

# THE DEANERY

ALBION COLLEGE  
ACADEMIC NEWSLETTER

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**ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE DECEMBER 2, 2011.**

## I. ANNOUNCEMENTS FROM COMMITTEES

### From Curriculum & Resources Committee:

C&RC has approved the following Catalog changes regarding Directed Studies, Tutorials, and the Writing Competence Exam (changes are in bold):

#### *Directed Studies*

Directed Studies—A directed study enables students to do in-depth research on a topic or to carry out a creative project at a level beyond that offered in course work. Directed studies are open only to juniors and seniors and are taken in a department under the numbers 411 or 412, for either one-half or one unit.

To do a directed study, students must prepare a proposal in writing, which must be endorsed by the proposed faculty supervisor and reviewed by the department chair. The proposal must be filed with the Registrar's Office for credit to be received.

**Students doing a directed study must meet with their faculty supervisor weekly for one hour for a directed study. In addition to meeting with their faculty supervisor, students are expected to work a minimum of five hours a week for a one-half unit directed study and ten hours a week for a one unit directed study.**

Directed studies are ordinarily graded credit/no credit. However, under special circumstances, students may request a numeric grade for their directed study with the approval of their faculty supervisor and the department chair. Students who choose the numeric grade option must submit complete grading criteria developed by the faculty supervisor to the Registrar's Office and should inquire with the department chair about any departmental policies regarding numeric grading of directed studies. Students must request the numeric grade option no later than the end of the second week of classes.

**As with other courses, regular feedback from the faculty supervisor throughout the semester on student work is necessary for student learning and the development and completion of an**

**acceptable directed study.**

#### *Tutorials*

**Tutorials**—In a tutorial, **a student works individually with a faculty member on a course not otherwise available to the student in the current semester**, but at a comparable level. To do a tutorial, a student must prepare a proposal in writing, which must be endorsed by the proposed faculty supervisor and reviewed by the department chair. The proposal must be filed with the Registrar's Office for credit to be received.

Tutorials are not intended to replace regularly scheduled courses except when there is no other way program requirements can be met. **Faculty and/or departments are not obligated to offer tutorials.** A regularly scheduled course taken as a tutorial will show the notation ``T" after the course number on a student's transcript.

#### **The Writing Competence Requirement**

Continuous development as a writer is a central part of a liberal arts education. All first-year students and new transfer students are required to take a written placement examination during orientation. The majority of students are placed into and encouraged to enroll in English 101, English Composition. Some students will be invited to enroll in English 101H, the honors section of English Composition. English 101 and 101H serve as prerequisites for all other writing courses. Those students who are placed into English 100, Writing Essentials, must complete the class during their first full semester at Albion. A student placed into English 100 may drop or withdraw from the course only if diagnostic testing done the first week of class alters the student's placement. The class must be taken for a numerical grade. Each year, a few students place out of first-year writing classes. During the sophomore year, these students may enroll in English 203, Advanced Expository Writing; English 205, Introductory Creative Writing; or English 207, Contemporary Journalism.

In order to graduate from Albion, all students must pass a Writing Competence Examination unless they received a 4 or 5 on the CEEB Advanced Placement Test in English Composition or were excused because of a high score on the Albion College Writing Placement Examination taken by entering students.

The Writing Competence Examination (WCE) must be taken before the middle of the sophomore year. Students who do not pass on their first attempt must try the examination a second time before the end of their sophomore year. Upon a second failure, students must contact the director of writing and schedule a meeting to review their most recent WCE. After this initial consultation with the director of writing, students will be required to participate in appropriate writing practice and/or tutoring prior to attempting the examination a third time. See below for the steps required by the director of writing.

