

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
September 8, 2014**

**2:30 p.m.**

**Rose Room  
UNIVERSITY CENTER**

**Stanley Jones  
Registrar/Secretary of the Academic Committee**

ACADEMIC COMMITTEE  
AGENDA  
September 8, 2014

1. Minutes of the April 14, 2014 meeting. (pages 1-2) were approved by email April 17, 2014.
2. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
  - a. Revised Admission requirements for the MED in Adult and Career Education (pages 3-5)
3. **COLLEGE OF BUSINESS**
  - a. Revised Accounting Department narrative (6-8)
  - b. New course MKTG 1500 (pages 9-20)
  - c. New minor in Professional Sales (pages 21-22)
  - d. Revised degree requirements for the BBA in Finance (pages 23-24)
  - e. Revised requirements for the minor in Human Resources Management (pages 25-26)
  - f. New minor in Healthcare Administration (pages 27-28)
  - g. Remove the Certificate in Healthcare Administration (pages 29-31)
  - h. Revised requirements for the MBA degree (pages 32-34)
  - i. Requirements for the Graduate Certificate in Healthcare Administration (page 35)
  - j. Deactivation of WMBA 5020, ACCT 4220, ACCT 3900, WMBA 5000, WMBA 5030, WMBA 5050, MGNT 4630, MGNT 4700, WMBA 6020, and MBA 7300 (pages 36-37)
4. **COLLEGE OF ARTS AND SCIENCES**
  - a. New course BIOL 3830 (pages 38-44)
  - b. New course BIOL 5830 (pages 45-51)
  - c. Revised admission requirements for the MPA (pages 52-54)
  - d. Revised admission requirements for the DPA (pages 55-57)
  - e. Deactivation of POLS 2200, POLS 3510, POLS 3500, POLS 6640, POLS 5520, POLS 6620, POLS 5300, POLS 6330, POLS 5530, POLS 5200, POLS 5600, PADM 7120, POLS 6670, POLS 6120, POLS 6410, POLS 6650, POLS 5210, POLS 5400, and POLS 6600 (pages 58-59)
  - f. Revised curriculum for the BA in French – New Track – World Languages and Cultures (pages 60-63)
  - g. Revised curriculum for the BA in Spanish – New Track – World Languages and Cultures (pages 64-66)
  - h. Revised catalogue copy for the Department of Modern and Classical Languages (pages 67-83)
  - i. Revised requirements for the Latin American Studies Certificate (pages 84-85)
  - j. Revised course title and description SPAN 3260 (pages 86-88)
  - k. Deactivation SPAN 3270 (pages 89-90)
  - l. Revised requirements for the Minor in Mathematics (pages 91-92)
  - m. Revised requirements for the BS in Applied Mathematics (pages 93-95)
  - n. Revised requirements for the BA in Mathematics (pages 96-98)
  - o. Revised requirements for the BA in Mathematics – New Track – Secondary Education (pages 99-128)
    1. Revised catalogue copy, department narrative, degree requirements (pages 99-110)
    2. New Course MAED 3500 (pages 111-118) – previously approved 8/11 but was then rescinded
    3. New Course MAED 4500 (pages 119-128) – previously approved 8/11 but was then rescinded
  - p. Revised curriculum for the BS in Computer Science (pages 129-131)
  - q. European Union Studies Certificate New Course Agreement Memorandum (pages 132-134)
  - r. New course EURO 3234 (pages 135-144)
  - s. New course EURO 4130 (pages 145-151)
  - t. New course EURO 4160 (pages 152-159)
  - u. New course EURO 4230 (pages 160-165)
  - v. New course EURO 4260 (pages 166-170)
  - w. New course EURO 4330 (pages 171-176)
  - x. New course EURO 4430 (pages 177-182)
  - y. New course EURO 4530 (pages 183-187)
  - z. New course EURO 4630 (pages 188-194)
  - aa. New course EURO 4730 (pages 195-201)
  - bb. New course EURO 4760 (pages 202-207)
  - cc. New course EURO 4830 (pages 208-214)
  - dd. Deactivation POLS 2310 (pages 215-216)
5. **Pending items**
  - a. Revised course CHEM 1010 – USG General Education Council approval
  - b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
  - c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
  - d. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
April 14, 2014

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, April 14, 2014. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Michael Sanger, Dr. Gary Futrell, Dr. Kathe Lowney (Proxy for Dr. Dawn Lambeth), Dr. Jimmy Bickerstaff, Dr. Frank Barnas, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Aubrey Fowler, Dr. Dee Ott (Proxy Dr. Linda Floyd), Dr. Dee Ott, Dr. Colette Drouillard (Proxy for Mr. Howard Carrier), and Dr. Colette Drouillard.

