

9/13

Chair: Tracy Christofero

GC#6: Course Addition

### Request for Graduate Course Addition

- 1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
- 2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
- 3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Business Dept/Division: Accountancy and Le Alpha Designator/Number: ACC 512  Graded  CR/NC

Contact Person: Marie Archambault Phone: 696-2653

**NEW COURSE DATA:**

New Course Title: Government and Not-for-profit Accounting

Alpha Designator/Number: 

A	C	C		5	1	2			
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Title Abbreviation: 

G	o	v	.		&		N	F	P		A	c	c	o	u	n	t	i	n	g		
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(Limit of 25 characters and spaces)

Course Catalog Description: Accounting, reporting, and analysis of both governmental entities and not-for-profit entities will be examined with the focus on the preparation and use of the information for decision makers.  
(Limit of 30 words)

Co-requisite(s): \_\_\_\_\_ First Term to be Offered: Fall 2013

Prerequisite(s): Permission of the Division He Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): \_\_\_\_\_

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Jeffrey J Archambault</u>	Date <u>4/1/13</u>
Registrar <u>Roberta Ferguson 520301</u>	Date <u>4/1/13</u>
College Curriculum Chair <u>Nancy L Smith 4/19/13</u>	Date _____
Graduate Council Chair <u>Christofero</u>	Date <u>10/20/13</u>

## Request for Graduate Course Addition - Page 2

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College: Business

Department/Division: Accountancy and Legal Enjir Alpha Designator/Number: ACC 512

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Marie Archambault

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See Attached Course Syllabus

## **Request for Graduate Course Addition - Page 3**

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### **7. COURSE OUTLINE (May be submitted as a separate document)**

See Attached Course Syllabus

### **8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)**

See Attached Course Syllabus

### **9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)**

The course is a primarily a lecture with student recitation. The course is taught as a service learning course and as such has a student project that involve real world application with a local organization.

## **Request for Graduate Course Addition - Page 4**

### **10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)**

Homework, quizzes, midterms, tests, projects, final, class participation, and written communication.

### **11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE**

As the class is being moved to a graduate course, a significant research element is being added to the government and not-for-profit projects. The students will be required to research the organizations selected to find a problem (issue identification), complete analysis of the information available, and form a well communicated suggested solution for the problem (issue resolution). Many classes within the MS in Accountancy program focus on this issue identification, investigation/analysis, and issue resolution model.

### **12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)**

Journal of Accountancy  
Issues in Accounting Education  
IMA Case Studies Journal (online)  
Accounting Review  
Journal of Accounting Research  
International Journal of Public Administration  
Accounting Perspectives  
Accountancy  
FASB Accounting Standards Codification (Subscribed to by division)  
RIA Checkpoint (subscribed to by division)  
GASB Standards Codification

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:  
Course Number and Title:  
Catalog Description:  
Prerequisites:  
First Term Offered:  
Credit Hours:

Department: Accountancy and Legal Environment  
Course Number and Title: ACC 512 Government and Not-for-profit Accounting  
Catalog Description: Accounting, reporting, and analysis of both governmental entities and not-for-profit entities will be examined with the focus on the preparation and use of the information for decision makers.  
Prerequisites: Permission of the Division Head or the MS in Accountancy Director  
First Term Offered: Fall 2013  
Credit Hours: 3

**ACCOUNTING 512  
GOVERNMENTAL ACCOUNTING**

**INSTRUCTOR:** Marie Archambault, Ph.D., CPA, CMA

**OFFICE:** CH 222

**OFFICE HOURS:** Monday and Wednesday 9:00-11:00 AM, 3:45-4:15 PM,  
Wednesday 4:00-5:00 PM and 9:00-9:30 PM, and by appointment

**CONTACT NUMBERS:** Telephone: 696-2653 Fax 696-2652

**E-MAIL** [archambaultm@marshall.edu](mailto:archambaultm@marshall.edu)

**REQUIRED MATERIAL:** Wilson and Kattelus, *Accounting for Governmental and Nonprofit Entities*, 16<sup>th</sup> Edition, with software code, McGraw Hill Irwin, Boston, 2013.

Course Note Packet, available at Prime Copy Plus, 1452 4<sup>th</sup> Avenue.

6 function calculator

**RECOMMENDED TEXT:** Gleim and Collins, *Financial Accounting Exam Questions and Explanations*, 17<sup>th</sup> edition, Gleim Publishing.

**ALLOWED WEB SITES:** Textbook student site  
[http://highered.mcgraw-hill.com/sites/0078110939/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0078110939/student_view0/index.html)  
Web sites that the text directs the student to  
Web sites of the Governmental and Non-profit entities that the student selects for projects (this includes searches of multiple such sites for the student to pick one that he/she wants to use for his/her project)

**PREREQUISITES:** Permission of the Division Head or MS in Accountancy Program Director

COB Policy on prerequisites states that it is the student's responsibility to be aware of and meet all the prerequisites for COB courses. By remaining in the course beyond the regular registration period, the student certifies that he/she has met all prerequisites. Students registered for courses without having met prerequisites will be considered to have committed academic dishonesty as defined by the Marshall University Student Handbook. Sanctions may include a grade of "F" in the course for which the student has not met the prerequisite or suspension from the university. The dean's office reserves the right to administratively withdraw students from the courses if the prerequisite(s) have not been met.

**COURSE DESCRIPTION:**

Accounting, reporting, and analysis of both governmental entities and not-for-profit entities will be examined with the focus on the preparation and use of the information for decision makers. 3 credits. This course has been designated as a service learning course and as such requires a service project of all students that is at least 15 hours in duration during the semester.

