



The Open  
University

**B.A. (HONOURS): ENGLISH AND AMERICAN  
LITERATURE  
Student Handbook  
2019-2020**

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## **Welcome to the Programme**

### ***Message from the Dean***

*The importance of a Liberal Arts education has never been more in need of emphasis than nowadays, when educational institutions are called upon to ascertain society's commitment to the values of inclusion, diversity, ethical accountability and responsible citizenship. A Liberal Arts education offers a broad as well as in-depth exposure to knowledge that cultivates refined understanding, global consciousness, and ability to deploy creative synthesis which is the foundation of critical, innovative thought. Not surprisingly, research shows, a Liberal Arts degree is the ticket to employability and professional success, as Liberal Arts majors are more and more in demand in today's job market for their informed decision-making abilities, communication skills, and structured habits of mind.*

**Helena Maragou, PhD**

Dean, School of Liberal Arts & Sciences

## **Welcome by the Department**

The Faculty of the Department of English and Modern Languages welcomes you to your new major and promises you an exciting, rigorous, and fulfilling academic experience.

The purpose of this handbook is to offer you guidance and advice as you begin your intellectual journey in the B.A. (Honours) in English and American Literature programme. The handbook contains essential information about your course structure, assessments, modules, and much more. Take time to review these pages.

We welcome you and wish you an enriching academic experience and a successful future career!

## **DEREE-The American College of Greece**

The American College of Greece (ACG) is a US non-profit institution. The educational system at DERE-ACG is based upon that of American institutions of higher learning. The school provides its students with a quality education of a standard equivalent to that of the most respected colleges and universities in the United States by virtue of its accreditation by The New England Association of Schools and Colleges (NEASC), the oldest accrediting body in the United States.

In 2010, DERE-ACG entered into a partnership with The Open University of the U.K., the largest university in Europe, for the purpose of programme validation. All twenty-eight undergraduate programmes offered at DERE-ACG are validated by The Open University, UK ([www.open.ac.uk/validate](http://www.open.ac.uk/validate)).

Through these accreditation and validation relationships, DERE-ACG students undertake studies leading to the award of two degrees: a US Bachelor's degree, reflecting institutional accreditation by NEASC, and a UK Honours Bachelor's Award validated by The Open University.

## **Mission Statement:**

The B.A. (Honours) in English and American Literature offers students exposure to a variety of literary texts, cultures, and ways of thinking and analyzing. Students will read a wide range of engaging works of fiction, poetry, drama, and non-fictional prose from the U.K. and the United States as well as from around the world. They will learn to interpret these works from a variety of theoretical perspectives and develop an understanding of literary history. Emphasizing academic discourse and research methods of the discipline, the programme prepares students for graduate studies. By providing training in a broad range of skills and competencies, the programme also prepares students for a variety of professions.

### **Educational Aims:**

The aims of the B.A. (Honours) in English and American Literature programme are to enable students to:

- read insightfully a wide variety of literary texts in English from about 1500 to the present;
- understand the variety of critical and theoretical approaches to the study of literature;
- develop skills of analysis and interpretation of literary texts;
- understand the significance of theoretical approaches to the study of language;
- understand the functions of language and linguistic concepts;
- recognise language “problems” and develop problem-solving strategies;
- analyse and manipulate data from a variety of languages;
- develop, to a high degree of competence, a range of communication skills (oral and written) which are at once subject-specific and transferable, and will prepare students for a wide variety of professions;
- conduct research using both print and electronic sources; to evaluate the usefulness of these sources; and to use these sources legitimately;
- demonstrate analytical skills together with powers of textual analysis and critical judgment.

### **Learning Outcomes:**

Upon completion of the B.A. (Honours) in English and American Literature, students will be able to demonstrate:

#### **A. Knowledge and Understanding**

Students gradually acquire knowledge and develop understanding of:

- a substantial number of authors and texts from different periods of literary history, both English and American;
- the character and conventions of principal literary genres (poetry, drama, fiction);
- the various contexts (historical, social, cultural) within which texts are produced and interpreted;
- the history and development of the English language;
- the various functions of language including social and cultural;
- key critical and theoretical approaches to language and literature;
- knowledge of the cultural and historical contexts which shaped the authors and texts studied.

#### **B. Cognitive Skills**

The development of cognitive skills (namely reasoning, perception, and intuition) is progressive. Students learn to:

- read and analyse a variety of texts, including secondary sources and theoretical writings;

- provide interpretations of texts that are theoretically informed;
- synthesize knowledge and ideas from a variety of sources and evaluate them critically;
- think logically and make reasonable judgments based on and supported by evidence;
- undertake a reasoned moral assessment of actions/persons practices.

### C. Practical and Professional Skills

Students acquire practical and professional skills that include the ability to:

- construct and present coherent and persuasive arguments in both oral and written forms;
- plan and write essays and research papers that make use of critical reading and bibliographic skills appropriate to the discipline;
- collect, organize and evaluate a variety of print and electronic sources for research;
- work independently, exhibiting time management and organizational skills.

### D. Key/Transferable Skills

Students acquire key/transferable skills that include the ability to:

- communicate effectively and persuasively orally and in a variety of written forms using appropriate style & register;
- analyse diverse forms of discourse and texts;
- work effectively in groups or independently;
- utilize information technology skills such and the ability to access electronic data;
- demonstrate a measure of knowledge in an array of different social sciences, thus becoming better informed citizens and professionals.

## **Programme Description**

### Compulsory Modules

At level 4, students complete two compulsory modules, one English and one American, that offer an overview of early literary development; an introductory module that explores the nature of language and exposes students to current issues and trends in linguistics; one module that introduces students to the literary elements, terminology and variations in form among genres; an English grammar module that familiarizes students with terminology and grammatical concepts that detail the formal structure of the English language; a module in the history of England or America (option); and a module in sociology or psychology (option).

At level 5, students complete two compulsory modules in which they study British and American literature and culture of the last two centuries; one module, Introduction to Literary Studies that trains students in textual analysis and literary research, and introduces them to the rigors of the discipline.

