Welcome to the Master of Arts in Liberal Studies program at UNC Greensboro,
a sanctuary for thinkers—an interdisciplinary curriculum that encourages
innovative thought, promotes connections to others and the world, and
cultivates critical and creative thinking skills. Fluid and flexible, the
MALS program allows the student to develop a course of study that
best fits individual needs and interests. To that end, we have created a
student handbook to inform you of requirements and expectations of the
MALS program and the Graduate School and make you aware of various
opportunities. We’ve also included campus resources and helpful tips
for success to assist with assignments, as well as some of our professors’
recommended readings.

Feel free to call the MALS office with any questions, concerns, or just to
check to make sure you’re on track. It’s your track, though, and we hope
you enjoy your journey.
## Contents

### Introduction
- Campus Directory
- What is a Liberal Studies Education?  

### Academic Regulations

#### Program Requirements
- Creating Your Course of Study  
- Independent Study  
- Capstone Project and the Graduation Process  
- MALS Class Location  
- Adverse Weather  

#### Graduate School Requirements
- Continuous Enrollment  
- Leave of Absence  
- Grades  
- Provisional Admits  
- Academic Integrity  
- Course Loads  
- Cross Registration  
- Transfer and Extension Credit  

### Writing, Research, and Tips for Success
- Jackson Library  
- The Writing Center  
- The University Speaking Center  
- Writing Resources  
- Tips on Writing a Successful Exam  
- Tips on Writing a Short Critical Paper  
- Tips on Writing a Philosophically Reflective Journal  
- Guidelines for Research Papers  
- Shared Inquiry Method of Discussion  
- Activating UNCG Accounts  
- Activating Computing Accounts  
- Registration  
- Tuition and Fee Information  
- Final Semester Grades  
- Buying Books  
- Commencement Participation Policy  
- General Reminders  


Recommended Reading

Other UNCG Resources

Career Services Center 53
Disability Services 53
Financial Aid 53
UNCG First Card 53
International Programs Center 53
UNCG Exchange Program 54
Veterans Services 54

Forms

Leave of Absence 56
Transfer Credit 57
Outline of Plan for Independent Study 58
Permission to Register for Independent Study 59
MALIS Plan of Study 60
Post-Baccalaureate Certificate in Global Studies: Plan of Study 62
Portfolio Approval Form 63
Thesis Topic Approval 64
Application for Graduation 65
# Campus Information

<table>
<thead>
<tr>
<th>Division of Continual Learning / MALS Office, Becher-Weaver Building, 915 Northridge Street</th>
<th>336.315.7044</th>
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<tr>
<td><a href="http://mals.uncg.edu">http://mals.uncg.edu</a></td>
<td>(toll free) 866.334.2255</td>
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<tr>
<td>Dean, James Eddy</td>
<td>336.315.7044</td>
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# Other Important Campus Numbers & Websites

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What is a Liberal Studies Education?

Remarks to the 1994 Graduates Receiving the
Master of Arts in Liberal Studies
by
John J. Young, PhD

Today marks the first time that the graduates of the Master of Arts in Liberal Studies will have their own separate and special graduation ceremony. In past years, when the program’s home was in the College of Arts and Sciences, the MALS graduates marched along with their colleagues receiving graduate degrees in a variety of particular disciplines—usually requiring work of a highly specialized nature—of the liberal arts and sciences. This was appropriate both because the College of Arts and Sciences gave birth to this special program and because the program will always be deeply and essentially rooted in a cluster of disciplines that make up the College as we know it.

It is, however, equally appropriate that the Master of Arts in Liberal Studies now finds its home in the University’s Office of Continuing Education, whose mission is to foster the intellectual life of adult and non-traditional students and is expressly committed to interdisciplinary study and the life-long pursuit of knowledge. It matters little where the house we dwell in is located, however. Far more important are the people who inhabit the place. And I’d like to take a moment to reflect on what sort of people call “liberal studies” their home.

That it is not always easy to tell who you are is probably clear to each of you in the program. What did your last explanation sound like when someone asked you about your pursuit of this degree: “And just what are you studying now?” Or even better, “Just what will this degree do for you?” No easy question, to be sure. And one of the attractions of our getting together today is not that we shall get answers to those questions. Rather, we can for a brief period of time be with people who will not ask these questions. We can be with a very special community of people whose interests and experiences bind them together in a unique way: they are intent on the pursuit of liberal learning.

“Liberal learning” has a nice ring to it. It also has an interesting history. In the ancient Roman world, persons who were pursuing the liberal arts were launched on a special path in life. Some of the social and political structures that existed hundreds, indeed thousands, of years ago have fortunately changed. Roman male youths of the privileged classes were prepared by their liberal studies, among other things, to become leaders of their society. In a sense, liberal studies were always at the core of leadership training in those days, a fact the leadership development consultants now-a-days might do well to investigate. The liberal arts were those which were in a number of very important senses “free” and “freeing.” They freed the individual and were available to free people. They opened the mind to truth and were the proper object of study by persons who exercised their freedom in the community through public service. By contrast, the “servile arts” were pursued for practically-applied ends and by servants expected to practice those arts.

It would not be appropriate for a free person—especially a free person whose social role was leadership in the community—to spend precious time on servile or a slave’s learning. True enough, there were other things to learn—the arts of warfare and of politics, but these were not taught in one’s formative and formal years of education. And although this view of liberal
learning could not possibly find a place in our society today, one can still feel the attraction of things studied “for their own sake” and the call of studies that promise to enhance us as free people.

MALS graduates today are direct inheritors of this tradition, which suggests that some studies are befitting a free person. And one of the things we wish to do today is bid you an official welcome to this community of liberal learning.

Of course, no sooner do I say that than I am reminded that the conferring of a degree does not a free person make. Conferring a MALS degree on a group of people no more makes them members of the community of free thinkers than conferring the degree on the inhabitants of a chicken coop would make those chickens feel free! The degree is appropriately conferred only because each of you has engaged the challenge, has over a fairly long period of time pursued a sustained course of liberal studies. We are reminded of the man in Molière’s play who was very impressed when his opportunistic tutor revealed that all discourse is either in poetry or prose, and that—much to his enlightenment—he had been speaking prose all of his life without even knowing it! So, the fact is, you had already for some time been a part of this community of liberal learners. You had in some sense become part of its ranks even long before you began this course of studies here at the University, because you wished to pursue the good, the true and the beautiful, and you knew you would follow these enticing but elusive ideals wherever they would lead you. You would not be constrained or bound down by servile or narrowly pragmatic considerations or programs that might promise immediate practical application, but little insight into the more baffling questions of human life.

This points to another of the features of this community of liberal learners: the acceptance, however frustrating at times, that the answers may not be easy to get—perhaps not for a lifetime—but that the chase was the thing. This explains, I think, why it is so easy for us to sit down with Plato or Aristotle, St. Augustine or St. Thomas Aquinas, Dante or Machiavelli, Erasmus or Thomas More and a whole host of others—such as Shakespeare, Sheridan and Shaw or George Eliot, Austin and Dickinson—and feel totally at home with them. It is not that we agree—or even understand—everything they were saying. But we share the pursuit with them—the pursuit of understanding ourselves, our institutions and our world. And this is the realm of freedom—the place where we free ourselves of ignorance and strangling presuppositions, the place where we can push the edges and see what other views might reveal to us, the place where we are answerable ultimately to ourselves, not others, for we must ultimately be satisfied with our answers.

So I also welcome you to the community of those who know that in fact they know very little. What keeps us from despair are voices like those of Socrates in the dialogue *Phaedo* where he cautions against hating reason for its limitations. We must not give up intellectual inquiry, he urges us, since it is the only hope we have for getting some of the answers we crave. What keeps our spirits up is precisely this community to which we belong. Looking back over our “forebears” in this tradition, we cannot help but stand in total awe of the energy, imagination, creativity, discipline, and courage they brought to their respective inquiries and projects. Have our lives not been immeasurably enriched by the Homers and Sapphos, the Pasteurs and Curies, the Whartons and the Hemingways? On my deathbed, I would rather take leave of a world in which these people abounded than one in which they never made their appearance. We are people, then, who seem at times to settle for so little because the commodity, however sparingly available, is worth so very much.
To adapt Dr. Johnson’s remark about London, “He or she who is tired of liberal learning is
tired of life.” Because the study of liberal learners is precisely that: life! Our life and that of
the people who preceded us, now accompany us and will follow us. So the curriculum of a
liberal studies program will be quite comprehensive. As the Roman poet Horace said, “Nothing
human is alien to me.” We are, then, a community of people—who may be specialists in one
or more ways—but who also have in the core of our being an essentially wide-ranging set
of interests that will never be satisfied, no matter how good we got at one or a few special
interests. That is probably why most of you chose the Liberal Studies program instead of some
more tightly defined disciplinary area. In some sense, liberal learning has difficulty containing
our interests—thank God.

One way to put the description of liberal studies could make us sound like a truly pathological
group: people who are chronically intellectually restless, who claim to know very little, who
settle for that deprived state as a marvelous gift to humanity, who see their own faltering minds
as in some way their final standard, who will not take the word of others for granted, and who
have difficulty focusing at times.

Sometimes we try to distract our amused critics by shooting back slogans like, “The
unexamined life is not worth living,” belying our claims that we do not acknowledge any but
our own authority. This particular jab, of course, is a pretty harsh indictment of a lot of people
and smacks of unacceptable elitism. I for one am not ready to say of many of the people that
I know that, because they have not pursued an examined life, their lives have no basic or
fundamental worth. But I am willing to say that the unexamined life stands a distant second
when compared with the examined life—namely, the life of the community of learners to which
we now officially welcome you.

And there may be a way in which we have come full circle to those who ask us, “Do
liberal studies do us any good?” Surely, most of us never embarked on the path of liberal
learning for “servile” or essentially pragmatic reasons. But we can still respond to those
who can comprehend the value of something only when we show them the desired applied
consequences. Out of courtesy we can point out to them that we can pursue our jobs or careers
or vocations in a bigger or better way now because we have become bigger and better persons
in our pursuit of liberal studies. This was our primary motivation: to become bigger and better
human beings, inhabiting roomier and more spacious quarters in our minds and spirits. And
our membership in the historical community of liberal learners has helped us realize that goal
even if only a small bit. As a consequence, the likelihood of other dimensions of our lives being
enhanced is very great indeed. But that is not why we began the pursuit of liberal learning, and
that is not why we will continue.

There is another consequence that might sometimes go unnoticed. In this community in which
we have been included we commonly find a love and delight in life, in the give and take of
intellectual discussion; a hope for insight and a glimpse of beauty; a desire for honesty and
truth; and an enthusiasm for creativity and discipline that is quite remarkable. In a world
that seems increasingly brutal and brutalizing, in a society cut loose from its moorings and
struggling to keep itself together, seeking refuge in the community of liberal learners seems
like one of the best ways to be immunized against the corrosion of cynicism, boredom, and
dissillusionment that many people experience.
Some final words. In the Middle Ages, when one became a “Master”—received the Master’s degree—one thereby became licensed to teach. Becoming a Master meant that one had a social role to fulfill and a contribution to make to others. It is worth remembering this in our time. And I ask you all to think of how you might fulfill this role in your lives from this day forward. I do not mean this as a heavy obligation or a severe charge. But I do think it is worth giving some thought to how membership in this community of liberal learners, of which you are now officially, a part can be enriched, enhanced, and extended. Like most of the valuable things in life, I suspect we shall keep and gain more of this treasure by giving it away to others.

Secondly and specifically there is one particular contribution you can make. As you can tell from my citations and references today, I was raised in a liberal studies tradition that was largely Euro-centric, predominately focused on the writings and works of males and was rooted largely in a selected group of text—often called the “Canon.” There can be no doubt that our world is headed in the direction of the melting and crossing of cultural boundaries and of multilingual marketplaces. The changing demographics; the political, ethnic and gender forces at work; the increased trans-world communication and travel—all these herald a significantly new world for us to study, understand, and live in creatively. Can the liberal studies, as we know it now, transform itself in truly imaginative ways, so that this great tradition of learning can become a potent contributor to this new age that awaits us? This is one of our central challenges.

So to our graduates—a warm welcome to each and every one of you on your accomplishments, and to all those people here who helped make this day possible for you.
Program Requirements

Courses

The program consists of 33 hours of graduate study to be completed within five years. The MALS course of study is very flexible and allows you to design an individual program that best reflects your needs and interests. In order to meet the needs of our adult students, MALS courses meet in the evening at the Triad Center and the degree is also available totally online. Spring and fall classes meet one night a week, summer session courses meet twice weekly, and a five week online winter-session course is also available. Most students are able to complete the degree in three to four years.

The MALS curriculum is centered around a series of seminars that employ the disciplines of the various liberal arts in ways that enrich the students’ understanding of themselves and of the world around them. The seminars are organized into three thematic categories and cover a wide variety of subjects and issues. New courses are constantly being developed and seminar topics change each semester.

Recent Seminars:

**MLS 610: Culture and Ideas**

Artistic, literary, philosophical or religious traditions, works of particular thinkers, and historical discourse on intellectual issues.

Recent seminars include:

- Pulitzer Prize Winners
- Modern Problems of Belief (online)
- Global Arts (online)
- Clue: Detective and Mystery Fiction (online)
- The Contemporary World (online)

**MLS 620: Human Nature and Society**

Issues concerning human nature, society, or political life through works or problems from the various social sciences.

Recent seminars include:

- Film & the American Dream
- Global Human Rights (online)
- Simple Living in a Complex Age (online)
- The Global Economy (online)
- Livable and Sustainable Cities (online)

**MLS 630: Scientific Reasoning**

Reflections on scientific reasoning and/or investigations of particular problems to illustrate scientific reasoning.

Recent seminars include:

- Emerging & Re-Emerging Issues in Biological Sciences (online)
- Revolutions and Revolutionaries in Science (online)
- Biological Rhythms (online)
Creating Your Course of Study

Most students stay within the MALS department for the duration of the program, but there are many ways to create your own plan of study. There are 11 courses required in MALS; five of these have to be in the MALS curriculum. MALS students must take at least one seminar from each of the thematic categories, then two more in one area. Under special circumstances, a thesis option is available. Students who choose the thesis option must take one MALS seminar from each of the thematic categories; the thesis counts as two MALS courses. Most students take 11 courses and complete the portfolio as their capstone project. Students may, with the help of an advisor, select graduate-level electives in other departments at the university or pursue an independent study. (Departmental prerequisites and consent of the instructor are often required.) Also, up to 11 hours of graduate work in other disciplines may also be transferred in from accredited universities (see page 18 for transfer credit information).