**COURSE OBJECTIVES:**

This course is designed to build upon the knowledge of accounting by introducing a model that differs from that learned in other accounting courses. Student learning outcomes for this course are set out below:

Course Student Learning Outcomes	How Students will Practice Learning Outcomes	How Student Achievement of Learning Outcomes Will be Assessed
Describe and apply the concepts and principles underlying accounting for governmental entities (state, local, and nonprofit)	Class discussions Homework	Quizzes Exams City of Bingham Project
Describe and apply the concepts and principles underlying accounting for nongovernmental nonprofit entities	Class discussions Homework	Quizzes Exams
Describe what information is contained in a Comprehensive Annual Financial Report; (CAFR) and annual reports of nonprofit entities	Class discussions Homework	Quizzes Exams Governmental Project Non-profit Project
Discuss issues currently being examined by the GASB and FASB relating to accounting issues for the entities studied	Class discussion Homework	Quizzes Exams
Analyze accounting issues and form a solution that is documented and formatted in a professional manner	Class discussion Homework	Quizzes Exams
Speak in front of peers and superiors through answering questions in class	Class discussion	Class Participation
Write in edited standard written English	Homework Quizzes Exams	Service Learning Project Paper

Draw on experiences from the services provided to local nonprofit/governmental entities	Class discussions	Service Learning Project
Use a governmental general ledger package and Excel to complete accounting entries and prepare statements	Homework City of Bingham Project	City of Bingham Project
Identify a problem related to specific government and not-for-profit entities, analyze information, and propose a solution for the problem	Homework Independent Research	Governmental Project Non-profit Project
Manage time appropriately to complete assigned tasks on time	Homework Quizzes Exams Project	Not directly assessed; Assessed through thorough completion of various assignments throughout the semester

This course provides opportunities for the student to demonstrate satisfaction of the following program learning objectives:

- Technology Usage—through objective 10
- Accounting Specific Core Knowledge—through objectives 1-5
- Written Communication—through objective 8

### **COURSE EVALUATION PROCESS:**

#### **Grading:**

Your grade will be determined by your relative performance relative on the following:

Midterm (2 @ 100)	200
Comprehensive Final	150
Quizzes (12@ 10 each)	120
City of Bingham Project	100
Service Learning Project	220
Governmental Entity Project	100
Nonprofit Entity Project	40
Collected Homework (24 @ 5 points each)	120
Class Participation/Homework	<u>50</u>
Total	1,100

At the end of the term, final points will be converted to letter grades using a curve relative to the highest points on each assignment. However, the curve will be no more strict than the following



grading scale. All Excel submissions for this class will be graded following the Divisional Excel Policy found in the course note packet.

- A Over 90%
- B 80-89.9%
- C 70-79.9%
- D 60-69.9%
- F Less than 60%

**Exams:**

The exams will consist of true/false, multiple choice, short answer, essay, cases, and/or problem questions. Exams are graded for both correctness of the answer and format. Good labeling and documentation of how numeric answers were arrived is expected for full credit. Undocumented answers will not receive partial credit. Students may bring one 8 X 5 card with writing on both sides to the exam. During exams, the students can only use a six function calculator. Other types of personal calculators and cell phones cannot be used during the exam. If a student does not bring the appropriate type of calculator, the student will have to complete the exam without a calculator. Use of an inappropriate calculator or cell phone during the exam will be considered academic dishonesty. Cell phones should be placed so that they cannot be accessed or seen during the exam. The instructor will only give a five minute warning. Students should not ask “how much time” is left. Professionals keep track of time on their own.

**Quizzes:**

Quizzes are assigned for each chapter. The highest 12 scores will count toward the student’s final grade. The lowest quiz score will be dropped in computing grades. Quizzes are available through MuOnline. Each quiz will be made available one week before it is noted as due on the course syllabus. All quizzes are due by class time on the dates noted. These quizzes are to be completed individually. Students may use any materials that they wish in completing the quizzes. They may ask the instructor questions. However, **students are not to consult with each other under any circumstances.** Working together will be considered academic dishonesty and will result in a zero on the quiz.

**City of Bingham Project:**

All students will complete part of the City of Bingham continuous case provided at the book web site. The project for chapters 2-4 as modified by the instructor will be completed and turned in at the beginning of class on the date noted below. Late projects will not be accepted under any circumstances. Students should work on this ahead of time to ensure no computer problems are encountered. The instructions for using the software and the required entries are found at the web site. The material that must be turned in is specified in the course note packet.

**Service Learning Project:**

Each student will be assigned to a local nonprofit or governmental entity to complete a service learning project. The project is described in more detail in the course note packet. The objectives of this project are:

1. to provide the student as opportunity to gain some experience with a government or nonprofit organization;
2. to allow the student to learn about how government or nonprofit accounting is performed by entities;
3. to allow the student to apply what they have learned in this and other courses to a real situation;
4. to provide government or nonprofit entities with some accounting assistance;
5. to improve the students' written communication skills;
6. to allow the student to become aware of community needs and the importance of professional community service;
7. to help the student gain confidence in their professional abilities.

The student is to contact the entity that they are assigned to and fill out the assignment agreement with the entity contact. Upon completing this agreement, the student is to turn it in along with a page describing goals the student has for the learning experience. The student is then to complete the tasks agreed to on the assignment agreement. During this period, the student should keep a journal of their experiences. A sample journal page is included in the course note packet. Students may copy this page or keep the journal in another format. The journal, however, must include the information described on the sample journal page. After completing the assigned tasks, the student is to write a reflection paper about their experiences. The content of the paper is described in detail in the service learning project page in the course note packet. This paper and the journal are due within two weeks of the completion of your assignment or December 10, whichever occurs first.

#### **Governmental and Nonprofit Entity Projects:**

Each student is to obtain a CAFR for a state or local general purpose government for its 2012 or 2013 fiscal year end. This report is to be used in answering the questions as described on the project description pages included in the course note packet. These are due at the beginning of class on the date noted below. The objective of this project is to familiarize the student with the information found in these reports. The student will also research this government using information in the CAFR as well as outside sources to determine an issue that the government is facing that has budget/financial implications. Using information in the CAFR and other information at the government's website, the student should analyze this issue and form a potential solution. Each student is to also obtain a nonprofit entity's annual report and complete the questions in the nonprofit entity project description included in the course note packet. The objective of this project is to familiarize the student with the information found in a non-profit entity annual report. The student will also research this organization using information in the annual report as well as outside sources to determine an issue that the organization is facing that has financial implications. Based on analysis from the annual report, the organization's web site, and other outside sources, the student should form a solution for this problem. It is due on the date noted below at the beginning of class. For both of these projects, the student is to turn in the

report and answers to the questions. The question answers should be numbered and show any work. Answers do not have to be in complete sentences. All items should be turned in to the instructor as a package (in a three-ring binder, folder, envelope, etc.).

