I. General Information:

College:	A&S		Department (Full name):	Modern and Classical Languages Literaratures and Cultures
Major Name (full name please):	Modern and Classical Languages and Literatures		Degree Title:	BA/BS
Formal Option(s), if any:	Arabic and Isalmic Studies, Chinese, Classics, French and Francophone Studies, German Studies, Japan Studies and Russian Studies		Specialty Field w/in Formal Options, if any:	
Requested Effective Date:	FALL 2014, *IF* RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.			
Contact Person:	Jeff Rogers	Phone:	7-4540	Email:	nelsjrogers@uky.edu

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*"**Graduation Composition and Communication Requirement.** Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also 'Graduation Composition and Communication Requirement' on p. XX of this Bulletin."*

III. GCCR Information for this Program (by requirement):

A. *List the courses currently used to fulfill the old Graduation Writing Requirement:*
MCL Classics: CLA 331 / MCL French: FR 470G, 471G / MCL German: GER 361, GER 495 / MCL Japan Studies: JPS 320, 321, 400G / MCL Russian: RUS 499
B. *GCCR Program Outcomes and brief description:*
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are *program* outcomes, not *course* outcomes. Please specify the program-level SLOs for C&C in your program:
Upon completion of this course, students will... ...demonstrate effective written, oral and visual communication in the appropriate field(s) of cultural studies. Students will employ evidence-based, comparative strategies, which may include translation, in written research papers and oral presentations based, at least in part, on primary and secondary materials from non-English-language sources; *[GCCR]

2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:

MCL 495 is a common Capstone experience shared by MCL majors in Arabic, Classics, Chinese, French, German, Japanese, and Russian. It is designed to provide an opportunity for majors to develop research projects in collaboration with faculty members and to gain research experience in MCL Studies, as well as to allow majors to explore the various content areas and scholarly approaches represented in MCL so as to enhance their understanding of the value of work across disciplines. In addition, the course facilitates student completion of a language-learning portfolio to document their level of proficiency in one of the fields of concentration in MCL Studies.

C. *Delivery and Content:*

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. *(Note: it is strongly recommended that GCCR courses be housed within the degree program.)*	☒ a. Single required course within program
	☐ b. multiple required or optional courses within program
	☐ c. course or courses outside program (i.e., in another program)
	☐ d. combination of courses inside and outside program
	☐ e. other (please specify): _

2. **Basic Course Information**: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: MCL 495 (submitted as part of MCL major change earlier in the year)
- new or existing course? NEW (*new courses should be accompanied by a New Course Proposal*)
  - ☒ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? R
- shared or cross-listed course? N
- projected enrollment per semester: 25

Course #2 (if applicable): Dept. prefix, number, and course title: _____
- new or existing course? _____ (*new courses should be accompanied by a New Course Proposal*)
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____
- new or existing course? _____ (*new courses should be accompanied by a New Course Proposal*)
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. **Shared courses:** If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:
- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement**: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
  Date of agreement: _____

4. **Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR.** Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):
   - the GCCR assignments are <mark>highlighted</mark> in the syllabus and course calendar;
   - the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
   - the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
   - the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
   - the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
   - the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
     - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

5. **Instructional plan:** Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:
   - overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

     This course will be a small capstone seminar in which students focus primarily on research projects in their area of study. It is a culminating experience and allows students to demonstrate independent, original research skills that have been developed over the course of the studies.
   - assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

     *Bibliography and Literature survey
      *Project Outline and Thesis
     *Revised Thesis
     *Draft 1 - Research Project
     *Digital Poster/Podcast outline
     *Final Draft of Research Project
     *Completed digital poster/podcast

     There will also be additional opportunities throughout for peer review.
   - revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

     Students will hand in sections of the paper as they develop it. They will hand in a draft and final version. The draft will receive peer review and instructor review.
   - other information helpful for reviewing the proposal:

