Minnesota State University, Mankato

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU’s curricular process for recommendations and decisions.

College: Arts and Humanities
Department: English
Program: English
Type of Change: GEN. ED./CULTURAL DIVERSITY PROPOSALS
Proposed: New General Education Course
Title Current: 
Title Proposed: Topics in Literature
24-Char. Abbrev: Topics in Literature

Proposal #
Effective Date of Change: Dec. 6, 2007
Course Designator Number of Credits
and Number (if applicable)

Rationale or Justification for change:
Currently on the books is a general education (non-writing intensive) Topics in Film and Literature (Eng 214). We want to separate these courses because we are planning a film studies program (in collaboration with other departments) and we would like a 200-level film class for this program. Most of the recent topics offered under the 214 have been film anyway. Topics in this new general education course would focus on literature.

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
Course will explore specialized topics in literature; may be repeated under a different topic.

***For General Education or Cultural Diversity Courses Only***

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<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<tr>
<td>6</td>
<td>Humanities and the Arts</td>
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<td>1c</td>
<td>Writing Intensive</td>
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* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
- a. Syllabus or course outline.
- b. Course’s student learning outcomes associated with each GE competency or CD designation.
- c. List of strategies to be used to assess students’ achievement of each GE competency or CD designation.

***For New Courses***

(Check all that apply)
- Instructional Type: Lecture
- Grading Format: Grade □ P/N
- Pre- or Co-requisites: English 101
- Other courses are being changed or eliminated. (Explain.)

Course will be offered:
- Fall Semester
- Spring Semester
- Summer Session

- Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
- a. Syllabus or course outline.
- b. Course’s student learning outcomes.
- c. A list of resources required to offer and support this course.
- d. A description of how teaching this course will affect department staffing.
- e. If 400/500 level course, an explanation of added expectations of graduate students.

Received: SEP 25, 2007

Revised September 2002
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***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.

b. Minutes from department and college curriculum meetings in which action was taken on this proposal.

c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc

d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.

e. A list of resources required to offer and support this program.

f. A description of how offering this program will affect department staffing.

g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits.

***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/html/currformsprocesses.htm

1. Creation of an entirely new program.

2. Redesign of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
**Minnesota State University, Mankato**

**Curriculum Proposal**

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Dr. JoAnna Mink
AH 201G
Phone: 389-1525

Office Hours: M 1-2; T 10-11, 5-6; W 1-2; H 10-11, 2-3; and by appt.
e-mail: joanna.mink@mnsu.edu

ENG 215: Narrative Form in Prose Literature (4 sem hrs)

PURPOSE OF COURSE: In this course students will be introduced to the various ways in which narrative is constructed in short stories and novels by reading several representative selections from the 19th and 20th centuries. The course is designated as Writing Intensive. Our underlying goals include to expand your knowledge of the human condition and human cultures as expressed in literature; and to improve your skills in reading of literary texts and forming of aesthetic judgments of literary work. The course also fulfills General Education Category 6.

By close reading of texts and discussion about their meanings, you will develop the ability to read carefully and to make significant connections between ideas. As you read literature with greater understanding, I hope that your appreciation of your literary heritage will grow. Participation in small and large groups is an important component of success in this course. Co or Prerequisite: completing ENG 101.

REQUIRED TEXTS:
Joseph Kelly, ed. The Seagull Reader: Stories
Kate Chopin. The Awakening
Thomas Hardy. Tess of the d'Urbervilles
Henry James. The Turn of the Screw
Peter Robinson. In a Dry Season
Mary Shelley. Frankenstein
Wiesel, Elie. Night

SYLLABUS and OUTLINE (subject to change as announced): Reading assignments include the author biographical sketch at back of book. In the event class is canceled or you are unable to attend due to weather conditions, you still must keep up with the reading assignments; papers should be turned in at the soonest opportunity.

Note: Reading assignment includes biographical info on author.