**Homework:**

The attached schedule indicates the assigned homework. Students should come to class with the homework for that day completed. One problem will be picked up each day that homework is assigned at the beginning of class. The problem will be graded for accuracy and format. The problems will be graded out of 10, but are worth 5 points each in determining grades. Any extra points earned can be used to offset other points missed. Since extra points are available, no problems will be accepted late. Students may turn in their homework early if they know that they will be missing a class. For the remaining problems, students will be called on to answer homework during class. The instructor will assign up to five points for the student's response. Five points will be given for a correct answer and zero points will be given for being absent. Attendance without an answer and an incorrect answer will receive scores between 1 and 4. A record is made each time that the student is called on. A student may be called on more than once on a given day. The total points at the end of the semester will be converted into the points for class participation on a proportional basis. Students may also be called on during lecture to answer questions addressed in the course note pack. Answers will be assigned points in the same manner as for homework. If a student knows that they will miss a class ahead of time, the student can turn in their homework and the instructor will respond for the student if they are called on. Alternatively, the homework may be left with another student. If this is done, please have the student inform me that they have your work or I may not call your name. The purpose of this approach is to encourage the student to attempt the homework on a timely basis, but not require perfect answers. The method also improves the student's ability to respond to questions and speak in a group. Any additional points in excess of the total that the homework is worth will count as extra points in computing student grades. Therefore, always attending and being prepared will provide the student with points that can offset mistakes made in other areas.

**Extra Credit:**

Students can earn up to 25 points of extra credit by attending the Huntington Chapter of the West Virginia Society of CPAs student night dinner as noted on the syllabus. Students must bring their name tag received at the dinner to the class period immediately following the dinner.

**Disruptive Behavior:**

Cell phones are to be turned off before coming into class. Any student whose cell phone "rings" (defined as any sound from your phone that I can hear) during class will receive a 10 point deduction in class participation. A similar deduction will be taken for other forms of disruptive behavior in class. This includes asking for the time during exams and class periods, loud talking when the student has not been called upon, and leaving or entering the room after class has started without permission. Students are expected to be aware of time on their own. Students are expected to show respect for the instructor and the other students. The point deductions will occur for each incident.

**Make-up Policy:**

There are no make-ups. Students are encouraged to make up items before they are due if the student knows that they will miss the date when an item is due. If a student misses an in-class exam, the points earned for that test will be the percentage received for the topics from that unit of material on the final exam. The student must also have an university excused absence to receive a make-up. If the student cannot take an exam because of illness, the instructor expects that the student will leave a message before the scheduled exam time regarding their inability to take the exam as scheduled. Other scheduled absences should be discussed with the instructor before the exam date. Failure to provide notice to the instructor before the time of the exam will result in a zero for the exam, regardless of having an excused absence.

**ATTENDANCE POLICY:**

The instructor does not take attendance. However, students who do not come to class will find it more difficult to keep up with the class and may have more difficulty answering the material on exams. Also, a significant portion of your grade is the homework. Failure to attend usually means that homework is not turned in as due. Students are responsible for all announcements made in class whether in attendance or not.

**UNIVERSITY POLICIES:**

By enrolling in this course, each student agrees to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on "Marshall University Policies". Or, the student can access the policies directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802) Students are expected to be aware of all of these policies and to abide by them.

**ACADEMIC DISHONESTY:**

Assignments in this course, while substantial and time consuming, are essential for the students' mastery of the course material. All assignments are given with a purpose of helping the student learn the course material and/or develop professional skills necessary for success in an accounting career. This will not occur unless each individual student completes the assignments. You are allowed to use all materials listed in this syllabus as required text, recommended text, or allowed web sites. Any information taken from any source should be properly referenced for all submitted assignments (this includes a proper reference to the text book when answering a written question if the material used to answer the question is taken from the book).

You may not use solutions manuals for this or any other textbook, instructor guides, examples of other student work, materials available from other professors, or similar materials to supplement your work, whether from the internet or any other source. Use of any web-based material from a site not listed in the allowed websites without permission from the instructor can be construed as academic dishonesty. If in doubt about what can and cannot be used in submitting assignments, ask the instructor.

Violations of this policy will not be tolerated. Exams, quizzes, homework, and individual project components are meant to be individual efforts. Any act of academic dishonesty will result in a minimum penalty of a zero on the assignment. A more severe penalty may be assessed if the instructor believes that the situation warrants a more severe penalty. If a student is found to be using material from the solutions manual/instructors manual, from another student, or any other source other than those listed in the allowed items above on any one homework problem, the penalty will be a zero on all homework points (collected homework and class participation) for the entire semester. Any student violating the academic dishonesty policy will be reported to the university per the academic dishonesty policy.

**OTHER:**

To be successful in this course, students should come to class prepared every day by doing the assigned reading and homework before coming to class. The keys to success in the course are to complete the reading (which may involve reading chapters more than once) and homework on a timely basis, study the material that was not understood, and come to the instructor with questions. Student effort will greatly influence grades. I encourage students to come to my office when they need help in understanding the material or whenever they have a question. However, I do ask that students come during my office hours rather than at other times when I am working on completing other responsibilities. Students are responsible for all material covered in the textbook and in class and for any announcements. The instructor is responsible for facilitating student learning of the material defined as the content for the course by the Division of Accountancy and Legal Environment. Because accounting is a professional field, work should be prepared in a manner that others can follow. This is a very important skill and one that superiors will comment on numerous times. Therefore, all graded material is graded on both correctness of the answer and presentation, including use of headings, dollar signs, and ruling. Also, partial credit will only be given for the work shown on papers in a manner that the instructor can follow. Therefore, you should label your work and write out all computations.

