

MINUTES  
General Faculty Meeting  
February 24, 2009

- I. Chair Best called the meeting to order at 3:48 p.m.
- II. The minutes from the November 25, 2008 meeting were approved as posted.
- III. The Faculty nominating committee submitted the following candidates for the following positions:

Faculty Chair

1. D. Keith Best

At-Large Senate—Vote for TWO

1. Rick Almeida, Political Science and Geography
2. Tracy Aniello, Nursing
3. Larry Engelhardt, Physics and Astronomy
4. Dawn Larsen, Fine Arts
5. Sue Orr, Fine Arts
6. Pamela Rooks, English, Modern Languages, and Philosophy
7. Buck Schnibben, Mathematics
8. Elizabeth Zahnd, English, Modern Languages, and Philosophy

There were no nominations from the floor. D. Keith Best was elected by acclamation, with Dawn Larsen (Fine Arts) and Elizabeth Zahnd (English, Modern Languages, and Philosophy) elected to the two At-Large Senate seats.

IV. Reports from Committees

A. Executive Committee Report

1. Budget

At this point, we have experienced a 22% cut in state appropriations for this year's budget. Those are in recurring funds.

A few weeks ago, the Board of Economic Advisors recommended a 5% cut in the next fiscal year. 5% equates to roughly 750,000 for us. This additional 5% does not affect this year's budget, but we are now looking at 27% less going into next year.

Even with a tuition increase, only a small percentage of these cuts in recurring monies will reappear in next year's budget. President Carter did state his priority was to restore dollars to academic budgets.

On the positive side, you have heard of the Federal Incentive dollars. In spite of his opposition to the plan, Gov. Sanford has agreed to accept the money. Based on an allocation of those funds by the state house, FMU will be allocated 3.1 million, though this amount is subject to change as the legislative process

continues. Dr. Carter feels that this is more than our fair share. These dollars are non-recurring, so they cannot be used to replenish the budget or for anything like new positions. They can be used to replace the money we've used from non-recurring funds this year which will be replaced over the next two years. In fact, since the Federal fiscal year is different than the State fiscal year, the Federal money will probably be available next year, too.

President Carter stated that he will not allocate any of this federal money until the state budget is final. However, in addition to using this money to replace non-recurring funds used this year (Student Activity, Foundation), he hopes to use a portion of it for needed one-time maintenance (roof replacement) and set aside another portion for academic departments—perhaps one where proposals for things like equipment are submitted for a committee to review and recommend.

At this point, the process is still in place to fill those seven positions for next year. The President also stated that none of these previous items preclude the possibility of another cut in this year's budget. May is another important month for budget numbers and it is not impossible that we see another cut if the economy has not improved.

If you have questions or concerns, please feel free to call or stop by and visit with President Carter or Provost Chapman.

## 2. Board Meeting

During its quarterly meeting a couple of weeks ago, the Board of Trustees was presented three resolutions naming university facilities in honor of faculty, staff and community members.

The first of the three resolutions to be voted upon at the June trustees' meeting proposes naming five buildings of the Forest Villas complex for past or current faculty members, and the community center at the complex in honor of a former staff member. The names of Roger W. Allen Jr., Alice B. Beaty, Marian Cusac, Dorothy King and Neal D. Thigpen will be displayed on the five villas while the community center will bear the name of Joseph E. Heyward.

The second resolution proposes naming the Garden Courtyard project of the FMU Performing Arts Center for Beverly Hazelwood and Starr Ward, both of whom have made considerable contributions to the arts in Florence.

The final resolution proposes the PAC's amphitheater be named The BB&T Amphitheater in appreciation of the corporate gift of \$325,000 will fund this outdoor space.