Jan. 15 (T) course orientation; small groups plan syllabus
17 (H) Introduction (ix-xxvii); Chopin,"The Story of an Hour" (44)
22 (T) Updike,"A&P"; in-class exercise on responding
24 (H) Marquez, "A Very Old Man"
29 (T) Faulkner, AA Rose for Emily@; workshop on draft of IR #1
31 (H) A @ IR #1 DUE

Feb. 5 (T) James, The Turn of the Screw
7 (H) A @
12 (T) workshop on draft of IR #2
14 (H) Hemingway, AHills Like White Elephants@; IR #2 DUE
19 (T) Chopin, The Awakening
21 (H) A @
26 (T) Kafka, AA Hunger Artist@; workshop on draft of IR #3
28 (H) IR #3 DUE; Gilman, "The Yellow Wallpaper"

March 5 (T) Gilman, cont; workshop on draft of Essay #1
7 (H) Welty, AA Worn Path@; ESSAY #1 DUE
12,14 SPRING BREAK
19 (T) Hardy, Tess
21 (H) A @
26 (T) Poe, AThe Cask of Amontillado@
28 (H) Silko, AYellow Woman@; IR #4 DUE
Revision of Essay #1 Due

April 2 (T) Wiesel, Night
  4 (H) A @; workshop on draft of Essay #2
  9 (T) O=Connor, AGuests of the Nation@
11 (H) ESSAY #2 DUE

16 (T) Shelley, Frankenstein
18 (H) A @; video

23 (T) Crane, AThe Open Boat@
25 (H) Walker, AEveryday Use@; IR #5 DUE

30 (T) Robinson, In a Dry Season
May 2 (H) A @; review for final

9 (H) 10:15-12:15 FINAL EXAM
Revision of Essay #2 Due

DESCRIPTION (AND WEIGHTING) OF ASSIGNMENTS: Because one of the main ways of demonstrating an understanding of literature is to discuss it and to write about it, a variety of assignments will help you develop the ability to convey your thoughts about literature in a clear and effective way. Note: If it appears that the class is not reading the material on time, I reserve the right to add reading comprehension quizzes, to be considered in participation grade.

Plan your papers so that you write on at least seven different works during the course. (In other words, one of your Essays can be on the same work as one of your Informal Responses.)

Informal Responses: 2 pages (double-spaced, 10-12 cpi) each. Focus: Copy a sentence (include page number) from one of the works on our reading list and discuss/explain the significance of the idea(s) in that sentence, making connections whenever appropriate.

You may turn these in at any time up to the due date, noted on syllabus and below. Please note dates of class time devoted to workshops.
#1 (due 1/31) 5%  #2 (due 2/14) 5%  #3 (due 2/28) 5%  #4 (due 3/28) 10%  #5 (due 4/25) 10%

Essay on a short story (15%)--4 typed pages, double spaced, 10-12 cpi. A focused discussion on one of the short stories on the reading list. See suggested topics and directions as given in class. This paper will be returned with comments and revised.

Essay on a novel (15%)--6 typed pages, double spaced, 10-12 cpi. A focused discussion on one of the novels/novellas on the reading list. See suggested topics and directions as given in class. This paper will be returned with comments and revised.

GRADING CRITERIA: Attached
Final Exam (20%) - essay in nature and comprehensive in scope.

Participation (15%)
A - Person obviously is prepared for each class discussion, offers thoughtful and insightful comments, encourages class discussion, brings completed drafts to workshop and makes useful comments to others
B - Person obviously is prepared for each class discussion, offers appropriate comments, brings completed drafts to workshop, comments on others' drafts
C - Person is prepared for each class discussion, offers an occasional comment relating to discussion, drafts for workshop are 80% completed
D - Person is occasionally unprepared for class discussion, and either doesn't enter class discussion or comments are ungermaine, brings incomplete material to workshop
F - Person is rarely prepared, offers nothing, breathes air

ATTENDANCE: Class attendance and participation are considered part of the assigned work of the course. Since this class meets twice a week, you are allowed two unexcused absences. Weather-related absences follow policy explained in class. Absences in excess may affect final course grade, just as not completing assigned papers and examinations will affect the grade. Every student is responsible for all announcements, all work due or completed in class, including days absent for whatever reason.

MAKE-UP POLICY: Late work is accepted only in the case of serious illness or a death in the immediate family and only with proper documentation and approval of instructor. No make-up exams will be given except in dire circumstances and only with the prior approval of instructor. Grades on late papers will be lowered one letter grade for every day (M-F) they are late.

