

*Pam Bedore, Chair*

*November 8, 2016*

**Opening Business**

Graduate School Credit Requirements (Guest: Kent Holsinger). All Masters’ programs will be required to have a minimum of thirty credits as of AY 2017-18. Please check to see if you have programs in your department that will require revisions, and come to the meeting with questions for Kent Holsinger, Dean of Graduate Education.

**Approvals by the Chair**

2016-127 MCB 3895/5896: Host-Associate Microbiomes

2016-128 PSYC 3885: Case Studies in Clinical Psychology: Personality Disorders (Stamford)

**New Business**

2016-129 DHMS Add graduate certificate (Guest: Anke Finger)

2016-130 TRST 3011 Add course (Guest: Peter Constantine)

2016-131 SLHS 6123 Add course (Guest: Adrian Garcia-Sierra)

2016-132 SLHS 4335 Add course

2016-133 SLHS 5XXX Add course (Augmentative Alternative Communication)

2016-134 SLHS 5XXX Add course (Intro to Medical Speech Pathology I)

2016-135 SLHS 5XXX Add course (Intro to Medical Speech Pathology II)

2016-136 HEJS/CLCS 2301 Add course (G) (S)

2017-137 COMM Revise major

**Topics for Discussion:**

Alternate BS Presentation (Dierssen)

Implementation of Minor Substitutions (Ndiaye)

Moratorium on Criminal Justice Minor (McNeal)

**For next time:**

Review of CA-1 General Education courses with CLAS Categories A-E (Ndiaye)

The university continues to add courses to Content Area 1 and there are several new courses now that are part of this category that have not been considered for CLAS A-E Areas. The committee should review these courses and decide whether to include any or all of these courses into CLAS A-E.

**Catalog Copy**

**2016-129 DHMS Add graduate certificate (Guest: Anke Finger)**

The Graduate Certificate in DHMS for graduate students enrolled in CLAS or Fine Arts PhD or MA/MFA programs will require a minimum total of twelve credits: one core course, two electives, and an independent study accompanying the Digital Portfolio, as detailed below.

Certificate courses do not require any pre-requisites. Graduate students applying to the Certificate program must be full-time students with a GPA of 3.0 or higher. Each of the core courses will introduce students to key aspects of digital humanities within the context of media studies and digital cultures. They will provide historical, literary and philosophical perspectives for thinking broadly about and working within digital humanities and media studies, as well as expose students to applications and technical skills to merge theory with practice.

It is recommended that students attain this grounding first before moving on to take the elective courses, however, students may take courses concurrently as they complete their MA/MFA or doctorate. The two elective courses will allow students to branch out into the various subfields or sister fields of digital humanities and media studies, including multimodal scholarship, digital publishing, text analysis, network analysis, mapping, linguistic computing and more – choices to be determined with their advisor(s) and the DHMS Assistant Director. Core courses must be offered every year.

**Core Courses (students take one, 3 credits)**

ENGL 5650: Digital Humanities I

LCL 5020: Digital Humanities, Media Studies, and Multimodal Scholarship (to be offered Spring 2017)

DMD 5610 Introduction to Digital Humanities (to be offered Fall 2017)

**Electives (students take two and one independent study, with 3 credits each)**

Electives will be chosen based on the student’s major field of inquiry, her/his departmental home, and her/his dissertation or thesis research, in consultation with the student’s PhD or MA/MFA advisor and the Assistant Director of DHMS. One of the courses as well as the independent study can overlap with the requirements in the home department. Other courses might qualify as electives if they meet the following criteria: electives should deepen the student’s understanding and theoretical and practical application of DH and Media Studies and facilitate her/his direct translation of these skills and knowledge to her/his scholarship.

Possible courses include:

CLCS 5315 Third World Cinema

COMM 5660 Computer Mediated Communication

CSE 5302 Computer Architecture

DMD 5220 Cinematic Storytelling

EDCI 5820 Media Literacy in an Information Age

ENGL 6650 Seminar in Digital Humanities

GEOG 5150 Visualization in Geographic Information Systems

GERM 5365 German Film Studies

LCL 5010 Film Theory and History

LING 5000 Introduction to Computational Linguistics

**DHMS Portfolio**

The DHMS Portfolio serves as an independent research project, realized alongside the independent study and culled from work accomplished over the course of working on the DHMS Graduate Certificate. Students should be able to communicate the intellectual rigor and theoretical foundations of their project. They should also address some of the guidelines put forth by the Modern Language Association, the American Historical Association, and the College Art Association, as listed below:

* describe the process underlying creation of work in digital media (e.g., the creation of infrastructure as well as content) and their particular contributions
* describe how work in digital media requires new collaborative relationships with clients, publics, other departments, colleagues, and students (1)
* explain and document its development and progress and its contributions to scholarship
* include colleagues and take advantage of opportunities to explain how your work contributes to the scholarly conversation in on-campus forums, professional meetings, and print or online publications (2)
* consider process as a form of scholarship and as a valid, even essential, part of knowledge creation (3)

The final product must be publicly accessible on the web and include examples of the student’s work as well as how the project contributed to the student’s growth as a scholar (process writing). The portfolio must include a short statement of purpose.

**2016-130 TRST 3011 Add course (Guest: Peter Constantine)**

*Proposed Catalog Copy:*

TRST 3011. The Art of Literary Translation

Three credits. Working knowledge of a language other than English required.

Introduction to the practical aspects of literary translation with a focus on translating different types of literary texts into English.

**2016-131 SLHS 6123 Add course (Guest: Adrian Garcia-Sierra)**

*Proposed Catalog Copy*

SLHS 6123. Bilingualism in Typical and Atypical Populations: Language and Cognition

Recommended preparation: SLHS 2125Q, SLHS 2203, SLHS 2204, SLHS 3247, and SLHS 4254. Instructor consent required.

Topics in bilingualism in typical and atypical populations, which may include biological and cognitive factors associated with language acquisition, cognitive reserve, Speech Language Impairment in bilinguals with emphasis in diagnosis, cognitive factors in language selection, and differences in reading opaque vs. transparent languages.

**2016-132 SLHS 4335 Add course**

*Proposed Catalog Copy:*

SLHS 4335  Introduction to Clinical Methods in Speech-Language Pathology

Prerequisites: SLHS4245 and SLHS4251. Open to Juniors or higher.

Clinical methods of treatment in speech-language pathology.  Professional interaction, development of client focused treatment goals, construction of lesson plans, collection and analysis of client data, and daily SOAP note documentation.

**2016-133 SLHS 5XXX Add course (Augmentative Alternative Communication)**

*Proposed Catalog Copy:*

SLHS 5XXX. Augmentative Alternative Communication in Speech-Language Pathology. 3 credits. Lecture. Open to 2nd year SLP MA program students, others with permission.

Principles of assessment, therapeutic intervention and diagnostic selection of no, low, mid and/or high technology Augmentative Alternative Communication for individuals with complex communication needs.

**2016-134 SLHS 5XXX Add course (Intro to Medical Speech Pathology I)**

*Proposed Catalog Copy:*

SLHS 5XXX. Introduction to Medical Speech Pathology 1

1 credit. Lecture. Open to 1st year graduate students currently enrolled in the SLHS MA program.

This course includes four group lectures a semester and clinical rotations at the UCONN Health Center.  Course content and clinical experiences are designed to enhance the student’s comfort and knowledge of medical speech pathology, as well as prepare students for their off campus medical practicum.  Students will have opportunities to learn about various disorders and various levels of care in a supportive environment.

**2016-135 SLHS 5XXX Add course (Intro to Medical Speech Pathology II)**

*Proposed Catalog Copy:*

SLHS 5XXX. Introduction to Medical Speech Pathology 2

1 credit. Lecture. Open to 1st year graduate students currently enrolled in the SLHS MA program. Completed Introduction to Medical Speech Pathology 1.

This course includes four group lectures a semester and clinical rotations at the UCONN Voice Clinic, a skilled nursing facility, and a rehabilitation facility.  Course content and clinical experiences are designed to enhance the student’s comfort and knowledge of medical speech pathology, as well as prepare students for their off campus medical practicum. Special topic lectures will be included in this course.

**2016-136 HEJS/CLCS 2301 Add course**

*Proposed Catalog Copy:*

HEJS/CLCS 2301. Jewish Humor.

Three credits.

The history of Jewish humor in modern times with attention given to its various forms, including oral traditions, fiction and humor writing, stand-up comedy, live performance, television, film, and music. CA 1. CA 4-non-INT.

**2017-137 COMM Revise major**

*Current Catalog Copy:*

Successful completion of a BA degree in Communication requires the following:

1. Acceptance as a Communication major.
2. [COMM 1000](http://catalog.uconn.edu/COMM/#1000), [1100](http://catalog.uconn.edu/COMM/#1100), [3000Q](http://catalog.uconn.edu/COMM/#3000Q).
3. At least two (2) of the following Core courses: [COMM 3100](http://catalog.uconn.edu/COMM/#3100), [3200](http://catalog.uconn.edu/COMM/#3200), [3300](http://catalog.uconn.edu/COMM/#3300). Students are welcome to take all 3 Core courses.
4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses).
5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. Communication offers applied and theory courses:
   1. Applied courses include the following: [COMM 4800](http://catalog.uconn.edu/COMM/#4800), [4820](http://catalog.uconn.edu/COMM/#4820), [4940](http://catalog.uconn.edu/COMM/#4940), [4991](http://catalog.uconn.edu/COMM/#4991), and [4992](http://catalog.uconn.edu/COMM/#4992).
      1. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses, but only two may be applied towards the minimum 24 credits of upper level Communication courses required for the major.
   2. Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses.
6. Related Courses: 12 credits required. Related courses can be uniquely tailored to the needs of the student but must be approved by a Communication advisor.

**Note:** All students are encouraged to do at least one internship ([COMM 4991](http://catalog.uconn.edu/COMM/#4991)). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000-level or above to be eligible for internship credit.

*Proposed Catalog Copy:*

Successful completion of a BA degree in Communication requires the following:

1. Acceptance as a Communication major.
2. [COMM 1000](http://catalog.uconn.edu/COMM/#1000), [1100](http://catalog.uconn.edu/COMM/#1100), [3000Q](http://catalog.uconn.edu/COMM/#3000Q).
   1. Students double-majoring in Psychology and Communication may substitute PSYC 2100WQ for COMM 3000Q, but will need to complete an 8th course in Communication to meet the minimum of 24 credits of upper level Communication courses required for the major (see #5).
3. At least two (2) of the following Core courses: [COMM 3100](http://catalog.uconn.edu/COMM/#3100), [3200](http://catalog.uconn.edu/COMM/#3200), [3300](http://catalog.uconn.edu/COMM/#3300). Students are welcome to take all 3 Core courses.
4. A total of 24 credits in Communication at the 2000 or above level (typically 8 courses).
5. A minimum of 5 theory courses including a W course in Communication at the 2000 or above level. Communication offers applied and theory courses:
   1. Applied courses include the following: [COMM 4800](http://catalog.uconn.edu/COMM/#4800), [4820](http://catalog.uconn.edu/COMM/#4820), [4940](http://catalog.uconn.edu/COMM/#4940), [4991](http://catalog.uconn.edu/COMM/#4991), and [4992](http://catalog.uconn.edu/COMM/#4992).
      1. Applied courses are optional and students are not required to take any applied courses, though they are highly recommended for a variety of career paths. As long as students have met the above requirements, they may take additional applied courses, but only two may be applied towards the minimum 24 credits of upper level Communication courses required for the major.
   2. Theory courses are the remaining COMM courses numbered 2000 or above including the Core courses.
6. Related Courses: 12 credits required. Related courses can be uniquely tailored to the needs of the student but must be approved by a Communication advisor.

**Note:** All students are encouraged to do at least one internship ([COMM 4991](http://catalog.uconn.edu/COMM/#4991)). Internships can be taken during the academic year or summer. Students must have completed 12 credits in Communication courses at the 2000-level or above to be eligible for internship credit.