Finally, at level 6, students complete the following modules, each of which centers upon a specific period, author and/or movement: Shakespeare's Tragedies examines the playwright's great tragedies with emphasis on Shakespeare's language, dramatic practices and theatrical and historical milieu; English Romanticism examines works of major English Romantic poets by situating them in their historical context and by emphasizing the philosophical and theoretical concepts that inform English Romantic poetry; the Victorian Era module focuses on the interrelation between Victorian texts of different genres and the cultural context of nineteenth-century Britain; the modules on British or American Modernism engage in the study of modernist literature in its various thematic and stylistic permutations; students take in addition a module in Criticism that familiarizes them with modern literary and cultural theories and their applications on primary texts. Last, in the capstone/seminar class, students engage critically with an author, movement, or theme and conduct extensive research in order to produce a mini-dissertation.

The core modules emphasize the close ties and synergies of language and literature within a broader framework of the humanities and the social sciences. Moreover, all core modules contribute to: breadth and depth of knowledge; a solid background in English literary history and representative works; awareness of the social functions of language and of the variety of linguistic fields of investigation; a better understanding and appreciation of the historical, aesthetic, and/or sociological contexts in which literary works and linguistic theories came into being; the development of independent thinking; awareness and adoption of ethical standards; and the enhancement of communication skills.

#### Optional Modules

At level 4, students complete one option in literature: a module on Issues in Literature in which they focus on one theme, topic, or issue explored through a selection of texts from a variety of genres, or a module on Creative Writing in which they are introduced to techniques and concepts relevant to the production of creative work in various genres.

At level 5, students explore English and American literature further by completing five additional modules. Depending on their choice, they may examine representative Renaissance English prose, poetry and drama within the cultural contexts of Tudor, Jacobean and Caroline England; undertake a detailed study of major Contemporary British or American Authors focusing on issues of identity, gender, race, class, and nationhood; study major texts representative of Dramatic Realism in nineteenth and twentieth-century theater; examine Contemporary Theater through the study of plays from around the globe, with emphasis on their innovative dramatic techniques and perspectives; engage in detailed study of the English or the American Novel focusing on the genre's development and the interplay of traditional and experimental narrative modes; and/or study modern and contemporary literature from English-speaking countries whose works and national literary traditions are not covered in the standard British-American literary curriculum.

At level 6, students complete two additional modules in literature. Students may select from the following: a module on Shakespeare's Plays, which examines representative plays spanning

Shakespeare’s career, including comedies, histories, tragedies and romances; a module on American Romanticism which engages critically with a broad range of literary texts reflecting variations of Romantic attitudes and styles in ante-bellum America; a module on Writing Women, an in-depth study of texts by women writers which are integral to the female experience and to representations of gender and identity; and one module in Trends in Contemporary British Culture which is a detailed study of representative trends in British culture in the last 50 years (post-1960s to the present).

### Programme Structure

In order to earn a B.A. (Honours) in English and American Literature, you will need to obtain 360 UK credits (120 credits per level). The content outline is provided in the table that follows. Please note that:

- Compulsory modules – must be taken
- Optional modules – select from a range of identified modules

### BA (Honors) English and American Literature

#### Year 1 – COMPULSORY MODULES

****	English Modules - LEVEL 4	FREQUENCY
EN 2216	Introduction to Language	Fall & Summer I
EN 2220	English Literature: from Chaucer to Swift	Fall
EN 2222	The Making of America: American Literature to 1865	Spring
EN 2113	The Structure of the English Language	Spring
EN 2263	Introduction to Literature	Spring

Select ONE module from the following:

*	Social Sciences Options - LEVEL 4	FREQUENCY
PS 1000	Psychology as a Natural Science	Fall & Spring
PS 1001	Psychology as a Social Science	Fall & Spring
SO 1000	Introduction to Sociology	Fall & Spring
SO 1001	Sociology of Modern Life	Fall & Spring

Select ONE module from the following

**	History Options - LEVEL 4	FREQUENCY
HY 2070	American History I	Spring
HY 2071	American History II	Fall
HY 2080	Great Britain	Fall

#### Year 1 – OPTIONAL MODULES

Select ONE module from the following:

****	Literature Options - LEVEL 4	FREQUENCY
EN 2218	Issues in Literature	Summer I
EN 2271	Creative Writing	Spring

#### Year 2 –COMPULSORY MODULES

*****	English Modules - LEVEL 5	FREQUENCY
EN 3305	Introduction to Literary Studies	Fall
EN 3321	English Literature: from Romanticism to Modernism	Spring
EN 3323	(Re)Writing America: from Realism to Modernism	Fall

#### Year 2 – OPTIONAL MODULES

Select FIVE modules from the following:

*****	Literature Options - LEVEL 5	FREQUENCY
EN 3357	Realism in 19 <sup>th</sup> & 20 <sup>th</sup> century theater	Fall

<b>EN 3358</b>	Trends in Contemporary Theater	Spring
<b>EN 3366</b>	Tradition and Innovation in the English Novel	2 <sup>nd</sup> Fall
<b>EN 3367</b>	The American Experience in Fiction	1 <sup>st</sup> Fall
<b>EN 3370</b>	Voices in Contemporary American Literature	2 <sup>nd</sup> Fall
<b>EN 3376</b>	World Literatures in English	2 <sup>nd</sup> Spring
<b>EN 3374</b>	Contemporary American Literature in Context	1 <sup>st</sup> Fall
<b>EN 3426</b>	The English Renaissance	1 <sup>st</sup> Spring

### Year 3 – COMPULSORY MODULES

*****	English Modules - LEVEL 6	FREQUENCY
<b>EN 4453</b>	Shakespeare: The Great Tragedies	Fall
<b>EN 4429</b>	Victorian World	Fall
<b>EN 4660</b>	Criticism: Theory & Practice	Fall
<b>EN 4428</b>	English Romanticism	Spring
<b>EN 4754</b>	Selected Topics in Literature	Spring
<b>EN 4430</b> <b>OR</b>	British Modernism	2 <sup>ND</sup> Spring
<b>EN 4472</b>	<b>OR</b> American Modernism	1 <sup>st</sup> Spring

### Year 3 – OPTIONAL MODULES

Select TWO modules from the following:

*****	Literature Options - LEVEL 6	FREQUENCY
<b>EN 4468</b>	American Romanticism	1 <sup>st</sup> Fall
<b>EN 4445</b>	Writing Women	2 <sup>nd</sup> Fall
<b>EN 4452</b>	Shakespeare Plays	1 <sup>st</sup> Spring
<b>EN 4477</b>	Trends in Contemporary British Culture	2 <sup>nd</sup> Spring

### **Progression from Level to Level**

All modules are assigned one of the three level designations (Level 4, Level 5, Level 6) according to the increasing demands being placed upon students as they undertake learning at higher levels.

