

**Minutes
Faculty Senate Meeting
February 10, 2009 – UC 218 – 3:45 p.m.**

I. Chair Best called the meeting to order at 3:47 p.m. Senators present: Bausmith, Broughton, Carpenter, Clabo, Dittman, Flannagan, Fry, Fulmer, Gourley, Grubbs, Jokish, Kunka, McWayne, Meetze, Nagata, Price, Ramey, Sacash, Shannon, Stoeckmann, Varazo, Ward, Wartens, Whelan, and Whitmire. Also present Parliamentarian Kennedy. Senator absent: White (sabbatical)

II. The minutes from the October 21, 2008 and the November 11, 2008 meetings were approved as distributed.

III. Reports from Committees

A. Executive Committee

Budget

At this point, we have experienced a 22% cut in state appropriations. Those are in recurring funds.

Yesterday, 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. President Carter has begun planning for that additional 5%. At this point, additional cuts become harder and harder. There are a few positions on campus which we were still hoping to fill. Those positions are now being reconsidered to see which can remain open. There is still a small amount available if we zero out what is left in some of our outreach programs.

As the President has affirmed many times, he is doing his best to protect jobs and avoid furloughs. Doing so, becomes more and more difficult with each cut, but he is still committed to preserving jobs. I asked the President this morning if the fact that these cuts were being applied to the next fiscal year meant that we were safe from more cuts in this year. His reply was that, no, we were not. He believes that May has the potential for another cut.

Next year will be difficult. We already are committed to replacing \$650,000 in non-recurring funds, so even with a moderate tuition increase, we will be facing a considerably smaller operating budget next year.

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

Board Meeting

During its quarterly meeting Friday, 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. **

B. Academic Affairs

Item I from the Department of Biology concerns changes in the prerequisites for 205 Human Anatomy and 311 Microbiology. Passed.

Item II from the Departments of Biology and Physics and Astronomy concerns the cross-listing courses Phys 415 and Biol 415. Passed.

Item III from the Department of Nursing concerns a clarification of the Grade of "C" and dismissal from the nursing Program. Passed.

Item IV from the School of Education concerns a change in the content areas in Teacher Certification. Passed.

Item V from the Department of Fine Arts concerns changes in the Teacher Certification options in Art Education. Passed.

Item VI from the Department of Psychology concerns prerequisites for PSY 302 and PSY 303 and the addition of PSY 305 Introduction to Behavioral Genetics and PSY 306 Pediatric Psychology. Passed.

Item VII from the Department of English, Modern Languages, and Philosophy concerns the addition of ENG 110 Foundations of Composition and changes in the Professional Writing Program.

Item VII A. was postponed indefinitely. Items VII B – X passed.

IV. There was no Old Business.

V. There was no New Business.

VI. Announcements

A. Congratulations

- 1. V-Day week raised over \$4,000**
- 2. Glen Gourley recently received the Florence Area Arts Alliance Jack Baker Award**

B. Homecoming this weekend

- 1. Wednesday with Comedian Roy Wood & Street Drum Corp performing at the University Center at 8 p.m**
- 2. Wine and cheese reception for School of Education alumni Thursday at 4:30 p.m. at The Cottage**
- 3. School of Business will hold an alumni leadership breakfast at 9**

a.m. in

Erving Dining Hall on Friday

- 4. Bonfire at 6:00pm on Friday**
- 5. An FMU Alumni Night at New York Butcher Shoppe at 8 p.m. on Friday**
- 6. Saturday's festivities**
 - a. 11 a.m. with the women's basketball alumni game in the Smith University Center gymnasium followed by the men's basketball alumni game at 11:30 a.m.**
 - b. PatriotFest feast of pizza will begin at 12:30 p.m. on the lawn in front of the Smith University Center featuring live music and entertainment.**
 - c. FMU Athletic Department will sponsor a silent auction from 1:30 to 5 p.m. in the Smith University Center.**
 - d. Baseball game between the Patriots and Davis & Elkins College will begin at 1 p.m. on the FMU softball field.**
 - e. The women's tennis team will match up with Brenau University at 9 a.m.**
 - f. The Patriots will take on Columbus State University with the women's game beginning at 2 p.m. and the men's game at 4 p.m.**