**Additional Materials**

**2016-129 DHMS Add graduate certificate (Guest: Anke Finger)**

UNIVERSITY OF CONNECTICUT

**GRADUATE CERTIFICATE IN**

**DIGITAL HUMANITIES AND MEDIA STUDIES**

**Proposal**

Program Director: Anke Finger

Associate Professor of German Studies, Media Studies and Comparative Literary and Cultural Studies (LCL)

Assistant Director of Digital Humanities and Media Studies, Humanities Institute

anke.finger@uconn.edu

**I. History and Mission of Digital Humanities and Media Studies (DHMS) at UConn**

Digital Humanities, as a research method that integrates digital tools into humanities inquiry and scholarship and as a lens with which to investigate humanities research and scholarship as it enters the 21st century and the digital realm, has yet to find its institutionalized place within CLAS. While there exist an undergraduate major and minor and a MA/MFA concentration in Digital Humanities offered by the Department of Digital Media and Design (School of Fine Arts), the humanities, housed in the College of Liberal Arts and Sciences, offer neither undergraduate nor graduate programs in this area. A new Graduate Certificate in DHMS will supply interested graduate students with much needed, indeed, crucial training and with highly marketable skills for their careers. These days a very high percentage of entrance-level positions in the humanities, the social sciences, and the arts come with the request or expressed requirements for expertise in digital scholarship and teaching, often advertised as Digital Humanities. UConn has yet to offer such training and exposure to its graduate students, despite various efforts to build a Digital Humanities community beyond the Department of Digital Media and Design.

In 2016, the Humanities Institute created the very first interdisciplinary leadership position within CLAS, with Anke Finger serving as the Assistant Director of Digital Humanities and Media Studies. As the interdisciplinary and supra-departmental hub for the humanities, the UCHI is also the ideal institution on campus to incubate the proposed Graduate Certificate in DHMS, serving graduate students in the humanities, the social sciences, and the arts. Anke Finger, whose affiliations are with CLAS and the School of Fine Arts (she has a courtesy joint appointment with the DMD), will direct and administer this DHMS Graduate Certificate.

**II. Need for the Proposed Program**

A small number of such certificates exist at universities such as UCLA, Northeastern University and Texas A&M University. The UConn Graduate Certificate in Digital Humanities and Media Studies will be unique insofar as it is fundamentally interdisciplinary in its epistemology: it will not be solely oriented, as certificate programs are at other schools, towards digital humanities methods, research, and practice, but also towards integrating media studies as an interdisciplinary and international field of critical inquiry and theory. These attributes will make the DHMS Graduate Certificate unique in the region, indeed the country, and enhance the prestige of the University of Connecticut as a research university.

Importantly, the introduction of a Graduate Certificate will help to market our increasingly successful efforts to build digital humanities and media studies across campus, and thereby attract more highly qualified graduate students to departments in CLAS and the School of Fine Arts.

There is a substantial external market justification for the new certificate. The Graduate Certificate in DHMS will enhance the positive features and success rates of our graduate students entering the academic job market, as digital humanities and media studies research and scholarship has proliferated across North American campuses at the undergraduate and graduate levels as well as internationally. In the month of October 2016, the *Chronicle of Higher Education* advertised 160 positions in higher education that included digital humanities or media studies as an area of specialty, in disciplines as diverse as communication, literary studies, the arts, history, philosophy, in fact, all major concentrations in the humanities, the social sciences and the arts. There are also ample employment opportunities for graduate students trained in digital humanities and media studies in non-governmental organizations, libraries, museums, and other public and corporate entities as digital humanities inquiries and practices are often closely linked to public humanities. For graduate students in the humanities, social sciences or the arts it has become vital, by 2016, to be exposed to digital humanities and media studies training: for their research, for their teaching, and for a solid start to their careers.

**III. Educational Objectives of the Program**

The Graduate Certificate in DHMS will be administered by the Humanities Institute, under the directorship of Anke Finger. The certificate prepares students to conduct humanities research with digital tools by providing participating graduate students the knowledge about same tools, about methods, and, importantly, about theoretical issues central to interfaces between digital humanities and media studies. These may include text analysis, data mining, visualization, modeling and simulation, geo-spatial inquiries and mapping, multi-media or digital storytelling, information or knowledge design, network analysis, and interface design in combination with the history of media, media archeology, media aesthetics, media theory, media philosophy, digital cultures and game studies.

The certificate emphasizes principles and concepts that will transfer across software programs, platforms and disciplines, keeping in mind that digital technologies will emerge and that they are accompanied by questions about how we use and integrate them into our cultural and everyday knowledge and practices.

*Outcomes include:*

* a DHMS Portfolio (see requirements below)
* a deep and theoretically sound understanding of the interfaces between Digital Humanities and Media Studies
* an in-depth practical and theoretical understanding of the humanities in the digital age as they apply to sectors within and beyond the academy
* an understanding of and experience with collaborative practice in the humanities, social sciences, and the arts as such practice applies to research and teaching with digital tools

**IV. Proposed Course Sequence and Educational Objectives**

The Graduate Certificate in DHMS for graduate students enrolled in CLAS or Fine Arts PhD or MA/MFA programs will require a minimum total of twelve credits: one core course, two electives, and an independent study accompanying the Digital Portfolio, as detailed below.

Certificate courses do not require any pre-requisites. Graduate students applying to the Certificate program must be full-time students with a GPA of 3.0 or higher. Each of the core courses will introduce students to key aspects of digital humanities within the context of media studies and digital cultures. They will provide historical, literary and philosophical perspectives for thinking broadly about and working within digital humanities and media studies, as well as expose students to applications and technical skills to merge theory with practice.

It is recommended that students attain this grounding first before moving on to take the elective courses, however, students may take courses concurrently as they complete their MA/MFA or doctorate. The two elective courses will allow students to branch out into the various subfields or sister fields of digital humanities and media studies, including multimodal scholarship, digital publishing, text analysis, network analysis, mapping, linguistic computing and more – choices to be determined with their advisor(s) and the DHMS Assistant Director. Core courses must be offered every year.

**Core Courses (students take one, 3 credits)**

ENGL 5650: Digital Humanities I

LCL 5020: Digital Humanities, Media Studies, and Multimodal Scholarship (to be offered Spring 2017)

DMD 5610 Introduction to Digital Humanities (to be offered Fall 2017)

**Electives (students take two and one independent study, with 3 credits each)**

Electives will be chosen based on the student’s major field of inquiry, her/his departmental home, and her/his dissertation or thesis research, in consultation with the student’s PhD or MA/MFA advisor and the Assistant Director of DHMS. One of the courses as well as the independent study can overlap with the requirements in the home department. Other courses might qualify as electives if they meet the following criteria: electives should deepen the student’s understanding and theoretical and practical application of DH and Media Studies and facilitate her/his direct translation of these skills and knowledge to her/his scholarship.

Possible courses include:

CLCS 5315 Third World Cinema

COMM 5660 Computer Mediated Communication

CSE 5302 Computer Architecture

DMD 5220 Cinematic Storytelling

EDCI 5820 Media Literacy in an Information Age

ENGL 6650 Seminar in Digital Humanities

GEOG 5150 Visualization in Geographic Information Systems

GERM 5365 German Film Studies

LCL 5010 Film Theory and History

LING 5000 Introduction to Computational Linguistics

**DHMS Portfolio**

The DHMS Portfolio serves as an independent research project, realized alongside the independent study and culled from work accomplished over the course of working on the DHMS Graduate Certificate. Students should be able to communicate the intellectual rigor and theoretical foundations of their project. They should also address some of the guidelines put forth by the Modern Language Association, the American Historical Association, and the College Art Association, as listed below:

* describe the process underlying creation of work in digital media (e.g., the creation of infrastructure as well as content) and their particular contributions
* describe how work in digital media requires new collaborative relationships with clients, publics, other departments, colleagues, and students (1)
* explain and document its development and progress and its contributions to scholarship
* include colleagues and take advantage of opportunities to explain how your work contributes to the scholarly conversation in on-campus forums, professional meetings, and print or online publications (2)
* consider process as a form of scholarship and as a valid, even essential, part of knowledge creation (3)

The final product must be publicly accessible on the web and include examples of the student’s work as well as how the project contributed to the student’s growth as a scholar (process writing). The portfolio must include a short statement of purpose.

# 1) MLA Guidelines for Evaluating Work in Digital Humanities and Digital Media,

<https://www.mla.org/About-Us/Governance/Committees/Committee-Listings/Professional-Issues/Committee-on-Information-Technology/Guidelines-for-Evaluating-Work-in-Digital-Humanities-and-Digital-Media>

2) Guidelines for the Professional Evaluation of Digital Scholarship by Historians,

<https://www.historians.org/teaching-and-learning/digital-history-resources/evaluation-of-digital-scholarship-in-history/guidelines-for-the-professional-evaluation-of-digital-scholarship-by-historians>

3) Guidelines for the Evaluation of Digital Scholarship in Art and Architectural History

<http://www.collegeart.org/pdf/evaluating-digital-scholarship-in-art-and-architectural-history.pdf>

**2016-130 TRST 3011 Add course (Guest: Peter Constantine)**



**Proposal to Add a New Undergraduate Course**

Last revised: September xx, 2013

1. Date: 10/24/2016

2. Department requesting this course: LCL

3. Semester and year in which course will be first offered: Spring 2017

# Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

**TRST 3011: The Art of Literary Translation**

Three credits. Working knowledge of a language other than English required.

Introduction to the practical aspects of literary translation with a focus on translating different types of literary texts into English.

# Items Included in Catalog Listing

**Obligatory Items**

1. Standard abbreviation for Department, Program or Subject Area: TRST

2. Course Number: 3011

3. Course Title: The Art of Literary Translation

4. Number of Credits: 3

5. Course Description (second paragraph of catalog entry): Introduction to the practical aspects of literary translation with a focus on translating different types of literary texts into English.

**Optional Items**

6. Pattern of instruction, if not standard: Standard

7. Prerequisites, if applicable:

a. Consent of Instructor, if applicable: No

b. Open to sophomores/juniors or higher: N/A

8. Recommended Preparation, if applicable: None

9. Exclusions, if applicable: None

10. Repetition for credit, if applicable: None

11. Skill codes “W”, “Q” or “C”: None

12. University General Education Content Area(s), if any:  None

a. If Content Area 1, specify a CLAS area, A-E:

b. Justification for inclusion in CLAS area, A-E:

(Please consult CLAS guidelines for areas A-E.)

13. S/U grading: None

# Justification

1. Reasons for adding this course: Several LCL faculty have been involved in Translation Studies through their research work and as actual translators for many years. The time has come now to offer some of that expertise to undergraduate and graduate students through a new program in Translation Studies. We expect the new program to have a good number of students, given the growing interest in the field over the last few years.

2. Academic merit: We are starting a new minor program in Translation Studies that will combine courses in foreign literatures, creative writing in English, and a couple core courses in Translation Studies. This course will be one of those Translation Studies core courses at the undergraduate level.

3. Overlapping courses: None

4. Number of students expected: 15-25

5. Number and size of sections: One section per year capped at 25 students

6. Effects on other departments: None

7. Effects on regional campuses: None

8. Staffing: Faculty

# General Education

If the course is approved, or is being proposed for university general education Content Area 1 (Arts and Humanities), then the course must be added to a CLAS general education area (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

(This should be copied from item 41a of the GEOC Curricular Action Request)

b. Specify a CLAS area, A-E:

c. Provide justification for inclusion in CLAS area, A-E:

(Please consult [CLAS guidelines](http://ccc.clas.uconn.edu/form-instructions/#CLASGE) for areas A-E.)

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/) by

    Department Curriculum Committee:

    Department Faculty:

2. Name, Phone Number, and e-mail address of principal contact person: Gustavo Nanclares, [gustavo.nanclares@uconn.edu](mailto:gustavo.nanclares@uconn.edu), 860-486-3313

# Syllabus

A syllabus for the new course must be attached to your submission email.