## 3. Admission numbers to dated were presented.

## B. Report from the Faculty Senate

1. Item I from the Department of Biology concerning changes in the prerequisites for 205 Human Anatomy and 311 Microbiology - passed
2. Item II from the Departments of Biology and Physics and Astronomy concerning the cross-listing courses Phys 415 and Biol 415 - passed
3. Item III from the Department of Nursing concerning a clarification of the Grade of "C" and dismissal from the nursing Program - passed
4. Item IV from the School of Education concerning a change in the content areas in Teacher Certification - passed
5. Item V from the Department of Fine Arts concerning changes in the Teacher Certification options in Art Education and changing Graphic Design Specialty to Visual Communication Specialty - passed
6. Item VI from the Department of Psychology concerning prerequisites for PSY 302 and PSY 303 and the addition of PSY 305 Introduction to Behavioral Genetics and PSY 306 Pediatric Psychology - passed
7. Item VII from the Department of English, Modern Languages, and Philosophy concerning changes in the Professional Writing Program - passed

V. The following candidates for Professor Emeritus 2009 were presented by Dr. Jon Tuttle and were approved.

Thomas D. Sawyer  
Professor Education  
1991-2009 (18 years)

Duane P. Myers  
Professor of History  
1972-2009 (37 years)

Larry E. Nelson  
A.R. Avent Professor of History  
1974-2009 (35 years)

Susannah M. McCuaig  
Professor Education  
1975-2009 (34 years)

VI. There was no old business.

VII. There was no new business.

## VIII. Announcements

- A. Congratulations on a successful homecoming with one of the most exciting basketball games in many years played against Columbus State. Bonfire was a success.
- B. African-American coalition dinner was a big success last Thursday. This Thursday, Feb. 26, an Evening of African Expression, Reception at 5:30, Program at 6, in Chapman Auditorium
- C. Open House this Saturday. Large numbers expected. Over 400.
- D. Scholarship Interviews
- E. Open House, Sat., Feb. 28
- F. CLA meeting, March 24.
- G. Next Senate Meeting, Tues., Mar. 31
- H. Arts Alive (Books), Open House on April 4.
- I. Faculty Forum, Tuesday, April 7
- J. April 14, last Faculty meeting
- K. April 23, Distinguished Faculty

## Announcements from the floor:

- A. The deadline for IT proposals is March 5 at 5 p.m.
- B. Professional development has expended its 2008 – 2009 budget and will be lowering the per faculty limit per fiscal year to \$2,000, due to the increased number of faculty.
- C. There will be a concert in Chapman Auditorium this evening.
- D. An Evening of Becket will be presented by the Theatre Department April 16 – 18 in the Fine Arts Center Theatre at 7:30 p.m.
- E. Tonight is the last home game for the FMU women's basketball team
- F. The Florence Symphony will present Gilbert and Sullivan's *H.M.S. Pinafore* on May 4 at 8 p.m. at the Florence Civic Center.
- G. The next First Tuesday Concert will feature the Florence Area Men's Choral Society
- H. Dr. Ken Kitts thanked those faculty involved in the scholarship interviews.

## IX. The meeting adjourned at 4:17 p.m.

**Attachment to the Faculty Agenda – February 24, 2009****1. Proposal from the Department of Biology:****A. On page 76 of the catalog CHANGE****FROM:**

**205 Human Anatomy** (4:3-3) (Prerequisite: 106 or sophomore status with permission of the department)....

**TO:**

**205 Human Anatomy** (4:3-3) (Prerequisite: 106 or a grade of B or better in 105 and sophomore status with permission of the department)....

**B. On page 80 of the catalog CHANGE****FROM:**

**311 Microbiology** (4:3-3) (Prerequisite: 106 or sophomore status with permission of the department)....

**TO:**

**311 Microbiology** (4:3-3) (Prerequisite: 106 or a grade of B or better in 105 and sophomore status with permission of the department)....