Members Absent: Ms. Denise Atkinson, Dr. Marc G. Pufong, Dr. Dawn Lambeth, Dr. Kristen Johns, Dr. Lorna Alvarez-Rivera, Dr. Katherine Lamb, Dr. Lars Leader, Dr. Linda Floyd, and Mr. Howard Carrier.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. David Nelson, Dr. Bob Gannon, Dr. Greg Harrell, and Ms. Teresa Williams.

The Minutes of the March 10, 2014 meeting were approved by email on March 20, 2014. (pages 1-5).

**A. College of the Arts**

1. Revised department narrative for the Communication Arts department – graduate – was approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015, and under the Selected Assessments for the Master of Arts in Communication item 2 was changed to read ...knowledge through comprehensive... and item 5 was changed to read ...communication through courses,... . (pages 6-10).
2. Revised degree requirements for the MAC was approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015. (pages 11-12).

**B. College of Business**

1. Revised Admission requirements for the MBA was approved effective Fall Semester 2015 with the effective date changed from 2014 to 2015, and the bullets items were changed to read ...college or university; or...3.50 GPA or higher...AACSB-accredited... . (pages 13-15).
2. Degree requirements for completing a MBA and a MACC together effective Fall Semester 2015 was approved effective Fall Semester 2015 with the date changed from 2014 to 2015, and the following statement will added in the catalog before the requirements "A student completing the MBA or MAcc program may use 7XXX classes from one degree program as electives for a second graduate degree." . (pages 16-18).

**C. College of Education and Human Services**

1. Revised prerequisites for CSD 3010, 3030, 3040, 3060, 3070, 3080, 4020, 4040, 4050, 4070, 4110 and 4130 were approved effective Fall Semester 2014 – was given administrative approval on March 14. (pages 19-20).
2. Deactivation of PSYC 8500 was noted effective Fall Semester 2014. (pages 21-22).

**D. College of Arts and Sciences**

1. Revised course number and prerequisite, Computer Science (CS) 3200, "Computer Ethics", (COMPUTER ETHICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 23-30). Deactivation CS 2800.
2. New course, Biology (BIOL) 4720, "Stream Ecology", (STREAM ECOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015 with the lab changed from 1 to 3, and the prerequisites corrected to read .. BIOL 1107K, 1108K, 3200... . (pages 31-37).
3. New course, Biology (BIOL) 6720, "Stream Ecology", (STREAM ECOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015 with the lab changed from 1 to 3. (pages 38-44).

Respectfully submitted,

Stanley Jones  
Registrar

RECEIVED

JUL 14 2014

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A REVISED CATALOGUE COPY**

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change:  Core  Senior  Graduate

**Current Catalogue Page Number:** Website:  
<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-adult-and-career-education-workforce-education-track.php>  
<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-adult-and-career-education-business-education-and-information-technology-track.php>

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) ~~Fall 2014~~  
Spring 2015

**Degree and Program Name: Master of Education with a Major in Adult and Career Education**

**Present Requirements:**

Admission Requirements  
\* Application Fee \$35 (credit or debit card and e-checks accepted)  
\* Apply Online  
\* Minimum cumulative undergraduate GPA of 2.5 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.  
\* Minimum GRE Requirements: Verbal 147, Quantitative 144, Analytical 4.0  
\* Minimum MAT Requirement: 375  
\* Scores must be from a testing session in the last 5 years  
\* An essay detailing applicant's interest in enrolling in the program, goals for advancing his/her intellectual abilities in the program, and how study in the program will advance his/her professional skills.

**Proposed Requirements:** (highlight changes after printing)

Admission Requirements  
\* Application Fee \$35 (credit or debit card and e-checks accepted)  
\* Apply Online  
\* An undergraduate overall GPA of at least 3.0  
OR  
An undergraduate overall GPA of at least a 2.5 with GRE scores at or above 144 for Quantitative, 147 for Verbal and 4.0 for Analytical portions of the exam OR with a MAT raw score of or above 375.  
\* Scores must be from a testing session in the last 5 years  
\* Satisfactory assessment of an essay detailing applicant's interest in enrolling in the program, goals for advancing his/her intellectual abilities in the program, and how study in the program will advance his/her professional skills.