**TENTATIVE SCHEDULE**

<b>Date</b>	<b>Chapters</b>	<b>Homework/Exam/Project</b>
August 27	Introduction Service Learning Project Entity Selection Why Governmental Accounting and Reporting Is and Should be Different (In note packet) Chapter 1 & Appendix	
August 29	Chapter 2 & Appendix	Quiz Chapter 1 Due
September 5	Chapter 3 & Appendix	Q1-1, 5, 7, C1-1, 3 Quiz Chapter 2 Due

September 10		P1-3, 4, Q2-1, 5, 8, C2-1, P2-2, 3 Quiz Chapter 3 Due
September 12	Chapter 4 & Appendix	Assignment Agreement and Goal Paper Due P2-7, Q3-1, 3, 4, 9, 10 Quiz Chapter 4 Due
September 17		P3-2, 7, 10
September 19	Chapter 5	Q4-1, 6, 7 Quiz Chapter 5 Due
September 24		C4-2, P4-2, 5, 10
September 26		P4-11, Q5-7, P5-2, 4, P5-2, 9
September 28		Huntington Firm Visit
October 1	Review	P5-4, 8 City of Bingham Project Due
October 3		Exam Chapters 1-5
October 8	Chapter 6 & 7	Chapter 6 Quiz Due
October 9	Huntington Chapter WVSCPAs Student Night	
October 10		Q6-2, 9, C6-3 Chapter 7 Quiz Due
October 15		P6-2, 5, 6, 10
October 17	Chapter 8	P6-3, P7-2 Chapter 8 Quiz Due
October 22	Chapter 8 & Appendix	Q7-1, 3, 4, 6, 10
October 24	Chapter 9 & Appendix	P7-7, 9 Chapter 9 Quiz Due
October 29		P7-3, Q8-2, 8, 10, C8-2, P8-2
October 31		P8-5, 6, 7, Q9-3, 10, C9-2, 4, P9-2, 5

November 1-15	Accounting majors are encouraged to meet with their academic accounting mentors	
November 2	Last Day to Drop	
November 5	Review	P9-4, 7, 9
November 7		Exam Chapters 6-9
November 12	Chapter 13	Q13-4, 6, 7, 8, 9 Governmental Project Due Chapter 13 Quiz Due
November 14	Chapter 14 & 15	P13-1, 2 Chapter 14 Quiz Due
November 26		P13-4, 6, 9, Q14-2, 10, C14-2 Chapter 15 Quiz Due
November 28	Chapter 16	P14-1, 2, 7 Chapter 16 Quiz Due
December 3		P14-6, Q15-2, 5, 6, C15-1, P15-1, 3, Q16-1, 5, 9
December 5		P15-4, 7, C16-1, P16-1, 3
December 10	Review	P16-7, C16-3 Non-profit Project Due Service Learning Papers Due
December 12	12:45-2:45	Final Exam Chapters 1-9, 14-17

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Liberal Arts

Dept/Division: English

Alpha Designator/Number: ENG 675

 Graded  CR/NC

Contact Person: Dr. Rachael Peckham

Phone: (304) 696-3649

## NEW COURSE DATA:

New Course Title: Professional Topics in Creative Writing

Alpha Designator/Number:

E N G 6 7 5

Title Abbreviation:

PROFESSIONAL TOPICS IN CW  
~~P r o f T o p i c s i n C W~~

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

A multi-genre study of professional topics on the writing, editing/publishing, and teaching of creative writing in the current literary and job markets.

Co-requisite(s):

First Term to be Offered: Spring 2014

Prerequisite(s): ENG 591, 592, or 593

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form):

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Jane Hill</u>	Date <u>11 Mar. 2013</u>
Registrar <u>Rachael Peckham 230101</u>	Date <u>6/21/13</u>
College Curriculum Chair <u>Kevin Law</u>	Date <u>4/17/13</u>
Graduate Council Chair <u>J Christofero</u>	Date <u>10/20/13</u>



## Request for Graduate Course Addition - Page 2

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College: CoLA

Department/Division: English

Alpha Designator/Number: ENG 675

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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1. **FACULTY:** Identify by name the faculty in your department/division who may teach this course.

Dr. Rachael Peckham, Dr. Tony Viola, Prof. John VanKirk, and any other members of the graduate faculty who write, publish, and/or teach creative writing.

2. **DUPLICATION:** If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable.

3. **REQUIRED COURSE:** If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable.

4. **AGREEMENTS:** If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable.

5. **ADDITIONAL RESOURCE REQUIREMENTS:** If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable.

6. **COURSE OBJECTIVES:** (May be submitted as a separate document)

See separate document.

## **Request for Graduate Course Addition - Page 3**

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**7. COURSE OUTLINE (May be submitted as a separate document)**

See separate document.

**8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)**

See separate document.

**9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)**

Seminar discussions, writing workshops, class visits from professionals already writing/working in the field.

## **Request for Graduate Course Addition - Page 4**

### **10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)**

Written and verbal feedback (through workshop discussions) from both professor and peers on students' work.

### **11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE**

Not Applicable.

### **12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)**

See separate document.

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: English

Course Number and Title: ENG 675: Professional Topics in Creative Writing

Catalog Description: A multi-genre study of professional topics on the writing, editing/publishing, and teaching of creative writing in the current literary and job markets.

Prerequisites: ENG 591, 592, or 593

First Term Offered: Spring 2014

Credit Hours: 3

<b>Proposed Course Title/Number</b>	<b>ENG 675: PROFESSIONAL TOPICS IN CREATIVE WRITING: The Creative Writing Market</b>
<b>Semester/Year</b>	Fall 2012
<b>Days/Time</b>	Monday 4:00-6:20 p.m.
<b>Location</b>	Corbly Hall 407
<b>Instructor</b>	Dr. Rachael Peckham
<b>Office</b>	Corbly Hall 316
<b>Phone</b>	(304) 696-3649
<b>E-Mail</b>	peckham@marshall.edu
<b>Office/Hours</b>	Monday, Wednesday 10 AM-12 PM, and by appointment
<b>University Policies</b>	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</a> Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

### **COURSE DESCRIPTION**

ENG 675 is a multi-genre study of professional topics on the writing, editing/publishing, and teaching of Creative Writing in the current literary and job markets. For this course's special topic—"The Creative Writing Market"—students will gain further practice honing their craft in one or multiple genres, with the goal of preparing and submitting a creative manuscript of *professional quality* to a literary magazine at the semester's end. To facilitate this goal and to inform our discussions of each other's work, we'll be studying several practicing writers currently publishing in a wide range of genres. Some of these authors will be introduced by the professor—but many will be discovered by students as we begin to collectively research and share current issues of literary journals. Within this focus, our discussions might cover:

- The history of creative writing as a discipline, which is important to consider alongside the question of what it means to be a *professional* writer today (and not a "starving artist").
- A study of the aesthetics and politics of various journals and magazines, both in print and online.
- Along with those aesthetics/politics, the current trends and debates in the literary market.
- The rise in MFA programs and their functions within and surrounding the literary market.
- The state of publishing houses today and the advent of electronic books.
- Contemporary submission practices.