**TRST 3011 – THE ART OF LITERARY TRANSLATION**

Instructor: Peter Constantine

peter.constantine@uconn.edu

**Description**:

In this course we will translate different genres of prose, poetry, and drama, and examine a range of approaches to translating these genres into English. We will read texts by well-known literary translators about their practical approaches to translating literature, gaining insight into their craft. We will evaluate a number of literary works in translation, comparing several translations of the same text. Students will choose prose writers and poets to translate, and over the course of the semester the class will workshop, edit, and refine the translations.

**Foreign Language Requirement**: In order to take this course, students must have a working knowledge of a language other than English. This requirement must be met by having taken six credits of upper division coursework (3000-level or higher) in a foreign language (or the equivalent). Students not meeting this requirement who wish to take the course should contact me.

**Supportive Readings and Materials**:

Grossman, Edith. *Why Translation Matters*. Yale University Press, 2010,

HuskyCT, Online Library resources

**Objectives**

By the end of this course:

* You will be familiar with various methods and practices of literary translation, and will have worked toward developing your own approach.
* You will have an understanding of different approaches to translation.
* You will have workshopped and completed a number of translations of your own.

**Assignments**

* You will be expected to do a weekly short translation of your choice into English of 150 - 200 words in different genres to be workshopped in class.
* Three 15 minute presentations.
* A portfolio consisting of your finished translations.

**Grade Breakdown**

25% Performance and participation. You will be expected to participate in class discussion and to have carefully read and given thought to the material for each class.

15% Presentation of a published translation. Each student will give a 15-minute presentation analyzing a published translation, discussing its merits and/or shortcomings.

25% Presentation of your own translations. Students will periodically give a 15-minute presentation discussing issues they faced in their translations.

35% Student’s final edited translation portfolio.

**Plagiarism**: Plagiarism in translation is the theft of another’s translated text or specific wording and the presentation of that material as one’s own. In translation, plagiarism is copying out or following another translator’s word choices without an acknowledgement. Any student who commits plagiarism will receive a grade of “F” for the course.  The Dean of the College may also refer the case to the Academic Misconduct Hearing Board to consider whether further penalties, including expulsion from the University, are warranted.

**Plan of classes:**

\*\*\* This plan of classes can be subjected to any change that the instructor might deem appropriate. If such changes occur, students will be informed in class by the instructor.

**WEEK 1**

Class 1

Introduction to the course and discussion of general concepts of literary translation. Discussion of first short translation texts (150 - 200 words) you will do for week 2.

Class 2

Come to class having read Octavio Paz’s article "Translation: Literature and Letters. <http://isites.harvard.edu/fs/docs/icb.topic84298.files/Supplementary_readings/PAZ.PDF>

**WEEK 2**

Class 3

Presentations and analysis of students’ short translations.

Class 4

Presentations and analysis of students’ short translations.

**WEEK 3**

Class 5

Come to class having read “The Process of Translation,” by William Weaver.

Class 6

Approaches to translating contemporary prose. We will talk about issues professional literary translators keep in mind when choosing an author.

**WEEK 4**

Class 7

Come to class having read: “Style and translation” and “Translating literary texts” by David Bellos.

Class 8

Presentations and analysis of students’ short contemporary prose translations.

**WEEK 5**

Class 9

Come to class having read the chapter “Authors, readers, translators,” from Edith Grossman’s book *Why Translation Matters*.

Class 10

Presentations and analysis of students’ short contemporary prose translations.

**WEEK 6**

Class 11

Come to class having read the chapter “Translating Cervantes” from Edith Grossman’s book *Why Translation Matters*. Discussion of students translating short prose from other periods.

Class 12

Presentations and analysis of students’ short prose translations from other periods.

**WEEK 7**

Class 13

Presentations and analysis of students’ short prose translations from other periods.

Class 14

Student presentations analyzing a published translation, part I. Class discussion.

**WEEK 8**

Class 15

Student presentations analyzing a published translation, part 2. Class discussion.

Class 16

Class discussion on translating poetry from different ages.

**WEEK 9**

**Spring Recess**

**WEEK 10**

Class 17

Come to class having read the chapter “Translating Poetry.” from Edith Grossman’s book *Why Translation Matters*. Students choose poetry projects to translate.

Class 18

Presentations and analysis of students’ contemporary poetry translations.

**WEEK 11**

Class 19

Presentations and analysis of students’ translations of poetry from other periods.

Class 20

Presentations and analysis of students’ translations of poetry from other periods.

**WEEK 12**

Class 21

Come to class having read “Some Pitfalls of Translating Drama,” by Philip Boehm.

Class 22

Presentations and analysis of students’ translations of drama.

**WEEK 13**

Class 23

Presentations and analysis of students’ translations of drama.

Class 24

Student workshopping their comleted translation portfolio with class discussion.

**WEEK 14**

Class 25

Student workshopping their completed translation portfolio with class discussion.

Class 26

Student workshopping their completed portfolio with class discussion.

**2016-131 SLHS 6123 Add course (Guest: Adrian Garcia-Sierra)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Garcia-Sierra |
| **Course Title** | Bilingualism in typical and atypical populations: language and cognition |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Speech Language and Hearing Services > UICC > Return > Speech Language and Hearing Services > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 1 |
| **Course Subject Code** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Bilingualism in typical and atypical populations: language and cognition |
| **Course Number** | 6123 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Adrian Garcia-Sierra |
| **Initiator Department** | SPEECH, LANG & HEARING |
| **Initiator NetId** | adg12007 |
| **Initiator Email** | [adrian.garcia-sierra@uconn.edu](mailto:adrian.garcia-sierra@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | One class of 3 hours per week |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | SLHS 2125Q SLHS 2203 SLHS 2204 SLHS 3247 SLHS 4254 |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | No |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | SLHS 6123. Bilingualism in Typical and Atypical Populations: Language and Cognition  Recommended preparation: SLHS 2125Q, SLHS 2203, SLHS 2204, SLHS 3247, and SLHS 4254. Instructor consent required.  Topics in bilingualism in typical and atypical populations, which may include biological and cognitive factors associated with language acquisition, cognitive reserve, Speech Language Impairment in bilinguals with emphasis in diagnosis, cognitive factors in language selection, and differences in reading opaque vs. transparent languages. |
| **Reason for the course action** | There is need for speech pathologist and audiologist to know how production, perception and language interact when more than one language is learned from infancy or learned later in life. |
| **Specify effect on other departments and overlap with existing courses** | The are nor overlaps with existing courses. The proposed course is specific to bilingualism in typical and atypical populations with an emphasis in language and cognition. I contacted the Departments' head from NEAG school (Dr. Doyle), Psychology (Dr. Green), and Linguistics (Dr. Lillo-Martin) for this purpose and they all agree that my course is unique with little overlap with courses offered in their departments. |
| **Please provide a brief description of course goals and learning objectives** | In this seminar, we will study the broad concept of bilingualism in 5 sections. (1) biological and cognitive factors associated with language acquisition (2), the concept of cognitive reserve in bilinguals diagnosed with Alzheimer and dementia as well as bilingual patients with aphasia and brain injury (3), Speech Language Impairment in bilinguals with emphasis in diagnosis. (4), cognitive factors in langue selection and (5), differences in reading opaque vs. transparent languages. |
| **Describe course assessments** | The class structure would mainly require students’ participation. Therefore, participation is 50% of your final grade and the rest of your grade will based on a final paper and a short presentation of it. Participation (50%). Participation is the most important aspect of a seminar. It is expected from students to actively participate. In order to promote participation, students will be in charge of writing 2 question from the readings before each class. Questions. In each class we will review 2 academic papers. Each of you will write a thoughtful question from each of the papers (4 total) and submit it to Husky-CT 24 hours before the class. Lead Discussant: Each student will function as a lead discussant two or three times throughout the semester. The lead discussant task is to organize the questions in a thoughtful way. Final Paper Presentation (10%). Students will be asked to write a final paper using the concepts learned in class. The final paper will be presented to the class before the due date with the purpose of obtaining feedback from the class. I encourage students to use this presentation as a way to clarify ideas and, improve the organization and the structure of the final paper. Final Paper (40%). The final paper can be a review paper based on contemporary literature in bilingualism or it can be a small research paper using previously collected data or a project that you are interested in doing. The final paper should be 10-12 pages long (no references or figures included) following the APA style guidelines (6th ed. of the APA Manual) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Bilingual Seminar Syllabus for CC&C.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/40322) | Bilingual Seminar Syllabus for CC&C.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Committee Sign-Off Date** |  |
| **Post College Routing / Workflow** |  |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **F\_CommitteeSignOff** | **Comments** | | Start | Adrian Garcia-Sierra | 10/26/2016 - 13:46 | Submit |  | To whom it may concern, I am interested in adding a course in Uconn's graduate catalog. The name of the course is Bilingualism in typical and atypical populations: language and cognition. This class has been taught 2 times in the past as part of Topics in Speech Pathology (SLHS-6368). | | Speech Language and Hearing Services | Lendra Friesen | 10/26/2016 - 20:13 | Approve |  | approved by rep | | UICC | Eric Donkor | 10/27/2016 - 09:17 | Return |  | This proposal was routed to UICC because the proposer selected "UNIV" under course info. Since the intent was to submit the course to CLAS, the correct choice should be "Neither" under the "Course Info" menu. In order for the proposal to be routed to CLAS C&C, it should be resubmitted, and mark "Neither" under the course info. | | Return | Adrian Garcia-Sierra | 10/27/2016 - 09:32 | Resubmit |  | Sorry about the confusion. I have changed it to "neither" Best Adrian | | Speech Language and Hearing Services | Lendra Friesen | 10/27/2016 - 10:06 | Approve |  | signed off by the rep | |

**2016-132 SLHS 4335 Add course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Chase |
| **Course Title** | Introduction to Clinical Methods in Speech-Language Pathology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Speech Language and Hearing Services > UICC > Return > Speech Language and Hearing Services > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 1 |
| **Course Subject Code** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Introduction to Clinical Methods in Speech-Language Pathology |
| **Course Number** | 4335 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Wendy M Chase |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | wmc08001 |
| **Initiator Email** | [wendy.chase@uconn.edu](mailto:wendy.chase@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | On-line |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | SLHS4245, SLHS4251 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,Senior,Graduate |
| **Is there a specific course prohibition?** | No |
| **Will this course NOT count towards any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 3 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | No |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | No |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** |  |
| **If not generally available at all campuses, please explain why** | On-line |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

