Memorandum

To: General Faculty

Date: January 27, 2016

Regarding: Agenda, Faculty Senate Meeting, January 29 at 3:00 p.m., TLC 1-203

A photograph of the senators will be taken at 3:00, so please plan to arrive early. The agenda for the January 29, 2016 Faculty Senate meeting will be as follows:

1. Call to order

2. Roll call

3. Approval of minutes for December 4, 2015 (see Addendum I)

4. Committee reports

Committee I: Undergraduate Programs Committee (Cale Self, Chair)
Action Items (see Addendum II) presented by Gavin Lee:

  A) College of Arts and Humanities

    1) English and Philosophy Department

      a) Bachelor of Arts with a Major in English
         Request: Modify

    2) Foreign Languages Department

      a) FREN 1001-C
         Request: Add

      b) FREN 1002-C
         Request: Add

      c) FREN 3212
         Request: Add

  B) College of Education

    1) Leadership and Instruction

      a) Bachelor of Science in Health and Community Wellness
         Request: Modify

      b) SEED 4238
         Request: Add

c) SEED 4238-L
Request: Add

C) College of Science and Mathematics

1) Chemistry Department

a) Bachelor of Science, Applied Chemistry
Request: Modify

b) Dual Degree, Bachelor of Science with Chemistry & Chemical Engineering
Request: Modify

c) Bachelor of Science with a Major in Chemistry
Request: Modify

d) Bachelor of Science in Chemistry, Pre-Professional
Request: Modify

e) Bachelor of Science in Chemistry, General Options
Request: Modify

f) Bachelor of Science in Chemistry with Concentration in Biochemistry
Request: Modify

g) Bachelor of Science with a Major in Chemistry (Secondary Education)
Request: Modify

h) Bachelor of Science, Business Option
Request: Modify

2) Physics Department

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

D) College of Social Sciences

1) Political Science Department

a) Certificate in Human Rights Advocacy
Request: Add

b) Bachelor of Science with a Major in Political Science
Request: Modify

c) POLS 4217
Request: Add

d) POLS 4515
Request: Add

e) POLS 4516
Request: Add

f) POLS 4517
Request: Add

g) POLS 4518
Request: Add

h) POLS 4519
Request: Add

2) Sociology Department

a) SOCI 4386
Request: Modify

3) Anthropology Department

a) Certificate in Forensic Science
Request: Add

Information Items:

A) School of Nursing

1) Bachelor of Science in Nursing, RN to BSN
Request: Modify

Committee II: Graduate Programs Committee (Dawn McCord, Chair)
Action Items (see Addendum III) presented by Susan Webb:

A) College of Social Sciences

1) Political Science

a) POLS 5217 Grant Writing for Nonprofit Organizations
Request: Add

b) Post-Baccalaureate Certificate in Nonprofit Management and Community Development
Request: Modify

B) Richards College of Business

   1) Management

      a) [CISM 5330 Enterprise Architecture](#)
       Request: Add

      b) [CISM 5355 Cyber Security](#)
       Request: Add

      c) [CISM 5390 Business Intelligence and Data Mining](#)
       Request: Add

   2) Marketing and Real Estate

      a) [MKTG 5818 Marketing Metrics](#)
       Request: Add

Information Items:

A) College of Social Sciences

   1) [Master of Arts with a Major in Gerontology](#)
     Request: Terminate

B) College of Education

   1) [Master of Arts (MAT: Special Education)](#)
     Request: Modify

   2) [Specialist in Education with a Major in Special Education](#)
     Request: Modify

Committee X: University Relations Committee (Salvador Lopez, Chair)
Information Item:

  A) Capital Campaign update (Dave Fraboni)

5. Old business

6. New business

7. Announcements: new Executive Secretary to be elected this Spring; faculty, please consider nominations

8. Adjournment

Addendum I

University of West Georgia
Faculty Senate Meeting
Draft Minutes

December 4, 2015

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:04 p.m.

2. Roll Call

Present
Boldt, Blair, Boldt, J. Butler, Connell, L. Crafton (substituting for L. Miller), DeFoor, Elman, Farran, Fujita, Chris Berg (substituting for Gerhardt), C. Johnson, Chris Bounds (substituting for Lee), Lopez, Mbaye, McCord, McCullers, McKendry-Smith, Mindrila, Ogletree, J. Roberts, Li Yang (substituting for Remshagen), C. Samples, Schoon, C. Schroer, Seay, M. Snipes, Stanfield, Sterling, D. Stuart, Tefend, Trotman Scott, Varga, S. Welch, D. Williams, Willox, Xu, Yates

Absent
Banford, Faucette, Insenga, McGuire, D. Neely, L. Robinson, Self, Velez-Castrillon, S. Webb

3. Minutes: a motion was made and seconded to approve the minutes of November 13, 2015.

Item approved unanimously by voice vote.

4. Committee reports

Committee I: Undergraduate Programs Committee (Cale Self, Chair)
Action Items:

A) College of Arts and Humanities

   1) Theater Department

      a) THEA 3394
         Request: Modify

Item approved unanimously by voice vote.

B) Richards College of Business

   1) Management

      a) CISM 3335
         Request: Modify

      b) MGNT 3633
         Request: Add

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

    2) Marketing and Real Estate

        a) Bachelor of Business Administration with a Major in Marketing
           Request: Modify

        b) Minor in Marketing for Non-Business Majors
           Request: Modify

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

    C) College of Education

        1) Leadership and Instruction

           a) Bachelor of Science with a Major in Sport Management
              Request: Modify

Item approved unanimously by voice vote.

Information Items:

    A) Richards College of Business

        1) XIDS 2002
           Request: Modify

        2) Bachelor of Science with a Major in Economics/Secondary Education
           Request: Terminate

        3) Bachelor of Business Administration with a Major in Accounting
           Request: Modify

        4) Bachelor of Business Administration with a Major in Economics
           Request: Modify

        5) Bachelor of Business Administration with a Major in Finance
           Request: Modify

        6) Bachelor of Business Administration with a Major in Management
           Request: Modify

        7) Bachelor of Business Administration with a Major in Management Information Systems
           Request: Modify

        8) Bachelor of Business Administration with a Major in Marketing
           Request: Modify

9) Bachelor of Business Administration with a Major in Real Estate
   Request: Modify

Committee II: Graduate Programs Committee (Dawn McCord, Chair)
Action Items:

A) College of Education

   1) Learning and Teaching

      a) SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education
         Request: Add

      b) SPED 6795 Comprehensive Exam for the Master of Education: Special Education
         Request: Add

      c) SPED 8795 Comprehensive Exam for the Specialist of Education: Special Education
         Request: Add

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

B) Richards College of Business

   1) Marketing and Real Estate

      a) MKTG 5868 Marketing Metrics
         Request: Add

Item approved unanimously by voice vote.

C) College of Social Sciences

   1) Psychology

      a) Ph.D. in Psychology: Consciousness and Society
         Request: Modify

Item approved unanimously by voice vote.

Information Items:

A) College of Social Sciences

   1) Master of Public Administration
      Request: Modify

   2) Master of Urban and Regional Planning
      Request: Terminate

3) Criminology
   Request: Modify

4) Master of Arts with a Major in Criminology
   Request: Modify

Committee IV: Academic Policies Committee (Shelly Elman, Chair)
Action Items:
   A) Hardship Withdrawal changes to the Faculty Handbook (205.01, p. 88)

This item was withdrawn by the Committee without discussion.

Information Item:

   A) Summer Session Grades Due policy

      The dates for Summer 2016 Grades due are the following:
         1. Maymester: May, 27, 2016 by noon.
         2. June Session: July 2, 2016 by noon.
         3. July & June/July Sessions: August 1, 2016 by noon
         4. This does not affect study abroad.

   B) Academic calendar (Myrna Gantner)

Dr. Gantner distributed a two-sided handout (below). The process for the development of the academic calendar is on one side, and the reverse lists the committees that worked on it.

DATE	GROUP	ACTION
2021-12	Academic Policies Committee	Gathered feedback on new 15-week calendar. Surveyed faculty and met with Department Chairs.
2012-13	Academic Policies Committee	Gathered feedback from faculty on the 15-weeks vs. 16-weeks question.
2013-14	Academic Policies Committee	Collected calendars from peer institutions and several aspirants. Gathered feedback on th 15-weeks vs. 16-weeks question.
Sept. 22, 2014	Barriers Calendar Subcommittee	First meeting of new subcommittee was assembled under the direction of Chair John Head
2015	**GROUP**	**ACTION**
January 21	Barriers Calendar Subcommittee	Subcommittee membership was expanded to include representatives from additional unit New Co-chair Myrna Gantner joined Co-chair John Head.
March 13	Academic Policies Committee	APC reviewed the two draft calendar options and added a third option.
March 23	Provost's Administrative Council	Calendar options were presented to Administrative Council for discussion and feedback.
March 30	Email invitation to All-Faculty and All-Staff listservs	Invitation to 2 Town Hall Meetings for discussion and feedback. The calendar options spreadsheet was attached to the email. Electronic feedback by April 15 was requested. Seventeen emailed responses received.
April 6	Town Hall Meeting	Town Hall was open to all faculty and all staff for discussion and feedback. Approximately people attended.
April 7	President's Advisory Council	Calendar options were presented to PAC for discussion and feedback.
April 8	Town Hall Meeting	Town Hall was open to all faculty and all staff for discussion and feedback. Approximately people attended.
April 16	Barriers Calendar Subcommittee	Subcommittee met to rank order the calendar options based on campus-wide feedback.
April 17	Barriers Team	Subcommittee Co-Chairs with with the Barriers Team to discuss the suggested ranking of the calendar options based on campus-wide feedback.
April 24	Faculty Senate	The ranked calendar options were presented to the Faculty Senate as an information item The Calendar spreadsheet with all options was included in the April 24 Senate agenda as Addendum VII.
April 29	Barriers Team	The Barriers Team submitted its recommendation to the Provost and President.
April 30	Provost	The Provost accepted the recommendation of the Barriers Team as the calendar for 2016-2017 (option 1b) and the pattern for years 2016-2017.
June 10	Ad-Hoc Calendar Committee	Ad-Hoc Calendar Committee formed to develop calendars for years 2017-2021 using the approved pattern for 2016-2017.
October 21	Ad-Hoc Calendar Committee	The Ad-Hoc Calendar Committee finalized the calendars for years 2017-2021.
November 6	Board of Regents	The Registrar submitted UWG's calendar dates to the Board of Regents.

ACADEMIC CALENDAR PRESENTATION TO THE FACULTY SENATE
December 4, 2015

BARRIERS CALENDAR SUBCOMMITTEE (January through April, 2015)

Academic Affairs
1. Myrna Gantner, Calendar Co-Chair and AVP for Academic Affairs
2. Denise Overfield, Barriers Team Chair and Interim AVP for Academic Affairs
3. Amber Smallwood, COSS Associate Dean
4. Diane Williamson, RCOB Assistant Dean
5. Vickie Geisler, COSM (Chemistry)
6. Julie Dobbs, Ingram Library
7. Susana Velez-Castrillon, Academic Policies Committee Chair, (RCOB Management)
8. Brett Miles, eCore
9. Becky Stanard, COE Associate Dean

Student Affairs and Enrollment Management
1. John Head, Calendar Co-Chair and AVP for Enrollment Management
2. Philip Hawkins, Director of Financial Aid
3. Donna Haley, Registrar
4. Stephen Whitlock, Director of Housing and Residence Life
5. Keri Burns, Director of Career Services

Business and Finance
1. Mark Reeves, AVP for Auxiliary Services
2. Rick Sears, Controller and AVP for Finance
3. Pat Murphy, Bursar
4. Juanita Hicks, AVP for Human Resources

Student
1. Sandra Santiago, President, Student Government Association

AD HOC CALENDAR COMMITTEE (June through October, 2015)

Academic Affairs
2. AVP for Academic Affairs, Co-Chair (Myrna Gantner)
3. Chair of Academic Policies Committee (Shelly Elman)
4. Associate Dean (Amber Smallwood)
5. Department Chair (Meg Pearson)
6. Faculty Member (Matt Varga)

Student Affairs and Enrollment Management
1. AVP for Enrollment Management, Co-Chair (John Head)
2. Registrar (Donna Haley)
3. Director of Financial Aid (Philip Hawkins)

Business and Finance
1. AVP for Auxiliary Services (Mark Reeves)
2. Bursar (Pat Murphy)

NEW CALENDAR MUST HAVES
1. 15 weeks of instruction to fulfill BOR required instructional time (750 minutes per credit hour) with 16th week for optional final exams at the discretion of the Instructor
2. 15 minutes between classes
3. Wednesday start date for Fall term to provide programming time for incoming Freshman class
4. Reasonable End-of-Term processing time for Fall term to complete tasks for placing Academic Standings on transcripts and mailing those notices to students, verifying financial aid eligibility for spring term, etc. Avoid staff having to work on Christmas Eve.
5. Reading Day and/or weekend break during final exams
6. No one unit's preferences would drive any of the choices
7. Commencement on Saturday whenever possible

Dr. Gantner explained the process for the calendar's development. The calendar changed from 16-week to 15-week five years ago (2011-12). The most pushback was received from three areas: sciences, mathematics, and foreign languages, who needed the extra time; so, the Academic Policies Committee (APC) took up the question. They did surveys, met with department chairs, etc. They saw the split need, so nothing happened. In 2012-13, the APC looked at it again, getting information, and reaching the same conclusions. In 2013-14, the APC looked at peers and aspirant institutions. UWG has the shortest calendar in the USG. The APC gathered feedback, but again, nothing happened. There was no calendar for 2016, so the question went to the Barriers Team. They formed a subcommittee in Fall 2014, chaired by John Head. He found that the subcommittee did not have wide enough representation, so they reconvened in Jan. 2015 with a greatly expanded group, with Myrna co-chairing. The work in the Spring was intense. The group found that everybody could not be accommodated, so they worked on the "must haves" and decided that in order for an item to be a "must have," it had to have more than one unit wanting it. They were still at an impasse.

At that point in the process Micheal Crafton proposed an elegant solution: make the instruction weeks 15 required, and the 16th week optional at the discretion of the instructor for finals, presentations, etc. Other "must haves" included: 15 minutes between classes; a Wednesday start in the Fall, as Student Affairs needs days to do programming; and that end of term processing finish early enough in Dec. so that processing is completed before Jan. The calendar got put together at this point. Adding the 16th week and some expansion of the summer schedule made the calendar very tight. The committee tried to put graduation on Sat. when they could. Spring finals end on Tues., so students would stay four more days for a Sat. commencement, so the Spring ceremonies were placed on Thurs. afternoon and evening, when there are no classes and parking is not a problem. Dr. Gantner stated that it was worth trying.

Faculty are not required to use a 16th week. If one chooses not to use it, 10-month faculty have a month off between Dec.-Jan.; a month off between Spring-Summer; one week off between Summer-Fall. It was recognized that when new faculty come in at Fall, classes start very soon afterwards.

International programs and Maymester were discussed. There are flexible dates in Maymester for international students; Dr. Gantner mentioned that "you can go past those days when the Maymester ends. You must, though, pay attention to the financial aid dates and fee payment deadlines." The Summer is starting earlier. The College of Education used to have its own Summer session. It was dropped when this calendar started, but the COE can go back to it.

Dr. Gantner stated that Article IV, Section 1.B.3(c) of the *Policies and Procedures of the University of West Georgia* specifies that faculty participate with administration in the preparation of the academic calendar, including the setting of dates for commencement exercises. The Faculty Senate does not have to vote on the calendar; it participates in the process. Dr. Gantner commented that the academic calendar is actually spread across three divisions: Academic Affairs, Student Affairs, and Business Affairs; faculty do not own the calendar.

Dr. Gantner said that UWG needs a standing university committee to develop a fith year's calendar when the previous one ends, and apply it to the next four years, so we always have five years planned out. Saturday graduations and Summer sessions are especially difficult issues, and we must keep looking at how well they work.

Dr. Yates talked about individual college graduations. In addition to the main graduation ceremony, the hope is that conversations will continue about college/school ceremonies in the future. Shelley Rogers

(Ingram Library) commented about the desirability of continuing to have graduates walk individually across the stage with their names read aloud, and not merely stand to be recognized as a group.

Committee VI: Strategic Planning Committee (Heather Mbaye, Chair)
Action Item:

A) The Strategic Planning Committee recommends the adoption of the following definition, created by a committee under the guidance of Tami Ogletree and Melanie McClellan.

Service Learning

Service Learning is a structured teaching and learning strategy within a course that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and address community priorities.

The Instructor is equipped with knowledge and resources to ensure that:

- The need is identified by the community being served.
- Students engage in critical reflection.
- The service is aligned with student learning outcomes for which the student receives academic credit.
- It is a mutually beneficial partnership that balances student learning with service to the community.

In the discussion on this item, Dr. Ogletree explained that having a University definition of service learning is a necessary first step before applying to be a Service Learning institution (Community Engagement Classification, administered by Carnegie). After this, they will plug courses in, have a database, etc. Students get certification if they take enough courses. It was noted that service learning is tied to a course, not a program. This initiative is intended to help with RPG (retention, progression, graduation).

Item approved unanimously by voice vote.

Committee VIII: Technology Committee (Craig Schroer, Chair)
Information Item:

A) New UWG website

Mr. Schroer and Jami Bower (UCM) provided an introduction to the new UWG website that is being planned via a seven-slide PowerPoint presentation and sample website pages. The following are slides 3-6 of Ms. Bower's presentation:

Web Backstory.

Fall 2014

- Web Advisory Committee
    - Blake Adams, Jami Bower, Denny Chasteen, John Head, Kevin Hemphill, Kathy Kral, Julie Lineback, April Saunders, Craig Schroer
- Committee Charge
    - Develop an overarching web strategy, blueprint, and action plan tied to institutional imperatives and steeped in research for evolving and elevating the UWG (.edu) site
    - Transform and simplify the UWG end-user experience and enhance our reputation

Winter-Summer 2015

- Conducted research and development, improvement initiatives for feedback, metrics for measurement, and review/assessment
- Conducted site testing with key constituencies during development phases
- Performed CMS analyses, internal assessment, and development/support agreements
- Created and completed an RFP process for awarding external web development partners

Fall 2015

- Created wireframes/concepts for developing a final site design

Objectives.

- Enhance the visual identity and appearance
    - ❑ New theme, fonts, colors, and other graphical branding elements
- Improve the layout, navigation and overall functionality of the site
- Establish and maintain consistency (theme, layout, navigation and content standards)
- Implement a new CMS that's easy to use, to update and that's compliant (ADA)
- Update and migrate current content to the new CMS
- Improve accuracy, currency, and consistency of information
- Improve timeliness of information for and about our degrees, programs, courses, faculty, staff, students, admissions, events, schedules, deadlines, etc.
- Improve our presence in ranking in organic web searches
- Improve our integration and presence across all social media platforms
- Incorporate mobile responsive design
- Implement mandatory visual and web usage guidelines
- Realign staff and resources
- Identify certified content owners/editors and provide ongoing training and support

Timeline.

- Complete Site Design: February 2016
- Implement Design: April 2016
- Migrate Content: May 2016 - August 2016
- First 40 Sites Migrated = 90% of Web Traffic

Migration Plan.

Phase 1
- UWG main
- business, nursing, education, coss, cosm, coah, honors
- admissions, careerservices, counseling, csi, financialaid, health, housing, orientation, registrar, urec
- ecore, newnan, uwgonline
- advancedacad, advising, gradstudies
- library, coliseum, ucm, alumni, its
- aux, bursar, hrpay, parking, police, wolvescard
- president, engagewest

Ms. Bower explained that the Web Advisory Committee has been meeting weekly since Fall 2014 and has used "a wealth of analytics" to inform their decision-making. They want to satisfy a wide range of objectives and to transform the user experience. After Ewa Hallman was hired as Web Developer, an RFP went out. At this point, the Committee has come in under budget and right on time. A complete site design is expected Feb., 2016, with implementation in April. Content will be migrated beginning in May, under a three-phase plan.

Mr. Schroer showed 10 wireframes (images of the redesign). The "Go West" and UWG shield are key branding marks and always stay on top of a webpage; so does a banner. To see the images, go to: westga.edu/webrevolution and use the password: revolution. Please contact Mr. Schroer if you have questions. Also, please don't share this information beyond the University for now.

Committee XII: Budget Committee (Andrea Stanfield, Chair)
Information Item:

A) President Marrero's update on the budget prioritization process for FY17

Dr. Marrero discussed the budget prioritization process in conjunction with slides and a double-sided handout. You may view the budget documents online via the Budget Services webpages at: http://www.westga.edu/assetsDept/budget/UWG_FY_2017_Budget_Hearing_Packet_Final(1).pdf.

Dr. Marrero's notes for these Minutes are the following:

FACULTY SENATE - FY2017 BUDGET REQUEST PRESENTATION: All of these efforts are integral to UWG's new strategic plan – aligning the strategic plan with strategic budgeting - and its four imperatives: Student Success, Academic Success, Partnership Success and Operational Success. The new funds request are a direct outcome of the UWG Engage West transformative initiative, where all individuals are involved in the setting of institutional goals and objectives and are measured in their progress of attainment. The budget development process was taken into every unit on campus and was a complete grass roots developmental endeavor. It reflects the energy and enthusiasm of the entire community not only in direction but also in priority. **Focus of prioritization – student success and completion, high impact growth and market aligned programs, compliance/risk/safety, rewarding performance.**

When you review the "New Funds" tab of the complete budget narrative and spreadsheets you will see color coding indicating the potential source of funding: green for state appropriation, blue for graduate tuition, and yellow for undergraduate tuition. Without knowing what the final result will be regarding tuition increases, we have provided a single list of specific priorities but coded them in the recognition that there may be more than one source of new funds. In addition, as presented today to the Faculty Senate, you have a spreadsheet identifying Tier 1, 2, 3 and 4 line items. **The total request is $4,699,907, all from state appropriations if that is the only source of new funds.** If tuition increases of 9% at the graduate level (Tier 2) and 2.5% at the undergraduate level (Tier 3) are authorized, the state appropriation request would be reduced by $350,000 for the graduate tuition increase and $1,150,000 for the undergraduate tuition increase. Growth revenue (Tier 4), approximately $1.15M will be invested in P&T recurring costs, faculty/staff salary equity, annual operating, and campus center and coliseum support.

- **Focusing specific priorities, needs, challenges & opportunities** – CCG/RPG #1, Shortening Time to Degree, Strategic Enrollment Growth – core faculty (bottlenecks), QEP implementation, high growth and market based programs (health sciences), Articulation Agreements & Satellite Campus Growth, Investment in Services (Advising) and Instruction, New Innovation and Models of Delivery (eCore/online), Compliance Reporting, HR support, Financial Aid, Student Services and Compliance, Technology and ITS support, Campus Safety and Risk Management

- **Total amount requested = $4,699,907 in three tiers**:
    New Funds Priorities - Tier 1 ($3.2M – refer to spreadsheet - green) – Tight synergy between faculty positions, instructional technology and lab support, strengthening of advising, student services, financial aid, compliance and safety – all to enhance the student experience, shorten time to degree relieving bottleneck in popular core seats with record freshman class and next phase implementation of the QEP (Essential Writing Skills in areas D and E)
    Tier 2 ($350,000 - blue) – source from grad tuition increase critical to grad instructional/service growth – currently cannibalizing undergrad resources to fulfill need = Grad Faculty in Sociology, Nursing, College of Education; expanding graduate student research; expand Nursing Program; History admin support.
    Tier 3 ($1,150,000 - yellow) – funding from undergrad tuition increase critical to operation effectiveness, accountability, financial services, public safety/Police, ITS support and expansion in Newnan) - refer to excel spreadsheet
    Argument for Tuition increases - undergraduate 2.5% (imperative to fund critical needs in Tier 3 see above), graduate 9% (imperative to fund critical needs in Tier 2 see above) – argument -

sector inequities – with increase will be equal to Valdosta, and be still 14% and 17% below GSouthern and KSU – see chart) - reasoning and outcomes – market elasticity, further deterioration of undergraduate program funding. Have largest graduate enrollment in our history.

Summary:

Each prioritized item identifies the strategic plan focus based on the expected outcome. These requests will serve our students through ensuring that our SACS COC Quality Enhancement Plan, "Writing Across the Curriculum," is strongly supported and that the "Complete College Georgia" initiative is continued aggressively. UWG is also committed to students in all co-curricular areas but especially those that overlap the arenas of campus safety and student intervention. Although the majority of our request is purposefully directed at student and academic success, we also need to support external partnership success and organizational success in order to have the proper balance that fosters continued growth. [End of Dr. Marrero's provided notes.]

Dr. Marrero commented that the Chancellor will be lobbying for a 1-3% increase for salaries. This amount is approximately $150M per percentage point, thus 3% would be $450M (recurring) if all state employees got it. Dr. Marrero said that $4M in totality went to faculty and staff salary increases in the last two years—one of the largest increases in the USG. The President also commented that 40+ positions were added in the last two years at UWG, but no departmental operation budget funding, so we have included $310K from our growth revenue (Tier 4). The budget presentation to the BOR went well; now we wait to hear the results in April. He added that our budget process is likely the most transparent in the USG.

Faculty are encouraged to express opinions to Ms. Stanfield, Chair of the Budget Committee.

5. Old business

A) Dr. Willox reported on the search for a Senior Diversity Officer. The first meeting of the search committee will be next week, with the position posted before the Winter Break. They plan to bring candidates hear in the Spring and have the hiree start in Summer.

6. New business: none

7. Announcements

A) Dr. Farmer reminded everyone that this is Elizabeth Kramer's last meeting as Chair, and Dr. Farmer thanked Dr. Kramer on behalf of the Faculty Senate for her service.

Dr. Kramer responded that she had a long list of people to thank: Julia Farmer, the Executive Committee, Jeff Johnson, Shelley Rogers, Committee chairs, the Provost, the President, the administrative staff, the administrators who served on committees, the students, and all Faculty Senators. She commented that faculty governance is alive and well here at UWG, and she looks forward to seeing it continue in the years ahead.
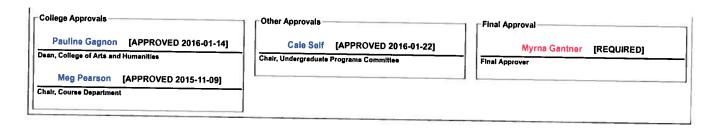
She received a standing ovation from those present.

8. Adjournment

The meeting adjourned at 4:55 p.m.

Respectfully submitted,
Shelley Rogers
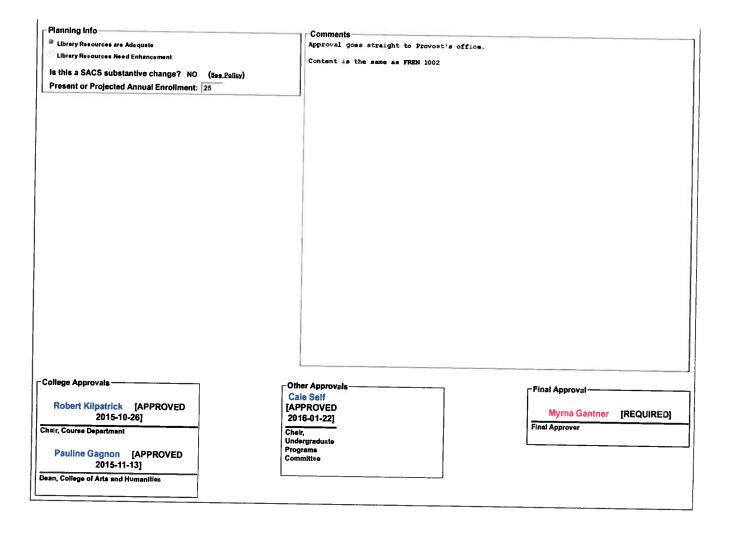Executive Secretary of the Faculty Senate and General Faculty

Addendum II

Program View (Read-Only)

Originator

College of Arts and Humanities	English and Philosophy Department	Pearson, Meg
College	Department	Originator

What would you like to do?

○ Add New Program ● Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing
Program ○ Reactivate Existing Program

Modifications

☐ Program Name ☑ Program Description ☐ Degree Name ☐ See Details
☐ Senate Action Item (See Procedure)

Program Selection

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

Bachelor of Arts with a Major in English		
Program Name		

On Campus	Undergraduate
Program Location	Degree Level

Bachelor of Arts	
Degree Name	

Fall	2016
Effective Semester/Year	

Modification Details

Two ENGL courses in Area F Professional Education Sequence for this track will be replaced by SEED courses as follows:

1. ENGL 4238 Methods for Teaching Secondary English Ed (4 credits) will become SEED 4285 temporarily before becoming SEED 4238: Instructional Strategies for Secondary Education in English (3 hrs) + SEED 4238L: Lab for Instructional Strategy (1hr)
2. ENGL 4286 Teaching Internship (9 hrs) will become SEED 4286 (9hrs) + SEED 4289 Seminar (3 hours), which will be co-requisites.

The number of credit hours in the track will increase 3 hours to 127 when all SEED courses are activated. Certification will remain unchanged.

Students in the track will have advisors in both ENGL and CoE.

(Max 4000 characters)

Rationale

Workload issues and shrinking faculty resources within ENGL.

(Max 4000 characters)

Planning Info

⦿ Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? NO   (See Policy)
Present or Projected Annual Enrollment: 125

Comments

The English Education track in all other areas remains unchanged.

(Max 4000 characters)

College Approvals

Pauline Gagnon   [APPROVED 2016-01-14]
Dean, College of Arts and Humanities

Meg Pearson   [APPROVED 2015-11-09]
Chair, Course Department

Other Approvals

Cale Self   [APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Course View (Read Only)

Originator

Foreign Languages Department
Department

College of Arts and Humanities
College

Kilpatrick, Robert
Originator

What would you like to do?

