC, AND THEORY

Note: 421 Gender and Public Rhetoric can count for this block; it is listed separately as a Writing course.

306 Development of Modern English (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Treats the evolution of English in an historical light, giving special emphasis to each phase of its development. Comparatively examines Old English, Middle English, and Modern English. Gives attention to the nature of language, as well as to the history and structure of African American Vernacular English.

310 Modern English Grammar (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Reviews traditional grammar, requiring students to demonstrate mastery of traditional grammar and grammatical terminology. Introduces analysis of style and modern grammatical theory including structural linguistics and transformational-generative linguistics. Gives attention to language acquisition by children and to regional and social variations of modern American English.

465 Advanced Study in Critical Theory and Literature (3) (Prerequisite: 300) Focuses on a range of critical theories or on areas or issues in literature with emphasis on critical methods of inquiry. This course is strongly recommended for majors planning on graduate studies.

467 Advanced Study in Language, Rhetoric, or Theory (3) (Prerequisite: 300) Focuses on an area of contemporary rhetorical theory (e.g. Serial Narratology). May be taken twice for academic credit with departmental approval.

BLOCK EIGHT: ELECTIVES

Note: Several of the courses which can count for this block are listed separately as Writing courses: 366, 367, 368, 370, 371, 372.

382 Special Topics in Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Examines a specific literary theme or topic to acquaint the student with a significant aspect of literature. May be taken twice for academic credit with departmental approval.

383 Film, Genres, and Styles (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Explores the history and form of specific types of films as they have been grouped by critics, viewers, and movie makers. Follows the development of film types, like science fiction or the western, and situates each film in its historical and cultural context and analyzes its structure.

384 African-American Film History (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Explores the history of African Americans in North American film and the specific contributions of African Americans to visual forms in narrative films. Chronologically follows the involvement of African Americans in film production, acting, directing, and distribution.

385 Sex, Gender, and Literature (3) (Prerequisite: Completion of 200 with a grade of C or higher.) Focuses on using gender theory to examine various texts, considering interaction between male and female in literature in terms of both writer and reader, and how the constructed identities of gender, sexuality, and textuality shape and relate to each other.

491 Senior Seminar (3) (Prerequisite: 300 or permission of department; either grade point average of 3.0 or better in English courses or permission of department) Focuses on a variety of topics not included in the regular English curriculum. Taught by several faculty members, using a seminar format with emphasis on student presentations and on the types of research projects students are likely to encounter in graduate school.

497 Special Studies (3), (2), or (1) (Prerequisite 300 or permission of department) Open only to juniors and seniors with a grade point average of 3.0 or higher in their major courses. A maximum of 3 semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (3 hours) towards the Honors degree by special arrangement.

BLOCK NINE: CAPSTONE

Note: 496, the course required for this block, is listed as a Writing course.

Summary

The following are new courses (new course forms and sample syllabi attached):
308N, 309, 326, 327, 328, 426, 427, 332, 333, 334, 335, 433, 434, 342, 343, 344, 346, 347, 350N, 443, 444, 447, 363, 364, 384, 467

The following existing courses have been renumbered to fit the blocks:

311 becomes 348
312 becomes 349
325 becomes 352
321 becomes 361
322 becomes 362
320 becomes 365

455 becomes 466
 360 becomes 366
 380 becomes 367
 381 becomes 368
 390 becomes 372
 330 becomes 382
 351 becomes 383
 369 becomes 385
 345 becomes 448 and is renamed “Advanced Study in African-American Literature

The following course has been deleted; the content has been divided, renamed and renumbered as two separate new courses to reflect two distinct syllabi used alternately (both provided):

314 World Literature is split into 363 Literature of the Ancient World and 364 Literature of the Medieval World

313 Literature for the Young Child has been renamed 313 Literature for Young Children

Pursuant to a recent departmental decision, the prerequisite for all literature courses at the 200 / 300 level and all writing classes at the 300 level has been changed from ENG 200 to Completion of 200 with a grade of C or higher. This change is being submitted as a separate proposal, which will be considered before this proposal.