C. Tuesday, February 17, Deans and Chairs will be meeting

D. Thursday, Feb. 19, African-American Coalition Dinner, 10.00 for FMU employees

Reception at 6, Program at 7, Ervin Dining Hall (Tickets: Janet McLeod, x1300)

E. Thursday, Feb. 26, Evening of African Expression, Reception at 5:30, Program at 6, in Chapman Auditorium

- F. Faculty Meeting, Tues., Feb. 24**
 - G. Open House, Sat., Feb. 28**
 - H. Senate Meeting, Tues., Mar. 31**
 - J. Senator Cindy Price announced continuing concerns about PASCAL funding and possible solutions and actions.**
- VII. The meeting adjourned at 4:25 p.m.**

Attachment to the Faculty Senate Minutes – February 10, 2009

I. 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.

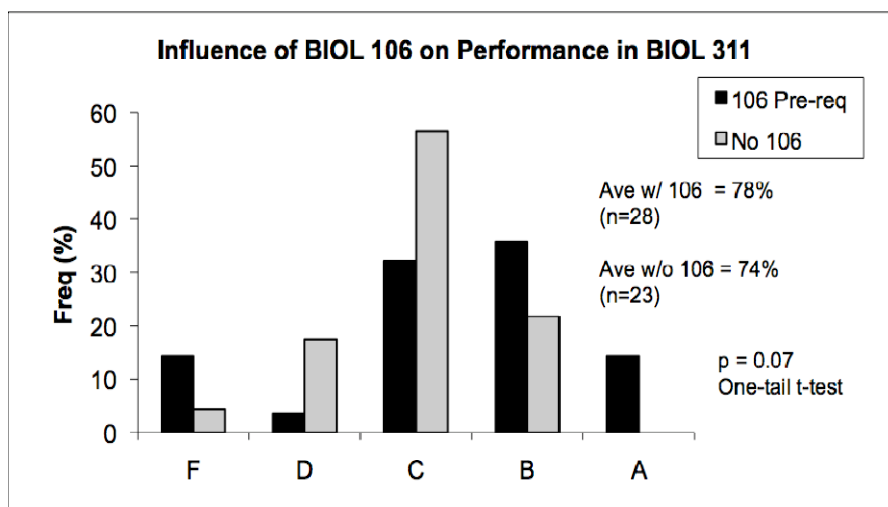


Figure 1. Performance of 51 students in Microbiology Bio 311 in Spring 2008.

II. 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.

III. 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:

Achieving less than 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.

IV. School of Education:

A. ADD on page 171 of the current catalog,

410 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 410	3
EDUC 434	5

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:

Course	Spring Semester Hours
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
Total Credits	16-22

TO:

Course	Spring Semester Hours
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
Total Credits	16-22

V. 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.

VI. 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.

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

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

110 Foundations of Composition (4: 3-3) The grade of C or higher in English 110 is required for the student to advance to English 111. F, S. Development of fluency through frequent writing assignments. Students practice generating ideas and drafting short papers for an audience of their peers. In Writing Studio sessions, special attention is given to reading and responding to writing and to practicing the conventions of Standard Written English.

Rationale:

Remedial courses were eliminated by the CHE in the early 1990s; however, new CHE leadership has recognized the need for foundational courses in South Carolina's four-year colleges and supports FMU's piloting such a course in writing. Reinstating a foundations in writing course would help FMU recruit students who might otherwise begin their college careers at technical institutions, retain students who are already being admitted into the university but who are in need of extra coursework in writing, and appeal to nontraditional students entering the university after a long absence from school.

While foundational courses in math and writing are offered at South Carolina technical colleges, many students enter FMU under-prepared in writing. For example, 31% of incoming students scored between a 35 and 80 on the Accuplacer test used to place students into composition courses. The cut-off score for placing into English 112 is 103. *Therefore, our English 111 courses now include students who score anywhere between 35 and 102 on this placement test.* English 110 would accommodate the approximately 35 first year students who score under 65 on the Accuplacer each year. We estimate the need for three sections of English 110 each fall and will consider offering it in the spring and summer, as needed.