|  |  |
| --- | --- |
| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | SLHS 4335  Introduction to Clinical Methods in Speech-Language Pathology  Prerequisites: SLHS4245 and SLHS4251. Open to Juniors or higher.  Clinical methods of treatment in speech-language pathology.  Professional interaction, development of client focused treatment goals, construction of lesson plans, collection and analysis of client data, and daily SOAP note documentation. |
| **Reason for the course action** | This course covers material that is not present in other undergraduate coursework. It is intended to give the undergraduate student a strong foundation for skills in identifying target behaviors, determining appropriate treatment materials and activities, and assessing client performance. The UCONN graduate program in speech-language pathology now requires that an undergraduate clinical methods course has been taken and passed prior to beginning the MA program and this course would allow students who do not have a methods course on their transcript to take the course in the summer prior to arriving for orientation. |
| **Specify effect on other departments and overlap with existing courses** | There is no content overlap with any other department that has been identified. |
| **Please provide a brief description of course goals and learning objectives** | Learners will state basic rules for introduction and address for clients of all ages, cultures, ethnicities, and family/social situations. Learners will construct client focused clinical goals consistent with the model provided. Learners will develop a lesson plan using a standard lesson plan outline where the long term goals are provided. Learners will design and create data collection tools for session goals. Learners will document session information in SOAP format. |
| **Describe course assessments** | Component A Quizzes: Five on-line quizzes for each module component, based on readings assigned. Each quiz will be worth 3 points for a total of 15 points. Component B Discussion Contribution: Quality and number of posts to discussion forum, based on the rubric provided (2 points for original post and 1 point for two responses to classmates). Modules1A-1C will be whole-class discussions and Module 1D will be a group discussion. There will be five discussions worth 3 points each for a total of 15 points. Component C Assignments/Journals: Independent completion of assignments/journals will be done in the HuskyCT Journals tool, by scheduled deadline. There will be five assignments/journals worth 9 points each for a total of 45 points. See HuskyCT for more information. Component D Final Project: This will be discussed during the class. The final project will be worth 25 points. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [SLHS 4335 Syllabus Intro to clinical methods in speech-language pathology summer I.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/38927) | SLHS 4335 Syllabus Intro to clinical methods in speech-language pathology summer I.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Committee Sign-Off Date** |  |
| **Post College Routing / Workflow** |  |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **F\_CommitteeSignOff** | **Comments** | | Start | Wendy M Chase | 10/11/2016 - 08:37 | Submit |  | This class was offered in summer 2016 as a 3298 class and following approval of the SLHS faculty is requested as a regular course. | | Speech Language and Hearing Services | Lendra Friesen | 10/25/2016 - 14:11 | Approve |  | approved by rep | | UICC | Eric Donkor | 10/26/2016 - 19:24 | Return |  | It appears the proposer intends to submit this proposal to CLAS (instead of UICC) for review. The proposer should therefore resubmit the CAR form and under the "Course Info" tab the choice for "Is this a UNIV or INTD" the appropriate choice should be "Neither" rather than "INTD" | | Return | Wendy M Chase | 10/26/2016 - 19:59 | Resubmit |  | Resubmitted under the "neither" category | | Speech Language and Hearing Services | Lendra Friesen | 10/27/2016 - 09:15 | Approve |  | approved by the rep | |

SLHS 4335

Introduction to Clinical Methods in Speech-Language Pathology

BS Program in Communication Disorders

Syllabus - Summer Session 1

**Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.**

Course and Instructor Information

**Course Title:** Introduction to Clinical Methods

**Credits: 3**

**Format:** online

**Prerequisites:** Undergraduate level courses in: Introduction to Communication Disorders or SLHS major

**Professor: Wendy Chase**

**Email:** [wendy.chase@uconn.edu](mailto:wendy.chase@uconn.edu);

**Telephone:** Office phone # 860 486-3265

**Other:** (If applicable)

**Office Hours/Availability:** E-mail responses within 48 hours. E-mail is the preferred method of communication as the instructor will be working from other sites over the summer.

Course Materials

**Required course materials should be obtained before the first day of class**.  
Texts are available through a local or online bookstore. The [UConn Co-op](http://bookstore.uconn.edu/index.html) carries many materials that can be shipped via its online [Textbooks To Go](http://bookstore.uconn.edu/text/ttg.html) service. For more information, see Textbooks and Materials on our [Enrolled Students](http://ecampus.uconn.edu/enrolled_students.html) page.

Required Materials:

There are no textbooks required for this class. All readings will be posted to the HuskyCT site.

*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

Course Description

This course is an introduction to clinical methods of treatment in speech-language pathology. It can be taken in the junior or senior year of the undergraduate program or prior to entry into the graduate program (MA) at UCONN. Professional interaction, development of client focused treatment goals, construction of lesson plans, collection and analysis of client data, and daily SOAP note documentation will be covered. Non-matriculated students in Communication Sciences and Disorders programs at other universities are also welcome.

Course Objectives

Course Outcomes:

* Learners will state basic rules for introduction and address for clients of all ages, cultures, ethnicities, and family/social situations.
* Learners will construct client focused clinical goals consistent with the model provided.
* Learners will develop a lesson plan using a standard lesson plan outline where the long term goals are provided.
* Learners will design and create data collection tools for session goals.
* Learners will document session information in SOAP format.

Course Outline (and Calendar if Applicable)

**Module 1: Professional Behavior in the Clinical Setting (May 31 to June 5)**

Learners will demonstrate the correct form of address during an initial client introduction.

Learners will identify modifications that may be appropriate based on cultural or ethnic diversity.

Learners will identify modifications that may be appropriate based on disability.

Learners will state acceptable forms of dress and demeanor in the clinical setting.

**Module 2: Construction of clinical goals (June 6 to June 12)**

* Learners will write the “do” statement reflecting the target behavior when given the communicative deficit.
* Learners will analyze various methods and choose the best method of assessing compliance with the target behavior.
* Learners will determine the expected time frame associated with mastery of the target behavior under the conditions stated.
* Learners will develop the next potential clinical goal given the client’s current level of performance of the target behavior.

**Module 3: Development of a lesson plan (June 13 to June 19)**

* Learners will select materials that facilitate elicitation of the target behavior.
* Learners will select materials that reflect the client age, developmental level, and language level.
* Learners will select materials that demonstrate awareness of client interests, cultural sensitivity and constraints afforded by the treatment environment.
* Learners will select the course of activities/goals that supports client success and engagement while minimizing off task behaviors.
* Learners will create task instructions in script format hat clearly establish the client’s expected behavior/participation in the activity/goal.

**Module 4: Collection of data (June 20 to June 26)**

* Learners will construct data collection sheets when provided with the session goal.
* Learners will score client responses accurately.
* Learners will review aggregate data and modify clinical goals to reflect a performance hierarchy.
* Learners will identify possible reinforcement statements that are specific to the target behavior.

**Module 5: Documentation of daily session information (June 27 to July 1)**

* Learners will state the components of the SOAP note and provide a definition of each area.
* Learners will construct sentences representing the client’s performance of each target behavior using the data provided for the “objective” section of the note.
* Learners will document observations or factors that influenced client production of the target behavior in professional language.
* Learners will write objective observations or factors that influenced client production of the target behaviors using professional language.
* Learners will write a summary statement with comparative language to prior session for the “assessment” section of a daily note.
* Learners will write the “plan” section of the note indicating any changes to the “plan of care” anticipated for the next clinical session.

Course Requirements and Grading

Summary of Course Grading:

| **Course Components** | **Weight** |
| --- | --- |
| Quizzes | 15% |
| Discussion Contribution | 15% |
| Assignments/Journals | 45% |
| Final Project | 25% |

Component A

Quizzes: Five on-line quizzes for each module component, based on readings assigned. ***Each quiz will be worth 3 points for a total of 15 points.***

Component B

Discussion Contribution: Quality and number of posts to discussion forum, based on the rubric provided (2 points for original post and 1 point for two responses to classmates). Modules1A-1C will be whole-class discussions and Module 1D will be a group discussion. ***There will be five discussions worth 3 points each for a total of 15 points.***

Component C

Assignments/Journals: Independent completion of assignments/journals will be done in the **HuskyCT Journals tool**, by scheduled deadline. ***There will be five assignments/journals worth 9 points each for a total of 45 points.*** See HuskyCT for more information.

Component D

Final Project: This will be discussed during the class. The final project will be worth 25 points.

Grading Scale:

Undergraduate

|  |  |  |
| --- | --- | --- |
| If your Current Average is greater than: | and less than: | then your Current Grade is: |
| 92.0 |  | A |
| 90.0 | 92.0 | A- |
| 88.0 | 90.0 | B+ |
| 82.0 | 88.0 | B |
| 80.0 | 82.0 | B- |
| 78.0 | 80.0 | C+ |
| 72.0 | 78.0 | C |
| 70.0 | 72.0 | C- |
| 68.0 | 70.0 | D+ |
| 62.0 | 68.0 | D |
| 60.0 | 62.0 | D- |
|  | 60.0 | F |

Due Dates and Late Policy

All course due dates are identified in the assignment or assessment tabs. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. There is no credit awarded for late submission.*

Feedback and Grades

I will make every effort to provide feedback and grades in 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://community.uconn.edu/the-student-code-preamble/) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)
* [Academic Integrity in Graduate Education and Research](http://policy.uconn.edu/?p=3282)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/help/start-guides/undergraduate-students/) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html).

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

* Matriculated students should add or drop a course through the [Student Administration System](https://student.studentadmin.uconn.edu/).
* Non-degree students should refer to [Non-Degree Add/Drop Information](http://nondegree.uconn.edu/non-degree-registration/) located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

* [Undergraduate Catalog](http://catalog.uconn.edu/)
* [Graduate Catalog](http://graduatecatalog.uconn.edu/)

Academic Calendar

There are important dates and deadlines for each semester and session classes are offered:

* [Fall and Spring Semester](http://registrar.uconn.edu/academic-calendar/)
* [Summer Session](http://summersession.uconn.edu/fees-and-dates/)
* [Winter Session](http://wintersession.uconn.edu/fees-and-dates/)

Academic Support Resources

[Technology and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://csd.uconn.edu/). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

Software Requirements and Technical Help

* Word processing software (Microsoft Word)
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Internet access

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the [Digital Learning Center](http://www.dlc.uconn.edu/). Students also have [24x7 Support](http://www.ecampus24x7.uconn.edu/) with access to live chat, phone and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://geoc.uconn.edu/computer-technology-competency/) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

**Council on Academic Accreditation (CAA) in Speech, Language, and Hearing Sciences Graduate Programs in association with the American Speech, Language, Hearing Association (ASHA) requirements met by this course:**

**3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.**

**3.4B The academic and clinical curricula reflect and appropriate sequence of learning experiences.**

**4.1 The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.**

**4.5 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives academic credit.**

**5.1 The program conducts ongoing and systematic formative and summative assessments of the performance of its current students.**

**6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program’s mission and goals.**

*Formative Assessment*—ongoing measurement throughout educational preparation for the purpose of monitoring acquisition of knowledge and skills and improving student learning

**2016-133 SLHS 5XXX Add course (Augmentative Alternative Communication)**



**Proposal to Add a New Graduate Course**

Last revised: September 24, 2013

1. Date: 10/31/16

2. Department requesting this course: Department of Speech-Language and Hearing Sciences

3. Semester and year in which course will be first offered: recurring Fall semester

# [Final Catalog Listing](http://ccc.clas.uconn.edu/form-instructions/#listing)

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

SLHS 5XXX. Augmentative Alternative Communication in Speech-Language Pathology. 3 credits. Lecture. Open to 2nd year SLP MA program students, others with permission.

Principles of assessment, therapeutic intervention and diagnostic selection of no, low, mid and/or high technology Augmentative Alternative Communication for individuals with complex communication needs.

# Items Included in Catalog Listing

**Obligatory Items**

1. [Abbreviation](http://ccc.clas.uconn.edu/form-instructions/#abbreviation) for Department, Program or [Subject Area](http://ccc.clas.uconn.edu/form-instructions/#subject): SLHS

2. [Course Number](http://ccc.clas.uconn.edu/form-instructions/#number): 5XXX

3. Course Title: Augmentative and Alternative Communication in Speech-Language Pathology

4. [Number of Credits](http://ccc.clas.uconn.edu/form-instructions/#credits) (use digits, “3” not “three”): 3

5. [Course Description](http://ccc.clas.uconn.edu/form-instructions/#description) (second paragraph of catalog entry): Principles of assessment, therapeutic intervention and diagnostic selection of no, low, mid and/or high technology Augmentative Alternative Communication for individuals with complex communication needs.

