

Existing Program Review
ENGLISH PROGRAM
University of Arkansas at Monticello
Ten-Year Review 2016

Goals, Objectives, and Activities

Describe specific educational goals, objectives, and activities of the program.

The educational goals of the English program are designed to complement and support the overall mission of the University of Arkansas Monticello. Specifically, the learning objectives identified by the program are as follows:

Students who earn the Bachelor of Arts in English should:

1. Demonstrate the ability to write fluently, concisely, and clearly.
2. Demonstrate the ability to read literary texts analytically and critically.
3. Demonstrate good research skills.
4. Demonstrate an understanding of literary history, including literary movements and the evolutions of the genres.
5. Demonstrate knowledge of the history and structure of the English language.

The English Department's Student Learning Outcomes reflect UAM's mission in the following ways:

Student Learning Outcome 1 reflects UAM's mission to "enhance and share knowledge." Through "fluent, concise, and clear" communication, we are able to illuminate, refine, and dispense knowledge through our various contexts and communities.

Student Learning Outcome 2 reflects UAM's mission to "preserve and promote the intellectual content of society, and to educate people for critical thought." Through the development of critical, analytical faculties, and through the application of these faculties to literature, we are able to recognize, listen to, and contribute to the intellectual conversation of humankind.

Student Learning Outcome 3 reflects UAM's mission to "synthesize knowledge, communicate effectively," and to "use knowledge and technology with intelligence and responsibility." Through the development of research skills that are both deep and agile, we are able to create knowledge from diverse sources, and to use that knowledge in critical and clear approaches to all natural and human phenomena—including technology.

Student Learning Outcome 4 reflects UAM's mission to embrace the liberal arts and build foundations in general education through "contemporary disciplinary criteria." Through a strong understanding of literary history and theory, we are able to demonstrate one of the foundations of a liberal education. An English education at UAM is grounded in a critical understanding of the history and significance of established literary canons, as well as the developing contemporary landscape of literary works and cultures.

Student Learning Outcome 5 reflects UAM's mission to assure educational opportunities for diverse students. Through historical education in and continued study of the English language, we are able to see how various cultures and communities are reflected in the shape of spoken and written English today. A diversity of viewpoints are necessary to interpret the language's past and predict its future; we welcome these viewpoints at UAM.

Overall, the English program Student Learning Outcomes are vital and integral to the university mission of teaching critical and creative thinking, the ability to synthesize knowledge, and the skills necessary to communicate effectively. The English program also promotes progressive thought, an understanding of history, and an appreciation of diverse cultures.

The activities of the program include lecture and seminar classes, scholarly presentations, trips to conferences, study abroad, celebrations of student success, honor-society inductions, and publishing and editing.

Scholarly presentations: English majors completing the capstone course – Advanced Composition – are asked to present their senior papers in an end-of-the-year colloquium, to which the entire university community is invited. This event is regularly attended by English faculty and faculty from other disciplines as well as by students. All those in the audience are asked to fill out an assessment rubric for each presentation, thereby providing feedback to the individual presenters and data for English-program assessment.

Trips to conferences: English majors participate in a variety of academic conferences, including those sponsored by Alpha Chi, the honors organization for all disciplines; Sigma Tau Delta, the honors program for English majors; and the International Writing Centers Association.

- Study abroad: English majors regularly travel to England, Scotland, and Wales as part of a senior-level course.
- Celebrations: English majors participate in festivals celebrating Shakespeare's birthday, and since all English majors are required to take at least 12 credit hours of foreign language courses, many participate in the annual foreign-language festival.

- Honor-society inductions: Annual induction ceremonies are held for English majors eligible to join Alpha Chi, the international college honors society and/or Sigma Tau Delta, the international English honors society.
- Publishing and editing: All students in the English major are encouraged to take advantage of opportunities to contribute to and make presentations to the scholarly journal *Philological Review*; and/or to two literary magazines, *The Foliate Oak* and *Gravel*. Such academic experiences help prepare them for careers in demand – namely, education and communications.

Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

The English program serves the general education program by providing several required general education courses, including Composition I, Composition II, World Literature I, and World Literature II

The English program plays a critical role in the remediation of at-risk students and therefore makes a profound contribution to university retention efforts. The English program provides three remedial courses to students who are determined through test scores and writing samples to be inadequately prepared for college-level reading and writing tasks. The three courses are ENGL 113 Critical Writing Skills I, ENGL 123 Critical Reading Skills, and ENGL 133 Critical Writing Skills II.

The English department offers courses that are required by students majoring in other disciplines as well. For example, all students majoring in Forestry, as well as those majoring in many of the Business programs, are required to take Technical Writing and Communication. In addition, those majoring in middle-school education are required to take Literature for Adolescents. Students wishing to teach English in the high schools often major in English and then pursue licensure upon graduation.

The English program partners with the Communication program to offer the Professional Writing emphasis area in the Communication major. The Communication major with an emphasis in Professional Writing requires a number of courses that are taught by English faculty: Visual Rhetoric, Writing Across Contexts, Classical Rhetoric, E-Portfolio Seminar, and Writing Center Internship.

Several English faculty serve as advisors for students majoring in General Studies as well as for those majoring in English.

Document market demand and/or state/industry need for careers stemming from the program.

The English program creates exemplary communicators and critical and creative thinkers, thereby preparing our students for a variety of career opportunities. The chief employers of our graduates are the public schools, but as with all graduates in the humanities or arts, our graduates have critical and creative-thinking skills and communication skills that make them well-prepared for a wide variety of professions other than teaching, for example, real-estate, marketing, advertising, professional writing, government, public relations, and sales. Some of our graduates choose to pursue advanced degrees in areas such as Law, English, Creative Writing, and Educational Administration.

As for the public schools, there is an acute shortage of qualified teachers in Arkansas and particularly in the southeast corner of the state. The shortage is so severe that recently the UAM School of Education entered into an agreement to allow local schools to hire interns (senior-level students completing student teaching assignments) instead of long-term substitutes. The agreement allows these interns to teach for more than the 90-day period afforded to long-term substitutes, and these interns are almost always hired as full-time teachers upon the completion of their internships. Again, although these graduates are typically Education majors, several of the courses taught through the English department (for example, Introduction to Literary Studies and Advanced Grammar) are required for these majors.

Document student demand for the program.

The best illustration of student demand is the number of majors and the retention of students as indicated by the number of graduates year after year:

- 2006-2007—Majors 50; Graduates 10.
- 2007-2008—Majors 55; Graduates 8.
- 2008-2009—Majors 62; Graduates 13.
- 2009-2010—Majors 48; Graduates 16.
- 2010-2011—Majors 48; Graduates 14.
- 2011-2012—Majors 55; Graduates 11.
- 2012-2013—Majors 44; Graduates 14.
- 2013-2014—Majors 43; Graduates 8.
- 2014-2015—Majors 45; Graduates 14.
- 2015-2016—Majors 34; Graduates 8.

Student demand for the program is also seen in the creation of new tracks (specializations) such as Film Studies and Creative Writing and the popularity of new and Special Topics courses such as short story writing, creative non-fiction, classical rhetoric, and even “Writing about Zombies.”

Program courses offered by semester and enrollments

Academic Year	Fall	Spring	Summer
2015-16	Intro to CW—11 Intro Lit Studies—12 Tech Writing—54 Writing Center—8 Foliage Oak—4 Bible as Lit—12 Am Lit I—14 Brit Lit I—10 Lit for Adoles—7 Lang Study—6 Shakespeare—11 Drama as Lit—10 Adv Comp—6	Creative NF—13 Intro Lit Studies—19 Tech Writing—22 Foliage Oak—10 Hist & Dev Film—14 Classical Rhet—12 Am Lit II—12 Brit Lit II—13 Creative Writ—8 Am Novel—11 Sem Writing—5 Cont Writers—15 Adv Grammar—8 Senior Project	Tech Writing--15
2014-15	Intro to CW—14 Intro Lit Studies—15 Tech Writing—47 Foliage Oak—6 Bible as Lit—8 Am Lit I—16 Brit Lit I—12 Lit for Adoles—13 Lang Study—16 Shakespeare—18 Women in Lit—7 Drama as Lit—6 Adv Comp—7 Senior Project	Creative NF—6 Intro Lit Studies—9 Tech Writing—55 Foliage Oak—4 Hist & Dev Film—19 Am Lit II—21 Brit Lit II—18 Creative Writ—14 Brit Novel—12 Sem Writing—12 Adv Grammar—23	Tech Writing—13
2013-14	Intro to CW—13 Intro Lit Studies—12 Tech Writing—49 Foliage Oak—6 Am Lit I—12 Brit Lit I—25 Lit for Adoles—15 Lang Study—14 Shakespeare—14 Lit of South—12 Drama as Lit—7 Contemp Poetry—4 Adv Comp—9	Creative NF—8 Intro Lit Studies—8 Tech Writing—58 Foliage Oak—4 Hist & Dev Film—18 Am Lit II—14 Brit Lit II—11 Am Novel—10 Sem Writing—7 Cont Writers—17 Brit Romanticism—6 Minority Writers—4 Adv Grammar—17	Tech Writing—20 Bible as Lit—12

Academic Year	Fall	Spring	Summer
2012-13	Intro to CW—9 Intro Lit Studies—12 Tech Writing—53 Foliate Oak—4 Am Lit I—21 Brit Lit I—17 Lit for Adoles—11 Lang Study—13 Shakespeare—18 Drama as Lit—8 Women in Lit—11 Adv Comp—12 Senior Project	Creative NF—6 Intro Lit Studies—12 Tech Writing—47 Foliate Oak—3 Hist & Dev Film—18 Am Lit II—21 Brit Lit II—20 Creative Writ—11 Brit Novel—16 Minority Writers—10 Adv Grammar—19	Tech Writing—13 Bible as Lit—14
2011-12	Intro to CW—23 Intro Lit Studies—27 Tech Writing—51 Foliate Oak—7 Am Lit I—19 Brit Lit I—21 Lit for Adoles—10 Critical Theory—5 Lang Study—21 Shakespeare—17 Lit of South—20 Hemingway—6 Drama as Lit—8 Adv Comp—10	Creative NF—9 Intro Lit Studies—14 Tech Writing—48 Foliate Oak—7 Am Lit II—21 Brit Lit II—17 Am Novel—11 Modern Poetry—11 Creative Writ Grant Writing—14 Sem CW—8 Cont Writers—18 Adv Grammar—24 Senior Project	Tech Writing—13 Bible as Lit—10 King Arthur—6 Film and Lit—6

Curriculum

Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

English faculty attend and present scholarly work at several academic conferences each year such as the annual Arkansas Philological Association conference, the Mississippi Philological Conference, and conferences sponsored by the Center for Faulkner Studies. At these conferences, current trends in literary and language studies and pedagogy are discussed. Faculty, therefore, return to campus with new knowledge and methodologies to incorporate into their teaching.

The recent changes to the curriculum of Composition I and II (effective Spring 2016) are based on the recommended guidelines of the Council of Writing Program Administration, the governing body for first-year composition programs in postsecondary education. Our new learning outcomes are modeled after those offered by the CWPA. Similarly, the writing knowledge we teach students in Composition I and II match these outcomes. We teach students to negotiate variations in a variety of academic genres as well as facilitate opportunities for students to consider issues of intellectual property and plagiarism. In addition to conventions of language use, students also learn how documents are designed, documented, and circulated within their fields. This curriculum is on par with what writing programs teach across the country and with what the field of Rhetoric and Composition considers to be best practices in the teaching of writing. Our Director of Composition works to stay abreast of the current literature by way of her scholarly work and her attendance at regional and national conferences

Diversity is addressed through courses like African-American Literature and Minority Writers and Contemporary Writers. Popular trends are addressed through special-topics courses like “Genre Writing” and Writing about Zombies.”

An English faculty member serves as the Director of the UAM Center for Writing and Communication; he works to ensure that the Writing Center staff is trained in pedagogical methods in agreement with current guidelines from the International Center for Writing Centers Association.

Provide an outline for each program curriculum, including the sequence of courses.

Students majoring in English with a Concentration of Literature are required to take:

Required Courses: 30 hours

ENGL 2323 Introduction to Literary Studies
ENGL 3403 American Literature I
ENGL 3413 American Literature II
ENGL 3423 British Literature I
ENGL 3433 British Literature II
ENGL 4593 Introduction to Language Study
ENGL 4623 Shakespeare
ENGL 4753 Advanced Grammar
ENGL 4763 Advanced Composition
One of the following courses:
ENGL 4613 The British Novel
ENGL 4633 The American Novel
ENGL 4703 Contemporary Writers

In addition, these students choose 6 hours of electives chosen from the following:

ENGL 2223 Introduction to Creative Writing
ENGL 2283 World Literature I or
ENGL 2293 World Literature II (whichever one not used for
Humanities cluster requirement)
ENGL 2303 Creative Nonfiction Writing
ENGL 3253 Technical Writing
ENGL 3333 Foliate Oak Practicum
ENGL 3343 The Bible as Literature
ENGL 3353 History and Development of Film
ENGL 3453 The International Short Story
ENGL 3543 Creative Writing
ENGL 3573 Literature for Adolescents
ENGL 3583 Critical Theory and Approaches to Literature
ENGL 4613 The British Novel
ENGL 4633 The American Novel
ENGL 4663 Modern Poetry
ENGL 4733 Minority Writers
ENGL 4703 Contemporary Writers
ENGL 4713 Literature of the South
ENGL 4723 Seminar in English
ENGL 4733 Minority Writers
ENGL 4743 Film and Literature
ENGL 479V Independent Study in English

Supportive Requirements are 12 hours of one language other than English or 6 hours each in two languages other than English.

Students majoring in English with a Concentration in Creative Writing are required to take:

ENGL 2223 Introduction to Creative Writing
ENGL 2303 Creative Nonfiction Writing
ENGL 2323 Introduction to Literary Studies
ENGL 3333 Foliate Oak Practicum
ENGL 3543 Creative Writing
ENGL 4683 Seminar in Writing: Special Topics
ENGL 4703 Contemporary Writers
ENGL 4913—Senior Project in Creative Writing
ENGL 4763 Advanced Composition

In addition, Creative Writing majors are required to take two of the following courses:
ENGL 3403 American Literature I
ENGL 3413 American Literature II

ENGL 3423 British Literature I
ENGL 3433 British Literature II

In addition to these required courses, Creative Writing majors take six hours chosen from the following courses:

ENGL 2283 World Lit I or
ENGL 2293 World Lit II (whichever one not used for
Humanities cluster requirement)
ENGL 3253 Technical Writing
ENGL 3343 The Bible as Literature
ENGL 3353 History and Development of Film
ENGL 3403 American Literature I
ENGL 3413 American Literature II
ENGL 3423 British Literature I
ENGL 3433 British Literature II
ENGL 3453 The International Short Story
ENGL 3573 Literature for Adolescents
ENGL 3583 Critical Theory and Approaches to Literature
ENGL 4593 Introduction to Language Study
ENGL 4613 The British Novel
ENGL 4623 Shakespeare
ENGL 4633 The American Novel
ENGL 4663 Modern Poetry
ENGL 4713 Literature of the South
ENGL 4723 Seminar in English
ENGL 4733 Minority Writers
ENGL 4743 Film and Literature
ENGL 4753 Advanced Grammar
ENGL 479V Independent Study in English

Supportive Requirements for this major are 12 hours of one language other than English or 6 hours each in two languages other than English.

Students majoring in English with a Concentration in Film Studies are required to take the following courses:

ART 1023 Design and Color
ENGL 2323 Introduction to Literary Studies
COMM 2223 Modern Media Literacy
ENGL 3353 History and Development of Film
ENGL 4743 Film and Literature
ENGL 4763 Advanced Composition
(major project on film analysis)
Two of the following courses:

ENGL 3403 American Literature I
ENGL 3413 American Literature II
ENGL 3423 British Literature I
ENGL 3433 British Literature II
Two of the following courses:
ART 1063 3-D Design
ART 2243 Painting I
ART 2223 Ceramics I
MUS 1253 Acting in Musical Theatre I
MUS 2263 Acting in Musical Theatre II
ENGL 4683 Seminar in Writing: Special Topics (screen writing)
COMM 4623 Seminar in Speech [Rhetorical Theory]
PHIL 4633 Special Topics (Aesthetics)

In addition, these students take 9 hours of electives chosen from the following:

ENGL 2223 Introduction to Creative Writing
ENGL 2283 World Lit I or ENGL 2293 World Lit II (whichever one not used for Humanities cluster requirements)
ENGL 2303 Creative Nonfiction
ENGL 3253 Technical Writing
ENGL 3333 Foliate Oak Practicum
ENGL 3343 The Bible as Literature
ENGL 3453 The International Short Story
ENGL 3543 Creative Writing
ENGL 3573 Literature for Adolescents
ENGL 3583 Critical Theory and Approaches to Literature
ENGL 4593 Introduction to Language Study
ENGL 4623 Shakespeare
ENGL 4613 The British Novel
ENGL 4633 The American Novel
ENGL 4663 Modern Poetry
ENGL 4703 Contemporary Writers
ENGL 4713 Literature of the South
ENGL 4723 Seminar in English
ENGL 4733 Minority Writers
ENGL 46753 Advanced Grammar

Supportive Requirements are 12 hours in one language other than English or 6 hours in each of two languages other than English.

Students are required to take “gateway” courses (for example, Introduction to Literary Studies and Introduction to Creative Writing) offered in all majors prior to taking subsequent courses. In addition, English faculty advisors direct all students toward

taking courses in order of difficulty and complexity and direct students toward appropriate elective courses and minors. In their senior year, English majors take their capstone courses: Senior Project and/or Advanced Composition.

State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

University General Education Requirements for all students are:

Composition: 6 Credit Hours
ENGL 1013 Composition I and
ENGL 1023 Composition II
or
ENGL 1033 Honors Composition I and
ENGL 1043 Honors Composition II

Communication: 3 Credit Hours
Choose one of the following:
COMM 1023 Public Speaking
COMM 2283 Business and Professional Speech
COMM 2203 Interpersonal Communication

Fine Arts: 3 Credit Hours
Choose one of the following:
ART 1053 Art Appreciation
FA 1013 Fine Arts Appreciation
MUS 1113 Music Appreciation

Humanities: 3 Credit Hours
Choose one of the following:
ENGL 2283 World Literature I
ENGL 2293 World Literature II

Mathematics: 3 Credit Hours
Choose one of the following:
MATH 1003 Survey of Mathematics
MATH 1043 College Algebra
Or any MATH 1000-level or above

Social Sciences: 9 Credit Hours
Choose one of the following (3 hours):
HIST 2213 American History I
HIST 2223 American History II

PSCI 2213 American National Government
Choose two courses from two different disciplines from the following (6 hours):

ANTH 2203 Cultural Anthropology
CJ 1013 Introduction to Criminal Justice
ECON 2203 Principles of Macroeconomics
ECON 2213 Principles of Microeconomics
GEOG 2213 Geography I
GEOG 2223 Geography II
HIST 1013 Survey of Civilization I
HIST 1023 Survey of Civilization II
PSY 1013 Introduction to Psychology
SOC 2213 Introduction to Sociology
SWK 1013 Introduction to Social Work

Science with labs: 8 Credit Hours

Choose eight hours from two 3-hour lecture courses with associated 1-hour labs or two 4-hour courses with integrated labs chosen from the following disciplines:

Biological Science
Earth Science
Chemistry
Physics

Total General Education Hours: 35

Degree requirements for the English with a Concentration in Literature, English with a Concentration in Creative Writing, and English with a Concentration in Film Studies are included in the answer to Question 2.

Indicate the semester/year the major/program courses were last offered. Exclude general education courses.

All required courses in the major are offered every academic year—that is, every other semester.

Each semester's course offerings for the past five years are included in Appendix A.

Provide syllabi for discipline-specific courses and departmental objectives for each course.

Following are the Expected Student Learning Outcomes for the program:

Students who earn the Bachelor of Arts in English should:

1. Demonstrate the ability to write fluently, concisely, and clearly.
2. Demonstrate the ability to read literary texts analytically and critically.
3. Demonstrate good research skills.
4. Demonstrate an understanding of literary history, including literary movements and the evolutions of the genres.
5. Demonstrate knowledge of the history and structure of the English language.

Individual courses address specific Outcomes, which are specified on course syllabi (see Appendix B for syllabi).

Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.

New-course proposals are initiated by faculty in response to trends in the profession indicating that change is necessary to keep our students competitive in the contexts of the market place and graduate programs. Curriculum changes are also driven by program assessment data suggesting that student learning could be improved with the introduction of new courses or with the revision of content in existing courses.

Faculty members recommend that the Dean submit curriculum proposals to Academic Council and the university Curriculum and Standards Committee. Academic Council, which consists of the Provost and all Deans, approve and forward proposals to Curriculum and Standards, which consists of faculty representatives from all academic units. Upon the approval of Curriculum and Standards, proposals are presented to the university Assembly. Upon Assembly approval, proposals are sent to the Chancellor for final approval.

New courses and curriculum revisions are added to the university catalogue, the academic enrollment system, and the academic audit system by the Registrar's Office.

List courses in the proposed degree program currently offered by distance delivery.

Although all proposed courses have already been approved (none is pending), we offer courses via distance learning the following courses:

- Composition I
- Composition II
- World Literature I
- World Literature II
- Technical Writing and Communication
- Foliate Oak [magazine editing]

- Introduction to Creative Writing

Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).

Instructor-to-student and student-to-student interaction in online courses takes place via Blackboard, which provides space via discussion boards and other features. Through Blackboard, students are able to discuss questions and issues with other students. For all courses offered online, student discussion is required and assessed as part of the student's grade.

For online courses, prerequisites are the same as for courses offered face-to-face.

Examination procedures vary from course to course. In many courses, assessment is conducted via written examinations – essay, short answer, and other formats. In some cases, instructors offer students the option of oral examination. Instructors also assess student performance through in-class discussion and presentations. In many upper-level courses, student assessment is conducted through completed portfolios. Students taking online courses usually do not require students to complete an exam on campus.

Instructors respond to student assignments via Black Board. The syllabus and all other information for the course are on Blackboard. The timeline for assignments is in the syllabus. Course content exists in a range of formats: textbooks, instructor written postings, links, Word document files, PDFs, audio files, and video files.

As with on-campus students, distance education students have access to the library's print and electronic resource collections, interlibrary loan service, course reserve, research assistance with a professional librarian, research guides developed by librarians, and ARKLink, a statewide reciprocal borrowing agreement among Arkansas libraries. In addition, distance learning students may request that research materials be sent to their place of residence.

Program Faculty (full-time/adjunct/part-time)

Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and

scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

Faculty Summary:

Faculty Member	Rank	Highest Degree
Robert Moore	Professor	Ph.D., English
Diane Payne	Professor	MFA, Creative Writing
Mark Spencer	Professor and Dean	MFA, Creative Writing
Kate Stewart	Professor	Ph.D., English
Gregory Borse	Associate Professor	Ph.D., English
Sarah Bloom	Associate Professor	MFA, Creative Writing
Kay Walter	Associate Professor	Ph.D., English
Leigh Graziano	Assistant Professor	Ph.D., Rhetoric and Composition
Craig Olsen	Assistant Professor	Ph.D. Rhetoric and Composition
Claudia Hartness	Instructor	M.A., English
Betty Hendricks	Instructor	MFA, Creative Writing
Andrew Nelson	Instructor	M.A., Rhetoric and Composition
Travis Nicholson	Visiting Instructor	MFA, Creative Writing

See Appendix C for faculty curriculum vitae.

Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

The minimum requirement is a master's degree with at least 18 hours in the content area. A master's degree with all 30 or 36 hours is preferable. Ideally, part-time faculty hold a terminal MFA or doctorate.

Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

New faculty attend a number of orientation workshops during Professional Development Week in August. All faculty attend some events during Professional Development Week. All new faculty, part-time and full-time, have faculty mentors (assigned by the Dean), and the School of Arts and Humanities adheres to its "New Faculty Mentoring Program" (see Appendix D).

All full-time faculty—in accordance with Faculty Handbook policies and procedures—write an annual self-evaluation (see Appendix E) for faculty self-evaluation guidelines). They reflect upon efforts, accomplishments, and shortcomings in the areas of teaching, service, scholarship/professional development, and planning. Tenure-track and non-tenure-track faculty with fewer than 6 years of full-time experience at UAM are evaluated by 3 peer evaluators, who peruse the self-evaluation and have the opportunity look at student evaluations, syllabi, exams, paper assignments, graded papers. Peer evaluators also often observe classes (see Appendix F for Class Observation form). Each peer evaluator fills out a form titled “Annual Faculty Evaluation by Faculty Peer or Chair/Dean/Director” (see Appendix G). The Dean or his designated representative observes classes, as well as perusing the self-evaluation, student evaluations, and in some instances syllabi, exams, assignments, and/or graded papers. The faculty member receives copies of all peer and Dean evaluations and meets with the Dean and signs a copy of the Dean’s evaluation. Peer and Dean evaluations are forwarded to the Provost each year, and the Provost responds to each full-time faculty member with his own evaluation. Tenured faculty and faculty with more than 6 years of full-time experience at UAM go through the same process each year with the exceptions that they have only 1 peer evaluator and the Dean does not observe a class. Post-tenure Review takes place every 5 years, and during those years, tenured faculty have 3 peer evaluators and the Dean observes a class.

All faculty, part-time and full-time, are evaluated by their students in every class. These evaluators are perused by the Dean. Part-time faculty do not necessarily do the annual self-evaluation, but may be observed by the Dean or his designated representative at any time. Part-time faculty may also at any time receive a request for syllabi, exams, assignments, and/or graded papers.

Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

Full-time tenured or tenure-track faculty usually teach four courses or 12 credit hours per semester. Non-tenure track Instructors teach 15 hours each semester.

However, the Director for the Center of Writing and Communication and the Director of the MFA program in Creative Writing teach 6 hours.

Program Resources

Describe the institutional support available for faculty development in teaching, research, and service.

It is assumed that faculty development is primarily supported by travel to conferences and workshops and by the purchase of necessary technology. The Arts and Humanities annual M&O budget for travel and equipment and supplies is approximately \$35,000. In addition, the unit receives approximately \$6,000 in Faculty Development money specifically for travel. Other resources, such as Contingency funds from Academic Affairs and funding from the Centennial Circle, are available as well to support faculty travel and the purchase of equipment and technology.

Almost all faculty requests for travel funds to attend professional conferences and workshops are approved. Priority is given to faculty delivering papers or making presentations. All faculty have adequate computers and printers and several have additional handheld devices. Several classrooms are equipped with “Smart Room” technology, and efforts to expand the availability of such technology are persistent.

In addition, the faculty are supported by the UAM Fred Taylor Library. The UAM Library subscribes to nearly 200 scholarly journals. In addition, historical documents, reference materials, and local texts are made available. Librarians assist in research and offer support in instructing students in library use.

Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

Professional Development of Full-Time English Faculty

Faculty	Date	Meeting or Conference	Location	Cost
Mark Spencer	March 27, 2013	Presentation to New Orleans book club	New Orleans, LA	\$781.06
Jennifer Jackson	March 27, 2013	PCA/ACA Conference	Washington, DC	\$1252.86
Kay Walter	September 7, 2013	ACTELA Meeting	Conway, AR	\$67.76
Jennifer Jackson	October 9, 2013	PCA/ACA Conference	St. Louis, MO	\$1076.17
Sarah Bloom	October 24, 2013	APA Conference	Little Rock, AR	\$148.92
Greg Borse	October 24, 2013	APA Conference	Little Rock, AR	\$304.98
Kate Stewart	October 24, 2013	APA Conference	Little Rock, AR	\$415.74
Julie Platt	October 25, 2013	APA Conference	Little Rock, AR	\$312.39
Jennifer Jackson	October 25, 2013	APA Conference	Little Rock, AR	\$290.25
Kay Walter	October 26, 2013	APA Conference (with students)	Little Rock, AR	\$1092.19
Mark Spencer	October 26, 2013	Presentation w/middle school teachers	White Hall, AR	\$43.68

Faculty	Date	Meeting or Conference	Location	Cost
Mark Spencer	October 29, 2013	Presentation w/middle school teachers	Hot Springs, AR	\$93.24
Kay Walter	October 30, 2013	ACTELA Conference	Little Rock, AR	\$220.32
Kate Stewart	January 22, 2014	MS Philological Conference	Starkville, MS	\$475.09
Andrew Nelson	January 22, 2014	MS Philological Conference	Starkville, MS	\$303.22
Diane Payne	February 26, 2014	AWP Conference	Seattle, WA	\$1666.36
Julie Platt	March 6, 2014	SCWC Conference	Stillwater, OK	\$374.00
Jennifer Jackson	March 6, 2014	SCWC Conference	Stillwater, OK	\$108.96
Julie Platt	March 18, 2014	CCCC/IWCA Conference	Indianapolis, IN	\$1058.36
Jennifer Jackson	April 3, 2014	Culture Symposium	Carlinville, IL	\$386.70
Jennifer Jackson	April 16, 2014	PCA/ACA Conference	Chicago, IL	\$1114.42
Mark Spencer	May 5, 2014	Presentation w/middle school teachers	Hot Springs, AR	\$68.28
Julie Platt	June 22, 2014	IWCA Conference	Lexington, KY	\$677.90
Mark Spencer	August 23, 2014	ADHE Meeting	Little Rock, AR	\$61.36
Kay Walter	October 20, 2014	ACTELA Meeting	Conway, AR	\$63.40
Greg Borse	October 23, 2014	APA Conference	Little Rock, AR	\$162.32
Kate Stewart	October 23, 2014	APA Conference	Little Rock, AR	\$476.30
Sarah Bloom	October 23, 2014	APA Conference	Little Rock, AR	\$188.26
Kay Walter	November 5, 2014	ACC Conference	Little Rock, AR	\$224.94
Travis Nicholson	February 12, 2015	SCWCA Conference	Austin, TX	\$416.25
Julie Platt	February 12, 2015	SCWCA Conference	Austin, TX	\$450.49
Leigh Graziano	February 18, 2015	SWCW Conference	Nashville, TN	\$838.40
Julie Platt	February 18, 2015	SWCW Conference	Nashville, TN	\$404.62
Julie Platt	March 17, 2015	CCCC Conference	Tampa, FL	\$1128.20
Leigh Graziano	March 17, 2015	CCCC Conference	Tampa, FL	\$1043.53
Diane Payne	April 8, 2015	AWP Conference	Minneapolis, MN	\$1377.13
Kay Walter	May 9, 2015	Study Abroad (w/students)	Sheffield, England	\$3088.12
Leigh Graziano	July 16, 2015	Writing Program Administrators Conference	Boise, ID	\$1373.24
Mark Spencer	October 1, 2015	ADHE Meeting	Little Rock, AR	\$54.40
Julie Platt	October 6, 2015	IWCA Conference	Pittsburgh, PA	\$864.64
Travis Nicholson	October 7, 2015	IWCA Conference	Pittsburgh, PA	\$687.77
Kate Stewart	October 15, 2015	APA Conference	Jonesboro, AR	\$473.55

Faculty	Date	Meeting or Conference	Location	Cost
Andrew Nelson	October 15, 2015	APA Conference	Jonesboro, AR	\$529.96
Craig Olsen	October 23, 2015	21 st Century English Conference	Bowling Green, OH	\$428.66
Kay Walter	November 3, 2015	AR Curriculum Conference	Little Rock, AR	\$243.24
Kay Walter	November 5, 2015	Guild of St. George Conference	Sheffield, England	\$1737.38
Kay Walter	November 18, 2015	NCTE Conference	Minneapolis, MN	\$577.59
Mark Spencer	November 23, 2015	ADHE Meeting	Little Rock, AR	\$54.40
Bob Moore	December 12, 2015	Poetry Workshop/Lecture	Mexico City, Mexico	\$476.93
Mark Spencer	December 15, 2015	ADHE Meeting	Little Rock, AR	\$54.40
Mark Spencer	February 3, 2016	ADHE Meeting	Little Rock, AR	\$52.62
Craig Olsen	February 9, 2016	English Teachers Conference	Albuquerque, NM	\$1343.60
Kate Stewart	February 11, 2016	MS Philological Conference	Starkville, MS	\$471.34
Andrew Nelson	February 11, 2016	MS Philological Conference	Starkville, MS	\$259.43
Diane Payne	March 30, 2016	AWP Conference	Los Angeles, CA	\$1248.25

Provide the annual library budget for the program or describe how library resources are provided for the program.

The program has no distinct Library budget of its own. New library resources are made available through requests by the Arts and Humanities Library representative and are contingent upon Library resources. All library resources, including literary journals, research assistance, books, and other resources are made available to faculty as needed.

Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

Resources that are available to the English program include library holdings and subscriptions to a large number of academic journals. These resources are adequate to the needs of English program faculty and students, and the Library is responsive to requests for additional materials. In addition, librarians offer research assistance and support and work to make resources easily accessible.

English faculty also consider their colleagues a rich resource and often share lesson plans, methods, and research questions. Faculty share areas of interest and at times work together to produce scholarship for presentation or publication.

Instructional support is offered through a wide variety of in-service training; participation in departmental and regional workshops; and attendance at regional and national conferences (as enumerated above in item number 2 of this section), including break-out sessions.

Instructional technology includes Black Board support for online and “hybrid” classes, the latter of which are offered in an online/face-to-face combination. The university makes available “smart rooms” equipped with instructional technology. This equipment is maintained and regularly updated by the UAM IT department.

Provide a list of program equipment purchases for the past three years.

English Program Major Equipment Purchases from 01/01/2013 – 12/31/2015

<u>Date</u>	<u>Cost \$</u>	<u>Item</u>
July 2014	\$429.80	Student Tables – Writing Center
March 2015	\$3649.31	Student Laptops – Writing Center
July 2015	\$12989.59	Computer Classroom – Wells 100
September 2015	\$1586.00	Adobe InDesign & Photoshop – Wells 100

Instruction via Distance Technology

Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.

The UAM campus governance and academic approval processes are followed for any new course added to the curriculum. Any new degree program, regardless of the method of delivery (distance technology or not) must be reviewed by the faculty, approved by the academic unit dean, the Academic Council, Assembly, Chancellor, the University of Arkansas Board of Trustees, and the Arkansas Department of Higher Education Coordinating Board prior to implementation.

For an existing course to be offered via distance delivery, a Course Shell Authorization form must be completed and signed by the faculty member and approved by the academic unit dean and the Provost. Each faculty member who teaches an online course must participate in Blackboard, the campus learning management system, training offered by the UAM Office of Academic Computing prior to each fall semester, or

as the need arises. Technical assistance is provided by the Office of Academic Computing as needed/required throughout the semester and/or term.

The UAM Office of Academic Computing is responsible for the management and maintenance of the learning management system server and must communicate with the Office of Academic Affairs regarding available space/seats and other administrative concerns. Additionally, the Office of Academic Computing is responsible for providing technical assistance to the faculty who teach online courses.

Summarize the policies and procedures to keep the technology infrastructure current.

University of Arkansas at Monticello faculty and students have access to infrastructure and technology that includes intranet, Blackboard, Compressed Interactive Video, broadband Internet, and access to the online catalog, electronic books, and journals available in the Fred J. Taylor Library and Technology Center, as well as web-based mediums. Regular funding is part of an ongoing process that includes technology upgrades, software licensing, and technical support.

UAM is also in the sixth year of an eight-year plan to provide a technology infrastructure that will increase the University's academic competitiveness. This plan includes Level One technology certification for five buildings; remaining buildings on all three campuses will be upgraded to Level One within the next three years.

In the summer of 2010, UAM, a founding member of the Arkansas Research and Education Optical Network, ARE-ON, connected to the ARE-ON Network allowing access to two high-speed national networks, the Internet2 and National Lambda Rail. Completion of this project allowed UAM to collaborate with all universities and colleges that share the network as well as accessing the Internet at a much faster rate. We are currently in process of getting buildings connected.

UAM has also purchased a financial and student information software system, PeopleSoft, updating the institution's 25-year old software system, which will make secure access to campus educational and planning resources available to students via the Internet.

UAM began offering distance education courses in 1999 with WebCT, and utilized various versions of WebCT until summer 2010, when UAM changed over to Blackboard as its distance learning course management product of choice.

Summarize the procedures that assure the security of personal information.

The UAM Information Technology Department sets forth guidelines for the protection of personal information following the information security policies regulated by the State of Arkansas security recommendations. These guidelines state that UAM can only collect personal information through a secure link and with prior approval from that individual. Personal information cannot be stored on the course management system by the students and/or faculty. The Office of Academic Computing regularly scans web sites for the presence of personal information. The removal of any personal information found on the course management system is immediate. The Learning Management system (Blackboard in this case) is subject to the same security measures as all other Information Systems on the UAM campus and meets the State of Arkansas security guidelines for protecting personal information.

Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:

- Advising
- Course Registration
- Financial Aid
- Course Withdrawal
- Email Account
- Access to library Resources
- Help Desk

Online students receive the same advising support as students taking courses on-campus. Advisors are available via published contact phone numbers and email and are always ready to help students with preparing for registration.

In regard to course registration, students who are registering for only online courses are directed to contact the UAM Office of Academic Affairs for support and assistance. For financial aid for distance education students, students may complete the Free Application for Federal Student Aid (FAFSA) online and can view their financial status via WeevilNet (UAM enterprise computer portal). UAM does not currently allow students to accept aid via WeevilNet; however, that is planned for the near future. Requested verification documents, loan requests, and award acceptance letters can be submitted via mail, email or fax rather than through a personal visit.

In regard to course withdrawal, students are directed to contact the institution's director of Academic Advising for support and assistance.

Student email accounts are governed by the University Information Technology department. The UAM webpage contains links to connect to email, tutorials on using the email system, instructions for initial login, and support phone numbers to contact in the event students are unable to login to their email. Information Technology is open 8am-

4:30pm Monday-Friday for student email account problems. Online students may access library resources in the same fashion as other students. The Library website is linked off of the main UAM homepage, and provides distance education students access to Subject Guides, Library Guides, the Library catalog, an extensive list of databases, and a tool for searching magazines, newspapers, and journals for information. The Library webpage also provides contact information should students need specific services that are not linked to the main page.

The Office of Academic Computing features a Support Center, also linked off the main UAM Webpage (Blackboard link). This link allows students to access tutorials on “How to Use Blackboard” and “Problems with Blackboard” for students to reference for quick resolutions. The support page also features contact phone numbers for the Support Center, a form to complete to request assistance via email, and a “Live Chat” option where you can be directly connected to an individual in the support center for live assistance. The Office of Academic Computing also periodically offers workshops on Blackboard usage.

Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.

Support services are provided to students enrolled in distance technology courses primarily by the Office of Academic Computing. Faculty are also very helpful if it is an issue they are familiar with to help share resolutions. The Office of Academic Computing supports distance technology courses with training workshops on how to use the course management software utilized for distance courses (Blackboard at this time), online tutorials, email forms for support, and by providing contact phone numbers for the Support Center, and a web option for Live Chat with support personnel. The email form, the chat option, and direct phone calls put users in contact with support personnel who gather information about the users’ computer, Internet connection, and the problem. Using this information, support personnel will attempt to diagnose the issue and provide a timely resolution to the problem.

Describe the orientation for students enrolled in distance technology courses/programs.

Institutional policy in regard to orientation for distance technology courses is as follows (from UAM Faculty Distance Education Handbook):

“Conduct an orientation (online) in each course at the beginning of each term to ensure each student understands the requirements of the course and can access the course. Advise students of the time and energy demands of the course as well as establishing clear limits on what the course is and is not.”

Each faculty member interprets this orientation process in a slightly different manner, but all complete the requirements to ensure students understand how to use the software, view the syllabus, utilize the calendar and discussion boards, and other software features. For the Advanced Microcomputer Applications course, there is an on-campus orientation session where the instructor covers the basics of Blackboard, homework requirements, and testing dates are presented in person. Each style of orientation session presents the instructors contact information, office hours, and expectations for student performance in the course.

Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

In regard to faculty course load, again referring to the UAM Faculty Handbook, “The course load for fulltime faculty holding the rank of instructor is 15 semester credit hours. The course load for fulltime faculty holding the rank of Assistant Professor or above is 12 semester credit hours.”

Distance education courses are treated as part of faculty’s standard workload. Thus, distance technology courses are viewed the same as classroom courses in the area of workload, credit hours taught, and compensation. Faculty is given a special one-time incentive payment for development of each new online course that they teach.

In regard to ownership of intellectual property in the area of previously copyrighted materials, the UAM Distance Education faculty handbook sets forth the following guidelines for the use that all faculty must abide by:
“Under Section 107 of the copyright law (www.lcweb.loc.gov/copyright) passed in 1976, educators are given special exemptions from the law under the Fair Use Doctrine (<http://fairuse.stanford.edu>). Educators may use copyrighted works without first obtaining permission of the copyright holder, within limits. There are four criteria for determining whether copyrighted materials have been used legally under this doctrine:

- (1) Purpose and character of the use;
- (2) Nature of the materials used;
- (3) Amount and importance of the part used; and
- (4) Effect on the market of the use.

This site (www.cetus.org/fairindex.html) shows illustrations of the amounts of copyrighted work that may be used under the Fair use Doctrine.
Copyright and Online Instruction

The Technology, Education and Copyright Harmonization Act (TEACH Act) passed in 2002 expands the Fair Use Doctrine to cover distance education. Generally, exemptions

given for face-to-face instruction will apply to online instruction. Please visit the American Library Association website for more information.

Copyright Permission

The Fair Use Doctrine currently enables educators to use copyrighted materials without first seeking permission. An educator can also use any materials where copyright permission has been obtained. The following sites offer more information.

The Copyright Clearance Center (www.copyright.com) will obtain permission for educators; a fee is attached to this service.

The Copyright Management Center at Indiana University/Purdue University site has information on how to seek copyright permissions.
(http://www.iupui.edu/~webtrain/web_samples/cmc.html)

The US Copyright Office (www.lcweb.loc.gov/copyright) allows one to search a database for copyright ownership.”

In regard to course ownership of intellectual property developed by University faculty, please refer to attached Appendix F – University of Arkansas Board of Trustees Policy 210.2 regarding course ownership. In summary, this policy states that in most instances, faculty will own the copyright to material they have created, and retain the right to update, edit, or revise their work. Faculty also will receive all revenues of commercialization of content they create of their own initiative. For materials developed in regard to faculty contract employment pursuits, the University will retain the right for all revenues, but may decide to share such revenues with the developer at the discretion of the University.

Majors/Declared Students

State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.

English Majors

- 2013-14: 43
- 2014-15: 45
- 2015-16: 34

Describe strategies to recruit, retain, and graduate students.

Recruitment to the university itself and to the English program is the work of the English faculty as well as the university admissions department. Faculty regularly participate in recruitment through email messages, visits to local high schools, and participation in campus and community events. The English department works with the UAM

Educational Renewal Zone on a variety of projects designed to reach out to and benefit the English teachers and students in area high schools.

English faculty participate in the annual UAM Parent and Family Appreciation Day, Scholars' Day, and other special events on campus during which students may be recruited for the program.

Improving retention and graduation rates is a challenge faced by all colleges and universities, particularly those with open admissions policies.

The University of Arkansas at Monticello does not require a minimum ACT score for admission. To improve retention, UAM began a three-part program in 2015 to identify at-risk students and risk factors contributing to student failure and to institute programs to assist those students.

In the spring of 2016, the university developed a Student Success Plan in which the English program plans an integral and critical role (see Appendix H for a copy of the UAM Student Success Plan).

English faculty were and continue to be instrumental in the development and implementation of strategies to improve retention, having served on university committees devoted to this goal, working with colleagues in both the School of Arts and Humanities and other academic units. Faculty work hard to help students maintain the level of scholarship and participation necessary for an education. The department relies on faculty for sound advising, sound instruction, and sound assessment to ensure that quality students are retained and given the opportunity to grow.

Recruit:

Early College Classes

Adequately prepared high-school students throughout much of Arkansas have the opportunity to earn college credit for freshman composition and world literature. UAM works with the Southeast Arkansas Educational Co-op to assure that the content and standards of these courses are equivalent to UAM classes. The dean reviews syllabi each semester and evaluates Early College faculty annually.

ERZ (Education Renewal Zone) Participation

With the assistance of the Education Renewal Zone in the School of Education (<http://www.uamont.edu/education/erz/>), some English faculty conduct professional development workshops for public-school teachers, participate in cooperative activities with teachers, and visit the public schools to engage with perspective students.

Retain

UAM Center for Writing and Communication

The UAM Writing Center is staffed by undergraduate peer consultants trained to take a collaborative and facilitative approach to writing tutoring. Students who would like help with any writing assignment, and at any stage in the writing process, can make a 30- to 60-minute appointment to meet with a consultant for feedback and coaching on their writing. Students who take advantage of the Writing Center's services are encouraged to see themselves, their classes, their instructors, and their fellow students as part of a writing community that supports them and strengthens them as writers.

Hybrid Classes

To accommodate the needs and lifestyles of students we have started offering some courses that include an online component and require far less face-to-face seat time than a traditional class. Examples are ENGL 3543 Creative Writing and ENGL 4683 Seminar in Writing.

Online Courses

Ten years ago, our total online offerings consisted of one section of online composition each semester. We now offer eight sections of online composition each semester, as well as six sections of World Literature and two sections of Technical Writing.

Graduate

Coherent Rotation of Course Offerings

We adhere to a rotation of English courses that is well known to advisors and English majors, enhancing the consistent and timely progress of our students through the program:

English Major Rotation of Courses

ENGL 2223 Introduction to Creative Writing (every fall)
ENGL 2303 Creative Nonfiction (every spring)
ENGL 2323 Introduction to Literary Studies (every fall, every spring)
ENGL 3253 Technical Writing (every fall, every spring)
ENGL 3333 Foliate Oak Practicum (every fall, every spring)
ENGL 3343 The Bible as Literature (whenever needed)
ENGL 3353 History and Development of Film (spring 17, spring 19, spring 21)
ENGL 3403 American Literature I (every fall)
ENGL 3413 American Literature II (every spring)
ENGL 3423 British Literature I (every fall)
ENGL 3433 British Literature II (every spring)
ENGL 3453 The Short Story (whenever needed)
ENGL 3543 Creative Writing (spring 17, spring 19, spring 21)
ENGL 3573 Literature for Adolescents (every fall)
ENGL 3583 Critical Theory and Approaches to Literatures (whenever needed)
ENGL 4593 Introduction to Language Study (every fall)
ENGL 4613 The British Novel (spring 17, spring 19, spring 21)
ENGL 4623 Shakespeare (every fall)
ENGL 4633 The American Novel (spring 18, spring 20, spring 22)
ENGL 4663 Modern Poetry (whenever needed)

ENGL 4753 Advanced Grammar (every spring)
ENGL 4763 Advanced Composition (every fall)
ENGL 4703 Contemporary Writers (spring 18, spring 20, spring 22)
ENGL 4713 Literature of the South (whenever needed)
ENGL 4723 Seminar in English (whenever needed)
ENGL 4733 Minority Writers (whenever needed)
ENGL 4743 Film and Literature (whenever needed)
ENGL 479V Independent Study (whenever needed)
ENGL 4913 Senior Project in Creative Writing (whenever needed)

Provide the number of program graduates over the past three years.

Graduates
2013-14: 8
2014-15: 14
2015-16: 8

Program Assessment

Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

The program gathers assessment data each semester. A faculty member designated by the Dean acts as assessment facilitator—making sure, for example, that pre-tests and post-tests are administered and that portfolios are gathered, that surveys are distributed. Every three years, faculty analyze data and write an assessment report. Analysis of assessment is often the catalyst for changes in course content and/or methods and for the proposal of new courses to improve student learning.

Reports are submitted to the university assessment committee, which makes recommendations for revisions in the report and in the program's assessment processes.

Assessment reports are posted on the Arts and Humanities website:
<http://www.uamont.edu/pages/school-of-arts-humanities/resources/>

Describe program/major exit or capstone requirements.

ENGL 4763: Advanced Composition serves as the capstone course for the English major with the literature concentration. An intensive writing course, this course prepares students for graduate study and prepares them in some measure for teaching. Advanced Composition includes reading and analyzing literature texts, executing close-reading essays on those texts, and selecting one of them to augment with research. This last project, accounting for 50% of students' grades, must be fully

documented. A part of the last assignment involves public presentations to which the entire academic community is invited.

To facilitate assessment of the English major with the concentration in creative writing, students in Advanced Composition take a post-assessment test. Students in Engl 2323: Introduction to Literary Studies, the gateway course for ALL English majors, take the same test to gauge their strengths and weaknesses at the onset of their studies. In Introduction to Literary Studies, students first learn the skills—analytical reading skills, foundational literary theory, more sophisticated composition skills in the form of close-reading essays, and literary research.

Pre-tests and post-tests measure English majors' critical reading skills and knowledge of literary history. The pre-tests are administered each Fall Semester and Spring Semester in ENGL 2323 Introduction to Literary Studies. The post-tests are administered each Fall Semester in ENGL4763 Advanced Composition. The tests are scored by English faculty. (See Appendix I for copies of the tests.)

Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.

Annual performance evaluations are completed by faculty (self-evaluations and peer reviews), the dean, and upper-level administrators. Faculty are evaluated on performance in areas of scholarship, teaching, service, and professional development. Faculty and the dean regularly observe classes and provide feedback.

Students in all classes have the opportunity to do electronic student evaluations in Blackboard. The office of Academic Advisement provides the Dean with the results of the evaluations for his perusal. After a course ends, the student evaluations are forwarded to the instructor. Individual instructors make adjustments in their teaching methods, requirements, course content, and textbook selection in response to student evaluations. The Dean takes student evaluations into account in the contexts of all personnel actions (annual evaluation, retention, promotion, and tenure).

The results of faculty and program evaluations affect the curriculum in various ways. Recently, as part of ongoing program assessment, the department recognized that English majors were not as familiar with modern and contemporary writers as they were with literature from earlier eras. To address this finding, changes were made in several courses.

Over the years, ratings of Arts and Humanities faculty have consistently been on par or above the average for the UAM campus.

Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.

UAM has formed articulation agreements with several area schools. Students should contact the Office of the Registrar (870-460-1034) for additional information. Transfer students must submit ACT or SAT scores when they have not completed a transferable course in mathematics which will satisfy the general education mathematics requirement or when they have not completed one semester of a transferable course in English composition. Course credit for acceptable work is transferred, but grades are not transferred. Transfer work does not affect the UAM grade point average of a student.

Students on suspension from UAM may not transfer hours taken at any other institution during the suspension period. Other regulations affecting transfer credit are:

- Transferring students may receive credit for course work completed at an accredited post-secondary institution where a grade of “C” or higher has been earned. Credit is not awarded for course work completed at educational institutions judged not to be collegiate level.
- Generally, the University does not accept transfer credit hours in which a grade of “D” was awarded. However, requests for exceptions to this transfer credit policy may be made to the Vice Chancellor for Academic Affairs. The following regulations apply:
 - Students entering the University for the first time must make application during their first term of enrollment.
 - Six (6) credit hours with grades of “D” will be the maximum allowed.
 - Transfer hours accepted with grades of “D” will be applicable only to general education or to general electives.
- No more than six credit hours of religion will count toward the degree requirements of a major.
- A maximum of 68 credit hours may be transferred from a community, technical, or junior college. Exceptions may be made in instances where UAM has entered into articulation agreements with community, technical, or junior colleges.
- The final decision regarding transfer course equivalents to University courses will be made by the University.

Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.

The English department provides information for students in the major throughout their undergraduate careers, both informally and as part of course work. Students are encouraged to attend academic conferences at the undergraduate level and are advised regarding the availability of graduate programs.

UAM graduates are regularly accepted into graduate programs. Here are some recent graduates who have pursued graduate degrees:

- Teighlor Chaney, MAT, Teaching, University of Arkansas at Monticello
- Adam Clemons, MA, History, University Central Arkansas
- Shane Curry, MFA, Creative Writing, University of Central Arkansas
- Reagan Dye, MFA, Creative Writing, Wilkes University (PA)
- Jessica Hackett, MAT, Teaching, University of Arkansas at Monticello
- Amanda Hall, MAT, Teaching, University of Arkansas at Monticello
- Rebecca Heflin, MS, Communication, University of Arkansas at Little Rock
- Jason Higgins, MA, English, Oklahoma State University
- Megan Mixon, MAT, Teaching, University of Arkansas at Monticello
- Jordan Morgan, MAT, Teaching, University of Arkansas at Monticello
- Jasmine Nicholson, MA, English, Wilkes University (PA)
- Rachel Nicholson, MA, English, Wilkes University (PA)
- Alexis Pacheco, MFA, Creative Writing, University of Arkansas at Monticello
- Tamara Sipes, MA, English, University of Central Arkansas
- Angela Snuffer, MAT, Teaching, University of Arkansas at Monticello
- Brittany Standridge, MAT, Teaching, University of Arkansas at Monticello
- Jordan Stitch, MAT, Teaching, University of Arkansas at Monticello
- Tara Tubbs, MAT, Teaching, University of Arkansas at Monticello

Provide aggregate results of student/alumni/employer satisfaction surveys.

We have not done alumni surveys in several years. The response rate was so low that we found the data to be of little value. We have found that we do better by maintaining contact via email and social networks.

Describe how the program is aligned with the current job market needs of the state or local communities.

The English creates exemplary communicators and critical and creative thinkers, thereby preparing our students for a variety of career opportunities. The chief employers of our graduates are the public schools, but as with all graduates in the humanities or arts, our graduates have critical and creative-thinking skills and communication skills that make them well-prepared for a wide variety of professions other than teaching, for example, real-estate, marketing, advertising, professional writing, government, public relations, and sales. Some of our graduates choose to pursue advanced degrees in areas such as Law, English, Creative Writing, and Educational Administration.

As for the public schools, there is an acute shortage of qualified teachers in this area of the state. The shortage is so severe that recently the UAM Education department has entered into an agreement with local schools that hire interns (senior-level students completing student teaching assignments) instead of long-term substitutes. This allows

these interns to teach for more than the 90-day period afforded to long-term subs, and these interns are almost always hired as full-time teachers upon the completion of their internships. Again, although these graduates are typically Education majors, several of the courses taught through the English department are required for these majors.

All students in the major are encouraged to take advantage of opportunities to contribute to and make presentations to the scholarly journal *Philological Review*; and/or to two literary magazines, *The Foliate Oak* and *Gravel*. Such academic experiences help prepare them for careers in demand – naming, education and communications.

Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

The university maintains contact with graduates through the UAM Alumni Association. In addition, English faculty are in contact with graduates through email and social media. A partial list of graduates from the English program is as follows:

- Becca Bunting, teaching middle school English in Bastrop, Texas
- Jasmine Nicholson, teaching English in McGehee, Arkansas, Tara Tubbs, teaching English in Hermitage, Arkansas
- Rebecca Heflin, teaching English
- Jordan Morgan, teaching English and Theater Arts in Monticello, Arkansas
- Rachel Nicholson, teaching Technical Writing at UAM McGehee College of Technology
- Reagan Dye, teaching high school English in Dermott, Arkansas
- Alexis Pacheco, UAM Recruitment Specialist and graduate of the UAM MFA program
- Amanda Hall, teaching high school English in Crossett, Arkansas
- Brittany Standridge, teaching English in Warren, Arkansas
- Brittany Booker, junior literary agent for Corvisiero Literary Agency
- Courtney Ferrell, high school librarian in Crossett, Arkansas
- Jeffrey Trotter, teaching art in Dermott, Arkansas
- Jessica Hackett, teaching high school English in Woodlawn, Arkansas
- Jordan Stitch, teaching high school English in Crossett, Arkansas
- Megan Mixon, teaching high school English in Dermott, Arkansas
- Tamara Sipes, librarian in Conway, Arkansas
- Teighlor Chaney, teaching art in Beebe, Arkansas
- Angela Snuffer, teaching high school English in Monticello, Arkansas

Program Effectiveness (strengths, opportunities)

List the strengths of the program.

- Well qualified faculty. One hundred percent of tenure-track and tenured faculty possessed terminal degrees.
- Professionally active faculty. The majority of faculty are active in professional organizations and attend regional and/or national conferences each year.
- Highly accomplished scholars and creative writers on faculty.
- A variety of areas of expertise and scholarly perspectives. Students are exposed to a range of perspectives.
- Openness to innovation.
- Student-centered instruction.
- Pragmatic and useful program assessment.
- Good mix of generational perspectives among faculty—again, an enhancement to the range of perspectives students are exposed to.
- Good rapport between students and faculty.
- Small classes that allow for individual attention.
- International travel opportunities for students
- Program support of students attending professional meetings

List the areas of the program most in need of improvement.

- We need to give more attention to literary history.
- We need to work harder at teaching close-reading skills.
- We need to meet more often as a faculty to share best practices.
- We need to more formally prepare students for graduate school—perhaps we could offer workshops.
- We need to be more meticulous in advising students to enhance their opportunities to succeed and to complete degree requirements on time.

List program improvements accomplished over the past two years.

Over the past two years the English department has made the following improvements:

- Advanced Composition is now a required capstone course for students majoring in English, Creative Writing track. For a number of years this course has served as the capstone course for English majors in the Literature, Professional Writing, and Film Studies tracks. Now, students who specialize in Creative Writing are also required to take the course, which emphasizes scholarly analysis and research. This ensures that students majoring in the Creative Writing track are held to the same high standards as other English majors.

The requirement that Creative Writing students take the Advanced Composition course means that these students actually complete two “capstone” courses; in addition to Advanced Composition, these students are required to take English

4913, Senior Writing Project. This change was implemented to ensure that Creative Writing students receive an education that is balanced and complete.

- English 4913, Senior Writing Project, has been established and is being offered as a distinct class instead of as an independent study. This ensures consistency and excellence in this course offering.

Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

- The English department is currently working to make the English major (all tracks) a comprehensive major. Instead of completing a 36-hour major and a minor that may or may not have been related to or supportive of the major requirements, students will be required to take 45-54 hours in their major, with an additional 12 supporting hours in foreign languages. This move ensures that
 - students receive a more complete education in their field of study;
 - students are provided opportunity to take a more varied selection of elective courses; and,
 - students are better prepared for graduate programs and professional opportunities.

We hope to implement the comprehensive major Fall 2017. We foresee no new costs as a result of the change.

Institutional Review Team

List the names/departments of the self-study committee chair and committee members.

Self-Study Chair: Sarah Bloom
Committee Members: Andrew Nelson, Kate Stewart, Craig Olsen

APPENDIX A

COURSE OFFERINGS LAST FIVE YEARS WITH ENROLLMENT NUMBERS

Academic Year	Fall	Spring	Summer
2015-16	Intro to CW—11 Intro Lit Studies—12 Tech Writing—54 Writing Center—8 Foliate Oak—4 Bible as Lit—12 Am Lit I—14 Brit Lit I—10 Lit for Adoles—7 Lang Study—6 Shakespeare—11 Drama as Lit—10 Adv Comp—6	Creative NF—13 Intro Lit Studies—19 Tech Writing—22 Foliate Oak—10 Hist & Dev Film—14 Classical Rhet—12 Am Lit II—12 Brit Lit II—13 Creative Writ—8 Am Novel—11 Sem Writing—5 Cont Writers—15 Adv Grammar—8 Senior Project	Tech Writing--15
2014-15	Intro to CW—14 Intro Lit Studies—15 Tech Writing—47 Foliate Oak—6 Bible as Lit—8 Am Lit I—16 Brit Lit I—12 Lit for Adoles—13 Lang Study—16 Shakespeare—18 Women in Lit—7 Drama as Lit—6 Adv Comp—7 Senior Project	Creative NF—6 Intro Lit Studies—9 Tech Writing—55 Foliate Oak—4 Hist & Dev Film—19 Am Lit II—21 Brit Lit II—18 Creative Writ—14 Brit Novel—12 Sem Writing—12 Adv Grammar—23	Tech Writing—13
2013-14	Intro to CW—13 Intro Lit Studies—12 Tech Writing—49 Foliate Oak—6 Am Lit I—12 Brit Lit I—25 Lit for Adoles—15 Lang Study—14 Shakespeare—14 Lit of South—12	Creative NF—8 Intro Lit Studies—8 Tech Writing—58 Foliate Oak—4 Hist & Dev Film—18 Am Lit II—14 Brit Lit II—11 Am Novel—10 Sem Writing—7 Cont Writers—17	Tech Writing—20 Bible as Lit—12

Academic Year	Fall	Spring	Summer
	Drama as Lit—7 Contemp Poetry—4 Adv Comp—9	Brit Romanticism—6 Minority Writers—4 Adv Grammar—17	
2012-13	Intro to CW—9 Intro Lit Studies—12 Tech Writing—53 Foliate Oak—4 Am Lit I—21 Brit Lit I—17 Lit for Adoles—11 Lang Study—13 Shakespeare—18 Drama as Lit—8 Women in Lit—11 Adv Comp—12 Senior Project	Creative NF—6 Intro Lit Studies—12 Tech Writing—47 Foliate Oak—3 Hist & Dev Film—18 Am Lit II—21 Brit Lit II—20 Creative Writ—11 Brit Novel—16 Minority Writers—10 Adv Grammar—19	Tech Writing—13 Bible as Lit—14
2011-12	Intro to CW—23 Intro Lit Studies—27 Tech Writing—51 Foliate Oak—7 Am Lit I—19 Brit Lit I—21 Lit for Adoles—10 Critical Theory—5 Lang Study—21 Shakespeare—17 Lit of South—20 Hemingway—6 Drama as Lit—8 Adv Comp—10	Creative NF—9 Intro Lit Studies—14 Tech Writing—48 Foliate Oak—7 Am Lit II—21 Brit Lit II—17 Am Novel—11 Modern Poetry—11 Creative Writ Grant Writing—14 Sem CW—8 Cont Writers—18 Adv Grammar—24 Senior Project	Tech Writing—13 Bible as Lit—10 King Arthur—6 Film and Lit—6

APPENDIX B

Course syllabi for courses taught in the last 5 years:

ENGL 113

BASIC ENGLISH (MWF 8:10 - 9:00 & TuTh 8:10 - 9:30) SYLLABUS AND ASSIGNMENTS FOR SPRING SEMESTER 2016

Instructor: Dr. Craig Olsen (olsen@uamont.edu)
Teaching Assistant: Falon Lantrip
Office: MCB 113
Office Hours: MWF 9:00 - 11:00
TuTh: 1:00 - 2:00

REQUIRED TEXT:

- *UAM Basic English Tool Kit* (Evans/Hamilton)
- *The Pocket Wadsworth Handbook, 6th Edition*
- *Connect Access Code for Integrated Reading and Writing*, available at UAM Bookstore.
(**This MUST be purchased by Monday, January 18th.** If you have financial aid, you can use your ID card in the UAM Bookstore to purchase your books.)
- Also, any standard pocket dictionary (An actual book)

Course materials

Notebook (spiral bound or 3-ring binder, optional)
Handouts and assignments need to be kept together for Connect.