MALS students also have the option of combining five MALS courses with a certificate program at UNCG. Students must follow the requirements for admission to certificate programs and are encouraged to contact the department for further information. Visit The Graduate School (grs.uncc.edu) for more information.
Independent Study

To be eligible for independent study, a student must have completed several regular courses of graduate work in a degree program and have attained at least a 3.0 average. VISIONS students are ineligible. No more than 3 semester hours of credit for independent study may be earned in any one semester, and not more than 6 semester hours of independent-study credit may be counted toward satisfying the minimum requirements for the degree. Students may not register for independent study as a substitute for existing courses. Application for independent study must have the approval of the instructor, the department head or dean, and the Dean of The Graduate School. Please start this process well before the beginning of the semester you intend to do an independent study.

The student is responsible for developing the proposal and for securing the professor who will oversee the study and assign the grade. The independent study should reflect the same rigorous coursework and standards as other graduate courses. The course proposal should be sent to the MALS advisor for approval by the both the director of the MALS program and the dean of the Graduate School. The student may not register for the independent study until all paperwork has been completed and approved.

MLS 650-81 Independent Study: Southern Gothic Literature

Course Description: This course is a study of literary works in the Southern Gothic tradition. The student will write four 10-12 page papers analyzing these works, view 4-6 film adaptations of these works, and email the professor approximately 500 words a week in response to the week’s assignments. The course schedule will run from Monday-Sunday; thus, the student will email the professor no later than 8:00 p.m. Sunday each week with that week’s analysis.

Course Evaluation: Four essays 80%
Weekly analyses 20%

Book list: Tobacco Road, Erskine Caldwell
Other Voices, Other Rooms, Truman Capote.
The Heart is a Lonely Hunter, Carson McCullers.
Collected Stories of Eudora Welty, Eudora Welty.
The Rose Tattoo or Other Plays, Tennessee Williams.
The Sound and the Fury, William Faulkner.
Flannery O’Connor and the Christ-Haunted South, Ralph S. Wood.
Complete Stories of Flannery O’Connor, Flannery O’Connor.
Capstone Project and the MALS Graduation Process

(Please review this information at the time of your acceptance to the MALS program in order to be fully aware of all requirements. It is permanently posted at mals.uncg.edu under Student Support.)

The capstone or final piece of scholarly work is central in the graduate tradition. The required end product for all MALS students (with the exception of those choosing the thesis option) is a portfolio. While you will complete your portfolio during your last semester of course work, you should keep the project in mind throughout your time in the MALS program. Academic standards require that the reflective level of graduate work be much greater than that of undergraduate work; graduate degrees are earned, not given away. The portfolio is a summary assessment of your beginning and ending points—a binding, a unification of the MALS journey.

While there are certain required components in this process, please remember that your own experience in the MALS program is unique, as will be your portfolio.

1. Apply to the Graduate School for Graduation
   • You will receive notification each semester of deadlines for making application for graduation from the MALS Advisor and the Graduate School.
   • Generally, the application, graduation fee, and Plan of Study are due one week after the first day of class in the semester in which you plan to graduate.
   • Apply for graduation at the Graduate School Web site, gers.uncg.edu. This is the only portion of the graduation process that requires you to deal directly with the Graduate School. Do not miss this deadline.

2. Complete and Submit the Plan of Study to the MALS Advisor
   • Submit your Plan of Study to the MALS Advisor at the same time you apply for graduation. The Plan of Study is simply the record of your classes and grades in the MALS program.
   • As you review your plan, make sure that you have met the MALS requirement of 1) 610, 1) 620, 1) 630, then two more courses in one of those areas.
     Example: 610, 610, 610, 620 or 610, 620, 620, 620, 630 or 610, 620, 630, 630, 630
   • The remaining 6 classes will be courses from the MALS program or other graduate courses at the 500 or 600 level.
   • Access your student transcript through uncgenie—your Plan of Study should reflect the same information.
   • You will find the Plan of Study form in the forms section at mals.uncg.edu. Please complete the Plan of Study, download it, sign it, and send it directly to:

     MALS Advisor
     UNCG Division of Continual Learning
     Becher-Weaver Building
     915 Northridge Street
     Greensboro, NC 27403
• The Plan of Study is then reviewed, signed, and sent to the Graduate School for a final review and confirmation.

3. The Portfolio Project

The culminating experience for the MALS degree is an individual portfolio which will include selections from written papers, oral presentations, research studies and course projects completed during the program, and a reflective essay. Creating the portfolio will give you an opportunity to review and reflect upon your individual intellectual process and progress acquired during the “journey” through the MALS program. Because of the cross disciplinary course work that is the hallmark of this degree, every portfolio will be distinctively different for each MALS student. **You are invited to come into the MALS office to review portfolios of MALS graduates.**

**Required components:**

1. **Title page** with the title or theme of your portfolio, your name, and date.
2. **Table of Contents:** You need not number all pages, as many of your papers will be copies of original submissions with professor comments. The table of contents will refer to the sections of the portfolio.
3. **Admission essay** (There is a copy on file in the MALS office if you have misplaced yours.)
4. **Final Reflective essay:** This essay should be 6-7 pages long. It ties the portfolio together in thematic ways and shows your personal or professional goals and/or passions.
5. **Work from a minimum of six courses**—at least six products. You should include at least one product from each area – 610, 620 & 630.
6. **Portfolio Approval Sheet.**
7. Your portfolio may be encased within a **one inch, three-ring binder.** Each section of the portfolio should be separated by tabs and/or different colored title sheets. **If your prefer,** you may submit the portfolio in **electronic form, CD or flash drive.**

**Types of products that may be included:**

- Descriptions of projects completed solo or in group presentations. These may be described or summarized, along with notes or any visual aids which accompanied the original presentations.
- Formal or informal writing (from journals to exams) from any course.
- Creative writing (poetry, fiction, memoir) written for any course.
- Electronic media created for any course: videotapes, audiotapes, Web pages or sites.
- Visual artifacts that represent involvement in a course goal: photos, scrapbooks, paintings, pottery, tapestries, sculpture.
- Results of any research project undertaken in the program: scientific lab reports, fieldwork projects, or library research, along with reflections on the meaning of such projects.

**How to Begin:**

1. The portfolio actually begins with your first MALS course. At the end of each course, select and keep materials that best represent intellectual interests and/or personal/professional development. It is a good idea to keep hard copies of all papers, especially those submitted online.
2. At the beginning of the semester you plan to graduate, ask a faculty member with whom you have taken a MALS class to work with you during the portfolio compilation process. This faculty member will serve as a reflective guide as you collect, select, and reflect on the meaning of the items chosen and will evaluate the overall quality of the final portfolio. He/she should receive drafts of your reflective essay in a timely manner in order to assist with the process. Arrange a timeline for completion with your professor. This faculty member will sign the approval form at completion.

3. Select products from a minimum of six courses to write about in a reflective essay that opens the portfolio and addresses the central themes and ideas central to your portfolio. This reflective essay is not a listing of the courses you took, the books you read, which professors you liked best—it is a true reflection and review of your graduate experience. The reflective essay opens the portfolio and should relay a sense of the depth of the impact MALS program has had on you and your life—personally, intellectually, professionally, emotionally, and spiritually. How have you changed/what has changed/what difference has the coursework and your experiences made in your life? The essay should reference and include quotes and/or selections from the works included in the portfolio.

4. You will receive the official date for submission of portfolios to the MALS office at the beginning of the semester—generally three to four weeks prior to the end of the semester.

5. Portfolios and transcripts are then reviewed by the MALS faculty director and Certification of Degree Status forms are filed with the Director of Enrolled Services at the Graduate School.
MALS Class Location: TRIAD CENTER

Triad Center, 7900 Triad Center Drive, Greensboro

From Greensboro on Bryan Blvd: Take Bryan Blvd. past PTI Airport to Hwy 68 South. Merge onto Hwy 68 South toward High Point. At the first traffic light before going under I-40, turn right onto Triad Center Drive. Drive up the hill and bear to the right on Triad Center Drive. Turn into drive marked by “Shipping & Deliveries.” Park at right side of building. Enter the ground floor door marked “Triad Education Center.”

From Greensboro or Winston-Salem on I-40: Take PTI Airport exit for Hwy 68 Northbound. About 100–200 yards beyond the I-40 overpass, there is a stoplight for Triad Center Drive. Turn left onto Triad Center Drive, go up the hill and bear to the right on Triad Center Drive. Turn into drive marked by “Shipping & Deliveries.” Park at right side of building. Enter the ground floor door marked “Triad Education Center.”

From High Point: Follow Hwy 68 Northbound toward PTI Airport. About 100 yards after driving under the I-40 overpass, there is a stoplight for Triad Center Drive. Turn left onto Triad Center Drive, go up the hill and bear to the right on Triad Center Drive. Turn into drive marked by “Shipping & Deliveries.” Park at right side of building. Enter the ground floor door marked “Triad Education Center.”

Adverse Weather

The following notification systems will be used to relay up to date information should the university decide to close or to delay opening: the university’s adverse weather line at 336.334.4400, the main university phone line 336.334.5000, UNCG’s web sites uncg.edu and uncg-campus.info. Additionally the local TV stations are notified and the university’s Facebook (facebook.uncg.edu) and Twitter (twitter.uncg.edu) pages will be updated with the change in schedule or closing as decisions are made.
Graduate School Requirements

The entire Graduate School Bulletin, as well as other pertinent information, may be accessed online at: grs.uncg.edu.

Policy on Continuous Enrollment

When you are admitted to the Master of Arts in Liberal Studies program, your enrollment should be continuous. Students pursuing a graduate degree program should normally be enrolled each Fall and Spring Semester, or one semester during the academic year in combination with Summer Session, for course work that is approved for their program of study.

A graduate student who has been admitted with full graduate standing to a graduate degree program but has not completed any 500-level or above courses at the University for two consecutive semesters, or a semester and Summer Session is considered to have withdrawn from the curriculum. The student will be required to file an application for readmission to The Graduate School to resume the course of study. A student who withdraws will be required to comply with regulations and requirements in effect at the time of readmission to The Graduate School.

Leave of Absence (form included)

Graduate students may step out of the University one semester in a calendar year (fall, spring, or summer) and maintain continuous status. Students who are absent for more than one semester or a summer session without an approved leave of absence must apply for readmission through The Graduate School, after first receiving the endorsement of the department’s Director of Graduate Study. Students in planned summer-only programs of study should maintain annual summer session patterns of enrollment and course completion throughout the program of study for the degree. When an absence of longer than one term is needed, students may apply for a leave of absence.

Leave of absence may be granted for a variety of reasons including extracurricular educational activities, illness, and other personal circumstances. Students should submit requests for a leave of absence in writing to their departmental Director of Graduate Study, who will forward the request to The Graduate School with the department’s recommendation. All requests for leaves of absence will be considered on a case by case basis in The Graduate School. Under normal circumstances, time devoted to a leave of absence will count toward the authorized time limit for completion of degree requirements. Students with special circumstances should consult with the departmental Director of Graduate Study to discuss options available for revising the time frame needed to complete their plan of study.

Readmission: An enrolled student is eligible (if not disqualified) to stay out one semester (fall, spring, or summer) without penalty in each academic year. A student who fails to enroll in courses for more than one semester without an official leave of absence must file an application for readmission and pay the $55.00 application fee.
Grades

Beginning with courses taken in Fall 2004, plus/minus grades are incorporated into the GPA for all graduate level courses according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Awarded Per Hour of Credit</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
<td>2.0</td>
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<td>F/WF</td>
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</table>

For the completion of a graduate degree program, an overall average of B (equivalent to 3.0) is required; an average of B (3.0) or better may be required in the major field at the option of the major department. To calculate the average, all grades except S and U will be counted in all courses that are attempted and carry graduate degree credit, but no more than six semester hours of credit evaluated as C (2.0) may be applied toward the minimum hours required for the master’s degree. Grades in all courses applied toward the doctorate must be B (3.0) or better, and additional hours must be taken for any hours earned with a grade of C+ (2.3) or C (2.0).

Grades are not mailed to students. You may check your grades and transcript through uncGenie at the uncg.edu web site.

Withdrawal from a class Students may withdraw from a course without penalty prior to the set deadline through uncGenie.

Withdrawal Graduate students who must withdraw from the University may do so by dropping all courses via the Web through uncg.edu/uncGenie until the last day to drop without academic penalty. Students who drop all courses are considered to be withdrawn from the University and must seek reactivation or readmission through The Graduate School to return to school in subsequent terms. After the deadline to withdraw without penalty, and no later than the last day of classes, a W may be granted only with the permission of the Dean of The Graduate School, or designee, and if status in the course at the time of withdrawal is satisfactory. If the student is in failing status at the time of withdrawal, a grade of WF is given. A course abandoned with insufficient reason for withdrawal is assigned the grade of F. In certain cases, faculty may initiate the withdrawal procedure for cause.

Incomplete The symbol I indicates inability, for reasons beyond the student’s control, to complete course requirements by the end of the term in which the course was offered. The I may be removed by completion of the deferred requirements within six months from the last day of examinations in the term in which the course was taken. An I not so removed within this time limit automatically becomes an F. A grade of I on any course, including work not required for the student’s program, must be removed before graduation. A grade of I cannot be removed with a grade of W.
In the case of a thesis or dissertation in progress, a grade of **IP** (in progress) will be recorded each semester of registration for credit until completion of the thesis or dissertation, when a final grade of **S** (satisfactory) will be assigned.

**Grades and Continuing Eligibility** You become academically ineligible to continue in Graduate School if any of the following occur:

- Grades of **F** or **WP** are received in any two courses.
- Grades of **C** or lower are received in 9 semester hours.
- A grade of **F** is received in combination with 6 semester hours of **C** grades.
- The required **B** average for graduation is not achieved within the minimum number of semester hours required for the degree.

**Appeal of Grades** Any complaint concerning a grade must be initiated with the professor assigning the grade and can be appealed to the head of the department, school, or college. Authority to change any grade, other than **I**, rests with the Dean of The Graduate School, subject only to the authority of the Chancellor.

### Kvetching About Grades

**A message from a MALS professor in response to students**

I have encountered some kvetching about grades. As I mentioned to one of you earlier in the semester, when I was an undergraduate, I received a C on a paper. When I went to see the professor, I said, “I think this paper deserves more than a C.” To which the professor replied, “On that point we obviously disagree.” While I was not impressed with that response at the time, I now find it absolutely brilliant (the professor became a housemaster at Yale).