Students who have completed 14 units or more, but who have not fulfilled the writing competence requirement--or taken appropriate steps with the director of writing to prepare for this

examination--will be required to register for subsequent semesters with the sophomore class. **Transfer students who have completed 14 units or more (including transfer courses) will be expected to have taken and passed the WCE before the start of their third semester at Albion College. If the WCE is not successfully completed by the start of the third semester, the student will be required to register for subsequent semesters with the sophomore class.**

Appropriate steps with the director of writing include all of the following:

1. an initial meeting with the director to review the student's most recent failed WCE;
2. arrangements determined in consultation with the director for appropriate writing practice and/or tutoring from Writing Center staff;
3. review of writing strategies and guidelines, and practice WCE writing until the student is authorized by the director to attempt the WCE again.

No student may receive a degree from Albion College unless the writing competence requirement has been fulfilled. The WCE will be scheduled at least six times each academic year, and no special arrangements will be made for seniors who have not passed by the last examination, except for those students who have consulted with the director of writing and taken appropriate steps to improve their writing.

# # #

Historical & Cultural Mode Subcommittee:

The Historical & Cultural Mode Subcommittee has approved GER 306, *From Germania to Nation State*, as meeting the requirements for H&C mode credit.

# # #

Textual Analysis Mode Subcommittee:

The Textual Analysis Mode Subcommittee has approved ENGL 256, *British Literature 1900-Present*, as meeting the requirements for Textual Analysis mode credit.

# # #

Course Change Committee:

Course Change Committee has approved a new course:

Course Number: 256 Course Title: British Literature 1900- present  
Instructor: Collar Offered Fall Spring X  
Frequency and Duration of Meetings: 2 hours, twice weekly  
Prerequisites: none Corequisites: Course Fee Amount: \$ 0 Units: 1  
Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Course Description:**

256 British Literature 1900 - present (1), Spring

Representative works of British literature from twentieth century to the present. Authors typically include Joseph Conrad, W. B. Yeats, James Joyce, Virginia Woolf, D. H. Lawrence, W. H. Auden, Samuel Beckett, Stevie Smith, Zadie Smith, and others. (Collar)

\* \* \*

Course Change Committee has approved the elimination of the following Economics & Management courses:

E&M 326 Economic History

E&M 382 Strategic Management

\* \* \*

Course Change also approved the following changes to current courses:

**Change in catalog description:** E&M 341 Federal Income Taxation (add prerequisite)

Course Number: 342 Course Title: Federal Income Taxation

Instructor: Staff Offered  Fall Spring

Frequency and Duration of Meetings: four 50-minute classes per week

Prerequisites: E&M 211 Corequisites: Course Fee Amount: \$ Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Make E&M 211 - Financial Accounting - a prerequisite for E&M 341 Federal Income Taxation.** E&M 341 officially has no prerequisites now, but it is difficult for a student to perform well in E&M 341 without having completed E&M 211 first. Full disclosure of this hidden prerequisite will help students make wise choices in course selection.

**Change in catalog description:** E&M 344 Portfolio Theory (add prerequisite)

Course Number: 344 Course Title: Portfolio Theory

Instructor: Hooks Offered  Fall Spring

Frequency and Duration of Meetings: four meetings per week 50 minutes each

Prerequisites: E&M 102 Corequisites: Course Fee Amount: \$ Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Make E&M 102 - The Economy and Financial Markets - a prerequisite for E&M 344 Portfolio Theory.** E&M 344 officially has no prerequisite now, but it is difficult for a student to perform well in E&M 344 without having completed E&M 102 first. Full disclosure of this hidden prerequisite will help students make wise choices in course selection.