Rationale

- This proposal germinated from an internal departmental review of the English program. Most departments periodically review and revise the requirements for their major. Our last substantive revision was the 400-level offerings in 1995–96.
- The proposal was developed by CLAAC (Curriculum / Liberal Arts Assessment Committee), which has been working on this proposal since Fall 2011.
- Drafts have been shared with the entire English department and discussed at various stages. The proposal was approved by the department in April 2013.
- The primary goal of this curricular revision is to improve students’ breadth and depth of literary knowledge by providing more varied content in their required literature courses. The department wishes to clarify these expectations through requirements and descriptions listed in our course catalog.
- By revising our curriculum, we hope to achieve the following:
 - Offer majors greater exposure to literature from historical periods and geographical areas, which will provide them with a stronger understanding of literary study and serve them more effectively as they prepare for graduate school or teaching careers.
 - Acquaint students with as many of the various sub-disciplines available in the area as possible, so that they can achieve greater knowledge within their major courses
 - Fill in gaps in content as well as avoid unnecessary duplications.
 - Build more appealing and specific catalog offerings for prospective students and

- faculty.
- Create better symmetry between British literature offerings and American ones, and include at least some experience of the literature of other cultures. (Under our current catalog, a student can complete the major requirements with only 3 British literature courses – 301, 302, 321 – and no international literature courses.)
 - Replicate as closely as possible the content areas covered by sister institutions, so that FMU graduates can rest assured that they have had access to the same opportunities for study that they could have experienced elsewhere in the state.
- CLAAC conducted a detailed review of the catalogs of eight institutions.
 - All of them require some variant of our proposed grid system, which we hope will provide both breadth and depth to our majors. Our current curriculum allows but does not require this.
 - In addition, none of the eight institutions require the completion of four survey courses at the 300 level.
 - Our proposal would require 37 hours; our current major requires 34. (The current high at FMU is 59 hours for Music Industry, followed by 40 hours for Theatre Arts; the low is 30 hours for History.)
 - By comparison: Citadel, 33; Coastal Carolina, 48; Coker College, 37; College of Charleston, 36; Lander, 42; USC Aiken, 45; USC Upstate, 42; Winthrop, 42.
 - The sample policies and syllabi for the new courses in the proposed blocks have been developed by faculty who regularly teach in those areas.
 - Our department currently includes faculty qualified to teach all of the proposed courses.
 - The Chair of the Scheduling Committee (Love-Steinmetz), CLAAC (Rooks), and the department (Johnson) are currently working on a schedule of rotation for the new curriculum. Overview:
 - 300, 308N, 309 (Block One) will be offered every semester, and in rotation during the summer sessions
 - 361 (Block Five) will be offered every semester and at least once during the summer sessions
 - At least one course will be offered every semester from Blocks Two, Three, Six, Seven
 - At least two courses will be offered every semester from Blocks Four and Eight
 - 496 (Block Nine) will be offered every spring.
 - Modifications have been made to the Teacher Certification Option to accommodate the proposed changes to the Liberal Arts Option.
 - Revisions have been made to the Professional Writing Option both to accommodate the proposed changes to the Liberal Arts Option and to incorporate changes that PWAC (Professional Writing Assessment Committee) has been considering for some time.

--in tandem with proposed changes to the English - Liberal Arts option

The Professional Writing Advisory Committee proposes adding two required courses to the major program. One is the existing ENG 411, Rhetoric of New Media, now an elective offered every other spring. The other is ART 206, Introduction to Visual Communication, which provides instruction in the basic elements of design. Topics include the use of color, perspective, symmetry and asymmetry, juxtaposition, and typography. Students apply these concepts using software such as Illustrator and Photoshop. Combined with their study of rhetorical strategy, these additional electronic and visual skills become invaluable assets as students move toward careers in any number of places.

Rationale:

Annual program reviews reveal the need to integrate more instruction in electronic and visual communication. In addition to the student feedback that is part of our program review, reliable seniors and graduates of the Professional Writing program have requested similar curricular changes. Evaluations by internship sponsors also show that employers particularly value students whose skills with technology and visual rhetoric provide greater visibility and wider distribution for the documents they write. The Professional Writing Advisory Committee believes the proposed course changes will address these concerns.

A review of programs nationally shows how the field is evolving to focus on writing, rhetoric, and language. Some early Professional Writing programs required literature courses because of a traditional view that an English degree is—and ought to be—a literature degree. Other programs developed within business departments, producing yet another curricular focus. Some moved to independent academic units. Whatever the academic department, many Professional Writing degree programs are comprised only of courses that directly relate to the field. An appendix to this document provides brief descriptions of some sample programs. Although requiring courses in ENG 411 and ART 206 reduces the number of required literature courses for the major, the proposed changes are appropriately aligned with developments in the field.