I see an A as a grade for a brilliant paper, not a competent paper. An A paper makes me say, “Wow!” or as I tell my undergraduates, an A paper has to knock at least one of my socks off. I don’t think that a B is a bad grade. To me it means that you have done good work. For each set of essays in a class, most students will receive some form of B.

I will freely grant that grading is subjective. I have had essays rejected by one journal and then published by another (as well as essays rejected by one journal and then rejected by another). But I am astonished when students, particularly graduate students, suggest that if only I studied their paper more carefully I’d see the excellencies that I must have overlooked upon my initial and overhasty reading. I’d like to think that I read the B papers as carefully as the A papers (since I don’t know a priori which is which), and that after reading them I can tell the difference.

I am also puzzled by why, finally, it matters. I can understand pre-med students grubbing for grades. I don’t like it, but I can understand it. But I don’t understand it in graduate students. I went to graduate school in English because I wanted to learn about literature. To me the learning was the point, not the grade. When I was a student at Yeshiva University High School, our grades for Talmud classes did not count in our GPA because the administration wanted us very competitive students (whose Jewish mothers all wanted us to go to Yale, Harvard, and—not or—MIT) would study something just for the love of the subject. Torah li-shmah—learning for its own sake—was considered the ideal.

Grading is the part of teaching that I, along with every other faculty member I know, hates most. Indeed, I have asked to teach non-credit courses because THERE ARE NO GRADES there.

And finally, I try to grade fairly. Whether after 33 years of teaching I am succeeding in doing so, I
don’t know. But since I am doing the best I can, kvetching isn’t going to improve my performance (as my ex-wife can testify). If after reading my comments, you remain uncertain as to how to write a better paper, that is if you want to learn how to write a better paper, I’ll be delighted to try to explain my explanation. But please address your comments to a significant other or administrator, who has to feign interest.

Provisional Admits

Students who are provisionally admitted to the MALS program will receive acknowledgment from the Graduate School and from the MALS advisor when the provisions have been met. Students who do not meet provisions will receive a letter from the Graduate School informing them of their ineligibility to continue in the program. The Registrar will cancel registration for the following semester and issue refunds if payment has already been made. Students who are receiving financial aid will need to contact the Financial Aid Office immediately.

Academic Integrity

The UNCG community subscribes to the following fundamental principles of academic integrity: honesty; trust; fairness; respect; responsibility. All violations of the Policy are violations of the principle of honesty but may also create questions related to trust, fairness, respect, and responsibility. The below listed violations of the Academic Integrity Policy are typical, but not exhaustive, examples of the acts that constitute breaches of the Policy.

Cheating

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Plagiarism

Intentionally or knowingly representing the words of another, as one’s own in any academic exercise information on avoiding plagiarism.

Misuse of Academic Resources

The intentional use, misuse or alterations of University materials or resources so as to make them inaccessible to other users.

Falsification

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
Course Loads

A full-time student load per semester is 6 semester hours. Graduate students holding service appointments are restricted in course load depending upon the extent of their service.

Cross Registration

Interinstitutional Registration

The Graduate School of The University of North Carolina at Greensboro participates in an Interinstitutional Registration program with North Carolina State University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, North Carolina Central University, and Duke University, whereby degree-seeking graduate students at UNCG, with the approval of the Dean of The Graduate School and upon recommendation of their advisors, may take courses at one of the above campuses.

Greater Greensboro Consortium

Through membership in the Greater Greensboro Consortium (GGC), UNCG also participates in an open-access agreement with the North Carolina Agricultural and Technical State University, located in Greensboro, whereby degree-seeking students enrolled at UNCG may take courses at NCATSU, or any of the other participating GGC institutions with graduate level course offerings, such as High Point University and Elon University, upon recommendation of their advisors and with the approval of the Dean of The Graduate School.

Students must be registered for at least half of their hours at UNCG the same semester in which they register through either the Interinstitution or Consortium agreements. Under both agreements, enrollment and payment of tuition and fees take place on the home campus. Application forms and information are available at The Graduate School and the Office of the University Registrar. Grades are recorded on the student’s transcript and figured into the student’s overall GPA.

Transfer and Extension Credit (form included)

At the master’s and specialists levels, credit may be given for graduate work taken at other institutions (including credit earned through the Greater Greensboro Consortium) or taken in extension at this University, but certain conditions must be met:

1. Ordinarily, transfer credit may not exceed one-third of the minimum number of hours required by the student’s program; UNCG extension courses will be evaluated as transfer credit.
2. All residence or extension credit offered in transfer must have been taken at a recognized, accredited graduate school and not have been used to complete the requirements for a degree.
3. Such work must have taken place within the five-year time limit.
4. The student must have earned a grade of B (3.0) or better on all transfer credit. In a four-letter grading system, only credit earned with either of the top two grades is transferable.
The transfer of credit where a grade of P or its equivalent is received in a two-or-three-letter grading system (such as P-F, S-U, or H-P-F) reduces hour for hour the number of C grades earned that may count toward the minimum requirement for the degree.

5. The credit must be recorded on an official transcript placed on file with The Graduate School.
6. It must be approved both by the student’s major department and by the Dean of The Graduate School.
7. It must be necessary to meet specific degree requirements.

Students must secure approval from their major advisor and the Dean of The Graduate School in advance of registration at other universities. In general, however, not less than two-thirds of the total program for the master’s and specialist’s degrees must be completed in residence courses at The University of North Carolina at Greensboro.

All credit to be transferred must come within the time limit described above and must be supported by placing an official copy of the transcript on file in The Graduate School. No credit will be transferred unless it is required to meet specific degree requirements.

No more than 3 semester hours of institute and workshop credit may be counted towards satisfying the minimum requirements for the master’s and specialists degrees.
Writing, Research, and Tips for Success
The library offers a variety of materials and services to its users. Information regarding collections is available through the Library’s online catalogue. In addition, computerized database searches can retrieve vast amounts of information in a short period of time. Orientation to the library and instruction in use of information resources is available. MALS students are not required to have a student ID in order to use the library—your driver’s license and proof of class registration is adequate.

The Writing Center 101 McIver Building 336.334.3125 unc.edu/eng/writingcenter/

The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed. Students may call for an appointment or just drop in, however it is strongly recommended that you allow plenty of time between your first Writing Center visit and the paper’s due date.

The University Speaking Center 22 McIver Building 336.256.1346 http://speakingcenter.uncg.edu

Services are designed to empower clients with oral communication confidence and competence. Assistance is offered in the preparation and delivery of speeches, development of knowledge and skills in interpersonal communication, and overall success in group or team communication situations. Appointments are required for individual consultations, may last 30 minutes or 60 minutes, depending on the client’s needs, and should be made at least two days before the final presentation date.

Writing Resources

- The Elements of Grammar, Margaret Shertzer.
- The Elements of Style, William Strunk and E.B. White.
- On Writing Well: An Informal guide to Writing, William Knowlton Zinsser.
Tips on Writing a Successful Essay Exam

At some point in your college career you will be asked to write an essay exam. While there is no magic formula for writing a successful essay exam, there are a few bits of wisdom that will help you approach this task with a measure of confidence.

Why does an instructor assign an essay exam?
Perhaps the most significant reason is to find out if you understand the core concepts of the course, can use them to interpret and make sense of problems and issues, and can think critically and analytically about a subject.

What can you get out of an essay exam?
As crazy as this might sound, think of the essay exam as an opportunity. That’s right. It allows you to collect your thoughts, organize them into an intelligible story, and write knowingly about a topic or a problem. By narrating a response, putting it in your own prose, you can justly claim some ownership of it. When we write, we inscribe. Inscriptions are likely to stay with us far longer than a mere mark on a multiple-choice question.

How do you write an essay exam?
Read the exam carefully. The easiest looking question is not always as easy as it looks. Decide what you are being asked to do. Be patient. Don’t begin by anxiously identifying concepts and material that appear to be germane to the discussion. Let the question “sink in” before beginning to write.

Look for active verbs in the question. They will direct you to the heart of the matter. Here are a few: define, illustrate, explain why/why not, summarize, account for, critique, analyze, argue, justify.

Planning your answers
Begin with a “brainstorm.” Write down everything that comes to mind about the question. Don’t worry about order or grammar. Just write. This is your laundry list.

Now, with this list in front of you, write a short outline that includes the ideas and materials you think must go into the narrative. Follow this plan as you write. Yes, it can, and likely will, be modified as you proceed, but keep it by your side as a guide.

Writing your exam
Write a strong introductory paragraph explaining what your essay will accomplish or address. Avoid the passive voice. The active voice is far more persuasive.

Write a concluding paragraph. Do not simply end the essay because you are tired of writing. Proofread the exam. Read it aloud to yourself. Are you satisfied that it is grammatically sound?

Dr. Stephen Kroll-Smith
December 17, 2003
Tips on Writing a Short Critical Paper

1. Why am I doing this?

This is always a good question. Besides course requirements, internal compulsion to do well, hope for a creditable grade or whatever else drives us, the alleged purpose of papers in this course is to help us improve our critical abilities in a disciplined, somewhat structured way. We are conscious most of the day, but we don’t necessarily think all day long. When we do think, we often just pass from one idea or topic to another. In fact, our work or the demands of parenting or our social milieu may require us to turn our attention to “one damn thing after another.”

The hallmarks of a good thinker include focus, sustained pursuit of the topic (notice “pursuit” and not “capture”), methodical (vs. random) development of a line of reasoning/exploration, an effort to be objective (fair, open to others’ ideas, willingness to listen and understand, awareness of our own infectious self-interest); an ability/effort to state clearly what the issues are and why they call for our attention, identify which issues matter greatly to whom (especially to oneself), what solutions or insights have been offered by others already (this is usually where research can be significant), determine whether these solutions are adequate or not, and why they are or are not; and discover what can I “bring to the party” by way of insight or resolution of the issues (what I base my position or views on, and an understanding of the strength and weaknesses of my own stance).

This sort of writing takes effort and hard work. We should never kid ourselves that it is easy (except for a few really gifted souls—the Mozarts of philosophy, as it were). The rest of us need to sit in front of the piano and do our exercises (journal entries) and get ready for the dreaded recital (the paper). On the other hand we do not need to do this all day long in all of our human transactions. If we did, we would lose our partners, alienate most of our friends and co-workers, and make our kids neurotic. For most people critical thinking can become a “way of life,” but it is not all of life. Socrates seems to be the classic example of a person who really took this approach as often as he could. He also seems to have been hard to live with. His wife Xantippe may truly have been a shrew, as some historians suggest, but we might want to hear her side of the story before passing final judgment. And we know that the Athenians made Socrates pay a fatal price for practicing this trade in public, especially for pointing out how badly they performed in the area of critical thinking about important public affairs. (Coincidentally, whoever is the occupant of the White House, usually does not take kindly to these sorts of people either.)

Our biggest obstacles to writing in this mode are fear of screwing up and not being accustomed to doing this sort of thinking on a daily basis. Fear, unfortunately for most of us, is hard to ban entirely from our lives, but it can be overcome. It takes an act of courage and trust. I have to be willing to “put myself out there” knowing that there’s a good chance that I won’t get it exactly right. I might, almost certainly will, make mistakes or missteps. We utterly forgot how we began to walk or learn a language—by crawling, falling down, holding on to furniture as we explored the living room, clutching our parents’ fingers or hand. Why should this be so different? (Okay, we are now a lot more self-conscious and maybe a lot less self-confident…)

As for getting daily practice, journaling is a good way to cultivate critical thinking daily and so is reading the newspaper editorials and then running a quick-and-dirty critique in your head of the reasoning and conclusions. Or try the TV commercials—how many of them are persuasive or
fetching without any real substance or foundation?

Returning to feelings of fear and hesitation. At a very deep level learning involves humility. I have to acknowledge that I lack something by way of skill or information, I have to want to change my situation, and I have to be willing to take steps to make sure the change occurs. This is as true for acquiring the skill of thinking clearly as it is for addressing issues of health, addiction or job performance. I usually want to delude myself that, if I am not a champion in any particular area yet, I surely can be with minimal effort. Of course, this has been repeatedly proven wrong throughout my life, but I still cling to the illusion that somehow I am truly the exception and not like the rest of mortal learners. I think that is why the ancients viewed pride as one of the “cardinal sins.” My pride leaves me isolated in my ignorance and dedicated to the proposition that I know it all, thank you, or I at least know enough and need not eat the humble pie of disciplined learning. Sometimes what seems to be fear is really our pride in disguise.

2. How can I do a piece of this kind of writing?

There is more than one way to skin a cat, and you are free to choose whatever way you wish. Below I outline one way to proceed which I have found helpful to people who wish to get on with the job but do not want to spend a lot of time trying to figure out whether they are on the right track or not. The approach below is not perfect, but it works and can serve as a guide, especially for beginning philosophers. It’s a simple recipe for “cooking up” a paper of this kind.

As we go along it is important to remember that we learn by doing. And doing. And doing. And doing. “Repetition is the Mother of all learning,” goes the old medieval adage. I agree. That’s why the journal is so important. Also, it helps to do more than one draft of the paper if time permits.

The process can be:

a. Pick a topic: something you have just read that interests you or something that has occurred in your day that invites reflection. It has to be meaningful to you (not to someone else). This can come from one of your journal entries if you wish. (Repetition…)

b. State the topic (at least as a first shot at it): You can use any of a number of approaches:

   a. Problem statement: e.g., “How to…”
   b. Thesis statement: e.g., “X or Y is good (or bad) thing/person/work of art.”
   c. Debate statement: e.g., “Resolved that…”
   d. Inquiring statement: e.g., “Why would X be so (or why would X think thus-and-so?)”
   e. Old faithful: e.g., “X or Y is a great challenge to me/society/credibility…”

In any of these cases (or others) you are just trying to nail down the area, more or less, that you wish to confine your discussion to. It’s still pretty vague at this point, so we need to:

c. Focus and clarify:

   a. Ask yourself what precisely (or as precisely as you can say at this point) is the issue or clutch of issues. Try to state this in one fairly short, very clear sentence if possible. It may take a paragraph or even two to get to this final formulation, but that’s okay. It’s also okay style-wise to state this “topic sentence” first and then show how you arrived at it. For example, we already know that “love” covers a multitude of kinds of experience
and relationships. Which kind of these do you have in mind, e.g., the love of friendship, erotic love, divine love...? Obviously, some of this work needs to be done before any writing begins.

b. Why do you believe it is worth spending your time reflecting on this topic? Does it help you understand yourself now or at an earlier age, or understand others better? Are the personal and wider social implications of this topic significant? Does the view you address clash with something you have thus far believed or cherished? It is not enough to simply note these things with curiosity; you really need to try to discover why, what’s at the root of it all.