- ⦿ Add New Course
- ○ Modify Existing Course
- ○ Delete Existing Course

Modifications

☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☑ See Comments   ☐ Senate Action Item
(See Procedure)

Course Details

FREN   **1001C**   **Elementary French I - Block**
Prefix   Number   Course Title

Introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions.

Course Catalog Description

3		3	Spring - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

1002C (Elementary French II - Block)

Rationale

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change?   NO   (See Policy)
Present or Projected Annual Enrollment: 25

Comments

Approval goes straight to Provost's Office.

Content is the same as FREN 1001

College Approvals

Robert Kilpatrick   [APPROVED 2015-10-26]
Chair, Course Department

Pauline Gagnon   [APPROVED 2015-11-13]
Dean, College of Arts and Humanities

Other Approvals

Cale Self
[APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Course View (Read Only)

Originator

Foreign Languages Department
Department

College of Arts and Humanities
College

Kilpatrick, Robert
Originator

What would you like to do?

◉ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☑ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☑ See Comments   ☐ Senate Action Item
(See Procedure)

Course Details

FREN   **1002C**   **Elementary French II - Block**
Prefix   Number   Course Title

Continued listening, speaking, reading and writing in French with further study of the culture of French-speaking regions. Pre-requisite: FREN 1001 with a grade of C or better or two years high school study

Course Catalog Description

3		3	Spring - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

FREN 1001C (Elementary French I - Block); this is a concurrent prerequisite. Minimum of C in 1001C to remain enrolled in FREN 1002C.

Corequisites

Rationale

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

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

Present or Projected Annual Enrollment: 25

Comments
Approval goes straight to Provost's office.

Content is the same as FREN 1002

College Approvals

Robert Kilpatrick [APPROVED 2015-10-26]

Chair, Course Department

Pauline Gagnon [APPROVED 2015-11-13]

Dean, College of Arts and Humanities

Other Approvals

Cale Self
[APPROVED 2016-01-22]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Course View (Read Only)

Attachments
Current File: 3211QSayff12.9.13.docx

Originator

Foreign Languages Department	College of Arts and Humanities	Kilpatrick, Robert
Department	College	Originator

What would you like to do?

○ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications (See Procedure)

☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☑ See Comments   Senate Action Item

Course Details

FREN	3212	Topics in Francophone Cinema
Prefix	Number	Course Title

Course information for this course can not be populated automatically because the latest change has not yet been added to the catalog. Please update this information manually. You will have to get the correct information by looking it up here in the CSS system to find the most recent requested change.

Course Catalog Description

3.00		3	Fall - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

The French section regularly offers 3000-level courses focusing on Francophone cinema, but we have typically used the 3211 designation (Topics in French Culture). This new course title would more accurately reflect the content of these 3000-level courses and underline the film-based nature of the content. The course would count as an elective towards the French major or minor and could also support the Film Studies Minor through cross-listing.

Planning Info

○ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

Sample syllabus is attached. No prerequisites are listed because the language of instruction will vary between English and French. Language of instruction would be listed in comments section of the course bulletin.

Attachments

Current File: 3211OSsyll#12.9.13.docx

College Approvals

Robert Kilpatrick [APPROVED 2015-11-11]

Chair, Course Department

Pauline Gagnon [APPROVED 2015-11-13]

Dean, College of Arts and Humanities

Other Approvals

Cale Self [APPROVED 2016-01-22]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Professor: Lynn Anderson (landerso@westga.edu)
Office: Cobb Hall 110 (678-839-5958)
Office Hours: MW 12:10 – 1:50; 3:30 – 4:00, F 12:10 – 2 p.m. and by appointment

Statement on Course Content. As the title of this course suggests, we will examine films and texts containing content for a mature audience. Our task is to analyze the texts from an academic perspective using theories and techniques developed primarily within the Humanities. While it will often be appropriate to criticize texts and ideas, it is essential that we do so in a professional, academic way, showing the utmost respect for others.

Course Description. The Humanities and Fine Arts have a unique and crucial perspective to offer to the study of gender and sexuality in preparing students to think critically, to cultivate their imaginations, to understand divergent and contingent viewpoints, and to respect and understand cultural differences. This course introduces students to the critical study of gender and sexuality in the Humanities and Fine Arts through the close examination of French and Francophone films in conjunction with theoretical texts that have developed out of the core disciplines of the Humanities and Fine Arts. Students will be encouraged to apply their insights to the environments in which they currently live. Students will also be asked to make comparisons between cultures and to develop an understanding for the multiple factors influencing ideas and practices related to gender and sexuality, including class, race, ethnicity, time, and place.

Learning Outcomes. Students will...
- identify and describe how gendered and sexual codes are utilized in cultural films and texts.
- demonstrate the ability to use critical thinking skills to interrogate cultural assumptions regarding gender and sexuality.
- describe and evaluate, orally and in writing, the role of cultural differences on portrayals of gender in textual and visual media.
- describe and evaluate, orally and in writing, contemporary attitudes and representations of gender and sexuality in a broader historical context.
- demonstrate an awareness of prevailing theories used to analyze gender and sexuality in the Humanities.
- analyze and evaluate, orally and in writing, gendered and sexual codes through a diverse set of lenses, including race, class, sexual orientation, and ethnicity.
- use technical cinematic terms to analyze the form and content of French and Francophone films.
- write effective short and longer academic essays on and film, gender and sexuality in French.
- improve speaking and listening skills in French through study of French and Francophone film, followed by engaged classroom discussions.

Films (à la réserve à la bibliothèque et au bureau départemental, Cobb 107; disponible chez NetFlix aussi ; *on reserve in the library and in the departmental office, Cobb 107; available through NetFlix also*).

> *La Femme Nikita.* Dir. Luc Besson. 1990.
> *Jules et Jim.* Dir. François Truffaut. 1962.
> *Gazon maudit.* (*French Twist*). Dir. Josiane Balasko. 1995.
> *ma vie en rose.* (*my life in pink*). Dir. Alain Berliner. 1997.
> *Karmen Geï.* Dir. Joseph Gaï Ramaka. 2001.
> *Bizet's Carmen.* Dir. Francesco Rosi, 1984.
> *Le Placard.* (*The Closet*). Dir. Francis Veber. 2001.
> *La Cage aux folles.* (*The Bird Cage*). Dir. Edouard Molinaro. 1977.
> *Dangerous Liaisons.* Dir. Stephen Frears.

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Les Liaisons dangereuses. (*Dangerous Liaisons*) Dir. Roger Vadim. 1960.

<u>Textes</u>: 1) Il faut acheter ce texte à la librairie universitaire pour avoir l'édition correcte :
Les Liaisons dangereuses. Choderlos de Laclos. Bibliolycée, Hachette Livre, 2009. (Toward the end of the semester we will read key selections from this text to supplement the two films we will watch that are based on this book).

2) Matières supplémentaires sur D2L.

Course Requirements.

4 Response Papers...4 x 5% = 20%	

(Response Paper #4 can be on films starting with and following *La Cage aux folles* unless you have already written on *La Cage aux folles*. If your paper is on either the Frears film *Dangerous Liaisons* or the Vadim film *Les Liaisons dangereuses*, the secondary text from which you may quote is the actual text by Laclos, the assigned documentation in the Laclos book or the optional articles listed with the Vadim film below).

1 Final Portfolio..30%	
Feuille de travail quotidienne...15%	
Viewing, Reading and other Quizzes..15%	
Participation...20%	

Response Papers. You will write 4 response papers in French throughout the semester. The required length for each paper is 2-3 pages, double-spaced, 12-point font, 1-1.25" margins, top, bottom, left and right. Please see "How to Write a Response Paper" below for additional information about the content and format of these papers. **I will not accept papers that are not double-spaced and stapled WITH the rubric. I will not accept papers submitted electronically. Response Papers submitted late will be reduced by 5% per school day up to a maximum of 7 days, with the exception of Response Paper #4, which is not accepted late.**

Final Portfolio. At the end of the semester, you will submit a portfolio of your work, including two revised Response Papers in French and a cover paper of 3-4 double-spaced pages in French. Please see "How to Prepare the Final Portfolio" below for additional instructions.

Reading / Viewing Quizzes. There will be a number of unannounced reading/viewing quizzes throughout the semester. You will take the quizzes within the first 10 minutes of class. Students who are absent or come late to class will not be able to make up the quizzes or receive extra time. The quizzes will include objective (multiple-choice, fill-in-the-blank, etc.) and subjective (short answer) components, all of which will be directly related to the material assigned for the day. Because most of our film critiques and theoretical readings will be in English, if a quiz question concerns the specifics of such readings, then I will specify that the answer may be in English. Otherwise all quiz answers must be in French. **I will drop the 2 lowest quiz grades (including grades of 0 due to absences and tardies) at the end of the semester.**

Participation. Participation is ESSENTIAL in this course. In order to contribute to the class, you should...

> ...read or view all of the assigned materials.
> ...complete all writing assignments.
> ...bring the readings to class for every session.
> ...ask questions in class regarding the readings and films.
> ...take notes in class when appropriate.
> ...demonstrate knowledge of the material in class discussions and group activities.

You should NOT...

> ...arrive late, disappear, or leave early (3 times = 1 absence).

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...have your cell phone or any other electronic device audible or visible, or text or otherwise use electronic device in class (2 disruptions = 1 absence).

...distract other students (2 disruptions = 1 absence).

You will print out the participation rubric from D2L two times during the semester and assign your own grades. The instructor will determine whether changes are required based on her observations. **Failure to turn in the participation rubric on time will lead to a 5% deduction from the participation grade.**

How to Write a Response Paper

The four Response Papers, written in French, are due on the following dates at 5 p.m. under my door, Cobb 110:

1.   Friday, September 20
2.   Friday, October 11
3.   Friday, November 8
4.   Tuesday, December 3 NO LATE PAPERS ACCEPTED—PAPERS RECEIVED AFTER 12/3 WILL RECEIVE A ZERO, since I will need to return the graded paper to students by <u>Friday, December 6</u> for those who wish to use it for the final portfolio. Response Paper #4 can be on films starting with and following *La Cage aux folles* unless you have already written on *La Cage aux folles*. If your paper is on either the Frears film *Dangerous Liaisons* or the Vadim film *Les Liaisons dangereuses*, the secondary text from which you may quote includes the actual text by Laclos, the additional documentation in the Laclos book, and the optional articles listed on the syllabus for the Vadim film.

Please format your Response Papers according to these guidelines and those in the rubric on D2L > Compositions:

      --Staple the paper WITH the rubric on top (available on D2L > Compositions). **BE SURE TO USE THE RUBRIC THAT STATES "revised October 29, 2013" at the bottom.**

      --Cover page with the paper's title and your name

      --<u>2-3 full pages</u>, single-sided, double-spaced, 1-1.25" margins (top, bottom, left and right), 12-point Times New Roman font. "<u>Full pages</u>" means that for at least <u>two full pages</u> the text should occupy all the space within the 1-1.25" margins (top, bottom, left and right). Points will be lost for papers that do not comply with this guideline, per the rubric on D2L > Compositions.

      --I will not grade papers that are not double-spaced and/or that are not stapled WITH the rubric.

      --Give your paper a descriptive title. "Response Paper 1" is not descriptive. "La Célébration du Pouvoir Féminin dans *Karmen Geï*" is better because it names a film and a particular theme to be studied in that film.

In terms of content, you may approach the Response Papers from a variety of angles. However, a good response paper must:

- discuss at least **one film** that we have studied in class in the weeks immediately before the paper's due date. The discussion
   o   should <u>not</u> include a **description or summary** (what happens?) but rather should provide an **analysis** (why is the subject important?).
   o   use at least **one concrete concept from the secondary texts** (for example, *Genders*, the article on *La Femme Nikita*, *Septième Art*, or another reading assigned on D2L **THAT WAS ASSIGNED SINCE THE PRIOR RESPONSE PAPER**) to comment on the selected primary film(s).

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- o   include at least **one direct quotation** from the film studied or secondary text.
- o   be sure to put the quotation in quotation marks and to indicate the author and page number in parentheses (where relevant – a film will not have page numbers). You do not need to include a Works Cited page unless you cite materials that we have not studied in class.

Sample quotation: The author of *Literary Theory: An Introduction* states that "psychoanalytical literary criticism can be broadly divided into four kinds" (Eagleton 155).

Here are some possible ways to approach the Response Paper:

--provide a close analysis of a small segment of one our primary films using ideas and terms that we have discussed in class.
--compare and contrast episodes from two primary films.
--discuss the relationship between gender/sexuality and race, class, culture, and/or historical moment in one of our primary films.
--explain how the ideas, films and texts we have been discussing in class are relevant to your own life, to events taking place on campus at UWG or in the larger West Georgia community.

How to Prepare the Final Portfolio

The Final Portfolio is due by 6 p.m. on Tuesday, December 10 and should be placed in the box next to my office labeled for this purpose. Late portfolios will be penalized by 10% per day late through December 12 and thereafter will receive a zero. No electronic portfolios will be accepted under any circumstances.

In a 1-inch or smaller three-ring binder, please include the following in this order:

1.   The checklist and rubric available on D2L.

2.   A 3-4 page cover paper, double-spaced, single-sided. Please format the cover paper following the formatting instructions outlined on "How to Write a Response Paper" in the course syllabus.

Please write a paper in French in which you address the following questions:

a.   How do you see the portrayal of gender and sexuality now that you have taken this course? Has your view of these terms changed over the course of the semester? How?

b.   Name a theorist of gender and sexuality (or author of an assigned or optional article or chapter) whose ideas have caught your attention over the course of the semester. What are his/her basic ideas? Do you generally agree with them? Why?

c.   What have you learned over the course of the semester about the way in which gender and sexuality are portrayed in French and Francophone cinema? Do representations of gender and sexual norms and practices change over time? How? Give concrete examples drawing on the texts you discuss in the Response Papers selected for item 3 of the portfolio. If the selected Response Papers do not provide a good venue for addressing these issues, please draw on one or more other films and / or readings assigned this semester instead.

d.   What have you learned over the course of the semester about the relationship between gender, sexuality, and culture? Do gender and sexual norms vary across cultures? In different racial/ethnic groups? Across socioeconomic classes? How? Give concrete examples drawing on the films you discuss in the Response Papers selected for item 3 of the portfolio explained just

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below. If the selected Response Papers do not provide a good venue for addressing these issues, please draw on one or more other films and / or readings assigned this semester instead.

3. **Two** of your Response Papers from earlier in the semester, including my suggestions, corrections, and rubrics. **You need to rewrite these papers** taking into account my comments on the first version. Rewriting the papers does not simply mean correcting the grammar, spelling, vocabulary and construction. It also means rethinking, sharpening, and extending the arguments of each paper. A large part of your grade will be based on the degree and thoughtfulness of your revisions.

Travail requis (*required work*)

Venez en classe **préparés**, ce qui exige un minimum de 4 heures de travail par semaine pour faire les lectures et visionner les films, et *plus de 5 heures lorsque vous avez un travail écrit à remettre*. Consultez-moi si votre temps de travail est bien en-deçà ou au-delà des heures indiquées. (*Come to class prepared, which requires a minimum of four hours of work weekly to do the readings and watch the films, and more than five hours when you have a paper to turn in. Consult with me if the time you work is well under or over the hours indicated.*)

Apportez en classe chaque jour les textes prévus pour ce jour-là, y inclut les versions imprimées des textes sur D2L. Vous aurez déjà écrit des observations et des commentaires détaillés sur ces textes ou dans vos notes afin d'être préparés à participer dans la discussion en classe. (*Bring to class daily the assigned texts for that day, including those printed from D2L. You will have already written observations and detailed commentaries on these texts or in your notes to be prepared to participate in the class discussion*).

Dans ce cours, **les films** sont des textes cinématographiques. Il faut donc les étudier *avant* la classe comme nous le faisons pour les textes écrits. Les films sont à la réserve à la bibliothèque (ils ne circulent pas) et au bureau départemental, Cobb 107 (ils peuvent circuler pour 3 heures, ou pour la nuit après 4h de l'après-midi si vous les rendez avant 10h le matin suivant). Les films sont souvent disponibles chez Blockbuster ou Netflix aussi. Si possible, essayez de voir les films en groupe. C'est plus amusant ! (*In this course, the films are cinematic texts. It is therefore necessary to study them before class as we do with written texts. The films are on reserve at the library (these do not circulate), and in the departmental office, Cobb 107 (these can circulate for 3 hours, or overnight after 4 p.m. if you bring them back by 10 a.m. the next morning). They are also sometimes available through Blockbuster or Netflix*).

Feuille de travail quotidienne / Daily worksheet

Pour chaque classe, vous allez écrire une feuille de travail où vous allez noter vos réactions aux films et aux lectures. La feuille est postée sur D2L.

Présence au cours et participation

Votre présence au cours est **impérative**. Au-delà de deux absences non excusées, la note de participation sera baissée par 2% pour chaque absence non excusée. (*Your presence in class is imperative. Beyond two un-excused absences, the participation grade will be lowered by 2% for each unexcused absence.*)

Absences will be excused:
- for activities sponsored by the university if you give me notice PRIOR to the event AND provide official notification from the sponsoring organization or faculty or the activity is announced in the UWG Daily Report, or
- if you submit an excuse on the day of your return to class signed by a medical professional.

--If you are absent, it is your responsibility to do the assignment and come prepared for the next class.
--Students are expected to come to class on time as well. Repeated lateness will be counted toward an absence.
--Students may not turn in written work for credit without an excused absence.
--Consultez le 'Participation Policy' sur D2L pour des critères précis de participation.

Email communications. To ensure accurate student identification, I will only accept email from **University of West Georgia** email accounts. In addition, students must check their **University of West**

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Georgia email regularly. I will use this method to notify students if there is important information of which they should be aware before our next class meeting.

Academic Honor

The Department of Foreign Languages and Literatures fully supports and adheres to all university policies and procedures regarding **academic honor** (cheating, fabrication, plagiarism, etc). The work you submit in this class is expected to be your own. If you cheat or submit work that has been written with an online translating service, copied without attribution from a published or unpublished source, including the Internet, or that has been prepared or corrected by someone other than you, or that in any way misrepresents someone else's work as your own, you will face severe discipline by the university, which may include dismissal from the class and the grade of F for the class. Plagiarism includes using other people or an online translation service to review your French before submitting written work in this class. Correct attribution of material that is not your own must adhere to the standards in the latest edition of the MLA Handbook. For more information consult the Academic Honor Policy in the Undergraduate Catalog, and the following resources:

Plagiarism--Definition and Prevention
http://www.westga.edu/~engdept/Plagiarism/pladef.html
The Faculty Handbook, sections 207 and 208.0401
http://www.westga.edu/~vpaa/handrev/

Student Uncatalogue: "Rights and Responsiblities"; Appendix J http://www.westga.edu/handbook/

Academic Assistance

The Student Development Center (SDC), 272 Parker Hall, 678-839-6428, http://www.westga.edu/~sdev/, offers free individual counseling for study skills, including note taking, test anxiety, time management and study skills. If you believe you may need these services, please contact the SDC as soon as possible so you may begin receiving these services and perform to the best of your ability! For tutoring in French, please contact the **Excel Center** and / or seek French tutoring in Cobb Lobby on **Tuesdays and Thursdays from 11:00 – 1:30**. **Also, please see me during office hours or make an appointment to discuss strategies for improving your French and writing skills!**

Disability Services

Students who need special accommodations in class, as provided for by the Americans with Disabilities Act, should make an individual appointment with me as soon as possible to present your Student Accommodations Report from the Disability Services Office in order to discuss your situation confidentially. Disability Services is located in the Student Development Center, 272 Parker Hall, 678-839-6428, http://www.westga.edu/~dserve.

Language Laboratory and Computers

You may want to use the large screen in the Language Laboratory, Cobb 131, to watch the films as a group with other class members (friends are welcome, too!) Computers are also available there for language students' use for papers, research, etc.

French Coffee Hour, Film Series and More!

Stop by our weekly *Pause café* for coffee and French conversation in the lobby of Cobb Hall every **Monday from 1 – 2 p.m.**

Study Abroad

The Department of Foreign Languages and Literatures encourages students to take advantage of opportunities for study abroad. The summer program in Tours, France is an excellent way to earn 6 or more French credits toward your degree and immerse yourself in French language and culture! Students spend a month studying in Tours, followed by several nights in Paris! Please consult this site for more information: http://www.westga.edu/~forlang/abroad.htm. Contact Dr. Robert Kilpatrick, rkilpatr.edu, with any questions. The application deadline will be posted on D2L shortly. Scholarships are available!

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Emploi du temps
IMPORTANT:
- *Le travail indiqué est à préparer EN AVANCE pour le jour indiqué sur le syllabus. Il faut donc lire les textes et regarder les films soigneusement avant chaque classe, en notant les aspects importants pour préparer la discussion en classe.*
- *Le travail indiqué peut changer, donc les étudiants doivent consulter le syllabus et leur courriel avant chaque classe.*

Lundi 26 août
Prise de contact. Le syllabus. L'introduction au premier texte et au premier film, *La Femme Nikita*.
Mercredi 28 août
- Film : *La Femme Nikita* ; feuille de travail sur D2L

Lundi 2 septembre: la fête du travail—pas de cours

Mercredi, 4 septembre
- Film : *La Femme Nikita*; feuille de travail sur le film et/ou la lecture (reading) pour aujourd'hui
- Textes sur D2L > Documents utiles: apprenez le vocabulaire du cinéma dans ces documents pour pouvoir l'utiliser pour chaque film dans ce cours :
    - o 1) 7eArtGlossaireDuCinema, 1 page (à être distribué en classe)
    - o 2) 7eArtLangageDuCinema, « Le langage du cinéma et le vocabulaire technique », 16 pages : imprimez (print) et apportez en classe avec vos notes et questions.
    - o 3) LexiqueDuCinema, 4 pages (à être distribué en classe)

Lundi, 9 septembre
- Quiz (10 minutes à la fin de classe), sur le document à D2L > Documents utiles: **7eArtLangageDuCinema, « Le langage du cinéma et le vocabulaire technique »**
- Film : *La Femme Nikita* ; feuille de travail sur le film et/ou la lecture (reading) et/ou les clips sur YouTube pour aujourd'hui
- Texte sur D2L > Documents utiles: "Gender and the Action Heroine: Hardbodies and the 'Point of No Return'" par Jeffrey A. Brown, 22 pages
- Liens (links) sur les études du genre à D2L > Liens utiles—regardez ces passages:
    - 1) Judith Butler documentaire par Arte sur le genre et la performativité—
        - o Part 1/6:
            - Les premières (first) 1.05 minutes: introduction
            - Minute 7:05 jusqu'à (through) minute 9:46: Butler parle de la théorie du genre à l'École des Sciences Politiques à Paris
        - o Part 3/6:
            - Les premières (first) 4 minutes: Butler parle de la théorie du genre dans une librairie à Paris
    - 2) "Judith Butler's Gender As Performance Theory In Two Easy Film Clips" de The Sociological Cinema: lisez la page ET regardez clip 1 et clip 2

Mercredi, 11 septembre. Le genre, la sexualité et le cinéma de la Nouvelle Vague
- Film : *Jules et Jim*.
- Document sur D2L > Documents utiles: feuille de travail spéciale : *Jules et Jim*—Jour 1—à remplir pendant le film.

Lundi 16 septembre. Femme déesse, femme muse, « vraie femme » ?; la Nouvelle Vague
- Film : *Jules et Jim*.
- Document sur D2L > Documents utiles: feuille de travail spéciale : *Jules et Jim*—Jour 2

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Automne 2013 (some language adapted from J. Zamostny's XIDS 2100 Intro to Gender Studies syllabus)

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- Texte sur <u>D2L > Documents utiles</u>: **pages 87 – 89** du chapitre 5, *Septième Art*: lisez et réfléchissez sur la Nouvelle Vague et le cinéma « d'auteur » et réfléchissez aux correspondances des approches de la Nouvelle Vague dans *Jules et Jim*
- Lisez le texte sur <u>D2L > Documents utiles</u>: « Truffaut repense l'amour », pages **55 - 57**, de *Masculin singulier* par Geneviève Sellier.

Mercredi 18 septembre. L'amour à trois: l'utopie ou l'enfer?
- Film : *Jules et Jim*.
- Document sur <u>D2L > Documents utiles</u>: **feuille de travail spéciale**: *Jules et Jim*—**Jour 3**, basée sur le site http://franklin.davidson.edu/lrc/french/fc/Jules/Jules.html
- Texte sur <u>D2L > Documents utiles</u> : «Introduction», pages **1 – 19** et **24 - 25**, de *Genders* par David Glover and Cora Kaplan
- Lisez le texte sur <u>D2L > Documents utiles</u>: « La consécration de *Jules et Jim* », pages **168 – 171**, de *Masculin singulier* par Geneviève Sellier.

Vendredi 20 septembre: "French response paper 1" est à rendre aujourd'hui à 5h de l'après-midi sous ma porte, Cobb 110. Lisez la page 3 du syllabus pour les consignes.

Lundi 23 septembre.
- Film : *Gazon maudit*.
- Document sur <u>D2L > Documents utiles</u>: **feuille de travail spéciale**

Mercredi 25 septembre.
- Film : *Gazon maudit*.
- Feuille de travail normale sur D2L
- Texte sur D2L > Documents utiles: "Unruly Woman? Josiane Balasko, French Comedy, and *Gazon maudit*" par Brigitte Rollet. Du livre *French Cinema in the 1990s: Continuity and Difference*. Phil Powrie, ed. Oxford: Oxford UP, 1999.

Lundi 30 septembre. L'amour à trois: l'utopie ou l'enfer?
- Film : *Gazon maudit*.
- Feuille de travail normale sur D2L, **PLUS** des réponses aux questions 1 – 5 de la Section « Vrai ou faux » à la page 159 du *Septième Art* (réfléchissez seulement aux questions de « Discutons ») : sur la feuille de travail normale, écrivez sur le rapport entre les idées dans *Literary Feminisms* ou *Septième Art* et *Gazon maudit*.
- Texte sur D2L > Extrait du *Septième Art* : pages 158 – 159 du chapitre 10 seulement
- Texte sur D2L > Documents utiles: Vous avez le choix de lire UN de ces deux lectures pour aujourd'hui (you have the choice of reading ONE of these two readings for today)—I recommend reading the first one if possible because it relates gender studies directly to *Gazon maudit* :
  - "'Hardly Grazing', Josiane Balasko's *Gazon maudit* (1995): The *mise-en-textes* and *mise-en-scene* of Sexuality/ies" par Susan Hayward, pp. 131 – 146 du livre *Gay Signatures: Gay and Lesbian Theory, Fiction and Film in France, 1945 – 1995*. Ed. Owen Heathcote, Alex Hughes and James S. Williams. New York: Berg, 1998 **OU (OR)**
  - 199 - 213 du livre, *Literary Feminisms* par Ruth Robbins. Palgrave, 2000.

Mercredi 2 octobre. La transsexualité et l'enfance: l'interdiction et la contrainte sociale
- Film: *ma vie en rose*
- Sur <u>D2L > Documents utiles</u>: **feuille de travail spéciale**: pages 164 – 167 du *Septième Art*, chapitre 10 : écrivez les réponses aux questions aux pages 165 – 166 et réfléchissez seulement aux questions à la page 167.

Lundi 7 octobre. La transsexualité et l'enfance: l'interdiction et la contrainte sociale
- Film: *ma vie en rose*

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- Feuille de travail normale sur D2L: écrivez sur le rapport entre le film et l'article au-dessous
- Texte sur D2L: "Boys Won't Be Boys: Cross-Gender Masquerade and Queer Agency in *Ma vie en rose*" par Cordula Quint du livre *Where the Boys Are: Cinemas of Masculinity and Youth*. Ed. Murray Pomerance et Frances Gateward. Detroit: Wayne State UP, 2005.
- Ecoutez l'entretien sur le nouveau documentaire, *Valentine Road*, (13 minutes) à http://www.npr.org/2013/09/30/226597210/valentine-road-a-path-to-teen-tragedy et réfléchissez sur le rapport entre les individus qui ne se conforment pas aux normes du genre et l'intolérance et même la violence de certains éléments de la société envers ces individus. Comment la société pourrait-elle devenir plus juste envers ceux qui ne se conforment pas aux normes du genre ?

Mercredi 9 octobre. *ma vie en rose*. La transsexualité: vers une société plus tolérante?
- Film: *ma vie en rose*
- Feuille de travail normale sur D2L : écrivez sur le rapport entre le film et l'entretien avec Joy Ladin
- Ecoutez l'entretien sur la transsexualité avec Joy Ladin sur l'émission « On Being » à http://www.onbeing.org/program/gender-and-the-syntax-of-being-joy-ladin-on-identity-and-transition/5646. Vous avez le choix d'écouter la version éditée de 51 minutes OU non-éditée d'une heure et 38 minutes. Notez que vous pouvez télécharger (download) ce podcast et l'écouter dans la voiture, dans la cuisine, etc. pour gagner du temps
- Judith Butler documentaire par Arte sur le genre : http://www.youtube.com/watch?v=ALx1MEW2P3U&list=PL7431C65C01DDAB10 —Part 3/6: minute 4:30 jusqu'à (through) minute 6:44: Butler parle d'un adolescent tué par d'autres adolescents pour ses maniérismes féminins
- Lisez ce court article (1 page): http://www.latimes.com/local/lanow/la-me-ln-trangender-teen-homecoming-queen-criticism-praise-20130922,0,2193139.story
- Facultatif (optional): Lisez ce court article (2 pages) sur un enfant transgenre: http://articles.latimes.com/2012/jun/15/local/la-me-transgender-kids-20120615/2

Vendredi 11 octobre: "French response paper 2" est à rendre aujourd'hui à 5h de l'après-midi sous ma porte, Cobb 110. Lisez les pages 3 - 4 du syllabus pour les consignes. **Utilisez la nouvelle rubrique sur D2L**

Lundi 14 octobre.
- Film: *Karmen Geï* de Joseph Gaï Ramaka (82 minutes) ET aux 'Special Features' du DVD, l'entretien avec Dr. Joanna Grabski (26 minutes: c'est très important pour le contexte socio-culturel et nécessaire pour la feuille de travail spéciale).
- Document sur D2L > Documents utiles: *Karmen Geï* feuille de travail spéciale à remplir pendant le film; avec des questions de discussion à préparer pour classe.