In 2008, our program added five new course options (ENG 307 Foundations of Professional Writing, ENG 411 Rhetoric of New Media, ENG 418 Advanced Technical Communication, ENG 321 Gender and Public Rhetoric, and ENG 431 Advanced Topics in Writing). Even with the addition of these courses, some gaps in instruction have emerged because of the continued growth of web 2.0 technologies and the social web. Writing and designing for electronic environments requires a unique skill set that the existing course structure does not adequately address. By regularly offering courses that concentrate on these objectives, we can maintain our competitive edge in the region.

Clemson and USC offer undergraduate degrees in English with options for writing concentrations, but those programs seem less unified with only a smattering of courses in professional writing (e.g. approximately 4 courses with significant content in the field).

As the academy continues to integrate technology, modes of communication, and professional expectations, FMU's faculty in Professional Writing are committed to keeping pace.

Our department can better serve the community—and our students—by further enhancing the Professional Writing program. While former students have already landed full-time *writing* jobs at McLeod Marketing and Public Relations, ACS Technologies, Assurant, the Pee Dee Coalition, First Reliance Bank, and the Sumter Police Department, new opportunities will continue to develop as business and industry expand in the region. Requiring ENG 411 and ART 206 will increase the competencies of our professional writing graduates who are ready to make their contributions in the work force and improve their chances on the job market.

The following listing of courses allows you to see how the current Professional Writing curriculum will be affected by the proposed changes to both programs. The total credit hours stay the same.

Add these courses as requirements:

ENG 411, Rhetoric of Digital Media
ART 206, Intro to Visual Communication

Note, we will require these two courses in order to better prepare students for professional expectations.

This is our current program with changes note in red:

PROFESSIONAL WRITING PROGRAM: for a MAJOR: 34 hours above 299 level

ENG 307, Foundations of Professional Writing
ENG 305, Business Writing
ENG 318, Technical Communication
Two 300-level literature surveys (301, 302, 303, 304)

We replace these two 300-level literature survey courses with ENG 411 and ART 206.

ENG 370, 380, or 390 Creative Writing

We add ENG 366 "Literacy Nonfiction" to the list of options (370, 380, 390) above.

We change 380 to 367 "Creative Writing: Fiction Workshop" in the list of options above.

We change 390 to 372 "Creative Writing: Playwriting Workshop" in the list of options.

Three upper-division English courses, at least one of which is at the 400 level.

Two of these courses must be writing courses, not including

ENG 306 and ENG 310. One of these courses must be a literature course.

ENG 405, Advanced Business Communication

ENG 496, English Capstone Experience

ENG 498, English Internship

To be eligible for ENG 498, majors must earn an overall grade point average of at least 2.33 and a major grade point average of 3.0, plus at least a B in 305 and 318.

5. Proposal from the Department of Fine Arts:

A. ADD, on page 111-112 of the current catalog, under **THEATRE COURSES**

397 Special Topics in Theatre (3), (2), or (1) (Prerequisite: Permission of department). As requested. In-depth study of an area of interest in theatre. Different areas of study will be offered. Must have a 2.25 grade point average or higher in all Theatre courses. No more than 6 hours may be taken for academic credit.

B. CHANGE, on page 111 of the current catalog, under **MAJOR**

FROM:

A major in theatre arts requires the following:

1. Theatre 210 (4 one-semester hour courses), 200 or 203, 201, 202, 209, 220, 221, 301, SPCO 203, AND English 320
2. 6 semester hours selected from English 321, 325, 390, and Theatre 391
3. 12 semester hours from one specialty area
 - a) Design specialty: Theatre 302, 303, 402, and either 309 or 3 semester hours from the performance specialty
 - b) Performance specialty: Theatre 205, 305, 401, 405, and either Theatre 497 or 3 semester hours from the design specialty

TO:

A major in theatre arts requires the following:

1. Theatre 210 (4 one-semester hour courses), 200 or 203, 201, 202, 209, 291, 301, 320, 321, AND English 365
2. 6 semester hours selected from English 361, 352, and 372
3. 12 semester hours from one specialty area
 - a) Design specialty: Theatre 302, 303, 402, and either 309 or 3 semester hours from the performance specialty
 - b) Performance specialty: Theatre 205, 305, 401, 405, and either SPCO 203, THEA 497, or 3 semester hours from the design specialty

C. DELETE, on page 111 of the current catalog, under THEATRE ARTS, MAJOR, the following sentence:

Theatre Arts majors should enroll in SPCO 203 to fulfill the Speech Communication requirement of the Basic Communications section of the General Education Requirements.