Black and blue pens

Thumb drive (required for in-class and Writing Center work)

Students must have an UAM email account.

Online Assistance: www.grammarly.com (Accessed with UAM email address).

Tutoring: The Writing Center, 113 MCB.

Course Admission: Students enrolled in this course have a score of 15 or below on the English part of the ACT.

Course Exit:

Students must make a C or higher in this course in order to take ENGL 133 Fundamentals of English for credit.

Student Learning Outcomes:

Utilizing the McGraw-Hill Connect Integrated Reading and Writing Program, students will become proficient in reading and writing skills. Students will work on a variety of assignments in the program and after an initial introductory period, the instructor will act as a facilitator for students completing the program. Students who complete the course successfully will be able to:

- Develop reading, vocabulary and study skills

- Develop effective reading and writing skills for academic success.
- Will become familiar with the experience of writing as a process (topic selection, generating ideas, narrowing a topic, drafting, revising, proofreading and editing).
- Will develop skills in sentence structure, paragraph development and short essay composition to organize an essay exhibiting a clear introductory paragraph, supporting body paragraphs and a concluding paragraph with a summary and/or conclusion.
- Will develop skills in Standard English grammar and usage to include:
 - 8 parts of speech
 - Fragments, run-ons and comma splices
 - Subject-Verb agreement
 - Pronouns: Reference, agreement and case
 - Verbs: form, tense
 - Voice shift
 - Tense shift
 - Adjectives and adverbs
 - A working vocabulary of professional and business English
- Will develop skills in determining audience and purpose in writing expressive essays.
- Will develop skills to present ideas orally in Standard English.
- Become familiar with the use of the UAM Writing Center (MCB 113) and word processing.
- Will accept constructive criticism and learn from it.

TECHNICAL SUPPORT INFORMATION:

Blackboard Assistance: Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

ATTENDANCE (UAM):

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an "Incomplete."

Rules:

- Make sure you are on time for class. If you do arrive late to class, please inform me when class is over, not during.

- Be respectful during class time. This includes:
 - ✓ Don't interrupt or talk over people.
 - ✓ Being an active listener (AKA pay attention).
 - ✓ Don't be afraid to ask questions.
 - ✓ Be prepared to answer questions as well.
 - ✓ Don't leave until you are dismissed by the instructor.
- Respect the work you do in this class.
 - ✓ Turn in work that is neat and properly formatted.
 - ✓ Do your best to minimize errors in capitalization, punctuation, and spelling.
- **Turn in work on time.** All essays must be typed and turned in on the date specified. Please be advised that **no late work will be accepted.**
- As a common courtesy to those around you, please take off your hats at the start of class.
- Once class begins, please **silence and put away all cell phones, MP3 players, and other electronic devices** and keep them away until class is over. If you have an extenuating circumstance where you need to be on call for something, please let me know **ahead of time** and we can work something out.
- While I will do my best to check my e-mail regularly throughout the day, please note that I can't check it all the time. Please send me an e-mail any time, **but try to avoid sending anything after 8pm and before 9am.** Also, I will be less likely to check my e-mail on the weekends.

ATTENDANCE (UNIVERSITY):

Since much of the value of this course comes from classroom experience, all students are required to attend all scheduled meetings. Roll will be taken every class day (sometimes out loud, sometimes not). Class begins at ten minutes after the hour Monday through Friday. Monday, Wednesday and Friday classes dismiss on the hour. Tuesday and Thursday classes will dismiss after an hour and a half. If you are not present for roll call, you will be counted absent (please see late policy earlier). There will be no excused absences except for approved attendance in UAM activities.

If you have reached a total of four absences, your grade in the class will drop by one letter grade. Once you have missed a total of five classes, you will no longer be eligible for passing this course.

ATTENDANCE/PARTICIPATION REQUIREMENTS (THIS CLASS):

Students are expected to attend class and participate in all classroom discussions and activities. Also, students are to be respectful of each other, but helpfully critical of each others' works. Everyone is expected to participate, provide helpful feedback, and turn in all assignments to the best of their abilities. Remember this is a classroom where we are all trying to learn, so be respectful of each other's time and space. If you are not being respectful to the instructor or any of the other students, you may be asked to leave and will be marked absent for the day. You may also be marked absent if you attend class but don't actually do any work.

ACADEMIC ALERT:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic

work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

ACADEMIC RESOURCES:

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

GENERAL EDUCATION TUTORIAL LAB

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

STUDENT HANDBOOK

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

STUDENTS WITH DISABILITIES:

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For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative; phone 870 364-6414; fax 870 364-5707.

FEEDBACK SCHEDULE:

E-mail is the official mode of communication for UAM, so make sure to check e-mail consistently. If you e-mail the instructor, please allow for up to 24 hours for a response. Any e-mails after 5pm will not be read until at least 8am the following morning; any e-mails sent after 5pm on Friday will not be read until at least 8am the following Monday.

Please Note: The instructor reserves the right to refuse emailed assignments from students who aren't attending class regularly.

COURSE WITHDRAWAL: If you decide to drop this course you must do so officially. You can withdraw by calling Records and Registration. Failure to officially withdrawal will result in a failing grade for the course. See an advisor before withdrawing to understand the impact on your student status and your financial aid.

STUDENT CONDUCT: In order to ensure that all students have a positive experience, **a student may not engage in any behavior which interferes with educational process** by disturbing other students or the instructor, including repeated tardiness, abusive language, or other disorderly conduct. Columbus State policy dictates that no food, drink, or guests, including children, be allowed in the classroom. Please silence all cell phones and have them put away when class has started (if you have an extenuating circumstance, please notify the instructor).

PLAGIARISM/CHEATING: Plagiarism is the intentional misrepresentation of someone else's work as your own. It doesn't matter whether the source is a friend, your parents, a website, a magazine, or a purchased paper – it's wrong. It is against college policy, departmental policy, and my policy. It should be against your personal moral policy, too.

Cheating, such as copying homework, asking someone to sign off on something you didn't do, or anything that is not representative of your own work falls under the same consequences as plagiarism.

If you ever feel like you are backed into a corner and don't have the time or ability to get an assignment finished, come see me. We'll work something out. There is NEVER an acceptable excuse for cheating.

READING ASSIGNMENTS/HOMEWORK

Reading assignments will be given along with corresponding writing assignments. It is very important that you read the selections assigned to enable you to participate in class discussions and to complete homework assignments.

QUIZZES/TESTS/WRITING ASSIGNMENTS

- Connect assignments will be recorded and will display work.
- Students will complete Connect writing assignments as well as other assignments deemed appropriate by the instructor.
- Connect examinations will be given to test mastery of individualized program.
- Connect work will be 30% of the course grade.
- Grading will be based on completion of each assignment (reading & writing), class participation, examinations and Connect and workbook assignments.

Grading Scale:

A = 90—100

B = 80 — 89

C = 70 — 79

D = 60 — 69

F = 59 and below

LATE/MAKEUP WORK:

All work is due at the beginning of class on the due date assigned. No late work will be accepted for credit. No make-up work is available for missed daily work. No extra credit work will be assigned. Special circumstances will be considered for make-up work.

GRADING:

- In class work/homework/participation: 30%
- Quizzes: 5% each for a total of 30%
(missing three of the six quizzes will result in a non-passing grade for the class)
- Connect Work: 20% total.
- Final: 20%

Schedule of Reading and Writing Assignments

(The schedule is subject to change based on written or verbal communication)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
#1 1/4 - 1/8	WINTER BREAK	WINTER BREAK	Introduction and review of the syllabus. Diagnostic essay.	Discuss reading and writing practices. Homework: Bring in a news article for Friday.	Read and analyze new articles for content.
#2 1/11 - 1/15	Being "Noun Unit." Bring <i>Basic English Tool Kit</i> every day until otherwise specified.	In class exercises.	Begin "Pronoun Unit."	In class exercises. Review nouns and pronouns for quiz.	QUIZ #1: Nouns and Pronouns.
#3 1/18 - 1/22	Martin Luther King Day: NO CLASS	Begin "Verb Unit." Discuss Connect program and begin assigning. Follow the schedule on Connect for assignments.	In class exercises. Begin "Preposition Unit." Homework: Complete Verb worksheet	In class exercises. Review verbs and prepositions for quiz.	QUIZ #2: Verbs and Prepositions.
#4 1/25 - 1/29	Begin "Adjectives and Adverbs Unit."	In class exercises.	Introduce conjunctions.	Review of adjectives, adverbs, and conjunctions for quiz.	QUIZ #3: Adjective, Adverbs, and Conjunctions.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
#5 2/1 - 2/5	Being "Creating Sentences Unit."	In class exercises.	Being "Subject-Verb Agreement Unit."	In class subject-verb agreement exercises. Review sentences and S-V for quiz.	QUIZ #4: Creating Sentences and Subject-Verb Agreement Quiz.
#6 2/8 - 2/12	Go over "Adjective and Adverbs as Modifiers." Begin "Fragment/Run-Ons Unit."	TBA	TBA	TBA	QUIZ #5: Fragments and Run-Ons.
#7 2/15 - 2/19	Begin "Vocabulary Unit."	In class exercises.	P.O.S Review	P.O.S Review Review for quiz.	QUIZ #6: Vocabulary & Parts of Speech
#8 2/22 - 2/26	Introduction of the ASSET Test	ASSET Test practice	ASSET Test practice	ASSET Test practice	FINAL: Mock ASEET Test.

ENGL 123
CRITICAL READING SKILLS
SYLLABUS AND ASSIGNMENTS FOR SPRING SEMESTER 2016

Instructor: Dr. Craig Olsen

E-Mail: olsen@uamont.edu

Office: MCB 113

Class Time: T/Th 1:00 - 2:30

REQUIRED TEXT:

Ten Steps to Advancing College Reading Skills by John Langan. 6th Ed.

CLASS DESCRIPTION:

In ENGL 123 ("Critical Reading Skills), students will expand basic reading and critical thinking skills. A variety of reading disciplines will be used for discussion, reading and writing assignments, and projects that will allow students to critique their self-knowledge and evaluate ideas. By following the projected outcomes in *Ten Steps to Advancing College Reading Skills*, students leaving "Critical Reading Skills" will have knowledge on:

1. Vocabulary and how understand unfamiliar sounding words/wording.
2. How to identify the main point (thesis) a particular piece of text.
3. How to identify supporting details and how they relate back to the main point.
4. How to identify a main idea that is not directly expressed within a text.
5. Transitions, patterns of organization, and relationships of addition and time in reading.
6. Relationships of illustration, comparison/contrast, and cause & effect in reading.
7. How to make an inference on a subject matter when it is not directly stated.
8. How to identify the purpose of a particular piece of writing (why it was written) and how to identify tone of voice within a non-verbal medium.
9. How to read, interpret, and form an opinion on an argument.
10. How to differentiate "fact" from "opinion" and how to identify logical fallacies.

This initial foray into English will hopefully act as a demonstration the abilities they can use not only in writing and/or literature courses, but in others across curriculums as well.

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ATTENDANCE/PARTICIPATION REQUIREMENTS (THIS CLASS):

Students are expected to come to class with the *Ten Steps* workbook every day (any student who is not prepared will be marked absent for the day). They are also expected/required to participate in class discussions, readings, and various other in-class and out-of-class assignments. In order to receive a passing grade, all major assignments must be completed, turned in, and accepted by the instructor.

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PLAGIARISM: Plagiarism is the intentional misrepresentation of someone else's work as your own. It doesn't matter whether the source is a friend, your parents, a website, a magazine, or a purchased paper – it's wrong. It is against college policy, departmental policy, and my policy. It should be against your personal moral policy, too.

If you ever feel like you are backed into a corner and don't have the time or ability to get an assignment finished, come see me. We'll work something out. There is NEVER an acceptable excuse for cheating.

STANDARDS AND METHODS FOR EVALUATION:

Homework/Classwork/Journals	30%
Projects (2 worth 10% each)	20%
Unit Tests (3 worth 10% each)	30%
Final Exam	20%

GRADING SCALE: 90-100 = A, 80-89 = B, 70-79 = C, 65-69 = D, Below 65 = E

MAJOR ASSIGNMENTS:

Journals: Throughout the semester, students will be asked to keep journals on what they have been reading over the course of the semester. Each journal entry needs to be one page long (double spaced, Times New Roman, size 12, standard margins) and need to be about readings done outside of class. The first half needs to be a short summary while the second half needs to be a reflection/opinion on the piece.

Vocab Project: Over the course of about a month, students will collect a list of 20 words that they come across that they initially do not know the definition. Each word must be collected in a typed list along with the definition, source of the definition, and original source of the word (the sentence it was originally found in and where the sentence was read/heard).

Outline Project: Students will read an article or a short story and create an outline of what is happening. In the outline, students need to identify the main point, supporting details, and provide an overall critical thinking based response (forming an opinion/evaluating what is read).

ASSIGNMENT SCHEDULE (all assignments are due the class after they appear on the schedule unless noted otherwise):

Note: Only major assignments are included in the syllabus. You may be asked to do other assignments and homework that are not included.

Week/Date	What We're Doing	In Class	Assignments for next week	Notes
1 / 1-07	Intro to course. Review Syllabus Intro Activities	Preview and Read "Introduction" 3-13 (in class).	Read Part One: Chapter 1. Do Review Tests 1-3	When reading chapters, this includes doing the exercises along with them and any review tests that are assigned.
2 / 1-12 & 14	T: Review and Discuss readings TH: Read Excerpt, answer questions, and discuss	T: Get started on Vocabulary Project. TH: Read "All Washed?" & Review Test 4	Do "Vocabulary in Context" Mastery Tests: 1, 3, and 5. Read Part One, Chapter 2, 55-71.	
3/ 1-19 & 21	T: Review and Discuss readings TH: Review and Discuss Readings	T: Go over chapter concepts. Read 71-80 for TH. TH: Review tests 1-3 in class.	Read "How Dual-Earner Couples Cope" 85 - 87 & do Review test 4.	
4/ 1-26 & 28	T & TH: Review and Discuss readings	T: Discuss "Dual-Earner." Give in class reading.	Read Part One: Chapter 3. Vocab Project due next Tuesday.	

Week/Date	What We're Doing	In Class	Assignments for next week	Notes
		TH: Journal #1 Assigned. Do Mastery tests 2, 4, 6		
5 / 2-02 & 04	T: Review and Discuss readings TH: Read Excerpt, answer questions, and discuss	T: Go over chapter concepts. Do Review Tests 1-3. TH: Read "No More Than Ever" and do review test 4. Do Mastery tests 1, 3, 5	Read Part One: Chapter 4. Do Review tests 1-3. Journal #1 is due on Tuesday.	
Week/Date	What We're Doing	In Class	Assignments for next week	Notes
6 / 2-9 & 11	T: Review and Discuss readings TH: Taking a unit test	T: Go over chapter concepts. Do Mastery Tests 1 & 5. TH: UNIT TEST 1 - 4	Read Part One: Chapter 5. Do Review Tests 1-3	
7 / 2-16 & 18	T: Review and Discuss readings TH: Read Excerpt, answer questions, and discuss	T: Go over chapter concepts. Do Mastery Tests 1, 3, 5. TH: Read "Soft Addictions" and do Review Test 4. Get started on Outline Project.	Read Part One: Chapter 6. Do Review Tests 1-3. Journal #2 is due on Tuesday.	
8 / 2-22 & 2-24	T: Review and Discuss readings TH: Read Excerpt, answer questions, and discuss	T: Go over chapter concepts. Do Mastery Tests 2, 4, 6. TH: "The Influence of the Self-Fulfilling	Read Part One: Chapter 7. Do Review Tests 1-3.	

Week/Date	What We're Doing	In Class	Assignments for next week	Notes
		Prophecy" and Review Test 4.		
9 / 3-01 & 03	T: Review and Discuss readings TH: Taking a unit test	T: Go over chapter concepts. Read "He Was First" and do Review Test 4. TH: UNIT TEST 5-7	Read Part One: Chapter 8. Journal #3 Due on Tuesday.	
10 / 3-08 & 10	T: Review and Discuss readings TH: Read Excerpt, answer questions, and discuss	T: Go over chapter concepts. Do Review Tests 1-3. TH: Read "Obedience: Milgram's Controversial Studies" and do Review Test 4.	Read Part One: Chapter 9. Outline project due on Tuesday.	
Week/Date	What We're Doing	In Class	Assignments for next week	Notes
11 / 3-15 & 17	T: Review and Discuss readings TH: Read Excerpt, answer questions, and discuss	T: Go over chapter concepts. Do Review Tests 1-3. TH: Read "The Professor Is a Dropout" (459) and do all questions after.	Read Part One: Chapter 10, 411-418. Read "Taming the Anger Monster" (475). Journal #4 Due on Tuesday	
12 / 3-22 & 24				Spring Break: No Class
13 / 3-29 & 31	T: Review and Discuss readings TH: Read Excerpt, answer questions, and discuss	T: Go over chapter concepts. Do "Taming the Anger Monster" questions. TH: Read "Young and Isolated" (485)	Read Part One: Chapter 10 (Rest of the Chapter). Do Review Tests 1-3.	

Week/Date	What We're Doing	In Class	Assignments for next week	Notes
		and do all questions after.		
14 / 4-05 & 07	T: Review and Discuss readings TH: Taking a unit test	T: Go over chapter concepts. Do Mastery Tests 1, 3, 6. TH: UNIT TEST 8-10.	Read "My Father's Hands" (496) and do all questions after. Journal #5 Due on Tuesday.	
15 / 4-12 & 14	T & TH: Review and Discuss readings	T: Discuss "My Father's Hands." Discuss practical applications of reading. TH: Read news articles and discuss.	Find and read news article.	
16 / 4-19 & 21	T & TH: Review and Discuss readings	T: Group work / Discussing current events. TH: Read "Motivation and Needs" and do all questions after.	Journal #6 Due on Tuesday.	
Week/Date	What We're Doing	In Class	Assignments for next week	Notes
17 / 4-26 & 28	T & TH: Review and Discuss readings	T & TH: Review for Final exam.		
18 / 5-03		FINAL EXAM		

ENGL 133
FUNDAMENTALS OF ENGLISH (MWF 8:10 - 9:00 & TuTh 8:10 - 9:30)
SYLLABUS AND ASSIGNMENTS FOR SPRING SEMESTER 2016

Instructor: Dr. Craig Olsen (olsen@uamont.edu)

Teaching Assistant: Falon Lantrip

Office: MCB 113

Office Hours: MWF 9:00 - 11:00

TuTh: 1:00 - 2:00

REQUIRED TEXT:

- *UAM Basic English Tool Kit* (Evans/Hamilton)
- *The Pocket Wadsworth Handbook, 6th Edition*
- *Connect Access Code for Integrated Reading and Writing*, available at UAM Bookstore.
(**This MUST be purchased by Monday, March 7th.** If you have financial aid, you can use your ID card in the UAM Bookstore to purchase your books.)
- Also, any standard pocket dictionary (An actual book)

Course materials

Notebook (spiral bound or 3-ring binder, optional)

Handouts and assignments need to be kept together for Connect.

Black and blue pens

Thumb drive (required for in-class and Writing Center work)

Students must have an UAM email account.

Online Assistance: www.grammarly.com (Accessed with UAM email address).

Tutoring: The Writing Center, 113 MCB.

Course Admission: Students enrolled in this course have a score of 15 or below on the English part of the ACT.

Course Exit:

Students must make a C or higher in this course in order to take ENGL 133 Fundamentals of English for credit.

Student Learning Outcomes:

Utilizing the McGraw-Hill Connect Integrated Reading and Writing Program, students will become proficient in reading and writing skills. Students will work on a variety of assignments in the program and after an initial introductory period, the instructor will act as a facilitator for students completing the program. Students who complete the course successfully will be able to:

- Develop reading, vocabulary and study skills
- Develop effective reading and writing skills for academic success.
- Will become familiar with the experience of writing as a process (topic selection, generating ideas, narrowing a topic, drafting, revising, proofreading and editing).

- Will develop skills in sentence structure, paragraph development and short essay composition to organize an essay exhibiting a clear introductory paragraph, supporting body paragraphs and a concluding paragraph with a summary and/or conclusion.
- Will develop skills in Standard English grammar and usage to include:
 - 8 parts of speech
 - Fragments, run-ons and comma splices
 - Subject-Verb agreement
 - Pronouns: Reference, agreement and case
 - Verbs: form, tense
 - Voice shift
 - Tense shift
 - Adjectives and adverbs
 - A working vocabulary of professional and business English
- Will develop skills in determining audience and purpose in writing expressive essays.
- Will develop skills to present ideas orally in Standard English.
- Become familiar with the use of the UAM Writing Center (MCB 113) and word processing.
- Will accept constructive criticism and learn from it.

TECHNICAL SUPPORT INFORMATION:

Blackboard Assistance: Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

ATTENDANCE (UAM):

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an "Incomplete."

Rules:

- Make sure you are on time for class. If you do arrive late to class, please inform me when class is over, not during.
- Be respectful during class time. This includes:
 - ✓ Don't interrupt or talk over people.
 - ✓ Being an active listener (AKA pay attention).

- ✓ Don't be afraid to ask questions.
- ✓ Be prepared to answer questions as well.
- ✓ Don't leave until you are dismissed by the instructor.
- Respect the work you do in this class.
 - ✓ Turn in work that is neat and properly formatted.
 - ✓ Do your best to minimize errors in capitalization, punctuation, and spelling.
- **Turn in work on time.** All essays must be typed and turned in on the date specified. Please be advised that **no late work will be accepted.**
- As a common courtesy to those around you, please take off your hats at the start of class.
- Once class begins, please **silence and put away all cell phones, MP3 players, and other electronic devices** and keep them away until class is over. If you have an extenuating circumstance where you need to be on call for something, please let me know **ahead of time** and we can work something out.
- While I will do my best to check my e-mail regularly throughout the day, please note that I can't check it all the time. Please send me an e-mail any time, **but try to avoid sending anything after 8pm and before 9am.** Also, I will be less likely to check my e-mail on the weekends.

ATTENDANCE (UNIVERSITY):

Since much of the value of this course comes from classroom experience, all students are required to attend all scheduled meetings. Roll will be taken every class day (sometimes out loud, sometimes not). Class begins at ten minutes after the hour Monday through Friday. Monday, Wednesday and Friday classes dismiss on the hour. Tuesday and Thursday classes will dismiss after an hour and a half. If you are not present for roll call, you will be counted absent (please see late policy earlier). There will be no excused absences except for approved attendance in UAM activities.

If you have reached a total of four absences, your grade in the class will drop by one letter grade. Once you have missed a total of five classes, you will no longer be eligible for passing this course.

ATTENDANCE/PARTICIPATION REQUIREMENTS (THIS CLASS):

Students are expected to attend class and participate in all classroom discussions and activities. Also, students are to be respectful of each other, but helpfully critical of each others' works. Everyone is expected to participate, provide helpful feedback, and turn in all assignments to the best of their abilities. Remember this is a classroom where we are all trying to learn, so be respectful of each other's time and space. If you are not being respectful to the instructor or any of the other students, you may be asked to leave and will be marked absent for the day. You may also be marked absent if you attend class but don't actually do any work.

ACADEMIC ALERT:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

ACADEMIC RESOURCES:

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

GENERAL EDUCATION TUTORIAL LAB

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

STUDENT HANDBOOK

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

STUDENTS WITH DISABILITIES:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities. It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative; phone 870 364-6414; fax 870 364-5707.

FEEDBACK SCHEDULE:

E-mail is the official mode of communication for UAM, so make sure to check e-mail consistently. If you e-mail the instructor, please allow for up to 24 hours for a response. Any e-mails after 5pm will not be read until at least 8am the following morning; any e-mails sent after 5pm on Friday will not be read until at least 8am the following Monday.

Please Note: The instructor reserves the right to refuse emailed assignments from students who aren't attending class regularly.

COURSE WITHDRAWAL: If you decide to drop this course you must do so officially. You can withdraw by calling Records and Registration. Failure to officially withdraw will result in a failing grade for the course. See an advisor before withdrawing to understand the impact on your student status and your financial aid.

STUDENT CONDUCT: In order to ensure that all students have a positive experience, **a student may not engage in any behavior which interferes with educational process** by disturbing other students or the instructor, including repeated tardiness, abusive language, or other disorderly conduct. Columbus State policy dictates that no food, drink, or guests, including children, be allowed in the classroom. Please silence all cell phones and have them put away when class has started (if you have an extenuating circumstance, please notify the instructor).

PLAGIARISM/CHEATING: Plagiarism is the intentional misrepresentation of someone else's work as your own. It doesn't matter whether the source is a friend, your parents, a website, a magazine, or a purchased paper – it's wrong. It is against college policy, departmental policy, and my policy. It should be against your personal moral policy, too.

Cheating, such as copying homework, asking someone to sign off on something you didn't do, or anything that is not representative of your own work falls under the same consequences as plagiarism.

If you ever feel like you are backed into a corner and don't have the time or ability to get an assignment finished, come see me. We'll work something out. There is NEVER an acceptable excuse for cheating.

READING ASSIGNMENTS/HOMEWORK

Reading assignments will be given along with corresponding writing assignments. It is very important that you read the selections assigned to enable you to participate in class discussions and to complete homework assignments.

QUIZZES/TESTS/WRITING ASSIGNMENTS

- Connect assignments will be recorded and will display work.
- Students will complete Connect writing assignments as well as other assignments deemed appropriate by the instructor.
- Connect examinations will be given to test mastery of individualized program.
- Connect work will be 30% of the course grade.
- Grading will be based on completion of each assignment (reading & writing), class participation, examinations and Connect and workbook assignments.

Grading Scale:

A = 90—100

B = 80 — 89

C = 70 — 79

D = 60 — 69
 F = 59 and below

LATE/MAKEUP WORK:

All work is due at the beginning of class on the due date assigned. No late work will be accepted for credit. No make-up work is available for missed daily work. No extra credit work will be assigned. Special circumstances will be considered for make-up work.

GRADING:

- In class work/homework/participation: 30%
- Quiz: 10%
- Writing Assignments: 10% each for 20% total
- Connect Work: 20% total.
- Final: 20%

Schedule of Reading and Writing Assignments
 (The schedule is subject to change based on written or verbal communication)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
#1 2/29 - 3/4	LAST DAY OF PREVIOUS SEMESTER	Go over syllabus and classroom expectations.	Begin "Building Paragraphs Unit."	In class exercises.	In class writing prompt
#2 3/7 - 3/11	Begin "Turning Thoughts into Complete Ideas Unit."	In class exercises.		TBA	TBA
#3 3/14 - 3/18	Begin "Writing as a Daily Experience Unit." Assign first writing assignment.	In class exercises.	Review basics of writing.	Review basics of writing.	QUIZ: Building Paragraphs, Turning Thoughts, and Daily Writing
#4 3/21 - 3/25	SPRING BREAK - NO CLASS				
#5 3/28 - 4/1	First writing assignment due. Introduce second writing assignment.	Brainstorming & Outlining	Writing Center trip and/or presentation.	Formatting and Works cited	Topics for second writing assignment due.
#6 4/4 - 4/8	All week workshops: Introduction paragraph.	Body paragraph (1/3)	Body paragraph (2/3)	Body paragraph (3/3)	Final paragraph
#7 4/11 - 4/15	Rough Draft Due Audience awareness exercises.	Revision workshop	Peer-Editing workshop	Reading strategies	Reading strategies
#8 4/18 - 4/22	Reading strategies	ASSET Test Review	ASSET Test Review.	ASSET Test Review	Final Draft Due

Week	Monday	Tuesday	Wednesday	Thursday	Friday
					ASSET Test Review
#9 4/25 - 4/29	WEEK OF THE ASSET TEST: Schedule TBA.				

ENGL 1013
UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF ARTS AND HUMANITIES
ENGL 1013, Section 14: Composition I
Fall 2014

COURSE INFORMATION

Course Title: Composition I

Credit Hours: 3

Course Date and Time: Tuesday & Thursday 9:40am – 11:00am

Course Location: BBC 123

INSTRUCTOR INFORMATION

Instructor: Dr. Julie Platt

Email: platt@uamont.edu

Office: 113B MCB (inside the Center for Writing and Communication)

Office Hours: Monday and Friday 9:00am – 12:00pm, Tuesday and Thursday 12:00 pm – 2:00 pm, and by appointment (*Seriously. I can almost always make time for you. Just ask!*)

COURSE DESCRIPTION

Composition I is a writing course stressing the importance of reading to build and maintain effective writing skills. This particular section of Comp I takes *writing* as its subject. Why do we write? Whom do we write for? What makes writing effective? What does and doesn't "count" as writing? What does it mean to be a writer, especially now that a large portion of our everyday writing tasks take place in digital spaces? We will explore these questions through discussion, activities, and, of course, formal and informal writing assignments.

COURSE ADMISSION AND EXIT

Students must make a C or higher in ENGL 1013 this course to advance to ENGL 1023 (Composition II).

COURSE GOALS AND OBJECTIVES

Upon completion of Comp I and II at UAM, students will be able to:

Apply Rhetorical Knowledge

- Understand the purpose, audience, and context of a variety of texts
- Understand and use appropriate voice, tone, and level of formality in a variety of writing tasks
- Understand genre, how genres shape reading and writing, and how to write in a variety of genres and rhetorical modes

Engage in Critical Thinking, Reading, and Writing

- Understand and use writing for inquiry, learning, critical thinking, and communication
- Understand the relationships among language, information, and power
- Understand themselves as parts of a writing community, and how to integrate their ideas with the ideas of others

Understand Process

- Understand writing as an open, repeated process that requires idea generation, drafting, revision, and editing at all stages
- Understand the collaborative and social aspects of the writing process
- Understand how to productively critique their own work and the work of others

Exhibit Knowledge of Conventions

- Understand and demonstrate the conventions of structure, tone, and mechanics in various genres and rhetorical modes
- Understand and practice appropriate means for documenting work
- Understand and apply the conventions of Standard Edited American English

Compose in Electronic Environments

- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases, other official databases (e.g. federal government databases), and informal electronic networks and Internet sources

REQUIRED TEXTS AND MATERIALS

- Lunsford, Andrea A. *Everyone's an Author*. New York: W.W. Norton, 2012. Print. ISBN-13 978-0393932119
- Bryant, Lizbeth, and Heather Clark. *Essays on Writing*. Harlow: Longman, 2008. Print. ISBN-13 978-0205521449
- Kirszner, Laurie G., and Stephen R. Mandell. *The Pocket Wadsworth Handbook*. 6th ed. Boston, MA: Thomson/Wadsworth, 2015. Print. ISBN-13: 978-1285426617
- A notebook that you feel comfortable writing in (and regularly tearing pages out of).
- A flash drive of at least 4GB (*can be purchased in the UAM bookstore*).

TECHNOLOGY REQUIREMENTS

In 2014, any kind of writing you might do will require you to be able to use digital technologies effectively. Thus, this course has Blackboard components. We will be doing Blackboard-based writing assignments, you will submit major projects using Blackboard, and I will be putting all essential course materials (syllabus, schedule, assignment sheets, daily PowerPoint lessons, etc.) on Blackboard as well. If you are not familiar with Blackboard (e.g. how to submit an assignment, how to use the discussion board, etc.), then you are responsible for contacting Academic Computing for support (see below). This course assumes that you have access to a computer with updated word processing software, preferably Microsoft Word. This course also assumes you have access to your UAM email address and check it daily. If you have a laptop computer and/or a smart phone that allows you to access the Internet, you may bring them to class *for use in specific activities*.

While technology makes life easier, it can also be difficult (broken flash drives, deleted work, unavailable Internet connections, Blackboard crashes, etc.). So, plan accordingly. "Blackboard was down" or "my computer died" are not acceptable reasons to blow off doing assignments. **It is in your best interest to leave extra time, especially in the first few weeks, to ensure that technology does not get in the way of your coursework.**

TECHNICAL SUPPORT INFORMATION

Issues with Blackboard:

Office of Academic Computing: phone 870-460-1663.

Open Monday-Friday, 8:00am – 4:30pm

Help Desk at fendley@uamont.edu or phone 870-460-1663.

Issues with Email:

Office of Information Technology: phone 870-460-1036.

Open Monday-Friday, 8:00am – 4:30 p.m.

Library and On-Campus Computing:

The computer section in the Library is open during regular Library hours.

For Taylor Library hours: <http://www.uamont.edu/library/>

COURSE POLICIES AND PROCEDURES

Attendance: All college writing courses, no matter what school you take them at, are interactive and require high levels of student participation. We will be completing daily activities that cannot be made up, and you will find that, in a fast-paced writing class, missing a class meeting will leave you behind. There is no official UAM policy for attendance, so you will not specifically lose points for skipping class, arriving late, or leaving early. However, I will be keeping track of your attendance for my own records. If you tell me that you're hopelessly lost, and my records show that you haven't attended class in three weeks, it will be pretty clear to both of us what happened.

If you need to miss class for a school-sponsored activity, please provide me with documentation before the absence occurs. In the case of catastrophic events or extended illnesses, we can work together to determine a way for you to successfully complete all graded assignments within a timeframe that I determine. In all cases, if you are unable to demonstrate by the end of the course that you can meet the Student Learning Outcomes, you will be unable to earn a passing grade for this course.

Late Assignments: Major projects and other graded assignments will be docked 10% for each day they are late. After any kind of assignment is seven days late, it will be recorded as a zero. There will be no exceptions to this policy unless arrangements are made **BEFORE THE DUE DATE**. This policy is intended to prepare you for the rigor of college work. **YOU MUST COMPLETE ALL MAJOR PROJECTS TO BE ELIGIBLE FOR A PASSING GRADE IN THIS COURSE.**

Contacting Your Instructor: I will use your UAM email address, and you should use mine if you'd like to email me. If you email me something, I will email you back, ordinarily within 48 hours, to tell you that I have received your message. However, if you don't receive my email reply, this means that I did not receive your message. **I answer emails Monday – Friday from 8am to 4pm. Expect a reply within 48 hours.** (FYI: If you email at, say, 3:00am expecting a reply from me at 3:15am, you will be sorely disappointed.) I hold formal office hours at the time and location listed above, but if you need to see me at a different time, please know that I am more than willing to see students by appointment.

Remind: I use a free app called Remind to communicate with students via text message alerts. It doesn't require you giving me your phone number, nor me giving you mine. It's not required, but if you check your text messages frequently, it might be useful.

To sign up, go to <https://www.remind.com/join/drpl> and enter your cell phone number. You'll then receive a text with a verification code, which you'll enter into the website. Then you just need to add a bit of information and you're all set. I send Remind messages after each class period reminding you of your homework and assignments, but you should always make sure to check our course calendar, your UAM email, and Blackboard as well.

Academic Dishonesty:

1. *Cheating*: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. *Collusion*: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. *Duplicity*: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. *Plagiarism*: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero on the assignment in question. Depending on the egregiousness of the violation, the instructor may reserve the right to fail the student for the course and report the incident.

We will be having discussions and activities early in the semester exploring plagiarism and its definitions, and how to avoid it. If at any time you have doubts about whether or not you are using your own or another's writing ethically, just ask. Don't risk making a huge mistake.

Student Conduct Statement: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

During class time your attention should be focused on communicating with your classmates and your instructor. I cannot force you to pay attention to me (that is your choice), but I do expect you to be quiet and considerate while other classmates are speaking, and to not distract them or interfere with their learning. This applies to phones, texting, iPods, Facebook, earbuds, eating and drinking, vaping, et cetera. If I determine you are doing something – anything – which is distracting, I will ask

you to stop, and reserve the right to ask you to leave if the distracting behavior continues. I expect my students to be professional. Don't do anything that you wouldn't want me to tell a potential employer in, say, a letter of recommendation.

Students with Disabilities: It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. **It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.** Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu

Final Exam Meeting: UAM requires that each class meet for a two-hour final exam period. We will meet in our regular classroom at our scheduled final exam date and time: Tuesday, December 9, 1:30pm - 3:30pm. There is no actual exam, but you will be giving your multimodal presentations.

Special Dates of Concern:

- August 22 (F): Last day to register or add classes.
- September 1 (M): Labor Day. No classes. University offices closed.
- October 29 (W): Last day to drop a class. Grade will be W.
- October 30 (H): No class session; Dr. Platt at IWCA Conference. Blackboard activity assigned.
- November 26 - 28 (W - F): No classes. Holiday.
- December 5 (F): Last day of classes. (Thursday, December 4 is OUR last day of class.)
- December 9 (T): FINAL EXAM MEETING. You must be present!

GRADES IN ENGL 1013.14

- Project 1: Narrative Composition 200 pts
- Project 2: Evaluative Composition 200 pts
- Project 3: Analytical Composition 300 pts
- Project 4: Argumentative Composition 300 pts
- Multimodal Presentation 200 pts
- Weekly Response Posts (16 @ 25 pts each) 400 pts
- Writing Notebook and Class Participation (8 @ 50 pts each) 400 pts
- TOTAL 2000 pts**

Grading Scale at UAM:

- A= 90 — 100 (1790 - 2000 pts)
- B= 80 — 89 (1590 - 1789 pts)
- C= 70 — 79 (1390 - 1589 pts)
- D= 60 — 69 (1190 - 1389 pts)
- F= 59 and below (1189 pts and below)

ASSIGNMENT DETAILS

This course will consist of the following assignments:

MAJOR PROJECTS

You will complete four (4) major projects this semester. Each of these includes three components.

1. A rough draft, which you must turn in. (25% of the project's total point value)

2. An in-class writing workshop, which you must participate in. (25% of the project's total point value)
3. A final draft, which you must turn in. (50% of the project's total point value)

Each of these components contributes to the project's final grade. For example, if you do not participate in the in-class writing workshop for Project 1, you will lose 25% of the project's total point value. That means your grade will immediately fall to 150/200 points, or 75%, a C.

Along with the final draft of each major project, you will turn in (as a separate document) a letter of reflection on the assignment addressed to me and your classmates. It should be at least 300-400 words. **You will not receive a grade without submitting this letter.** I will provide you with examples of strong reflective letters well before you turn in your final draft of your first major project.

Between receiving instructor and peer comments and turning in your final drafts of major assignments, you will have at least one week to work. The final draft of your project will be receive a letter grade and will be assessed according to a rubric that I will provide to you along with your assignment sheet.

MULTIMODAL PRESENTATION

In this project, you will transform one of your text-based essays into another form; that is, you will *remediate* one of the projects you have composed for this class already (we'll talk about what remediation is this semester). The format is up to you; you may wish to make a video, a poster, a website, a PowerPoint presentation, a digital poem, or some other kind of multimodal composition that you can present to the class in some way. You are responsible for finding a way to get "the point" of your essay across, even in a different mode or combination of modes. Your letter of reflection should articulate and justify your rhetorical choices in both content and design. As with other assignments, the presentation will receive a letter grade and will be assessed according to a rubric that I will provide to you along with the assignment sheet.

WEEKLY RESPONSE POSTS

The best way to get better at writing is to write—a lot! Therefore, you will be completing some informal writing each week in the form of graded responses that you will post to the discussion board on Blackboard. As I generally tailor these assignments to the issues and needs of individual classes, the subject and format of these response posts will vary. You will be responding to readings, ideas, issues—anything of interest that comes up in class.

There will be sixteen of these (one for each week of the semester). Each is worth 25 points, for a total of 400 points. I generally assign these at the end of class on Thursday, to be completed by the start of class time on the following Tuesday, but the dates may change (with plenty of notice from me). You will need to write 300 words per response to be eligible for full credit. I assess these responses according to a rubric, which I will provide to you.

WRITING NOTEBOOK AND CLASS PARTICIPATION

Writing can be difficult and scary; some of us do everything we can to avoid writing, and then suddenly we have a paper due in 12 hours and we haven't even started. To begin to conquer these fears and unhelpful habits, we need to practice writing every single day. This is why the largest part of your participation grade will come from your writing notebook. You will write in your notebook at least **50 words per day, every day. EVERY DAY.** Not just class days and not just weekdays; you will

write on weekends and holidays, too. You can write more than 50 words, of course, but if you write 150 words on Monday, you're not excused from writing 50 words on Tuesday and 50 words on Wednesday.

I will grade your notebooks every two weeks. On the day of submission, you and a classmate will read each other's notebooks and choose the most interesting entry for that two week period. I will collect these entries and from them select the five (5) best. I will type up and pass out the winning pieces, and each winner receives a treat, toy, or other small neat thing. To further incentivize this activity, I will be doing my daily writing right alongside you, and you're welcome to check my notebook to see if I'm being honest.

****REVISIONS OF MAJOR PROJECTS**

I want you to start thinking about writing as a process (one that you move through recursively, which we'll talk about in class). As such, I want you to take revision seriously. Revisions of final drafts are optional but encouraged. You may revise *two major projects* this semester. My revision policy is as follows:

1. You must turn your revised project no later than a week after the graded final draft was handed back to you.
2. You must also meet with me, or make an appointment with a consultant in the Center for Writing and Communication, to discuss your plan for revising your project. You may rewrite and resubmit another reflective letter, but it is not required.
3. You must submit your project **via email** to me. I will grade your revision, then average the grade on the original final draft and the revision to produce your final grade on the project.

A FINAL WORD

Some say that writing is humanity's greatest invention. If that's true, would you then expect writing to be easy? Writing is challenging for everyone—even for professionals whose job it is to write all the time (like me). It will never not be challenging, but if you practice, you will get better at it. Your willingness to take that challenge seriously is the most crucial factor in your success in this class. I will be here for you every step of the way. Good luck.

ENGL 1023
UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF ARTS AND HUMANITIES
ENGL 1023, Section 14: Composition II
(ACTS Equivalent # ENGL 1023)
Spring 2014

COURSE INFORMATION

Course Title: Composition II

Credit Hours: 3

Course Date and Time: MWF 11:10am – 12:00pm

Course Location: MCB 315

INSTRUCTOR INFORMATION

Instructor: Dr. Julie Platt

Email: platt@uamont.edu

Office: MCB 113B (inside the Writing Center)

Office Hours: Monday through Friday 11am – 1pm, and by appointment

COURSE DESCRIPTION

Composition II is designed to help you further develop your writing skills, and learn to become a better researcher. As such, it builds on skills you've acquired in Composition I. This particular section of Composition II is going to focus your major and your career path—or, if you are undeclared, a major or career that interests you. In this class, we will work to help you understand the kinds of conversations going on in your field and help you realize how you can be a part of those conversations. This class exists to help you become what you want to be.

COURSE GOALS AND OBJECTIVES

1. Students will write at least 3500 words a semester, to include 5 papers; one should be a research paper of at least 1500 words.
2. Student essays should be primarily persuasive/argumentative, but may also be critical analyses.
3. Students are expected to continue to learn and use the rules of standard, written English.
4. Students are expected to use word processing.

COURSE ADMISSION & EXIT

Completion of ENGL 1013 with a C or higher is required for course admission. Students must make a D or higher in this course to gain credit for ENGL 1023.

REQUIRED TEXTS AND MATERIALS

- *The Pocket Wadsworth Handbook*, Revised 4th edition (with 2009 MLA updates)
- Ballenger, *The Curious Researcher*, 7th edition

- A flash drive of at least 4GB (*can be purchased in the UAM bookstore*).

****The UAM Reader, while listed as a required text, is optional for this section of ENGL 1023.**

TECHNOLOGY REQUIREMENTS

College writing proficiency in 2014 requires you to be able to use digital technologies effectively. This course has Blackboard components. If you are not familiar with Blackboard (e.g. how to submit an assignment, how to use the discussion board, etc.), then you are responsible for contacting Academic Computing for support (see below). This course assumes that you have access to a computer with updated word processing software, preferably Microsoft Word. This course also assumes you have access to your UAM email address and check it daily. If you have a laptop computer, you may bring it to class. If you have a smart phone that allows you to access the Internet, you may bring it to class *for use in specific activities*.

While technology makes life easier, it can also be difficult (computer crashes, deleted work, unavailable Internet connections, etc.). So, plan accordingly. "The computer ate my homework" or "the Internet was down" are not reasons to forgo the work assigned. It is in your best interest to leave extra time, especially in the first few weeks, to ensure that technology does not get in the way of your coursework.

TECHNICAL SUPPORT INFORMATION

Issues with Blackboard:

Office of Academic Computing: phone 870-460-1663.

Open Monday-Friday, 8:00am – 4:30pm

Help Desk at fendley@uamont.edu or phone 870-460-1663.

Issues with Email:

Office of Information Technology: phone 870-460-1036.

Open Monday-Friday, 8:00am – 4:30 p.m.

Library and On-Campus Computing:

The computer section in the Library is open during regular Library hours.

For Taylor Library hours: <http://www.uamont.edu/library/>

COURSE POLICIES AND PROCEDURES

Attendance: All writing courses are interactive and require high levels of student participation. Attendance at all class sessions is expected. If you miss more than *three class periods (one week)*, your final grade for the course will be lowered **50 points** for each additional absence. I will make exceptions for university-sponsored activities, provided that you notify me well in advance and provide me with documentation of your attendance at these activities. Tardiness is disruptive and disrespectful to all participants in our course. *Coming in late and/or leaving early two times is equal to one absence.* Arriving 20 minutes late or more counts as an absence.

Late Assignments: Major projects and homework assignments will be docked 10% for each day they are late. After any kind of assignment is a week late, it will be recorded as a zero. There will be no exceptions to this policy unless arrangements are made **BEFORE THE DUE DATE**. This policy is intended to prepare you for the rigor of college work. ***You must complete all major projects to receive a passing grade in this course.***

Contacting Your Instructor: I will use your UAM email address, and you should use mine if you'd like to email me. If you email me something, I will email you back, ordinarily within 48 hours, to tell you that I have received your message. However, if you don't receive my email reply, this means that I did not receive your message. **I answer emails Monday – Friday from 8am to 4pm. Expect a reply within 48 hours.** (FYI: If you email at, say, 3:00am expecting a reply from me at 3:05am, you will be sorely disappointed.) I hold formal office hours at the time and location listed above, but if you need to see me at a different time, please know that I am more than willing to see students by appointment.

Academic Dishonesty:

2. *Cheating:* Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
5. *Collusion:* Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
6. *Duplicity:* Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
7. *Plagiarism:* Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero on the assignment in question. Depending on the egregiousness of the violation, the instructor may reserve the right to fail the student for the course and report the incident.

If you have doubts about whether or not you are using your own or another's writing ethically, just ask. We can have a productive conversation. Don't risk making a huge mistake.

Student Conduct Statement: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

During class time your attention should be focused on communicating with your classmates and your instructor. I cannot force you to pay attention to me (that is your choice), but I do expect you to be quiet and considerate while other classmates are speaking, and to not distract them or interfere with their learning. This applies to phones, texting, iPods, Facebook, earbuds, et cetera. If I determine you are doing something – anything –which is distracting, I will ask you to stop, and reserve the right to ask you to leave if the distracting behavior continues. I expect my students to be professional. Do not do anything that you wouldn't want me to tell a potential employer in, say, a letter of recommendation.

Students with Disabilities: It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. **It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.** Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu

Special Dates of Concern:

January 10 (F): Last day to register or add classes.

January 20 (M): MLK, Jr. Day. No class.

March 7 (F): Dr. Platt at SCWCA conference—Online class day.

March 19 (W): Last day to drop a Spring 2014 class.

March 21 (F): Dr. Platt at CCC conference—Online class day.

March 24-28 (M-F): Spring Break.

April 29 (T): Last day of classes. (Monday, April 28 is OUR last day of class.)

May 2 (F), 1:30pm – 3:30pm: OUR FINAL EXAM!

GRADES IN ENGL 1023.14

Discussion Board Posts (16 @ 25 pts each)	400 pts
Project 1: Academic Narrative 100 pts	
Project 2: Rhetorical Analysis of Article 100 pts	
Project 3: Annotated Bibliography 100 pts	
Project 4: Research Proposal 50 pts	

Project 5: Major Research Paper 150 pts
Participation and Preparedness 100 pts
TOTAL 1000 pts

Grading Scale:

A= 90—100 (900-1000 pts)

B= 80 — 89 (800-899 pts)

C= 70 — 79 (700-799 pts)

D= 60 — 69 (600-699 pts)

F= 59 and below (599 pts and below)

ASSIGNMENT DETAILS

This course will consist of the following assignments:

FIVE MAJOR PROJECTS

- Project 1: Academic Narrative (100 pts)
- Project 2: Rhetorical Analysis of Scholarly/Professional Article (100 pts)
- Project 3: Annotated Bibliography (100 pts)
- Project 4: Research Proposal (50 pts)
- Project 5: Major Research Paper (150 pts)

Each of these major projects—except for the research proposal—includes three components.

4. A rough draft, which you must turn in. (25%)
5. An in-class peer review workshop, which you must participate in. (25%)
6. A final draft, which you must turn in. (50%)

Each of these components contributes to the project's final grade. For example, if you do not participate in the in-class peer review workshop for Project 1, you will lose 25% of the total grade you would have earned on your project. So, if you would have earned a 95/100 on Project 1, you would only receive a 72/100.

Between receiving instructor and peer comments and turning in your final drafts of major assignments, you will have at least one week to work. The final draft of your project will be receive a letter grade and will be assessed according to a rubric that I will provide to you along with your assignment sheet.

WEEKLY DISCUSSION BOARD POSTS

The best way to get better at writing is to write—a lot! Therefore, you will be completing some informal writing each week. Some of this informal writing will come in the form of graded responses that you will post to the discussion board on Blackboard. You will be responding to readings, ideas, issues—anything of interest that comes up in class. I am generally very freeform with the topics for these and tend to shape them according to how things are going and what our needs are, but rest assured, you will be writing them!

There will be sixteen of these (one for each week of class). Each is worth 25 points, for a total of 400 points. I generally assign these at the end of class on Friday, to be completed by the start of class time on the following Wednesday, but the dates may change (with plenty of notice from me). You will need to write 300 words per response to be eligible for full credit. I assess these according to a rubric, which will be provided to you prior to me assigning the first response.

PARTICIPATION AND PREPAREDNESS

Writing courses are highly interactive and require active participation from students. I grade participation by paying close attention not only to how much you talk, but how engaging and thoughtful your comments are, and how much they push the class discussion forward. I also pay attention to how prepared you are for our class activities—and I can tell if you're not. At the midpoint of the semester, and at the end, I will assess how well you have participated in and were prepared for class according to a rubric that I will distribute early in the semester. The best classes will be the ones in which all students are engaged in what we are doing. Be engaged; get your money's worth.

REVISIONS OF MAJOR PROJECTS

I want you to start thinking about writing as a process (one that you move through recursively, which we'll talk about in class). As such, I want you to take revision seriously. Revisions of final drafts are optional but encouraged. You may revise two major projects this semester. My revision policy is as follows:

4. You must turn your revised project no later than a week after the graded final draft was handed back to you.
5. You must also meet with me to discuss your plan for revising your project.
6. Finally, the grade on the revision will be no higher than one full letter grade above the grade on final draft of that project.

A FINAL WORD

Writing is difficult. It is difficult for everyone— even for professionals whose job it is to write all the time (like me). It will never not be difficult, but if you practice, you will get better at it. Your willingness to push through the difficulty is the most crucial factor in your success in this class. I will be here for you every step of the way. Good luck.

ENGL 2223
UNIVERSITY OF ARKANSAS AT MONTICELLO
ARTS AND HUMANITIES
ENGLISH 2223: INTRODUCTION TO CREATIVE WRITING
FALL 2015 TTH 9:40 A.M.

Instructor Name: Travis Nicholson
Location of Office: Sorrells Hall 126
Instructor Phone: (870) 460-1947
Instructor Email address: Nicholson@uamont.edu

Office Hours: Mon/Wed/Fri 9:00 – 11:00 (UAM Center for Writing and Communication)/12:00 – 2:00 (office)

Course Title and Credit Hours: Introduction to Creative Writing, 3 credit hours

Course Description: This course concerns the art and craft of writing prose fiction, poetry, and plays for the stage. It takes the form of a writing workshop in which you will share your work not only with the professor but also with your classmates. Constructive criticism and other feedback will be provided. In reading your classmates original work, you will also have the opportunity to enhance your own critical reading skills.

Documented portfolio will be required.

Prerequisites: Grade of “C” or higher in ENGL 1023 or permission from instructor

Required course materials:

Oliver, Mary. A Poetry Handbook.

Spencer, Mark. Fiction Club.

Fletcher, Gregory. Shorts & Briefs.

May, Lori A. The Write Crowd.

Notebook and pen/pencil for journal and in-class assignments

*Access to a printer is required for printing copies

Student Learning Outcomes:

1. demonstrate an understanding of various forms and structures of fiction and poetry.
2. demonstrate familiarity with a variety of professional writers’ styles and voices in fiction and poetry in order to develop his or her own individual style.
3. become comfortable with the workshop process of self and group analysis and critique.
4. demonstrate knowledge of editing and revision techniques, the world of publishing, and other career-related aspects of writing.

Conduct Policy: Since this is a college course, you are expected to behave as such. Respect

the other students in the class. This includes, but is not limited to:

1. Do not interrupt a student when he or she is talking. You'll have plenty of time to say what you want to say. Healthy debate is good, but disruption will result in expulsion from class.
2. Put away your cellphone and/or any other electronics. You don't need headphones either.
3. Come to class AND come on time.
4. Remember that your work will be read by other students. If you aren't comfortable with everyone reading it, change topics.

Attendance Policy: Since much of the value of this course comes from classroom experience, all students are expected to attend and participate in all scheduled meetings. Everyone misses class now and then, but **BE WARNED, YOUR ATTENDANCE AFFECTS YOUR GRADE.**

Content Outline:

THIS IS A WORKSHOP CLASS! Class participation includes attendance, work ethic, effort, and participation in class activities, discussions, and critiques (this does not mean attendance alone). Be prepared to discuss your papers with each other.

Provisions for tests and evaluations: Due to time restraints during the semester, you must present your work and be prepared for workshopping on your assigned day. No late work can be accepted.

Final grades will be averaged once before the drop date and at the end of the term. Available points are as follows:

Creative manuscripts.....30% (10% each)

You are required to submit to the class for workshopping three manuscripts (one for each genre). All manuscripts must be typed. Grammar and mechanics do count. Be sure to make enough copies for everyone in the class, including yourself and the professor. *Three page minimum/six page maximum for each submission. Times New Roman 12 (unless the work specifically requires special font). Minimum of three poems equal one manuscript.

Critical/Craft evaluation tests.....20% (10% each)

Class participation/In-class writing.....30%

We will discuss every manuscript in class, be prepared to comment on strengths, weaknesses, likes, and dislikes. This is a constructive atmosphere. Failure to be respectful of other students' work will result in not only a lower grade, but possible removal from class.

Final Project.....20%

The final project will consist of an 8-10 page manuscript in a genre of your choosing. This project will serve as the capstone for the course.

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Special dates of concern:

September 7 – classes closed for Labor Day holiday

October 28 – Last day to drop with a “W”

November 25, 26, 27 – classes closed for Thanksgiving holiday

December 4 – last day of classes

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources: (You may exclude any section that does not apply to your class.)

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

Students with disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary

accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a grade of zero on the assignment. A second infraction will result in failure of the course and further action will be taken by the university.

ENGL 2283
UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF ARTS AND HUMANITIES
ENGLISH 2283
(ACTS Equivalent ENGL 2113)
SURVEY OF WORLD LITERATURE I
Spring 2016

Claudia P. Hartness
Office: MCB 107
Phone: 870-460-1179, 870-460-1078
Email Address: hartness@uamont.edu

Office Hours: MWF 8:30-9:00; MWF 1:00-2:00; TT 12:30-2:00; other times by appointment

Course Title and Credit Hours: ENGL 2283 (ACTS Equivalent, ENGL 2113), Survey of World Literature I, 3 credit hours

Course Description: Major periods and writers from the Classical Age to the Renaissance

Prerequisites: ENGL 1013 or ENGL 1033 and ENGL 1023 or ENGL 1043

Required Text: *Literature of the Western World*, Wilkie and Hurt, Prentice Hall, Fifth Edition, ISBN 0-13-018666-X;

Student Learning Outcomes:

1. Student demonstrates adequate knowledge (subjects, themes, characters, styles, genres, authors) of world literature for the historical period covered in course.
2. Student demonstrates ability to analyze literature.
3. Student organizes an essay or essay response on an exam into a series of coherent paragraphs, using effective transitions and avoiding digressions.
4. Student generally avoids grammatical and mechanical errors.
 1. Student uses specific examples to illustrate and support generalizations.

Statement of Policies:

Grading Scale. My grading scale is as follows: 100-90 A; 89-80 B; 79-70 C; 69-60 D. Your grade is based on a percentage of total points possible. For example, if there is a total of 1000 points during the semester, you would have to make 900 points or 90% of the total possible points to receive an A.

Attendance. Attendance is absolute mandatory. Roll will be taken each class period. Excessive absences will be reported to the Registrar. Ten points per unexcused absence will be subtracted from the semester's total possible points. This is at the discretion of the instructor. Excused absences include illness, personal or family crisis, and school related activities. It is the student's responsibility to explain the reason for the absence. Make-up work will be allowed only if the absence is excused.

Punctuality. Students are expected to be punctual or on time to class.

Work Required Per Credit Hour. A 3 credit hour course requires 135 semester hours (45 hours of academic engagement and 90 hours of preparation).

Grade Reports. UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage at <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

Cell Phones. Cell phones **MUST** be turned off and kept **out of sight** during class time.

Important Dates: January 18 – MLK Holiday; March 21 -25 – Spring Break; April 26 – Last day of class.

Students with Disabilities: It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870-460-1026; TDD 870-460-1626; Fax 879-460-1926; Email: whitingm@uamont.edu. For assistance on a College of Technology campus contact: McGehee; Office of Special Student Services representative on campus; phone 870-222-5360; Fax 870-222-1105. Crossett: Office of Special Student Services representative on campus; phone 870-364-6414; Fax 870-364-5707.

Student Conduct Statement: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

- a. Copying from another student's paper;
- b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;

- c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work with acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a grade of zero for the assignment. Typically, this will result in a grade of F for the semester.

Course Outline:

Note: Instructor reserves the right to change, delete, or add to course outline.

Unit One

Introduction – pp. 1-15

Genesis - pp. 1-15

Book of Job – pp. 91-120

Greek mythology introduction (handouts)

Test #1

Unit Two

The Iliad

The Odyssey

Test #2

Unit Three

The Oresteia

Dante

Everyman

ENGL 2293

UNIVERSITY OF ARKANSAS AT MONTICELLO

School of Arts and Humanities (FACE TO FACE) COURSE SYLLABUS

Spring 2016 – MWF 10:10 a.m.

Instructor Name:	Dr. Walter
Instructor Location of Office:	MCB 122
Instructor Phone:	870-460-1578
Instructor Email Address:	walter@uamont.edu

Office Hours: 9 to 10 and 2 to 2:30 M and W, 9:30 to 11 and 12:30 to 2 TT, 9 to 10 F or by appointment

Course Title and Credit Hours: (ACTS equivalent ENGL 2123) English 2293-01
Survey of World Literature II, three credit hours

Prerequisites: ENGL 1023 Composition II is a pre-requisite.

Course Description: This reading-intensive sophomore literature course covers important texts of literary achievement from the Renaissance to the present in English translation. The primary purpose of the course is to familiarize you with major periods and writers significant to the development of western thought. We will apply our developing understanding of the flow of literary history to the consideration of all assigned texts.

Student Learning Outcomes:

By the conclusion of the course you should be able to accomplish the following:

- demonstrate adequate knowledge (subjects, themes, characters, styles, genres, authors) of world literature for the historical period covered in course.
- demonstrate a clear ability to analyze literature.
- organize an essay or essay response on an exam into a series of coherent paragraphs, using effective transitions and avoiding digressions.
- avoid constructions that result in intrusive grammatical and mechanical errors, generally.
- use specific examples to illustrate and support generalizations in written and oral responses.