**Rationale for A and B**

Organismal Biology Bio 106 is the normal prerequisite for 200 and above biology courses. This was altered for pre-nursing students when the nursing program changed from MUSC to FMU. The elimination of this prerequisite is affecting students performance (see figure 1) and leading to many students populating Anatomy (Bio 205) and Microbiology (Bio 311) who are ultimately repeating those courses and/or unsuccessful in their application to the nursing program. Pre-nursing students need a minimum overall GPA of 3 to apply to nursing. A grade of C (2) puts the student behind in knowledge and in their goal for a GPA of 3. We would like to require those pre-nursing students with a C in Bio 105 to take Bio 106 to better prepare for Anatomy and Microbiology. We are prepared to allow students with A's and B's in Bio 105 to qualify for Anatomy and Microbiology.

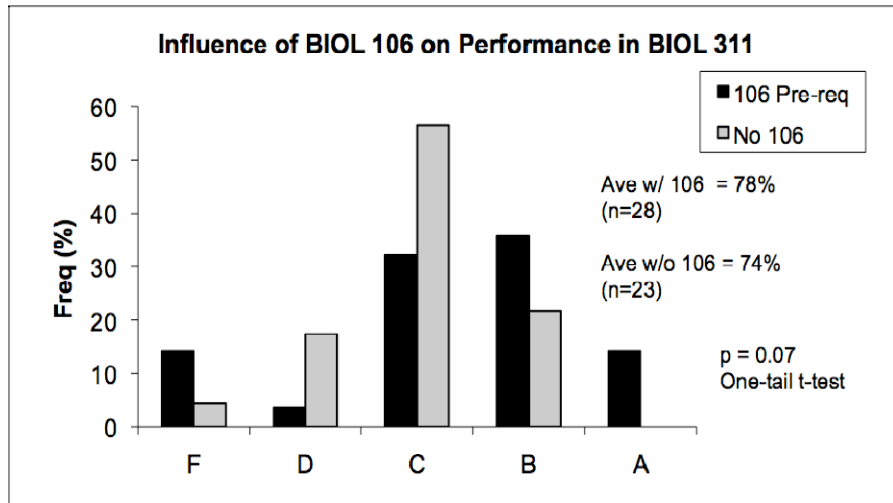


Figure 1. Performance of 51 students in Microbiology Bio 311 in Spring 2008.

## 2. Proposal from the Departments of Biology and Physics and Astronomy:

A. **ADD**, on page 80 of the catalog, as a cross-listed course w/Phys 415, the following:

**415 Radiation Biology** (3) (Prerequisite: PHYS 316 and BIOL 106, or permission of department) (Same as PHYS 415) S. Topics include the fundamental physical, chemical, and biological mechanisms that lead to radiation-induced biological damage. The course will begin with interactions and responses at a molecular level and progress towards cellular and systemic responses to the damage. Methods for assessing the dose to biological systems and the corresponding risk will be addressed.

**Rationale:** This proposal will cross-list the existing PHYS 415 course as BIOL 415. It is appropriate to cross-list this interdisciplinary course as it covers upper level topics in both biology and health physics. Practically, the cross-listing of this course will serve to encourage health physics majors to pursue minors or second majors in biology.

## 3. Proposal from the Department of Nursing:

A. **CHANGE** in the current catalog, under the section, *Dismissal From The Program* on page 121,

**FROM:**

Failure of two nursing courses results in dismissal from the nursing program.

**TO:**

Failure to achieve a minimum grade of C in two nursing courses results in dismissal from the nursing program.

**Rationale:** A grade of D is considered passing in the University. This change will clarify for prospective students that a minimum grade of C is required in all nursing courses, and is intended to clarify existing policy and practice. The change is recommended by the Provost's office.

**B. ADD , on page 121 of the current catalog at the end of the **Admission Requirements for the Upper Division BSN Degree program,****

Each student admitted to the upper division program will receive a copy of the FMU Nursing Student Handbook. Students should consult the Handbook for information on academic policies and procedures specific to the Department of Nursing.

**Rationale:** The Provost's office has recommended the addition of the statement to clarify existing policy and practice.

**4. School of Education:**

**A. ADD on page 171 of the current catalog,**

**411 Reading in the Content Areas (3)** (Prerequisite: Admission to the professional education program or permission from the School of Education) This course is designed to prepare pre-service teachers to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined by pre-service middle and secondary classroom teachers. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines.

