

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
April 14, 2008**

2:30 p.m.

**ROSE ROOM
UNIVERSITY CENTER**

**Charles L. Hudson
Registrar/Secretary of the Academic Committee**

ACADEMIC COMMITTEE
AGENDA
April 14, 2008

1. Minutes of the March 17, 2008 meeting. (pages 1-2)
2. **COLLEGE OF EDUCATION**
 - a. Correction to previous approved items – MAT in Special Education (page 3)
 - b. Revised curriculum for the MED in Special Education – Deaf and Hard of Hearing (pages 4-5)
 - c. Proposal for the EDS in Coaching Pedagogy – copies will be given out at the meeting.
3. **LIBRARY SCIENCE**
 - a. New course MLIS 7421 (pages 6-17)
 - b. New course MLIS 7430 (pages 18-24)
 - c. Revised course description for MLIS 7360 (pages 25-26)
 - d. Revised course description for MLIS 7950 (pages 27-28)
 - e. Revised course description for MLIS 7960 (pages 29-30)
 - f. Revised course description for MLIS 7999 (pages 31-32)
 - g. New optional track for the MLIS – Health Sciences Librarianship (pages 33-35)
 - h. New course MLIS 7170 (pages 36-41)
 - i. New course MLIS 7111 (pages 42-46)
4. **COLLEGE OF ARTS AND SCIENCES**
 - a. New course PERS 2605 (pages 47-56)
 - b. Renaming and revised requirements for the minor in Environmental Geosciences to Geography (pages 57-58)
 - c. Revised credit hours for GEOG 3240 (pages 59-60)
 - d. Revised credit hours for GEOL 3240 (pages 61-62)
 - e. New course GEOL 3400 (pages 63-69)
 - f. New course ENGL 3225 (pages 70-76)
 - g. New course ENGL 3230 (pages 77-83)
 - h. New course AFAM 3225 (pages 84-90)
 - i. New course AFAM 3230 (pages 91-97)
 - j. Deactivation of CIT 4125, CS 1338, MATH 3080, 3140, and 3900 (page 98)
5. **MISCELLANEOUS**
 - a. Review of the new Curriculum Change form, New Course form, and the Revised Course form (pages 99-104)

Proposals for the May meeting are due April 28th, and the meeting is May 12th if needed.

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
March 17, 2008

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, March 17, 2008. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Mr. Mike Savoie (proxy for Mr. Eric Nielsen), Dr. Marvin Smith, Dr. Bruce Caster, Mr. Alan Bernstein, Mr. Mike Savoie, Dr. Kathe Lowney (proxy for Dr. Frank Flaherty), Dr. Kathe Lowney, Dr. Ray Elson, Dr. Iris Ellis, Dr. James Humphrey, Mr. Cliff Landis, and Dr. James Humphrey (proxy for Dr. Diane Holliman).

Members Absent: Mr. Eric Nielsen, Dr. Yahya Mat Som, Dr. Selen Lauterbach, Dr. William Faux, Dr. Frank Flaherty, Dr. Bill Buchanan, Dr. Deborah Weaver, and Dr. Dianne Holliman.

Visitors Present: Dr. Reynaldo Martinez, and Mr. Lee Bradley.

The Minutes of the February 11, 2008, Academic Committee meeting were approved with course title corrected in item C2. (pages 1-6).

A. College of the Arts

1. Deactivation of ARED 2010, ARED 3030K and ART 4095 was noted. (page 7).

B. College of Education

1. Revised name for the BS in Administrative Services to a BS in Office Administration and Technology was approved effective Fall Semester 2008. (pages 8-10).
2. Revised curriculum for the AAS in Dental Hygiene was approved effective Fall Semester 2008. (pages 11-12).
3. Revised admissions requirements for the EDS in Educational Leadership was approved effective Fall Semester 2008. (pages 13-14). Pending Graduate Executive Committee approval.
4. Revised curriculum for the Building or System Level Performance-Based Leadership Certification was approved effective Fall Semester 2008. (pages 15-16). Pending Graduate Executive Committee approval.
5. Revised senior college curriculum for the BA and BS Psychology was approved effective Fall Semester 2008. (pages 17-18).
6. Revised course description, Psychology (PSYC) 2700 "Human Growth and Development", (HUMAN GROWTH AND DEVELOPMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2008. (pages 19-20).
7. Revised course description, Psychology (PSYC) 3110 "Educational Psychology", (EDUCATIONAL PSYCHOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2008. (pages 21-22).
8. Revised course description, Psychology (PSYC) 3130 "Educational Psychology for Teachers of Adults", (EDUCATIONAL PSYC TCHR ADULTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2008. (pages 23-24).
9. Revised course description, Psychology (PSYC) 3200 "Child Psychology", (CHILD PSYCHOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2008. (pages 25-26).
10. Revised course description, Psychology (PSYC) 3210 "Adolescent and Young Adult Psychology", (ADOLESCENT/YOUNG AD PSYCHOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2008. (pages 27-28).
11. Revised course description, Psychology (PSYC) 3220 "Adult Psychology and Gerontology", (ADULT PSYCHOLOGY/GERONTOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2008. (pages 29-30).

12. Revised course description, Psychology (PSYC) 3700 "Rehabilitation Psychology", (REHABILITATION PSYCHOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hour), was approved effective Fall Semester 2008. (pages 31-32).

Respectfully submitted,

Charles L. Hudson
Registrar



April 2, 2008

TO: Mr. Chuck Hudson, Registrar

FR: Philip Gunter, Dean

RE: Agenda Item Renaming Special Education Degrees

The minutes from the Valdosta State University Academic Committee of November 12, 2007 indicate that the MED in Special Education – General Curriculum and the MED in Special Education – Adapted Curriculum were renamed to the Master of Arts in Teaching (MAT) in Special Education – General Curriculum and the Master of Arts in Teaching (MAT) in Special Education – Adapted Curriculum (see item F-37 of those minutes). It is also indicated that the item is approved pending Board of Regents' approval. The Board approved the new names as the Master of Arts *for Teachers* (MAT) with a major in Special Education effective November 13, 2007. They did not (do not) approve tracks.

This memo is to clarify the wording of the item and to reflect the Board decision. Certainly, I hope that this can be done with this memo. Originally, the degree name was the MED in Special Education Online Option (NOT the MED in Special Education – General Curriculum and the MED in Special Education – Adapted Curriculum as appears on item F-37). We would like to request a degree name change from the MED in Special Education Online Option to the Master of Arts *for Teachers* (MAT) with a major in Special Education, with three tracks: General Curriculum, Adapted Curriculum, and Deaf and Hard of Hearing. I believe that this request will better reflect the desired action and the decision of the Board of Regents. **However**, we would like to continue to have the MED in Special Education Online Option with tracks in Deaf and Hard of Hearing, Interrelated Special Education, and Mental Retardation left active until we graduate all those in the degree path.

Your assistance is appreciated and I will provide any additional information requested.

James L. & Dorothy H. Dewar College of Education
Office of the Dean

Location Education Center • Room 227 • **Address** 1500 N. Patterson St. • Valdosta, GA 31698-0085
Phone 229.333.5925 • **Fax** 229.333.7167 • **Web** <http://education.valdosta.edu>

A Regional University of the University System of Georgia & an Equal Opportunity Institution

Justification

Prefix changes have already been approved for these courses to better represent courses in the major. This curriculum change is to align the new course prefixes with the curriculum. These changes have been proposed for the M.Ed. degree and should include the option listed on the previous page.

This amendment is being offered at the request of the Registrar:

"In our material for February discussion, item 4p (pages 81 and 82) these changes are dealt with in the curriculum for the M. Ed. With a Major in Special Education-Deaf and Hard of Hearing. Would you offer an amendment at the same time that simply says that the same adjustments should apply to your "area of specialization" which occurs one page earlier in the graduate catalog." Feb 1, 2008

Approvals:

Department Head	<u>Brian K. Stealy</u>	Date	<u>2/8/08</u>
Dean (s)/Director(s)	_____	Date	_____
College Executive Committee	_____	Date	_____
Graduate Executive Committee	<u>B. J. Allen</u>	Date	<u>2/7/08</u>
Academic Committee	_____	Date	_____

Request for a New Course

Valdosta State University

RECEIVED

APR 02 2008

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: March 20, 2008

Department Initiating Request: MLIS

Faculty Member Requesting: Yontz

RECEIVED

Proposed New Course Prefix & Number: MLIS 7421

(See Course Description Abbreviations in the Catalog for approved prefixes.)

APR 03 2008

Proposed New Course Title: Multicultural Youth Literature

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Proposed New Course Title Abbreviation (for Student Transcript):

Multicultural Youth Literature

(Limit to 30 characters and spaces)

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Every other year

Indicate (by typing 'X') if Course will be: ___ Requirement for Major or ___X___ Elective Course

If this new course is to be included in the curriculum, be sure to initiate a Curriculum change form.

Total Contact Hours:

Lecture Hours:

Lab Hours:

Credit Hours: 3 hours credit

Proposed Course Description:

A survey of multicultural literature for children and teenagers. Evaluation, selection and use of multicultural literature in school and public libraries will be emphasized.

Justification

This course will be an elective in the MLIS program. It will support the education of youth services librarians. A current professional emphasis within the field of library and information science is the need to improve service to patrons of diverse cultural backgrounds; this course contributes to that goal.

**** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

Approvals:

Department Head(s) Walker LC Date 3/12/08
Dean(s)/Director(s) [Signature] Date 3-19-08
College Executive Committee _____ Date _____
Graduate Executive Committee _____ Date _____
Academic Committee _____ Date _____

VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY & INFORMATION SCIENCE
MLIS 7421 Multicultural Youth Literature
Three Credit Hours

INSTRUCTOR

Elaine Yontz, PhD

Phone: 229-333-7185

E-mail: eyontz@valdosta.edu

U.S. mail: 1500 N. Patterson Street—Odum 4620, Valdosta, Georgia, 31698

Office hours by appointment, in person or online

COURSE DESCRIPTION

A survey of multicultural literature for children and teenagers. Evaluation, selection and use of multicultural literature in school and public libraries will be emphasized.

COURSE OBJECTIVES

At the end of this course, students will

- be familiar with some multicultural literature for children and young adults
- be familiar with various genres of children and young adult literature and the characteristics of each
- be familiar with some of the major issues and concerns with respect to multicultural youth literature
- be familiar with professional literature, including selection aids, concerning multicultural youth materials
- be familiar with many major multicultural authors and illustrators
- be familiar with major awards for multicultural children's literature
- be aware of strategies to select multicultural children's and young adult's literature
- understand how to evaluate multicultural children's and young adult's literature for school and public library use
- develop bibliographic and research expertise by developing annotated bibliographies and writing descriptive reviews

REQUIRED COURSE MATERIALS

Norton, Donna E. *Multicultural Children's Literature: Through the Eyes of Many Children*. 2nd edition. Prentice-Hall, 2005. ISBN-10: 0131178067 ISBN-13: 978-0131178069

Additional Reading Assignments will be posted in WebCT Vista

FORMAT AND PROCEDURES

This is a Web-delivered course, with no required face-to-face meetings. The course will be delivered through WebCT Vista. The class will be conducted asynchronously, although the instructor reserves the option of scheduling synchronous sessions for additional instruction if such instruction seems necessary and can be mutually arranged between her and the members of the class.

There are seven learning units in this online course, each lasting about two weeks. Requirements for each unit include independent reading of the required texts and active participation in weekly discussions in addition to the projects listed in the Overview below. As a student in this class, you are expected to: (1) log on regularly to WebCT; (2) read or view all assigned background materials; (3) participate in discussion groups; and (4) submit all projects on time and according to the format designated by the instructor.

OVERVIEW OF COURSE REQUIREMENTS

Weekly Discussion Posts 30%

Class participation is important in this course. You must be prepared to participate each week on the course discussion board. Think of it as our virtual classroom. You will be posting responses to the assigned readings and also discussing the multicultural books you are reading.

Book Review 10%

You will prepare a book review of a multicultural book published since 2005. The review will follow the format of a selection tool such as *School Library Journal* or *Booklist*.

Author Study 30%

This assignment is intended to allow you to explore in depth the work of an author or illustrator who produces multicultural books for children and/or young adults.

Reading Log 30%

During Learning Units 2 – 7 you will be reading books about the ethnic group featured in that unit. For each ethnic group you will read and annotate a minimum of two (2) children's or young adult's chapter books and four (4) picture books for a minimum of 36 books.

COURSE SCHEDULE

Week	Activities
Week 1	<p>Introduction to the Class In WebCT Vista, look on the Discussion Board for "Meet the Class." Open the post and follow the directions. You will introduce yourself to the class. Please include:</p> <ul style="list-style-type: none"> where you live your current job, if any what you hope to do after you finish school the title of your favorite book from childhood <p>If you have a digital photo you're willing to share, send it as an attachment</p> <p>Using WebCT Vista mail, send me a mail message. Let me know these things:</p> <ul style="list-style-type: none"> What made you decide to take this course? What you hope to get out of it. <p>Read Chapter 1 in Norton</p>

Week 2	<p>Learning Unit 1: What is Multicultural Literature? Read articles in WebCT: Agosto, D. E. (2007). Building a multicultural school library: issues and challenges. <i>Teacher Librarian</i>, 34(3), 27-31. Hade, D. D. (1997) Reading Multiculturally. In Violet J. Harris (Ed.), <i>Using multiethnic literature in the K-8 classroom</i> (pp. 233-256). Norwood, Mass.: Christopher-Gordon.</p> <p>Discussions</p>
Weeks 3 & 4	<p>Learning Unit 2: African American Literature Read Norton Chapter 2 p. 14-49 closely; skim p. 50-69 Discussions LU2 Reading Log due 2/03</p>
Weeks 5 & 6	<p>Learning Unit 3: Native American Literature Norton Chapter 3 Discussions LU3 Reading Log due 2/17 Book Review due 2/17</p>
Weeks 7 & 8	<p>Learning Unit 4: Latino Literature Norton Chapter 4 Discussions LU4 Reading Log due 3/02</p>
Week 9	<p>Learning Unit 5: Asian Literature Norton Chapter 5 Discussions</p>
Week 10	<p>Learning Unit 5 continued: Asian Literature Discussions LU5 Reading Log due 3/23</p>
Weeks 11 & 12	<p>Learning Unit 6: Jewish Literature Norton Chapter 6 Discussions LU6 Reading Log due 4/06</p>
Weeks 13 & 14	<p>Learning Unit 7: Middle Eastern Literature Norton Chapter 7 Discussions LU7 Reading Log due 4/20 Author Study due 4/20</p>
Week 15	<p>Wrap-Up Share Author Studies</p>

Grading

General Grading Scale

A excellent work - among the best work seen at the graduate level

B satisfactory work - better than average work at the graduate level

C honest attempt - needs moderate to major revisions to be satisfactory

D perfunctory or missing work

Late work is dropped one letter grade

Final Grading Scale

A - always satisfactory, often excellent

B - mostly satisfactory, occasionally excellent

C - sometimes satisfactory, often needs revisions

D - rarely satisfactory, often perfunctory, late or missing

F - lacking even an attempt to learn or do, dishonesty, plagiarism

Communication

We will use WebCT Vista as our primary communication tool. You should be able to access the class in Vista beginning on Jan. 7.

For help with **WebCT Vista**:

Visit <http://www.valdosta.edu/vista/>. Read carefully. Scroll down and read entire screens. Notice "Self-Help" on the right.

If this doesn't solve the problem, phone VSU's IT Helpdesk, 229-245-4357. To see Helpdesk hours: visit <http://www.valdosta.edu/helpdesk/> (see on the left, scroll down).

Academic Dishonesty

"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior are contained in the *Student Handbook, Student Code of Ethics*.

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requesting accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevens Hall. The phone numbers are 229/245-2498 (voice) and 229/219-1348 (tty).

Any changes to this syllabus and course schedule will be announced with advance notice to students. Changes will only be made if they enhance the learning of students. For example, a more recent article may be substituted for an older version.

Book Review Assignment (10% of course grade)

Rationale

"Only a couple of dozen people in the United States are employed full-time as reviewers of materials for children and young adults. The review journals and similar sources that exist do so in large measure because of volunteer reviewers. These reviewers are most often librarians, school library media specialists, and language arts teachers" (Tilley, 2001, Book Review).

This assignment gives you the opportunity to gain some practice in writing a formal review that may be suitable for publication.

Task

Choose a multicultural book published within the last two (2) years that would normally, upon first inspection, be suitable for your library. Read and study the item and form a professional opinion about its quality. **This book may also count toward your reading log requirement.**

Locate several selection tools that include substantive reviews of children's literature. Some examples are *School Library Journal*, *Book Report*, *Horn Book*, and *VOYA*. Read some of the reviews and the submission guidelines for book reviews.

