

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Pam Bedore, Chair

September 12th, 2016

A. Opening Business

Welcome and Introductions

Review of Procedures

B. Approvals by the Chair

2017-100 MCB 5896: Aquatic Microbial Ecology (Fall 2018)

2017-101 MARN 5995: Stable Isotope Biogeochemistry (Spring 2018)

2017-102 HIST 5195/AGNR 5095: History of Urban Agriculture (Spring 2018)

C. New Business

2017-103	EEB 3244W	Add Course (guest: Eric Schultz) (G)(S)
2017-104	SLHS 5327	Add Course (guest: Christine Njuki)
2017-105	SLHS 5328	Add Course (guest: Christine Njuki)
2017-106	SLHS 5329	Add Course (guest: Christine Njuki)
2017-107	AMST/ARTH 3440/W	Revise Course (guest: Christopher Vials) (G)(S)
2017-108	AMST/HIST 3542	Revise Course (guest: Christopher Vials)
2017-109	AMST/HRTS/POLS 3807	Revise Course (guest: Christopher Vials)
2017-110	AMST/POLS 3082	Revise Course (guest: Christopher Vials)
2017-111	AMST/POLS 3822/W	Revise Course (guest: Christopher Vials) (G)(S)
2017-112	AMST 3695	Drop Course (guest: Christopher Vials)
2017-113	COMM 5900	Add Course
2017-114	COMM 5991	Add Course
2017-115	PNB 3264W	Revise Course (G)(S)
2017-116	ILCS 3291	Add Course (S)
2017-117	ALDS 5000	Add Course

D. Discussions

Counting Independent Study Credit Towards Minors (Ndiaye)

Other Topics for the committee this year?

Proposals:

2017-103 EEB 3244W Add Course (guest: Eric Schultz) (G)(S)

Proposed Catalog Copy:

EEB 3224W. Writing in Ecology

2 credits. Prerequisites: ENGL 1010 or 1011 or 2011; EEB 2208 or 2244 or permission of the instructor. Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback.

2017-104 SLHS 5327 Add Course (guest: Christine Njuki)

Proposed Catalog Copy:

SLHS 5327. Introduction to Clinical Topics in Audiology

3 credits. Fall. This course provides the mandated training required prior to any interaction with patients during clinical observations. This course will also allow students to demonstrate understanding and practice of evaluation protocols, professionalism, documentation and interpersonal communication required prior to practicum and support early experiences once clinical practicum has begun.

2017-105 SLHS 5328 Add Course (guest: Christine Njuki)

Proposed Catalog Copy:

SLHS 5328 Intermediate Clinical Topics in Audiology

3 credits. Fall and Spring. Repeatable for Credit with a change in topic This course provides exposure to intermediate level topics in providing clinical audiology services with a focus on prevention and intervention and supports ongoing clinical practicum.

2017-106 SLHS 5329 Add Course (guest: Christine Njuki)

Proposed Catalog Copy:

SLHS 5329 Advanced Clinical Topics in Audiology

Three Credits. Fall and Spring. This course focuses on integrating advanced diagnostic and treatment topics with evidenced based practice through presentations and case studies.

2017-107 AMST/ARTH 3440/W Revise Course (guest: Christopher Vials) (G)(S)

Current Catalog Copy:

ARTH 3440. Nineteenth Century American Art
Three credits. Prerequisite: Open to sophomores or higher.
Topics in American Art, 1770-1900.

ARTH 3440W. Nineteenth Century American Art
Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Proposed Catalog Copy:

AMST/ARTH 3440. Art History 3440. 19th-Century American Art
Three credits. Prerequisite: Open to sophomores or higher.
This course provides an overview of major artists and stylistic movements in the United States in the long 19th century

AMST/ARTH 3440W. 19th-Century American Art
Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

2017-108 AMST/HIST 3542 Revise Course (guest: Christopher Vials)

Current Catalog Copy:

HIST 3542. New England Environmental History
Three credits. Recommended preparation: ENGL 1010 or 1011 or 2011. Interdisciplinary history of New England's terrestrial and marine environmental change. Links among land, sea, and human natural resource use and management, including precontact patterns, colonial impacts, agricultural decline, industrial pollution, overfishing, re-forestation, and the rise of eco-tourism.