Required textbooks:

The Norton Anthology of Western Literature Volume II, Ed. Martin Puchner, Norton, 9th edition, ISBN 978-0-393-93363-5

Other Canons: A Selection of Non-Western Literary Masterpieces, Ed. Gregory Borse, Fountainhead, 1st edition, ISBN 978-1-59871-484-5

For additional textbook information, you may go to the online bookstore:

https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&langId=en_US

Technical Support Information:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

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Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library/>

Proposed UAM Attendance Policy:

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Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

Attendance Policy:

You are expected to attend all classes and scheduled meetings. If you are absent, you are responsible for all material covered in class and for any assignments due. Missing more than six meetings of this class may

constitute grounds for failure at my discretion. The last day to drop the class is Wednesday, 16 March 2016.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources:

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

UNIVERSITY TUTORING CENTER

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

STUDENT HANDBOOK

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

UNIVERSITY BEHAVIOR INTERVENTION TEAM

If you have an immediate concern about the behavior or safety of a student at UAM, help by making a referral to the University Behavior Intervention Team (UBIT). UBIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call 870-460-1454. In case of emergency please call 911.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative; phone 870 364-6414; fax 870 364-5707.

Feedback Schedule:

I am most readily available by email. Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after school on Friday until the following Monday.

Assessments:

Successful fulfillment of the course requirements includes timely completion of all daily work, active participation in class, and satisfactory results on major exams. Pop quizzes over assigned readings and class discussions can be expected without further notice, and all tests will be comprehensive. Major exams are combinations of matching, short answer, and discussion questions.

Major exams must be completed in ink, NOT IN PENCIL.

Work Required:

Academic Engagement: 44 classroom “hours” and 2 hours for final exam=46 hours

In general, you should think of this as a college-level experience with literature. I will expect you to engage with the course and the material in ways that demonstrate your willingness to learn including, but not limited to, the following activities:

Attend class

Take quizzes and all exams

Respond to questions and ideas

Focus attention on lectures and classroom activities

Contribute to class discussions

Recite assigned verse

Preparation: a minimum of 2 hours for each hour spent in class and studying for the final exam=at least 89 hours

Your teachability will be most clearly demonstrated in the thoroughness of your preparations for each class meeting. For each day of class, you will need to prepare in advance and out of class by completing activities that include, but are not limited to, the following:

Read required materials for class

Prepare papers, projects, and other assignments

Review notes and study course material assigned for test

Complete homework assigned

Investigate online resources

Consider and synthesize content into a timeline of literary history

Memorize verse for recitation

Develop questions to ask in class that will illuminate confusion

Wonder about themes, ideas, authors, and literature assigned or discussed in class

Look for opportunities to use knowledge gained in class in other areas of your life

Practice and rehearse the skills and knowledge you have mastered

Overall Total Obligation: at least 135 hours for a 3 credit course per semester

Thorough Explanation of Grading Policy:

Writing is graded holistically. Credit (or partial credit) is given for details that are relevant and correct. Homework is graded by check marks. Projects are assigned letter grades rather than numerical grades.

Late, Make-Up, and Extra Credit Work:

All work is due at the beginning of class on the due date assigned. No late work will be accepted for credit. No make-up work is available for missed daily work. No extra credit work will be assigned.

Final grades will be assigned according to these percentages:

- Recitation and Daily Work 10%
- Exam #1 30%
- Exam #2 30%
- Final Exam 30%

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Hats are not allowed in my classrooms. Cell phone use is limited to direct instruction.

Academic dishonesty:

8. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student’s paper or allowing any other student to copy yours;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor or providing materials for such use by another;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming

- examinations or the use of any such material or the provision of such material for use by another student;
- e. Substituting for another person during an examination or allowing such substitutions for oneself.
 9. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted or offering such assistance to another.
 10. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Students are expected to do their own work and document it properly.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a failing grade for the course.

Course Outline/Calendar:

The material for this course is arranged chronologically. It covers literature from the following eras and topics:

- Renaissance (especially its appearance in English-language literature)
- Neoclassicism and the long eighteenth century
- Romanticism and the nineteenth century
- Modernism and beyond

Reading Schedule:

Please be aware that this list of readings is tentative, neither static nor complete. The only way to be sure you know the reading assignment is to be in class on time. Homework will be announced and collected at the beginning of class meetings. All handouts will be discussed on the class meeting following their distribution. These handouts will constitute reading assignments additional to (not substituting for) those assignments listed below.

- | | |
|------------|--|
| 6 January | W Orientation/syllabus review and introduction to textbook |
| 8 January | F Literary History review to the Renaissance |
| 11 January | M Shakespeare and the English sonnet |

13 January	W	the contemporaries of Shakespeare
15 January	F	genres and the dawn of Neoclassicism
18 January	M	Martin Luther King, Jr. Day
20 January	W	Translations and <i>Tartuffe</i> (Molière)
22 January	F	<i>Tartuffe</i> (Molière)
25 January	M	<i>Tartuffe</i> (Molière)
27 January	W	<i>Candide</i> (Voltaire)
29 January	F	<i>Candide</i> (Voltaire)
1 February	M	<i>Candide</i> (Voltaire)
3 February	W	“The American Declaration of Independence” (Jefferson)
5 February	F	René Descartes
8 February	M	“A Modest Proposal” (Swift)
10 February	W	“A Modest Proposal” (Swift)
12 February	F	“A Modest Proposal” (Swift)
15 February	M	“Essay on Criticism” (Pope)
17 February	W	“Epistle to Dr. Arbuthnot” (Pope)
19 February	F	“Essay on Man” (Pope)
22 February	M	Thomas Gray
24 February	W	Samuel Johnson and his circle
26 February	F	Exam #1
29 February	M	William Blake and the French Revolution
2 March	W	William Wordsworth
4 March	F	William Wordsworth
7 March	M	Samuel Taylor Coleridge
9 March	W	Samuel Taylor Coleridge
11 March	F	John Keats
14 March	M	Victor Hugo
16 March	W	Romantic prose
18 March	F	Romantic developments in other genres
21 March	M	Spring Break
23 March	W	Spring Break
25 March	F	Spring Break
28 March	M	Alfred, Lord Tennyson

30 March	W Alfred, Lord Tennyson
1 April	F Robert Browning
4 April	M Robert Browning
6 April	W Pre-Raphaelitism and Medieval Revival
8 April	F Exam #2
11 April	M Fin-de-Siècle and Modernism
13 April	W T. S. Eliot
15 April	F T. S. Eliot
18 April	M French Symbolism
20 April	W Realism and Naturalism
22 April	F “The Dream of the Red Chamber” and “The American Diary of a Japanese Girl”
25 April	M Review for final exam

29 April, Friday, 1:30 to 3:30

Final Exam including recitation

Special Dates of Concern:

Exam #1	26 February
Exam #2	8 April
Final Exam	29 April
Recitation	29 April

The last day to drop the class is Wednesday, 16 March 2016.
Preregistration for summer and fall classes is 4 through 15 April.
Commencement is 6 May.

ENGL 2303
CREATIVE NONFICTION
SYLLABUS AND ASSIGNMENTS FOR SPRING SEMESTER 2016

Instructor: Dr. Craig Olsen
E-Mail: olsen@uamont.edu
Office: MCB 113
Class Time: T/Th 11:00 - 12:30

REQUIRED TEXT:

Me Talk Pretty One Day by David Sedaris
On Writing by Stephen King
Tell it Slant by Brenda Miller and Suzanne Paola. 2nd Edition

ADDITIONAL SUPPLIES

A notebook, pencils & pens, a laptop (optional), internet access, a flashdrive (optional)

CLASS DESCRIPTION:

Creative non-fiction is a course where we will be exploring creative writing that is understood, by the author and audience, to be true. During the course of the semester, we will be examining, reading, writing, and experimenting with various genres in order to get a firmer grasp on the genre of non-fiction as a whole.

TECHNICAL SUPPORT INFORMATION:

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Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

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withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an "Incomplete."

ATTENDANCE/PARTICIPATION REQUIREMENTS (THIS CLASS):

Students are expected to attend class and participate in all classroom discussions and activities. Also, students are to be respectful of each other, but helpfully critical of each others' works. Everyone is expected to participate, provide helpful feedback, and turn in all assignments to the best of their abilities.

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Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

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McGehee: Office of Special Student Services representative; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative; phone 870 364-6414; fax 870 364-5707.

FEEDBACK SCHEDULE:

E-mail is the official mode of communication for UAM, so make sure to check e-mail consistently. If you e-mail the instructor, please allow for up to 24 hours for a response. Any e-mails after 5pm will not be read until at least 8am the following morning; any e-mails sent after 5pm on Friday will not be read until at least 8am the following Monday.

Please Note: The instructor reserves the right to refuse emailed assignments from students who aren't attending class regularly.

COURSE WITHDRAWAL: If you decide to drop this course you must do so officially. You can withdraw by calling Records and Registration. Failure to officially withdraw will result in a failing grade for the course. See an advisor before withdrawing to understand the impact on your student status and your financial aid.

STUDENT CONDUCT: In order to ensure that all students have a positive experience, **a student may not engage in any behavior which interferes with educational process** by disturbing other students or the instructor, including repeated tardiness, abusive language, or other disorderly conduct. Columbus State policy dictates that no food, drink, or guests, including

children, be allowed in the classroom. Please silence all cell phones and have them put away when class has started (if you have an extenuating circumstance, please notify the instructor).

PLAGIARISM: Plagiarism is the intentional misrepresentation of someone else's work as your own. It doesn't matter whether the source is a friend, your parents, a website, a magazine, or a purchased paper – it's wrong. It is against college policy, departmental policy, and my policy. It should be against your personal moral policy, too.

If you ever feel like you are backed into a corner and don't have the time or ability to get an assignment finished, come see me. We'll work something out. There is NEVER an acceptable excuse for cheating.

STANDARDS AND METHODS FOR EVALUATION:

Homework/Classwork/Participation	20%
Student Feedback (4 worth 5% each)	20%
Projects (4 worth 10% each)	40%
Final Project	20%

GRADING SCALE: 90-100 = A, 80-89 = B, 70-79 = C, 65-69 = D, Below 65 = E

Unit 1 / Memoir

- Write about a memorable event that you witnessed or experienced. Along with explaining what happened, make sure to reflect upon what occurred and how it affected you. The event itself can be serious, sad, silly, funny, or whatever; it is absolutely important, however, that you write about an event that **you are comfortable sharing**. Other than that, the event must be true and you must be an important part of the story (protagonist, narrator, observer, etc.)
- Use standard margins, size 12 "Times New Roman" font.
- The story should be 1750 - 2000 words (the essay must be submitted electronically as a .doc or .docx file. If that is not possible, .pdf will be okay, but the .doc files are preferred).

Unit 2 / Humor & Satire

- Write a story or essay that is meant to be humorous or satirical. The subject can be over anything, but the story written needs to be an actual narrative. Humor can focus on any aspect that you find interesting and satire needs to make a clever but clearly identifiable point on a subject.
- Use standard margins, size 12 "Times New Roman" font.
- The story should be 1500 - 1750 words (the essay must be submitted electronically as a .doc or .docx file. If that is not possible, .pdf will be okay, but the .doc files are preferred).

Unit 3 / Creative Essay

- Write an essay with research involved where the goal is not so much a basic research/argument essay, but an exploration of a topic that you find interesting (while not required, you may be a part of the essay and there may be some aspects of

narrative/memoir/humor/satire involved). The idea is to create an essay that is fun/interesting for both the reader and the author.

- Use standard margins, size 12 "Times New Roman" font.
- The story should be 1250 - 1500 words (the essay must be submitted electronically as a .doc or .docx file. If that is not possible, .pdf will be okay, but the .doc files are preferred).

Unit 4 / Blog Style Post

- Write a piece that could be posted online as a blog post. The subject, once again, can be over anything. However, the style of the writing needs to be that of a blog post (including color designs, photos, videos, etc.). This project will not actually be posted online, but the idea is to have something ready to go online if you so choose (think *Buzzfeed* or *Cracked*).
- Use standard margins, size 12 "Times New Roman" font.
- The story should be 1000 - 1250 words (the essay must be submitted electronically as a .doc or .docx file. If that is not possible, .pdf will be okay, but the .doc files are preferred).

Weekly Schedule (Subject to change based on instructor's written and/or verbal confirmation)
 Assignments are due on the day they appear on the schedule.

Book Key:
Tell it Slant = TS
On Writing = OW
Me Talk Pretty One Day = MT

Week	Tuesday	Thursday
Week 1 1/5 & 1/7	Winter Break (No Class)	- Go over the syllabus - Commenting and feedback strategies
Week 2 1/12 & 1/14	TS - Ch. 1 & Ch. 13 - Discussion on memory - Discussion on writing	TS - Ch. 2 - Discussion on writing about family and friends - Discussion on ethics
Week 3 1/19 & 1/21	TS - 9 OW - Toolbox - Discussion of the personal essay.	Memoir Draft Due TS - 15 - Discussion on workshops and sharing non-fiction

Week	Tuesday	Thursday
	- Discussion on King's "Toolbox" methods	
Week 4 1/26 & 1/28	Workshop "Group A"	Workshop "Group B"
Week 5 2/2 & 2/4	Memoir - Final Due - Introduction to humor and satire	MT - Go Carolina OW - 103 to 107 & 111 to 122
Week 6 2/9 & 2/11	MT - Twelve Moments - Discussion and analysis of the reading	- Discussion on various examples of humor and satire ("Virtual Classroom")
Week 7 2/16 & 2/18	- In class "reports" on Sedaris chapters	Humor/Satire Draft Due - Further discussion on humor and satire
Week 8 2/23 & 2/25	Workshop "Group C"	Workshop "Group D"
Week 9 3/1 & 3/3	Humor/Satire Final Due - Introduction of creative essay	TS - 8 & 12 - Discussion on research - Discussion on challenges of nonfiction
Week 10 3/8 & 3/10	TS - 7 -Discussion of writing about larger issues	Creative Essay Draft Due - "Virtual Classroom" assignment.
Week 11 3/15 & 3/17	Workshop "Group E"	Workshop "Group F"
Week	Tuesday	Thursday

Week	Tuesday	Thursday
Week 12 3/22 & 3/24	SPRING BREAK (No class)	SPRING BREAK (No class)
Week 13 3/29 & 3/31	Creative Essay Final Due TS - 11 - Discussion on writing online and blogging	Final project lock in (must decide what you will be doing) OW - 253 to 270 - Discussion on King's "Postscript"
Week 14 4/5 & 4/7	OW - 271 - 291 - Discussion on King's "Further" sections	Blog Draft Due - Further discussion on writing online.
Week 15 4/12 & 4/15	Workshop "Group G"	Workshop "Group H"
Week 16 4/19 & 4/21	Blog Final Due TS - 16 - Discussion on publication opportunities	TS - Epilogue - Discussion of finality
Week 17 4/26 & 4/28	In class workshop (sharing final projects)	Exploration Project (Final) Due

Potential Workshop Groups (subject to change)

Group A (Alphabetical Order):	Group B (Alphabetical Order):
Lucy B, Nicholas B, Taylor B, Ethan D, Emma D, Alannah H, Lacey J	Joseph J, Samantha K, Christa M, April O, Timothy R, Ivy S
Group C (Dice Roll):	Group D (Dice Roll):
Alannah H, Timothy R, Ethan D, Christa M, Lucy B, Ivy S	Taylor B, Emma D, Joseph J, Lacey J, Samantha K, April O, Nicholas B
Group E (Reverse Alphabetical Order):	Group F (Reverse Alphabetical Order):
Joseph J, Samantha K, Christa M, April O, Timothy R, Ivy S	Lucy B, Nicholas B, Taylor B, Ethan D, Emma D, Alannah H, Lacey J
Group G (Reverse Dice Roll):	Group H (Reverse Dice Roll):
Taylor B, Emma D, Joseph J, Lacey J, Samantha K, April O, Nicholas B	Alannah H, Timothy R, Ethan D, Christa M, Lucy B, Ivy S

ENGL 2323

Engl 2323: Literary Studies

Office Hrs: M-F: 8 AM-9 AM; MW: 1PM-2:30PM; TTH: 8AM-9:30AM; by appointment

DR. Stewart

Office: MCB 119 A

Office Phone: 870 460-1878

E-mail: stewart@uamont.edu

Texts:

Bressler, *Literary Criticism: An Introduction to Theory and Practice*, 5th edition (Prentice Hall)

Collins, *The Woman in White* (Penguin)

Stoker, *Dracula* (Penguin)

Course Description:

Prepares students for upper-division literature courses by introducing them to the terms, critical skills, and concepts useful for advanced literary study; pre-requisites: ENGL 1013 or ENGL 1033 and ENGL 1023 or ENGL 1043.

Learning Outcomes:

Students should acquire and/or advance the following skills: increase competency in writing fluently, concisely, and clearly; gain an understanding of literary history, including literary movements, evolution of genres, and development of literary theory and critical approaches to literature; acquire research skills that are geared towards literary studies and that augment documentation skills; develop the vocabulary of literary nomenclature; cultivate a sense of professionalism and a commitment to the discipline.

Requirements and Policies:

(1) Class attendance and participation are expected and will affect for good or ill your grade. After **three** absences, your grade drops one letter with additional penalties for subsequent absences. After **six** absences, you may expect to fail the course. NOTE: The three absences are neither goals to which one aspires nor “freebies.” Rather they should cover a myriad of routine absences, be they social, professional, medical, familial, or whatever. I do not normally distinguish between “excused” and “unexcused” absences. I do accommodate absences for recognized university-related activities, provided students follow established procedures. Attendance: 10% of grade. See last page.

(2) A written question, comment, or observation for **daily** reading assignments that will be collected at the beginning of each class period. These offerings must relate to issues raised in the texts. Such remarks as “This is too hard,” “I don’t like this,” “What does this word mean?,” or “I am behind in my reading” are not acceptable. **NO MAKE-UPS; NO LATE WORK ACCEPTED.** Participation: 10% of grade. See last page.

(3)A research project on a specific topic. 10% of grade.

(4)A two-to-three page essay on an assigned topic and a two-to-three page essay on one or both of the novels. 20% of grade.

(5)A five-to-seven page essay on one or both of the novels that includes research. 50% of grade.

(6)NOTE: TO RECEIVE CREDIT FOR THE COURSE, STUDENTS MUST COMPLETE THE ENGLISH ASSESSMENT PRE-TEST.

(7)Academic Dishonesty Policy:

2. Students must not cheat examinations, quizzes, etc. This includes but is not limited to the following forms of dishonesty:
 - a. Copying from another student's paper;
 - b. Using during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaborating with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
3. Collusion involves obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
4. Duplication constitutes offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
5. Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

The penalty for any form of academic dishonesty will result in a zero on the assignment for the first offense. A second infraction will bring automatic failure in the course.

(8)Student conduct statement: UAM students should conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The students must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. **TURN OFF CELL PHONES AND ALL OTHER ELECTRONIC DEVICES DURING CLASS. AND PUT THEM AWAY: OUT OF SIGHT, OUT OF MIND.** If you must stay attached to these marvels of technology at all times, you (a) do not have time to pursue a degree and/or (b) have a bad habit that needs breaking.

Students with disabilities: It is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring

accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone: 870 460-1026; TDD: 870 460-1626; Fax: 870 460-1926.

August 20 Introduction to Course

21 Last day to add a class

25 Bressler, Chapter 1

27 Bressler, Chapter 3

September 1 **ASSESSMENT PRE-TEST**

4 Bressler, Chapter 4 (65-75)

8 Bressler, Chapter 4 (75-84)

10 Discussion on Close Readings

15 *Dracula* (7-84; Chapters 1-6)

17 *Dracula* (85-164; Chapters 7-12 [Seward's Diary]); **ESSAY #1 DUE**

22 *Dracula* (165-246; Chapters 12 {Mina to Lucy}-17)

24 *Dracula* (247-320; Chapters 18-end of novel)

29 *Dracula* (321-402; Chapters 23-end of novel)

October 1 Bressler, Chapter 6 (123-133)

6 Bressler, Chapter 6 (133-142)

8 Bressler, Chapter 7 (143-153)

13 Bressler, Chapter 7 (153-164)

15 Bressler, Chapter 8

20 Bressler, Chapter 9

22 *Woman in White* (9-84; Chapters 1-11)

27 *WW* (84-162; Chapters 12-end of Gilmore narrative)

28 **Last Day to Drop Course with a "W."**

29 *WW* (162-241; Chapters 1 [Marian's Diary]-3)

November 3 *WW* (241-316; Chapters 4-8)

5 *WW* (316-398; Chapters 9-Michelson Narrative)

10 *WW* (399-477; Chapters Several Narratives, 1-7)

12 *WW* (478-562; Chapters 8-3 of Epoch 3)

17 *WW* (562-633; Chapters 4-end of novel)

19 Introduction to Research; **Essay #2 DUE**

24 **RESEARCH PROJECT DUE**

December 1 Work on Essay #3

3 Work on Essay #3

8 **ESSAY #3 DUE by 3:30 (Essays turned in AFTER that time will be deemed LATE and DOCKED two-letter grades)**

Grading Scale for Essays:

A–Extraordinary work that more than fulfills the assignment; this essay tackles the topic in an innovative way, with a clear sense of audience and purpose, an insightful thesis, and appropriate and effective organization.

B–Clearly above-average and more than meets the requirements of the assignment; it has a clear thesis and organizational strategy; often a mere step away from the “A” paper.

C–Average work that solidly meets the requirements of the assignment; the essay has a thesis and organizational plan which demonstrate thought on the writer’s part, a generally clear style.

D–Below average work that demonstrates a serious attempt to fulfill the assignment and shows some promise but does not fully meet the requirements of the assignment.

F–Substantially below average for the assignment; it may be off-topic and may attempt to meet the requirements of the assignment, but it may have no apparent thesis.

Crucial Dates for This Course:

September 1 Assessment Pre-test
17 Essay #1 Due

October 28 Last day to drop course with a “W.”

November 18 Essay #2 Due
24 Research Project Due

December 8 Essay #3 Due (Essays turned in after 3:30 will receive a two-letter grade penalty)

ENGL 3253
UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF ARTS AND HUMANITIES
ENGL 3253: TECHNICAL WRITING AND COMMUNICATION – ONLINE
SUMMER II, 2016

Instructor Name: Travis Nicholson

Instructor Phone: 870-460-1947

Instructor Email Address: nicholson@uamont.edu

Office Hours: Tuesdays 9:00 a.m. – 1:00 p.m. in UAM Center for Writing and Communication (MCB 113)

Virtual Hours: Monday through Friday 9:00 a.m. – 4:00 p.m. *I will check Blackboard and email frequently during these times, so you can expect a timely response. I will also address questions and comments outside of this set time, but it could take up to 12 hours.

Course Title and Credit Hours: Technical Writing and Communication, 3 credit hours

Prerequisites: A grade of C or better in ENGL 1013 and ENGL 1023.

Required textbooks and materials:

Anderson, Paul. Technical Communication: A Reader-Centered Approach. 8th Edition. New York: Cengage, 2013. Print. ISBN 978-1133309819.

A flash drive for saving materials

*Internet access is required for the entirety of the course. You **MUST** have reliable internet access at all times in order to complete assignments and communicate with your professor and classmates. Access to UAM Blackboard and email will also be required.

Course Description: Technical Writing is the study and practice of how to best convey information to multiple audiences with different goals and needs. In this class we will engage in diverse forms of technical communication including basic resumes, research documents, and complex instructions.

Student Learning Outcomes:

By the conclusion of the course you should be able to:

1. Recognize the features of various genres of technical writing, especially context, purpose, and audience.
2. Communicate in a number of modes using effective and appropriate language.
3. Write assignments in clear, concise, and grammatically correct English.
4. Demonstrate basic principles of document design and visual rhetoric.
5. Research, analyze, and design complex technical information and convey it to experts and non-experts.

Course Assignments/Assessments: This course consists of FOUR major projects due on a weekly basis, as well as daily engagement on Blackboard discussion posts. A total of 1000 points will be available. No bonus points or make-up work will be offered.

Assignments are as follows:

1. Professional document packet: A cover letter, professional resume, and mock interview questionnaire corresponding to a job ad provided by the instructor. (150 points)
2. Technical instructions: A step-by-step set of instructions which accurately and completely explain a process. For example, creating a webpage, applying makeup, building or repairing something of your own design. (150 points)
3. Researched report: A report based on primary research, investigating an issue experienced by a client assigned by the instructor. (150 points)
4. Proposal project: A document proposing the resolution to the issue brought up in project 3. All aspects of writing and document design will be present. (150 points)

In addition to the projects, 100 points are available each week (400 points total) for participating in discussions on Blackboard. You are encouraged to share ideas, critique rough drafts, and discuss different perspectives on weekly tasks. Regular, DAILY engagement insures maximum points.

Special Dates of Concern:

July 5th: First day of class

July 13th: PROJECT 1 DUE

July 20th: PROJECT 2 DUE

July 27th: PROJECT 3 DUE

July 28th: Last day to drop Summer II class with a "W"

August 3rd: PROJECT 4 DUE / Last day of class

UAM Attendance Policy:

Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper

notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

You are expected to check Blackboard and your email every weekday should someone need to contact you. You will be responsible for making daily comments on the discussion boards as well as submitting major assignments each Wednesday.

Discussion Boards:

“Discussion” does not mean a two word response or repeating what someone has already said. Your posts should be a unique perspective on the topic or further the discussion in a meaningful, insightful way. Responses will be respectful and orderly, otherwise you may be removed from the class.

Feedback Schedule:

Feedback to discussion board posts will be daily Monday – Friday. Feedback on major projects turned in Wednesday will be graded and commented on by the following Friday.

Method of Delivering Assignments:

Microsoft Word or rich text format is required. Small assignments and/or discussion posts should be sent via Blackboard. Major projects can be sent to my email as an attachment. For essays, use Times New Roman, 12 point font with 1” side margins. All submissions should be titled with your last and first name and course title. Be sure to have anti-virus software installed on your computer and update it regularly.

Work Required:

Academic Engagement:

Participate in online discussions – 30 hours

Comment on classmates’ drafts – 15 hours

Read required materials for class – 30 hours

Prepare papers, projects, and other assignments – 40 hours

Revise projects for submission – 10 hours

Conduct client interviews and data– 5 hours

Conduct focus group and data – 5 hours

Overall Total Obligation: 135 hours

Explanation of Grading Policy: Late papers will be accepted up to two days late with a penalty of 15 points per day. After two days, the grade will be a zero. All projects must be submitted

(even if the grade is a zero) in order to pass the class. Individual assignment details and rubric will be provided on an assignment sheet one week before the project is due.

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Technical Support Information: Include the information below in your syllabus.

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/pages/library/>

The Student Handbook for Distance Education is available at the following link:

<http://www.uamont.edu/pages/resources/academic-computing/>

For minimum technology requirements, visit:

<http://www.uamont.edu/pages/resources/academic-computing/>

Emergency or Interruption in Computer Service Policy:

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

Academic Alert System:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or

are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

THE CENTER FOR WRITING AND COMMUNICATION

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process.

Memorial Classroom Building, Room 113, (870) 460-1378

<http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

UNIVERSITY TUTORING CENTER

Harris Hall, (870) 460-1454

All students have access to tutoring services on the 2nd floor of Harris Hall.

MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

STUDENT HANDBOOK

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

UNIVERSITY BEHAVIOR INTERVENTION TEAM

The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call 870-460-1454.

In case of emergency please call 911.

Students with Disabilities:

Any student requiring special accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

ENGL 3333
UNIVERSITY OF ARKANSAS AT MONTICELLO
Arts and Humanities
Foliage Oak Practicum ENGL 3333
MCB 113 (Writing Center)
<http://www.foliageoak.uamont.edu/>
Fall, 2015
Tuesday: 9:40-11:00

Diane Payne

Phone: 460-1247

payne@uamont.edu

Office: Writing Center/MCB 113

Office Hours: Monday & Wednesday: 11-1, Tuesday and Thursday: 11-1:40, and by appointment. I check my e-mail throughout the day, so please e-mail me if you have any questions or concerns.

Prerequisites: Intro to Creative Writing and Comp 2

Course Description:

An advanced creative writing workshop with readings in contemporary literary/arts magazines, and a practicum in editing and producing the UAM literary/arts magazine online and in print, which publishes creative writing and art. Readings and research in other literary/arts magazines required.

Course Objectives:

To give students a hands-on experience of the editing process by producing *The Foliage Oak Literary Magazine*. Students evaluate manuscripts, arguing their relative merits, selecting works for publication, copyediting, proofreading, marking corrections with standard symbols, sending galleys to authors, tracking and inputting author corrections. Every month the students will post a new issue of the online magazine.

(2) To study various contemporary aesthetics and apply critical reading skills to the works of their peers so that they can argue the relative aesthetic merits of various writings.

(3) To give students experience with magazine layout, production, event coordination and administration.

(4) To familiarize students with contemporary poetics, competing aesthetics, and representative publications and presses.

(5) Ultimately, to enable students to see how and where their own creative work fits into the contemporary landscape of current publications.

Course Requirements:

- (1) participation in all phases of the editing and production processes,
- (2) oral and written participation in deciding the fate of submissions,
- (3) a review of a contemporary literary work (a poetry, fiction or creative nonfiction book) from an established press.

Method of Evaluation: Letter grade.

- (1) Editorial and production work (see Objectives 1-3 above). 90%
- (2) Promote our magazine by keeping up with our social media and posting on Facebook, Twitter, and Tumblr (10%)

Students who earn the Bachelor of Arts in English should:

- 1. Demonstrate the ability to write fluently, concisely, and clearly;
- 2. Demonstrate the ability to read literary texts analytically and critically;
- 3. Demonstrate good research skills;
- 4. Demonstrate an understanding of literary history, including literary movements and the evolutions of the genres;
- 5. Demonstrate knowledge of the history and structure of the English language.

Be on time. One point a minute will be deducted for each minute you are late.
This is a class where participation is crucial.
You earn 10 points each class period.
You must read and vote on submissions to earn these points.

Grading Scale:

90% and above:	A
80%-89%	B
70%-79%	C
60%-69%	D

IMPORTANT INFORMATION FOR CLASS:

Foliate Oak Literary Magazine website URL: <http://www.foliateoak.com>

To access our online submission manager go to:

<https://www.foliateoakliterarymagazine.submittable.com/>

Use the password and e-mail address that you have created.

foliateoak@gmail.com

Gnarly12

Our website:

<http://www.weebly.com>

foliateoak@gmail.com

FoliaeOak

Twitter: foliate_oak

Gnarly12

Facebook:

[foliateoak@uamont.edu](https://www.facebook.com/foliateoak@uamont.edu)

Foliate

YouTube: youtube.com/FoliateOakMagazine

Gnar12

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the **Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.**

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

6. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;

- b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
7. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
8. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
9. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will fail the course.

Grade Reports: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

The **Writing Center** provides free assistance to all students. They are located at MCB113. Online assistance is available: <http://www.grammarly.com/>

ENGL 3343

UNIVERSITY OF ARKANSAS AT MONTICELLO

School of Arts and Humanities, Department of English

English 3343 Bible as Literature COURSE SYLLABUS

Fall 2015, Mondays, Wednesdays, and Fridays 11:10 – 12:00 p.m. Course meets in MCB 204

Instructor Name: Sarah Bloom

Office: Memorial Classroom Building (MCB) 102

Instructor Phone: 870-460-1678 (office) or 870-820-5112 (cell)

Instructor Email Address: bloom@uamont.edu

Office Hours: 9-11 MWF; 1-3 Tues/Thurs; or by appointment

Course Title and Credit Hours: ENGL 3343, Bible as Literature; 3 credits, 3 lecture hours

Prerequisites: ENGL 1013 or ENGL 1033 and ENGL 1023 or ENGL 1043

Course Description:

The books of the Old Testament, the Apocrypha, and the New Testament as illustrating literary development and thought. The Bible as a source for drama, philosophical poetry, lyric poetry, essay, and story.

Student Learning Outcomes:

- Students will critically examine the drama, poetry, parables, and narratives of the Bible, with special emphasis on archetypes, metaphors, symbols, typologies, intertextuality, and parallelism.
- Students will read and write critically about the Old Testament (Hebrew Bible) and the Apocrypha as an expression of the religious life and thought of ancient Israel, and a foundational document of Western civilization.
- Students will read and write critically about the New Testament as an expression of the religious life and thought of the early Christian communities, and a foundational document of Western civilization. Students will engage in historical study of the origins of Christianity by analyzing the literature of the earliest Christian movements in historical context, concentrating on the New Testament.
- Students will employ a wide range of methodologies, including source criticism, tradition criticism, and literary and canonical approaches to the study and interpretation of the Bible.

Required textbook: Reading the Bible as Literature: An Introduction by Jeanie C. Craig. Polity Press. ISBN 978-0-7456-3508-8. For additional textbook information, you may go to the online bookstore: <http://www.bkstr.com/uamontstore/shop/textbooks-and-course-materials>

Technical Support Information:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

UAM Attendance Policy:

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

Poor attendance and/or tardiness will negatively affect your grade in this course. If you miss more than four (4) days in this term, your final grade in the course will be lowered by one letter grade. If you miss more than eight (8) days in the term, your final grade in the course will be lowered by two letter grades. If you miss more than twelve (12) days in the term, your final grade in the course will be lowered by three letter grades.

Tardiness: If a student misses more than half the class period, he or she will be counted absent.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources:

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

GENERAL EDUCATION TUTORIAL LAB

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities. It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

Feedback Schedule:

Most often, a student can expect a response to email (bloom@uamont.edu) or text (870-820-5112) within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

Assessments:

20% of your final course grade is based on your performance on two (2) major writing assignments;

20% of your final course grade is based on participation and homework completion;

50% of your final course grade is based on five regular examinations;

10% of your final course grade is based on a final examination.

If a writing assignment is late, the student loses one letter grade on that assignment for every day (not class period) the assignment is late. If a student misses an exam, he or she may make up the exam only if the absence is excused.

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

11. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.

12. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
13. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
14. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved may include a lowered grade for the assignment, a requirement to re-do the assignment, or a failing grade in the course.

Course Outline/Calendar:

Wednesday, August 19	Introduction to the Course
Friday, August 21	What is the Bible? What is literature? Read: <i>Reading the Bible as Literature</i> , Chapter 1
Monday, August 24	<i>In the Beginning: The O.T. of the O.T.</i> Primeval beginnings – Eve, Adam, Abel, Cain Read: <i>Genesis</i> Chapters 1 -5
Wednesday, August 26	The Great Flood and the Tower of Babel Read: <i>Genesis</i> Chapters 6 – 11 Read: RBL, Chapter 4
Friday, August 28	Abraham – Father of Nations, Father of Faiths Read: <i>Genesis</i> Chapters 12 – 25
Monday, August 31	Isaac and Esau Read: <i>Genesis</i> Chapters 26 – 36
Wednesday, September 2	Joseph Read: <i>Genesis</i> Chapters 37 – 50
Friday, September 4	God Remembers, God Delivers

Read: *Exodus* Chapters 1-18

Monday, September 7

LABOR DAY, No class

The remainder of the course outline will be distributed at a later date.

Special Dates of Concern:

August 19 (Wed) – Admission application deadline. First day of classes for sessions 1, 8W1, and M2.

August 21 (Fri) – Last day to register or add classes.

September 7 (Mon) - Labor Day Holiday. Offices and classes closed.

October 28 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

November 2 (Mon) - Preregistration for Spring begins.

November 13 (Fri) - Preregistration for Spring ends.

November 25 (Wed) - Classes closed.

November 26-27 (Thurs-Fri) - Thanksgiving Holiday. Offices and classes closed.

December 4 (Fri) - Last day of classes.

December 7-11 (Mon-Fri) - Final exam period.

ENGL 3353
UNIVERSITY OF ARKANSAS AT MONTICELLO
School of Arts and Humanities
History & Development of Film (ENGL 3353-01)
Spring 2016 T-Th 8:10am MCB AUD

Gregory A. Borse, Ph.D. borse@uamont.edu 870/460-1778
Office Hours: MWF 10—11am & 12-3pm; TTH 12:30-3pm

MCB 106

Texts: *Film: An Introduction 4th Edition* (William H. Philips, Bedford/St. Martin's, 2009)

Learning Outcomes: Fulfill the BA Identity Requirement; An introduction to the study of film with an emphasis on the history and the development; Critical analysis of American and international films.

Pre-requisites: Completion of Engl 1013 or Engl 1033 and Engl 1023 or Engl 1043 or equivalent.

Requirements: Class attendance is mandatory. Excused absences and late work are at the discretion of the instructor. Excessive absences *may* result in failure of the course. Absences of UAM sanctioned student activities are allowed with ample prior notice to the instructor. Students who must miss class because of a sanctioned student activity *must follow the prescribed policy contained in the university catalog.*

Exams: Three exams, each worth 25% of the course grade; Journal 25% of grade.

Grading Scale:

90-100	A	Exam 1:	25%
80-89	B	Exam 2:	25%
70-79	C	Exam 3:	25%
60-69	D	Journal:	25%
below 60	F		

Students with disabilities: it is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations must contact the Office of Special Student Services located in Harris Hall (Rm 120; 870/450-1026; TDD 870/460-1626; Fax 870/460-1926) in order to obtain the appropriate documentation for the accommodations.

Accommodations cannot be made without the necessary documentation from the Office of Special Student Services.

***NB:** the following action is prohibited under the Student Code of Conduct: Disorderly Conduct—Any behavior that disrupts the regular or normal functions of the University community, including behavior that reaches the peace or violates the rights of others. Such behavior can include but is not limited to spoken or written language and/or actions or physical behavior or gestures that constitute racial, ethnic, religious, or sexual harassment.*

Note: The instructor reserves the right to change the syllabus for any reason at any time.

Course Calendar:

- Week 1: *Citizen Kane* (119m); Introduction to Film
- Week 2: Film Terms/History of Film
- Week 3: **Exam I** (History & Terms)
Film Genres: Arthouse/Period Pieces *Howard's End* (140m)
- Week 4: Historical/Biographical *Howard's End*
- Week 5: *Au Revoir Les Enfants* (104m)

- Week 6: Literary Adaptation *Much Ado About Nothing* (109m)
Week 7: *Clueless* (97m) Comedy *Moonstruck* (102m)
Week 8: Political Thriller *The Manchurian Candidate* (127m)
Week 9: Action/Suspense Thriller *The Professional* (109m)
Exam II
Week 10: Crime/Suspense Thriller *Eastern Promises* (100m) *Blood Simple* (99m)
Week 11: Film Noir *Maltese Falcon* (100m); *The Grifters* (110m)
Week 12: Suspense/Crime/Horror *Psycho* (148m)
Week 13: Crime/Horror *The Silence of the Lambs* (118m)
Week 14: *The Strangers* (86m); *The Exorcist* (132m)
Week 15: Horror *The Exorcist*; *Citizen Kane*
Week 16: **Exam III**

Work Requirement for the student: For every hour of direct classroom instruction, the student will be expected to do a minimum of two hours of work *outside of class*.

ENGL 3403

Engl 3403—American Lit I
(ACTS EQUIVALENT: ENGL 2653)

Office Hours: M-F: 8AM-9AM; MW: 1PM-
2:30 PM; TTH: 8AM-9:30AM; by appointment

Dr. Stewart

MCB 119 A

Office Phone: 870 460-1878

e-mail: stewart@uamont.edu

Texts: *The American Tradition in Literature*, Vol. I (12th Edition); *Wieland*, Brown (Penguin)

Course Description:

A survey of American literature from its beginnings to the 1860's; pre-requisites: ENGL 1013 or ENGL 1033 and ENGL 1023 or ENGL 1043

Learning Outcomes:

Students would acquire and/or advance the following skills: reading analytically and critically; writing fluently, concisely, and clearly within the context of the close-reading; understanding and appreciating more American literature, culture, and history of the antebellum period; researching thoroughly and documenting well secondary materials; understanding more thoroughly literary history, including literary movements and the evolution of genres.

Requirements and Policies:

(1) Class attendance and participation are expected and will affect for good or ill your grade. After **three** absences your grade drops one letter with additional penalties for subsequent absences. After **six** absences you can expect to fail the course. NOTE: I do not generally distinguish between an "excused" and an "unexcused" absence; the three-absence regulation should cover routine absences be they medical, professional, or social. I do, however, accommodate students who represent UAM at sanctioned activities; to receive such consideration, though, students must follow the prescribed policy contained in the college catalog. Participation: 10% of grade. See last page.

(2) A written question, comment, or observation for daily reading assignments which will be collected at each class meeting and will constitute your participation grade. This daily offering **MUST** relate to a specific issue in the text. Such remarks as "This is hard to read," "I don't like this," or "what does this word mean?" are unacceptable. These offerings should, rather, reflect specifics about texts and reveal your thoughtful consideration of them. **NO MAKE-UPS; NO LATE WORK ACCEPTED.** Participation: 10% of grade

(3) Two semi-conventional evaluation devices (20% of grade) which gauge both your basic knowledge of the material and your ability to analyze and make connections among ideas, themes, works, etc. See grading scale at end of the syllabus.

(4) A research project based on the subject of Essay #2 (10% of grade)

(5) Three critical essays (two papers of at least three pages; one paper of at least six pages (60% of grade: essays—50% of grade; library project—10%). The papers should conform to the standards of “good” composition and display some original thought. Use MLA guidelines for documentation and format. A separate hand-out will provide the guidelines for the three essays.

(5) Academic Dishonesty Policy:

1. Students must not cheat examinations, quizzes, etc. This includes but is not limited to the following forms of dishonesty:

- a. Copying from another student’s paper;
- b. Using during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
- c. Collaborating with another student during the examination;
- d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
- e. Substituting for another person during an examination or procuring a proxy to take exams for you.

10. Collusion involves obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

11. Duplicity constitutes offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

12. Plagiarism is defined as adopting and reproducing as one’s own, to appropriate to one’s use, and to incorporate in one’s own work without acknowledgement the ideas or passages from the writings or works of others.

The penalty for any form of academic dishonesty will result in a zero on the assignment for the first offense. A second infraction will bring automatic failure in the course.

(6) Student Conduct Statement: UAM students should conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. Students must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. **TURN OFF ALL CELL PHONES AND OTHER ELECTRONIC DEVICES DURING CLASS. AND PUT THEM AWAY: OUT OF SIGHT, OUT OF MIND.** If you must stay attached to electronic devices, you (a) do not have time to pursue a degree and/or (b) have a bad habit that needs breaking

Students with Disabilities: It is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 120; phone: 870-460-1026; TDD: 870-460-1626; or fax: 870-460-1926.

August

19 Introduction to course

True History/Poet's Tale

21 Plymouth (61-64); Canaan (68-72); last day to add a class

24 Maypole (945)

Observations and Philosophies

26 Personal (273)

28 Autobiography (285-300)

31 Autobiography (300-316)

September

2 Nature (1282-1289)

4 Nature (1289-1297)

9 Nature (1297-1309)

11 Walden: Where (1453-1462)

14 Sounds (1468-1477); Ponds (1499-1513); Conclusion (1570-1577)

16 Fanny Fern (1407-1409)

18 **Evaluation Device #1**

Poetry and Drama

21 Prologue (91); Contemplations (95); Author (102)

23 Preface (156); Huswifery (160); Med. 8 (161) Spider (162)

25 University (402); Hymn (404); Excellency (406)

28 Toby (417); Memory (418); Wild (421); **ESSAY#1 DUE**

30 Indian (421); Hasty Pudding (424)

October

3 Contrast (434-447)

5 Contrast (447-459)

7 Contrast (459-471); Thanatopsis (781); Waterfowl (785)

9 Romance (845); Sonnet (845); Israfel (848)

12 Arsenal (1634); Jewish (1658)

14 Old (1696); Chambered (1699)

16 **Evaluation Device #2**

Fiction

19 Wieland (5-55; Chapters 1-5)

21 Wieland (56-105; Chapters 6-9)

23 Wieland (106-136; Chapters 10-12)

26 Wieland (137-180; Chapters 13-17)

28 Wieland (181-219; Chapters 18-21); **Last Day to Drop Course with a "W."**

30 Wieland (219-278; Chapters 22-end of novel)

November

2 Rip (522); Purloined Letter (888)

- 4 Rappaccini (963)
- 6 Scarlet Letter (1019-1046)
- 9 SL (1046-1078)
- 11 SL (1078-1107); **Essay # 2 Due**
- 13 SL (1107-1132)
- 16 Bartleby (1141)
- 18 Incidents (1735)
- 20 Life (1824-1836)
- 23 Life (1824-1836)
- 30 Research Project Due

December

- 2 Work on Essay #3
- 4 Work on Essay #3
- 7 **ESSAY #3 DUE by 3:30 (Essays turned in AFTER that time will be deemed LATE and DOCKED two-letter grades)**

Grading Scale for Exams:

- A–90-100
- B–80-89
- C–70-79
- D–60-69
- F–0-59

Grading Scale for Essays:

A–Extraordinary work that more than fulfills the assignment; this essay tackles the topic in an innovative way, with a clear sense of audience and purpose, an insightful thesis, and appropriate and effective organization.

B–Clearly above-average and more than meets the requirements of the assignment; it has a clear thesis and organizational strategy; often a mere step away from the “A” paper.

C–Average work that solidly meets the requirements of the assignment; the essay has a thesis and organizational plan which demonstrate thought on the writer’s part, a generally clear style.

D–Below average work that demonstrates a serious attempt to fulfill the assignment and shows some promise but does not fully meet the requirements of the assignment.

F–Substantially below average for the assignment; it may be off-topic and may attempt to meet the requirements of the assignment, but it may have no apparent thesis.

Crucial Dates for This Course:

- September 18 Exam #1
- 28 Essay #1 Due

October	16	Exam #2
	28	Last day to drop course with a "W."
November	11	Essay #2 Due
	30	Library Project Due
December	7	Essay #3 Due

ENGL 3413

ENGL 3413: American Lit II
(ACTS EQUIVALENT: ENGL 2663)

DR. Stewart

MCB 119 A

Office Phone: 870 460-1878

e-mail: stewart@uamont.edu

Office Hours: M-F 8AM-9AM; 1 PM-
2:30 PM; TTH: 8AM-9:30 PM

Text: *The American Tradition in Literature*, Vol. II (12th Edition, McGraw-Hill)

Course Description:

A survey of American Literature from the 1860's to 1960; pre-requisites: ENGL 2323 for English majors; permission **OF THE INSTRUCTOR** for non-majors

Learning Outcomes:

Students should acquire and/or advance the following skills: reading analytically and critically; writing fluently, concisely, and clearly within the context of the close-readings; understanding and appreciating more American literature, culture, and history of the post-bellum period; researching thoroughly and documenting well secondary materials; understanding more thoroughly literary history, including literary movements and the evolution of genres.

Requirements and Policies:

(1) Class attendance and participation are expected and will affect for good or ill your grade. After **THREE** absences, your grade drops one letter with additional penalties for subsequent absences. After **SIX** absences, you can expect to fail the course. NOTE: I do not generally distinguish between an "excused" and an "unexcused" absences; the three-absence regulation should cover routine absences be they medical, professional, or social. I do, however, accommodate students who represent UAM-sanctioned activities; to receive such consideration, though, students must follow the prescribed policy contained in the college catalog. Attendance: 10 % of grade. See the last page.

(2) A daily question, comment, or observation (**typescript preferred**) for reading assignments that will be collected at the beginning of each class meeting, unless otherwise noted. This daily offering **MUST** relate to a specific issue in the text. Such remarks as "This is hard to read," "I don't like this," or "what does this word mean?" are unacceptable. **NO MAKE-UPS OR LATE WORK ACCEPTED.** Participation: 10 % of grade

(3) Four conventional evaluation devices which gauge both your basic knowledge of the material and your ability to analyze and connect ideas, themes, etc., among selected works. See grading scale at the end of the syllabus. Evaluation devices: 20% of grade

(4) Two two-to-three page close-reading essays. Detailed instructions will follow. Close-readings: 20% of grade

(5) One close-reading essay based on either of the above-referenced essays that includes secondary research. Details will follow. Researched essay: 30% of grade

(6) A research project related to your research essay. Project: 10% of grade

(5) Academic Dishonesty Policy:

1. Students must not cheat on examinations, quizzes, etc. This includes but is not limited to the following forms of dishonesty:

- a. Copying from another student's paper;
- b. Using during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
- c. Collaborating with another student during the examination;
- d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
- e. Substituting for another person during an examination or procuring a proxy to take exams for you.

13. Collusion involves obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

14. Duplicity constitutes offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

15. Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

The penalty for any form of academic dishonesty will result in a zero on the assignment for the first offense. A second infraction will bring automatic failure in the course.

(6) Student Conduct Statement: UAM students should conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. Students must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

(7) Students should also follow the principles of professional classroom decorum. **TURN OFF ALL CELL PHONES AND OTHER ELECTRONIC DEVICES DURING CLASS. AND PUT THEM AWAY: OUT OF SIGHT, OUT OF MIND.** If you must stay attached to electronic devices, you (a) do not have time to pursue a degree and/or (b) have a bad habit that needs breaking. **You should strive to attend each class, arrive on time (your leaving the class for a cup of coffee or a potty break is rather immature and unprofessional, especially when the appointed hour has come, and be prepared to offer insights into daily assignments. Address the needs of your bladder BEFORE class. A WORD OF WARNING: IF YOU SPEND CLASS TIME EITHER PREPARING FOR OTHER CLASSES OR PLAYING WITH AN ELECTRONIC DEVICE DURING CLASS TIME, I RESERVE THE RIGHT TO DISMISS YOU FROM CLASS.**

Students with Disabilities: It is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 120; phone: 870-460-1026; TDD: 870-460-1626; or fax: 870-460-1926.

January

7 Introduction to Course

POETRY: Large Canvas, Small Canvas

9 *Song of Myself*: 1 (13); 5 (15-16); 6 (16-17); 10 (18-19); 16 (23); 21 (25-26); 24 (27-29); "I Saw" (52); "Crossing" (52-56)

12 "Out" (56-61); "Lilacs" (61-67); 49 (70); 130 (71); 241 (72); 252 (72); 258 (73); 280 (73-4); 285 (74), 288 (74)

14 303 (75); 324 (75-76); 341 (76-77); 376 (77) 448 (78), 465 (79); 650 (83); 712 (84); 1624 (90); 1732 (90)

Large Canvas

14 "Chicago" (906); "Fog" (906-907); "Southern" (908) "River" (930); "Pact" (930); "Station" (931) "Waste" (957) "Sunday" (994); "Modern" (1003-1004); "Portrait" (1010) "Queen" (1010); "Spring" (1011); "Melville" (1031);

16 *Bridge* (1032); "In just" (1112); "Buffalo" (1112); "Supermarket" (1499); *Howl* (1500); "America" (1507)

Small Canvas

21 "Richard" (830); "New" (835); "Mending" (883) "Road" (893); "Birches" (894); "Stopping" (900); "Negro" (1138); "Dream" (1141); "Song" (1462); "We" (1463); "Lovers" (1463)

23 "Walking" (1468); "Union" (1473); "Epilogue" (1475); "Daddy" (1519); "Lady" (1521); "Death" (1523)

26 Exam #1

Critical Theory

28 "How" (327-330); "Criticism" (363-371)

30 "Art" (469); "Plea" (698)

Fiction

February

2 *Huck Finn* (154-211)

4 HF (211-271)

6 HF (271-327)

9 "Editha" (371); "The Real Thing" (423)

11 "Poker" (484); "Revolt" (428); "Under" (676)

13 "Yellow" (686); "Roman Fever" (778); **Essay #1 Due**

16 *Maggie* (706-747)

18 "Jordan" (858); "Babylon" (1144)

20 Exam #2

- 23 "Barn" (1187); ""Big Two" (1201-1212) "Angel" (1215)
- 25 "Jilting" (1221); "Eyes" (1229); "Chrysanthemums" (1237)
- 27 "Memory" (1536); "Swimmer" (1566)

March

- 2 "Sonny" (1610)
- 4 "Good" (1632); "Lost" (1662)
- 6 "Separating" (1662); "Conversion" (1669)
- 9 Exam #3

Drama

- 11 "Hairy" (1055)
- 13 "Hairy," con't
- 16 Essay #2
- 18 *Glass* (1270-1291)
- 20 *Glass*
- 30 *Glass* (1991-1313)

April

- 1 *Glass*
- 3 *Death* (1316-1337)
- 6 *Death* (1336-1357)
- 8 *Death* (1357-1378)
- 10 Introduction to Research (**YES, AGAIN!**)
- 13 "American" (1381-1391)
- 15 "American" (1391-1404)
- 17 Exam #4
- 20 **Research Project Due**
- 22 Work on Essay #3
- 24 Work on Essay #3
- 27 Work on Essay #3

30 Essay #3 Due by 12:30 (ESSAYS TURNED IN AFTER 12:30 WILL BE DOCKED TWO LETTER GRADES WITH SUBSEQUENT PENALTIES FOR SEVERELY LATE PAPERS.)

Grading Scale for Exams:

- 90-100—A
- 80-89—B
- 70-79—C
- 60-69—D
- 1-59—F

Grading Scale for Essays:

A—Extraordinary work that more than fulfills the assignment; this essay tackles the topic in an innovative way, with a clear sense of audience and purpose, an insightful thesis, and appropriate and effective organization.

B—Clearly above-average and more than meets the requirements of the assignment; it has a clear thesis and organizational strategy; often a mere step away from the “A” paper.

C—Average work that solidly meets the requirements of the assignment; the essay has a thesis and organizational plan which demonstrate thought on the writer’s part, a generally clear style.

D—Below average work that demonstrates a serious attempt to fulfill the assignment and shows some promise but does not fully meet the requirements of the assignment.

F—Substantially below average for the assignment; it may be off-topic and may attempt to meet the requirements of the assignment, but it may have no apparent thesis.

ENGL 3433

English 3433-01 (three credit hours)

(1185) British Literature I

Instructor: Dr. Kay J. Walter

Office: MCB 122

Phone: 870-460-1578

walter@uamont.edu

Office Hours: 9:00 a.m. to 12:00 p.m. on Mondays and Wednesdays, 1:00 p.m. to 3:00 p.m. Tuesdays and Thursdays; or by appointment

Required texts and materials:

- *The Norton Anthology of English Literature*, Volume I, 9th ed. Edited by Stephen Grenblatt ISBN: 9780393912470
- **A GOOD DICTIONARY IS STRONGLY RECOMMENDED.**

Prerequisite: English 2323 is a prerequisite for English majors. Permission of instructor admits others.

Course Description:

This upper-level literature course surveys the expanse of British literature from its beginnings to 1800, or, more broadly, from the origins of British literature through the end of Neoclassicism. The primary purpose of the course is to familiarize you with the significant writers, books, and movements of British literature to the French Revolution. We will apply our developing understanding of this part of literary history to the consideration of all assigned texts and practice joining professional conversations about this material.

Student Learning Outcomes:

By the conclusion of the course you should be able to do the following:

- demonstrate adequate knowledge (subjects, themes, characters, styles, genres, authors) of British literature for the historical period covered in course.
- organize an essay or essay response on an exam into a series of coherent paragraphs, using effective transitions and avoiding digressions.
- generally avoid grammatical and mechanical errors.
- use specific examples to illustrate and support generalizations.

Technical Support Information:

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:
<http://www.uamont.edu/pages/library/>

Course Requirements:

Successful fulfillment of the course requirements includes timely completion of all daily work, active participation in class, satisfactory results on written exams, regular class attendance, and composition of a major paper. Pop quizzes over assigned readings and class discussions can be expected without further notice, and all tests will be comprehensive.

Late, Make-Up, and Extra Credit Work:

All assigned work is due at the beginning of class on the due date assigned. No late work will be accepted for credit. No make-up work is available for missed daily work. No extra credit work will be assigned.

Attendance Policy:

You are expected to attend all classes and scheduled meetings. If you are absent, you are responsible for all material covered in class and for any assignments due. Missing more than six meetings of this class may constitute grounds for failure at my discretion. The last day to drop the class is Wednesday, 28 October 2015.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Grading:

Final grades will be assigned according to these percentages:

- | | | |
|-----------------------------|-----|-------------------|
| • Recitation and Daily Work | 10% | |
| • Exam #1 | 30% | 25 September |
| • Term Paper | 30% | 20 November |
| • Final Exam | 30% | 8 December 8 - 10 |

Academic dishonesty:

16. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

- a. Copying from another student's paper or allowing any other student to copy yours;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor or providing materials for such use by another;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material or the provision of such material for use by another student;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
17. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted or offering such assistance to another.
18. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Students are expected to do their own work and document it properly.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a failing grade for the course.

Students with Disabilities:

Students with disabilities who wish to have accommodations provided by the university must identify themselves. If you have a diagnosed disability, or if you believe that you have a disability that might require special accommodations, please contact the Office of Special Student Services, Harris Hall room 120, phone 870-460-1026, TDD 870-460-1626, Fax 870-460-1926.

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Hats are not allowed in my classrooms. Cell phone use is limited to direct instruction.

Schedule:

19 August	W	Orientation/syllabus review, introduction to textbook
21 August	F	review of literary history
24 August	M	Bede, Caedmon's <i>Hymn</i> and <i>The Dream of the Rood</i>
26 August	W	<i>Beowulf</i>
28 August	F	Geoffrey of Monmouth, Wace, Layamon, and Marie de France
31 August	M	Sir Gawain and the Green Knight
2 September	W	Geoffrey Chaucer
4 September	F	Geoffrey Chaucer
7 September	M	Labor Day Holiday
9 September	W	Geoffrey Chaucer
11 September	F	William Langland
14 September	M	Julian of Norwich and Margery Kempe
16 September	W	Mystery Plays and Middle English Lyrics
18 September	F	Guest Lecturer: Paul Dawson
21 September	M	<i>Everyman</i>
23 September	W	review for exam
25 September	F	Exam #1
28 September	M	John Skelton, Sir Thomas Wyatt the Elder, and Henry Howard, Earl of Surrey
30 September	W	Edmund Spenser
2 October	F	Michael Drayton and Sir Walter Raleigh
5 October	M	Sir Philip Sidney
7 October	W	Christopher Marlowe
9 October	F	Christopher Marlowe
12 October	M	William Shakespeare
14 October	W	William Shakespeare
16 October	F	William Shakespeare
19 October	M	John Donne
21 October	W	Ben Jonson
23 October	F	Mary Wroth and Sir Francis Bacon
26 October	M	George Herbert and Henry Vaughan
28 October	W	Robert Herrick, Richard Lovelace, and Andrew Marvell
30 October	F	John Milton
2 November	M	John Dryden
4 November	W	John Dryden
6 November	F	Samuel Pepys
9 November	M	Considering sources
11 November	W	Presenting ideas
13 November	F	Documenting research
16 November	M	Jonathan Swift
18 November	W	Alexander Pope

20 November	F Alexander Pope
	Term paper due
23 November	M John Gay
25 November	W Thanksgiving Holiday
27 November	F Thanksgiving Holiday
30 November	M Samuel Johnson, James Boswell, and Frances Burney
2 December	W Thomas Gray
4 December	F Review for Final Exam
8 December	T 8:00 to 10:00 AM Final Exam

Spring 2015

English 3433-01

British Literature II

Instructor: Dr. Kay J. Walter

Office: MCB 122

Phone: 870-460-1578

walter@uamont.edu

Office Hours: MW 9:30 to 10 AM and 2 to 3 PM, TH 9:30 to 11 AM and 12:30 to 2:30 PM, or by appointment

Required texts and materials:

- *The Norton Anthology of English Literature*, Volume II, 9th ed.
- **A GOOD DICTIONARY IS STRONGLY RECOMMENDED.**

Course Admission: English 2323 is a prerequisite for English majors.
Permission of instructor admits others.

Course Description:

This upper-level literature course surveys the expanse of British literature from 1800 to 1960, or, more broadly, from the origins of British Romanticism through the present. The primary purpose of the course is to familiarize you with the significant writers, books, and movements of British literature since the French Revolution. We will apply our developing understanding of this part of literary history to the consideration of all assigned texts and practice joining professional conversations about this material.

Expected Student Learning Outcomes:

- Student demonstrates adequate knowledge (subjects, themes, characters, styles, genres, authors) of British literature for the historical period covered in course.
- Student organizes an essay or essay response on an exam into a series of coherent paragraphs, using effective transitions and avoiding digressions.
- Student generally avoids grammatical and mechanical errors.
- Student uses specific examples to illustrate and support generalizations.

Course Requirements:

Successful fulfillment of the course requirements includes timely completion of all daily work, active participation in class, satisfactory results on written exams, regular class attendance, and composition of a major paper. Pop quizzes over assigned readings and class discussions can be expected without further notice, and all tests will be comprehensive.

Late, Make-Up, and Extra Credit Work:

All assigned work is due at the beginning of class on the due date assigned. No late work will be accepted for credit. No make-up work is available for missed daily work. No extra credit work will be assigned.

Attendance Policy:

You are expected to attend all classes and scheduled meetings. If you are absent, you are responsible for all material covered in class and for any assignments due. Missing more than six meetings of this class may constitute grounds for failure at my discretion. The last day to drop with a W is Wednesday, 18 March.

Grading and Due Dates:

Final grades will be assigned according to these percentages:

• Recitation and Daily Work	20%	
• Exam #1	20%	13 February
• Exam #2	20%	20 March
• Term Paper	20%	10 April
• Final Exam	20%	1 May

Academic dishonesty:

19. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

- a. Copying from another student's paper or allowing any other student to copy yours;
- b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor or providing materials for such use by another;
- c. Collaboration with another student during the examination;
- d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material or the provision of such material for use by another student;

- e. Substituting for another person during an examination or allowing such substitutions for oneself.
- 20. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted or offering such assistance to another.
- 21. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Students are expected to do their own work and document it properly.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a failing grade for the course.