6. [Course Type](http://ccc.clas.uconn.edu/form-instructions/#type), if appropriate:

\_X\_Lecture \_\_ Laboratory \_\_ Seminar \_\_ Practicum

**Optional Items**

7. [Prerequisites](http://ccc.clas.uconn.edu/form-instructions/#prereqs), if applicable: Students should be enrolled in the 2nd year of the SLP MA program; or consent of instructor

8. [Recommended Preparation](http://ccc.clas.uconn.edu/form-instructions/#recprep), if applicable: N/A

9. [Consent of Instructor](http://ccc.clas.uconn.edu/form-instructions/#consent), if applicable: See above

10. [Exclusions](http://ccc.clas.uconn.edu/form-instructions/#exclusions), if applicable: N/A

11. [Repetition for credit,](http://ccc.clas.uconn.edu/form-instructions/#repetition) if applicable: No

12. [S/U grading](http://ccc.clas.uconn.edu/form-instructions/#SUundergrad): N/A

# Justification

1. [Reasons for adding this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): To the instructor’s knowledge, no other course on Augmentative and Alternative Communication exists at Uconn. The EPSY 3230 course discusses the use of educational technology in the education profession but does not address diagnosis, assessment, selection of and therapeutic intervention strategies for the use of no, low, mid and/or high technology communication systems for individuals with complex communication needs. The course also addresses the access and positioning needs of individuals to successfully utilize the AAC systems. This course addresses the growing need to support individuals with all aspects of communication, including but not limited to the educational environment.

2. [Academic merit](http://ccc.clas.uconn.edu/form-instructions/#_justification_1): This course is designed to provide students with the knowledge and skills in augmentative and alternative communication when working with children and adults with complex communication disorders. The course will address the etiologies often associated with severe communication impairments, related physical and cognitive-linguistic challenges; the basic principles of AAC assessment and procedures; identify potential AAC users, appropriate selection of symbols and vocabulary for no, low, mid and/or high-technology systems, seating and positioning, access, and principles of intervention and implementation of AAC systems within the clinic, school, medical, home and community settings.

3. [Overlapping courses](http://ccc.clas.uconn.edu/form-instructions/#overlap): There are no other overlapping courses.

4. Number of students expected: 20 max

5. Number and size of sections: 1 section for total number of students

6. [Effects on other departments](http://ccc.clas.uconn.edu/form-instructions/#effects): No other departments are negatively impacted by this course. Graduate students in the school of NEAG could potentially take this course as an elective.

7. [Staffing](http://ccc.clas.uconn.edu/form-instructions/#staffing): Nicole W. Gallagher, M.S., CCC-SLP

8. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: 10/13/16

    Department Faculty: 10/18/16

9. Name, Phone Number, and e-mail address of principal contact person: Nicole W. Gallagher; 860-486-5349; nicole.w.gallagher@uconn.edu

# Syllabus

A [syllabus](http://ccc.clas.uconn.edu/form-instructions/#syllabus) for the new course must be attached to your submission email.

# Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

**2016-134 SLSH 5XXX Add course (Intro to Medical Speech Pathology 1)**



**Proposal to Add a New Graduate Course**

Last revised: September 24, 2013

1. Date: 10/31/16

2. Department requesting this course: **SLHS**

3. Semester and year in which course will be first offered:

Recurring Fall semester

# [Final Catalog Listing](http://ccc.clas.uconn.edu/form-instructions/#listing)

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

SLHS 5XXX. Introduction to Medical Speech Pathology 1

1 credit. Lecture. Open to 1st year graduate students currently enrolled in the SLHS MA program.

This course includes four group lectures a semester and clinical rotations at the UCONN Health Center.  Course content and clinical experiences are designed to enhance the student’s comfort and knowledge of medical speech pathology, as well as prepare students for their off campus medical practicum.  Students will have opportunities to learn about various disorders and various levels of care in a supportive environment.

# Items Included in Catalog Listing

**Obligatory Items**

1. [Abbreviation](http://ccc.clas.uconn.edu/form-instructions/#abbreviation) for Department, Program or [Subject Area](http://ccc.clas.uconn.edu/form-instructions/#subject): **SLHS**

2. [Course Number](http://ccc.clas.uconn.edu/form-instructions/#number): 5XXX

3. Course Title: **Introduction to Medical Speech Pathology 1**

4. [Number of Credits](http://ccc.clas.uconn.edu/form-instructions/#credits) (use digits, “3” not “three”): 1

5. [Course Description](http://ccc.clas.uconn.edu/form-instructions/#description) (second paragraph of catalog entry):

This course includes four group lectures a semester and clinical rotations at the UCONN Health Center.  Course content and clinical experiences are designed to enhance the student’s comfort and knowledge of medical speech pathology, as well as prepare students for their off campus medical practicum.  Students will have opportunities to learn about various disorders and various levels of care in a supportive environment.

6. [Course Type](http://ccc.clas.uconn.edu/form-instructions/#type), if appropriate:

\_X\_Lecture \_\_ Laboratory \_\_ Seminar \_\_ Practicum

**Optional Items**

7. [Prerequisites](http://ccc.clas.uconn.edu/form-instructions/#prereqs), if applicable: Enrolled in SLP MA program

8. [Recommended Preparation](http://ccc.clas.uconn.edu/form-instructions/#recprep), if applicable: N/A

9. [Consent of Instructor](http://ccc.clas.uconn.edu/form-instructions/#consent), if applicable: N/A

10. [Exclusions](http://ccc.clas.uconn.edu/form-instructions/#exclusions), if applicable: N/A

11. [Repetition for credit,](http://ccc.clas.uconn.edu/form-instructions/#repetition) if applicable: No

12. [S/U grading](http://ccc.clas.uconn.edu/form-instructions/#SUundergrad): N/A

# Justification

1. [Reasons for adding this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): This class is the only medically based off campus experience that the 1st year graduate students enrolled in SLHS have prior to their full time off campus medical placement in the summer.
2. [Academic merit](http://ccc.clas.uconn.edu/form-instructions/#_justification_1): This course prepares students for their off campus practicum in a medical facility. Prior to this course, feedback from off campus supervisors indicated that students were ill prepared for their hospital rotations due to lack of exposure to medical settings and medical terminology. Additionally, providing students with a supportive environment where they can navigate patient care activities has improved their overall comfort and performance in a medical setting.

3. [Overlapping courses](http://ccc.clas.uconn.edu/form-instructions/#overlap): No

4. Number of students expected: 20 max

5. Number and size of sections: 10 in each session 2 sections/sections

6. [Effects on other departments](http://ccc.clas.uconn.edu/form-instructions/#effects): None

7. [Staffing](http://ccc.clas.uconn.edu/form-instructions/#staffing): Lucinda Soares Gonzales, MS., CCC-SLP

8. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: **10/13/16**

    Department Faculty: **10/18/16**

9. Name, Phone Number, and e-mail address of principal contact person: Lucinda Soares Gonzales, MS., CCC-SLP [Lucinda.soares@uconn.edu](mailto:Lucinda.soares@uconn.edu), 860-486-3657

# Syllabus

A [syllabus](http://ccc.clas.uconn.edu/form-instructions/#syllabus) for the new course must be attached to your submission email.

Course and Instructor Information

**Course Title:** Introduction to Medical Speech Pathology 1

**Credits: 1**

**Format:** Blended/ HuskyCt, Classroom, practical UCONN Health Center Rotations

**Prerequisites:** Current MA Student in SLP

**Professor: Lucinda Soares Gonzales, MS., CCC-SLP**

**Email:** lucinda.soares@uconn.edu

**Telephone:** Office phone # 860 486-3657

**Other:** (If applicable)

**Office Hours/Availability:** E-mail responses within 48 hours. E-mail is the preferred method of communication as the instructor will be working from other sites during the semester.

Course Materials

**Required course materials should be obtained before the first day of class**.

Texts are available through a local or online bookstore. The [UConn Co-op](http://bookstore.uconn.edu/index.html) carries many materials that can be shipped via its online [Textbooks To Go](http://bookstore.uconn.edu/text/ttg.html) service. For more information, see Textbooks and Materials on our [Enrolled Students](http://ecampus.uconn.edu/enrolled_students.html) page.

Required Materials:

Item 1. Technology support as noted below.

There are no text books required for this class. All readings will be posted to the huskyct site.

Item 2. Medical Speech-Language Pathology Textbook when available (to be discussed in class)

*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

Course Description

This course is completed during the fall and Spring semesters of admission to the two year MA program in speech-language pathology. This course will focus on medical aspects of speech pathology and will include introduction to terminology, chart review, basic dysphagia skills, hospital organization, coding and billing. Additionally, this course will have a hands on rotation at the UCONN Health Center where students will interact with hospital staff and patients.

Course Objectives

Course Outcomes:

* Learners will demonstrate emerging knowledge of medical speech pathology.

Plan and complete chart review

Plan and complete patient interview

Plan, conduct, interpret and write a clinical dysphagia evaluation

Observe FEES/MBS

Administer Cognitive Communication Assessment/ Language assessment

Demonstrate emerging knowledge in trach/vent management

* Learners will increase knowledge and comfort of hospital operations

Demonstrate appropriate infection control

Demonstrate ethical and accurate billing/coding

Course Outline (and Calendar if Applicable)

Please see rotation schedule for UCHC rotations

Course Requirements and Grading

Summary of Course Grading:

| **Course Components** | **Weight** |
| --- | --- |
| Discussion Contribution | 15% |
| Assignments | 25% |
| Midterm Project/Test | 30% |
| Final Project/Test | 30% |

Component A

Discussion Contribution: Quality and number of posts to discussion forum, level of engagement during rotations etc.

Component B

Assignments: Independent completion of assignments, by scheduled deadline.

**Component C**

Midterm, Project/Exam

Component D

Final Project/Exam

Grading Scale:

Graduate

| **Grade** | **Letter Grade** | **GPA** |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |

Due Dates and Late Policy

All course due dates are identified in the assignment or assessment tabs. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. There is no credit awarded for late submission.*

Feedback and Grades

I will make every effort to provide feedback and grades in 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

[Policy Against Discrimination, Harassment and Related Interpersonal Violence](http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/)

*The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.*  More information is available at[equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://community.uconn.edu/the-student-code-preamble/) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)
* [Academic Integrity in Graduate Education and Research](http://policy.uconn.edu/?p=3282)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/instruction/tutorials/plagiarism.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/instruction/students.htm) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html).

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

* Matriculated students should add or drop a course through the [Student Administration System](https://student.studentadmin.uconn.edu/).
* Non-degree students should refer to [Non-Degree Add/Drop Information](http://nondegree.uconn.edu/non-degree-registration/) located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

* [Undergraduate Catalog](http://catalog.uconn.edu/)
* [Graduate Catalog](http://graduatecatalog.uconn.edu/)

Academic Calendar

The University's [Academic Calendar](http://registrar.uconn.edu/academic-calendar/) contains important semester dates.

Academic Support Resources

[Technology and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://www.csd.uconn.edu/index.html). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

**Final Exam Policy**

*In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the*[*Office of Student Support and Advocacy*](http://www.ossa.uconn.edu/)*(OSSA). If permission is granted, OSSA will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.*

Software Requirements and Technical Help

* Word processing software
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Internet access

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the [Digital Learning Center](http://www.dlc.uconn.edu/). Students also have [24x7 Support](http://www.ecampus24x7.uconn.edu/) with access to live chat, phone and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://ctcs.uconn.edu/) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

**Council on Academic Accreditation (CAA) in Speech, Language, and Hearing Sciences Graduate Programs in association with the American Speech, Language, Hearing Association (ASHA) requirements met by this course:**

**3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.**

**3.4B The academic and clinical curricula reflect an appropriate sequence of learning experiences.**

**4.1 The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.**

**4.5 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives academic credit.**

**5.1 The program conducts ongoing and systematic formative and summative assessments of the performance of its current students.**

**6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program’s mission and goals.**

*Formative Assessment*—ongoing measurement throughout educational preparation for the purpose of monitoring acquisition of knowledge and skills and improving student learning

# Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

**2016-135 SLHS 5XXX Add course (Intro to Medical Speech Pathology II)**



**Proposal to Add a New Graduate Course**

Last revised: September 24, 2013

1. Date: 10/31/16

2. Department requesting this course: SLHS

3. Semester and year in which course will be first offered:

Recurring Spring semester

# [Final Catalog Listing](http://ccc.clas.uconn.edu/form-instructions/#listing)

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

SLHS 5XXX. Introduction to Medical Speech Pathology 2

1 credit. Lecture. Open to 1st year graduate students currently enrolled in the SLHS MA program. Completed Introduction to Medical Speech Pathology 1.