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field Research indicates that overall undergraduate GPA is the best predictor of success at the Master degree level. The earning of a minimum of a 3.0 overall GPA is sufficient indication of probable success in our Master degree program. By having the testing requirement only for those whose overall undergraduate GPA is between a 2.9 and 2.5 provides for such a student to demonstrate probability for success.

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

**Source of Data to Support Suggested Change:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Research literature

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Enrollment, retention, progression and graduation data reports.

<b>Approvals:</b>		
Department Head:	<i>Reynolds L. Manning</i>	Date: 7/9/14
College/Division Exec. Committee:	<i>DM</i>	Date: 7/9/14
Dean(s)/Director(s):	<i>DM</i>	Date: 7/9/14
Graduate Exec. Comm.: (for grad program)	<i>J. J. L.</i>	Date: 8/25/14
Graduate Dean: (for grad program)	<i>J. J. L.</i>	Date: 8/25/14
Academic Committee:		Date:

Form last updated: January 6, 2010

## REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:** 183

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2014

**Degree and Program Name:** Department of Accounting

**Present Requirements:** The Internal Auditing program's course requirements may be completed within the 120 hours provided by the BBA degree. However, accounting and business electives must be selected so that they include ACCT 3100, ACCT 3250, and ACCT 3700. Students must earn a cumulative GPA of at least 2.8 in the following courses, each with a grade of "C" or better:

Area F: ACCT 2101, ACCT 2102, BUSA 2106  
 Required Senior College Core: MGNT 3250 and MKTG 3050  
 Accounting and Business Electives: ACCT 3100, ACCT 3250, ACCT 3700

**Proposed Requirements:** (highlight changes after printing) The Internal Auditing program's course requirements may be completed within the 120 hours provided by the BBA degree. However, accounting and business electives must include ACCT 3100, ACCT 3700, and ACCT 4980. Students must earn a minimum cumulative GPA of 2.5 in the following courses, each with a grade of "C" or better:

Area F: ACCT 2101, ACCT 2102, BUSA 2106  
 Required Senior College Core: MGNT 3250 and MKTG 3050  
 Accounting and Business Electives: ACCT 3100, ACCT 3700, ACCT 4980

**Justification:** (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes - Having an internship experience in internal audit will provide actual work experience.
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Employers value actual work experience over additional classroom hours.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)



**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Employer evaluations will provide assessment.**

<b>Approvals:</b>	
Department Head: <i>Len Weld</i>	Date: <i>4/25/14</i>
College/Division Exec. Committee: <i>Fenty Moore</i>	Date: <i>4/25/14</i>
Dean(s)/Director(s): <i>A. Wang</i>	Date: <i>4/28/14</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 08/13/2014 (mm/dd/yyyy)

**Department Initiating Request:**  
Marketing & International Business

**Faculty Member Requesting:**  
Dr. Aubrey R. Fowler III

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MKTG 1500

**Proposed New Course Title:**  
Foundations of Consumer Culture  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Consumer Culture

**Semester/Year to be Effective:**  
Spring 2015

**Estimated Frequency of Course Offering:**  
Each Semester

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A broad introduction to the development of consumer culture and its relationship to business. Topic areas covered include the rise of American consumer culture; its relationship with business, marketing, economic, and public policy practices; and the issues that consumers and consumer cultures face.

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes: Please See Appendix A
- Adopting current best practice(s) in field: The proposed course is not so much adopting the current best practice in the field, but it is on the vanguard in terms of setting what is potentially a new best practice. As the study of Consumer Culture has proliferated, it has provided a context from which marketing and other business arenas take their cue.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The proposed class engages with the VSU Mission statement in that it proposes to help "prepare students to be lifelong learners who will meet the needs of a changing global society." Understanding how one's consumption activities fit into the current culture as well as the global environment is necessary in this day and age. The proposed class also engages with the VSU Strategic Plan, specifically touching on Goal 1, Objective 1.2 (Promote educational excellence in all learning environments through academic, professional, and social opportunities).