3. So what? Where do I go next with this?

Now is the time to think in terms of “webs” of thought. Think of yourself as a spider building a web of thoughts. You can dump your dish of thoughts out on the floor (actually putting them on 3 x 5 cards and placing them on the floor helps) and stare at them, connect ones that seem to go together (they end up nodes in part of the web), add new ones that seem to suggest themselves, eliminate some that don’t fit into this web (at least at this time), and see how they all hang together. This is a very visual way to get started.

Or you might just prefer to go with words and text, writing things out. What else is this topic related to? Is there some other view (yours, or some author’s or that of someone you’ve talked to), which challenges or refutes this view, or on the other hand supports it, modifies it or expands it? What are the implications of accepting or rejecting the view in the “topic sentence”? On this latter count, for example, suppose I accept that a person like King David in ancient Israel is capable of several different kinds of love—friendship, paternal love, spousal, erotic (and forbidden), “political” (in the sense of care for his kingdom and people). He may also love power, if this really is a form of “love.” And suppose I am also, in my own way, capable of many similar sorts of loves and relationships. If these loves ever compete, which should win out? Which tends to win out? Where can I get answers? Are there any answers? Is it possible to find out, or do we just make decisions and run with them?

Another expression that might help is this: “Like wolves, ideas run in packs.” No idea stands alone. It is always running shoulder to shoulder with others that it “belongs with”—fellow members of the conceptual pack. Triangles, for example, are intimately related to straight lines, which are related to parallel lines; all of which are related to points... (You get my point, of course.) Some conceptual connections or relations are very tight, as in geometry. Sometimes they are not so close, but may have a more distant, even suggestive connection—the way a piece of music can suggest many different moods to different people. But noting the connections and trying to trace their origins is the challenge. Trying to identify which other wolves are running with my pet wolf can be very challenging at times.

By this time, things should begin to get more interesting. You will have a lot of ideas which serve as nodes in your web or, if you prefer, pegs on which to hang your paragraphs. And then you decide what parts of all these ideas you wish to communicate in your paper. Which are the best ones, the ones you are most taken with? You will write your best when you love what you are saying.

4. Mechanics of putting it all on paper:

Please be sure to proof your paper: check spelling and grammar, sentence fragments, pronominal
references, etc. Remember that just using a spell-checker on a computer is not adequate. Try reading the paper out loud to yourself, or better yet to someone else. Is it intelligible to the listener? What still needs to be explained or clarified—or eliminated? Does it hang together? Does the paper stay on task (i.e., keep to the topic)? Could you eliminate a word, sentence, paragraph or page without damaging your argument? If so, eliminate it, since it is almost certainly either irrelevant or redundant. Are you repetitious? Needlessly so?

Keep the paper tight. It is harder to write compactly than not. But it can be done and done well. No more than 1000 words (it can be less), double-spaced typed. I prefer hard copy. Keep it in perspective.

The government will not fall, your taxes will not double, acne will not afflict your complexion, plague will not sweep the land, nor will your love life or friendships suffer should your paper not be worthy of publication in *The Atlantic Monthly*, let alone *The Philosophical Review*. This paper is more like a work-out in the health club than an Olympic contest. There are no cameras on you and you do not have to win. You just need to do your push ups and be grateful for the health and strength you have to do them.

Originally written for “Love and Friendship in the Western World,” 09/17/02: JJYsr
Updated 6/23/2005
Copyright John J. Young
Tips on Writing a Philosophically Reflective Journal

(Originally written for a course, “Love and Friendship in the Western World” for the Master of Arts in Liberal Studies Program)

My grandfather’s diary, with many entries over a hundred years old, helps give me a picture of this interesting man and his family (my family) during hard times of nineteenth and early twentieth century Ireland where he was a police constable prior to his immigration to America. I can trace where he was assigned, how the family grew, who was sick and who was going to what school. But it does not tell me what he was thinking.

My own diary, when I have enough discipline to keep it, reminds me that many of the concerns I have now are the same as the ones I had many years ago, records some periods of great inner struggle and a variety of feelings and hopes that I have had over the years. But it seldom tells me what thoughts I am exploring or what paths I am going down to discover answers. In other words, it usually is not reflective. Rather it is primarily a story about snippets or periods of my life, a narrative, a record of events and feelings. And when it does involve my thinking it mostly a record of what insight I just received, not usually how I got there or what grounds there are for saying the “insight” is correct. I seldom assess my story, my feelings, and my thoughts in my everyday diary or journal. Sometimes I notice and pursue connections between things, but I usually am writing at night when I am tired and my primary hope is just to capture a bit of what happened that day that might be important—or unimportant. Like flossing my teeth, I just want to get the job done. This diary of mine has not been a tool to advance, analyze or evaluate what my thoughts were. You would learn a lot about me from this diary. That’s why a lot of us would rather die than share it with anyone else. All the inner world of chaos, doubt, turbulence, emotional highs and lows, the waves of feelings that break upon our the shores of our soul day after day are revealed in their stark reality. This is my secret world that takes place behind my external mask of competence, confidence and calm.

The kind of journal I am asking you to explore in this course differs somewhat from both of these types, the chronicle of external events and the glimpses into my “secret world”. You are of course free to include anything else you want, but it really centers around reflection on what we are learning and exploring in this course. But it still needs to be grounded or rooted in something that is meaningful to you. The writer William Bridges commented that it is hard enough for us to learn how to write well, let alone write well about a topic we do not know or have no interest in. If the Books of Samuel in the Hebrew scriptures do not turn you on, do not write about them. If Homer is too unfamiliar, wait until you feel at home with his works. Write about love or friendship as they appear in your life. If the readings help you delve deeper into the topic, open a new door for you, anger you, pique your interest or do not square with your experience, then there is a chance you will be able to write something for yourself which proves to be time not wasted.

Here’s an example that I ran into. C.S.Lewis made what I thought was an unusual claim: “Man approaches God most nearly when he is in one sense least like God” (Italics are mine, The Four Loves, p. 16). Growing up, I recall hearing that the more one became like God—more perfect, less fault-ridden—the closer one got to God. So what’s going on here? And why does Lewis think this claim follows from his earlier views in this chapter? Is Lewis right? If I think he is right, what other evidence can I help him out with? Or is he wrong? Does his claim ring true with any experience in my life? Or run counter to my own experience? This is the direction our journal should run. In this case it’s a view that seems to run counter to what I have always assumed was a sound view. And if he is right, there may be significant implications for the way I should live (so long as being close to God is one of my priorities).
It is good to record, rejoice over and even trace the causes that led you to a particular insight or position. (“When Lewis said that, a light bulb went off in my head because I was able to put together two things in my early life that had puzzled me for a long time.”) We can make all sorts of connections or explore implications of such a view which are scary, surprising, delightful, revolting…. For example, what else must I hold (or abandon) if I hold this view? Feelings can and usually will accompany all these thoughts, and memories or anticipation of events can be stirred. But it is the thought—its clarification, justification, implications—that we will primarily pursue in this sort of writing. Instead of just noting and recording, we conduct a dialogue in our own head. Suppose I’m wondering whether spouses can be real friends? Is a friend with whom I have an erotic attachment “more” of a friend? Or does sex get in the way of the best sort of friendship? Is this an important issue in my life? Why? What would two spousal relationships look like, one which includes friendship, another that does not? Why do they look this way? Does it really matter, especially if my need for friendship can be satisfied in other ways? Keep poking away at the ideas. Some will lie there, inert in our minds, too lazy to roll over or pay us any attention. Some may start barking and surprise us.

Not all our explorations of this sort will get us someplace satisfying. There can be genuine dead-ends. But at least we find out that the street goes nowhere. Other inquiries can prove to be mazes. Some occasionally will give us a tour of familiar neighborhoods seen now in a new way because we have brought a different kind of awareness to our observations. Maybe we will even wander into an entirely new neighborhood we have never strolled in before.

We might think of it like exploring the Grand Canyon (and in a way our intellectual life bears a lot of resemblances). We take a number of side trips, may go up a number of gullies and have to come back to the main course of the Colorado River. But if we persevere we might be as lucky as John Wesley Powell and make it out alive, transformed by the vision of territory never seen before.

Another way to think of it is in terms of wine tasting. A lot of people drink wine, but not everybody knows what they are drinking, how it is made, what to expect of different kinds of wine or how one wine compares with other wines from other vineyards or regions and why. A new kind of awareness comes over the wine aficionado, an ability to discriminate and a confidence about his or her palate. And we don’t have to buy expensive wine off the shelves at a gourmet shop, something bottled by masters in exotic lands. We can make our own wine in the basement and enjoy it. This can be just as good an experience as when I put on my tuxedo and go to a very upscale wine tasting party. The key is to be an intentional and discriminating taster who is conscious of what he or she is doing.

Again, think of books, or passages and chapters in books, as films. We can become movie critics, take note of the action, the plot, the character development, the cinematography and can explain how things work together to accomplish a goal (or fail to accomplish it). Will we give Lewis, or Plato or Abelard two thumbs up? Why or why not?

In short we become thought explorers, connoisseurs of reasoning, articulate critics who have formed a reasoned view on some topic we are interested in. And this journal both records the process and actually helps us along in this activity. Very often opening the journal door to let in something we just thought about results in a pack of other ideas yapping for attention. Sometimes the pack of ideas comes so fast we literally cannot keep track of them. It is like trying to hold onto a dream, which both beckons and flees as we approach to take its hand.

Persons who have done journaling in what might be called the creative mode using Natalie Goldberg’s Writing Down the Bones or Julia Cameron’s The Artist’s Way might be cautious of requests to be critical, as in critical thinking. Being too critical can keep us from writing down anything.
The “critic” they speak of is a reprehensible aspect of my own self who keeps criticizing me and telling me either not to write something or invalidating my own thinking by negative thoughts that undermine my sense of worth. According to these approaches this “critic” must be silenced or at least ignored if we are to reach our potential as writers. And I believe they are right to a large extent.

The reflective journaling I am advocating, however, could benefit from the same advice. Do not think you have nothing to say, that your thoughts cannot possibly measure up to Aristotle (relatively few people in my lifetime ever even said they knew or liked him), that you might be mistaken or make a fool of yourself. You are not thinking for someone else, but for yourself. You are not writing for some divine judge of reflective thinking, nor for Aristotle, nor for the professor or anyone else in the class. You are writing FOR YOURSELF, just as you did not learn to ride a bike or fish or bake a cake because you needed to win a ribbon at the county fair or compete in a contest or make a living from it. We learned these things because they were fun to do—we liked doing them. They also required skills and practice. Have we not all fallen off of a bicycle many times? How many fish got away with our bait before we know when to tug the line? How many charcoal cakes had to be ditched before we got one that would not break our teeth? Thinking reflectively is no different.

Even a half-baked thought is a thought. Eventually we need to learn how to keep it in the oven long enough and at the right temperature. But we do have to start somewhere. Furthermore we have all done some critical thinking, however little, without even being aware of it. When we see a TV ad that is slippery (there’s something not quite right), when we listen to election-time speeches, when we read the school board’s minutes, listen to our children’s excuses (or our own) we often know whether something rings true or not, and sometimes we can put out finger on it. That is critical or reflective thinking! Like Moliere’s Bourgeois Gentilhomme who discovered he was speaking prose and did not even know it, we have all been reflective or critical thinkers without even knowing it. Now we are going to get better at it. We will practice it, be intentional and self-conscious about it. Then it will eventually become second nature.

The journal entries can be as long or as short as you wish, as frequent as you wish. I recommend trying to write a paragraph or two (more if the spirit moves you) at least three times a week. You can deal with one or more topics in a day’s entry, you can change topics with each entry, or you can sustain an inquiry on the same topic over several days.

Nobody says you have to write a publishable journal or even a really good one. You will almost certainly want to do a good one, but it may take time before you get the hang of it. Keep in mind the maxim: Any job worth doing is worth doing poorly. It is very useful bit of pedagogical advice for us at the start of any learning project. Also keep in mind the medieval maxim: Repetition is the mother of all learning.

This type of journaling will serve as a warm up for our critical papers. The journal is like a driving range where you can go and try out your swing again and again and again. And then we will try playing a few holes. And eventually perhaps a short game of nine holes. You’ll be surprised how good you can get at it. And as Aristotle was fond of saying, when we can do something well and with ease, it is accompanied by pleasure.

Copyright
Guidelines for Research Papers

Adapted from Dr. Timothy Johnston’s “Guidelines for Papers”

Your professor will have specific guidelines for research papers. This information is intended to offer some general reference tips to assist in the process of your writing.

1. Paper topics:
The following remarks are intended only to help you select a topic. Whatever topic you decide on, however, you are encouraged to discuss it with your professor first and to do some preliminary reading well in advance of the deadline to ensure that you can find information. Some topics that seem good to you may turn out to be very difficult to research. Don't pick a topic that is too broad, or you will find yourself faced with a choice between doing an inordinate amount of work and writing a paper that is too superficial to get a good grade. For example, *The Influence of Evolutionary Theory on the Development of Psychology* might be a good topic for a book, but is much too broad for a 10-12 page paper. If that general topic interests you, a narrower focus would allow you to write a much better paper. Writing a good paper takes time, a fair amount of reading, and a lot of careful thought—it is not something that you will be able to do in a rush.

2. Format:
The outline and first submission. The aim of the outline is twofold—to get you thinking about the paper early in the semester and to give the professor a chance to give you feedback on your choice of topic before you get too far into it. The outline should describe the topic on which you plan to write, indicate the main points you plan to cover, and list the sources you have consulted so far (which should be at least the textbook and one or two others). It may be written either as a narrative or as a series of headings. It does not need to be more than a page or two in length but a couple of sentences scribbled on a piece of paper will not be acceptable. The outline is tentative and will be subject to change as you work on the draft. The first submission is a complete draft, written in full sentences and paragraphs. Although it may be rough in places, and there may be sections where you are unclear how to proceed, it represents your best effort at the point when you turn it in. It is not a first draft or rough draft—it should have gone through a fair amount of revision and be ready to submit for consideration. Your draft allows the professor time to give you detailed feedback on the organization of the paper, your use of the literature, your writing style, and problems with grammar, spelling, and other mechanics of writing. Although it does not receive a separate grade, it is an integral and essential part of the research paper and you should give it serious attention. Both the preliminary and the final draft must be typed; your preliminary draft should be double spaced with wide margins (at least 1.25") to allow space for my comments and should include a bibliography. You must keep your preliminary draft and turn it in with your final draft.