Students must first complete all Level 4 modules before they take Level 5 modules and must have completed half of Level 5 modules before they take Level 6 modules.

Students are not permitted to register for more than 4 (four) 15-credit modules in each semester and 1 (one) module in short sessions. Students are not permitted to register for more than 120 credits per academic year.

Students need to work closely with their advisors before their registration in order to select the correct modules and avoid any delay in their graduation.

Learning accredited at each level will reflect the student's ability to:

#### *Level 4*

Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts taking responsibility for the nature and quality of outputs.

#### *Level 5*

Generate ideas through the analysis of concepts at an abstract level with a command of specialized skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgment across a broad range of functions; accept responsibility for determining and achieving personal and/or group outcomes.

#### *Level 6*

Critically review, consolidate and extend a systematic and coherent body of knowledge utilising specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations;

### **Teaching & Learning Methods**

The program's instructional methods are more student-centered in approach: more interactive learning and student engagement are emphasized as opposed to passive student attendance. Teaching is informed by the latest developments in the discipline, enabling academic staff to exhibit a more critical methodology when imparting knowledge to students.

Teaching is supported by instructor's office hours. Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material.

Moreover, instructors and students make full use of the Blackboard platform, where instructors post lecture notes, instructions, timely announcements, and other course materials.

### **Assessment**

Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate both "formative" ("diagnostic" evaluation that provides feedback in order to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a program) evaluation tools.

Formative assessment may vary; it may take the form of very specific in-class exercises such as quizzes (very short written exams), multiple choice, true/false questions, take-home assignments etc. Formative assessment does not contribute to the student's grade.

Summative assessment includes seen or unseen exams, course work, research papers and projects. Summative assessments contribute to the student's grade. Timely feedback is provided to students. The precise combination of assessment tools used in each English module depends on module level and the material covered.

### **Turnitin Policy**

DEREE-The American College of Greece has a subscription agreement with Turnitin, which is integrated into Blackboard Learn.

Students submit their assessment to Blackboard's Turnitin Assignment. Both faculty and students have access to the Originality Reports arising from each submission.

### **Programme Assessment Method Mapping:**

Please see pages 21—24.

### **How We Assure the Quality of this Programme**

The quality of this program is monitored each year through evaluating:

- External examiner's reports (considering quality and standards)
- Statistical information (considering issues such as pass rates)
- Student feedback (through module evaluations, Program Committee representation, and exit surveys)

Drawing on this and other information, the programme team undertakes annual programme monitoring.

Student feedback on modules is obtained at the end of each semester or session through the anonymous module evaluation form that all students complete for each of the modules in which they are registered. In order to make the collection of student feedback and data more efficient, the College introduced an online course evaluation system in the AY 2012-2013. The new online module evaluations are part of ACG's commitment to excellence in teaching and learning. The online module evaluation system is easy, convenient, secure, anonymous, and confidential. Results from module evaluations are utilized by instructors to pursue improvement in their teaching. Student feedback on the programme is also obtained from meetings of the Department Head with members of the English Society. Furthermore, graduating students are expected to complete anonymously an exit survey in their final semester of study.

### **The Role of External Examiners**

The standards of the programme are monitored by an external examiner from a UK institution. External Examiners have two primary responsibilities:

- To monitor the standard of the programme;
- To ensure that the assessment practices of the subject are equitable, appropriate, and comparable with those of other universities.

The External Examiners also attend the meetings of the Board of Examiners which take place at the College twice a year. The Board of Examiners ratifies the grades of students and recommends students for the OU validated award.

### **Department Head, Teaching Staff and Contact Details**

#### **DEPARTMENT HEAD, ad Interim**

**Melpomeni Ilkos, M.S., Queen's College-The City University of New York. Assistant Professor.**

Teaching English as a Second Language; Applied Linguistics. [ilkosm@acg.edu](mailto:ilkosm@acg.edu)

The following staff members teach modules in the **BA (Honors) English and American Literature** award:

#### **FULL-TIME FACULTY**

**Helena Maragou, Ph.D., University of North Carolina, Chapel Hill. Professor.** 19<sup>th</sup>-Century American Literature; American modernism and post-modernism; culture studies; critical theory.

[maragou@acg.edu](mailto:maragou@acg.edu)

**Anastasia Logotheti, Ph.D., Goldsmiths College, University of London. Professor.** 19<sup>th</sup> and 20<sup>th</sup> British Literature, modernist and postmodernist fiction, Renaissance drama and Shakespeare, critical theory. [logotheti@acg.edu](mailto:logotheti@acg.edu)

**Anna Diamantouli, PhD., King's College, London. Assistant Professor.** American Literature  
[adiamantouli@acg.edu](mailto:adiamantouli@acg.edu)

**Marina Kolokonte, Ph.D in Linguistics, University of Newcastle, UK. Assistant Professor**  
[mkolokonte@acg.edu](mailto:mkolokonte@acg.edu)

**Fotini Georgousi, Ph.D., University of Minnesota. Assistant Professor** [fgeorgousi@acg.edu](mailto:fgeorgousi@acg.edu)

**Jane Mandalios, Ed.D., University of Exeter, Assistant Professor** [jmandalios@acg.edu](mailto:jmandalios@acg.edu)

**Peter Zervos, Ph.D., Indiana University Bloomington. Assistant Professor** [pzervos@acg.edu](mailto:pzervos@acg.edu)

**Dionysios Psilopoulos, Ph.D., University of Edinburgh. Assistant Professor** [triptolemos@acg.edu](mailto:triptolemos@acg.edu)

