From: Terence Bowers, Faculty Secretary
To: Faculty

The Faculty Senate meets Tuesday, 10 March 2009 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

Agenda

1. Call to Order

2. Approval of the minutes of the 1-27-09 special Faculty Senate meeting and the minutes of the 2-10-09 regular Faculty Senate (both sets of minutes have been posted on the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports
   - The Provost
   - The Speaker
   - Larry Krasnoff, chair of the ad hoc Committee on Faculty Governance

4. Old Business
   - Committee on By-Laws and Fac./Admin. Manual
     --Motion to Change Article V Section 2.B.3 of the By-Laws: Duties of the By-Laws/FAM Committee

5. New Business
   - Committee on By-Laws and Fac./Admin. Manual
     --Motion to Change Article I, Section 1 of the By-laws: Membership in the College Faculty, Regular Faculty
     --Motion to Change Article IV, Section 2 of the By-laws: Faculty Senate, Composition and Election
     --Motion to Change By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures
     --Motion to Change Article IV, Section 1 of the By-laws: Faculty Senate, Functions
     --Motion to Change Faculty/Administration Manual, VI.D.7: Reporting Procedures of Departmental Evaluation Panel.

   Faculty Curriculum Committee

6. Constituents’ Concerns

7. Adjournment
Report to the College of Charleston Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
March 10, 2009

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Article V, Section 2.B.3. Presentation to Faculty Senate on February 10, 2009. Faculty Senate consideration and possible action on March 10, 2009.

Intent: To allow Committee on the By-laws and the Faculty/Administration Manual to correct inaccurate administrative titles in the FAM without action by the Faculty Senate and the faculty.

Motion:

3. Committee on the By-Laws and the Faculty/Administration Manual
   
a. Composition: Three faculty members. Ex-officio members are the Speaker of the Faculty, the Faculty Secretary, the Provost (or Provost’s designee), and the Vice President for Legal Affairs. (Rev. April 2007)

b. Duties:
   
   (1) To review on a continuing basis the Faculty By-Laws and the Faculty/Administration Manual;

   (2) To propose changes for the improvement of these documents and to forward the recommended changes to the administration and/or the Faculty Senate as appropriate;

   (3) To incorporate any revisions to or interpretations of either document in new editions of the documents; and

   (4) To make non-substantive changes to the Faculty By-Laws to correct unintended grammatical and spelling errors, and to address minor problems of stylistic consistency, and correct inaccurate administrative titles. Such a non-substantive change shall not constitute an amendment to or repeal of the Faculty By-Laws. Such changes shall be made only when unanimously approved by the Committee. Notice in writing shall be given to the Faculty Senate within 60 calendar days of such changes being approved by the Committee. Such changes shall be repealed if an appropriate motion to amend something previously adopted is approved by a simple majority of the Committee, the Faculty Senate, or the College Faculty. (Ins. April 2007)
Action: Change to By-laws Article I, Section 1: Membership in the College Faculty, Regular Faculty. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To more clearly define “regular faculty”
- To include among regular faculty those full-time tenured and tenure-track employees who normally teach only three contact hours, including chairs of large departments and also assistant and associate deans
- To replace “instructor” with “Instructor”
- To clarify which administrators are members of the regular faculty

Motion:

Article I. Membership in the College Faculty

Section 1. Regular Faculty

The faculty members of the College of Charleston are those individuals whose obligation in the institution is both the dissemination and expansion of academic knowledge of an accepted academic nature. At the College of Charleston the following individuals are considered regular faculty members: (1) those full-time tenured and tenure-track employees of the institution who normally teach at least six three contact hours$^1$ of college credit courses or the equivalent in assigned academic research in their academic fields each semester; (2) full-time Instructor and Senior Instructor employees; (3) full-time professional librarians; and (4) ex officio, the President of the College, the Provost, the Vice President for Research and Professional Development and Dean of Graduate Studies, the Deans of Undergraduate Studies, the Dean of Graduate Studies, the Academic Deans, the Dean of the Honors College, and all administrative officers of the College with academic rank.$^2$ These members of the faculty have voting rights at meetings of the College faculty.

\[1\] When they are full-time tenured and tenure-track employees of the institution, full-time Instructor and Senior Instructor employees, or full-time professional librarians, Department Chairs, Assistant Deans, and Associate Deans are defined as employees normally teaching at least three contact hours of college credit courses in each semester.

\[2\] An “administrative officer” shall be defined as any College of Charleston employee with a position title using the words “President” or “Provost.” In addition, the Provost may stipulate in writing that any College employee with academic rank is an administrative officer if that employee (a) has a position title using the word “Director” and (b) normally teaches fewer than three contact hours of college credit courses or the equivalent in assigned academic research in her or his academic field each semester.
Action: Change to By-laws Article IV, Section 2: Faculty Senate, Composition and Election. Presentation to Faculty Senate on March 10, 2009.

Intent:

- To more clearly define which regular faculty members are eligible to serve in the Faculty Senate, vote in senatorial elections, and be counted in apportionment of Faculty Senate seats
- To replace “instructor” with “Instructor”
- To resolve an ambiguity in whether department chairs are allowed to serve as Faculty Senators. Our by-laws have specifically stated that chairs are eligible to serve as faculty senators. However, chairs were not clearly included in the regular faculty, which produced a contradiction.
- To specify that Assistant Deans and Associate Deans (who are otherwise members of the regular faculty) are also eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to vote in senatorial elections and should not count in Faculty Senate seat apportionment.

Motion:

Article IV, Faculty Senate

Section 2. Composition and Election

A. Eligibility.

A Faculty Senator must be a full-time tenured or tenure-track employee of the College who has completed at least three years of service at the College, and who normally teaches at least six contact hours per semester or the equivalent in assigned research or who is a full-time instructor, Senior Instructor, or professional librarian. Without regard to teaching load, Department Chairs, Assistant Deans, and Associate Deans who otherwise would be members of the regular faculty, regardless of their teaching loads, are eligible to serve as Faculty Senators. (Approved April 2005)

Administrators, Administrative officers, including Deans of Schools and the Dean of Libraries Academic Deans, are not eligible to serve as Faculty Senators. Faculty members on leave are not eligible to serve as Faculty Senators.

C. Election

1. Without regard to teaching load, all and only regular faculty members as defined under provisions (1), (2), and (3) of Article I Section 1 in Art. I, Sect. 1, excluding all those qualifying as ex officio regular faculty members under provision (4), are eligible to vote in Senate elections.
Action: Change to By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To eliminate requirement of fall and spring full faculty meetings
- To continue to allow meetings of the faculty to be called by the President of the College, Speaker of the Faculty, or petition to the Speaker of the Faculty by fifty faculty members
- To allow everything (except approval of degree candidates) that took place in the required fall and spring faculty meetings to take place at “ordinary” faculty meetings called at Speaker’s discretion
- To reclassify meetings of the faculty from “regular” and “special” to “ordinary” and “extraordinary”, since “regular” seemed to imply “with some regularity or regular schedule”
- To more clearly state that ordinary faculty meetings are not deliberative
- To specify who (the Speaker or Speaker’s designee) can waive the one-week advance notification requirement when calling extraordinary faculty meetings
- To clearly specify that Robert’s Rules of Order shall govern the conduct at extraordinary faculty meetings
- To fix section numbering in Article VI, Amending Procedures

Motion:

Article II. College Faculty Meetings

Section 1. Regular Ordinary Faculty Meetings

The College faculty shall meet twice annually, once early in the first semester and again late in the second semester, to hear reports from and to question the President of the College, the Provost, and the Speaker of the Faculty. At its spring meeting, the College faculty shall recommend recipients of degrees and certificates at spring commencement. Any written reports to the College faculty from the President, the Provost, or the Speaker of the Faculty shall be distributed by the Faculty Senate Secretariat to all faculty members. Ordinary meetings of the College faculty may be called by the Speaker of the Faculty. Ordinary faculty meetings may be called for such purposes as the distribution of information, discussion of a topic or topics relevant to the College faculty, hearing a presentation, and asking questions of the President of the College or other administrative officers of the College. An ordinary meeting of the College faculty is not a deliberative assembly, and faculty at such meetings have no legislative or review authority.

Section 2. Special Extraordinary Faculty Meetings

A. Special Extraordinary meetings of the College faculty may be called by the President of the College, or the Speaker of the Faculty, or a petition to the Speaker of the Faculty by fifty faculty members. At such special extraordinary meetings the College faculty may review any Faculty Senate action.
B. Senate actions may be amended or vetoed by a simple majority vote of those members of the regular College faculty (as defined in Article I) present at such special extraordinary meetings of the College faculty, provided there is a quorum present.

C. The College faculty has legislative authority (i.e., may legislate and recommend to the President on matters normally under the purview of the Faculty Senate) only in case it acts in a special extraordinary meeting of the College faculty called by a petition to the Speaker of the Faculty by 50 regular College faculty members (as defined in Art. I) on a specific issue included in the agenda for that meeting and distributed at least one week prior to the date of the meeting.

D. A quorum at special extraordinary College faculty meetings shall be a simple majority of regular College faculty members.

E. Special extraordinary meetings of the College faculty must be called in writing at least one week prior to the date of the meeting. A written agenda for each meeting will be distributed to all faculty at least one week prior to the meeting. The requirement of one week advance notice may be waived by the Speaker of the Faculty (or the Speaker’s designee) in case of emergency.

F. The current edition of Robert’s Rules of Order will govern the conduct of special extraordinary meetings of the College faculty.

G. The Faculty Secretary shall perform as secretary for all meetings of the College faculty.

Section 3. Presiding Officer

The Speaker of the Faculty shall preside at all regular and special ordinary and extraordinary meetings of the faculty. If the Speaker cannot be present, she or he shall designate an alternate Speaker for that meeting from among the members of the regular faculty of the College.

...
motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

**Section 2. Extraordinary Meeting Option for Amendment Introduction**

B. Motions for amendment or repeal of these by-laws may be made in writing at any special extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second special extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present.
Action: Change to By-laws Article IV, Section 1: Faculty Senate, Functions.
Presentation to Faculty Senate on March 10, 2009.

Intent:
- To take the requirement that the President and Provost report to the faculty, which was part of the required faculty meetings, and place it under Faculty Senate instead

Motion:

Article IV. Faculty Senate

Section 1. Functions

A. The Faculty Senate is the primary legislative body of the College of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Except where otherwise specified in the By-Laws of the College Board of Trustees, the President shall have the power of veto over any action by the Senate. The veto shall be communicated in writing to the Senate, with reasons, within thirty days after receipt by the President. By a two-thirds vote, the Senate may appeal any action thus vetoed, through the Speaker of the Faculty, to the College Board of Trustees.

B. The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees.

C. The Faculty Senate may request meetings with the College Board of Trustees to discuss matters of mutual concern. Senators shall receive minutes of all meetings of the College Board of Trustees.

D. The Faculty Senate may establish and instruct such committees, standing and ad hoc, as may be necessary for the performance of its functions and elect or provide for the members of the committees in accordance with these by-laws.

E. At one Faculty Senate meeting early in the first semester and at one meeting late in the second semester, the Faculty Senate shall hear reports from and have the opportunity to question the President of the College and the Provost. Any written reports provided to the Faculty Senate by the President or the Provost shall be distributed by the Faculty Senate Secretariat to all faculty members.

F. The Faculty Senate is authorized by the College faculty to approve all degree candidates for graduation.

G. The specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:
Action: Change to *Faculty/Administration Manual, VI.D.7, Reporting Procedures of Departmental Evaluation Panel*. Presentation to Faculty Senate on March 10, 2009.

**Intent:**
- To implement previously endorsed change requiring: (a) tenure, promotion, and review candidates to sign their evaluation panel’s letter, and (b) panel chairs to provide candidates with a copy of that panel letter
- To specify that panel members should all sign their evaluation panel’s letter
- To specify what the panel members’ and candidates’ signatures mean

**Motion:**

**VI, Sect. D, Evaluation of Faculty, Procedures for Third-year Evaluation, Tenure, and Promotion of Instructional and Library Faculty**

7. Reporting Procedures of the Departmental Evaluation Panel

After due deliberation, the panel will *shall* take its vote by written ballot. The chair will *shall* draft a statement for the members of the panel to sign that reports the recommendation and vote of the panel. This statement should include justification for the panel’s recommendation. While maintaining the confidentiality of any meetings, the statement will summarize the discussion that took place among panel members, including positive and negative deliberations.

The chair of the departmental panel will *shall* meet with the faculty member being evaluated to inform him/her *provide the faculty member with a copy* of the panel’s *written recommendation*, which will *shall* include actual vote splits and the signatures of all the panel members. The signatures of the panel members acknowledge only that the panel members participated in panel deliberation and had the opportunity to contribute to the development of the written statement. Third-year candidates will sign the panel’s evaluation. The faculty member shall sign a copy of the statement, with the signed copy to be retained by the chair of the panel for submission to the appropriate Academic Dean. The signature of the faculty member acknowledges only that a copy of the statement has been received by the faculty member.

The evaluation panel chair will *shall* forward the panel’s recommendation(s) *statement* to the appropriate Academic Dean or Dean of Libraries. In the case of tenure and promotion recommendations, this must be done by November 1. In the case of third-year reappointment recommendations, this must be done by January 15.
Faculty Curriculum Committee

List of Proposals Approved by the Committee

(All curricular proposals along with supporting
documents are posted on the Faculty Senate Web Site)

Physics

New Course—PHYS 296 - BIOL 396, Biophysical Modeling of Excitable Cells

Jewish Studies

New Course—JWST 280 Southern Jewish History
New Course—JWST 330 Representations of the Holocaust
Change Minor—Jewish Studies

Accounting

Change Major—Accounting

Biology

Change Course—BIOL 322, Developmental Biology
Change Course—BIOL 212 and BIOL 212L, Genetics lecture and Genetics lab
Change Major—BA in BIOL
Change Major—BS Biochemistry: change the BIOL 212/212L choice to BIOL 305/305L
Change minor—Biology: change the required BIOL 212 to BIOL 305
Change Major—BS Biology with concentration in Molecular Biology
Change Major—BS Biology, BS Marine Biology, Teaching option
Change Courses with BIOL 212 prerequisite
The Faculty Senate met Tuesday evening (10 March 2009). Here are the highlights of the meeting. Full minutes will follow later.