This course includes four group lectures a semester and clinical rotations at the UCONN Voice Clinic, a skilled nursing facility, and a rehabilitation facility.  Course content and clinical experiences are designed to enhance the student’s comfort and knowledge of medical speech pathology, as well as prepare students for their off campus medical practicum. Special topic lectures will be included in this course.

# Items Included in Catalog Listing

**Obligatory Items**

1. [Abbreviation](http://ccc.clas.uconn.edu/form-instructions/#abbreviation) for Department, Program or [Subject Area](http://ccc.clas.uconn.edu/form-instructions/#subject): **SLHS**

2. [Course Number](http://ccc.clas.uconn.edu/form-instructions/#number):

3. Course Title: **Introduction to Medical Speech Pathology 2**

4. [Number of Credits](http://ccc.clas.uconn.edu/form-instructions/#credits) (use digits, “3” not “three”): 1

5. [Course Description](http://ccc.clas.uconn.edu/form-instructions/#description) (second paragraph of catalog entry):

This course includes four group lectures a semester and clinical rotations the UCONN Voice Clinic, a skilled nursing facility, and a rehabilitation facility.  Course content and clinical experiences are designed to enhance the student’s comfort and knowledge of medical speech pathology, as well as prepare students for their off campus medical practicum. Special topic lectures will be included in this course.

6. [Course Type](http://ccc.clas.uconn.edu/form-instructions/#type), if appropriate:

\_X\_Lecture \_\_ Laboratory \_\_ Seminar \_\_ Practicum

**Optional Items**

7. [Prerequisites](http://ccc.clas.uconn.edu/form-instructions/#prereqs), if applicable: **Introduction to Speech Pathology 1**

8. [Recommended Preparation](http://ccc.clas.uconn.edu/form-instructions/#recprep), if applicable: N/A

9. [Consent of Instructor](http://ccc.clas.uconn.edu/form-instructions/#consent), if applicable: N/A

10. [Exclusions](http://ccc.clas.uconn.edu/form-instructions/#exclusions), if applicable: N/A

11. [Repetition for credit,](http://ccc.clas.uconn.edu/form-instructions/#repetition) if applicable: No

12. [S/U grading](http://ccc.clas.uconn.edu/form-instructions/#SUundergrad): N/A

# Justification

1. [Reasons for adding this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): This class is the only medically based off campus experience that the 1st year graduate students enrolled in SLHS have prior to their full time off campus medical placement in the summer.

2. [Academic merit](http://ccc.clas.uconn.edu/form-instructions/#_justification_1): This course prepares students for their off campus practicum in a medical facility. Prior to this course, feedback from off campus supervisors indicated that students were ill prepared for their hospital rotations due to lack of exposure to medical settings and medical terminology. Additionally, providing students with a supportive environment where they can navigate patient care activities has improved their overall comfort and performance in a medical setting. During this course student will have a variety of clinical experiences at different facilities

3. [Overlapping courses](http://ccc.clas.uconn.edu/form-instructions/#overlap): No

4. Number of students expected: 20 max

5. Number and size of sections: 10 in each session/ 2 sections

6. [Effects on other departments](http://ccc.clas.uconn.edu/form-instructions/#effects): None

7. [Staffing](http://ccc.clas.uconn.edu/form-instructions/#staffing): Lucinda Soares Gonzales, MS., CCC-SLP

8. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by

    Department Curriculum Committee: **10/13/16**

    Department Faculty: **10/18/16**

9. Name, Phone Number, and e-mail address of principal contact person: Lucinda Soares Gonzales, MS., CCC-SLP [Lucinda.soares@uconn.edu](mailto:Lucinda.soares@uconn.edu), 860-486-3657

# Syllabus

A [syllabus](http://ccc.clas.uconn.edu/form-instructions/#syllabus) for the new course must be attached to your submission email.

Course and Instructor Information

**Course Title:** Introduction to Medical Speech Pathology 2

**Credits: 1**

**Format:** Blended/ HuskyCt, Classroom, practical UCONN Health Center Rotations

**Prerequisites:** Current MA Student in SLP

**Professor: Lucinda Soares Gonzales, MS., CCC-SLP**

**Email:** lucinda.soares@uconn.edu

**Telephone:** Office phone # 860 486-3657

**Other:** (If applicable)

**Office Hours/Availability:** E-mail responses within 48 hours. E-mail is the preferred method of communication as the instructor will be working from other sites during the semester.

Course Materials

**Required course materials should be obtained before the first day of class**.

Texts are available through a local or online bookstore. The [UConn Co-op](http://bookstore.uconn.edu/index.html) carries many materials that can be shipped via its online [Textbooks To Go](http://bookstore.uconn.edu/text/ttg.html) service. For more information, see Textbooks and Materials on our [Enrolled Students](http://ecampus.uconn.edu/enrolled_students.html) page.

Required Materials:

Item 1. Technology support as noted below.

There are no text books required for this class. All readings will be posted to the huskyct site.

Item 2. Medical Speech-Language Pathology Textbook when available (to be discussed in class)

*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

Course Description

This course is completed during the fall and Spring semesters of admission to the two-year MA program in speech-language pathology. This course will focus on medical aspects of speech pathology and will include introduction to terminology, chart review, basic dysphagia skills, hospital organization, coding and billing. Additionally, this course will have a hands on rotation at the UCONN Voice Clinic, a rehabilitation hospital, and a skilled nursing facility.

Course Objectives

Course Outcomes:

* Learners will demonstrate emerging knowledge of medical speech pathology.

Plan and complete chart review

Plan and complete patient interview

Plan, conduct, interpret and write a clinical dysphagia evaluation

Observe FEES/MBS

Administer Cognitive Communication Assessment/ Language assessment

Demonstrate emerging knowledge in trach/vent management

* Learners will increase knowledge and comfort of hospital operations

Demonstrate appropriate infection control

Demonstrate ethical and accurate billing/coding

Course Outline (and Calendar if Applicable)

Please see rotation schedule for UCHC rotations

Course Requirements and Grading

Summary of Course Grading:

| **Course Components** | **Weight** |
| --- | --- |
| Discussion Contribution | 15% |
| Assignments | 25% |
| Midterm Project/Test | 30% |
| Final Project/Test | 30% |

Component A

Discussion Contribution: Quality and number of posts to discussion forum, level of engagement during rotations etc.

Component B

Assignments: Independent completion of assignments, by scheduled deadline.

**Component C**

Midterm, Project/Exam

Component D

Final Project/Exam

Grading Scale:

Graduate

| **Grade** | **Letter Grade** | **GPA** |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |

Due Dates and Late Policy

All course due dates are identified in the assignment or assessment tabs. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. There is no credit awarded for late submission.*

Feedback and Grades

I will make every effort to provide feedback and grades in 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

[Policy Against Discrimination, Harassment and Related Interpersonal Violence](http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/)

*The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.*  More information is available at[equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](http://community.uconn.edu/the-student-code-preamble/) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)
* [Academic Integrity in Graduate Education and Research](http://policy.uconn.edu/?p=3282)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

* [Plagiarism: How to Recognize it and How to Avoid It](http://lib.uconn.edu/instruction/tutorials/plagiarism.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/instruction/students.htm) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html).

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

* Matriculated students should add or drop a course through the [Student Administration System](https://student.studentadmin.uconn.edu/).
* Non-degree students should refer to [Non-Degree Add/Drop Information](http://nondegree.uconn.edu/non-degree-registration/) located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

* [Undergraduate Catalog](http://catalog.uconn.edu/)
* [Graduate Catalog](http://graduatecatalog.uconn.edu/)

Academic Calendar

The University's [Academic Calendar](http://registrar.uconn.edu/academic-calendar/) contains important semester dates.

Academic Support Resources

[Technology and Academic Help](http://ecampus.uconn.edu/help.html) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://www.csd.uconn.edu/index.html). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

**Final Exam Policy**

*In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the*[*Office of Student Support and Advocacy*](http://www.ossa.uconn.edu/)*(OSSA). If permission is granted, OSSA will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.*

Software Requirements and Technical Help

* Word processing software
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html)
* Internet access

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the [Digital Learning Center](http://www.dlc.uconn.edu/). Students also have [24x7 Support](http://www.ecampus24x7.uconn.edu/) with access to live chat, phone and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](http://ctcs.uconn.edu/) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the[Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

**Council on Academic Accreditation (CAA) in Speech, Language, and Hearing Sciences Graduate Programs in association with the American Speech, Language, Hearing Association (ASHA) requirements met by this course:**

**3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.**

**3.4B The academic and clinical curricula reflect an appropriate sequence of learning experiences.**

**4.1 The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.**

**4.5 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives academic credit.**

**5.1 The program conducts ongoing and systematic formative and summative assessments of the performance of its current students.**

**6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program’s mission and goals.**

*Formative Assessment*—ongoing measurement throughout educational preparation for the purpose of monitoring acquisition of knowledge and skills and improving student learning

# Additional Approval

New graduate courses must also be approved by the Graduate Faculty Council.