<b>Course Student Learning Outcomes</b>	<b>How students will practice outcomes in this Course</b>	<b>How student achievement of each outcome will be assessed in this Course</b>
<p><b>1.</b> Students will gain familiarity with the literary history that helped shape and inform current debates in the art form and discipline that is known as Creative Writing.</p> <p><b>2.</b> Students will become familiar with the major developments, terms, premises, and debates taking place in Creative Writing (e.g. at major conferences or in MFA programs) and in the market at large.</p> <p><b>3.</b> Students will be able to situate, through personal research, their own writing aesthetic within the larger scope of the literary market.</p> <p><b>4.</b> Students will gain competence in reading and analyzing each other's aesthetics in a multiplicity of genres, alongside the most current creative writing being published.</p> <p><b>5.</b> Students will demonstrate increased knowledge of how to prepare and submit a creative manuscript of <i>professional quality</i>, in one or multiple genres, to literary agencies, presses, and journals and magazines.</p>	<p>Students will prepare Reading Responses to assigned texts, to be shared and discussed in seminar-style discussions.</p> <p>Students will prepare Reading Responses to assigned texts, to be shared and discussed in seminar-style discussions.</p> <p>Students will research various literary agencies, presses, and journals and magazines (both in print and online), as possible venues for their own work and their peers'.</p> <p>Students will prepare written feedback (i.e. Peer Responses) on each other's creative writing drafts.</p> <p>Students will prepare creative writing drafts for workshop. Students will practice writing cover letters, query letters, and book proposals.</p>	<p>Reading Responses will be evaluated by peers and professor.</p> <p>Reading Responses will be evaluated by peers and professor.</p> <p>Students will formally compose a catalogue of literary agencies, presses, and journals and magazines, and discuss why each venue might be a good "fit" for their work.</p> <p>Students' written feedback (i.e. Peer Responses) will be evaluated by the professor.</p> <p>Professor and peers will critique creative writing drafts in both written and verbal feedback during the workshop discussions.</p>

## REQUIRED TEXTS

- Bricklebank, Peter et al. *The Portable MFA in Creative Writing*. Cincinnati, OH: Writer's Digest Books, 2006.
- A subscription to *The Writer's Chronicle* (provided through the English Department)

## RECOMMENDED TEXTS

- Brewer, Robert Lee, ed. *2011 Writer's Market*. Cincinnati, OH: Writer's Digest Books, 2010.
- Smith, Hazel. *The Writing Experiment: Strategies for Innovative Creative Writing*. Crows Nest, NSW, Australia: Allen & Unwin, 2005.

## REQUIRED MATERIALS

- Money for printing and photocopying—both your own and, possibly, some postings on MU Online.
- One standard-sized 8" x 5" hard-backed notebook
- Office supplies for journal submissions (paper, ink, stamps, envelopes, etc.)

## COURSE REQUIREMENTS

### 1. Individual Work Plan

At the beginning of the semester, you will be responsible for creating an *Individual Work Plan* (I'll supply the template), in which you will first identify the nature and scope of the submission project you'll be working on this semester, and then plot out a series of reasonable writing goals every week. The point of this exercise is two-fold: 1) It will force you to develop a consistent writing routine, which any prolific, productive writer will tell you is paramount to success in the literary market. (Janet Burroway: *Figure out how to make writing an integral part of your life. Publication is good and gives you the courage to go on, but publication is not as important as the act of writing.*) And 2) Making this plan will help hold you to *your own goals*, not mine. Like any plan, I expect those goals will grow and change—it's only natural; writing itself is an act of discovery—so you'll probably need to adapt the plan as you go. That said, I'm not concerned if your individual goals change. I'm only concerned if, by the end of the semester, you haven't realized *any* or very few of them.

*It goes without saying, too, that if your goals require very little effort—or if you try to pass off existing writing as "new" work—you're only hurting yourself and, most likely, paving the way for a pattern of complacency and laziness. If that's the case, you might as well hang it up now; you'll never make it in such a cut-throat, competitive market.*

If that isn't motivation enough, your measured performance in the class depends upon your self-discipline, since a portion of your final grade is staked on how well you meet your writing goals.

### 2. Article Responses

Throughout the semester, you will write informal responses (1-2 pp., typed) to the articles we'll

be reading on a myriad of topics and arguments relating to practices within the creative writing market. (**NOTE:** I will post these articles in advance on Blackboard, and it will be up to you to *print and bring them to class.*) These responses are not intended to be synopses or summaries but a space in which to test your own ideas, questions, and opinions in response to the articles. I will not be assigning grades to them, per se, but rather a system of "checks" (√+ for sophisticated responses; √ for satisfactory responses; V- for below-satisfactory responses). You will hold onto these responses and turn them in to me at the semester's end so I can grade them holistically (worth 10% of your final grade).

### 3. Workshop Responses

The real benefit of any workshop is the access it allows the writer to a body of readers in the flesh—readers who have invested their time and energy in contemplating what the work is doing and where it might go *next*. What to expand. What to leave out, reconsider. And you will do the same for them, keeping in mind that the point isn't to impose our own styles and aesthetics on each other, but to recognize what each work is *doing* and to aid each other in that purpose.

Toward the end of the semester, then, you will read a wide scope of each other's creative writing in preparation for the final submission project. For each workshop submission we discuss, you'll write a short response (**1-2 pp. typed**) that answers the following questions, in this order:

- 1) What is this draft's "project"? Don't just describe what it is, but *how* it is—that is, how it's executed on the page. Think like an editor. That means you'll have to perform a close reading of the writer's craft, taking note of the devices and techniques the writer employs in the piece.
- 2) Offer up a relevant suggestion from *The Portable MFA*. Actually cite a page number, reference a section. For example, if you find that a particular scene is flat, refer your peer to pp. 84-88 (with the section "The Need to Show and Tell").
- 3) Finally, recommend three (3) journals or magazines—either in print or online—where your peer might send the piece in question. You can find current submission calls here:
  - in the back section of *The Writer's Chronicle*
  - on Newpages.com: <http://www.newpages.com/classifieds/calls/>
  - in *Poets & Writers*: [http://www.pw.org/literary\\_magazines](http://www.pw.org/literary_magazines)

**NOTE:** You only need to bring one copy of this letter for your peer—but I'll be literally checking off whether or not you completed this assignment, so if you forget to do it (or forget to *print* it), you won't receive credit—and *this assignment cannot be made up late*, since its main purpose is to facilitate workshop discussion. That said, everyone has an "off" week, so I will give you one "freebie"—one week to forgo this assignment without it affecting your performance in the class.