-- The motion to amend Article V Section 2.B.3 of the by-laws passed. The amendment allows the Committee on the By-laws and the Faculty/Administration Manual to correct inaccurate administrative titles in the FAM without approval from the Faculty Senate and the faculty.

--All curricular proposals passed, except the proposal to create a new course—JWST 280 Southern Jewish History—which failed. (Note: The proposal to change the Jewish Studies Minor passed, but without the inclusion of JWST 280 as part of the change.)
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Article V, Section 2.B.3. Presentation to Faculty Senate on February 10, 2009. Faculty Senate consideration and possible action on March 10, 2009.

Intent: To allow Committee on the By-laws and the Faculty/Administration Manual to correct inaccurate administrative titles in the FAM without action by the Faculty Senate and the faculty.

Motion:

3. Committee on the By-Laws and the Faculty/Administration Manual

   a. Composition: Three faculty members. Ex-officio members are the Speaker of the Faculty, the Faculty Secretary, the Provost (or Provost’s designee), and the Vice President for Legal Affairs. (Rev. April 2007)

   b. Duties:

      (1) To review on a continuing basis the Faculty By-Laws and the Faculty/Administration Manual;

      (2) To propose changes for the improvement of these documents and to forward the recommended changes to the administration and/or the Faculty Senate as appropriate;

      (3) To incorporate any revisions to or interpretations of either document in new editions of the documents; and

      (4) To make non-substantive changes to the Faculty By-Laws to correct unintended grammatical and spelling errors, and to address minor problems of stylistic consistency, and correct inaccurate administrative titles. Such a non-substantive change shall not constitute an amendment to or repeal of the Faculty By-Laws. Such changes shall be made only when unanimously approved by the Committee. Notice in writing shall be given to the Faculty Senate within 60 calendar days of such changes being approved by the Committee. Such changes shall be repealed if an appropriate motion to amend something previously adopted is approved by a simple majority of the Committee, the Faculty Senate, or the College Faculty. (Ins. April 2007)
Action: Change to By-laws Article I, Section 1: Membership in the College Faculty, Regular Faculty. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To more clearly define “regular faculty”
- To include among regular faculty those full-time tenured and tenure-track employees who normally teach only three contact hours, including chairs of large departments and also assistant and associate deans
- To replace “instructor” with “Instructor”
- To clarify which administrators are members of the regular faculty

Motion:

Article I. Membership in the College Faculty

Section 1. Regular Faculty

The faculty members of the College of Charleston are those individuals whose obligation in the institution is both the dissemination and expansion of academic knowledge of an accepted academic nature. At the College of Charleston the following individuals are considered regular faculty members: (1) those full-time tenured and tenure-track employees of the institution who normally teach at least six three contact hours of college credit courses or the equivalent in assigned academic research in their academic fields each semester; (2) full-time instructor Instructor and Senior Instructor employees; (3) full-time professional librarians; and (4) ex officio, the President of the College, the Provost, the Vice President for Research and Professional Development and Dean of Graduate Studies, the Deans of Undergraduate Studies, the Dean of Graduate Studies, the Academic Deans, the Dean of the Honors College, and all administrative officers of the College with academic rank. These members of the faculty have voting rights at meetings of the College faculty.

1 When they are full-time tenured and tenure-track employees of the institution, full-time Instructor and Senior Instructor employees, or full-time professional librarians, Department Chairs, Assistant Deans, and Associate Deans are defined as employees normally teaching at least three contact hours of college credit courses in each semester.

2 An “administrative officer” shall be defined as any College of Charleston employee with a position title using the words “President” or “Provost.” In addition, the Provost may stipulate in writing that any College employee with academic rank is an administrative officer if that employee (a) has a position title using the word “Director” and (b) normally teaches fewer than three contact hours of college credit courses or the equivalent in assigned academic research in her or his academic field each semester.
Action: Change to By-laws Article IV, Section 2: Faculty Senate, Composition and Election. Presentation to Faculty Senate on March 10, 2009.

Intent:

- To more clearly define which regular faculty members are eligible to serve in the Faculty Senate, vote in senatorial elections, and be counted in apportionment of Faculty Senate seats
- To replace “instructor” with “Instructor”
- To resolve an ambiguity in whether department chairs are allowed to serve as Faculty Senators. Our by-laws have specifically stated that chairs are eligible to serve as faculty senators. However, chairs were not clearly included in the regular faculty, which produced a contradiction.
- To specify that Assistant Deans and Associate Deans (who are otherwise members of the regular faculty) are also eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to vote in senatorial elections and should not count in Faculty Senate seat apportionment.

Motion:

Article IV, Faculty Senate

Section 2. Composition and Election

A. Eligibility.

A Faculty Senator must be a full-time tenured or tenure-track employee of the College who has completed at least three years of service at the College, and who normally teaches at least six contact hours per semester or the equivalent in assigned research or who is a full-time Instructor, Senior Instructor, or professional librarian. Without regard to teaching load, Department Chairs, Assistant Deans, and Associate Deans who otherwise would be members of the regular faculty, regardless of their teaching loads, are eligible to serve as Faculty Senators. (Approved April 2005)

Administrative officers, including Deans of Schools and the Dean of Libraries Academic Deans, are not eligible to serve as Faculty Senators. Faculty members on leave are not eligible to serve as Faculty Senators.

C. Election

1. Without regard to teaching load, all and only regular faculty members as defined under provisions (1), (2), and (3) of Article I Section 1 in Art. I, Sect. 1, excluding all those qualifying as ex officio regular faculty members under provision (4), are eligible to vote in Senate elections.
Action: Change to By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To eliminate requirement of fall and spring full faculty meetings
- To continue to allow meetings of the faculty to be called by the President of the College, Speaker of the Faculty, or petition to the Speaker of the Faculty by fifty faculty members
- To allow everything (except approval of degree candidates) that took place in the required fall and spring faculty meetings to take place at “ordinary” faculty meetings called at Speaker’s discretion
- To reclassify meetings of the faculty from “regular” and “special” to “ordinary” and “extraordinary”, since “regular” seemed to imply “with some regularity or regular schedule”
- To more clearly state that ordinary faculty meetings are not deliberative
- To specify who (the Speaker or Speaker’s designee) can waive the one-week advance notification requirement when calling extraordinary faculty meetings
- To clearly specify that Robert’s Rules of Order shall govern the conduct at extraordinary faculty meetings
- To fix section numbering in Article VI, Amending Procedures

Motion:

Article II. College Faculty Meetings

Section 1. Regular Ordinary Faculty Meetings

The College faculty shall meet twice annually, once early in the first semester and again late in the second semester, to hear reports from and to question the President of the College, the Provost, and the Speaker of the Faculty. At its spring meeting, the College faculty shall recommend recipients of degrees and certificates at spring commencement. Any written reports to the College faculty from the President, the Provost, or the Speaker of the Faculty shall be distributed by the Faculty Senate Secretariat to all faculty members. Ordinary meetings of the College faculty may be called by the Speaker of the Faculty. Ordinary faculty meetings may be called for such purposes as the distribution of information, discussion of a topic or topics relevant to the College faculty, hearing a presentation, and asking questions of the President of the College or other administrative officers of the College. An ordinary meeting of the College faculty is not a deliberative assembly, and faculty at such meetings have no legislative or review authority.

Section 2. Special Extraordinary Faculty Meetings

A. Special Extraordinary meetings of the College faculty may be called by the President of the College, or the Speaker of the Faculty, or a petition to the Speaker of the Faculty by fifty faculty members. At such special extraordinary meetings the College faculty may review any Faculty Senate action.
B. Senate actions may be amended or vetoed by a simple majority vote of those members of the regular College faculty (as defined in Article I) present at such special extraordinary meetings of the College faculty, provided there is a quorum present.

C. The College faculty has legislative authority (i.e., may legislate and recommend to the President on matters normally under the purview of the Faculty Senate) only in case it acts in a special extraordinary meeting of the College faculty called by a petition to the Speaker of the Faculty by 50 regular College faculty members (as defined in Art. I) on a specific issue included in the agenda for that meeting and distributed at least one week prior to the date of the meeting.

D. A quorum at special extraordinary College faculty meetings shall be a simple majority of regular College faculty members.

E. Special Extraordinary meetings of the College faculty must be called in writing at least one week prior to the date of the meeting. A written agenda for each meeting will be distributed to all faculty at least one week prior to the meeting. The requirement of one week advance notice may be waived by the Speaker of the Faculty (or the Speaker’s designee) in case of emergency.

F. The current edition of Robert’s Rules of Order will govern the conduct of special extraordinary meetings of the College faculty.

G. The Faculty Secretary shall perform as secretary for all meetings of the College faculty.

Section 3. Presiding Officer

The Speaker of the Faculty shall preside at all regular and special ordinary and extraordinary meetings of the faculty. If the Speaker cannot be present, she or he shall designate an alternate Speaker for that meeting from among the members of the regular faculty of the College.

. . .

Article VI. Amending Procedures

Section 1. Amending Procedures

Section 1. Senate Option for Amendment Introduction

A. Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion and any amendments at the next Senate meeting. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved
motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

Section 2. Extraordinary Meeting Option for Amendment Introduction

B. Motions for amendment or repeal of these by-laws may be made in writing at any special extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second special extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present.
Action: Change to By-laws Article IV, Section 1: Faculty Senate, Functions.
Presentation to Faculty Senate on March 10, 2009.

Intent:
- To take the requirement that the President and Provost report to the faculty, which was part of the required faculty meetings, and place it under Faculty Senate instead

Motion:

Article IV. Faculty Senate

Section 1. Functions

A. The Faculty Senate is the primary legislative body of the College of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Except where otherwise specified in the By-Laws of the College Board of Trustees, the President shall have the power of veto over any action by the Senate. The veto shall be communicated in writing to the Senate, with reasons, within thirty days after receipt by the President. By a two-thirds vote, the Senate may appeal any action thus vetoed, through the Speaker of the Faculty, to the College Board of Trustees.

B. The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees.

C. The Faculty Senate may request meetings with the College Board of Trustees to discuss matters of mutual concern. Senators shall receive minutes of all meetings of the College Board of Trustees.

D. The Faculty Senate may establish and instruct such committees, standing and ad hoc, as may be necessary for the performance of its functions and elect or provide for the members of the committees in accordance with these by-laws.

E. At one Faculty Senate meeting early in the first semester and at one meeting late in the second semester, the Faculty Senate shall hear reports from and have the opportunity to question the President of the College and the Provost. Any written reports provided to the Faculty Senate by the President or the Provost shall be distributed by the Faculty Senate Secretariat to all faculty members.

E. The Faculty Senate is authorized by the College faculty to approve all degree candidates for graduation.

FG. The specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:
Action: Change to Faculty/Administration Manual, VI.D.7, Reporting Procedures of Departmental Evaluation Panel. Presentation to Faculty Senate on March 10, 2009.

Intent:
 To implement previously endorsed change requiring: (a) tenure, promotion, and review candidates to sign their evaluation panel’s letter, and (b) panel chairs to provide candidates with a copy of that panel letter
 To specify that panel members should all sign their evaluation panel’s letter
 To specify what the panel members’ and candidates’ signatures mean

Motion:

VI, Sect. D, Evaluation of Faculty, Procedures for Third-year Evaluation, Tenure, and Promotion of Instructional and Library Faculty

7. Reporting Procedures of the Departmental Evaluation Panel

After due deliberation, the panel will shall take its vote by written ballot. The chair will shall draft a statement for the members of the panel to sign that reports the recommendation and vote of the panel. This statement should include justification for the panel’s recommendation. While maintaining the confidentiality of any meetings, the statement will summarize the discussion that took place among panel members, including positive and negative deliberations.

The chair of the departmental panel will shall meet with the faculty member being evaluated to inform him/her provide the faculty member with a copy of the panel’s written recommendation written statement, which will shall include actual vote splits and the signatures of all the panel members. The signatures of the panel members acknowledge only that the panel members participated in panel deliberation and had the opportunity to contribute to the development of the written statement. Third-year candidates will sign the panel’s evaluation: The faculty member shall sign a copy of the statement, with the signed copy to be retained by the chair of the panel for submission to the appropriate Academic Dean. The signature of the faculty member acknowledges only that a copy of the statement has been received by the faculty member.

The evaluation panel chair will shall forward the panel’s recommendation(s) statement to the appropriate Academic Dean or Dean of Libraries. In the case of tenure and promotion recommendations, this must be done by November 1. In the case of third-year reappointment recommendations, this must be done by January 15.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article I, Section 1: Membership in the College Faculty, Regular Faculty. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To more clearly define “regular faculty”
- To include among regular faculty those full-time tenured and tenure-track employees who normally teach only three contact hours, including chairs of large departments and also assistant and associate deans
- To replace “instructor” with “Instructor”
- To clarify which administrators are members of the regular faculty

Motion:

Article I. Membership in the College Faculty

Section 1. Regular Faculty

The faculty members of the College of Charleston are those individuals whose obligation in the institution is both the dissemination and expansion of academic knowledge of an accepted academic nature. At the College of Charleston the following individuals are considered regular faculty members: (1) those full-time tenured and tenure-track employees of the institution who normally teach at least six three contact hours of college credit courses or the equivalent in assigned academic research in their academic fields each semester; (2) full-time Instructor and Senior Instructor employees; (3) full-time professional librarians; and (4) ex officio, the President of the College, the Provost, the Vice-President for Research and Professional Development and Dean of Graduate Studies, the Deans of Undergraduate Studies, the Dean of Graduate Studies, the Academic Deans, the Dean of the Honors College, and all administrative officers of the College with academic rank. These members of the faculty have voting rights at meetings of the College faculty.

1 When they are full-time tenured and tenure-track employees of the institution, full-time Instructor and Senior Instructor employees, or full-time professional librarians, Department Chairs, Assistant Deans, and Associate Deans are defined as employees normally teaching at least three contact hours of college credit courses in each semester.