**Alexandra Jeikner, PhD., Newcastle University, UK. Assistant Professor** [ajeikner@acg.edu](mailto:ajeikner@acg.edu)

#### **ASSOCIATE FACULTY**

**Adrienne Kalfopoulou, Ph.D. University of Athens. Associate Professor. American Literature; Creative Writing.** [akalf@acg.edu](mailto:akalf@acg.edu)

**Dimitra Papazoglou, Ph.D., University of Athens. Associate Faculty, Lecturer I**  
[dpapazoglou@acg.edu](mailto:dpapazoglou@acg.edu)

**Athanasia Tsantila, M.A., University of Reading. Associate Faculty, Lecturer I** [ntsantila@acg.edu](mailto:ntsantila@acg.edu)

#### **Career/Post-Graduate Opportunities**

Recent graduates with a B.A. (Honours) in English and American Literature have found employment in a broad range of jobs. Some are teachers of English-as-a-foreign language or instructors of literature and/or language at private educational institutions both in Greece and abroad. Others work in the area of publishing as writers, translators, and editors. Our graduates also turn up in unexpected positions. They can be found in business as technical writers, advertising executives, managers, personnel directors, salespersons, and public relations directors.

Following the completion of their undergraduate studies, most graduates elect to pursue post-graduate studies. While the majority of graduates choose to study English or American literature, others pursue degrees in related disciplines such as communications, journalism, applied linguistics, education, and theater studies.

Furthermore, the strong reputation of the English and American Literature program is evidenced by the large acceptance rate of our students to graduate programs abroad. Recent graduates have been accepted to M.A. or MPhil programs at such distinguished UK institutions as the University of Oxford, the University of Cambridge, the University of Edinburgh, the University of Warwick, the

University of East Anglia, the University of Sussex, and the University of London. Graduates have also been accepted for graduate studies in the United States and Canada at such well respected institutions as Tufts University, Clark University, the University of Massachusetts, Fordham University, New York University, Rutgers, Southern Illinois University at Carbondale, UCLA, McGill, and Concordia. Many of our graduates have received scholarships and teaching assistantships.

### **English Society**

All English majors are members of the English Society. Elected every academic year by English majors, the English Society's five-member governing body (President, Vice President, Treasurer, Secretary and Member), in close cooperation with the Society's advisors, organizes educational and cultural events related to literature and language such as lectures, workshops, seminars, and excursions. The governing body also has the responsibility of representing the educational interests and concerns of English majors to the English Department faculty and to the College administration. If you are interested in becoming an active member of the English Society, please contact the governing body at [dc.engsoc@acg.edu](mailto:dc.engsoc@acg.edu)

### **Academic Integrity**

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating, impersonation, supplying false documentation, use of inadmissible material and disruptive behavior in class or during examinations. Responsibility for reviewing breaches of academic integrity is held by the Committee on Standing and Conduct. For further information see College Undergraduate Catalog and Student Handbook: <http://www.acg.edu/programs>

### **Library**

The John S. Bailey library provides extensive print, electronic and audio-visual collections in support of both undergraduate and graduate programs. The ACG electronic library is accessible through the College's web site (see Quick Links), includes full text as well as indexing and abstracting databases, financial and statistical data, business reports, company and industry profiles, market analyses, balance sheets, along with electronic encyclopedias and dictionaries. Through these online services users have access to thousands of full-text electronic journals and e-books providing full support to all academic programs offered at ACG.

As a member of the US National Network of Academic and Scientific Libraries the College Library offer document delivery services through a union catalog of serials from academic and special libraries in Greece. Pay-per-article and document delivery services are also available from the British Library as well as through a variety of vendors and publishers.

An array of media services is also available to all students and faculty. The Library Media Center houses the library's audio-visual and multimedia collections and provides equipment for viewing and listening. Furthermore, the Media Center offers assistance to students and faculty in using the latest audiovisual and computer technologies.

Students studying English have access to a print collection of more than 11,000 books and more than 1,500 journals in full text and in electronic, print and microfilm formats.

The following research databases provide access to high-quality journals, anthologies, dictionaries, encyclopedias, reviews, and more:

➤ **Academic Search Premier (EBSCOHost)**

Citations, abstracts and full text of periodical articles covering all academic disciplines. More than 4,600 titles are available in full text of which 3,900 are peer-reviewed.

➤ **The Chronicle of Higher Education**

The top source of news, information, and advice for people in academe. The Chronicle's website features the complete contents of the latest issue; daily news and advice columns; thousands of current job listings; articles published since September 1989; discussion forums; and career-building tools. Includes access to **THE CHRONICLE OF PHILANTHROPY**.

➤ **Columbia Granger's World of Poetry**

Contains more than 190,000 poems in full text and indexes over 500,000 poems included in more than 4,000 printed anthologies, collected and selected works. Includes commentaries, quotations, biographies and bibliographies.

➤ **Education Full Text**

Citations and abstracts with some full text of English-language periodical articles, chapters of books and yearbooks.

➤ **Encyclopedia Britannica Online**

Electronic version of the Encyclopedia Britannica, and Britannica Book of the Year enhanced with a variety of multimedia and selected websites. Includes the Merriam-Webster's Collegiate Dictionary and Thesaurus.

➤ **ERIC (Education Resources Information Center)**

Provides citations and abstracts of education related literature. Includes journal articles, books, conference proceedings and reports.

➤ **Expanded Academic ASAP (Gale/Cengage Learning)**

Citations, abstracts and full text of periodical articles covering all academic disciplines. More than 2,000 periodical titles are available in full text.

➤ **JSTOR**

*A high-quality interdisciplinary archive of over 1,000 leading academic journals across the humanities, social sciences, and sciences, as well as select monographs and other materials.*

*The entire collection is full-text searchable, includes high-quality images, and is interlinked by millions of citations and references.*

➤ **MLA International Bibliography**

*A bibliography of journal articles, books and dissertations. It contains citations from over 4,400 journals and series and 1,000 book publishers.*

➤ **Project Muse**

A full text collection of current content from over 300 scholarly journals in the fields of the humanities and the social sciences.