Rationale for Item I: The current 497 Special Studies course is intended primarily for

majors or honors theatre students who want to do a special project in theatre and receive credit. It requires faculty supervision and projects are evaluated by three faculty members.

Recently, a significant number of students who are not theatre majors have taken interest in certain areas of theatre—costuming, dramaturgy, etc.—but may not be interested in majoring in theatre. For example, several Visual Arts students have an interest in fashion design and would like additional courses in costuming beyond the two we currently offer.

There are no specific prerequisites for this course other than permission of the department as it will vary according to topic. A special topic in the area of costuming would require students to have had at least Introduction to Costume Technology Course. A special topic in Gay and Lesbian Theatre would require students to have taken Script Analysis.

This course will not be part of the standard theatre requirements for the major, but it may count toward the minor.

Rationale for Item II: The above proposal accomplishes two things:

1. THEA 391: SCRIPT ANALYSIS became THEA 291 last year. Likewise, THEA 220: THEATRE HISTORY I and THEA 221: THEATRE HISTORY II became THEA 320 and 321. The change in course numbers was not reflected in the above section of the catalog, but this proposal corrects that mistake.

2. This proposal removes SPCO 203: VOICE AND DICTION from the required component of the major and replaces it with THEA 291: SCRIPT ANALYSIS. THEA 391 was an elective. THEA 291: SCRIPT ANALYSIS makes more sense as a requirement as it is relative to both performance and design specialties. SPCO 203 will now be a designated program elective for those students in the performance specialty.

Rationale for Item III: This sentence is a holdover from the previous General Education era when SPCO 101 was not required of all students. For the past several years, theatre arts students have been required to take SPCO 101 to meet the General Education requirement AND SPCO 203 as a requirement of the major. With the proposal before this one, theatre majors are no longer required to take SPCO 203 (though they may as an elective).

6. Proposal from the Department of History:

A. **ADD**, on page 115 of the current catalog the following:

299 The Historian's Craft (3) Explores the evolution of historic inquiry and the methods that historians use to investigate the past. Introduces students to the way historians collect and evaluate historical sources, interpret evidence, and formulate historical questions. Additionally students will master the research and composition skills required for upper-level history courses. For History majors only. History 299 does not fulfill the general education requirement in history.

One 200-level history course or permission of the department is prerequisite to all history courses at or above the 299 level.

B. ADD, on page 117 of the current catalog the following:

499 Senior Thesis (3) (Prerequisite: 299 and 18 hours in history) A writing-intensive senior seminar in which History majors conduct significant independent research. The course is designed to give students an in-depth experience of reading critically both primary and secondary sources and of developing and defending a position as an historian does.

C. DELETE, on page 115 of the current catalog the following:

301 Historiography (3) Critically studies the nature of history. Deals with the evolution of historical writing from ancient times to the present through consideration of the works of representative historians. Analyzes the methods of historical research and writing, including techniques drawn from the various social sciences, and involves each student in the preparation of at least one formal paper. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

D. MODIFY, on pages 114-115, of the current catalog, under History major requirements

FROM:

A major in history requires the following:

1. History course requirements:
 - a) at least 3 hours but not more than 12 hours of 200-level course work
 - b) History 301 (which shall normally be taken during the junior or senior year)
 - c) 24 hours of additional course work which must include at least one course from
 - each of the following groups:
 - Group A: HIST 308, 309, 320, 329, 330, 331, 332, 351
 - Group B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - Group C: HIST 300, 303, 304, 307, 311, 316, 317, 319, 344, 345, 346, 347, 362, 406
2. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser
 - b) an 18-hour minor approved by the faculty adviser
3. Participation in all required program assessment activities during the senior year
- *4. Completion of a foreign language through 202

*Students seeking the Bachelor of Arts degree with a major in history must complete all the major requirements listed above (1 through 4). Students preparing for graduate studies in history are especially encouraged to complete the Bachelor of Arts degree. Students have the option to earn the Bachelor of Science degree with a major in history by satisfying requirements 1 through 3 of the major requirements listed above.