2 An “administrative officer” shall be defined as any College of Charleston employee with a position title using the words “President” or “Provost.” In addition, the Provost may stipulate in writing that any College employee with academic rank is an administrative officer if that employee (a) has a position title using the word “Director” and (b) normally teaches fewer than three contact hours of college credit courses or the equivalent in assigned academic research in her or his academic field each semester.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To eliminate requirement of fall and spring full faculty meetings
- To continue to allow meetings of the faculty to be called by the President of the College, Speaker of the Faculty, or petition to the Speaker of the Faculty by fifty faculty members
- To allow everything (except approval of degree candidates) that took place in the required fall and spring faculty meetings to take place at “ordinary” faculty meetings called at Speaker’s discretion
- To reclassify meetings of the faculty from “regular” and “special” to “ordinary” and “extraordinary”, since “regular” seemed to imply “with some regularity or regular schedule”
- To more clearly state that ordinary faculty meetings are not deliberative
- To specify who (the Speaker or Speaker’s designee) can waive the one-week advance notification requirement when calling extraordinary faculty meetings
- To clearly specify that Robert’s Rules of Order shall govern the conduct at extraordinary faculty meetings
- To fix section numbering in Article VI, Amending Procedures

Motion:

Article II. College Faculty Meetings

Section 1. Regular Ordinary Faculty Meetings

The College faculty shall meet twice annually, once early in the first semester and again late in the second semester, to hear reports from and to question the President of the College, the Provost, and the Speaker of the Faculty. At its spring meeting, the College faculty shall recommend recipients of degrees and certificates at spring commencement. Any written reports to the College faculty from the President, the Provost, or the Speaker of the Faculty shall be distributed by the Faculty Senate Secretariat to all faculty members. Ordinary meetings of the College faculty may be called by the Speaker of the Faculty. Ordinary faculty meetings may be called for such purposes as the distribution of information, discussion of a topic or topics relevant to the College faculty, hearing a presentation, and
asking questions of the President of the College or other administrative officers of the College. An ordinary meeting of the College faculty is not a deliberative assembly, and faculty at such meetings have no legislative or review authority.

Section 2. **Special Extraordinary Faculty Meetings**

A. **Special Extraordinary** meetings of the College faculty may be called by the President of the College, or the Speaker of the Faculty, or a petition to the Speaker of the Faculty by fifty faculty members. At such **special extraordinary** meetings the College faculty may review any Faculty Senate action.

B. Senate actions may be amended or vetoed by a simple majority vote of those members of the regular College faculty (as defined in **Article I**) present at such **special extraordinary** meetings of the College faculty, provided there is a quorum present.

C. The College faculty has legislative authority (i.e., may legislate and recommend to the President on matters normally under the purview of the Faculty Senate) only in case it acts in a **special extraordinary** meeting of the College faculty called by a petition to the Speaker of the Faculty by 50 **regular College faculty members** (as defined in **Article I**) on a specific issue included in the agenda for that meeting and distributed at least one week prior to the date of the meeting.

D. A quorum at **special extraordinary** College faculty meetings shall be a simple majority of regular College faculty members.

E. **Special Extraordinary** meetings of the College faculty must be called in writing at least one week prior to the date of the meeting. A written agenda for each meeting will be distributed to all faculty at least one week prior to the meeting. The requirement of one week advance notice may be waived by the Speaker of the Faculty (or the Speaker’s designee) in case of emergency.

F. The current edition of **Robert’s Rules of Order** will govern the conduct of **special extraordinary** meetings of the College faculty.

G. The Faculty Secretary shall perform as secretary for all meetings of the College faculty.

Section 3. **Presiding Officer**

The Speaker of the Faculty shall preside at all **regular and special ordinary and extraordinary** meetings of the faculty. If the Speaker cannot be present, she or he shall designate an alternate Speaker for that meeting from among the members of the **regular faculty** of the College.

...
Section 1. Amending Procedures

Section 1. Senate Option for Amendment Introduction

A. Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion and any amendments at the next Senate meeting. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

Section 2. Extraordinary Meeting Option for Amendment Introduction

B. Motions for amendment or repeal of these by-laws may be made in writing at any special extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second special extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article IV, Section 1: Faculty Senate, Functions.
Presentation to Faculty Senate on March 10, 2009.

Intent:
- To take the requirement that the President and Provost report to the faculty, which was part of the required full faculty meetings, and place it under Faculty Senate meetings instead

Motion:

Article IV. Faculty Senate

Section 1. Functions

A. The Faculty Senate is the primary legislative body of the College of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Except where otherwise specified in the By-Laws of the College Board of Trustees, the President shall have the power of veto over any action by the Senate. The veto shall be communicated in writing to the Senate, with reasons, within thirty days after receipt by the President. By a two-thirds vote, the Senate may appeal any action thus vetoed, through the Speaker of the Faculty, to the College Board of Trustees.

B. The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees.

C. The Faculty Senate may request meetings with the College Board of Trustees to discuss matters of mutual concern. Senators shall receive minutes of all meetings of the College Board of Trustees.

D. The Faculty Senate may establish and instruct such committees, standing and ad hoc, as may be necessary for the performance of its functions and elect or provide for the members of the committees in accordance with these by-laws.
E. At one Faculty Senate meeting early in the first semester and at one meeting late in the second semester, the Faculty Senate shall hear reports from and have the opportunity to question the President of the College and the Provost. Any written reports provided to the Faculty Senate by the President or the Provost shall be distributed by the Faculty Senate Secretariat to all faculty members.

**E.F.** The Faculty Senate is authorized by the College faculty to approve all degree candidates for graduation.

**E.G.** The specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston
March 10, 2009

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article IV, Section 2: Faculty Senate, Composition and Election. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To more clearly define which regular faculty members are eligible to serve in the Faculty Senate, vote in senatorial elections, and be counted in apportionment of Faculty Senate seats
- To replace “instructor” with “Instructor”
- To resolve an ambiguity in whether department chairs are allowed to serve as Faculty Senators. Our by-laws have specifically stated that chairs are eligible to serve as faculty senators. However, chairs were not clearly included in the regular faculty, which produced a contradiction.
- To specify that Assistant Deans and Associate Deans (who are otherwise members of the regular faculty) are also eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to vote in senatorial elections and should not count in Faculty Senate seat apportionment.

Motion:

Article IV, Faculty Senate

Section 2. Composition and Election

A. Eligibility.

A Faculty Senator must be a full-time tenured or tenure-track employee of the College who has completed at least three years of service at the College, and who normally teaches at least six contact hours per semester or the equivalent in assigned research or who is a full-time instructor, Senior Instructor, or professional librarian. Without regard to teaching load, Department Chairs, Assistant Deans, and Associate Deans who otherwise would be members of the regular faculty, regardless of their teaching loads, are eligible to serve as Faculty Senators. (Approved April 2005) Administrative officers, including Deans of Schools and the Dean of Libraries, Academic Deans, are not eligible to serve as Faculty Senators. Faculty members on leave are not eligible to serve as Faculty Senators.
C. Election

1. Without regard to teaching load, all All and only regular faculty members as defined under provisions (1), (2), and (3) of Article I Section 1 in Art. 1, Sect. 1, excluding all those qualifying as ex officio regular faculty members under provision (4), are eligible to vote in Senate elections.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Faculty/Administration Manual, VI.D.7, Reporting Procedures of Departmental Evaluation Panel.  Presentation to Faculty Senate on March 10, 2009.

Intent:
- To implement previously endorsed change requiring: (a) tenure, promotion, and review candidates to sign their evaluation panel’s letter, and (b) panel chairs to provide candidates with a copy of that panel letter
- To specify that panel members should all sign their evaluation panel’s letter
- To specify what the panel members’ and candidates’ signatures mean

Motion:

VI, Sect. D. Evaluation of Faculty, Procedures for Third-year Evaluation, Tenure, and Promotion of Instructional and Library Faculty

7. Reporting Procedures of the Departmental Evaluation Panel

After due deliberation, the panel will shall take its vote by written ballot. The chair will shall draft a statement for the members of the panel to sign that reports the recommendation and vote of the panel. This statement should include justification for the panel’s recommendation. While maintaining the confidentiality of any meetings, the statement will summarize the discussion that took place among panel members, including positive and negative deliberations.

The chair of the departmental panel will shall meet with the faculty member being evaluated to inform him/her provide the faculty member with a copy of the panel’s written recommendation written statement, which will shall include actual vote splits and the signatures of all the panel members. The signatures of the panel members acknowledge only that the panel members participated in panel deliberation and had the opportunity to contribute to the development of the written statement. Third-year candidates will sign the panel’s evaluation. The faculty member shall sign a copy of the statement, with the signed copy to be retained by the chair of the panel for submission to the appropriate Academic Dean. The signature of the faculty member acknowledges only that a copy of the statement has been received by the faculty member.

The evaluation panel chair will shall forward the panel’s recommendation(s) statement to the appropriate Academic Dean or Dean of Libraries. In the case of tenure and promotion
recommendations, this must be done by November 1. In the case of third-year reappointment recommendations, this must be done by January 15.
Physics
  • PHYS  New Course  PHYS 296 - BIOL 396

English
  • ENGL  New Course  ENGL 110 Introduction to Academic Writing

Jewish Studies
  • JWST  New Course  JWST 280 Southern Jewish History
  • JWST  New Course  JWST 330 Representations of the Holocaust
  • JWST  Change Minor

Accounting
  • ACLS  Change major  Accounting

Biology
  • Change Course  BIOL 322
  • Change Course  BIOL 212 and BIOL 212L
  • Change Major  BA in BIOL
  • Change Major  BS Biochemistry
  • Change minor  Biol322
  • Change Major  BS Biology with concentration in Molecular Biology
  • Change Major  BS Biology, BS Marine Biology, Teaching option
  • Change Courses with BIOL 212 prerequisite
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): **Jewish Studies**

2. Name of the Minor/Concentration: **Jewish Studies**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   **Add courses to the list approved for the minor:**
   - JWST 280: Southern Jewish History
   - JWST 330: Representations of the Holocaust

5. Justification for Change(s):
   - Adding new permanent courses in Jewish Studies

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

Date: 1-27-09

7. Signature of Dean of School:

Date: 1-28-09

8. Signature of Provost:

Date: 1/28/2009

9. Signature of Curriculum Committee Chair:

Date: 2/23/09

10. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Biology**

2. Degree: **BA Biology**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   1) changes in requirements: change the required Biol212 to Biol305
   2) rewording of requirements within the NOTE for clarification and strengthening:

   current:
   **NOTE:** Students must complete at least three biology courses with laboratories at the 200 level or above for a total of four laboratories at the 300 level or above. The laboratory courses may carry separate credit or may be part of a four-credit (4) course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor's Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.

   new version:
   **NOTE:** Students must complete at least three additional biology courses with laboratories, two of which must be at the 300 level or above. The laboratory courses may carry separate credit or may be part of a four-credit (4) course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor's Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.

5. Justification for Change(s):
   1) This is necessary following the course number change proposed in the accompanying proposal to change a course form.
   2) The second change strengthens the program by preventing students from graduating with no upper-level laboratories.
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):

Date: 1/29/09

7. Signature of Dean(s) of School:

Date: Feb. 11, 2009

8. Signature of Provost:

Date: 2/16/2009

9. Signature of Curriculum Committee Chair:

Date: 2/23/09

10. Signature of Budget Committee Chair:

Date: ______________________

11. Signature of Planning Committee Chair:

Date: ______________________

12. Signature of Faculty Senate Secretary:

Date approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: ACLS
2. Degree: BS ACCT
3. Semester and year in which degree change(s) will go into effect: Fall 2009
4. Change(s) Desired:
   1. Drop POLS 101 as a requirement for degree
   2. Add ACCT 444 to the “One additional course” list, which currently includes ACCT 336, ACCT 342 and FINC 315
   3. Change “One additional course” to “Two additional courses” (now students will be able to choose 2 from a list of 4, and that list will include ACCT 444 in addition to the 3 courses already on it)
5. Justification for Change(s):
   1. a) Consistency - In a curriculum review of our department and others in the School of Business and Economics, we noted that no other departments in the school required POLS 101 for their majors. Also, no other Schools across campus specifically require POLS 101 for their majors (other than the POLS major). Additionally, we could find no documentation justifying the initial decision to include POLS 101 as a requirement for a major in ACCT.

   b) Coverage in other ACCT classes - Given the extent to which we now cover across our entire curriculum the role that the government plays in regulating the accounting profession, we see no reason to require students to take POLS 101 in addition to the ACCT courses required for a ACCT major provided that they take those courses in the “Social Sciences” required for graduation.

   c) Spirit of GenEd - The College’s general education requirements allow students to study political science amongst other subjects in the Social Sciences. Forcing our students to choose POLS 101 to fulfill a portion of those requirements is not consistent with our department’s understanding of the College’s mission for General Education. While we encourage our students to embrace the College’s Social Science requirements, it just doesn’t make sense to mandate that they do so by taking POLS 101.

   2 & 3 - The practical experience of an internship-for-credit (ACCT 444) is something that our accrediting body (AACSB) and our departmental faculty deem to be an important part of executing our departmental mission. Giving students the option to apply their credits earned in ACCT 444 toward their major requirements is consistent with the department’s belief that students’ internships are essential to bridging what we teach in the classroom with professional practice.

The net effect on the required number of credits for an ACCT degree is 0.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: [Date]

7. Signature of Dean of School: [Signature]
   Date: [Date]

8. Signature of Provost: [Signature]
   Date: [Date]

9. Signature of Curriculum Committee Chair: [Signature]
   Date: [Date]

10. Signature of Budget Committee Chair: [Signature]
    Date: [Date]

11. Signature of Planning Committee Chair: [Signature]
    Date: [Date]

12. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Date]

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
    1. Department Chair or Program Director
    2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
    3. College Relations (addition to Undergraduate Catalog)
    4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
    5. Undergraduate Studies (SNAP, ON COURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Chemistry

2. Degree: BS Biochemistry

3. Semester and year in which degree change(s) will go into effect: fall2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   changes in requirements
   - in the list of course choices for the Biology requirements, change the Biol212/212L choice to Biol 305/305L

5. Justification for Change(s):
   this is necessary following the course number change proposed in the accompanying proposal to change a course form

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):
   [Signature]
   Date: 1-27-09

7. Signature of Dean(s) of School:
   [Signature]
   Date: Feb. 11, 2009

8. Signature of Provost:
   [Signature]
   Date: 2/16/2009

9. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 2/23/09

10. Signature of Budget Committee Chair:
    [Signature]
    Date: 

11. Signature of Planning Committee Chair:
    [Signature]
    Date: 

12. Signature of Faculty Senate Secretary:
    [Signature]
    Date approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Biology

2. Degree: BS Biology, BS Marine Biology, Teaching option

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   1) changes in requirements: change the required Biol212 to Biol305
   2) - clarify the course requirements by adding "additional" to "19 additional semester hours in course at the 300 level or above".