     _____

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:
   - specify the assessment schedule (e.g., every 3 semesters; biennially):

     every 2 years
   - identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

     Undergrad Committee
   - if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	MCL 495. BA BS, Modern and Classical Languages
Contact Person Name:	Jeff Rogers
Phone:	7-4540
Email:	nelsjrogers@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program *review by Chair or DUS, etc.*	2/4/14	JeffRogers / 7-4540 / nelsjrogers@uky.edu
Providing Program *(if different from Home Program)*		/ /
Cross-listing Program *(if applicable)*		/ /
College Dean	4/1/14	Ruth Beattie, Associate Dean / 3-9925 / rebeat1@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval[1]
GCCR Advisory Committee	3/5/2014	

Comments:

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[1] *Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.*

Modern and Classical Languages (MCL) – University of Kentucky
MCL 495 - MCL Capstone
Topical Seminar, Research Project, and Language Learning Portfolio. Fulfills the University's
GCCR for MCL majors.
[Specific information to a sample iteration follow at the end. This is boiler plate for whoever
teachers the course in our department.]

Bulletin Description:
MCL Capstone Research Project and Language Learning Portfolio, MCL 495, is a common
Capstone experience shared by MCL majors in Arabic, Classics, Chinese, French, German,
Japanese, and Russian. It is designed to provide an opportunity for majors to develop research
projects in collaboration with faculty members and to gain research experience in MCL Studies,
as well as to allow majors to explore the various content areas and scholarly approaches
represented in MCL so as to enhance their understanding of the value of work across disciplines.
In addition, the course facilitates student completion of a language-learning portfolio to
document their level of proficiency in one of the fields of concentration in MCL Studies.

Purpose:
MCL 495 is designed to provide an opportunity for MCL majors to 1) explore a topic related to
language and cultural studies across national and linguistic boundaries; 2) to develop and execute
a research projects related to the topical focus of the seminar but within their own major track
and area of specialization, 3) to present their research to MCL faculty (visually and orally) and 4)
to facilitate student completion of a Language Learning Portfolio to document their level of
proficiency in their language of study.

Topics:
MCL 495 will explore such topics as war and culture, exile, travel and migration, gender,
technology and culture, trauma, city and county, image and text. Readings and discussions for
the seminar portion of the course will explore a particular topic across linguistic, national and
historical boundaries, traditions and borders. Each semester the instructor will determine the
topic. Students will work with the instructor to develop a research project that combines the
theoretical focus of the seminar and their own field and language of study (Arabic, Chinese,
Classics, French, German, Japanese or Russian).

GCCR component:
This course fulfills the Graduation Composition and Communication Requirement for all MCL
Major tracks (Arabic, Chinese, Classics, French, German, Japanese and Russian). All
assignments related to the GCCR requirement must be completed and the grades must average a
C. Students not earning a C or better average on GCCR assignments will have to repeat the
course.

The requirements of the GCCR state that students complete 4,500 words of English-language
composition. Thus research projects must meet this minimum requirement, approximately 15
pages, in order to fulfill the GCCR. Students will submit a minimum of two drafts of their paper.
In addition, students must present their work orally and with a visual component. These will be
combined as part of the "presentation to faculty" at the end of the semester. Finally, as part of the

research project students will demonstrate information literacy in the area(s) of cultural and literary studies. All of the assignments associated with the GCCR will be marked with an asterisk on the syllabus.

Prerequisites and Academic credit:
Declared major in MCL
Senior standing (> 90 credit hours)
All MCL majors must complete MCL 495 the senior year of their studies.
(Exceptions to these prerequisites must be approved by the DUS.)
MCL 495 is 3 credit hours for one semester.

Major Course Objectives:

- To provide MCL majors opportunities develop research projects related to the general focus of the seminar and their own particular area of interest and expertise.

- To provide students with experience in research methods related to humanistic inquiry in languages and culture.

- To demonstrate the integration of knowledge from different disciplines and target language skills through original research, analysis and discussion.

- To reflect upon and document the development of linguistic and cultural competencies related to target language and culture.

Student Learning Outcomes:

Upon completion of this course, students will...