➤ **The New York Times**

*The full text access to the New York Times – Late Edition (East Coast), the New York Times Book Review, and the New York Times Magazine*

➤ **Oxford English Dictionary**

*The Oxford English Dictionary provides the ultimate guide to the meaning, history, and pronunciation of over half a million words, both present and past.*

Most of the above resources are also available remotely, so that students and staff may access them while being off campus. All library collections are enriched through close evaluation and monitoring in collaboration with faculty throughout the academic year. Online resources are carefully evaluated by librarians, faculty and students through trial and are benchmarked against other peer international and US libraries supporting similar programs.

The library staff offers incoming students training sessions on the use of the library, the online catalog and the online resources. Students tour the library and learn how to use the library website to access, select, evaluate and use information resources. In collaboration with faculty, special sessions are organized for the needs of specific courses or disciplines. The reference desk is staffed by especially trained personnel who can assist students and faculty in information discovery and research.

An array of media services is also available to all students and staff. The Library Media Center houses the library's audio-visual and multimedia collections and provides equipment for viewing and listening. Moreover, the Media Center offers assistance to students and faculty in integrating the latest audiovisual and computer technologies to their research.

### **Laboratories**

Students benefit from new, state-of-the-art student computer laboratory in the Center for the Arts building. Featuring 36 Dell personal computers and 4 Apple Macintosh computers, the lab has a

number of new features to improve both the student learning experience and the aesthetics of the facility. The laboratory is equipped with flat screen monitors positioned throughout the room, displaying information from the instructor’s computer. All 40 computer stations are fitted with ergonomic chairs and attractive, spacious work areas. In addition, new laser and ink jet printers are conveniently located in the room.

### **Academic Advising**

A key benefit of your DEREЕ education is personal academic advising from a professional advisor and faculty member. Your academic advisor will assist you in planning and implementing academic programs, decision-making, exploration, implementation, and evaluation of academic, personal, and career-related matters.

Each semester you will meet with your advisor to review your academic progress and select appropriate courses for the coming semester and/or session.

#### How Does Academic Advising Work?

##### **New Students**

New students meet with an advisor in the Academic Advising Office as soon as they are officially admitted. The advisor will work with the new student to select the first semester of courses. Once the courses are selected, students can officially register for classes. Students who know what programme/major they will pursue are urged to also see the Department Head/Coordinator of the particular program in order to plan their schedules efficiently.

##### **Continuing Students**

Continuing students with fewer than 50 credits are required to visit their academic advisor prior to registration and whenever they are in need of assistance or advice. Once students earn 51 or more credit hours, they will be assigned to a faculty advisor in their chosen academic department.

Continuing students in good standing can register online using DEREЕ’s online registration system. Students on warning and probation need to register in person with their academic advisor.

All students are assigned to an advisor as follows:

<b>Cumulative Credits Earned</b>	<b>Advised By:</b>
0 to 50 credits	Academic Advisor
51 credits to graduation	Faculty Advisor/Academic Department Head

##### **Student Academic Support Services (SASS)**

SASS provides free academic support for all DEREЕ students.

- Assist students with any academic task in all disciplines;

- Offer strategies that help students become insightful readers, effective critical thinkers, and independent learners;
- Enhance academic skills through workshops on study methods.

To make an appointment, drop by, call or email SAS:

JSB Library main level, Rooms 231 - 234

Tel: 210 600-9800, Ext: 1273

Email: [sass@acg.edu](mailto:sass@acg.edu)

## Useful Information & Links

Please see the Undergraduate Catalog and Student Handbook <http://www.acg.edu/programs> for:

- **Academic Policies** – For the complete set of academic Regulations for Validated Awards of the Open University
- **Mitigating Circumstances** – For specific instructions regarding cases of mitigating circumstances (see the section “Mitigating Circumstances”)
- **Resits & retakes** - For policies governing resits and retakes (see the section “Action in the Event of Failure”)
- **The Student Academic Support Services (SASS)** – The services provided to students by the SASS as well as a general overview of all academic and non-academic student services are described in the section “Student Services”

**Counseling Center** - offers a broad range of psychological services available to currently enrolled DERE students.

<http://www.acg.edu/current-students/student-services/acg-counseling-center>

## Key Contacts

### Academic Calendar:

[https://www.acg.edu/wp-content/uploads/2019/08/UG\\_Calendar\\_2019\\_20\\_v5.0.pdf](https://www.acg.edu/wp-content/uploads/2019/08/UG_Calendar_2019_20_v5.0.pdf)

- American College of Greece: +30 210 600 9800
- Department Head ad Interim: Melpomeni Ilkos [ilkosm@acg.edu](mailto:ilkosm@acg.edu) , ext. 1459, room 526
- Dean’s Office: [libarts@acg.edu](mailto:libarts@acg.edu) ext. 1359, room 515
- Academic Advising Office: [dc.adv@acg.edu](mailto:dc.adv@acg.edu) ext. 1431
- Student Success Centre: [ssc@acg.edu](mailto:ssc@acg.edu) ext.1326, 1333
- Registrar’s Office: [registrar@acg.edu](mailto:registrar@acg.edu) ext. 1331, 1328, 1449, 1445
- Validation Office: [validation@acg.edu](mailto:validation@acg.edu) ext. 1428
- Student Affairs: [studentaffairs@acg.edu](mailto:studentaffairs@acg.edu) ext. 1197, 1442
- Student Government: [dc.sgorg@acg.edu](mailto:dc.sgorg@acg.edu) ext.1373

- Library helpdesk: [libraryreference@acg.edu](mailto:libraryreference@acg.edu) ext. 1434, 1267
- SASS: [sass@acg.edu](mailto:sass@acg.edu) ext.1273, 1276
- Study Abroad Office: [studyabroadoffice@acg.edu](mailto:studyabroadoffice@acg.edu) ext. 1029, 1412
- Career Office: [career@acg.edu](mailto:career@acg.edu) ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, [atriga@acg.edu](mailto:atriga@acg.edu) ext. 1167
- College Nurse: Nora Beliaty, [tbeliati@acg.edu](mailto:tbeliati@acg.edu) ext. 1500
- Accounting and Finance Society: [dc.afsoc@acg.edu](mailto:dc.afsoc@acg.edu)