5. Justification for Change(s):
   This is necessary following the course number change proposed in the accompanying proposal to change a course form.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair(s) or Program Director(s):
   _______________________________  Date: \textit{Feb. 10, 2009}

7. Signature of Dean(s) of School:
   _______________________________  Date: \textit{Feb. 11, 2009}

8. Signature of Provost:
   _______________________________  Date: \textit{2/16/2009}

9. Signature of Curriculum Committee Chair:
   _______________________________  Date: \textit{2/17/2009}

10. Signature of Budget Committee Chair:
    _______________________________  Date: __________________

11. Signature of Planning Committee Chair:
    _______________________________  Date: __________________

12. Signature of Faculty Senate Secretary:
    _______________________________  Date approved by Senate: __________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department:

2. Degree: **BS Biology with concentration in Molecular Biology**

3. Semester and year in which degree change(s) will go into effect: **Fall2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   changes in requirements
   1) - change the required Biol212 and Biol212L to Biol305 and 305L respectively
   2) - clarify the course requirements by listing them as follows:
   Biol111/111L
   Biol112/112L
   Biol211/211D
   Biol305/305L
   Biol312/312L
   Biol313/313L
   Biol455

   and 8 additional semester hours in Biology courses at the 300 level or above.

3) - clarify the lab requirement by adding:

   NOTE: Students must complete at least one additional biology courses with laboratories at the 300 level or above for a total of four laboratories at the 300 level or above. The laboratory courses may carry separate credit or may be part of a four-credit (4) course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor's Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.

5. Justification for Change(s):
   1 and 2) this is necessary following the course number change proposed in the accompanying proposal to change a course form. The list of requirements itself has not changed, just how it will appear in the catalog to improve clarity.

3) This note was inadvertently omitted when the changes in major requirements were processed a few years ago. So students can currently graduate with only 3 upper-level labs (212L, 312L and 313L) rather than the 4 required of all the other Biology majors, including the BS Biology, of which this degree is a concentration. Even though the note was added to the catalog to remedy this problem, it needs to be officially approved through the faculty curriculum committee and Senate.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):

[Signature]

Date: 1/28/09

7. Signature of Dean(s) of School:

[Signature]

Date: Feb. 11, 2009

8. Signature of Provost:

[Signature]

Date: 2/16/2009

9. Signature of Curriculum Committee Chair:

[Signature]

Date: 2/23/09

10. Signature of Budget Committee Chair:


Date: 

11. Signature of Planning Committee Chair:


Date: 

12. Signature of Faculty Senate Secretary:


Date approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Biology

2. Name of the Minor/Concentration: Biology

3. Semester and year in which degree change(s) will go into effect: Fall2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   changes in requirements: change the required Biol212 to Biol305

5. Justification for Change(s):
   This is necessary following the course number change proposed in the accompanying proposal to change a course form

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

Date: 1/28/09

7. Signature of Dean of School:

Date: FEB. 11, 2009

8. Signature of Provost:

Date: 2/16/2009

9. Signature of Curriculum Committee Chair:

Date: 2/23/09

10. Signature of Faculty Senate Secretary:

Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Biology**

2. Course Number and Title: **Biol212 and Biol212L Genetics lecture and Genetics laboratory**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **course number to Biol 305 and 305L respectively**

5. Justification for Change(s):

   **Prior to the fall of 2005, the genetics lecture was taught under the Biol311 number together with the laboratory (Genetics Laboratory, Biol311L). When the lecture course became a required sophomore-level course as part of a larger curriculum revision, both the lecture and the lab numbers were changed to 212. However, course content and level of instruction were not changed for either the lecture or the lab.**

   **Biol212 lecture is a required course for all Biology majors (both BS and BA). Students are not required to take the lab, except those completing the BS Biology with Concentration in Molecular Biology.**

   **Under the current 212L number, this lab is not recognized as a "300 level and above lab" even though the content is still that of a 300-level lab. This creates a problem for biology majors because the lab ends up not counting towards one of the major requirements, that of completing “four laboratories at the 300-level or above”. It is also an issue for Biology/molecular emphasis students because the lab, even though required, cannot count as one of the 4 required 300+ biology lab courses.**

   **These consequences were certainly not intended. We now request that both the lecture and the lab course be returned to the 300 level, so that successful completion of Genetics Lab can be applied to the majors requirement for laboratories at the 300-level or above, resolving both issues.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   
a) ☒ yes  □ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

BS Biology, BS Biology with Molecular Biology emphasis, BS Marine Biology, BS Biology Teaching option, BA Biology, BS Biochemistry, Minor in Biology

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

Chemistry

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   Date: 1/28/09

9. Signature of Dean of School:
   
   Date: 2/5/09

10. Signature of Curriculum Committee Chair:
    
    Date: 2/13/09

11. Signature of Faculty Senate Secretary:
    
    Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Biology

2. Course Number and Title: see attached list

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change course number for prerequisite or co/prerequisite from Biol212 to Biol305

5. Justification for Change(s):

   This is necessary following the course number change proposed in the accompanying proposal to change a course form

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

Date: 1/29/09

9. Signature of Dean of School:

Date: Feb. 11, 2009

10. Signature of Curriculum Committee Chair:

Date: 2/16/2009

11. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Biology courses for which Biol 212 is a prerequisite to be changed to Biol 305:

Biol312
Biol314
Biol321
Biol322
Biol336
Biol343
Biol350
Biol399
Biol406
Biol445
Biol450
Biol451
Biol455
Biol499
Biol501
Biol502
Biol503

Biology courses for which Biol 212 is co-requisite or prerequisite to be changed to Biol 305:

Biol300
Biol301
Biol302
Biol303
Biol304
Biol310
Biol313
Biol320
Biol323
Biol332
Biol333
Biol334
Biol335
Biol337
Biol338
Biol339
Biol340
Biol341
Biol342
Biol360
Biol410
Biol411
Biol414
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Biology**

2. Course Number and Title: **Biol322**

3. Semester and year when the course change(s) will go into effect: **Fall2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   - Course title: **Developmental Biology**
   - Course description:
     Lecture surveys the different stages of development from fertilization to organogenesis in both invertebrate and vertebrate model systems. Lecture covers both the descriptive nature of embryonic development, as well as the conserved molecular and cellular patterns. The laboratory covers some techniques of developmental biology, as well as histology slides of embryonic development, and research paper discussion. Lecture three hours per week, laboratory three hours per week.

5. Justification for Change(s):

   The new title and the corresponding description reflects better the content of the course and labs as they have been taught in the past few years, as well as the advancements and new directions of this field of biology.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

Date: 1/28/09

9. Signature of Dean of School:

Date: Feb. 11, 2009

10. Signature of Curriculum Committee Chair:

Date: 2/23/09

11. Signature of Faculty Senate Secretary:

Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: English

2. Course Number and Title: English 110 Introduction to Academic Writing
   Number of Credits: 4  Total hrs/week: 4
   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐

   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2009

4. Catalog Description (please limit to 50 words):
   An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Taken during student's first year. Grade of “C” or better required to fulfill the General Education requirement.

5. Check if appropriate: Humanities: ☐ Social Science: ☐ (meets minimum degree requirements)

   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   ______

6. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?

   Goals of English 110
   Students will receive training and practice in the following areas. Successful English 110 students will be able to do the following:
Proposal for a New Course

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
- Evaluate the persuasiveness of a text’s argument

b) How does the course support the mission statement of the department and the organizing principles of the major?
   N/A

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   N/A

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   The purpose of English 110 is to help students develop the indispensable foundation for pursuing a liberal arts education: competence in reading and writing at the college level.

8. a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.
   Other departments will not be affected.

   b) Please explain overlap with any existing courses.
Proposal for a New Course

English 110 overlaps with English 101 and 102; these courses will no longer be offered at the College, but will be recognized for the purpose of awarding transfer credit in accordance with CHE requirements. (A complete transfer policy is attached.)

9. Method of teaching:
   Lecture

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    Students will be required to take 4 rather than 6 hours of first-year writing, so they may enroll in an additional course during their first year.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    This course will greatly decrease our reliance on adjuncts, since we will be offering one required course instead of two.

c) Frequency of offering:
   each fall: □   each spring: □
   every two years: □ every three years: □
   other □ (Explain): Every semester and in summer

11. Requirements for additional resources made necessary by this course:

   a) Staff:
      N/A

   b) Budget:
      N/A

   c) Library:
      N/A

12. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
    See attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   Date: 1/27/09

15. Signature of Dean of School:
   
   Date: 1/27/08

16. Signature of Provost:
   
   Date: 1/28/2008

17. Signature of Business Affairs Official
   
   Date:

18. Signature of Curriculum Committee Chair
   
   Date: 2/13/09

19. Signature of Faculty Senate Secretary:
   
   Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
To: Bob Perkins, Chair, Faculty Curriculum Committee
From: Trish Ward, Chair, Department of English
About: English 110 Course Proposal
Date: January 28, 2009

Attached is a course proposal for the Curriculum committee's consideration. This new four-hour course, English 110, is intended to fulfill the Gen Ed writing requirement, so we are also sending this proposal to the Gen Ed committee.

Please let us know if we can supply any more information about this proposal, or if you would like us to forward it to any other faculty committees, such as Academic Planning. Our department would be happy to discuss it with your Committee at your convenience.
Proposed Policy on Transfer Credit To Satisfy the College of Charleston’s General Education Writing Requirement

Our new course, English 110, will meet the General Education writing requirement. This four-hour course will replace English 101 and 102, the six-hour sequence that currently satisfies the Gen Ed writing requirement. English 101 and 102 will no longer be taught at the College, but these courses will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.

This table identifies coursework that currently satisfies some or all of C of C’s General Education writing requirement and compares the current and proposed credit that such coursework may earn towards a C of C degree.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>Number of C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>Number of C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 at C of C</td>
<td>Passing grade earns 3 credit hours; student must also complete 102 to satisfy Gen Ed requirement</td>
<td>Past 101 coursework will still earn 3 hrs; student must earn C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng &amp; 102, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed req.</td>
<td>Past 101-102 will still earn 6 hours and satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 101 from any SC public institution</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must also take 102 to satisfy Gen Ed requirement</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must have grade of C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 101 &amp; 102 from SC public institution</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 4 earns 101 &amp; 102, 6 credit hours</td>
<td>Students receive 3 hours credit for 101; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 hours credit, which counts toward Humanities req. but does not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 hours credit for 101; student must take 110 or 215 to satisfy Gen Ed requirement. 6 or 7 earns 6 hours credit for 101 and 102 and satisfies Gen Ed requirement. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 at C of C (or the equivalent course transferred from any institution)</td>
<td>N/A</td>
<td>Students earning below C receive 4 hours, but must retake the course and earn C or better to satisfy the Gen Ed requirement. Students earning C or better receive 4 hours and satisfy Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

1 Students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate courses in other departments.

2 CHE policies are online at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
English 110: Introduction to Academic Writing
Composing Charleston: Writing, Place, and Cultural Memory

Fall 2009
MW 11 – 11:50
F 11 – 12:50
Classroom
Office
Office Phone
Email

Instructor Name
College of Charleston
Department of English
Mailbox
Office Hours
Course website URL

Course Texts and Materials

- Additional required readings available on WebCT
- Familiarity with an online writing resource such as the Purdue Online Writing Lab (http://owl.english.purdue.edu)
- Admission ticket to the Charleston Museum

Overview and Objectives

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you can draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and culture memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating competing representations of the College and campus community. Finally, in the third unit, you will bring together what you’ve learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.

It’s important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will
regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course. It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

Assignments and Late Work: Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- **Response Essays** are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.

- **Activity Journal** entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- **Portfolios** are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments
for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

Plagiarism and Honor Code: To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

Writing Lab: The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecsl/writing/writing_lab.html.

Writer’s Group: Writer’s Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 101. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer’s Group and the services it offers, visit www.cofc.edu/~english/writers_group.html.

WebCT: All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site regularly because I will post important materials to the site. If you need an extra copy of any class handout, you can download it from WebCT.

Students with Disabilities and Special Needs: The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.
Office Hours and Email: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquires to WarnickC@cofc.edu; please do not send them through the Mail function on WebCT. I will respond to emails within twenty-four hours.

Grades: I will read and comment on all your work. You will receive a letter grade for the final draft of each Portfolio Project. Your Response Essays will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each Response Essay. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, absences or lateness will lower it.

I will use the following formula to determine your final grade:
- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.
### Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to change according to the needs of the class.

#### Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Course intro</td>
</tr>
</tbody>
</table>
| F   | In-class Essay  
Conference with students 1-5 |

#### Week 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M   | Graff and Birkenstein, *They Say / I Say* (pp. ix-14)  
Workshop responses to In-class Essay |
| W   | Nora, “Between Memory and History” (available on WebCT)  
**Response Essay 1 due** |
| F   | Continue discussion of Nora  
Conference with students 6-10 |

#### Week 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M   | Graff and Birkenstein, *They Say / I Say* (pp. 17-38)  
Workshop examples of Response Essay 1 |
| W   | Continue discussion of Nora  
**Response Essay 2 due** |
| F   | Workshop examples of Response Essay 2  
Conference with students 11-15 |

#### Week 4

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M   | Loewen, excerpts from *Lies Across America* (available on WebCT)  
**Response Essay 3 due** |
Week 5

M  Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)

W  In-class peer review

F  In-class peer review
   Conference with students 1-5

Week 6

M  Final draft of Portfolio 1 due by 11:59 pm (via WebCT)

W  Campus tour, Intro to Unit 2

F  Kincaid, A Small Place (pp. 3-37)
   Conference with students 6-10
   Activity Journal Due

Week 7

M  Graff and Birkenstein, They Say / I Say (pp. 51-87)
   Response Essay 4 due by 11:59 pm (via WebCT)

W  Workshop examples of Response Essay 4

F  Kincaid, A Small Place (pp. 41-81)
   Conference with students 11-15

Week 8

M  Response Essay 5 due by 11:59 pm (via WebCT)
W  Workshop examples of Response Essay 5

F  Brainstorm ideas for Portfolio 2 project
   Conference with students 16-20

---

Week 9

M  No class, Fall Break

W  Graff and Birkenstein, *They Say / I Say* (pp. 88-135)

F  Portfolio 2 rough draft due
   Conference with students 1-5

---

Week 10

M  In-class peer review

W  In-class peer-review

F  Conference with students 6-10
   Portfolio 2 final draft due

---

Week 11

M  Introduce Portfolio 3

W  Denmark Vesey newspaper articles (available on WebCT)
   One-page proposal for Portfolio 3 due

F  Continue discussion of Vesey articles
   Tour Charleston Museum
   Activity Journal due

---

Week 12

M  Discuss Charleston Museum visit
English 110

W  Introduction to the research process
F  Introduction to archival research
     Tour Special Collections

---

**Week 13**

M  Rough draft of Portfolio 3 essay, including annotated bibliography, due (by 11:59 pm via WebCT)
W  Portfolio conferences
F  Portfolio conferences
     Conference with students 11-15

---

**Week 14**

M  Research session in Addlestone Library
W  No classes, Thanksgiving Holiday
F  No classes, Thanksgiving Holiday

---

**Week 15**

M  In-class peer review
W  In-class peer review
F  In-class peer review
     Conference with students 16-20
     Activity Journal due

---

**Week 16**

M  Course wrap-up
     Portfolio 3 due
English 215: Interdisciplinary Composition

Fall 2008  
MWF X – X:50  
Classroom  
Office Location  
Office Phone  
Email

Instructor Name  
College of Charleston  
Department  
Mailbox  
Office Hours  
Course Website

Course Texts


Other required readings available on WebCT

Overview and Objectives

This course is designed to introduce you to the writing and research practices of academic disciplines in the humanities, the natural and social sciences, and business. Through our reading and writing this semester, we will investigate academic culture in general, but you will also be asked to examine the writing and intellectual practices of an academic discipline you’re interested in entering (or one to which you already belong). Toward this end, the course will roughly be divided into two units. In the first unit, we will examine academic culture more generally, and you will read and respond to essays, written by students and teachers, that critique American higher education and offer suggestions for how it can be improved. Our focus will narrow in the second unit, as we will apply what we learn in the first unit to our own respective academic disciplines. Ultimately, you should expect to leave this class with a critical and practical understanding of the general conventions behind academic writing. In addition, through your own research and writing you will learn and reflect on the writing, reading, and thinking practices valued in your chosen discipline—whether it be Biology, Chemistry, Psychology, Sociology, Law, English, foreign languages, Political Science, Marketing, or another area of specialization.

Finally, your writing will be central to the work of the course. This is a writing-intensive course, which means that you should expect to hand in writing each week. I will regularly reproduce student writing for our review, and we will workshop this writing in class, discussing our reactions to a given text as well as examining the critical ideas it raises and where those ideas lead us.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices,
and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course. It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

Assignments and Late Work: Throughout the term you will be expected to complete a variety of in- and out-of-class assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. You will complete three types of writing assignments:

- **Exercises** are shorter, more informal writings (up to 2 pages in length) in which you will engage with a question or issue raised in the class readings—including essays written by your classmates. I will thoroughly read these essays, and we will discuss them in class, but I will not assign them letter grades. You will receive full credit if you satisfactorily complete each assignment on time. Even though you won’t receive letter grades on these activities, I don’t want you to view them simply as busywork. These activities are designed so that you can begin thinking about or testing an idea that you may develop more fully in one the three major projects you’ll complete. In some cases, these exercises will ask you to compose materials that you may include as part of a more fully developed project.

- **Projects** are more substantial writing assignments (up to 15 pages in length) that allow you to extend the ideas you raise in your Exercises. For each of the 3 Projects you will complete this semester you will compose a rough draft that you will have the opportunity to revise based on feedback you receive from me and your peers. In Project 1 you will write a formal academic essay that puts into conversation several published critiques of the Academy, including texts we’ll read in class. For Project 2 you will write an essay that rhetorically examines a journal article published in a prominent research publication relevant to your discipline. Finally, for Project 3 you will compose a research essay, addressed to members of your discipline, on a current topic in the field. In addition, you will give a brief oral presentation on this project, geared to an audience of non-specialists.

- **Peer Response Letters** are short informal writing assignments that ask you to offer a classmate constructive criticism on the rough drafts of their Project assignments. These assignments will not receive letter grades; they will instead be factored into your Attendance and Participation grade (see Grades section below).

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT,
using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends.

Plagiarism is an Honor Code violation and will therefore be treated seriously. In cases where I believe a student has plagiarized out of misunderstanding, I will determine an appropriate resolution in consultation with the student. In some instances, this resolution may be filed with the Dean of Students. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity ([http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html)) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**WebCT:** Course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site daily because I will post important announcements to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at [http://www.cofc.edu/%7Ecsll/writing-writing_lab.html](http://www.cofc.edu/%7Ecsll/writing-writing_lab.html).

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.
Grades: I will read and comment on all your work, and you will earn letter grades on the final drafts of your three main Project assignments. Your Exercises and Peer Response Letters will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each activity. At the midpoint of the term, we will meet one-on-one to discuss your writing. During this conference we will discuss the midterm grade you’re earning for your work in the course to this point, and we will talk about specific strategies you can draw on to improve your grade.

Your final grade will be based on the quality of work you produce throughout the semester and on class participation. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, excessive absence or lateness will lower it.

I will use the following formula to determine your final grade:

- Project 1: Conversation Essay (25%)
- Project 2: Article Analysis (25%)
- Project 3: Final Research Project and Presentation (30%)
- Exercises (10%)
- Attendance, Participation, and Peer Response Letters (10%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.

Office Hours: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the mail function offered through WebCT. I will respond to all email inquiries within twenty-four hours.
Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to changes according to the needs of the class.

Week 1

W Course introduction
F In-class essay

Week 2

M Discuss responses to in-class essays
W Douthat, “Approaches to Knowledge” (available on WebCT)
   Exercise 1 due by 11:59 pm (via WebCT)
F Discuss Douthat and responses to Exercise 1

Week 3

M Graff, Clueless in Academe, pp. 1-80
W Exercise 2 due by 11:59 pm (via WebCT)
F Discuss Graff and responses to Exercise 2

Week 4

M Graff, Clueless in Academe, pp. 83-112
W Rough draft of Project 1 due by 11:59 pm (via WebCT)
F Discuss Graff and workshop rough drafts of Project 1
Week 5
M  Graff, *Clueless in Academe*, pp. 115-207
W  Peer Response Letter 1 due in class
F  Peer review workshop

Week 6
M  Graff, *Clueless in Academe*, pp. 211-277
W  Discuss Graff and workshop Project 1 rough drafts
F  Peer Review Workshop
   Final draft of Project 1 due by 11:59 pm (via WebCT)

Week 7
M  Introduce Project 2
W  Library Presentation
F  Exercise 3 due by 11:59 pm (via WebCT)

Week 8
M  Discuss interviewing techniques
W  Midterm conferences
F  Midterm conferences

Week 9
M  No classes, Fall Break
Week 10

M  Workshop responses to Exercises 3 and 4

W  Continue discussion of Bazerman

F  Rough draft of Project 2 due by 11:59 pm (via WebCT)
    No class, travel to conference

Week 11

M  Workshop Project 2 rough drafts

W  Peer Response Letter 2 due in class
    Peer review workshop

F  Final draft of Project 2 by 11:59 pm (via WebCT)

Week 12

M  Kuhn, selections from The Structure of Scientific Revolutions (available on WebCT)

W  Exercise 5 due by 11:59 pm (via WebCT)

F  No class, travel to conference

Week 13

M  Research day, meet in Addlestone Library

W  Workshop responses to Exercise 5
    Rough draft of Project 3 due by 11:59 pm (via WebCT)
F  Workshop rough drafts of Project 3

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Week 14

M  Research day, meet in Addlestone Library
W  No class, Thanksgiving holiday
F  No class, Thanksgiving holiday

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Week 15

M  Peer Response Letter 3 due in class
   Peer review workshops
W  Presentations
F  Presentations

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Week 16

M  Presentations, course wrap-up
   Project 3 due
TO: General Education Committee  
FROM: Department of English  
ABOUT: General Education Writing Requirement  
January 26, 2009

We seek your committee’s approval of our proposal that students meet the current General Education writing requirement (English 101 and 102) through a single new four-hour course, English 110. Section I of this memo will detail how our proposed course will satisfy the criteria for Goal I.2, “Effective writing and critical reading,” that have been approved by the Senate during the General Education deliberations of 2007 and 2008. In section II we have provided a description of the course, followed by a rationale for the change and a sample syllabus, along with analysis of our department’s adjunct reliance and a bibliography of relevant research on first-year writing. For your information, we have also attached a copy of the materials we have furnished to the Curriculum Committee, who are charged with reviewing the course proposal itself, while your committee considers whether it should meet a General Education requirement. Below are the criteria We have highlighted our explanations of how these criteria will be satisfied by English 110.

I. Approval Criteria
(from Senate minutes and a 1/18/08 memo to the Senate from the Speaker of the Faculty)

1) Courses must require students to generate a significant quantity of written communication or oral/visual communication appropriate to the discipline. Required written work in English 110 will total a minimum of 20 pages.

2) A significant portion of the course grade must be based on the quality of the student’s work in either writing or speaking. Formal paper grades will make up at least 50% of the course grade.

3) Some written or spoken work may be presented informally, but at least half of the assignments must be presented according to the conventions of an academic discipline, and/or in a format suitable for an academic or professional audience. Formal paper assignments will require students to construct persuasive arguments, to analyze the arguments of others, and to incorporate research material that includes persuasive evidence from experts. All formal assignments will identify the audience and purpose of the paper, and instructors will help students shape their work accordingly.

4) Writing and/or speaking assignments require students to demonstrate understanding of course content and/or academic research. The course is intended to help students become more proficient and understanding and analyzing texts suitable for college coursework. Students will read, discuss, and write about the numerous essays and other examples of academic writing. Short writing assignments will promote reflection on the readings and require students to begin the analytical work they are assigned in formal papers. Students will also learn how to conduct library research to develop expertise on assigned topics, and they will incorporate such materials in their papers. In addition, they may also be required to write assessments of the process and product of their own writing and research.

5) Course must include several opportunities for individualized feedback by the
instructor and revision by the student. All students will be required to submit drafts and to revise some of their graded work. They will attend small-group workshops in which students assess their own work in progress, and will receive class lessons in planning, revising, and editing written work. Instructors will not only assign grades and make marginal comments on student writing, but will also provide each student with individualized guidance for future improvement, based on the strengths and weaknesses of the written work they submit.

6) A writing-intensive literature course must explore a significant quantity of literary works (at least five full-length prose works or three volumes of verse).

N/A

7) Course size must be no more than 20 students
All sections of English 110 will have a cap of 20.

II. Course Description, Goals, and Requirements

English 110: Introduction to Academic Writing 4 hours

Course description: An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Taken during student’s first year. Grade of “C” or better required to fulfill the General Education requirement.

Goals of English 110

Students will receive training and practice in the following areas. Successful English 110 students will be able to do the following:

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
• Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
• Understand the difference between summary and analysis
• Evaluate the persuasiveness of a text’s argument

Course Requirements

• Attend and participate actively in class meetings, workshops, and conferences with instructor
• Read, analyze, and compose academic essays
• Locate and assess material appropriate for college-level papers
• Accomplish tasks appropriate for all stages in a writing process, including invention and research, drafting and revising, editing and presentation
• Submit formal papers and shorter writing assignments, totaling 20 pages

III. Rationale for change from 6 hours to 4 hours

I. English 110 is devoted to academic writing, without the literary study that is currently included in our second semester of composition. Both enterprises are valuable, but for first-year students, the study of literature does not, in itself, improve students’ writing (see Fishman and Royer). We would welcome a General Education requirement for all students to study literature, but we do not believe first-year writing courses are an effective setting for such a requirement.

II. Research shows that students do not derive a significant benefit from taking more than one first-year writing course. Instead, additional writing courses benefit students when taken later in the student’s college career, and these courses are more effective if they are discipline-specific (see Carroll, Smit, Wardle). Many institutions require one first-year writing course and one writing-intensive course in the third year (see Moghtader). We welcome such a requirement at the College, but the English Department is not equipped to deliver discipline-specific writing instruction to all students. In addition, during the 06-07 and 07-08 Senate discussion of the proposed General Education curriculum, in which an upper-level writing requirement was proposed, representatives from many departments assured the Senate that such instruction was already taking place within their majors. In recognition of these conditions, we believe that it will be in students’ best interest for the College to reduce the first-year writing requirement to one semester, leaving students more room to take other General Education, major, or elective courses.

III. A four-hour course will promote greater learning within a single semester. The fourth hour enables students to have more conferences with the professor and more time for other forms of instruction in library research, proofreading skills, and workshops that address other writing skills such as paragraph development, sentence structure, and the like (see Appendix 1 for a full syllabus). Our proposal also requires students to earn a C or better in English 110 in order to meet the General Education requirement, something that is not part of the present 101-102 requirement. We believe it is reasonable to expect
that students meet this higher expectation, so long as the course has four rather than three hours of instructional time each week.