Proposed Catalog Copy:

AMST/HIST 3542. New England Environmental History
Three credits. Recommended preparation: ENGL 1010 or 1011 or 2011. Interdisciplinary history of New England's terrestrial and marine environmental change. Links among land, sea, and human natural resource use and management, including precontact patterns, colonial impacts, agricultural decline, industrial pollution, overfishing, re-forestation, and the rise of eco-tourism.

2017-109 AMST/HRTS/POLS 3807 Revise Course (guest:
Christopher Vials)

Current Catalog Copy:

POLS 3807. Constitutional Rights and Liberties
(Also offered as HRTS 3807.) Three credits. Prerequisite: Open to juniors or higher. The role of the Supreme Court in interpreting the Bill of Rights. Topics include freedoms of speech and religion, criminal due process, and equal protection.

Proposed Catalog Copy:

POLS 3807. Constitutional Rights and Liberties
(Also offered as AMST 3807 and HRTS 3807.) Three credits. Prerequisite: Open to juniors or higher. The role of the Supreme Court in interpreting the Bill of Rights. Topics include freedoms of speech and religion, criminal due process, and equal protection.

2017-110 AMST/POLS 3082 Revise Course (guest:
Christopher Vials)

Current Catalog Copy:

POLS 3082. Critical Race Theory as Political Theory
Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: POLS 1002. Interdisciplinary scholarship on racial identity, legal decisions, and political action from the perspective of political science and political theory. Topics include interactions between states and social movements, the intersections of race, class, gender, and membership, and the problems with both post-racialism and identity politics.

Proposed Catalog Copy:

AMST/POLS 3082. Critical Race Theory as Political Theory
Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: POLS 1002. Interdisciplinary scholarship on racial identity, legal decisions, and political action from the perspective of political science and political theory. Topics include interactions between states and social movements, the intersections of race, class, gender, and membership, and the problems with both post-racialism and identity politics.

2017-111 AMST/POLS 3822/W Revise Course (guest: Christopher
Vials) (G)(S)

Current Catalog Copy:

POLS 3822. Law and Popular Culture

Three credits. Prerequisite: Open to juniors or higher. Exploration of themes in the study of law and courts by contrasting scholarly work against representations of such themes in movies, television, and other media of popular culture.

POLS 3822W. Law and Popular Culture

Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Open to juniors or higher.

Proposed Catalog Copy:

AMST/POLS 3822. Law and Popular Culture

Three credits. Prerequisite: Open to juniors or higher. Exploration of themes in the study of law and courts by contrasting scholarly work against representations of such themes in movies, television, and other media of popular culture.

AMST/POLS 3822W. Law and Popular Culture

Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Open to juniors or higher.

2017-112

AMST 3695

Drop Course (guest: Christopher Vials)

Current Catalog Copy:

AMST 3695. Special Topics

Credits and hours by arrangement. Open to juniors or higher. Other prerequisites and recommended preparation vary. With a change in content, may be repeated for credit.

2017-113

COMM 5900

Add Course

Proposed Catalog Copy:

COMM 5900 Professional Communication.

Three credits. Open to graduate students. Theories and applications of communication in professional settings. Focus on effective design of professionally-relevant messages to reach various audiences. Prepares students for future employment by cultivating professional-caliber communication skills through lecture content and workshops.

2017-114

COMM 5991

Add Course

Proposed Catalog Copy:

COMM 5991 Internship in Communication.

One to three credits. Open only to graduate students in Communication. Online and off campus. Students will complete an offsite departmentally approved internship within one semester.

2017-115

PNB 3264W

Revise Course (G)(S)

Current Catalog Copy:

PNB 3264W. Molecular Principles of Physiology

Four credits. Two class periods and one 4-hour laboratory. Prerequisite: PNB 2274, MCB 2410, or MCB 3010; ENGL 1010 or 1011 or 2011; open to juniors or higher; instructor consent required. Case study of a disease: genetics and inheritance patterns, molecular defects, including transcription and post-transcription defects, physiological defects, therapeutic approaches. A fee of \$30 is charged for this course.

Proposed Catalog Copy:

PNB 3264W. Molecular Principles of Physiology

Four credits. Two class periods and one 4-hour laboratory. Prerequisite: PNB 2274 or one of the following: MCB 2410, 2210 or 3010 or equivalent; ENGL 1010 or 1011 or 2011; open to juniors or higher. Instructor consent required. Case study of a disease: genetics and inheritance patterns, molecular defects, including transcription and post-transcription defects, physiological defects, therapeutic approaches. A fee of \$30 is charged for this course.