Students with Disabilities:

Students with disabilities who wish to have accommodations provided by the university must identify themselves. If you have a diagnosed disability, or if you believe that you have a disability that might require special accommodations, please contact the Office of Special Student Services, Harris Hall room 120, phone 870-460-1026, TDD 870-460-1626, Fax 870-460-1926.

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Hats are not allowed in my classrooms. Cell phone use is limited to direct instruction.

Schedule:

- 7 January W Orientation/syllabus review, introduction to textbook
- 9 January F review of literary history to the French Revolution
- 12 January M Robert Burns
- 14 January W William Blake

16 January	F	William Wordsworth
19 January	M	Martin Luther King holiday
21 January	W	Sir Walter Scott
23 January	F	Samuel Taylor Coleridge
26 January	M	Jane Austen
28 January	W	Charles Lamb
30 January	F	William Hazlitt
2 February	M	Thomas DeQuincey
4 February	W	George Gordon, Lord Byron
6 February	F	Percy Bysshe Shelley
9 February	M	John Keats
11 February	W	review for exam
13 February	F	Exam #1
16 February	M	Thomas Carlyle
18 February	W	John Henry, Cardinal Newman
20 February	F	Robert and Elizabeth Barrett Browning
23 February	M	Alfred, Lord Tennyson
25 February	W	Emily Brontë
27 February	F	John Ruskin
2 March	M	Matthew Arnold
4 March	W	Charles Dickens
6 March	F	Dante Gabriel and Christina Rossetti
9 March	M	William Morris and Algernon Charles Swinburne
11 March	W	Gerard Manley Hopkins
13 March	F	Oscar Wilde
16 March	M	Robert Louis Stevenson
18 March	W	Rudyard Kipling
20 March	F	Exam #2
23 March	M	Spring break
25 March	W	Spring break
27 March	F	Spring break
30 March	M	Considering sources
1 April	W	Presenting ideas
3 April	F	Documenting research
6 April	M	Thomas Hardy and A. E. Housman
8 April	W	William Butler Yeats
10 April	F	E. M. Forster
		Term paper due
13 April	M	Virginia Woolf
15 April	W	James Joyce and D. H. Lawrence
17 April	F	T. S. Eliot
20 April	M	Samuel Beckett
22 April	W	Philip Larkin
24 April	F	Derek Walcott and Seamus Heaney

27 April
1 May

M Review for final exam
F 8:00 to 10:00 AM Final Exam

ENGL 3543
UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF ARTS AND HUMANITIES
ENGL 3543: CREATIVE WRITING
SPRING 2016 MWF 9:10 A.M.

Instructor Name: Travis Nicholson

Instructor Location of Office: Sorrells Hall 126

Instructor Phone: 870-460-1947.

Instructor Email Address: Nicholson@uamont.edu

Office Hours: MWF 10:00 – 11:00 a.m. / MW 12:00 a.m. – 3:00 p.m.

Course Title and Credit Hours: ENGL 3543 Creative Writing, 3 credit hours

Prerequisites: ENGL 2223: Introduction to Creative Writing

Course Description: Laboratory/workshop course that furthers students' practice of writing fiction, poetry, and/or creative-nonfiction. This course concerns the study of the art and craft of writing prose fiction, creative nonfiction, and poetry and largely takes the form of a workshop in which you will share your writings with the professor and your classmates. The foundation of the course is built on constructive criticism, praise, and encouragement. Also, as a reader, you will have the opportunity to develop your critical reading and thinking skills by evaluating your peers' work.

Student Learning Outcomes:

1. demonstrate an understanding of various forms and structures of fiction and poetry.
2. demonstrate familiarity with a variety of professional writers' styles and voices in fiction and poetry in order to develop his or her own individual style.
3. become comfortable with the workshop process of self and group analysis and critique.
4. demonstrate knowledge of editing and revision techniques, the world of publishing, and other career-related aspects of writing.

No Required Textbook

*Flash drive and access to a printer mandatory

Technical Support Information: Include the information below in your syllabus.

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

Conduct Policy: Since this is a college course, you are expected to behave as such. Respect the other students in the class. This includes, but is not limited to:

1. Do not interrupt a student when he or she is talking. You'll have plenty of time to say what you want to say. Healthy debate is good, but disruption will result in expulsion from class.
2. Put away your cellphone and/or any other electronics. You don't need headphones either. Take them off. Class is just a little over an hour. You can make it.
3. Turn in your work on time. Your final grade will thank you.
4. Come to class AND come on time.
5. Remember that your stories/poems/screenplays will be read by other students. If you aren't comfortable with everyone reading it, change topics.

Attendance Policy: Since much of the value of this course comes from classroom experience, all students are expected to attend and participate in all scheduled meetings. Everyone misses class now and then, but **BE WARNED, YOUR ATTENDANCE AFFECTS YOUR GRADE.**

Content outline:

THIS IS A WORKSHOP CLASS! Class participation includes attendance, work ethic, effort, and participation in class activities, discussions, and critiques (this does not mean attendance alone). Be prepared to discuss your papers with each other.

Provisions for tests and evaluations: Late papers will be accepted with a deduction of 10% of overall grade for each late class period. A paper is late if not turned in by the BEGINNING of class on the due date.

Final grades will be averaged once before the drop date and at the end of the term. Available points are as follows:

Creative manuscripts.....30% (10% each)

You are required to submit to the class for workshopping four manuscripts (one for each genre). All manuscripts must be typed. Grammar and mechanics do count. Be sure to make enough copies for everyone in the class, including yourself and the professor. *Three page minimum/six page maximum for each submission. Times New Roman 12 (unless the work specifically requires special font). Minimum of three poems equal one manuscript.

Critiques.....20%

For every manuscript workshopped (with the exception of your own), you will write a half-page to one-page critique in which you must address the manuscript's flaws, its strengths, and its potential. Your comments should be specific and craft-based, and you should make recommendations for strengthening the work. The critique should be a coherent, grammatical brief essay.

Class participation/In-class writing.....30%

We will discuss every manuscript in class, be prepared to comment on strengths, weaknesses, likes, and dislikes. This is a constructive atmosphere. Failure to be respectful of other students' work will result in not only a lower grade, but possible removal from class.

Final Project.....20%

The final project will consist of a 10-12 page manuscript in a genre of your choosing. This project will serve as the capstone for the course.

Grading will be based on completion of each assignment (reading & writing), class participation, examinations and in-class assignments.

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Special dates of concern:

January 6 (Wed) – First day of session 1 and 8W1 classes.

January 18 (Mon) – Martin Luther King Holiday. Offices and classes closed.

March 16 (Wed) – Last day to drop a session 1 class or withdraw from the term. Grade(s) will be W

March 21-25 (Mon-Fri) – Spring Break

April 4 (Mon) – Preregistration for Summer and Fall begins

April 26 (Tues) – Last day of sessions 1 and 8W2 classes.

April 27- May 3 (Wed-Tues) – Final Exams

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources:

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

STUDENT HANDBOOK

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities. It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

Feedback Schedule:

You will get your pieces back with comments as they are workshopped in class. The final portfolio will not be returned.

Academic Dishonesty:

15. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any

- such material;
- e. Substituting for another person during an examination or allowing such substitutions for oneself.
16. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
17. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
18. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

Activity	Assignments	Estimated hours per semester for the average student
Academic Engagement	In-class Writing	15
	Lecture/Critical Discussion	15
	Peer-Review Workshops	15
	TOTAL:	45
Preparation outside of class	Reading assignments	30
	Small writing and other homework	10
	Creative rough drafts	20
	Final portfolio revisions	5
	Peer feedback	25
	TOTAL:	90
Overall Total		135

ENGL 3573
UNIVERSITY OF ARKANSAS AT MONTICELLO
Arts and Humanities
Fall 2015
Tuesday 11:10-12:40

Diane Payne

e-mail: payne@uamont.edu

Office: MCB 113

phone: 460-1247

Office Hours: Monday & Wednesday: 11-1, Tuesday and Thursday: 11-1:40, and by appointment. I check my e-mail throughout the day, so please e-mail me if you have any questions or concerns.

Adolescent Literature, Engl 3573, 3 credit hours

Course Admission: Prerequisite ENGL 1023

Required Texts and Materials:

The Absolutely True Diary of a Part-time Indian by Sherman Alexie, Little Brown, 0316013697

Breaking Stalin's Nose, Eugene Yelchin, 978-0805092165

Flora and Ulysses, Kate Camillo, Walker Books, 978-1406354560

Eleanor and Park, Rainbow Rowell, Orion, 1109120546

The Crossover by Kwame Alexander, Houghton Mifflin, 0544107713

Brown Girl Dreaming by Jacqueline Woodson, Nancy Paulson Books, 0399252517

More Happy Than Not by Adam Silvera, Soho Teen, 1616955600

El Deafo by Cece Bell, Henry N. Abrams, 1419712179

Threatened by Elliot Schrefer, Scholastic, 054583564X

This is a hybrid course. Collectively, we will decide how best to use the Internet to create projects and assignments for our class.

Course Objectives:

In this class, we will focus on adolescent literature written during the last ten years in order to consider contemporary teens' (and tweens') lives and interests. The majority of the students taking this course are probably Education majors, and we will discuss how teachers could use the books in their classroom. Everyone will be expected to write lesson plans for each book. These should cover as many academic areas as possible, not just English. Think about what information the books offer that could assist you with other subject areas. Be creative with your lesson plans. Provide your students with the experiences you wanted in school.

This class will take a reader response approach to literature. We will also discuss such issues as adolescent literature in secondary schools, different genres and their characteristics, and censorship. In addition, we will attempt to familiarize ourselves with Internet resources and media specialist/librarian relationships that can provide support for classroom teaching.

Throughout this course, students will:

1. encounter the wide variety of literature read by young adults, with an emphasis on materials marketed specifically for teenagers;
2. acquire a solid background for the study of young adult reading,
3. develop their critical skills so that they can (1) assess texts for young adults independently, and (2) select and use secondary works knowledgeably;
4. examine existing and potential issues affecting young adults and their reading, with a particular emphasis on the challenges of multiculturalism; and
5. become more proficient users of the Internet, since this is an important medium for many young adults.

Critiques/Reviews: Your review should be typed (2-3 pages in length). It should include these components:

- a. A brief summary of the book.
- b. Following your summary, present whether you are for or against having students read this author's work.
- c. This is a critical review, so provide reasons why this book would or would not be a "good" selection for young adult readers. Defend your decision about the book. Think about these issues: Does this book exemplify High Literary Quality (does the author write well)? Would this book be one that would likely be preferred by young adult readers? Would young adult readers be able to read this book based on cognitive, social, and language development? Does this literary selection provide a quality portrayal of both genders and various ethnic, racial, social, and religious groups? Does this literary selection introduce students to complex language and ideas (beyond their independent reading and discussing levels)?
- d. Provide information about the author (i.e. Is he/she an award-winning author? What are some other books written by this author? Has this author ever written for this age level before? What personal experiences in the author's life could have led to their writing this book? Etc.)
- e. How might you approach young adult readers who have read this book? What do you perceive as the benefits from reading this book? Or what do you perceive are the drawbacks from reading this book?
- f. If you were required to use this book with young adults in some context (classroom, counseling, or other group context), what would you want students to draw from this experience? How could it be a positive experience?

Grading Scale:

Presentations: 15 points
Critiques/reviews/lesson plans 100 points
Daily Participation: 10 points

90% and above:	A
80%-89%	B
70%-79%	C
60%-69%	D

**All assignments must be typed double-spaced on standard size page with adequate margins.

Five points will be deducted for **late papers**. If the work is handed in fifteen minutes after class has begun, it will be considered late. Papers must be handed in by the next class session to receive credit.

Attendance is crucial. Points are earned for in-class activities and workshops. If you are absent, those points will not be earned.

Be on time. I deduct one point a minute for each minute you are late to class. This means you will lose your participation points if you are ten minutes late.

PRESENTATIONS: You may present to us as if we are a book club of readers, teachers, librarians, or adolescents. These presentations should last at least fifteen minutes. When you present, look up information about the author, provide information that will enhance the understanding of the author's work and your presentation. I highly recommend that you present a short quiz over the reading. These can be worth up to five points.

In-class Participation

This course is designed to be discussion and student-driven; it is not a lecture course. Participation requirements include coming on time and having completed the day's reading. Contribute interesting and thoughtful comments. Up to five of the ten daily participation points will come from the daily reading quiz, providing the presenter uses a quiz.

Students who earn the Bachelor of Arts in English should:

1. Demonstrate the ability to write fluently, concisely, and clearly;
 2. Demonstrate the ability to read literary texts analytically and critically;
 3. Demonstrate good research skills;
 4. Demonstrate an understanding of literary history, including literary movements and the evolutions of the genres;
 5. Demonstrate knowledge of the history and structure of the English language.
-

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the **Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.**

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-570**The following action is prohibited under the Student Conduct Code: Disorderly Conduct:** Any behavior which disrupts the regular or normal functions of the University community, including behavior which breach

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be failure of the course.

Grade Reports: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

The **Writing Center** provides free assistance to all students. They are located at MCB113. We have free online assistance through <http://www.grammarly.com>

How to read the syllabus:

After we meet for class on August 25, this will be the assignment that is due the following Tuesday, September 1.

August 25: Get acquainted. Discuss syllabus/goals

HW: Read 1-101 of *El Deafo*. Write down vocabulary words, comprehension and lead discussion questions, and activities you would do with your students while teaching this book. Start your lesson plan immediately. Fill it out as you read the book. Classes are either one hour or 90 minutes. Make sure you have enough activities to fill up a class period.

ENGL 3583

Critical Theory & Approaches to Literature (ENGL 3583-01)

Dr. Gregory Borse

University of Arkansas at Monticello

(office) MCB 122

Fall 2011 MWF 12:10/MCB 121

borse@uamont.edu

870/460-1778

Texts: *Critical Theory Since Plato (3rd Ed)*. Hazard Adams and Leroy Searle.
(Thomson/Wadsworth, 2005)

Literary Theory: A Very Short Introduction. Jonathan Culler. (Oxford UP, 1997)

Objective: To familiarize students with the major literary, theoretical, and critical schools of thought and approaches to literature, the arts, language, and culture, as well as their historical roots and development and practical applications.

Attendance: Mandatory; excessive tardiness or absenteeism may negatively impact student grade(s).

Late Work: The acceptance of late work is at the discretion of the professor.

Plagiarism: Plagiarism will not be tolerated. All sources must be cited appropriately according to current MLA guidelines.

Grading Scale: Grading Breakdown:

90-100 =	A Journal	=	20%
80-89 =	B Exam 1=	15%	
70-79 =	C Exam 2=	20%	
60-69 =	D Project	20%	
below 60	F Final Exam =	25%	

Students with disabilities: it is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations must contact the Office of Special Student Services located in Harris Hall (Rm 120; 870/450-1026; TDD 870/460-1626; Fax 870/460-1926) in order to obtain the appropriate documentation for the accommodations. Accommodations cannot be made without the necessary documentation from the Office of Special Student Services.

NB: the following action is prohibited under the Student Code of Conduct: Disorderly Conduct—Any behavior that disrupts the regular or normal functions of the University community, including behavior that breaches the peace or violates the rights of others. Such

behavior can include but is not limited to spoken or written language and/or actions or physical behavior or gestures that constitute racial, ethnic, religious, or sexual harassment.

*English 3583-01
Fall 2011
Course Calendar*

- Q1: Introduction (Culler Chapter 1)
What is literature and does it matter?
Appendix First (Culler 121) Theoretical Schools and Movements
The Monster and the Critic—Plato's *Ion* (Adams 8)
Theory as Philosophy—Aristotle's *Poetics* (Adams 52)
- Q2 Essay 1 Due
The Ox Emerges from the Cave—Aquinas' *Summa* (Adams 149)
The Poet Extends the Analogy—Dante's *Letter* (Adams 154)
Defense of the Renaissance—Sidney's *Apology* (Adams 185)
Poetry as Myth; Myth as Culture—Vico's *New Science* (Adams 313)
- Q3 Essay 2 Due
Art as Knowing—Kant's *Critique* (Adams 416)
The Cult of Originality—Wordsworth & Coleridge (Adams 481; 493)
Poetry as 'House of Being'—Hegel's *Phenomenology* (Adams 552)
Birth of the *isms*—Marx & Engels (Adams 608)
God is Dead—Nietsche's *Birth of Tragedy* (Adams 686)
- Q4 The Novel is New—Zola's *Experiment* (Adams 699)
Language & Meaning—de Saussure's *Linguistics* (786)
Meaning & History—Eliot's *Talent* (806)
The Novel is *Not* New—Bakhtin's *Epic and Novel* (Adams 912)

ENGL 399V

May Intersession 2015

Travel Seminar

English 399v (6 credit hours)

British Masterpieces in Context

Instructor: Dr. Kay J. Walter

Phone: 870-460-1578

Office: MCB 122

Office Hours: as arranged and by appointment

walter@uamont.edu

Recommended Textbooks:

- *The Norton Anthology of English Literature*, Volume I, 9th ed.
- *The Norton Anthology of English Literature*, Volume II, 9th ed.

Course Admission:

Requirements for enrollment in this course include the instructor's permission.

Course Description:

This course involves international travel, dedicated study, onsite research, formal writing, and regular conferences with the instructor. The primary purpose of the course is to explore the roots of British literary masterpieces by examining the geographical, historic, and cultural tradition that produced it. We will travel to Britain and visit places where writers found their inspiration and created their masterpieces. We will read British literature and analyze connections among the writers and their surroundings. We will consider critical responses to the literature we read. We will develop strengths in joining academic conversations about British literature in order to give detailed support to our own opinions. Above all, we will be reading, traveling, discussing, and writing in order to become more conscious of the unique appeal of British literature and its far-reaching influence on modern English-language cultures.

Expected Student Learning Outcomes:

- Student demonstrates the ability to write fluently, concisely, and clearly on specific elements (subjects, themes, characters, style) of topics covered in course.
- Student demonstrates an understanding of the literary history of the periods studied in the course.
- Student demonstrates ability to read literary texts analytically and critically.
- Student organizes an essay into a series of coherent paragraphs, using effective transitions and avoiding digressions.
- Student generally avoids grammatical and mechanical errors.
- Student uses specific examples to illustrate and support generalizations.

Course Requirements:

Successful fulfillment of the course requirements includes careful reading of assigned texts, active participation in our, regular meetings for conversations about progress, a journal chronicling travel and insights, formal writing, and a final exam. Topics for all graded writing must be approved in advance.

Attendance Policy:

You are expected to attend all regular class meetings before, during, and after the arranged travel. While we are abroad, you are required to attend all evening discussion groups. Missing arranged meetings may constitute grounds for failure at my discretion. The last day to drop with a W and the final date to withdraw from class is Tuesday, 19 May 2015.

Grading of Assignments Due as Arranged:

Final grades will be assigned according to these percentages:

• Group discussions	10%
• Presentation of discoveries	10%
• Formal Writing	20%
• Travel Journal	50%
• Final Exam	10%

Academic dishonesty:

5. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper or allowing any other student to copy yours;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor or providing materials for such use by another;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material or the provision of such material for use by another student;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
6. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted or offering such assistance to another.

7. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Students are expected to do their own work and document it properly.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a failing grade for the course.

Students with Disabilities:

Students with disabilities who wish to have accommodations provided by the university must identify themselves. If you have a diagnosed disability, or if you believe that you have a disability that might require special accommodations, please contact the Office of Special Student Services, Harris Hall room 120, phone 870-460-1026, TDD 870-460-1626, Fax 870-460-1926.

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

When we are abroad, we represent not only ourselves but also our university and our country. I expect you to be polite, agreeable, and law-abiding at all times.

Tentative Schedule:

Please be aware that this schedule is tentative, neither static nor complete. Homework will be announced at the beginning of every arranged meeting. All handouts will be discussed at the arranged meeting following their distribution. These handouts will constitute reading assignments additional to (not substituting for) scheduled events listed below.

10 May	Fly to Britain
11 May	Orientation/syllabus review and introduction to British literary history
12 May	Celtic roots

13 May	Germanic influences and French invasion
14 May	Geoffrey Chaucer: Medievalism
15 May	William Shakespeare: Renaissance Drama
16 May	Tragedies
17 May	Comedies
18 May	Histories
21 May	Romances
22 May	Non-Shakespearian British Drama
23 May	John Milton and John Dryden: Interregnum and Restoration
24 May	Alexander Pope and Jonathan Swift: Neoclassicism
25 May	Thomas Gray and William Blake: Transitions, and William Wordsworth and Samuel Taylor Coleridge: Romantic poetry
26 May	Charles Dickens: Victorian fiction, Alfred, Lord Tennyson: Victorian poetry
27 May	John Ruskin: Victorian nonfiction prose
29 May	Oscar Wilde: Fin-de-siècle, and Rudyard Kipling: Imperialism
30 May	Fly home

ENGL 399V
UNIVERSITY OF ARKANSAS AT MONTICELLO
ARTS AND HUMANITIES
ENGLISH 399V: WRITING GENRE FICTION
FALL 2015 TTH 8:10 A.M.

Instructor Name: Travis Nicholson

Location of Office: Sorrells Hall 126
Instructor Phone: (870) 460-1947

Instructor Email address: Nicholson@uamont.edu

Office Hours: Mon/Wed/Fri 9:00 – 11:00 (UAM Center for Writing and Communication)/ 12:00 – 2:00 (office)

Course Title and Credit Hours: ENGL 399V Special Topic: Writing Genre Fiction, 3 credit hours

Prerequisites: None

Course Description: Laboratory/workshop course that furthers students' practice in writing fiction, specifically science fiction, horror, and fantasy. This course concerns the study of the art and craft of writing prose fiction and largely takes the form of a workshop in which you will share your writings with the professor and your classmates. The foundation of the course is built on constructive criticism, praise, and encouragement. Also, as a reader, you will have the opportunity to develop your critical reading and thinking skills by evaluating your peers' work.

Student Learning Outcomes:

5. demonstrate an understanding of various forms and structures of speculative fiction.
6. demonstrate familiarity with a variety of professional writers' styles and voices in fiction in order to develop his or her own individual style.
7. become comfortable with the workshop process of self and group analysis and critique.
8. demonstrate knowledge of editing and revision techniques, the world of publishing, and other career-related aspects of writing.

Required course materials: *The Illustrated Man* by Ray Bradbury

Nightmares & Dreamscapes by Stephen King

Unnatural Creatures by Neil Gaiman

Zombies Vs. Unicorns by Holly Black & Justine Larbalestier

Notebook and pens/pencils for in-class writing

1 GB or higher flash drive to store electronic work

*access to a printer is required for this course as multiple copies of work must be submitted during workshops

Technical Support Information:

Blackboard and email: Instructional Technology; phone 870-460-1663; open Monday-Friday 8a.m. to 4p.m.

Online Help Desk: www.uamont.edu/pages/resources/academic-computing/

Library Services: Computers available during regular library hours

Hours of operation: www.uamont.edu/pages/library/

Conduct Policy: Since this is a college course, you are expected to behave as such. Respect the other students in the class. This includes, but is not limited to:

1. Do not interrupt a student when he or she is talking. You'll have plenty of time to say what you want to say. Healthy debate is good, but disruption will result in expulsion from class.
2. Put away your cellphone and/or any other electronics. You don't need headphones either. Take them off. Class is just a little over an hour. You can make it.
3. Turn in your work on time. Your final grade will thank you.
4. Come to class AND come on time.

Attendance Policy: Since much of the value of this course comes from classroom experience, all students are expected to attend and participate in all scheduled meetings. Everyone misses class now and then, but **BE WARNED, YOUR ATTENDANCE AFFECTS YOUR GRADE.**

Academic Alert:

The Academic Alert system is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior, or are having difficulty adjusting to campus life, University staff, faculty, or other students may report you to the Office of Academic Affairs.

Content outline:

THIS IS A WORKSHOP CLASS! Class participation includes attendance, work ethic, effort, and participation in class activities, discussions, and critiques (this does not mean attendance alone). Be prepared to discuss your papers with each other.

Provisions for late submissions: Late papers will be accepted with a deduction of 10% of overall grade for each late class period. A paper is late if not turned in by the BEGINNING of class on the due date.

Final grades will be averaged once before the drop date and at the end of the term. Available points are as follows:

Creative manuscripts.....30% (10% each)

You are required to submit to the class for workshopping 3 three to four-page manuscripts. All manuscripts must be typed. Grammar and mechanics do count. Be sure to make enough copies for everyone in the class, including yourself and the professor. Times New Roman 12 (unless the work specifically requires special font).

Critiques.....20%

For every manuscript workshopped (with the exception of your own), you will write a half-page critique in which you must address the manuscript’s flaws, its strengths, and potential. Your comments should be specific and craft-based, and you should make recommendations for strengthening the work. The critique should be a coherent, grammatical brief essay.

Class participation/In-class writing.....30%

We will discuss every manuscript in class, be prepared to comment on strengths, weaknesses, likes, and dislikes. This is a constructive atmosphere. Failure to be respectful of other students’ work will result in not only a lower grade, but possible removal from class.

Final Project.....20%

The final project will consist of an 8-10 page manuscript in a genre of your choosing. This project will serve as the capstone for the course.

Grading will be based on completion of each assignment (reading & writing), class participation, examinations and in-class assignments.

Grading Scale:

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

Special dates of concern:

- September 7 – classes closed for Labor Day holiday
- October 28 – Last day to drop with a “W”
- November 25, 26, 27 – classes closed for Thanksgiving holiday
- December 4 – last day of classes

Students with disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360;
fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414;
fax 870 364-5707.

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

19. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
20. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
21. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
22. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a grade of zero on the assignment. A second infraction will result in failure of the course and further action will be taken by the university.

ENGL 4593

English 4593: Introduction to Language Study

Office Hrs: M-F: 8AM-9AM; MW:
1PM-2:30 PM; TTH: 8AM-
9:30AM; by appointment

Dr. Stewart

Office: 119 A

Phone: 460-1878

E-mail: stewart@uamont.edu

Texts: *The Mother Tongue*, Bryson
 Language: Its Structure and Use, 7th edition, Finegan
 Talkin and Testifyin, Smitherman

Course Description:

Introduction to the study of the English language, including reading and discussion of its history, structure, regional and societal variations, and its use in the modern world; pre-requisites: ENGL 1013 or ENGL 1033 and ENGL 1023 or ENGL 1043.

Learning Outcomes:

Students should acquire and/or advance the following skills: cultivating a deeper appreciation for the English language as an historical, cultural, and structural entity; increasing competency in both spoken and written English; enhancing skills in reading, analysis, writing, and research.

Requirements and Policies:

(1) Class attendance and participation are basic expectations. You should strive to attend each class, arrive on time, and be prepared to offer insights into the daily assignments. If you miss three classes, your grade drops one letter. Six absences will most likely result in failure in the course. Note: I do not generally distinguish between an "excused" and an "unexcused" absence; the three-absence regulation should cover routine absences be they medical, professional, or social. I do, however, accommodate students who represent UAM at sanctioned activities; to receive such consideration, though, students must follow the prescribed policy contained in the university catalog. Attendance accounts for 10% of the grade. See last page.

(2) A written question, comment, or observation on the daily reading assignments from the Finegan text. The offerings will be collected at the beginning of each class and will constitute your participation grade. Your question, comment, or observation **MUST** relate specifically to an issue(s) from the daily reading. Such remarks as "This is hard to read" or "I don't like this" are unacceptable. **NO MAKE-UPS; NO LATE WORK ACCEPTED!** Participation accounts for 10 % of your grade. See last page.

(3) A variety evaluation devices consisting of six response papers and five exams. Responses papers will not be accepted late. Make-ups are given at the professor's discretion, and students must make prior arrangements. Students cannot make-up the response papers. 50% of grade

(4)A research project that involves a close linguistic reading of selected texts. 30% of grade

Academic Dishonesty Policy:

1. Students must not cheat examinations, quizzes, etc. This includes but is not limited to the following forms of dishonesty:
 - a. Copying from another student's paper;
 - b. Using during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaborating with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion involves obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicitous constitutes offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

The penalty for any form of academic dishonesty will result in a zero on the assignment for the first offense. A second infraction will bring automatic failure in the course.

(6)Student Conduct Statement: UAM students should conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The students must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. **TURN OFF ALL CELL PHONES AND OTHER ELECTRONIC DEVICES DURING CLASS. AND PUT THEM AWAY: OUT OF SIGHT, OUT OF MIND.** If you must stay attached to electronic devices at all times, you (a) do not have time to pursue a degree and/or (b) have a bad habit that needs breaking.

Students with Disabilities: It is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring special accommodation should contact the Office of Special Student Services located in Harris Hall 120. Phone: 870 460-1026; TDD: 870 460-1626; fax: 870 460-1926.

- 21 Mother Tongue, 1-2; last day to add a class
- 24 MT, 3; **RESPONSE PAPER DUE, CHAPTERS 1-3 [NO MAKE-UPS; NOT LATE WORK ACCEPTED]**
- 26 MT, 4-5
- 28 MT, 6-9
- 31 MT, 10-13; **RESPONSE PAPER DUE, CHAPTER 6-1**

September 2 MT, 14-16; **RESPONSE PAPER DUE, CHAPTERS 14-16**
TREADING DEEP WATER

- 4 Language, 1 (1-28)
- 9 Language, 2 (31-46)
- 11 Language, 2 (46-60)
- 14 Language, 2 (60-74)
- 16 **EVALUATION DEVICE #2**
- 18 Language, 5 (153-164)
- 21 Language, 5 (164-177)
- 23 Language, 5 (178-185)
- 25 **EVALUATION DEVICE # 3**
- 28 Language, 6 (187-200—half of page)
- 30 Language, 6 (200-209)

October 2 Language, 6 (209-226)

- 5 Language, 8 (268-280)
- 7 Language, 8 (280-289)
- 9 Language, 8 (289-296)
- 12 **EVALUATION DEVICE #4**
- 14 T and T, Chaps 1-3; **RESPONSE PAPER DUE**
- 16 T and T, Chaps 4-5; **RESPONSE PAPER DUE**
- 19 T and T, Chaps 6-7; **RESPONSE PAPER DUE**
- 21 Language, 10 (339-349)
- 23 Language, 10 (349-368)
- 26 Language, 11 (372-379)
- 28 Language, 11 (379-386); **Last day to drop course with a “W.”**
- 30 Language, 11 (386-397)

November 2 Language, 11 (397-411)

- 4 **EVALUATION DEVICE # 5**
- 6 Language, 12 (419-431)
- 9 Language, 12 (431-442)
- 11 Language, 12 (442-460)
- 13 Language, 13 (467-475)
- 16 Language, 13 (475-485)
- 28 Language, 13 (485-500)

- 20 **EVALUATION DEVICE #6**
- 23 Introduction to Research Project **BAILING THE WATER**
- 30 Research

December 2 Research

4 Research

10 **Final Exam: Written Projects Due by 3:30 (Essays turned in AFTER that time will be deemed LATE and DOCKED two-letter grades)**

Grading Scale:

A–90-100

B–80-89

C–70-79

D–60-69

F–0-59

Crucial Dates for This Course:

September

16 Exam

25 Exam

October

12 Exam

28 Last Day to Drop Course with a “W”

November

4 Exam

20 Exam

December

10 Final Exam/Project Due

ENGL 4613

English 4613-01

The British Novel

Instructor: Dr. Kay J. Walter

Office: MCB 122

Phone: 870-460-1578

walter@uamont.edu

Office Hours: MW 9:30 to 10 AM and 2 to 3 PM, TH 9:30 to 11 AM and 12:30 to 2:30 PM, or by appointment

Required texts and materials are all Penguin Classic editions:

- *Joseph Andrews and Shamela* by Henry Fielding
- *Waverley* by Sir Walter Scott
- *The Mystery of Edwin Drood* by Charles Dickens
- *Wuthering Heights* by Emily Brontë
- *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson
- *Jude the Obscure* by Thomas Hardy
- *Howard's End* by E. M. Forster
- **A GOOD DICTIONARY IS STRONGLY RECOMMENDED.**

Course Admission: English 2323 is a prerequisite for English majors.
Permission of instructor admits others.

Course Description:

This upper-level literature course surveys the development of the British novel from its beginning to World War II. The primary purpose of the course is to familiarize you with significant writers, books, and characteristics of British novels. We will apply our developing understanding of this genre to the consideration of all assigned texts and practice joining professional conversations about this material.

Expected Student Learning Outcomes:

- Student demonstrates adequate knowledge (subjects, themes, characters, styles, authors) of the period of literary history covered in the course.
- Student demonstrates ability to read British novels analytically and critically.
- Student organizes an essay or essay response on an exam into a series of coherent paragraphs, using effective transitions and avoiding digressions.
- Student generally avoids grammatical and mechanical errors.
- Student uses specific examples to illustrate and support generalizations.

Course Requirements:

Successful fulfillment of the course requirements includes timely completion of all daily work, active participation in class, satisfactory results on written exams, regular class attendance, and composition of a major paper. Pop quizzes over assigned readings and class discussions can be expected without further notice, and all tests will be comprehensive.

Late, Make-Up, and Extra Credit Work:

All assigned work is due at the beginning of class on the due date assigned. No late work will be accepted for credit. No make-up work is available for missed daily work. No extra credit work will be assigned.

Attendance Policy:

You are expected to attend all classes and scheduled meetings. If you are absent, you are responsible for all material covered in class and for any assignments due. Missing more than six meetings of this class may constitute grounds for failure at my discretion. The last day to drop with a W is Wednesday, 18 March.

Grading and Due Dates:

Final grades will be assigned according to these percentages:

- Participation and Daily Work 20%
- Exam #1 20% 9 February
- Exam #2 20% 6 March
- Term Paper 20% 3 April
- Final Exam 20% 5 May

Academic dishonesty:

8. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper or allowing any other student to copy yours;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor or providing materials for such use by another;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material or the provision of such material for use by another student;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.

9. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted or offering such assistance to another.
10. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Students are expected to do their own work and document it properly.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a failing grade for the course.

Students with Disabilities:

Students with disabilities who wish to have accommodations provided by the university must identify themselves. If you have a diagnosed disability, or if you believe that you have a disability that might require special accommodations, please contact the Office of Special Student Services, Harris Hall room 120, phone 870-460-1026, TDD 870-460-1626, Fax 870-460-1926.

Student Conduct Statement:

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Hats are not allowed in my classrooms. Cell phone use is limited to direct instruction.

Schedule:

7 January	W syllabus review and introduction to textbooks
9 January	F review of genres and their characteristics
12 January	M Fielding, Book I chapters 1 through 10
14 January	W Fielding, Book I chapters 11 through 18
16 January	F Fielding, Book II
19 January	M Martin Luther King, Jr. holiday

21 January	W	Fielding, Book III
23 January	F	Fielding, Book IV
26 January	M	Scott, Chapters First through Fourteenth
28 January	W	Scott, Chapters Fifteenth through Twenty-fifth
30 January	F	Scott, Chapters Twenty-sixth through Thirty-ninth
2 February	M	Scott, Chapters Fortieth through Fiftieth
4 February	W	Scott, Chapters Fifty-first through Sixty-second
6 February	F	Scott, Chapters Sixty-third through Seventy-second
9 February	M	Exam #1
11 February	W	Dickens, Chapters 1 through 6
13 February	F	Dickens, Chapters 7 through 11
16 February	M	Dickens, Chapters 12 through 17
18 February	W	Dickens, Chapters 18 through 23 and appendices
20 February	F	Brontë, Chapters I through III
23 February	M	Brontë, Chapters IV through VII
25 February	W	Brontë, Chapters VIII through XI
27 February	F	Brontë, Chapters XII through XV
2 March	M	Brontë, Chapters XVI through XVIII
4 March	W	Brontë, Chapters XIX through XX
6 March	F	Exam #2
9 March	M	Stevenson, "Story of the Door," "Search for Mr Hyde," Dr Jekyll Was Quite at Ease," "The Carew Murder Case," and "Incident of the Letter"
11 March	W	Stevenson, "Remarkable Incident of Dr Lanyon," "Incident at the Window," "The Last Night," "Dr Lanyon's Narrative," and "Henry Jekyll's Full Statement of the Case"
13 March	F	Term paper discussion
16 March	M	Considering sources
18 March	W	Presenting ideas
20 March	F	Documenting research
23 March	M	Spring break
25 March	W	Spring break
27 March	F	Spring break

30 March	M Hardy, Part First
1 April	W Hardy, Part Second
3 April	F Hardy, Part Third
	Term paper due
6 April	M Hardy, Part Fourth
8 April	W Hardy, Part Fifth
10 April	F Hardy, Part Sixth
13 April	M Forster, Chapters I through VII
15 April	W Forster, Chapters VIII through XV
17 April	F Forster, Chapters XVI through XXIII
20 April	M Forster, Chapters XXIV through XXXI
22 April	W Forster, Chapters XXXII through XXXIX
24 April	F Forster, Chapters XL through XLIV
27 April	M Review for final exam
5 May	T 1:30 to 3:30 PM Final Exam

ENGL 4623

English 4623-01 (three credit hours)

(1188) Shakespeare

Instructor: Dr. Kay J. Walter

Office: MCB 122

Phone: 870-460-1578

walter@uamont.edu

Office Hours: 9:00 a.m. to 12:00 p.m. on Mondays and Wednesdays, 1:00 p.m. to 3:00 p.m. Tuesdays and Thursdays; or by appointment

Required texts and materials:

The Complete Works of William Shakespeare Edited by David Bevington ISBN: 9780321886514

Prerequisite: English 2323 is a prerequisite for English majors. Permission of instructor admits others.

Course Description:

This senior-level course requires extensive study and research, written exams, and regular class participation and discussion. The primary purpose of the course is to develop an understanding of the canon of William Shakespeare, including both dramatic and poetic titles, and the controversies that surround it.

As a student in this course, you will

- explore the writings of William Shakespeare, dramatic and non-dramatic
- analyze the body of Shakespeare's work and the fact and fiction that surrounds it
- develop strengths in joining academic conversations about Shakespeare and his work
- read, research, discuss, and write in order to become more conscious of the conversation surrounding current scholarly Shakespeare studies.

Student Learning Outcomes:

By the conclusion of the course you should be able to do the following:

1. Demonstrate the ability to write fluently, concisely, and clearly.
2. Demonstrate the ability to read literary texts analytically and critically.
3. Demonstrate good research skills.
4. Demonstrate an understanding of literary history, including literary movements and the evolutions of the genres.
5. Demonstrate knowledge of the history and structure of the English language.

Technical Support Information:

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library/>

Course Requirements:

Successful fulfillment of the course requirements includes timely completion of all daily work, active participation in class, and satisfactory results on major exams. Pop quizzes over assigned readings and class discussions can be expected without further notice, and all tests will be comprehensive.

Late, Make-Up, and Extra Credit Work:

All work is due at the beginning of class on the due date assigned. No late work will be accepted for credit. No make-up work is available for missed daily work. No extra credit work will be assigned.

Attendance Policy:

You are expected to attend all classes and scheduled meetings. If you are absent, you are responsible for all material covered in class and for any assignments due. Missing more than four meetings of this class may constitute grounds for failure at my discretion. The last day to drop the class is Wednesday, 28 October 2015.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Grading:

Students will earn course grades based on the documentation of timely completion of homework and responses to written exams. Final grades will be assigned according to these percentages:

- Exam #1 30%
- Project 30%
- Final Exam 30%
- Homework and Participation 10%

Academic dishonesty:

11. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper or allowing any other student to copy yours;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor or providing materials for such use by another;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material or the provision of such material for use by another student;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
12. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted or offering such assistance to another.
13. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Students are expected to do their own work and document it properly.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a failing grade for the course.

Students with Disabilities:

Students with disabilities who wish to have accommodations provided by the university must identify themselves. If you have a diagnosed disability, or if you believe that you have a disability that might require special accommodations, please contact the Office of Special Student Services, Harris Hall room 120, phone 870-460-1026, TDD 870-460-1626, Fax 870-460-1926.

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of

the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Hats are not allowed in my classrooms. Cell phone use is limited to direct instruction.

Reading Schedule:

Please be aware that this list of readings is tentative, neither static nor complete. The only way to be sure you know the reading assignment is to be in class on time. Homework will be announced and collected at the beginning of class meetings. All handouts will be discussed on the class meeting following their distribution. These handouts will constitute reading assignments additional to (not substituting for) those assignments listed below.

20 August	Introduction and Syllabus review
25 August	<i>Romeo and Juliet</i>
27 August	<i>Romeo and Juliet</i>
1 September	<i>Romeo and Juliet</i>
3 September	<i>Romeo and Juliet</i>
8 September	<i>Twelfth Night</i>
10 September	<i>Twelfth Night</i>
15 September	<i>Twelfth Night</i>
17 September	<i>Twelfth Night</i>
22 September	<i>The Tempest</i>
24 September	<i>The Tempest</i>
29 September	<i>The Tempest</i>
1 October	Exam #1
6 October	<i>I Henry IV</i>
8 October	<i>I Henry IV</i>
13 October	<i>I Henry IV</i>
15 October	<i>I Henry IV</i>
20 October	<i>Richard III</i>
22 October	<i>Richard III</i>
27 October	<i>Richard III</i>
29 October	<i>Richard III</i>
3 November	<i>Othello</i>
5 November	<i>Othello</i>
10 November	<i>Othello</i>
12 November	<i>Othello</i>
17 November	<i>King Lear</i>
19 November	<i>King Lear</i>
24 November	<i>King Lear</i>

26 November

1 December

3 December

11 December 10:30 to 12:30

Thanksgiving holiday

projects due

Sonnets and other poetry

Final Exam

ENGL 4633

Engl 4633—The American Novel

Dr. Stewart

MCB 119 A

stewart@uamont.edu

Office Phone: 870 460-1878

Office Hrs: 8-9(MWF); 12-2(MW);

8-9:30(TH); 1:30-2:30(TH)

Texts: *The Last of the Mohicans* (Penguin Classics), Cooper; *Ruth Hall* (Penguin), Fanny Fern; *The House of the Seven Gables*(Penguin), Hawthorne; *A Modern Instance* (Penguin), Howells; *The Damnation of Theron Ware* (Penguin), Frederic; *Pudd’N Head Wilson* (Penguin), Twain; *The House of Mirth* (Penguin), Wharton; *Intruder in the Dust* (Vintage), Faulkner; *The Reivers* (Vintage), Faulkner (**A NOTE ON**

PUBLISHERS/EDITIONS: While I do not dictate that you necessarily use the editions listed here, I do recommend that you do so. I use Penguin editions whenever possible because they rely on the best texts of the novels. For e-reading fans and users of other editions, I have included chapters for the daily reading.

Course Description:

Pre-requisites: ENGL 1013 or ENGL 1033, ENGL 1023 or ENGL 1043, and ENGL 2323; The American Novel from its beginnings to World War II [and somewhat thereafter].

Learning Outcomes:

Students should acquire and/or advance the following skills: increase competency in writing fluently, concisely, and clearly; gain greater insights into American culture and history; enhance knowledge of the theory and practice of the American novel; augment research skills; cultivate a sense of professionalism and a commitment to the discipline.

Requirements:

- (1)Class attendance and participation are expected and will affect your grade for good or ill. After **three** absences your grade drops one letter with additional penalties for subsequent absences. After **four** absences you may expect to fail the course. Normally I do not distinguish between “excused” and “unexcused” absences; I do, however, make allowance for absences because of school-sponsored activities, provided the written policies are followed. Attendance: 15% of grade. See last page.
- (2)A written question, comment, or observation on the daily reading assignment which will be taken up at the beginning of each class. This daily offering **MUST** relate to a specific issue in the texts. Such remarks as “this is hard to read” or “I don’t like this” are unacceptable. Generally you should also avoid queries about vocabulary. The more dazzling and provocative the better! **NO MAKE-UPS; NO LATE WORK ACCEPTED.** 15% of grade. See last page and the Guidelines for Daily Comments.
- (3)A library project for which you locate, summarize, and critique two articles from professional journals and a two web sites on one of the novels. 20% of grade.
- (4)Three seminar papers—two two-to-three page papers (25 %) and one four-to-six page

paper that includes research (25 %). 50% of grade.

(5) Academic Dishonesty Policy:

1. Students must not cheat examinations, quizzes, etc. This includes but is not limited to the following forms of dishonesty:
 - a. Copying from another student's paper;
 - b. Using during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaborating with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion involves obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicitous constitutes offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

The penalty for any form of academic dishonesty will result in a zero on the assignment for the first offense. A second infraction will bring automatic failure in the course.

(6) Student conduct statement: UAM students should conduct themselves appropriately (**according to MY definition**), keeping in mind that they are subject to the laws of the community and standards of society. Students must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. **TURN OFF ALL ELECTRONIC DEVICES DURING CLASS. AND PUT THEM AWAY: OUT OF SIGHT OUT OF MIND.** If you must stay attached to these marvels of technology at all times, you do not have time to pursue a degree; and furthermore, sending an inane text or Facebook update can wait.

NOTE: Students with Disabilities: It is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room 121; phone 870-460-1026; TDD 870-460-1626; or fax 870-460-1926.

January	9	Introduction to Course; Background/Theory of the novel
14		<i>The Last of the Mohicans</i> (11-116; chapters 1-10)
16		LM (116-211; chapters 11-17)
21		LM (212-315; chapters 18-23)

23	LM (315-415; chapters 24-end)
28	<i>Ruth Hall</i> (3-103; chapters 1-42)
30	RH (103-203; chapters 43-73)
February	4 RH (203-272; chapters 74-end)
6	<i>The House of the Seven Gables</i> (1-114; chapters 1-7)
11	HG (115-222; chapters 8-14)
13	HG (223-319; chapters 15-end)
18	<i>A Modern Instance</i> (3-138, chapters 1-12)
20	MI (139-227, chapters 13-21)
25	MI (228-327; chapters 22-29)
27	MI (328-459; chapters 30-end)
March	4 <i>The Damnation of Theron Ware</i> (1-114; chapters 1-111)
6	Theron Ware (115-237; chapters 12-22); ESSAY #1 DUE
11	TW (238-344, chapters 23-end)
13	<i>Pudd 'Head Wilson</i> (55-179; chapters 1-17)
18	PH (180-302; chapters 18-end)
19	LAST DAY TO WITHDRAW FROM CLASS WITH A "W"
20	<i>The House of Mirth</i> (3-110; chapters 1-9)
April	1 HM (110-209; chapters 10-2:2)
3	HM (209-329; chapters 2:3-end)
8	<i>Intruder in the Dust</i> (3-102, chapters 1-4)
10	ID (103-162; chapters 5-7); ESSAY #2 DUE
15	ID (162-241; chapters 8-end)
17	<i>The Reivers</i> (3-91; chapters 1-4)
22	TR (92-161; chapters 5-7)
24	TR (162-239; chapters 8-10); LIBRARY PROJECT DUE
29	TR (240-305; chapters 11-end)
30	ESSAY #3 DUE (by 5:15; essays turned in AFTER that time will be deemed late and docked TWO letter grades)

Grading Scale for Essays:

A—Extraordinary work that more than fulfills the assignment; this essay tackles the topic in an innovative way, with a clear sense of audience and purpose, an insightful thesis, and appropriate and effective organization.

B—Clearly above-average and more than meets the requirements of the assignment; it has a clear thesis and organizational strategy; often a mere step away from the “A” paper.

C—Average work that solidly meets the requirements of the assignment; the essay has a thesis and organizational plan which demonstrate thought on the writer’s part, a generally clear style.

D—Below average work that demonstrates a serious attempt to fulfill the assignment and shows some promise but does not fully meet the requirements of the assignment.

F—Substantially below average for the assignment; it may be off-topic and may attempt to meet the requirements of the assignment, but it may have no apparent thesis.

English 4723-61 Seminar in Literature: Drama as Literature and Performance

MW 4:10 to 5:30 pm

Instructor: Dr. Kay J. Walter

Office: MCB 122

Office Hours: MW 9-10 am and 2-4 pm, TH 11 am -1 pm, or by appointment

Required texts and materials:

- *Modern and Contemporary Irish Drama* 2nd edition by Harrington
- **A GOOD DICTIONARY IS STRONGLY RECOMMENDED.**

Course Admission: Composition II is a pre-requisite.

General Education Requirement: This course fulfills the English portion of the humanities-cluster requirement under General Education. It can also be used as a humanities elective.

Course Description:

This senior-level literature course explores the genre of drama as a form of literature and the basis for public performance. The primary purpose of the course is to familiarize you with the study of drama by examining the work of a literary figure significant to western thought. We will apply our developing understanding of drama to the public performance of a specific play.

Expected Student Learning Outcomes:

- Student demonstrates the ability to write fluently, concisely, and clearly on specific elements (subjects, themes, characters, style) of the play covered in course.
- Student demonstrates an understanding of drama and the literary history of the period studied in the course.
- Student demonstrates ability to read drama analytically and critically.
- Student generally avoids grammatical and mechanical errors.

Course Requirements:

Successful fulfillment of the course requirements includes timely completion of all daily work, active participation in class, satisfactory public performance, and satisfactory results on the written exam. Pop quizzes over assigned readings and class discussions can be expected without further notice, and all tests will be comprehensive.

Late, Make-Up, and Extra Credit Work:

All assigned work is due at the beginning of class on the due date assigned. No late work will be accepted for credit. No make-up work is available for missed daily work. No extra credit work will be assigned.

Attendance Policy:

You are expected to attend all classes and scheduled meetings. If you are absent, you are responsible for all material covered in class and for any assignments due. Missing more than two meetings of this class may constitute grounds for failure at my discretion. The last day to drop the class is 29 October 2013.

Grading and Due Dates:

Final grades will be assigned according to these percentages:

- | | | |
|--------------------------------|-----|-----------------|
| • Performance | 60% | 31 October 2014 |
| • Participation and Daily Work | 20% | |
| • Written Exam | 20% | 8 December 4-6 |

Academic dishonesty:

14. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper or allowing any other student to copy yours;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor or providing materials for such use by another;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material or the provision of such material for use by another student;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
15. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted or offering such assistance to another.
16. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Students are expected to do their own work and document it properly.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a failing grade for the course.

Students with Disabilities:

Students with disabilities who wish to have accommodations provided by the university must identify themselves. If you have a diagnosed disability, or if you believe that you have a disability that might require special accommodations, please contact the Office of Special Student Services, Harris Hall room 120, phone 870-460-1026, TDD 870-460-1626, Fax 870-460-1926.

Student Conduct Code: Disorderly Conduct:

Any behaviour which disrupts the regular or normal functions of the university community, including behaviour which breaches the peace or violates the rights of others is prohibited by the university.

Cell phones and hats are not allowed in my classrooms.

Schedule:

21 August	W	Orientation/syllabus review, introduction to textbook, and review of literary history; Chronology page 623
25 August	M	Literary Context: Irish Dramatic Revivalism
27 August	W	Assignment of duties for set and props
1 September	M	Labor Day Holiday
3 September	W	Assignment of roles and first read through
8 September	M	Blocking
10 September	W	Blocking
15 September	M	Blocking
17 September	W	Costuming
22 September	M	Rehearsal
24 September	W	Rehearsal
29 September	M	Rehearsal
1 October	W	Rehearsal
6 October	M	Rehearsal
8 October	W	Rehearsal
13 October	M	Rehearsal
15 October	W	Rehearsal
20 October	M	Rehearsal
22 October	W	Rehearsal

27 October	M	Moving to the performance site
28 October	T	Setting the stage
29 October	W	Technical Rehearsal
30 October	H	Dress Rehearsal
31 October	F	Public Performance
3 November	M	Striking the Set
5 November	W	Well earned day of rest
10 November	M	Performance Review--Audience considerations
12 November	W	Performance Review--Literary contextualization
17 November	M	Oliver Goldsmith, Oscar Wilde, and Bernard Shaw
19 November	W	Thanksgiving holiday
24 November	M	Lady Gregory and W. B. Yeats
26 November	W	Sean O'Casey and Samuel Beckett
1 December	M	"The Irish Dramatic Revival" pages 399-423
3 December	W	"On Theater in Ireland" pages 594-622
8 December	M	Written Exam

ENGL 4663

Gregory A. Borse, Ph.D.

Modern Poetry

Spring 2012

MCB 122

Engl 4663

870/460-1778; borse@uamont.edu

Texts: *The Norton Anthology of Poetry* (2005); *Poetic Meter & Poetic Form (Revised Edition, 1979)*

Objectives: Fulfill the general education requirement. Enhance reading and analytical skills. Foster an understanding of and appreciation for poetic meter & form with an emphasis on modern poetry.

Pre-requisites: Successful completion of Engl 1023 or its equivalent.

Requirements: Class attendance is mandatory. Excused absences and late work are at the discretion of the instructor. Excessive absences *may* result in failure of the course. Absences of UAM sanctioned student activities are allowed with ample prior notice to the instructor.

Students who must miss class because of a sanctioned student activity *must follow the prescribed policy contained in the university catalog. Attendance and in-class participation comprise 20% of the course grade.* (In-class participation includes but is not limited to class discussion, responses to in-class writing prompts, unannounced reading quizzes. Students should keep a class notebook for periodic review of in-class work).

Exams: Students will take two exams over the course of the semester. The first exam will comprise 25% of the course grade. The second exam will comprise 30% of the grade. A final paper will comprise 25% of the grade.

Grading Scale:

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

Students with disabilities: it is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations must contact the Office of Special Student Services located in Harris Hall (Rm 120; 870/450-1026; TDD 870/460-1626; Fax 870/460-1926) in order to obtain the appropriate documentation for the accommodations. Accommodations cannot be made without the necessary documentation from the Office of Special Student Services.

NB: the following action is prohibited under the Student Code of Conduct: Disorderly Conduct—Any behavior that disrupts the regular or normal functions of the University community, including behavior that breaches the peace or violates the rights of others. Such behavior can include but is not limited to spoken or written language and/or actions or physical behavior or gestures that constitute racial, ethnic, religious, or sexual harassment.

Note: The instructor reserves the right to change the syllabus for any reason at any time.

ENGL 4683
UNIVERSITY OF ARKANSAS AT MONTICELLO
ARTS AND HUMANITIES
ENGLISH 4683: SCREENWRITING
SPRING 2015 MWF 12:10 P.M.

Instructor Name: Travis Nicholson
Location of Office: Sorrells Hall 126
Instructor Phone: (870) 460-1947
Instructor Email address: Nicholson@uamont.edu

Office Hours: Mon/Wed/Fri 10:00 a.m. to 12:00 p.m., Tues/Thurs 11:00 a.m. to 1:00 p.m.

Course Title and Credit Hours: ENGL 4683 Screenwriting, 3 credit hours

Course Description: Laboratory/reading course that introduces students to the elements of writing and analyzing screenplays from conception to marketing. Students submit manuscripts for analysis and criticism.

Required course materials:

David Trottier – The Screenwriter’s Bible
Brian Selznick – The Invention of Hugo Cabret
William Goldman – Four Screenplays
Diablo Cody – Juno: The Shooting Script
Notebook for in-class work (handouts and notes should be kept)
1GB or higher flash drive (to store writing assignments)

Student Learning Outcomes:

- Develop synopsis, treatment, and first draft script using story industry standard techniques
- Identify visual drama components
- Demonstrate an understanding of the skills and techniques required to convey visual narrative
- Produce scenes conveying the emotional state and development of a character.

Conduct Policy: Since this is a college course, you are expected to behave as such. Respect the other students in the class. This includes, but is not limited to:

1. Do not interrupt a student when he or she is talking. You’ll have plenty of time to say what you want to say. Healthy debate is good, but disruption will result in expulsion from class.
2. Put away your cellphone and/or any other electronics. You don’t need headphones either. Take them off. Class is just a little over an hour. You can make it.

3. Turn in your work on time. Your final grade will thank you.
4. Come to class AND come on time.
5. Remember that your stories/poems/screenplays will be read by other students. If you aren't comfortable with everyone reading it, change topics.

Attendance Policy: Since much of the value of this course comes from classroom experience, all students are expected to attend and participate in all scheduled meetings. Everyone misses class now and then, but **BE WARNED, YOUR ATTENDANCE AFFECTS YOUR GRADE.** Make sure, if you have an absence, it is excused by a note or an approved UAM activity.

Content outline:

THIS IS A WORKSHOP CLASS! Class participation includes attendance, work ethic, effort, and participation in class activities, discussions, and critiques (this does not mean attendance alone). Be prepared to discuss your papers with each other.

Provisions for tests and evaluations: Late papers will be accepted with a deduction of 10% of overall grade for each late class period. A paper is late if not turned in by the BEGINNING of class on the due date.

Final grades will be averaged once before the drop date and at the end of the term. Available points are as follows:

Creative manuscripts.....30% (10% each)

You are required to submit to the class for workshopping three manuscripts (each building off of the other) for consideration and critiquing. All manuscripts must be typed. Grammar and mechanics do count. Be sure to make enough copies for everyone in the class, including yourself and the professor. *Three page minimum/five page maximum for each submission. Courier or Courier New 12 point font.

Critiques/Treatments.....30%

For every film viewed in class, the student will complete a 1-2 page rhetorical analysis discussing the craft elements utilized in the screenplay. OR The student can submit a 1-2 page treatment of the film as if he or she would be pitching it to an agent or executive. The assignment should be a coherent, grammatical brief essay.

Class participation/In-class writing.....20%

We will discuss every manuscript in class, be prepared to comment on strengths, weaknesses, likes, and dislikes. This is a constructive atmosphere. Failure to be respectful of other students' work will result in not only a lower grade, but possible removal from class. We will also do many in-class exercises to strengthen the core concepts of screenwriting.

Final Project.....20%

The final project will consist of a polished draft of a 10 minute short film followed by a table reading of said project. All work will be submitted for the final grade from the pitch to the storyboarding to the complete manuscript itself.

Grading will be based on completion of each assignment (reading & writing), class participation, examinations and in-class assignments.

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

One (**and only one!**) make up assignment will be available at the end of the semester to replace a missed quiz.

Special dates of concern:

January 19 – Martin Luther King Day Holiday

March 18 – Last day to drop with a “W”

March 23-27 – Spring Break

April 29-May 5 – Final Exams

Students with disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

23. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
24. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
25. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
26. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a grade of zero on the assignment. A second infraction will result in failure of the course and further action will be taken by the university.

ENGL 4703
UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF ARTS AND HUMANITIES
ENGL 4703: CONTEMPORARY WRITERS
SPRING 2016 MWF 8:10 A.M.

Instructor Name: Travis Nicholson

Instructor Location of Office: Sorrells Hall 126

Instructor Phone: 870-460-1947.

Instructor Email Address: Nicholson@uamont.edu

Office Hours: MWF 10:00 – 11:00 a.m. / MW 12:00 a.m. – 3:00 p.m.

Course Title and Credit Hours: ENGL 4703: Contemporary Writers

Prerequisites: ENGL 2323: Introduction to Literary Studies

Course Description: Study of works by current authors including the voices of women, persons of color, and writers of the Post-Colonial world.

Student Learning Outcomes:

1. Display a working knowledge of fiction from the 20th century
2. Identify and describe distinct literary characteristics of modern literature
3. Write analytically about modern literature using MLA guidelines
4. Effectively communicate ideas related to modern works during class and group activities
5. Identify and describe distinct literary characteristics of the novel

Required Texts:

1. *Hard-Boiled Wonderland & End of World*

Author: Murakami

ISBN: 9780679743460

2. *Rabbit, Run*

Author: Updike

ISBN: 9780449911655

3. *The Road*

Author: McCarthy

ISBN: 9780307472120

4. *Breakfast of Champions*

Author: Vonnegut

ISBN: 9780385334204

5. *The Goldfinch*

Author: Tartt

ISBN: 9780316055444

6. *The Hours*

Author: Cunningham

ISBN: 9780312243029

Technical Support Information: Include the information below in your syllabus.

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library/>

Proposed UAM Attendance Policy:

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

You are expected to attend class. Attendance doesn't mean showing up and sitting silently. The majority of this class is based off of discussion and a healthy give-and-take from everyone. As such, a percentage of your grade will rely on how often and how well you contribute to our daily discussions.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at

UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources:

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

STUDENT HANDBOOK

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities. It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

Feedback Schedule:

Please allow up to two weeks for feedback on major assignments. I teach many other classes. So you may get marked essays back in a few days or weeks. Be patient.

Content outline:

Class participation includes attendance, work ethic, effort, and participation in class activities, discussions, and critiques (this does not mean attendance alone). Be prepared to discuss your papers with each other.

Provisions for tests and evaluations: Late papers will be accepted with a deduction of 10% of overall grade for each late class period. A paper is late if not turned in by the BEGINNING of class on the due date.

Final grades will be averaged once before the drop date and at the end of the term. Available points are as follows:

Major essays.....30% (10% each)

You are required to submit three papers during the course of the semester. All manuscripts must be typed and in proper MLA format. Grammar and mechanics do count, but your thoughts and ability to apply various schools of criticism will carry more weight. Each essay will be 5-8 pages.

Daily comments.....20%

These will be at least a paragraph turned in at the beginning of each class. Not only do they serve as a testament to your devotion to completing the assigned readings, but also helps you with the discussion part of the class.