PLAGIARISM STATEMENT: The MLA Handbook defines plagiarism as follows: (1) repeating another's sentences as your own, (2) adopting a particularly apt phrase as your own, (3) paraphrasing someone else's argument as your own, (4) presenting someone else's line of thinking as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Although a writer may use another person's words and thoughts, they must be acknowledged as such. Students who plagiarize in this course will receive an "F" in the course and may be subject to further penalties. (See Student Conduct Code)

Reading and writing assignments and class discussions are designed to fulfill the STUDENT ASSESSMENT OUTCOMES as described by the General Education Committee (see Bulletin): Students will be able to: (a) demonstrate awareness of the scope and variety of works in the arts and humanities, (b) understand those works as expressions of individual and human values within an historical and social context, (c) respond critically to works in the arts and humanities, (d) engage in the creative process or interpretive performance, and (e) articulate an informed personal reaction to works in the arts and humanities.
New Course Supplemental Material

C. List of resources required to offer and support this course. No new resources required.

D. A description of how teaching this course will affect department staffing. No new staffing required.
General Education Competency 6: See Syllabus for further details.

Reading and writing assignments and class discussions are designed to fulfill the STUDENT ASSESSMENT OUTCOMES as described by the General Education Committee.

Students will be able to:
(a) demonstrate awareness of the scope and variety of works in the arts and humanities (through reading, class discussion, essay writing and in-class essay exam on texts specifically selected for scope and variety)
(b) understand those works as expressions of individual and human values within an historical and social context (through reading, class discussion, essay writing and in-class essay exam on texts specifically selected for their focus on historical and social context)
(c) respond critically to works in the arts and humanities (through reading, class discussion, essay writing and in-class essay exam on arts/humanities texts)
(d) engage in the creative process or interpretive performance (through attention to the “form” of the selected works)
(e) articulate an informed personal reaction to works in the arts and humanities (through class discussion, personal response essays and in-class essay exam)

Please Note: All topics selected will concern themselves with the above student assessment outcomes. All literature classes, by their very nature, involve the above outcomes.
Writing intensive Component: See syllabus for further details

Five: 2-page response papers
One: 4-page essay revised
One: 6-page essay revised

Total: 20 pages, 10 of which are revised.

DESCRIPTION (AND WEIGHTING) OF ASSIGNMENTS: Because one of the main ways of demonstrating an understanding of literature is to discuss it and to write about it, a variety of assignments will help you develop the ability to convey your thoughts about literature in a clear and effective way. Note: If it appears that the class is not reading the material on time, I reserve the right to add reading comprehension quizzes, to be considered in participation grade.

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Please note dates of class time devoted to workshops.

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Essay on a novel (15%)--6 typed pages, double spaced, 10-12 cpi. A focused discussion on one of the novels/novellas on the reading list. See suggested topics and directions as given in class. This paper will be returned with comments and revised.

Learning Outcomes:
Students will

- expand their repertoire of writing (through various kinds of writing from response to formal analysis)
- write critically (through two essays and revisions)
- expand their knowledge of the writing process (through revisions)
English Department Meeting Minutes
9:00 a.m., April 5, 2006, AH 208

Present: Arnold, Banschbach, Black, Bunkers, Casella, Davis, Drescher, Dyer, Flaherty, Joseph, Larsson, McClure, Mink, Nord, O’Meara, Robbins, Sewell, Solo, Stoynoff, Terrill and Tesdell

1. Minutes for meeting of March 1, 2006, were moved, seconded, and approved.

2. Committee Reports

A. Assessment & Program Review (Drescher): None

B. Curriculum (Casella): Casella presented proposals that had already been approved by the department Curriculum Committee. The following proposals were moved, seconded, and approved:

   i. New course English 215/Topics in Literature;
   ii. Title change of English 214 to Topics in Film (from Topics in Literature and Film);
   iii. Change in credits for English 4/536 from 4 credits to 2-4 credits;
   iv. Change in credits for English 4/538 from 4 credits to 2-4 credits and
   v. Change in credits for English 4/572 from 4 credits to 1-4 credits.

C. Departmental, Student and Community Relations (Black):

   i. EDN is at Printing Services and should be available by the end of the month.
   ii. Spring awards announcements were made on Monday. The Outstanding Graduate
       Student Award deadline is March 31st, so announcement at a later date. Three student candidates
       are needed to help in the decision process; forward your suggestions to Black.
   iii. A Student Advisory Council will be established fall semester. Also, next semester the
       committee will investigate establishing an English honorary society.