Write a review that closely follows the format of one of these journals; make sure to state which journal you are emulating and include a copy of the guidelines. Follow the recommended word count for the journal as well. Usually, the following are included in a review:

- Full bibliographic information (including cost and extent)
- Brief summary of plot or content
- Intended audience: age and/or interest levels
- Assessment of quality, considering production standards for the format, and any content problems you find. Include bias and exclusionary factors.
- How item might serve the instructional program of a school
- Formal recommendation, supported by a reason

Here are the technical details for the task:

Please include your name at the top of your document.

Your response must be double-spaced, Arial or Times New Roman, 12 point font, 1-inch margins.

3. The references should be in APA format. There are several places where you can get assistance with formatting your references:

VSU Citing sources using APA

<http://www.valdosta.edu/library/learn/apaexamples.shtml>

Yale University. The Writing Center. Kinds of Sources and How to Cite Them.

<http://www.yale.edu/bass/writing/sources/kinds/index.html>

APA Formatting and Style Guide - The OWL at Purdue

<http://owl.english.purdue.edu/owl/resource/560/01/>

The document should be MS-Word and saved using the following naming convention:
LastName_BookReview.doc where *LastName* is your last name
(e.g., Jones_BookReview.doc).

Tilley, C. L. (2001). L533 Library Materials for Children and Young Adults. Retrieved December 29, 2007
from Indiana University Web Site:
http://www.slis.indiana.edu/syllabi/spring_2001/L533_ctilley.html

Author/Illustrator Study Assignment - 30% of course grade (Team Project).

Rationale

This assignment is intended to allow you to explore in depth the work of an author or illustrator who produces multicultural literature for children. Equally important, the PowerPoint presentations you create will enable your classmates to learn about a variety of authors and illustrators.

Task

The assignment should be done in teams of two or three students.

The Author Assignment has 3 deliverables:

- Written Report
- PowerPoint Presentation (or Website)
- Individual Reflection

Follow these six (6) steps to complete this assignment. Work will be graded on thoroughness, organization, and attention to detail, as well as correct grammar and spelling. The written report should become a model to show others (teachers and students) how to do research on a children's author or illustrator. The PowerPoint presentation (or Web Page) should be useful in a future library program or classroom program as a learning center or display -- possibly an introduction to a thematic unit. The presentations will be made available so that everyone in the class has an opportunity to learn about your Author/Illustrator.

Step One: Select an author or illustrator who produces multicultural literature for children and/or young adults. Each team should select a different person for their study so that there are no duplicates.

Step Two: Research

You will research your author/illustrator using a variety of print and electronic resources. Gather your information from as many sources as possible—print and online journals, books, references such as *Something about the Author*, the Internet, and perhaps even written contact with the author/illustrator. Please keep a careful record and full citation on all information that you locate and use. Follow APA style formatting rules for citing sources.

You will be looking for the following information:

- Biographical information on the author/illustrator (date of birth, hobbies, work history, etc.)
- Photograph
- Names of any awards won by the author/illustrator and what those awards mean
- Type of medium used by the illustrator
- What the author/illustrator says about his/her own work. Take note of any quotes that are of significance. (Look for interviews in journals or the author's website to find this information).
- What others in the field of children's literature say about your author/illustrator.
- Common themes in the author/illustrator's works, and names of the books written/illustrated by the author/illustrator
- A review of one of the author or illustrator's books

Step Three: Read approximately 4 to 10 books by your author. The lower number is appropriate for chapter length books; the higher number for picture books. These books should be in addition to those you read for your reading log. I strongly suggest that you include in your reading any books that your author/illustrator is especially known for, such as award winners.

Step Four: Written Report

The written report should include the following sections:

I. Rationale for your selection

Please provide a brief rationale for your decision to select your author/illustrator. What is there about his or her work that led you to choose him or her? What specifically is there about the content, theme, style of writing, illustration, perspective on life and living, characters, etc. that led to your decision?

II. A biography of the author that synthesizes the information you found in your research.

III. An analysis of the author/illustrator's works based on your reading.

Write an analysis of the work of your author/illustrator in which you summarize the primary characteristics of his/her work. Use examples from the books that you read. For example, does your author write about the same characters, settings, time periods, etc.? If so, give examples from selected works. Does your author write about common themes (e.g., the importance of family, resistance to oppression, coming of age)? If you have selected an illustrator, does he or she have a distinctive style (please describe it)? How does your illustrator's art contribute to each book? Again, provide specific examples to illustrate.

IV. Internet Sources

Locate at least 4 sources on the Internet that relate directly to the author you have selected, or an important aspect of his or her work. Please provide a 2 or 3 sentence description of this site that point to its outstanding features.

For example:

Vandergrift's Children's Literature Page

<http://www.scils.rutgers.edu/~kvander/ChildrenLit/index.html>

This website provides a wonderful comprehensive link to a rich variety of sources on children's literature. It includes a variety of multicultural bibliographies, discussions of "sensitive issues," censorship, author information, etc. A goldmine and a great place to begin!

V. Make a complete bibliography of books your author/illustrator has produced, giving a complete citation for every title. This should be in alphabetical or chronological order. Note which books are award winners. (The list need not be comprehensive if the author/illustrator has more than 50 books. Do include all books that have won awards.)

VI. Make a bibliography of sources you used to find your information. Follow APA format.

Step Five: PowerPoint Presentation

Create a PowerPoint Presentation that encapsulates the most important information about your author or illustrator. You also have the option of making a webpage about your author instead of a PowerPoint presentation; please contact me if you choose this option.

The presentation should include the following components:

- Biography: brief - description of career, any relevant personal details, timeframe of career
- Photograph
- Highlight two or three of the author/illustrator's books, especially any that have won major awards.
- Links to web resources
- Reference list that documents primary sources used to create the presentation

The PowerPoint should conform to these technical details:

- A minimum of 5 slides and a maximum of 10, not including references
- No more than 7 lines per slide*
- No more than 7 words per line*
- Effective use of graphics
- Effective use of fonts, color, and sound

*You may use more than 7 lines or 7 words as long as the slide does not look "crowded"

Step Six:

As individuals, write a brief reflection about the team process, your contributions, and what you learned. You will submit your reflection individually.

Here are the technical details for the task:

- Please include your team member's names at the top of the document. Your response must be double-spaced, Arial or Times New Roman, 12 point font, 1-inch margins. The references should be in APA format. There are several places where you can get assistance with formatting your references:

VSU Citing sources using APA

<http://www.valdosta.edu/library/learn/apaexamples.shtml>

Yale University. The Writing Center. Kinds of Sources and How to Cite Them.

<http://www.yale.edu/bass/writing/sources/kinds/index.html>

APA Formatting and Style Guide - The OWL at Purdue

<http://owl.english.purdue.edu/owl/resource/560/01/>

The document should be MS-Word and saved using the following naming convention: LastName&LastName_AuthorStudy.doc where *LastName* is your last name and (e.g., Jones&Yontz_AuthorStudy.doc).

This author assignment is adapted from one developed by Joel Taxel, University of Georgia.

Reading Logs of Multicultural Children's Literature - 30% of course grade

Rationale

An important component of this course will be the reading of excellent quality children's and adolescent literature. You will be expected to read, evaluate, summarize, critique, and document literature appropriate for culturally and linguistically diverse learners.

Task

Read two (2) chapter books and four (4) picture books from each of the ethnic groups that we study in this course (African-American, Native American, Latino, Asian, Jewish, and Middle Eastern). You may select titles listed in the textbook, from award lists, or other recommended reading lists. If in doubt about a title, please contact the instructor.

Base your book selections on the following criteria:

- At least half of the titles must be recently published (since 1997).
- Select books you haven't read previously.
- One book from each of the ethnic groups should be an award winner or honor book. These are the major awards for children's literature.
 - * John Newbery Medal Award
 - * Randolph Caldecott Medal Award
 - * National Book Award – Young People's Literature
 - * Coretta Scott King Awards (African-American Literature)
 - * John Steptoe Award for New Talent (African-American Literature)
 - * American Indian Youth Literature Award
 - * Asian Pacific American Award for Literature
 - * Americas Award for Children's and Young Adult Literature (Latino Literature)
 - * The Pura Belpré Award (Latino Literature)
 - * Tomas Rivera Mexican American Children's Book Award (Latino Literature)
 - * Middle East Book Award
 - * The Sydney Taylor Award (Jewish Literature)
- Select books from a variety of genres (for example: poetry, folk literature, historical fiction, biography, contemporary fiction, fantasy, information books, etc.). At least four different genres should be represented in the 36 books you read.

- Audiobooks are acceptable if they are unabridged.

Submit your Reading Log at the conclusion of each Learning Unit, beginning with Learning Unit 2. You will have a total of six (6) Reading Logs, one for each ethnic group. Refer to the syllabus for the corresponding due dates.

Your Reading Logs should contain the following information:

- author(s) and illustrator: last, first names; title; original copyright date; current publisher; number of pages. (APA style)
- cultural group(s) represented
- type of genre
- plot summary
- type of award(s), if applicable
- interesting elements (strong language, a boy ballerina, poor editing etc.)
- an evaluation of cultural authenticity, accuracy, and respect (see note)
- your personal response to the book

NOTE: This evaluation might include noting, the insider perspective of author/illustrator, whether the cultural group is depicted without negative stereotypes, whether stereotypes, are dispelled by the book, or whether the culture is represented accurately and authentically. Note any problems you detect. Use specific examples and details from the book to support your evaluation. If you are an insider to the culture, you may wish to include your personal knowledge of the culture in evaluating the book.

Here are the technical details for the task:

Please include your name at the top of your document.

Your response must be double-spaced, Arial or Times New Roman, 12 point font, 1-inch margins.

The references should be in APA format. There are several places where you can get assistance with formatting your references:

VSU Citing sources using APA

<http://www.valdosta.edu/library/learn/apaexamples.shtml>

Yale University. The Writing Center. Kinds of Sources and How to Cite Them.

<http://www.yale.edu/bass/writing/sources/kinds/index.html>

APA Formatting and Style Guide - The OWL at Purdue

<http://owl.english.purdue.edu/owl/resource/560/01/>

The document should be MS-Word and saved using the following naming convention:

LastName_LearningUnitNumberReadingLog.doc where *LastName* is your last name and LearningUnitNumber is LU2, LU3, LU4, LU5, LU6 or LU7. (e.g., Jones_LU1ReadingLog.doc).

This assignment is adapted from one developed by Terri Wheeler, Multicultural Children's Literature, California State University, Monterey Bay

Request for a New Course

Valdosta State University

Date of Submission: March 20, 2008

Department Initiating Request: MLIS

Faculty Member Requesting: Ondrusek

Proposed New Course Prefix & Number: MLIS 7430

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Information Literacy

Proposed New Course Title Abbreviation (for Student Transcript):

Information Literacy

(Limit to 30 characters and spaces)

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Every other year

Indicate (by typing 'X') if Course will be: ___ Requirement for Major or X Elective Course

If this new course is to be included in the curriculum, be sure to initiate a Curriculum change form.

Total Contact Hours:

Lecture Hours:

Lab Hours:

Credit Hours: 3 hours credit

Proposed Course Description:

An examination of the information literacy movement from its origins in library instruction to the learning theories and teaching practices that shape its current standards. The information literacy model used in academic libraries will be emphasized.

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Justification

This course will be an elective in the MLIS program. It will support the education of new librarians who plan to work in college and university settings. Most reference librarians in colleges and universities spend a significant amount of their time teaching. The Association of College and Research Libraries has identified information literacy instruction as an essential part of academic library service and has established information literacy standards for college and university libraries. This course will help to prepare students to effectively contribute as teaching librarians.

**** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

Approvals:

Department Head(s) William G Date 3/19/08

Dean(s)/Director(s) [Signature] Date 3-19-08

College Executive Committee _____ Date _____

Graduate Executive Committee _____ Date _____

Academic Committee _____ Date _____

VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY & INFORMATION SCIENCE
MLIS 7430 Information Literacy
SYLLABUS
Three Credit Hours

Instructor:

Anita Ondrusek, Ph.D.
Assistant Professor
MLIS Program
Valdosta State University
Office Phone: 229-333-5860
E-mail: alondrus@valdosta.edu

Catalog Description

An examination of the information literacy movement from its origins in library instruction to the learning theories and teaching practices that shape its current standards. The emphasis will be on the information literacy model used in academic settings.

Course Outcomes

At the conclusion of the course, the students will be able to:

- Articulate rationales and principles driving the library instruction movement
- Identify teaching methods and learning theories associated with the current library instruction movement
- Describe the differing groups of library users served by instructional programs
- Locate the current standards that serve as the basis for developing instructional programs
- Locate sources that provide examples of instructional methods suitable for librarians
- Create lesson plans based upon instructional objectives and learning theories
- Deliver an instructional presentation based on those theories/objectives apropos to a particular library user group
- Recognize/realize own personal learning and teaching preferences/styles

About This Course . . .

In academic circles, information literacy has become the centerpiece for the continuing discourse on the role that librarians should assume in the educational spheres of instruction, curriculum, and faculty development. Its primary goal is to prepare graduates to find, evaluate, and use information as "citizens" in an increasingly information-rich society. School librarians have committed to this same concept under the name "Information Power." In public libraries, the concept of "lifelong learning" forms the basis for many programs such as computer training and reading clubs, again, aiming to empower people as information users. In addition, public librarians are often the mediators in helping the library's users to retrieve and interpret information needed for academic, work, or personal projects. Practitioners tend to focus on the instructional aspects of information literacy, often using the term "information literacy instruction" when discussing this topic. How people

learn, how librarians can help them learn, what professional organizations have done to codify the library's role in this process, and the program development issues to be considered in order to bring all these elements together provide the content for this course.

Textbook

Grassian Esther S., and Joan Kaplowitz. *Information Literacy Instruction: Theory and Practice*. Neal-Schuman, 2001.

NOTE: Five textbooks will be available for purchase through the VSU Bookstore and may be purchased online. Neal-Schuman sells the text for \$65 plus about \$10 shipping charges. The VSU Odum Library's copy of the text will be placed on reserve for the duration of the course. The textbook contains a CD-ROM. If you obtain the book second-hand minus the CD-ROM, that's fine. The WebCT/Vista MLIS 7430 Information Literacy course pages will include comparable supplementary materials.

A copy of the textbook (listed above) is on Reserve for this semester in the Odum Library on the Valdosta State University campus. By mutual agreement between the MLIS Program and the Interlibrary Loan (ILL) office in the Odum Library, required textbooks for courses offered this semester will not be available for interlibrary loan. ILL staff in the Odum Library are **not** responsible for obtaining books that are required texts for any VSU student during any given semester.

Instructor Availability & Support

Dr. Ondrusek checks her e-mail and telephone messages at least once daily throughout normal business hours (M-F, 9-5). By institutional policy, instructors are asked to communicate with students online through VSU accounts (WebCT/Vista and BlazeNet e-mail). If you are registered for the course as a Continuing Education student, a BlazeNet account will be assigned to you for this semester. Your BlazeNet login and password serve as your WebCT/Vista login and password. The BlazeNet login page is at <http://luminis.valdosta.edu/cp/home/loginf>.

All discussion posts and assignment submissions for this online course must be sent via WebCT/Vista. In the case that we encounter technical problems with the WebCT software, group e-mail assignments will be routed through BlazeNet. Opening and finding the MLIS 7999 Information Literacy BlazeNet account is, therefore, required. For instructions on using a student BlazeNet account, go to: http://www.valdosta.edu/blazenet/email-trans/help_stu.html.

Attendance

This is a Web-delivered course, with no required face-to-face meetings. Some activities may require synchronous online sessions (e.g., Live Classroom, see the section below on "Technical Requirements").

Graded Requirements*	
Discussion Participation	50%
Discussion Leader Report**	15%
Teaching Presentation***	30%
Peer Review of a Classmate's Presentation	5%

*Specifics on each graded requirement are included in the "Course Calendar" document

** Only one Leader Report (summary of a small group Discussion) per student required

***See the "Technical Requirements for the Teaching Presentation" on the next page

Grading

On individual course requirements, the instructor may assign plus and minus grades using this numerical scale:

A = 4.0 A minus = 3.7 B plus = 3.5 B = 3.0 B minus = 2.7 C plus = 2.5 C = 2.0

Your final grade will be one of these letter grades:

- A Exceptionally exceeds minimum standards
- B Exceeds minimum standards
- C Meets minimum standards
- D Barely meets minimum standards
- F Fails to meet minimum standards

Submitting Assignments

Deadlines for each graded activity are clearly stated on the MLIS 7999 Information Literacy Course Calendar and on the Graded Requirements document posted on the course home page on WebCT/Vista. Missing a deadline for any activity will result in a reduction in your grade unless you can arrange a mutually acceptable alternative with the instructor.