...demonstrate effective written, oral and visual communication in the appropriate field(s) of cultural studies. Students will employ evidence-based, comparative strategies, which may include translation, in written research papers and oral presentations based, at least in part, on primary and secondary materials from non-English-language sources; *[GCCR]

...demonstrate effective communication skills in the target language [at proficiency levels established by degree tracks and documented in the Language Portfolio];

...analyze and interpret key characteristics of the culture(s) that are the focus of their studies, including its cultural products, traditions, and institutions;

...relate cultural products, traditions, and institutions of their own culture to those of the target culture;

...describe structural elements of the target language and the first language (demonstrated in the Language Portfolio).

GRADING POLICIES

Grades for MCL 495 will be based on three components: 1) grade received on the Final Research Project, including presentation; 2) the Language Learning Portfolio; and 3) participation and assignments for the seminar portion of the course.

Research Project (50% of final grade for course)
The Research Project will consist of the following components, each of which will be reviewed and graded by the instructor.

-Bibliography / -Outline / -Thesis / -First draft / -Final Draft / -Digital poste- podcast / Presentation to the faculty

The following criteria will be used to assess the final draft of your Research Project:

- Writing (organization of the project, language usage, overall comprehensibility and clarity)
- Demonstrated understanding of the research methodology employed
- Demonstrate understanding of target culture, history and language as related to the topic of research
- Thoroughness and command of the material covered including literature review
- Critical analysis and discussion
- Conclusions

Language Learning Portfolio (10% of final grade for course)

(50 points) Accuracy and completeness of the portfolio
(20 points) Clarity and neatness of portfolio
(30 points) Demonstrated reflection on language learning, progress and future goals (self-assessment).

Seminar Assignments and Participation (40% of final grade for course)
1. (50 points) Active participation in course discussions and activities.
2. (50 points) Homework and assignments, including readings, films and short writing assignments.

Final Grades: 50% for project + 10% for Language Learning Portfolio + 40%for Seminar Assignments and Participation.

A = 90% and above; B = 80-89; C = 70-79; D = 60-69; E = 59.9 and below.

> Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

ATTENDANCE POLICY
You are expected to attend every class session and participate actively in class. If you are physically present but do unrelated activities such as homework for another class, reading the paper, or sleeping, I will mark you absent, as if you had not come to class at all. (Also see criteria for participation above.)

Please be aware of the following standards and guidelines, which constitute my attendance policy.

1. More than <u>2</u> unexcused absences will lower your final grade by 1.5 % per absence after the second.

2. Being more than five minutes late three times or leaving class early twice will count as one day absent.

3. For absences because of University-sponsored activities, you **must** submit a schedule to me at the beginning of the semester. Excusable university-sponsored absences are defined by SR 5.2.4.2.

4. For <u>excused</u> absences, it is your responsibility to schedule make-up dates for work missed. Work must be done **in advance** if the absence is because of a scheduled activity, **or within one week** of absence if the absence is because of an illness or emergency, or it will be counted as a zero. **Participation points must be made up as well, even for an excused absence.**

5. As explained in the university rules, if you miss more than <u>one-fifth</u> of class time (this pertains to excused absences as well), I can request that you petition for a withdrawal. If you miss more than one-fifth of class time because of unexcused absences and do not withdraw, I will assign a grade of **E**.

6. In the case of an absence due to illness, I have the right to ask for sufficient documentation regarding the nature of the absence from a licensed individual (who cannot be a family member). Health Services will not provide this without a release signed by you. (The stamped slip of paper only confirms that you went to Health Services, not that you were examined or treated. I will not accept these slips as documentation of an illness.)

7. Please do not offer excuses, orally or by e-mail, for absences which cannot be excused according to university policy; I will not consider these when calculating your grade. I understand and sympathize with difficult life situations and realize that you also have work obligations, duties to your families, and other reasonable conflicts. By reserving your two free absences for real emergencies (of which I hope you will have none), you can fulfill your other obligations while maintaining your grade in this class.

8. Failure to appear in class when you are to present your work (as an oral presentation or in any other form) will result in a grade of zero (0) for that assignment.