Mercredi 16 octobre. La célébration du pouvoir féminin : une Carmen pour le 21ᵉ siècle.
- Film: *Karmen Geï* de Joseph Gaï Ramaka.
- Feuille de travail normale sur le rapport entre le film et un des textes ci-dessous.
- Texte sur D2L > Documents utiles: « Le cinéma africain francophone », pp. 169 – 72. Réfléchissez aux questions pour la discussion en classe.
- Texte sur D2L > Documents utiles: "A Postcolonial Carmen," par Phil Powrie, pp. 143 – 153 du livre, *Carmen on Film: A Cultural History*. Ed. Phil Powrie, Bruce Babington, Ann Davies and Chris Perriam. Indiana U Press, 2007.

Lundi 21 octobre. La représentation de la classe sociale, de l'oppression politique et de la sexualité.
- Film: *Bizet's Carmen* de Francesco Rosi, 1984. (Beaucoup de spectateurs considèrent cette production filmique de *Carmen* comme LA MEILLEURE production de cet opéra). **Comme d'habitude, ce film est sous réserve à la bibliothèque ET est dans le bureau départemental**
- Feuille de travail spéciale sur D2L > Documents utiles > BizetCarmenfdtspéciale

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- Continuez de réfléchir aux concepts de l'article de Quint (du 7 octobre) en ce qui concerne les structures de pouvoir et de contrôle pour maintenir une société patriarcale. Dans le contexte de *Carmen*, on peut appliquer ces concepts à la violence domestique et au meurtre prémédité de Carmen, une femme qui veut surtout être libre.
- Facultatif (optional) mais utile: une revue de ce film par le NY Times :
  http://www.nytimes.com/1984/09/20/movies/bizet-s-carmen-from-francesco-rosi.html

Mercredi 23 octobre. La représentation de la classe sociale, de l'oppression politique et de la sexualité.
- Film: *Bizet's Carmen* de Francesco Rosi, 1984.
- Feuille de travail normale sur le rapport entre le film et le texte de McClary ci-dessous, ou une comparaison entre *Bizet's Carmen* et *Karmen Geï*.
- Textes sur D2L: « Images of race, class and gender in nineteenth century French culture », un chapitre du livre par Susan McClary, *Georges Bizet: Carmen*, Cambridge UP, 1992, et pp. 29 - 43 et *Carmen on film* pp. 130 – 131; 141- 146, du même livre.
- Texte sur D2L: Facultatif mais utile (OPTIONAL but useful): "Mapping Carmen" et "Theorizing Carmen" du livre, *Carmen on Film: A Cultural History*. Ed. Phil Powrie, Bruce Babington, Ann Davies and Chris Perriam. Indiana U Press, 2007.

Lundi 28 octobre.
- Film: *Le Placard* (*The Closet*).
- Feuille de travail normale AVEC une réponse à ces questions: est-ce que ce film est vraiment sur le sujet de l'homosexualité, ou est-ce que ce film est plutôt sur *la réaction* de la culture hétéronormative *à* l'homosexualité? Comment les personnages qui sont réellement homosexuels sont-ils présentés dans ce film? Comment est-ce que le film se termine? Qu'est-ce que cela suggère?
- A rendre en classe: feuille de préparation et participation sur D2L > Document utiles > Participation Rubric.

Mercredi 30 octobre.
- Film: *Le Placard* (*The Closet*)
- Feuille de travail normale sur le rapport entre le film et un des textes ci-dessous.
- Texte sur D2L: "Gay Characters in the Margins: Gender-Based Stereotypes in Subtitled French Film" by Sheila Turek. *The Journal of Popular Culture*, Vol. 45, No. 5, 2012.
- Seulement les pages 53 – 56, 58 – 59 et 62 – 63 du texte sur D2L: "Gallic Dreams? The family, PaCS and kinship relations in millennial France" by Vinay Swamy. *Studies in French Cinema*, Vol. 6, No. 1, 2006.
- Facultatif (optional): link to hearing for The Matthew Shepard Hate Crimes Prevention Act of 2009 at the site of the U.S. Congress:
  http://www.gpo.gov/fdsys/pkg/CHRG-111shrg56684/pdf/CHRG-111shrg56684.pdf
- Facultatif (optional): link to Title 18, Section 249, Hate Crimes Act:
  http://www.gpo.gov/fdsys/pkg/USCODE-2012-title18/pdf/USCODE-2012-title18-partI-chap13-sec249.pdf

Lundi 4 novembre.
- Film: *La Cage aux folles.*
- **FILMfdtspéciale** sur D2L > Documents utiles.
- Commencez à lire les articles qu'on va traiter en classe mercredi.

IMPORTANT: If you have not done so already, buy in the UWG bookstore the exact edition of the book, *Les liaisons dangereuses*, which is noted on page two of the syllabus. The specific text in the bookstore is necessary for these reasons:

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- If you have a different edition you will literally not be on the same page as the other students and you will cause time to be lost in class as you search for the precise passage we are discussing.
- This edition has study questions and supplemental material on which quizzes and class discussion will be based—without this edition you will not have access to this material and won't have the background needed to understand the class discussion and quizzes.
- Students who come to class without the book on days when passages from it are assigned will be unable to participate in the textual analysis for those days and will be asked to sit in a different part of the class and take notes while the students who do have the book participate in class.

Mercredi 6 novembre.
- Film: *La Cage aux folles.*
- Feuille de travail normale sur UN des deux lectures pour aujourd'hui
- Lisez les DEUX articles sur D2L > Documents utiles:
  - « It's Playtime at *La Cage aux folles*: Subversion des Genres et Revendications Politiques » par Ammour-Mayeur.
  - « Fun with Fairies: Representation of Gender Identity in *La Cage aux folles* and *The Birdcage* » par Haret.
- **Possible quiz on one or both of the above two readings for today.**

Lundi 11 novembre.
- Film: *Dangerous Liaisons.* Dir. Frears.
- **FILMfdtspéciale** sur D2L > Documents utiles.
- Texte sur D2L : à venir.
- Quiz sur le film ?

IMPORTANT: If you have not done so already, buy in the UWG bookstore the exact edition of the book, *Les liaisons dangereuses*, which is noted on page two of the syllabus. The specific text in the bookstore is necessary for these reasons:
- If you have a different edition you will literally not be on the same page as the other students and you will cause time to be lost in class as you search for the precise passage we are discussing.
- This edition has study questions and supplemental material on which quizzes and class discussion will be based—without this edition you will not have access to this material and won't have the background needed to understand the class discussion and quizzes.
- Students who come to class without the book on days when passages from it are assigned will be unable to participate in the textual analysis for those days and will be asked to sit in a different part of the class and take notes while the students who do have the book participate in class.

Please turn off cell phones during class. Students who text, check text messages or otherwise use cell phones in class are not able to participate and may be asked to leave. Students in this class should expect to study at least 3 – 4 hours for each class period. Use this study time to look up and write down vocabulary needed for class discussion.

Mercredi 13 novembre: le discours du désir et de la séduction
- Film: *Dangerous Liaisons.* Dir. Frears.
- Texte : *Les Liaisons dangereuses* de Laclos :
  - Pages 5 – 6, pages 417 – 424 +
  - Lettres 2, 4 et 5
- Feuille de travail normale sur le texte (ou le rapport entre le texte et le film)
- Quiz sur le film et / ou le texte ?

Lundi 18 novembre: le discours de la séduction et de la destruction
- Texte : *Les Liaisons dangereuses* de Laclos:
  - Lettre 6 + pages 27 – 29
  - Lettres 8, 9, 20, 24, 26, 32, 36, 37, 44

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- o   Pages 445 - 446
- Feuille de travail normale sur le texte (ou le rapport entre le texte et le film)
- Quiz sur le film et / ou le texte ?

Pour renforcer votre connaissance des lettres individuelles et de l'intrigue, vous pourriez les écouter ici: http://www.youtube.com/watch?v=G0EvX37ruy0&list=PLURmu0cHeFeFo9ncc1uWqZOFfYvnLs6J1 et à D2L > Liens utiles > Livre audio *Les liaisons dangereuses*. TOUTES les lettres s'y trouvent! Ecoutez les lettres est un moyen excellent d'améliorer votre capacité de **comprendre le français parlé. Si possible, répétez les phrases pour améliorer votre capacité de **parler** français aussi. Suggestion: après avoir lu les lettres, écoutez-les pendant que vous êtes dans la cuisine, dans la salle de bains, pendant que vous vous habillez, etc. Comme cela, vous renforcerez toutes vos connaissances.**

Mercredi 20 novembre: le discours de la domination, de la vengeance et du désespoir
- Film: *Dangerous Liaisons*. Dir. Frears.
- Texte : *Les Liaisons dangereuses* de Laclos :
  - o   Lettre 81 + pages 179 – 181
  - o   Lettres 88, 90, 96, 97
- Feuille de travail normale sur le texte (ou le rapport entre le texte et le film)
- Quiz sur le film et / ou le texte ?

Semaine de congé

Profitez du congé pour commencer à travailler sur Response Paper #4 et le Final Portfolio, et pour faire le devoir pour le 2 et 4 décembre. Révisez page 4 du syllabus ci-dessus, « How to Prepare the Final Portfolio » et le 'Portfolio Rubric' sur D2L pour les renseignements nécessaires.

Re-read participation policy on page 2 of syllabus above concerning preparation and the requirement not to use cell phones to text or for any other purpose in class.

Lundi 2 décembre : la vengeance et le désir au 20ᵉ siècle
- Film: *Liaisons dangereuses*. 1960. Dir. Vadim. [Notez que ce film est DIFFERENT du premier film qu'on a regardé dans ce cours—le film est en noir et blanc et est situé aux années 1950].
- Texte : *Les Liaisons dangereuses* de Laclos :
  - o   Pages 425 – 434
- Articles facultatifs (optional articles) sur D2L—you may cite one or more of these articles in **Response Paper #4** as secondary assigned material if you wish [again, these articles are *optional* since we don't have time in class to discuss them, but they are VERY GOOD and may give you an intriguing angle on Response Paper #4 and/or the Final Portfolio:]
  - o   "Intercourse as Discourse: the Calculus of Objectification and Desire in the Novel and Film Versions of *Les Liaisons dangereuses*" by Russell Ganim. *Neohelicon* 30 (2003) 1, 209–233.
  - o   "Losing the Feminist Drift: Adaptations of *Les Liaisons dangereuses*" by Karen Hollinger. *Literature Film Quarterly*, 1996, Vol. 24 Issue 3, 293-300.
  - o   "Valmont Redux: The Fortunes and Film Adaptation of Choderlos de Laclos *Les Liaisons dangereuses*" by Carol Hall. *Literature Film Quarterly*, 1991, Vol. 19 Issue 1, 41-50.
- **FILMfdtspéciale sur D2L**
- Mini-quiz sur La Formule : le verbe 'choisir' + le sujet 'il'

Mardi 3 décembre: "Response Paper 4" est à rendre aujourd'hui à 6h du soir sous ma porte, Cobb 110. **LATE PAPERS RECEIVE A ZERO !** Lisez le syllabus pour les consignes. **Utilisez la rubrique qui est sur D2L.**

Mercredi 4 décembre: la vengeance et le désir au 20ᵉ siècle

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- Film: *Liaisons dangereuses*. 1960. Dir. Vadim.
- Extraits du texte : *Les Liaisons dangereuses* de Laclos :
  - Lettre 138 : seulement le premier paragraphe (où Valmont écrit, « ...ce n'est pas ma faute. »
  - Lettre 141 : toute la lettre, surtout la 'lettre à l'intérieur de la lettre' aux pages 345 – 346 qui va sceller la mort de Mme de Tourvel
  - Lettre 145 : seulement le premier paragraphe qui commence « Oui, Vicomte... »
  - Lettre 153 : lisez la lettre ET la réponse de Mme de Merteuil écrite en bas « Hé bien ! la guerre. »
  - Pages 435 – 444
- Feuille de travail normale sur D2L (sur le film, le rapport entre le texte et le film ou le rapport entre les deux films)
- À rendre en classe: feuille de préparation et participation sur D2L > Document utiles > Participation Rubric12.13.
- Facultatif (optional) Texte :
  - Lettres 103, 125, 127, 130, 138, 141, 152, 153, 161 + pages 379 - 381
- Mini-quiz sur La Formule : le verbe 'savoir' + le sujet 'elles'

Vendredi, 6 décembre
La version notée du Response Paper #4 sera près de ma porte, Cobb 110. Vous pourrez ainsi le récupérer pour l'incorporer dans le Portfolio Final si vous voulez.

■■

Consultez le syllabus au-dessus pour des renseignements sur Response Paper #4 et le Portfolio Final.

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Program View (Read-Only)

Originator

College of Education	Leadership and Instruction	Jones, Kathy
College	Department	Originator

What would you like to do?

○ Add New Program   ● Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Details
Senate Action Item   (See Procedure)

Program Selection

College of Education	Bachelor of Science in Health and Community Wellness
College	Program

Bachelor of Science in Health and Community Wellness
Program Name

Bachelor of Science
Degree Name

On Campus	Undergraduate
Program Location	Degree Level

Spring	2016

Effective Semester/Year

Modification Details

Request to create pre-major code for this major.

(Max 4000 characters)

Rationale

For tracking and reporting purposes, we are requesting the creation of a pre-major code for this major. Students in their first 60 hours of the program (completing core requirements) will be coded in Banner under this pre-major code. This will allow us to distinguish between students working on core requirements and students working on major requirements.

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 100

Comments

Request to create pre-major code for this major.

(Max 4000 characters)

College Approvals

Brian Mosier   [APPROVED 2015-12-07]
Chair, Course Department

Laura Smith   [APPROVED 2015-12-12]
Associate Dean, College of Education

Other Approvals

Cale Self   [APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Course View (Read Only)

Attachments

Current File: SEED 4238 proposal.pdf

Originator

Leadership and Instruction	College of Education	Huss, Robyn
Department	College	Originator

What would you like to do?

○ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments   Senate Action Item

(See Procedure)

Course Details

SEED	4238	Instructional Strategies for Secondary English Educatio
Prefix	Number	Course Title

This course is designed for investigation, assessment, and research in the teaching of English Language Arts with implications for strategies and curricular needs at the secondary level.

Course Catalog Description

3	0	3	Fall - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Teacher Education Admission TE and SEED 4271

Corequisites

SEED 4238-L

Rationale

This course was formerly taught as SEED 4238 with the same title, but was deleted in 2009 when the English Department began teaching it as ENGL 4238. Beginning fall 2016, 4238 is being transferred back to a SEED course. The former 4-credit course with an embedded field experience credit will now become a 3-credit course with a corequisite 1-credit field experience laboratory course, SEED 4238-L. The attached proposed syllabus reflects updates in course objectives and content as aligned with current SEED strategies courses in other academic content areas.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO   (See Policy)
Present or Projected Annual Enrollment: 15

Comments

see attached syllabus, which is followed by the former course syllabus and
ENGL syllabus

Attachments
Current File: SEED_4238_proposal.pdf

College Approvals

Brian Mosier   [APPROVED 2015-12-07]
Chair, Course Department

Laura Smith   [APPROVED 2016-01-12]
Associate Dean, College of Education

Other Approvals

Cale Self
[APPROVED 2016-01-22]
Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

THE UNIVERSITY OF WEST GEORGIA

SEED 4238: Instructional Strategies for Secondary English Education

Semester Hours   3

Semester/Year

Time/Location

Instructor

Office Location

Office Hours
Online Hours

Telephone   Direct Line:
Department Line: 678-839-6530

Email

Online Support   D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/

University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course is designed for investigation, assessment, and research in the teaching of English Language Arts with implications for strategies and curricular needs at the secondary level.
Pre-requisites required: Admission to TEP and successful completion of 4271.
Co-requisite required: SEED 4238-L.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners,* our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Teachers of English (NCTE)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions.

This course may be delivered up to 50 % online.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty:

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance:

Attendance is required, either in person or online, for all class meetings.

Disability:

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit:

There is no extra credit option in this course.

Late Work:

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy:

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. **Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.**

COURSE OBJECTIVES

Students will:

1. use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum;
   (Georgia Department of Education, 2014);
   (InTASC 1- 8)

2. identify and explore learning theories, issues, practices, and resources to develop strategies and techniques considered most effective for the teaching and learning of secondary English Language Arts;
   (Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stepelman, 1995);
   (InTASC 1-8)

3. develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking, and use various strategies to demonstrate flexibility in helping students learn;
   (Cangelosi, 1996; Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005; Marzano, 1991);
   (InTASC 1-8)

4. use knowledge of assessment, assessment techniques, and differentiated assessments to monitor students' academic, progress on a recurring basis to be more aware of and sensitive to students' needs;
   (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005).
   (InTASC 1-9)

5. discuss multicultural implications, diverse needs of students, and pedagogical issues for purposes of lesson planning;
   (Banks & Banks, 1989; Kellough & Kellough, 2007);
   (InTASC 1-9)

6. proficiently and appropriately incorporate technology and online applications in content delivery and student activities;
   (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005);
   (InTASC 1-8)

7. read about, discuss, and practice state licensure performance-based assessment(s).
   (*Educator Preparation Handbook*, 2014-15).
   (InTASC 1-10)

INSTRUCTIONAL RESOURCES AND REFERENCES

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers.* Thousand Oaks, CA: Corwin Press.

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day.* Alexandria, VA: ASCD and ISTE.

Beers, K. & Probst, R. (2013). *Notice and note.* Portsmouth, NH: Heinemann.

Berry, B. (2011). Teaching 2030: What we must do for our students and our public schools... now and in the future. New York, NY: Teachers College Press.

Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools.* (10th ed). Boston, MA: Pearson.

Checkett, L., & Feng-Checkett, G. (2006). *The write start with readings: Sentences to paragraphs* (3rd ed.). New York: Pearson.

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.

Culham, R. (2003). *6 + 1 traits of writing: The complete guide grades 3 and up.* New York: Scholastic Professional Books.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education.

Feng-Checkett, G., & Checkett, L. (2005) *The write start with readings: Paragraphs to essays* (2nd ed.). New York: Pearson.

Gere, A. R., Christenbury, L., & Sassi, K. (2005). *Writing on demand: Best practices and strategies for success*. Portsmouth, NH: Heinemann.

Gere, A. R., Christenbury, L., & Sassi, K. (2006). *A student guide to writing on demand: Strategies for high-scoring essays*. Portsmouth, NH: Heinemann.

Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.

Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.

Maxwell, R. J., & Meiser, M. J. (2005). *Teaching English in middle and secondary schools* (4th ed.). Columbus, OH: Pearson.

MLA handbook for writers of research papers (7th ed.). (2009). New York: Modern Language Association.

Reading with purpose: Skills to help you understand and remember what you read. (2006). South Deerfiled, MA: Channing Bete.

Urquhart, V. & Frazee, D. (2012). *Teaching reading in the content areas: If not me, then who?* (3rd ed.). Alexandria, VA: ASCD.

Urquhart, V. & McIver, M. (2005). *Teaching writing in the content areas*. Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

REQUIRED TEXTS AND RESOURCES

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth. (Alternatively, you may use the 9th ed.; access to an electronic copy is linked on CourseDen.)

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education. Available at http://www.westga.edu/ofe/

Urquhart, V. & Frazee, D. (2012). *Teaching reading in the content areas: If not me, then who?* (3rd ed.). Alexandria, VA: ASCD.

Urquhart, V. & McIver, M. (2005). *Teaching writing in the content areas*. Alexandria, VA: ASCD.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible.

Grades that influence your final average include but may not be limited to the following:

Field Experience Evaluations by cooperating teacher	50 points
Discussions	50 points (10 pts x 5)
Reflections	100 points (20 pts x 5)
Class activities	160 points
Lesson plans	200 points (100 pts x 2)
Learning Segment for edTPA	200 points
Classwork and homework as assigned	20 points
Bulletin board display	20 points
	800 points TOTAL

Class Grade

A = 90 - 100 % of points

B = 80 - 89 % of points

C = 70 - 79 % of points

F = 0 - 69 % of points

Assignments:

Always refer to CourseDen for additional assignment details!
Assignments are not listed in order; pay attention to due dates!

1. <u>Field Experience Evaluations</u>. **Due on Tk20 by cooperating teacher.** 50 points. *Obj 1-7.*
   Intern Keys rubrics are found in the Field Experience Information folder on the CourseDen homepage and on Tk20. The information on the Intern Keys will guide what you do during the time you are in the classroom. **The cooperating teacher must complete the Intern Keys Rubrics on Tk20 by the end of your field experience and you must verify that to get your credit!** He or she should receive information from tk20@westga.edu, 678-839-6104 for that. At least twice, you should teach all or part of a lesson, under the guidance of the cooperating teacher. Your cooperating teacher will observe you teaching and working with students throughout your field experience, and those observations will influence his or her evaluations of you on Tk20.

2. **Learning Segment for edTPA**. Due on CourseDen and Tk20. *Course Objectives 1-10.*
   This is the critical assessment for this course. You will develop a learning segment of 3 lessons with teaching artifacts, video segments, and evaluative commentary, as implemented with the students in your field placement.

3. **Discussions**. Refer to CourseDen for the five due dates. 50 points (10 each).
   There will be five discussions on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics to discuss, will be posted on CourseDen. For each of the discussions, you should make a minimum of five entries. One entry will be your primary answer to the question(s). The other three should be responses to other students' entries. For this to run smoothly, everyone should post their primary posting before the end of the week, so you all have time at the end of the week to reply to each other.

4. **Reflections**. Refer to CourseDen for the five due dates. 100 points (20 each).
   There will be five reflections on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics, will be posted on CourseDen. For each of the five reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the dropbox.

Tentative Schedule
This is a general plan for this course. Be aware that this schedule may change as the semester progresses!
Any/all changes will be reflected in the weekly assignment postings on CourseDen.

Dates	Course Topics	Readings and Viewings	Homework (usually due the following Sunday by midnight)

SEED 4238

INSTRUCTIONAL STRATEGIES FOR SECONDARY ENGLISH EDUCATION

4 Semester Hours

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-Mail:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education..
Designed for the student to develop skills in teaching and in planning instruction in English language arts for students, grades 7-12. This course includes a field experience at the secondary level.

CONCEPTUAL FRAMEWORK

Through this course students will demonstrate progress in the achievement of four INTASC standards that form the conceptual framework for initial preparation programs in the College of Education.

Standard 2. Demonstrate an understanding of how students learn and develop and can provide learning opportunities that support student learning and individual development. In this seminal course for preservice English teachers, student learning and individual development are explicitly addressed through class work in writing and in presenting lesson plans to use for teaching in the schools.

Standard 3. Demonstrate an understanding of individual differences in students' learning styles and create instructional opportunities adapted to diverse learners, including students with multicultural backgrounds and special learning needs. The students will be able to identify students' needs and deal with them sensitively, in part by choosing appropriate books, sometimes using bibliotherapy.

Standard 6. Document use of knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction for learning. This course centers on English pedagogy as informed by the National Council of Teachers of English in its Standards for Teaching the English Language Arts, whose strands reflect those qualities listed in Standard Six: use of knowledge of effective verbal, nonverbal, and media communication techniques. Students will write for publication on a web site, give classroom presentations, and write lesson plans and examinations on computers. They will also develop a media literacy unit.

Standard 7. Document use of instruction based upon knowledge of subject matter, students, community, and curriculum goals. They will be able to teach adolescent literature in conjunction with more traditional literature, expanding and enhancing the curriculum.

COURSE OBJECTIVES

Students will:

1. identify characteristics and role of the English teacher and department (Tchudi and Mitchell, 1999);

2. plan instruction for communicative arts, grades 7-12, for teaching classes, including a 5-7 day integrated language arts unit for inclusion in portfolio (Belanoff & Dickson, 1991; Cooper, 1990 (Ed.); Gere, Fairbanks, Howes, Roop, & Schaafsma, 1992; Orlich, 1990; Selfee, 1989; Tchudi & Mitchell, 1989; Tierney, Carter, & Desai, 1991);

3. develop teaching skills (to be reflected also in portfolio), use varied strategies, respond effectively to diverse students and situations, use effective questioning techniques (Christenbury & Kelley, 1983; Hunkins, 1989), design instruction for different size groups, use various means of evaluation, provide useful feedback (Tchudi & Mitchell, 1999);

4. utilize research ideas on responding to literature (Rosenblatt, 1983, Purves, 1990), composition processes and evaluation (Cooper & O'Dell, Diederich, Hillocks, 1990), whole language approach, and language acquisition (Froese, 1991; Harp, 1991);

5. communicate effectively in varied situations (Tchudi & Mitchell, 1999);

6. demonstrate professional attitudes and practices (Luce, 1991); and

7. complete a field experience in a secondary or middle school (see handbook from Teacher Education);

8. incorporate principles that are reflective of diverse learners in their curricula (Gay & Banks, 1999);

9. use instructional technology to enhance the delivery of instruction. English education students will review software and web sites, evaluating them in terms of their appropriateness for teaching English language arts, grades 7-12;

10. communicate and dialogue electronically with members of learning communities; and

11. read, analyze, and evaluate the quality of young adult literature as effective literature for the English classroom, grades 7-12 (Donelson & Nilsen, 1997).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts: Tchudi, S. & Mitchell, D. (1999). <u>Explorations in the teaching of English</u> (4th edition). New York: HarperCollins.

Donelson, K. L. & Nilsen, A. P. (1997). <u>Literature for today's young adults</u>, (5th edition). Glenview, IL: Scott, Foresman and Company.

Xerox packet available at the bookstore.

Important Authors of Novels for Young Adults:

Joan Aiken, Lloyd Alexander, Judy Angell
Fran Arrick, Sandy Asher, Avi, Alice Bach
Jay Bennett, Judy Blume, T. Ernesto Bethancourt
Larry Bograd, Frank Bonham, Robin F. Brancato
Robbie Branscum, Bruce Brooks, Sue Ellen Bridgers
Eve Bunting, Alice Childress, Vera (and Bill) Cleaver
Christopher Collier, James Lincoln Collier
Hila Colman, Ellen Conford, Susan Cooper
Robert Cormier, Chris Crutcher, Maureen Daly
Paula Danziger, John Donovan, Lois Duncan
Paula Fox, Alan Garner, Leon Garfield
Jean Craighead George, Barbara Girion
Bette Greene, Constance C. Greene, Rosa Guy
Lynn Hall, Virginia Hamilton, Nat Hentoff
S.E. Hinton, Isabelle Holland, H. M. Hoover
Lee Bennet Hopkins, Hadley Irwin
Norma Johnson, M.E. Kerr, Norma Klein
R.R. Knudson, Gordon Korman
Katheryn Lasky, Ursula K. LeGuin
Madeline L'Engle, Julius Lester Levoy

Katie Letcher Lyle, Kevin Major
Sharon Bell Mathis, Harry Mazer
Norma Fox Mazer, Anne McCaffrey
Robin McKinley, Gloria D.Miklowitz
Nicholasa Mohr, Walter Dean Myers
Joan Lowery Nixon, Scott O'Dell
Zibby O'Neal, Katherine Paterson
Gary Paulson, Richard Peck
Robert Newton Peck, Stella Pevsner
Susan Beth Pfeffer, Daniel Pinkwater
Kin Platt, Marilyn Sachs
Sandra Scoppettone, Ouida Sebestyen
Zoa Sherburne, William Sleater
Zylpha K. Snyder, Jerry Spinelli
Mary Stolz, Todd Strasser
Rosemary Sutcliff, Mildred D. Taylor
Joyce C.Thomas, Julian F. Thompson
John Rowe Townsend, Cynthia Voigt
Jill Paton Walsh, Rosemary Wells
Barbara Wersba, Michael Curtis White
Phyllis A. Whitney, Laurence Yep
Jane Yolen, Paul Zindel

References:

Anson, C. (Ed.) (1989). Writing and response: Theory, practice, and research. Urbana, IL: NCTE.

Banks, J. (1999). Introduction to multicultural education. Needham Heights, MA: Allyn & Bacon.

Belanoff, P., & Dickson, M. (Eds.) (1991). Portfolio: Process and product. Portsmouth, NH: Boynton/Cook Publishers.

Cooper, J. (Ed.) (1990). Classroom teaching skills. Lexington, MA: D.C. Heath.

Daniels, H. (1990). Not English: Affirming America's multilingual heritage. Urbana, IL: NCTE.

Davis, J. (Ed.) (1979). Dealing with censorship. Urbana, IL: NCTE.

Froese, V. (Ed.) (1991). Whole-language: Practice and theory. Needham Heights, MA: Allyn & Bacon.

Gay, Geneva. (1999). "Bridging multicultural theory and practice." In Contemporary issues in curriculum. Ornstein, A. C. & Behar-Horenstein, L.S. (Eds.) Boston: Allyn & Bacon.