**Change in catalog description:** E&M 311 Intermediate Accounting I (change in prerequisite)

Course Number: 311 Course Title: Intermediate Accounting I

Instructor: Bedient, Staff Offered  Fall  Spring

Frequency and Duration of Meetings: four times per week, 50 minutes per meeting

Prerequisites: E&M 211 Corequisites: Course Fee Amount: \$ Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Change the prerequisite for E&M 311 Intermediate Accounting I to E&M 211 Financial Accounting, rather than the current prerequisite of E&M 212 Managerial Cost Accounting.**

The E&M Major with Emphasis in Finance requires E&M 211 and either E&M 311 or E&M 312, but it does not require E&M 212. Keeping E&M 212 as the prerequisite for both E&M 311 and E&M 312 effectively makes E&M 212 a hidden requirement for the E&M Major with Emphasis in Finance. Given the need to limit the number of courses required for a major, and given that the material in E&M 212 is not essential as a prerequisite for E&M 311 or E&M 312, we think it makes more sense to eliminate E&M 212 as a prerequisite for E&M 311 and E&M 312 rather than adding E&M 212 as an explicit requirement of the E&M Major with Emphasis in Finance.

**Change in catalog description:** E&M 312 Intermediate Accounting II (change in prerequisite)

Course Number: 312 Course Title: Intermediate Accounting II

Instructor: Bedient, Staff Offered Fall  Spring

Frequency and Duration of Meetings: four times per week, 50 minutes per meeting

Prerequisites: E&M 211 Corequisites: Course Fee Amount: \$ Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Change the prerequisite for E&M 312 Intermediate Accounting II to E&M 211 Financial Accounting, rather than the current prerequisite of E&M 212 Managerial Cost Accounting. The reasoning is the same as above.**

**Change in catalog description for E&M 343 Advanced Taxation and Corporate Transactions**

OLD CATALOG DESCRIPTION OF EXISTING COURSE:

343 Advanced Taxation and Corporate Transactions (1)

Prerequisite: E&M 341.

A continuation of Economics & Management 341. Taxation of corporations, partnerships, estates, and trusts. Tax planning and management strategy aspects of corporate formation and reorganization. Students prepare and revise legal memoranda on tax issues. Cerajewski.

NEW CATALOG DESCRIPTION OF EXISTING COURSE:

343 Advanced Taxation and Corporate Transactions (1)

Prerequisite: E&M 341.

A continuation of Economics & Management 341. Taxation of corporations, partnerships, estates, and trusts. Tax planning and management strategy aspects of corporate formation and

reorganization. Students prepare and revise legal memoranda on tax issues. Students may not receive credit for both E&M 343 and E&M 385. Smith.

**Revive a recently discontinued course: E&M 385 Advanced Taxation**

Course Number: 385 Course Title: Advanced Taxation

Instructor: Gaylord Smith Offered Fall x Spring

Frequency and Duration of Meetings: two times per week, 50 minutes per meeting

Prerequisites: E&M 341 Corequisites: Course Fee Amount: \$ Units: .50

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**The Education Department is requesting a change in the pre-requisites for EDUC 202 and EDUC 203. This will require a minor change in the Academic Catalog.**

*The Education Department proposes changing the pre-requisites of these two courses so that (1) the Education Department can provide greater service to the College in terms of a course offering that supports the liberal arts core and (2) to maintain the integrity of our process for supporting those students who are clearly interested in teacher certification. Thus, the following pre-requisites are more appropriate.*

**Course Number: EDUC 202 and EDUC 203 Course Title: Foundational Contexts of Education and Processes in Learning and Teaching**

Instructor: 202—Shanton, Roessler, and Henke; 203—Henke, Shanton.

Offered X Fall X Spring

Frequency and Duration of Meetings: EDUC 202 – Large group meeting (2 hr.) ; and 2 smaller seminar meetings (1 hr.); EDUC 203 meets twice a week – 2 hours each time.

Prerequisites: EDUC 202—sophomore standing; EDUC 203—successful completion of EDUC 202 and a minimum cumulative GPA of 2.7.

Corequisites: Course Fee Amount: \$ Units: (1)

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**OLD CATALOG DESCRIPTIONS**

**202 Foundational Contexts of Education (1)**

Prerequisite: Special registration through the Education Department. Sophomore standing and a minimum 2.7 cumulative GPA.

An overview of the historical, social, political, multicultural and philosophical foundations of education. Provides the larger conceptual perspectives necessary for studying teaching, learning and education and critically examines the relationship among teachers, schools and society.