**2016-136 HEJS/CLCS 2301 Add Course**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **Request Proposer** | Shoulson |
| **Course Title** | Jewish Humor |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > Return > Literatures, Cultures and Languages > Literatures, Cultures and Languages |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Codes** | 2 |
| **Course Subject Code** | HEJS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Subject Code #2** | CLCS |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Literatures, Cultures and Languages |
| **Reason for Cross Listing** | Course will be available to satisfy requirements in either the HEJS or the CLCS major/minor. |
| **Course Title** | Jewish Humor |
| **Course Number** | 2301 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Jeffrey S Shoulson |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jss12006 |
| **Initiator Email** | [jeffrey.shoulson@uconn.edu](mailto:jeffrey.shoulson@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2017 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area E: World Culture |
| **General Education Skill Code** |  |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3 hour blended/hybrid course. 2 hours of live contact, 1 hour of asynchronous virtual class time. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Prerequisites** | None |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | Graded |
| **Will the course or any sections of the course be taught as Honors?** | No |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | Lack of necessary personnel. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **DETAILED COURSE INFO** | |
| **Provide proposed title and complete course catalog copy** | HEJS/CLCS 2301. Jewish Humor. Three credits. Blended/hybrid format with 2 hours of class time and 1 hour of virtual time per week. Shoulson. The history of Jewish humor in modern times with attention given to its various forms, including oral traditions, fiction and humor writing, stand-up comedy, live performance, television, film, and music. CA 1. CA 4-non-INT. |
| **Reason for the course action** | This new course covers an extraordinarily rich field of study, one not currently covered by any other courses in our curriculum, but which offers students a means for studying a variety of features of Jewish history and culture. A course on Jewish humor will attract student interest in ways that courses with more conventional titles and subjects might not succeed. Such a course has the capacity to address profound and central matters of Jewish history, identity, and culture. It will draw on the perspectives of the social sciences (anthropology, sociology, and psychology), as well as the humanities (cultural studies, history, literary studies), not to mention matters of religion and philosophy. Among the many advantages of such a course is its potential to provide students with a number of different ways to acquire historical knowledge, to develop an array of new critical skills (especially as they encounter materials in a variety of media), to grapple with complex philosophical and theoretical questions, and to think about themselves as consumers (and producers, as well) of culture. The course belongs at the 2000-level because it moves beyond a basic introductory survey to cover a more specific, limited topic. Since, however, it does not depend on extensive previous knowledge or familiarity with the materials, it would not be appropriate or necessary to list it at the more advanced 3000-level. The course properly belongs in both the HEJS and CLCS curricula because it is bot a course about Jewish culture and a course that is comparative in nature, examining examples of Jewish humor within a variety of cultural contexts and languages. |
| **Specify effect on other departments and overlap with existing courses** | We anticipate no conflicts or overlaps with any other departments or existing courses. |
| **Please provide a brief description of course goals and learning objectives** | Is there something distinctive about Jewish humor? Is there something distinctively funny about Jews? How can we account for the disproportionate representation of Jews in the world of comedians, comedy writers, comic actors, and other funny business? How does humor function as a response to oppression, trauma, and suffering? How does it change as Jews increasingly shift their social and cultural positions from the margins to the center? What can funny Jews tell us about Jewish culture in its multiple expressions and formations? This course seeks to address these questions by tracing the history of Jewish humor in modern times. We will track the evolution and migration of Jewish humor across Europe and to America in the nineteenth and early twentieth centuries. We will try to understand the “Yiddishization” of popular humor. And we’ll have plenty of opportunities to savor and scrutinize the work of figures like Mel Brooks, Woody Allen, Jerry Seinfeld, Sarah Silverman, and Ilana and Abbi from Broad City (to name only a few), humorists and comedians who have helped to make modern humor Jewish and Jewish humor modern. Students will learn to read texts (broadly construed to include other media) critically, with an eye toward historical context, social forces, and conditions of production. Students will learn how particular media have developed over the last century and how the nature of each medium has determined--and has been determined by--its formal and social features. Students will work on responding to these materials in a variety of different formats, communicating their responses not only to their instructor but also to each other through interactive discussion boards and formal class presentations. |
| **Describe course assessments** | Regular weekly reading assignments (varying in length, between 20 and 100 pages). Weekly virtual discussion participation with substantive and extensive responses required to each week's material. Final project to be presented at the end of the semester but which will be developed throughout the term through ongoing meetings with the instructor. |
| **General Education Goals** | This course will help students to become more critical, insightful readers of culture, both historically and in a contemporary context. It will help students to refine their responses, to think carefully, specifically, and sympathetically about the ways in which humor serves not only to entertain but to respond to some of the most powerful and persistent of human experiences, positive and negative. Through its various interactive modes it will help students to become better speakers and writers. |
| **Content Area: Arts and Humanities** | This course is particularly suited to the Arts and Humanities Content Area inasmuch as it covers a broad and diverse range of artistic and literary forms. It explores modes of aesthetic, historical, and social expression through its inquiry into multimedia arts, the dramatic arts, music, and literature. It investigates the dynamic responses of culture to particular historical experiences and helps students to appreciate the serious business of comedy. |
| **Content Area: Diversity and Multiculturalism (non-International)** | As an exploration of Jewish culture as both a minority culture and one that has participated in and helped to shape the dominant cultures of modernity, this is a course that helps students to understand some of the particular challenges of diversity and multiculturalism, their advantages and their potential disadvantages. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Jewish Humor Course Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/40705) | Jewish Humor Course Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Committee Sign-Off Date** |  |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **F\_CommitteeSignOff** | **Comments** | | Start | Jeffrey S Shoulson | 10/26/2016 - 12:03 | Submit |  | In its inaugural semester, as a special topics course, I taught this course in parallel with Professor Avinoam Patt, who was teaching the same syllabus at the University of Hartford. We used a variety of techniques to bring our respective students together so as to broaden the perspectives to which they were exposed. While this is not an essential element of the course, it's something we'd like to try to do in future semesters when our teaching schedules allow. | | Literatures, Cultures and Languages | Philip W Balma | 10/28/2016 - 18:32 | Return |  | There are 3 minor typing errors in the "detailed course info" tab. Two are in the learning objectives, and one in the last "content area" box. (I tried to fix them myself, but I don't think I have that level of access since I am not the original author). Beyond this minutiae, it looks like an excellent course. I will send it to the LCL departmental C&C committee asap. | | Return | Jeffrey S Shoulson | 10/29/2016 - 08:22 | Resubmit |  | I think I've corrected the relevant typos. | | Literatures, Cultures and Languages | Philip W Balma | 11/01/2016 - 19:07 | Approve | 10/31/2016 | This proposal was approved yesterday by the LCL C&C committee. It received the following feedback from one member of the committee: "I have checked the CAR and I must say that everything looks good except for the CA4. It could be more specific as to which one of the criteria the course will fulfill and how." | |

**Jewish Humor**

**HEJS 3295 (Special Topics)**

Mondays, Wednesdays, 12:20-1:10 pm

One additional hour of virtual class time per week

Professor: Jeffrey Shoulson

Office Location: Dodd Center, 405 Babbidge Road, Unit 1205

Office Hours: Tuesdays and Wednesdays, 2:00-3:30 pm; or by appointment

Email: [Jeffrey.shoulson@uconn.edu](mailto:Jeffrey.shoulson@uconn.edu)

Telephone: 860-486-2271

Is there something distinctive about Jewish humor? Is there something distinctively funny about Jews? How can we account for the disproportionate representation of Jews in the world of comedians, comedy writers, comic actors, and other funny business?

How does humor function as a response to oppression, trauma, and suffering? How does it change as Jews increasingly shift their social and cultural positions from the margins to the center? What can funny Jews tell us about Jewish culture in its multiple expressions and formations?

This course seeks to address these questions by tracing the history of Jewish humor in modern times. We will track the evolution and migration of Jewish humor across Europe and to America in the nineteenth and early twentieth centuries. We will try to understand the “Yiddishization” of popular humor. And we’ll have plenty of opportunities to savor and scrutinize the work of figures like Mel Brooks, Woody Allen, Jerry Seinfeld, Sarah Silverman, and Ilana and Abbi (to name only a few), humorists and comedians who have helped to make American humor Jewish and Jewish humor American.

This course is a hybrid course, which means we will meet at our regularly scheduled class hour on Mondays and Wednesdays with an additional weekly class hour that will typically be taken up by lectures, performances and screenings, or virtual encounters with students on other campuses studying the same material.

**Books for Purchase:**

Philip Roth, *Portnoy’s Complaint* (Vintage)

Leonard Greenspoon, ed., *Jews and Humor* (Purdue University Press)

Lawrence Epstein, *The Haunted Smile: The Story of Jewish Comedians in America* (Public Affairs Press)

William Novak and Moshe Waldoks, eds. *The Big Book of Jewish Humor*. 25th Anniversary Edition (William Morrow Paperbacks)

*Additional materials will be uploaded as pdfs to the course’s HuskyCT site.*

**Course Schedule**

**Week 1**

8/29 What makes comedy Jewish?

<http://www.myjewishlearning.com/author/william-novak/>

8/31 Sigmund Freud, *Jokes and their Relation to the Unconscious*. Standard Edition (New York: W. W. Norton, 1989): pp. 106-139 (pdf on HuskyCT site)

Virtual Hour Classroom Salon Conversation: Upload a video of you telling your favorite joke and explaining why you like it.

**Week 2**

9/7 Christie Davies, “The Comparative Study of Jokes,” *Society* 47 (2010): 38-41. (pdf on HuskyCT site)

Epstein, *The Haunted Smile*, Introduction (pp. ix-xxii).

Sarah Blacher Cohen, “Introduction: Varieties of Jewish Humor,” in *Jewish Wry: Essays on Jewish Humor* (pdf on HuskyCT site)

Virtual Hour Classroom Salon: Watch these pairing of Jewish and non-Jewish comedians. What if anything might such comparisons say about the matter of Jewish humor?

Buddy Hackett: <https://youtu.be/MF5Y8kB824E>

Redd Foxx: <https://youtu.be/u5C-7WV1PQk>

Sarah Silverman: <https://youtu.be/m7pOjYtx0Yg>

Margaret Cho: <https://youtu.be/34lLm_gFTEY>

**Week 3**

9/12 Greenspoon, ed., *Jews and Humor*, 67-106

Selections from *A Treasury of Jewish Humor* (pdf on HuskyCT site)

9/14 Sholem Aleichem, “On Account of a Hat” (in Novak and Waldoks, pp. 8-14)

The Wise Men of Chelm (in Novak and Waldoks, pp. 22-25)

“What Kind of Rabbi We Have” (in Novak and Waldoks, pp. 202-211)

Virtual Hour Classroom Salon: Watch Lambert lecture “On the Roots of Jewish Humor.” (link to be provided) Were there topics Dr. Lambert addressed that you found most provocative? Did you disagree with, or have questions about, anything he discussed?

**Week 4**

9/19 Hershel of Ostropol

<http://storywise.com.sg/storytelling/hershel-of-ostropol-i-will-do-what-my-father-did/>

Novak and Waldoks, pp. 25-27

Isaac Babel, “Shabbas Nachamu” (Novak and Waldoks, pp. 28-33)

I.L. Peretz, “Bontshe the Silent” (Novak and Waldoks, pp. 293-300)

9/21 The Jewish Joke, readings from *The Big Book of Jewish Humor*

pp. xxiii-xxxvii; 2-7; 60-62; 83-87; 94-97; 126-127; 141-142; 145-147; 178-180; 188-189; 194-195; 198-199; 211; 257; 260-266;

Virtual Hour Classroom Salon: Is all humor necessarily satirical or ironical? How would you characterize the difference between a humorous story that functions in some way to criticize social, political, cultural, or religious principles and one that does not? Can something simply be funny without carrying with is an agenda?

**Week 5 (*schedule first conferences about final projects*)**

9/26 Epstein, *The Haunted Smile*, pp. 3-54

9/28 Greenspoon, *Jews and Humor*, pp. 107-120

Virtual Hour Classroom Salon: Watch this classic Marx Brothers movie and comment on it

“Duck Soup” (1933) <http://ffilms.org//?s=duck+soup>

**Week 6**

10/3 Selections from Woody Allen’s writings

Novak and Waldoks, pp. 41-47; 200-201; 220;

“The Shallowest Man,” (Pdf on HuskyCT site)

10/5 Epstein, *The Haunted Smile*, pp. 195-219

Greenspoon, *Jews and Humor*, pp. 175-194

Virtual Hour Watch: “Annie Hall” (1978); On Classroom Salon, discuss continuities and discontinuities between Allen’s written humor and his approach in this film

<http://ffilms.org/annie-hall-1977/>

**Week 7**

10/10Philip Roth, *Portnoy’s Complaint* (thru p. 117)

10/12 Philip Roth, *Portnoy’s Complaint* (p. 117-end)

Virtual Hour Classroom Salon on Roth, Allen, Jewish Humor and Gentile Sexuality:

Why is sex funny? What is the relationship between sex and the cultural/religious encounters between Jewish men and gentile women in Roth and Allen?

**Week 8**

10/17 Epstein, *The Haunted Smile*, 155-191

Sanford Pinsker, “Lenny Bruce: *Shpritzing* the *Goyim*/Shocking the Jews,” in *Jewish Wry* (pdf available on HuskyCT)

Lenny Bruce Stand-up

<https://youtu.be/Hq8R-MiQvQY>

<https://youtu.be/CyqWRllLWEM>

10/19 On “Topical” humor: Comparative study of Mort Sahl and Dick Gregory

Virtual Hour Classroom Salon on Jessica Kirson (link to be posted)

How would you compare Kirson’s approach to stand-up comedy to that of Lenny Bruce and Mort Sahl? Are there other comedians, Jewish or not, whom Kirson resembles? Why?