ACADEMIC INTEGRITY
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. If you submit any work that is not wholly yours without citing your sources, you are guilty of plagiarism. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against

the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/studentaffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

ACCOMMODATIONS
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Minimum Technology Requirements and Blackboard
You must be able to use Blackboard to succeed in this class. It is your responsibility to access and submit your work via the Blackboard interface. Materials for the course will also be made available through Blackboard. If you have problems with Blackboard, please contact UK IT for help. Again, you are responsible for using the technology needed for the course. Not understanding how to submit something on BB or find something on BB is not an excuse for turning it in late.

CIVILITY AND DECORUM
The university, college and department have a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty

member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

WARNING

Some of the materials that are required for this course may contain material that is intended for mature audiences and which some students may find offensive. You do not have to enjoy the content you find offensive, but you must be willing to engage with it critically.

MCL 495 - Fall 2014
Instructor: Jeff Rogers
Office: 1071
Office Hours: FRI 9-12
Contact: nelsjrogers@uky.edu / 7-4540
Time and Place: TBD
MCL Capstone
Course Topic: Space, Place and Identities

In this iteration of MCL 495 we will focus on the relationship between space, place and identities from the perspective of cultural studies, in particular literature and film. We will explore the topic through a series of essays and primary works.

We will read from and discuss the following theoretical works:

Apter, Emily. *Against World Literature: On the Politics of Untranslatability*. New York: Verso, 2013.

Clifford, James. *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard University Press, 1997.

Morley, David. *Home Territories: Media, Mobility and Identity*. London and New York: Routledge, 2000.

Morley, David and Kevin Robins. *Spaces of Identity: Global Media, Electronic Landscapes and Cultural Boundaries*. London and New York: Routledge, 1995.

Hayot, Eric. *On Literary Worlds*. Oxford: Oxford University Press, 2012.

Moretti, Franco. *Distant Reading*. New York: Verso, 2013.

We will read from and discuss the following primary works:

A novel that addresses travel and or translation from you major track (Arabic, Chinese, Classics, French, German, Japanese or Russian) and approved by the instructor. (Ideally all students in

your language area will decide on one novel-you will present your reading of the novel to fellow students as a group.)

Kurosawa, Akira. *Dersu Uzuala*. (1975)

Towada, Yoko. *Selected Poems in German Japanese and English.*

Tykwer, Tom and Andy and Lana Wachowski. *Cloud Atlas* (2012)

MCL 495	GCCR Components				
Week 1				Introductions Space, Place and Identities	
Week 2		*Routes: Travel and Translation in the Late Twentieth Century*		*Routes: Travel and Translation in the Late Twentieth Century*	
Week 3		*Spaces of Identity: Global Media, Electronic Landscapes and Cultural Boundaries.*		*Spaces of Identity: Global Media, Electronic Landscapes and Cultural Boundaries.*	
Week 4		*Home Territories: Media, Mobility and Identity*		*Home Territories: Media, Mobility and Identity*	
Week 5		*Dersu Uzuala* *Bibliography and Literature Survey Discussion		*Dersu Uzuala*	
Week 6		*On Literary Worlds* *Creating and Outline, Developing a Thesis		*On Literary Worlds*	
Week 7	*Bibliography and Literature survey	*Against World Literature: On the Politics of Untranslatability*		*Against World Literature: On the Politics of Untranslatability*	
Week 8	*Project Outline and Thesis	*Distant Reading*		*Distant Reading*	
Week 9	*Revised Thesis	Thesis and Outline Peer Review		*Cloud Atlas* Space, Place and Identity	
		SPRING BREAK			
Week 10		Language Portfolio		Novels 1 Presentations and Discussion	
Week 11 March April	*Draft 1 - Research Project	Draft 1 Peer Review		Novels 2: Presentations and Discussion	
Week 12 April	*Digital Poster/Podcast outline	Poster/Podcast Peer Review and Discussion		Novels 3: Presentations and Discussion	
Week 13 April	*Final Draft of Research Project	Work on final draft of digital poster/podcast		Novels 4: Presentations and Discussion	
Week 14 April	*Completed digital poster/podcast	Presentations: What makes a good presentation?		Novels 5: Presentations and Discussion	
Week 15 April	Language Portfolios submitted	Practice Presentations		Novels 6: Presentations and Discussion	
Finals May		*Presentation to the Faculty			