### 4. Query Letter & Book Proposal

The mid-term assignment for this course will consist of a query letter (1 p.) and book proposal (4-5 pp.) for a project—either real or fully imagined—that you will pitch to a pretend editor or



agent (I say "pretend," but if you don't take this seriously, your grade will suffer for it—not to mention, your career). Don't worry if you have no idea what a query letter or proposal is; that's why you're taking this course.

### 5. Final Submission Project

The final project for this class includes three steps:

- 1) You will use the feedback you gained from workshop, and produce a **polished submission** of creative writing in any genre (further guidelines for this assignment are forthcoming).
- 2) You will write a **1-2 page reflection** on how you specifically met your own goals for the semester, supplying evidence from your own work, and perhaps from the feedback you received along the way.
- 3) You will compile **10 submission packets** (you may send out more, if you wish, but 10 is the minimum number) to send to journals and magazines of your choosing—a process we'll be researching and preparing for all semester long.

### 6. Extracurricular Literary Activity

You will also be required to attend **one** outside literary event—offered at Marshall or beyond. I will be alerting you to readings scheduled for Marshall's Visiting Writers Series, but in addition, there are a number of other events and activities you could take part in, such as Open-Mic Readings at Black Sheep Burritos; *Et Cetera*-related readings and events; creative writing panels at conferences such as the West Virginia Association of College English Teachers (WVACET); or any number of programs offered through the Cabell County Library. To receive credit for this requirement, please bring back some kind of memento from the activity (a photo on your phone; a program; a book sales receipt) as proof of your attendance and/or participation.

### EVALUATION

For many of you, this will be the first time you've formally prepared and submitted your work for publication. I know first-hand how daunting and intimidating this step can be—which is why your grade will not hinge on the success of your submissions. (Though a *quarter* of the students in this class last year gained either a publication or an invitation to submit more work from editors—proof that this practice brings its own rewards, grade aside.) Rather, I will be measuring the level and seriousness of your *practice* in this process. In other words, if you do *all* of the work with great care and attention, you will not only perform well in the class, you'll better-position yourself to be successful in the market.

Numerically, here's how the grading breaks down:

-COURSE REQUIREMENTS-	Percentage of final grade
<b>Basic Individual Activities</b>	
Individual Work Plan	10%
Article Responses	10%
Workshop Responses	20%
<b>Major Individual Activity</b>	
Query Letter & Book Proposal (Mid-term)	25%
Final Submission Project	30%
<ul style="list-style-type: none"> <li>• Workshop submission (15%)</li> <li>• Self-reflection (10%)</li> <li>• Journal research/submissions (5%)</li> </ul>	
<b>Extracurricular Literary Activity</b>	5%

### LATE WORK

I will not accept late work on the "Basic Individual Activities" outlined above (since most of those assignments serve the purpose of facilitating *in-class* discussion). As for the "Major Individual Activities," I *will* accept late assignments if you suffer a legitimate emergency. Even then, you *still need to obtain a formal excused absence* from the university.

I will not accept late major assignments for matters that do not constitute an *emergency* (e.g. problems relating to work, car trouble, relationship woes, childcare issues, etc.) If any of those problems occur and you cannot physically make it to class, you will need to email your assignment to me **before** it is due—and supply the English Department with **one ream of paper** upon your return to class, since you're placing the onus of printing your assignment on me, which depletes the department's paper supply. Understand that if you do not replace this paper, *you'll receive a zero on our assignment.*

### ATTENDANCE POLICY

There isn't one. (See "Late Work" policy above.) Since this class meets only once a week, your attendance and participation is especially crucial for a successful performance in this course. If you foresee problems with your attendance, I would advise you to drop this class.

### UNIVERSITY POLICIES

Students can read University-Wide Policies by accessing this site:

[http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

Week	In-class activity	Homework for next class
-One- Aug. 27	Introductions, Syllabus Read together "Letter to a Prospective Writing Student" Discussion: <i>Why write? Why bother?</i>	<ol style="list-style-type: none"> <li>1. Read the "Introduction" (pp. 1-10) and the "Appendix" (pp. 272-275) in <i>The Portable MFA</i>.</li> <li>2. Read the chapter in <i>The Portable MFA</i> that addresses the genre you write in, most frequently or successfully.</li> <li>3. Prepare your INDIVIDUAL WORK PLAN for next class.</li> </ol>
-Two- Sept. 3	<i>Class cancelled (Labor Day)</i>	
-Three- Sept. 10	<p><b>INDIVIDUAL WORK PLAN DUE</b>  <b>Article Response due:</b> <i>Prepare an Article Response by elaborating on one of Tomlinson's ten rules in the Appendix (1/2-page to 1 page).</i></p> <ul style="list-style-type: none"> <li>❖ Class Discussion: How will the <i>Portable MFA</i> serve me and my project?</li> </ul> <p><b>Article Response due:</b> <i>Prepare an Article Response in which you point out 2-3 things you learned or found helpful—and 2-3 things you didn't agree with or find helpful.</i></p> <ul style="list-style-type: none"> <li>❖ Class Discussion: Genre rules.</li> </ul>	<ol style="list-style-type: none"> <li>1. Read "The Rise of Creative Writing" (MU Online)</li> <li>2. Prepare Article Response to "The Rise of Creative Writing"</li> <li>3. Start working on the first goal of your project. Bring in the product of this work to next class.</li> </ol>
-Four- Sept. 17	<p><b>Article Response due</b>                      Share project work                      Discussion: The Institution of C.W.</p>	<ol style="list-style-type: none"> <li>1. Read "On the Ethics of Simultaneous Submission" &amp; "Why Journals Charge Online Submission Fees" (MU Online)</li> </ol>
-Five- Sept. 24	<p><b>Article Response due</b>                      Discussion: <i>Politics in the Age of Digital Publishing</i></p>	<ol style="list-style-type: none"> <li>1. Read pp. 132-134 in <i>The Portable MFA</i> and "On Writing Cover Letters, Query Letters, and Book Proposals" (MU Online)</li> </ol>