2017-116

ILCS 3291

Add Course (S)

Proposed Catalog Copy:

ILCS 3291. Italian Internship

Three credits. This course consists of a supervised experience in a work setting using Italian linguistic skills and cultural competencies OR a research endeavor that entails significant intellectual engagement. Through this supervised internship, students have the opportunity to use their Italian and intercultural competencies in a work setting or activity such as a specific trade or industry, business environments, medical or clinical settings, public agency, community-based organization, or research collaboration. (This internship course may be taken in the context of a study abroad program).

2017-117

ALDS 5000

Add Course

Proposed Catalog Copy:

ALDS 5000. Foundations of Applied Linguistics and Discourse Studies

Three credits. Foundations of applied linguistics and discourse studies. Issues in applied linguistics, such as second language learning and teaching, curriculum development, language assessment and program evaluation, sociolinguistics, technological application in language learning and teaching, discourse analysis, and cognitive approaches to applied linguistics.

Supporting Materials:

2017-103

EEB 3244W

Add Course (guest: Eric Schultz) (G)(S)

COURSE ACTION REQUEST	
CAR ID	17-3265
Request Proposer	Davis
Course Title	Writing in Ecology
CAR Status	In Progress
Workflow History	Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	EEB
School / College	College of Liberal Arts and Sciences
Department	Ecology and Evolutionary Biology
Course Title	Writing in Ecology
Course Number	3244W
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Eric T Schultz
Initiator Department	Ecology and Evolutionary Bio
Initiator NetId	ets02002

Initiator Email	eric.schultz@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Davis
Proposer First Name	Miranda
Select a Person	mid14018
Proposer NetId	mid14018
Proposer Phone	+1 860 486 1768
Proposer Email	miranda.l.davis@uconn.edu
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Spring
Proposed Year	2018
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	No
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)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
W Sections Term(s) Offered	Spring
Will there also be a non-W section?	No
Number of Sections	1
Number of Students per Section	19

Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	2
Instructional Pattern	Lecture and discussion, two h per week; individual meetings.

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	ENGL 1010 or 1011 or 2011; EEB 2208 or EEB 2244
Corequisites	None
Recommended Preparation	None
Is Consent Required for course?	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

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?	Avery Point, Storrs
If not generally available at all campuses, please explain why	Faculty at Avery Point and Storrs have contributed in design of this course. The course could be offered at other campuses, if there was student interest and faculty availability.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	3224W. Writing in Ecology 2 credits. Prerequisites: ENGL 1010 or 1011 or 2011; EEB 2208 or 2244 or permission of the instructor. Critical engagement with primary research literature in ecology through written communication; skills in editing, revising and peer feedback.								
Reason for the course action	The EEB department is developing new W courses for students that have already taken courses in our subject area, so that they will be better equipped to write topical papers. The new courses will permit more structured writing pedagogy than our current W courses, in which virtually all writing instruction occurs in a tutorial (one on one) setting.								
Specify effect on other departments and overlap with existing courses	There is no expected effect on other departments. The subject matter is similar to but more specialized than EEB 2244W, the W version of General Ecology.								
Please provide a brief description of course goals and learning objectives	The course goal is to deepen understanding of ecology and related fields through writing on the subject. Learning objectives include: 1) Identify and obtain primary, peer-reviewed biological literature; 2) Describe the structure, rationale, and key findings of primary peer-reviewed biological literature; 3) Interpret figures, graphs, and tables typically found in primary literature; 4) Construct a written synthesis of a corpus of primary literature in a style and manner used by professional scientists; 5) Edit and revise student's own writing and provide constructive feedback on peer's work; 6) Communicate work through oral presentation.								
Describe course assessments	Assessments will include short summaries and critiques of primary literature (accomplishing objectives 1-3) and longer papers that assimilate reading on multiple sources (objective 4). Students will engage in peer review of each others' work (objective 5) following a framework for peer review that will include an assessment rubric. Finally, students will also conduct oral presentations of their term paper findings in class (objective 6).								
General Education Goals	This course will promote the following goals of General Education at UConn. It will promote the goal that students will become articulate, by sharpening their skills in written and oral communication. It will promote the goal that students will acquire critical judgment, by giving them practice at close reading and critique of primary literature in the field. Finally, it will promote a working understanding of the processes by which students can continue to acquire and use knowledge, by giving them the opportunity to amass a set of sources on a topic of their interest.								
Skill Code W	Students will complete at least 15 pages of writing, which will go through a process of peer review, instructor review and editing prior to final submission. The syllabus specifies that a passing grade for the course is only possible if a passing grade is earned on all writing assignments.								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>EEB_3244W_Syllabus_2.docx</td> <td>EEB_3244W_Syllabus_2.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	EEB_3244W_Syllabus_2.docx	EEB_3244W_Syllabus_2.docx	Syllabus		
Attachment Link	File Name	File Type							
EEB_3244W_Syllabus_2.docx	EEB_3244W_Syllabus_2.docx	Syllabus							