D. TESL Search (Banschbach): Dr. Karen Lybeck will join our department this fall. Thanks to
   the Personnel Committee for its efficiency and overall good work.

E. Professional Development and Research Activities (Griffin): None

F. Scheduling (Solo): None

G. Technology (Haas): None

H. Graduate (Stoynoff): Deadlines coming up: April 14 for theses and APP’s, and April 29 for
   Application for Awarding the Degree. If any students need extensions, email Stoynoff and the
   Graduate Office. April 30 is the comprehensive exam for MFA students.
   Initial assistantship offers have been made, and Stoynoff is consulting with track heads about later
   offers. He distributed current admission numbers for the programs.

3. Information and Topics for Discussion

A. Scheduling deadlines: After the second proof is submitted to the registrar, the only changes
   that can be made are changes in staffing and enrollment limits.

B. Alumni on department website: The goal is to feature a different alumnus weekly. Send
   nominations of alumni to Nord.

C. Dean Lapitski will meet with English faculty on April 12th (9:00, AH208) about programs at
   Normandale.

D. The number of undergraduate English majors as of March 28th is 231. Kate used lists from IT
and from Institutional Research, and contacted students individually if their status was uncertain. Kate has also created distribution lists for the majors in each program (Public Folders/All Public Folders/ Departments/ English).

E. Assessment reports (rubrics and A&H scores): Assessment reports are due to Banchbach in mid-May and to the Dean by June 1st. Banchbach reviewed the university rubric for assessing academic assessment plans. Areas needing attention are the inclusion of dispositions, multiple measures for outcomes, and rubrics for outcomes.

F. Online course enrollment limits: Across the campus enrollment limits typically range from 20-30 students. Discussion focused on the difficulty of managing classes with large numbers. Sewell noted that University of Phoenix online courses are capped at 13. Department reaffirmed policy that online course enrollments would be capped at 15, with the instructor having the option of increasing enrollment.

G. Office for Lybeck: Request for a volunteer to move to a third-floor office.

H. Awards and parties: Robbins chosen for the Kay Sexton award, the tech. comm. program nominated for MnSCU Excellence in Curriculum Programming award. O’Meara will arrange a retirement party for Dave Popowski.

I. Writing across Borders DVD is available; see McClure.

Dates:
April 7, 5 p.m., Linehan and Reese thesis reading, CSU201
April 8, 8 p.m., Nicolai and Smith thesis reading, Wiecking Auditorium
April 12, 9 a.m., meeting with Dean Lapitski regarding Normandale programs, AH208
April 13, 4 p.m., Carlson, Godfrey and Masse thesis reading, CSU201
April 14, 7 p.m., Baumgart and Benesh thesis reading, AH102
April 14, APP and thesis deadline
April 14, Deadline for dropping classes
April 19, 12:30-2:30pm Earth Day clean up
April 20, Final Good Thunder event, poets Patricia Kirkpatrick and Le Ann Roripaugh
April 21, 4 p.m., Mason and Wardinski thesis reading, Wiecking Auditorium
April 28, 5:30 p.m., Drevelow and Havely thesis reading, Ostrander Auditorium
April 28, 7 p.m., Popowski party at Neighbors Restaurant
April 28, Final proof of spring 2007 schedule due to Dean
April 29, Deadline Awarding degree deadline
May 3, 9 a.m., department meeting, AH208
May 4, 11:30am SU Ballroom’s retirement luncheon (RSVP due by 4/21)
May 10, 3pm Dean’s Spring meeting at Performing Arts E.J. Halling Recital Hall
May 13, 9 a.m., Graduation ceremony
May 13, 11 a.m., English Dept. Awards reception, CSU Heritage Room
May 15, FREE breakfast in Carkoski Commons 8-10am
May 15, Noon, grades due to Kate
May 15-August 18th – Summer hours begin, Department offices open from 7:30-4pm
May end – Information for assessment and annual reports due to John

Next meeting: May 3, 9:00 a.m., AH 208

Respectfully submitted

Kate Voight
Administrative Assistant
English Department