Week-to-Week Assignments

Specific assignments along with due dates are listed in the Week-to-Week Assignments folder on the MLIS 7430 Information Literacy WebCT/Vista course page.

Technical Requirements for the Teaching Presentation

To fulfill the Teaching Presentation assignment, you will be expected to demonstrate your teaching abilities to a "live" audience. "Live Classroom" is one option for giving your presentation. It is a distance presentation program available through WebCT/Vista. It allows the presenter to show PowerPoint slides or HTML pages or go "live" on the Web while speaking into a microphone from your own computer. The other distance students can log in (as in a Chat room session) and receive your audio and visual instruction. It's easy to use and Dr. Ondrusek will orient all students to it prior to the teaching presentation sessions. It requires an inexpensive headset and works with DSL or a dial-up modem of at least 56K. The presentation can be archived so that you and your classmates can view it again.

You may opt to have yourself videotaped as you teach. This will require that you assemble a "live" audience to be your learners. It can be a real situation (e.g., taped in a library where you work or make arrangements to do your presentation) or a simulated environment (e.g., taped in your home with friends or family playing the audience). If you choose the latter, the audience must fit your lesson (e.g., if your presentation is aimed at senior citizens, then you need volunteer audience members from that age group). Dr. Ondrusek will help you find a library to host your presentation, if needed, and she will be responsible for streaming your video so that your classmates can view it through a WebCT/Vista link.

Your final choice is to create an online instructional tutorial. If you select this method, your production must contain all the elements required in the "live" presentations including audio narration (using software such as Camtasia or Captivate). Full details for this option are outlined on the Weeks 9 & 10 section of the "Course Calendar." Your Web productions must display properly on any Web browser and be suitable for student (not professional) viewing. Familiarity with the software is your responsibility. Dr. Ondrusek will not provide instruction on how to produce a tutorial and she will not edit such presentations to correct production quirks.

Technical Requirements in General

All class materials will be placed on a password-protected Web site using the WebCT/Vista course management program. If you are a new Vista user, go to the Vista help pages at <http://www.valdosta.edu/vista/>. On the right margin are "Self Help" links. View the "Getting Started" tutorial first. Then return to the Vista page and login using your BlazeNet email ID and password.

To meet all class requirements, you should also be prepared to: (1) check the WebCT/Vista course homepage several times a week, sometimes daily, if a course discussion is in progress; (2) participate fully in online discussions through timely and relevant postings; (3) locate any adjunct references needed for your discussion submissions or your paper using the GALILEO databases, or a comparable system, and download or print these out (this requires the Adobe Acrobat Reader on your computer); and (4) keep electronic backup copies of each assignment and project you submit.

All assignments must be submitted using a program compatible with VSU supported products. MS Word is the preferred document format and PowerPoint is the preferred presentation software. The OpenSource project makes available a free set of programs called the OpenOffice suite which includes a word processing program compatible with MS Word. You can download the entire OpenOffice Suite from the Web site <<http://www.openoffice.org/>>. WordPerfect 12 allows you to save your documents as Word documents. If you are using a lower version of WordPerfect or the OpenOffice word processor, **save your documents in Rich Text Format (rtf)**.

The university's Information Technology department provides step-by-step guides on how to use VSU's email and other sources. The IT Help Desk is at <http://www.valdosta.edu/helpdesk/guides/> and their phone hot line is 229-245-4357.

Distance Learning Support

A VSU reference librarian, Ms. Shiloh Smith, is responsible for coordinating library services for off-campus VSU students. She may be reached by email at shsmith@valdosta.edu or by phone at 229-245-3717. An online guide for distance education students is on the Odum Library Web site at

<http://books.valdosta.edu/dist/dmain.html>. A brochure for off-campus students provides valuable links to the reference desk and to the library's rather new reference chat service.

Academic Dishonesty

"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources."

Specific regulations related to student conduct and behavior are contained in the *Student Handbook, Student Code of Ethics*. Please acquaint yourself with the full VSU policy on academic dishonesty at http://www.valdosta.edu/academic/Academic_Dishonesty.html.

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or the handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program should contact Special Services in Nevins Hall, Room 2164, 229-245-2498 (tx).

Student Agreement

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.

Request for a Revised Course

Valdosta State University

RECEIVED

APR 02 2008

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number: Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply: Revised Title Revised Course Number Other
 Revised Credit Hours Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be Requirement for Major Elective Course

*****For the following items, type an 'X' and complete only those items being revised*****

Revised Course Prefix and Number:
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours: Revised Credit Hours:

Revised Course Description & Justification

The principles and practices of creating indexes and abstracts of information and knowledge resources. Varying types of indexes and abstracts, evaluation of software aids, and professional opportunities for indexers and abstractors will be considered.

Continue with Justification on the back if necessary.

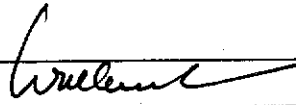
Approvals are to be noted on the back.

Justification:

The change is to remove **Prerequisite or corequisite: MLIS 7300 or consent of instructor**. Experience has shown that a prerequisite or corequisite is not helpful for this course. The course is of potential interest to post-MLIS librarians and to library science students from outside VSU. Removing the prerequisite or corequisite will remove an administrative roadblock for these potential registrants. We expect that the advising process will be sufficient to help MLIS students decide when the course is appropriate for their programs of study.

Approvals:

Department Head(s)



Date

3/19/08

Dean(s)/Director(s)



Date

3-19-08

College Executive Committee

Date

Graduate Executive Committee

Date

Academic Committee

Date

Request for a Revised Course

Valdosta State University

RECEIVED

APR 02 2008

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission:

March 20, 2008

Department Initiating Request:

MLIS

Faculty Member Requesting Revision:

Yontz

Current Course Prefix and Number:

MLIS 7950

Current Credit Hours:

03

Current Course Title:

Independent Study in Library and Information Science

Type an 'X' for all that apply: Revised Title Revised Course Number Other
 Revised Credit Hours Revised Course Description

Semester/Term/Year to be effective:

Fall 2008

Estimate Frequency of Course Offering:

Every semester

Indicate (by typing an 'X') if Revised Course will be Requirement for Major Elective Course

*****For the following items, type an 'X' and complete only those items being revised*****

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:

Revised Credit Hours:

Revised Course Description & Justification

Prerequisite or corequisite: MLIS 7000, consent of advisor, and consent of instructor.
Supervised study in areas of library and information science not normally available in regular course offerings, with regular conferences between instructor and students.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

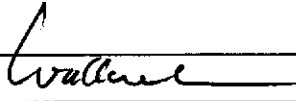
Justification:

One change is from "readings" to "study." In this course, the student contracts with the instructor an approach and a product that fits the topic being studied. Products from this course have included papers, bibliographies, and digital files. Readings within professional literature are often required but are seldom all that is required. The more inclusive word "study" better represents the range of what might be required of the student.

The change to the prerequisite or corequisite is to add "consent of advisor." It has always been expected that the students would discuss this course with their advisors and seek advisors' approval before registering for the course. This expectation is documented in the *MLIS 7950 Guidelines* document but has been overlooked by some students. Documenting this expectation in the course description is an attempt to make this expectation clearer to students.

Approvals:

Department Head(s)



Date

3/19/08

Dean(s)/Director(s)



Date

3-19-08

College Executive Committee

Date

Graduate Executive Committee

Date

Academic Committee

Date

Request for a Revised Course

Valdosta State University

RECEIVED

APR 02 2008

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number: Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply: Revised Title Revised Course Number Other
 Revised Credit Hours Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be Requirement for Major Elective Course

*****For the following items, type an 'X' and complete only those items being revised*****

Revised Course Prefix and Number:
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours: Revised Credit Hours:

Revised Course Description & Justification

Prerequisite: MLIS 7000, consent of advisor, and consent of instructor. Graded "Satisfactory" or "Unsatisfactory." A minimum of 120 hours in an approved library or information center. Learning objectives that are specific to the individual student's interests and goals will be identified collaboratively by the student, the on-site supervisor, and the instructor.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Justification: The change is to add "consent of advisor" to the prerequisites. It has always been expected that the students would discuss this course with their advisors and seek advisors' approval before registering for the course. This expectation is documented in the *Guidelines for Supervised Fieldwork* document but has been overlooked by some students. Documenting this expectation in the course description is an attempt to make this expectation clearer to students.

Approvals:

Department Head(s)	<input type="text" value="William"/>	Date	<input type="text" value="7/12/08"/>
Dean(s)/Director(s)	<input type="text" value="D. Edwards"/>	Date	<input type="text" value="3-19-08"/>
College Executive Committee	<input type="text"/>	Date	<input type="text"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

Request for a Revised Course

Valdosta State University

RECEIVED

APR 02 2008

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number: Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply: Revised Title Revised Course Number Other
 Revised Credit Hours Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be Requirement for Major Elective Course

*****For the following items, type an 'X' and complete only those items being revised*****

Revised Course Prefix and Number:
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours: Revised Credit Hours:

Revised Course Description & Justification

Advanced study of specific issues in library and information science. Course may be repeated under different topics.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Justification:

The change is to remove **Prerequisite or corequisite: MLIS 7000**. This course has often been of interest to post-MLIS librarians and to students from outside the MLIS program. Removing the prerequisite or corequisite will remove an administrative roadblock for these potential registrants. We expect that the advising process will be sufficient to help MLIS students decide when the course is appropriate for their programs of study.

Approvals:

Department Head(s)

Wallace

Date

3/19/08

Dean(s)/Director(s)

D. Edwards

Date

3-19-08

College Executive Committee

Date

Graduate Executive Committee

Date

Academic Committee

Date

Request for Curriculum Change

RECEIVED

APR 02 2008

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A,B,C,D,E,F):

Senior Curriculum

Graduate Program

Other

Current Catalog page number

Effective Date for Curriculum change (month)

(year)

Degree & Program Name
(e.g., BFA, Art)

Present Requirements or Present Outcomes & Assessments
(Include the latter only if changes are to be made)

No Health Sciences Librarianship track.

Proposed Requirements or Proposed Outcomes & Assessments
(Show changes in BOLD)

Optional Track in Health Sciences Librarianship
15 semester hours

MLIS 7170 3 hours
Health Sciences Librarianship

MLIS 7111 3 hours
Information Retrieval in the Health Sciences

MLIS electives 6 hours
MLIS 7230 and 7440 are highly recommended.
Other electives that qualify for this track:
MLIS 7150, 7160, either 7500 or 7505

MLIS 7960 3 hours

MLIS 7950, 7960, and 7999 must have a health sciences librarianship emphasis.

MLIS 7950 will be used only when the other courses are not available to the student.

continue on the back if necessary

Justification

The educational policy statement of the Medical Library Association (MLA) points out that "exponential growth in biomedical knowledge, new information technologies, and foment in the health care environment" are forces driving changes in the information professions. The MLA educational policy statement also recognizes that programs of library and information science "... lay the foundation on which a practicing librarian can build competent performance in a health science environment." Librarians in health sciences environments throughout Georgia have expressed a need to educate the next generation of health sciences librarians. In addition, a health sciences track for information professionals supports the Valdosta State University's campus-wide health sciences initiative as stated in the University's current strategic goals. A health sciences librarianship track provides MLIS students with the opportunity to acquire the strategies and knowledge needed to contribute to local, state, and national agendas on making health and biomedical information accessible.

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continue on the back if necessary
Approvals are to be noted on the back.

Approvals:

Department Head(s)

W C Karcher

Date

4/2/08

Dean(s)/Director(s) Date
College Executive Committee Date
Graduate Executive Committee Date
Academic Committee Date

Request for a New Course

Valdosta State University

RECEIVED

APR 02 2008

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: March 25, 2008

Department Initiating Request: Master of Library and Information Science

Faculty Member Requesting: Anita Ondrusek

Proposed New Course Prefix & Number: MLIS 7170

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Health Sciences Librarianship

Proposed New Course Title Abbreviation (for Student Transcript):

Health Sciences Librarianship

(Limit to 30 characters and spaces)

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Every year

Indicate (by typing 'X') if Course will be: _____ Requirement for Major or X
Elective Course

If this new course is to be included in the curriculum, be sure to initiate a Curriculum change form.

Total Contact Hours:

Lecture Hours:

Lab Hours:

Credit Hours: 3 hours credit

Proposed Course Description:

An overview of the environments in which health sciences librarians practice. Aspects of those environments will include characteristics of clientele and their unique information needs; communication within a health sciences organization; collection development in a specialized professional setting; standards, regulations, and certifications affecting credentialing and accreditation; and paradigms in clinical practice and health sciences education.

Justification

This course conforms to the curriculum requirements under the 1992 American Library Association Standards for Accreditation of master's programs in Library and Information Science. These requirements state in part, "The curriculum of library and information studies encompasses information and knowledge . . . communication, identification, selection, retrieval, analysis, interpretation, evaluation, synthesis [and] dissemination." The Standards further state that "The curriculum . . . fosters development of library and information professionals who will assume an assertive role in providing services." It will serve as both a basic stand-alone course for acclimating students to the environments which health sciences librarians serve and as a core course in the MLIS Health Sciences Librarianship track.

**** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

Approvals:

Department Head(s) W. Koehler Date 4/2/08

Dean(s)/Director(s) George Humord Date 4/2/08

College Executive Committee _____ Date _____

Graduate Executive Committee _____ Date _____

Academic Committee _____ Date _____

VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY & INFORMATION SCIENCE
MLIS 7170 Health Sciences Librarianship
Syllabus
Three Credit Hours

Instructor:

Anita Ondrusek, Ph.D.
Assistant Professor
MLIS Program
Valdosta State University
Office Phone: 229-333-5860
E-mail: alondrus@valdosta.edu

Catalog Description

An overview of the environments in which health sciences librarians practice. Aspects of those environments will include characteristics of clientele and their unique information needs; communication within a health sciences organization; collection development in a specialized professional setting; standards, regulations, and certifications affecting credentialing and accreditation; and paradigms in clinical practice and health sciences education.

Course Outcomes

Each student will demonstrate the ability to:

- Identify different types of health sciences libraries and their varying functions
- Report on current developments that influence the management of health sciences organizations (e.g., accreditation processes, continuing education technologies, privacy regulations for patients)
- Identify those aspects of information delivery that are unique to the operations of a health sciences library
- Describe the types of materials necessary to furnish health sciences information
- Locate key sources of, and access points to, reliable health sciences information
- Interpret information requests containing medical terminology and jargon
- Relate opportunities for librarians specializing in health sciences services to personal strengths and goals

About This Course . . .

This course presents a survey of the basic sources and services with which librarians in settings that support health sciences education or health care services should be familiar. For students who are candidates in the VSU MLIS Program considering the proposed Health Sciences Librarianship track, this course is a core course for that track. The course is also an appropriate elective for MLIS students interested in information sources and services related to health and medicine. It also lays the foundation for those practicing librarians who are considering career moves to health sciences librarianship or librarians in the process of making a transition to a position related to the delivery of health information.

Textbook

Wood, Sandra M. *Introduction to Health Sciences Librarianship*. Binghamton, NY: Haworth Press, 2007. ISBN: 13: 978-0-7890-3596-7 (Paperback)

A copy of the textbook (listed above) is on Reserve for this semester in the Odum Library on the Valdosta State University campus. By mutual agreement between the MLIS Program and the Interlibrary Loan (ILL) office in the Odum Library, required textbooks for courses offered this semester will not be available for interlibrary loan. ILL staff in the Odum Library are **not** responsible for obtaining books that are required texts for any VSU student during any given semester. The complete MLIS Policy on Interlibrary Loan Requests for Textbooks is at: http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

Instructor Availability & Support

Dr. Ondrusek checks her e-mail and telephone messages at least once daily throughout normal business hours (M-F, 9-5). By institutional policy, instructors are asked to communicate with students online through VSU accounts (WebCT/Vista and BlazeNet e-mail). If you are registered for the course as a non-degree student, a BlazeNet account will be assigned to you for this semester. Your BlazeNet login and password serve as your WebCT/Vista login and password. All discussion posts and assignment submissions for this online course must be sent via WebCT/Vista.

Attendance

This is a Web-delivered course, with no required face-to-face meetings. The instructor reserves the option of scheduling live chat or Live Classroom (a product that allows voice over the Internet) sessions for additional instruction if such instruction seems necessary and can be mutually arranged between her and the members of the class.