Georgia Department of Education. Language arts guide, 9-12.

Gere, A., Fairbanks, C., Howes, A., Roop, L., & Schaafsma, D. (Eds.) (1992). Language and reflection: An integrated approach to teaching English. NY: Macmillan.

Harp, B. (Ed.) (1991). Assessment & evaluation in whole language programs. Norwood, MA: Christopher-Gordon.

Hunkins, F. (1989). Teaching thinking through effective questioning. Boston: Christopher-Gordon Publishers, Inc.

Luce, R. (1991). Free to teach, free to learn. Urbana, IL: NCTE.

Noguchi, R. (1991). Grammar and the teaching of writing: Limits and possibilities. Urbana, IL: NCTE.

Orlich, D., et al. (1990). Teaching strategies: A guide to better instruction (3rd ed.). Lexington, MA: D.C. Heath & Co.

Purves, A. C., Rogers, T., & Soter, A. O. (1990). How porcupines make love II: Teaching a response-centered literature curriculum. New York: Longman.

Reichman, H. (1990). Censorship and selection: Issues and answers for schools. Urbana, IL: NCTE.

Rigg, P., & Allen, V. (Eds.) (1989). When they don't all speak English: Integrating the ESL student into the regular classroom. Urbana, IL: NCTE.

Rosenblatt, L. M. (1983). Literature as exploration. 4th edition. New York: Modern Language Association.

Selfe, C., et al. (Eds.) (1989). Computers in English and the language arts: The challenge of teacher education. Urbana, IL: NCTE.

Tierney, R., Carter, M., & Desai, L. (1991). Portfolio assessment in the reading-writing classroom. Norwood, MA: Christopher-Gordon Publishers, Inc.

Other Readings and Instructional Resources:

English Journal, Ideas Plus, Notes Plus, Research in the Teaching of English (NCTE publications)

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

1.   Read text and other professional materials.

2.   Prepare instructional plans for in-school teaching (5-7 days) to be included in the portfolio.
Every group will create one small unit, developing ideas from the text, the Xerox packet, and your own lesson plan files. This unit should contain plans for five to seven days with one particular class (this is a minimum). Use the lesson plan format in the Xerox packet, adding QCCs and the standards for language arts, which I will provide. Be sure to include the grade level and subjects taught.

This unit should be typed and written clearly so that another teacher could easily teach it. Keep a copy of the unit for yourself, as I will consider your plan for publication in Connections, the journal of the Georgia Council of Teachers of English. This plan should be typed on disk. Include this information on a note card packed with the disk:

authors' names and work addresses

the name and numbers for one contact person: phone and fax

the hardware you typed the plan on (Mac or IBM)

the software used (Word perfect or Word--be specific).

If possible, I will schedule the computer laboratory so that students can work on this unit in class, working in groups, if they choose.

3.   Complete midterm and final essay.

4.   Provide helpful feedback to peers.

5.   Write reports required for school observations. These reports will be due during the class session that follows the school visit.

6.   Demonstrate professional behaviors and attitudes, including regular attendance and dependability, communication and interpersonal skills. Keep a professional portfolio to include lesson plans; web site reviews and examples of teaching strategies from the web; resume and letters of reference; school products (e.g., photos of bulletin boards; students' writing; videotapes of classroom presentations); videotapes of two lessons, if possible; observation notes and forms; university papers and projects; other materials that represent

the student's exemplary work. Selected artifacts will be stored electronically as a web page portfolio.

7.   Give two classroom presentations, based largely on materials in the text and Xerox pack.

8.   Reading group - Students will form a reading group, based usually on common reading interests. Decide in the first week on the titles you will read, begin reading and jotting down questions based on your reading.

Individual Work: Each group member must finish reading the group novel at home before the date of the reading group meeting and come to that meeting with 10 discussion questions on the book. Turn these questions in for a grade. Each group member will also mark at least four striking passages in the book.

Group Work:
A)   The group will discuss the book for 45-60 minutes in class. I would like each group to audiotape its discussion. It's all right if you digress or make personal comments, which are a natural part of any discussion.
Following the book discussion, each group needs to perform a think-aloud protocol on audiotape, giving their responses to the passages that group members marked in the novel. These responses may be personal, literary analyses, comparisons to other books or films, ideas generated during group discussion--anything that occurs to you. The purpose of performing this protocol is to get in the habit of modeling reading for your own students. I will play the tapes and read your discussion questions in order to assign each group member a grade.

B)   Each group will spend 25 minutes presenting one interesting concept from adolescent novels to the class. This one concept can be literary or pedagogical (e.g., one local censorship case and its implications; the theme of death in Peck's books; the role of the unreliable narrator in three young adult novels; or drama lessons using scripts from adolescent novels). In classes with an enrollment of more than 25 students, I will have to assign students to large groups for this presentation (with two reading groups joining to create one large group). In this case, half the group will create visual aids and the other half will deliver the presentation. Also each group needs to see me to discuss their presentation prior to giving it.

9.   Anticipation guide - You are to write an anticipation guide of a young adult novel. Use the form and example in your Xerox packet. I will seriously consider all your reviews for publication on our web site. I will probably keep this guide, so make copies for yourself. Be sure to give full bibliographical information on the book as well as your name(s) and full, permanent contact information.

The guide should be typed on disk and given to me. Include this information on a note card packed with the disk:

your name and work addresses

names and numbers for phone and fax (local and permanent information)

the hardware you typed the review on (Mac or IBM)

the software used (Word perfect, Word, Works--be specific).

10.   Essay - For the midterm examination
       length: four to six pages

Paper #1: You may choose the kind of paper you wish to write for this assignment. Most obvious choices are a comparison-contrast essay or a literary analysis essay. In the comparison-contrast essay, you may compare one young adult novel to an adult novel, possibly a classic. Other essay structures that I will consider for this essay are process logs, a problem-solving essay, reading research, and persuasive essays that address issues in literature instruction. (See me with questions.) You will write the final draft of this essay in class in the computer laboratory--if available--and you may work with your reading group in writing it. See examples of strong student essays in the Xerox pack.
This essay may be short but should be in the proper traditional essay form:

title

introduction

body and conclusion

references

Include at least three paraphrased or quoted sources, other than the textbook, in this paper and use proper MLA or APA style. References must appear in the body of the paper and in the bibliography.

11.   Censorship - Each group must read and defend at least one book that could be challenged in a Georgia public school. In class we will go over the form for writing a censorship rationale for this book.

Evaluation Procedures:

Classroom observation assignments . . . . . . %   {percentages TBA}

Midterm	%
Portfolio	%
Unit plan	%
Class work and presentations	%
Final examination	%
Anticipation guide	%
Censorship rationale	%

Grading Policy:

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 59 and below

CLASS OUTLINE

Week 1	Course introduction	Chapter 1
	Effective English teacher	
	Overall Objectives and Planning	
	Questioning Strategies	
	Lab time for introducing reading groups	
Week 2	Creating Instructional Units	Chapter 1
	Whole Language Approach	
	Lesson Plans	
	Lab time for reading groups	
Week 3	Language, Experience, and the Teaching of English	Chapters 2 & 6
	Engagement with Literature	
	Reading Interest Inventories	
	Design instructional plan for "The Dinner Party"	
	to include initiating activity, classroom questions with	
	at least one other activity and closing	
	Lab time for reading groups, possibly held online	
Week 4	The Classroom--Environment and Resources	Chapters 4 & 5
	Getting Started	
	Lab time for reading groups, possibly held online	
Week 5	Organizing to Teach Literature	Chapter 8
	Lab time	
Week 6	Teaching Writing	Chapter 9
	Writing Process	
	Lab time	
Week 7	Exploring Language	Chapter 11

Class time given to work on unit plan
The Spoken Language
Lab time

Week 8   Midterm examination to include Young Adult Literature
material
Class time given to work on unit plan

Week 9   Integrating Language Arts
Brainstorm ideas on better teaching, consider case studies
Class time given to work on unit plan
Lab time

Week 10   Classroom Drama   Chapter 12
Class time given to work on unit plan
DUE: unit plan for portfolio
Lab time

Week 11   Readers theater from scripts and from stories
Evaluation, Grading, Assessment, and Research
Lab time

Week 12   Introduction of case studies   Chapter 10
Case studies written and discussed
Writing for the Here and Now
Lab time

Week 13   Case studies   Chapter 7
Literature and the Young Adult
Select short poem to introduce and read (videotaped)
Lab time

Week 14   Reactions to school visitations

Week 15   The Dimensions of the English Curriculum

Week 16   Final examination

Special Notes:

This syllabus will change, as will our schedule, as I gauge the needs of students and calendars.

Use of the computer laboratory is subject to availability.

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.

ENGL 4238: Methods for Teaching Secondary English
Fall 2015
MW 3:30-4:50
TLC 2237
3 credit hours

Dr. Angela Insenga
E-mail: ainsenga@westga.edu
Office: TLC 2248
Phone: 678-839-4864
Website http://westga.edu/~ainsenga
Office hours: MW 1:00-3:00 p.m. and by scheduled appointment

THE COURSE
How the Course Fits into the English Education Program:
This course and the Field Experience in it are required components of the Professional Sequence. Successful completion of both is required for secondary certification.

Course Description
Our course will focus on developing your teaching self in four areas: planning, implementation, assessment, and professionalism. To that end, Teacher Candidates will engage in class and in the field to complete assignments that emphasize planning for English and Language Arts, implementing effective strategies in the field, and envisioning a professional learning space.

Course Objectives
- Students will increase their ability to formulate and state goals for the teaching of English in accordance with standards set down in their respective professional environments.
- Students will learn to promote rigorously analytical and critical thinking in the classroom environment within frameworks that may define their respective professional environments.
- Students will gain knowledge of specific pedagogical tools used in the teaching of English.
- Students will practice creating curriculum units and micro-lessons within those units.
- Students will write reflectively about their readings, class discussion, and field experiences.
- Students will conduct concerted, scholarly research in the field and apply their findings to a primary text of their choosing as they, in a major capstone assignment, critically read it, argue for its teaching in a particular classroom environment, and generate a plan of action for its instruction.
- Students will study various assessment models and learn to apply them to student writing.
- Students will regularly observe and practice in the field.
- Students will move towards fashioning teaching selves ready to enact specific ethics of care in the English classroom.

THE WORK
Required Texts
- ☐ Speak, by Laurie Halse Anderson
- ☐ Teaching English by Design, by Peter Smagorinsky
- ☐ Night, by Elie Wiesel
- ☐ Paper Clips, directed by Elliot Berlin
- ☐ The First Days of School, by Harry and Rosemary Wong
- ☐ Tk20 Account
- ☐ Education Preparation Handbook (nothing to buy)

Detailed Description of Major Assignments, Percentage Breakdown

☐ Language Function Activity (10%)
To prepare you for the rigors of EdTPA's portfolio, we will begin learning the language of it. For this assignment, you will utilize Bloom's Taxonomy and Anderson's Speak to create an activity that engages a particular language function. Students will receive an assignment sheet, in-class instruction, and workshop guidance as they complete this small project.

☐ Planning: The Learning Segment (25%)
The first large project involves continued exploration of associated language and pertinent activities germane to EdTPA. For this three-five lesson plan project, you will utilize Bloom's Taxonomy, Wiesel's Night, the Common Core standards for English and Language Arts (ELA), and Smagorinsky's text as resources. Students will receive an assignment sheet, in-class instruction, and workshop guidance as they complete this planning project.

☐ Videography (25%)
The second large project asks you to achieve five goals. First, you will plan a lesson in accordance with your cooperating teacher's classroom schedule. You will videotape yourself during implementation of that lesson. Next, you will excerpt a portion of the video in which you achieve teaching students one of the plan's language functions during instruction and upload it to Course Den. You will view and evaluate each other's excerpts before discussing portions of them in class. Finally, you will use peer and professor feedback along with your own reflection to self-assess and create a plan for improvement. Most of the work for this assignment will occur in the Videography Discussion Forum connected to this class on Course Den, and see the syllabus for the scope and sequence of this multi-part assignment.

☐ Classroom Management Plan (15%)
Using Wong and Wong, supplemental materials, and class discussion, students will create a Classroom Management Plan in which they create and justify reasoning for physical and philosophical boundaries of their future classroom space. Students will receive a detailed assignment sheet and have an opportunity to view a supplemental video from Wong and Wong that provides suggestions for successful completion of this assignment.

☐ Field Work: Planning, Implementation, Self-Assessment, and Professionalism (15%)
Using Scheduling and Observation Event protocols, you will schedule, plan for, and implement at least three full lessons in the field. For the two on-site teaching demonstrations, you will receive a qualitative observation narrative that discusses your

ability to plan, implement, and engage professionally. In addition, your cooperating teacher and I will each fill out a Dispositions Rubric that measures your ability to professionally engage with professors, peers, school partners, and students. One of your on-site observers will evaluate you using the Intern Keys instrument. I have linked the Dispositions Rubric and Intern Keys to your class resource page and encourage you to read through these instruments for clarity. I will often refer to each instrument during instruction or discussion as well so as to connect goals to our class's assignments. On August 31st, I will also introduce to you the protocols mentioned above and acquaint you with tasks associated with them.

▢ Reflecting on Challenges and Solutions (10%)
Beginning on September 14th, our class will spend 25 minutes per class on dynamic reflection. Each student will sign up for two reflection dates. Prior to your short presentation, create a small handout to guide yourself—and us. During your reflection, strive to do the following: outline a specific field work challenge you have faced or witnessed. Discuss how you or the person you observed handled it—or, conversely, did not. Ask one open-ended question that will allow others to engage the issue and propose other solutions or ideas for consideration.

Your entire reflection, including discussion question, should last no more than 12 minutes, so plan accordingly. Subjects that may come up: content dissemination or discussion in the classroom; technology during teaching; student learning challenges; student conflicts; disruptive behavior challenges; grading; and the like.

During each of your reflection presentations, I will evaluate your ability to locate pertinent issues for educators, your ability to ask discussion questions, and your engagement with your peers during your presentation.

THE POLICIES AND PROCEDURES
Attendance
Our class meets once per week, and you are expected to attend your site school all day on TR beginning the week of August 31st. Students can miss up to two ENGL 4238 courses, which is equivalent to four class periods. Students can miss up to five days from the field, though they must immediately schedule and make up all missed time and it is strongly suggested that students not miss whenever humanly possible. When you do miss, you must record it on the Attendance Log form, which I will distribute on August 31st. Students who miss more than two ENGL 4238 class periods will be unable to succeed in the course because of the amount of work missed. Students who miss more than five Field days and do not schedule and make up the missed field work in and expedient manner cannot pass ENGL 4238. Field work and attendance, then, are vital components for course success. For detailed procedures related to reporting absence(s) from required field work, please see the Memorandum of Understanding, shared on August 31st, and the Educator Preparation Handbook, section 2.3.

University of West Georgia Honor Code and its Application in this Course
At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated

student violations across all the Colleges, the Ingram Library, and the School of Nursing. The department of English defines plagiarism as "taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources." The department expects that students will accurately credit sources in all assignments. Plagiarism is grounds for failing this course.

Did you know?

"Excessive collaboration" includes having family members, friends, or significant others edit your work. This means that no one should "fix" your grammar for you or "write in" sentences/ sources/ documentation for you. This sort of behavior is also cheating and will be treated as such. We will collaborate in class, and you have the University Writing Center as well as my input should you need extra advice about your writing. All assignments are included here in the syllabus on this first day, so you have ample time to complete work and/ or get feedback, should you choose.

Should I have evidence of any cheating, you will earn an "F" for the course. My policy, then, is a zero tolerance one.

Website/ Paperless Policy

Many of your past professors may have used Desire 2 Learn (D2L) for getting information to you. However, I primarily use my website (www.westga.edu/~ainsenga) and often e-mail the class with my thoughts, suggestions, or announcements. Most information for this course—this document, information about exams, short required texts, announcements, and resources—is hyperlinked on the website. Please check my site regularly for updates. You will be responsible for printing out all assigned documents from my website or those sent to you via e-mail for class and bringing them with you on the days designated on the detailed daily syllabus below.

Required Format

Each major assignment must be word-processed and delivered in hard copy. When formatting and citing, please use MLA documentation. If you need a refresher on MLA format, please see the MLA documentation link on the class resource page and/ or feel free to talk with me in a conference.

Students will upload the following assignments to Tk20 by the date and time on the syllabus: Language Function Activity; Learning Segment project; and Classroom Management Plan. Students will also use the standardized Lesson Plan template, linked on the class resource page.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email. Please send all communication to me via your "My UWG" account. Further, all students should assume a professional disposition when e-mailing or communicating about or in class and/ or when speaking to fellow students, guest speakers, and/ or professor about the course, scheduling conferences, or English programs. Students should check university e-mail daily to avoid missing important messages. E-mailing is an essential part of effective and professional communication for this class, for the English Education program, for the university at large, and for the teaching profession many of you seek to enter. I also ask that you utilize your West

Georgia e-mail when communicating with me electronically. Remember, too, that FERPA law prevents me from discussing grades online or over the phone.

Americans with Disabilities Act and Accommodations

Students with a documented disability may work with UWG Disability Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor in writing by the end of the second full week of class and include a copy of your Student Accommodations Report (SAR), which is available only from Disability Services. Students are entitled to accommodations if they deliver the SAR to the instructor no later than the end of the second full week of class.

Any student who has a special need should inform me at the end of the first class. We will then set up a conference to discuss the specifics of the official paperwork from Disability Services.

Late Work/Make-Up Work*

As a general rule, late work is not accepted except under the direst of circumstances, and those who miss class cannot make up work done or turned in during that class. However, if you believe your circumstance to be extenuating, make every attempt to see me in conference during office hours or during a scheduled conference to discuss the problem. At that time, I will determine whether or not an assignment can be turned in late and what deduction, if any, will apply.

*I realize that, occasionally, "life happens" and that some problems beyond your control crop up once in a while. Never hesitate to discuss problems with assignments or attendance with me if you feel that your circumstance is dire. With honest and swift communication, many issues can be resolved to your advantage!

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

Administrivia

- The absolute best way to contact me outside of office hours is via your university e-mail account. Of course, you may call or come by during office hours, too or set up a conference before or after class.
- While I am interested in discussing your ongoing work with you, please note that e-mail is not an appropriate venue to discuss grades or to hold extended conversation related to writing. I am best equipped to help you as we examine a draft or partial draft in office.
- Please turn off all electronic devices upon entering our classroom. Such noise distracts your fellow classmates and me and prevents us from doing our work together. Should

you need to keep in contact with someone, turn your phone to vibrate so as not to disrupt classmates' work environs.
- ☐ I reserve the right to amend this document with future handouts.
- ☐ Coming to class unprepared results in an automatic absence. You must have your materials in order to participate fully. You will be free to stay in class for the benefit of instruction and discussion, but you are essentially not here when you do not have your materials

DETAILED SYLLABUS
August 24
     In-Class:
Course Introduction
Schemas
     For next class:
-Reread syllabus
-Read Speak, pages 3-115
-Read and annotate sections 1, 2, 5, and 6 of the Educator Preparation Handbook, linked on the class resource page—please bring your copy to class for reference
 -Read Wong and Wong, part A

August 31
     In-Class:
Language Function Activity assigned
Discuss Speak
Field Orientation Session
     For next class:
-Brainstorm and draft Language Function Activity
-Finish Speak
-Read all links on Bloom's Taxonomy from the class resource page
-Prepare your reflection, if it is your turn

September 7: no regular class or office hours—Labor Day Holiday

September 14
     In-Class:
Reflections 1 and 2
Discuss Speak and Language Function Activity
     For next class:
-Bring a full draft of your Language Function Activity to class (hard copy)
-Read Wong and Wong, part D
-Prepare your reflection, if it is your turn

September 21
     In-Class:
Reflections 3 and 4
Workshop on Language Function Activity draft
     For next class:
-Read Smagorinsky, chapters 1-3

-Finish and upload Language Function Activity to Tk20 by midnight, September 25th
-Prepare your reflection, if it is your turn

September 28
        In-Class:
Reflections 5 and 6
Learning Segment project assigned
Discuss Smagorinsky and instruction
        For next class:
-Read Night
-Prepare your reflection, if it is your turn
-Set up all on-site Observation Events by September 30—make certain to send out your permission slips for videotaping by this week, too.

October 5
        In-Class:
Reflections 7 and 8
Discuss Night and instruction
        For next class:
-Read Smagorinsky, chapters 8-11
-Prepare your reflection, if it is your turn

October 12
        In-Class:
Reflections 9 and 10
Discuss Night and instruction
        For next class:
-Read Smagorinsky, chapters 5, 6, and 13
-Prepare your reflection, if it is your turn
-View and annotate Paper Clips
-If you have not studied film prior to this course or need a refresher, read the links under the heading "Resources for Analyzing Film" on the class resource page

October 19
        In-Class:
Reflections 11 and 12
Discuss Paper Clips, Night, and instruction
        For next class:
-Read Smagorinsky, chapter 7
-Read Wong and Wong, parts B and C
-Bring a full draft of your Learning Segment assignment to class (hard copy)
-Prepare your reflection, if it is your turn

October 26
        In-Class:
Reflections 13 and 14
Workshop on Learning Segment project

Classroom Management Plan assigned, discussed
        For next class:
-Finish and upload Learning Segment project to Tk20 by midnight, October 30th
-Prepare your reflection, if it is your turn

November 2
        In-Class:
Reflections 15 and 16
Classroom Management Plan discussion and mini-workshop
        For next class:
-Finish and upload Classroom Management Plan to Tk20 by midnight, November 9th
-Upload your video excerpt (no more than 12 minutes long) to Course Den in the
Discussion Forum topic entitled "Planning" by November 9th
-Read Wong and Wong, part E

November 9
        In-Class:
Videography assigned, discussed
Small Course Den demonstration
        For next class:
-Complete Videography Discussion Forum topic entitled "Planning" by November 15th

November 16
        In-Class:
Videography discussion
        For next class:
-Complete Videography Discussion Forum topic entitled "Excerpts" by November 29th
-Bring your peer commentary to class for reference

November 30
        In-Class:
Course Evaluations
Videography: in-class commentary (4)
        For next class:
-Complete the Videography Discussion Forum topic entitled "Self-Assessment"
-Bring your peer commentary to class for reference

December 7: Final Examination Period
        In-Class:
Videography Discussion: in class commentary (4)
        Due on December 8th by noon:
-Self-Assessment of teaching on Course Den in the appropriate Discussion Forum topic

Course View (Read Only)

Attachments
Current File: SEED 4238-L syllabus F16.pdf

Originator

Leadership and Instruction	College of Education	Huss, Robyn
Department	College	Originator

What would you like to do?
◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications
☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments Senate Action Item
(See Procedure)

Course Details

SEED	4238-L	Instructional Strategies for Secondary English Educatio
Prefix	Number	Course Title

This course consists of the field experience designed to accompany SEED 4238. Students are expected to spend two full days in a public school placement for fourteen weeks.

Course Catalog Description

	2	1	Fall - 2016	Yearly	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Teacher Education Admission TE, SEED 4271-L, and Educ Field Experience Appl FE

Corequisites

SEED 4238

Rationale

This course was formerly taught as an embedded component of SEED 4238, which was deleted in 2009 when the English Department began teaching it as ENGL 4238. Beginning fall 2016, 4238 is being transferred back to a SEED course. The former 4-credit course with an embedded field experience credit will become a 3-credit course with a corequisite 1-credit field experience laboratory course, SEED 4238-L.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

see attached syllabus

Attachments

Current File: SEED_4230-L_syllabus_F16.pdf

College Approvals

Brian Mosier   [APPROVED 2015-12-07]
Chair, Course Department

Laura Smith   [APPROVED 2016-01-12]
Associate Dean, College of Education

Other Approvals

Cale Self
[APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

THE UNIVERSITY OF WEST GEORGIA

SEED 4238-L: Instructional Strategies for Secondary English Education Laboratory

Semester Hours   1

Semester/Year

Time/Location

Instructor

Office Location

Office Hours
Online Hours

Telephone   Direct Line:
Department Line: 678-839-6530

Email

Online Support   D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/

University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course consists of the field experience designed to accompany SEED 4238. Students are expected to spend two full days in a public school placement for fourteen weeks.
Pre-requisites required: Admission to TEP and successful completion of SEED 4271-L. COE field experience application is required for placement.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners,* our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [Interstate New Teacher Assessment and Support Consortium (INTASC)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Students are expected to use CourseDen for information and communications.

This course will be delivered approximately 95-99% online. Students will be placed with a mentor teacher in a public school classroom at the secondary level for two full school days per week for fourteen weeks.

Additionally, it is anticipated that students will need to work independently to prepare for teaching in the field.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty:

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance:

Students will be required to spend 14 weeks in schools, two days a week, to complete the field experience.

Disability:

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit:

There is no extra credit option in this course.

Late Work:

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy:

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. **Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.**

COURSE OBJECTIVES

Students will:

1. apply knowledge from SEED 4238 in their field experience placement (InTASC 1-8);

2. implement lesson plans that promote active student engagement beyond direct instruction (InTASC 1-8);

3. implement lesson plans that provide for differentiation to engage all students (InTASC 2, 7);

4. demonstrate proficiency in using and/or implementing technologies that are in place at the school/classroom of their field placement (InTASC 5, 8);

5. demonstrate professional and ethical behavior at all times (InTASC 9);

6. successfully complete the field experience (InTASC 1-10); and

7. demonstrate readiness to progress into the student teaching internship (InTASC 1-10).

INSTRUCTIONAL RESOURCES AND REFERENCES

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers.* Thousand Oaks, CA: Corwin Press.

Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools.* (10th ed). Boston, MA:

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education.

Georgia Department of Education. (2002). *Georgia Performance Standards.* Atlanta, GA.

Georgia Department of Education. (2003). *Georgia Code of Ethics for Educators.* Atlanta, GA.

Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

REQUIRED TEXTS AND RESOURCES

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education. Available at http://www.westga.edu/ofe/

Georgia Code of Ethics for Educators. (2003). Georgia Department of Education.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

EVALUATION AND GRADING:

Areas that influence your final average include but may not be limited to the following; contact your university supervisor for additional details:

Field Experience Evaluations by cooperating teacher: Intern Keys
Field Experience Evaluations by university supervisor: Intern Keys and Disposition evaluations
Observations of instruction
Lesson plans to accompany observation lessons
Weekly discussions
Field experience completion

Class Grade
S = proficient level of competency in field work
U = unacceptable level of competency in field work; must re-take course

Assignments:

Assignments that influence your final average include but may not be limited to the following; contact your university supervisor for additional details:

1. Field Experience Evaluations. *Course Objectives 1-7.*
   Intern Keys rubrics are found in the Field Experience Information folder on the CourseDen homepage and on Tk20. The information on the Intern Keys will guide what you do during the time you are in the classroom. At least twice, you should teach all or part of a lesson, under the guidance of the cooperating teacher.

   Your university supervisor will complete both the Intern Keys rubric and the Dispositions rubric on Tk20. The observations of your teaching and your course requirements for 6260 will influence his or her evaluations of you.

   Your cooperating teacher will complete the Intern Keys rubric on Tk20 by the end of your field experience. He or she should receive information from tk20@westga.edu, 678-839-6104 for that. Your cooperating teacher will observe you teaching and working with students throughout your field experience, and those observations will influence his or her evaluations of you.

   Note: The field experience is a key component of this course. Failure to successfully complete the field experience will result in an F for the course, regardless of other grades.

2. Observations. Due as scheduled with University Supervisor.
   You will be observed a minimum of two times, at least one of which will be a video submission. The SEED observation rubric will be provided on CourseDen.

3. Lesson Plans. Due as scheduled with University Supervisor.
   You will submit complete lesson plans for each observation, including the accompanying artifacts. Lessons must follow the SEED template provided. The SEED lesson plan rubric will be provided on CourseDen.

4. Weekly Discussions. Due dates/times TBA.
   Discussion participation will be required weekly for the duration of the field placement; refer to CourseDen for details.

5. Learning Segment for edTPA. Due in co-requisite Strategies course. *Course Objectives 1-7*
   This is the critical assessment for the accompanying strategies course. You will develop a learning segment of three lessons with teaching artifacts, video segments, and evaluative commentary, as implemented with the students in your field placement.

Program View (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Basu-Dutt, Sharmistha
College	Department	Originator

What would you like to do?

○ Add New Program   ● Modify Existing Program   Deactivate Existing Program   Terminate Existing Program   Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Details

☐ Senate Action Item   (See Procedure)

Program Selection

College of Science and Mathematics
College

Bachelor of Science, Applied Chemistry
Program

Bachelor of Science, Applied Chemistry
Program Name

Bachelor of Science
Degree Name

On Campus	Undergraduate
Program Location	Degree Level
Fall 2017	
Effective Semester/Year	

Modification Details

Allowed one D in the major.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

Allowed one D in the major.

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt   [APPROVED 2016-01-04]
Chair, Course Department

Gregory T. Payne   [APPROVED 2016-01-06]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Basu-Dutt, Sharmistha
College	Department	Originator

What would you like to do?

○ Add New Program   ● Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Details

Senate Action Item   (See Procedure)

Program Selection

College of Science and Mathematics	Dual Degree, Bachelor of Science with Chemistry and Chemical Engineering
College	Program

Dual Degree, Bachelor of Science with Chemistry and Chemical Engineering
Program Name

On Campus	Undergraduate
Program Location	Degree Level

Bachelor of Science
Degree Name

Fall	2016

Effective Semester/Year

Modification Details

Allowed one D in the major.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Allowed one D in the major.