Class participation/In-class writing.....50%

Every novel will be broken down into a manageable number of pages/chapters for reading between each class meeting. Keeping up with the reading will pay dividends when the time comes to write a paper. Moreover, you will be able to hold a conversation about the novel in class. Imagine this as a big book club with your besties. Beverages and snacks will be provided more than you'd think.

Grading will be based on completion of each assignment (reading & writing), class participation, examinations and in-class assignments.

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Special dates of concern:

January 6 (Wed) – First day of session 1 and 8W1 classes.

January 18 (Mon) – Martin Luther King Holiday. Offices and classes closed.

March 16 (Wed) – Last day to drop a session 1 class or withdraw from the term.

Grade(s) will be W

March 21-25 (Mon-Fri) – Spring Break

April 4 (Mon) – Preregistration for Summer and Fall begins

April 26 (Tues) – Last day of sessions 1 and 8W2 classes.

April 27- May 3 (Wed-Tues) – Final Exams

Academic Dishonesty:

27. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
- Copying from another student's paper;
 - Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - Collaboration with another student during the examination;
 - Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - Substituting for another person during an examination or allowing such substitutions for oneself.
28. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
29. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
30. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

Activity	Assignments	Estimated hours per semester for the average student
Academic Engagement	In-class Writing	10
	Lecture/Critical Discussion	30
	Peer-Review Workshops	5
	TOTAL:	45
Preparation outside of class	Reading assignments	50
	Small writing and other homework	15

Activity	Assignments	Estimated hours per semester for the average student
	Essay rough drafts	20
	Daily comments	5
	TOTAL:	90
Overall Total		135

ENGL 4743 Film & Literature

Gregory A. Borse, Ph.D.

Summer I, 2012

MCB 122

870/460-1778

borse@uamont.edu

Text: *The Anatomy of Film* (6th Ed; Bernard F. Dick, Bedford/St. Martin's, 2009)

Objectives: Fulfill the BA Identity Requirement; To examine the similarities and differences between film and (written) literature as forms of narrative art. Students will be introduced to the basic vocabulary of film and literature as forms of narrative art through reading short stories and/or excerpts from novels and watching short and feature length films from the United States, Europe, and Asia. Pre-requisites: Completion of English 1023 or equivalent.

Requirements: Class attendance is mandatory. Excused absences and late work are at the discretion of the instructor. Excessive absences *may* result in failure of the course. Absences of UAM sanctioned student activities are allowed with ample prior notice to the instructor. Students who must miss class because of a sanctioned student activity *must follow the prescribed policy contained in the university catalog. Attendance and in-class participation comprise 25% of the course grade.* (In-class participation includes but is not limited to class attendance, participation and responses in writing to journal prompts as assigned).

Exams: Two exams, each worth 25% of the course grade; Journal/participation 25% of grade; Final Essay 25% of grade.

Grading Scale:

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

Students with disabilities: it is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations must contact the Office of Special Student Services located in Harris Hall (Rm 120; 870/450-1026; TDD 870/460-1626; Fax 870/460-1926) in order to obtain the appropriate documentation for the accommodations. Accommodations cannot be made without the necessary documentation from the Office of Special Student Services.

NB: the following action is prohibited under the Student Code of Conduct: Disorderly Conduct—Any behavior that disrupts the regular or normal functions of the University community, including behavior that reaches the peace or violates the rights of others. Such behavior can include but is not limited to spoken or written language and/or actions or physical behavior or gestures that constitute racial, ethnic, religious, or sexual harassment.

Note: The instructor reserves the right to change the syllabus for any reason at any time.

Schedule of Readings

Act 1: *Introduction: "Looking at Movies; An Introduction to Film"* (DVD)

Anatomy of Film (Chpt 1)

Act 2: Film *and* Literature; Faulkner's *Barn Burning* and Austen's *Emma*;
"Barn Burning" (1980)
 Clueless (1995)
 Anatomy of Film (Chpt 8)
 Exam I

Act 3: Film *as* Literature; Orwell's *Citizen Kane*; Bergman's *Fanny & Alexander*;
 Conrad's *Heart of Darkness* and Copolla's *Apocalypse Now* (1979)

Act 4: Film, Literature, Form & Technique: *Genre*
 Hitchcock's *Psycho* (1962) and Stephen Frear's *The Grifters* (1990)
 Anatomy of Film (Chpt 5)
 Exam II

Act 5: Film, Literature, and Theory
 Anatomy of Film (Chpts. 6 & 10)
 Malle's *Au Revoir Les Enfants* (1987)
 Huston's *Key Largo* (1949)
 Lee's *Crouching Tiger, Hidden Dragon* (2000)
 Essay/Journals Due

ENGL 4753

Engl 4753: Advanced Grammar

Office Hours: 8-9(MWF); 12-2(MW); 8-9:30 (TH) 1:30-2:30(TH)

Dr. Stewart

MCB 119 A

e-mail: stewart@uamont.edu

Office Phone: 870-460-1878

Text:

Grammar and Usage in the Classroom, 2nd edition, by Mark Lester

Course Description:

Pre-requisites: ENGL 1013 or ENGL 1033 and ENGL 1023 or ENGL 1043; [a study and analysis] of grammatical systems (traditional, structural, generative, and transformational).

Learning Outcomes:

Students will acquire and/or advance the following skills: writing fluently, concisely, and clearly within the context of grammatical felicity; studying in depth the basic grammar systems of English with a focus on traditional grammar; increasing knowledge with respect to the history and structure of the English language; augmenting good research skills.

Requirements:

(1) Class attendance and participation are fundamental expectations. **You should strive to attend each class, arrive on time (your leaving the class for a cup of coffee or a potty break is rather unprofessional, especially when the appointed hour has arrived), and be prepared to offer insights into the daily assignments.** You should address the needs of your bladder **BEFORE** class. If you miss three classes, your grade drops one letter. Six absences will most likely result in failure in the course. Normally, I do not distinguish between the “excused” and the “unexcused” absence; the week’s worth of absences should cover any situations that may arise to prevent your attending class. I do accommodate absences for university-related travel, but I do expect the appropriate procedures to be followed. Class attendance accounts for 10% of grade. See the last page of the syllabus.

(2) Students will bring to each class a question or comment relating to the daily assignment. You may also bring a question about various usage issues which crop up and cause vexation. These comments will be turned in at the beginning of the hour. **NO MAKE-UPS; NO LATE WORK ACCEPTED.** 20% of grade. See both the last page and the Guidelines for Daily Comments.

(3) Four exams which will cover the intricacies of grammar and usage. 60% of grade.

(4) A research project which will cover issues germane to the study of grammar and usage. 10% of grade.

(5) Academic Dishonesty Policy:

Students must not cheat on examinations, quizzes, etc. This includes but is not limited to the following forms of dishonesty:

- a. Copying from another student's paper;
 - b. Using during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaborating with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or procuring a proxy to take exams for you.
5. Collusion involves obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
 6. Duplicity constitutes offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
 7. Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

The penalty for any form of academic dishonesty will result in a zero on the assignment for the first offense. A second infraction will bring automatic failure in the course.

(6) Student conduct statement: UAM students should conduct themselves appropriately (**according to MY definition**), keeping in mind that they are subject to the laws of the community and standards of society. Students must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. **TURN OFF ALL ELECTRONIC DEVICES DURING CLASS. AND PUT THEM AWAY: OUT OF SIGHT OUT OF MIND.** If you must stay attached to these marvels of technology at all times, you do not have time to pursue a degree; and furthermore, sending an inane text or Facebook update can wait.

Note: Students with Disabilities: It is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor or any necessary accommodations at the beginning of the course. Any student requiring special accommodations should contact the Office of Special Student Services located in the Southeast corner of the Student Services Center, Phone: 870-460-1154; TDD 870-460-1251; fax 870-460-1810.

January	7	Introduction to course
9		Chapter 1 of <i>Grammar and Usage</i> (3-10)
12		Chapter 1 (10-17); pp. 305-315
14		Chapter 2 (18-30); pp. 335-339
16		Chapter 2 (30-43)

- 21 Chapter 2 (43-56)
- 23 Chapter 2 (56-70); pp. 339-342
- 26 **EXAM # 1**
- 28 Chapter 3 (71-78); pp. 349-351; pp. 363-367
- 30 Chapter 3 (78-85)

February 2 Chapter 3 (85-94)

- 4 Chapter 3 (95-105)
- 6 Chapter 3 (105-114)
- 9 Chapter 4 (115-121); pp. 367-375
- 11 Chapter 4 (121-127)
- 13 Chapter 4 (127-134)
- 16 Chapter 4 (134-140)
- 18 Chapter 4 (140-147)
- 20 Chapter 4 (147-153)
- 23 **EXAM #2**
- 25 Chapter 5 (154-159)
- 27 Chapter 5 (159-165)

March 2 Chapter 5 (165-171)

- 4 Chapter 5 (171-176); pp. 333-335
- 6 Chapter 5 (176-180)
- 9 Chapter 5 (180-186)
- 11 Chapter 5 (187-193); pp. 345-349
- 13 Chapter 5 (193-199)
- 16 Chapter 5 (200-209)
- 18 **EXAM #3; LAST DATE TO WITHDRAW WITH A "W"**
- 20 Chapter 6 (215-221)
- 30 Chapter 6 (221-227)

April 1 Chapter 6 (228-234)

- 3 Chapter 6 (234-241); pp. 342-345
- 6 Chapter 6 (242-253)
- 8 Chapter 6 (253-263)
- 10 Chapter 7 (267-274)
- 13 Chapter 7 (274-281)
- 15 Chapter 7 (281-289)
- 17 Chapter 7 (289-295)
- 20 Chapter 7 (295-305)
- 22 **EXAM #4**
- 24 Research Project
- 27 Research Project

**May 5 Research Project Due (by 3:30; projects turned in
AFTER that time will be deemed late and docked by TWO letter grades)**

Grading Scale:

A-90-100

B-80-89

C-70-79

D-60-69

F-0-59

ENGL 4763

Engl 4763: Advanced Composition

Office Hrs: M-F: 8 AM-9AM; MW:
1 PM-2:30 PM; TTH: 8 AM-9:30
AM; by appointment

Dr. Stewart
Office: MCB119 A
Office Phone: 870 460-1878
e-mail: stewart@uamont.edu

Text: *The Longman Practical Stylist*, Baker

Course Description:

Capstone course for English majors in the literature track. Will include major research paper and compilation of a portfolio synthesizing the student's college career; pre-requisite: senior standing or permission of the Dean of Arts & Humanities.

Learning Outcomes:

Students should acquire and/or advance the following skills: increase competency in analyzing a literary text; develop more sophisticated techniques in academic writing; enhance research skills; cultivate a sense of professionalism and commitment towards the discipline.

Requirements and Policies:

(1) Class attendance and participation are basic expectations. You should strive to attend each class, arrive on time, and be prepared to offer insights into the daily assignments. If you miss **three** classes, your grade drops one letter. **Six** absences will most likely result in failure in the course. NOTE: I do not generally distinguish between an "excused" and an "unexcused" absence; the three-absence regulation should cover routine absences be they medical, professional, or social. I do, however, accommodate students who represent UAM at sanctioned activities; to receive such consideration, though, students must follow the prescribed policy contained in the university catalog. Attendance: 5% of grade. See last page.

(2) A written question, comment, or observation on daily reading assignments. These offerings will be collected at the beginning of class and will constitute your participation grade. Your question or comment **MUST** relate specifically to issues in the reading assignment. Such remarks as "This is hard to read" or "I don't like this" are unacceptable. **NO MAKE-UPS; NO LATE WORK ACCEPTED!** Participation: 5% of grade. See last page.

(3) **Two** three-to-five page close readings of literary texts. 10% of grade.

(4) **Final drafts** of the above-mentioned close readings. 20% of grade.

(5) An **eight-page critical essay** incorporating well-documented secondary material. 50% of grade.

(6) A public reading of the above-mentioned critical essay. 10% of grade.

(7) Academic Dishonesty Policy:

1. Students must not cheat on examinations, quizzes, etc. This includes but is not limited to the following forms of dishonesty:
 - a. Copying from another student's paper;
 - b. Using during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaborating with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion involves obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity constitutes offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

The penalty for any form of academic dishonesty will result in a zero on the assignment for the first offense. A second infraction will bring automatic failure in the course.

(8) Student conduct statement: UAM students should conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The students must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. **TURN OFF ALL CELL PHONES AND OTHER ELECTRONIC DEVICES DURING CLASS. AND PUT THEM AWAY: OUT OF SIGHT, OUT OF MIND.** If you must stay attached to electronic devices at all times, you (a) do not have time to pursue a degree and/or (b) have a bad habit that needs breaking.

Students with Disabilities: It is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring special accommodation should contact the Office of Special Student Services located in Harris Hall 120. Phone: 870 460-1026; TDD: 870 469-1626; fax: 870 460-1926.

August	19	Introduction to course
21		Stylist (1-13); last day to add a class
24		Stylist (14-19)
26		Stylist (19-26)
28		Close-Reading Guidelines/Discussion

31 **ASSESSMENT POST-TEST**

September 2 Writing Brush-up

4 Stylist (27-31)

9 Stylist (32-35)

11 **CLOSE READING #1 DRAFT DUE**

14 **WORKSHOP: ESSAY #1**

16 **WORKSHOP: ESSAY #1**

18 **WORKSHOP: ESSAY #1**

21 **WORKSHOP: ESSAY #1**

23 Stylist (36-43)

25 **ESSAY #1 DUE**

28 Stylist (43-51)

30 Stylist (53-61)

October 2 Stylist (61-73)

5 Stylist (76-83)

7 Stylist (83-90)

9 Stylist (91-100)

12 Stylist (101-108)

14 Stylist (111-121)

16 **Essay #2 Work Day**

19 **DRAFT ESSAY #2 DUE**

21 **WORK SHOP: ESSAY #2**

23 **WORKSHOP: ESSAY #2**

26 **WORKSHOP: ESSAY #2**

28 **WORKSHOP: ESSAY #2; Last day to drop course with a "W."**

30 Stylist (124-135)

November 2 Stylist (140-154)

4 Stylist (157-189)

6 Discussion of Essay #3; **ESSAY #2 DUE**

9 Review: Literary Research/Format

11 Research on Essay #3

13 Research on Essay #3

16 Research/Writing Essay #3

18 **ESSAY #3 DUE**

20 **WORKSHOP: ESSAY #3**

23 **WORKSHOP: ESSAY #3**

30 **WORKSHOP: ESSAY #3**

December 2 Preparation for Public Reading

3 **[Thursday]** Public Presentation on Essay #3; Time: TBA

11 ESSAY #3 (CAPSTONE) due by 10:00 (Essays turned in AFTER that will be deemed LATE and DOCKED two-letter grades)

Grading Scale for Essays:

A—Extraordinary work that more than fulfills the assignment; this essay tackles the topic in an innovative way, with a clear sense of audience and purpose, an insightful thesis, and appropriate and effective organization.

B—Clearly above-average and more than meets the requirements of the assignment; it has a clear thesis and organizational strategy; often a mere step away from the “A” paper.

C—Average work that solidly meets the requirements of the assignment; the essay has a thesis and organizational plan which demonstrates thought on the writer’s part, a generally clear style.

D—Below average work that demonstrates a serious attempt to fulfill the assignment and shows some promise, but does not fully meet the requirements of the assignment.

F—Substantially below average for the assignment; it may be off-topic and may attempt to meet the requirements of the assignment, but it may have no apparent thesis.

Crucial Dates for This Course:

August	31	Assessment Post-Test
September	11	Close Reading Essay #1 Draft Due
	14-21	Writing Workshop
	25	Essay #1 Final Draft Due
October	19	Essay #2 Draft Due
	21-28	Writing Workshop
	28	Last day to drop course with a “W.”
November	6	Essay #2 Final Draft Due
	18	Essay #3 Draft Due
	20-30	Writing Workshop
December	3	Public Presentation of Essay #3
	11	Capstone Essay (Essay #3) Due

ENGL 479V

English 479v (three hours)

British Drama Excluding Shakespeare

Instructor: Dr. Kay J. Walter

Phone: 870-460-1578

Office Hours: MW 1-4 pm, TH 1-3 pm, or by appointment

Office: MCB 106

walter@uamont.edu

Required Texts and materials:

- *Everyman*
- *Gammer Gurton's Needle*
- *Tamburlaine*, Marlowe
- *All for Love*, Dryden
- *The Beggar's Opera*, Gay
- *The Way of the World*, Congreve
- *Lord Byron: The Major Works*
- *The Playboy of the Western World and Riders to the Sea*, Synge
- *Murder in the Cathedral*, Eliot
- *Look Back in Anger*, Osborne
- *Noises Off*, Frayn

Course Admission: Composition II is a pre-requisite.

General Education Requirement: This course fulfills the English portion of the humanities-cluster requirement under General Education. It can also be used as a humanities elective.

Course Description:

This course requires extensive independent study and research, formal written reports, and regular conferences with the instructor. No student may undertake this course while completing another independent study/research course. The primary purpose of the course is to survey the history and development of British drama by writers other than Shakespeare from its medieval roots through contemporary developments. We will explore elements of the genre and how they reflect the literary movements of their day in a chronological progression. We will analyze critical responses to plays and their productions. We will develop strengths in joining academic conversations about drama in order to give detailed support to our own opinions. Above all, we will be reading, researching, discussing, and writing in order to become more conscious of the unique aspects of stage presentations and their texts.

Expected Student Learning Outcomes:

- Student demonstrates adequate knowledge (subjects, themes, characters, styles, genres, authors) of drama for the historical period covered in course.
- Student demonstrates ability to analyze drama and its criticism.

- Student organizes an essay or essay response on an exam into a series of coherent paragraphs, using effective transitions and avoiding digressions.
- Student generally avoids grammatical and mechanical errors.
- Student uses specific examples to illustrate and support generalizations.

Course Requirements:

Successful fulfillment of the course requirements includes careful reading of assigned texts, active participation in independent research, regular meetings for conversations about progress, short writings about drama, and composition of a major research project for a total of at least 5,000 words of finished, edited prose. Topics for all graded writing must be approved in advance.

Attendance Policy:

You are expected to attend all arranged meetings. If you are absent, you are responsible for any assignments due. Missing more than four arranged meetings may constitute grounds for failure at my discretion. The last day to drop is 27 March

Grading and Due Dates:

Final grades will be assigned according to these percentages:

- | | | |
|--------------------------|-----|------------|
| • Participation | 10% | |
| • Paper #1 | 10% | 1 February |
| • Paper #2 | 10% | 1 March |
| • Annotated Bibliography | 20% | 29 March |
| • Research Project | 50% | 3 May |

Academic dishonesty:

17. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student’s paper or allowing any other student to copy yours;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor or providing materials for such use by another;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material or the provision of such material for use by another student;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
18. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather

than those of the person whose name is on the work submitted or offering such assistance to another.

19. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Students are expected to do their own work and document it properly.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a failing grade for the course.

Students with Disabilities:

Students with disabilities who wish to have accommodations provided by the university must identify themselves. If you have a diagnosed disability, or if you believe that you have a disability that might require special accommodations, please contact the Office of Special Student Services, Harris Hall room 120, phone 870-460-1026, TDD 870-460-1626, Fax 870-460-1926.

Student Conduct Code: Disorderly Conduct:

Any behaviour which disrupts the regular or normal functions of the university community, including behaviour which breaches the peace or violates the rights of others is prohibited by the university.

Cell phones and hats are not allowed in my classrooms.

Reading Schedule:

Please be aware that this list of readings is tentative, neither static nor complete. Homework will be announced at the beginning of every arranged meeting. All handouts will be discussed at the arranged meeting following their distribution. These handouts will constitute reading assignments additional to (not substituting for) those assignments listed below.

9 – 11 January	Orientation/syllabus review and introduction to textbooks
14 – 18 January	Birth of British drama and <i>Everyman</i>
21 – 25 January	Guild cycles and <i>The Second Shepherd's Play</i>
28 January – 1 February	University wits and <i>Gammer Gurton's Needle</i> Paper #1 Due
4 February – 8 February	Renaissance achievements and <i>Tamburlaine the Great</i>

11 – 15 February	Stuart court and the masque; the interregnum
18 – 22 February	Restoration and <i>All for Love</i>
25 February – 1 March	Neo-Classicism and <i>The Beggar's Opera</i> Paper #2 Due
4 – 8 March	<i>The Way of the World</i>
11 – 15 March	Romanticism and <i>Manfred</i>
18 – 22 March	Spring Break
25 – 29 March	Victorian drama, Tennyson and Browning Annotated Bibliography Due
1 – 5 April	Fin-de-Siècle and <i>Murder in the Cathedral</i>
8 – 12 April	Irish revival and <i>Riders to the Sea</i>
15 – 19 April	Modernism and <i>Look Back in Anger</i>
22 – 26 April	Postmodernism and <i>Noises Off</i>
29 – 30 April	Final Projects Workshop
3 May	Final Projects Due

ENGL 479V
UNIVERSITY OF ARKANSAS AT MONTICELLO
ARTS AND HUMANITIES
ENGLISH 479V: INDEPENDENT STUDY – SENIOR WRITING PROJECT
SPRING 2016

Instructor Name: Travis Nicholson

Location of Office: Sorrells Hall 126
Instructor Phone: (870) 460-1947

Instructor Email address: Nicholson@uamont.edu

Office Hours: Mon/Wed/Fri 8-10 a.m., 11-12 p.m. / Tuesdays 8-9 a.m.

Course Title and Credit Hours: ENGL 479V Independent Study, 3 credit hours

Course Exit: Student must develop and submit a minimum of 40 pages of creative fiction/nonfiction content OR 20 pages of original poetry to be assessed and approved by the instructor.

Required course materials: None *recommended reading list provided as needed

Student Learning Outcomes:

- Demonstrate an understanding of various forms and structures of fiction or poetry.
 - Student will become familiar with the experience of writing as a process (generating ideas, drafting, revising, proofreading, and editing).
 - Demonstrate knowledge of editing and revision techniques, the world of publishing, and other career-related aspects of writing.
 - Produce an extended work of fiction or poetry.
- Ability to engage in constructive criticism and evaluation.

Attendance Policy: The student must meet with the instructor a minimum of 6 times during the semester. The length of these meetings will depend heavily on student need. Regular (weekly) meetings will be a minimum of 30 minutes, while infrequent appointments may last up to two hours. Regular meetings are encouraged. The student will keep the instructor updated via email on a weekly basis as well.

All work will be typed, double spaced, Times New Roman 12 point font, following all formatting conventions of the selected genre. A final grade will be based on completion of the major assignment, revision meetings, participation, and any assigned readings. All major revisions must be included in the final portfolio at the end of semester.

Special dates of concern:

January 6 (Wed) – First day of session 1 and 8W1 classes.

January 18 (Mon) – Martin Luther King Holiday. Offices and classes closed.

March 16 (Wed) – Last day to drop a session 1 class or withdraw from the term. Grade(s) will be W

March 21-25 (Mon-Fri) – Spring Break

April 4 (Mon) – Preregistration for Summer and Fall begins

April 26 (Tues) – Last day of sessions 1 classes.

April 27- May 3 (Wed-Tues) – Final Exams

Students with disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

31. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
32. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
33. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
34. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a grade of zero on the assignment. A second infraction will result in failure of the course and further action will be taken by the university.

Final Portfolio Order:

- I. Introduction/Artist Statement (250 word minimum)
- II. New work produced for project (meets minimum length requirements for genre)
- III. Past work from undergraduate creative classes (up to 40 pages)
 - Fiction
 - Nonfiction
 - Poetry
 - Other
- IV. Craft essay based on elements of selected genre (1500 word minimum)
- V. Self-reflection essay (500 word minimum)

Activity	Assignments	Estimated hours per semester for the average student
Academic Engagement	Meetings with faculty mentor	20
	Editing/formatting sessions	10
	TOTAL:	30
Preparation outside of class	Reading assignments	20
	Writing first drafts	50
	Revisions/editing	25
	Correspondence with mentor	10
	TOTAL:	105
Overall Total		135

APPENDIX C: Faculty Curriculum Vitae

Name

Dr. Robert Moore

Education

B.S. IL State University, Normal, IL (English/History)

M.S. IL. State University, Normal, IL (English)

Ph.D. University of Cincinnati, Cincinnati, OH (Contemporary American Lit.)

Dissertation Topic: *The Poetry of James Dickey*.

Work Experience

1997-Present: Tenured Full Professor, Univ. of AR at Monticello.

1992-1997: President & CEO, Sammasati Corp. (Restaurant Development & Food Service), Little Rock, AR.

1991-1992: Hodder Fellow in the Humanities, Princeton University.

Scholarly Work: Poetry Books

Journey of the Medicine Man. Little Rock: August House. 1983.

The Sioux Dog Dance. Cleveland: Cleveland State University. 1991.

The Way of Power. Prescott, AZ: Hohm Press. 1996.

The Art of Dying. Prescott: Hohm Press. 1999.

Wreckage With A Beating Heart. Prescott: Hohm Press. 2005.

Raven's Paradise (Bright Hill Press, 2010) won the 2009 Bright Hill National Poetry book competition.

The Indian Killer (Anjaneya Press, 2013), signed & numbered limited edition.

Mother Guru. Prescott: Hohm Press, 2014.

Non-fiction Books

Self Observation: The Awakening of Conscience. Prescott: Hohm Press, 2009 (in 8 languages).

Self Remembering: The Path to Non-Judgmental Love. Hohm Press, 2015.

Magazines: (Partial List. Over 100 magazine publications.)

- “How I Love You,” & “Lord of the Dance.” *Poetry*. 140: 2 (May 1982). 92.
- “The Way of Power” & “The Namer.” *The Sun*. 132 (November 1986). 36- 37.
- “Old Man Alone On the Golf Course In Winter.” *The Sun*. 133 (December 1986). 29.
- “The Sioux Dog Dance” (Winner: Sadin Award, *Best Poem, NYQ #42*) *New York Quarterly*. 42 (Fall 1990). 17-18, 33-36
- “What the Old Cheyenne Women at Sand Creek Knew”. *The Atlantic*. 266: 5 (November 1990). 120.
- “Master, Master, Lord of the Dance”. *The Atlantic*. 269: 3 (March 1992). 81.
- “The Day I Beat My Father”. *The Sun*. 268 (April 1998). 41 (Nominated 1998 Pushcart Prize).
- “Sometimes Things Don’t Add Up”. *Black Warrior Review*. 24:1 (Fall/Winter 1997).114.
- “2 Ways of Crossing the Creek”. *Kenyon Review*. xx: 2 (Spring 1998). 37.
- “Sitting Bull’s Revenge”, & “The Poetry Game”. *Atlanta Review*. iv:2. 18-20.
- “TV One”. *Carolina Quarterly*. 51:1 (fall/winter 1998). 37.
- “I See Jimmy Stewart’s Goddamn Book of Poems On the Shelf”. *Shenandoah* (Spring 1999). 90 91 (Nominated 1999 Pushcart Prize).
- “The Leper”. *Sho* 1:1 (Winter 2002). 105 (Nominated 2003 Pushcart Prize).
- “Men” & “The Farmer Plowing His Field”. *Nimrod Internat’l. Journal* 48:1 (Fall/Winter 2004). 36-38.
- “The Idea of Crocodiles”. *Kenyon Review* xxvii:4 (Fall 2005). 88.
- “Frail Little Engine of Sorrows”. *Shenandoah*. 56:3 (Winter 2006). 111.
- “The Empty House.” *Tampa Review* 37 (2009). 58.
- “Once the Horse Escapes” & “Buddha In Sunlight.” *Tampa Review* 42(2011). 10-11.

Service Activities

Faculty Sponsor: Sigma Tau Delta (1997-2006).
Secretary, UAM Faculty Assembly, 2000-2001.
Vice-President, UAM Faculty Assembly, 2001-2002.

Professional Activities

2009: Workshop & Public lecture: Prescott, AZ.
2010: Workshop & Poetry Reading: Boulder, CO (Naropa Institute).
2010: Public Lecture & workshop: Estes Park, CO.
2011: Workshop: Boulder, CO (Naropa Institute).
2012: Workshop & Poetry Reading: Bucharest, Romania.
2012: Public Lecture: Hauteville, France.
2013: Workshop: Mexico City, Mexico.

2014: Workshop: Bozeman, CO.
2015: Workshop: Mexico City, Mexico
Poetry Reading with Allen Ginsburg, 1995 (Celebration of the Arts, Hot Springs, AR)
Poetry Reading with Rita Dove (U.S. Poet Laureate), 1996, Hot Springs, AR.
Poetry Reading with Miller Williams, 1997, Hot Springs, AR.
Poetry Reading with Tess Gallagher, 1997, Hot Springs, AR.
Poetry Reading with Kim Addonizio, 2002, Marsh Theater, San Francisco.
Poetry Reading with Coleman Barks, 2005, AR. Repertory Theater, Little Rock, AR.

Courses Taught

Basic English (below 16 on ACT); Fundamentals of English (below 19 on ACT);
Composition I & II; Creative Writing (poetry; independent study); Seminar: Poetry
Writing; Special Studies in Composition (Graduate)

2014-2015: Basic English; Fundamentals of English; Composition I; Composition II.

Honors, Awards, and Grants

2004 Faculty Excellence Silver Award for Teaching Excellence. UAM (nominee '98,
'01, '03; winner 2005; runner-up 2015
The Alfred Hodder Fellowship in the Humanities. Princeton University. 1991-92.
The Sioux Dog Dance was 1 of 4 selections in 1991 CSU Poetry Series.
\$5,000 Individual Artist Grant. Arkansas Arts Council, 1990.
Chair: Rockefeller Distinguished Lectures, UAM (2002-2009).
Arkansas Humanities Council Grant for Festival of AR Poetry, March, 2000.
Alpha Chi Teacher of the Year Nominee: 1997, '98, '99, 2001, '03, '05, '06.

NAME

Diane Payne

EDUCATION

1991 Master of Fine Arts- Creative Writing, University of Arizona
1984 Bachelor of Science-Education, Northern Arizona University

Title of Thesis: *Burning Tulips*, Red Hen Press, 2004

EMPLOYMENT

August 2000 to present University of Arkansas-Monticello, Monticello, AR
English Professor/ MFA Director

August 1998 to May 2000, Mountain View Elementary School, Rio Rico, AZ
Special Education Teacher

June 1995 to June 1998, Pima Community College, Tucson, AZ Writing
Instructor

June 1995 to July 1998, Tubac Center of the Arts, Tubac, AZ Writing Workshop
Instructor

June 1994 to May 1997, Prescott College, Tucson, AZ Mentor

August 1994 to June 1995, Rio Rico High School, Rio Rico, AZ, Special
Education and English Teacher

August 1986 to June 1989, Mingus Union High School, Cottonwood, AZ, **S**pecial
Education and Psychology Teacher

January, 1985 to June, 1986 Havasupai Elementary School, Lake Havasu, AZ

CREATIVE AND SCHOLARLY WORK

Freedom's Just Another Word, Sweatshoppe Publishers, 2013

A New Kind of Music, Brilliant Books, 2007

Burning Tulips, Red Hen Press, 2004

The Arizona Teacher Proficiency Examination Workbook, Primer Publishers, 1986

Creative Nonfiction/Essay Publications

"What Happens After Sex" in Tishman Review, October 2015

"Memory" forthcoming in *Memory Anthology*

"Ten Clues That It's Over, Or Should Be" in Storm Cellar Quarterly, Fall 2015

"That Absolute Darkness, That Hell for Fools" published in [Your Impossible Voice](#), September 2015
 "How I Ended Up Nearly Bald" forthcoming in Brevity humor anthology
 "Compost and Bad Poetry" in [Clever Magazine](#), June 2015
 "This is RSD, As I Know it", in [Body Verses](#), May 2015
 "How I Ended Up Nearly Bald" in [Story South](#), March 2015
 "[Warped Optimism](#)" in Lascaux Review
 "Connections" in [Flyover Country Review](#), September 2014
 "Synaptic Journey" in *Ray's Road Review*, Summer 2014
 "Perpetually Moving" in *Rathalla Review*, Spring 2014
 "Just Walk Away" finalist for Diana Woods Award, in [Lunch Ticket](#) Fall 2013
 Parenting Goals, Rationalizations, and Regrets in [Fredericksburg Writers Literary Review](#), Fall 2013
 "Trapped" in [Crunchable](#), Spring 2013
 "Memory" in *Tenemos Literary Journal*, Spring 2013
 "Damaged Goods" in [Split Lip Magazine](#), May-June 2013
 "Nourish the Soul" in [Embodied Effigies](#), January 2013
 "Good Housekeeping" [in Great Lakes Book Anthology](#)
 "Shameless" in *Oklahoma Review, Spring 2012*
 "Damaged Goods" in Daughter/Father anthology
 "These Things Happen" fin *View From The Bedside: Patients, Nurses, Therapists and Doctors Trade Stories*
 "Politics of Mothering" in *Melusine, November 09*
 "Twisted, Noisy Path" in *My First Year In The Classroom*, May 2009, Adams Media Publishing
 The Power of the Leaf in *The Ultimate Teacher*, April 2009, HCI Publishing
 "The Funeral" in *Ken*Again, Spring 09*
 "Genius" in *Arkansas Literary Review*, January 2009
 "Anything But This" in *Word Catalyst*, September 2008
 "Six Easy Steps" in *Savvy Magazine, August 2008*
 "It's Never Really Over" in *The Day After Tomorrow Anthology*
 "Menstrual Madness" forthcoming in *Breakthrough Bleeding Anthology, She Devil Press*
 "Eventual Connection" forthcoming in *Words and Images of Belonging Anthology*
 "Stud Finder" in *Savvy Magazine, June 08*
 diary excerpt in *Water Cooler Diaries, Women Across America Share Their Day at Work*, Perseus Books, April 08
 "Optimism at the Farmer's Market" in *Mississippi Crow*, June 08
 "Synaptic Journey" in *Fiction International*, Winter 07
 "Single, But Not Alone" in *One-Up Magazine, October 07*
 "Mattress Lineage" in *Minima, Summer 07*
 "The Final Breath" in *The Rambler*, September 07
 "Shedding Hair" in *Voices of Breast Cancer Anthology, La Chance Publishing, September 07*
 "The Bigger, the Better, the Tighter the Sweater..." in *Arabesques Journal, June 07*

"Frozen Dreams" in *Chicken Soup for Beach Lover's Soul*, May 07
 "On Track," "Bobby Sherman," and "Techno Shopping" in *Tales of the South Anthology*, December 06
 "Acrobatic Memory" in *Monument Anthology*, *Blueprints Review* Summer 06
 "On Track" in *Story Teller Magazine*, March 06
 "Doctor Visit" and "The Sponge" in *Pen Womanship*, October 05
 "Tongue-Tied" in *Becoming Fire: Spiritual Writing from Rising Generations*
 "The Living Will...." in *Imperfect Parent*, May 05
 "Family Scrapbook" in *Hip Mama*, February 05
 "Football Banter" in *Imperfect Parent*, February 05
 "Techno Shopping" in *Strut Magazine*, November 04
 "Questions" in *Hip Mama*, Fall 04
 "Mr. Foam" in *USA Deep South*, September 04
 "It Works For Me" in *Spork*, July 04
 "Breath-holding Blues" and "CD Censorship" in *Misadventures of Moms*, 04
 "Okay, I Admit it" *Seven Seas Magazine*, April 04
 "Intentions" in *Philosophical Mother*, April 04
 "Imaginary Line" in *New Works*, April 04

"Breath-holding Blues" in Philosophical Mother, March, 04

"It's Coming Along" in *Seven Seas Magazine*, February 2004
 "The Keyhole" in *Heart by Heart: Mothers and Daughters Listening to Each Other*, edited by Marianne Preger-Simon
 "Brains and Boys" and "Good Stock" in *Chocolate for Teen's Dream Anthology*, Simon and Schuster, 2003
 "Taverns and Toll Roads" in *Reading Divas*, Nov/Dec 2003
 "The Keyhole" in *Chocolate for Women*, Simon & Schuster 2003
 "On Track," "Unloading Zone," and "Okay, I Admit It" will be broadcast in October on the "Something Personal" radio show—WACC-FM, Asnuntuck Community College radio station
 "Frozen Dreams" in *Seven Seas Magazine*, October 2003
 book review of Long for This World by Michael Byars in *Clever Magazine*, September 2003
 book review of Long for This World by Michael Byars in *Midwest Book Review Magazine*, September 2003
 "Details, Details" in *Seven Seas Magazine* May 2003
 "Breath-holding Blues" in *Seven Seas Magazine*, April 03
 "Brains and Books" in *Writing Through Reading*, Longman Publishing, 2003
 "Bobby Sherman" in *Lifeboat: A Journal of Memoir*, Spring 2003 Vol. 2, Number 1
 "Jailbait and Other Concerns" in *Philosophical Mother*, April 2003
 "Soaps" in *Green Tricycle*, Issue 11, March 2003
 "Those Same Demons" in *Sidewalk's End*, Volume 4, Issue 4, March 2003
 book review in *Midwest Book Review*, December 2002, Vol. 2, #12
 book review in *Nights and Weekends*, November 2002

"Arrangements" in *Sidewalk's End*, November 2002
 "Justice" in *Nights and Weekends*, November 2002
 "Balken-Brij and Pig-in-the-Blankets" in *Nights and Weekends*, October 2002
 Book Review on Known Destination by Ellen Block in *Moonwort Review*, Fall 2002
 "Less Than Personal" in *Reading Divas*, Summer 2002
 "Maps and Detours" in *Slow Trains*, Summer 2002
 Book review on Sentimental, Heartbroken Rednecks, in *Moonwort Review*, Spring 2002
 Book review on An Occasion for Crying in *The Arkansas Review*, Spring 2002
 "Just Jillin" in *Moxie Magazine*, March 2002
 "Just Jillin" in *Fabula Magazine*, July 2001
 "Cleaning Cupboards" in *Moxie Magazine*, Spring 2001
 "The Bathroom" in *The Sun*, January 2001
 "Vicarious Writing" in *Pomegranate*, Issue 1, Volume 1, October 2000
 "For Now" and "The Confessions of a Barney Fan" in *She's Got Baby*, July 2000
 "Waiting for Javelina" in *Javelina Place: The Controversial Face of the Collared Peccary*, Native West Press, 2000
 "Fund Raising Blues" in *momplanet.com*, July 2000
 "Ramblings" in *Walking Magazine*, January 2000
 "The Other Mother" in *Teachers' Anthology Project*, November 1999
 "The Other Mother" in *Chicken Soup For The Unsinkable Soul* September 1999
 "Labeled Moms" in *www.momplanet.com/moms/single/*, May, 2000
 "Brains and Books" in *In Praise of Pedagogy*, Calendar Island Publishers, 2000
 "Re-Viewing" in *Humanist Living*, Fall/Winter 1999
 "Fund Raising Blues" in *Troika Magazine*, Summer 1998
 "We Care About Your Welfare" in *Sojourners*, July 1998
 "The Day We Drive" in *Woman*, Volume 2, Issue 10, May-June 1998
 "Cleaning Cupboards" in *Pike Creek Review*, October 1997
 "Omissions" in the *Humanist*, May/June 1997
 "Dogs and Rabbits" in *Artful Mind*, April/May 1997
 "Excuse Me, I'm Grieving" in *Kudzu Quarterly*, Issue 97/1
 "Hunting Season" in *Huge*, April, 1997
 "Labeled Moms" in *Sojourners*, May 1997
 "Motherless Child" in *Messages From The Heart*, Summer 1997
 "Proper Grammar" in *Lexicon*, Volume 3, 1997
 "Apricot Pits, Love Beads and Jesus" in *Lexicon*, Volume 2
 "Seeing Everything" in *Dream Forge*, August, 1996
 "Tongue-Tied" in *InterText*, Volume 6, No. 4, July-August, 1996
 "Wildlife Expectations" in *The Connection*, July, 1996
 "Day We Drive" in *Maple Syrup Simmering*, Summer, 1996
 "On Track" in *Mercury Publishing*, Summer, 1996
 "Mending Battles" in *256 Shades of Grey*, Summer, 1996
 "Union-Made" in *Sennet*, June, 1996
 "Mending Battles" in *Thoth*, June, 1996
 "Confessions of a Food Stamp Shopper" in *Hip Mama*, First Quarter, 1996

"The Lottery" in *Palo Alto Review*, Winter, 1995
 "Shedding Hair" in *Toast*, Volume 1, Spring, 1995
 "On Track" in *Potomac Review*, Winter, 1995
 "Confessions of a Bargain Shopper" in *Welfare Mothers Voice*, Fall, 1994
 "Confessions of a Barney Fan" in *Hip Mama*, Volume 2, Fall, 1994
 "Another Chance to Hope" in *Common Journeys*, Volume 2, Spring, 1994
 "Different Worlds" in *Common Journeys*, Volume 1, Winter, 1994
 "Hotbeds of Wildness and Reckless Revelry" in *Tucson Guide*, Winter, 1993
 "Seeing Everything" in *The Bridge*, Volume 3, No. 2, 1993
 "Tongue-Tied" in *Hanson's Symposium*, Vintage Issue, 1993
 "Unloading Zone" in *Contemporary American Satire 2 Anthology*, 1992
 "The Day We Drive" in *Stet Magazine*, The Warm Issue, 1992
 "Union-Made" in *The Walden Review*, Volume 1, No. 1, 1991

Fiction Publications

"Good Day for Gardening" and "Trimming Trees" forthcoming in *Whiskey Island*
 "Blowing in the Wind" forthcoming in *Split Rock*
 "Drain Stopper" forthcoming in *Dialogual Journal*
 "Being 30" in [Four Ties Literary Magazine](#), Summer 2015
 "Just Funnin'" in *Whirlwind Magazine*, August 2015
 "Flight of Desire" in [No Extra Words](#), August 2015
 "[Search Committee Blues](#)" in *Indian Summer Quarterly*, Winter 2015
 "[Breaking Bread](#)" in *Switchback*, November 2104
 "Legs and Livers" in [Crab Fat Magazine](#), September 2014
 "Flight of Desire" in [Literary Orphans](#), Summer 2014
 "The Flyer" in [Sleet](#), October 2013
 "Marching to Pretoria" in [Writing Tomorrow Magazine](#), Fall 2013
 "The River Trip" in [Outside In Literary and Travel Journal](#), Issue 10
 "Dinner" in *Rusty Nail*, October 2012
 "Spinach and Rain" in [Everyday Writers](#), October 2012
 "Feng Shui" in [Lunch Ticket](#), Spring 2012
 "[Forgetting](#)" in *Marco Polo Arts*, April 2012
 "Six Beers and a Dog" in *Imitation Fruit*, May 2010
 "Six Beers and a Dog" in *New Writing Dundee 2010*
 "Forgetting" in *Gulper Eel*, May 2010
 "Illusions" in *Connotation*, March 2010
 "Terms" in *Legendary*, Issue 7, Summer 09
 "Except for the Cats" *Sleet Magazine*, Fall 09
 "Yard Sales" in *Slow Trains Magazine*, Summer 09
 "The Jury" in *Broken Plate*, April 09
 Old Couches and Flea Collars, *Pittsburg Flash Fiction Gazette*, February 09
 "Weather" in *Arkham Tales*, February 09
 "Never Too Late" in *Stories That Lift*, Summer 2008
 Girls' Night Out" in *Chick Lit Review*, June 08

"Being Thirty" in *The Externalist*, June 08
 "Neighbors" in *Muscadine Lines*, May/June 08
 "Just Like an Egyptian" in *Espresso Fiction*, Fall 07
 "Ludicrous" in *Steel Point Publishing*, October 07
 "River Trip" in *Tea Party Magazine*, Summer 07
 "Fortunate" in *Burst, Summer 07*
 "The One" in *Samzida*, February 07
 "Without a Plan" in *Peccary Magazine*, Volume 1, November 06
 "Jackie O" in *Arabesque Literary Review*, Volume 2, Issue 2, November 06
 "Retrievers" in *Arkansas Literary Forum*, October 06
 "Simple" in *971 Menu*, September 06
 "Just Walk" in *Sage of Consciousness* Issue 2:3
 "Wildflowers" in *Ascent Aspirations*, August 06
 "Chemistry" in *Green Muse*, June, 06
 "Wildflowers" in *ESC*, Spring 06
 "Small Talk" in *Muse Apprentice Guild*, Winter 2006
 "Calm" in *Slab Literary Journal*, Winter 2006
 "Feline Madness" in *Rogue Scholar*, Summer 05
 "Strange Feeling" in *Ducts*, Summer 2005, Issue 15
 "Deep Breathing" in *R-KVR-Y*, Summer 05
 "Vacation" in *Offcourse Literary Journal*, Summer 05
 "Shopping" in *Heat City Review*, Volume 2, Spring/Summer 05
 "Freedom's Just Another Word" in *Slow Trains*, Winter 05
 "License for Lice" in *Arkansas Literary Forum*, October 04
 "Baaaab" in *ESC*, October 04
 "Funny" in *The Swamp*, July 04
 "Swimming" in *RiverSedge*, Winter 04
 "Journeys" in *Slow Trains*, April 04, 2003
 "Being Thirty" in *Full Circle Journal*, March 04, Issue 1, Volume 2
 "Nurses and Babysitters" forthcoming in *Censored: The Best of What We Couldn't Publish*, Spire Press
 "Carpentry" in *Monkeybicycle*, January 2004
 "Oscar's Beauty Saloon" in *Arkansas Literary Forum 2003, Volume 5*
 "Sensible" in *Ink Magazine*, Issue 7, December 2003
 "Domestics" in *Taint Magazine*, November 2003
 "Knitting" in *Small Spiral Notebook*, Fall 2003
 "All Things Possible" in *The Sour Milk*, August, 03
 "The Morning Paper" in *gotcannedgoods.com*, June 23, 03
 "Leprechauns and Wishes" in *Sidewalk's End*, Vol.4, Issue 5
 "Pasta Does The Trick" in *Squarelake Journal*, Volume 3, Spring 2003
 "Frank Sighs" in *Pindeldyboz*, Vol. 11, No. 5, 2003

"Protection" in Got Canned Goods, April 03
 "A New Kind of Growing Pain" in *Dead Mule School of Literature*, April 03
 "Turbulence" in *Word Riot*, April 03
 "Eggs and Things" in *Coelacanth Magazine*, Spring 03

"Operation AWOL" in *Eyeshot*, February, 03
 "Behind the Door" in *Rogue Scholars*, December 2002
 "Guidelines" in *Full Circle Magazine*, Issue Two, Volume One
 "Remember" in *Failbetter*, December 2002
 "Behind the Door" in *Rogue Scholars*, December 2002
 "Sayeth" in *Word Riot*, November 2002
 "Meditation Madness" in *Nights and Weekends*, September 2002
 "Truck Drivers and Hippies" in *3am Magazine*, September 2002
 "Division", "In The Beginning", and "Hunting Season" in *Boomerang*, Issue 8, August 2002
 "Night Exercise" in *Short Stories Magazine*, August, 2002
 "The Video Store" in *Samsara Quarterly*, Issue 10, Summer 2002
 "Tofu" in *Millennium Shift*, May, 2002

"Forgetting" in Small Spiral Notebook, March/April, Issue 2, 2002

"A Lucky Bird" in *Wee One's Magazine*, March 2002
 "The Hospice Garden" in *Slow Trains*, March/April, Issue 3
 "M is For:" *Millennium Shift*, February, 2002
 "Resting" in *Frenzied Fiction*, Issue 2, January 2002
 "The Hypnotist" in *Fresh Literary Magazine*, December, 2001
 "Shalanda's Story" in *USA Deep South*, August, 2001
 "Sayeth " in *Drexel Online Journal*, August, 2001
 "On Track" in *Slow Trains*, August, 2001
 "A New Kind of Growing Pain" in *The Mac Guffin*, Summer 2001
 "Ice Storm Blues" and "The Delta Walk" in *Arkansas Literary Forum*,
 September 2001
 "Thinking in a Tree" in *Fresh Literary Magazine*, January, 2001
 "The Five Dollar Car" in *Abundance*, Spring, 2000
 "The Beach" and "The Always Hallway" in *Fresh Literary Magazine*, Spring 2000
 "It's Been Years" in *Shyflower Magazine*, March, 2000
 "Notes and Soaps" and "The Party" in *Shyflower Gardens*, October, 2000
 "Good Housekeeping" in *The Best of Zine Yearbook*, Vol. IV, July 2000
 "Oscar's Beauty Saloon" in *Shyflower Gardens*, July, 2000
 "Night Exercise" in *Dream Forge*, June, 2000
 "Peppermints" in *Fresh Literary Magazine*, July, 1999
 "A Wise Investment" in *Abundance*, March/April, 1999
 "The Interview" in *Dot*, Issue 1, March, 1999
 "Good Housekeeping" in *Snowbound*, Issue 2, 1999
 "The Slippers" in *Wired From the Heart*, June/July 1999
 "Shedding Hair" in *Shards Anthology*, May, 1999
 "Swapping Stories" in *Women's Words*, Number Four, Winter/Spring 1999
 "Justice" in *Kimera Literary Journal*, 1999
 "These Things Happen" in *Medicinal Purposes*, Vol.1, No.X, 1998
 "The Interview" in *Satire*, Autumn, 1998
 "Weeding" in *Fatal Embrace*, Volume 1, Number 1, July, 1998
 "Meditation Madness" and "The Hospice Garden" in *Cross Connect*, Issue 8, October
 1997

Traps" in Tilde, Vol. 1, Issue 2, September 1997

"Autistic Dream" in 8: An Anthology of Possibilities, Volume 1, August, 1997

Poetry Publications

"Good Day for Gardening" in *Intertwined Anthology*, September 2015

"Arrangements" and "What Would Betty Do?" in *Shine Journal*, September 2015

"The Slippers" in Blue Bottle Project (Smiling Dog Press), April 2014

["Destinations"](#) in *Vagabond City Journal*, January 2014

"Arrangements" in *THE BURDEN OF LIGHT: POEMS ON ILLNESS AND LOSS*, May 2014

"Hong Kong Flu," "Arrangements," and "Before the Phone Goes Dead" in [Poetry Pacific](#), Spring 2013

"Spare Rain" in [Leaf Press](#), October 2012

"Election Year Gifts" in [New Verse News](#), May 2012

"Spare Rain" in [Short Poem](#), March 2012

"What Would Betty Do?" in *Motherless Anthology*

"Excuse Number Thirty-Nine" in *Battered Suitcase*, February 09

"Foreign Concept" in *Voice For Change*, February, 07

"Before the Phone Goes Dead" in *Language and Culture Review*, December 06

"Acrobatic Memory" and "Just a Word" in *Skryll*, June 2006

"Memory" and "In The Beginning I Was a Tree" in *Mo nu Ment Anthology* published in *Blueprint Review*, Summer 2006

"Just a Word" in *Southern Hum*, June 2006

"They Know What's Best" in *New Verse News*, February 23, 2006

"If I were you..." in *Circle Magazine*, January 06

"The Salesman" in *Off Course Literary Journal*, Summer 05

"Foreign Affairs" in *Off Course Literary Journal*, Summer 05

"Liver Needs to Rest" in *R-KVR-Y*, Winter 05

"Waiting For Ed" in *Circle Magazine*, Winter 05

"The Epiphany" in *Healing Woman*, November 04

"Grieving in Peace" in *Lummox Journal*, November 04

"Vulnerable" in *Elenchus: A Journal of Philosophical Inquiry*, October 04

"Beneath the Stars" in *Sistersong: Women Across Cultures*, October 04

"Affirmative Action" in *In The Spirit of the Buffalo*, October 04

"The Leaves" in *Snowapple Three*, October 04

"M is for:" in *Grit*, September 04

"That Fine Line" in [Southwestern Poetry Anthology](#), September 04

"She Knows" in [Motherhood Anthology](#), August 04

"At the Count of Ten" in [Monday's Poem](#), Leaf Press, July, 04

"Stranger Sleeping on Shoulder" in *Typo Magazine*, May, 04

"Beneath the Stars" in [Chicken Soup for the Soul: Celebrates Sisters, a collection in words and photographs](#), 2004

"What Would Betty Do?" in Literary Mama, February 2004

"Trance" in *Typo Magazine*, January 2004

"Basement Speech" in *San Francisco Salvo*, December 2003
 "Falling Motorcycle" in *Circle Magazine*, December 2003
 "Beneath the Surface," "Opening the Door," and "Arrangements" in *Megaera*,
 Fall 2003
 "Bridal Shower Backfire" in *Rearview Quarterly*, Summer 2003, Volume 2, Issue
 2
 eleven poems featured in *San Francisco Salvo Magazine*, June 2003
 "Slow Song" and "Directionless" in *Pulse*, December 2002
 "Catatonic Climbing" in *The Climbing Art Magazine*, Issue #34
 "Catatonic Climbing" in *Poetry Repairs*, December 2002
 "Housekeeping Blues" and "Out of Practice" in *Woman of a Certain Age*,
 December 2002
 "Missed Opportunities" in *Rearview Quarterly*, Summer, 2002
 "The Volvo" in *Storyhouse Quarterly*, July, 2002
 "Division" in *Sojourner*, June 2002
 "Spare Moments" and "Vulnerable" in *PoetryRepairs*, May 2002
 "Geographical Creases" and "Hong Kong Flu" in *ZeZine*, May 2002
 "Before the Phone goes Dead" in *Recycled Quarterly*, Spring, 2002
 "The Utah Highway" in *Red River Review*, May, 2002
 "Questions" in *Concrete Wolf*, Spring 2002
 "Gifts" in *Anthology Magazine*, January/February 2002
 "The Volvo" and "The Old House" in *Maverick 6*, Spring 2002
 "Nirvana or This?" in *Poetry Bay*, Winter, 2002
 "Real Food" in *Poetry Repairs*, January, 2002
 "By the River" in *Poetry Repairs*, December, 2001
 "The Utah Highway" and "The B Poem" in *Comrades Anthology*, UNO,
 December 2001
 "Repetition" in *A Time of Trial*, *Hiddenbrook Press*, December, 2001
 "Transformations" in *Hip Mama*, Autumn, 2001
 "The Reclining Chair" in *The Concrete Wolf*, Spring, 2001
 "That Fine Line" in *Nahual*, Year 2, No. 14
 "Unloading Zone" in *Story House Publications*, October, 2001
 "Kumbayah" in *Snow Monkey*, October, 2001
 "The Crooked Nose" in *Facets Magazine*, October, 2001, Vol. 1, Issue 4
 "The Unanswered Questions" in *Healing Voices Anthology*, August, 2001
 "The Poet's Hair," "Hummus Loves You," "The Ritin' Teacher," and "Jesus
 Saves" in *The Dead Mule Journal of Southern Literature*, June/July, 2001

"Zen and the Art of the Monkeybars" in Poetry Repairs, May, 2001

"Spare Rain" in *Mid-America Poetry Review*, Spring, 2001
 "What Grandpa Does Dead" in *Poetry Harbor*, February, 2001
 "Basement Speech" in *Fuzzy Pear*, Spring, 2001
 "Prize Fish" in *Poetry Repair*, January, 2001
 "Before the Phone Goes Dead" in *Poetry Repair*, December, 2000
 "The Slippers" in *Serpentine*, Vol. 4, No. 4, Fall 2000
 "This is the South" and "Zen and the Art of the Monkey Bars" in *Children*,

Churches, and Daddies, October 2000

"Out of Practice, in *Shyflower Magazine*, June, 2000

"Bible Lessons" in *Re:Verse*, Volume One, 2000

"Shoes in the Freeway Blues" in *Woolly Mammoth*, Issue 3, June 2000

"By the River" in *Maverick Magazine*, May, 2000

"Now, Then, and Tomorrow" in *Shyflower's Garden*, May, 2000

"Before the Phone Goes Dead" in *Shades of Expression*, April, 2000

"And," "Lost Dreams," and "Floating" in A Writer's Choice, March 2000

Longevity " and "Chatter" in *Dialtone*, #8, January, 2000

Featured Poet in *Poetry Heaven*, Vol. 3, #2, January 2000

"The Man At the Window" in *Lummox's Homeless Poetry Project*, Nov. 1999

Prime Poet Series #24, October, 1999, Red Dancefloor Press

"Family Gardening, "The Dictionary," "Slippers," "Alone in the Bedroom,"

and "Pickles" in *Poetry Heaven*, Vol.2, No.4, October 1999

"Peanut Butter and Chimes" in *Perimeter*, September, 1999

"Before the Phone Rings" in Bloodstone Poetry Anthology, August, 1999

"Zen and the Art of the Monkey bars" in *Limestone Circle*, Summer, 1999

"The Offering" in *Poet Depth*, Summer, 1999

"She Knows," "Easter in the Desert," and "Unknown Lyrics," in *A Writer's Choice*, August 1999

"Unanswered Questions" in Poems to Save The World Anthology July, 1999

"Crossing the Line" in *Blue Collar Review*, Spring, 1999

"One Last Favor" in *A Writer's Choice Literary Journal*, Volume 2, Issue 1

"Linda and The Waterbed" in *Akkadian*, Issue 2, 1999

"Over the Wires" in *Pyrowords*, January, 1999

"The Holiday," "The Old House," "Familiarity," and "Over the Wires and Into the Dreams" in *Poetry Heaven*, January 1999, Vol.2, #1

"The Cattle" *The Bear Deluxe*, Winter, 1998-99, #12

"Picnic" in *Woman*, Final Issue, Dec., 1998

"Discovery" in *Devil Blossoms*, No. 2, November 1998

"Shoe in the Middle of the Freeway Blues" in *Pudding Magazine*, November, 1998

"The Oak Tree" in *Chirp*, October, 1998

"The Result" in *Moondance*, Autumn, 1998

"She Knows" in *Hip Mama*, The Dream Issue, September, 1998

"The Blues" in *Pandaloon*, Volume 4, August, 1998

"The Confession" and "Grieving in Peace" in *Poetry in Motion*, April, 1998

"Generic Beer Cans" and "Ethnic Cleansing" in *Nahual*, February 1998

"What Would Betty Do?" in Poetry Magazine, October 1997

"Good Samaritan" in *Poetry Heaven*, Volume 1, Number 3, July,

"E-mail for the Tomato Plant" in *Artisan*, Winter, 1997

"Discovery," "Ethnic Cleansing," and Gardening" in *Apples and Oranges*, December 1997

"Generic Beer Cans" in Highbeams Literary Review, Fall 1997, Volume 2, Issue 2
"Hippie Hope" in Moonshade Magazine, Mega-Issue, August, 1997
"Hippie Hope" and "The Obituary" in Introvert, Volume 1, June 1997
"The Keyhole" and "Breasts" in Mother's Underground Magazine, Volume 17, Summer, 1997
"Before the Phone Goes Dead" in Kimera, Summer, 1997
"With a Stroke of the Pen," in Hip Mama, 1997
"Routine" in Sojourners, May, 1997

Publications in Newspapers

book review on *The Guru of Love* by Samrat Upadhyah in Shy Librarian, Summer 2003
book review on *The Little Friend* by Donna Tartt in Midwest Book Review, Spring 2003
book review on *Child of My Heart* by Alice McDermott in *Shy Librarian*, Spring 2003
book review on *Family Matters* by Rohinton Mistry, in *Arkansas Democrat Gazette*, November 17, 2002
Book Review: *Destination Known* by Brett Ellen Block, *Arkansas Democrat Gazette*, December 30, 2001
Book review: *Sentimental Heartbroken Rednecks* by Greg Bottoms in *Arkansas Democrat Gazette*, November 18, 2001
"The Power of Leaves" in *Arizona Daily Star*, December 25, 1999
"Dress Codes and Spice Girls" in *Christian Science Monitor*, September, 8, 1999

"The Generous Offer" in Arizona Daily Star, June 9, 1999

"Rational Testing" in *Arizona Daily Star*, May 15, 1999
"Testing Anxiety" in *Christian Science Monitor*, May 11, 1999
"Professional Growth" in *The Arizona Daily Star*, October 27, 1998
"Welfare Options" in *Arizona Daily Star*, March 5, 1998 (op-ed)
"Fund Raising Blues" in *Arizona Daily Star*, February 4, 1998 (op-ed)
"Unloading Zone" in *In These Times*, Volume 14, No. 4, 1989

SERVICE ACTIVITIES

Took three students to Delta Blues Symposium in Jonesboro so they could present (2001)
English Assessment Committee (2001)
Scholarship Committee (2001, 2002)
Publications Committee (2003, 2004)
NCTE committees for Nursing and Education, Journalism Committee (2003)
Chair Scholarship Committee (2003, 2004)
Arts and Humanities Award Ceremony Committee (2004)
CAAP Administrator (2005), Chair English Search Committee (2005)

Dean Search Committee (2005)
 Family Welcome Day (2000, 2001)
 Mocha Madness participation (2000-2007)
 volunteer at Academic Decathlon (2001,2003, 2004)
 Student Organizational Fair (2001-2007)
 volunteer at Special Olympics (2006)
 Organized readings with Molly Giles and Mary Morrisey (2002), Suzie Parker (2003), Marck Beggs (2004)
 Oxford American Magazine sponsoring Kevin Brockmeier and Skip Hayes (2007)
 Started a writing group at Boys and Girls Club (2000).
 Celebrate Dr. Seuss with third grades at Drew Central Elementary (2000-2007).
 Provided a Foliate Oak reading to public at Monticello Public Library (2002).
 Donated honorarium to the library to purchase books.
 Coordinate Criterion/literacy program between high schools and UAM (2001-2003)

Supervise student teachers 2000-2007
 Associated Writing Programs Member (2006-2007)
 Member of Associated College Media Association (2003-2007)

PROFESSIONAL ACTIVITIES

Reading with Foliate Oak at Monticello Public Library, November 2002
 Arkansas Philological Association Conference: presented "Apricot Pits, Love Beads, and Jesus" in October 04
 Reading from *Burning Tulips* at Harris Recital Hall, Nov. 04
 Whirling Poets Faculty Reading, April 04
 Read story on UALR's radio show "Tales of the South" September 04
 Read story on UALR's radio show "Tales of the South" January 05
 Presented a reading from *Burning Tulips* **Arkansas Literary Festival** as featured author, April 05
 Reading from *Burning Tulips* on NPR's "Tales From the South", August 14, 05
 Presented at Arkansas Philological Association conference in Little Rock, AR, October 2006
 Guest on NPR's "Book Club of the Air" to participate in The Great Read and discuss *The Great Gatsby*.
 Reading at Guchaya Arts Center, Lake Village, Arkansas April 06.
 Presented at Arkansas Literary Festival, April 06
 Presented at Arkansas Philological Conference, October 06
 Book signing at Bellise Bookstore in Monticello on December 06
 Paper accepted to present at Society for the Study of Midwestern Literature Symposium, Michigan State University, May 2008
 Presented at Delta Blues Symposium in Jonesboro, AR, 2001
 Presented at Arkansas Philological Association Conference, 2004, 2005, 2006
 Attended Associated Writers Program Conference, Atlanta, 2006 (will attend again 2007 in New York)

Completed Pathwise Training, 2006
Attend AWP annually.