Course Activities Overview

Discussion Board Posts

Three postings are required (two will be graded). Guidelines will be given on the WebCT site.

Exercises

A total of four exercises are to be completed. Background materials and guidelines for completing each assignment will be given on the WebCT site.

Administrative Issue Summary

This final assignment is meant to allow you to select and explore a specific administrative issue that relates directly to a health sciences library service, program, resource, or management concern. You are strongly encouraged to draw upon a particular aspect of health sciences librarianship that has been discussed on the MEDLIB-L listserv, in the supplemental readings, or in the textbook. Chapter topics **not** assigned for class discussions may be used (e.g., chapters 4 through 8). Plan to present your findings as a slide show (10-20 Powerpoint slides) or in outline form (3-4 single-spaced pages). This is **not** a term paper. Guidelines will be posted on the WebCT site.

Graded Course Requirements

As a student in this class, you are expected to: (1) read or view all assigned background materials; (2) participate in all assigned discussion groups; and (3) submit all projects on time and according to the format designated by the instructor.

Opening discussion post (required but not graded)	
Exercise 1 (Medical Terminology)	15%
Exercise 2 (Reference Sources Analysis)	20%
Exercise 3 (Database Exploration)	20%
Exercise 4 (User Group Analysis)	15%
Discussion Board 1 (Collection Development)	10%
Discussion Board 2 (Professional Reflections)	10%
Administrative Issue Summary	10%

Grading

Your final grade will be one of these letter grades:

Exceptionally exceeds minimum standards	A
Exceeds minimum standards	B
Meets minimum standards	C
Barely meets minimum standards	D
Fails to meet minimum standards	F

On individual course requirements, the instructor may assign plus and minus grades using this numerical scale:

A = 4.0 A minus = 3.7 B plus = 3.5 B = 3.0 B minus = 2.7 C plus = 2.5 C = 2.0

Technical Requirements

All class materials will be placed on a password-protected Web site using the Vista/WebCT course management program. If you are a new Vista user, go to the Vista help pages at <http://www.valdosta.edu/vista/>. On the right margin are "Self Help" links. View the "Getting Started" tutorial first. Then return to the Vista page and login using your BlazeNet email ID and password.

The university's Information Technology department provides step-by-step guides on how to use VSU's email and other sources. The IT Help Desk is at <http://www.valdosta.edu/helpdesk/guides/> and their phone hot line is 229-245-4357.

Distance Learning Support

A VSU reference librarian is responsible for coordinating library services for off-campus VSU students. That librarian's email and phone contact will be provided to you at the start of this semester. An online guide for distance education students is on the Odum Library Web site at http://www.valdosta.edu/library/services/revised_students.pdf.

Academic Dishonesty

"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources."

Specific regulations related to student conduct and behavior are contained in the *Student Handbook, Student Code of Ethics*. Please acquaint yourself with the full policy at <http://coefaculty.valdosta.edu/root/eced4300/Academic%20Dishonesty.doc>.

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or the handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program should contact Special Services in Nevins Hall, Room 2164, 229-245-2498 (ttv).

Student Agreement

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.

Request for a New Course

Valdosta State University

RECEIVED

APR 02 2008

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: March 20, 2008

Department Initiating Request: Master of Library and Information Science

Faculty Member Requesting: Anita Ondrusek

Proposed New Course Prefix & Number: MLIS 7111

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Information Retrieval in the Health Sciences

Proposed New Course Title Abbreviation (for Student Transcript):

(Limit to 30 characters and spaces) Info Retrieval Health Sci

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Every year

Indicate (by typing 'X') if Course will be: Requirement for Major or Elective Course

If this new course is to be included in the curriculum, be sure to initiate a Curriculum change form.

Total Contact Hours:

Lecture Hours:

Lab Hours:

Credit Hours: 3 hours credit

Proposed Course Description:

An introduction to the online information retrieval systems that are standards in health sciences libraries. The course covers searching the health sciences databases, managing bibliographic records, and evaluating online products and publications that facilitate study and practice in various health professions.

Justification

This course conforms to the curriculum requirements under the 1992 American Library Association Standards for Accreditation of master's programs in Library and Information Science. These requirements state in part, "The curriculum of library and information studies encompasses information and knowledge . . . communication, identification, selection, retrieval, analysis, interpretation, evaluation, synthesis [and] dissemination." The Standards further state that "The curriculum . . . fosters development of library and information professionals who will assume an assertive role in providing services." It will serve as a course that will broaden an information professional's online searching skills and as a core course in the MLIS Health Sciences Librarianship track.

**** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

Approvals:

Department Head(s) no Koehler Date 4/2/08
Dean(s)/Director(s) George Gaud Date 4/2/08
College Executive Committee _____ Date _____
Graduate Executive Committee _____ Date _____
Academic Committee _____ Date _____

VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY & INFORMATION SCIENCE
MLIS 7111 Information Retrieval in the Health Sciences
Syllabus
Three Credit Hours

Instructor:

Anita Ondrusek, Ph.D.
Assistant Professor
MLIS Program
Valdosta State University
Office Phone: 229-333-5860
E-mail: alondrus@valdosta.edu

Catalog Description

An introduction to the online information retrieval systems that are standards in health sciences libraries. The course covers searching the health sciences databases, managing bibliographic records, and evaluating online products and publications that facilitate study and practice in various health professions.

Course Outcomes

Each student will demonstrate the ability to:

- Identify products that are standard information retrieval tools in a health sciences library
- Translate a request for health sciences information into a retrieval strategy
- Retrieve information using search strategies appropriate to the online product
- Evaluate the information retrieved for reliability, accuracy, and relevance
- Deliver the retrieved information to clients using appropriate formats
- Develop methods and activities for teaching online information retrieval skills to audiences that populate health sciences facilities

Textbook

Katcher, Brian S. *MEDLINE: A Guide to Effective Searching in PubMed & Other Interfaces*. 2nd Ed. San Francisco: Ashbury Press, 2006. ISBN: 9780967344515 (Paperback)

A copy of the textbook (listed above) is on Reserve for this semester in the Odum Library on the Valdosta State University campus. By mutual agreement between the MLIS Program and the Interlibrary Loan (ILL) office in the Odum Library, required textbooks for courses offered this semester will not be available for interlibrary loan. ILL staff in the Odum Library are **not** responsible for obtaining books that are required texts for any VSU student during any given semester. The complete MLIS Policy on Interlibrary Loan Requests for Textbooks is at: http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

Instructor Availability & Support

Dr. Ondrusek checks her e-mail and telephone messages at least once daily throughout normal business hours (M-F, 9-5). By institutional policy, instructors are asked to communicate with students online through VSU accounts (WebCT/Vista and BlazeNet e-mail). If you are registered for the course as a non-degree student, a BlazeNet account will be assigned to you for this semester. Your BlazeNet login and password serve as your WebCT/Vista login and password. All discussion posts and assignment submissions for this online course must be sent via WebCT/Vista.

Attendance

This is a Web-delivered course, with no required face-to-face meetings. The instructor reserves the option of scheduling live chat or Live Classroom (a product that allows voice over the Internet) sessions for additional instruction if such instruction seems necessary and can be mutually arranged between her and the members of the class.

Graded Course Requirements

As a student in this class, you are expected to: (1) read or view all assigned background materials; (2) participate in all assigned discussion groups; and (3) submit all projects on time and according to the format designated by the instructor.

Online Searching Exercises	60%
Teaching Exercise	20%
Product Profile	20%

Grading

Your final grade will be one of these letter grades:

Exceptionally exceeds minimum standards	A
Exceeds minimum standards	B
Meets minimum standards	C
Barely meets minimum standards	D
Fails to meet minimum standards	F

Technical Requirements

All class materials will be placed on a password-protected Web site using the Vista/WebCT course management program. If you are a new Vista user, go to the Vista help pages at <http://www.valdosta.edu/vista/>. On the right margin are "Self Help" links. View the "Getting Started" tutorial first. Then return to the Vista page and login using your BlazeNet email ID and password.

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A VSU reference librarian is responsible for coordinating library services for off-campus VSU students. That librarian's email and phone contact will be provided to you at the start of this semester. An online guide for distance education students is on the Odum Library Web site at http://www.valdosta.edu/library/services/revise_students.pdf.

Academic Dishonesty

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Special Needs Statement

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Student Agreement

Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.

RECEIVED

VALDOSTA STATE UNIVERSITY
VALDOSTA, GEORGIA
REQUEST FOR A NEW COURSE

MAR . 0 2008

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Physics, Astronomy, & Geosciences
Department(s) of Instruction Initiating Request

01/18/2008
Date of Submission

Signature of Faculty Member(s) Requesting Course Approval

PERS 2605

Geopolitics and Ethnic Conflicts (Area 6)

Course Prefix* and Number
*See Course Designation Abbreviations
in BULLETIN for approved prefix.

New Course Title

Semester/Term/Year to be Effective:

Fall 2008

Estimated Frequency of Course Offering:

Every year

Indicate with an X if this course will be

Requirement for Major _____
Elective Course X

2	2		2
Total Contact Hours	Lecture Hours	Lab Hours	Credit Hours

Course Description: An examination of ethnic conflicts throughout the world. Documentaries, reading materials, and in-class discussions will be used to shed light on the histories, dynamics, and possible future developments of global ethnic tensions.

Course Title Abbreviation (For Student Transcript)

G	E	O	P	O	L	I	T	I	C	S	&	E	T	H	N	I	C	C	O	N	F	L	I	C	T	S
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

(Limited to a total of 30 characters and spaces)

Justification: This new perspectives course will focus on geopolitics by shedding more light on the most prominent examples of global ethnic conflicts within the late twentieth and early twenty-first centuries, and by using a variety of documentaries and materials collected over the years that will help to bring these issues to life in the classroom.

Approval of Department Head(s): Edward E Chatelain
Date: 2/12/08

Approval of Dean(s)/Director(s): Linda Casarillo
Date: 2/12/08

Approval of Executive Committee: Linda Casarillo
Date: 2/12/08

Action of Graduate Executive Committee: _____
Date: _____

Action of Academic Committee: _____
Date: _____

Geopolitics and Ethnic Conflicts - PERS 2605

Time and Place: Monday & Wednesday
11:00 - 11:50 am
NH 3041
CRN 81969

Instructor: Prof. Michael G. Noll
NH 2160
333-7143
mgnoll@valdosta.edu
<http://www.valdosta.edu/~mgnoll>

Office Hours: Mondays & Wednesdays, 2:00 – 4:00 pm, by appointment, or whenever you can find me in my office.

Course Description:

An examination of ethnic conflicts throughout the world. Documentaries, reading materials, and in-class discussions will be used to shed light on the histories, dynamics, and possible future developments of global ethnic tensions.

Course Materials:

You do not need a textbook for this class. I will create a reader for this course and any required materials will be handed out in class, or will be put on reserve at Odum Library.

Class Attendance and Participation:

As an instructor, I want you to attend my course and regularly participate in its discussions. I will do everything possible to make our class a fun learning and challenging experience, but your success in this course will very much depend on your attendance and participation. The evidence is simply overwhelming that regular class attendance and class participation correlates with higher grades! To keep record of your attendance, I will take roll at each class. **It will be your responsibility to sign these class rolls!**

Please note the following VSU policy:

“A student who misses 20% of the scheduled classes of a course will be subject to receiving a failing grade [F] in the course.” (Undergraduate Catalog 2007-2008, p. 83)

Disabilities:

Students requiring classroom accommodations or modifications because of a documented disability should contact the Special Services Program located in room 1115 Nevins Hall. The phone number of the Special Services Program is 245-2498. As soon as such students have registered with the Special Services Office, they should discuss their needs with me.

Pers 2605

Exams and Grading:

The grades given in this course will be based on:

- classroom attendance and participation in classroom discussions 20%
- two 2-3 page response papers (typed!) summarizing and reacting to presented course materials 50%
- final exam at the end of the semester 30%

Please note that all response papers will have to be handed in within a week of the presentation and discussion of the respective texts or videos in class. Moreover, response papers will not be accepted after November 20!

Final grades will be based on the following scale:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = < 60%

References:

Chirot, Daniel and Martin E P Seligman. *Ethnopolitical Warfare: Causes, Consequences and Possible Solutions* (Washington, DC : American Psychological Association, 2001).

Eller, Jack David. *From Culture to Ethnicity to Conflict: An Anthropological Perspective on International Ethnic Conflict* (Ann Arbor: University of Michigan Press, 1999).

Griffiths, Ann Lynn. *Ethnicity and conflict in the former Yugoslavia* (Halifax: Dalhousie University, 1999).

Roskin, Michael A. and Nicholas O. Berry. *The New World of International Relations* (Upper Saddle River, NJ: Prentice Hall, 2002).

Rothenburg, Paula S.. *Beyond Borders: Thinking Critically about Global Issues* (New York: Worth Publishers, 2006).

Rourke, John T.. *Taking Sides: Clashing Views in World Politics* (Dubuque, IO: McGraw-Hill, 2007).

Scherrer, Christian P.. *Ethnicity, nationalism, and violence : conflict management, human rights, and multilateral regimes* (Burlington, VT: Ashgate, 2003).

Tiryakian, Edward A.. *Ethnicity, ethnic conflicts, peace processes: comparative perspectives* (Whitby, ON: De Sitter Publications, 2004).

Wolff, Stefan. *Ethnic Conflict: A Global Perspective* (Oxford: Oxford University Press, 2006).

Outline of Topics / Tentative Semester Schedule:

Date: Topics:

August

14	Introduction (course components and expectations)
16	Culture, ethnicity, and race
21	Geopolitics
23	Nation and Nation-States
28	"Yugoslavia"
30	Focus: Northern Ireland

September

4	Labor Day Holiday (no class)
6	"IRA"
11	How do media (internet, TV, etc.) impact our understanding of world affairs?
13	"Outfoxed"
18	A brief history of the Middle East
20	Focus: Israeli-Palestinian Conflict
25	"The 50-Years-War"
27	"Peace, Propaganda & the Promised Land"

October

2	A colonial history of Central Africa
4	"Rwanda & Burundi"
9	The U.S. and the Monroe Doctrine
11	"The School of the Americas"
16/17	Fall Break (no class)
23	The Cold War
25	"Missing"
30	A brief History of El Salvador

November

1	"Oscare Romero"
6	Focus: French Indochina
8	"Vietnam"
13	9/11
15	Afghanistan and the Taliban
20	"Breaking the Silence"
22-24	Thanksgiving Break (no class)
27	Focus: Iraq
29	"The Oil Factor"

December

1	Focus: Tibet
4	"Cry of the Snow Lion"
6	Final Exam

Course Template Sheet for a VSU Perspective Course

Please fill out the areas below, expanding the document as much as necessary. When completely filled out, please return this document along with a tentative syllabus/course outline to the OASIS Department, UC 1116, Attention Dr. Tillman.

1. Perspectives Category: **Cross-Cultural Understanding and Expression**
2. Perspectives Area (1-7): **Area 6**
3. Full Course Title: **PERS 2605 - Geopolitics and Ethnic Conflicts**
4. Course Developers (must be at least two, from at least two different disciplines. If of the same department, please list the appropriate disciplines):

Dr. Michael Baun, Political Science Department

Dr. Michael G. Noll, Department of Physics, Astronomy & Geosciences

5. What are the interdisciplinary aspects of this course that make it appropriate for a PERS listing as opposed to a departmental elective course?

The course is truly interdisciplinary as it combines elements of history, political science, geography, anthropology and cultural/ethnic studies. Thus, it is perfectly suited for a wider audience at VSU in form of a Perspectives Course.

6. What are the objectives of the course (i.e., what do you want the students to get out of it)?

Knowledge and understanding of key ethnic conflicts throughout the 20th and into the 21st century in various parts of the world;

Understanding of the general features, dynamics and causes/sources of ethnic conflicts;

Appreciation of how ethnic conflicts interact with global geopolitics and vice versa: a) the role geopolitical competition plays in creating, magnifying or distorting regional ethnic conflicts and b) the impact of regional ethnic conflicts on geopolitical competition and rivalry

- 7. Suggest some appropriate ways of determining whether the students have met those particular objectives:

Throughout the semester, the students' understanding of the interaction of geopolitics and ethnic conflicts will be assessed in classroom discussions and through short response papers.

Once a general understanding of the interaction of geopolitics and ethnic conflicts throughout our recent history has been established, the students will be asked to independently analyze ethnic conflicts that have not yet been discussed or presented in class, to either confirm or disprove the hitherto established dynamics and sources of ethnic conflicts.

- 8. What are your suggestions as to how participating departments (or PERS) might evaluate the quality of an interdisciplinary course such as this one?