TO:

A major in history requires the following:

1. History course requirements:
 - a) at least 3 hours but not more than 12 hours of course work below the 299 level
 - b) History 299 (which shall normally be taken during the sophomore year)
 - c) 24 hours of additional course work which must include at least one course from each of the following groups:
 - Group A: HIST 308, 309, 320, 329, 330, 331, 332, 351
 - Group B: HIST 305, 306, 321, 324, 340, 341, 342, 370
 - Group C: HIST 300, 303, 304, 307, 311, 316, 317, 319, 344, 345, 346, 347, 362, 406
 - d) History 499 (which shall normally be taken during the senior year)
2. Minor/collateral requirements (two options)
 - a) two 12-hour collaterals approved by the faculty adviser
 - b) an 18-hour minor approved by the faculty adviser
3. Participation in all required program assessment activities during the senior year
- *4. Completion of a foreign language through 202

*Students seeking the Bachelor of Arts degree with a major in history must complete all the major requirements listed above (1 through 4). Students preparing for graduate studies in history are especially encouraged to complete the Bachelor of Arts degree. Students have the option to earn the Bachelor of Science degree with a major in history by satisfying requirements 1 through 3 of the major requirements listed above.

E. **MODIFY**, on page 115 of the current catalog, under History major requirements

FROM:

The minimum number of semester hours required in major courses for a major in history is 30. The minimum number of semester hours in all courses (major and non-major) required for the major in history is 120.

TO:

The minimum number of semester hours required in major courses for a major in

history is 33. The minimum number of semester hours in all courses (major and non-major) required for the major in history is 120.

F. **MODIFY**, on page 115 of the current catalog the following:

FROM:

Successful completion of a 200-level history course is required of all students enrolling in history courses above the 299 level. In special circumstances, exceptions may be made with the joint permission of the instructor and the department chair.

TO:

Successful completion of a 200-level history course is required of all students enrolling in history courses at or above the 299 level. In special circumstances, exceptions may be made with the joint permission of the instructor and the department chair.

Rationale

In examining what various other institutions' history departments (Lander U., USC Upstate, College of Charleston, USC, Coastal Carolina U.) offer in the way of core requirements for their history majors, the FMU department of history faculty viewed that we needed to expand our major requirements and hours in the major from the current 30 to 33 hours. History 299 and History 499 will take the place of History 301 Historiography. Whereas History 301 has worked over the years, we as a department feel that to cover both historical methods and historiography (the history of history) as well as have the students undertake a significant senior-level research paper was making the course unwieldy. Furthermore, we feel that having the students undertake History 299, the methods course, early in their studies (at approximately their sophomore year) will aid them in all their upper division history courses as well as prepare them for their capstone senior thesis, History 499. Additionally, History 499 will become a much more research-intensive, lengthy senior thesis that will utilize all the skills learned in previous history classes, especially History 299. We envision the senior thesis having to be presented and defended by each student at the end of their studies in history here at FMU.

Furthermore, no additional faculty or equipment will be required for the implementation of both History 299 and History 499. We as a department envision that both History 299 and History 499 will be taught on a rotational basis by all members of the department at some point. The aforementioned alleviates the current burden on Dr. Scott Kaufman from currently being the sole instructor of History 301.

7. Proposal from the Department of Mass Communication:

1. **Change** on page 118 of the current catalog:
A major in Mass Communication requires the following:

From:

1. 21 semester hours of Mass Communication Foundation Courses: Mass Communication 110, 201, 210, 221, 301, 451, and 455

To:

1. 24 semester hours of Mass Communication Foundation Courses: Mass Communication 110, 201, 210, 221, 301, 306, 451, and 455

Rationale: News Editing and Design (MCOM 306) is being added to the list of foundation courses so students will have the opportunity to engage in a wide array of editing activities, including developing news articles, copy editing and design/layout of print and online pages. The Department of Mass Communication wants to make this course mandatory so that each student has a profound understanding of this very important part of journalism and related fields.

B. Delete on page 118 of the current catalog, under Convergence Journalism the following:

- a) 306 News Editing and Design
- b) 401 Feature Writing

C. Delete on page 118 of the current catalog, under Public Relations the following:

- a) 306 News Editing and Design

D. Change on page 119 in the current catalog the following course:

From:

201 News Writing (3) (Prerequisite: A grade of C or higher in English 200) Introduction to print journalism focusing on news writing and reporting.

To:

201 News and Feature Writing (3) (Prerequisite: A grade of C or higher in English 200) Introduction to reporting, news writing, and feature writing.