		<ol style="list-style-type: none"> <li>2. Read sample query letters and book proposals.</li> <li>3. Work on the next goal of your project. Bring in the product of this work to next class.</li> </ol>
-Six- Oct. 1	Discuss Query Letters, Cover Letters, and Book Proposals Share project work	<ol style="list-style-type: none"> <li>1. Read "The Battle Over Electronic Publishing" (in the Sept. 2012 issue of <i>The Writers Chronicle</i>) &amp; "The Digital Slush Pile" (MU Online)</li> <li>2. Prepare Article Response</li> </ol>
-Seven Oct. 8	<b>Article Response due</b> Discussion: <i>Digital Publishing, cont'd</i>	<ol style="list-style-type: none"> <li>1. Prepare to turn in your Query Letter and Book Proposal for next class.</li> </ol>
-Eight- Oct. 15	<b>QUERY LETTER &amp; BOOK PROPOSAL DUE</b>	<ol style="list-style-type: none"> <li>1. <i>Group A prepares workshop submission for next class.</i></li> <li>2. Read "What We Talk about When We Talk about Flow" (MU Online) and the section titled "Feedback" on pp. 275-278 in <i>The Portable MFA</i></li> <li>3. Prepare Article Response</li> </ol>
-Nine- Oct. 22	<b>Group A workshop submission due</b> <b>Article Response due</b> Discussion: "Flow" and Feedback	<ol style="list-style-type: none"> <li>1. <i>Group B prepares workshop submission for next class.</i></li> <li>2. Read and prepare Workshop Response to Group A.</li> </ol>
-Ten- Oct. 29	<b>Group B workshop submission due</b> Workshop Group A	<ol style="list-style-type: none"> <li>1. <i>Group C prepares workshop submission for next class.</i></li> <li>2. Read and prepare Workshop Response to Group B.</li> </ol>
-Eleven- Nov. 5	<b>Group C workshop submission due</b> Workshop Group B	<ol style="list-style-type: none"> <li>1. <i>Group D prepares workshop submission for next class.</i></li> <li>2. Read and prepare Workshop Response to Group C.</li> </ol>
-Twelve- Nov. 12	<b>Group D workshop submission due</b> Workshop Group C	<ol style="list-style-type: none"> <li>1. Begin researching journals &amp; magazines (5 online, 5 print). Write a short descriptive paragraph about each one. Bring your list to the next class.</li> <li>2. Read and prepare Workshop Response to Group D.</li> </ol>

<p>-Thirteen- Nov. 19</p>	<p><i>Class Cancelled</i> (Thanksgiving Break)</p>	
<p>-Fourteen- Nov. 26</p>	<p><b>List of 10 journals &amp; magazines due</b> Workshop Group D</p>	<p><b>1.</b> Read the links to "The Count 2010" &amp; "Are Book Publishers to Blame for Gender Discrimination?" (MU Online) <b>2.</b> Prepare Article Response</p>
<p>-Fifteen- Dec. 3</p>	<p><b>Article Response due</b> Discussion: <i>Gender and Publishing</i></p>	<p><b>1.</b> Read "The Words and the Bees..." <b>2.</b> Prepare to turn in your Individual Project Plan again and a 1-2 pp. Self-Reflection: <i>Did you meet your project goals? Explain.</i></p>
<p>-Sixteen- Dec. 10</p>	<p><b>INDIVIDUAL WORK PLAN and SELF-REFLECTION due</b></p>	<p>Your 10 submission packets are due on the day of our scheduled "exam." You'll turn in your packets in a box outside my office door, and I will place them in the department's outgoing mail. You should receive a response from editors within 6-9 weeks (though it could take as long as a <i>year</i>).</p>

**Bibliography<sup>1</sup> for ENG 675: Professional Topics in Creative Writing:  
*The Creative Writing Market***

**Textbooks on Craft & Technique (in Multiple Genres)**

Addonizio, Kim and Dorianne Lux. *The Poet's Companion: A Guide to the Pleasures of Writing Poetry*. New York: W.W. Norton, 1997.

Bricklebank, Peter et al. *The Portable MFA in Creative Writing*. Cincinnati, OH: Writer's Digest Books, 2006.

Bradbury, Ray. *Zen in the Art of Writing*. Santa Barbara, CA: Joshua Odell Editions, 1994.

Carlson, Ron. *Ron Carlson Writes a Story: From the First Glimmer of an Idea to the Final Sentence*. Saint Paul, MN: Graywolf P, 2007.

Davidson, Chad and Gregory Fraser. *Writing Poetry: Creative and Critical Approaches*. Hampshire, England: Palgrave MacMillan, 2009.

Dodd Nancy Ellen. *The Writer's Compass: From Story Map to Finished Draft in Seven Stages*. Cincinnati, OH: Writer's Digest Books, 2011.

Gerard, Philip. *Creative Nonfiction: Researching and Crafting Stories of Real Life*. Cincinnati, OH: Story Press, 1996.

Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Boston: Shambhala, 1986.

Gornick, Vivian. *The Situation and the Story: The Art of Personal Narrative*. New Edition for Writers, Teachers, and Students. New York: Farrar, Straus and Giroux, 2001.

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<sup>1</sup> Please note that this course is a creative writing workshop; therefore, while the bibliography may appear to be comprehensive, a significant portion of the assigned reading involves student-created texts.

- Hemley, Robin. *Turning Life into Fiction: Finding Character, Plot, Setting and Other Elements of Novel and Short Story Writing in the Everyday World*. Cincinnati, OH: Story Press, 1994.
- Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. New York: Random House, 1995.
- Miller, Brenda and Suzanne Paola. *Tell it Slant: Writing and Shaping Creative Nonfiction*. 2<sup>nd</sup> ed. New York: McGraw Hill, 2012.
- Moore, Dinty W., ed. *The Rose Metal Press Field Guide to Writing Flash Nonfiction: Advice and Essential Exercises from Respected Writers, Editors, and Teachers*. Brookline, MA: Rose Metal Press, 2012.
- Oates, Joyce Carol. *The Faith of a Writer: Life, Craft, Art*. New York: HarperCollins, 2003.
- Rabiner, Susan and Alfred Fortunato. *Thinking Like Your Editor: How to Write Great Serious Nonfiction--and Get It Published*. New York: W.W. Norton, 2010.
- Sellers, Heather. *The Practice of Creative Writing: A Guide for Students*. 2<sup>nd</sup> ed. Boston: Bedford St. Martin's, 2013.
- Silverman, Sue William. *Fearless Confessions: A Writer's Guide to Memoir*. Athens, GA: U of Georgia P, 2009.
- Smith, Hazel. *The Writing Experiment: Strategies for Innovative Creative Writing*. Crows Nest, NSW, Australia: Allen & Unwin, 2005.
- Stafford, William. *Writing the Australian Crawl: Views on the Writer's Vocation*. Ann Arbor, MI: U of Michigan P, 1978.