The main quality of this perspectives course is its attempt to highlight the complexity of ethnic conflicts by analyzing its political, geographical, and cultural variables simultaneously. Ethnic conflicts, which on the surface seem to simply be about "religion" or "natural resources", more often than not are much more complicated.

The knowledge gained of such complex histories of ethnic conflicts throughout the world can be carried over into departmental courses in political sciences, geography, and anthropology as students enrolled in this course decide to take related courses in coming semesters.

- 9. All core courses must incorporate at least three of the following: (A) critical thinking skills; (B) use of computer and information technology; (C) oral communication skills; (D) written communication skills. Indicate which you feel are appropriate for this course and how they might be incorporated.

All four components are included in this course:

- A The ability to critically think is perhaps the most important skill needed in a Perspectives Course on "Geopolitics and Ethnic Conflicts"**
- B Students will use the computer to do research on the background of selected ethnic conflicts**
- C Throughout the semester a variety of case scenarios will be discussed in class as students (working in groups) will have to come to an agreement on whether or not certain political, geographical or historical reasons may best explain specific ethnic conflicts**
- D A variety of documentaries will be shown throughout the semester and each student must hand in two response papers that summarize and critically engage with the presented material**

10. Describe general topics which you feel would be appropriate for inclusion in the course. Note that future instructors may have areas of expertise that differ from those of the original course developers; a topics list (and the course catalog description) should suggest a framework for the course but should not exclude the potential contributions of those with a different interdisciplinary "perspective".

Understanding of the broad geopolitical picture in the context of the Cold War and the post-Cold War period. The focus lies on US geopolitical interests and goals in competition with other powers – USSR/Russia, China, Europe, etc.

Understanding of how global geopolitics interact with ethnic conflicts in key regions of the world: Middle East (Arab-Israeli conflict; the Kurdish question; Shia vs. Sunni); Africa (tribal conflicts in Rwanda & Burundi, Darfur, Nigeria, etc.); S. Asia (Hindu/Muslim, India-Pakistan); S.E. Asia (Vietnam, Indonesia, East Timor); Latin America (anti-American nationalism and role of ethnic and class divisions in civil conflicts); Caucasus and Central Asia (Georgia, Islamic fundamentalism in Central Asia and western China); southeastern Europe (Balkans)

11. What other Perspectives courses present topics that might overlap with the material listed above? This question is asked to suggest other kinds of interdisciplinary interactions, not to preclude the development of any particular course.

PERS 2314 (Maps on Political and Cultural Documents) may show some thematic overlap, but the focus clearly lies on cartography, and on maps as representations of social and political agendas.

Potential thematic overlap may also exist with PERS 2550 (Race, Ethnic Conflict, and Nationalism). However, this course seems to focus on the American South and seems not to address questions of geopolitics on a global scale.

12. Are you aware of other courses elsewhere in the VSU catalog that cover the same territory as your proposed course? If so, what are they and how does your course differ?

No.

13. Date submitted: 4-6-2007

14. Signatures:

Andrew C. Hall
Developer

Michael J. Ben
Developer

Developer

Developer

15. Date Received: 4-10-07

16. Signature of Reviewer: L. Tillman

Please return this form to the OASIS Department, along with a sample syllabus and course proposal cover sheet.

General Education Outcomes Addressed in Perspectives 2605 (Geopolitics & Ethnic Conflicts)

1. Students will demonstrate understanding of the society of the United States and its ideals.

This course allows students to critically analyze the role the United States plays in regard to geopolitics on a global scale, both pre and post Cold War. Consequently, students will have the opportunity to assess how U.S. geopolitical activities in their appropriate historical contexts reflect on the ideological matrix of our society and our political leaders.

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.

Perspectives 2605 will focus on a variety of ethnic conflicts on different continents, ranging from Europe and Africa to Asia and the Americas. Only an intimate knowledge of the cultures present in these areas and their histories and customs will allow for a comprehensive understanding of the causes for ethnic strife in a geopolitical context, while simultaneously allowing students to reflect on their own nation's ethnic tensions, both past and present.

3. Students will use computer and information technology when appropriate.

As part of PERS 2605 students will research the historical and geopolitical background for ethnic conflicts (past or present) of their choice. This independent research will require visits to Odum Library and the use of GALILEO and its various research databases to acquire the needed information. Students will summarize the results of their research in a geopolitical profile in form of a Word document at the end of the semester.

4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.

During the semester, the students will be exposed to documentaries, articles, and book chapters on a variety of ethnic conflicts and their geopolitical contexts throughout the world. As part of the course, students will not only write short reaction papers (Word documents) critically reflecting on these materials, they will also break up into groups which, after some preparation, will present and discuss the justifications for each party's struggle in the ethnic conflicts under consideration.

5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.

n.a.

6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.

Students will analyze depictions of ethnic conflicts in the media (national and international) ranging from cartoons and op-ed pieces in daily newspapers, to news aired on TV and radio stations. They will develop an appreciation and understanding of the relationships existing among the perceptions of ethnic conflicts and their coverage and depiction in the media, versus the actual realities on the ground. This approach requires the identification and eventual deconstruction of layers existing in the "news" as they are presented in the media in order to better understand ethnic conflicts in their historical, cultural and geopolitical contexts.

Pers 2605

7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

Students have to critically analyze the information presented to them as they try to find solutions to ethnic conflicts by carefully outlining their historical, cultural and geopolitical backgrounds. To better facilitate this process, the course will occasionally break up into groups to discuss and present the different points of views represented by each ethnic party in any given conflict. Moreover, this discussion will build on prior research on specific ethnic conflicts so that students have the tools available to carefully analyze each scenario and to formulate logical arguments for a solution in each conflict.

8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

For a solution of current and prevention of future ethnic conflicts, an understanding of and critical reflection on principles of ethics as applied to geopolitical questions is paramount. Throughout the semester students will have the opportunity to evaluate the value system of our own society and judge how these values are applied to larger questions of geopolitics. Moreover, students will be able to compare their own value systems with those of other societies as they are analyzing ethnic conflicts on a global scale and attempt to formulate solutions for existing conflicts.

Valdosta State University
Request for Curriculum Change

Indicate area of change (by typing an 'X'):

_____ Core Curriculum (Area A, B, C, D, E, F)

_____ Senior Curriculum

_____ Graduate Program

Other: **Minor in Environmental Geosciences** Current Catalog page number 164

Effective Date for Curriculum Change August 2008
Month Year

Degree & Program Name (e.g., BFA, Art) Minor in Environmental Geosciences

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Minor in Environmental Geosciences	15-17 hours
Area F Courses	0-8 hours
GEOG 1112, if not taken in Area D	0-4 hours
GEOG 1113 if not taken in Area D	0-4 hours
Upper-Division Courses	9-15 hours
GEOG 3010, GEOG 3051, GEOG 3100, GEOG 3150, GEOG 3210, GEOG 3300, GEOG 3310, GEOG 3320, GEOG 3410, GEOG 4700	

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Minor in Geography	15-17 hours
Area F Courses	0-8 hours
GEOG 1112, if not taken in Area D	0-4 hours
GEOG 1113 if not taken in Area D	0-4 hours
Upper-Division Courses	9-15 hours
At least 9 hours of GEOG at the 3000-level or higher	

Justification

Two changes are reflected above: 1) changing the name of the minor and 2) removing the listing of specific courses for the minor.

Justification for changing the name of the minor in Environmental Geosciences to Geography:
Since the Environmental Sciences major has a track in geography and geology, this name change will keep the name of the minor parallel with the name of the two tracks (there is already a minor in geology).

Justification for removing the listing of specific courses for the minor in Geography:
This will broaden the range of classes in which minors are allowed to enroll and allow the minors to choose courses that are of greater interest to them. In addition, many classes at the 3000-level are offered only every other year and it would allow the minor to potentially finish the requirements in a more timely fashion.

Approvals:

Department Head	<u>Edmond E Chatelain</u>	Date	<u>2/7/08</u>
Dean (s)/Director(s)	<u>Linda Casarullo</u>	Date	<u>2/12/08</u>
College Executive Committee	<u>Linda Casarullo</u>	Date	<u>2/12/08</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number: Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply: Revised Title Revised Course Number Other
 Revised Credit Hours Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be Requirement for Major Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours: Revised Lab Hours: Revised Credit Hours:

Revised Course Description & Justification

Justification:
As I have been teaching Hydrogeology since 2002, I have revised the course content several times to better accommodate the practical aspects of hydrogeology which are critical for employment in the environmental sector. However, I realize that I really need additional hours to cover many important applications of modern hydrogeology. Therefore, I propose to add 2 laboratory hours to this course.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Approvals:

Department Head(s) Date

Dean(s)/Director(s) Date

College Executive Committee Date

Graduate Executive Committee Date

Academic Committee Date

Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number: Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply: Revised Title Revised Course Number Other
 Revised Credit Hours Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be Requirement for Major Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours: Revised Lab Hours: Revised Credit Hours:

Revised Course Description & Justification

Justification:
As I have been teaching Hydrogeology since 2002, I have revised the course content several times to better accommodate the practical aspects of hydrogeology which are critical for employment in the environmental sector. However, I realize that I really need additional hours to cover many important applications of modern hydrogeology. Therefore, I propose to add 2 laboratory hours to this course.

Approvals:

Department Head(s) Date

Dean(s)/Director(s) Date

College Executive Committee Date

Graduate Executive Committee Date

Academic Committee Date

Request for A New Course

Valdosta State University

Date of Submission: March 5, 2008

Department Initiating Request: Physics, Astronomy and Geosciences

Faculty Member Requesting: Dr. Martha A. Leake

Proposed New Course Prefix & Number: GEOL 3400

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Planetary Geology

Proposed New Course Title Abbreviation (for Student Transcript)

Limited to 30 characters and spaces: Planetary Geology

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Every two years

Indicate (by typing an 'X') if Course will be: Requirement for Major Elective Course

***If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3 Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3

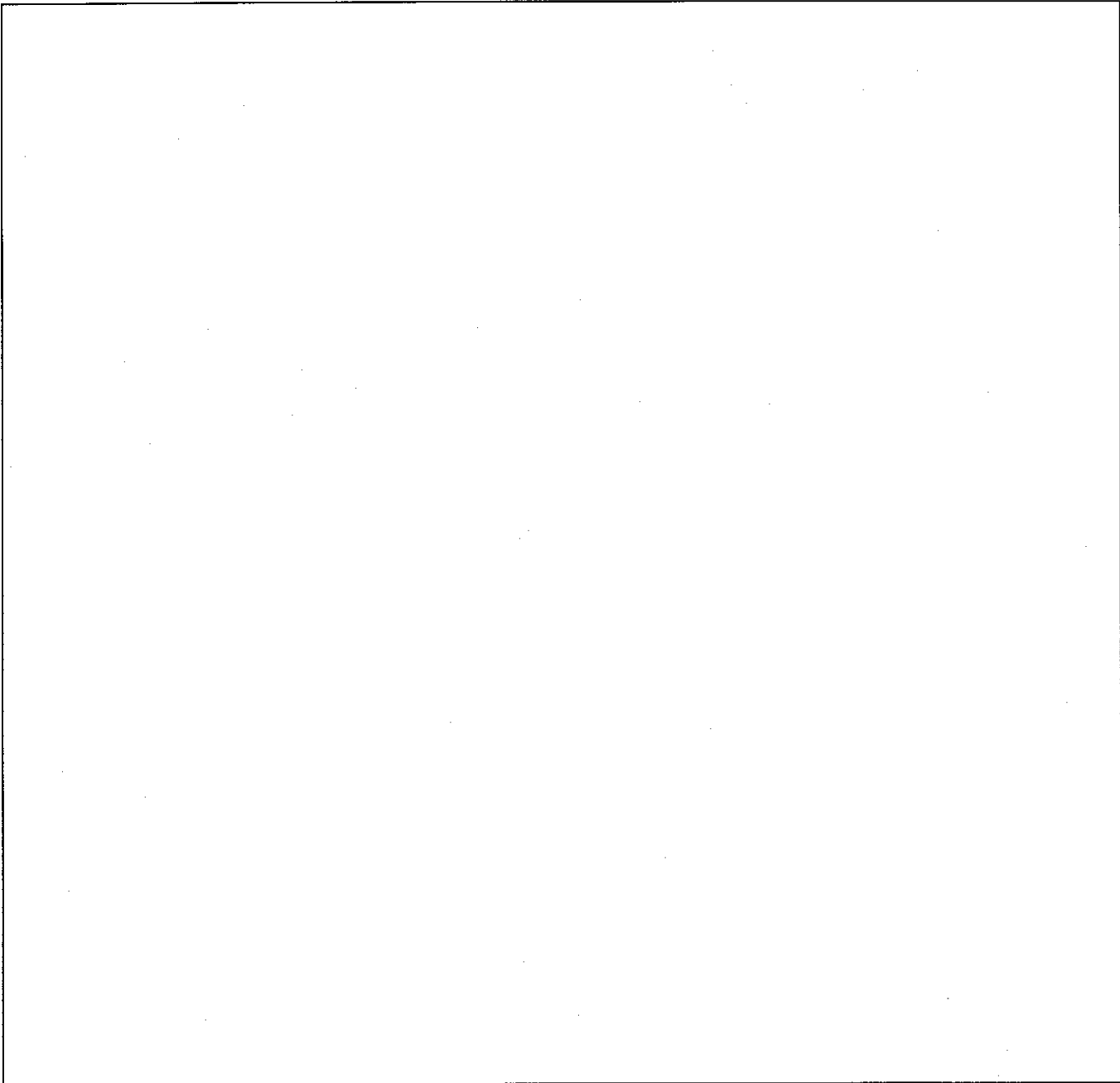
Proposed Course Description

Also offered as ASTR 3400. Pre-requisite: ASTR 1010 or GEOL 1121 or GEOG 1113. Pre-requisite or Co-requisite: PHSC 1100 or PHYS 1111 or PHYS 2211. A study of the geology of the terrestrial planets and solid-surface moons, asteroids, comets and meteorites. The course will focus on comparative planetary geology, with emphasis on geologic processes on the surface (e.g. volcanism, impact cratering, tectonism, erosion, mass wasting, mineralogy and petrology), planetary interiors, and data collection methods such as remote sensing and image analysis.

Justification (continue on back if necessary)

This lecture course, designed for Astronomy, Environmental Geosciences, or Physics majors as an elective in their major curricula, provides an overview of geological concepts, observations, and related astronomy of solid bodies in our solar system. Through problems, discussions, exams and assignments, students will demonstrate their knowledge of broad geological concepts, how geologic processes depend on parameters which vary planet to planet, interactions of surfaces with varying atmospheres and solar illumination (insolation), the evolution of those surfaces, external and internal factors in that evolution, and reasoned estimates of future geological events. They will also study the mechanisms used to collect geological and geophysical data about the planets, and use and apply those techniques to a planetary surface.

NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

Department Head(s) Date

Dean(s)/Director(s) Date

College Executive Committee Date

Graduate Executive Committee Date

Academic Committee Date

Planetary Geology

**GEOL 3400
FALL 2008**

Course Description: A study of the geology of the terrestrial planets and solid-surfaces moons, asteroids, comets and meteorites. The course will focus on comparative planetary geology, with emphasis on geologic processes on the surface (e.g. volcanism, impact cratering, tectonism, erosion, mass wasting, mineralogy and petrology), planetary interiors, and data collection methods such as remote sensing and image analysis.

Course Pre-requisites: ASTR 1010 or GEOL 1121, or GEOG 1113 and Pre-Requisite or Co-Requisite: PHSC 1100 or PHYS 1111 or PHYS 2211. Students with a background in astronomy, solar system studies, and/or geology, geomorphology, or geophysics, with some physics, should be eligible. Please note that algebraic formulas and some calculus-based expressions will be used to illustrate, derive, and supplement physical concepts.

Course objectives and justification: This lecture course, designed for Astronomy, Environmental Geosciences, or Physics majors as an elective in their major curricula, provides an overview of geological concepts, observations, and related astronomy of solid bodies in our solar system. Through problems, discussions, exams, assignments and projects, students will demonstrate their knowledge of broad geological concepts, how geologic processes depend on parameters which vary planet to planet, interactions of surfaces with varying atmospheres and solar illumination (insolation), the evolution of those surfaces, external and internal factors in that evolution, and reasoned estimates of future geological events. They will also study the mechanisms used to collect geological and geophysical data about the planets, and use and apply those techniques to a planetary surface.

Your instructor and guide: Dr. Martha A. Leake

Her headquarters and office hours: Nevins Hall 2105: **11:00 - 12:00 noon Monday through Friday.** It's safest to make an appointment. The Department of Physics, Astronomy and Geosciences is in Nevins Hall 2006. You may leave messages for Dr. Leake there.