The final draft. The text of the final draft (excluding the title page, bibliography, and any other extraneous material) should be about 12-15 pages long, double spaced, with 1” margins. Page limits assume about 250 words per page. If your paper is shorter than 10 pages, it is probably inadequate. Don’t try to make an inadequate paper appear longer by using a large typeface, wide margins, or other tricks of that kind. Make sure your name is on the paper and number the pages. Staple the pages in the top left hand corner—please don’t use paper clips (which come off) or binders or plastic covers (which make the paper awkward to handle). The final draft must include a complete bibliography (see below).
3. Sources of information:

Once you have decided on a topic for your paper, you will want to turn to the Library to find information that goes beyond the textbook and lecture notes. From the Library’s web page, you can access the catalog, which will allow you to search for books in the library whose main topic is related to your paper, but there are other valuable sources as well. The Library has a large number of on-line data bases that you can search for information. The World Wide Web also has a variety of interesting sites that may provide useful information. Remember, however, that information on the Web has rarely been reviewed and is therefore not very reliable. A professional-looking web site does not mean that the information is accurate. Web sites created by recognized scholars in the discipline are usually reliable, as are those associated with scholarly organizations, such as APA or the History of Science Society. It is important to confirm information you obtain from other sites in another, more reliable source before using it.

The following is a list of some of the best and most easily accessible reference sources in the history of psychology; note that this is a list of places to start, not an exhaustive bibliography. Remember that many of the journals currently publishing research in psychology started in the late 19th or early 20th century and their early volumes contain much material of historical interest. All the books and journals listed below are in the Jackson Library, and some may be available on-line.

*Dictionary of the History of Ideas.* Articles of various lengths on many of the philosophical and psychological ideas in this course, including association of ideas, dualism, neo-Platonism, behaviorism, psychological ideas in antiquity, and much more. Use the index. (Reference)

*Dictionary of Scientific Biography.* An excellent source of information on individual scientists and their ideas; includes philosophers who have contributed to the history of science. Covers all periods from ancient times to the present. All the articles include extensive bibliographies. (Reference)

*Great Books of the Western World.* A selection of original works from Plato to Freud, including many of relevance to psychology. The Syntopicon volumes are a very complete index to the whole collection. (Stacks)

*A History of Psychology in Autobiography,* 6 volumes. (1967-74) Various editors and publishers. Autobiographical essays by important psychologists, primarily covering the 20th century. (Stacks)

Robinson, D. N. (1977-78) *Scientific Contributions to the History of Psychology,* 1750-1920. Reprints of major psychological works, with interpretive essays by the editor. (Stacks)


*Isis.* A journal that covers the whole of the history of science, including all fields and historical periods. Each year, *Isis* publishes, as its last issue, a bibliography of publications (books, articles, dissertations) in the history of science. The bibliography is organized by historical period and by scientific field, making it quite easy to use. It is a very valuable source for historical literature. (Serials)
Other journals that cover the history of psychology include Journal of the History of the Behavioral Sciences, History of Psychology, Journal of the History of Ideas, History of Science, and Journal of the History of Biology. All can be accessed through the Journal Finder link on the Library’s home page.

4. **Citations and Bibliography:**

You can use any consistent method of citation that you like, provided that you give proper acknowledgment to your sources in the paper. It is probably easiest to use the name/date style of citation discussed below, but if you prefer to use footnotes you may. Whatever style you adopt, you must give full references to all of your sources in a Bibliography at the end of the paper. The Bibliography contains only sources you actually cite in your paper, not other works you read but didn’t cite. List the references alphabetically by author; if there is more than one paper by the same author (or group of authors) order them by date. I recommend using the following styles (based on the APA Publication Manual):

<table>
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<th>Type of Source</th>
<th>Example</th>
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*(Note: If your printer does not support italics, use underlining instead.)*

5. **Use of Literature Sources—Quotations and Citations:**

Read this section carefully—it is important

You will be writing your paper on the basis of information you gather from books and journal articles. These books and articles constitute your sources and it is important that you use them correctly. The paper you write must be in your own words—it is quite unacceptable simply to paste together sentences and paragraphs from the sources you have read and retype them, even if you give full acknowledgment to your sources. That constitutes plagiarism, which is specifically forbidden by the Academic Integrity Policy (see your Student handbook). The two cardinal rules you must follow are these:

1. Any time you quote directly from an author, you must: (i) use the author’s exact words; (ii) enclose them in quotation marks; and (iii) give a reference to the source, including the page number where the quoted words appear.

Quotations should be used sparingly. Only quote if you want to give an authoritative definition of some term, if the author’s exact wording is important to some point you want to make, or if you’ve found a particularly elegant phrase and want to borrow it. The example below shows the...
proper form of a quotation:

Earlier authors took a different view of the nature of instincts. For example, Morgan (1913, p. 32) wrote: “I restrict the term instinctive . . . to congenital modes of behaviour dependent upon inherited [or innate] dispositions” (emphasis added).

Quotations should follow the original exactly, including spelling (see “behaviour” above), use of capitals, and italics. If you omit words from a passage, indicate the location of the missing words by ellipses (. . .) but be sure that you do not change the author’s meaning by doing so (e.g., you cannot change “I do not believe” to “I . . . believe”). If you want to draw attention to a word or phrase in a longer quotation, you can italicize (underline) it, but then you must add the words “emphasis added” in parentheses after the quotation. If you want to insert extra words into the quotation to amplify something that may not be clear, or to make the passage grammatical, put them in square brackets (not parentheses). All of these points are illustrated in the quoted passage above and following them is one of the principles of good scholarship.

2. If you use an idea or other information from an author’s work, but express it in your own words, you must cite the source in the text.

Generally speaking, you will be writing in your own words, presenting arguments based on the sources you have read. You will find it very helpful to take notes as you read and then write the paper from the notes rather than from the original sources. That makes it easier to use your own words and also helps you to understand what you are reading the first time through rather than having to go back and re-read articles or books. If you have difficulty expressing the author’s ideas in your own words, you can be sure that you do not understand them.

To acknowledge your sources in your paper you use text citations. In other courses, especially in the humanities, you may have used the footnote style of citation, which is rarely used in the sciences. Instead, scientific papers use the “name/date” style, which is more economical and easier to type. The following show two ways in which the “name/date” style can be used:

a. “Several authors, such as Jones and Harris (1973), Smith et al. (1986), and Robinson (1981a, 1981b), have suggested that Darwin’s account of the evolution of mind influenced Freud’s ideas about the unconscious.”

b. “The same point has been made about William James’ theories of memory (Hilgard, 1982), perception (Owens, 1977, p. 324), and attention (DeGroot, 1982a).”

Whether you put the name in the text and the date in parentheses (as in a) or both the name and the date in parentheses (as in b) depends on which reads best and is entirely up to you. Including a page number is optional; in general it is not necessary when citing a journal article but may be helpful to the reader when citing a book. Note that if the source has two authors, you give both names but if it has more than two give only the first name followed by et al. (short for et alia, Latin for “and others”). If the same author(s) published more than one paper in a single year, and you cite them in your paper, distinguish the papers by using letters (e.g., 1981a, 1981b, etc.). You will have to decide how often to include citations in the text. Look at the articles that you read to get an idea of when citations are appropriate and when they are not. The best rule of thumb is to remember that the purpose of citations is to show the reader where your information comes from; if they do that successfully, then they are sufficient.
6. Grading standards

Your grade will be determined by your understanding of the topic, the organization of your paper, the quality of your writing, and your proper use of appropriate sources. A rough guide to grading standards follows:

**A paper**  A very well written paper; solid understanding of the topic; a good balance of breadth and depth; clear and logical organization. Based on information from an appropriate range of original sources and/or scholarly literature.

**B paper**  A well written paper; competent understanding of the topic; generally good balance and organization. Good selection of sources.

**C paper**  An adequate paper; no glaring deficiencies in writing or understanding. May have some problems of balance and organization. Limited use of original sources.
Shared Inquiry Method of Discussion

In Shared Inquiry, participants help one another search for answers to fundamental questions raised by a text. Participants come to the discussion with their own unique ways of viewing the selections, and then try to build on their views through a sharing of ideas.

Professors provide direction and guidance by asking questions which often have no “right” answer. The leader assumes the role of co-learner and helps the group by asking interpretive questions—questions that have more than one possible answer based on the text. He/she also assists the group by asking follow-up questions—questions that encourage participants to clarify comments, support ideas with evidence from the reading, and comment on proposed interpretations.

The Four Rules of Shared Inquiry Discussion

1. Only those who have read the selection may take part in discussion. Participants who have not read the selection cannot support their opinions with evidence from the text, nor can they bring a knowledge of the text to bear on the opinions of others.

2. Discussion is restricted to the selection that everyone has read. This rule gives everyone an equal chance to contribute, because it limits discussion to a selection that all participants are familiar with and have before them. When the selection is the sole focus of discussion, everyone can determine whether facts are accurately recalled and opinions adequately supported.

3. Support for opinions should be found within the selection. Participants may introduce outside opinions only if they can restate the opinions in their own words and support the ideas with evidence from the selection. This rule encourages participants to read carefully and think for themselves.

4. Leaders ask questions—and may or may not answer them. Leaders help themselves and participants understand a selection by asking questions that prompt thoughtful inquiry.

Your discussions will be richer and more productive if you remember to:

• Temper the urge to speak with the discipline to listen
• Substitute the impulse to teach with a passion to learn
• Hear what is said and listen for what is meant
• Combine your certainties with others’ possibilities
• Reserve judgment until you can claim understanding

Source: The Great Books Foundation
Activating Your UNCG Accounts

The UNCGenie information system is the means by which students register, view schedules and grades, add/drop classes, pay bills, and complete other transactions. When you are accepted into the MALS program you will receive information regarding activating accounts. Please do this immediately, as all interactions will depend upon the establishment of these accounts.

Activating Your Computing Accounts

To activate your Computing Accounts, go to http://accounts.uncg.edu. Click on the link for Activate Your Default Accounts.

When activating your accounts, you will be asked to enter your University ID—this is your Social Security Number (or in rare cases a university-generated ID). You will also be asked to enter your name and birthday.

As you set up your accounts, you will be asked to select and answer a security Challenge Question (e.g., mother’s maiden name, first school attended, or town of birth). You will be required to answer this question when you reset your password.

If you ever want to change your Challenge Question, see the Personal Information section of UNCGenie, which can be accessed through UNCG University Website or Campus Pipeline’s School Service.

After you have completed the entire process for setting up your accounts, you will see a confirmation screen on your computer which shows your UNCG username. Please print this for your records. Your username for your other three UNCG accounts is the same, but each has separate passwords.

The Novell password expires every 90 days. You will receive an email reminding you to change it.

Username

For all accounts, your UNCG username is composed of your first initial, middle initial, and the first six letters of your last name (e.g., if your name is James Walter Dickerson, then your UNCG username would be jwdicker).

Tip: There may be others who have the same initials and last name as you. Therefore, you must refer to the document you printed when you first set up your account to verify that your UNCG username follows the formula described above. For example, suppose both James Walter Dickerson and John Wade Dickerson attended UNCG—the UNCG username of jwdickers is already taken, so John Wade Dickerson’s UNCG username would be jwdicker2.
### Account

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<th>Novell Netware / Blackboard / UNCG email</th>
<th>Campus Pipeline</th>
<th>Unix</th>
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### Password

- **Novell Netware / Blackboard password** is first set to USERxxxx (xxxx is the last four digits of the Student ID).
- **6-digit PIN (the same PIN used for UNCGenie)**.
- **Student ID and Birthday forwards** (combined with no spaces or dashes).

**Tip:** Your original USERXXXX Novell Netware / Blackboard password is only good for 20 log-ins. Therefore, you should change it immediately after you activate your accounts the first time (instructions follow in Section V). 6-digit PIN (the same PIN used for UNCGenie). Remember, your default PIN is your birthday backwards.

Example:  
- **Birthday:** 02/31/1980  
- **Password:** 800302  

Example:  
- **SSN:** 552-31-2000  
- **Birthday:** 2/03/1980  
- **Password:** 552312000020380

### Registration

All students must register through UNCGenie. Admitted students will receive information regarding registration from the MALS Advisor prior to the registration period. Continuing students are allowed to register during the early registration period. Failure to register during this period results in a late charge of $30.00. New and visiting students may register during rolling registration, which continues until the end of the first week of classes. In order to secure a seat in your preferred class(es), please register as early as possible.

Students may check seat availability by going to [uncg.edu](http://uncg.edu). Click on UNCGenie, then class schedule.

### General Tuition and Fee Information

Payment of tuition and fees confirms your registration in classes. Failure to pay your bill will result in the cancellation of your registration. All tuition and fees, and any prior balances, must be paid in full by the stated payment deadlines. If you have any questions about payment of tuition and fees, please contact the Cashiers and Student Accounts Office, 336.334.5831.
Final Semester Grades

Printed copies of grades are not mailed to students. Final grades for any term are available to students at the UNCGenie web site as grades are submitted and processed during the final exam period. You may view your grades at the Web site. To view grades:

1) Go to uncg.edu
2) Click on UNCGenie
3) Follow directions to Student Services and Financial Aid Menu
4) On Students Services and Financial Aid Menu, select Student Records.
5) Select Final Grades
6) Choose the most recent academic term to see your grades.

Buying Your Books

You can buy your books at the UNCG bookstore—in person or online—and at sites, such as amazon.com. One big advantage of buying books at the UNCG bookstore is that they already know what books you will need for each course. Books, such as novels, paperbacks, and biographies, may be as easily available through other online sites.

UNCG Bookstore (http://campusenterprises.uncg.edu/bookstore/)

- It is important to get your order in early.
- Knows what books will be used for each course.
- Accepts orders online for textbooks.
- Offers some discounts and more possibilities for buybacks.
- Ships books to your doorstep.
- At times of high demand, you may have to wait until the next shipment comes in.
- Online vendors may be faster and know if books are in stock.

Online Booksellers

- Can search through stock online.
- Usually offer used books.
- Some online textbook vendors require you to establish an account before you can search for a book.

Search the following sites to find the books you need for your class.

- bn.com
- amazon.com
- http://half.ebay.com/index.jsp
- ecampus.com

Other websites may be listed for specific books. Consult the course booklist.
Tips for Buying Books Online

• **Required book information.** Information on the required texts will be available on the course syllabus or your registration confirmation from Continual Learning (usually 1-2 weeks prior to the class). The instructor will let you know if any of the books or readings must be obtained through specialized sources, such as a professional association or particular website. Contact your instructor or the UNCG bookstore if you do not know which books you need.