E. Delete on page 118 in the current catalog, the following course:

- C. 302 News Editing

F. Delete on page 119 in the current catalog, the following course:

- 401 Feature Writing

8. Proposal from the Department of Political Science and Geography:

CHANGE on page 143 of the current catalog, the course description for GEOG 300

FROM:

300 Special Topics in Geography (3) (Prerequisite: One previous geography course or permission of department) In-depth study of an area of interest in geography. Different areas of study offered on a rotating basis. May be taken twice for academic credit with department approval.

TO:

300 Special Topics in Geography (3) (2) (1) (Prerequisite: One previous geography course or permission of department) In-depth study of an area of interest in geography. Different areas of study offered on a rotating basis. May be taken twice for academic credit with department approval.

Rationale:

Dr. Scott Brown, FMU Professor of Geography, is planning a student trip to Cuba during FMU's week-long 2014 spring break. The above change will allow students to legally participate in the trip, which requires that students making the trip to Cuba be enrolled in an academic course. It also allows the geography program to offer one credit hour for this trip. Given the length of time students will prepare for and take this trip, offering it as a one hour course is more appropriate than offering it as a three hour course. The terminology change also parallels POL 477, which also allows 1, 2 and 3 hours worth of course credit.

9. Proposal from the School of Education:

A. Modify on page 180 of current catalog the requirements for Natural Sciences for Professional Education

FROM:

(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c above.)

*Credit toward graduation may not be earned in both Physical Science 101-102 and any Chemistry course or any Physics course.

<u>Pre-Professional Education</u>	7 hours	7 hours
EDUC 190, 191	4	4
EDUC 190 and EDUC 191 are corequisites		
EDUC 305	3	3
<u>Professional Education</u>	11 hours	11 hours
EDUC 310	3	3

or

CS at 190 level or higher		
EDUC 311	3	3
EDUC 313	1	1
EDUC 380	2	2
EDUC 393 and three hours taken simultaneously with EDUC 434, 435, or 436		
Student Teaching Block**	15 hours	15 hours
EDUC 411	3	3
EDUC 487	2	2
EDUC 489	1	1
EDUC 490	12	12
**EDUC 487, 489 and 490 to be taken concurrently		
Supporting Course	3 hours	3 hours
HLTH 301	3	3
Major, minor, or collateral courses	40-70	40-70
(See specific courses below)		
Minimum Required for Graduation	126 hours	

Specific courses required in each teaching field are listed in the English and mathematics sections of this catalog.

TO:

(To satisfy the Natural Sciences Requirement, students in the B.S. program must take at least one course from a, at least one course from b, and at least one course from c above. Students in the B.A. program must take one course from a and one course from b above.)

*Credit toward graduation may not be earned in both Physical Science 101-102 and any Chemistry course or any Physics course.

<u>Pre-Professional Education</u>	7 hours	7 hours
EDUC 190, 191	4	4
EDUC 190 and EDUC 191 are corequisites		
EDUC 305	3	3
<u>Professional Education</u>	11-17 hours	11-17 hours
EDUC 310	3	3
or		
CS at 190 level or higher		
EDUC 311	3	3
EDUC 313	1	1

EDUC 380	2	2
EDUC 391, 392, or 393 (Art)	2	2
EDUC 393 (English & Math)	2	2
which must be taken concurrently with		
EDUC 434, or 436	3	3
EDUC 411 (English)	3	3
Student Teaching Block**	15 hours	15 hours
EDUC 487	2	2
EDUC 489	1	1
EDUC 490	12	12
**EDUC 487, 489 and 490 to be taken concurrently		
Supporting Course	3 hours	3 hours
HLTH 301 (English & Math)	3	3

Major, minor, or collateral courses 40-70 40-70
(See specific courses below)

Minimum Required for Graduation 126-132 hours

Specific courses required in each teaching field are listed in the English, Art Education, and Mathematics sections of this catalog.

ADDING A MIDDLE LEVEL EDUCATION ENDORSEMENT TO A SECONDARY EDUCATION LICENSURE

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual

<https://www.ed.sc.gov/agency/se/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at certification@ed.sc.gov.

B. MODIFY on page 180-1 of the current catalog

FROM:

314 Methods of Instruction for Language Arts (3) (Corequisite: ELEM 316) F, S. An elementary methods course designed to provide students with an applicable understanding of modern practices, techniques, and trends in teaching integrated writing, speaking, listening, viewing and visual representing.