How to get in touch: Office phone: 229-333-5756; Department office 229-333-5752; Home phone and message machine: 247-7932 (dire emergencies, etc.)

Email: mleake@valdosta.edu Please email me with any questions, comments or problems concerning your assignments and the course. I will respond as soon as possible.

Course Numbers: ASTR 3400.

Credit Hours: 3 quarter credit hours.

Class meetings, lecture: TBD; two 1h 15m sessions weekly.

Our required text: Exploring the Planets, by W. Kenneth Hamblin and Eric. H. Christiansen., Second Edition, 2003, Macmillan Publishers.

Other optional textbooks and references are: The New Solar System, 4th Ed, by Beatty, Petersen, and Chaiken (Eds); Planetary Landscapes, by Greeley; The Planetary System, by Morrison and Owen; Planetary Geology, by Short; Moons and Planets, by William Hartmann; Introduction to the Solar System, by McBride and Gilmore; Introduction to Planetary Geology, by Glass; Physics and Chemistry of the Solar System, by Lewis; and Planetary Science, by de Pater and Lissauer..

Policies on Attendance: Regular attendance at lectures is expected. Those who miss more than twenty percent of the lecture periods (nine periods) could receive a failing grade, as outlined in the current Bulletin (p. 76-77).

Policy on Cheating: Cheating will not be tolerated. Students who cheat in class will receive a failing grade in the course.

Audit: If regular enrollment permits and if I concur, the student may audit the class. Students should see me at the beginning of the semester to confirm audit status and determine my expectations of the auditor. "Students are not permitted to change from audit to credit or from credit to audit after the last day for course changes as specified in the official calendar" (Bulletin, p. 77). Auditors will **not** receive a letter grade for the course. Auditors who fail to meet attendance requirements (noted above) will be withdrawn from class.

Withdrawal from the course: "Students may withdraw from courses following the drop/add period until mid-term [March 1] by obtaining the instructor's signature on the withdrawal form available from their major department... Instructors may assign a "W" on the proof roll for students not attending class. However, **it is the responsibility of the student to complete the withdrawal process**.... Any student who discontinues class attendance after mid-term and does not officially withdraw may be assigned a grade of 'F'. Students receiving financial aid should be aware that withdrawal from courses may affect continued financial aid eligibility." (Bulletin, p.74-75)

Special Services: Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with me at the beginning of the term. Students not registered with the Special Services Program should contact the Special Services Office in Nevins Hall Room 1115. The phone is 245-2498.

The Final Exam: The final is scheduled for Wednesday, **May 2, 2007, from 5:00 – 7:00 p.m.** Exam preparation day (no classes) is May 1. Grades will NOT be posted, but will be available by phone, one week after finals. Check with the Registrar's office for the official phone number (229-245-2200).

Grading Policy: Your grade in this course will depend on your performance in a number of areas--tests, problem sets, presentations, discussion, projects, assignments, and final exam. The points for each area of evaluation are listed on the next page.

Grade Assessments:

Three hour-long Tests, 50 points each	150	Problem sets	90
Presentation/Project/Poster	50	Quiz and Web Assignment	20
Final Exam	100	Discussion/Panel Discussions	20
Group Project	50	Journal	20

TOTAL POINTS POSSIBLE 500 POINTS

Tests: The 50-point, one-hour exams are a combination of multiple choice, short answer or short problems, and essay.

Web Assignments: Students in the class will discuss and determine the general topics of the two web assignments. These are meant to allow the student to investigate topics related to planetary geology. Although material from the web will be included in the assignment, you must submit a one-page summary of the material, in your own words.

Journal: This is a journal of information, references, thoughts, breaking news, ideas to explore, and feedback on teaching/learning. Entries should be made each class day, or at least weekly, and turned in the last week of class.

Project/Presentation: Select some aspect of planetary geology that intrigues you during this class. Present that information orally to the class and as a poster presentation. If the information is delivered as a power-point presentation, give the outline and an electronic copy to Dr. Leake.

Panel Discussion: topics: Extrasolar planets. The possibilities of life on other worlds. The exploration of Mars: How should it be conducted. The Exploration of Europa: What Next? Mining the asteroids and comets: Considerations,

Difficulties, and Benefits. The connection between terrestrial and jovian planets. Why study the geology of the planets? Mission to the Moon and Mars: Planetary Geology. Faculty and students may be invited to the discussion.

Group Project: The class will work together to develop and explore a simulation of some geological process present on the planets. Students will do the background examination, develop the experiment, build it (or obtain equipment), run the experiment, analyze the data, and write the results. The students will develop a poster and write up the experiment in a journal style, with each student contributing to the effort in equal amounts. The poster presentation will be considered for the April Student Research Symposium.

The Final Grade for the course: The final grade will depend on the total number of points you collect in the class, as specified below. These same percentages can be used to estimate your grade anytime during the term. (Points below are rounded off.)

A	437 - 500 points	87.5% - 100%
B	375 - 436	75.0% - 87.5%
C	312 - 374	62.5% - 75.0%
D	250 - 311	50.0% - 62.5%
F	below 250	below 50%

DON'T PANIC! If you need help, please ask me. Drop by or make an appointment.

Above all, **develop good study habits**. Preview the material before class, take good **notes** during the lecture, **read** the assigned reading thoroughly after the lecture and write down any **questions** you have. Be sure to ask those questions the next day or during lab. Be sure to study the pictures – in most cases, that is all we have from the field.

Planetary Geology

GEOL 3400

FALL 2008

COURSE TOPICS: Proposed Weekly Schedule

I. Solar System Inventory and Definitions: The scope of our study.

Planetary Science: Comparative Planetology; Planetary Geology; Planetary Astronomy; Planetary Atmospheres; Terrestrial Planets; Jovian Planets; Moons and satellites; asteroids; comets; meteoroids; dust

Planetary Geology Fundamentals: Formation of the Elements

II. Fundamentals, continued: Origin of the Solar System—precursor to “geology”

Star Formation, Disk formation, protostar, condensation, accretion, planetesimal formation, protoplanets, giant planet formation, T-Tauri phase and sweep up, main sequence star with planets and debris: dynamics, chemical differentiation, formation time (ages of objects and events), differentiation of planets.

III. Tools of Planetary Geology

Remote Sensing: tools, techniques, analysis, ground truth
Remote inspection from earth, fly-by, orbiter
In situ inspections by lander, rover, human exploration
Image analysis using GIS, NIH Image, ISIS
Spectroscopy—remote geochemistry

IV. Planetary Morphologic Processes

Extra-terrestrial influences: Impact Cratering
Solar Radiation and Insolation
Accretional Heating
Tidal Heating
Electrical induction heating

V. Internal Processes:

Heating by radioactive decay (radiogenic heat)
Accretional Heating
Tectonic processes

VI. Surface Processes:

Erosion: wind, water, ice
Mass Wasting: (gravity)
Brecciation: in impacts and faulting
Weathering
Thermal alteration
Hydrothermal alteration

VII. Surface Processes

Volcanism
Tectonism

- VIII. Planetary Interiors**
Core: Inner and outer core, if applicable
Mantle: Asthenosphere to lower mantle
Lithosphere
Crust: compositional, phase, and structure differences
- IX. Planetary Lithospheres:**
Igneous rocks and volcanism, metamorphic rocks and thermal, hydrothermal alteration, sedimentary rocks, clastic and non-clastic; rock cycle and connection with internal heat.
Laws of Relative Age
Laws of Absolution Age
Effects of the atmosphere and hydrosphere on a planet's surface
- X. Meteorites and Asteroids**
Samples of solar system debris on Earth
Correlation to minor solar system objects and planets
Age, chemistry and dynamics of early to present to future solar system
Related objects: Comets and meteor showers, meteoroids, KBOs, etc.
Planetesimal building blocks
- XI. The Moon: our first extraterrestrial geologic study**
Earth-based observations of the lunar surface
Stratigraphy, time stratigraphy, relative age
Crater density and cumulative counts
Spectroscopic studies of mineralogy
Time studies of changes
Lunar exploration: determine ground truth for calibration of age, chemistry
Satellite
Landers and impactors
Rovers
Apollo Program
Clementine, Prospector, SMART, and others
Geologic Mapping of the Lunar Surface
- XII. Mercury: Comparisons to the Moon**
Venus: Comparisons to Earth
- XIII. Mars: comparisons to Earth, Moon and Venus**
Martian Exploration Rovers: ground truth and more questions
- XIV. Satellites of the Giant Planets:**
Io and volcanism
Europa and Ganymede: water in lithosphere? rocky core?
Callisto: comparison to Moon
Enceladus: another active world with subsurface water
Titan: surface processes on a primitive object, liquid methane
Small worlds: still active if tidally heated: Miranda, Triton, and others
- XV. The future of the solar system**
Planetary Geology
What does Earth tell us about them?
What do they tell us about Earth?
Which processes continue and which end?

Request for a New Course

Valdosta State University

Date of Submission: 24 October 2007

Department Initiating Request: English

Faculty Member Requesting: Mark Smith

Proposed New Course Prefix & Number: ENGL 3225
(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Introduction to African American Literary Criticism

Proposed New Course Title Abbreviation (for Student Transcript):
Intro to AFAM Lit Criticism

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Occasionally

Indicate (by typing 'X') if Course will be: ___ Requirement for Major or X Elective Course

*****If this new course is to be included in the curriculum, be sure to initiate a Curriculum change form.**

Total Contact Hours: 3 **Lecture Hours:** 3 **Lab Hours:** 0 **Credit Hours:** 3

Proposed Course Description:

Also offered as AFAM 3225. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060 or permission of the instructor.

A study of major voices in African American literary theory. This course emphasizes the development of interpretive frameworks for examining the literature from an African American cultural perspective.

Justification

This course provides English majors with an introduction to the socio-historical contexts in which the field and specializations of African American Literary Criticism have developed. Moreover, a thorough knowledge of the history and diversity of the development of African American Literary Criticism is vital as students examine analyses of primary texts they have read, thus expanding their experiences with critical frameworks and encouraging them to move beyond the traditional close reading of those primary texts.

**** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

Approvals:

Department Head(s) Mr. Smith Date 3-18-09

Dean(s)/Director(s) Linda C. Cerdullo Date 3/24/08

College Executive Committee Linda C. Cerdullo Date 3/24/08

Graduate Executive Committee _____ Date _____

Academic Committee _____ Date _____

Course Proposal Syllabus
Submitted by: Erin Huskey

Proposed Course Title and Number: ENGL/AFAM: 3225 Introduction to African American Literary Criticism

Prerequisites: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060 or permission of the instructor.

Course Description: A study of major voices in African American literary theory. This course emphasizes the development of interpretive frameworks for examining the literature from an African American cultural perspective.

Course Objectives:

- 1) Students will gain a familiarity with foundational thinkers in the field, including Henry Louis Gates, Jr., Houston A. Baker, Jr., and Toni Morrison.
- 2) Students will engage in critical discussion in the classroom environment.
- 3) Students will conduct critical research in both collaborative and individual assignments.
- 4) Students will gain familiarity and comfort with applying literary theory and criticism to primary readings.
- 5) Students will learn the history of the field of African American literary criticism.
- 6) Students will engage in critical reflection about the complications of race in literary discourse.

Required Texts:

Critical Texts: Students are required to purchase text #5. Texts #1, 2, 3, 4 and 6 will be excerpted and compiled in a coursepack that students will also be required to purchase.

- 1) Baker, Houston. *Blues, Ideology, and Afro-American Literature: A Vernacular Theory*.
- 2) Christian, Barbara. *Black Feminist Criticism*.
- 3) Gates, Henry Louis. *Figures in Black*.
- 4) --. *The Signifying Monkey: A Theory of African-American Literary Criticism*.
- 5) Morrison, Toni. *Playing In the Dark: Whiteness and the Literary Imagination*.
- 6) Tate, Claudia. *Psychoanalysis and Black Novels: Desire and the Protocols of Race*.

Literary Texts:

- 1) Larsen, Nella. *Quicksand*.
- 2) Morrison, Toni. *Tarbaby*.
- 3) Twain, Mark. *Pudd'nhead Wilson*.
- 4) Walker, Alice. *The Color Purple*.

Students must also be able to demonstrate a familiarity and understanding of several of the assigned texts from ENGL/AFAM 3220, including texts by Equiano, Jacobs, Douglass, Washington, DuBois, Wright, Ellison, and Baraka.

Course Requirements:

Attendance and Participation	20%
Collaborative Work	25%
Daily Work (10%)	
Critical Research Presentation (15%)	
Dialogic Journals	25%
Research Paper	30%
Prospectus	
Annotated Bibliography	
Outline	
Working Draft	
Final Draft	

Attendance and Participation:

I realize emergencies occur; be wise about what you consider an emergency. For this course, you are allowed three absences, no questions asked. If you miss a class, you will not receive attendance points for that day. After three absences, each absence will result in an additional penalty of ten points. If you have extenuating circumstances, please consult with me during my office hours or make arrangements via email.

Class meetings will consist of a combination of lecture and discussion. I expect participation in class discussion, and I expect you to give respect and listen when others are speaking. We may not always agree on interpretations of a literary piece, but I believe it is valuable and necessary to acquaint one's self with a variety of interpretations. Some of you may not feel comfortable participating in discussions, but I encourage you to participate. Often, we can test our ideas and build them by discussing them with others. Please be honest: express your own ideas and do not be afraid to disagree with others. My expectation is that a positive, collaborative atmosphere will reign in our classroom.

Assigned Readings:

You are responsible for having completed the readings listed for each meeting prior to that meeting. We have a lot to cover this semester, and it is vital to keep up with the reading. If you are experiencing difficulties with this responsibility, please talk to me about it.

Collaborative Critical Research Presentation

Throughout the semester, you and two other classmates will meet to discuss primary and secondary readings. At each meeting, you will be required to complete certain tasks and answer certain questions. These assignment sheets will be turned in and graded. Each group will also be responsible for reading and presenting on a secondary reading assignment during the semester. These readings will consist of historical documents, critical responses to the authors' works, cultural contexts, and/or theoretical perspectives. Outside of class, you and your group members will complete the readings and devise a method for presenting the information to the rest of the class. Many of our class meetings will allow for group time, so if you use your group time wisely, you can accomplish a significant amount of this work during those times. Your presentations should last approximately 30 minutes and should include the following information:

- 1) Author(s)' name(s)

- 2) Date and place of publication
- 3) Main points
- 4) Connections to this course
- 5) Group and individual responses

How your group chooses to present the information is up to you. Be as creative and innovative as you desire. At the end of the semester, you will complete an evaluation of your collaborative experience.

If your group is not presenting, you will be required to complete a response guide for each presentation. These guides will be distributed on presentation days. They are designed to encourage active listening skills and critical reasoning skills.

Dialogic journals

For each reading assignment, you will complete an entry in a dialogic journal. The format to follow and expectations are attached to this syllabus.

Individual research paper

Over the course of the semester, you will be conducting a research project that will culminate in a final essay for the course. In summary, over the next couple of weeks you will be formulating a research question relevant to African American Literary Theory. I will be working closely with each of you as you complete each component of the project. This assignment will include a one-page prospectus, an annotated bibliography of five secondary sources, a working draft, and a final draft. Detailed descriptions of each component of the project will be distributed at a subsequent class meeting. Additionally, during our scheduled exam time, you will share your research projects with each other.

Access

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Assignment Schedule

Note: The instructor reserves the right to make changes to the schedule.

Week One: A History of Literary Theory and why "traditional" literary is problematic for African American literature

Monday: Introduction to course and themes

Wednesday: The Politics of Literary Criticism and Theory

Excerpts from Henry Louis Gates, Jr., *Figures in Black* and Preface to *The Signifying Monkey*

Week Two: The Signifying Monkey

Monday: Gates, Chapter One, "A Myth of Origins: Esu-Elegbara and the Signifying Monkey"

Wednesday: Gates, Chapter Two, "The Signifying Monkey and the Language of Signifyin(g): Rhetorical Difference and the Orders of Meaning"

Week Three: The Signifying Monkey

Monday: Gates, Chapter Three, "Figures of Signification"

Wednesday: finish Gates

Week Four: A Vernacular Theory

Monday: Baker, Introduction

Critical Presentation One: "Nonliterary" Theories of African American Literary Criticism

Wednesday: Baker, Chapter One, "Figurations for a New American Literary History: Archeology, Ideology, and Afro-American Discourse"

Week Five: A Vernacular Theory

Monday: Baker, Chapter Two, "Discovering America: Generational Shifts, Afro-American Literary Criticism, and the Study of Expressive Culture"

Wednesday: finish Baker

Research Prospectus due

Week Six: Black Feminist Criticism

Monday: Valerie Smith "Black Feminist Theory and the Representation of the 'Other'"

Critical Presentation Two: Black Feminist Criticism

Wednesday: Christian, Chapter One, "Images of Black Women in Afro-American Literature: From Stereotype to Character (1975)," and Chapter Six, "Alice Walker: The Black Woman Artist as Wayward"

Week Seven

Monday: Larsen, *Quicksand*

Annotated Bibliography due

Wednesday: Larsen, *Quicksand*

Week Eight: A Foray into Dominant Literary Theory

Monday: Tate, "Introduction: Black Textuality and Psychoanalytic Literary Criticism"

Wednesday: Tate, Chapter Four, "Desire and Death: Seducing the Lost Father in *Quicksand*, by Nella Larsen"
Critical Presentation Three: What does "dominant" literary theory offer African American Texts?