**Rationale:**

Research indicates that competent readers actively construct meaning through an integrative process in which they "interact" and "transact" with text, integrating new information with pre existing knowledge structures (Roe, Smith, & Burns, 2005). In content area classrooms, a powerful use of reading is to pursue and acquire knowledge through the study of texts. The reader's prior knowledge, attitude, experience, and perspective affect the way the reader processes information. Content area teachers are crucial in guiding the application of reading strategies to reach the ultimate goal for students: reading to learn. The knowledge of the skills involved in all types of communication involving diverse

communities of learners will provide a foundation for students to make appropriate decisions about instruction based on principles of learning.

**B. CHANGE on page 85, under c) TEACHER CERTIFICATION OPTION, Professional Education**

**FROM:**

EDUC 311 .....	.3
EDUC 312 .....	.3
EDUC 313 .....	.1
EDUC 380 .....	.2
EDUC 393 and three hours taken simultaneously with EDUC 434 .....	.5

**TO:**

EDUC 311 .....	.3
EDUC 313 .....	.1
EDUC 380 .....	.2
EDUC 393 and three hours taken simultaneously with EDUC 434 .....	.5
EDUC 410 .....	.3

**C. CHANGE on page 165, MIDDLE LEVEL EDUCATION, Professional Education Courses**

**FROM:**

(Require admission to the program)* .....	27 hours
EDUC 311 .....	.3
EDUC 312 .....	.3
EDUC 313 .....	.1
EDUC 380 .....	.2
MLE 422 .....	.3

**TO:**

EDUC 311 .....	.3
EDUC 313 .....	.1
EDUC 380 .....	.2
EDUC 410 .....	.3
MLE 422 .....	.3

**D. CHANGE, on page 168, under Junior Year**

**FROM:**

<b>Course</b>	<b>Spring Semester Hours</b>
MLE 319 (Sci) and MLE 321 (ELA)	4-8
Literature Elective	3
EDUC 312	3

Specialty Course	
Chemistry 101 (Science)	3-4
Specialty Course	3-4
<b>Total Credits</b>	<b>16-22</b>

**TO:**

<b>Course</b>	<b>Spring Semester Hours</b>
MLE 319 (Sci) and MLE 321 (ELA)	4-8
Literature Elective	3
EDUC 410	3
Specialty Course	
Chemistry 101 (Science)	3-4
Specialty Course	3-4
<b>Total Credits</b>	<b>16-22</b>

**5. Proposal from the Department of Fine Arts:**

- A. **CHANGE**, on page 100 of the current Catalog, after **TEACHER CERTIFICATION OPTION IN ART EDUCATION**

**FROM:**

Professional Education .....	30 hours
EDUC 290 .....	2
EDUC 299 .....	2
(taken in the same semester)	
EDUC 305 .....	3
EDUC 311 .....	3
EDUC 313 .....	1
EDUC 380 .....	2
EDUC 393 .....	2
(taken in the same semester)	
EDUC 487 .....	2
EDUC 489 .....	1
EDUC 490 .....	12
(taken in the same semester)	

**TO:**

Professional Education .....	30 hours
EDUC 290 .....	2
EDUC 299 .....	2
(taken in the same semester)	
EDUC 305 .....	3

*(Must be fully admitted to Professional Education Program and pass Praxis I to take EDUC courses 305)*

*above*

EDUC 311 .....	3
(taken with EDUC 313)	
EDUC 313 .....	1
(taken with EDUC 311)	
EDUC 380 .....	2
EDUC 391 or 392 or 393 .....	2
EDUC 487 .....	2
EDUC 489 .....	1
EDUC 490 .....	12
(taken in the same semester)	

**Rationale:** These changes are recommendations from the School of Education.

**B. CHANGE, on page 101 of the current Catalog, after **ART EDUCATION COURSES (ARTE)****

**FROM:**

**415 Teaching Art Criticism and Aesthetics (3)** (Prerequisite: 312) Study of the disciplines of art criticism and aesthetic inquiry and their theories, development, and methods for teaching.