The National Council of Teachers of English (NCTE) in conjunction with the Conference on College Composition and Communication (CCCC) suggests in their "Statement of Principles and Standards for the Postsecondary Teaching of Writing" that "No more than 20 students should be permitted in any writing class," and that "Remedial or developmental sections should be limited to a maximum of 15 students." We anticipate enrollment for this course to be between 12 and 15 students.

This course would include a Writing Studio component—a tutor-assisted class that would offer a hands-on, active, and experiential learning environment for students. The provost has already begun looking into securing space for the studio and the funds necessary to equip it with a SmartBoard, computers, and other teaching resources.

In the Writing Studio, students would draft assignments, engage in small group discussions, read and discuss the writing of their peers, and make presentations on

specific writing issues. For example, in an English 110 Writing Studio, you might find five students sitting around a table with a tutor as they discuss strategies for revising one another's work. At the SmartBoard, an instructor might be delivering a mini-lesson to a small group of students on transitioning between paragraphs. And there may be yet another set of students working with tutors to generate ideas for their papers. Undergraduate student tutors would assist in studio by giving students one-on-one tutoring and by conducting mini-lessons on writing issues.

English 110 would be offered as a 50-minute class on a Monday/Wednesday/Friday schedule; the Writing Studio would be offered as a Tuesday/Thursday 75-minute class. It would count toward graduation as a four-credit elective course.

English 110 would be offered as a four-credit course with the grading scale currently used for English 111 (A, B+, B, C+, C, D+, D, F, and CO). Furthermore, it would be a required course for students scoring lower than 65 on the Accuplacer. As with other placement decisions, all students have the opportunity to write an essay for placement if they are not pleased with the placement decision.

B. **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, affect professional documents. Students will also gain extensive practice in careful proofreading and editing.

C. **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.

D. **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.

- E. **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.

- F. **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.

- G. **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

- H. **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

- I. **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

- J.** **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:

Speech
Communication 101

TO:

Eng 307

AND

FROM:

ENG 300

TO:

Speech
Communication 101

Rationale: for B-J

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>ENG 307 Foundations of Professional Writing, 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>ENG 411 Rhetoric of New Media, 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>ENG 418 Advanced Technical Communication, developed with a required service learning component that prepares students for more independent technical writing and project</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</p>

management, to be offered every fall in even-numbered years as a 400-level writing course or in summers, as needed. (prereq: ENG 318)	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.
ENG 421 Gender and Public Rhetoric , 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)	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.
ENG 431 Special Topics in Advanced Writing , 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)	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.

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.

K. 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.

L. 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.

M. 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.

N. 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.

O. **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.

This course will appeal particularly to those who previously have tried some creative writing, or thought about it, and who will enjoy seeing the connection between formal literary study and their personal immersion in relevant creative pieces. It will appeal also to those students whose previous encounters with literature have proved intimidating.

Eng 252 will *not* be, however, an equivalent to the program's 300-level creative writing courses, which apply sustained workshop methodologies for more technically intensive craft issues. Students in those courses have already formed some sense of literary culture. In contrast, this course presents initial guidance into expressive writing and appreciative reading.

Eng 252 is meant to exploit a previously untapped strength of the department. Numerous people in the English department write and publish creative work. Directing these enthusiasms toward 200-level general education students will be an invigorating endeavor and, we believe, an innovative concept in college English instruction.

P. ~~**DELETE**~~, on p. 75 of the current catalogue, under Environmental Science Option in Biology:

(English 203 recommended)

Q. ~~**DELETE**~~, on p. 82 of the current catalogue, under the Environmental Science Option in Chemistry:

ENG 203 (recommended)

R. ~~**Delete**~~, on p. 86 of the current catalogue, under Minor and under Collateral:

No more than 3 hours at the 201-203 level

- S. **ADD**, on p. 86 of the current catalogue, under Minor and under Collateral:

No more than 3 hours at the 250-252 level

- T. **DELETE**, on p. 116 of the current catalogue, under Four Year Plan for Math Majors, Sophomore Year:

English 201, 202, or 203

- U. **ADD**, on p. 116 of the current catalogue, under Four Year Plan for Math Majors, Sophomore Year:

English 250, 251, or 252

- V. **DELETE**, on p. 129 of the current catalogue, under the Environmental Science Option in Physics:

ENG 203 (recommended)

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

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

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

and any two courses from English 250, 251, 252