(Max 4000 characters)

┌─ College Approvals ──────────────────────┐ ┌─ Other Approvals ──────────────────────┐ ┌─ Final Approval ──────────────────────┐

Gregory T. Payne   [APPROVED 2016-01-06]   **Cale Self**   [APPROVED 2016-01-22]   **Myrna Gantner**   [REQUIRED]

Coordinator, COSM Curriculum Committee   **Chair, Undergraduate Programs Committee**   **Final Approver**

Sharmistha Basu-Dutt   [APPROVED 2016-01-04]

Chair, Course Department

Program View (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Basu-Dutt, Sharmistha
College	Department	Originator

What would you like to do?

Add New Program ● Modify Existing Program   Deactivate Existing Program   Terminate Existing Program   Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Details
☐ Senate Action Item   (See Procedure)

Program Selection

College of Science and Mathematics
College

Bachelor of Science with a major in Chemistry
Program

Bachelor of Science with a major in Chemistry
Program Name

Bachelor of Science
Degree Name

On Campus
Program Location

Undergraduate
Degree Level

Fall   2016
Effective Semester/Year

Modification Details

Allowed one D in the major.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
  Library Resources Need Enhancement
Is this a SACS substantive change? NO   (See Policy)
Present or Projected Annual Enrollment: 10

Comments

Allowed one D in the major.

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt   [APPROVED 2016-01-04]
Chair, Course Department

Gregory T. Payne   [APPROVED 2016-01-06]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Basu-Dutt, Sharmistha
College	Department	Originator

What would you like to do?

Add New Program   ● Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ✓ See Details
☐ Senate Action Item   (See Procedure)

Program Selection

College of Science and Mathematics	Bachelor of Science in Chemistry, Pre-Professional
College	Program

Bachelor of Science in Chemistry, Pre-Professional
Program Name

Bachelor of Science
Degree Name

On Campus
Program Location

Undergraduate
Degree Level

Fall   2016
Effective Semester/Year

Modification Details

Allowed one D in the major.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? NO   (See Policy)
Present or Projected Annual Enrollment: [10]

Comments

Allowed one D in the major.

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt   [APPROVED 2016-01-04]
Chair, Course Department

Gregory T. Payne   [APPROVED 2016-01-06]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Basu-Dutt, Sharmistha
College	Department	Originator

What would you like to do?

○ Add New Program   ● Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Details

Senate Action Item   (See Procedure)

Program Selection

College of Science and Mathematics	Bachelor of Science in Chemistry, General Option
College	Program

Bachelor of Science in Chemistry, General Option	On Campus	Undergraduate
Program Name	Program Location	Degree Level

Bachelor of Science	Fall	2016
Degree Name	Effective Semester/Year	

Modification Details

Allowed one D in the major.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 10

Comments

Allowed one D in the major.

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt   [APPROVED 2016-01-04]

Chair, Course Department

Gregory T. Payne   [APPROVED 2016-01-06]

Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2016-01-22]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

Program View (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Basu-Dutt, Sharmistha
College	Department	Originator

What would you like to do?

Add New Program   ⦿ Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Details
Senate Action Item   (See Procedure)

Program Selection

College of Science and Mathematics	Bachelor of Science in Chemistry with Concentration in Biochemistry
College	Program

Bachelor of Science in Chemistry with Concentration in Biochemistry
Program Name

On Campus	Undergraduate
Program Location	Degree Level

Bachelor of Science
Degree Name

Fall	2016

Effective Semester/Year

Modification Details

Allowed one D in the major.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Planning Info

⦿ Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? NO   (See Policy)
Present or Projected Annual Enrollment: 5

Comments

Allowed one D in the major.

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt   [APPROVED 2016-01-04]
Chair, Course Department

Gregory T. Payne   [APPROVED 2016-01-06]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College of Science and Mathematics	Chemistry Department	Basu-Dutt, Sharmistha
College	Department	Originator

What would you like to do?

Add New Program   ● Modify Existing Program   Deactivate Existing Program   Terminate Existing Program   Reactivate Existing Program

Modifications

Program Name   Program Description   Degree Name   ✓ See Details

Senate Action Item   (See Procedure)

Program Selection

College of Science and Mathematics	Bachelor of Science with a Major in Chemistry (Secondary Education)
College	Program

Bachelor of Science with a Major in Chemistry (Secondary Education)
Program Name

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Science
Degree Name

Fall   2016
Effective Semester/Year

Modification Details

Allowed one D in the major.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

Allowed one D in the major.

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt   [APPROVED 2016-01-04]
Chair, Course Department

Gregory T. Payne   [APPROVED 2016-01-06]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Program View (Read-Only)

Originator

College of Science and Mathematics
College

Chemistry Department
Department

Basu-Dutt, Sharmistha
Originator

What would you like to do?

○ Add New Program   ● Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Details
Senate Action Item   (See Procedure)

Program Selection

College of Science and Mathematics
College

Bachelor of Science, Business Option
Program

Bachelor of Science, Business Option
Program Name

Bachelor of Science
Degree Name

On Campus
Program Location

Fall   2016
Effective Semester/Year

Undergraduate
Degree Level

Modification Details

Allowed one D in the major.

(Max 4000 characters)

Rationale

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? NO   (See Policy)
Present or Projected Annual Enrollment: 5

Comments

Allowed one D in the major.

(Max 4000 characters)

College Approvals

Sharmistha Basu-Dutt   [APPROVED 2016-01-04]
Chair, Course Department

Gregory T. Payne   [APPROVED 2016-01-06]
Coordinator, COSM Curriculum Committee

Other Approvals

Cale Self   [APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Program View (Read-Only)

Attachments
Current File: Plan A (Proposed).docx

Originator

College of Science and Mathematics	Physics Department	Talbot, Julie
College	Department	Originator

What would you like to do?

Add New Program   ● Modify Existing Program   Deactivate Existing Program   Terminate Existing Program   Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Details
Senate Action Item   (See Procedure)

Program Selection

College of Science and Mathematics	Bachelor of Science with a Major in Physics
College	Program

Bachelor of Science with a Major in Physics	On Campus	Undergraduate
Program Name	Program Location	Degree Level

Bachelor of Science	Fall	2016
Degree Name	Effective Semester/Year	

Modification Details

The Physics department is making several small changes to our Plan A (General Physics) track. First of all, Core area D and F now reflect the fact that both the Chemistry and Physics departments now teach the labs in the Principles sequences separately from the lecture. Secondly, PHYS 4513 (Mathematical Physics) and PHYS 4523 (Computational Physics) are now required courses for all majors; they were previously elective courses. Thirdly, the department has expanded the list of math courses that will count as electives. Lastly, two sets of physics electives were combined into one set, to make this less confusing.

(Max 4000 characters)

Rationale

The department feels that PHYS 4513 (Mathematical Physics) and PHYS 4523 (Computational Physics) are sufficiently important that all majors should be required to take them. The list of math electives has been expanded in order to give students more flexibility in choosing math courses. Lastly, there used to be two sets of physics electives that students had to satisfy. This was confusing for students, so the department combined the electives into one list.

(Max 4000 characters)

Attachments
Current File: Plan A (Proposed).docx

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

The department is updating the Plan A (General Track) to reflect changes in the Core Areas D and F, changing PHYS 4513 and PHYS 4523 to required courses, adding options for Math electives, and streamlining the physics electives category.

(Max 4000 characters)

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┌─College Approvals──────────────────┐  ┌─Other Approvals──────────────────┐  ┌─Final Approval─────────────────┐
│                                    │  │                                  │  │                                │
│   Julie Talbot   [APPROVED 2015-10-13] │  │   Cale Self   [APPROVED 2016-01-22] │  │   Myrna Gantner   [REQUIRED]  │
│ Chair, Course Department           │  │ Chair, Undergraduate Programs Committee │  │ Final Approver                │
│                                    │  └──────────────────────────────────┘  └────────────────────────────────┘
│   Gregory T. Payne   [APPROVED 2016-01-06] │
│ Coordinator, COSM Curriculum Committee │
│                                    │
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COURSE REQUIREMENTS FOR THE B.S. DEGREE WITH A MAJOR IN PHYSICS
(PLAN A - Physics)
Effective: Fall 2016

AREA	COURSE	HRS	GRADE
A	ENGL 1101	3	
A	ENGL 1102	3	
B	CORE B (See Catalog)	3	
B	XIDS 2001 (The Physical Universe)	1	
C	Core C (See Catalog)	3	
C	Core C (See Catalog)	3	
D	CHEM 1211K or CHEM 1211 and CHEM 1211L	4	
D	CHEM 1212K or CHEM 1212 and CHEM 1212L	4	
E	POLS 1101	3	
E	HIST 1111 or 1112	3	
E	HIST 2111 or 2112	3	
E	Core Elective (See Catalog)	3	
A&F	MATH 1113	3(A) 1(F)	
D&F	MATH 1634	3(D) 1(F)	
F	MATH 2644	4	
F	MATH 2654	4	
F	PHYS 2211 + PHYS 2211L	4	
F	PHYS 2212 + PHYS 2212L	4	
MAJOR	PHYS 3113	3	
MAJOR	PHYS 3213	3	
MAJOR	PHYS 3313	3	
MAJOR	PHYS 3503	3	
MAJOR	PHYS 3511	1	
MAJOR	PHYS 3521	1	
MAJOR	PHYS 4513	3	
MAJOR	PHYS 4523	3	
MAJOR	PHYS 4984	1	
MAJOR	MATH 3303	3	
MAJOR	Six hours selected from: FL (6 hours), MATH 2853, 3003, 3353, 4013, 4153, 4203, 4313, 4363	6	
MAJOR	Fifteen hours selected from: PHYS 3013, 3023, 3413, 4103, 4323, 4333, 4413, 4683	15	
MAJOR	Electives (Must include enough upper level hours to make a total of at least 39)	15	
	Total	120	

No Physical Education requirement.

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

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

DSW course options: PHYS 3511 (1), PHYS 3521 (1), PHYS 4103 (3), PHYS 4984(1), and sometimes PHYS 3503 (3)

Program View (Read-Only)

Attachments

Current File: hra_cert.docx

Originator

College of Social Sciences	Political Science Department	Dixon, Greg
College	Department	Originator

What would you like to do?

● Add New Program   ○ Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Details

☐ Senate Action Item   (See Procedure)

Program Selection

College of Social Sciences	Political Science Department
College	Department

Certificate in Human Rights Advocacy		On Campus	Undergraduate
Program Name		Program Location	Degree Level

Certificate in Human Rights Advocacy		Fall	2016
Degree Name		Effective Semester/Year	

Modification Details

The Human Rights Advocacy Certificate is a five course embedded certificate. The HRA certificate consists of two core courses in Human rights (POLS4517 and POLS4215) and a series of two elective courses chosen from the following list: ANTH3188, POLS3301, POLS4501, POLS4503, SOCI3134, SOCI3743, and SOCI4734. Special topics courses in any major field in the College of Social Sciences could be included as an elective with the approval of the HRA coordinator. The final course is to be a practicum course which can either be an internship or a service learning course that is approved by the HRA coordinator. The practicum/internship requirement may be met in any major field in the College of Social Sciences, but is subject to approval of the HRA coordinator.

(Max 4000 characters)

Rationale

This certificate program is intended to provide academic and practical training for students who intend to work in a range of organizations focused on the issues of human rights. This includes domestic and international organizations. The program integrates classroom learning with practical field experience through a series of courses across three different disciplines. The program seeks to help to fill a need for students seeking work in this field. Human rights advocacy is a rapidly growing area of work among non-governmental, governmental, and intergovernmental organizations around the world. While this program has clear benefits for students in experience and employability is also serves the broader interest of the University of West Georgia in building stronger community partnerships.

(Max 4000 characters)

Attachments

Current File: hra_cert.docx

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 12

Comments

The job market for domestic and international human and civil rights organization workers is large and growing. To date there are few programs that provide training and credentialing in these areas available to students in Georgia. The goal of this program is provide students with a strong academic and practical skill set to work in this field. The program will also strengthen existing community partnerships as well as expand the potential for future partnership building. This innovative program serves the UWG values of achievement, caring, collaboration, inclusiveness, and sustainability. The program also contributes to the fulfillment of several of the UWG and COSS strategic plan goals: Strategic Imperative (SI) 1 (Student Success), COSS Goal 2, 4, 5. SI2 (Academic Success), Goal 1, SI3 (Successful Partnerships), Goals 1, 3, 4. SI4 (Operational Success), Goal 2.

(Max 4000 characters)

┌─ College Approvals ──────────────────┐ ┌─ Other Approvals ──────────────────┐ ┌─ Final Approval ──────────────────┐

   J. Salvador Peralta   [APPROVED 2016-01-15]   Cale Self   [APPROVED 2016-01-22]   Myrna Gantner   [REQUIRED]
   Chair, Course Department   Chair, Undergraduate Programs Committee   Final Approver

   Amber Smallwood   [APPROVED 2016-01-15]
   Coordinator, COSS Executive Committee

Program View (Read-Only)

Originator

College of Social Sciences	Political Science Department	Peralta, J. Salvador
College	Department	Originator

What would you like to do?

○ Add New Program   ● Modify Existing Program   ○ Deactivate Existing Program   ○ Terminate Existing Program   ○ Reactivate Existing Program

Modifications

☐ Program Name   ☐ Program Description   ☐ Degree Name   ☑ See Details

Senate Information Item   (See Procedure)

Program Selection

College of Social Sciences   Bachelor of Science with a Major in Political Science
College   Program

Bachelor of Science with a Major in Political Science
Program Name

Bachelor of Science
Degree Name

On Campus
Program Location

Undergraduate
Degree Level

Spring   2016
Effective Semester/Year

Modification Details

Currently the BS in Political Science is an on-campus program. The modification will allow it to be an online program as well. The online alternative will be phased in. During this period we will offer all Political Science courses necessary to complete the program in a time frame no longer than six semesters (not including summer, although online classes will also be offered in summer).

(Max 4000 characters)

Rationale

This modification support UWG's Strategic Imperative 1: Increase student persistence and timely progression to degree attainment.

More specifically, the program modification is designed to increase student access and assist adult learners and other students who have difficulty attending on-campus classes because of work complications, family responsibility, or other obstacles. Online completion will allow these students to complete the BS in a timely fashion.

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 100

Comments

This is not a major modification for the BS in Political Science because our department already offers all major courses online. Moreover, all tenure-track faculty have received training in online course preparation and delivery. We will also continue to invest in faculty development opportunities such as Quality Matters Certifications.

(Max 4000 characters)

College Approvals

Amber Smallwood   [APPROVED 2015-09-25]
Coordinator, COSS Executive Committee

J. Salvador Peralta   [APPROVED 2015-09-20]
Chair, Course Department

Other Approvals

Cale Self   [APPROVED 2015-09-30]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Course View (Read Only)

Attachments
Current File: Syllabus POLS 4217.docx

Originator

Political Science Department	College of Social Sciences	Lee, Sooho
Department	College	Originator

What would you like to do?

◉ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments ☐ Senate Action Item
(See Procedure)

Course Details

POLS	4217	Grant Writing for Nonprofit Organizations
Prefix	Number	Course Title

This course introduces students to the world of grant-writing and management, and provides an opportunity to experience writing actual grants. Students will learn the process of identifying prospective funders, developing relationships with funders, understanding the basics of writing grants, submitting proposals, working as a collaborative, and preparing for the follow up. Students will apply course learning to write and prepare actual grant proposals.

Course Catalog Description

3		3	Spring - 2017	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

There has been growing interest among students in identifying that nonprofit organizations should play more important roles in delivering unmet social needs. At the same time, the interest leads them to an important question of "how to get resources to provide the services?" Grant writing is an essential part of nonprofit management and also a professional field. This course introduces students to the world of grant-writing and management, and provides an opportunity to experience writing actual grants.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

Attachments

Current File: Syllabus POLS 4217.docx

College Approvals

J. Salvador Peralta   [APPROVED 2016-01-15]

Chair, Course Department

Amber Smallwood   [APPROVED 2016-01-15]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-01-22]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

POLS 4217: Grant Writing for Nonprofit Organizations

University of West Georgia, Spring 2016,

Dr. Sooho Lee
Office: 136 Pafford Building
Email: slee@westga.edu
Phone: 678-839-4991

Spring Office Hours:
Mon 1:00 – 3:00 pm
Tue 10:00 – 5:00 pm
Wed 1:00 – 3:00 pm
Or by appointment

Course Description & Goals

This course introduces students to the world of grant-writing and management, and provides an opportunity to experience writing actual grants. Students will learn the process of identifying prospective funders, developing relationships with funders, understanding the basics of writing grants, submitting proposals, working as a collaborative, and preparing for the follow up. Students will apply course learning to write and prepare actual grant proposals.

Learning outcomes
By the completion of this course, students will demonstrate an understanding of:
- the nature of philanthropic world
- managing grant process
- identifying the sources of grants and prospective funders
- writing grant proposals effectively and concisely
- building partnership and collaboration
- developing relationships with funders
- developing sustainability strategies
- developing program budget

Course Materials

Getting Funded: The Complete Guide to Writing Grant Proposals 5th Edition, Susan Howlett and Renee Bourque, Word and Raby Publishing, 2011. ISBN: 978-0984277285

Major web sources:
Sample documents – Grant Space http://grantspace.org/tools/sample-documents
All about foundation grants (find funders) – Foundation Center http://foundationcenter.org/
Susan Howlett Strengthening Nonprofits http://susanhowlett.com/getting-funded/

Course Requirements

1. Exam (20%)

There will be a comprehensive exam that covers the entire discussions and readings.

2. Grant proposal (40%)

Each student should develop and write a grant proposal for a nonprofit organization. The proposal should follow the specific guidelines (RFP) for a full proposal format that the grant-maker requires. A guideline for this assignment will be provided in class.

- o Selection of a progam/project or a nonprofit organization: Jan 25
- o Progress report: Feb 22
- o Draft due: Mar 25

3. Blind-peer review (10%)

Each student will evaluate two proposals of other students after the Stage I. The instructor will provide review criteria. This review should be completed in a week or so.

4. Writing practices for the major elements (20%)

During the Stage I, the following elements will be written in a short form. Students will practice what the class discussions and materials provide.

- o Need statement
- o Program plan/Project description
- o Identification of at least three (potential) funders
- o Goals, objectives, and evaluation
- o Organizational capacity
- o Budget statement
- o A letter of inquiry

* Plagiarism and academic dishonesty

Students are expected to adhere to the highest standards of academic integrity, submitting original work and not taking credit for work done by anyone else or for any other class. Anyone who plagiarizes will automatically receive a zero for the assignment and will have the case referred to the Dean's Office for further investigation. In addition, offenders may receive a failing grade for the course at the discretion of the instructor.

5. Class preparedness, participation, and attendance (10%)

Students should be prepared to discuss the topics in each class. Also, active participation is strongly encouraged. Class attendance is mandatory. Each absence will deduct the total grade point average by three percent. **Any expected or unexpected absence should be approved by the instructor with written evidence (e.g., doctor's note, departmental letter, etc..).** In this course, attendance is defined as "presence in the classroom from the beginning of class until the end of class." Late coming or early leaving without prior permission will be considered an absence.

   * Extra credit will be given to those who have a perfect attendance record.

<u>Your final grade:</u> A≥90%, 80% ≤B≤ 89%, 70% ≤C≤ 79%, 60% ≤D≤ 69%, F≤ 59%

Other University Policies

Students should review the following university policies:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Course Schedule

Students are expected to do the assigned readings before coming to class. Preparation and participation will be evaluated. Additional readings assignments will be posted on CourseDen. The schedule could be changed depending on class progress and the instructor's academic conference travels.

Date	Topic	Discussion materials
1/11	Syllabus review Requirements Overview of grant-seeking and making process	Syllabus
Stage I. Learning Grant Writing		
1/13, 20	Basic components of grants Capacity, what questions must be answered to be successful? Grant planning	Chapter 1 Bobby Dodd Institute to the Community Foundation for Greater Atlanta Consejo Popular de Echo Park to Agape Foundation
1/25, 27	Understanding need: Differences between organizational and funder perspectives Describing and documenting need – how do we tell the story?	Chapter 2 & 9
2/1, 3	Understanding and describing approach and methods Logic models as a tool for organizing the grant	Chapter 3 & 10 Lincoln Literacy Council to the Cooper Foundation Planned Parenthood of Georgia to the Atlanta Women's Foundation
2/8, 10	Identifying and qualifying funders Grant sources and grantwriting resources online. Online funder research in the computer	Chapter 4, 5, 6, & 7 Both Letters of Inquiry under the Letter of Inquiry category
2/15, 17	Goals, objectives, timelines and responsibility charts – all the details. Evaluation plans and strategies – how will we prove that what we're doing is working?	Chapter 11 W.K. Kellogg Foundation's Logic Model and Evaluation Handbook
2/22, 24	Developing budget	Chapter 12
2/29, 3/2	Organizational capacity – what and how to document readiness. Partnerships and letters of collaboration. Documentation and attachments	Chapter 13 New Settlement Apartments to Charles Hayden Foundation ▨ New Jersey Conservation Foundation to the Fund for New Jersey
3/7, 9	Review, editing, overcoming roadblocks. Working with the reality of imperfect agencies, programs and funders.	Chapter 14, 15, & 16
Stage II. Writing and Completing a Proposal		
3/14, 16, 21, 23	Use and digest all knowledge and information for your proposal	
Stage III. Workshop: Review and Evaluation		
3/28, 30	Workshop 1. Sharing experiences	
4/4, 6	Workshop 2. Peer review	
4/11, 13	Workshop 3. Peer review	
4/18, 20	Workshop 4. Overall review	
4/25	Final "revised" proposal due	

Course View (Read Only)

Attachments
Current File: Syllabus POLS 5217.docx

Originator

Political Science Department	College of Social Sciences	Lee, Sooho
Department	College	Originator

What would you like to do?

● Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments   Senate Action Item
(See Procedure)

Course Details

POLS	5217	Grant Writing for Nonprofit Organizations
Prefix	Number	Course Title

This course helps to develop the skills necessary for students to have the knowledge to be able to develop a solid funding grant proposal. This course is ideal for students who are working for nonprofit and government agencies and are seeking to develop the skills needed to become an effective grant writer. Additionally this course is ideal for students who work with and/or supervise grant based programs or agencies and who wish to acquire the knowledge of how the grant process works.

Course Catalog Description

3		3	Spring - 2017	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Most nonprofit certificate programs offer grant writing as either a core or an elective course. We should develop this course to build a better certificate program. Also this course could provide more learning experiences to other students in social sciences.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

Attachments

Current File: Syllabus_POLS_5217.docx

College Approvals

J. Salvador Peralta   [APPROVED 2016-01-15]

Chair, Course Department

Amber Smallwood   [APPROVED 2016-01-15]

Coordinator, COSS Executive Committee

Other Approvals

Dawn McCord [APPROVED 2016-01-22]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

POLS 5217: Grant Writing for Nonprofit Organizations

University of West Georgia, Spring 2016

Dr. Sooho Lee
Office: 136 Pafford Building
Email: slee@westga.edu
Phone: 678-839-4991

Spring Office Hours:
Mon 1:00 – 3:00 pm
Tue 10:00 – 5:00 pm
Wed 1:00 – 3:00 pm
Or by appointment

Course Description & Goals

This course helps to develop the skills necessary for students to have the knowledge to be able to develop a solid funding grant proposal. This course is ideal for students who are working for nonprofit and government agencies and are seeking to develop the skills needed to become an effective grant writer. Additionally this course is ideal for students who work with and/or supervise grant based programs or agencies and who wish to acquire the knowledge of how the grant process works.

Learning outcomes
By the completion of this course, students will be able to:
- Summarize the problems associated with obtaining program level funding.
- Analyze how political factors influence grant funding.
- Explain the skills needed to develop a grant proposal.
- Identify how to locate available funding sources.
- Create an example of an effective grant proposal.
- Diagram the process of seeking external grant funding.
- Design an example of a grant proposal

Course Materials

The Only Grant-Writing Book You'll Ever Need 4th Edition, Ellen Karsh and Arlen Sue Fox, Basic Books, 2014

Getting Funded: The Complete Guide to Writing Grant Proposals 5th Edition, Susan Howlett and Renee Bourque, Word and Raby Publishing, 2011. ISBN: 978-0984277285

Winning Grants Step by Step: The Complete Workbook for Planning, Developing and Writing Successful Proposals, 4th Edition, Tori O'Neal-McElrath, Jossey-Bass, 2013.

Additional sample documents and reading materials will be posted on CourseDen.

Course Requirements

1. Grant proposal (60%)

Each student should develop and write a grant proposal for a nonprofit organization. The proposal should follow the specific guidelines (RFP) for a full proposal format that the grant-maker requires. A guideline for this assignment will be provided in class.

- o Selection of a progam/project or a nonprofit organization: Jan 25
- o Progress report: Feb 22
- o Draft due: Mar 25

2. Blind-peer review (10%)

Each student will evaluate two proposals of other students after the Stage I. The instructor will provide review criteria. This review should be completed in a week or so.

3. Writing practices for the major elements (20%)

During the Stage I, the following elements will be written in a short form. Students will practice what the class discussions and materials provide.

- o Need statement
- o Program plan/Project description
- o Identification of at least three (potential) funders
- o Goals, objectives, and evaluation
- o Organizational capacity
- o Budget statement
- o A letter of inquiry

* Plagiarism and academic dishonesty

Students are expected to adhere to the highest standards of academic integrity, submitting original work and not taking credit for work done by anyone else or for any other class. Anyone who plagiarizes will automatically receive a zero for the assignment and will have the case referred to the Dean's Office for further investigation. In addition, offenders may receive a failing grade for the course at the discretion of the instructor.

4. Class preparedness, participation, and attendance (10%)

Students should be prepared to discuss the topics in each class. Also, active participation is strongly encouraged. Class attendance is mandatory. Each absence will deduct the total grade point average by three percent. **Any expected or unexpected absence should be approved by the instructor with written evidence (e.g., doctor's note, departmental letter, etc..).** In this course, attendance is defined as "presence in the classroom from the beginning of class until the end of class." Late coming or early leaving without prior permission will be considered an absence.

    * Extra credit will be given to those who have a perfect attendance record.

<u>Your final grade:</u> A≥90%, 80% ≤B≤ 89%, 70% ≤C≤ 79%, 60% ≤D≤ 69%, F≤ 59%

Other University Policies
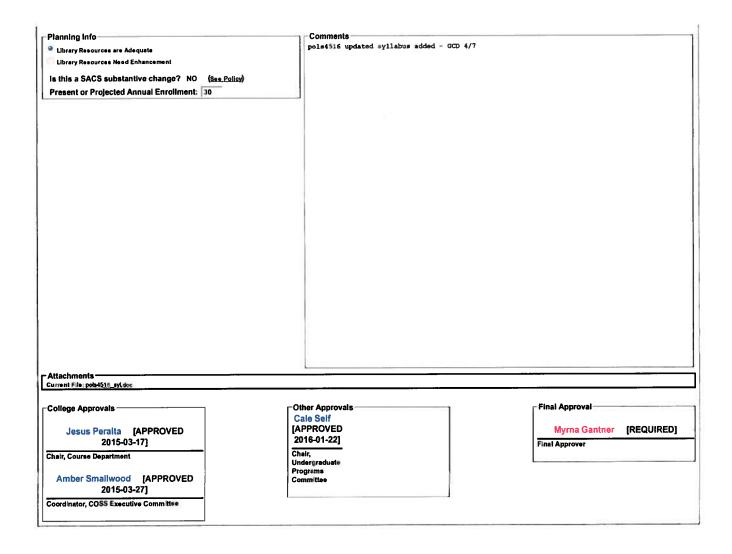
Students should review the following university policies:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Course Schedule

Students are expected to do the assigned readings before coming to class. Preparation and participation will be evaluated. Additional readings assignments will be posted on CourseDen. The schedule could be changed depending on class progress and the instructor's academic conference travels.

Date	Topic	Discussion materials
1/11	Syllabus review Requirements Overview of grant-seeking and making process	Syllabus
Stage I. Learning Grant Writing		
1/13, 20	Basic components of grants Capacity, what questions must be answered to be successful? Grant planning	Howlett 1; Karsh 1; & ONeal 1&2
1/25, 27	Understanding need: Differences between organizational and funder perspectives Describing and documenting need – how do we tell the story?	Howlett 2 & 9; Karsh 2, 3, 4; & ONeal 3 & 4
2/1, 3	Understanding and describing approach and methods Logic models as a tool for organizing the grant	Howlett 3 & 10; Karsh 5,6; ONeal 5&6
2/8, 10	Identifying and qualifying funders Grant sources and grantwriting resources online. Online funder research in the computer	Howlett 4, 5, 6, & 7; Karsh 7,8; ONeal 7
2/15, 17	Goals, objectives, timelines and responsibility charts – all the details. Evaluation plans and strategies – how will we prove that what we're doing is working?	Howlett 11; Karsh 9,10; ONeal 8
2/22, 24	Developing budget	Howlett 12; Karsh 11, 12
2/29, 3/2	Organizational capacity – what and how to document readiness. Partnerships and letters of collaboration. Documentation and attachments	Howlett 13; Karsh 13, 14
3/7, 9	Review, editing, overcoming roadblocks. Working with the reality of imperfect agencies, programs and funders.	Howlett 14, 15, & 16; Karsh 15; ONeal 9,10
Stage II. Writing and Completing a Proposal		
3/14, 16, 21, 23	Use and digest all knowledge and information for your proposal	
Stage III. Workshop: Review and Evaluation		
3/28, 30	Workshop 1. Sharing experiences	
4/4, 6	Workshop 2. Peer review	
4/11, 13	Workshop 3. Peer review	
4/18, 20	Workshop 4. Overall review	
4/25	Final "revised" proposal due	

Course View (Read Only)

Attachments
Current File: pols4516_ayl.doc

Originator

Political Science Department	College of Social Sciences	Dixon, Greg
Department	College	Originator

What would you like to do?