Week Nine

Monday: Walker, *The Color Purple*

Wednesday: Walker, *The Color Purple*
Research Paper Outline due

Week Ten

Monday: Walker, *The Color Purple*

Wednesday: Gates, Chapter Seven, "Color Me Zora: Alice Walker's (Re)Writing of the Speakerly Text"

Week Eleven

Morrison, *Tar Baby*

Week Twelve

Monday: Morrison, *Tar Baby*

Wednesday: **Research Paper Working Draft due**, sign up for instructor conferences

Week Thirteen: Playing in the Dark

Monday: Morrison, Chapter One, "Black Matters"

Wednesday: Morrison, Chapter Two, "Romancing the Shadow"

Week Fourteen: Playing in the Dark

Monday: Morrison, Chapter Three, "Disturbing Nurses and the Kindness of Sharks"
Critical Presentation Four, Disrupting Binary Oppositions

Wednesday: Finish Morrison discussion

Week Fifteen

Twain, *Pudd'nhead Wilson*

Week Sixteen

Monday: Twain, *Pudd'nhead Wilson*
Critical Presentation Five, What does African American Literary Theory have to offer "dominant" texts?

Wednesday: Finish discussion of *Pudd'nhead Wilson* and conclude course

Request for a New Course

Valdosta State University

Date of Submission: 24 October 2007

Department Initiating Request: English

Faculty Member Requesting: Mark Smith

Proposed New Course Prefix & Number: ENGL 3230

Proposed New Course Title: Special Topics in African American Literature

Proposed New Course Title Abbreviation (for Student Transcript):
Topics in African American Lit

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Occasionally

Indicate (by typing 'X') if Course will be: ___ Requirement for Major or X Elective Course

***If this new course is to be included in the curriculum, be sure to initiate a Curriculum change form

Total Contact Hours: 3 Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3

Proposed Course Description:

Also offered as AFAM 3230. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060 or permission of the instructor.

Studies in African American literature, focusing on selected topics.

Justification

This course provides English majors with the opportunity to study topics in African American literature. Possible topics include African American Literature and Music, African American Civil War Novels, and Contemporary African American Drama.

**** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

Approvals:

Department Head(s) M. Smith Date 3-18-07

Dean(s)/Director(s) Linda Casandella Date 3/24/08

College Executive Committee Linda Casandella Date 3/24/08

Graduate Executive Committee _____ Date _____

Academic Committee _____ Date _____

Sample Course Syllabus, AFAM/ENGL 3230: Special Topics in African American Literature
Submitted by: Erin Huskey

AFAM/ENGL 3230: Crossroads: African American Literature and Music

IPrerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060 or permission of the instructor.

Course Description: This course is designed to acquaint students with a layperson's understanding of musical history and concepts, with careful attention given to the subgenres of the American Deep South. Furthermore, the course engages students in an interdisciplinary study of cultural and artistic expressive forms. Students will learn a history of the genres of blues, jazz, and gospel, from West African roots to contemporary musical expressions. Students will also engage in critical inquiry about the development of oral and vernacular traditions and the importance of these traditions in the contemporary literary landscape.

Course Objectives:

- 1) Students will learn the history of African American music, from its West African roots to the many subgenres developed, especially those developed in the Deep South across the "color line."
- 2) Students will gain an appreciation for the role of musical forms in literature and vice-versa.
- 3) Students will gain familiarity with theory of distinct musical genres, to include gospel, jazz, and blues.
- 4) Students will gain exposure to literary critics and theorists who apply concepts of music and cultural ideology to their discussion of African American literature.
- 5) Students will conduct critical research in both collaborative and individual assignments.
- 6) Students will examine the role of the oral and vernacular traditions in literature and other forms of cultural expression.

Required Texts:

Secondary Texts:

All secondary texts will be combined in a coursepack that can be purchased from the University bookstore. These are required readings.

- 1) Floyd, Samuel. *The Power of Black Music: Interpreting Its History From Africa to the United States*
- 2) Jackson, Jerma. *Singing in My Soul: Black Gospel Music in a Secular Age.*
- 3) Palmer, Robert. *Deep Blues: A Musical and Cultural History, from the Mississippi Delta to Chicago's South Side to the World*
- 4) Werner, Craig Hansen. *Playing the Changes.*

Primary Texts:

- 1) Baldwin, James. *Go Tell It on the Mountain.*
Ellison, Ralph. *Invisible Man* and essays.
- 2) Johnson, James Weldon. *God's Trombones.*
- 3) Morrison, Toni. *Jazz.*
- 4) Parks, Suzan-Lori. *Getting Mother's Body.*

Course Requirements:

Attendance and Participation	15%
Collaborative Work	20%
Daily Work	10%
Critical Research Presentation	10%
Dialogic Journals	20%
Guest Speaker Responses	15%
Research Paper	30%
Prospectus	
Annotated Bibliography	
Outline	
Working Draft	
Final Draft	

Attendance and Participation:

I realize emergencies occur; be wise about what you consider an emergency. For this course, you are allowed three absences, no questions asked. If you miss a class, you will not receive attendance points for that day. After three absences, each absence will result in an additional penalty of ten points. If you have extenuating circumstances, please consult with me during my office hours or make arrangements via email.

Our class meetings will consist of a combination of lecture and discussion. I expect participation in class discussion, and I expect you to give respect and listen when others are speaking. We may not always agree on interpretations of a literary piece, but I believe it is valuable and necessary to acquaint one's self with a variety of interpretations. Some of you may not feel comfortable participating in discussions, but I encourage you to participate. Often, we can test our ideas and build them by discussing them with others. Please be honest: express your own ideas and do not be afraid to disagree with others. My expectation is that a positive, collaborative atmosphere will reign in our classroom.

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- 1) Author(s)' name(s)
- 2) Date and place of publication
- 3) Main points
- 4) Connections to this course
- 5) Group and individual responses

How your group chooses to present the information is up to you. Be as creative and innovative as you desire. At the end of the semester, you will complete an evaluation of your collaborative experience.

If your group is not presenting, you will be required to complete a response guide for each presentation. These guides will be distributed on presentation days. They are designed to encourage active listening skills and critical reasoning skills.

Music and literature journals

For each reading assignment, you will complete an entry in a dialogic journal. The format to follow and expectations are attached to this syllabus.

Guest Speaker Responses:

Throughout the semester we will have several guest speakers. In addition to the scheduled visits noted on the assignment schedule, there may be additional guest speakers. Each time a guest visits our classroom, you will write a one-page response to the information presented. These should not be limited to summary. You are also expected to include connections to our readings as well as a personal response. Furthermore, you are strongly encouraged to send a handwritten thank-you note to guest speakers.

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Over the course of the semester, you will be conducting a research project that will culminate in a final essay for the course. In summary, over the next couple of weeks you will be formulating a research question about the intersection(s) of distinctly African American musical and literary forms. I will be working closely with each of you as you complete each component of the project. This assignment will include a one-page prospectus, an annotated bibliography of five secondary sources, a working draft, and a final draft. Detailed descriptions of each component of the project will be distributed at the next class meeting. Additionally, during our scheduled exam time, you will be sharing your research projects with each other.

Assignment Schedule

Note: The instructor reserves the right to make changes to the schedule.

Week One: African Music and Roots

Monday: Introduction to course and themes

Wednesday: Floyd, Introduction and Chapter One, "African Music, Religion, and Narrative"
Ellison, excerpts from "Sound and the Mainstream"

Week Two: African Music and Roots

Monday: Floyd, Chapter Two, "Transformations"

Wednesday: Floyd, Chapter Three, "Syncretization and Synthesis: Folk and Written Traditions"

Week Three: African Music and Roots

Monday: Floyd, Chapter Eleven, "Implications and Conclusions"

Guest Speaker from Music Department

Wednesday: Palmer, Chapter One, "Beginnings"

Guest Speaker Response due

Week Four: Field Hollers, Ballads, and Spirituals

Monday: Floyd, Chapter Ten, "The Object of Call-Response: The Signifyin(g) Symbol"

Wednesday: Johnson, *God's Trombones*

Week Five: Field Hollers, Ballads, and Spirituals / The Blues Impulse

Monday: Palmer, Chapter Two, "Heart like Railroad Steel"

Critical Presentation One, The Africanist Presence in African American Music and Literary Forms

Wednesday: Parks, *Getting Mother's Body*

Research Prospectus due

Week Six: The Blues Impulse

Parks, *Getting Mother's Body*

Week Seven: The Blues Impulse

Monday: Parks, *Getting Mother's Body*

Annotated Bibliography due

Wednesday: finish Parks, *Getting Mother's Body*

Critical Presentation Two, The Blues Voice and Ideology

Week Eight: Gospel, Witnessing, and Testifying

Monday: Jackson, Introduction and Chapter One, "Exuberance or Restraint"

Guest Speaker from Philosophy and Religion

Wednesday: Baldwin, *Go Tell It on the Mountain*

Guest Speaker Response due

Week Nine: Gospel, Witnessing, and Testifying

Monday: Baldwin, *Go Tell It on the Mountain*

Wednesday: Baldwin, *Go Tell It on the Mountain*
Research Paper Outline due

Week Ten: Gospel, Witnessing, and Testifying

Monday: Werner, Chapter Nine, "James Baldwin: Politics and the Gospel Impulse"

Wednesday: finish discussion of Werner chapter and *Go Tell It on the Mountain*
Critical Presentation Three, The Gospel Impulse

Week Eleven: Jazz and Pastiche

Morrison, *Jazz*

Week Twelve: Jazz and Pastiche

Morrison, *Jazz*

Wednesday: **Research Paper Working Draft due**, sign up for instructor conferences

Week Thirteen: Jazz and Pastiche

Monday: Werner, Epilogue, "Improvisations Toward a New Phrasing: West Afrocentrism, Meta-funk, and the Interiors of *Jazz*"

Wednesday: finish discussion of Werner chapter and *Jazz*
Critical Presentation Four, Jazz Structures in *Jazz*

Week Fourteen: The Lower Frequencies and the Intersection of Gospel, Jazz, and Blues

Monday: Ellison, excerpts from "Sound and the Mainstream"

Invisible Man, Prologue and Chapter One

Wednesday: Ellison, *Invisible Man*

Week Fifteen: The Lower Frequencies and the Intersection of Gospel, Jazz, and Blues

Ellison, *Invisible Man*

Week Sixteen: The Lower Frequencies and the Intersection of Gospel, Jazz, and Blues

Monday: Ellison, *Invisible Man*

Critical Presentation Five, The Simulated Autobiographical Act in Music and Literature

Wednesday: Finish discussion of *Invisible Man* and conclude course

Request for a New Course

Valdosta State University

Date of Submission: 24 October 2007

Department Initiating Request: African American Studies

Faculty Member Requesting: Erin Huskey

Proposed New Course Prefix & Number: AFAM 3225
(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Introduction to African American Literary Criticism

Proposed New Course Title Abbreviation (for Student Transcript):
Intro to AFAM Lit Criticism

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Occasionally

Indicate (by typing 'X') if Course will be: ____ Requirement for Major or X Elective Course

***If this new course is to be included in the curriculum, be sure to initiate a Curriculum change form.

Total Contact Hours: 3 **Lecture Hours:** 3 **Lab Hours:** 0 **Credit Hours:** 3

Proposed Course Description:

Also offered as ENGL 3225. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060 or permission of the instructor.

A study of major voices in African American literary theory. This course emphasizes the development of interpretive frameworks for examining the literature from an African American cultural perspective.

Justification

To engage in literary analysis and research of African American literature, African American Studies minors need an introduction to the socio-historical contexts in which the field and specializations of African American Literary Criticism have developed. Moreover, a thorough knowledge of the history and diversity of the development of African American Literary Criticism is vital as students examine analyses of primary texts they have read, thus expanding their experiences with critical frameworks and encouraging them to move beyond the traditional close reading of those primary texts.

**** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

Approvals:

Department Head(s) *Sheryl A. Hardin* Date *March 18, 2008*

Dean(s)/Director(s) *Linda Colandrello* Date *3/29/08*

College Executive Committee *Linda Colandrello* Date *3/24/08*

Graduate Executive Committee _____ Date _____

Academic Committee _____ Date _____

Course Proposal Syllabus
Submitted by: Erin Huskey

Proposed Course Title and Number: ENGL/AFAM: 3225 Introduction to African American Literary Criticism

Prerequisites: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060 or permission of the instructor.

Course Description: A study of major voices in African American literary theory. This course emphasizes the development of interpretive frameworks for examining the literature from an African American cultural perspective.

Course Objectives:

- 1) Students will gain a familiarity with foundational thinkers in the field, including Henry Louis Gates, Jr., Houston A. Baker, Jr., and Toni Morrison.
- 2) Students will engage in critical discussion in the classroom environment.
- 3) Students will conduct critical research in both collaborative and individual assignments.
- 4) Students will gain familiarity and comfort with applying literary theory and criticism to primary readings.
- 5) Students will learn the history of the field of African American literary criticism.
- 6) Students will engage in critical reflection about the complications of race in literary discourse.

Required Texts:

Critical Texts: Students are required to purchase text #5. Texts #1, 2, 3, 4 and 6 will be excerpted and compiled in a coursepack that students will also be required to purchase.

- 1) Baker, Houston. *Blues, Ideology, and Afro-American Literature: A Vernacular Theory*.
- 2) Christian, Barbara. *Black Feminist Criticism*.
- 3) Gates, Henry Louis. *Figures in Black*.
- 4) --. *The Signifying Monkey: A Theory of African-American Literary Criticism*.
- 5) Morrison, Toni. *Playing In the Dark: Whiteness and the Literary Imagination*.
- 6) Tate, Claudia. *Psychoanalysis and Black Novels: Desire and the Protocols of Race*.

Literary Texts:

- 1) Larsen, Nella. *Quicksand*.
- 2) Morrison, Toni. *Tarbaby*.
- 3) Twain, Mark. *Pudd'nhead Wilson*.
- 4) Walker, Alice. *The Color Purple*.

Students must also be able to demonstrate a familiarity and understanding of several of the assigned texts from ENGL/AFAM 3220, including texts by Equiano, Jacobs, Douglass, Washington, DuBois, Wright, Ellison, and Baraka.

Course Requirements:

Attendance and Participation	20%
Collaborative Work	25%
Daily Work (10%)	
Critical Research Presentation (15%)	
Dialogic Journals	25%
Research Paper	30%
Prospectus	
Annotated Bibliography	
Outline	
Working Draft	
Final Draft	

Attendance and Participation:

I realize emergencies occur; be wise about what you consider an emergency. For this course, you are allowed three absences, no questions asked. If you miss a class, you will not receive attendance points for that day. After three absences, each absence will result in an additional penalty of ten points. If you have extenuating circumstances, please consult with me during my office hours or make arrangements via email.

Class meetings will consist of a combination of lecture and discussion. I expect participation in class discussion, and I expect you to give respect and listen when others are speaking. We may not always agree on interpretations of a literary piece, but I believe it is valuable and necessary to acquaint one's self with a variety of interpretations. Some of you may not feel comfortable participating in discussions, but I encourage you to participate. Often, we can test our ideas and build them by discussing them with others. Please be honest: express your own ideas and do not be afraid to disagree with others. My expectation is that a positive, collaborative atmosphere will reign in our classroom.

Assigned Readings:

You are responsible for having completed the readings listed for each meeting prior to that meeting. We have a lot to cover this semester, and it is vital to keep up with the reading. If you are experiencing difficulties with this responsibility, please talk to me about it.