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Eric T Schultz	03/07/2017 - 08:37	Submit		This proposal incorporates ideas for a course concept developed by a group: John Cooley, Miranda Davis, Chris Elphick, Michael Finiguerra, Don Les, Margaret Rubega, and Eric Schultz.
	Ecology and Evolutionary Biology	Eldridge S Adams	04/24/2017 - 15:43	Return		The C&C committee feels that a faculty discussion should be the next step: is this the new model we want to adopt for W instruction? Some issues: Should this be a 1 credit course or a 2 credit course? Prerequisite EEB courses could create scheduling problems for students. Under "Instructional Pattern" (Course

					Features tab), indicate how many hours a week the course will meet. Under Course Details, in the catalog copy, one of the pre-requisites is listed wrong (2214; should be 2244). - In the catalog copy: "skills in editing, revising and peer review." This suggests that peer review will be taught as a skill. (Minor rewording would help.) - Concerning the campuses at which the course will be taught: students could potentially fulfill prerequisites at a campus other than the one where they take this course.
Return	Eric T Schultz	05/04/2017 - 05:58	Resubmit		Resubmission following changes to course features (instructional pattern), special instructional features (campus offerings) and course details (catalog copy).
Ecology and Evolutionary Biology	Paul O Lewis	05/10/2017 - 13:04	Approve	5/10/2017	EEB faculty voted approval May 3, 2017

Writing in Ecology

EEB3244W (2 credits)

Term: TBA

Prerequisites: EEB 2208 or EEB 2244 or permission of the instructor.

Lecture: Wednesday 12-2 pm (TBA?), Location TBA

Website: HuskyCT: <https://learn.uconn.edu>

Instructor: Dr. Miranda Davis. TLS 364; 860-486-0373, miranda.l.davis@uconn.edu; office hours: Tues and Thurs 1030-1130 am or by appointment.

Textbook: This course makes use of primary literature readings. You may also find that the following is a helpful resource: Roldan, L. A. and Pardue, M.-L. 2016. Writing in Biology: A Brief Guide. New York: Oxford University Press.

Course goals: My goals for this course are two-fold. I aim to provide you with an understanding of how ecologists interpret and draw conclusions from a body of literature. Second, my goal is to help you learn to edit your own writing so that you can better communicate in written form.

At the end of this course you will be able to:

- Identify and obtain primary, peer-reviewed ecological literature.
- Describe the structure, rationale, and key findings of primary ecological literature.
- Interpret figures, graphs, and tables typically found in primary literature.
- Construct a written synthesis of a corpus of primary literature in a style and manner used by professional ecologists.
- Edit and revise your own writing and provide constructive feedback on others' work.

Course communication: First and foremost, please do not hesitate to ask questions! Class is much more interesting (for me and you) when people ask questions. Email (miranda.l.davis@uconn.edu) is the best way to reach me. Your emails to me must contain the phrase "EEB 3244W" in the subject line to ensure they are not treated as SPAM and deleted without being read. We will also be using HuskyCT for communication. This site contains the syllabus and other supporting material you will need throughout the course. It will also be used to send out class announcements. All email communications will go to your UConn email address. So check your UConn account regularly and make sure you are getting these emails!