◉ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☑ Prerequisites   ☐ Corequisites   ☑ Description   ☑ Title   ☑ Credit   ☐ See Comments   ☐ Senate Action Item
(See Procedure)

Course Details

POLS	4516	American National Security Policy
Prefix	Number	Course Title

This course is a mixed upper division/graduate course in American National Security Policy. This course focuses on the formulation and implementation of American national security policy. The course will cover the basic theoretical models for the policy process as well as the conceptual foundations of national security policy. The course will cover the inter-relationship between policy-makers, institutional frameworks, and the political process. The goal of the course is to provide a solid foundation of knowledge relating to the national security apparatus of the United States.

Course Catalog Description

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

Prerequisites

POLS1101

Corequisites

Rationale

This course is being added as part of a curriculum update for the department. This course has been taught a number of times as a special topics course and is being added to the standard curriculum. This course is standard for Political Science programs, especially those with a policy focus.

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

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

Present or Projected Annual Enrollment: 30

Comments

pols4516 updated syllabus added - GCD 4/7

Attachments
Current File: pols451f_syl.doc

College Approvals

Jesus Peralta   [APPROVED 2015-03-17]

Chair, Course Department

Amber Smallwood   [APPROVED 2015-03-27]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED 2016-01-22]

Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

POLITICAL SCIENCE 4516
AMERICAN NATIONAL SECURITY POLICY

University of West Georgia

Instructor: Gregory C. Dixon
Email: gdixon@westga.edu
Public Course Web Page: www.westga.edu/~gdixon
Online material is also available via CourseDen

Office: Pafford 125
Office Hours: T,W,Th 3pm – 5:30pm

COURSE DESCRIPTION:
This course is a mixed upper division/graduate course in American National Security Policy. This course focuses on the formulation and implementation of American national security policy. The course will cover the basic theoretical models for the policy process as well as the conceptual foundations of national security policy. The course will cover the inter-relationship between policy-makers, institutional frameworks, and the political process. The goal of the course is to provide a solid foundation of knowledge relating to the national security apparatus of the United States.

REQUIRED TEXTS:

George, Roger Z and Harvey Rishikof (eds)	The National Security Enterprise: Navigating the Labyrinth	9781589016989	Georgetown University Press
Sapolsky, Harvey M., et al.	US Defense Politics: The Origins of Security Policy	9780415772662	Routledge
Sarkesian, Sam C., et al.	US National Security, Policymakers, Processes, & Politics	9781588264169	Lynne Rienner

A packet of additional readings for students in the graduate (5985) version of the course is included in CourseDen – these readings are optional for other students.

LEARNING OUTCOMES:
- Analyze the development of the contemporary national security policy system
- Assess the conceptual and theoretical foundations of national security policy
- Assess the key individuals and institutions in the national security apparatus
- Appraise the linkages between national security and other areas of American policy-making
- Appraise the linkage between the political and professional aspects of national security policy.
- Assess the ways in which the national security system has adapted to changing challenges

GRADING:
Assignments:

		Letter Grade Totals:	
Exams (3, lowest dropped)	50% each	90 and up%	A
		80 - 89%	B
		70 - 79%	C
		60 - 69%	D
		59 and under	F

NATURE OF THE EXAMS:
There are three take-home exams in this course. The exams will ask the student to answer a series of essay questions. Students should expect each exam to be 1800 – 2400 words in length. Due dates for the exams and details of the course assignments are provided in the Course Pack which is available on the course web page and in CourseDen. These exams are difficult and time consuming. Do not wait until the last minute to start.

SUBMISSION OF ASSIGNMENTS:
The assignments must be submitted in via CourseDen. The details of electronic submission are found in the Course Pack, but in essence the student submits the relevant file (in MS Word or Open Office odt format) through the CourseDen system. If students cannot submit via CourseDen, hardcopy submissions will be accepted.

MISSED OR LATE ASSIGNMENTS:
The assignments are in a take-home format with electronic submission and ample time is given for their completion. Students are expected to complete their assignments on time. The CourseDen system will allow late submission for about 48 hours following the due date. After this period, assignments must be submitted via hard copy. Late assignments will be penalized one letter grade (10 points on a 100 point scale) for each business day late. Exceptions will be made for University business in accordance with University policies. Extensions will be given only in case of dire emergency or "acts of the gods". All such extensions may or may not be granted solely at the discretion of the professor.

PARTIALLY ONLINE COURSE:
This course is a hybrid (partially online) course. There are a series of lectures posted online in CourseDen and on the public web site. Students are required to listen to and/or watch the media lectures. These lectures are thematically relevant to the other material and are designed to tie other material together and to discuss key concepts in the course. In-person class time is reserved for discussion. In-person meetings will take place on a schedule indicated in the CoursePack.

ASSUMPTION OF ADULTHOOD:
This is a college course. All students are assumed to be adults and will be held to adult standards of accountability and decorum. You are expected to familiarize yourself with the requirements of the course. You are expected to meet the requirements of the course without having to be reminded of such clearly posted things as exam dates. It is expected that you will do the required reading for the course prior to attending class. It is expected that you will complete all required assignments on time. If you have questions, you are expected to ask the professor to seek clarification.

CLASS PARTICIPATION:
This is a seminar course. Class participation is required and is a significant portion of your grade in the class. Class participation shall be graded on the quality of the participation not simply the quantity. Students are expected to complete the required readings BEFORE the class meets each day. Students are expected to come to each class prepared to actively engage the material. Discussion questions are provided for the various topics covered in the course. The Tuesday of each week will consist of a lecture by the professor on the topic to be discussed during the week. Thursday class shall consist of a discussion of the course material based on the discussion questions provided for that week's topics. Grades for participation will be assigned based on the quality of the participation, including a demonstrated knowledge of the assigned readings and the ability to apply these readings to the course as a whole.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:
Students with special needs as identified by the University will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation.

ATTENDANCE:
Attendance will not be taken and is not required as part of the course grade. However, this course will move very quickly and covers a large amount of material. Further, this is a seminar course and your participation in the seminar is a significant factor in your overall grade in the course. *Attendance is vital to success in this* course. While the professor does not deduct points for missed classes, students are forewarned that missing lectures may significantly reduce their chances of success in the course and may result in a lower participation grade. Missing seminar discussions will adversely affect the participation grade. You cannot effectively participate if you are not here. If it is necessary to miss a class, it is the responsibility of the student to get the notes from that day of class from another student in the class.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:
On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience *truly exceptional* life events may be made if the circumstances warrant.

PRIVACY RIGHTS AND EMAIL CONTACT
Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts or through the CourseDen interface. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

EXTRA CREDIT:
There will be _NO_ extra credit given in this course.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:
Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time.
At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times.
Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:
All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on _any_ assignment will receive an F _in the course_ (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for _any and all_ violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

MODIFICATIONS TO THIS SYLLABUS:
The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be announced verbally in class. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

Course View (Read Only)

Attachments
Current File: SPRING2013HUMANRIGHTSCOURSESYLLABUS.docx

Originator

Political Science Department	College of Social Sciences	Dixon, Greg
Department	College	Originator

What would you like to do?
☑ Add New Course   ☐ Modify Existing Course   ☐ Delete Existing Course

Modifications
☑ Prerequisites   ☐ Corequisites   ☑ Description   ☑ Title   ☑ Credit   ☐ See Comments   ☐ Senate Action Item
(See Procedure)

Course Details

POLS	4517	Global Human Rights
Prefix	Number	Course Title

The issue of human rights is not a new one. Instead, its roots can be traced to antiquity, beginning with the Magna Charta. However, the importance of human rights in global relations if a post-World War Two phenomenon. The genocidal acts committed by Hitler's Germany placed human rights on the international agenda. Since then, the significance of human rights in the global system has grown. In addition, the study of human rights has become a major area of intellectual inquiry. Against this background, this course is designed to examine some of the major issues in the human rights field—ranging from the conceptual and methodological tool boxes to critical issues such as the right to work, the right to education, torture, genocide, the rights of women and children, minorities, indigenous peoples, and the responsibility to protect. Importantly, these issues will be examined within the context of morality, international law, and realpolitik.
Course Catalog Description

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

Prerequisites
POLS1101

Corequisites

Rationale
This course is being added as part of a curriculum update for the department. This course has been taught a number of times as a special topics course and is being added to the standard curriculum. This course is standard for Political Science programs, especially those with a policy focus.

Planning Info

○ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

syllabus updated - GCD 4/7

Attachments

Current File: SPRING2013HUMANRIGHTSCOURSESYLLABUS.docx

College Approvals

Jesus Peralta   [APPROVED 2015-03-17]

Chair, Course Department

Amber Smallwood   [APPROVED 2015-03-27]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED 2016-01-22]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

DEPARTMENT OF POLITICAL SCIENCE AND PLANNING
UNIVERSITY OF WEST GEORGIA

HUMAN RIGHTS (POLS 4517)

SEMESTER: SPRING 2013
PLACE: ANTHROPOLOGY BLDG. ROOM 7
TIME: MW, 2-3:20 P.M.

PROFESSOR: GEORGE KIEH
OFFICE: PAFFORD 117
OFFICE HOURS: MW, 1-2 P.M.;
    3:30- 4:30 P.M.
TELEPHONE #S:
    678-839-5008(OFFICE)
    616-648-8901(CELL)
EMAIL: gkieh@westga.edu.

DESCRIPTION: The issue of human rights is not a new one. Instead, its roots can be traced to antiquity, beginning with the Magna Charta. However, the importance of human rights in global relations if a post-World War Two phenomenon. The genocidal acts committed by Hitler's Germany placed human rights on the international agenda. Since then, the significance of human rights in the global system has grown. In addition, the study of human rights has become a major area of intellectual inquiry.

Against this background, this course is designed to examine some of the major issues in the human rights field—ranging from the conceptual and methodological tool boxes to critical issues such as the right to work, the right to education, torture, genocide, the rights of women and children, minorities, indigenous peoples, and the responsibility to protect. Importantly, these issues will be examined within the context of morality, international law, and *realpolitik.*

OBJECTIVES: The major objectives of the course are the followings:

1. To introduce students to the growing field of human rights studies.

2. To examine some of the major conceptual, methodological and theoretical approaches that are used to study various issues in the human rights subfield.

3. To interrogate some of the major human rights issues.

OUTCOMES: At the end of the course, students would be expected to know the followings:

1. The major concepts and their conceptualizations in human rights studies.

2. The major methodological approaches in human rights studies.

3. The major theoretical frameworks in human rights studies.

4. Some of the major issues that shape human rights studies.

STUDENTS' RESPONSIBILITIES: Course participants are required to perform the following responsibilities:

1. Do all the assigned readings prior to each class.

2. Pass all examinations.

4. Participate meaningfully in class discussion. The "free rider tendency" is strictly prohibited!

5. Keep abreast of issues dealing with human rights, by reading the relevant magazines and newspapers, and watching and listening to the news.

EVALUATION: The final grade for the course will be based on a "POINTS SYSTEM." The breakdown is as follow:

PROGRESS TEST #1(JANUARY 30)..**10 POINTS**
PROGRESS TEST #2(FEBRUARY 25).......................................**10 POINTS**
PROGRESS TEST #3(APRIL 10)...**10 POINTS**
MIDTERM EXAMINATION (MARCH 4)....................................**30 POINTS**
FINAL EXAM (APRIL 22)..**40 POINTS**

TOTAL..........100 POINTS

The grade distribution will be determined viz:

A=90-100

B=80-89

C=70-79

D=60-69

F=0=59

ATTENDANCE POLICY: Students are expected to attend all sessions of the course, as a demonstration of the discipline the pursuance of education requires. However, I will not take a daily roll. Nevertheless, a student who misses a class session is <u>SOLELY RESPONSIBLE FOR THE MATERIALS FOR THAT DAY. UNLESS IN EMERGENCY SITUATIONS--DEATH IN THE FAMILY, ILLNESS AND OTHERS TO BE SO DESIGNATED BY ME--, I WILL NOT GO OVER MATERIALS MISSED WITH THE SAID STUDENT. ALSO, IF A STUDENT MISSES A TEST DUE TO BEING ABSENT FROM CLASS, HE OR SHE WILL GET A GRADE OF ZERO. A MAKE-UP WILL ONLY BE GIVEN IN A CASE DETERMINED BY ME TO CONSTITUTE A VALID EXCUSE.</u>

THE POLICY ON CHEATING: If a student is found guilty of cheating on a test or an examination, he or she will be given a grade of zero for the said work. In addition, I will file a formal complaint with the appropriate university authorities.

THE PROGRESS TESTS, MIDTERM AND FINAL EXAMINATIONS

The Progress Tests: There will be three Progress Tests, each covering the relevant course materials as per the syllabus. Each Test will consist of "Short Essay Questions" (Four Questions: Students will have the choice to choose and answer two questions on each of the tests).

The Midterm and Final Examinations: Both Exams will consist of "Short Essays." On the Mid-term Exam, there will be seven questions, and students will choose and answer five of them. On the Final Exam, there will be eight questions, and students will choose and answer five of them.

TEXTBOOKS: The following textbooks are required for the course. They can be purchased from the University of West Georgia's Bookstore:

Jack Donnelly, International Human Rights, 4th ed., Westview Press, 2013.

Rhonda Smith, Textbook on International Human Rights, Oxford University Press, 2012.

Michael Goodhart(ed), Human Rights: Politics and Practice, Oxford University Press, 2009.

DATES	TOPICS/READINGS
January 7-23	**PART I: BACKGROUND** This part of the course will focus on the major issues that frame the study of human rights: 1) Conceptual and methodological issues; 2) the theoretical approaches; 3) the historical development of human rights; and 4) the universality-relativity divide.

January 7	Conceptual and Methodological Issues
	Readings: Donnelly, pp. 19-23
	          Smith, pp. 1-4; 191-192.
	          Goodhart, pp. 6-7; chap. 3; and pp. 121-123.

January 9 & 14	**THEORETICAL APPROACHES**
January 9	The General Theories Readings: Donnelly, p 21; p.28 Goodhart, p. 19

January 14

<u>Discipline-Based Theories</u>
Readings: Donnelly, pp. 29-30
            Goodhart, pp. 60-62; and chaps. 5-6

January 16

The Historical Development and Sources of
<u>Human Rights</u>
Readings: Donnelly, chap. 1; and pp. 26-27
            Smith, pp. xx-xxvii; chaps. 2 &11
            Goodhart, pp. 1-5; 11-18; p. 23; pp. 26-
36; 62-67; and chap. 7

January 21

MARTIN LUTHER KING HOLIDAY

January 23

Framing Human Rights: The Universality-
<u>Relativity Divide</u>
Readings: Donnelly, chap. 3
            Goodhart, pp. 19-22

January 28

<u>PART II: THE TYPOLOGY OF HUMAN RIGHTS</u>
How are human rights classified? This will be the
central issue in this part of the course.
Readings: Goodhart, pp. 16-17
      United Nations Declaration on Human Rights
      The Covenant on Civil and Political Rights
      The Covenant on Cultural, Economic and Social
      Rights
      Note: Google the Declaration and the
      Covenants

January 30

PROGRESS TEST #1

January 30-February 13

<u>PART III: HUMAN RIGHTS REGIMES</u>
In this part of the course, the focus will be on
the efforts to promote and protect human rights
at the global level through the United Nations, and
the regional level in Africa, the Americas and
Europe.

January 30 & February 4	The Global Human Rights Regime Readings: Donnelly, pp. 14-16; chap. 5; pp. 261-264. Smith, chaps. 3-5 Goodhart, pp. 15-16; 379-406
February 6, 11 & 13	**The Regional Human Rights Regimes**
February 6	The African Human Rights Regime Readings: Donnelly, pp. 98-99; chap. 7 Smith, chaps. 6 & 9 Goodhart, p. 40
February 11	The European Human Rights Regime Readings: Donnelly, pp.95-96; chap. 7 Smith, chaps. 6 &7 Goodhart, p. 40
February 13	The Inter-American Human Rights Regime Readings: Donnelly, pp. 96-98; 100-102; chap. 7 Smith, chaps. 6 & 8 Goodhart, p. 40
February 18	PART IV: IMPLEMENTATION, MONITORING ENFORCEMENT What are the institutions, modes and processes for implementing, monitoring and enforcing human rights? What are the successes and failures? How can the failures be addressed? These are the major issues that will be examined in this section of the course. Readings: Donnelly, chaps. 11-12 Smith, chap. 10 Goodhart, pp. 36-42
February 20	PART V: ADVOCACY Human rights advocacy is led by two major global rights organizations: Amnesty International and Human Rights Watch. In this part of the course, the focus will be on the advocacy activities of these two

organizations as well as others.
Readings: Goodhart, chap. 9
      Donnelly, chap. 10

February 25   **PROGRESS TEST #2**

February 25, 27 & March 6   **PART VI: HUMAN RIGHTS, THE DOMESTIC POLITICAL ECONOMY, FOREIGN POLICY AND GLOBALIZATION**
Human rights are shaped, conditioned and influenced by the domestic political economies of states, states' foreign policies, and globalization. This section of the course will be devoted to probing these major crucibles.

February 25   The Domestic Political Economy
Readings: Donnelly, pp. 30-32; chap. 4
      Goodhart, pp. 67-68 chaps.5, 8-10

February 27   Human Rights and Foreign Policy
Readings: Donnelly, chaps. 8 & 9

March 4   **MID-TERM EXAMINATION**

March 6   Human Rights and Globalization
Readings: Donnelly, chap. 14
      Goodhart, chap. 11

March 11- April 7   **PART VII: CRITICAL HUMAN RIGHTS ISSUES**
Human rights span a plethora of issues. However, in part of the course, the focus will be on some of them

March 11   The Rights to Life, Liberty, Equality Before the Law and Free Expression
Readings: Smith, chaps. 13, 15, 16 & 18

March 13	<u>The Death Penalty and Torture</u> Readings: Smith, chap. 14 　　　　　Goodhart, chap. 17
March 18-24	**SPRING BREAK…..NO CLASS**
March 25	<u>Refugees and the Internally Displaced</u> Readings: Smith, pp. 376-382 　　　　　Goodhart, chap. 14
March 27	<u>Genocide and Humanitarian Intervention</u> Readings: Donnelly, pp. 191-212 　　　　　Goodhart, pp. 68-72; chaps. 16 & 19
April 1	<u>Transitional Justice</u> Readings: Goodhart, chap. 20
April 3	<u>Terrorism and Anti-Terrorism</u> Readings: Donnelly, chap. 15
April 8	<u>Human Trafficking</u> Readings: Goodhart, chap. 12
April 10	**PROGRESS TEST #3**
April 10	<u>Minority, Children and Women's Rights</u> Readings: Smith, pp.15-21; chaps. 12 & 21; pp. 359- 360; 366-376 　　　　　Goodhart, chap. 13
April 15	<u>Indigenous Peoples and Self-Determination</u> Readings: Smith, chap. 17; pp. 359-366 　　　　　Goodhart, chap. 15

April 17   The Right to Work, Education and Health
Care
Readings: Smith, chaps. 19 & 20

April 22   **FINAL EXAMINATION (2 P.M.-4 P.M.)**

Course View (Read Only)

Attachments
Current File: pols4518_syl.doc

Originator

Political Science Department	College of Social Sciences	Dixon, Greg
Department	College	Originator

What would you like to do?

- ◉ Add New Course
- ○ Modify Existing Course
- ○ Delete Existing Course

Modifications (See Procedure)

- ☑ Prerequisites
- ☐ Corequisites
- ☑ Description
- ☑ Title
- ☑ Credit
- ☐ See Comments
- ☐ Senate Action Item

Course Details

POLS	4518	Arab-Israeli Conflict
Prefix	Number	Course Title

This course is an upper division reading course on the conflict in the Middle East between the nation of Israel and its Arab neighbors. The course explores the historical origins of the conflict in modern Zionism and colonialism and traces is development through the various hot and cold conflicts of the post WWII era. The course will discuss the inter-relationship between the power politics of nations and the politics of identity. The Arab-Israeli conflict will be situated within the wider regional politics in the Middle East as well as temporally in the context of the post WWII international system. This course will explore the complexity of the conflict as well as various attempts at its resolution. The course will also explore the potential impact of the changes of the Arab Spring on the dynamics of the conflict.
Course Catalog Description

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

Prerequisites

Corequisites

Rationale

This course is being added as part of a curriculum update for the department. This course has been taught a number of times as a special topics course and is being added to the standard curriculum. This course is standard for Political Science programs, especially those with a policy focus.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

syllabus updated - GCD 4/7

Attachments

Current File: pols4518_syl.doc

College Approvals

Jesus Peralta [APPROVED 2015-03-17]

Chair, Course Department

Amber Smallwood [APPROVED 2015-03-27]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self [APPROVED 2016-01-22]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

POLITICAL SCIENCE 4518
ARAB ISRAELI CONFLICT
University of West Georgia, Summer 2015

Instructor: Gregory C. Dixon   Office: Pafford 125
Email: gdixon@westga.edu   Office Hours: Tu/W/Th noon – 1pm
                                                                   & by appointment

COURSE DESCRIPTION:
This course is an upper division reading course on the conflict in the Middle East between the state of Israel and its Arab neighbors. The course explores the historical origins of the conflict in modern Zionism and colonialism and traces is development through the various hot and cold conflicts of the post WWII era. The course will explore this conflict as a case study in intractable conflict. The course will discuss the inter-relationship between the power politics of states and the politics of identity. The Arab-Israeli conflict will be situated within the wider regional politics in the Middle East as well as temporally in the context of the post WWII international system. This course will explore the complexity of the conflict as well as various attempts at its resolution. At its core this is a course about understanding intractable conflict through a broad exploration of one of the twentieth century's most famous examples of the phenomenon.

REQUIRED TEXTS:

Bickerton, Ian J. and Carla L. Klausner	A History of the Arab-Israeli Conflict, 7th Edition	9780205968138	Pearson
Laquer, Walter and Barry Rubin	The Israeli-Arab Reader: A Documentary History of the Middle East Conflict, 7th Edition	9780143113799	Penguin

LEARNING OUTCOMES:
- Analyze the historical origins of the conflict in regional and global contexts
- Assess the range of international influences that exert pressure on the region
- Assess the major identity groups that participate in the conflict
- Appraise the linkages national, regional, and global forces in the conflict
- Appraise the major regional power systems that inform the conflict.
- Assess the attempts to promote peace in the region by internal and external powers

GRADING:
Assignments: Letter Grade Totals:

Assignments		Letter Grade Totals	
Exams (3, lowest dropped)	50% each	90 and up%	A
		80 - 89%	B
		70 - 79%	C
		60 - 69%	D
		59 and under	F

NATURE OF THE EXAMS:
There are three take-home exams in this course. The exams will ask the student to answer a series of essay questions. Students should expect each QUESTION to require 900 – 1200 words to complete. Each EXAM should be 1800 – 2400 words in length. Due dates for the exams and details of the course assignments are provided in the Course Pack which is available on the course web page and in CourseDen. These exams are difficult and time consuming. Do not wait until the last minute to start.

LATE AND MAKE-UP EXAMS AND ASSIGNMENTS:
As the exams are in a take-home format, there is no need for make-up exams. Extensions to the due date of take-home exams will be given only in the most extreme circumstances. Written documentation of all such circumstances will be required. The professor reserves the right to refuse to grant an extension of the due date even in extreme circumstances. Late exams and late papers shall be penalized one letter grade for each business day late (if due on Friday, assignments turned in on Monday are considered 1 day late.)

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:
Students with special needs as identified by the University will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation.

ATTENDANCE:
Attendance will not be taken in the in-person portion of the course. It is not required as part of the course grade. However, this course will move very quickly and covers a large amount of material. *Attendance is vital to success in this course.* While

the professor does not deduct points for missed classes, students are forewarned that missing lectures may significantly reduce their chances of success in the course. If it is necessary to miss a class, it is the responsibility of the student to get the notes from that day of class from another student in the class.

ADD, DROP, WITHDRAWAL, AND PAPERWORK:
Students are advised that the professor will not remind them of add, drop, or any other university deadline. The professor does not administratively drop students from the course except for serious violations of the student conduct code. All such deadlines are the responsibility of the student. Failure to complete appropriate add, drop, or other paperwork may result in a range of consequences including failing the course or being dropped from the course and denied reinstatement. All issues related to these deadlines must be resolved through the appropriate university offices.

ASSUMPTION OF ADULTHOOD:
This is a college course. All students are assumed to be adults and will be held to adult standards of accountability and decorum. You are expected to familiarize yourself with the requirements of the course. You are expected to meet the requirements of the course without having to be reminded of such clearly posted things as exam dates. It is expected that you will do the required reading for the course prior to attending class. It is expected that you will complete all required assignments on time. If you have questions, you are expected to ask the professor to seek clarification.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:
On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience _truly exceptional_ life events may be made if the circumstances warrant.

INCOMPLETE GRADES:
Incomplete grades will be assigned only in cases of demonstrated medical or family circumstances. All such circumstances will require documentation. Students are forewarned that incomplete grades will not be assigned lightly.

PRIVACY RIGHTS AND EMAIL CONTACT
Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts or through the CourseDen interface. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

EXTRA CREDIT:
There will be _NO_ extra credit given in this course beyond the simulation score.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:
Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be silent or off), or work on material for other courses during the class time.
At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times. Actions that create a "hostile environment" in the classroom in any manner will not be tolerated. This includes actions aimed at students, faculty, staff, and other employees of the university.
Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:
All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on _any_ assignment will receive an F _in the course_ (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for _any and all_ violations of the University of West Georgia Honor Code regardless of the value of the individual assignment**. If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

INCLEMENT WEATHER AND CAMPUS EMERGENCIES:

The University of West Georgia requires that instructors state an inclement weather policy. In-person class meetings will be held on dates when the University is open. Students are advised to make themselves aware of the UWG Emergency Closing Policy found on the UWG website. This policy is intended to make students aware of weather related and other emergency closings on campus.

STUDENT ENGAGEMENT:
The University of West Georgia requires that instructors evaluate student "engagement" in the early weeks of a course. The University does not provide a definition of "engagement" and leaves the task of determining "engagement" up to the individual professor. Students who fail to "engage" in the course must be reported as "not engaged" by the instructor. This results in the name of the student being reported to Student Services for further action. These further actions are separate from, and unrelated to, the instructor for the course and are beyond the control of the instructor. By remaining enrolled in the course beyond the seventh day of the class, students accept that they may be reported as not engaged at the instructor's discretion.

FEDERAL "LAST ATTENDED DATE" REQUIREMENT:
The federal government requires that schools that accept federal financial aid report the last date of attendance for students under some conditions. Professors must report such information to the University. As attendance is not taken in this course, the professor will not track whether or not you are present on a given day. "Last Attended" reporting will be based on the following standard: 1) the withdrawal date for students who have withdrawn, 2) the last date of a submitted assignment in the course, or 3) the second Friday of the semester (in the case of no assignments submitted and no withdrawal from the course). Please note that the report of the second Friday of the semester may be used by the federal government (and in some cases the state government) to seek recovery of financial aid monies.

GOVERNMENT COMPLIANCE STATEMENTS:
ADA Statement:
"If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/studentDev/index_8884.php"

Equal Opportunity Statement:
"No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG."

Affirmative Action Statement:
"University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students."

UWG COMMON SYLLABUS LANGUAGE:
This syllabus includes the UWG Common Syllabus Language that can be found at:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

MODIFICATIONS TO THIS SYLLABUS:
The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be announced verbally in class. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:
By remaining enrolled in the course after the first week of the course, students acknowledge that they know and understand the terms and conditions described in this syllabus and agree to abide by these terms.

Course View (Read Only)

Attachments
Current File: GENOCIDECOURSEPOLS4519FALL2014UWG.docx

Originator

Political Science Department	College of Social Sciences	Dixon, Greg
Department	College	Originator

What would you like to do?

◉ Add New Course ○ Modify Existing Course ○ Delete Existing Course

Modifications

☑ Prerequisites ☐ Corequisites ☑ Description ☑ Title ☑ Credit ☐ See Comments ☐ Senate Action Item
(See Procedure)

Course Details

POLS	4519	Genocide
Prefix	Number	Course Title

The commission of genocidal acts represents the height of human inhumanity to human. Human history is filled with cases of groups—the state, elites, dominant ethnic groups, among others—committing genocidal crimes against other groups—marginalized racial, ethnic, religious and other groups—based on the perennial "us" versus "them" serving as the motor force. Although, the international community has committed itself to the prevention of genocide as reflected in the famous expression "Never again!," the rhetoric commitment has not been matched by consistent action. Accordingly, there have been cases of the commission of genocidal crimes as a recurring phenomenon—from the Holocaust to Sudan's Darfur region. Against this background, this course will seek to explore the various issues that underlie genocide, such as the explanations for the commission of genocidal acts, the typology of genocide, context, international norms, the efforts to prevent and punish genocidal crimes, and various case studies. The course begins with the issues, and this is then followed by the case studies. The rationale is to link the issues to the cases.
Course Catalog Description

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

Prerequisites

POLS1101

Corequisites

Rationale

This course is being added as part of a curriculum update for the department. This course has been taught a number of times as a special topics course and is being added to the standard curriculum. This course is standard for Political Science programs, especially those with a policy focus.