**TO:**

**415 Historical Foundations of Art Education (3)** (Prerequisite: 312) Study of the disciplines of art history, art criticism, and aesthetics, and their theories, development, and methods for teaching.

**C. CHANGE, on page 101 of the current Catalog, after **ART EDUCATION COURSES (ARTE)****

**FROM:**

**416 Teaching Art History (3)** (Prerequisite: 220, 221, 312) Study of the discipline of art history. Emphasizing art history as visual literacy, its contribution to the creative experience, and as a means of multicultural artistic study.

**TO:**

**416 Contemporary Issues in Art Education (3)** (Prerequisite: 312) Study of current issues in art education, including visual culture art education, community-based art education, museum education, arts integration, gifted and talented Art education,

special needs, service-learning, authentic assessment, and technology.

**Rationale:** The philosophical underpinning of the current *ARTE 415: Teaching Art Criticism and Aesthetics* and *ARTE 416: Teaching Art History* courses reflect a discipline-based art education approach, which has become less important in current art education theory and research. Moreover, the current structure of the ARTE 415 and ARTE 416 courses makes it difficult to fully address important contemporary issues in the field of art education, such as visual culture art education, community-based art education, art integration, and technology. Therefore the Department requests these changes.

The new *ARTE 415: Historical Foundations of Art* will focus on the content and teaching strategies of art history, art criticism, and aesthetics, which are currently covered in the ARTE 415 (Teaching art criticism and aesthetic) and ARTE 416 (Teaching art history) courses. The new *ART416: Contemporary Issues in Art Education* will focus on the contemporary issues and developments affecting the field of art education. This will make the art education program more up-to-date with the field as well as meeting the discipline-based orientation of national and state

**D. CHANGE, on page 105 of the current Catalog after MAJOR,**

**FROM:**

d) Graphic Design Specialty: Art 231, 330, 331, and 430 or studio courses approved by the faculty adviser and department.

**TO:**

d) Visual Communication Specialty: ART 231, 330, 331, and 430 or studio courses approved by the faculty adviser and department.

**Rationale:** This will allow the emphasis specialty name to coincide with the title names for this area. The Visual Communication title will also parallel other National Association of Schools of Art and Design accredited programs.

**E. CHANGE, on page 106 of the current Catalog after ART COURSES (ART),**

**FROM:**

**206 Digital Imaging (3:1-5)** Foundations of technology in the arts. Emphasis on the design, reproduction, and distribution of digital images.

**TO:**

**206 Introduction to Visual Communication** (3:1-5) Foundations of technology in the arts. Emphasis on the design, reproduction, and distribution of digital images.

**Rationale:** Confusion on the title's meaning has shown itself to be problematic. Students taking the course are thinking that it is a course that is dealing only with digital photography (Digital Photography). The course covers a broader range of concepts that include the elements and principles of design, reproduction, and distribution of digital images as well as other illustration and digital software. The new title will also parallel other National Association of Schools of Art and Design accredited programs.

**6. Proposal from the Department of Psychology:**

A. **MODIFY**, on Page 137 of the current catalog, course prerequisite for PSY 302

**FROM:**

**302 Quantitative and Psychometric Methods** (3) (Prerequisite: 206, 216, MATH 134, CS 150 or permission of the department)

**TO:**

**302 Quantitative and Psychometric Methods** (3) (Prerequisite: 206, 216, MATH 134, CS 150, Prerequisite/Corequisite PSY 220 or permission of the department)