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other:

**\*\*Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.\*\***

Approvals:	
Dept. Head: <i>Andy K. Forbe</i>	Date: 8/13/2014
College/Division Exec. Comm.: <i>Saviana Campa</i>	Date: 8/18/14
Dean/Director: <i>J. Wayne Blumh</i>	Date: 8/18/14
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

## **APPENDIX A: Improving Student Learning Outcomes**

The following provides insight into how the proposed MKTG 1500: Foundations of Consumer Culture class will help to improve student learning outcomes. Specifically, the following will address how the class fulfills the three learning outcomes associated with Area E courses.

### **Learning Outcome (Area E)**

Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time.

#### **Knowledge of diversity in individual and social behavior**

Every citizen of the United States is also a consumer and, as such, is part of the consumer culture that drives the U.S. economy. Each consumer is also part of their own set of varied consumer subcultures and micro-cultures that exist within the U.S. These subcultures and microcultures help drive individual consumer behaviors ranging from acquisition to consumption to disposition. Through this course, students will acquire and demonstrate a "knowledge of diversity in individual and social behavior" as it relates to their own consumption and the many consumption practices of various consumption subcultures and microcultures.

#### **Structure and processes of the US government**

The importance of consumer culture to the U.S. economy is indisputable. The U.S. economy is in large part driven by its citizen consumers buying "stuff," consuming it, and then buying more stuff. As such, there have been a number of governmental policies that have been put into place to help consumers buy houses, cars, and other such items. There have also been a variety of policies set forth that are designed to protect the consumer, particularly as it relates to preventing corporate malfeasance and helping to provide safer products and marketplaces. Through this course, students will learn about the governmental structure and processes undergirding the development and maintenance of U.S. consumer culture.

#### **The importance of historical changes over time**

Modern American consumer culture essentially began within the Gilded Age of the late 19<sup>th</sup> century as the wealthy practiced very conspicuous consumption. Over time, other economic and social classes began to use consumption as a marker of self and identity, something that was then related to others through their consumption practices. Various events have brought about great change to its evolution over time. For instance, the Great Depression and World War II slowed it down considerably, only to be kickstarted in the post-WWII era by individuals attempting to keep the economy motoring along. More recently, 9/11 and the Great Recession have altered the progress of consumer culture. Through this course, students will acquire knowledge of "the importance of historical changes over time" as well as look at how consumer culture is impacting current social, political, and environmental issues.

## MKTG 1500: Foundations of Consumer Culture

Spring 2014: 9:30 to 10:45 AM TTh,

Aubrey R. Fowler III, arfowler@valdosta.edu

Office: Thaxton 212

Office Telephone: 245-6458, Cell Phone: 229-460-1272

Office Hours: 1:00 to 4:30 PM TTh, and by appointment

### Required Texts:

- Berger, Arthur Asa (2010), *The Objects of Affection: Semiotics and Consumer Culture*, New York, NY: Palgrave MacMillan.
- Blaszczyk, Regina Lee (2009), *American Consumer Society, 1865-2005: From Hearth to HDTV*, Wheeling, IL: Harlan Davidson Inc.
- Miller, Daniel (2012), *Consumption and Its Consequences*, Malden, MA: Polity Press.

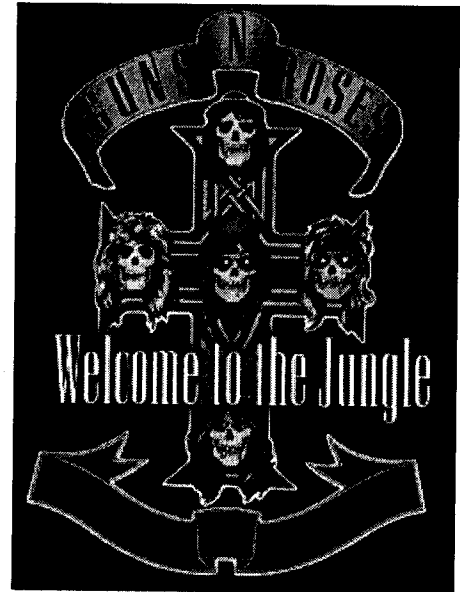
Prerequisites: There are no prerequisites for this course

## COURSE DESCRIPTION

Goods have symbolic as well as material uses, and as such, people consume goods and convey meaning through their consumption practices. In a consumer culture such as the one we live in, people have learned to define themselves as consumers through their acts of consumption, and they have come to experience consumption as central to the formation and expression of identities. In other words, we are all participants in a consumer culture that shapes our desires, our work, our spending, our relationships, and even our spiritual lives. This course explores the foundations of consumer culture in an attempt to answer three basic questions. How did America come to be this way? How should we think about our relationship with the "stuff" we consume and what it says about us as individuals and as a society? And finally, what impact does our consumption of "stuff" have on our society, our economy, our political system, our environment, and our relationship in the global marketplace.