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

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

Present or Projected Annual Enrollment: 30

Comments
syllabus updated - GCD 4/7

Attachments
Current File: GENOCIDECOURSEPOLS4519FALL2014UWG.docx

College Approvals

Jesus Peralta   [APPROVED 2015-03-17]
Chair, Course Department

Amber Smallwood   [APPROVED 2015-03-27]
Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED 2016-01-22]
Chair,
Undergraduate
Programs
Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

DEPARTMENT OF POLITICAL SCIENCE AND PLANNING
UNIVERSITY OF WEST GEORGIA

GENOCIDE (POLS 4519)

SEMESTER: FALL 2014
TIME: MW, 2-3:20 P.M.
PLACE: PAFFORD 112

PROFESSOR: GEORGE KIEH
OFFICE: PAFFORD 117
OFFICE HOURS:
    MW, 11 A.M.-12 NOON;
    1-2 P.M.
TELEPHONE NUMBERS:
    678-839-5008(OFFICE)
    616-648-8901(CELL)
E-MAIL: gkieh@westga.edu.

DESCRIPTION: The commission of genocidal acts represents the height of human inhumanity to human. Human history is filled with cases of groups—the state, elites, dominant ethnic groups, among others—committing genocidal crimes against other groups—marginalized racial, ethnic, religious and other groups—based on the perennial "us" versus "them" serving as the motor force. Although, the international community has committed itself to the prevention of genocide as reflected in the famous expression "Never again!," the rhetoric commitment has not been matched by consistent action. Accordingly, there have been cases of the commission of genocidal crimes as a recurring phenomenon—from the Holocaust to Sudan's Darfur region.

    Against this background, this course will seek to explore the various issues that underlie genocide, such as the explanations for the commission of genocidal acts, the typology of genocide, context, international norms, the efforts to prevent and punish genocidal crimes, and various case studies. The course begins with the issues, and this is then followed by the case studies. The rationale is to link the issues to the cases.

OBJECTIVES: The course has several major interrelated objectives:
1. To examine the causes of genocide.
2. To probe the context in which genocidal crimes are committed.
3. To interrogate the efforts to prevent and punish genocidal crimes.
4. To examine the challenges and prospects of ending the commission of genocidal crimes.

OUTCOMES: At the end of the course, students should acquire the following skills:

1. Familiarity with the major theoretical approaches to the study of genocide.
2. An understanding of the context in which the seeds of genocide are sowed, germinated and conducted.
3. Comprehension of the various patterns of genocide and the emergent trends.
4. An understanding of the contingent or necessary and proximate causes and the triggers of acts of genocide.
5. The knowledge of the various modes of genocide.
6. The knowledge of the various case studies.

7. An enhancement of the students critical thinking, analytical, and writing skills.

STUDENTS' RESPONSIBILITIES: Class participants are required to fulfill the following responsibilities:

1. Do all of the assigned readings, prior to each class session.

2. Participate meaningfully in class discussions.

3. Pass all tests and examinations.

4. Keep abreast of current issues related to genocide, by reading the relevant newspapers, magazines and journals, and watching and listening to the news.

TEACHING METHODS: I will use two basic teaching methods in the course: Lecture and discussion. At the beginning of each class session, I will summarize the major issues relating to the topic. Second, I will pose questions either generally to the entire class or to specific students. The use of the two methods requires that students do the assigned readings, prior to each class session.

EVALUATION: The final grade for the course will be based on a total of **100 Points**. The distribution of the points is as follow:

FIRST PROGRESS TEST (OCTOBER 6)....................................10 POINTS

SECOND PROGRESS TEST (NOVEMBER 3)............................10 POINTS

THIRD PROGRESS TES (DECEMBER 3)..................................10 POINTS

MIDTERM EXAMINATION (OCTOBER 20)..............................30 POINTS

FINAL EXAMINATION (DECEMBER 8, 11 A.M.-1:30 P.M.)..........40 POINTS

In addition, students may earn extra credit points by attending various activities—lectures, etc.— that are relevant to the course. All extra credit assignments will be determined by me and announced to the entire class. Also, I will indicate the amount of points each extra credit assignment would be worth. No extra credit points would be awarded to any student, who decides unilaterally to attend an event that has not been chosen by me and announced to the entire class.

The points distribution for the final grade is as follow:

A=90-100

B=80-89

C=70-79

D=60-69

F=0-59

TEXTBOOKS: The following books are required for the course, and are available at the

University Bookstore.

Samuel Totten and Paul Bartrop (eds), The Genocide Studies Reader, Routledge, 2009.

Samuel Totten and William G. Parsons (eds.), Centuries of Genocide, 4th ed., Routledge, 2013.

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DATE	TOPICS AND READINGS

August 25-September 15   **PART I: BACKGROUND**

What are the legal and non-legal definitions of genocide? What are some of the methodologies and theories that are used to study genocide? What are the origins, stages and typology of genocide? These questions will frame this section of the course.

August 25   **Conceptual and Methodological Issues**

Readings: Totten and Bartrop, chaps. 1-3; 5--14
Totten and Parsons, p.3.
Scott Strauss, "'Destroy Them to Save Us:'
Theories of Genocide and the Logic of Political
Violence," Political Violence and Terrorism,
25(2), 2012, pp. 544-546; 551-557(Google).

August 27 & September 3   **Theoretical Approaches**

Readings: Totten and Bartrop, chapters 16, 17 & 19
Scott Strauss, "'Destroy Them to Save Us:'
Theories of Genocide and the Logic of Political
Violence," Political Violence and Terrorism,
25(2), 2012, pp. 546-551(Google).

September 8   **The Origins of Genocide**

Readings: Totten and Bartrop, chaps. 15-18; 22
Totten and Parsons, pp. 1-2

September 10   **The Phases and Typology of Genocide**

Readings: Totten and Bartrop, chapters 11 & 20
Lucy Kentish, "Genocide Prevention in the
Modern Setting: Theory Versus Practice," Internet
Journal of Criminology, 2011, pp. 7-11(Google)

September 15   **Genocidal Crimes**

Readings: Totten and Bartrop, chapters 21 &22

September 17 & 22   **PART II: THE GENOCIDAL CONTEXT**

Broadly, genocide occurs in two major contexts—national or domestic and global or international. In this part of the course, the focus will be on these two environments.

September 17   **The Domestic Context**

Readings:

> Martin Shaw, Genocide and International Relations: Changing Patterns in the Transitions of the Late Modern World, Cambridge, UK: Cambridge University Press, 2013, pp. 41-47 (Google)

> Martin Shaw, "From Comparative to International Genocide Studies: The International Production of Genocide in 20th-Century Europe," European Journal of International Relations, 18(4), 2011, pp. 645-668(Google)

September 22   **The Global Context**

Readings:

> Martin Shaw, Genocide and International Relations: Changing Patterns in the Transitions of the Late Modern World, Cambridge, UK: Cambridge University Press, 2013, pp. 41-47 (Google)

> Martin Shaw, "From Comparative to International Genocide Studies: The International Production of Genocide in 20th-Century Europe," European Journal of International Relations, 18(4), 2011, pp. 645-668(Google)

September 24   **PART III: GENOCIDAL TARGETING**

This part of the course will revolve around the issues of targeting in genocide. Specifically, this would entail an examination of the groups that are targeted in the commission of genocidal crimes, and the rationales, as well as the role of "by-standers."

Readings: Debra Koman, "Variables Influencing Victim Selection in Genocide," Journal of Forensic Science, 53(1), 2008, pp. 172-177.
Kjell Anderson, Hegemony and Entrepreneurship in Collective Violence, The Hague Institute of Global Justice, 2013 (Google)

September 29 & October 1

PART IV: MEMORY, DENIAL AND FORGIVENESS

Memory, denial, and forgiveness l are three of the critical issues in the genocide. In this section of the course, the focus will be on their nature and dynamics.

Readings: Totten and Bartrop, chapter 56
Totten and Parsons, pp. 6-8

October 6

PROGRESS TEST #1

October 6

PART V: THE NORMS AND PROHIBITION REGIMES AGAINST GENOCIDE
The international community has developed norms that are intended to serve as prohibitions against the commission of genocidal acts. In this vein, this part of the course will revolve around the examination of the Genocide Convention.

Readings: Totten and Bartrop, chapters 2, 4 & 35
Totten and Parsons, pp. 578-582

October 8 & 13

PART VI: PREVENTING AND INTERVENING IN GENOCIDAL ACTS

Both non-military and military means have been used to help prevent and intervene in genocidal acts.. Some of the non-military means include early warning, religious and secular values and sanctions. In this section of the course, the emphasis will be on the nature and dynamics of each of these methods.

October 8

Non-Military Methods

Readings: Totten and Bartrop, chaps. 32-38; 41
Totten and Parsons, pp. 8-9

October 13

Military Methods

Readings: Totten and Bartrop, chaps. 32-35; 37-40
Totten and Parsons, pp. 8-9

October 15, 22 & 27	**PART VII: THE PROSECUTION AND PUNISHMENT OF GENOCIDAL CRIMES** The international community has developed several mechanisms for prosecuting and punishing genocidal crimes; they include ad hoc international tribunals, national and hybrid courts, and more recently the creation of the International Criminal Court (ICC) as the permanent global legal tribunal.
October 15	**Ad Hoc International Tribunals** Readings: Totten and Bartrop, chaps. 46-53
October 20	**MID-TERM EXAMINATION**
October 22	**National and Hybrid Courts** Readings: Totten and Bartrop, chapter 54
October 27	**The International Criminal Court (ICC)** Readings: Totten and Bartrop, chapters 32-34; 55
October 29-December 3	**PART VIII: THE CASE STUDIES OF GENOCIDE** During the course of human history, there have been several cases of genocide in various regions of the world—Africa, Asia, Europe, Central America, North America, South America and Australia. Against this background, this part of the course will focus on fourteen cases of genocide, including the Holocaust, Cambodia, the former Yugoslavia, Rwanda and Sudan.
October 29	**Indigenous Peoples in the United States and Australia** Readings: Totten and Parsons, chapters 1 and 2 Totten and Bartrop, chapter 23
November 3	**PROGRESS TEST #2**
November 3	**Southwest Africa, Armenia and Ukraine** Readings: Totten and Parsons, chaps. 3, 4 & 5 Totten and Bartrop, chaps. 29-30
November 5	**The Holocaust**

Readings: Totten and Bartrop, chaps. 24 &31
Totten and Parsons, chapter 6

November 10   **<u>Bangladesh and East Timor</u>**
Readings: Totten and Parsons, Chaps. 7, 8 and 10
Totten and Bartrop, chaps. 30, 42 & 44

November 12   **<u>Cambodia</u>**

Readings: Totten and Parsons, chapter 9
Totten and Bartrop, chapter 43

November 17   **<u>Iraq</u>**

Readings: Totten and Parsons, chapter 11

November 19   **<u>The Former Yugoslavia</u>**

Readings: Totten and Bartrop, chaps. 26 & 45
Totten and Parsons, chapter 14

November 24 & 26   **THANKSGIVING RECESS**

December 1   **<u>Rwanda</u>**

Readings: Totten and Bartrop, chaps. 31, 37 & 39
Totten and Parsons, chapter 13

December 3   **PROGRESS TEST #3**

December 3   **<u>Sudan</u>**

Readings: Totten and Bartrop, chapter 27
Totten and Parsons, chapters 12 and 15

December 8   **FINAL EXAM (11 A.M.-1:30 P.M.)**

Course View (Read Only)

Originator

Sociology Department	**College of Social Sciences**	**McKendry-Smith, Emily**
Department	College	Originator

What would you like to do?

Add New Course ● Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title ✓ Credit See Comments Senate Action Item
(See Procedure)

Course Details

SOCI	**4386**	**Internship**
Prefix	Number	Course Title

The Internship provides students an opportunity to gain supervised work experience in an agency in their major area of study.

Course Catalog Description

3.00 to 6.00	3.00	Summer - 2016	Every Term	S/U/I
Lec Hrs Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

SOCI 1101 and SOCI 4000 and SOCI 4053

Corequisites

Rationale

SOCI 4386 (Internship) will no longer be offered for variable credit. Students can take SOCI 4386 for 3 credit hours. This course can be repeated twice, for a total of 6 credit hours over 2 semesters.

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

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Paul Luken   [APPROVED 2016-01-13]
Chair, Course Department

Amber Smallwood   [APPROVED 2016-01-15]
Coordinator, COSS Executive Committee

Other Approvals

Cale Self
[APPROVED 2016-01-22]
Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]
Final Approver

Program View (Read-Only)

Attachments
Current File: Forensic Science Certificate - 12-7-15 Third Draft.docx

Originator

College of Social Sciences	Anthropology Department	Gezon, Lisa
College	Department	Originator

What would you like to do?

● Add New Program ○ Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Reactivate Existing Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☐ See Details
Senate Action Item (See Procedure)

Program Selection

College of Social Sciences — College
Anthropology Department — Department

Certificate in Forensic Science — Program Name

None — Degree Name

On Campus		Undergraduate
Program Location		Degree Level
Summer	2016	
Effective Semester/Year		

Modification Details

(Max 4000 characters)

Rationale

We are proposing an interdisciplinary Certificate in Forensics, with courses from Anthropology, Criminology, Biology, and Chemistry. Each of the courses proposed exists already. See attached for full proposal and rational. NOTE: This is an embedded certificate at the undergraduate level.

(Max 4000 characters)

Attachments
Current File: Forensic Science Certificate - 12-7-15 Third Draft.docx

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? NO (See Policy)
Present or Projected Annual Enrollment: 20

Comments

The current file incorporates suggested edits from COSS Faculty Council: a. Title change; b. wording in the description that acknowledges that the certificate focuses on a subset of forensics; and c. removal of the CRIM methods course form the list of courses.

(Max 4000 characters)

College Approvals

Lisa Gezon   [APPROVED 2015-11-03]

Chair, Course Department

Amber Smallwood   [APPROVED 2015-12-04]

Coordinator, COSS Executive Committee

Other Approvals

Cale Self   [APPROVED 2016-01-25]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

Undergraduate Certificate in Forensic Science
October 21st, 2015

Justification

Forensic Science is a growing field and offers an excellent point of entry for students interested in combining social and scientific method and theory. Although Forensics is a diverse discipline with multiple areas of study, the goal of this certificate is to use lecture, lab, and field work to prepare students for careers in Anthropology, Biology, Chemistry, or Criminology. Interdisciplinary and practical training in Forensic Sciences offers high-quality employment opportunities in the private sector and in federal, state, and local agencies including law enforcement, The Joint POW/MIA Accounting Command, The Bureau of Alcohol, Tobacco, Firearms and Explosives, and state and federal bureaus of investigation. The program offers a flexible path towards completion for students from any department of origin and with any previous level of experience in forensics. Achieving this certificate will give our students an edge in today's highly competitive labor market while encouraging a positive social contribution and commitment to community.

Program

A.) Eligibility:
A "Certificate in Forensic Science" can be obtained by a student with any undergraduate major at UWG who has completed the appropriate courses.

B.) Requirements – minimum of 5 courses (17 hrs.):
1: Any two basic science courses from the list below:
> BIOL 1010 Fundamentals of Biology 3/0/3 **and** BIOL 1010L Fundamentals of Biology Lab 0/2/1
> BIOL 1107 Principles of Biology I 3/0/3 **and** BIOL 1107L Principles of Biology I Lab 0/3/1
> BIOL 1108 Principles of Biology II 3/0/3 **and** BIOL 1108L Principles of Biology II Lab 0/3/1
> CHEM 1100 Introductory Chemistry 3/0/3 **and** CHEM 1100L Introductory Chemistry Laboratory 0/3/
> CHEM 1151K Survey of Chemistry I 3/3/4
> CHEM 1152K Survey of Chemistry II 3/3/4
> CHEM 1211 Principles of Chemistry I 3/0/3 **and** CHEM 1211L Principles of Chemistry I Laboratory 0/3/1
> CHEM 1212 Principles of Chemistry II 3/0/3 **and** CHEM 1212L Principles of Chemistry II Laboratory 0/3/1

2: At least one forensic course from the list below:
> ANTH 4125 Forensic Anthropology 3/0/3
> CHEM 3130 Modern Forensic Science 3/0/3 (does not count towards a degree in Chemistry)

3: Any two other courses with themes in forensic science from the list immediately above or below, B2 or B3: (one must be from COSS [ANTH or CRIM]):
> ANTH 3110 Human Osteology 3/0/3
> BIOL 4241 Entomology 3/3/4
> BIOL 2021/L Anatomy and Physiology I **or** BIOL 2022/L Anatomy and Physiology II
> CHEM 3140 Drugs and Drug Abuse 3/0/3 (does not count towards a degree in Chemistry)
> CRIM 3411 Criminal Investigations 3/0/3
> CRIM 3242 Drugs 3/0/3
> ANTH 3250 Field Methods in Physical Anthropology 0/8/4 **or** ANTH 4102 Archaeological Field Research 0/8/4
> ANTH 3200/4983 Directed Research 0/0/3 **or** ANTH 4112 Senior Thesis 0/3/3– min 3 credit, **Forensic topic***
> BIOL 4981 Independent Study **or** BIOL 4983 Senior Biology Research – min 3 credit, **Forensic topic***
> CRIM 4981 Directed Readings – min 3 credit, **Forensic* experience/topic***

*For these classes, the topic of contributing experience or research must be primarily forensic in topic or application as confirmed in writing by the respective instructor.

Addendum III

Course View (Read Only)

Attachments
Current File: Syllabus POLS 5217.docx

Originator

Political Science Department	College of Social Sciences	Lee, Sooho
Department	College	Originator

What would you like to do?

◉ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments   ☐ Senate Action Item
(See Procedure)

Course Details

POLS	5217	Grant Writing for Nonprofit Organizations
Prefix	Number	Course Title

This course helps to develop the skills necessary for students to have the knowledge to be able to develop a solid funding grant proposal. This course is ideal for students who are working for nonprofit and government agencies and are seeking to develop the skills needed to become an effective grant writer. Additionally this course is ideal for students who work with and/or supervise grant based programs or agencies and who wish to acquire the knowledge of how the grant process works.

Course Catalog Description

3		3	Spring - 2017	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Most nonprofit certificate programs offer grant writing as either a core or an elective course. We should develop this course to build a better certificate program. Also this course could provide more learning experiences to other students in social sciences.

Planning Info

- ● Library Resources are Adequate
- ☐ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

Attachments

Current File: Syllabus POLS 5217.docx

College Approvals

J. Salvador Peralta   [APPROVED 2016-01-15]

Chair, Course Department

Amber Smallwood   [APPROVED 2016-01-15]

Coordinator, COSS Executive Committee

Other Approvals

Dawn McCord [APPROVED 2016-01-22]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

POLS 5217: Grant Writing for Nonprofit Organizations

University of West Georgia, Spring 2016

Dr. Sooho Lee
Office: 136 Pafford Building
Email: slee@westga.edu
Phone: 678-839-4991

Spring Office Hours:
Mon 1:00 – 3:00 pm
Tue 10:00 – 5:00 pm
Wed 1:00 – 3:00 pm
Or by appointment

Course Description & Goals

This course helps to develop the skills necessary for students to have the knowledge to be able to develop a solid funding grant proposal. This course is ideal for students who are working for nonprofit and government agencies and are seeking to develop the skills needed to become an effective grant writer. Additionally this course is ideal for students who work with and/or supervise grant based programs or agencies and who wish to acquire the knowledge of how the grant process works.

Learning outcomes
By the completion of this course, students will be able to:
- Summarize the problems associated with obtaining program level funding.
- Analyze how political factors influence grant funding.
- Explain the skills needed to develop a grant proposal.
- Identify how to locate available funding sources.
- Create an example of an effective grant proposal.
- Diagram the process of seeking external grant funding.
- Design an example of a grant proposal

Course Materials

The Only Grant-Writing Book You'll Ever Need 4th Edition, Ellen Karsh and Arlen Sue Fox, Basic Books, 2014

Getting Funded: The Complete Guide to Writing Grant Proposals 5th Edition, Susan Howlett and Renee Bourque, Word and Raby Publishing, 2011. ISBN: 978-0984277285

Winning Grants Step by Step: The Complete Workbook for Planning, Developing and Writing Successful Proposals, 4th Edition, Tori O'Neal-McElrath, Jossey-Bass, 2013.

Additional sample documents and reading materials will be posted on CourseDen.

Course Requirements

1. Grant proposal (60%)

Each student should develop and write a grant proposal for a nonprofit organization. The proposal should follow the specific guidelines (RFP) for a full proposal format that the grant-maker requires. A guideline for this assignment will be provided in class.

- o Selection of a progam/project or a nonprofit organization: Jan 25
- o Progress report: Feb 22
- o Draft due: Mar 25

2. Blind-peer review (10%)

Each student will evaluate two proposals of other students after the Stage I. The instructor will provide review criteria. This review should be completed in a week or so.

3. Writing practices for the major elements (20%)

During the Stage I, the following elements will be written in a short form. Students will practice what the class discussions and materials provide.

- o Need statement
- o Program plan/Project description
- o Identification of at least three (potential) funders
- o Goals, objectives, and evaluation
- o Organizational capacity
- o Budget statement
- o A letter of inquiry

* Plagiarism and academic dishonesty

Students are expected to adhere to the highest standards of academic integrity, submitting original work and not taking credit for work done by anyone else or for any other class. Anyone who plagiarizes will automatically receive a zero for the assignment and will have the case referred to the Dean's Office for further investigation. In addition, offenders may receive a failing grade for the course at the discretion of the instructor.

4. Class preparedness, participation, and attendance (10%)

Students should be prepared to discuss the topics in each class. Also, active participation is strongly encouraged. Class attendance is mandatory. Each absence will deduct the total grade point average by three percent. **Any expected or unexpected absence should be approved by the instructor with written evidence (e.g., doctor's note, departmental letter, etc..).** In this course, attendance is defined as "presence in the classroom from the beginning of class until the end of class." Late coming or early leaving without prior permission will be considered an absence.

   * Extra credit will be given to those who have a perfect attendance record.

Your final grade: A≥90%, 80% ≤B≤ 89%, 70% ≤C≤ 79%, 60% ≤D≤ 69%, F≤ 59%

Other University Policies

Students should review the following university policies:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Course Schedule

Students are expected to do the assigned readings before coming to class. Preparation and participation will be evaluated. Additional readings assignments will be posted on CourseDen. The schedule could be changed depending on class progress and the instructor's academic conference travels.

Date	Topic	Discussion materials
1/11	Syllabus review Requirements Overview of grant-seeking and making process	Syllabus
Stage I. Learning Grant Writing		
1/13, 20	Basic components of grants Capacity, what questions must be answered to be successful? Grant planning	Howlett 1; Karsh 1; & ONeal 1&2
1/25, 27	Understanding need: Differences between organizational and funder perspectives Describing and documenting need – how do we tell the story?	Howlett 2 & 9; Karsh 2, 3, 4; & ONeal 3 & 4
2/1, 3	Understanding and describing approach and methods Logic models as a tool for organizing the grant	Howlett 3 & 10; Karsh 5,6; ONeal 5&6
2/8, 10	Identifying and qualifying funders Grant sources and grantwriting resources online. Online funder research in the computer	Howlett 4, 5, 6, & 7; Karsh 7,8; ONeal 7
2/15, 17	Goals, objectives, timelines and responsibility charts – all the details. Evaluation plans and strategies – how will we prove that what we're doing is working?	Howlett 11; Karsh 9,10; ONeal 8
2/22, 24	Developing budget	Howlett 12; Karsh 11, 12
2/29, 3/2	Organizational capacity – what and how to document readiness. Partnerships and letters of collaboration. Documentation and attachments	Howlett 13; Karsh 13, 14
3/7, 9	Review, editing, overcoming roadblocks. Working with the reality of imperfect agencies, programs and funders.	Howlett 14, 15, & 16; Karsh 15; ONeal 9,10
Stage II. Writing and Completing a Proposal		
3/14, 16, 21, 23	Use and digest all knowledge and information for your proposal	
Stage III. Workshop: Review and Evaluation		
3/28, 30	Workshop 1. Sharing experiences	
4/4, 6	Workshop 2. Peer review	
4/11, 13	Workshop 3. Peer review	
4/18, 20	Workshop 4. Overall review	
4/25	Final "revised" proposal due	

Program View (Read-Only)

Attachments
Current File: Coursework.docx

Originator

College of Social Sciences	Political Science Department	Lee, Sooho
College	Department	Originator

What would you like to do?

○ Add New Program ● Modify Existing Program ○ Deactivate Existing Program ○ Terminate Existing Program ○ Reactivate Existing Program

Modifications

☐ Program Name ☐ Program Description ☐ Degree Name ☑ See Details
☐ Senate Action Item   (See Procedure)

Program Selection

College of Social Sciences	Post-Baccalaureate Certificate in Nonprofit Management and Community Development
College	Program

Post-Baccalaureate Certificate in Nonprofit Management and Community Development	On Campus	Graduate
Program Name	Program Location	Degree Level

Post-Baccalaureate Certificate	Fall	2016
Degree Name	Effective Semester/Year	

Modification Details

The course requirements will be modified:
1. ACCT 6264 Nonprofit Accounting is the only course in the financial management. This will be modified by providing two more courses: POLS 5217 Grant writing for nonprofit organizations and POLS 6200 Public Budgeting and Financial Management
2. Currently there is only an internship: SOCI 6286. POLS 6286 will be added.
3. The following statement will be added: "Those students who have taken POLS 4215 (management of nonprofit organizations) with a grade of c or higher at UWG can substitute POLS 5215 with other elective courses in the program."

(Max 4000 characters)

Rationale

1. To provide more practical options for students in the program, depending on their practical needs.
2. In fact, the polis ci is the home department for the certificate program and have more chances to supervise nonprofit students' internship.
3. POLS 4215 and POLS 5215 are a combined course and have been taught all together with some different requirements. Right now more than 20 students take POLS 4215 and some of them continue to pursue the nonprofit certificate. Thus, any student who successfully completed POLS 4215 should be given a choice to avoid the duplications.

(Max 4000 characters)

Attachments
Current File: Coursework.docx

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement
Is this a SACS substantive change? NO   (See Policy)
Present or Projected Annual Enrollment: 5

Comments
Changes in the course requirements

(Max 4000 characters)

┌─ College Approvals ─────────────────┐   ┌─ Other Approvals ─────────────────┐   ┌─ Final Approval ─────────────────┐

J. Salvador Peralta   [APPROVED 2016-01-15]   **Dawn McCord**   [APPROVED 2016-01-22]   **Myrna Gantner**   [REQUIRED]

Chair, Course Department   **Chair, Graduate Programs Committee**   **Final Approver**

Amber Smallwood   [APPROVED 2016-01-15]

Coordinator, COSS Executive Committee

Coursework

Students may earn the Graduate Certificate in Nonprofit Management and Community Development after completing 15 graduate semester credit hours as specified below:

Foundation course:
POLS 5215: Management of Nonprofit Organizations
(Those students who have taken POLS 4215 (management of nonprofit organizations) with a grade of c or higher at UWG can substitute POLS 5215 with other elective courses in the program)

One course in resource development and management:
POLS 5217: Grant Writing for Nonprofit Organizations
ACCT 6264: Nonprofit Accounting
POLS 6200: Public Budgeting and Financial Management"

One course in research methods:
SOCI 6613: Qualitative Research
SOCI 6660: Institutional Ethnography
SOCI 6013: Social Research
POLS 6202: Research Methods for Public Administration
CRIM 6015: Managing Data
SOCI 6003: Advanced Statistics for Sociology

One of the following electives in your area of interest or expertise (or any of the above):
SOCI 5734: Social Work Skills
SOCI 5803: Environmental Sociology
SOCI 5300: Housing and Homelessness
SOCI 6255: Delinquency, Family, and the Community
POLS 5721: Housing and Community Development
POLS 6209: Theories of Public Organization
SOCI 6700: Social Movements, Protest and Change
SOCI 6280: Seminar in Social Justice
POLS 5210: Modern Public Management
POLS 5211: State and Local Politics and Administration
POLS 6203: Public Personnel Administration
POLS 6204: Public Policy Analysis and Evaluation
CRIM or SOCI 6275: Planning and Evaluation
PSYC 7030: Intro to Organizational Development
PSYC 6400: Psychology, Culture and Society

Internship
POLS 6286: Internship
SOCI 6286: Internship
(In lieu of an internship, students can take an elective graduate course in any area of interest)

Course View (Read Only)

Attachments
Current File: CISM5330SyllabusFall2016.docx

Originator

Management	Richards College of Business	Gainey, Thomas
Department	College	Originator

What would you like to do?

○ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ✔ See Comments   ☐ Senate Action Item
(See Procedure)

Course Details

CISM	5330	Enterprise Architecture
Prefix	Number	Course Title

Successful organizations use Enterprise Architecture (EA) as a business strategy. EA is the organizing structure for business processes and IT infrastructure. Top performing organizations know how to design their business processes and IT infrastructure for success of their current operations, and the most successful companies know how to expand their EA to enable innovation and to seize a competitive advantage for the future. This course will introduce students to how EA is used as a business strategy and a business enabler. A final research project will include design thinking methods and the use of SAP enterprise systems design tools to extend an organization's EA.

Course Catalog Description

3		3	Summer - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This is one of three courses that will be required for an MBA concentration in "Business Intelligence and Cyber Security". Same as CISM 4330, but with additional requirements for MBA students.

Planning Info

- ○ Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

Syllabus is attached.