<b>ASSESSMENT MAPPING</b>			
<b>REQUIRED L4 MODULES</b>			
<b>Module</b>	<b>Formative (0%)</b>	<b>Assessment 1</b>	<b>Assessment 2</b>
<b>EN 2216</b> <b>Introduction to Language</b>	All work in preparation for the summative exams - <b>Formative</b>	In-class midterm exam <b>Summative (30%)</b> Short essay questions; transcription; recognition of concepts; definition of terms and/or problem solving	a) Short Written Essay <b>Summative (20%)</b> A 1000-1500 word essay on a preassigned topic b) 10-minute Oral Component <b>Summative (10%)</b> Discuss orally the findings of the short essay
		<b>Assessment 3</b> Comprehensive 2 hour Final Exam – <b>Summative (40%)</b> Essay questions; definition of terms; recognition of concepts and/or problem solving	
<b>EN 2113</b> <b>The Structure of the English Language</b>	All work in preparation for the two (2) summative exams- <b>Formative</b>	In-class midterm exam <b>Summative (40%)</b> Definition of terms; problem solving; short question(s) and answer(s) and/or fill in the gap	Comprehensive 2 hour Final Exam <b>Summative (60%)</b> Problem solving; short question(s) and answer(s); fill in the gap; and/or text editing
<b>EN 2220</b> <b>English Literature: From Chaucer to Swift</b>	All work in preparation for critical responses & exams - <b>Formative</b>	Portfolio of critical responses <b>Summative (50%)</b> Two essays, 2000-2500 words in total; choice of topics offered	Comprehensive 2-hour Final Exam <b>Summative (50%)</b> Two essays (1000-1200 words in total); choice of texts and topics offered
<b>EN 2222</b> <b>The Making of America: American Literature To 1865</b>	All work in preparation for critical responses & exams - <b>Formative</b>	Portfolio of critical responses <b>Summative (50%)</b> Two essays of 1000-1200 words each, for a total of 2000-2400 words; choice of topics.	Comprehensive 2 hour Final Exam <b>Summative (50%)</b> Two essays (1000-1200 words in total); choice of texts and topics offered
<b>EN 2263</b> <b>Introduction to Literature</b>	All work in preparation for critical responses & exams - <b>Formative</b>	Portfolio of critical responses <b>Summative (50%)</b> Critical analysis of texts; 2000-2500 words; choice of topics offered	Comprehensive 2 hour Final Exam <b>Summative (40%)</b> Critical analysis of texts; choice of texts and topics offered
		<b>Assessment 3</b> 10-minute Oral Presentation– <b>Summative 10%</b> Discussion of aspects of literary texts using PowerPoint slides and an outline	
<b>SELECT ONE L4 OPTION</b>			
<b>EN 2218</b> <b>Issues in Literature</b>	All work in preparation for critical responses & exams - <b>Formative</b>	Portfolio of critical responses <b>Summative (50%)</b> Two essays - 2000-2500 words in total; choice of topics offered	Comprehensive 2 hour Final Exam <b>Summative (50%)</b> Two essays (1000-1200 words in total); choice of texts and topics offered
<b>EN 2271</b> <b>Creative Writing</b>	All work in preparation for development of portfolio - <b>Formative</b>	Portfolio (1) of creative work on one genre submitted at midterm point <b>Summative (50%)</b> Collection of creative work; 250-350 self-reflective essay	Portfolio (2) of creative work on a different genre from portfolio 1; submitted at the end of the course <b>Summative (50%)</b> Collection of creative work; 250-350 self-reflective essay.
<b>SELECT ONE SOCIAL SCIENCE OPTION</b>			
<b>PS 1000</b> <b>Psychology as a Natural Science</b> OR <b>PS 1001</b> <b>Psychology As A Social Science</b>	In-class, 1-hour, "diagnostic" test - <b>Formative</b>	In-class 1-hour midterm exam <b>Summative (40%)</b> Multiple choices & short answer questions	In-class final exam (2-hours) <b>Summative (60%)</b> Multiple choices & short answer questions

SO 1000 Introduction to Sociology OR SO 1001 Sociology of Modern Life	<b>Formative</b>	In-class midterm exam (1- hour) <b>Summative (40%)</b>  Essay questions	Final exam (2-hour, comprehensive)  <b>Summative (60%)</b>  Essay questions
<b>SELECT ONE HISTORY OPTION</b>			
HY 2070 American History OR HY 2071 American History II OR HY 2080 Great Britain	In-class test - <b>Formative</b>	In-class midterm exam (1- hour) <b>Summative (40%)</b>  Essay questions	Final exam (2-hour, non- comprehensive) <b>Summative (60%)</b>  Essay questions
<b>REQUIRED L5 MODULES</b>			
EN 3305 Introduction to Literary Studies	Essay drafts and all preparatory work for exam and essay - <b>Formative</b>	Research Essay <b>Summative (50%)</b>  2500-3000 word analysis of author(s) and work(s)	Comprehensive 2-hour Final exam <b>Summative (40%)</b> Two parts: one essay (close reading of a literary text) and one explication of a critical approach (as apparent in a passage from a scholarly essay); 1200-1600 words in total; choice of topics offered.
		<b>Assessment 3</b> 12-minute Oral Presentation – <b>Summative 10%</b> Discussion of an aspect of the topic of the Research Essay using PowerPoint slides and an outline.	
EN 3321 English Literature: From Romanticism to Modernism	Essay drafts and all preparatory work for exam and essay - <b>Formative</b>	Critical Essay (2500-3000 words) <b>Summative (50%)</b> Critical analysis of author(s) and work(s).	Comprehensive 2-hour Final exam – <b>Summative (50%)</b> Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered
EN 3323 American Literature: From Realism to Modernism	Essay drafts and all preparatory work for exam and essay - <b>Formative</b>	Critical Essay (2500-3000 words) <b>Summative (50%)</b> Critical analysis of author(s) and work(s).	Comprehensive 2-hour Final exam <b>Summative (50%)</b> Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered
<b>SELECT FIVE L5 OPTIONS</b>			
EN 3357 Realism in Nineteenth and Twentieth Century Theater	Essay drafts and all preparatory work for exam and essay - <b>Formative</b>	Critical Essay (2500-3000 words) <b>Summative (50%)</b> Critical analysis of author(s) and work(s).	Comprehensive 2-hour Final exam <b>Summative (50%)</b> Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered
EN 3358 Trends in Contemporary Theater	Essay drafts and all preparatory work for exam and essay - <b>Formative</b>	Critical Essay (2500 - 3000 words) <b>Summative (50%)</b> Critical analysis of author(s) and work(s).	Comprehensive 2-hour Final exam <b>Summative (50%)</b> Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered
EN 3366 Tradition and Innovation in the English Novel	Essay drafts and all preparatory work for exam and essay - <b>Formative</b>	Critical Essay (2500 - 3000 words) <b>Summative (50%)</b> Critical analysis of author(s) and work(s).	Comprehensive 2-hour Final exam <b>Summative (50%)</b> Two essays; 1200-1600 words in total; choice of topics offered