COURSES TAUGHT

Composition 1 & 11, Fundamentals of English, Creative Nonfiction, Fiction Writing, Journalism, Senior Writing Seminar, Creative Writing, Minority Literature, Special Topics Seminar, and Methods of Teaching Secondary English.

Graduate Level courses: MFA Writer's Workshop, Magazine and Edit, Prose Workshop, Creative Nonfiction Workshop, Flash Prose Workshop, Advanced Comp, Fiction, Creative Nonfiction, Creative Writing, Methods of Teaching Secondary English, and English Education Seminars; faculty sponsor for *Foliage Oak Literary* and *Gravel* Magazines, advise English and Education majors, supervise student teachers; coordinator of literacy program between university and high schools; serve on Graduate Council and various campus committees, NCTE Committee for Nursing and Education; provide ongoing literacy programs in the local public schools and at the public library.

Professional Recognition

AWARDS

1990 First Prize Southwest Writers' Award-- Nonfiction

1991 Second Prize Southwest Writers' Award--Fiction

1998 Honorable Mention: Byline's Literary Short Story Award

2000 Poetry Heaven's Selected Poet for Interview

1999 Semi-finalist for the New Women's Voices Chapbook Competition

2001 finalist for Concrete Wolf Chapbook Contest

2006 First Prize People's Choice Award-Nonfiction, *Storyteller Magazine*

Million Writers Award: Notable Stories of 2006 for "Retrievers" published in Arkansas Literary Forum

2005, 2006, 2007: Who's Who In American Education

Grants

Wrote an Arkansas Arts Council Grant (2002) to bring Molly Giles and Mary Morrissey to campus for a reading and to work with students on creative writing the following day.

Name:

Mark Spencer

Degrees and institutions granting the degrees:

Attended Ph.D. program in English, August 1981-August 1982, Oklahoma State University.

[Terminal] Master of Fine Arts in Creative Writing, June 1981, Bowling Green State University (Ohio).

Bachelor of Arts in English literature, August 1979, University of Cincinnati.

Field or specialty of degrees:

Creative Writing—Fiction, Modern and contemporary literature

Number of years employed as program faculty at UAM:

11

Current academic rank:

Dean and Professor

Evidence of quality and quantity of creative and scholarly/research activity:

WRITING AWARDS AND HONORS

Winner, The 2003 *Cairn*/St. Andrews Press Fiction Competition for "Ethel."

Winner, The 1999 Omaha Prize for the Novel for *The Weary Motel*.

Winner, The 1996 Faulkner Society Faulkner Award for the short novel *Only Missing*.

Winner, The 1988 Patrick T. T. Bradshaw Book Award for the short-story collection *Spying on Lovers*.

Special Mention, *Pushcart Prize: Best of the Small Presses*, 1992, for the short story "Jenny in Blue".

Special Mention, *Pushcart Prize: Best of the Small Presses*, 1992, for the short story "Robbery".

Special Mention, *Pushcart Prize: Best of the Small Presses*, 1992, for the short story "Hogs from Hell."

Special Mention, *Pushcart Prize: Best of the Small Presses*, 1990, for the short story "The Letter."

A "Top 100" author on Amazon, 2012.

Number 1 bestseller in three categories on Amazon, *A Haunted Love Story*, 2012.

Number 1 "Top Rated" title in two categories on Amazon, *A Haunted Love Story*, 2012.

Number 1 bestseller for Llewellyn Worldwide, month of March 2012.

Finalist, 2008 Serena McDonald Kennedy Award [for a short-story collection], Snake Nation Press, for *Trespassers: Stories*.

Finalist, 2008 G.S. Sharat Chandra Prize for Short Fiction, BkMk Press, for *Trespassers: Stories*.

Finalist, 2008 A.E. Coppard Long Fiction Prize, for "Trespasser."

Finalist, *Quarterly West* Novella Competition, for *Love Hollow*, 2007.

Finalist, Ohio State University Press/Ohio State University Creative Writing Program Prize in Short Fiction, for the collection of stories *Driving Lessons*, 1997.

Finalist, Oklahoma Book Award, for the novel *Love and Reruns in Adams County*, 1995.

Finalist for screen-writing fellowship at Universal Studios, 1991 and 1992.

Finalist, 1987 Iowa School of Letters Award, for the collection of stories *Spying on Lovers*.

Nominated for *Pushcart Prize* by Steel City Review for short story "The River."

Nominated for the anthology *Best of the Web* by Steel City Review, 2007 for short story "The River."

"Best Books" list, *Love and Reruns in Adams County*, Bollinger's Bookstores, Oklahoma, 1994.

Best Sellers list, *Love and Reruns in Adams County*, Joseph-Beth Booksellers, Cincinnati, OH, spring 1994.

"Pick of the Month," *Love and Reruns in Adams County*, Joseph-Beth Booksellers, Cincinnati, OH, February 1994.

Number 3 among Best Books of the Year, *Love and Reruns in Adams County*, *Sunday Constitution*, Oklahoma, 1994.

PUBLICATIONS: BOOKS

Ghost Walking, a novel. Moonshine Cove Publishing (Abbeville, SC), 2016.

Trespassers, collection of two novellas and six short stories. Main Street Rag Publishing (Charlotte, NC), 2014.

The Masked Demon, a novel. Main Street Rag Publishing (Charlotte, NC), 2012.

Love Hollow, short novel. The Novella Project, 2012,
www.thenovellaproject.com.

A Haunted Love Story, creative nonfiction. Llewellyn Worldwide (Minneapolis, MN), 2011. (Basis for episodes of five TV shows, one on Biography Channel, two on Discovery Network, and two on SyFy.)

Images of America: Monticello (co-authored with Mary Heady), local history. Arcadia Publishing (Mt. Pleasant, SC), 2011.

The Weary Motel, a novel. Backwaters Press (Omaha, NE), 2000.

Love and Reruns in Adams County, a novel. Fawcett Columbine hardcover (New York) and Random House of Canada Limited (Toronto), 1994.

Wedlock, two novellas and three short stories. Watermark Press (Wichita, KS), 1990. Excerpt translated and published by Chelsea Hotel (Eggingen, Germany), 1992.

Spying on Lovers, fifteen short stories. Amelia Press (Bakersfield, CA), 1989.

PUBLICATIONS: FICTION IN JOURNALS AND ANTHOLOGIES

"The Black Cadillac" in *Bewildering Stories*, (issue 408, November 2010). Reprinted in Editor's Choice Fourth Quarterly Review (December 2010).

"Before It's Too Late" in *Amarillo Bay*, Vol. 12, No. 4 (November 2010).

- “Sick as a Dog” in *Clapboard House*, Issue VII, Fall 2009.
- “Hungry Dogs, Wild Pigs” in *Amarillo Bay*, Vol. 11, no. 3 (August 2009).
- “Independence Day” in *Clapboard House*, Issue V, Winter 2009. Reprinted in *The Best of Clapboard House*, 2012.
- “American Idol Finale” in *Ramble Underground*, Fall 2008.
- “New Year’s Eve” in *Clapboard House*, Issue II, Spring 2008.
- “Salvage” in *Steel City Review*, Spring 2008.
- “You Could Have Been Me,” in *Istanbul Literature Review*, Issue 10, January 2008.
- “Driving Ninety” in *Contrary*, Winter 2008.
- “Ashes” in *The Chariton Review*, Vol. 30, Numbers 1 & 2 (Fall 2007).
- “The River” in *The Chariton Review*, Vol. 30, Numbers 1 & 2 (Fall 2007).
- “Time Traveler” in *Storyglossia*, Issue 20 (June 2007).
- “Time Traveler” in *Avatar Review*, Issue 9 (May 2007).
- “Healer” in *Bewildering Stories*, No. 244 (May 2007).
- “The River” in *Steel City Review*, Issue 2 (April 2007). Reprinted in *Steel City Review Annual Print Anthology* (2007).
- “Love Hollow” in *Amarillo Bay*, Vol. 10, No. 1 (February 2007).
- The Good Life* (a novella), *Admit Two*, No. 15, No. 16, and No. 17 (January, March, and May 2007).
- “Last Day” in *Istanbul Literature Review*, Issue 5, (Fall 2006).
- “Repo” in *Blood Lotus*, Vol. 1, Issue 3 (August 2006).
- “Repo” in *Tattoo Highway*, No. 13 (August 2006)
- “The Death of Elvis” in *Bewildering Stories*, No. 209, (August 2006). Reprinted in Quarterly Retrospective (September 2006).

“Why Big Foot Is a Recluse” in *Bewildering Stories*, No. 208, (August 2006).
Reprinted in Quarterly Retrospective (September 2006).

“The Gentleman with the Dog” in *Bewildering Stories*, No. 207, (July 2006).
Reprinted in Quarterly Retrospective (September 2006).

“A Letter from Your Best Former Lover” in *Defenestration*, Vol. 3, Issue IX (July 2006).

“The Chancellor’s Last Day” in *Bewildering Stories*, No. 198 (May 2006). Reprinted in Quarterly Retrospective (June 2006).

“The Smell of J.D. Salinger” in *Bewildering Stories*, No. 195 (May 2006).
Reprinted in Quarterly Retrospective (June 2006).

“Honey, I Am Only a Big Foot” in *First Bewildering Stories Anthology* (Adventure Books, 2006).

“The King” in *Bewildering Stories*, No. 188 (March 2006). Reprinted in Quarterly Retrospective (March 2006).

“Trespasser” (long version) in *Amarillo Bay*, Vol. 9, No. 1 (February 2006).

“Honey, I Am Only a Big Foot” in *Bewildering Stories*, No. 184 (February 2006).

Henry (a novella, collaboration with Shawn Chiusano) in *Admit Two*, No. 9 (January 2006). Reprinted in *Bewildering Stories*, issues 257, 258, 259 (August-September 2007).

“Trespasser” (short version) in *The Dos Passos Review*, Vol. 1, No. 2 (Fall 2004).

“Ethel” in *Cairn*, No. 37 (2003).

“The Big Foot Chronicles #51: My Friendship with J.D. Salinger” in *Jabberwock Review*, Volume 24, No. 2 (Summer 2003).

“Breakdown” in *Knight Literary Journal*, Volume 1 (2003).

“Why Big Foot Is a Recluse” in *The Chariton Review*, Vol. 28, No. 2 (Fall 2002).

“Coffee Psychic” in *Cairn*, No. 36 (2002).

“Driving Lessons” in *The Chariton Review*, Vol. 26, No. 2 (Fall 2000).

“Talk” in *Natural Bridge*, No. 4 (Fall 2000).

“Ripe” in *The Laurel Review*, Vol. 34, No. 1 (Winter 2000).

"Seventies Salvage" in *The Chariton Review*, Vol. 25, No. 2 (Fall 1999).

"Celebrity Hair" in *Natural Bridge*, Vol. 1, No. 1 (Spring 1999).

"Robbery" in *Missing Spoke*, Issue 4 (Winter 1998-99).

"Orange Camaro" in *The Chariton Review*, Vol. 24, No. 2 (Fall 1998).

"Ralph and Mona" in *Half Tones to Jubilee*, No. 13 (Fall 1998).

"Dance on Water" in *Bowling Green State University MFA Alumni Anthology*,
www.bgsu.edu/departments/creative-writing/alumni/alumniindex.html,
January 1998.

Excerpt from *Only Missing* in *The Double Dealer Redux*, Vol. 4 (1997).

"Dance on Water" in *The Chariton Review*, Vol. 23, No. 1 (Spring 1997).

"Tonya" in *Half Tones to Jubilee*, No. 11 (Fall 1996).

"Home" in *Sacred Ground: Writings About Home*. Milkweed Editions
(Minneapolis), 1996.

"Now That Bobby Morris Is Dead" in *The Licking River Review*, Fall/Spring
1994-1995.

"Sweet Time" in *Westview*, Vol. 13, No. 4 (Summer 1994).

"Jenny in Blue" in *The MacGuffin*, 10th Anniversary Special Issue, 1993.

"Crippled Ladies" in *Fathoms*, No. 3 (Fall 1993).

"Beauty Queen" in *The MacGuffin*, Vol. 10, No. 3 (Fall 1993).

"Jake The Snake's Dogs" in *Westview*, Vol. 12, No. 4 (Summer 1993).

"Sixteen" in *The New Review*, Vol. 1, No. 4 (July 1993).

"Hands" in *Westview*, Vol. 12, No. 3 (Spring 1993).

"Bugs" in *Great Plains Literary Annual*, Vol. 1 (1993).

"Samson" in *Chelsea Hotel*, Vol. 1, No. 2 (Fall 1992).

"Cheri" in *The MacGuffin*, Vol. 8, No. 3 (Fall 1991).

"The Gift" in *The Laurel Review*, Vol. 25, No. 2 (Summer 1991).

"Vodka Season" in *Beloit Fiction Journal*, Vol. 6, No. 2 (Spring 1991).

"Jenny in Blue" in *The Chariton Review*, Vol. 16, No. 2 (Fall 1990).

"Okies Eat Their Young" in *Half Tones to Jubilee*, No. 5 (Fall 1990).

"Robbery" in *Short Story*, No. 1 (Spring 1990).

"Hogs from Hell" in *The Laurel Review*, Vol. 24, No. 1 (Winter 1990).

"Waiting" in *The MacGuffin*, Vol. 6, No. 3 (Fall 1989).

"Dirty Thirty" in *The Laurel Review*, Vol. 23, No. 1 (Winter 1989).

"Medusa" in *The Writers' Bar-B-Q*, No. 3 (Fall 1988).

"The Letter" in *Gambit*, No. 22 (1988).

"Things to Come" in *Z Miscellaneous*, Vol. 2, No. 3 (July 1988).

"K.M. Alive! A Summary of the Work of the Mansfield Scholar S.D. Sweeney" in *Half Tones to Jubilee*, No. 3 (Summer 1988).

"Losses" in *The Maryland Review*, Vol. 2, No. 1 (Fall 1987).

"Murder" in *The MacGuffin*, Vol. 4, No. 3 (Fall 1987).

"Like Dixie" in *The Writers' Bar-B-Q*, No. 1 (Fall 1987).

"Old Wives' Tales" in *Z Miscellaneous*, Vol. 1, No. 4 (September 1987).

"Rita June's Time Capsule" in *Gambit*, No. 21 (1987).

"Reconciliation" in *Half Tones to Jubilee*, No. 2 (Summer 1987).

"Road Trip" in *The Laurel Review*, Vol. 21, Nos. 1 and 2 (Winter/Summer 1987).

"The Comedian" in *The MacGuffin*, Vol. 3, No. 3 (Fall 1986).

"Daddy" in *The South Dakota Review*, Vol. 24, No. 2 (Summer 1986).

"Home" in *Beloit Fiction Journal*, Vol. 1, No. 2 (Spring 1986).

"The List" in *The Chariton Review*, Vol. 11, No. 2 (Fall 1985).

"Spying on Lovers" in *New Mexico Humanities Review*, Vol. 8, No. 1 (Spring 1985).

"Samson" in *The Florida Review*, Vol. 13, No. 1 (Spring 1985).

"Reunion" in *The MacGuffin*, Vol. 2, No. 1 (Spring 1985).

"The Unseen Audience" in *Fiction 84: A New Anthology of Innovative Writing*, (Novato, CA: Exile Press, 1985).

PUBLICATIONS: ARTICLES

"A Growing, Ghostly Intimacy" in *The Llewellyn Journal*, January 2012.

Introduction, Steve Heller's *What We Choose to Remember*, World Voices Chapbook Series (Web del Sol, 2009).

"Writing Fiction that Makes Sense: Using Foreshadowing to Enhance Coherence" in www.rosedog.com (August 2000).

"Creating Fiction Brush Stroke by Brush Stroke" in www.rosedog.com (January 2000).

"Restoration and Resurrection: Dreams, Machines, Magic, and More" in *Kansas Quarterly*, Vol. 21, No. 4 (Fall 1989).

"Subjectivity in Evaluating Writing" in *Oklahoma English Journal*, Vol. 4, No. 1 (Fall 1989).

"Comment on 'The Letter'" in *Gambit*, No. 22 (1988).

"Teaching Creative Writing" in *Oklahoma English Journal*, new series, Vol. 2, No. 1 (1987).

"The Importance of Small, Good details: Raymond Carver's 'The Bath' and 'A Small, Good Thing'" in *The American Institute of Discussion Review*, Vol. 3, No. 1 (1987).

"A Revision Process for Freshman Essays" in *The LAD Leaf*, No. 3 (December 1983).

"The Struggle Against Entrapment: The Fiction of Philip F. O'Connor" in *Critique: Studies in Modern Fiction*, Vol. 24, No. 4 (Summer 1983).

PUBLICATIONS: BOOK REVIEWS

Review of *The Rainbow Stories* in *New Letters Review of Books*, Vol. 3, No. 3 (Spring 1990).

Review of *Shadow Partisan* in *New Letters Review of Books*, Vol. 2, No. 4 (Summer 1989).

Review of *The Venus Tree* in *New Letters Review of Books*, Vol. 2, No. 3 (Spring 1989).

Review of *Family: Stories from the Interior* in *New Letter Review of Books*, Vol. 2, No. 3 (Spring 1989).

Review of *Sudden Fiction* and *New American Short Stories* in *New Mexico Humanities Review*, Vol. 10, No. 2 (Summer 1988).

Review of *The Automotive History of Lucky Kellerman* in *Texas Review*, Vol. 8, Nos. 3-4 (Fall/Winter 1987).

Review of *Reasons to Live* and *Back in the World* in *The American Institute of Discussion Review*, Vol. 2, No. 1 (1986).

Review of *The Man Who Drank a Thousand Beers* in *Hawaii Review*, No. 18 (Fall 1985).

"A First Book" in *The American Institute of Discussion Review*, Vol. 1, No. 1 (1985).

Evidence of quality and quantity of service activities:

CIVIC AWARDS AND HONORS

Arkansas Reading Association Literacy Leader Award for the state of Arkansas, 2013.

Arkansas Delta Byways Media Award Finalist ("for significant contributions in preserving and promoting the natural and cultural heritage of Eastern Arkansas"), 2013.

SEARK (Southeast Arkansas) Literacy Council Award for Community Leadership, 2012.

Drew County NAACP Making-A-Difference Award, 2011.

SELECTED RECENT UNIVERSITY SERVICE

Chair, University BA Identity Committee, 2015-present.

Committee Member, Governor's Master Plan for Higher Education, 2015-present.

Chair, University Wide Retention Committee, Fall 2014-present.

Member, Search Committee for the position of Dean of Social and Behavioral Sciences, January-February 2014.

Chair, University Institutional Review Board for Human Subjects Research,
2008-
present.

Chair, Criterion 4 Higher Learning Commission Subcommittee (for writing the Self-Study in preparation for the re-accreditation visit of October 2014), 2013-2014.

Member, Search Committee for the position of Provost and Vice Chancellor of Academic Affairs, June-August 2012.

University representative to the Advisory Committee for the Winthrop Rockefeller Distinguished Lecture Series, 2009-2013.

Member, Experiential Learning Committee, Summer 2011.

Member, Search Committee for the position of Dean of the School of Social and Behavioral Sciences, March-May, 2010.

Member, Search Committee for the position of Chair of the Division of Computer Information Service, June-July 2009.

Academic Council representative, University Curriculum and Standards Committee,
2008-2012.

Member, Search Committee for the position of Dean of the School of Social and Behavioral Sciences, June-July 2007.

Member, Search Committee for the position of Dean of the School of Mathematics and Natural Sciences, April-May 2007.

Member, First-Year-Experience Committee, 2005-07.

Member, University Strategic Planning Committee, 2005-.

Chair, University Ad Hoc Committee on Annual Evaluation, 2005-06.

Academic Council representative, University Curriculum and Standards Committee,
2005-06.

Member, Institutional Review Board, 2005-06.

Member, University Promotion Committee for Dr. James Roiger, 2006.

Chair, University Tenure Committee for Dr. Lou James, 2007.

Evidence of professional activities and non-teaching work experiences related to courses taught:

SELECTED RECENT READINGS, LECTURES, PRESENTATIONS

Visiting Writer, Texas A&M—Central Texas, January 2015.

Featured speaker, State Meeting of Regional Directors of Arkansas Libraries, Monticello, AR, November 2014.

Featured speaker, State Meeting of Delta Kappa Gamma, Little Rock, AR, August 2014.

Featured speaker, Brown County Public Library, Sardinia, Ohio, July 2014.

Speaker, Arkansas Annual Meeting of Middle Level Educators, Hot Springs, AR, May 2014.

Chair, Five-Year Program Review Committee, follow-up observation to June 2011 site visit, Antioch University MFA in Writing Program, Los Angeles, CA, January 2014.

Speaker, State Meeting of the Arkansas Literacy Council, Little Rock, July 2013.

Featured speaker, New Orleans Book Club, New Orleans, LA, March 2013.

Featured speaker, El Dorado Historical Society, El Dorado, AR, March 2013.

Distinguished Lecturer, Louisiana State University—Shreveport, October 2012.

Featured speaker, Books-a-Million, Johnstown, PA, July 2012.

Featured speaker, Crossett Rotary Club, Crossett, AR, May 2012.

Featured speaker, Warren Rotary Club, Warren, AR, May 2012.

Featured speaker, annual luncheon of the Crossett Book Club, Crossett, AR, April 2012.

Featured speaker, Monticello Rotary Club, January 2012.

Honored by the local branch of the NAACP at its annual banquet, Monticello, AR, for "Making a positive difference." Nov. 12, 2011.

Chair, Five-Year Program Review Committee, Antioch University MFA in Writing Program, Los Angeles, CA, June 2011.

List of course numbers/course titles of credit courses taught over the past two academic years:

English 519V MFA Thesis

English 517V MFA Writer's Workshop: Novel

English 517V MFA Writer's Workshop: Fiction

English 5153 Seminar: Hemingway

English 5153 Reading Like Writer

English 5153 Seminar: Raymond Carver

Other evidence of quality teaching: (range of class evaluation scores, annual faculty-evaluation rating for teaching, awards)

Range of class evaluation scores: 4.7 to 5.0 on a scale of 5.0.

Educator of the Year in the Humanities, awarded by the Lawton Arts and Humanities Council and the City of Lawton, Oklahoma, 2000.

Professor of the Year, Cameron University, Department of English, 1992-1993.

State Regents Award, 1992.

CURRICULUM VITA

Name:

E. Kate Stewart

Degrees and institutions granting degrees:

Doctor of Philosophy, University of Mississippi

Master of Arts, University of Mississippi

Bachelor of Arts, University of Mississippi

Associate of Arts, Northeast Mississippi Community College

Field of specialty of degrees:

Doctor of Philosophy: American Literature, late 17th through early 20th centuries

Master of Arts: Prose Fiction of the Elizabethan Period

Bachelor of Arts: Major: English; Minors: French and history

Number of years employed as program faculty at UAM: 27

Current Academic Rank: Professor of English

Evidence of quality and quantity of creative and scholarly/research activity:

Books and Book Sections:

Arthur Sherburne Hardy: Man of American Letters. Preface by Louis J. Budd.
Potomac, MD: Scripta Humanistica, 1986.

[Mentioned in *American Literature*; reviewed favorably by Glenn O. Carey in *Literary Realism* and by Thomas Daniel Young in *University of Mississippi Studies in English*]

"Asa Gray," in *Dictionary of Literary Biography.* Ed. Wesley T. Mott. Columbia, SC:

Manly, 2001.

"Augustus Baldwin Longstreet," in *Dictionary of Literary Biography.* Ed. Kent Ljungquist. Columbia, SC: Manly, 2001.

"Harold Frederic," in *Encyclopedia of American Literature.* Ed. Steven R. Serafin. New York: Continuum, 1999.

"Frank Stockton," in *Encyclopedia of American Literature.* Ed. Steven R. Serafin. New York: Continuum, 1999.

"Edward Payson Roe," in *Dictionary of Literary Biography.* Ed. Kent Ljungquist. Columbia, SC: Manly, 1998.

"*Edinburgh Review*," in *Encyclopedia of Transcendentalism.* Ed. Wesley T. Mott. Westport, CT: Greenwood Press, 1996.

"*Fraser's Magazine*," in *Encyclopedia of Transcendentalism.* Ed. Wesley T. Mott. Westport, CT: Greenwood Press, 1996.

"Charles Hodge," in *Biographical Dictionary of Transcendentalism.* Ed. Wesley T.

Mott. Westport, CT: Greenwood Press, 1996.

"Mesmerism," in *Encyclopedia of Transcendentalism.* Ed. Wesley T. Mott.

Westport,

CT: Greenwood Press, 1996.

"Edward Palmer," in *Biographical Dictionary of Transcendentalism.* Ed. Wesley T.

Mott. Westport, CT: Greenwood Press, 1996.

"Joseph Palmer," in *Biographical Dictionary of Transcendentalism.* Ed. Wesley T. Mott.

Westport, CT: Greenwood Press, 1996.

"Charles Brockden Brown," in *Bibliography of United States Literature.* Ed. Kent P.

Ljungquist. Columbia, SC: Manly, 1994.

"Sarah Kemble Knight," in *Encyclopedia of American Humorists*. Ed. Stephen Gale.

New York: Garland, 1988.

"Baltimore Monument," in *American Humor Magazines and Comic Newspapers*. Ed.

David E. E. Sloane. Westport, CT: Greenwood Press, 1986.

"Cincinnati Mirror," in *American Humor Magazines and Comic Newspapers*. Ed.

David E. E. Sloane. Westport, CT: Greenwood Press, 1986.

"Bibelot," in *American Literary Magazines: The 18th and 19th Centuries*. Ed.

Edward

Chielens. Westport, CT: Greenwood, 1986.

Journal Articles:

"William Faulkner's Indian Summer: *Intruder in the Dust* and *The Reivers*." In *Proceedings of the Faulkner Heritage Festival*. Ed. Renelda Owen. (December, 2011): 73-81. Print

"Crossing the County Line: The World beyond Yoknapatawpha." In *Proceedings of the Faulkner Heritage Festival*. Ed.

Renelda Owen. (December, 2011): 43-51. Print

"Preface." In *Historical Sketch of the Associate Reformed Presbyterian of Ebenezer*

(1916). 2009. Print

"Reflections of a Lifelong Associate Reformed Presbyterian." *Christian Observer* (July

2009): 2-5. Print

"The Akron Plan Comes to Monticello: Wood Avenue's House of Worship at 100," in

Drew County Historical Journal (Spring, 2008): NP. Print

"A Literary History of the Ecology Movement." *Faith and Practice* 2:2 (Fall 1996): 26-30.

"Then and Now: Putting a Spin on History." *Associate Reformed Presbyterian* 21:7

(July 1996): 6-8.

"Beauvoir College: The Erskine of the West." *Associate Reformed Presbyterian* 17:2

(February 1992): 8-10.

"Little Benjamin Goes West: Associate Reformed Presbyterians in Drew County."

Drew County Historical Journal (December 1990): 6-17.

"The Supreme Madness: Revenge and the Bells in 'The Cask of Amontillado.'" *UMSE*

NS 5 (1988): 51-51.

"An Early Imitative Ape: A Possible Source for 'The Murders in the Rue Morgue'."

Poe Studies 20:1 (June 1987): 24.

"Another Source for 'The Black Cat'." *Poe Studies* 18:2 (December 1985): 25.

Other Publications:

"Alice's Album: A Brief Photographic History of Parchman. Included in "Time on Parchman Farm, 1930s." Exhibition at the University of Mississippi Museum September 25-December 16, 2012

Review, *Faulkner in the Twenty-First Century: Faulkner and Yoknapatawpha, 2000*.

Edited by Robert W. Hamblin and Ann J. Abadie. Jackson, MS: University Press of Mississippi, 2003. In *Arkansas Review* 34 (December 2003): 239-240.

Review, *World Literature of the Western World, Volume II*, for Prentice Hall, 2001.

Review, *First Books: The Printed Word and Cultural Formation in Early Alabama*, by

Philip D. Beidler. Tuscaloosa: University of Alabama Press, 1999. In *Gulf*

South Historical Review 17:1 (Fall 2001): 65-67.

"The Prize Egg." *Associate Reformed Presbyterian* 23:4 (April 1998): 12-13. In connection with my service on the Erskine College Board of Trustees, I wrote monthly columns for the *Associate Reformed Presbyterian*, the denominational publication of the institution's sponsoring body which has a readership of over 6000. Between 1994 and 1996 and 1998-2000, prepared over seventy articles relating to issues in higher education.

Scholarly Presentations:

"A Notable Omission: Fanny Fern's Second Marriage," American Literature Association, San Francisco, May, 2016

"A Bleak Episode," Arkansas Philological Association, October, 2015

"'It has made their true history a poet's tale': What Hawthorne Did for American History," (revised), proposal for presentation submitted to the Mississippi Philological Association for its January, 2015, meeting

"'The Gaze of Anonymous Strangers': Public Scrutiny in 19th-Century American Literature," Arkansas Philological Association, October, 2014; Mississippi Philological Association, February, 2014

"A Notable Omission: Fanny Fern's Second Marriage," Mississippi Philological Association, February, 2013; Arkansas Philological Association, October, 2012

"In the Shadow of Michael Wigglesworth: Pietistic Writing in Nineteenth-Century America," Arkansas Philological Association, October, 2011

"The Diary of a Preacher's Wife," Union County Historical Museum, July, 2011

"The King James Bible: Our Identity, Our Heritage," New Albany (MS), Friends of the Library, June, 2011

"'It has made their true history a poet's tale': What Hawthorne Did for American History," Arkansas Philological Association, October 2010

"I have taken with my Kodak': Technology in *Dracula*, Arkansas Philological Association, October 2009

"William Faulkner and Film," Faulkner Festival, Ripley, MS, November 2008
 "William Faulkner, Cotton Plant, and Paul Rainey, Faulkner Festival, Ripley, MS, November 2008
 "Crossing the County Line: The World beyond Yoknapatawpha," Arkansas Philological Association, 2004. [Solicited for publication]
 "Hearth and Home: The Frontier House as Social Commentary," Arkansas Philological Association, 2003.
 "A Little Sweetening for the Chaps: Making Amends in Faulkner Country," Arkansas Philological Association, 2002.
 "'Done Damned': Preachers in William Faulkner and Harold Frederic," Arkansas Philological Association, 1993.
 "The New Nation and Its New Women: Identity and Independence," Mississippi Philological Association, 1993.
 "Independent Vistas: Language and Identity," Arkansas Philological Association, 1992.
 "Orthodoxy and Style Meet: Writing for Children," Workshop conducted at the Evangelical Press Association, 1992.
 "Feisty Little Ladies: Perspectives on Aging in New England Regional Fiction" (Revised), Northeast Modern Language Association, Buffalo, NY, 1992.
 "Ishmael's Imperfect Resurrection," Arkansas Philological Association, 1991.
 "Feisty Little Ladies: Perspectives on Aging in New England Regional Fiction," Arkansas Philological Association, 1990.
 "Hawthorne's Mad Scientists," Louisiana Philological Association, 1990.
 "Prunes, Prisms, and Even Private Eyes: Detection in *Little Dorritt*," Mississippi Philological Association, 1990.

Evidence of quality and quantity of service activities:

To the UAM Community (partial list)

Secretary, UAM Assembly, 2015-2016
 Member, Merit Pay Committee, 2015-2016
 Panel, First Four Weeks, September 2015
 Panel on Teaching Techniques, Professional Development Week, August, 2015
 Criterion Three Chair, NCA Self-Study, 2013-2014
 Secretary, Curriculum & Standards, 2008-
 Coordinator, English Major Assessment (on-going)
 Chair, UAM Assembly, 2005-2006
 Member, Strategic Planning Committee, 2005-
 Member, Ad Hoc Committee on Summer School, 2005
 Member, Arkansas Philological Associate Planning Committee
 Co-Chair, NCA Self-Study, 2003-2004
 Secretary, Curriculum & Standards, 2002-2003, 2003-2004
 Assembly Chair, 1999-2000
 Assembly Parliamentarian, 1997-1998
 Chair, Search Committee for Vice Chancellor for Academic Affairs, 1997-1998
 Promotion and Tenure Committees, 1998-2015
 Academic Appeals, 1997-1998
 Honor Sponsor, Alpha Chi, 1997-

Interviewer, Candidates for Teacher Education/MAT, 1994-2004

Institutional Representative, Rhodes Scholarship, 1992-

Judge, Weevil War Debate Tournament, 1999

Judge, Big Oak Classic Speech Festival, 1998

Advising Students, 1988-

To the Public

Lecture, "Faulkner and Paul Rainey, Friends of the Library (New Albany, MS), 2005

Lecture, "Faulkner and Paul Rainey," Tallahatchie Arts Festival, 2004

Performed with the Pine Bluff Symphony, December 2003

President, Board of Directors, SEARK Concert Association, 1999-2003; Member of the Board, 1999-2004

To the Profession

At-Large Representative, Alpha Chi Honor Society National Council, 2011-2014

Executive Secretary/Treasurer, Arkansas Philological Association, 2007-

Judge, Novel Writing Contest, Tallahatchie River Festival, New Albany, MS, 2013, 2014, 2015

Board of Trustees Erskine College, 2004-2009, 1998-2002, 1994-1996; Vice

Chair of the Board, 2005-2006; Chair, Executive Committee, 2005-2009;

member, Academic/Enrollment Committee, 2004-2005; Chair,

Academic/Enrollment Committee, 1998-2002; member, Executive Committee, 1998-2009

Member, Presidential Search Committee, Erskine College, 2005-2006

Member, Editorial Board, *Philological Review*, 2005-

President, Region II, Alpha Chi, 2004-2006

Vice President, Region II Alpha Chi, 2002-2004

Judge, Scholarship Committee, Alpha Chi, Region II, 2002-2004

Evidence of professional activities and non-teaching work experiences related to courses taught:

Presentations at Professional Meetings:

Note: The Presentations listed below all grew out of class lectures, and I continue to use the knowledge gained from the scholarly publications to enhance my teaching. I have also used many of these research projects to help students with their own research for my classes.

"A Bleak Episode: Wilkie Collins and Spontaneous Combustion, Arkansas Philological Association, October, 2015

'It has made their true history a poet's tale': What Hawthorne Did for American History," (revised), proposal for presentation submitted to the Mississippi Philological Association for its January, 2015, meeting

"The Gaze of Anonymous Strangers": Public Scrutiny in 19th-Century American Literature," Arkansas Philological Association, October, 2014; Mississippi Philological Association, February, 2014

"A Notable Omission: Fanny Fern's Second Marriage," Mississippi Philological Association, February, 2013; Arkansas Philological Association, October, 2012

"In the Shadow of Michael Wigglesworth: Pietistic Writing in Nineteenth-Century America," Arkansas Philological Association, October, 2011

"'It has made their true history a poet's tale': What Hawthorne Did for American History," Arkansas Philological Association, October 2010

"I have taken with my Kodak': Technology in Dracula, Arkansas Philological Association, October 2009

"William Faulkner and Film," Faulkner Festival, Ripley, MS, November 2008

"William Faulkner, Cotton Plant, and Paul Rainey, Faulkner Festival, Ripley, MS, November 2008

"Crossing the County Line: The World beyond Yoknapatawpha," Arkansas Philological Association, 2004. [Solicited for publication]

"Hearth and Home: The Frontier House as Social Commentary," Arkansas Philological Association, 2003.

"A Little Sweetening for the Chaps: Making Amends in Faulkner Country," Arkansas Philological Association, 2002.

"'Done Damned': Preachers in William Faulkner and Harold Frederic," Arkansas Philological Association, 1993.

"The New Nation and Its New Women: Identity and Independence," Mississippi Philological Association, 1993.

"Independent Vistas: Language and Identity," Arkansas Philological Association, 1992.

"Feisty Little Ladies: Perspectives on Aging in New England Regional Fiction" (Revised), Northeast Modern Language Association, Buffalo, NY, 1992.

"Ishmael's Imperfect Resurrection," Arkansas Philological Association, 1991.

Feisty Little Ladies: Perspectives on Aging in New England Regional Fiction," Arkansas Philological Association, 1990.

"Hawthorne's Mad Scientists," Louisiana Philological Association, 1990.

"Unlacing the Corset: The 'New Woman' Bustles into American Fiction," Arkansas Philological Association, 1989.

"A Literary Scavenger Hunt: Researching a Popular Writer," Northeast Modern Language Association, New Brunswick, NJ, 1986.

"The Supreme Madness: Revenge and the Bells in 'The Cask of Amontillado'," Modern Language Association, Chicago, 1985; Missouri Philological Association, 1984; Mississippi Philological Association, 1983.

"The Raven' and 'The Bracelets': Another Source for Poe's Poem, Mississippi Philological Association, 1981.

Relevant Related Non-Teaching Activities:

Judge, Novel-Writing Contest, Tallahatchie River Festival, 2013-2015

Member, Editorial Board, *Philological Review*, 2005-

Editorial assistance to colleagues for various projects (on-going)

Judge, scholarship/fellowship competitions for Alpha Chi, both regionally and nationally

List of course numbers/course titles of credit courses taught over the past two academic years:

ENGL 2293: World Lit II

ENGL 2323: Introduction to Literary Studies
ENGL 3403: American Lit I
ENGL 3413: American Lit II
ENGL 4593: Introduction to Language Study
ENGL 4633: The American Novel
ENGL 4753: Advanced Grammar
ENGL 4763: Advanced Composition

Other evidence of quality of teaching: (range of class evaluation scores, annual faculty-evaluation rating for teaching, awards):

Nominee, Hornaday Teaching Award, 2015
Faculty Excellence Award Silver Prize, 1999
Named to *Who's Who in American Education*, 1994
Named to *Who's Who in the South and Southwest*, 23rd and 24 editions, 1993, 1994
Alpha Chi Teacher of the Year, 1991
Faculty Development Grant to attend Northeast Modern Language Association, Montreal, 1996, \$750
Faculty Development Grant to attend Northeast Modern Language Association, Philadelphia, 1993, \$750
Faculty Development Grant to attend Northeast Modern Language Association, Buffalo, NY 1992, \$750
Student, Peer, and Dean evaluations of teaching consistently rated as excellent.

Sarah Bloom
Associate Professor

MFA George Mason University, Fairfax, VA – Creative Writing

Graduate coursework toward a Master of Theological Studies degree, Phillips Theological Seminary, Tulsa, OK.

BA/BS, *magna cum laude*, University of Arkansas Monticello – English and Psychology

Thesis

“The Book of Saints, A Collection of Poems”

Chair: Carolyn Forché

Readers: C. K. Williams, Susan Tichy, Peter Klappert

Employment

Promotion to rank of Associate Professor of English, University of Arkansas Monticello, 2010.

Hired as Assistant Professor of English, University of Arkansas Monticello, 2005.

Creative and scholarly/research activity

“The Third Daughter,” *Faultline Journal of Arts and Letters*, a publication of the University of California at Irvine, 2015.

“Women Cooking for Women,” *The Columbia College Literary Review*, a publication of Columbia College in Columbia, Missouri, 2015.

Ancestors. Collection of poetry presented at the annual conference of the Arkansas Philological Society, 2014.

“Don’t Separate God from His Elements: Process Theology in the Novels of Toni Morrison.” Paper presented at the Arkansas Philological Association annual conference, 2012

“Introduction to *The Tale of Genji* by Murasaki Shikibu,” *The UAM Anthology of Non-Western Literature*, Fountain Head Press, 2012.

“The Work of Earth: Human Labor and Laborers in Faulkner and Morrison” at the 2010 Faulkner-Morrison conference sponsored by the Center for Faulkner Studies, Southeast Missouri University, Cape Girardeau, Missouri, on October 29, 2010.

Fundamentals of English: An Instructors Guide, 2nd Edition. Fall 2010.

- An added section of essays written by UAM students and teachers on study skills, time management, choice of friends, reading strategies, and means of managing new-found freedom.
- A table of contents arranged by genre.
- A section that contains biographical information about all the authors included in the book, together with information on original date and place of publication.
- A section suggesting thematic and rhetorical groupings of readings.

Lessons from the Promised Land, chapbook presented at the 38th annual conference of the Arkansas Philological Association in Eureka Springs in October 2009.

Fundamentals of English: An Instructors Guide. Summer 2009. This 76-page guide includes reading and writing assignments based on thematic units, weekly lesson plans, quizzes and tests, biographical information on selected authors, and information about how to find out more about individual authors through Web sites and additional readings.

“Resistance,” poem published in *Dark Sky Magazine*: November 21, 2008.

“Opulence,” poem published in *Dark Sky Magazine*, Fall 2007.

“The Long Trail,” poem published in *In the Mist Magazine*: 2.1, 2007

Service Activities

- Faculty sponsor for the UAM Gay-Straight Alliance, 2008 – present.
- Arts and Humanities representative on the UAM Teacher Education Committee, 2011 – present.

- Arts and Humanities representative on the UAM Assessment Committee, 2006 – 2010.
- Sponsor or co-sponsor of Sigma Tau Delta, the English honors society, 2005 – 2011.
- Facilitator – Round table discussion at the Education Renewal Zone’s High School Redesign Literacy Best Practices Day, October 2007.
- Sponsor, UAM theater club in its annual Shakespeare festival, 2008.
- Chaperone, UAM theater club trip to Memphis for attendance of Broadway play, 2008
- Member, UAM School of Education’s Diversity Committee, 2008 – 2009.
- Director of Composition 2006 – 2010. Oversaw the ongoing assessment of the following courses: Fundamentals of English, Composition I, and Composition II. This process involved collecting representative papers into portfolios, preparing and distributing rubrics for the evaluation of these papers, overseeing the faculty evaluation of these portfolios, and collecting, analyzing, and reporting the data.
- Judge for Drew Central High School’s “Senior Project.” All Drew Central seniors must complete a year-long project in which they select service or academic areas of interest, work with mentors, write research papers, and make a final presentation. 2008
- Developer/facilitator: “English Camp” for junior high school students. The English camp lasted two days and consisted of four workshop sessions – two sessions on writing fiction and two sessions on writing poetry. 2008
- Member of the 2009 class of the Southeast Arkansas Cornerstone Coalition’s Leadership Institute. Attended sessions on leadership skills and characteristics, economic and community development, grant writing, and community literacy efforts.
- Developer/facilitator, series of workshops for the Drew Central high school teachers on writing across the curriculum, 2009

- Speaker/facilitator: meetings/workshops with local high school teachers, including meetings with the assistant superintendent, literacy coach and the high school English teachers of Monticello High School to discuss ways in which high school students can be better prepared for university-level work. 2010
- Reader for submissions to the *Arkansas Philological Review*. 2010
- Member, UAM Teacher Education Committee, 2011 – present.
- Speaker: “Sexual orientation and diversity in the classroom,” address to Dr. Sue Martin’s Needs of Diverse Learners class, 2014.
- Member, UAM Fundamentals Committee, 2012 – present.
- Member, UAM Composition Committee, 2012 – present
- Scorer – assessment of the general education courses, reading and scoring sample, representative essays collected from Composition I students. 2014

Professional Activities

- 2015 College Reading and Learning Association (CRLA) AR/LA Annual Spring Conference. Theme for conference: “Reading: Power for Learning and Living.”
- Training/professional development: Upward Bound program, a federally funded program that prepares at-risk high school students from the area (Southeast Arkansas) to succeed in college.
- Participant: brown bag lunches in which the composition faculty discussed student learning outcomes, methods, and assignments. 2013 – 2014
- Arkansas Philological Association annual meetings and workshops, 2008, 2009, 2013

- Arkansas Department of Education’s “Opportunities for College Readiness and Post-Secondary Success” Education Renewal Zones (ERZ) Annual Deans’ Luncheon, 2009.
- Arkansas Department of Education conference. The focus was High School Redesign, an ongoing initiative sponsored by the Education Renewal Zone (ERZ). Presentations were made by various higher education officials, including Jim Purcell. 2008
- UAM School of Education Stakeholders’ Meeting, 2008
- Completed Pathwise training, sponsored by the UAM School of Education, to serve as a professional mentor to students enrolled in the Master of Arts in Teaching program, 2008.
- Proposal approved by the Education Renewal Zone (ERZ) for funding for a series of professional development sessions for Fundamentals teachers. 2008
- “Saints and Sinners” literary conference in New Orleans, 2008.

Courses taught

PHIL 4633: Special Topics in Philosophy, Philosophy of World Religion. Proposed, developed, and refined this course for upper-level students minoring in philosophy.

ENGL 4733: Minority Writers. Developed this course for upper-level English majors. Focus on African-American, Latino, Native American, and LGBT writers.

ENGL 3343: Bible as Literature. The books of the Old Testament and the Apocrypha as illustrating literary development and thought. The Bible as a source for drama, philosophical poetry, lyric poetry, essay, and story

ENGL 2223: Introduction to Creative Writing. Laboratory/reading course that introduces students to the elements of writing fiction, poetry, and creative-nonfiction. Students submit manuscripts for analysis and criticism.

ENGL 2293: Survey of World Literature II. Major periods and writers from the Renaissance to the present.

ENGL 2283: Survey of World Literature I. Major periods and writers from the Classical Age to the Renaissance.

ENGL 1023: Composition II. Writing course emphasizing reading skills as a basis for effective writing. Documented term paper is required.

English 1013: Composition I. Writing course stressing reading skills as a basis for effective writing.

ENGL 133: Fundamentals of English. Fundamentals of basic grammar usage and writing skills stressing reading skills as a basis for effective writing.

Gregory A. Borse

Education:

- PhD, English, Louisiana State University, Baton Rouge, LA, 2004
Concentrations: Faulkner, American, Renaissance, Romantic/Victorian Literature
Literary Theory
Dissertation: *Faulkner and the Oral Text*
- MA, English, Braniff Graduate School of Liberal Arts, Irving, TX, 1992
Master's Thesis: *Modernity, Community, Justice: The Figure of Mink Snopes in Faulkner's Snopes Trilogy*
- BA, English, University of Dallas, Irving, TX, 1987
Senior Project: Faulkner's *Absalom, Absalom!*

Ph.D. Level (LSU) Oral/Written Comprehensive examinations (2 three hour; 1 five hour):
Classical, Medieval, Renaissance, 18th/19th Century Literature; Literary Theory and Criticism;
Master Level Written Comprehensive Exams (8 one hour exams): Classical, Medieval,
Renaissance, British Literature, American Literature, Literary Theory & Criticism, Lyric
Poetry, Poetry Explication

Teaching:

2008-present

Associate Professor (tenured/promoted 2013), English and Philosophy, University of
Arkansas at Monticello, Monticello, Arkansas

2003-2008

Instructor/Asst. Professor (non-tenure track), English & Philosophy, Ivy Tech Community
College of Indiana, Kokomo, Indiana

1995-2001

Graduate Teaching Assistant, English, Louisiana State University, Baton Rouge, Louisiana

1989-1994

Instructor, English, Dallas County Community College District, (Mountain View College
and Eastfield College), Dallas, Texas

Selected Creative and Scholarly Work:

The Incorruptibles (working title) (novel in progress, 2015-present)

“*She look like a wrong one to you?*” *BloodyMoneyBody—Marxist Subversion in Hitchcock’s Psycho and Frear’s The Grifters*,” in *Marx Goes to the Movies: Critical Essays* (Eds. Kevin Durand & Mary Leigh, McFarland & Co., December 2012)

Epiphany (fiction), *Writer’s Block*, Texas A&M University—Kingsville (October 2012)

Other Canons: A Selection of Non-Western Literary Masterpieces (compiled & edited book),
Fountainhead Press, January 2012

“Our Monsters Ourselves: How Films Betray Our Anxieties about Evil” (presentation),
Arkansas Philological Association 38th Annual Conference, University of Central Arkansas,
Conway, Arkansas, October 2011

“The Curious Order of Mr. Faulkner’s ‘Postage Stamp of Native Soil’: An Oral and Literate
Mapping of Yoknapatawpha,” Arkansas Philological Association 37th Annual Conference,
University of Arkansas at Fayetteville, Fayetteville, Arkansas, October 2010

“*Light in August*: Faulkner’s Feminine Frame,” Arkansas Philological Association 36th Annual
Conference, University of Arkansas at Fort Smith, Eureka Springs, Arkansas, October 2009

“Teaching in the Age of the Internet: Shakespeare’s *Hamlet* and the Rise of the New
Orality,” Ivy Tech Community College of Indiana, Professional Development Conference
(Lily Grant Funded Adjunct Development Program), September 2007

“Beloved inmates and happy ways’: Jane Austen’s *Mansfield Park*,” Annual Meeting of the
Jane Austen Society of North America, *Fresh Perspectives on Mansfield Park*, Tucson, Arizona,
October 2006

Liberty Fund Conference Panel Member, “Liberty and its Excess in the Plays and Poetry of
Christopher Marlow,” New Orleans, Louisiana, April 2005

“Icarus,” (short story), *Writer’s Bloc*, Texas A&M University Literary Journal, Texas A&M,
Kingsville, Texas, Spring, 2004

“‘If this be error and upon me proved’: Shakespeare’s *Hamlet* and the Problem of Scientific
Verification,” 7th Annual Graduate Student Conference in the Liberal Arts, Duquesne
University, Pittsburgh, Pennsylvania, February 1996

Service Activities:

Winthrop Rockefeller Distinguished Speakers Search Committee, 2015-present

Provost’s Program Review Committee, 2014-2015

Faculty Advisor, Tau Kappa Epsilon fraternity, University of Arkansas at Monticello, (2013-
present)

Faculty Advisor, Sigma Tau Delta, International English Honor Society, University of
Arkansas at Monticello, (2010-2013)

UAM Faculty Assembly Chair, University of Arkansas at Monticello, 2012-2014

UAM Faculty Assembly Vice-Chair, University of Arkansas at Monticello, 2011-12

UAM Faculty Assembly Secretary, University of Arkansas at Monticello, 2010-11

Committee Chair, World Literature I & II Assessment Committee, University of Arkansas at Monticello, 2010-2011

Presented “Dostoyevsky and Existentialism” to Drew County High School AP Honors English Class, September 2010

Faculty Mentor, Adjunct Development Committee, Ivy Tech Community College of Indiana, Kokomo, Indiana, 2003—2007

Faculty Advisor/Judge, Annual Creative Writing Contest, Ivy Tech Community College of Indiana, Kokomo, Indiana, 2003—2007

Conferee, Counsel for Resource Development Annual Conference & Executive Institute for Resource Development, Washington, DC, Oct/November 2006

Coordinator, 5th Annual Conference, Association of Core Texts and Courses (ACTC), “Uniting the Liberal Arts: Core and Contexts,” LSU & Southeastern Louisiana University, New Orleans, Louisiana, April 1999

Asst. to the Director, Summer Institute, “The Poetics of the Americas: The Lyric Landscape,” Louisiana State University, Baton Rouge, Louisiana, July/August 1997

Professional Activities:

Editor, *The Philological Review*, Journal of the Arkansas Philological Association (2103-present)

President, Arkansas Philological Association (2014-2015)

Vice-President, Arkansas Philological Association (2013-2014)

Co-Chair, Arkansas Philological Association Annual Conference (2013-2014)

Chair, Arkansas Philological Association Annual Conference (2012-2013)

Member, Arkansas Philological Association, (2009-present)

Peer Reviewer, *Philological Review*, Journal of the Arkansas Philological Association, 2009-2013)

Courses Taught:

English 1013, Composition I

English 1023, Composition II

English 2283, Survey of World Literature I

English 2293, Survey of World Literature II

English 2323, Introduction to Literary Studies

English 4663, Modern Poetry,
Philosophy 2223, Introduction to Philosophy,
Philosophy 3523, Ethics
Philosophy 3623, Logic,
Philosophy 479V, Independent Study in Philosophy,
English 3353, History and Development of Film
English 4743, Film and Literature

Awards:

The Hornaday Award for Teaching Excellence, University of Arkansas at Monticello,
Nominee, 2013-2014

Arkansas Zeta Chapter of Alpha Chi, Runner Up, “Rookie of the Year, 2009 & 2010

Student Government Association Instructor of the Year, 2006-07, Ivy Tech Community
College of Indiana, Wabash Campus

Best Graduate Student Essay, Women and Gender studies & English, for “‘Beloved inmates
and happy ways’: The Liminal Figure of Fanny Price in Jane Austen’s *Mansfield Park*,”
Louisiana State University, Baton Rouge, Louisiana, 1997-8

Name:

Kay J. Walter

Field or specialty of degrees:

Texas A&M University, College Station, TX: Ph.D. English, specializing in
Victorian Medievalism, 1996
University of Central Arkansas, Conway, AR: M.A. English,
specializing in British literature, 1989
University of Arkansas at Monticello, Monticello, AR: B.A. *cum laude*
French and English double major, 1983

Number of years employed as program faculty at UAM:

I was employed by UAM as a tenure-track Assistant Professor of English and French in 2006.

Current academic rank:

I was awarded tenure in 2011 and promoted to Associate Professor of English.

Evidence of quality and quantity of creative and scholarly/research activity:

Publications:

SCHOLARLY

Remedial English Curriculum. U of A Systems eVersity. Forthcoming in 2015.

“Literary Voices of England.” *Arkansas English Journal*. Forthcoming in Fall 2015.

“A Literary Journey to Castles, Cathedrals, and Cottages.” *The Friends of Ruskin’s Brantwood Newsletter*. (Autumn 2015). 14-15.

“Chivalry in John Ruskin.” *The Friends of Ruskin’s Brantwood Newsletter*. (Autumn 2013). 20-28.

“Biographical Note.” *The Friends of Ruskin’s Brantwood Newsletter*. (Autumn 2013). 28.

Editor’s Note. *Philological Review*. 39.1 (2013): vii-ix.

Editor’s Note. *Philological Review*. 38.2 (2012): vii-viii.

Editor’s Note. *Philological Review*. 38.1 (2012): vii-viii.

Editor’s Note. *Philological Review*. 37.2 (2011): vii-viii.

Editor’s Note. *Philological Review*. 37.1 (2011): vii-viii.

Editor’s Note. *Philological Review*. 36.2 (2010): vii-viii.

- “Four Years.” *The Horizon Reader* 2nd ed. Haslet, TX: Fountainhead, 2010.
- Editor’s Note. *Philological Review*. 36.1 (2010): vii-viii.
- Editor’s Note. *Philological Review*. 35.2 (2009): vii-viii.
- Editor’s Note. *Philological Review*. 35.1 (2009): vii-viii.
- “One Teacher’s Need to Read: A Review by Dr. Kay Walter.” *Southeast Education Renewal Zone News*. (January 2009) 3-4.
- “University Instructors Benefit from Visiting the Public School Classrooms.” *Southeast Education Renewal Zone News*. (February 2008). 2.
- “Wordsworth on a Windy Day.” *Southeast Education Renewal Zone News*. (May 2008). 4.

CREATIVE

- “Quilts of Love for Vera Lloyd Presbyterian Family Services: A Community Service Project,” Arkansas Extension Homemakers Council Project Book Competition (2015)
- “Five Sentences,”
<<http://games.groups.yahoo.com/group/Challenging>> Summer Mini-Challenge: Bulwer-Lytton Sentences (2006)
- “A Heady Tale,”
<<http://games.groups.yahoo.com/group/Challenging>> Winter Challenge: Arabian Nights (2006)

Editorial Work:

- Editorial Board Member and Reviewer, *Arkansas English Journal*, 2014 to present
- Acknowledgements, *Conceptual Learning: Enhanced Student Understanding of Physiology*. By Micah Waltz. Master of Science Thesis for West Virginia University, 2014
- Acknowledgements, *Teacher’s Handbook to accompany UAM Composition I and II Reader*. By Sarah Bloom. 2009
- Acknowledgements, *Utilization of Water from Abandoned Submerged Underground Coal Mine for Municipal Water Supply in Greenwood, AR*. By Curtis James Varnell. Doctor of Philosophy Dissertation for University of Arkansas, 2006

Invited Presentations:

- “Presentation of Carolyn Pittman Lifetime Service Award to Linda Arnold” ACTELA Luncheon (2015)
- “English Remediation and Retention of At-Risk Students in an Open Admissions University.” Guild of St George AGM (2015)
- “Annotated Bibliography: The Tool Most Predictive of Research Success.” Arkansas Curriculum Conference (2015)
- “Strategies and Activities for Teaching Close Reading of King Arthur Stories.” Arkansas Curriculum Conference (2011)

Panel:

“State Affiliate Inquiry Teams and Building Capacity on the Literacy in Learning Exchange,” panel presentation delivered at National Council of Teachers of English Conference, November 2015

Conference Papers:

- “Chivalry in John Ruskin,” paper read at Arkansas Philological Association Conference 2010
- “The Prose of Robert Stephen Hawker,” paper read at Arkansas Philological Association Conference 2009
- “Mystery in Shakespeare’s Tragedy,” presentation at a Literacy/Best Practices Day sponsored by the UAM ERZ, December 2008
- “Browning’s Choral Response to Pedagogy,” paper read at Arkansas Philological Association Conference, October 2006

Evidence of quality and quantity of service activities:**Committees:**

- U of A Systems eVersity Freshman Composition Design Team, 2015
- UAM Graduate Council, 2013 - present
- UAM Criterion Four Committee for HCLC Review, 2013-2015
- UAM Fundamentals of English Committee, 2013 to 2014
- UAM Documentary Film Festival Committee, 2007 to 2013
- UAM Academic Appeals Committee, 2007 to present, currently Chair
- UAM Writing Center Committee, 2007 to 2012
- UAM Composition Committee, 2007 to 2012
- UAM Teacher Education Committee, 2010

Service:

- Faculty Sponsor UAM Theatre Club, 2006 to present

Evidence of professional activities and non-teaching work experiences related to courses taught:*Membership in Professional Organizations:*

- I am a Companion of the Guild of St George.
- I am a lifetime member of the Arkansas Council of Teachers of English and Language Arts and representative of Southeast Arkansas on its board.
- I am a lifetime member of the Edinburgh Sir Walter Scott Club.
- I am a lifetime member of the Royal Oak Foundation.
- I am a lifetime member of the Friends of Ruskin’s Brantwood.
- I am a lifetime member of the Carson McCullers Society.
- I am a member of the Assembly on Literature for Adolescents of NCTE
- I am a member of the Charles Lamb Society.

I am a member of WRITING-DEV-HE, an online elist for instructors of composition at institutions of higher education.

I am a Century Club member of Former Students Association of Texas A&M University.

I am a founding member of Sigma Kappa Delta, Iota Beta Chapter.

List of course numbers/course titles of credit courses taught over the past two academic years:

English 1013	Composition I
English 2293	World Literature II
English 3343	The Bible as Literature
English 399v	British Masterpieces in Context
English 4613	The British Novel
English 4623	Shakespeare
English 4723	Drama as Literature and Performance
English 4723	Images of Women in Literature
English 4723	British Romanticism
English 3423	British Literature I
English 3433	British Literature II

Other evidence of quality teaching: (range of class evaluation scores, annual faculty-evaluation rating for teaching, awards)

Honors and Awards:

Honorable Mention, NCTE Affiliate Newsletter Award 2015

Nomination to Companionship in Guild of St George 2015

Outstanding Participation and Preparation of a Project Book, 2015

Nominee for Hornaday Outstanding Faculty Award, 2014 and 2015

Who's Who of American Women, 2003 and 2007

Curriculum Vitae

Name: Dr. Leigh Graziano

Degrees and institutions granting the degrees:

Ph.D., English: Rhetoric and Composition, Florida State University, 2014.

M.A., English: Literature, University of Delaware, 2010.

B.A., English and Adolescent Education, St. John Fisher, 2008.

Field or specialty of degrees:

Rhetoric and Composition

Number of years employed as program faculty at UAM:

Two

Current academic rank:

Assistant Professor of English

Coordinator of Composition

Evidence of quality and quantity of creative and scholarly/research activity:

Publications:

"Reflection, ePortfolios, and WEPO: A Reflective Account of New Practices in a New Curriculum." *Using Reflection and Metacognition to Improve Student Learning*. Ed. Matthew Kaplan, Danielle LaVague-Monty, Deborah Meizlish, and Naomi Silver. Sterling: Stylus Publishing, LLC. 2013. 175-202. (With Kathleen Blake Yancey, Rory Lee, and Jen O'Malley).