Seminar and Field Practicum.

**203 Processes in Learning and Teaching (1)**

Prerequisites: EDUC 202; approval of instructor.

Introductory course for students interested in teacher education. Emphasizes understanding and application of four processes: (1) observation, (2) inquiry, (3) reflection/assessment, and (4) connection/creativity. These processes are essential in understanding and supporting personal and

professional growth and in understanding teaching and learning in diverse K-12 classrooms. These processes, along with issues of personal and professional growth, will be explored in greater depth in all subsequent education course work. Seminar and special education Field Practicum.

#### NEW COURSE DESCRIPTIONS

202 Foundational Contexts of Education (1)

Prerequisite: Sophomore standing.

An overview of the historical, social, political, multicultural and philosophical foundations of education. Provides the larger conceptual perspectives necessary for studying teaching, learning and education and critically examines the relationship among teachers, schools and society.

Seminar and Field Practicum.

203 Processes in Learning and Teaching (1)

Prerequisites: successful completion of EDUC 202; a minimum 2.7 cumulative GPA.

Introductory course for students interested in teacher education. Emphasizes understanding and application of four processes: (1) observation, (2) inquiry, (3) reflection/assessment, and (4) connection/creativity. These processes are essential in understanding and supporting personal and professional growth and in understanding teaching and learning in diverse K-12 classrooms. These processes, along with issues of personal and professional growth, will be explored in greater depth in all subsequent education course work. Seminar and special education Field Practicum.

# # #

#### Faculty Development Committee

FDC has approved the following Small and Large Grants:

#### **Small Grants**

**Geoffrey Cocks** (History) to purchase copies of his book State of Health: Illness in Nazi Germany for colleagues who assisted with the publication and institutions that provided research materials

**Trisha Franzen** (Women's & Gender Studies) to travel to Boston to study Eleanor Flexnor's papers on Anna Howard Shaw

**Bob Moss** (Kinesiology) for collaboration with colleagues at the University of Virginia

A **Large Grant** was awarded to **Anne McCauley** (Art & Art History) to purchase frames to professionally present drawings she completed during her summer residency at the Vermont Studio Center.

## **II ANNOUNCEMENTS FROM THE ACADEMIC AFFAIRS OFFICE**

A Call for Papers for the **2012 Michigan Academy of Science, Arts & Letters Conference** has been issued. The conference date is March 2, 2012 and the conference host is Alma College (Alma, Michigan). Faculty, administrators, librarians, graduate students and advanced

undergraduate students (with faculty mentors) are invited to submit abstracts of their papers/research for consideration. Over 30 disciplines in the sciences, social sciences, and humanities are accepting papers at this time.

To guarantee that the abstracts will be considered for inclusion in the conference program, they should be submitted by the early deadline of **November 28, 2011**. The CfP can be accessed through this link; Michigan Academy 2012 Call for Papers An alternate method to access the CfP is to go to [themichiganacademy.org](http://themichiganacademy.org) website and select Call for Papers on the left toolbar. Questions can be directed to Karen Gross, Director, MASAL, by email at [michiganacademy@alma.edu](mailto:michiganacademy@alma.edu) or by phone at 989-463-7969.

The Council on International Educational Exchange announces its **International Faculty Development Seminars for 2012**. IFDS are designed to offer one to two intensive weeks of lectures by local faculty and experts from prestigious institutions, site visits that illuminate the lecture topics, and opportunities for lively discussions with fellow participants and international colleagues. Seventeen seminars in 20 countries are offered for 2012. For detailed descriptions of each seminar, including lecture topics, site visits, host institutions, faculty leadership, fees, and sample itineraries, visit CIEE's website at [www.ciee.org/ifds](http://www.ciee.org/ifds). Application deadline is **March 1, 2012**.