B. **MODIFY**, on page 137 of the current catalog, course prerequisite for PSY 303

**FROM:**

**303 Research Methodology** (3:2-2) (Prerequisite: 302)

**TO:**

**303 Research Methodology** (3:2-2) (Prerequisite: Grade of C or higher in 302)

**Rationale:** The above changes are proposed to enhance the rigor of the major and improve preparation.

C. On page 137 of the current catalog, **ADD:**

**305 Introduction to Behavioral Genetics (3)** (Prerequisites: 206 and Biology 105 or permission of department) SU. This course is an introduction to the interdisciplinary field combining behavioral sciences and genetics to study roles of the genes and other factors involved in a variety of complex behaviors of humans. Emphasis is placed on the use of genetic designs and methods to address psychologically relevant questions concerning the nature and etiology of individual differences in behavior. Methods to be covered include traditional methodologies like twin and adoption studies as well as linkage and association studies. In addition, special emphasis on the interaction between genotype and environment during development is discussed. Other current issues in behavioral genetics will be discussed including Mendelian Genetics, Intelligence, Personality Disorders, Psychopathology, Antisocial Behavior, and Substance Abuse. Students successfully completing the course should be able to evaluate critically the primary behavioral genetic research.

**Rationale:** The psychology department is currently in need for additional psychology electives to be taught as part of the requirements for a major, minor, and collateral. Although, this course is a psychology elective for psychology majors, biology, nursing, and education majors may also benefit from the course content.

**D.** On page 137 of the current catalog, **ADD:**

**306 Pediatric Psychology (3)** (Prerequisites: 206 and Biology 105 or permission of department) SU. This course is a general introduction to pediatric psychology. Information about etiology and developmental course of a variety of medical conditions will be reviewed with focus on the impact of medical conditions on children's school, family, and social-emotional functioning. Students successfully completing the course should be able to evaluate critically pediatric research.

**Rationale:** Currently there is a dearth of electives available in the psychology department for our majors. In addition, with the increasing need for individuals in the health care systems, psychology students are in dire need due to their expertise in human behavior. *Introduction to Pediatric Psychology* is being used as a way to attract non-Psychology majors to the department. This course is expected to enroll juniors and seniors. This course would be taught once every other year, most likely during one of the summer sessions.

**7. Proposal from the Department of English, Modern Languages, and Philosophy:**

- A. **ADD** on page 87 of the current catalog,

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

- B. **ADD** on page 87 of the current catalog,

**411 Rhetoric of New Media (3)** (Prerequisite: ENG 305) Spring of even- numbered years. Teaches visual and digital rhetorical strategies needed in writing for multimedia programs, websites, and other new media. Class provides practice in planning, writing, designing, and testing materials developed for business and organizational clients.

- C. **ADD** on page 87 of the current catalog,

**418 Advanced Technical Communication (3)** (Prerequisite: ENG 318) Fall of even-numbered years. Designed to help students become more independent technical communicators, preparing them to work as lead writers in team projects or as independent writing contractors. Students work and study at specific client sites, identify their own documentation projects, develop an implementation plan, and then follow through as lead writers, relying on classmates and subject experts as quality reviewers. Students develop documentation projects from conception to publication.

- D. **ADD** on page 87 of the current catalog,

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

- E. **ADD** on page 87 of the current catalog,

**431 Advanced Topics in Writing (3)** (Prerequisite: ENG 200 and an additional writing course beyond ENG 200) As needed.  
Provides advanced study in the reading and practice of techniques in writing in a particular genre or subgenre. Students compose and share work with the instructor and other students.

- F. **CHANGE** the requirement for ENG 300, Foundations for Literary Studies in the Professional Writing Program description on page 85, column 1, in the current catalog under the ENGLISH heading,

**FROM:**

ENG 300, Foundations for Literary Studies

**TO:**

ENG 307, Foundations of Professional Writing

- G. **CHANGE** the requirement for ENG 220, Advanced Composition in the Professional Writing Minor description on page 86, column 1, in the current catalog under the MINOR heading.

**FROM:**

ENG 220, Advanced Composition

**TO:**

ENG 307, Foundations of Professional Writing

- H. **CHANGE** the option for ENG 220, Advanced Composition in the list of upper-level writing electives in the Professional Writing Collateral description on page 86, column 2, in the current catalog under the COLLATERAL heading.