Conference Presentations:

"Flying Solo: The Challenges and Opportunities of the Lone Compositionist."

Council for

Writing Program Administrators, Boise, ID. July 2015.

"Imagining the Professional Consultant: Digital Identities and ePortfolios in the Writing

Center." Conference on College Composition Communication, Tampa, FL. March

2015.

"Imagining the Professional Consultant: A Workshop on Digital Identities and ePortfolios in

the Writing Center." Southeastern Writing Center Association Conference, Nashville, TN. February 2015.

"Revising the Borders: Liminal Spaces in Memorial Places." Rhetoric Society of America Conference, San Antonio, TX. March 2014. (Accepted)

"Video Killed the Radio Star?: Towards a Multimodal Model of Rhetorical Theory."

Conference on College Composition Communication, Indianapolis, IN.
March 2014.

Evidence of quality and quantity of service activities:

Committee Service: Departmental

Chair, First-Year Composition Committee, Fall 2014 – Present

Chair, Search Committee, January 2015-May 2015 (IT Developmental Specialist)

Search Committee, August 2014-December 2014 (Full Time Instructorship)

Professional Writing Committee, August 2014 - December 2014

Committee Service: University

Director of the Honors Program, Fall 2015 – Present

CASAA, Fall 2014 – Spring 2015

First-Year Experience Committee, Fall 2014 – Spring 2015

Evidence of professional activities and non-teaching work experiences related to courses taught:

eVersity Faculty Designer, Technical Writing, Summer 2015

Educational Co-Op Workshop, Assessment, Rubrics and Grading, Summer 2015

Coordinator of Composition, Fall 2014 – Present

- Assessed the First-year Composition Program
- Designed Honors Composition 1 and 2
- Evaluated Early College Faculty
- Served as Mentor to New Faculty

List of course numbers/course titles of credit courses taught over the past two academic years:

ENGL 1013, Composition 1

ENGL 3253, Technical Writing

ENGL 399V, Special Topics: Zombies

ENGL 1023, Composition 2

ENGL 1033, Honors Composition 1

Other evidence of quality teaching: (range of class evaluation scores, annual faculty-evaluation rating for teaching, awards)

Consistently ranked on course evaluation with 90% positive responses

Ranked excellent on 2014 annual review

Name:

Craig Truitt Olsen

ACADEMIC DEGREES

Bowling Green State University, (August 2015). PhD in English: Rhetoric and Writing

Dissertation: *New at Barnes and Noble: An Argument for More Public Scholarship in Composition and Rhetoric.*

Committee: Dr. Kristine Blair (Chair), Dr. Lee Nickoson, Dr. Gary Heba and Dr. Cynthia Bertelsen.

Ball State University (May 2010). MA in English: Creative Writing

Creative Project: *Almost Non-Fiction, but Not Quite.*

Committee: Barbara Bogue (Chair), Jill Christman and Dr. Jacqueline Grutsch McKinney.

Ohio Wesleyan University (2007-2008). BA in Music and English.

TEACHING HISTORY

University of Arkansas Monticello / Fall 2015 - Present

ENGL 113 (Basic English): An 8-week lecture/workshop class where students go over the basics of writing and reading, including parts of speech, sentence structure and forming ideas. Students are placed into this course if they scored 15 or lower on the English portion of the ACT.

ENGL 133 (Fundamentals of English): An 8-week lecture/workshop course that is the next level of developmental English; students work on writing in longer essay formats in order to prepare themselves for Composition I. Students are placed into this course by either scoring between a 16 - 18 on the English portion of the ACT or by successfully passing "Basic English" with a "C" or better.

ENGL 2303 (Creative Non-Fiction): In this course students will be introduced to creative non-fiction by exploring/writing with various subgenres, including: humor & satire, memoir, creative essays and commentary.

Bowling Green State University / Fall 2012 - Fall 2014

GSW 1110 (General Studies Writing): A portfolio based FYC course where students are expected to write in five different genres of pre-academic writing. The students learn many aspects of writing, including appealing to audiences, the organization of text, and developing ideas.

GSW 1120 (General Studies Writing: Academic): After students pass 1100/1110, they are enrolled in 1120, which focuses on critical thinking and the synthesis of source materials.

ENG 2070 (Intermediate Writing): A class that can be redesigned from teacher to teacher to teach rhetoric and writing (sophomore level). The section taught was called "Intermediate Writing / Comic Literacy and Invention," where students read, analyzed and created comic texts in order learn not only about the genre of comics, but about visual, digital and multimodal literacy.

Columbus State Community College / Summer 2013 / Upward Bound (high school program)

Project-Based Learning: Students are divided up by areas of interest and create a fifteen minute open-ended project on a specific area they have interest. The students are evaluated for their content, effort and research practices. These projects are creative in nature and students are free to present in any way they want.

Columbus State Community College / Fall 2010 – Spring 2012 / Developmental Education Department

DEV 041 (Basic Communication Skills): The students of this class are ones who score low on the CSCC COMPASS Test in the writing category. The setup of this class is similar to a standard FYC course expect taken at a slower pace with grammar lessons placed throughout the course.

DEV 044 (Critical Reading Skills): This class is similar in structure to an introduction to literature class because the students are expected to be able to get through readings and understand the concept. Among these readings are lessons on how to identify main ideas, supporting details, and transitions (among other things).

DEV 090 (College Success Skills): Students in this course learn about how to adapt to college life, whether it be straight from high school or returning to school after a lengthy hiatus. The students learn about study skills, learning styles, and about the campus as a whole.

Ball State University / Fall 2008 – Spring 2010 / English Department

ENG 103 (Introduction to Composition): A FYC course where students learned how to write in various genres and mediums. Most of the papers involved creating some form of argument and having to defend their position using research and counter-argument rebuttals.

ENG 104 (Research Composition): The students were required to spend the semester doing various types of research projects. For my class, I asked them to spend a semester researching one subject in four different ways (research proposal, subject research, report on practical application, results and findings (multimodal), and the final paper was a summary of the project as a whole.

EMPLOYMENT HISTORY

Assistant Professor of English at University of Arkansas Monticello:

2016, Spring Semester (to be taught)/ One section of ENGL 113, one section of ENGL 133, and one section of ENGL 2323

2015, Fall Semester/ One section of ENGL 113 and one section of ENGL 133

Graduate Instruction at Bowling Green State University:

2014, Fall Semester/ One section of ENG 1110.

2014, Winter Semester/ One section of ENG 2070.

2013, Fall Semester/ Two sections of GSW 1110.

2013, Winter Semester / One section of GSW 1120.

2012, Fall Semester / One section of GSW 1110.

Teaching (High School)

2013, Summer / Project Based Learning (Upward Bound) at Columbus State.

Teaching (Adjunct Faculty):

Winter Quarter 2012 / Columbus State (two sections of DEV 044)

Fall Quarter 2011 / Columbus State (DEV 044 & two Sections of DEV 090)

Summer Quarter 2011 / Columbus State (DEV 041 & DEV 090)

Spring Quarter 2011/ Columbus State (DEV 041 & DEV 044)

Winter Quarter 2011/ Columbus State (DEV 041)

Fall Quarter 2010 / Columbus State (two sections of DEV 041 & 090)

Graduate Instruction at Ball State University:

2010, Spring Semester / One Section of ENG 104

2010, Spring Semester / Research Assistant for Barbara Bogue's ENG 409, "Creative Writing in the Community" (editing, photography and helping planning events)

2009, Fall Semester / Two sections of ENG 103.

2009, Spring Semester / One section of ENG 103

ACADEMIC WORK

2015 - 2016 School Year / Director of the Center for Writing and Communications, and Developmental English Coordinator at University of Arkansas Monticello.

- 2015 - 2016 / Academic Advisor
 - 2014 - 2015 School Year / Assistant to the Chair of the Doctoral Consortium in Rhetoric and Composition, Dr. Kristine Blair
 - 2014 - 2015 School Year / Graduate Student Representative of the Central Advisory Committee (CAC) at Bowling Green State University
 - 2014, Summer. Placement reader for GSW at Bowling Green State University
 - Read entrance/placement essays with a group of colleagues and decide what level of GSW the student would have a greater chance for success.
 - 2014, Fall. Member of the "21st Century Englishes" planning committee at Bowling Green State University.
-

EDITORIAL WORK:

- Worked as the editor of the "Professional Development" section of *Computers and Composition Online*.
 - Spring 2014 - Spring 2015
- Ball State Daily News* Cartoonist, May 2009 to July 2009
- Student Writer for *Connect2OWU*, January 2007 to February 2007 at Ohio Wesleyan University.

SCHOLARLY ACTIVITY:

- Accepted to present at: Southwest Popular/American Culture Association," February 2016.
 - Rhetoric of Hope: Using the Blogosphere to Give Voices to Those Who Lost Their Own"
- Panel Presentation: "21st Century Englishes," Fall 2015.
 - "Rhetoric of Hope: Using the Blogosphere to Give Voices to Those Who Lost Their Own"
- Panel Presentation: "21st Century Englishes," Fall 2013.
 - "Image Memes: The New Comics?"
- Attended Workshop(s): "WordPress as LMS" and the "Computers and Writing" and the "Press X to Teach: Games as Means and Methodology in the Composition Classroom" June 2013.
- Participated: "Digital Cultures in the Age of Big Data Summer Institute" at BGSU in May 2013.
- A web-text review of *Transnational Literate Lives* for *The Scholar Electric* with Megan Adams, Nicholas Baca, Kerry Fial, Mariana Grohowski, Ken Hayes, and Lee Nickoson (April 9th 2013).
 - URL: <http://www.scholarelectric.org/?p=237>
- Panel Presentation: "Computers and Writing," Spring 2012.
 - "Ending A, B, C and DLC: The Digital Relationship Between Audience and Author."
- Panel Presentation: "Wright State Rhetoric Conference," Spring 2012.
 - "Ending A, B, C and DLC: The Digital Relationship Between Audience and Author."
- Fiction Presentation: "Causality," "Practical Criticism Midwest," First Quarter 2010.
 - Awarded 2nd place for "Best Paper in Conference."
- Won 3rd place in the annual Indiana Collegiate Press Association in the Editorial Cartoon category (2010).
- Freshman Comp., *Ball State Daily News* (comic strip), March 2009 – July 2009.
- Two articles for *Connect2OWU*:
 - "A Retrospective on...SLUSH", January 31st, 2007
 - "Waltz Over to Watch Orchesis 2007", February 15th, 2007

ACADEMIC SERVICE:

- Volunteer aid for Dr. Julie Platt's "Writing Center Internship" class.

COMMUNITY SERVICE:

- Faculty member/mentor for UAM's Writer's Circle, Fall 2015.
- Volunteer caricature artist for UAM's Arts Festival, November 2015.

MISC. ACTIVITY:

- A weekly blog about taking a more scholarly look on gaming rhetoric, storytelling, and culture.
- ctolsen.wordpress.com
-

PROFESSIONAL MEMBERSHIPS

- Member of CCCC since 2012.
 - Ball State's Graduate Student Advisory Board (GSAB), August 2009 to May 2010.
 - Ball State's Practical Criticism Midwest (PCM) conference, August 2009 to February 2010.
 - Mu Phi Epsilon, Ohio Wesleyan's Honor's Music Fraternity.
 - Member of University of Toledo's Honor's Program.
-

WORK AND INTERESTS OUTSIDE OF ACADEMIA

Writing:

- The author and colorist for the webcomic, *Fantasibad: I Kinda Like It*. (<http://fantastibad.com>)
- The author and artist for the webcomic (on the same site), *Nerd Club: Interwebs*.
- The co-author and editor of the webcomic, *Maq #041*. (<http://maq041.com>)

Miscellaneous Works/Identities:

- Freelance Vocalist.
- Amateur Composer
- Amateur Artist
- Amateur Playwright.
- Amateur Blogger

NAME: Claudia P. Hartness

EDUCATION:

1968 M. A., English, University of Arkansas, Fayetteville, AR

1966 B. S. E., Arkansas A & M, Monticello, AR, English and history majors

TEACHING EXPERIENCE:

Instructor of English, University of Arkansas at Monticello, 1969-present

English Instructor, Night Program, Forest Echoes Vo-Tech, Crossett, AR, Spring 1997, Spring 1995, Fall 1993

English Teacher, night Program, Great Rivers Vo-Tech, McGehee, AR, Fall 1993, Spring 1994

English Teacher, Y. O. U. Program, UAM Summer 1993, 1994, 1995, 1996

Writing Instructor, Y. O. U. Program Summer 1992

Tutor at Arkansas Baptist Home for Children, 1991 to 2008

Director of Remedial Reading and English Title III Pilot Program, Monticello High School, 1968

English Teacher, Selma, AR (fourth through eighth grade), Spring 1968

English Teacher, Huntsville, AR (eighth grade), Fall 1967

SERVICE ACTIVITIES

Alderwoman of the City of Monticello, Ward Two

Tutor for the Arkansas Baptist Home for Children

Board member of Delta Counseling and Associates, Inc.

Chairman of the Board for the years 2006, 2009, and 2013.

Community Service Award from Delta Counseling Associates in August of 2000.

PROFESSIONAL ACTIVITIES

Modern Language Association

National Council of Teachers of English

Delta Kappa Gamma

Sigma Tau Delta

COURSES TAUGHT

Fundamentals of English, 0133

Freshman Composition I, 1013

Freshman Composition II, 1023

Vocabulary Building, 2263

Short Story, 2313

World Literature I

World Literature II

Name Andrew Nelson

Degrees

- University of Missouri-St. Louis, MA/English. August 2009
- University of Missouri-St. Louis, BLS/Liberal Studies. Graduated *Tau Sigma*, May 2008

Teaching and Professional Experience

- *Instructor University of Arkansas @ Monticello* Monticello, AR. Spring 2015-present.
- *iversity: University of Arkansas System* Summer and fall 2015.
- *Editor: Arkansas Philological Review* September 2015-present.
- *Adjunct East Central College* Union, MO. Fall 2009-Fall 2014.
- *Adjunct Lindenwood University.* Fall 2012-Fall 2014.
- *Adjunct Jefferson College* Hillsboro, MO. Fall 2009-Spring 2012.

Creative and Scholarly/Research Activity:

- “Digital Texts and Critical Rhetorics: An Internet Sourced Research Assignment in Freshman Comp.” [LINGUA: International Journal of Linguistics, Literature, and Culture. 1.2 October 2014.](#)
- “Pulp Fiction and the Rhetoric of Charity” Reviewed by *The Journal of Film and Religion.*
- “Digital Texts and Critical Rhetorics: An Internet Sourced Research Assignment in Freshman Comp.” [Mississippi Philological Association Conference 2015.](#)
- “iversity Course Design Project.” [Teaching with Technology Symposium.](#) Hosted by University of Arkansas for Medical Sciences 2015.

- “Pulp Fiction and the Rhetoric of Charity.” [Arkansas Philological Association Conference 2015](#).

Service Activities

- 2010: Jefferson College: Grade Calibrating Project
- 2011: East Central College: Common Assignment Assessment project for Developmental Writing; Comp 1; and Comp 2.
- 2012: East Central College: Common Assignment Assessment Project for Developmental Writing; Comp 1; and Comp 2
- 2013: East Central College: Common Assignment Assessment Project for Developmental Writing; Comp 1; and Comp 2
- 2014: Lindenwood University: Faculty Advisor for the Mongolian Student Organization.
- 2015: Lingua: Editorial Board Member: *Lingua: International Journal of Linguistics, Literature, and Culture*.
- 2015: Guest Editor and Webmaster: The Arkansas Philological Association Review
- 2015: University of Arkansas/Monticello:
- Search Committee Member for full-time tenure track position specializing in Developmental Writing;
- Common Assessment Project for Comp 2;
- Observed High School Teachers affiliated with a joint High School/University English credit program;
- UAM assembly: athletic committee member
- 10 Year English Program review committee member

- Biology, Chemistry, and Natural Sciences program review committee member
- Faculty Writing Group member
- English Scholarship Committee 2016: University of Arkansas Monticello
- English Scholarship Committee
- UAM Assembly: Athletic Committee
- Hornaday Outstanding Teacher Selection Committee
- OER committee member chaired by Provost: Dr. Jimmy Yeiser
- 10 Year English Program Review Committee
- Faculty Writing Group member
- Guest Editor and Webmaster: The Arkansas Philological Association Review
- 2016: Lingua: Editorial Board Member: *Lingua: International Journal of Linguistics, Literature, and Culture.*
- eversity Committee Member. Worked on a committee challenged with developing an online English Composition Course for the launch of the University of Arkansas' eversity degree program.

Professional Activities

- Member of the Editorial Board: *Lingua: International Journal of Linguistics, Literature, and Culture*
- Member of Mississippi Philological Association
- Member of Arkansas Philological Association
- Member of NCTE
- Member of TYTE;

- Attended Arkansas Philological Association Conference: Arkansas State University
2015.
- Attended Mississippi Philological Association Conference: Mississippi State University
2015.
- Attended Pearson Course Redesign Workshop CCCC Conference March 21-24 2012
St. Louis, Mo.

Classes Taught

UAM -- Specialize in the teaching of English Composition 1 and 2. Teach 5/5 class loads with one overload every semester. Advise students. Total Hours taught: 63

Other Activities

Professional Equity Project Grant from the Conference on College Composition and Communication

NAME

TRAVIS NICHOLSON

EDUCATION

Master of Fine Arts – Creative Writing; Wilkes University, Wilkes-Barre, PA; January, 2014

Emphasis in Online Publishing

Thesis: *The Humanization of the Death Angel in Contemporary Speculative Fiction*

Master of Arts – Creative Writing; Wilkes University, Wilkes-Barre, PA; January, 2013

Emphases in Fiction and Screenwriting

Thesis: *The Blackhaven Archives*, novel – young adult fiction

Bachelor of Arts, English – Creative Writing; University of Arkansas- Monticello, Monticello, AR; December, 2010

Magna Cum Laude

EMPLOYMENT

University of Arkansas at Monticello

Visiting Instructor of English, Composition/Creative Writing; Fall 2013 – present.

Adjunct Instructor of English, Composition; Spring 2013.

Instructor of English, Composition/Fundamentals of English; Fall 2012.

CREATIVE AND SCHOLARLY WORK

“Invention: Get Started and Keep Going”. *Studying Creative Writing*. Frontinus Ltd: Newmarket, United Kingdom. 2016.

“The Creative Writing Center”. *Creative Composition*. Multilingual Matters: Bristol, United Kingdom. (in progress)

“The World is Going Insane.” *UAM Reader for Comp I & II*. Fountainhead Press. 2009.

“Inside the Writers’ Dojo: An Interview with Christopher Campion.” *The Write Life*. 2013.

“An Interview with Heather Lowery.” *Poets’ Quarterly* 2013.

“A Review of *Trespassers* by Mark Spencer.” *At the Inkwell*. 2014.

“A Review of *The Chaos of Stars* by Kiersten White.” *At the Inkwell*. 2014.

“A Review of *Paper Dreams* by Travis Kurowski.” *The Write Life*. 2013.

The Blackhaven Archives (currently under review)

100 Years of Opportunity: A History of the University of Arkansas, University of Arkansas Theatre Company, 2010.

“Two Poems.” *The Foliate Oak Online*. University of Arkansas at Monticello.

“Creative Writing in the Open Enrollment University” (in progress)

Untitled screenplay (to be submitted)

Presentations, Readings, and Workshops

“No Shortage of Material: Life Outside the Writing Center” w/ Dr. Susannah Clark (Oklahoma State University) South Central Writing Center Association, Lafayette, LA (March 2016)

“Creative Writing Tutoring in the Writing Center” International Writing Center Association, Pittsburgh, Pa (October 2105)

“Multi-tutoring Sessions in the Writing Center” South Central Writing Center Association, Austin, TX (February 2015)

“Getting Your Work Out There” Wilkes University, Wilkes-Barre, PA (January 2015)

Screenplay Table Reading, Easton, PA (June 2014)

Community Reading Series, Wilkes-Barre, PA (January 2014)

Reading of Creative Work, Wilkes University (January 2014)

Screenwriting Workshop, Easton, PA (June 2013)

SERVICE ACTIVITIES

Honors Program Committee – University of Arkansas at Monticello

Composition Committee – University of Arkansas at Monticello

Composition Assessment Committee – University of Arkansas at Monticello

Budgetary Committee, *River and South Review* – Wilkes University

UAM Writing Center Consultant (2008-2010)

Ark of Faith Charter School writing mentor, Monticello, Arkansas (2006-2008)

Warren School District writing mentor, Warren, Arkansas (2006-2008)

Arts and Humanities faculty representative – Majors Fair, Organizations Fair, Foreign Language Festival, and Welcome Days on multiple occasions (2012 – present)

Faculty sponsor, Creative Arts Society (2014 – present)

Faculty co-sponsor, Sigma Tau Delta English Honor Society (2014 – present)

Technical Advisor, Drama as Literature performances (2012 – present)

Host, Mocha Madness, University of Arkansas – Monticello (May 2014 - present)

McGraw-Hill CONNECT online pilot program for Fundamentals of English (2012 – present)

PROFESSIONAL ACTIVITIES

Managing Editor, *River and South Review* (June 2013 – present)

Associate Editor of Reviews, *Poets' Quarterly* (2013-present)

Student Editor, *Foliage Oak Literary Journal* (August 2009 – May 2010)

Arkansas Council of Teachers of English and Language Arts, member

International Writing Center Association, member

South Central Writing Center Association, member

Association of Writers & Writing Programs, member

Modern Language Association, member

National Council of Teachers of English, member

COURSES TAUGHT

ENGLISH 2223: Introduction to Creative Writing

ENGL 3543: Creative Writing

ENGLISH 399V: Writing Genre Fiction
ENGLISH 4683: Screenwriting
ENGLISH 479V: Independent Study: Senior Writing Project

APPENDIX D: New-Faculty Mentoring Policy

Arts & Humanities New Faculty Mentoring Program

Aims:

1. To create a welcoming, supportive, friendly atmosphere that will aid new faculty in their adjustment to UAM and to the School of Arts & Humanities;
2. to acquaint new faculty with the policies, procedures, and requirements of Arts & Humanities faculty;
3. to provide guidance to new faculty regarding classroom performance and thereby ensure consistent and cohesive pedagogical goals-outcomes in SAH programs;
4. to provide appropriate guidance and support to new faculty in the context of scholarly and creative projects;
5. to provide guidance to new faculty regarding service activities;
6. to assist new faculty in becoming effective academic advisors to students;
7. to create a default position for new faculty with questions, problems, and feedback needs;
8. to facilitate faculty retention at little or no cost to the School or to the University.

Methods:

1. Mentors should, at the earliest possible date, give to their mentees their class schedule, office phone, and e-mail address; mentees should reciprocate.
2. New faculty should be made aware of the existence in the SAH office of copies of faculty syllabi and other resources they can browse for helpful ideas and formal considerations (the requirements of all syllabi, for instance).
3. It is recommended that mentor and mentee set an informal lunch date early in the mentee's first semester, the Dean's lunch card being used to cover the expense of the lunch.
4. In each of her first two semesters, a new faculty member should be given the opportunity to visit at least one class taught by her mentor, after which mentor and mentee can informally exchange ideas and feedback.
5. It is *recommended* that the mentors pay one scheduled visit to a class being taught by new faculty in each of their first two semesters and to pay one or two

“drop-in” visits each of those semesters; each classroom visit should be followed up with an informal, instructional sit-down chat.

6. The peer evaluation component of the official Annual Evaluation of Faculty should be done by the mentor for new faculty.

Outcomes:

1. The SAH Mentoring Program will benefit all faculty in the creation of a collegial, comfortable atmosphere conducive to excellence in the areas of teaching, scholarship, creativity, student advisement, and service.

2. New faculty will enjoy professional growth and success as a result of the guidance provided by master teachers, scholars, and artists.

APPENDIX E: Faculty Annual Self-Evaluation

FACULTY SELF-EVALUATION

Name _____ Department _____

Rank _____ Date _____

The activities described below have all occurred in the calendar year _____ except as noted.

I. Teaching

- A. How do you communicate course objectives to your students? How do your examinations and other student evaluations reflect these objectives? (Please provide documentation)
- B. Demonstrate how your courses comply with Departmental expectations, e.g. if your course is a prerequisite for another course; provided evidence that students are adequately prepared to progress.
- C. Describe how you require students to “learn outside the classroom.” Do you require research, outside projects, or interdisciplinary assignments, etc.?
- D. What activities do you require of your students which are designed to improve (1) their oral and written communication skills and (2) their quantitative and problem-solving skills?
- E. Describe how you have modified and/or improved your courses during this past year. (Please provide documentation)
- F. Do you serve as an academic advisor?
If yes, for which program do you advise?
How many advisees do you advise?
What do you do to ensure that your advisees are receiving good advice?
- G. In summary, what has been your greatest contribution as an instructor during this past year?
- H. List any other contribution to teaching not mentioned above.
- I. List all agencies/programs to which you have submitted proposals for the funding of instructional programs.

II. Scholarly Activity and Professional Development

- A. List all publications during this period (provided separate bibliographic listings for refereed and non-refereed publications.)
- B. Describe any off campus duty assignments, courses taken, workshops attended, etc.

- C. List all presentations to professional organizations.
- D. Describe any professional consulting activity during this period.
- E. Research Support. List all proposals funded by:
 - 1. UAM
 - 2. External agencies
 - 3. Proposed
- F. What other professional development activities have you engaged in during this period?

III. Service

- A. Institutional
Describe your on-campus service activities, e.g. committee membership, sponsoring student groups, etc.
- B. Professional
 - 1. List professional organizations in which you are a member.
Describe your contributions to these groups, during this period, e.g. offices held, committee memberships, etc.
 - 2. Describe your professional contributions to the community. Do not include church or civic club membership, etc.
- C. Describe any professional service activities which have not been listed above.

IV. Plan for Improvement (To be accomplished prior to next faculty evaluation)

- A. Teaching
- B. Research
- C. Service

APPENDIX F: Class Observation Form

School of Arts and Humanities
Classroom Visit Evaluation Form

Instructor's Name _____ Course _____

Date & Time _____ Evaluator _____

Approximate number of students in class _____

Format of course (e.g. Lecture, seminar, laboratory, discussion, lecture/discussion, studio) Circle

Preparation & Organization

Is preparation for the specific class evident (including materials, assignments, etc)?

Is the presentation organized?

Content

Are the objectives for the class clear?

Instructor's projected command of the subject matter.

Instructor appears interested in subject.

Is the presentation at a level appropriate for the course?

Is the class presentation appropriately summarized?

Are students apprised of what is expected of them for the next class meeting?

Presentation and Human Relation Skills

Instructor communicates effectively.

Verbal

Nonverbal

Instructor uses technology/visual aids in an appropriate manner. (If relevant)

Appears interested in students.

Encourages student involvement in class.

Appears to have a good rapport with students.

Other comments

Include any additional comments relevant to evaluating this class. Be as specific as possible. Note: Use N.A. if not applicable to this class.

RDR - Rev. 03/30/2000

APPENDIX G: Annual Faculty Evaluation by Faculty Peer or Chair/Dean/Director

Faculty Member:

Rank:

Division/School/Library:

Faculty Peer, Chair, Dean/Director:

Evaluation Period:

Date:

Background, Instructions & Guidelines: Annual evaluation provides the basis for recommendations relating to salary, successive appointment, promotion and tenure. Annual evaluation also provides for guidance to faculty in their professional development and academic responsibilities.

1. Teaching (See Faculty Handbook Chapter 3; Appendix D)

Excellent; Good; Satisfactory; Needs; Improvement; Unsatisfactory

Check all that apply.

- Classroom observation;
- Faculty self-evaluation;
- Student evaluation;
- Peer evaluation;
- Other (specify)

2. Scholarship (See Faculty Handbook Chapter 3; Appendix D)

Excellent; Good; Satisfactory; Needs Improvement; Unsatisfactory

3. Service (See Faculty Handbook Chapter 3; Appendix D)

Excellent; Good; Satisfactory; Needs Improvement; Unsatisfactory

4. Professional Renewal (See Faculty Handbook Chapter 3; Appendix D)

Excellent; Good; Satisfactory; Needs Improvement; Unsatisfactory

5. Overall Performance.

_____Excellent _____Good; _____Satisfactory; _____Needs

Improve
ment;
_____Un
satisfact
ory

Narrative summaries of performance

1. Teaching
2. Scholarship
3. Service
4. Professional Renewal
5. Overall Performance

Faculty Member Date Dean/Chair/Library Director Date

The above signatures signify that this evaluation has been read by the faculty member and discussed with the academic unit head. The signatures do not mean that the faculty member is in total agreement with the evaluation.

Annual Evaluation/Review by Vice Chancellor for Academic Affairs Comments:

Date(Add extra sheets as necessary)

Approved by Faculty Assembly October, 1999
to be used beginning AY 2000-2001

APPENDIX H: UAM STUDENT SUCCESS PLAN

Introduction

The University of Arkansas at Monticello is an open enrollment institution with 3 campuses located in Monticello, Crossett and McGehee. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational and technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and seeks to fulfill its mission by:

- Offering quality educational opportunities in the form of master's, baccalaureate, and associate degree preparation, as well as certification in a variety of vocational/technical programs, or workforce training;
- Offering a well-rounded program of general education designed to broaden and enrich students' awareness of the world around them;
- Providing contemporary curricula which prepare students for careers in selected fields, for personal development, and for meeting societal needs;
- Strengthening students' capabilities as thoughtful contributors to society by encouraging them to take personal responsibility and seek the benefits of life-long learning;
- Providing support programs which increase the probability of success for those students needing additional academic preparation to meet college standards;
- Assisting students in developing interpersonal skills needed by responsible and productive members of society;
- Providing viable programs of public service, continuing education in selected areas, and cooperative programs with other educational institutions;
- Promoting research programs which strengthen the institution and contribute new information to the existing body of knowledge and the extension of knowledge to serve the public;
- Providing cultural and aesthetic experiences that will serve to enhance appreciation of the arts;
- Maintaining regional and national recognition of the institution and its academic and technical programs by continuing to meet the standards of

accrediting bodies, and seeking similar recognition of appropriate programs for which accreditation is available by yet to be achieved;

- Preparing students to live and work in a technological and global society.

UAM, Office of Academic Affairs, Box 3478, Monticello, AR 71656
Phone: 870 460-1032 Fax: 870 460-1933

Diagnostic Testing and Evaluation of Academic Aptitude

Like many other higher education institutions, UAM will be implementing Accuplacer in fall of 2016. UAM currently uses the following diagnostic tests for student placement.

SAT	ASSET	COMPASS	ACT	Course Placement
<u>Verbal</u>	<u>Writing Skills</u>	<u>Writing</u>	<u>English</u>	
1-380	1-40	1-51	1-15	ENGL 113 Basic English
390-440	41-44	52-79	16-18	ENGL 133 Funds of English
450 or above	45 or above	80 or above	19 or above	ENGL 1013 Composition I
<u>Verbal</u>	<u>Reading Skills</u>	<u>Reading Skills</u>	<u>Reading Skills</u>	
1-460	1-42	1-82	1-18	ENGL 123 Critical Reading Skills (if placed in Basic English or Composition I)
1-460	1-42	1-82	1-18	No reading course if enrolled in Funds of English.
470 or above	43 or above	83 or above	19 or above	No Reading Remediation
<u>Combined</u>	<u>Reading Skills</u>	<u>Reading Skills</u>	<u>Composite</u>	
690	1-35	1-62	1-14	DEV 101 First Year Seminar OR DEVT 101 Tech Orientation
<u>Quantitative</u>	<u>Inter. Alg.</u>	<u>Algebra</u>	<u>Mathematics</u>	
1-370	1-33	1-34	1-15	MATH 143 Intro Algebra
380-450	34-38	35-40	16-18	MATH 183 Interm Algebra
460 or above	39 or above	41 or above	19 or above	MATH 1043 College Algebra OR MATH 1003 Survey of Math

Students required to take DEV 101 or DEVT 101 must see the Director of Academic Advising or counselor on the appropriate technical campus to enroll. Each academic unit

provides additional methods to determine student aptitude and appropriate course placement.

Students whose English ACT is 16-18 can challenge their placement in ENGL 133 (Fundamentals of English) by writing an essay in the presence of the Director of Developmental English at the UAM Center for Writing and Communication. The Director evaluates the essay to determine whether the student truly needs the developmental course and whether success is likely in ENGL 1013 (Composition I).

Students placed into ENGL 123 (Critical Reading Skills) may also take a challenge test in the presence of the Director of Developmental English (at the UAM Center for Writing and Communication). The test consists of a random (new) article, followed by a series of reading comprehension questions and a short essay on their opinion of the article and why they hold that opinion (they must explain why). The Director will determine whether a student will have success in future English classes.

All students placed into ENGL 113 (Basic English) and ENGL 133 (Fundamentals of English) write an essay the first day of class. Sample essay prompts are included in Appendix A, although instructors are welcome to write their own. These essays are evaluated according to a rubric (Appendix B). The rubrics are based on the student learning outcomes that students should master by the end of each course (Appendix C). If students are demonstrating those outcomes already in their writing, then that student is ready to proceed to the next course. Based on that evaluation and on the recommendation of the course instructor, a student can be placed in a higher-level English course.

With regard to math, students are allowed to take an in-house placement exam at no cost, by contacting the School of Math and Sciences. A diagnostic math exam has been given on the first day of class and some students are advised to go back to the previous course. Students in Introductory and Intermediate Algebra also take an initial assessment in the online homework portion of the class. This may be used as a tool to determine whether a student is ready for the current class. Students may be allowed to drop back a class, even after the deadline, when appropriate.

Academic Advising and Counseling

Academic advising plays a vital role in the success of our students. Upon admission, each student is assigned an academic advisor specializing in his or her chosen field of study. Students are required to speak to an academic advisor before enrolling for the first time. The institution primarily uses faculty advisors to provide the guidance a student needs to successfully complete his or her program. The Director of Academic Advising ensures that every student is assigned an advisor in a timely manner, advises certain categories of students, provides training for all faculty advisors, develops new programming to prepare students for college and handles any specialized projects associated with academic advising. UAM recognizes the fast-paced culture our students maneuver on a daily basis. In doing so, the advising office has developed multiple methods of delivering the

information students need to complete their programs of study. Students are welcome to email or call their academic advisors rather than always having the traditional face-to-face meeting and academic advising is made available for both current and perspective students via the Academic Advising Facebook page.

The Director of Academic Advising also provides the resource, Weevil Wisdom, to incoming freshmen and parents. The guide is designed to introduce students and parents to vital information about UAM and college success in general. The contents for both guides are outlined in Appendix E.

Educational Counseling is available to help students plan and make decisions concerning their college education. The Counseling and Testing Services Office provides workshops and individual assistance each semester to assist students with study skills, test anxiety, time management and stress management, as well as other student success skills. The Counseling and Testing Services Office also provides a full range of personal and support services which promote personal, academic and the psychological wellbeing of students. A trained, full-time counselor is available to any UAM student to discuss issues ranging from test anxiety to emotional adjustment and can make referrals to local mental health agencies for crisis situations and long-term treatment.

The Career Services Office provides career development, self-awareness, career exploration, career decision-making assistance. It also offers professional opportunities for undergraduate, graduate students and alumni by promoting strong partnerships with employers, academic departments and the university community.

Student Support Strategies

As an open enrollment institution, the University of Arkansas at Monticello serves a diverse student population from a broad range of socio-economic backgrounds and provides an impressive array of supportive strategies to assist students with their academic pursuits. All students are provided access to a number of learning resources.

The Center for Writing and Communication (CWC) is available as resource for all academic units. Consultants at the CWC are highly skilled students who undergo training sessions in writing center pedagogy and a specialized internship class (ENGL 3323) to develop sound tutoring practices. For the purpose of the remedial English courses (Basic, Fundamentals and Critical Reading), students will be required to visit the CWC to encourage them to seek help, early and often. Peer tutors in the CWC work in consultation sessions with individual students or in larger group workshop formats. Fostering a healthy writing community translates to campus wide success across the curriculum.

Students also have tutoring services available. Any student who desires to be successful in his/her general education classes can receive assistance through the University Tutoring Center. Tutors are available to help with specific assignments as well as to help students develop better study habits and note-taking skills. The School of Mathematical

and Natural Sciences provides math tutoring for the overall student population. For students taking foreign language classes, there is a Foreign Language Lab, which provides Rosetta Stone software and tutoring services.

The Fred J. Taylor Library and Technological Center is ordinarily open seven days a week during school terms. The library functions as a primary educational unit on the campus by providing and organizing resources and services for students in their academic course work at the university. It also assists the students, faculty and administrative personnel who desire to satisfy their research, information, and leisure reading pursuits.

The Information Technology Department provides a variety of technology services to enrich the educational experience of UAM students. The Department provides a University website, helpdesk access, email services, wireless network access, Blackboard access, WeevilNet self-service portal (access to the student database (protected log-in required), open computer labs, academic computer labs, and high speed internet access to all students.

The UAM Academic Alert System, housed in the Office of Academic Affairs, is another support service for UAM students. Students in need of remediation as well as students with academic scholarships, high ACT scores and a strong high school record may be at academic risk for a variety of reasons. The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources in order to assist them in meeting their educational goals. Faculty and staff can complete an online Academic Alert Referral Form (with the option of confidentiality) if the faculty member is concerned about a student's academic performance, personal difficulties, or adjustment to college life.

“Weevils at Work” is a peer mentoring program designed to assist students in their academic endeavors by strengthening student capabilities and interpersonal skills development. Weevils at Work offers group mentoring, one-on-one mentoring and e-mentoring. The purpose of the program is to increase a student's probability of success by providing an outlet for them to seek assistance for either academic or personal reasons from a peer. In its design, the program fosters the development of interpersonal skills by encouraging students to seek either one- on-one help or to attend a group session.

The University's Office of Special Student Services on each campus works to insure that disabled students, faculty and staff are provided equal access and reasonable accommodations. The University complies with the Americans with Disabilities Act of 1990. Examples of accommodations include priority registration and scheduling, alternative testing arrangements, taped texts, note taking, readers or scribes, auxiliary aids and services, interpreters, assistive technology and residential and classroom accommodations. Each semester faculty members are notified by Special Student Services if they will have a student requiring accommodations in their class for the semester. The student meets with the faculty and a campus official with Special Student Services regarding the reasonable accommodations to be provided. The Office of Special Student Services continues to oversee these accommodations throughout each semester.

The Office of Student Affairs provides a variety of programs and services to promote academic success and development of students. Student Affairs programs include the University Tutoring Center, Commuter Study Lounge, Counseling and Testing Center, Career Services, resources for veterans, Residence Life, Dining Services, the Wellness Center, the Office of Student Health Services, Intramurals and Recreation, the University Behavioral Intervention Team, Student Programs and Activities and Upward Bound. A comprehensive student orientation is provided to all new students. The Vice Chancellor of Student Affairs coordinates this event with other departments to assure smooth transitioning of students into college life.

Developmental Courses

The UAM developmental education program is designed to identify academically under-prepared students and assist in developing their abilities to successfully meet the requirements of college-level courses. Based on ACT, ASSET, COMPASS or SAT scores, students with developmental education needs who are admitted to enroll in associate or bachelor's degree programs are placed in one or more courses in college readiness, reading, English or mathematics. Students with low college entrance scores in both mathematics and English are restricted in their first semester to enrolling in a maximum of 14 credit hours that will include the appropriate 0-level mathematics and English courses. Students must make a "C" or higher to advance out of a remedial course.

The remedial reading, English, and mathematics courses are available in an 8-week format to allow students to focus purely on remedial coursework during their first semester. Some students are able to complete all remedial coursework in one semester versus two or more semesters using the 8-week format. Course scheduling options are depicted in Appendix D.

English and Reading Courses

The School of Arts and Humanities offers the following remedial courses:

ENGL 113 Basic English (3 credit hours) concentrates on writing and the parts of speech.

ENGL 133 Fundamentals of English (3 credit hours) focuses on writing practices and writing full length essays.

ENGL 123 Critical Reading Skills (3 credit hours) has an emphasis on teaching students how to read, interpret, and comprehend college level reading skills. By taking this course alongside Basic English/Fundamentals of English, students will be able to also learn how to transfer knowledge and ideas they have from class to class. This initial foray into English will hopefully act as a demonstration of the abilities

they can use not only in writing and/or literature courses, but in others across curriculum as well.

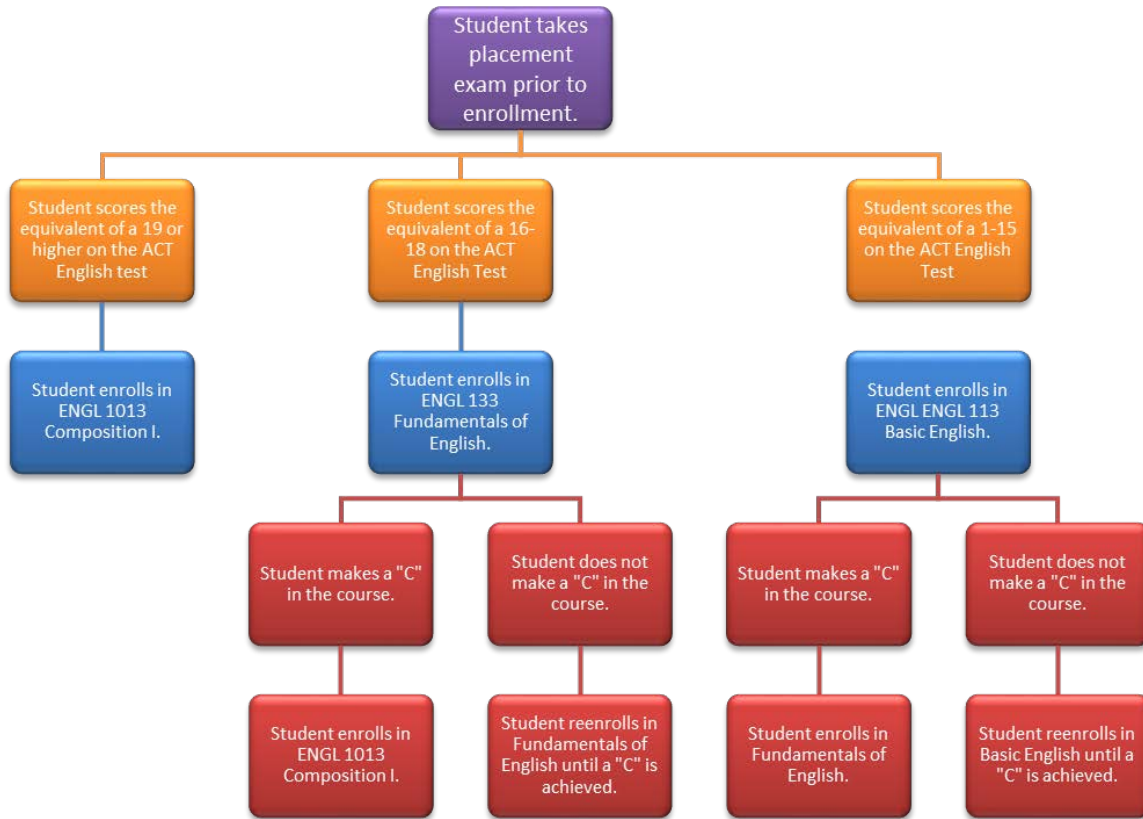
The goal for each of the developmental courses is to make sure that students are prepared for college level writing, reading, and critical thinking skills. To achieve this goal, benchmarks are recommended for instructors on what needs to be covered, while allowing them the creative freedom to structure their class and assignments to fit the needs of the individual students. In Basic English, the most important benchmark is mastery of sentence construction and basic grammar. In Fundamentals of English, the most important benchmark is the construction of paragraphs and basic essays.

ENGL 113 and ENGL 133 will undergo a change of names. This change is intended to remove the stigma that remedial classes often face. The attitudes students have towards writing and their belief in their own abilities as writers plays an enormous role in their success in the course. ENGL 113, previously Basic English, will be changed to "Critical Writing Skills I" and ENGL 133, previously Fundamentals of English, will be changed to "Critical Writing Skills II."

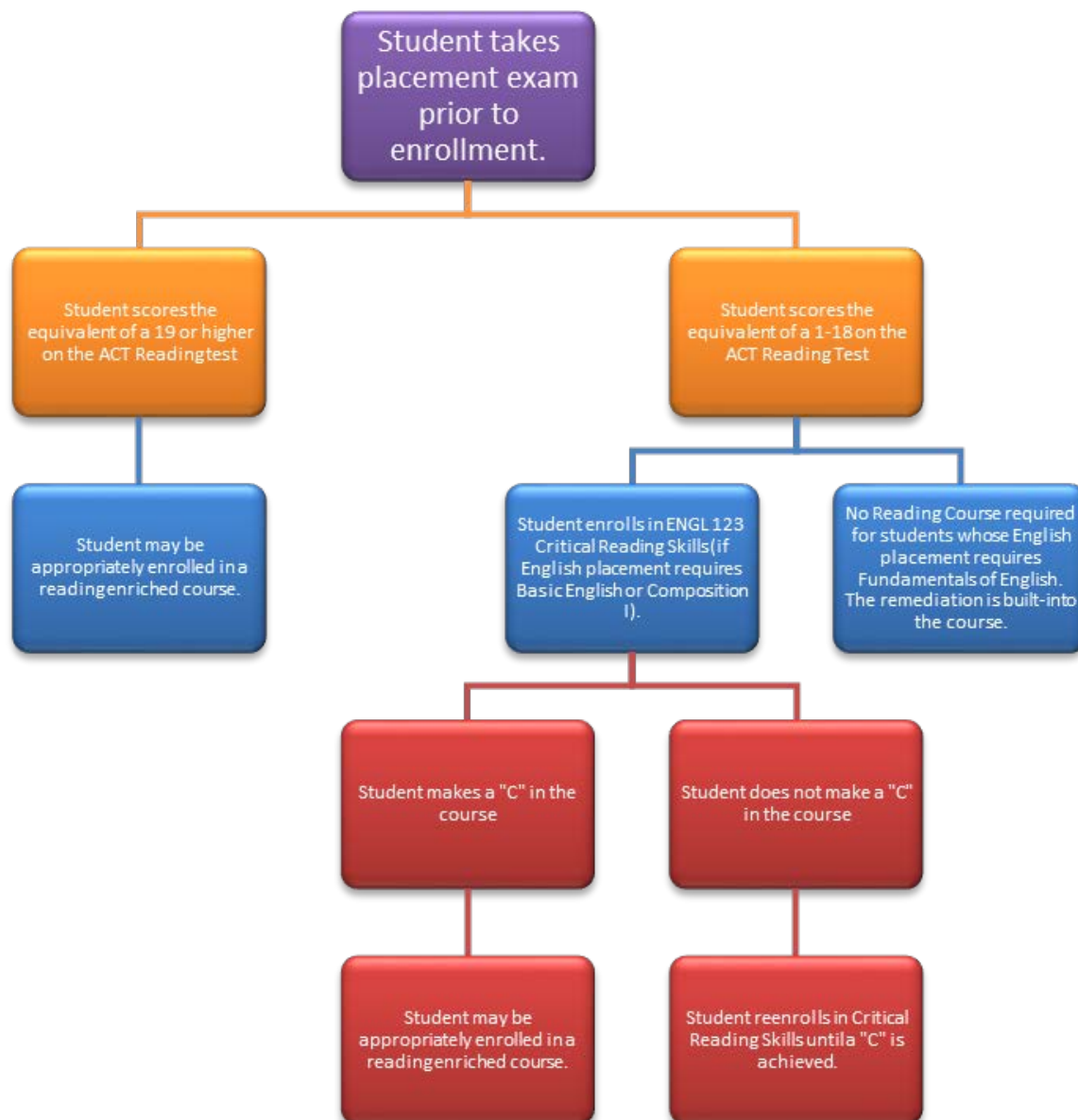
The CWC will also be providing embedded tutors for all sections of Basic English (ENGL 113) and Critical Reading Skills (ENGL 123). By having a familiar face from the CWC in the class, who also is knowledgeable about the course content, ENGL 113 and/or ENGL 123 students will be encouraged to seek the aid of that specific tutor when the time comes to write a paper. Tutors receive specialized training to work with groups of remedial students and provide class-specific workshops in the CWC as needed. The new embedded tutoring program is based on recent scholarship from *Praxis: A Writing Center Journal*. The collaboration between embedded tutors and instructors represents the intersection of the writing center with classroom spaces. In this way, the writing center has a more intimate connection with the curricular goals of our remedial courses.

The UAM Toolkit textbook/workbook is required for all sections of ENGL 113 and ENGL 133. In addition to having information on the parts of speech, writing habits and writing practices, it includes information on college success and life skills specifically tailored to UAM students.

English Remediation Flow Chart



Reading Remediation Flow Chart



Mathematics Courses

The School of Mathematics and Natural Sciences offers the following remedial math courses:

MATH 143 Introduction to Algebra (3 credit hours) is a review of basic arithmetic operations and algebraic operations. Topics covered include the arithmetic of fractions and decimals, algebraic manipulations of polynomials, linear equations, and factoring.

MATH 183 Intermediate Algebra (3 credit hours) is designed to prepare students to take a college level mathematics course. Topics covered will include factoring, exponents, solution of linear and quadratic equations,

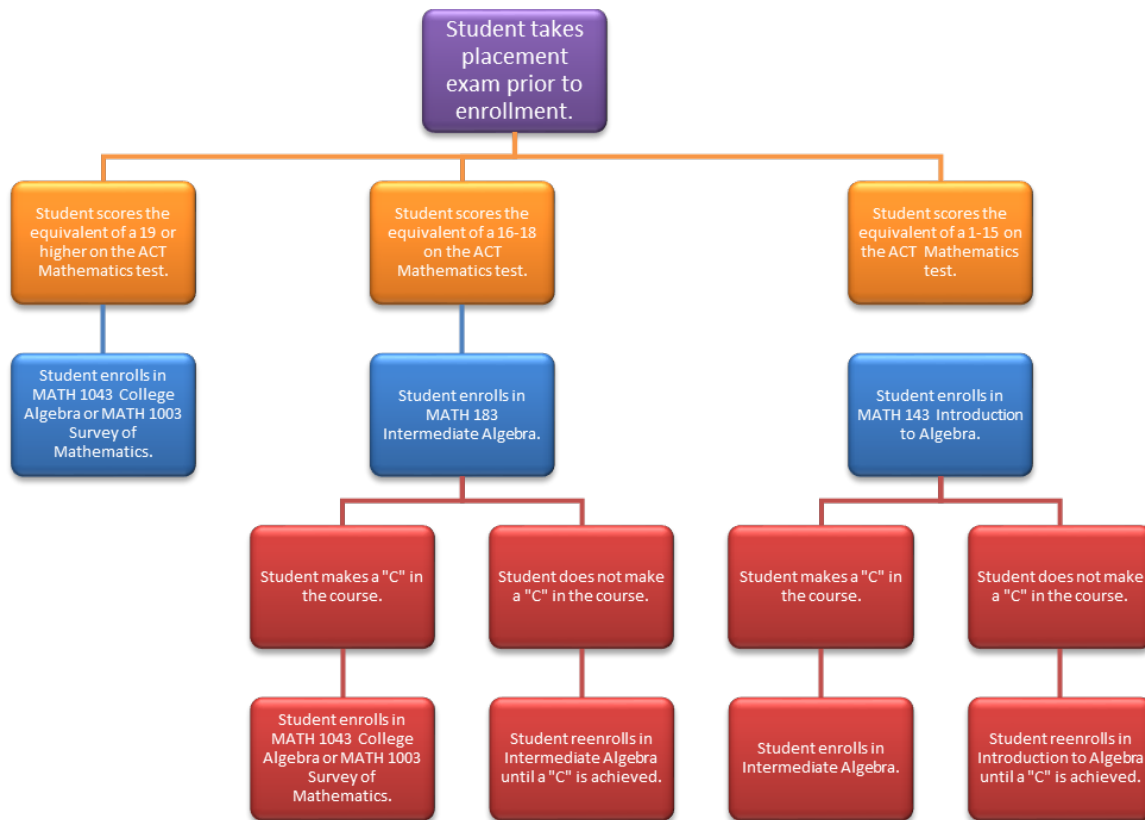
arithmetic of rational expressions, basic algebraic expressions, and graphing.

Students are assessed by performance on in-class exams, quizzes, and homework given through the online supplemental instruction software (ALEKS or Webassign). In the past, a large portion of the assessment of the developmental math program was related to the performance of students on the nationally normed end of course exam in Intermediate Algebra. With that being replaced by an in-house written examination, other methods of assessment such as pre-test/post-test comparison, and the use of assessments available through supplemental instruction online software packages such as ALEKS and Webassign, and other recognized methods of assessment.

The mathematics faculty offer pre-test review sessions to encourage student success and are considering the following new strategies for 2016-17.

1. Peer mentoring - Allowing upper level mathematics students, or education majors who are planning a career teaching to work with students during their remedial math courses.
2. Faculty office hours in tutor lab - Several faculty will devote their afternoon office hours to working with students in the tutoring lab.
3. 1st Exam Pre-test - Many first semester freshmen don't understand the rigor of college and are underprepared for the first exam. A first exam pre-test may be given from a previous year to better prepare students for the actual exam that will occur several days later.

Math Remediation Flow Chart



DEV101 First Year Seminar or DEVT101 Technical Orientation

UAM also admits students under the Conditional Prep Status, which applies to all first-time associate or baccalaureate degree seeking student with a high school diploma or GED and/or a score of 14 or below on the ACT, 690 or below on the SAT, 62 or below on the COMPASS Reading Skills test, or 35 or below on the ASSET Reading Skills test.

A student who is admitted under the Conditional Prep Status must:

1. Sign an Enrollment Agreement that outlines the requirements of satisfactory academic progress and continued enrollment. This Enrollment Agreement must also include an individualized degree plan that must be signed by the student and the student's academic advisor.
2. Enroll in a freshman seminar/orientation course. This orientation course must be repeated each semester until it has been successfully completed.
3. Participate in a comprehensive advising/hold on registration process.

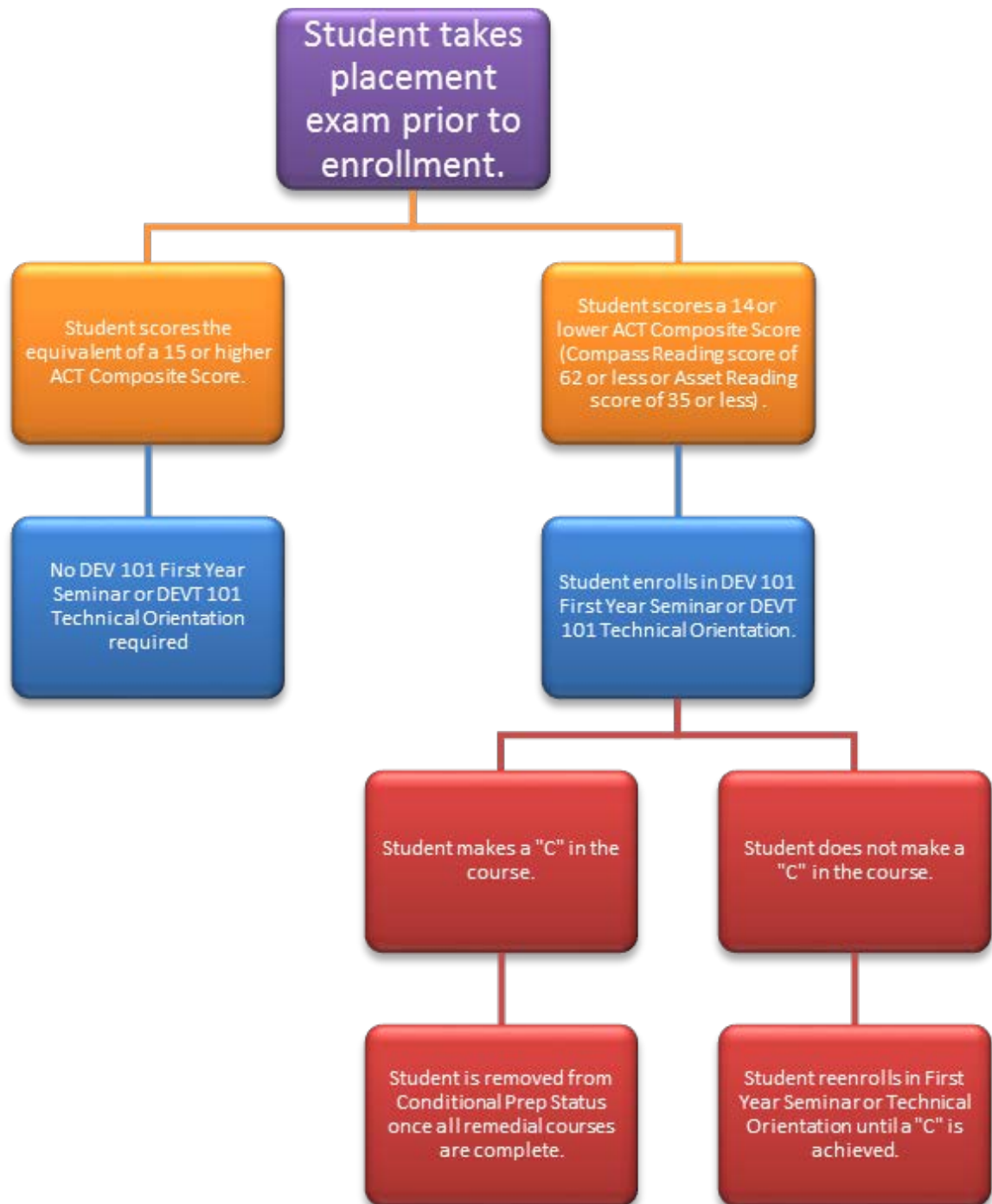
4. Complete any necessary developmental courses during the first 30 semester credit hours.

A student who has not completed the requirements of the Enrollment Agreement with a minimum cumulative grade point average of 2.00 will be required to enroll in the appropriate courses and will be restricted to a maximum of 14 credit hours per semester until all course requirements are satisfied.

DEV 101 First Year Seminar or DEVT 101 Tech Orientation is the orientation course required for conditional prep students. The primary focus of these freshman courses is to improve academic skills, familiarize the student with university policy and resources as well as encourage personal skills growth and career explorations

Some of the success strategies used in DEV 101 and DEVT 101 include asking representatives from each resource office to visit the classroom, providing outside assistance on the use of email and Blackboard, modeling ideal behaviors inside the classroom and selecting a textbook at a reading level appropriate for the impacted population.

First Year Seminar/Technical Orientation Flow Chart



Evaluation and Assessment of Student Learning

Assessment occurs at the individual, class, program, academic unit as well as university levels. Analyses of these assessments are used to enhance student learning outcomes and university outcomes. Students can expect assessments throughout their educational experience. Faculty are responsible for delivering the course material and typically

evaluate student learning by using examinations, rubrics, surveys, pre and post-tests, standardized tests, writing assignments and portfolios. The methods of assessment vary from discipline to discipline with faculty determining what tools are logical, efficient and consistent with program values and goals.

The Council on Assessment of Student Academic Achievement (CASAA) which is appointed by the Chancellor, reviews each unit's Annual Assessment Report which is a comprehensive examination of assessment methods and data. Using an established rubric, each unit provides validation on how student learning is assessed and methods for improvement. **Faculty Resources and Professional Development**

The Office of Academic Computing provides technical support for teaching and learning. Academic Computing is responsible for the management and maintenance of Blackboard and works with the Office of Academic Affairs regarding administrative concerns. Due to the recent Blackboard upgrade and increased usage of Blackboard as a communication tool, the Office of Academic Computing will offer several workshops and assistance to faculty in course design and creation. Students are provided a staffed help desk for problems. A Frequently Asked Questions (FAQ) section is available on the website to address common issues.

English and Reading Faculty

The Director of Developmental English and the Director of Composition will conduct workshops for faculty, where best practices for teaching classes can be shared. Possible topics for the 2016-2017 academic year include: making the most of your embedded tutor, best practices for the teaching of grammar and having productive conversations about plagiarism.

The developmental faculty have/will attend regional and national professional conferences related to developmental English and college level composition. In the last academic year, faculty have attended the following conferences: Rhetoric Society of America, College Conference on Composition and Communication, Council for Writing Program Administration, International Conference on Writing Center, and the South Central Writing Center Conference, among others.

Mathematics Faculty

The faculty are provided opportunities to attend state, regional or national meetings. Several mathematics faculty members are active in the Mathematical Association of America (MAA) and attend Arkansas-Oklahoma section meetings each year. Faculty development funds are available for faculty who want to attend national meetings or workshops. All faculty are encouraged to participate in the Arkansas Curriculum Conference held in November each year. Some faculty attend research oriented meetings, such as the Arkansas Academy of Sciences and the Arkansas Space Grant Consortium.

The faculty also work closely with ALEKS and Webassign consultants through the year to help improve our student success rate. Faculty use in-house written workbooks that are closely tied to the sequencing in the supplemental instruction online packages.

Several faculty work with high school and middle school mathematics teachers to help them get students better prepared for college level mathematics. This is an area that the mathematics faculty are strongly interested in and anticipate doing more work with the public schools in the future.