**Week 9**

10.24 *Your Show of Shows*

<https://youtu.be/5m6Czgl1acU>

<https://youtu.be/c5KKAdFnOwQ>

<https://youtu.be/Kpn4_QeS7w8>

*The 2000 Year-Old Man*

<https://youtu.be/RI7wDpBRqjo>

<https://youtu.be/-DmA81BI6oc>

10/26 From Vincent Brook, *Something Ain’t Kosher Here: The Rise of the ‘Jewish’ Sitcom*, pp. 43-97 (pdf on HuskyCT site)

Carla Johnson, “Luckless in New York: The *Schlemiel* and *Schlimazel* in Seinfeld,” *Journal of Popular Film and Television* 22 (1994): 116-124 (pdf on HuskyCT site)

Virtual Hour Selections from:

“The Goldbergs”

<https://youtu.be/d7BSzTVYJBs?list=PLIwO5hInBPuylOW10_w2ieR06uI6-Fkw8>

“Rhoda”: Season 2, Episode 8: “Somebody Down There Likes Him”

<https://youtu.be/e0d0hXsOuW0?list=PL310C47097987B6CC>

“The Nanny”: Season 1, Episode 1 (Pilot): “The Nanny”

“Seinfeld”: Season 8, Episode 19: “The Yada Yada Yada”

“Curb Your Enthusiasm”: Season 2, Episode 9: “The Baptism”; and Season 8, Episode 3: “Palestinian Chicken”

**Week 10 (*schedule second conferences about final projects*)**

10/31 Greenspoon, *Jews and Humor*, pp. 137-174

Epstein, *The Haunted Smile*, pp. 253-269

11/2 Molly Picon

<https://youtu.be/Xwyd_PGVaHA?list=PLeeR6hzg5yTL4MPWSpmFk5RHEAMF_EcND>

<https://youtu.be/6yot_R7xIoo?list=PLeeR6hzg5yTL4MPWSpmFk5RHEAMF_EcND>

Joan Rivers

<https://youtu.be/PQojcYe19n0>

Sarah Silverman

<https://youtu.be/SEb-sXmcMLE>

<https://youtu.be/7ZOp8BKaccs?list=RDSEb-sXmcMLE>

Virutal Hour Classroom Salon: “Broad City”

Season 1, Episode 8: “Destination: Wedding”

Season 3, Episode 10: “Jews on a Plane”

Discussion: Do you see any continuities in themes and modes of humor between the female comics we’ve discussed this week and the writing in Broad City?

**Week 11**

11/7 Excerpts from Steve Lipman, *Laughter in Hell* (pdf on HuskyCT site)

Kirsten Fermaglich, “Mel Brooks’s ‘The Producers’: Tracing American Jewish Culture Through Comedy, 1967-2007,” *American Studies* 48 (2007): 59-87 (pdf on HuskyCT site)

11/9 Sander Gilman, “Is Life Beautiful? Can the Shoah be Funny? Some Thoughts on Recent and Older Films,” *Critical Inquiry* 26 (2000): 279-308. (pdf on HuskyCT site)

Watch: *The Producers* (1968)

Virtual Hour Classroom Salon: Can the Shoah be funny? Should it be off-limits to comedy?

*The Sarah Silverman Program*, “Wowschwitz” (Season 3, Episode 10)

*Seinfeld*, “The Raincoats” (Season 5, Episodes 18 and 19)

*Curb Your Enthusiasm*, “The Survivor” (Season 4, Episode 9)

**Week 12**

11/14 Selections by Etgar Keret (pdf on HuskyCT site)

11/16 Eyal Zandberg, “Critical Laughter: Humor, Popular Culture, and Israeli Holocaust Commemoration,” *Media Culture Society* 28 (2006): 561-579

Liat Livny and Adia Mendelson-Maoz, “From the Margins to Prime Time: Israeli Arabs on Israeli Television: The Case of Sayed Kashua’s ‘Arab Labor,’” *Israeli Journal for Humor Research* 4 (2013): 78-94

Virtual Hour Classroom Salon on Israeli Sketch Comedy

*The Jews Are Coming* and *Eretz Nehederet*

<https://youtu.be/fCV8j3VSsXs?list=PLLttfoK87AdVfgpPodyXpr-Ngx9Df29Vp>

<https://youtu.be/ZyX4LPUeDoE?list=PLLttfoK87AdVfgpPodyXpr-Ngx9Df29Vp>

<https://youtu.be/RXasnfAF3SE?list=PLLttfoK87AdVfgpPodyXpr-Ngx9Df29Vp>

<https://vimeo.com/35660324>

<https://youtu.be/M9Sdkps0Quo>

<https://youtu.be/gEzDD0dZU8U?list=PLYH_pBGC3Rema5A_-qB-oR6e1YDFKO-uH>

Discussion: What are some of the similarities and differences between American and Israeli sketch comedy?

**Thanksgiving Break**

**Week 13 (*schedule third conferences about final projects*)**

11/28 Epstein, 278-285

Jonathan Safran Foer, “A Very Rigid Search” (pdf on HuskyCT site)

11/30 Shalom Auslander, “Waiting for Joe,” “The Metamorphosis” (pdf on HuskyCT site)

Elisa Albert, “Etta or Bessie or Dora or Rose” (pdf on HuskyCT site)

Virtual Hour Classroom Salon: Does humor make literary writing less “literary”?

**Week 14**

12/5 <http://oldjewstellingjokes.com/all/>

<http://www.yidlifecrisis.com>

12/7 Selections from *Da Ali G Show* and *Borat*

<https://youtu.be/Y-hXPp8tu74>

<https://youtu.be/rddtw6uMNoo>

<https://youtu.be/pzUj1ug6qn4>

Virtual Hour Classroom Salon Conversation

Adam Sandler, The Hanukah Song

<https://youtu.be/IQY9z4Ko3FE>

TBA Final Project Presentations

(planned for date on which final exam would otherwise be given)

**Class Expectations and Ground Rules**

**1. Reading:** It is absolutely essential that you complete **all** the readings for each class and watch whatever videos have been assigned for that day. The readings will take some time to complete and they will require your focused attention. Don’t wait to the last minute to complete them. Since most of our class work will depend on frequent referral to the readings, **you must bring your text(s) to class each day, which means printing out copies of texts circulated electronically or bringing a laptop or tablet from which to read them. *Sharing with your neighbor is not an acceptable option*.**

**2. Participation:** The class depends upon participation and interaction. I hope to share the direction of class discussions with all of you; the sooner you become comfortable addressing your comments to each other the better. Your final grade for the course will include a class participation component. I recognize that some of you may be more timid about sharing your ideas than others. Each of you, but especially the more reticent among you, should regard it not simply as an option but as a course requirement to come see me at least once outside of class. I have regularly scheduled office hours. If these are inconvenient, contact me to make other arrangements.

**3. Classroom Salon:** We will be working with a new online platform to facilitate virtual discussions about the texts and other media we will be studying this semester. Each of you will receive an email invitation to join classroomsalon.com (enrolling is free) and to join the salon that has been set up for the course. Videos and other media will be posted or linked to the salon and, as indicated in the course schedule, you will be asked to discuss materials by linking your comments directly to different portions of the texts or videos. It’s a relatively simple platform to learn how to use and should require a minimal initial investment of time to learn the basics. In addition to interacting with me and with your classmates in this course, students at the University of Hartford who are currently taking a very similar course there will be part of this salon and it’s my hope and expectation that including more voices in the conversation will enrich the learning experience for all of us. The schedule above gives dates for each Classroom Salon topic, which should be regarded as the last date by which you are expected to offer your comments on a given topic; since this is an asynchronous feature of the course, you are welcome to contribute to the topic at any time prior to that date, as well.

**4. Final Project**: As members of this course, you will not only be encountering and learning about Jewish humor, you will also be participating in its chronicling and archiving. Each of you will be required to identify some example of Jewish humor we haven’t touched on in this course—a book, a film, a tv show, a comic, a web series, etc.—and to develop a multi-media presentation about it. You will be given specific instructions for this project early in the semester but you should begin thinking about possible subjects as soon as possible. There are three incremental deadlines scheduled throughout the semester, the week of September 26-30, the week of October 31-November 4, and the week of November 28-December 2, when you will be required to meet with me to discuss—and show—progress on your project.

**5. Examination:** There will be a take-home final exam that asks you to reflect the material we’ve covered in thematic and synthetic ways.

**6. Requirements:** Class participation; classroom salon participation; assiduous reading of weekly assignments; blog project; and final examination.

Your final grade will roughly break down as follows:

Class participation (15%); classroom salon participation (25%); project (30%); final exam (30%)

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| A+: 100-98 | B: 86-83 | C-: 72-70 |
| A: 97-93 | B-: 82-80 | D: 69-65 |
| A-: 92-90 | C+: 79-77 | F: 64 and lower |
| B+: 89-87 | C: 76-73 |  |

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors.  Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect.  All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.  In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority.  To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.  Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity.  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at [equity.uconn.edu](http://equity.uconn.edu/) and [titleix.uconn.edu](http://titleix.uconn.edu/).

**Sexual Assault Reporting**

Policy To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at <http://sexualviolence.uconn.edu/>.

**Implementation of Minor Substitutions (Ndiaye)**

Substitutions are exceptions to graduation requirements approved by the CLAS CC&C.   One major consideration is whether the student’s graduation will be delayed if the substitution is not approved.

I

n the past, CLAS has generally made recommendations to the Provost office to grant minor substitutions based on the following scenarios:

1. University error
2. Inability to offer a required course due to departmental staffing
3. Change in course requirement that would take effect after a student’s graduation date

Given changes to the new substitution approval process and the size of the college, it would be helpful for the committee to discuss guidelines in order to facilitate the administration of these requests.

My suggestion is that we keep the previous approach, and then require that a proposal to CC&C precedes/follows any substitution request outside of the guidelines mentioned above.  This way, CC&C gets a chance to weigh in.  Any subsequent approval from the committee would then allow students who have previously taken or plan to take the course(s) in question the opportunity to benefit from the same accommodation.

**Moratorium on Criminal Justice Minor (McNeal)**

**Criminal Justice Minor (with Comments)**

The purpose of this minor is to provide in-depth study of topics in criminal justice and to offer preparation for possible careers within the criminal justice system. A maximum of three credits in the minor can be part of a major; 12 to 15 credits can constitute the related area courses.

(Courses NOT highlighted do not exist in the Criminal Justice course listings at either of these Universities)

**I. THREE REQUIRED COURSES (NINE CREDITS):**

POLS 3827 Politics of Crime and Justice

SOCI 2301 Criminology (Required at CCSU, elective at Penn State University)

PSYC 2300 Abnormal Psychology

(Inequity - 2 pre-reqs - 12 credit Minor for Psych students and 21 credits for all other students)

**II. TWO or MORE ELECTIVE COURSES (SIX OR MORE CREDITS):**

HDFS 2001 Diversity Issues in HDFS

HDFS 3103 Adolescent Development

HDFS 3340 Individual and Family Interventions

HDFS 3510 Planning & Managing Human Service Prog.

HDFS 3520 Legal Aspects of Family Life

PHIL 3226 Philosophy of Law

POLS 2622 State and Local Government

POLS 3802 Constitutional Law

POLS 3817 Law and Society

POLS 3842 Public Administration

POLS 3999 Independent Study (on a Criminal Justice topic)

PSYC 2100Q Research in Psychology

PSYC 2301 The Study of Personality

PSYC 2501 Cognitive Psychology

PSYC 2700 Social Psychology

SOCI 3307 Drugs and Society (elective at Penn State)

SOCI 3311 Deviant Behavior (to be renumbered 2311) (elective at Penn State)

SOCI 3315 Juvenile Delinquency (elective at Penn State)

SOCI/WGSS 3317/W Women and Crime (elective at Penn State)

SOCI 3425 Social Welfare and Social Work

SOCI 3457 Sociology of Mental Illness

SOCI 3503 Prejudice and Discrimination (to be renumbered 2503)

SOCI 3999 Independent Study (on a Criminal Justice topic)

WGSS/HRTS 2263 Women, Gender, and Violence

**III. THREE CREDITS OF APPROVED INTERNSHIP OR FIELD EXPERIENCE IN A CRIMINAL JUSTICE SETTING:**

HDFS 3080 Supervised Field Experience

INTD 3590 Urban Field Studies

POLS 3991 Supervised Field Work

POLS 3991 (2cr) Supervised Field Work & POLS 3999 (1 cr) Associated Research Paper

PSYC 3880 Field Experience

SOCI 3990 (2cr) Internship: Field Experience & SOCI 3991\* (1cr) Internship: Research Paper

URBN 3991(2 cr) Internship in Urban Studies: Field Study &URBN 3981 (1 cr) Internship in Urban Studies: Seminar

Another 2000-level or higher internship or field experience course approved in advance by a CJ advisor.