<b>EN 3367</b> <b>The American Experience in Fiction</b>	Essay drafts and all preparatory work for exam and essay - <b>Formative</b>	Critical Essay (2500 - 3000 words) <b>Summative (50%)</b> Critical analysis of author(s) and work(s).	Comprehensive 2-hour Final exam <b>Summative (50%)</b> Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered
<b>EN 3376</b> <b>World Literature in English</b>	Essay drafts and all in-class and out-of-class assignments in preparation for the examination and the essay - <b>Formative</b>	Critical Essay (2500 - 3000 words) <b>Summative 50%</b> Critical analysis of author(s) and work(s); choice of topics offered.	Final Examination <b>Summative 50%</b> Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered
<b>EN 3370</b> <b>Voices in Contemporary American Literature</b>	Essay drafts and all preparatory work for exam and essay - <b>Formative</b>	Critical Essay (2500 - 3000 words) <b>Summative (50%)</b> Critical analysis of author(s) and work(s)	Comprehensive 2-hour Final exam <b>Summative (50%)</b> Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered
<b>EN 3374</b> <b>Contemporary American Literature in Context</b>	Essay drafts and all in-class and out-of-class assignments in preparation for the examination and the essay - <b>Formative</b>	Critical Essay (2500 - 3000 words) <b>Summative (50%)</b> Critical analysis of author(s) and work(s)	Final Examination <b>Summative 50%</b> Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered
<b>EN 3426</b> <b>The English Renaissance</b>	Essay drafts and all preparatory work for exam and essay - <b>Formative</b>	Critical Essay (2500 - 3000 words) <b>Summative (50%)</b> Critical analysis of author(s) and work(s)	Comprehensive 2-hour Final Exam <b>Summative (50%)</b> Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered
<b>REQUIRED L6 MODULES</b>			
<b>EN 4453</b> <b>Shakespeare: The Great Tragedies</b>	Essay drafts and all preparatory work for exam and research project - <b>Formative</b>	Two-part Examination – <b>Summative (30%)</b> Part I (1-hour; in-class): explication of excerpts from two works; Part II (1000-1500 words): take-home Essay; choice of topics offered	Research Project (3000-3500 words) <b>Summative (70%)</b>  Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics
<b>EN 4430</b> <b>British Modernism</b> OR <b>EN 4472</b> <b>American Modernism</b>	Essay drafts and all preparatory work for exam and research project - <b>Formative</b>	Two-part Examination – <b>Summative (30%)</b> Part I (1-hour; in-class): explication of two works; Part II (1000-1500 words): take-home Essay; choice of topics offered	Research Project (3000-3500 words) <b>Summative (70%)</b>  Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics
<b>EN 4429</b> <b>Victorian World</b>	Essay drafts and all preparatory work for exam and research project - <b>Formative</b>	Two-part Examination <b>Summative (30%)</b> Part I (1-hour; in-class): explication of two works; Part II (1000-1500 words): take-home Essay; choice of topics offered	Research Project (3000-3500 words) <b>Summative (70%)</b>  Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics

<b>EN 4428</b> <b>English Romanticism</b>	Essay drafts and all preparatory work for exam and research project - <b>Formative</b>	Two-part Examination <b>Summative (30%)</b> Part I (1-hour; in-class): explication of excerpts from two works; Part II (1000-1500 words): take-home Essay; choice of topics offered	Research Project (3000-3500 words) <b>Summative (70%)</b> Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics
<b>EN 4660</b> <b>Criticism: Theory &amp; Practice</b>	Essay drafts and all preparatory work for exam and other assignments - <b>Formative</b>	Critical Theory portfolio (3,000-3,500 word in total) <b>Summative (60%)</b>  Essay responses to critical and/or theoretical texts which relate to the theories covered.	Comprehensive 2-hour Final exam <b>Summative (40%)</b>  Analysis of texts and theories (one explication examination and the Critical Theory responses
<b>EN 4754</b> <b>Selected Topics in Literature</b>	Essay drafts, research activities, and all other in-class and out-of-class assignments in preparation for the research project and the oral presentation - <b>Formative</b>	Extended Research Project (4500 - 5000 words) <b>Summative (90%)</b>  Analysis of author(s) and work(s) developed through close reading and use of 10-20 secondary sources	15-minute Oral Presentation <b>Summative (10%)</b>  Presentation of an aspect of the topic of the project not included in the research project
<b>SELECT TWO L6 OPTIONS</b>			
<b>EN 4445</b> <b>Writing Women</b>	Essay drafts and all preparatory work for the research project - <b>Formative</b>	Two-part Examination <b>Summative (30%)</b> Part I (1-hour; in-class): explication of two works; Part II (1000-1500 words): take home	Research Project (3000 - 3500 words) <b>Summative (70%)</b> Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics
<b>EN 4452</b> <b>Shakespeare Plays</b>	Essay drafts and all preparatory work for the research project - <b>Formative</b>	Two-part Examination <b>Summative (30%)</b> Part I (1-hour; in-class): explication of two works; Part II (1000-1500 words): take home	Research Project (3000 - 3500 words) <b>Summative (70%)</b> Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics
<b>EN 4468</b> <b>American Romanticism</b>	Essay drafts and all preparatory work for the research project - <b>Formative</b>	Two-part Examination <b>Summative (30%)</b> Part I (1-hour; in-class): explication of excerpts from two works; Part II (1000-1500 words): take-home Essay; choice of topics offered	Research Project (3000- 3500 words) <b>Summative (70%)</b> Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics
<b>EN 4477</b> <b>Trends in Contemporary British Culture</b>	Essay drafts and all preparatory work for exam and research project - <b>Formative</b>	Two-part Examination <b>Summative (30%)</b> Part I (1-hour; in-class): explication of excerpts from two works; Part II (1000-1500 words): take-home Essay; choice of topics offered	Research Project (3000-3500 words) <b>Summative (70%)</b> Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics

INDICATIVE STUDENT TIMETABLE FALL SEMESTER					
YEAR	RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/ OPTIONAL
1	EN 2216	Introduction to Language	15	4	COMPULSORY
	EN 2220	English Literature: from Chaucer to Swift	15	4	COMPULSORY
	EN 2263	Introduction to Literature	15	4	COMPULSORY
	*	Social Science <b>OR</b> History	15	4	COMPULSORY
		<b>TOTAL</b>	<b>60</b>		
2	EN 3305	Introduction to Literary Studies	15	5	COMPULSORY
	EN 3323	(Re)Writing America: from Realism to Modernism	15	5	COMPULSORY
	****	English (Literature) Option	15	5	OPTIONAL
	****	English (Literature) Option	15	5	OPTIONAL
		<b>TOTAL</b>	<b>60</b>		
3	EN 4453	Shakespeare: The Great Tragedies	15	6	COMPULSORY
	EN 4429	Victorian World	15	6	COMPULSORY
	EN 4660	Criticism: Theory & Practice	15	6	COMPULSORY
	*****	English (Literature) Option	15	6	OPTIONAL
		<b>TOTAL</b>	<b>60</b>		
INDICATIVE STUDENT TIMETABLE SPRING SEMESTER					
YEAR	RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/ OPTIONAL
1	EN 2113	The Structure of the English Language	15	4	COMPULSORY
	EN 2222	The Making of America: American Literature To 1865	15	4	COMPULSORY
	**	English (Literature) Option		4	OPTIONAL
	***	Social Science <b>OR</b> History		4	COMPULSORY
		<b>TOTAL</b>	<b>60</b>		
2	EN 3321	English Literature.: from Romanticism to Modernism	15	5	COMPULSORY
	****	English (Literature) Option	15	5	OPTIONAL
	****	English (Literature) Option	15	5	OPTIONAL
	****	English (Literature) Option	15	5	OPTIONAL
		<b>TOTAL</b>	<b>60</b>		
3	EN 4428	English Romanticism	15	6	COMPULSORY
	EN 4754	Selected Topics in Literature	15	6	COMPULSORY
	EN 4430 OR EN 4472	British Modernism (2nd Spring) OR American Modernism (1st Spring)	15	6	COMPULSORY
	*****	English (Literature) Option	15	6	OPTIONAL
		<b>TOTAL</b>	<b>60</b>		

## OPTIONS

	OPTIONS - LEVEL 4	FREQUENCY
****	<b>ENGLISH (Literature)</b>	
<b>EN 2218</b>	Issues in Literature	Summer I
<b>EN 2271</b>	Creative Writing	Summer Term
<b>HY 2070</b>	American History I	Fall
<b>HY 2071</b>	American History II	Spring
<b>HY 2080</b>	Great Britain	Spring
*	<b>SOCIAL SCIENCE</b>	
<b>SO 1000</b>	Introduction to Sociology	Fall and Spring
<b>SO 1101</b>	Sociology of Modern Life	Fall and Spring
<b>PS 1000</b>	Psychology as a Natural Science	Fall and Spring
<b>PS 1001</b>	Psychology as a Social Science	Fall and Spring

*****	ENGLISH (LITERATURE) OPTIONS - LEVEL 5	FREQUENCY
<b>EN 3357</b>	Realism in Nineteenth and Twentieth-Century Theater	Fall
<b>EN3358</b>	Trends in Contemporary Theater	Spring
<b>EN3366</b>	Tradition and Innovation in the English Novel	2nd Fall
<b>EN 3367</b>	The American Experience in Fiction	1st Fall
<b>EN 3370</b>	Voices in Contemporary American Literature	2nd Fall
<b>EN 3426</b>	English Renaissance	1st Spring
<b>EN 3376</b>	World Literatures in English	2nd Spring
<b>EN 3374</b>	American Literature in Context	1st Fall
*****	<b>ENGLISH (LITERATURE) OPTIONS - LEVEL 6</b>	FREQUENCY
<b>EN 4468</b>	American Romanticism	1st Fall
<b>EN 4445</b>	Writing Women	2nd Fall
<b>EN 4452</b>	Shakespeare Plays	1st Spring
<b>EN 4476</b>	Trends in Contemporary British Culture	2nd Spring

## List of Appendices

**Appendix A:** Undergraduate Online Catalog (including Regulations for Validated Awards of the Open University)

[https://www.acg.edu/wp-content/uploads/2019/09/DEREE\\_OU\\_ST\\_HBK\\_2019-2020\\_Z.pdf](https://www.acg.edu/wp-content/uploads/2019/09/DEREE_OU_ST_HBK_2019-2020_Z.pdf)

**Appendix B:** Academic Policies

[https://blackboard.acg.edu/webapps/blackboard/content/listContent.jsp?course\\_id=2890\\_1&content\\_id=294306\\_1&mode=reset](https://blackboard.acg.edu/webapps/blackboard/content/listContent.jsp?course_id=2890_1&content_id=294306_1&mode=reset)