• **ISBNs.** When you order books, be sure to have the book’s ISBN number (the unique 10-digit International Standard Book Number). Professors usually list this with the required books. ISBNs always refer to a specific edition and will ensure you order the right book-for some textbooks, this is critical. Knowing the author, title, publisher, year of publication, and which edition you need will also be helpful.

• **Purchase early.** Have your course books on your desk before the course starts. Purchasing your books early also allows you to find used books at lower prices and to familiarize yourself with the books’ content.

• **Audio format.** Some books may be available in audio format, which helps students with disabilities, and may be “read” during commutes. Find out about this option at [audible.com](http://audible.com).

Commencement Participation Policy

Students completing all degree requirements by the end of the spring semester are encouraged to participate in the May Commencement ceremony. Students completing all degree requirements by the end of the fall semester are encouraged to participate in the December Commencement ceremony. Students completing all degree requirements by the end of the Summer Session may participate in either the May or December Commencement ceremony by applying to graduate, paying the graduation fee, and notifying The Graduate School. Degree candidates will not earn degrees nor be graduated from the University until they have completed all degree requirements. Participation in a commencement ceremony does not presume graduation from the University.

Students who do not apply for graduation before the published deadline for any semester may apply for graduation during the next semester. Students who have applied for graduation but fail to meet the requirements must reapply for graduation by the published deadline for the semester in which they will fulfill the requirements.

Degrees are conferred only after all requirements are completed and the Board of Trustees has taken official action.

General Reminders

1. Keep your address, email, and name changes up-to-date! All university-related mailings use the address currently on file in the Registrar’s Office. Also, be sure to notify the MALS office so you will receive mailings. You may change addresses and phone numbers through UNCGenie.

2. A number of courses and departments require special permission before you can be registered. You should carefully check all footnotes pertaining to a given course for such requirements before attempting to register for that course.
3. All fees for courses and services are subject to change.

4. Set up your UNCG accounts immediately and check your UNCG email account frequently. All communication from your professors and the university will come through this account.

5. Keep hard copies of all submitted work, as well as back-up files.

6. Students completing the degree online are expected to follow the established portfolio procedure. Portfolios may be sent to the MALS office via US Mail, FedEx, etc.

7. Course descriptions, CRNs, and syllabi will be listed at mals.uncg.edu for the upcoming semester as soon as possible. The CRN is required for registration through UNCGenie.

8. The MALS advisor will email you throughout each semester with information regarding registration, graduation, special opportunities, etc. Please be sure to read all communication carefully.

9. Although new courses are constantly under development, we offer fewer 630s (science) courses than the other areas. It’s a good idea to take a 630 as early as possible in the program.
Recommended Reading
Faculty Recommendations for the Liberal-Educated Reader

This is a list of recommended books for the MALS candidate. Professors from different departments and disciplines (most of whom have taught MALS courses) were asked to submit suggestions for works that, while usually specific to their own field of study, were interdisciplinary in nature and would appeal to a general audience. This is our first draft of the beginnings of a great book list. It is relatively unedited, reflecting the initial responses to our requests. The list is bound to be organic, expanding and changing with time. The works are NOT required reading; they are simply suggested as a means of enhancing your experience in the MALS program. The MALS office welcomes continued suggestions and comments.

Janne Cannon, Professor of Biology

Fiction

The Air We Breathe, Andrea Barrett.
Barrett won the National Book Award for Fiction in 1996 for her story collection, Ship Fever; she writes literary fiction that is based in accurate science and that focuses on scientific themes. This book, her first novel, is set in the Adirondacks in 1916, at a public TB sanitorium, and follows the fates of several of the patients and staff.

Year of Wonders: A Novel of the Plague, Geraldine Brooks.
This wonderful novel is set in England in the mid-1600s, when the bubonic plague swept across all of England. The story, which is based on real events, centers on the people of a village who quarantined themselves to avoid spread of the disease. Unlike the community in Last Town on Earth, however, this village already had cases of plague, and they quarantined themselves to try to prevent the spread of the disease from their own village to neighboring communities.

Non-fiction: Infectious Diseases Today

Six Modern Plagues and How We Are Causing Them, Mark Jerome Walters.
2003; Shearwater Books, Washington, DC.
Although it’s a few years old now, this book has an unusual and still timely focus, on the connections between new epidemics and human changes to the natural environment.

The Panic Virus: The True Story Behind the Vaccine-Autism Controversy, Seth Mnookin.
2012 (paperback edition); Simon & Schuster, New York.
Mnookin is a former Newsweek senior journalist who decided to investigate the claims that there’s a link between vaccines and the increasing occurrence of autism in children. He starts out with no opinion about the issue, but becomes convinced that there’s no evidence of any association between vaccines and autism. He also explores the reasons why information that’s just plain wrong continues to circulate on the Internet and why people are prone to believing things that are contradicted by the evidence.

The Fever: How Malaria Has Ruled Humankind for 500,000 Years, Sonia Shah.
2010; Farrah, Strauss and Giroux, New York.
Shah, an investigative journalist, traces the impact of malaria through human history, and also explores the reasons why malaria still kills nearly a million people a year worldwide, despite the availability of quite effective control mechanisms for this deadly disease.
The Immortal Life of Henrietta Lacks, Rebecca Skloot.
While it’s not about infectious diseases, this book tells the important story of Henrietta Lacks, a poor black woman who had cervical cancer in the 1950’s. Cells from her cancer were the first immortal cells to be grown in culture, and those HeLa cells have been used for uncountable scientific experiments. Skloot tells a gripping story and brings together issues of race, gender, money, and science.

Non-fiction: Historical Aspects

The Mold in Dr. Florey’s Coat: The Story of the Penicillin Miracle, Eric Lax.
In this book, Lax describes Alexander Fleming’s discovery of penicillin in 1928, and goes on to describe the 14-year process of turning the discovery into a practical treatment, and the surprising story of who got credit and who got rich from penicillin.

Polio, An American Story: The Crusade that Mobilized the Nation Against the 20th Century’s Most Feared Disease, David M. Oshinsky.
2005; Oxford University Press
Oshinsky describes America in the mid-1950s, when people were terrified of polio, and the race between Jonas Salk and Albert Sabin to develop a vaccine or cure for the disease. Fascinating social and political history.

Deadly Companions: How Microbes Shaped Our History, Dorothy H. Crawford
2007; Oxford University Press
This book, only about 200 pages long, is a great source of information and insights about the historical impact of the major infectious diseases.

The Doctors’ Plague: Germs, Childbed Fever, and the Strange Story of Ignac Semmelweis, Sherwin B. Nuland.
Nuland is a surgeon who has written several books on the history of medicine. This one tells the story of Semmelweis, the mid-nineteenth-century Viennese physician who was the first to figure out that doctors were carrying disease from one patient to another, and that the chain of transmission could be interrupted if they would only wash their hands between patients.

The Colony: The Harrowing True Story of the Exiles of Molokai, John Tayman.
2007; Scribner, New York.
In this book, Tayman tells the story of the Molokai settlement for lepers. Over a one-hundred-year period, more than 8000 people who were suspected of having leprosy were exiled to this brutal settlement and not permitted to leave it for the rest of their lives. Many of them didn’t have leprosy and many of those with leprosy were not contagious. The Molokai settlement was the longest-running example of medical segregation in U.S. history.

Justinian’s Flea: The First Great Plague and the End of the Roman Empire, William Rosen.
In A.D. 542, the bubonic plague struck Constantinople and spread throughout Europe and North Africa. The effects of the plague led to the end of the Roman Empire and the birth of medieval Europe. As described on the book jacket, “Weaving together history, microbiology, ecology, jurisprudence, theology, and epidemiology, Justinian’s Flea is a unique and sweeping account of the little-known event that changed the course of an empire.”
Rob Cannon, Professor of Biology

*Connections*, James Burke.
Discusses various relationships between science and mathematics.

*A Feeling for the Organism*, Evelyn Keller.
This is a biography of Nobel Prize winner Barbara McClintock. The book discusses her views on biological science and genetics.

Confirmation of the Darwinian theory.

*Touchpoints*, T. Berry Brazelton.
Discusses the biological and psychological basis of child development.

*His Brother’s Keeper*, Jonathan Weiner.
When a family member is afflicted with ALS (Lou Gehrig’s Disease), his younger brother tries to develop gene therapy technology to save him.

*The Spirit Catches You and You Fall Down*, Anne Fadiman.
What happens when a Hmong family with a sick child cannot communicate with their doctor.

*Mountains beyond Mountains*, Tracy Kidder.
A biography of Paul Farmer, a Harvard physician and MacArthur Award winner, who goes to Haiti to work with people with TB and AIDS.

Elizabeth Chiseri-Strater, Associate Professor of English

*Translated Woman: Crossing the Border with Esperanza’s Story*, Ruth Behar.
Anthropologist Ruth Behar delves well beyond the myths of the Mexican woman as long-suffering wife and vindictive witch as she records Esperanza’s story in her own words.

*An Anthropologist on Mars: Seven Paradoxical Tales*, Oliver Sacks.
Paradoxical portraits of seven neurological patients, including a surgeon consumed by the compulsive tics of Tourette’s syndrome unless he is operating; an artist who loses all sense of color in a car accident, but finds new creative power in black & white; others.

*The Reader*, Bernard Schlink.
*The Reader* is both a literary surprise and a moral challenge: a provocative and deeply moving novel about a young boy’s erotic awakening in a passionate, clandestine love affair with an older woman, and what happens to them both when the secrets in her past are revealed.

*Bel Canto*, Ann Patchett.
Set in South America, terrorists take a lavish birthday party’s guests hostage. What begins as a panicked, life-threatening scenario slowly evolves into something quite different, as terrorists and hostages forge unexpected bonds and people from different countries and continents become compatriots.

Anthony Fragola, Professor of Broadcasting/Cinema

*Creators on Creating: Awakening and Cultivating the Imaginative Mind*, Frank Barron.
This inspiring treasury of writings uncovers the essence of creativity. Some of the world’s most notable creators (filmmakers, artists, writers, and others) discuss their interaction with this ability, how it has transformed their lives, how to foster it and harness its power, and the responsibilities that come with it.
Breakthrough Creativity: Achieving Top Performance Using the Eight Creative Talents, Lynne C. Levesque and Andrew J. Kasloow.
Definitive answers to the creativity dilemma and groundbreaking perspectives on creativity.

Cracking Creativity: The Secret of Creative Genius, Michael Michalko.
Genius strategies are explained and broken down into simple lessons, liberally illustrated with fascinating anecdotes about such greats as Leonardo da Vinci and Pablo Picasso.

Creating, Robert Fritz.
A practical guide to the creative process and how to use it to create anything—a work of art, a relationship, a career or a better life.

Charlie Headington, Lecturer, Religious Studies
The Female Brain and The Male Brain (two separate books). Dr. Louann Brizendine.
The difference between the two brains is astounding and helped me understand why the communication between the sexes is so difficult. Dr. Brizendine has gathered the most recent research and written two stunning books. For me The Male Brain could have been my autobiography so clearly did it elucidate my developmental history.

Design Like You Give A Damn 2: Building change from the Ground Up, edited by Architecture for Humanity, a professional group that contributes time to projects all over the world. In the past ten years their projects affect 2 million people in 22 countries. They are everywhere: post-Katrina, post-tsunami, and post-Haitian hurricane with fully assembled teams and fully funded buildings to build, hospitals, rain harvesting roofs, gathering spaces, and housing. The pictures and stories are inspiring. I shows what any professional group can do to make a difference...if they give a damn.

The Human Factor, Graham Greene.
I read all of Greene’s novels 30 years ago and here I go again. In this one an agent for the British spy service is caught between an in-house search for a mole and his own fear for the welfare of his new wife, an African, and their child. A web is spun in which each character reveals his/her deeper instincts and character. Never cheery, never lame. This is a full-course meal in humanity.

The Seven Life Lessons of Chaos: Spiritual Wisdom from the Science of Change, John Briggs and F. David Peat.
Learn to appreciate the interconnectedness of all things, to go with the flow of events, to unlock creativity through heightened tolerance for ambiguity and ambivalence, to pay attention to subtlety, and to act according to one’s internal rhythms.

The European Dream, Jeremy Rifkin.
The American Dream is waning, while Europe is re-inventing itself into a large community with universal human rights, no death penalty, a precautionary approach to genetically modified food, and a commitment to sustainable practice. Despite the recent rejection to the new constitution, Europe will find a way to unite under a progressive set of principles and practices.

Jeff Jones, Associate Professor of History
Approaching the Qur’an: The Early Revelations, Michael Sells.
A major event in religious publishing, this book captures the complexity, power and poetry of the early suras and the majesty and intimacy of the distinctive Qu’rnic voice.

Strangers in the House, Raja Shehadeh.
This revealing story of a father-son relationship, the first memoir of its kind by a Palestinian living in the Occupied Territories, is set against the backdrop of Middle East hostilities and more
than thirty years under military occupation.

*The Road to Mecca*, Muhammad Asad.

**Terri McConnell, Professor of Philosophy**

*Crito*, Plato.
This is a dialogue between Socrates and some of his followers. It occurs after Socrates’s trial but before his execution. Socrates’s followers try to convince him to escape and thus save his life. Socrates argues that he has an obligation to accept his punishment.

*Republic*, Plato.
This dialogue portrays Plato’s view of the ideal state and the role of education in that state. Of special interest are discussions of gender equality, the family, infanticide, and abortion (in Books IV and V.)

*Dialogues Concerning Natural Religion*, David Hume.
This masterful work explores critically and in dialogue form many of the traditional arguments for the existence of God.

*On Liberty*, John Stuart Mill.
In this essay, Mill asks when society is justified in restricting the freedom of individuals, either through legal coercion or moral criticism. Mill argues eloquently for freedom of thought and discussion, and urges that society should encourage what he calls “experiments in living.”

This book discusses the moral principles that surrogate decision makers (physicians and family members) should employ in making life and death medical decisions for incompetent patients. Separate chapters address special problems that arise for minors, the elderly, and the mentally ill.

*The Least Worst Death*, Margaret Babst Battin.
This book discusses a number of issues that individuals must make concerning end of life medical decisions, and includes extensive essays on suicide, physician-assisted suicide, and active euthanasia.

**Bob Miller, Professor Emeritus of Chemistry**

*Genius*, James Gleick.
This is the biography of physicist Richard Feynman. Includes some science but is more about his life and the Atom Bomb project.

*Schrodinger, Life and Thought*, Walter Moore.
This is the biography of Austrian physicist Erwin Schrodinger, one of the developers of quantum mechanics.

**Christopher N. Poulos, Associate Professor of Communication Studies**

A major work of ecological philosophy that startles the senses out of habitual ways of perception.