**FROM:**

ENG 220, Advanced Composition

**TO:**

ENG 307, Foundations of Professional Writing

- I. **CHANGE** the FOUR YEAR PLAN example for the Professional Writing Program on page 89 in the current catalog under the Sophomore Year heading, columns 1 and 3.

**FROM:**

AND

**FROM:**

Speech  
Communication 101

**TO:**  
Eng 307

ENG 300

**TO:**  
Speech  
Communication 101

**Rationale: for A-I**

To increase and balance the department's upper-level course offerings in writing, members of the Professional Writing Advisory Committee have developed the new course proposals described in the attached forms and sought approval from the department's curriculum committee.

The following table provides a brief overview of the precise need each course will address.

<p><b>ENG 307 Foundations of Professional Writing</b>, developed in response to students' and sponsors' requests for more intensive study and practice of editing as an integral component of composition, to be offered every fall as a 300-level writing course. (prereq: ENG 200) Replaces ENG 300 as a requirement for Professional Writing majors.</p>	<p>This course introduces students to the field of Professional Writing, giving them the opportunity to improve the editing and proofreading skills required for publishing and distributing professional documents in the workplace.</p>
<p><b>ENG 411 Rhetoric of New Media</b>, previously developed and taught as a special topics course (The Rhetoric of Electronic Media), to be offered every spring in even-numbered years as a 400-level writing course. (prereq: ENG 305)</p>	<p>New courses, such as the Rhetoric of New Media, that require student practice with emerging communications media and technologies will provide students with valuable marketable communications skills. This course also includes experiential learning elements that support the university's QEP.</p>
<p><b>ENG 418 Advanced Technical Communication</b>, developed with a required service learning component that prepares students for more independent technical writing and project management, to be offered every fall in even-numbered years as a 400-level writing course or in summers, as needed. (prereq: ENG 318)</p>	<p>Offering a course in advanced technical communication will provide parity with business writing offerings for those students who want to focus their studies on technical writing. (As the current English 305 can lead to English 405, English 318 can lead to English 418.) This course also includes experiential learning elements that support the university's QEP.</p>
<p><b>ENG 421 Gender and Public Rhetoric</b>, previously developed and taught as a special topics course by the same name, to be offered every spring in odd-numbered years as a 400-level writing course. (prereq: ENG 200, and upper-division writing course or permission of the chair)</p>	<p>Regularly offering a course in Gender and Public Rhetoric will not only provide students with additional opportunities to study the social contexts of writing and communication but will also add a defined course to the English curriculum that can fit--and appeal to--students in the Gender Studies minor.</p>
<p><b>ENG 431 Special Topics in Advanced Writing</b>, a 400-level elective with variable content, to be offered on an as-needed basis. (prereq: ENG 200 and previous upper-level writing course required)</p>	<p>The variable course content of Special Topics in Writing gives both faculty and students the opportunity to respond to current developments in the sub-genres of the field and develop specific research and writing interests. This course can also serve Creative Writing minors.</p>

As a group, the proposed courses will:

- Address the program needs identified in PWAC's annual program reviews, which consistently show a need for students to further develop their skills in editing text and graphics, using various technologies, and managing documentation projects independently.
- Improve the course descriptions of the Professional Writing program in the catalog, which can be used as a recruitment tool for enhancing student enrollment and attracting new faculty. The additional course descriptions will offer greater clarity for both groups of readers.
- Help make our graduates stronger candidates for jobs in business and industry and for graduate programs in professional writing.
- Create greater parity with other professional writing programs (such as Appalachian State University, Missouri State University, Central Michigan Univ., George Mason Univ., Texas Christian Univ., Florida State Univ., Northern Kentucky Univ.)
- Create greater parity among the three degree options in the English major.
- Increase the number of upper-level writing courses in the field for professional writing majors and minors, allowing them additional freedom to build their programs and shape their long-term goals.
  - Increase 300-level courses by 1 (for a department total of 13)
  - Increase 400-level courses by 4 (for a department total of 6)
- In addition, the department has a future option to work with Bill Loewenstein in Mass Comm to develop a new shared minor in Visual Journalism/Communication, which could increase enrollment in English courses that contribute to that minor. Bill has proposed that these courses can include
  - Business Writing
  - The Rhetoric of New Media
  - Technical Communication
  - Introduction to the Study of Cinema.