### **Magazine Subscriptions for Professional Writers**

*Poets and Writers.* Poets & Writers, Inc. New York.

*The Writer's Chronicle.* Association of Writers & Writing Programs. Fairfax, VA.

*Writer's Digest.* F+W Media, Inc. Blue Ash, OH.

### **Reference Texts on Editing/Publishing**

Brewer, Robert Lee, ed. *2013 Writer's Market.* Blue Ash, OH: Writer's Digest Books, 2013.

--. *2013 Poet's Market.* Blue Ash, OH: Writer's Digest Books, 2013.

Burt-Thomas, Wendy. *The Writer's Digest Guide to Query Letters.* Cincinnati, OH: 2008.

Eckstut, Arielle and David Henry Sterry. *The Essential Guide to Getting Your Book*

*Published: How to Write It, Sell It, and Market It . . . Successfully.* New York:

Workman Publishing, 2010.

Francis, Scott. *2013 Novel and Short Story Writer's Market.* Cincinnati, OH: Writer's Digest Books, 2012.

Larsen, Michael. *How to Write a Book Proposal.* 4<sup>th</sup> ed. Cincinnati, OH: Writer's Digest Books, 2011.

*MLA Style Manual and Guide to Scholarly Publishing.* 3<sup>rd</sup> ed. New York: The Modern Language Association of America, 2008.

Sambuchino, Chuck, ed. *2013 Guide to Literary Agents.* Cincinnati, OH: Writer's Digest Books, 2012.

--. *2010 Screenwriter's & Playwright's Market.* 2<sup>nd</sup> ed. Cincinnati, OH: Writer's Digest Books, 2009.





Department of English

Dr. Kevin Law  
Associate Professor  
WV State Climatologist  
Marshall University

March 11, 2013

Dear Dr. Law:

Please accept the enclosed "Request for Graduate Course Addition" form and supplemental syllabus for ENG 675: Professional Topics in Creative Writing for the CoLA Curriculum Committee's review and consideration.

This course has been taught twice beneath the "Special Topics" umbrella within the general MA in English curriculum, and given its popularity and success in preparing our graduate creative writers for the literary market—and its potential to also prepare graduate students who wish to go on and teach creative writing—I have been tasked by my department to propose this, specifically, as a "Professional Topics in Creative Writing" course addition, for which the graduate creative writing faculty will develop multiple topics, all specifically designed for the professionalization and preparation of our creative writing students who are about to enter the literary and job markets.

Given that I am a member of the CoLA Curriculum Committee, I look forward to discussing this course addition proposal in person at our April 17<sup>th</sup> meeting. Thank you, in the meantime, for submitting my proposed materials for the committee's review.

Sincerely,

Rachael Peckham, PhD  
Assistant Professor  
Department of English  
Marshall University

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## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA

Dept/Division: PSC

Alpha Designator/Number: 676

 Graded  CR/NC

Contact Person: Shawn Schulenberg

Phone: 304-696-2767

## NEW COURSE DATA:

New Course Title: Internship/Practicum

Alpha Designator/Number:

P S C 6 7 6

Title Abbreviation:

I n t e r n s h i p / P r a c t i c u m

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

Supervised internship/practicum where students apply public administration principles in an approved field setting.

Co-requisite(s): Not applicable

First Term to be Offered: Spring 2014

Prerequisite(s): Admission to MPA program

Credit Hours: 3-6

Course(s) being deleted in place of this addition (must submit course deletion form): Not applicable

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head



Date

March 14, 2013

Registrar

 451001

Date

3/20/13

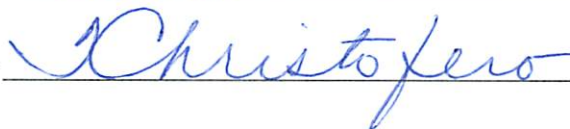
College Curriculum Chair



Date

4/17/13

Graduate Council Chair



Date

10/20/13

## Request for Graduate Course Addition - Page 2

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College: COLA

Department/Division: Political Science

Alpha Designator/Number: PSC 676

---

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

---

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Cheryl Brown, Adam Butz

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Agreements will be reached with various contracting agencies as they come available. These will include stipulations mandating that the students are applying their skills in the workplace (i.e. not just stuffing envelopes).

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Students will apply public administration skills in an approved field setting.

## Request for Graduate Course Addition - Page 3

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### 7. COURSE OUTLINE (May be submitted as a separate document)

Since this is an internship and not a course per se, the outline for each student will depend on their internship. As part of the MPA degree, students will be required to complete six hours of internship/practicum as part of the degree requirements. Six credit hours will be defined as a full-time internship/job over the course of a semester or summer. Students may also be able to take these credits over the course of two different semesters as two part-time internships/jobs (three credits each semester).

For students not already in the workforce (pre-service), the faculty member administrating the class will work with the student to find an internship to complete these credits. For students are already in the workforce (in service), they will complete these credits at their existing work site, but be expected to complete a special project (practicum), in addition to their regular workload, demonstrating how they are using specific MPA skills in their job.

### 8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not applicable

### 9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Internship

## **Request for Graduate Course Addition - Page 4**

### **10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)**

Students will be required to submit a weekly summary of their internship each week. The faculty member administering the internship/practicum will also physically check-in at the work site at least once during the semester to speak with both the student and his/her supervisor. Finally, students will submit an electronic portfolio at the end of the project to demonstrate the work that they completed as part of the internship/practicum.

### **11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE**

Not applicable

### **12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)**

Not applicable

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Political Science

Course Number and Title: PSC 676 Internship/Practicum

Catalog Description: Supervised internship/practicum where students apply public administration principles in an approved field setting.

Prerequisites: Admission to MPA program

First Term Offered: Spring 2014

Credit Hours: 3-6