Attachments

Current File: CISM5330SyllabusFall2015.docx

College Approvals

Thomas Gainey   [APPROVED 2015-10-27]

Chair, Course Department

Faye McIntyre   [APPROVED 2015-11-18]

Dean, RCOB

Other Approvals

Jeannie Pridmore [APPROVED 2015-11-18]

RCOB Graduate Program Committee Chair

Dawn McCord [APPROVED 2016-01-22]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

University of West Georgia

College of Business, Department of Management

CISM 5330 Enterprise Architecture

Spring 2015

3 Credit Hours

Instructor: Jeannie Pridmore

Office RCOB 2225

E-mail Address jpridmor@westga.edu

Please keep all communication in CourseDen. I prefer to use the discussion boards for questions so the entire class can benefit from the answer.   If you must contact me privately about something, please email through CourseDen.

Online Support	CourseDen Home page
	https://westga.view.usg.edu
	CourseDen Help & Troubleshooting
	http://uwgonline.westga.edu
	Distance Learning Library Services
	http://westga.edu/~library/depts/offcampus/
	Ingram Library Services
	http://westga.edu/~library/info/library.shtml
	UWG Bookstore
	http://www.bookstore.westga.edu
	Disability Services
	http://www.westga.edu/studentDev/index_8884.php
	Additional resources and links are available in the UWG|Online CourseDen (D2L) Resources widget on your course homepage

Course Materials:

Enterprise Architecture As Strategy: Creating a Foundation for Business Execution by Jeanne Ross, Peter Weilly, David Robertson, 2006
ISBN-10: 1591398398
ISBN-13: 978-1591398394

Required Software: ERPsim and SAP Mobile App Development Platform

Required Software: Installed on computer lab workstations

Course Description:

Successful organizations use Enterprise Architecture (EA) as a business strategy. EA is the organizing structure for business processes and IT infrastructure. Top performing organizations know how to design their business processes and IT infrastructure for success of their current operations, and the most successful companies know how to expand their EA to enable innovation and to seize a competitive advantage for the future. This course will introduce students to how EA is used as a business strategy and a business enabler. A final research project will include design thinking methods and the use of SAP enterprise systems mobile design tools to extend an organization's EA.

COURSE LEARNING OBJECTIVES:

1. Illustrate how a computer network operates.
2. Identify common network topologies.
3. Describe common business applications of telecommunications.
4. Be able to design an Enterprise Architecture for an organization.
5. Illustrate how businesses can use Enterprise Architecture as a business strategy.
6. Design an application to extend an organization's Enterprise Architecture.

Course Approach: Course materials will give you multiple ways to learn the material presented in this course. The assigned readings will provide one source of information. Lectures in class and recordings will be based on, and extend, the material in assigned readings. Assignments and projects give you an opportunity to learn about Enterprise Architecture using a hands-on approach. You should take the opportunity to apply course material in assignments. The instructor will be available at during office and scheduled lab times to assist you. Learning how to design and extend an Enterprise Architecture is not something that you can do in a few hours but they take a significant amount of time. This is not a course that you can easily get "A"; you'll earn it by hard work and dedication.

Grading:	
Telecom Assignment	10%
EA Modeling	10%
ERPsim	10%
Design Thinking Modeling	10%
SAP Mobile Application Development	10%
Group Project Draft 1	10%

Final Group Project & Presentation	20%
Final	20%
Total	**100%**

A: 90% and above
B: 80 – 89.999%
C: 70 – 79.999%
D: 60 – 69.999%
F: 59.999% and below

Assignments. They are all individual work assignments expect for the group project. All individual assignments must be "submitted" through CourseDen. **No additions or corrections will be accepted once the assignments have been sub-mitted for grading.** Late assignments will be accepted up to only **one day** later. There is a 20% penalty assessed against late exercises that are unexcused. Assignments not turned in by 11:59 PM the day after the due date will be marked **MISSED** and will not receive any credit. All exercises must be reviewed within two days after grades are posted.
NOTE 1: All Assignments are individual, not group, assignments. The only group assignment is the group project.
NOTE 2: Good practices to adopt when using Lab computers is **"Save and Save Often"** and **"Save to more than one place / media"**.
Scholastic Dishonesty: The State University of West Georgia Academic Honesty Policy will be enforced. You can read this policy at http://www.westga.edu/~vpaa/handrev/207.
Note: Study partners are encouraged in the completion of assignments. However, each student is required to complete and submit his/her own work. Copied work will be considered plagiarism and will result in academic discipline.

UWG CourseDen. The instructor uses UWG CourseDen to post lecture recordings, exercise files, assigned readings, and assignment specifications for you to download. **Communication with the**

Instructor
My preference is to be contacted through the CourseDen discussion board; that should always be your first option. I urge you to post your questions on the discussion board so that everyone can benefit from the responses. I will check discussion board regularly to respond to your questions. This is the BEST method of communicating your questions regarding the course (e.g., assignments, lessons, etc.) with the instructor. Before posting a question, make sure that you read through the questions and answers that have been posted on the discussion board. Often, you will find the answer to your question there. The discussion forum is essential to this course. Please be sure to check it every day. Everyone can read the discussion forum postings; therefore, do not post private information.

Please contact me directly through my UWG email (jpridmor@westga.edu) for anything that is confidential or private. All UWG students should use their Campus (MyUWG) E-Mail accounts when emailing the instructor. I will send out class announcements and assignment reminders via campus email system as well. All students must have, and read on a daily basis, their campus email accounts. If you would like to ask questions via email, please make sure you use CISM4350 as the

subject line, so that I recognize that it is from one of you, and so that my spam filter do not accidentally delete your message. Emails will be answered within hours if not immediately. IF YOU DO NOT GET A REPLY, ASSUME I DID NOT RECEIVE IT AND PLEASE RESEND. I REPLY TO ALL EMAILS.

You can also meet me in person in RCOB labs during my lab hours or in my office during my office hours.

Student Academic Support

Please carefully review the information at the following link:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

The document at this link contains important information pertaining to your rights and responsibilities in this class.   Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Credit Hour Policy (3 credit hours)

 For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

Americans with Disabilities Act

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor using the course email system by the end of the second full week of class and attach a PDF copy of your Student Accommodations Report (SAR) which is available only from the Office of Disability Services. Accommodation requests require appropriate notice and paperwork.

University of West Georgia Honor Code

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

You are responsible for the safeguarding of your computer account. Your account and network connection are for your individual use. A computer account is to be used only by the person to whom it has been issued. You are responsible for all actions originating through your account or network connection. You must not impersonate others or misrepresent or conceal your identity in electronic messages and actions.

Proprietary Material Agreement

The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Online Privacy

This course may require you to work with other sites and entities beyond UWG and CourseDen (D2L) where some personal information (e.g. your name, affiliation with UWG, or current employment) may be displayed. You have the right to regulate the displaying of information pertaining to yourself on the Internet. If you are uncomfortable displaying information that you deem overly personal, you may take steps to post more anonymous manner (such as posting online your first name and last initial only or other pseudonym). You also agree to respect other people's wishes to remain anonymous.

Links to and From Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor or UWG, and UWG has no obligation to monitor such sites, and the user agrees that neither your professor nor UWG is responsible for the content of such sites or for any technical or other problems associated with any such third-party site, links, or usage.

Date	Class Activity
Class 1	Lecture IT Infrastructure, Networks, Telecommunications & Intro to Enterprise Architecture
Class 2	ERPsim & Design Thinking Training
Class 3	Enterprise Architecture as a Strategy & SAP Mobile Application Development
Class 4	SAP Mobile Application Development
Class 5	Design Thinking & Mobile App Group Project
Class 6	Design Thinking & Mobile App Group Project
Class 7	Group Presentations & Final

Course View (Read Only)

Attachments
Current File: CISM 5355__Information Systems Security.pdf

Originator

Management	Richards College of Business	Gainey, Thomas
Department	College	Originator

What would you like to do?

○ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☑ See Comments   Senate Action Item
(See Procedure)

Course Details

CISM	5355	Cyber Security
Prefix	Number	Course Title

Business and government are facing a rapidly expanding need for information security managers. This course surveys information security program design, networking and application security, the implementation of information security safeguards and information security auditing, disaster recovery, policy development, identity management, and effective threat assessment.

Course Catalog Description

3	3	Summer - 2016	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale
This is one of three courses that will be required for an MBA concentration in "Business Intelligence and Cyber Security". Same as CISM 4355, but with additional requirements for MBA students.

Planning Info

○ Library Resources are Adequate

☐ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

Syllabus is attached.

Attachments

Current File: CISM 5356__Information_Systems_Security.pdf

College Approvals

Thomas Gainey [APPROVED 2015-11-06]

Chair, Course Department

Faye McIntyre [APPROVED 2015-11-18]

Dean, RCOB

Other Approvals

Jeannie Pridmore [APPROVED 2015-11-18]

RCOB Graduate Program Committee Chair

Dawn McCord [APPROVED 2016-01-22]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

CISM 5355: Information System Security

CISM 5355: Information System Security

Course Information

Description

The ability to secure information within a modern enterprise—large or small—is a growing
challenge. Threats to information security are global, persistent, and increasingly sophisticated. Long gone are the days when managers could hope to secure the enterprise through ad hoc means.

Effective information security at the enterprise level requires participation, planning, and practice. It is an ongoing effort that requires management and staff to work together from the same script. Fortunately, the information security community has developed a variety of resources, methods, and best practices to help modern enterprises address the challenge. Unfortunately, employing these tools demands a high degree of commitment, understanding, and skill—attributes that must be sustained through constant awareness and training.

It is important to note as well that effective security is not achieved in stovepipes. Ineffective physical security, for example, can undermine otherwise effective information system security, and vice versa. Effective security at the enterprise level requires the effective interaction of physical security, information security, personnel security, and so on—indeed, all branches of security must interact effectively as a system to achieve overall enterprise security.

This course is designed to teach mid-level security practitioners how to engage all functional levels within the enterprise to deliver information system security. To this end, the course addresses a range of topics, each of which is vital to securing the modern enterprise.

Professor

- Bradley J. Prince, Ph.D.
- Adamson Hall 131
- Please email me at bprince@westga.edu and use the subject line "CISM 5355" so that I will know which class your question is referring to. If there is an absolute emergency (computer shut down during a quiz, accident, hospitalization, etc.) please call **678-839-4845** and leave me a message.

CISM 5355: Information System Security

- Office Hours: Monday - Friday, 1:00 - 3:00

Communication

Email me at bprince@westga.edu anytime you have a question. Monday-Friday (excluding holidays), I make an attempt to respond in 24 hours and promise to respond within 48 hours. If you haven't heard back from me after 2 days, please try again. I may have let your email slip.

As for weekends, I believe there are very few emergencies in education/academia that can't wait until Monday morning.

I will grade and return submissions within one week.

Materials and Prerequisites

CISM 3330
Materials not yet determined

Course Design

Objectives

At the end of this course, students will be expected to be able to:
- Assess the current security landscape, including the nature of the threat, the general status of common vulnerabilities, and the likely consequences of security failures;
- Appraise the interrelationships among elements that comprise a modern security system, including hardware, software, policies, and people;
- Assess the role of strategy and policy in determining the success of information security;
- Evaluate the principles of risk and conduct a notional risk management exercise;
- Create a good set of information security metrics;
- Critique the current legal and regulatory environment as it applies to cybersecurity;
- Compare and contrast logical and physical security;

CISM 5355: Information System Security

Exams

There are two exams in this course. They will be held in class and are independent. Each exam is worth 20% of your final grade.

Chapter Activities

There are 4 chapter activities that are assigned. Each of these is worth 5% of your final grade. These activities are often "hands on" and will require the use of a computer and the Internet to complete.

Project

In the security project, each student will prepare a security plan and risk assessment (approximately 10 pages, double spaced, not including the risk assessment spreadsheet). This plan will address the issues discussed in the texts and the course and tailor the plan to a context defined by the student. It will reflect real-world conditions but not represent a real-world system or enterprise. The student will be expected to apply a superior level of analysis when creating the plan.

Security+

CompTIA Security+ is the certification globally trusted to validate foundational, vendor-neutral IT security knowledge and skills. As a benchmark for best practices in IT security, this certification covers the essential principles for network security and risk management – making it an important stepping stone of an IT security career.

CISM 5355: Information System Security

Evaluation

The course grade will be determined on a 10-point scale. Grades will be rounded up if above "0.5". For example: 89.5 will be given an "A" while and 89.4999 will be given a "B".

Material	Percent of final grade
2 Exams - 20% each	40%
4 Activities - 5% each	20%
Security+	20%
Security Project	20%
Total	100%

Notes

Course Policies

- Any students with special needs or requirements are encouraged to contact me privately.
- Make-up exams will be offered only for legitimate excuses.
- Activities WILL NOT BE ACCEPTED LATE.
- It is YOUR responsibility to keep up with the due dates and the work. WORK AHEAD!!!

Credit Hour Policy (3 credit hours)

For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

Wolf Pact

By enrolling and continuing in this course you agree to the following.

Having read the Honor Code for the University of West Georgia, I understand and accept my responsibility to uphold the values and beliefs described therein and to conduct myself in a manner that will reflect the values of the Institution and the Richards College of Business so as to respect the rights of all UWG community members. As a UWG student, **I will represent myself truthfully and complete all academic assignments honestly and within the parameters set by my instructor.** I understand and accept that if I am found guilty of violations (through processes due me as a UWG student and outlined in the UWG Student Handbook), penalties will be imposed. I also recognize that my responsibility includes willingness to confront members of the UWG community if I feel there has been a violation of the Honor Code. Ultimately, I will conduct myself in a manner that promotes UWG as the best place to work, learn, and succeed for my generation, and those to come!

CISM 5355: Information System Security

Academic Honesty Guidelines

This class offers a mix of individual assignments and group activities. All assignments must be submitted individually, even if the nature of the assignment requires or allows you to work in a group. Any quiz, given online or in class, is an individual assignment where collaboration is not allowed.

Students Rights and Responsibilities

Please carefully review the information at this link. This document contains important information pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Important Comments

I reserve the right to modify any part of this document. Appropriate prior notice will be given to students in the event of modification.

Course View (Read Only)

Attachments
Current File: 5390syllabus.doc

Originator

Management	Richards College of Business	Gainey, Thomas
Department	College	Originator

What would you like to do?

◉ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications (See Procedure)

☐ Prerequisites ☐ Corequisites ☐ Description ☐ Title ☐ Credit ☑ See Comments ☐ Senate Action Item

Course Details

CISM	5390	Business Intelligence and Data Mining
Prefix	Number	Course Title

This course will teach the fundamental concepts of business intelligence and several data mining software tools (SAS Enterprise Miner and SAS Visual Analytics) that enable organizations to strive for business intelligence. The course will be hands-on and the emphasis will be placed on learning how to derive business value from large amounts of data using data mining tools. Students also explore issues and trends in data mining and visualization.

Course Catalog Description

3		3	Summer - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This is one of three courses that will be required for an MBA concentration in "Business Intelligence and Cyber Security". Same as 4390, but with additional requirements for MBA students.

Planning Info

- ● Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

Syllabus is attached.

Attachments

Current File: 5390syllabus.doc

College Approvals

Thomas Gainey   [APPROVED 2015-10-27]

Chair, Course Department

Faye McIntyre   [APPROVED 2015-11-18]

Dean, RCOB

Other Approvals

Jeannie Pridmore [APPROVED 2015-11-18]

RCOB Graduate Program Committee Chair

Dawn McCord [APPROVED 2016-01-22]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner   [REQUIRED]

Final Approver

CISM 5390 – Business Intelligence and Data Mining

Faculty Data:
Dr. Joan Deng, Associate Professor
Email: jdeng@westga.edu
Office: Miller Hall 2226
Office Phone: 678.839.5532 (better to email me as voice mail is not reliable)
Office Hours: TR 10:00AM – 01:00PM, 03:30PM – 05:30PM

Online Support:
- CourseDen Home page: https://westga.view.usg.edu
- CourseDen Help & Troubleshooting: http://uwgonline.westga.edu
- Distance Learning Library Services: http://westga.edu/~library/depts/offcampus/
- Ingram Library Services: http://westga.edu/~library/info/library.shtml
- UWG Bookstore: http://www.bookstore.westga.edu
- Disability Services: http://www.westga.edu/studentDev/index_8884.php
Additional resources and links are available in the UWG|Online CourseDen (D2L) Resources widget on your course homepage

Course Description:
- This course will teach the fundamental concepts of business intelligence and several data mining software tools (SAS Enterprise Miner and SAS Visual Analytics) that enable organizations to strive for business intelligence. The course will be hands-on and the emphasis will be placed on learning how to derive business value from large amounts of data using data mining tools. Students also explore issues and trends in data mining and visualization.

Learning Objective Relates to Learning Goal(s):
- Differentiate, design and assess various business intelligence (BI) and data mining models. (MIS 1)
- Identify and translate real-world business problems into BI and data mining problems. (MIS 1)
- Implement efficient data mining strategies to solve business problems. (MIS 1)
- Develop proficiency in data mining software tools (SAS Enterprise Miner and SAS Visual Analytics). (MIS 1)
- Enhance understanding of the issues and trends in the management and use of BI. (MIS 1)

Course Materials:
- There is no required textbook for this course.
- Teradata University Network (www.TeradataUniversityNetwork.com) is a free learning portal designed to help faculty to teach BI and data mining. We will use the SAS Visual Analytics software and other materials from Teradata University Network.
- SAS OnDemand for Academics (http://support.sas.com/software/products/ondemand-academics/#s1=2) will provide you with immediate online access to SAS Enterprise Miner.

UWG CourseDen:
- The instructor uses UWG CourseDen to post syllabus, assigned readings, lecture notes, and assignment and project specifications for you to download.

Course Approach:
- Course materials will give you multiple ways to learn the material presented in this course. The assigned readings will provide one source of information. Lectures will be based on, and

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extend, the material in assigned readings. Data mining assignments and project will give you an opportunity to learn BI and data mining using a hands-on approach. For the BI research report, you will pick one of the BI topics assigned to you and do an in-depth study on the subject.

Grading:

Material	Percent of final grade
Data Mining Assignments	60%
Data Mining Project	30%
BI Research Report	10%
Total	100%

A: 90% and above
B: 80% – 89.999%
C: 70% – 79.999%
D: 60% – 69.999%
F: 59.999% and below

Credit Hour Policy:

For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

Students Rights and Responsibilities:

Please carefully review the information at the following link:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
The document at this link contains important information pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Americans with Disabilities Act:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor using the course email system within five business days after the beginning of the course and attach a PDF copy of your Student Accommodations Report (SAR) which is available only from the Office of Disability Services. Accommodation requests require appropriate notice and paperwork.

University of West Georgia Honor Code:

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At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

You are responsible for the safeguarding of your computer account. Your account and network connection are for your individual use. A computer account is to be used only by the person to whom it has been issued. You are responsible for all actions originating through your account or network connection. You must not impersonate others or misrepresent or conceal your identity in electronic messages and actions.

Proprietary Material Agreement:
The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Online Privacy:
This course may require you to work with other sites and entities beyond UWG and CourseDen (D2L) where some personal information (e.g. your name, affiliation with UWG, or current employment) may be displayed. You have the right to regulate the displaying of information pertaining to yourself on the Internet. If you are uncomfortable displaying information that you deem overly personal, you may take steps to post more anonymous manner (such as posting online your first name and last initial only or other pseudonym). You also agree to respect other people's wishes to remain anonymous.

Links to and From Third-Party Sites:
There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor or UWG, and UWG has no obligation to monitor such sites, and the user agrees that neither your professor nor UWG is responsible for the content of such sites or for any technical or other problems associated with any such third-party site, links, or usage.

Course Policies:
- Students with special needs or requirements are expected to contact me privately within five business days after the beginning of the course. Failure to notify the Professor within the required time line may result minimal accommodations.
- This syllabus and the related course content are subject to change by the Professor.
- Notice of syllabus revisions will be posted on CourseDen.
- You are not allowed to turn in work completed for another class for credit in this class. For example, you cannot write one paper and turn it in for credit in two different classes.

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Course View (Read Only)

Attachments
Current File: MKTG5818 - Hazari - Revised.doc

Originator

Marketing and Real Estate	Richards College of Business	Talpade, Salil M.
Department	College	Originator

What would you like to do?

○ Add New Course   ○ Modify Existing Course   ○ Delete Existing Course

Modifications

☐ Prerequisites   ☐ Corequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments   Senate Action Item
(See Procedure)

Course Details

MKTG	5818	Business Web Design
Prefix	Number	Course Title

Going beyond the technical aspects of web development, students will learn concepts related to planning, developing, managing, and implementing business web sites by studying Web usability, multimedia, and Web 2.0 applications.

Course Catalog Description

3		3	Spring - 2016	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This is a new course being offered as an elective in the MBA program. It addresses the growing need for students to be familiar with web design and strategies for business.

Planning Info

○ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO   (See Policy)
Present or Projected Annual Enrollment: 30

Comments

Attachments
Current File: MKTG5818 - Hazari - Revised.doc

Other Approvals

Jeannie Pridmore
[APPROVED 2015-11-13]

RCOB Graduate Program Committee Chair

Dawn McCord
[APPROVED 2016-01-22]

Chair, Graduate Programs Committee

College Approvals

Salli M. Talpade [APPROVED 2015-10-05]

Chair, Course Department

Faye McIntyre [APPROVED 2015-11-19]

Dean, RCOB

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

UNIVERSITY of WestGeorgia

RICHARDS COLLEGE OF BUSINESS

MKTG5818: Business Web Design
Spring 2016
Course Syllabus

Instructor:	Sunil Hazari, Professor, Dept. of Marketing & Real Estate
Website:	http://www.sunilhazari.com
Office Location:	Room 2312 – Miller Hall (Richards College of Business)
Office Phone:	678.839.4842
Office Hours:	Mondays & Wednesdays 11:00 a.m – 4:00 p.m.
Course Level:	Graduate – 3 semester hours
Course Meetings:	This course is 100% online
Course Web Site:	http://www.westga.edu/webct OR http://westga.view.usg.edu
E-mail :	Use MAIL feature within CourseDen Instructor will reply to emails sent from CourseDen ONLY
University Tech Support:	678.839.6587 (for login/password/access problems)

Textbook:

Web Design: Introductory (5th Edition), Author: Campbell, ISBN 1-285-17062-8

Course Description:

Going beyond the technical aspects of web development, students will learn concepts related to planning, developing, managing, and implementing business web sites. Topics include choosing appropriate usability for web pages; selecting multimedia and interactivity for the Web; and publishing/maintaining a Web site which integrates traditional and new media formats. As a capstone project for the course, students will develop a web strategy plan that aligns with key business outcomes and provides value to enhance the brand of a company.

Course Objectives:

1. Explain how the web can be used as a channel for effective digital marketing (LO5)
2. Identify activities involved in the Web planning and design process. (LO1)
3. Conduct research into essential web components for functional areas in business (LO5)
4. Collaborate with team members to develop a web development project plan for a local organization (LO2)
5. Develop websites using desktop software and web services (LO5)
6. Integrate Social Media communication (such as Facebook, YouTube, Blogs, and Wikis) in web sites. (LO1)

This course follows Learning Objectives for the Richards College of Business located at
http://www.westga.edu/rcob/index_10607.php

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Course Policies:

Academic Honor: UWG students are expected to achieve/maintain the highest standards of academic honesty and excellence. Therefore, the UWG student pledges not to lie, cheat, plagiarize, or steal in the pursuit of study and is encouraged to report students who do (refer to Student Handbook, Appendix E, Academic Dishonesty). Students who breach the Academic Dishonesty guidelines will receive a "F" grade in the course. Information at the following link contains important information pertaining to students' rights and responsibilities in this class:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
If a student is unclear about whether a particular situation may constitute an honor code violation, the student should meet with the instructor to discuss the situation.

For this class, it is permissible to assist classmates in discussions of web development. General advice and interaction are encouraged. Each person, however, must develop his or her own solutions to individual projects. In other words, students may not "work together" on individual graded assignments. Such collaboration constitutes cheating. A student may not use or copy (by any means) another's work (or portions of it) and represent it as his/her own. Students are encouraged to use the "Virtual Watercooler" discussion board to post questions and/or seek clarification of course topics. If your question is of a personal nature, it is best to email the instructor from within CourseDen.

Incomplete Policy: For a student to be eligible for an Incomplete grade, the student must have completed at least 80% of the course assignments with minimum of "B" average in all completed assignments.

Disabilities Policy: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course.

Evaluation:

The nature of this course relies primarily on projects and discussions. Students are expected to read assigned class material during each week, complete project assignments, and participate in group discussions.

Feedback from Instructor: Feedback is an integral part of enhancing learning in all courses. Rubrics for scoring and assigning grades will be provided during the first week of class and will also be available in CourseDen. The instructor will use these rubrics for grading and assign scores for each assignment that are indicators of feedback to students. Students are encouraged to contact the instructor (in person or via CourseDen email) if additional feedback is needed.

Late/Missed Assignments: Assignments are due on date/time mentioned in the Course Schedule. Check CourseDen schedule for any maintenance downtime. There is a 25% per day late penalty which is STRICTLY ENFORCED. As long as the university website (CourseDen) is officially accessible, the assignment is due as scheduled. Your computer/Internet problem will not be considered a valid excuse for the assignment to be submitted late. Do make alternate arrangements to submit the assignment in such cases. The instructor must approve any delays, deviations or substitutions for required assignments in advance (i.e. before the assignment deadline). Students should inform the instructor (by e-mail or phone call) of any absences, or inability to complete assignments on time before the assignment is due. Also, the instructor must approve this and will notify the student of such approval. Without this approval, assignments will not be considered for grading purposes.

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Appeals Policy: An announcement will be posted in CourseDen when grades are released for each assignment. Check Gradebook for your score. Any concerns about assignment grade should be discussed with the instructor within **FOUR** days of the grade being posted or the grade stands as assigned.

Written/Web Document Formatting. Websites are key marketing tools for organizations therefore must contain information that conforms to business communication standards including use of proper English with no spelling/grammar errors. All work submitted must be typed, and use APA formatting. See APA Quick Guide posted in the "Course Documents area". MS Word is the standard word-processing software. **Follow the 22/12 rule in this course (No more than 22 words per sentence, no more than 12 lines per paragraph).** Keep a copy of all submitted work. Students' work should display correct spelling, punctuation, grammar, and Business Communication rules for all assignments which are considered when assigning grades. See Rubric for specific assignment requirements.

Technology Support: Since this class relies heavily on the use of technology, students should make alternate arrangements to have access to another computer in case of primary computer problems. Information Technology Support http://www.westga.edu/its/) or CourseDen support (http://www.westga.edu/webct) should be consulted for questions about technology related issues. Make backup copies regularly. Students are responsible for checking CourseDen schedule (available online) for maintenance downtime and plan ahead. In case of Technical Problems (such as password not working) contact the UWG ITS Tech support at 678.839.6587

Evaluation/Assignments. Students will be graded individually using a point system. The standard UWG grading scale will be used to award letter grades. Each assignment will receive designated points. Written grading rubrics will be provided for each of the oral and written assignments. There is no Extra Credit assignment offered in this course.

Evaluation Categories Include:

Chapter Discussions (20%): Students will discuss chapter readings on various topics related to web design. The instructor will provide chapter related case studies, scenarios, critical thinking questions that will need to be researched for discussion. Two posts are required from each student. The **Main Post** (which counts 70% of discussion assignment grade) should be detailed, include external research (such as websites and journal articles) and provide evidence of higher order thinking skills. The **Response Post** (which counts 30% of discussion assignment grade) is made in reply to another students' post and adds value to the original post. The response post should also be detailed. There is no specific word count for discussions because the Quality of writing, research, communication, and interaction will be used when assigning scores for online discussion. Seem sample posted online for Main Post and Response Post. See schedule for deadline of Main Post and Response post. Also note the 22/12 rule that will be one of the criteria used to assign discussion points.
Note: You will have to make your Main Post first by selecting "Start New Thread" button in the Discussion board before you can make see/respond to another students' post.

Individual Projects (40%): Using various software and web sites that facilitate web development for business websites, mini projects throughout the term are used to build competency for the final project. See details under the Content area for specific instructions on each project.

Online Tests (30%): Three (3) tests that cover the assigned chapters from the textbook will be given during the term.
Test 1: Chapters 1, 2, 3   Test 2: Chapters 4, 5   Test 3: Chapters 6, 7

Online assignments will provide excellent tutorials and exercises to review for all tests. Students should also review end of chapter questions for practice. Questions in the exams will be Multiple Choice.

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Capstone Group Project (10%): Working in groups of two students per group, each group will select a local organization and review the current status of web presence for this organization. A project plan that provides recommendations for improving the organizations' web presence with specific examples, mockups, and narrative will be developed by the group. All students will also complete a peer evaluation form for group members.

ONLINE LEARNING - DID YOU KNOW?

Many students incorrectly believe that Online Courses are "easy". On the contrary, online courses often require more work than traditional (face-to-face) courses. Online courses do offer convenience which will help you complete class work on your own schedule to meet course assignment deadlines.

This course requires significant time with different website development software. Although there are no formal lectures during the semester, students are encouraged to meet with the instructor in case of questions. Other resources include textbook, library resources, online videos (including YouTube) and web design tutorials that are available from various websites.

Use the following checklist to determine if you are ready for online learning?

- Do you have a positive attitude to learning?
- Are you comfortable completing and submitting your work in an online environment?
- Can you follow directions on your own from the textbook or online resources?
- Are you detail oriented and can meet specific assignment requirements AND DEADLINES?
- Are you prepared to meet individually with the instructor during office hours to seek assistance?
- Are you willing to demonstrate leadership skills add value to group discussions?

The instructor is available to answer questions via email and in person, but will not be able to provide extensive telephone tech support. Students are encouraged to use UWG Help Desk, online resources, tutorials, peer assistance, and virtual water cooler discussion board to ask questions, By remaining enrolled in this course, you agree to abide by all policies and assignment deadlines stated in the Syllabus and the online course.

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