**J.**     **DELETE**, on page 91 of the current catalog,

**201 Literature and the Individual** (3) (Prerequisite: 200) F, S, SU. Selections of prose fiction, poetry, and drama show how writers have presented human consciousness through narrative and metaphor. Literary presentation of the problems of self-awareness and self-definition.

**K. DELETE**, on page 91 of the current catalog,

**202 Literature and Society** (3) (Prerequisite: 200) F, S, SU. Selections of prose fiction, poetry, and drama show how writers have presented relationships among human beings. Comedy, tragedy, and satire encourage readers to look analytically at human society.

**L. DELETE**, on page 91 of the current catalog,

**203 Literature and the Natural World** (3) (Prerequisite: 200) F, S, SU. Selections of prose fiction, poetry, and drama show how writers have explained the world that surrounds us. Myth, fate, the supernatural, and science fiction are included.

**M. ADD**, on page 91 of the current catalog,

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

### **Rationale: English 250**

The proposed **English 250/Introduction to Literature** course will replace the English 201/202/203 sequence and join **English 251/Introduction to Film Studies** and **English 252/Reading and Writing Fiction, Poetry and Drama** as general education literature courses for non- (or prospective) English majors.

English 201, 202 and 203 were created over twenty years ago to give students the opportunity to take two (or three) different literature courses to fulfill the then-General Education requirements; since the revision of those requirements, however, very few students (about 4%, per a recent estimate) ever take more than one of these courses. Also, since the department agreed (in a cost saving-measure for students) to replace three separate anthologies (fiction, prose, drama) with only one general anthology, the distinction between 201, 202 and 203 has become negligible.

Although instructors of **English 250/Introduction to Literature** will have a great deal of flexibility to construct a course according to theme, genre, or chronology, the content of English 250 should consist of literary selections from the Greeks to the present. Students will read, discuss, and gain an appreciation for literature and its functions on the social and personal levels. “Literature” in this case includes drama, prose fiction, and poetry, but may also include nonfiction, films, and/or critical/historical essays meant to enhance students’ understanding of the contexts in which literature is created and consumed.

N. **ADD**, on page 91 of the current catalog,

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

**Rationale**

Writing creatively in the literary forms can be a powerful introduction to literary culture.

This “blended course” (combining writing in genres with formal analysis of text and ideas) will strengthen students’ personal engagement with literary and cultural study. The creative writing component casts students personally into an authorial experience. In turn, this personal identification with literary expression can enhance their sense of literature’s relevance.

The pedagogical approach for English 252 addresses a daunting social reality. Students currently entering college often seem to lack significant awareness of literary culture. Contemporary culture throws many competing stimuli at them, and they are not readers beyond the texts assigned them in school language arts courses. When in college they read a short story, we can no longer assume that the reading experience creates an affective disposition to study literature formally. Just as likely, there is an alienation from text that is hard for instructors to break through. In sum, there is a growing need to engage a generation of non-readers in reading.

English 252 will engage students through an immersive social experience—they will be cast vicariously into creative situations. The intensified personal identification with literature will increase interest in the literature they will be expected to read. In sum, the dramatic creative encounter—in the context of interacting with a community of fellow writers—will socially stimulate a cultural sense.



ENG 203 (recommended)

- V. **DELETE**, on p. 131 of the current catalogue, under Pre-Engineering Curriculum:

and any two courses from English 201, 202, 203;

- W. **ADD**, on p. 131 of the current catalogue, under Pre-Engineering Curriculum:

and any two courses from English 250, 251, 252