*Being Good: A Short Introduction to Ethics*, Simon Blackburn.
Challenges us to take a more thoughtful reading of our ethical climate and to ponder more carefully our own standards of behavior.

*I and Thou*, Martin Buber.
Today considered a landmark of twentieth-century intellectual history, *I and Thou* is also one of the most important books of Western theology. It presents the best thinking of one of the greatest
Jewish minds in centuries and has helped to mold approaches to reconciling God with the workings of the modern world and the consciousness of its inhabitants.

*Spirituality, Action and Pedagogy: Teaching from the Heart*, Diana Denton and Will Ashton.
Invites the reader to participate in a personal exploration of what it means to consciously seek the heart of education.

*9/11 in American Culture*, Norman Denzin and Yvonne Lincoln.
From the poetic to the personal, the theoretical to the historical, these essays-by noted scholars Kellner, Fine, McLaren, Richardson, Denzin, Giroux, and others-are collected in this volume, and were written in crisis within days and weeks of Sept. 11.

*Divine Signs: Connecting Spirit to Community*, H. Lloyd Goodall.
The concluding volume of the ethnographic trilogy about the communicative tensions in everyday American cultural life by H. L. Goodall, Jr., began with *Casing a Promised Land* and continued with *Living in the Rock n Roll Mystery*.

*Memories, Dreams, Reflections*, Carl Jung.
An autobiography put together from conversations, writings and lectures with Jung’s cooperation, at the end of his life.

*Bird by Bird: Some Instructions on Writing and Life*, Anne Lamott.
Lamott offers practical and honest suggestions on how to beat writer’s block, find inspiration, or tackle a project that seems overwhelming, all of it wrapped in her warm and often hilarious viewpoint.

*Community of Those Who Have Nothing in Common*, Alphonso Lingis.

Helps us find those creative impulses that, once liberated, offer new possibilities for achievement.

Presents a procession of situational compositions confronting matters such as family relationships, student-teacher communications, and university life.

Originally published in 1961, *The Moviegoer* won the National Book Award in 1962, and is generally considered Percy’s masterpiece.

Percy’s mordantly funny and wholly original contribution to the self-help book craze deals with the Western mind’s tendency toward heavy abstraction—invites us to think about how we communicate with our world.

Explores the story-shaped nature of our lives.

In this classic and deeply insightful book, one of the world’s most eminent philosophers describes the dilemma of modern man and points a way to the conquest of the problem of anxiety.

*The Myth of Sisyphus and Other Essays*, Albert Camus.
Reflections on the meaning of existence, and the creative response to absurdity.

*Ethics for the New Millennium*, the Dalai Lama.
An extended essay on ethics, compassion, and the pursuit of happiness.
Ben Ramsey, Associate Professor of Religious Studies

*The Second Sex*, Simone de Beauvoir.
Perhaps the foundational text for contemporary feminist reflection.

*In a Different Voice*, Carol Gilligan.
One of the basic texts in feminist psychological theory. It sets the terms for current discussions about gender roles and gender differences.

*Beyond God the Father*, Mary Daly.
One of the classics of contemporary theology. It sets the groundwork for current feminist theological thought.

*The Price of the Ticket*, James Baldwin.
A comprehensive collection of the essays of this leading 20th century African-American writer.

*Weaving the Visions: New Patterns in Feminist Spirituality*, Judith Plaskow & Carol P. Christ, ed.
One of the classics of contemporary theology. It sets the groundwork for current feminist theological thought. A sequel to *Womanspirit Rising*, this is a comprehensive anthology of contemporary essays on feminist spirituality, theology, religious and social ethics.

A classic on American religious thought. Offers a pragmatist rendering of religion.

*The Natural Alien*, Neil Evernden.
A Canadian ecologist critically examines the philosophical and scientific perspectives underlying contemporary environmentalism. A must read for anyone wishing to move beyond the current limitations of environmental movement.

These two works will provide a basic overview of Freud's psychoanalytic theory and cultural critique.

Joseph Rosenblum, Lecturer, MALS

*Civilization*, Kenneth Clark.
This highly readable work is based on the BBC television series first broadcast in 1969. This is not a history, but adopts a thematic approach to western civilization.

Don’t you love the title? Most of the essays deal with literature; a few range more widely. All are intelligent.

*Why Choose the Liberal Arts?* Mark William Roche.
Notre Dame, IN: U of Notre Dame P, 2010. Roche, former dean of Notre Dame’s College of Arts and Letters, offers a powerful defence of a liberal arts education as a key to personal happiness and as a guide to life.

Hephzibah Roskelly, Professor of English

*Beloved*, Toni Morrison.
Pulitzer-Prize winning novel of life in a small Ohio community for ex-slaves.

*The Hunger of Memory*, Richard Rodrigues.
What happens when one sacrifices ethnic identity to become part of the American mainstream.
The Awakening, Kate Chopin.
A 19th century novel of a woman’s role and conflict in a rigid social structure.

Their Eyes Were Watching God, Zora Neale Hurston.
A novel of woman’s growth and change in a small town, black community in Florida. Written by an anthropologist/folklorist.

Huck Finn, Mark Twain.
A book all grown-ups must read.

Stephen Ruzicka, Associate Professor of History

The Passion of the Western Mind, Richard Tarnas.
Joseph Campbell says this is “the most lucid and concise presentation I have read, of the grand lines of what every student should know about the history of Western thought. The writing is elegant and carries the reader with the momentum of a novel. It really is a noble performance.”

Modern Times: The World from the Twenties to the Nineties, Paul Johnson.

Ann Saab, Professor Emeritus, History

The Bridge on the Drina, Ivo Andric.
My Name is Red, Orhan Pamuck.
To the End of the Land, David Grossman.

Palace Walk, Naguib Mahfouz.
The Reluctant Fundamentalist, Hamid Mohsin.

Jeffrey Sarbaum, Lecturer, Economics

Salt, A World History, Mark Kurlansky.
This book takes a look at an ordinary substance—salt, the only rock humans eat—and how it has shaped civilization from the very beginning.

Travels of a Tee Shirt in the Global Economy, Pietra Ravoli.
Uses a simple T-shirt to reveal the politics and the human side of the globalization debate.

Freakonomics: A Rogue Economist Explores the Hidden Side of Everything, Steven D. Levitt and Stephen J. Dubner.
The authors show that economics is, at root, the study of incentives—how people get what they want, or need, especially when other people want or need the same thing.

Deborah Seabrooke, Lecturer, MALS

Still Life with Oysters and Lemon, Mark Doty.
Part memoir, part art history, part meditation, this hybrid volume uses the great Dutch still life paintings of the seventeenth century as a departure point for an examination of questions about our relationships with things, how we invest them with human store, how they hold feeling and hope and history within them.

Mark Smith-Soto, Professor Emeritus of Languages, Literature, and Cultures

Dreaming in Cuban, Cristina Garcia.
A lyrical and incisive exploration of the Cuban American experience.
John Young, Professor Emeritus, Philosophy

The Road (almost) not taken. . .

Some years ago I was asked to recommend some books for prospective MALS students for an earlier version of this Handbook. Rather than give a list of books that over the years had struck me as really good, I mentioned what to me had been an unexpected but very rewarding experience. Since writing that piece, I have come to think even more highly of the approach that I stumbled on, and I wanted to pass it on.

For some macabre reason about fifteen years ago I found myself dwelling on the thought that life was short, and my time was getting shorter by the year. Also, there was the chance that accidents could befall anyone—loss of eyesight or early death. The result would be missed opportunity much to be lamented: I would have failed to read much of the greatest literature available and to learn about many fascinating things.

So I resolved not to let a year pass without reading some major works of literature. I began with Middlemarch, The Way We Live Now and The Brothers Karamazov. Somehow Russian literature (in translation) began to call out for more attention, I started to get a feel for “things Russian” and looked forward to exploring new authors or delving more deeply into Tolstoy and Dostoevsky. I found myself focused for several years on nineteenth century Russian classics: Tolstoy’s War and Peace, The Death of Ivan Ilich, Anna Karenina and Resurrection; Pushkin’s Eugene Onegin, Turgenev’s Fathers and Sons, Chekhov’s plays and stories, and endless numbers of Tolstoy’s shorter works.

I’m sure they spoke to my interest in the philosophical issues embedded in these wonderful tales: freedom, determinism, guilt, the nature of ethical knowing, the facing of death and punishment. And I was greatly helped by studies written by Sir Isaiah Berlin (The Hedgehog and the Fox) and the lectures by Nabokov. I ended up with a profound feeling of connection with the Russian people.

Eventually I found my interest growing in history, especially that of America and the British Isles. So a new “program of reading” began to take shape. I began with biographies of presidents such as Truman and John Adams, period pieces like The Fifties, and books about the Great Depression by Alan Brinkley, World War II by Stephen Ambrose, as well as works on the civil war and the colonial period. This apparently meandering path did largely stick to American origins or history, but gradually began to have greater focus on American origins in the British Isles. So books on the Scots Irish, the Irish, and the English of the 17th and 18th centuries (and before) began to be regular fare.

What’s the point of all this? I learned that I did better by structuring my reading (albeit loosely at times), clustering my books around topics that meant a lot to me personally. I became convinced of two things: first, that I READ MORE than I would have otherwise, because each connected book lead on—almost with urgency at times—to the next; and secondly, that I APPRECIATED WHAT I WAS READING MORE because I began to see interconnections and relationships with what I had already read.

Of course, I still read the stray book on Osama Bin Laden, or The DaVinci Code, and other interesting materials. But I strongly recommend that you try to identify one or two threads of personal interest and begin to try to structure at least SOME of your reading around a roughly identifiable area. Your book choices will not be mine, so I am not recommending any particular book or books—which is what the original request to write this piece asked me to do. Rather I am suggesting that you set yourself a “curriculum of reading” for some months at a time, possibly years. I believe you will find the results quite satisfying.

Other Recommendations

Mathematics, the Man-Made Universe: An Introduction to the Spirit of Mathematics, Sherman K. Stein.

A collection of well written and easy to understand essays on various areas of mathematics.

Absolutely no previous knowledge of mathematics required.
Mathematics and Logic; Retrospect and Prospects, Mark Kac and Stanislaw Ulam.

A collection of 12 essays by leading mathematicians including applications of mathematics to economics, cosmology, business, medicine, biology and other fields.

The Mathematical Experience, Philip J. Davis and Ruben Hersh.
An easy to understand collection of essays, some of which deal with the philosophical foundations and history of mathematics.

Does God Play Dice?, Ian Stewart.
Applications of chaos theory and dynamical systems to the real world.

The Emperor’s New Mind: Concerning Computers, Minds and the Laws of Physics, Roger Penrose.
This book is written for the layperson but is sophisticated and somewhat difficult. It is a wide-ranging investigation into artificial intelligence, cosmology, logic, and uncertainty.
Other UNCG Resources
Other UNCG Resources

**Career Services Center**
1 Elliott University Center  
336.334.5454  /  [csc.dept.uncg.edu](http://csc.dept.uncg.edu)

The mission of the Career Services Center is to provide guidance and resources to undergraduate and graduate students and alumni for their lifelong career development. The Career Services Center staff strives to provide the very best services and strongly subscribes to a “student centered” philosophy.

Services are provided in three major areas:  
1. Career planning  
2. Experiential learning  
3. Employment assistance/continuing education planning

The staff are available to assist graduate students and alumni with their career plans through individual appointments or group workshops. A number of tools are available to help students assess their career interests, values, skills, and work setting preferences. A computerized guidance system is available to students and alumni who want to examine career options or gather occupational information. The Center maintains a resource library which houses career information, employer literature, listings of part-time jobs, internships, full-time employment, and access to the Internet and the Career Services Website.

Experiential learning services provided by the Center aid students in locating credit and non-credit, paid or unpaid internship opportunities within the local Triad area as well as in other locations worldwide. Also, part-time on- and off-campus employment and summer job information is available.

**Disability Services**
215 Elliott University Center  
336.334.5440  /  [ods.uncg.edu](http://ods.uncg.edu)

The Office of Disability Services is committed to orchestrating the educational development of qualified students who have a physical or learning disability. Simultaneously, they continually work to improve the acceptance and support of students with disabilities by the entire University community. Disability Services serves as a supportive environment so that all students can achieve their educational objectives.

**Financial Aid Office**
723 Kenilworth Street  
336.334.5702  /  [fia.uncg.edu](http://fia.uncg.edu)

Through its Financial Aid Office, UNCG administers an extensive financial aid program. Available aid includes scholarships, grants, and loans. The Financial Aid Office assists students with all phases of financial aid application, processing, and awarding. The Graduate Student Association also offers funding opportunities. For more information, visit the Graduate School web site, [grs.uncg.edu](http://grs.uncg.edu).

**The SpartanCard**
121 Elliott University Center (8am—5pm, Mon. through Fri.)  
336.334.5651  /  [http://spartancard.uncg.edu](http://spartancard.uncg.edu)

The SpartanCard is your all-in-one campus ID card. In addition to serving as your ID, the SpartanCard is also your library card, your meal card, and a convenient form of payment across campus.

Students must have “Proof of Registration” (e.g.—printout of class schedule from UNCGenie or paid bill) and picture ID.

**International Programs Center**
207 Foust Building  
336.334.5404  /  [uncg.edu/ipg/](http://uncg.edu/ipg/)

A student in good standing in a UNCG graduate degree program who has satisfied any conditions of admission may be eligible to participate in a study abroad program.
UNCG Exchange Programs. Through various exchange agreements, a UNCG student may swap places with a student in another country. Under these arrangements, students study abroad for approximately the cost of study in residence at UNCG. Opportunities for such exchange are currently available in Australia, Austria, Canada, Estonia, Finland, France, Germany, Ireland, Israel, Japan, Mexico, Poland, Spain, Sweden, and the United Kingdom.

International Student Exchange Program. As a member of ISEP (a Washington-based exchange organization), UNCG is able to place students in any one of one hundred cooperating universities in 35 countries overseas. The cost of such study is about the same as study in residence at UNCG.

Summer Abroad Programs. UNCG professors regularly lead student groups overseas. Over the past few years, groups have gone to such countries as Greece, Mexico, Spain and the United Kingdom. These programs generally involve five or six weeks of supervised travel and study, followed by an additional three weeks of independent travel.

The UNCG Study Abroad Committee and the International Programs Center. All study abroad activities are carefully supervised by the UNCG Study Abroad Committee, which is comprised of faculty members and administrators with considerable experience in international education. The Committee is constantly working to expand study abroad options for UNCG students and make them available at reasonable cost. In addition, the Committee may recommend to the student’s department that credit earned abroad be transferred to the UNCG graduate degree program, subject to transfer regulations published in The Graduate School Bulletin. For academic counseling about study abroad, students should consult their advisor and contact the International Programs Center and The Graduate School well in advance of travel plans.