IV. A one-semester writing requirement will greatly decrease our reliance on adjunct faculty to teach this very important course (see Chase and Appendix on adjunct usage).
Appendix 2

Percentage of Adjuncts Teaching 101 and 102
(Fall 2001 – Fall 2008)
## ENGLISH 101 Adjunct/Roster Faculty Breakdown

<table>
<thead>
<tr>
<th>Semester</th>
<th># ENGL 101 sections</th>
<th># of sections taught by Adjuncts</th>
<th># of sections taught by Roster Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>78</td>
<td>18 (23.1%)</td>
<td>60 (76.9%)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>12</td>
<td>6 (50.0%)</td>
<td>6 (50.0%)</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>78</td>
<td>35 (44.9%)</td>
<td>43 (55.1%)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>11</td>
<td>8 (72.7%)</td>
<td>3 (27.3%)</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>75</td>
<td>18 (24.0%)</td>
<td>57 (76.0%)</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>9</td>
<td>1 (11.1%)</td>
<td>8 (88.9%)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>73</td>
<td>13 (17.8%)</td>
<td>60 (82.2%)</td>
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<td>Spring 2005</td>
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<td>4 (40.0%)</td>
<td>6 (60.0%)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>73</td>
<td>18 (24.7%)</td>
<td>55 (75.3%)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>8</td>
<td>0 (0.0%)</td>
<td>8 (100.0%)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>70</td>
<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>8</td>
<td>3 (37.5%)</td>
<td>5 (62.5%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>73</td>
<td>35 (47.9%)</td>
<td>38 (52.1%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>8</td>
<td>2 (25.0%)</td>
<td>6 (75.0%)</td>
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<tr>
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<td>68</td>
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<td>29 (42.6%)</td>
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<tr>
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<td># ENGL 102 sections</td>
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<td># of sections taught by Roster Faculty</td>
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<td>-------------------------------</td>
<td>-------------------------------------</td>
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<tr>
<td>Fall 2001</td>
<td>26</td>
<td>8 (30.8%)</td>
<td>18 (62.9%)</td>
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<tr>
<td>Spring 2002</td>
<td>76</td>
<td>11 (14.5%)</td>
<td>65 (85.5%)</td>
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<td>Fall 2002</td>
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<td>12 (50.0%)</td>
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<tr>
<td>Spring 2003</td>
<td>75</td>
<td>16 (21.3%)</td>
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<tr>
<td>Fall 2003</td>
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<td>10 (45.5%)</td>
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<td>7 (10.0%)</td>
<td>63 (90.0%)</td>
</tr>
<tr>
<td>Fall 2004</td>
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<tr>
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<td>8 (34.8%)</td>
<td>15 (62.5%)</td>
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<tr>
<td>Spring 2006</td>
<td>72</td>
<td>15 (20.8%)</td>
<td>57 (79.2%)</td>
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<tr>
<td>Fall 2006</td>
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<td>9 (37.5%)</td>
<td>15 (62.5%)</td>
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<tr>
<td>Spring 2007</td>
<td>70</td>
<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
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<tr>
<td>Fall 2007</td>
<td>24</td>
<td>8 (33.3%)</td>
<td>16 (66.7%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>67</td>
<td>25 (37.3%)</td>
<td>42 (62.7%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>21</td>
<td>10 (47.6%)</td>
<td>11 (52.4%)</td>
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<tr>
<td>Semester</td>
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<td># of sections taught by Roster Faculty</td>
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<td>--------------------------------------</td>
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<td>78 (75%)</td>
</tr>
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<td>Spring 2002</td>
<td>88</td>
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<td>71 (80.7%)</td>
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<tr>
<td>Fall 2002</td>
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<tr>
<td>Spring 2003</td>
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<td>62 (72.1%)</td>
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<tr>
<td>Fall 2003</td>
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<td>30 (30.9%)</td>
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<td>Spring 2004</td>
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<td>8 (10.1%)</td>
<td>71 (89.9%)</td>
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<tr>
<td>Fall 2004</td>
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<td>28 (29.2%)</td>
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<tr>
<td>Spring 2005</td>
<td>81</td>
<td>9 (11.1%)</td>
<td>72 (88.9%)</td>
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<tr>
<td>Fall 2005</td>
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<td>48 (64%)</td>
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<td>Fall 2008</td>
<td>89</td>
<td>49 (55.1%)</td>
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Bibliography


Based on findings from a 4-year longitudinal study of 20 student writers at Pepperdine University, Carroll argues that the first-year composition class is best approached as a course that can help students transition from high school to college, not a course that can guarantee students learn writing skills transferable to other courses throughout the curriculum. She recommends that colleges and universities require two writing courses: an academic writing course taken in the first year and a writing course taken as part of a student’s major coursework. Discussing the benefits of requiring a second writing course later in a student’s career, Caroll writes:

> Although our study students included in their portfolios papers from their second composition course and pointed out learning more about research, style, and general essay structure, it is clear that the next major transitions in their development as writers took place as they struggled to integrate the content knowledge, concepts, and research and writing conventions in their major disciplines. This is the “teachable moment” in which to intervene with a second writing course for this population of students, a second “space” in the curriculum to focus on academic literacy. (125)


This essay discusses changes made at Northern Arizona University to move from a 6-credit, two-semester writing requirement to a 4-hour, one-semester requirement. Chase states that with this new curriculum the program eliminated all part-time instructors, improved working conditions for graduate assistants, and created a more coherent writing program. Chase stresses the importance of considering budgetary realities when revising curricula:

> One key to consider is the relationship between what we can do with what we have, what we would need in order to make our program stronger, and what are reasonable financial requests. In our case, for example, to stay with the old program, to put people back into our writing center, to stop using part-time instructors, and to lower class size would have required that we increase our budget by about 30%. While we might argue that such an increase is desirable, we also recognized that it was not likely given current budget constraints. At the same time...to continue with the program as it had evolved would have meant continuing with a program that was problematic. We were, in essence, promising to deliver more than our budget limits allowed us to offer. (250)

Until 2007, the University of Tennessee-Knoxville had a two-semester requirement similar to ours, in that students took a second-semester writing-about-literature course. Internal and external reviewers criticized this course in particular “for being inconsistent over sections in requirements; some sections require much writing, while others...are taught as literature courses, with comparatively little writing.” They have since revised their two-semester sequence so that the first semester “focuses on rhetorical analysis and argument” and the second semester focuses on rhetoric and research (Fishman and Reiff).


This essay presents data from a 1998 study of 233 writing programs. (The study was designed as a follow-up to Ron Smith’s 1973 study of writing programs.) Smith predicted that fewer schools would require a writing course, but the authors of the 1998 study find Smith was greatly mistaken: whereas in 1973 only 69% of private schools and 84% of public schools required a writing course, in 1998 94% of the private schools surveyed and 100% of the public schools surveyed had a writing requirement. Their survey also finds that writing courses are increasingly being staffed by part-time instructors. 26% of the schools surveyed had a one-course writing requirement, 64% had a two-course requirement, and 10% had a 3+ -course requirement. 41% of public institutions with 9,000-13,999 students surveyed indicated that students could satisfy the writing requirement in a department other than English. 22% indicated that students could satisfy the writing requirement through WAC courses.


Royer and her colleagues describe Miami University’s efforts to revise their first-year writing sequence, particularly their second-semester writing-about-literature course. Particularly relevant to our situation at C of C, they discuss the challenges of adapting a writing-about-literature course so that students develop clearly transferable skills. Given the challenges this presented to Miami—a school with numerous composition and rhetoric specialists and a long history of institutional dedication to composition pedagogy—we would face numerous difficulties keeping 102 a writing-about-literature course that also promises to teach students transferable academic writing skills.

Contending that little is known about students’ abilities to transfer writing skills from first-year composition to other courses in the curriculum, Smit argues that “colleges and universities should not require students to take just one or two narrowly conceived ‘introductory’ writing classes but to get as much practice as possible writing for a variety of purposes and in a variety of genres in a variety of disciplines and social contexts both inside and outside the academy” (185). Toward this end, he recommends a three-tiered writing curriculum: 1) an introductory writing course in which students learn basic writing skills and analyze writing in different social contexts, 2) a second course in which students get intensive practice writing for a particular discourse community, and 3) a third course in which students practice writing for communities outside the academy (184-193).


Wardle discusses findings from a longitudinal study she conducted of seven students in her first-year composition course. Her interviews reveal that although these students felt they learned from the course, they rarely were asked to use these skills in their 1st and 2nd year courses, because the writing tasks were much easier and/or were not graded rigorously. Students perceived the kind of writing they did in FYC as more challenging. If they were ever asked to do similar tasks in other courses, they often deemed them not worth the effort needed to make good grades on these assignments; they could do these assignments minimally and still be satisfied with their grade in the course. Students also reported wanting more feedback than they got in their major classes, and said that they were more likely to work on an assignment if it were engaging, which included being difficult and being open-ended, and something they could shape and discover.
To: Cynthia Lowenthal, Dean
From: Julia Eichelberger, Chris Warnick (Chair, First-Year Writing Committee), and Trish Ward
About: New Course Proposal
26 January 2008

We are requesting your approval for our proposal for a new four-hour course, English 110. If approved by the faculty, this single first-year writing course will replace the current Gen Ed writing requirement (English 101-102, 6 hours).

Enclosed is the course approval form for the Curriculum Committee. Since this is a Gen Ed change, the proposal will be sent to the Gen Ed committee as well, along with a rationale for why this should satisfy the Gen Ed writing requirement. Formal procedures for Gen Ed approval do not exist yet, so we have improvised a memo that we think will allow this new committee to carry out its charge.

The deadline for submitting materials in time for the March Senate meeting is Wednesday, 28 January. Therefore we would appreciate it very much if you could grant your approval of this proposal and send it on to the Provost, so that we can acquire the necessary signatures by 1/28. We apologize for any inconvenience this short notice may cause, but we believe the College will benefit greatly from changing this requirement as soon as possible.

Please let us know if you have any questions about our proposal, and if there is anything further we can provide.
Proposed Policy on Transfer Credit To Satisfy the College of Charleston’s General Education Writing Requirement

Our new course, English 110, will meet the General Education writing requirement. This four-hour course will replace English 101 and 102, the six-hour sequence that currently satisfies the Gen Ed writing requirement. English 101 and 102 will no longer be taught at the College, but these courses will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.

This table identifies coursework that currently satisfies some or all of C of C’s General Education writing requirement and compares the current and proposed credit that such coursework may earn towards a C of C degree.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>Number of C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>Number of C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 at C of C</td>
<td>Passing grade earns 3 credit hours; student must also complete 102 to satisfy Gen Ed requirement</td>
<td>Past 101 coursework will still earn 3 hrs; student must earn C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed req.</td>
<td>Past 101-102 will still earn 6 hours and satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Engl 101 from any SC public institution</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must also take 102 to satisfy Gen Ed requirement</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must have grade of C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 101 &amp; 102 from SC public institution</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 4 earns 101 &amp; 102, 6 credit hours</td>
<td>Students receive 3 hours credit for 101; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 hours credit, which counts toward Humanities req. but does not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 hours credit for 101; student must take 110 or 215 to satisfy Gen Ed requirement. 6 or 7 earns 6 hours credit for 101 and 102 and satisfies Gen Ed requirement. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 at C of C (or the equivalent course transferred from any institution)</td>
<td>N/A</td>
<td>Students earning below C receive 4 hours, but must retake the course and earn C or better to satisfy the Gen Ed requirement. Students earning C or better receive 4 hours and satisfy Gen Ed writing requirement.</td>
</tr>
</tbody>
</table>

1 Students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate courses in other departments.

2 CHE policies are online at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Jewish Studies**

2. Course Number and Title: **Jewish Studies 280: Southern Jewish History**
   Number of Credits: 3    Total hrs/week: 3
   Lecture: ☒   Lab: ☐   Recitation: ☐   Seminar: ☐

For Independent study courses:
Research: ☐   Field experience: ☐
Clinical Practice: ☐   Internship: ☐
Practicum: ☐   Independent Course Work: ☐

3. Semester and year when course will first be offered: **Spring 2010**

4. Catalog Description (please limit to 50 words):
   *A study of the Jewish experience in the South from the colonial period to the present. Themes include the Jewish encounter with race and racism, the experience of Jewish women, the nature of Southern antisemitism, and whether the case of Charleston reflects the broader narrative of Southern Jewish history.*

5. Check if appropriate: Humanities: ☒   Social Science: ☐ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions): **None**

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      *To familiarize students with the experience of Jews in the South.*
   b) How does the course support the mission statement of the department and the organizing principles of the major?
      *Jewish Studies is a minor, not a major. This is one of a number of courses that students could take to fulfill that minor. The course examines a*
Proposal for a New Course

significant field in American Jewish history, one that is likely to be of special interest to our students, many of whom are from the South, and all of whom are studying here.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   Again, Jewish Studies is not a major; see above for its role in the minor.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   This class should appeal to students with interests not just in Jewish Studies, but also in history, political science, and sociology.

8. a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.
   There should be no significant effects on other departments.

b) Please explain overlap with any existing courses.
   None.

9. Method of teaching:
   Lecture and discussion.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    None expected.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    None expected. Adam Mendelsohn will arrive here next year as a new tenure-track faculty member, and this is a main scholarly field for him. He expects to teach this course regularly for the foreseeable future.

c) Frequency of offering:
   each fall: ☐ each spring: ☐
   every two years: ☒ every three years: ☐
   other ☐(Explain): ________

11. Requirements for additional resources made necessary by this course:

   a) Staff:
      None.

   b) Budget:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

None.

c) Library:
None.

12. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
Syllabus attached.

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
Changes to JWST minor (form attached)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 1-27-09

15. Signature of Dean of School:

Date: 1-28-09

16. Signature of Provost:

Date: 1/28/2009

17. Signature of Business Affairs Official

Date: __________________________

18. Signature of Curriculum Committee Chair

Date: 2/17/09

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Southern Jewish History

Adam Mendelsohn

Course Requirements

1) Class discussion will count for 10% of your grade.

2) You will be required to write three short response papers (max 2 pages each) over the course of the semester reviewing and summarizing the assigned readings for any three weeks of your choice. These papers should distill the major arguments made by the authors, and highlight their strengths and weaknesses. The best two of your response papers will together count for 20% of your final grade. These must be submitted no later than end of the week for which the readings are assigned.