To:

314 Methods of Instruction for Language Arts (3) (Corequisite: ELEM 316) F, S. An elementary methods course designed to provide students with an applicable

understanding of modern practices, techniques, and trends in teaching integrated writing, speaking, listening, viewing, and visual representing. Upon successful completion of the course, students will have the capability to create, implement, and execute appropriate ELA lesson plans based on current standards and best practices. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED Background Check deadlines: http://www.fmarion.edu/academics/news_and_announcements.

C. MODIFY on page 181 of the current catalog

FROM:

315 Methods of Instruction for Social Studies (3) (Corequisites: ELEM 317 and EDUC 392) F, S, SU. Designed to prepare the prospective teacher of intermediate-level students to teach social studies. The course will focus on content, methods, and materials.

To:

315 Methods of Instruction for Social Studies (3) (Corequisites: ELEM 317) F, S. This course is designed to prepare the prospective teacher of elementary students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED Background Check deadlines: http://www.fmarion.edu/academics/news_and_announcements.

D. MODIFY on page 181 of the current catalog

FROM:

316 Methods of Instruction for Intermediate Mathematics (3) (Corequisite: ELEM 314) F, S, SU. Quantitative needs of intermediate-level students, structure of the intermediate mathematics curriculum, and pedagogical techniques for meeting these quantitative needs and developing this mathematics curriculum are studied with an extensive use of attractive manipulative materials.

To:

316 Methods of Instruction for Mathematics (3) (Corequisite: ELEM 314) F, S. This course focuses on the essential components of successful math instruction at the elementary grades: understanding modern mathematical practices, techniques, and current trends that are being used in today’s elementary classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED Background Check deadlines: http://www.fmarion.edu/academics/news_and_announcements.

E. **MODIFY** on page 181 of the current catalog

FROM:

317 Methods of Instruction in Science (3) (Corequisites: ELEM 315 and EDUC 392) F, S, SU. Focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches.

To:

317 Methods of Instruction in Science (3) (Corequisites: ELEM 315) F, S. This course focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED Background Check deadlines:
http://www.fmarion.edu/academics/news_and_announcements.

F. **MODIFY** on page 181 of the current catalog

FROM:

314 Teaching English Language Arts to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) This course will examine the current trends and practices in the teaching of English Language Arts to middle school students. The candidate will, at the completion of this course, be able to create and implement appropriate language arts lessons in accordance with the middle school curriculum.

To:

314 Teaching English Language Arts to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) F, S. This course will examine the current trends and practices in the teaching of English Language Arts to middle school students. Upon successful completion of the course, students will have the capability to create, implement, and execute appropriate ELA lesson plans based on current standards and best practices. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED Background Check deadlines:
http://www.fmarion.edu/academics/news_and_announcements.

G. **MODIFY** on page 181 of the current catalog

FROM:

315 Teaching Social Studies to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) This course meets the “Standards for Social Studies

Teachers” approved by the National Council for the Social Studies and is designed to provide the student with the specific skills, methods, and materials required for teaching social studies in middle schools. Models of inquiry will be a special focus of this course.

To:

315 Teaching Social Studies to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) F, S. This course meets the “Standards for Social Studies Teachers” approved by the National Council for the Social Studies and is designed to provide the student with the specific skills, methods, and materials required for teaching social studies in middle schools. Models of inquiry will be a special focus of this course. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED Background Check deadlines:
http://www.fmarion.edu/academics/news_and_announcements.

H. MODIFY on page 181 of the current catalog

FROM:

316 Teaching Mathematics to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) The purpose of this course is to introduce the prospective middle level mathematics teacher to the issues, trends, challenges, current curriculum development projects, and research in middle school mathematics education. Specifically, this course intends to investigate the mathematics curriculum, teaching procedures, and evaluation practices through an examination of the mathematics content in the typical middle school classroom.

To:

316 Teaching Mathematics to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) F, S. This course focuses on the essential components of successful math instruction at the middle grades: understanding modern mathematical practices, techniques, and current trends that are being used in today’s middle-level classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED Background Check deadlines:
http://www.fmarion.edu/academics/news_and_announcements.

I. MODIFY on page 181 of the current catalog

FROM:

317 Teaching Science to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) The course focuses on the essential components of successful science instruction for the middle grades: science process skills, science curriculum for the middle grades, and selected instructional approaches.

To:

317 Teaching Science to Middle Level Students (3) (Prerequisite: Admission to the Professional Education Program) F, S. The course focuses on the essential components of successful science instruction for the middle grades: science process skills, science curriculum for the middle grades, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED Background Check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED Background Check deadlines:
http://www.fmarion.edu/academics/news_and_announcements.