**ASIANetwork Exchange:** A Journal for Asian Studies in the Liberal Arts has issued a call for submissions. The mission of the Exchange is to highlight the central role of reflective research to teaching about Asian societies and cultures. The Exchange shares information useful to educators in liberal arts settings through the publication of original research and media reviews in order to provide materials to assist teachers in their own professional development and to deepen the understanding of Asia among campus communities.

Is there a book, film, blog, or website that you find indispensable for teaching about Asia in your classroom? Or, is there a recent publication in your field that you would like to bring to the attention of the ASIANetwork membership? The Editors seek book and media reviews for publication in the journal. Reviews should identify materials suitable for use in the undergraduate classroom as well as teaching resources for faculty. Reviews should be approximately 1000 words in length. Send submissions to [editors@asianetworkexchange.org](mailto:editors@asianetworkexchange.org).

Naropa University invites applications for The Frederick P. Lenz Foundation Residential Fellowship Program for Buddhist Studies and American Culture & Values. The Fellowship provides a semester residency on Naropa's campus in Boulder, Colorado, during the 2012-13 academic year. Fellows will have the opportunity to undertake a scholarly, artistic, social action or other project that integrates Buddhist thought and practice with a topic related to American cultural or social life. Financial support will be provided. Application deadline is December 1, 2011. Visit [www.naropa.edu/lenz](http://www.naropa.edu/lenz) for additional information.

### **Opportunities for Students:**

The Krell Institute announces the **Department of Energy Computational Science Graduate**

**Fellowship Program for 2012.** This opportunity provides up to four years of financial support for doctoral students pursuing degrees in fields of study that utilize high-performance computing to solve complex problems in science and engineering. It allows students to collaborate with the Department of Energy laboratories, while establishing themselves as members of the larger scientific community in their professional careers. Applications deadline is **January 10, 2012.** For more information and to access the online application, visit <http://www.krellinst.org/csgf>.

### **III SCHOLARLY AND PROFESSIONAL DEVELOPMENT**

**Dyron Dabney** (Political Science) was selected as a member of the 2012-2014 cohort of the "U.S.-Japan Network for the Future" Program established by the Maureen and Mike Mansfield Foundation and the Japan Foundation Center for Global Partnership. The two-year program supports 15 scholars and professionals from all regions of the U.S. with diverse expertise and perspectives on a number of U.S.-Japan policy and issue arenas. Program members will actively participate in the U.S.-Japan bilateral policymaking process, as well as promote understanding and cooperation in U.S.-Japan/U.S.-Asia relations through a number of public forums.

**Dale Kennedy** (Biology) and **Jeff Wilson** (Psychological Science) attended a meeting of GLCA STEM faculty, September 30-October 1, in Toledo.

**Judy Lockyer** (English), **Mick McRivette** (Geological Sciences), and **Megan O'Neill** (Library) attended the GLCA Conference on the Digital Humanities at Hope College. They learned from some of the best, nationally-recognized people in Digital Humanities. Even skeptics could see the possibilities in and value of creating web sites about historical events and specific literary works. The trio came away with lots of ideas for how they might begin doing Digital Humanities work in their classrooms and across campus.

**Cheryl Blackwell** (Library), **Sheila Lyons-Sobaski** (Biology), and **Kevin Metz** (Chemistry) attended a GLCA-sponsored workshop on Developing Course-Based Assessment, October 28-29, 2011, in Toledo.

**Kevin Metz** (Chemistry) is co-author on a paper: Kevin M. Metz, Paula E. Colavita, Kiu Yen Tse, and Robert J. Hamers, "Electrochemical response of nanotextured gold coatings on carbon nanofiber scaffolds," Journal of Power Sources, 2012, 198, 393–401.

**Ron Mourad** (Religious Studies) and **Dianne Guenin-Lelle** (Modern Languages & Cultures) have received the first of two books they have co-written: Mourad, Ronney and Dianne Guennin-Lelle: The Prison Narratives of Jeanne Guyon. New York: Oxford UP, 2012. The book is a translation to English of the prison narratives of a French writer, along with a very thorough introduction.