Course Objectives: Throughout the duration of this semester, we will:

- Determine what consumer culture is and why students should seek to understand it
- Explore the development of American consumer culture from the Gilded Age until Today
- Examine its relationship with various institutions like the family, marketing, government, etc.
- Investigate the impact of consumer culture on individuals, society, and the environment.
- Discuss the potential futures of consumer culture in America and abroad



**University Educational Outcomes:** Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time. Additionally, students will demonstrate the following:

**Learning Goal 1:** Students will demonstrate an understanding of the United States and its cultural, economic, political, and social development.

**Learning Goal 2:** Students will demonstrate an understanding of the cultural, religious, or social dimensions of societies around the world.

**Learning Goal 3:** Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions or make relevant inferences.



## ASSIGNMENTS

Over the course of the semester, you will be expected to complete several assignments, all of which are designed to help you meet the objectives set forth in this syllabus. The assignments are as follows: a consumption journal, three exams, and a book report. In order to receive a grade in this class, you must score at least 90% on the syllabus quiz by 5:00 PM on Wednesday, July 7<sup>th</sup>, so make sure that you read the syllabus and take the associated quiz.

**Consumption Journal:** Each of you will be responsible for maintaining a journal throughout the course of the semester. In this journal, you will keep track of your own consumption habits and reflect upon them based upon the information provided to you in the readings and in class lectures. The journal will be kept via a Pinterest account that has been set up for the class. For further information, please refer to the Consumption Journal assignment sheet. The consumption journal is worth up to **30 points**.

**Three Exams:** There will also be three exams spaced throughout the semester. Each exam will consist of questions that cover not only the various books we've covered but also any lectures we've had to that point. Each exam will be administered online and must be completed by 9:00 PM on their respective due dates. Any exams not completed by that time may be made up; however, any make up exams must be completed within two days of the missed test and will be subject to a loss of 1, 2, and 4 points for each successive exam. Also considering that technical problems sometimes arise, be sure to take the exam on a reliable computer that has reliable Internet access. I will forgive unavoidable technical problems associated with BlazeView itself; however, individual problems may not be so quickly forgiven and may indeed result in a loss of points in the same way late exams are affected. Each exam is worth up to 10 points for a combined total of up to **30 points**.





**Consumption Book Report:** You will also need to complete a consumption book report that both summarizes a book from a book-list provided to you and relates that book to your own consumption activities. In other words, you will need to be able to demonstrate that you have read the book in full and also show that you have reflected upon its value to your own life. Please refer to the Consumption Book Report assignment sheet for further details. The report will be worth up to a total of 30 points.

**Participation:** Throughout the course of the semester, you will be expected to come prepared to participate in classroom discussions and lectures. You will also be expected to have read the appropriate materials before coming to class. In order to monitor both, you will need to acquire clickers from the VSU bookstore, register them with this class, and then make sure you bring them to class each day. We will have interactive questions that checks your learning during lectures, other questions which will monitor the progress of your reading for the day, and even general opinion/attitude/behavior questions that will help to demonstrate trends among you and your classmates. The participation grade is worth up to 10 points.



## GRADE BREAKDOWN

Each assignment will be worth a certain number of points which will then be converted into a percentage of your grade. Ultimately, your grade will be your choice. If you keep up with the work in a timely fashion over the course of the semester, you will most likely do well in the class; but if you procrastinate and rely simply on your ability to get by, then you may not do as well as you'd like. Remember, ability plus effort equals success.

A:	90—100
B:	80—89.9
C:	70—79.9
D:	60—69.9
F:	Below 60

Grades will be scaled according to the range shown at the right. I build grades based upon this system which means that someone who has 89.9 points or 89.9% of the