Collaborative Critical Research Presentation

Throughout the semester, you and two other classmates will meet to discuss primary and secondary readings. At each meeting, you will be required to complete certain tasks and answer certain questions. These assignment sheets will be turned in and graded. Each group will also be responsible for reading and presenting on a secondary reading assignment during the semester. These readings will consist of historical documents, critical responses to the authors' works, cultural contexts, and/or theoretical perspectives. Outside of class, you and your group members will complete the readings and devise a method for presenting the information to the rest of the class. Many of our class meetings will allow for group time, so if you use your group time wisely, you can accomplish a significant amount of this work during those times. Your presentations should last approximately 30 minutes and should include the following information:

- 1) Author(s)' name(s)

- 2) Date and place of publication
- 3) Main points
- 4) Connections to this course
- 5) Group and individual responses

How your group chooses to present the information is up to you. Be as creative and innovative as you desire. At the end of the semester, you will complete an evaluation of your collaborative experience.

If your group is not presenting, you will be required to complete a response guide for each presentation. These guides will be distributed on presentation days. They are designed to encourage active listening skills and critical reasoning skills.

Dialogic journals

For each reading assignment, you will complete an entry in a dialogic journal. The format to follow and expectations are attached to this syllabus.

Individual research paper

Over the course of the semester, you will be conducting a research project that will culminate in a final essay for the course. In summary, over the next couple of weeks you will be formulating a research question relevant to African American Literary Theory. I will be working closely with each of you as you complete each component of the project. This assignment will include a one-page prospectus, an annotated bibliography of five secondary sources, a working draft, and a final draft. Detailed descriptions of each component of the project will be distributed at a subsequent class meeting. Additionally, during our scheduled exam time, you will share your research projects with each other.

Access

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Assignment Schedule

Note: The instructor reserves the right to make changes to the schedule.

Week One: A History of Literary Theory and why "traditional" literary is problematic for African American literature

Monday: Introduction to course and themes

Wednesday: The Politics of Literary Criticism and Theory

Excerpts from Henry Louis Gates, Jr., *Figures in Black* and Preface to *The Signifying Monkey*

Week Two: The Signifying Monkey

Monday: Gates, Chapter One, "A Myth of Origins: Esu-Elegbara and the Signifying Monkey"

Wednesday: Gates, Chapter Two, "The Signifying Monkey and the Language of Signifyin(g): Rhetorical Difference and the Orders of Meaning"

Week Three: The Signifying Monkey

Monday: Gates, Chapter Three, "Figures of Signification"

Wednesday: finish Gates

Week Four: A Vernacular Theory

Monday: Baker, Introduction

Critical Presentation One: "Nonliterary" Theories of African American Literary Criticism

Wednesday: Baker, Chapter One, "Figurations for a New American Literary History: Archeology, Ideology, and Afro-American Discourse"

Week Five: A Vernacular Theory

Monday: Baker, Chapter Two, "Discovering America: Generational Shifts, Afro-American Literary Criticism, and the Study of Expressive Culture"

Wednesday: finish Baker

Research Prospectus due

Week Six: Black Feminist Criticism

Monday: Valerie Smith "Black Feminist Theory and the Representation of the 'Other'"

Critical Presentation Two: Black Feminist Criticism

Wednesday: Christian, Chapter One, "Images of Black Women in Afro-American Literature: From Stereotype to Character (1975)," and Chapter Six, "Alice Walker: The Black Woman Artist as Wayward"

Week Seven

Monday: Larsen, *Quicksand*

Annotated Bibliography due

Wednesday: Larsen, *Quicksand*

Week Eight: A Foray into Dominant Literary Theory

Monday: Tate, "Introduction: Black Textuality and Psychoanalytic Literary Criticism"

Wednesday: Tate, Chapter Four, "Desire and Death: Seducing the Lost Father in *Quicksand*, by Nella Larsen"
Critical Presentation Three: What does "dominant" literary theory offer African American Texts?

Week Nine

Monday: Walker, *The Color Purple*

Wednesday: Walker, *The Color Purple*
Research Paper Outline due

Week Ten

Monday: Walker, *The Color Purple*

Wednesday: Gates, Chapter Seven, "Color Me Zora: Alice Walker's (Re)Writing of the Speakerly Text"

Week Eleven

Morrison, *Tar Baby*

Week Twelve

Monday: Morrison, *Tar Baby*

Wednesday: **Research Paper Working Draft due**, sign up for instructor conferences

Week Thirteen: Playing in the Dark

Monday: Morrison, Chapter One, "Black Matters"

Wednesday: Morrison, Chapter Two, "Romancing the Shadow"

Week Fourteen: Playing in the Dark

Monday: Morrison, Chapter Three, "Disturbing Nurses and the Kindness of Sharks"
Critical Presentation Four, Disrupting Binary Oppositions

Wednesday: Finish Morrison discussion

Week Fifteen

Twain, *Pudd'nhead Wilson*

Week Sixteen

Monday: Twain, *Pudd'nhead Wilson*
Critical Presentation Five, What does African American Literary Theory have to offer "dominant" texts?

Wednesday: Finish discussion of *Pudd'nhead Wilson* and conclude course

Request for a New Course

Valdosta State University

Date of Submission: 24 October 2007

Department Initiating Request: African American Studies

Faculty Member Requesting: Erin Huskey

Proposed New Course Prefix & Number: AFAM 3230

Proposed New Course Title: Special Topics in African American Literature

Proposed New Course Title Abbreviation (for Student Transcript):
Topics in African American Lit

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Occasionally

Indicate (by typing 'X') if Course will be: ___ Requirement for Major or X Elective Course

***If this new course is to be included in the curriculum, be sure to initiate a Curriculum change form

Total Contact Hours: 3 Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3

Proposed Course Description:

Also offered as ENGL 3230. Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060 or permission of the instructor.

Studies in African American literature, focusing on selected topics.

Justification

The African American Studies Program currently offers two courses in African American literature (AFAM 3220 and The Harlem Renaissance, an ENGL Special Topics course.) As the African American Studies Program continues to grow, it needs more special topics courses in this important area of literary studies. Possible topics include African American Literature and Music, African American Civil War Novels, and Contemporary African American Drama.

**** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

Approvals:

Department Head(s) Shirley J. Hardin Date March 18, 2008

Dean(s)/Director(s) Linda Caswell Date 3/29/08

College Executive Committee Linda Caswell Date 3/24/08

Graduate Executive Committee _____ Date _____

Academic Committee _____ Date _____

Sample Course Syllabus, AFAM/ENGL 3230: Special Topics in African American Literature
Submitted by: Erin Huskey

AFAM/ENGL 3230: Crossroads: African American Literature and Music

Prerequisite: ENGL 2110 or 2110H, 2120 or 2120H, 2130 or 2130H, 2060 or permission of the instructor.

Course Description: This course is designed to acquaint students with a layperson's understanding of musical history and concepts, with careful attention given to the subgenres of the American Deep South. Furthermore, the course engages students in an interdisciplinary study of cultural and artistic expressive forms. Students will learn a history of the genres of blues, jazz, and gospel, from West African roots to contemporary musical expressions. Students will also engage in critical inquiry about the development of oral and vernacular traditions and the importance of these traditions in the contemporary literary landscape.

Course Objectives:

- 1) Students will learn the history of African American music, from its West African roots to the many subgenres developed, especially those developed in the Deep South across the "color line."
- 2) Students will gain an appreciation for the role of musical forms in literature and vice-versa.
- 3) Students will gain familiarity with theory of distinct musical genres, to include gospel, jazz, and blues.
- 4) Students will gain exposure to literary critics and theorists who apply concepts of music and cultural ideology to their discussion of African American literature.
- 5) Students will conduct critical research in both collaborative and individual assignments.
- 6) Students will examine the role of the oral and vernacular traditions in literature and other forms of cultural expression.

Required Texts:

Secondary Texts:

All secondary texts will be combined in a coursepack that can be purchased from the University bookstore. These are required readings.

- 1) Floyd, Samuel. *The Power of Black Music: Interpreting Its History From Africa to the United States*
- 2) Jackson, Jerma. *Singing in My Soul: Black Gospel Music in a Secular Age.*
- 3) Palmer, Robert. *Deep Blues: A Musical and Cultural History, from the Mississippi Delta to Chicago's South Side to the World*
- 4) Werner, Craig Hansen. *Playing the Changes.*

Primary Texts:

- 1) Baldwin, James. *Go Tell It on the Mountain.*
Ellison, Ralph. *Invisible Man* and essays.
- 2) Johnson, James Weldon. *God's Trombones.*
- 3) Morrison, Toni. *Jazz.*
- 4) Parks, Suzan-Lori. *Getting Mother's Body.*

Course Requirements:

Attendance and Participation	15%
Collaborative Work	20%
Daily Work	10%
Critical Research Presentation	10%
Dialogic Journals	20%
Guest Speaker Responses	15%
Research Paper	30%
Prospectus	
Annotated Bibliography	
Outline	
Working Draft	
Final Draft	

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Assignment Schedule

Note: The instructor reserves the right to make changes to the schedule.

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Monday: Introduction to course and themes

Wednesday: Floyd, Introduction and Chapter One, "African Music, Religion, and Narrative"

Ellison, excerpts from "Sound and the Mainstream"

Week Two: African Music and Roots

Monday: Floyd, Chapter Two, "Transformations"

Wednesday: Floyd, Chapter Three, "Syncretization and Synthesis: Folk and Written Traditions"

Week Three: African Music and Roots

Monday: Floyd, Chapter Eleven, "Implications and Conclusions"

Guest Speaker from Music Department

Wednesday: Palmer, Chapter One, "Beginnings"

Guest Speaker Response due

Week Four: Field Hollers, Ballads, and Spirituals

Monday: Floyd, Chapter Ten, "The Object of Call-Response: The Signifyin(g) Symbol"

Wednesday: Johnson, *God's Trombones*

Week Five: Field Hollers, Ballads, and Spirituals / The Blues Impulse

Monday: Palmer, Chapter Two, "Heart like Railroad Steel"

Critical Presentation One, The Africanist Presence in African American Music and Literary Forms

Wednesday: Parks, *Getting Mother's Body*

Research Prospectus due

Week Six: The Blues Impulse

Parks, *Getting Mother's Body*

Week Seven: The Blues Impulse

Monday: Parks, *Getting Mother's Body*

Annotated Bibliography due

Wednesday: finish Parks, *Getting Mother's Body*

Critical Presentation Two, The Blues Voice and Ideology

Week Eight: Gospel, Witnessing, and Testifying

Monday: Jackson, Introduction and Chapter One, "Exuberance or Restraint"

Guest Speaker from Philosophy and Religion

Wednesday: Baldwin, *Go Tell It on the Mountain*

Guest Speaker Response due

Week Nine: Gospel, Witnessing, and Testifying

Monday: Baldwin, *Go Tell It on the Mountain*

Wednesday: Baldwin, *Go Tell It on the Mountain*
Research Paper Outline due

Week Ten: Gospel, Witnessing, and Testifying

Monday: Werner, Chapter Nine, "James Baldwin: Politics and the Gospel Impulse"

Wednesday: finish discussion of Werner chapter and *Go Tell It on the Mountain*
Critical Presentation Three, The Gospel Impulse

Week Eleven: Jazz and Pastiche

Morrison, *Jazz*

Week Twelve: Jazz and Pastiche

Morrison, *Jazz*

Wednesday: **Research Paper Working Draft due**, sign up for instructor conferences

Week Thirteen: Jazz and Pastiche

Monday: Werner, Epilogue, "Improvisations Toward a New Phrasing: West Afrocentrism, Meta-funk, and the Interiors of *Jazz*"

Wednesday: finish discussion of Werner chapter and *Jazz*
Critical Presentation Four, Jazz Structures in *Jazz*

Week Fourteen: The Lower Frequencies and the Intersection of Gospel, Jazz, and Blues

Monday: Ellison, excerpts from "Sound and the Mainstream"
Invisible Man, Prologue and Chapter One

Wednesday: Ellison, *Invisible Man*

Week Fifteen: The Lower Frequencies and the Intersection of Gospel, Jazz, and Blues

Ellison, *Invisible Man*

Week Sixteen: The Lower Frequencies and the Intersection of Gospel, Jazz, and Blues

Monday: Ellison, *Invisible Man*

Critical Presentation Five, The Simulated Autobiographical Act in Music and Literature

Wednesday: Finish discussion of *Invisible Man* and conclude course

MEMORANDUM

TO: Dr. Louis Levy, Vice President
Academic Affairs

THROUGH: Dr. Linda Calendrillo, Dean
College of Arts and Sciences

FROM: Mylan Redfern, Head
Mathematics and Computer Science

RE: Course Deactivations

DATE: March, 2008

Please deactivate the following courses. These courses have not been taught for a while and I do not anticipate offering them anytime soon.

CIT 4125 Applied Computer Networks

CS 1338 Elementary FORTRAN Programming

MATH 3080 Algebraic Structures

MATH 3140 Mathematics for Special Education Teachers

MATH 3900 Mathematical Theory of Interest

*approved
Linda Calendrillo
3/28/08*

**Request for Curriculum Change
Valdosta State University**

Choose area of change:

(Please choose from drop box)

Core Curriculum (Area A, B, C, D, E, F)

Other:

Current Catalog page number:

Proposed effective date for Curriculum Change: (Month/Year)

Degree & Program name (e.g., BFA, Art):

Program offered: Off Campus Off Campus at:

Present Requirements:

Proposed Requirements (Show changes in **BOLD**):

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

(text boxes are expandable)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Plan for Assessing Proposed Change:

[Empty text box for plan for assessing proposed change]

Approvals:

Department Head: _____ Date: _____

Dean(s)/Director(s): _____ Date: _____

College Exec. Committee: _____ Date: _____

Grad. Exec. Committee: _____ Date: _____

Academic Committee: _____ Date: _____

For VSU's SACS Liaison (Office of Strategic Research and Analysis)

Yes No

	Yes	No
Does proposed change require notification of a substantive change to SACS? (if no, stop here)	<input type="checkbox"/>	<input type="checkbox"/>
If yes; Has the department proposing the change submitted the required information to you?	<input type="checkbox"/>	<input type="checkbox"/>
Does proposed effective date meet SACS notification requirements?	<input type="checkbox"/>	<input type="checkbox"/>
Has the VPAA been notified?	<input type="checkbox"/>	<input type="checkbox"/>
SACS Liaison: _____	Date: _____	

Request for a New Course
Valdosta State University

Date of Submission: (m/d/yyyy)

Department Initiating Request:

Faculty Member Requesting:

Proposed New Course Prefix & Number:

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New course Title:

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate if Course will be: Requirement for Major or Elective Course

Indicate if course will be taught: Online

If course is online:

Does proposed new course alter the percentage of the degree program available online? Yes
As a result of this new course, how much of the program will now be available online?
less than 25%

*****If this new course is to be included in the curriculum, be sure to initiate a Curriculum
Change Form.*****

Total Contact Hours:

Lecture Hours:

Lab Hours:

Credit Hours:

Proposed Course Description: (box expands indefinitely)

Justification: *Select one or more of the following to indicate why the requested new course will be beneficial, giving your justification. Please include and/or append relevant supporting data.*
(box expands indefinitely)

<input type="checkbox"/> Improving student learning outcomes:
<input type="checkbox"/> Adopting current best practice(s) in field:
<input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies:
<input type="checkbox"/> Other:

Plans for assessing proposed course: (box expands indefinitely)

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***** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

Approvals: (Print out for signatures & dates)

Dept. Head(s) _____	Date _____
Dean(s)/Director(s) _____	Date _____
College Exec. Comm. _____	Date _____
Graduate Exec. Comm. _____	Date _____
Academic Comm. _____	Date _____

Request for a Revised Course

Valdosta State University

Date of submission:

Department initiating request:

Faculty member requesting revision:

Current course prefix and number:

Current credit hours:

Current course title:

Mark all that apply:

- Revised Title Revised course number Revised credit hours
 Revised course description Other

Semester/Term/Year to be effective:

Estimated frequency of course offering:

Indicate if revised course will be Requirement for major, or Elective course

Indicate if course will be taught: Online

If course is online:

Does proposed new course alter the percentage of the degree program available online? Yes
As a result of this new course, how much of the program will now be available online?
less than 25%

*****For the following items, complete only those items being revised.**

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for student transcript; 30 character limit):

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:

Revised Credit Hours:

Revised Course Description: (box expands indefinitely)

Justification: *Select one or more of the following to indicate why the revised course will be beneficial, giving your justification. Please include and/or append relevant supporting data.*
(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Assessment Plan: (box expands indefinitely)

Approvals: (Print out for signatures & dates)

Dept. Head(s) _____	Date _____
Dean(s)/Director(s) _____	Date _____
College Exec. Comm. _____	Date _____
Graduate Exec. Comm. _____	Date _____
Academic Comm. _____	Date _____