3) You will be required to write one research paper of 10 pages that involves research using primary sources. One class will be devoted to developing techniques for conducting original research. Students will be introduced to the historical collections held by the library, as well as to other accessible sources of historic newspapers and documents. A list of suggested topics will be provided to you. Other research topics related to Southern Jewish history are possible provided that a written one-page description of the topic is submitted by September 25 and approved by the instructor. Each student will be expected to meet with the instructor during the week of October 26-30 with a rough draft of the research paper. The completed paper is due November 30, and will count for 40% of your final grade.

4) A final exam to be held during exam week will count for 30% of your final grade.

Week One:
Is Southern Jewish History Distinctive?

Mark Bauman, The Southerner as American: Jewish Style (Cincinnati, 1996).


Week Two:
Southern Jews in the Colonial Era:

Richard and Belinda Gergel, “‘A bright new era now dawns upon us’: Jewish Economic Opportunities, Religious Freedom and Political Rights in Colonial and Antebellum South Carolina” in James Underwood and William Burke (eds.) The Dawn of Religious Freedom in South Carolina: 95-113


**Week Three:**

**Becoming Southern**


**Week Four:**

**Southern Jewish Women**


**Week Five:**

**Judaism Southern Style**


Week Six:

**Jews and Slavery**


Week Seven:

**The Civil War**


Adam Mendelsohn, “‘A Struggle Which has Ended so Beneficently’’: A Century of Jewish Historical Writing About the American Civil War,” American Jewish History 92 (December 2004): 437-454.

Week Eight:

**Jews and Reconstruction**


**Weeks Nine and Ten:**

**Anti-Semitism in the South:**


**Week Eleven:**

**Jews and Race in the Post-Civil War South**


Week Twelve and Thirteen:
**Jewish Struggles with Civil Rights:**


Week Fourteen:
**Recent Trends within Southern Jewish Life**


Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Jewish Studies

2. Course Number and Title: Jewish Studies 330: Representations of the Holocaust  
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☑ Lab: ☐ Recitation: ☐ Seminar: ☐

For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered: Spring 2010

4. Catalog Description (please limit to 50 words):

   An examination of the ways the Holocaust has been represented in memoir, literature, and/or film. Special attention will be paid to the difficulty of representing the uniqueness and distinctive evil of this historical event.

5. Check if appropriate: Humanities: ☑ Social Science: ☐ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   None

6. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?
      To familiarize students with the different ways in which the Holocaust has been depicted, and to get them to reflect on the implications of choosing to represent the Holocaust in particular ways.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      Jewish Studies is a minor, not a major. This is one of a number of courses

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

that students could take to fulfill that minor. Since the Holocaust is a central event in Jewish (and human) history, there is no question that understanding it is important to the understanding of the Jewish tradition. Unlike our more straightforwardly historical class on the Holocaust (JWST 230), this class focuses specifically on literature and/or film, and on theoretical issues about the representation of historical events and of evil.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

   Again, Jewish Studies is not a major; see above for its role in the minor.

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

   This class should appeal to students with interest not just in Jewish Studies, but also in history, literature, and film studies.

8. a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

   There should be no significant effects on other departments.

   b) Please explain overlap with any existing courses.

      None.

9. Method of teaching:

   Lecture and discussion.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

    None expected.

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:

    None expected. Ted Rosengarten teaches regularly in Jewish Studies each spring, and he has already offered this class twice as a special topics class. We are simply making this course permanent. Beyond Ted, others here are capable of teaching such a course, including Joshua Shanes, Richard Bodek, and most likely anyone we might hire in Jewish Studies with a specialty in literature.

   c) Frequency of offering:

      each fall: ☐  each spring: ☒

      every two years: ☐  every three years: ☐

      other ☐ (Explain): _____

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

11. Requirements for additional resources made necessary by this course:

   a) Staff:  
       None.

   b) Budget:  
       None.

   c) Library:  
       None.

12. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

Syllabus attached.

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

   a) ☒ yes   ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

       Changes to JWST minor (form attached)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

______________________________

Date: 1-27-09

15. Signature of Dean of School:

______________________________

Date: 1-28-09

16. Signature of Provost:

______________________________

Date: __________________________

17. Signature of Business Affairs Official

______________________________

Date: __________________________

18. Signature of Curriculum Committee Chair

______________________________

Date: 2/3/09

19. Signature of Faculty Senate Secretary:

______________________________

Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Although the Holocaust did not occur in this country and touched only a small number of Americans directly, it looms large in the American moral landscape. Hardly a day goes by without the media reporting some story related to this unprecedented genocide, thus giving it the aura of a current event. With all of their genius and flaws, historical inaccuracies and artistic deficiencies, documentary and dramatic films about the killing of the Jews continue to impress the Holocaust into popular consciousness. Novels and short stories, museum exhibitions and public memorials, works of fine art and site-specific art, shape conventional ways of thinking about this tragic past.

In one seminar-length session per week, we will view a film or films meant to confront, document—or in the case of German propaganda—to promote and justify the annihilation under the cover of World War II. We will read excerpts from fiction and non-fiction texts looking for insight into the nature of this human catastrophe. We will probe issues in Holocaust representation, Hollywood and the Holocaust, the entertainment value of mass murder, voyeurism and atrocity, memory and mourning. We will evaluate the capacity of the arts to face up to mass murder and suffering. In class discussions, bi-weekly papers, and an in-depth final essay, students will probe the experiences of victims, perpetrators, and bystanders as interpreted in film, literature, and art.

Class Schedule

M Jan 12 Ambulans, Hitler in Color, Imaginary Witness

M Jan 26 The Boat is Full
--excerpts from Henryk Grynberg, Children of Zion

M Feb 2 “Treblinka” excerpts from Shoah
--excerpts from Adolf Hitler, Mein Kampf

M Feb 9 Shop on Main Street
--stories from Hannah Krall, The Woman from Hamburg

M Feb 16 “Auschwitz” excerpts from Shoah
--stories from Tadeusz Borowski, This Way for the Gas, Ladies and Gentlemen

M Feb 23 2 or 3 Things I Know About Him
--excerpts from Theo Richmond, Konin
M Mar 9  *Lodz, The Fuhrer Gives a City to the Jews*
   --excerpts from Emmanuel Ringelblum, *Warsaw Ghetto Journal*

M Mar 16  *Au Revoir Les Enfants*
   --excerpts from Curzio Malaparte, *Kaputt*

M Mar 23  *Charlotte Salomon: Life or Theater*
   --essays from James A. Young, *At Memory’s Edge: After-images of the Holocaust in Contemporary Art and Architecture*

M Mar 30  speaker: Rudy Herz
   --stories from Zofia Nalkowska, *Medallions*, and stories by Rudy Herz

M Apr 6  *Paragraph 175, Bent*
   --excerpts from Harlan Green, *The German Officer’s Boy*

M Apr 13  *Life is Beautiful*

M Apr 20  *One Day Crossing, Memo 39 (Wiesbaden)*
   --excerpts from, Danilo Kis, *Hourglass*

M Apr 27  *Come and See*
   --excerpts from *Luboml* (Yizkhor book)
Proposal for a New Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Physics and Astronomy**

2. Course Number and Title: **PHYS 296/Biol 396**
   **Biophysical Modeling of Excitable Cells**
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   **Fall 2009**

4. Catalog Description (please limit to 50 words):
   *An introduction to the concepts and methods of computer modeling of excitable cells. Topics include basic electrophysiology of excitable cells, biophysics of ion conduction, mathematical modeling of activation/inactivation mechanisms using experimental data, and computer simulations.*

5. Check if appropriate: Humanities: ☐  Social Science: ☐ (meets minimum degree requirements)

   Check if appropriate: ☒
   This course will be cross listed with: **Biology Department and Neuroscience Minor**
   Rationale for cross listing: *This interdisciplinary course offers a unique opportunity to biology students, and especially to students enrolled in Neuroscience Minor, to use computer models in order to describe quantitatively the data recorded from electrophysiological experiments. The biology students have the advantage of solid biology and mathematics background, and this interdisciplinary course will provide a smooth transition toward mathematical and computational biology. For physics major students, this interdisciplinary course offers a possible bridge between the theoretical knowledge gained from the study of individual disciplines (e.g., electricity, magnetism, quantum physics, etc.) and life sciences.*
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

BIOL 111/112 and PHYS 112/HONS 158 or
BIOL 211/212 and PHYS 102/PHYS 112/HONS 158 or
the permission of the instructor

6. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?

**Goals**
- Develop a strong conceptual and quantitative understanding of the biophysics foundation of cellular excitability.
- Connect biophysical concepts, principles, and laws to biology and behavior by using mathematical concepts and equations and computational tools.
- Connect single-cell properties to the response of large networks and their relationship with animal behavior.
- Develop the ability to search and retrieve from repository databases both experimental data and implemented computational models.
- Enhance problem solving and programming skills.
- Augment investigative and observational skills.
- Broaden an appreciation for logical qualitative and quantitative reasoning.
- Enhance scientific communication skills.

**Objectives**

After the successful completion of this class, the students will be able to:
- List and define the main electrical properties of biological membranes.
- Describe the process of passive diffusion of ions across the membranes of excitable cells.
- Define and compute the resting potential for a excitable cells (Goldman – Hodgkin-Katz equation).
- List the main ionic channels and explain the relevance of voltage-gated ionic channels to electric activity of excitable cells.
- Explain qualitatively the mechanism of action potential generation based on Hodgkin-Huxley (HH) approach.
- Calculate the membrane conductance for ionic channels using data available through repository databases.
- Apply Ohm's and Kirchhoff's laws to construct the equivalent electric circuit for a simplified excitable cell.
- Characterize electrical and chemical coupling between excitable cells.
- List and characterize the most common neurotransmitters.
- Implement a single-compartment model of an excitable cell and numerically integrate it using freely available software package.
- Implement a small network of excitable cells by coupling single-compartment models and numerically integrate the corresponding model.
- Identify the major areas of the cerebral cortex and explain their role.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

- Describe the main features and functions of nerve cells (neurons) and glial cells. Distinguish between neural cells based on their morphology.
- List the neural processes and explain their biological function.
- Describe the mechanism of electric signal propagation down the axon.
- Define synaptic integration and synaptic plasticity.
- Perform virtual laboratories using visual programming in Neuron.
- Describe the mechanism of spatial coupling between heart excitable cells.
- Define phase resetting and its role in preventing cardiac arrest.
- Describe the mechanism of second messenger in insulin producing cells of pancreas.
- Present, in a concise manner, the results of an individual or group project.

b) How does the course support the mission statement of the department and the organizing principles of the major?

As it is highlighted in the Department of Physics and Astronomy Handbook, "Students should possess the skills and techniques (mathematical, statistical, graphical, computer and writing) necessary to successfully interpret and analyze their experimental data. Critical examination of experimental results should lead to improved experimental design." This interdisciplinary course will specifically enhance the mathematical, statistical, graphical and computer skills necessary for a successful and effective integration of our graduates in the workforce.

This interdisciplinary course will enhance problem solving skills and introduce basic software packages used in computational biology to integrate complex models, extract visual representations of the results, fit experimental data to existing models, and provide students with concrete examples and geometrical intuition regarding the process involved in generating action potentials in excitable cells.

This interdisciplinary course will enhance the ability of our students to browse through repository databases with a web-based user-friendly interface in order to find, download, and visualize relevant raw data. In addition, the students will learn how to search dedicated repository databases for specific implementations of computational models, download, and run a computer implementation. This interdisciplinary course will develop an appreciation for logical qualitative and quantitative reasoning.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This interdisciplinary course enhances the middle of both physics and biology majors and exposes our students to concrete examples regarding searching and downloading experimental data, analyzing and fitting experimental data, searching and downloading computational models appropriate for excitable cells, calibrating a computational model, and making predictions by manipulating model's parameters. Physics major
Proposal for a New Course

students will have the opportunity to apply physics concepts (electric charge and current, diffusion, etc.) to modeling experimental data recorded from biological cells and relate mathematical description and computer implementation with biological processes. Biology major students will have the opportunity to apply biological concepts related to excitable membranes, proteins, etc. to modeling experimental data using computer models. This interdisciplinary course will build a strong background for those students interested in pursuing a biophysics track and helps them gain invaluable experience for medical school.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

As stated on the College's website, "In the great liberal arts tradition, a College of Charleston education focuses on discovery and personal growth, as well as preparing for life, work and service in our society." This interdisciplinary course supports this tradition by allowing students to connect concepts covered in biology courses with physics and model them using computer programs. This course will use mathematical language to enhance their ability to communicate, perform and excel in life after graduation.

8. a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

This addition of this course offer more electives to both Biology and Neuroscience Minor. Letters of support are attached to this proposal.

b) Please explain overlap with any existing courses.

There is no overlap with any existing course offered at the College of Charleston.

9. Method of teaching:

This course is organized around formal lectures with a consistent computational laboratory component. The lectures will cover three main areas:

1. Basic biophysics of excitable cells,
2. Basic mathematical description of biophysical processes inside excitable cells, and
3. Graphic visualization of computational solutions for some excitable cell models.

Computer simulations are essential for conceptual understanding and almost half of the class time will be dedicated to computer modeling and hands-on numerical experiments. There will also be at least one session entirely devoted to electrophysiological measurements and data acquisition conducted in an electrophysiology laboratory.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

The assessment will be done by weekly homework assignments, in-class tests, and a comprehensive final exam. The course will also offer the option of individual or group projects in computational biology as an alternative to the final examination.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

Within the department of Physics and Astronomy, we estimate that the biophysics program will attract a steady stream of three to six students. The department is currently restructuring the BS in physics in order to better serve our students by offering additional flexibility through different programs of study (applied and industrial physics, atmospheric physics and meteorology, and biophysics). If the course will be cross listed and also offered to biology students, we expect to attract an additional steady stream of four to six students. In the past, we also attracted students from Discovery Informatics who were interested in physics and astronomy cognate, and we believe that this enrollment pattern will hold true for future classes.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:

Dr. S. Oprisan will be available to teach this course. He was hired specifically to contribute, together with Dr. L. Jones, to the new program of study/concentration in biophysics. The department supports the development and implementation of a strong biophysics program by allowing and encouraging Dr. S. Oprisan to teach this new interdisciplinary course in biophysical modeling of excitable cells.

c) Frequency of offering:

each fall: ☑  each spring: ☑
evory two years: ☑ every three years: ☐
other ☐(Explain): __________

11. Requirements for additional resources made necessary by this course:

a) Staff:

Dr. S. Oprisan will teach this new interdisciplinary course. No additional lines or adjuncts are required. One graduate student from MUSC could be involved in teaching electrophysiology techniques to our undergraduate students. The graduate student will be supported through the existing graduate student teaching program that is part of the $1.5 million grant received by the College of Charleston from Howard Hughes Medical Institute (HHMI).

b) Budget:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

At this time, the Department of Physics and Astronomy has 24 laptops that will be used for this class. If the enrollment will exceed 24 students, we will use funds reserved for computational biology in our current HHML grant to buy additional computers.

c) Library:

In addition, our library has subscriptions to the following relevant journals for computational biology: Journal of neuroscience, Nature neuroscience, Neurocomputing, Neural computation, Biological cybernetics, Biophysical Journal, etc.

12. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

The syllabus is attached.

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes ☐ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   Biology Department

   No change is necessary since all new courses at 300-level or above are automatically considered approved electives.

   Physics Department
   A Change of Major form for Physics BS is attached.
   A Change of Minor form for Physics is attached.

   Neuroscience Minor
   A Change of Degree Requirements for a Minor/Concentration is attached.

(Form was approved by FCC on 9/1/08 and replaces all others.)
13. Signature of Department Chair or Program Director:  
Date: 12/12/08

[The chair will sign the proposal after it has been approved by the department. The chair will then submit it to the dean.]

14. Signature of Dean of School:  
Date: 12/12/08

[If the dean approves the proposal, he or she will sign it and return it to the department chair. If the dean does not approve the proposal, he or she will return it to the department chair unsigned with an explanation for the rejection.]

15. Signature of Provost:  
Date: 12/12/08

[If the dean signs the proposal, the department chair sends one copy to the Provost office. The Provost office will forward the signed form to the business office.]

16. Signature of Business Affairs Official:  
Date:  

[The business office will forward its decision to the chair of the Curriculum Committee, and the signed copy back to the Department chair. Once all the above signatures are obtained, the department chair will send eleven copies and the original proposal to the chair of the Curriculum Committee.]

17. Signature of Curriculum Committee Chair:  
Date: 2/13/08

[After the committee's deliberations, the chair of the Curriculum Committee will report to the department chair either the committee's approval or its rejection of the proposal. If the proposal is rejected, the Committee chair will explain why to the department chair. If the proposal is approved, the Committee chair will sign the original and deliver it to the Speaker of the Faculty, who will put it on the agenda for the next Senate meeting, at which the Curriculum Committee will make a motion to approve the proposal.]

18. Signature of Faculty Senate Secretary:  
Date Approved by Senate:  

[If the Senate approves the proposal, the Secretary of the Senate will sign the original and deliver it to the Registrar, who will distribute the information as described below.]

(Form was approved by FCC on 04/18/06 and replaces all others.)
Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
BIOPHYSICAL MODELING OF EXCITABLE CELLS

This course will introduce the students to the basic biophysical models of excitable cells: neuron, muscles, heart and secretory cells. Excitable cells respond actively to an electric stimulus and their electrophysiology is primarily determined by cell membrane properties. The course will introduce the neural model developed by Alan Hodgkin and Andrew Huxley to describe the results of their experiments on the squid's giant axon as a blueprint for developing and implementing other excitable cell models. Hodgkin and Huxley (HH) model remains the reference standard for describing the behavior of excitable membranes. Its unparalleled accuracy allows computer simulations to predict nerve function under the wide variety of circumstances. The course also expand on the biophysics of other excitable cells by highlighting the underlying common electrochemistry of cell membrane which includes the diffusion of different ions across membrane and resting potential of membrane due to the permeability of different ions, membrane excitation and recovery, electrotonic interactions between excitable cells. This course will emphasize the effective use of computers in science, including searching neuroscience databases for experimental data regarding specific ionic currents, fitting experimental data with smooth analytic functions, integrating the membrane equations with freely available packages (e.g., Neuron, Virtual Cell), use of interactive graphics and virtual experiments on digital excitable cell models to test and strengthen the student understanding of physiology.

1. COURSE PHILOSOPHY

Subject matter covers basic aspects of membrane morphology, its electric properties, electric currents involved in maintaining the activity of excitable cells, ionic channels, passive and active electric properties of membranes, testing the existing computer implementations and developing new numerical simulations using the menu-based graphic interface of freely available software packages (e.g., Neuron, Virtual Cell, XPP).

Goals
- Understand the historical and sociological contexts that lead to major advances in mathematical modeling of excitable cells.
- Develop a strong conceptual and quantitative understanding of the biophysics that form the foundation of cellular excitability.
- Connect biophysical concepts, principals, and laws to biology and behavior by using mathematical concepts and equations and computational tools.
- Connect single-cell properties to the response of large networks and their relationship with animal behavior.
- Develop the ability to search large databases and summarize results in condensed mathematical and computational models with biophysical relevance.
- Enhance problem solving and computational skills.
- Augment investigative and observational skills.
- Broaden an appreciation for logical qualitative and quantitative reasoning.
- Enhance scientific communication skills.

Objectives
After the successful completion of this class, the students will be able to:

- List and define the main electrical properties of biological membranes (input resistance, membrane capacitance, membrane and axoplasmatic resistance).
- Describe the process of passive diffusion of ions across the membranes of excitable cells and the biophysical relevance of Nernst potentials. Relate diffusion to Einstein’s equation.
- Define and compute the resting potential for a excitable cells (Goldman – Hodgkin-Katz equation).
- List the main ionic channels and explain the relevance of voltage-gated ionic channels to electric activity of excitable cells.
- Explain qualitatively the mechanism of action potential generation based on a simplified model of sodium and potassium currents.
- Calculate the membrane conductance for an ionic channel from voltage clamp data available through repository databases or other sources.
- Apply Ohm’s and Kichhoff’s laws to construct the equivalent electric circuit for a simplified excitable cell.
- Characterize electrical and chemical coupling between excitable cells.
- List and characterize both qualitatively and quantitatively (end-plate current) the effect of the main neurotransmitters.
- Implement a single-compartment model of an excitable cell and numerically integrate model equations using freely available software package.
- Implement a small network of excitable cells by coupling single-compartment models and numerically integrate the corresponding model.
- Identify the major areas of the cerebral cortex and explain their role.
- Describe the main features and functions of nerve cells (neurons) and glial cells. Distinguish between neural cells based on their morphology.
- List the neural processes and explain their biological function.
- Explain the principles of dynamic polarization and connectional specificity.
- Describe the mechanism of electric signal propagation down the axon, the effect of myelin on passive electrical properties of the axon and its effect on the speed of propagation of action potentials.
- Define synaptic integration and long-term synaptic depression/potentiation.
- Perform virtual laboratories using with the menu-based software packages (e.g., Neuron).
- Describe the mechanism of spatial coupling between heart excitable cells. Define phase resetting and its role in preventing cardiac arrest.
- Describe the mechanism of second messenger in insulin producing cells of pancreas.
- Perform wet electrophysiological laboratories under supervision at MUSC.
- Present, in a concise manner, the results of an individual or group project.

2. COURSE LOGISTIC

Prerequisites
BIOL 111/112, and PHYS 112/HONS 159 or
BIOL 211/212 and PHYS 102/HONS 159, or permission of the instructor.
Prior programming experience is desirable, but not required, since all computer simulations will use a visual menu implemented in freely available software package to simulate excitable cells' activity.

**Textbooks and software package for virtual laboratory**

- Licensed software package “Neurons in Action: Computer Simulations with NeuroLab”, J.W. Moore and A.E. Stuart, 2000 (MS) will be made available to students.

Course notes and additional reading materials will be electronically distributed. All textbooks on reserve at the College of Charleston library.

**Lectures and integrated virtual laboratories**

Each class period will be in the form of an interactive discussion and could be periodically interrupted by short concept tests, short multiple-choice questions that focus on the more difficult concepts.

Biophysical modelling of excitable cells relies heavily on computers and software packages to solve problems related to biology. Mathematically, excitable cell models are intrinsically nonlinear and without analytical solutions, which is the case with real-world problems. At least one session per week will be dedicated to mastering computational tools during virtual laboratories. In addition to freely available package Neuron, which will be used for modeling neural cells, a general computational tool for modeling cell biological processes, Virtual Cell (http://www.vcell.org/), will be used. Virtual Cell associates biochemical and electrophysiological data describing individual reactions with experimental microscopic image data describing their subcellular locations. Occasionally, another freely available software package, XPP (http://www.pitt.edu/~phase/), will be used. During the virtual laboratories, specific computational techniques will be introduced: searching repository databases for experimental data and computer models, fitting experimental data to smooth functions, designing a model of excitable cell by adding necessary ionic currents through a virtual membrane using a pull-down menu, graphic visualization of the effect of different chemicals on cell’s activity.

Biophysical concepts and computer skills learned in this class will be heavily used during our class visits at the Institute for Neuroscience (MUSC) where wet labs will be performed using the same familiar software interface - Neuron – to control injected currents, chemicals, etc. into actual neurons.

**Homework**

They will consist mostly of quantitative evaluations with the purpose of enhancing your problem-solving and computational skills. For computational assignments, both the source code and a printout are required.

**Reading assignments**
Readings will be assigned for each class meeting. Each reading assignment quiz will be available online at least 24 hours before the deadline. Any missed quiz gets zero points and there is no reading quiz make-up.

**Discussion board**
The online course management system provides the opportunity for rapid feedback and help with homework assignments and computational projects. The discussion board allows everyone in the course to interact by posting or responding to messages related to homework assignments.

**Final exam or computational project**
Final exam is comprehensive, and could be substituted with a computational project of interest to excitable cell field. The project could be your individual effort or a group project with no more than three members. An initial draft of the intended project is required no later than one month after the beginning of the semester. For a successful project, both a 10-15 minutes presentation and a written report are required. The final report should be brief but self-consistent and organized as a research paper.

3. **COURSE POLICIES**

**Collaboration**
I strongly encourage collaboration in and out of the classroom. I recommend that you form small study groups (3-4 students) and work together on your homework assignments. Activities for which collaboration is not permitted are: reading assignments, your individual project, and the final examination.

**Grading policy**
- Final exam or computational project: 30 points
- Homework: 20 points
- Virtual and wet laboratories: 40 points
- Reading assignment quizzes: 10 points

**Class conduct**
There shall be no eating, drinking, or sleeping in class. Cell phones, beepers, headsets and any other electronic devices that may disrupt the class must be turned off and put away prior to class unless you have a job requiring them to be on for safety (firefighter, EMT, etc.) According to the College of Charleston Academic Regulations “students are expected to attend all classes and laboratory meetings of each course in which they enroll.”

**Accommodations for Special Needs Students**
The College of Charleston is committed to fully provide for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Please contact the Center for Disability Services by phone at (843) 953-1431, or by email at SNAP@cofc.edu to make your needs known.

**Academic Honesty Policy**

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Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity and being an accessory to acts of academic dishonesty. Please refer to the Academic Integrity and the Honor Code and the College of Charleston Student Handbook 2005-2006 - A Guide to Civil and Honorable Conduct for further information.

4. CLASS SCHEDULES

The following is a tentative schedule of our lectures and integrated virtual laboratories. Both the topics and the test dates could change during the semester to accommodate unforeseen events.

Week 1  
Introduction to biophysics of excitable cells.  
Lab: Windows/Mac OS X/Unix primer on operating systems

Week 2  
Dynamic Phenomena in Cells (TW, chapter 1)  
Passive transport, Transporter rates, Algebraic method, Diagrammatic method  
Lab: Windows/Mac OS X/Unix primer on computations

Week 3  
Rate of the GLUT transporter, The Glucose cotransporter  
SERCA pumps, Transport cycles (TW, chapter 3)  
Math and physics review  
- Why use mathematical model and what can be learned from models?  
- Fitting electrophysiological data with smooth analytic functions.  
- Rate of change of membrane potential and derivatives.  
- Electric charges and electric currents  
- Ohm’s and Kirchhoff’s laws - linear systems of algebraic equations.

Week 4  
The superfamily of voltage-gated channels (H, chapter 3)  
Lab: Neuron tutorial (MS).  
Lab: Virtual Cell tutorial

Week 5  
Voltage-gated calcium channels (H, chapter 4)  
Potassium channels and chloride channels (H, chapter 5)  
Lab: Neuron tutorial and virtual laboratory introduction (MS).

Week 6  
Sensory transduction and excitable cells (H, chapter 8)  
Lab: The membrane tutorial (MS).

Week 7  
Calcium dynamics, epithelial transport, and intercellular coupling (H, chapter 9)  
Ion channels (KSJ, chapter 6)  
Lab: The passive membrane properties (MS).

Week 8  
Classical biophysics of the squid giant axon (H, chapter 2)  
The Neurology of Behavior (KSJ, chapter 1).  
Lab: Patch resting potential (MS).
Week 9  Nerve cells and behavior (KSJ, chapter 2).
Membrane potential (KSJ, chapter 7).
Local signaling (KSJ, chapter 8).
Lab: Action potential (MS).

Week 10  Propagated signaling (KSJ, chapter 9).
Synaptic transmission and integration (KSJ, chapter 10).
Lab: Threshold, Voltage clamp and Refractoriness (MS).

Week 11  Passive Membrane, Resting potentials, Cable theory applied to neural axons
Heart cells – electrophysiology and spatial coupling
Lab: Passive axon (MS).

Week 12  A quick look at XPP/WinPP
XPP on Windows & Macs – (http://www.math.pitt.edu/~bard/hardware/classes)
User-friendly graphic user interface of XPP
   Pull-down menus and simulation steps
   Numerical methods available in XPP
   Phase plane graphs in XPP

Week 13  The pancreatic beta-cell, Chay-Keizer model (JW, chapter 5)
Chay-Keizer with an ER (JW, chapter 5)
Entrainment and phase-locked modes
Simple computational models: (IF, Morris-Lecar, Traub, McCormicks thalamocortical cell).

Week 14  Student presentations.