First Year Seminar Faculty

Beginning this academic year, all faculty teaching First Year Seminar will have access to common instructional resources within their individual Blackboard shells. Faculty will also meet during each fall and spring semester to discuss course progress including successes and failures.

All faculty and staff are invited to participate in professional development workshops throughout the year on advising, registration and technology upgrades that support student success.

Annual Plan Evaluation

UAM is under new leadership with a renewed emphasis on student success. A campus wide strategic planning process is in progress with every unit working to identify goals and action plans in 4 strategic areas:

1. Student Success
2. Retention
3. Recruiting
4. Program Enhancement

The new 2016-17 Student Success Plan will be integral to the campus wide strategic planning process and data will be gathered in these areas of emphasis. Identified student learning outcomes will be measured for the courses described in this plan as part of the review process. UAM will be collaborating with the Education Advisory Board Company, a consulting firm who will be working across campus to leverage technology to develop a customized approach for student success. This firm will be facilitating a process for better utilization of research data through risk analytics and it is anticipated that the process will support this Student Success Planning document. Additionally, the campus will begin using the latest version of Blackboard which has assessment applications that can be used effectively for early identification of high risk students.

Both formative and summative measures will be used in assessing the process and outcomes of the Student Success Plan. Effectiveness of the initiatives will be measured

by each academic unit. Unit heads are responsible for data collection on student performance and prepare reports which are used to review trends and outcomes. Based on the data, recommendations are submitted to the Deans. Deans bring their research and recommendations forward to Academic Council and the Vice Chancellor for discussion and/or approval.

The Council on Assessment of Student Academic Achievement, as part of their charge to ensure assessment measures are ongoing for the Higher Learning Commission, will include certain data gathered for the Student Success plan in their annual report. An annual student success report will be prepared and submitted to ADHE.

APPENDICES

APPENDIX A

Sample Prompts for the Diagnostic Essay in Basic and Fundamentals of English And for the Challenge Essay

1. Describe your experiences with writing inside and/or outside of school? What was a memorable piece you have worked on recently?
2. Describe your goals for going to and completing college. What do you hope to get out of your time and effort?
3. Describe an obstacle you faced and how you overcame it. What did you learn from the experience and how did it affect you as a person?
4. Describe where you see yourself in 10 years time and how your time in college will benefit your future.
5. Describe the last book your read. What was it about and what did you learn?

APPENDIX B

Rubric for Basic English

Demonstrates / Does Not Demonstrate

Writing shows control of basic grammar and sentence construction

Writing shows an understanding of the prompt and illustrates a thoughtful attempt at an answer

Writing illustrates control of Academic English

Writing shows an emerging understanding of essay construction and paragraph formation

Rubric for Fundamentals of English

Demonstrates / Does Not Demonstrate

Writing shows mastery of basic grammar and sentence construction

Writing shows an advanced understanding of essay construction and paragraph formation

Writing shows an emerging understanding of thesis statements

Writing illustrates a control of organization and support

APPENDIX C
Developmental Courses & Student Learning Outcomes

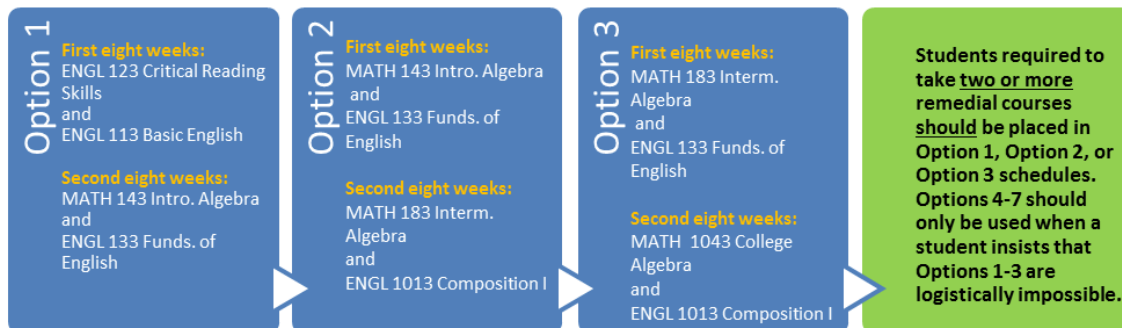
Course Name	Course Number	Credit Hours	Course Description	Student Learning Outcomes- Those who complete the course will be able to:	Course Measures
Critical Reading Skills	ENGL 123	3	This course is designed to help students develop higher-order reading skills that will help them become more efficient readers. In this course, students will expand basic reading and critical thinking skills. A variety of reading disciplines will be used for discussion, reading and writing assignments, and projects that will allow students to critique their self-knowledge and evaluate ideas.	<ol style="list-style-type: none"> 1. Vocabulary and how understand unfamiliar sounding words/wording. 2. How to identify the main point (thesis) a particular piece of text. 3. How to identify supporting details and how they relate back to the main point. 4. How to identify a main idea that is not directly expressed within a text. 5. Transitions, patterns of organization, and relationships of addition and time in reading. 6. Relationships of illustration, comparison/contrast, and cause & effect in reading. 7. How to make an inference on a subject matter when it is not directly stated. 8. How to identify the purpose of a particular piece of writing (why it was written) and how to identify tone of voice within a non-verbal medium. 9. How to read, interpret, and form an opinion on an argument. 10. How to differentiate "fact" from "opinion" and how to identify logical fallacies. 	Pass the challenge exam or pass the course with a grade of "C" or better.
Basic English	ENGL 113	3	Focus on the basics of reading and writing standard American English with the aim of preparing students for college-level work.	<ol style="list-style-type: none"> 1. Demonstrate reading, vocabulary and study skills; 2. Demonstrate effective reading and writing skills for academic success. 3. Demonstrate the structural foundations of writing and sentence creation, including (but not limited to) the 8 parts of speech, Fragments, run-ons and comma splices, Subject-Verb agreement, Pronouns: Reference, agreement and case, Verbs: form, tense, Voice shift, Tense shift, Adjectives and adverbs. 4. A working vocabulary of professional and business English. 5. Become familiar with the use of the UAM Writing Center and word processing. 6. Work and problem solve by themselves or in small groups of peers. 7. Write and answer daily prompts over a wide variety of subjects. 	Pass the challenge exam or pass the course with a grade of "C" or better.
Fundamentals of English	ENGL 133	3	Fundamentals of basic grammar usage and writing skills stressing reading skills as a basis for effective writing.	<ol style="list-style-type: none"> 1. Demonstrate reading, vocabulary and study skills. 2. Demonstrate effective reading and writing skills for academic success. 3. Engage with writing as a process (topic selection, generating ideas, narrowing a topic, drafting, creating outlines, revising, proofreading, editing, and peer editing). 4. Demonstrate skills in sentence structure, paragraph development and short essay composition to organize an essay exhibiting a clear introductory paragraph, supporting body paragraphs and a concluding paragraph with a summary and/or conclusion. 5. Demonstrate skills in "Academic English" grammar and usage. 6. Demonstrate skills in determining audience and purpose in writing expressive essays. 7. Present ideas orally. 8. Become familiar with the use of the UAM Writing Center and word processing. 9. Demonstrate they have learned how to accept constructive criticism and learn from it. 	Pass the challenge exam or pass the course with a grade of "C" or better.

Course Name	Course Number	Credit Hours	Course Description	Student Learning Outcomes- Those who complete the course will be able to:	Course Measures
Introduction to Algebra	MATH 143	3	A review of basic arithmetic operations and algebraic operations. Topics covered include the arithmetic of fractions and decimals, algebraic manipulations of polynomials, linear equations, and factoring.	<ol style="list-style-type: none"> 1. Perform elementary mathematical operations with real numbers. 2. Algebraically solve equations in one variable. 3. Apply problem solving skills to questions given in narrative form. 4. Algebraically solve linear equations in one variable. 5. Graph and write linear equations. 6. Perform algebraic manipulations on polynomials. 	Pass the challenge exam or pass the course with a grade of "C" or better.
Intermediate Algebra	MATH 183	3	This course is designed to prepare students to take a college level mathematics course. Topics covered will include factoring, exponents, solution of linear and quadratic equations, arithmetic of rational expressions, basic algebraic applications, and graphing.	<ol style="list-style-type: none"> 1. Understand the concepts of relation and function. 2. Use interval notation to express solution sets of equations and inequalities. 3. Solve compound inequalities. 4. Solve equations and inequalities involving absolute value. 5. Factor polynomials with integer coefficients. 6. Solve linear and quadratic equation; 7. Perform arithmetic operations on rational expressions. 8. Manipulate radical expressions and expressions involving rational exponents. 9. Solve radical equations. 10. Solve systems of linear equations in two variables. 	Pass the challenge exam or pass the course with a grade of "C" or better.
First Year Seminar	DEV 101	1	This course is designed to enhance academic skills and personal skill growth. Topics also include orientation to the University and career exploration.	<ol style="list-style-type: none"> 1. Develop and apply academic skills improvement. 2. Develop and apply personal skills growth. 3. Work effectively with the UAM system and utilize campus resources. 	Pass the course with a grade of "C" or better.
Technical Orientation	DEVT 101	1	Students will learn about campus policies, software, and other resources available. Topics also include basic college success skills.	<ol style="list-style-type: none"> 1. Identify campus policies. 2. Access campus software engaging in email, research, and WeevilNet. 3. Identify other resources available on the Technical Campuses 	Pass the course with a grade of "C" or better.

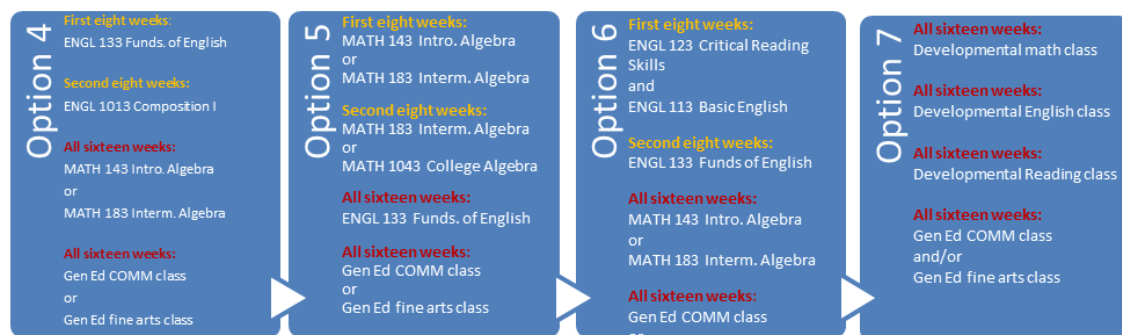
APPENDIX D

Course Scheduling Options for Remedial Students (distributed to academic advisors)

Schedule for students required to take two or more remedial courses:



Remedial students should not be enrolled in any classes that are completely online. Please reference your Test Score Sheets for the appropriate math and English placement. Conditional Prep students should be referred to the Director of Academic Advising.



Schedule for Students Required to Take One Remedial Course:

Remedial students should not be enrolled in any classes that are completely online. Please reference your Test Score Sheets for the appropriate math and English placement. Conditional Prep students should be referred to the Director of Academic Advising.

All sixteen weeks:
 Developmental math class or
 ENGL 133 Funds of English

All sixteen weeks:

1000-level math or
1000-level English class

All sixteen weeks:
Gen Ed COMM class

All sixteen weeks:
Gen Ed fine arts class

All sixteen weeks:
One or two additional courses (see below)

Courses to complete a schedule:

1. Courses recommended for students with a 19 in English and Reading on the ACT but a low math score: ANTH 2203, CJ 1013, GEOG 2213, GEOG 2223, HIST 1013, HIST 1023, PSY 1013, SOC 2213, SWK 1013, HIST 2213, HIST 2223, PSCI 2213
2. Recommended courses for students with a 19 in Math on the ACT but low English and/or Reading scores: ART 1013, ART 1023, ART 2223, Band, Choir, CIS 1013, lower-level Physical Education activities classes.
3. Suitable course in the student's major.

APPENDIX I: English Assessment Tests

English Major Pre-Tests, Post-tests

Literary Analysis Pre/Post Test

Instructions

Carefully read each of the following passages. For each question which follows the passage, choose and circle the letter of the best response. There is no penalty for guessing incorrectly, so make an effort to respond to each of the questions.

Please try to do your best on this exam. The more sincere your effort, the better an understanding the department will have of your knowledge, your capabilities, and the success of the English program.

We appreciate your time and effort.

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears
And water'd heaven with their tears,
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye

Dare frame thy fearful symmetry?

1. Which word best describes the speaker's tone?
 - A. Anger
 - B. Terror
 - C. Indifference
 - D. Spite
2. The imagery of the fourth stanza likens the Tyger's creator to a
 - A. Carpenter
 - B. Sailor
 - C. Blacksmith
 - D. Mechanic
3. What figure of speech is used in both lines 17 and 18?
 - A. Personification
 - B. Synecdoche
 - C. Simile
 - D. Irony
4. Stanzas of four lines are known as
 - A. Sestets
 - B. Couplets
 - C. Sonnets
 - D. Quatrains
5. "The Tyger" is an example of which kind of poem?
 - A. Epic
 - B. Elegy
 - C. Dramatic
 - D. Lyric

II.

Then ten men with bows and arrows ran down that valley, chasing twenty men with bows and arrows, and the row was tremenjus. They was fair men--fairer than you or me--with yellow hair and remarkable well built. Says Dravot, unpacking the guns--'This is the beginning of the business. We'll fight for the ten men,' and with that he fires two rifles at the twenty men, and drops one of them at two hundred yards from the rock where he was sitting. The other men began to run, but Carnehan and Dravot sits on the boxes picking them off at all ranges, up

and down the valley. Then we goes up to the ten men that had run across the snow too, and they fires a footy little arrow at us. Dravot he shoots above their heads and they all falls down flat. Then he walks over and kicks them, and then he lifts them up and shakes hands all round to make them friendly like. He calls them and gives them the boxes to carry, and waves his hand for all the world as though he was King already.

1. Use of misspellings like "tremenjus" indicate what about the speaker (Carnehan) in this passage?

- A. He is a British soldier.
- B. He is insane.
- C. He is from the working class.
- D. He is uneducated.

2. What do the different types of weapons symbolize?

- A. There are different levels of technology between the cultures.
- B. Carnehan and Dravot are better fighters.
- C. The men with bows are cowards.
- D. The men with bows are braver than the men with rifles.

3. From this passage, what would a psychoanalytical critic likely conclude about the speaker, Carnehan?

- A. He feels inferior to Dravot.
- B. He has delusions of grandeur.
- C. His sense of reality is fine.
- D. He has gone out of his mind.

4. What word best describes the theme of this selection?

- A. Imperialism
- B. Colonization
- C. Materialism
- D. Illusion vs. Reality

5. What does the final sentence of the selection suggest about Carnehan and Dravot's motive?

- A. They have come to kill the native people.
- B. They want to conquer the native people.
- C. They have come in search of gold.
- D. None of the above

III.

KENT: Good my lord, enter here.

LEAR: Prithee, go in thyself, seek thine own ease.
The tempest will not give me leave to ponder
On things would hurt me more. But I'll go in.
[To the Fool] In boy; go first. You houseless poverty-
Nay, get thee in. I'll pray, and then I'll sleep.
Exit [Fool into the hovel]
Poor naked wretches, wheresoe'er you are,
That bide the pelting of this pitiless storm,
How shall your houseless heads and unfed sides,
Your looped and windowed raggedness, defend you
From seasons such as these? O, I have ta'en
Too little care of this! Take physic pomp;
Expose thyself to feel what wretches feel,
That thou mayst shake the superflux to them
And show the heavens more just.

1. Which of the following most nearly reflects Lear's primary concern in this passage?
 - A. Concern that the fool and Kent not get wet
 - B. Concern that the universe is not just
 - C. Concern that he has not been responsible as a ruler
 - D. Concern that those who live in poverty have inadequate shelter
2. Which of the following best describes Lear's tone in this passage?
 - A. Prideful
 - B. Remorseful
 - C. Relieved
 - D. Ashamed
3. Which of the following might be of most interest to a Marxist critic examining this passage?
 - A. Renaissance theories of the proper role of a monarch
 - B. The metaphors used to describe the conditions of the poor
 - C. Images of the cruelty of nature
 - D. Lear's recognition that justice will be served when the rich put themselves in the position of the poor
4. *King Lear* is an example of:
 - A. Classical drama
 - B. Renaissance tragedy
 - C. Comedy of Manners
 - D. The well-made play

5. What does the word "physic" mean in the context of this passage?

- A. Medicine
- B. Exercise
- C. Body type
- D. Heed

IV.

This time Milo had gone too far. Bombing his own men and planes was more than even the most phlegmatic observer could stomach, and it looked like the end for him. High-ranking government officials poured in to investigate. Newspapers inveighed against Milo with glaring headlines, and Congressmen denounced the atrocity in stentorian wrath and clamored for punishment. Mothers with children in the service organized into militant groups and demanded revenge. Not one voice was raised in his defense. Decent people everywhere were affronted, and Milo was all washed up until he opened his books to the public and disclosed the tremendous profit he had made. He could reimburse the government for all the people and property he had destroyed and still have enough money left over to continue buying Egyptian cotton. Everybody, of course, owned a share. And the sweetest part of the whole deal was that there really was no need to reimburse the government at all.

"In a democracy, the government is the people," Milo explained. "We're people, aren't we? So we might just as well keep the money and eliminate the middleman."

1. Which of the following best describes the tone of this passage?

- A. Jovial
- B. Somber
- C. Ironic
- D. Deadpan

2. Which of the following best describes the author's point in this passage?

- A. That war is horrible
- B. That war is justifiable in some circumstances
- C. That people place the importance of economic profit above all else
- D. That a democracy is run by the people

3. Which of the following best describes the literary movement or tradition that this passage represents?

- A. Romantic
- B. Absurdist

- C. Realism
- D. Naturalism

4. Which of the following best describes the apparent primary motive of the character Milo?

- A. To win the war
- B. To make a profit
- C. Both A and B
- D. To undermine the government

Literary History Pre/Post Test

Instructions: Connect each of the following five passages to one of the following literary periods or movements: a) ancient world/western, b) ancient world/eastern, c) medieval, d) renaissance, e) enlightenment/neoclassicism, f) colonial American, g) romanticism, h) nineteenth-century American, i) modernism, j) post-modernism. Then choose three of the passages, and for each passage you choose write a short essay explaining how that passage exemplifies the thematic, historical, and/or artistic concerns of its period.

I. William Wordsworth, "Ode: Intimations of Immortality"

Our birth is but a sleep and a forgetting;
The Soul that rises with us, our life's Star,
 Hath had elsewhere its setting,
And cometh from afar:
 Not in entire forgetfulness,
 And not in utter nakedness,
But trailing clouds of glory do we come
 From God, who is our home:
Heaven lies about us in our infancy!
Shades of the prison-house begin to close
 Upon the growing Boy.
But He beholds the light, and whence it flows,
 he sees it in his joy;
The Youth, who daily farther from the east
 Must travel, still is Nature's Priest,
 And by the vision splendid
 Is on his way attended;
At length the Man perceives it die away,
And fade into the light of common day.

II. Shakespeare, *Hamlet*

I have of late—but wherefore I know not—lost all my mirth, forgone all custom of exercises; and indeed it goes so heavily with my disposition that this goodly

frame, the earth, seems to me a sterile promontory; this most excellent canopy, the air, look you, this brave o'er hanging firmament, this majestic roof fretted with golden fire, why, it appeareth nothing to me but a foul and pestilent congregation of vapours. What a piece of work is man! How noble in reason, how infinite in faculties, in form and moving how express and admirable, in action how like an angel, in apprehension how like a god! The beauty of the world, the paragon of animals! And yet, to me, what is this quintessence of dust? Man delights not me—no, nor woman neither, though by your smiling you seem to say so.

III. Ralph Waldo Emerson, "Nature"

In the woods too, a man casts off his years, as the snake his slough, and at what period soever of life, is always a child. In the woods is perpetual youth. Within these plantations of God, a decorum and sanctity reign, a perennial festival is dressed, and the guest sees not how he should tire of them in a thousand years. In the woods, we return to reason and faith. There I feel that nothing can befall me in life,—no disgrace, no calamity, (leaving me my eyes,) which nature cannot repair. Standing on the bare ground,—my head bathed by blithe air, and uplifted into infinite space,—all mean egotism vanishes. I become a transparent eye-ball; I am nothing; I see all; the currents of the Universal Being circulate through me; I am part or particle of God. The name of the nearest friend sounds then foreign and accidental: to be brothers, to be acquaintances,—master or servant, is then a trifle and a disturbance. I am the lover of uncontained and immortal beauty. In the wilderness, I find something more dear and connate than in streets or villages. In the tranquil landscape, and especially in the distant line of the horizon, man beholds somewhat as beautiful as his own nature.

IV. Confucius, *Analects*

8. The Master said, "He has not lived in vain who dies the day he is told about the Way."

9. The master said to Tzu-kung, "Who is the better man, you or Hui?"
"How dare I compare myself with Hui? When he is told one thing he understands ten. When I am told one thing I understand only two."

The Master said, "You are not as good as he is. Neither of us is as good as he is."

10. Tsai Yu was in bed in the daytime. The Master said, "A piece of rotten wood cannot be carved, nor can a wall of dried dung be troweled."

V. T.S. Eliot, *The Waste Land*

April is the cruellest month, breeding
Lilacs out of the dead land, mixing

Memory and desire, stirring
Dull roots with spring rain.
Winter kept us warm, covering
Earth in forgetful snow, feeding
A little life with dried tubers.
Summer surprised us, coming over the Starnbergersee
With a shower of rain; we stopped in the colonnade,
And went on in sunlight, into the Hofgarten,
And drank coffee, and talked for an hour.
Bin gar keine Russin, stamm' aus Litauen, echt deutsch.
And when we were children, staying at the archduke's,
My cousin's, he took me out on a sled,
And I was frightened. He said, Marie,
Marie, hold on tight. And down we went.
In the mountains, there you feel free.
I read, much of the night, and go south in the winter.
What are the roots that clutch, what branches grow
Out of this stony rubbish? Son of man,
You cannot say or guess, for you know only
A heap of broken images, where the sun beats,
And the dead tree gives no shelter, the cricket no relief,
And the dry stone no sound of water. Only
There is shadow under this red rock,
(Come in under the shadow of this red rock),
And I will show you something different from either
Your shadow at morning striding behind you
Or your shadow at evening rising to meet you;
I will show you fear in a handful of dust.

APPENDIX J: The MFA

Existing Program Review for the UAM Master of Fine Arts in Creative Writing (implemented Summer Term 2013)

Goals, Objectives, and Activities

Describe specific educational goals, objectives, and activities of the program.

Expected Student Learning Outcomes:

A graduate of the Master of Fine Arts in Creative Writing from the University of Arkansas at Monticello will demonstrate:

- A broad knowledge of literary history, particularly in the student's genre.
- A depth of knowledge regarding modern and contemporary literary works, particularly in the student's genre.
- The ability to interpret and evaluate sophisticated literary works, particularly in the student's genre.
- The production of creative work of a quality making it competitive for publication in national journals and with national publishing houses.

The UAM Master of Fine Arts in Creative Writing provides opportunity to talented and highly self-disciplined individuals to earn an MFA tailored to fit their lifestyles, interests, and goals at an affordable price relative to other MFA programs and to develop their creative-writing, critical-thinking, and literary analysis skills to an exemplary level through study under successful and dedicated writer-teachers from a range of backgrounds and aesthetic perspectives.

The mission of the program is directly related to the mission of the university in that it enhances individuals' abilities to think creatively and critically, to effectively communicate, to be technologically literate, to appreciate and contribute to the cultures of their communities and beyond, and to possess awareness and sensitivity to global issues.

Program Description

- 48 Semester hours are required.
- Each student is accepted into one of three genres: fiction, poetry, or creative nonfiction.
- Up to 9 semester hours of graduate transfer credit may be accepted if the coursework has been completed in the past six years.
- Graduate Assistantships are awarded a small number of qualified students who teach online sections of freshman-level writing courses. Blackboard

training is required. Graduate Assistants are closely mentored by the Director of Composition.

- Students can move through the MFA program at a pace they find comfortable, taking as few as 3 hours in an academic term or as many as 12.
- 18 hours of ENGL 517V Writer's Workshop are required. A typical Workshop taken for 6 credit hours requires a minimum of 40 pages of prose (20 for poetry), plus rewrites, as well as reflective essays/reviews/critical essays on at least 10 books (usually half to be selected by the instructor and half by the student). In addition to weekly interaction between student and Faculty Mentor, students working with the same Mentor critique each other's work throughout the semester, using Blackboard.
- The final 12 credit hours will be a Thesis Class and focus on the Thesis, a book-length manuscript of publishable quality that must be approved by both the thesis-semester Faculty Mentor and another faculty member. In addition, the student must submit a 5-to-7-page critical essay to demonstrate competence as a critical reader, a broad knowledge of literary history, and a depth of knowledge of contemporary literature.
- Students work with a different Faculty Mentor within their genre each semester. "Genre jumping" is allowed with the permission of the MFA Director for one semester.
- 18 hours of electives and residency credit, ENGL 518V. Students enroll in elective courses based on personal and professional goals with the guidance of the Director. The optional Residencies generally consist of one week to ten days of intensive workshops, seminars, lectures, and readings. Residencies might be held on the UAM campus, but students can also attend pre-approved writers conferences anywhere in the world to earn residency credit. The Director determines the number of credit hours earned based on the length and nature of the conference. Residencies are graded on a pass/fail basis, and whether on the UAM campus or at another location, the student is required to turn in to the Director a daily journal kept during the residency and a reflective essay about the impact of the residency on his or her growth as a writer. A student can also earn Residency credit through an Internship approved by the Director. As with the Residency, the student demonstrates professional growth through a daily journal and a reflective essay.
- Students must earn a C or better in all courses and maintain a minimum grade-point average of 3.0.

Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

N/A

Document market demand and/or state/industry need for careers stemming from the program.

As an article in *The Chronicle of Higher Education* entitled “What Becomes of an M.F.A.?” states, “With only rare exception, programs only have anecdotes.” (<http://chronicle.com/article/What-Becomes-of-an-MFA-45719/>) From that same article in *The Chronicle*, in 1995, the University of Florida at Gainesville surveyed its MFA graduates with a 40% response rate: “. . . roughly 60 per cent were teaching on the college level . . . , 10 per cent were working in publishing or actual writing (technical writing, for the most part), another 10 per cent were employed in fields unrelated to writing.”

Many graduates of low-residency or online MFA programs never leave their jobs in journalism, teaching, technical writing, public relations, or advertising; rather, they see the MFA as an enhancement to a career in which they are already established. Others see the MFA as a “personal enrichment” or value-added degree and have no particular career ambitions or plans related to earning an MFA.

According to the Acting Executive Director of The Association of Writers and Writing Programs (AWP), there are more than 13,000 applicants to MFA programs each year.

Residential programs, on average, accept 1 of 11 applicants. According to the website Professional Writing Resources (<https://www.msu.edu/~wrac/pw/resources/houghton.html>), the acceptance rate to MFA programs is “generally around 5%.” According to an article on the website Red Room (<http://redroom.com/member/former-member/blog/temporary-insanity-and-the-mfa-application-process>), the average acceptance rate is “under 10%.” This same article discusses the subjectivity involved in the acceptance process: “. . . every program has to find writers that fit inside their framework, writers whose work they not only admire but think can be improved the most.” Clearly, there are talented individuals who are unsuccessful in their applications. UAM would be giving opportunity to these students while maintaining standards appropriate to an MFA program.

Document student demand for the program.

Founded in 2013, the UAM MFA is intended to be a small, selective program.

Enrollment:

2013-14—11
 2014-15—13
 2015-2016—12

Curriculum

Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

We hire several highly skilled published authors to teach a variety of courses in different genres. The classes are small and engaging. The students are expected to engage in vital discussions about works from published authors and from their peers.

We follow the [AWP Hallmarks of a Successful Program in Creative Writing](#) by providing our students with a rigorous and diverse curriculum and by hiring accomplished faculty. We have small classes, selective admissions, and provide Graduate Assistantships. Our students and graduates are highly published.

Provide an outline for each program curriculum, including the sequence of courses.

1. Sample Curriculum Outline

Summer I	Summer II	Fall Semester	Spring Semester
Elective (3 hours)	Writer's Workshop <i>or</i> Optional residency (3 hours)	Elective (3 hours)	Elective (3 hours)
		Writer's Workshop (6 hours)	Writer's Workshop (6 hours)
Summer I	Summer II	Fall Semester	Spring Semester
Elective (3 hours)	Writer's Workshop <i>or</i> Optional residency (3 hours)	Elective (3 hours)	Elective (3 hours)
		Writer's Workshop (6 hours)	Writer's Workshop (Final Project) (6 hours)

State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

48 total Semester hours consisting of the following:

- 12 Thesis

- 18 Writer's Workshop
- 18 Electives

*Indicate the semester/year the major/program courses were last offered.
Exclude general education courses.*

ENGL 5153 Special Topic, ENGL 517V Writer's Workshop, ENGL 518V Residency, and ENGL 519V Thesis are offered every semester.

Provide syllabi for discipline-specific courses and departmental objectives for each course.

**University of Arkansas at Monticello
School of Arts and Humanities
ENGL 519V MFA Thesis
6 graduate credit hours
Fall Semester 2016
Online via Blackboard**

Instructor: Suzanne Cope

Office: Online

Phone: by request

E-mail: suzannecope@gmail.com

Office Hours: virtually, by appointment

Expected Student Learning Outcomes:

A graduate of the UAM MFA program should be able to demonstrate the following:

- A broad knowledge of literary history, particularly in the student's genre.
- A depth of knowledge regarding modern and contemporary literary works, particularly in the student's genre.
- The ability to interpret and evaluate sophisticated literary works, particularly in the student's genre.
- The production of creative work of a quality making it competitive for publication in national journals and with national publishing houses.

Course Description:

The thesis must be a manuscript long enough to reflect the overall plan and design of a finished book, and to demonstrate the command of the ideas, techniques, and strategies of either fiction, poetry, or creative-nonfiction. In prose, the manuscript should be at least 30,000 words. In poetry, the length should be at least 45 pages.

The role of the thesis mentor is to help students conceptualize and carry out the writing project. Set up a schedule with your mentor so you can discuss your writing project.

Follow the deadlines that you two agree upon for completing this project. Be particularly clear about the schedule you need to meet in order to ensure that the drafts and revisions are completed in a timely manner for graduation.

Prerequisite(s): Admission to the MFA Program or permission of MFA Director.

Complete 18 hours of ENGL 517V Writer's Workshop

Grades: Credit/Non-Credit

Technical Support Information:

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1036.

Open Monday-Friday, 8 a.m.-4:30 p.m.

Help Desk at blackboard@uamont.edu or phone 870-460-1286.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>

Issues with Email: Contact the Office of Information Technology; phone 870-460-2036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link:

<http://www.uamont.edu/AcademicComputing/>

Minimum Technology Requirements:

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 recommended

Broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred).

Last Date to Drop a Class:

Check your UAM email account for notices.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

University Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be failure in the course.

Due by Tuesday 9/6: agreement of Thesis Prospectus (map out what the thesis will look like, propose reading list that includes craft books and supplemental reading perhaps similar to what you are writing).

Due September 15th

Packet 1: first 1/3 of thesis, letter will include list of books being read, update on overall progress, and a proposal for the research paper – i.e. what is the topic and rough idea of books being read

Due Oct 15th

Packet 2: second third of thesis, letter will include list of books being read, update on overall progress, and an outline for the research paper – thesis statement written, books chosen, sections mapped out

Due Nov 15th

Packet 3: last third of thesis, letter will include list of books being read, update on overall progress, and at least the intro paragraph and bibliography of the research paper

Due last day of classes for the semester
Complete thesis and research paper

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF ARTS AND HUMANITIES
ENGL 517V WRITERS WORKSHOP
Summer 2016

Instructor Name: Diane Payne

Instructor Phone: 870-656-0007

Instructor Email Address: payne@uamont.edu

Virtual Hours: 8-5 Monday-Friday

Course Title and Credit Hours: ENGL 519V Prose Writers Workshop: 6 credits

Prerequisites: Admittance into MFA Program

Course Description: This is a one-on-one workshop where students will hand in new writing every week, and every other week students will hand in revisions. The goal for memoir/fiction writers is to complete 40 pages and for prose poets to complete 10 polished writings.

Student Learning Outcomes:

By the conclusion of the course students will have completed a lengthy writing project that will be included in the thesis.

Required textbooks, workbooks, supplementary materials:

Students select at least 5 books of their choice and I will recommend other readings.

Click on “online bookstore” for textbook information:

https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&langId=en_US

Technical Support Information: Include the information below in your syllabus.

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open:
<http://www.uamont.edu/pages/library/>

The Student Handbook for Distance Education is available at the following link:
<http://www.uamont.edu/pages/resources/academic-computing/>

Minimum Technology Requirements:

For minimum technology requirements, visit:

<http://www.uamont.edu/pages/resources/academic-computing/>

Example: Access to a working computer with Internet capability.
Operating System: Windows 2000, XP, Vista or Macintosh OS X
Hardware: 256 MB of RAM, 1GB free hard disk space
Microsoft Office 2007 recommended
Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

Proposed UAM Attendance Policy:

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Attendance Policy/Participation Requirements:

You are expected to participate in our weekly discussions and hand in your weekly assignments.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources: (You may exclude any section that does not apply to your class.)

THE CENTER FOR WRITING AND COMMUNICATION

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

UNIVERSITY TUTORING CENTER

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

STUDENT HANDBOOK

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

UNIVERSITY BEHAVIOR INTERVENTION TEAM

If you have an immediate concern about the behavior or safety of a student at UAM, help by making a referral to the University Behavior Intervention Team (UBIT). UBIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call 870-460-1454. In case of emergency please call 911.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

Emergency or Interruption in Computer Service Policy:

Specify how emergencies or interruption in service will affect assignment deadlines.

For example: Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

Assessments:

Final drafts of all work will be graded.

Discussion:

We will discuss what you like, don't like, and provide suggestions of student critiques. We will discuss the readings from our texts. Students will tell us what they like about the flash/hybrid prose they share each week.

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

Method of Delivering Assignments:

I will create a private Facebook page for our class.

Work Required:

Academic Engagement:

Write a new piece each week.

Read text.

Provide a written critique of student work.

Revise work.

Preparation:

Read required materials for class
Prepare papers, projects and other assignments

Overall Total Obligation:

Should be at least 270 hours for a 6 credit course per semester

Thorough Explanation of Grading Policy:

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved fail the class for academic dishonesty.

Course Outline/Calendar:

This will be discussed on our first day of class.

Special Dates of Concern: We will discuss this on our first day of class.

**UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF ARTS AND HUMANITIES
ONLINE COURSE SYLLABUS**

Instructor: Lisa Borders

Instructor Email: lkboards@gmail.com

Virtual Hours: 9 am – 4 pm Mon – Thurs; 9 am – noon on Fridays.

Course Title: Taming the Unruly First Draft

Credit Hours: 3

Term: Summer I: May 23 – June 22

Prerequisite(s): Admission to the MFA Program or permission of MFA Director. A completed or partial first draft on a novel

Course Description:

Just as a house would crumble without a foundation, a well-designed structural framework is vital to a novel's success. How can a novelist ensure tension from the first pages to the last? How do individual scenes create the structural underpinnings of a novel? And how does a writer approach that second (or later) draft? This course will cover the structural elements, framework and story arc of the novel; beginnings and endings; scenes and chapters; and developing an outline and revision plan.

Course Requirements

In this class, you will be e-mailed reading packets twice each week, and given assignments based on those readings. Over the course of our four weeks together, students will also be required to actively participate in weekly discussions of the readings and assignments via our private course Facebook group. By the end of this class, each student should have completed a revised opening scene, a detailed outline of the novel as a whole and a revision strategy for subsequent drafts.

Mode of Instruction: We will discuss readings and comment on each other's work via e-mail and a private Facebook group.

Grade Assignment:

Grading Scale:

A= 90—100

B= 80—89

C= 70—79

D= 60--69

F= 59 and below

Grading:

Grades will be assigned based solely on attendance; participation; completing reading and response assignments; and on the timely submission and completeness of your revised outlines.

Attendance & Participation:

Since we are a small class unfolding over a short period of time, all students are required to participate in our weekly group discussions, and to have completed all assigned readings beforehand.

Course Schedule:

Lesson #1 (5/23): Reading Packet #1 e-mailed to students, assignment given.

Lesson #2 (5/26): Assignment from Packet #1 due (to be e-mailed to group); Reading Packet #2 e-mailed to students, assignment given.

Lesson #3 (5/30): Assignment from Packet #2 due (e-mailed to group); Reading Packet #3 e-mailed to students, assignment given.

GROUP DISCUSSION #1 (5/31): DISCUSSION IN FACEBOOK GROUP OF LESSONS #1 AND #2.

Lesson #4 (6/2): Assignment from Packet #3 due (e-mailed to group); Assignment #4 given.

Lesson #5 (6/6): Assignment from 6/2 due; Reading Packet #5 e-mailed to group

GROUP DISCUSSION #2 (6/6): DISCUSSION IN FACEBOOK GROUP OF LESSONS #3 AND 4.

Lesson #6 (6/9): Reading Packet #6 e-mailed to students, assignment given.

Lesson #7 (6/13): Reading Packet #7 e-mailed to students, assignment given.

GROUP DISCUSSION #3 (6/14): DISCUSSION IN FACEBOOK GROUP OF LESSONS #5 AND #6.

Lesson #8 (6/16): Reading Packet #7 e-mailed to students, assignment given.

FINAL GROUP DISCUSSION (6/21): DISCUSSION IN FACEBOOK GROUP OF LESSONS #7 AND #8.

Required Supplemental Materials: I will provide scanned copies of all reading material.
Instructor Feedback Schedule:

All emails will be addressed within 24 hours Monday-Friday and within 72 hours weekends and holidays. The instructor will be available by email, as well as in our Facebook group for weekly discussions.

Method of Delivering Assignments:

Assignments will be e-mailed to students as per the schedule detailed earlier.

Emergency or Interruption in Computer Service Policy:

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

Students with Disabilities:

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Student Conduct Statement:

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Academic Dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations,
 - a. quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - b. Copying from another student's paper.
 - c. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.
 - d. Collaboration with another student during the examination.
 - e. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.
 - f. Substituting for another person during an examination or allowing such

substitutions for oneself.

2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor; assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: To adopt and reproduce as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will range from failure in the course to expulsion from the MFA program.

Please note the information below for the colleges of technology:

- McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.
- Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

University of Arkansas at Monticello
School of Arts and Humanities
ENGL 517V Writer's Workshop (Fiction)
6 graduate credit hours
Fall Semester 2015
January 7 to May 5
Online via Blackboard

Instructor: Mark Spencer, Professor of English and Dean, School of Arts and Humanities

Office: MCB 112

Phone: 870-460-1078

E-mail: spencer@uamont.edu

Text: 870-224-5562

Office Hours: 10:00 to 12:00 MTWHF and by appointment.

Expected Student Learning Outcomes:

A graduate of the UAM MFA program should be able to demonstrate the following:

- A broad knowledge of literary history, particularly in the student's genre.
- A depth of knowledge regarding modern and contemporary literary works, particularly in the student's genre.
- The ability to interpret and evaluate sophisticated literary works, particularly in the student's genre.
- The production of creative work of a quality making it competitive for publication in national journals and with national publishing houses.

Course Description:

The intensive study and practice of the craft and art of writing fiction through the analysis of published works of fiction; through positive, supportive, constructive individual mentoring; and through positive, supportive, constructive workshopping.

Prerequisite(s): Admission to the MFA Program or permission of MFA Director

Required Texts:

These are a mix of short stories, novellas, and novels that can be found in print and ebook formats from most booksellers or in some cases might be available at no cost online because they are in the public domain.

"Sonny's Blues," James Baldwin

"Lady with the Pet Dog," Anton Chekhov

"The Garden Party," Katherine Mansfield

"Flowering Judas," Katherine Anne Porter

The Great Gatsby, F. Scott Fitzgerald
“Hills Like White Elephants,” Ernest Hemingway
“The Undefeated,” Ernest Hemingway
“The Short Happy Life of Francis Macomber,” Ernest Hemingway
Fight Club, Chuck Palahniuk
The Body, Stephen King
Rita Hayworth and the Shawshank Redemption, Stephen King
Apt Pupil, Stephen King
“Where I’m Calling From,” Raymond Carver
“Cathedral,” Raymond Carver
“What We Talk About When We Talk About Love,” Raymond Carver
Rabbit, Run, John Updike

Additional Texts of Interest (not required):

The Rhetoric of Fiction, Wayne Booth
On Writing: A Memoir of the Craft, Stephen King

Requirements and Deadlines:

You will be posting chapters of a novel you’re working on, critiques of your classmates’ chapters, and reflective essays about assigned published novels.

Novel chapters or short stories: There are 7 dates for posting your fiction. You must post on at least 4 of those dates, and your page total for your 4 submissions must be at least 40 pages. To reach the 40-page requirement, you might have to post more than 4 manuscripts.

Critiques: You must write a 1 to 2-page critique of every manuscript submitted to this class. Your critiques should address the strengths and weaknesses of characterization, language, point of view, tone, mood, plot, setting, themes; in other words, consider each element and the way those elements intertwine. Be specific and honest and constructive about what you find effective and what you find weak. Be specific in your recommendations for strengthening the work.

Reflective essays: Your reflective essay (2 to 5 pages) will be a blend of objective and subjective reactions and should address your understanding, interpretations, and evaluation of premise, style, pacing, texturing, themes, the evocations of characters, and the overall effectiveness of the novel’s or short story’s structure. With persistence, you should ask two questions: What makes this work of fiction compelling? What can we as writers learn from this work? If you don’t like a novel or short story, try to understand and articulate why you are unable to connect in a positive way with the work.

Deadlines:

January 14—Post reflective essay on “Sonny’s Blues.”

January 21—Post novel excerpt or short story.

By January 28—Post critiques.

January 30—Post reflective essay on “Lady with the Pet Dog” and “The Garden Party” and “Flowering Judas.”

February 4— Post novel excerpt or short story.

By February 11—Post critiques.
February 13—Post reflective essay on *The Great Gatsby*.
February 18— Post novel excerpt or short story.
By February 25—Post critiques.
February 27—Post reflective essay on “The Undeclared,” “Hills Like White Elephants,” and “The Short Happy Life of Francis Macomber.”
March 4— Post novel excerpt or short story.
By March 11—Post critiques.
March 13—Post reflective essay on *Fight Club*.
March 22— Post novel excerpt or short story.
March 23-29—Spring Break. No assignments due.
By April 1—Post critiques.
April 3—Post reflective essay on two of the following three: *Apt Pupil*; *The Body*; *Rita Hayworth and the Shawshank Redemption*.
April 8— Post novel excerpt or short story.
By April 15—Post critiques.
April 17—Post reflective essay on “Where I’m Calling From,” “Cathedral,” and “What We Talk About When We Talk About Love.”
April 23— Post novel excerpt or short story.
By April 29—Post critiques.
May 1—Post reflective essay on *Rabbit, Run*.
May 5—Semester ends.

This class mostly takes place in the “Discussions” section of Blackboard.

Late Work:

Late work will generally not be accepted. If you have problems, email me: spencer@uamont.edu. Call me: 870-460-1078.

Grading:

Novel excerpts or short stories.....40%
 Critiques.....30%
 Reflective essays.....30%

Technical Support Information:

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1036.
 Open Monday-Friday, 8 a.m.-4:30 p.m.
Help Desk at blackboard@uamont.edu or phone 870-460-1286.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>

Issues with Email: Contact the Office of Information Technology; phone 870-460-2036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link:
<http://www.uamont.edu/AcademicComputing/>

Minimum Technology Requirements:

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 recommended

Broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred).

Last Date to Drop a Class:

Check your UAM email account for notices.

Students with Disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

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Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - f. a. Copying from another student's paper;
 - g. b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - h. c. Collaboration with another student during the examination;
 - i. d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - j. e. Substituting for another person during an examination or allowing such substitutions for oneself.
- k. 2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
- l. 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
- m. 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to

appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be failure in the course.

Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.

New-course proposals are initiated by faculty in response to trends in the profession indicating that change is necessary to keep our students competitive in the contexts of the market place and graduate programs. Curriculum changes are also driven by program assessment data suggesting that student learning could be improved with the introduction of new courses or with the revision of content in existing courses.

Faculty members recommend that the Dean submit curriculum proposals to Graduate Council, which consists of the Provost and faculty representatives from all academic units. Upon the approval of Graduate Council, proposals are sent to the Chancellor for final approval.

New courses and curriculum revisions are added to the university catalogue, the academic enrollment system, and the academic audit system by the Registrar's Office.

List courses in the proposed degree program currently offered by distance delivery.

- ENGL 5153 Special Topic
- ENGL 517V Writer's Workshop
- ENGL 518V Residency
- ENGL 519V Thesis

Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).

Our mentors stay in touch with their students by e-mailing on a regular basis, using Blackboard, Skype, Facebook private groups, phone, and Google Hangout. It is imperative that the students and mentors respond to their e-mails on a daily basis.

Program Faculty (full-time/adjunct/part-time)

Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.

Faculty	Rank	Highest Degree
Diane Payne	Professor	MFA, Creative Writing
Mark Spencer	Professor and Dean	MFA, Creative Writing

See CVs in Appendix C.

Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.

All part-time faculty have an MFA or Ph.D. and have published at least one book with a reputable national publishing house.

Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

New faculty attend a number of orientation workshops during Professional Development Week in August. All faculty attend some events during Professional Development Week. All new faculty, part-time and full-time, have faculty mentors (assigned by the Dean), and the School of Arts and Humanities adheres to its “New Faculty Mentoring Program” (see Appendix D).

All full-time faculty—in accordance with Faculty Handbook policies and procedures—write an annual self-evaluation (see Appendix E) for faculty self-evaluation guidelines). They reflect upon efforts, accomplishments, and shortcomings in the areas of teaching, service, scholarship/professional development, and planning. Tenure-track and non-tenure-track faculty with fewer than 6 years of full-time experience at UAM are evaluated by 3 peer evaluators, who peruse the self-evaluation and have the opportunity look at student evaluations, syllabi, exams, paper assignments, graded papers. Peer evaluators also often observe classes (see Appendix F for Class Observation form). Each peer evaluator fills out a form titled “Annual Faculty Evaluation by Faculty Peer or Chair/Dean/Director” (see Appendix G). The Dean or his designated representative observes classes, as well as perusing the self-evaluation,

student evaluations, and in some instances syllabi, exams, assignments, and/or graded papers. The faculty member receives copies of all peer and Dean evaluations and meets with the Dean and signs a copy of the Dean's evaluation. Peer and Dean evaluations are forwarded to the Provost each year, and the Provost responds to each full-time faculty member with his own evaluation. Tenured faculty and faculty with more than 6 years of full-time experience at UAM go through the same process each year with the exceptions that they have only 1 peer evaluator and the Dean does not observe a class. Post-tenure Review takes place every 5 years, and during those years, tenured faculty have 3 peer evaluators and the Dean observes a class.

Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

Full-time faculty have regularly taught 6 to 9 hours per semester since the implementation of the program in Summer 2013.

Program Resources

Describe the institutional support available for faculty development in teaching, research, and service.

The School of Arts and Humanities provides travel funds (air fare, meals, lodging, car rentals, parking, conference registration) for full-time faculty to attend the annual meeting of Associated Writing Programs.

Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

Faculty	Development	Date	Location	Funds
SPENCER, Mark	Creative Writing workshop for middle school teachers	May 5, 2014	Hot Springs, AR	\$68.28
	Taught Creative Writing at the Hemingway House	June 6 – 10, 2016	Piggott, AR	\$201.60
PAYNE, Diane	AWP Conference	February 26 – March 2, 2014	Seattle, WA	\$1666.36
	AWP Conference	March 8 – 11, 2015	Minneapolis, MN	\$1377.13
	AWP Conference	March 30 – April 2, 2016	Los Angeles, CA	\$1248.25

Provide the annual library budget for the program or describe how library resources are provided for the program.

Since the program is online and our students live all over the country, students use libraries in their local communities

Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

Our students have access to our UAM Library, IT support from the campus, and are provided with funding to help cover their registration fee to attend the AWP conference.

Provide a list of program equipment purchases for the past three years.

No equipment has had to be purchased. The program, however, has had expenses:

- Submittable subscription
- Membership in Associated Writing Programs
- Advertising in *Poets & Writer's* magazine and in *The Writer's Chronicle*
- Stipend paid to part-time faculty attending AWP conference
- Stipend paid to student editors for graduate literary magazine, *Gravel*.

Instruction via Distance Technology

This section should be completed if at least 50% of any program/major course is delivered electronically.

Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.

The UAM campus governance and academic approval processes are followed for any new course added to the curriculum. Any new degree program, regardless of the method of delivery (distance technology or not) must be reviewed by the faculty, approved by the academic unit dean, the Academic Council, Assembly, Chancellor, the University of Arkansas Board of Trustees, and the Arkansas Department of Higher Education Coordinating Board prior to implementation.

For an existing course to be offered via distance delivery, a Course Shell Authorization form must be completed and signed by the faculty member and approved by the academic unit dean and the Provost. Each faculty member

who teaches an online course must participate in Blackboard, the campus learning management system, training offered by the UAM Office of Academic Computing prior to each fall semester, or as the need arises. Technical assistance is provided by the Office of Academic Computing as needed/required throughout the semester and/or term.

The UAM Office of Academic Computing is responsible for the management and maintenance of the learning management system server and must communicate with the Office of Academic Affairs regarding available space/seats and other administrative concerns. Additionally, the Office of Academic Computing is responsible for providing technical assistance to the faculty who teach online courses.

Summarize the policies and procedures to keep the technology infrastructure current.

University of Arkansas at Monticello faculty and students have access to infrastructure and technology that includes intranet, Blackboard, Compressed Interactive Video, broadband Internet, and access to the online catalog, electronic books, and journals available in the Fred J. Taylor Library and Technology Center, as well as web-based mediums. Regular funding is part of an ongoing process that includes technology upgrades, software licensing, and technical support.

UAM is also in the sixth year of an eight-year plan to provide a technology infrastructure that will increase the University's academic competitiveness. This plan includes Level One technology certification for five buildings; remaining buildings on all three campuses will be upgraded to Level One within the next three years.

In the summer of 2010, UAM, a founding member of the Arkansas Research and Education Optical Network, ARE-ON, connected to the ARE-ON Network allowing access to two high-speed national networks, the Internet2 and National Lambda Rail. Completion of this project allowed UAM to collaborate with all universities and colleges that share the network as well as accessing the Internet at a much faster rate. We are currently in process of getting buildings connected.

UAM has also purchased a financial and student information software system, PeopleSoft, updating the institution's 25-year old software system, which will make secure access to campus educational and planning resources available to students via the Internet.

UAM began offering distance education courses in 1999 with WebCT, and utilized various versions of WebCT until summer 2010, when UAM changed

over to Blackboard as its distance learning course management product of choice.

Summarize the procedures that assure the security of personal information.

The UAM Information Technology Department sets forth guidelines for the protection of personal information following the information security policies regulated by the State of Arkansas security recommendations. These guidelines state that UAM can only collect personal information through a secure link and with prior approval from that individual. Personal information cannot be stored on the course management system by the students and/or faculty. The Office of Academic Computing regularly scans web sites for the presence of personal information. The removal of any personal information found on the course management system is immediate. The Learning Management system (Blackboard in this case) is subject to the same security measures as all other Information Systems on the UAM campus and meets the State of Arkansas security guidelines for protecting personal information.

Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:

- Advising
- Course registration
- Financial aid
- Course withdrawal
- E-mail account
- Access to library resources
- Help Desk

Online students receive the same advising support as students taking courses on-campus. Advisors are available via published contact phone numbers and email and are always ready to help students with preparing for registration.

In regard to course registration, students who are registering for only online courses are directed to contact the UAM Office of Academic Affairs for support and assistance.

For financial aid for distance education students, students may complete the Free Application for Federal Student Aid (FAFSA) online and can view their financial status via WeevilNet (UAM enterprise computer portal). UAM does not currently allow students to accept aid via WeevilNet; however, that is planned for the near future. Requested verification documents, loan requests, and award acceptance letters can be submitted via mail, email or fax rather than through a personal visit.

In regard to course withdrawal, students are directed to contact the institution's director of Academic Advising for support and assistance.

Student email accounts are governed by the University Information Technology department. The UAM webpage contains links to connect to email, tutorials on using the email system, instructions for initial login, and support phone numbers to contact in the event students are unable to login to their email. Information Technology is open 8am-4:30pm Monday-Friday for student email account problems. Online students may access library resources in the same fashion as other students. The Library website is linked off of the main UAM homepage, and provides distance education students access to Subject Guides, Library Guides, the Library catalog, an extensive list of databases, and a tool for searching magazines, newspapers, and journals for information. The Library webpage also provides contact information should students need specific services that are not linked to the main page.

The Office of Academic Computing features a Support Center, also linked off the main UAM Webpage (Blackboard link). This link allows students to access tutorials on "How to Use Blackboard" and "Problems with Blackboard" for students to reference for quick resolutions. The support page also features contact phone numbers for the Support Center, a form to complete to request assistance via email, and a "Live Chat" option where you can be directly connected to an individual in the support center for live assistance. The Office of Academic Computing also periodically offers workshops on Blackboard usage.

Describe the orientation for students enrolled in distance technology courses/programs.

Institutional policy in regard to orientation for distance technology courses is as follows (from UAM Faculty Distance Education Handbook):

"Conduct an orientation (online) in each course at the beginning of each term to ensure each student understands the requirements of the course and can access the course. Advise students of the time and energy demands of the course as well as establishing clear limits on what the course is and is not."

Each faculty member interprets this orientation process in a slightly different manner, but all complete the requirements to ensure students understand how to use the software, view the syllabus, utilize the calendar and discussion boards, and other software features. For the Advanced Microcomputer Applications course, there is an on-campus orientation session where the instructor covers the basics of Blackboard, homework requirements, and testing dates are presented in person. Each style of orientation session

presents the instructors contact information, office hours, and expectations for student performance in the course.

Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

In regard to faculty course load, again referring to the UAM Faculty Handbook,

“The course load for fulltime faculty holding the rank of instructor is 15 semester credit hours. The course load for fulltime faculty holding the rank of Assistant Professor or above is 12 semester credit hours.”

Distance education courses are treated as part of faculty’s standard workload. Thus, distance technology courses are viewed the same as classroom courses in the area of workload, credit hours taught, and compensation. Faculty is given a special one-time incentive payment for development of each new online course that they teach.

In regard to ownership of intellectual property in the area of previously copyrighted materials, the UAM Distance Education faculty handbook sets forth the following guidelines for the use that all faculty must abide by:

“Under Section 107 of the copyright law (www.icweb.loc.gov/copyright) passed in 1976, educators are given special exemptions from the law under the Fair Use Doctrine (<http://fairuse.stanford.edu>). Educators may use copyrighted works without first obtaining permission of the copyright holder, within limits. There are four criteria for determining whether copyrighted materials have been used legally under this doctrine:

- (1) Purpose and character of the use;
- (2) Nature of the materials used;
- (3) Amount and importance of the part used; and
- (4) Effect on the market of the use.

This site (www.cetus.org/fairindex.html) shows illustrations of the amounts of copyrighted work that may be used under the Fair use Doctrine.

Copyright and Online Instruction:

The Technology, Education and Copyright Harmonization Act (TEACH Act) passed in 2002 expands the Fair Use Doctrine to cover distance education. Generally, exemptions given for face-to-face instruction will apply to online instruction. Please visit the American Library Association website for more information.

Copyright Permission:

The Fair Use Doctrine currently enables educators to use copyrighted materials without first seeking permission. An educator can also use any materials where copyright permission has been obtained. The following sites offer more information.

The Copyright Clearance Center (www.copyright.com) will obtain permission for educators; a fee is attached to this service.



The Copyright Management Center at Indiana University/Purdue University site has information on how to seek copyright permissions. (http://www.iupui.edu/~webtrain/web_samples/cmc.html)

- The US Copyright Office (www.lcweb.loc.gov/copyright) allows one to search a database for copyright ownership.”

In regard to course ownership of intellectual property developed by University faculty, please refer to attached Appendix F – University of Arkansas Board of Trustees Policy 210.2 regarding course ownership. In summary, this policy states that in most instances, faculty will own the copyright to material they have created, and retain the right to update, edit, or revise their work. Faculty also will receive all revenues of commercialization of content they create of their own initiative. For materials developed in regard to faculty contract employment pursuits, the University will retain the right for all revenues, but may decide to share such revenues with the developer at the discretion of the University.

Majors/Declared Students

State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.

- 2013-2014—11
- 2014-2015—13
- 2015-2016—12

Describe strategies to recruit, retain, and graduate students.

We run ads in *Poets and Writers*, *AWP*, *New Pages*, and various other sources to recruit students. We maintain a Facebook and Twitter account promoting our program. The MFA Director works closely with the mentors and students throughout the semester to make sure the students are not only participating in their classes on a regular basis, but are strengthening their writing skills. The Director posts endless calls for submissions, job posts, and conference notices encouraging the students to keep actively involved in their field.

Provide the number of program graduates over the past three years.

- 2013-2014—N/A
- 2014-2015—5
- 2015-2016—4

Program Assessment

Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).

As Gateway measures, faculty out a rubric indicating the degree to which each student demonstrates the program's student learning outcomes. When the student completes the degree, the same rubric is again filled out by faculty.

Here is the rubric:

MFA Program Assessment Rubric for Portfolio Evaluation

Each student admitted to the MFA program will be evaluated by at least two evaluators to determine the extent to which the student demonstrates expected outcomes prior to starting the program. This evaluation will be based on the critical essay and the creative-writing sample submitted as part of a complete application package.

In the student's final/thesis Workshop course, she will again be evaluated on the basis of a final critical essay and her thesis project. The evaluators will be the student's final/thesis Workshop Mentor and the MFA Director. In the event that the Director is the student's final Mentor, another faculty member will serve as the second evaluator.

Student identifier: _____
Student admission date: _____
Student graduation date: _____
Student's Genre : _____
Evaluator Identifier: _____

To evaluator: place a check mark in the appropriate space:

Expected Student Learning Outcome	Student Performance Does Not Adequately Demonstrate Outcome	Student Performance Demonstrates Competence	Student Performance Exceeds Expectations	Student Performance Is Exemplary
A broad knowledge of literary history, particularly in the student's genre.	Pre: Post:	Pre: Post:	Pre: Post:	Pre: Post:
A depth of knowledge regarding modern and contemporary literary works, particularly in the student's genre.	Pre: Post:	Pre: Post:	Pre: Post:	Pre: Post:

Describe program/major exit or capstone requirements.

Students are required to complete a book-length manuscript of publishable quality while enrolled in 12 hours of ENGL 519V Thesis

Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.

At the end of the semester, students are encouraged to fill out evaluations of their classes. These are forwarded to their instructors and provide valuable input on the strengths and weaknesses of a class. Some classes have been omitted from the program because of the negative feedback, other classes have been added because students have expressed an interest in wishing specific classes were offered. The faculty with the most positive evaluations are asked to return to teach.

Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.

The UAM MFA program will accept up to 9 transfer hours from other accredited graduate programs in English or Creative Writing with the recommendation of the MFA Director and approval of the Registrar. Credits older than six years have to be approved by Graduate Council.

Provide aggregate results of student/alumni/employer satisfaction surveys.

We have done no formal surveys thus far, but such surveys are planned as part of our program assessment. Three years after completing the program, alumni will be asked to reflect to their MFA experiences and the benefits they derived from the program

Describe how the program is aligned with the current job market needs of the state or local communities.

Our students live in various states. Some of our graduates are working in public schools which has a much higher need for teachers than in higher education. Some of our graduates are working as editors, others as professional writers.

Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

Many of our graduates are teaching at the college level. Several of our students have published books since leaving our program. Some of our graduates are working with literary magazines.

Here are the occupations of several of our graduates:

- Professional writer currently writing a nonfiction book about NASA
- Director of Student Learning Services at Missouri State University
- English teacher at private high school in Little Rock, Arkansas
- English Instructor at Saginaw Valley State University
- English Instructor at University of Arkansas-Monticello
- English Instructor at Park University
- Editor of Russian anthology
- Owner of Bed and Breakfast, just published first novel
- Founder at Stories Still Breathing

Program Effectiveness (strengths, opportunities)

List the strengths of the program.

- Small and designed to provide extensive one-on-one mentoring.

- Flexible—students can work through the program at their own pace.
- Highly qualified faculty.
- Adequate budget for current size.
- Innovative approach to residencies.

List the areas of the program most in need of improvement.

- More consistent instruction in close readings.
- More consistent standards and expectations among faculty.

List program improvements accomplished over the past two years.

- Added attractive elective courses.
- Hired new particularly effective part-time faculty.

Describe planned program improvements, including a timetable and the estimated costs.

We plan to add a one-on-one mentoring option in lieu of the workshop format. The option should be available by Summer 2017.

We plan to advertise more aggressively, doubling advertising expenses if necessary (\$2500 to \$5000) with the goal of increasing applications significantly.

Identify program improvement priorities.

To recruit more quality students and mentors (part-time faculty).

Institutional Review Team

List the names/departments of the self-study committee chair and committee members.

Diane Payne and Mark Spencer