J. MODIFY on page 187 of the current catalog, the course sequence for middle level education

FROM:**COURSE SEQUENCE FOR MIDDLE LEVEL EDUCATION MAJORS**

Freshman Year				
	Fall			Spring
Course	Sem Hrs.		Course	Sem Hrs
English 112	3		Math 134	3
Math 132 or higher	3		Bio 103, 104 or 105	4
Art, Music or Theatre 101	3		Educ 190	3
Political Science 101 or 103	3		Educ 191	1
Geography 101	3		Social Science elective Political Science 205 (SS)	3
Total Credits	15		Total Credits	14
Sophomore Year				
	Fall			Spring
Course	Sem Hrs.		Course	Sem Hrs.
English 200	3		Educ 310	3
History 202 (SS)	3		Educ 311 (Planning & Assessment)	3
			Educ 313 Field Experience Instructional Planning Take with Ed 311	1
General Education Science (ELA,SS,Math), Physics 215 (Sci)	4		Science (ELA & Math), Physics 216 (Sci), Psych 206/216 (SS)	4
Psych 316	3		Humanities Elective	3
Educ 305	3		Specialty course	3
Total Credits	16		Total Credits	17
Junior Year				

	Fall			Spring
Course	Sem Hrs.		Course	Sem Hrs.
Health 301	3		Methods I	3
Speech Comm	3		MLE 394	2
Specialty course	3		Literature elective	3
Specialty course Astronomy 201 (SCI)	3-4		EDUC 411	3
Specialty course	3-4		MLE 422 (Curriculum & Organization)	3
			Specialty course	3-4
Total Credits	15-17		Total Credits	17-18
Senior Year				
	Fall			Spring
Course	Sem Hrs.		Course	Sem Hrs.
Educ 380	2		Student Teaching	
Methods II	3		Educ 487	2
Specialty course	3-4		Educ 489	1
Specialty course (Chem 101) (Sci)	3		Educ 490	12
Specialty course	3			
Total Credits	14-15		Total Credits	15
Possible Specialty Hours Remaining - 10 Minimum Hours Required for Degree 123				

TO:
COURSE SEQUENCE FOR MIDDLE LEVEL EDUCATION MAJORS

Freshman Year (32 hours)				
	Fall			Spring
Course	Sem Hrs.		Course	Sem Hrs.
English 112	3		Math 134	3
Math 132 or higher	3		Biology 103, 104, or 105/115	4
Art, Music, or Theatre 101	3		Education 190	3
Political Science 101 or 103	3		Education 191	1
Geography 101	3		Social Science elective Political Science 205 (SS)	3

			Education 305	3
Total Credits	15		Total Credits	17
Sophomore Year (33-35 hours)				
	Fall			Spring
Course	Sem Hrs.		Course	Sem Hrs.
English 200	3		Education 310	3
History 202	3		Education 311	3
			Education 313	1
General Education Science (ELA, SS, Math) , Physics 215 (Sci)	4		General Education Science (ELA & Math), Physics 216 (Sci), Psychology 206/216 (SS)	4
Specialty course	3		Specialty course	3
Specialty course	3-4		Specialty course	3-4
Total Credits	16-17		Total Credits	17-18
Junior Year (32-34 hours)				
	Fall			Spring
Course	Sem Hrs.		Course	Sem Hrs.
Health 301	3		Middle Level 422	3
Speech Communication 101	3		Education 411	3
Middle Level Methods I	3		Humanities elective	3
			Education 380	2
Specialty course or Astronomy 201 (Sci)	3-4		Specialty course	3
Specialty course	3-4		Specialty course or Chem 101 (Sci)	3-4
Total Credits	15-17		Total Credits	17-18
Senior Year (32-35 hours)				
	Fall			Spring
Course	Sem Hrs.		Course	Sem Hrs.
Psychology 316	3		Student Teaching	
Literature elective	3		Education 487	2
Education 394	2		Education 489	1
Specialty course	3		Education 490	12
Specialty course	3-4			
Middle Level Methods II	3			
Total Credits	17-18		Total Credits	15
Possible Specialty Hours Remaining - 10 Minimum Hours Required for Degree 129				

Rationale for changes A-J: The course descriptions have been modified to ensure that students are aware of the criminal background check requirements for these courses. Students enrolling in these courses must comply with these requirements in order to participate in clinical hours in a local public school. All other changes are clarifications and corrections.