UNC-Exchange Program. UNCG serves as the central administrative office for The University of North Carolina Exchange Program (UNC-EP). The UNC-EP was established by the Board of Governors of The University of North Carolina in 1997 as the official system-wide student exchange program of the university system. It offers students at any of UNC’s 16 campuses the opportunity to participate in affordable, high-quality, semester or year-long study abroad programs. Overseas opportunities are currently available in over 35 countries worldwide.

Veterans Services 180 Mossman Building
336.334.5946  /  uncg.edu/reg/veterans/index

Veterans enrollment certification is handled by the Office of the University Registrar, 336.334.5946. UNCG is on the list of approved institutions which can provide training under the Veterans Administration Educational Training Program.

A veteran wishing to receive educational benefits should apply first to the Veterans Administration for a Certificate of Eligibility. The student then applies for admission to UNCG through normal admissions procedures. The issuing of a Certificate of Eligibility by the VA does not automatically assure a student of admission to UNCG.

When enrolling at UNCG, the veteran should present a Certificate of Eligibility to the University Registrar requesting that certification of enrollment be sent to the VA. This Certification of Enrollment is necessary before educational benefits can be received. Certification of Enrollment must be requested each year and again for summer school.
LEAVE OF ABSENCE APPLICATION

Student's Name: ___________________________  Student ID Number: ___________________________

Address: ___________________________  City: ___________________________  State: ______  Zip: ______

Degree: ___________________________  Major: ___________________________

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<td>Term</td>
<td>Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester to return:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Year</td>
</tr>
</tbody>
</table>

*A Leave of Absence may not exceed one calendar year (three terms). Remember to formally withdraw from all courses the semester you are on leave.

PLEASE NOTE: For a full explanation of the policy regarding leaves of absence, please see the Policy on Continuous Enrollment in The Graduate School Bulletin.

I understand that a leave of absence does not extend the time allowed for completion of the degree and wish to apply for a leave of absence from the above degree program for the following reason(s):

Student Signature: ___________________________  Date ___________________________

Department Head or Director of Graduate Study: ___________________________  Date ___________________________

Approved: ___________________________  Date ___________________________

Dean of The Graduate School or Designee

For Office Use Only: Reactivate for _______ with Admission Status GA or GC (as shown in SGASTDN) _______ Term

Phone: 336.334.5596  Fax: 336.256.0109

241 Mossman Building
1202 Spring Garden Street
Greensboro NC 27412

Print Form
GRADUATE STUDENT REQUEST FOR TRANSFER CREDIT

The regulations governing the transfer of credit are set forth in *The Graduate School Bulletin* in the section on **Academic Regulations**. Approval to transfer credit to a degree program is conditional upon compliance with ALL limitations stated therein. The student should ensure that courses will transfer, including making sure that courses fall within the overall limitations on time to complete the degree and on the number of hours that can be transferred. Upon completion of the course(s), the student must request that a final, official transcript be sent to The Graduate School.

If the student will not be registered at UNCG during the semester in which they are taking courses at another institution, the student may need to apply for and receive a leave of absence. Please consult the **Policy on Continuous Enrollment** in the *Bulletin*.

Name of University Visited: _____________________________________________

Student Name: _______________________________________________________

Student ID Number: __________________________________________________

Address: _____________________________________________________________

City: ________________ State: _______ Zip: ________________

**Course(s) presented for transfer:**

<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>Semester / Year:</th>
<th>Semester Hours:</th>
<th>Substitutes for which course at UNCG:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: NURS 6994 Research Methods for Advanced Nursing</td>
<td>Spring 2007</td>
<td>3</td>
<td>NUR 602</td>
</tr>
</tbody>
</table>

Total hours: ____________________

I have read the Policy on Continuous Enrollment and the regulations governing transfer credit in *The Graduate School Bulletin* and understand that I bear sole responsibility for meeting all of the conditions stated therein.

Student Signature: ____________________________ Date: __________________________

*I recommend the above course(s) for transfer credit to the student's graduate degree program at UNCG.*

Department Head or Director of Graduate Study: ____________________________ Date: __________________________

Associate Dean, The Graduate School: ____________________________ Date: __________________________

☐ If this block is checked, the time limit in which to complete the requirements for your degree has changed due to this transfer of credit. Your time limit will now expire with the ______________________ semester.

*Final approval granted by The Graduate School upon receipt of final, official transcript.*

C: Department _____________

Student _____________
Master of Arts in Liberal Studies:
Outline of Plan for Independent Study

Please complete this form and submit with the Permission to Register for Independent Study form, after getting the instructor’s signature on both, to Julee Johnson (UNCG Division of Continual Learning, MALS Office, Becher-Weaver Building, 915 Northridge Street, Greensboro, NC 27403) by the first day of classes.

Reminders:  
- You must have taken 6 hours of graduate level courses.  
- You must have attained at least a B average  
- You may count 6 hours of independent study toward your plan of study.

Date: ____________________________

Student’s Name: ___________________________________________________________       ID #: ____________________

Daytime Phone: (______)______________________      E-mail Address: ___________________________________________

Course #: MLS 650   Semester/Year: _______________________________     Semester Hours Credit: _______________

Title of Independent Study _________________________________________________________________________________

Statement and Purpose of Study (use the back if more space is needed):

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Methods and Procedure (use the back if more space is needed):

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

_____________________________________________________________     ___________________________
Signature of Instructor       Date

_____________________________________________________________     ___________________________
Signature of Dean, Department Head, or Director of Graduate Study         Date
# Permission to Register for Independent Study

**THE UNIVERSITY OF NORTH CAROLINA GREENSBORO**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Legal Name:</td>
<td></td>
<td>Student ID #:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-mail Address:</td>
<td></td>
<td>Telephone #:</td>
<td></td>
</tr>
</tbody>
</table>

**Course:**
- Term (e.g., Fall)
- Year
- CRN
- Course Prefix and Number
- Section
- Instructor
- Sem. Hrs. Credit

**Research Topic:**
*Form will not be accepted without topic.*

---

**ALL SIGNATURES ARE REQUIRED**

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
<th>Instructor Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dean or Department Head Signature</th>
<th>Date</th>
<th>Graduate Dean Signature (Graduate Students Only)</th>
<th>Date</th>
</tr>
</thead>
</table>

**UNIVERSITY REGISTRAR’S OFFICE**
- 180 MOSSMAN BUILDING, UNCG
- PO Box 26170, GREENSBORO NC 27402-6170
- 336/334-5946 • (FAX) 336/334-3649

**UROC 7/2009**
### Master of Arts in Liberal Studies: Master’s Plan of Study

**Student’s Name:** ________________________________________________________  **ID #:** ____________________

**Degree:** ________________________________________________________________  **Major:** n/a

**Hours Required:** 33

**Summary of Hours Required:**  UNCG _________  Transfer _________  TOTAL _________

<table>
<thead>
<tr>
<th>MALS Courses</th>
<th></th>
<th></th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Title</strong></td>
<td><strong>Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>Liberal Studies</td>
<td>3</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>222</td>
<td>Advanced Writing</td>
<td>3</td>
<td>Spring 2023</td>
</tr>
<tr>
<td>322</td>
<td>Composition</td>
<td>3</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>422</td>
<td>Literature</td>
<td>4</td>
<td>Spring 2024</td>
</tr>
<tr>
<td>522</td>
<td>Philosophy</td>
<td>2</td>
<td>Fall 2024</td>
</tr>
<tr>
<td>622</td>
<td>Ethics</td>
<td>3</td>
<td>Spring 2025</td>
</tr>
<tr>
<td>722</td>
<td>History</td>
<td>3</td>
<td>Fall 2025</td>
</tr>
<tr>
<td>822</td>
<td>Sociology</td>
<td>3</td>
<td>Spring 2026</td>
</tr>
<tr>
<td>922</td>
<td>Psychology</td>
<td>3</td>
<td>Fall 2026</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Courses</th>
<th></th>
<th></th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Title</strong></td>
<td><strong>Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>1019</td>
<td>Research Methods</td>
<td>3</td>
<td>Spring 2027</td>
</tr>
<tr>
<td>2019</td>
<td>Statistics</td>
<td>3</td>
<td>Fall 2027</td>
</tr>
<tr>
<td>3019</td>
<td>Psychology</td>
<td>3</td>
<td>Spring 2028</td>
</tr>
<tr>
<td>4019</td>
<td>Economics</td>
<td>3</td>
<td>Fall 2028</td>
</tr>
</tbody>
</table>

Master’s Plan of Study: page 1 of 2 pages
Courses Recommended for Transfer From

Name of Institution: ____________________________________________________________

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>_____________</td>
<td>_________</td>
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<tr>
<td>________</td>
<td>_____________</td>
<td>_________</td>
<td>____________________</td>
</tr>
</tbody>
</table>

Capstone Experience to Consist of Portfolio or Thesis

Portfolio_____  
Thesis _____

Plan of Study Approved by

MALS Advisor __________________________________________ Date ______________________

Student Signature _____________________________________ Date ______________________

Master’s Plan of Study: page 2 of 2 pages
**Student's Name:** ________________________________________________  
**ID #:** ____________________

**Hours Required:** 15

**MALS Global Studies Required Courses**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLS 610</td>
<td>The Contemporary World</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MLS 620</td>
<td>The Global Economy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MLS 630</td>
<td>Global Issues in the Sciences</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**Plan of Study Approved by**

MALS Advisor ________________________________________________  
Date ____________________

Student Signature _____________________________________________  
Date ____________________
The University of North Carolina at Greensboro
Division of Continual Learning

Master of Arts in Liberal Studies:
Portfolio Approval Form

_____________________________________________________________

has satisfactorily completed the portfolio requirement for MALS.

____________________

Date

____________________________________

Faculty Signature
Master of Arts in Liberal Studies:
Thesis Topic Approval

School/Department: ___________________________________________ Date: _______________

Student’s Name: _______________________________________________ ID #: _______________

Degree: __________________ Major: ______________________________

Tentative Thesis Title: _________________________________________

Purpose of Study: ______________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

Committee Approval: Chair _______________________________________

Members: ____________________________________________

                                ____________________________________________

                                    ____________________________________________

Director of Graduate Study: __________________________ Date: _______________

Thesis Topic Approval_MALS_2012.pdf
APPLICATION FOR GRADUATION FOR GRADUATE STUDENTS

Student ID No: _______________________________  Date: _______________________________

Mail or bring the application to The Graduate School, UNCG, 241 Mossman Building, 1202 Spring Garden Street, Greensboro, NC 27412 or fax to (336) 256-0109 by the end of the first week of classes of the term in which the degree will be granted. The graduation fee ($60 for master’s and Specialist in Education; $75 for combined M.S./Ed.S.; $60 for doctorate) will be added to your student account. After the fee is posted to your account, payment should be made to the Cashiers and Student Accounts Office, UNCG, 151 Mossman Building, 1202 Spring Garden Street, Greensboro, NC 27412. There is no charge for Certificate candidates.

Degree or Certificate: __________________          Major: ___________________________________________

Date you expect to graduate:  □ December ______     □ May ______      □ August ______
(year)   (year)       (year)

Legal Name:   _____________________________________________________________________________________________
(first name) (middle name) (last name)

Permanent Address: ____________________________________________________________
(to which diploma will be mailed—notify if change occurs)  No. and Street or P.O. Box No.

City    State     Zip Code

Daytime Phone No.: (______) __________________
Area Code

Local Address:_____________________________________________________________________________________
(if different from permanent address)  No. and Street or P.O. Box No.

City                            State                  Zip Code

Student’s Alternate E-mail Address: ________________________________________________________________

FINAL PLAN OF STUDY: If changes have been made to the Plan of Study, all Specialist in Education and master’s degree candidates must submit a final plan of study by the end of the third week of classes. Certificate candidates are also required to submit a final plan of study by the end of the third week of classes.

DEADLINE FOR THESESES/DISSERTATIONS: All doctoral candidates and master’s candidates who are preparing a formal thesis should be aware of the following deadlines (see the University’s Academic Calendar www.uncg.edu/reg/Calendar):
(1) Final oral examination in defense of doctoral dissertation. Master’s thesis candidates should check with their thesis committee chair.
(2) Submission of thesis/dissertation to The Graduate School for approval.
(3) Submission of final, approved thesis/ dissertation to The Graduate School.
DEADLINES FOR GRADUATION

This application must be filed with The Graduate School by the end of the first week of classes of the term in which the degree will be granted (www.uncg.edu/reg/Calendar). Degree and/or certificate candidates must comply with all deadlines set forth in The Graduate School calendar. Failure to do so will delay the candidate’s graduation. These deadlines are necessary to enable everyone involved with the candidate’s degree clearance to complete the process in an orderly and academically sound manner. Candidates who apply for a given graduation and fail to qualify must reapply for a later graduation. Diplomas and transcripts of students owing money to the University will be held until the account is cleared.

REMOVAL OF INCOMPLETE GRADES

Policy concerning incomplete grades is frequently misunderstood. No grade of incomplete (I) may be carried beyond graduation, including incompletes in courses not required for the degree. It is the student’s responsibility to ensure that a final grade has been submitted prior to graduation. If a final grade has not been recorded by the deadline date for degree clearance, it is the student’s responsibility to check with The Graduate School to determine his/her status. A GRADE OF I CANNOT BE REMOVED WITH A GRADE OF W.

FORMATTING AND SUBMISSION OF DISSERTATION

The dissertation must be formatted and submitted according to the instructions provided in the Guide for the Preparation of Theses and Dissertations. A copy of the guide can be obtained from The Graduate School or from the following University Web site: www.uncg.edu/grs/html/dissertation_manual.html. Deadline dates for submission of the dissertation are listed on the University’s Academic Calendar (www.uncg.edu/reg/Calendar) and in The Graduate School Bulletin under Calendar of Events.

FORMATTING AND SUBMISSION OF THESIS

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COMMENCEMENT

Degrees are awarded after each semester and the second summer term. A commencement ceremony is held in December for Summer Session and Fall Semester graduates and in May for Spring Semester graduates. Diplomas will be mailed to the student’s permanent address as it is listed on the Application for Graduation unless a new address is provided.

SCHOOL LICENSURE APPLICATION OR UPGRADE

Students seeking professional school licensure or upgrading their licensure should contact The Teachers Academy, Room 319, Curry Building, (336) 334-3414.

06/19/09