Grading: Your grade will be calculated out of a total of 400 possible points (see table on next page). Each week you have the opportunity to earn 5-10 points for in-class participation (actual points possible vary week-by-week). Additionally, each week, there will be homework designed to help you gain the skills needed to successfully complete your term project. These homework assignments are worth 5-10 points each. At the end of the semester you will also complete a short in-class presentation worth 20 points. These assignments and in-class activities will account for 40% of your course grade. The remaining 60% of your grade is based on the quality of your major writing assignments which include your short essay and term paper.

Course component	Points	Important deadlines
In-class participation	85	
Homework assignments	55	
In-class presentation	20	
Short essay: first submission	20	Week 3: date TBA
Short essay: final submission	30	Week 6: date TBA
Term paper: first submission	70	Week 9: date TBA
Term paper: final submission	120	Week 14: date TBA

Total points

400

NOTE: You cannot pass this course without having

submitted an initial and revised (final) version of both your short essay (2 pages) and term paper (13-15 pages). You must receive a passing grade on each of these submissions to pass this course.

Details on assignments: Some assignments that may not be self-explanatory are explained in more detail here. This is not an exhaustive list of the semester's assignments. For that, please see the course schedule in the table on the last page of the syllabus. You are responsible for fulfilling the requirements of all assignments. Contact me with any questions.

Summary of article (due week 2): This should be no more than 1 paragraph (1/2 page) and answer the following questions with one sentence each: What did they study? How did they do it? What were their results? What do they conclude based on those results?

Short essay: Summary and discussion of a published peer-reviewed article on ecological research (one article will be chosen for the entire class to work on). The goals of the assignment are to write a concise summary of the key points of a scientific paper and to think about the paper critically. This is also an important, early chance to get feedback on your writing. Your short essay should be 2 pages long and include one paragraph summarizing each of the following aspects of the assigned article: 1. What ecological questions was addressed and why does it matter? 2. What methods did they use to answer those questions? 3. What were their results and what did they conclude? 4. What were the strengths and weaknesses of the study and what does that mean future research should focus on?

Guided critique of sample term paper: You must read the sample term paper and complete one page worksheet designed to help you examine the structural aspects of the sample term paper including how paragraphs are structured in the introduction, body and summary, and how material is synthesized among multiple primary research articles to provide a coherent perspective on the paper's topic.

Term paper topic summary and sources: A short description of your chosen term paper topic (1/2 page max), with at least 5 references (must be formatted as specified in-class and according to the guidelines on the course website). In this description you should give an idea of how you plan to approach the topic and of the scope of sub-topics you will include.

Term paper outline: This should be a detailed outline of at least 1 page. It should include the major subtopics and ideas you will address in your paper and indicate where you will use specific primary literature sources you have found to support your arguments.

Term paper: The term paper should summarize and discuss 15+ related papers from the primary literature that focus on an ecological topic. It must be 13-15 full pages long. This length does not include your literature cited section or any figures. Your audience is the same as for the short paper: someone who understands basic ecological concepts, but knows little about the specific topic that you have chosen. Your paper should bring such a person up to date on ecological research on your chosen topic. In organizing your paper, you might find it helpful to consider the following issues. What are the main questions around which the research is organized? What approaches have been taken by scientists investigating this topic, and what have these studies revealed? If there are several competing hypotheses, which ones have been well supported? Have any of the others been refuted? What questions remain unanswered? You should comment on the strengths and limitations of the studies you summarize. We can also discuss these things further in-class and during one-on-one meetings.

Short essay and term paper revisions: One of the main goals of this course is for you to proactively edit your own writing. To get a good score on revisions you must respond to the comments and edits I have suggested in the first few pages of your paper **AND** make further edits of your own throughout your paper (in keeping with the advice I have provided in earlier comments).

Presentation: The goal of this presentation is to give you some introductory experience communicating your work to others in oral form. Tell your classmates what you've been working on all semester! This should be short presentation (5 slides, ~5 minutes) of your term paper's topic and should demonstrate the main "take-home" points from your paper. Slide 1: title and background material. Slides 2-4 should be based on patterns observed from the primary literature you read. Slide 5 is for your summary (big picture impacts).

Details on in-class work: This course includes a substantial number of points for in-class participation. To earn these points you must remain on topic and actively engaged in the set activity throughout the class period. These activities will help you with your writing!

Self-surveys and reflections: You will be given questionnaire worksheets to fill-out and discuss with your class-mates in groups of 2-3. Questions posed will ask you to reflect on your writing experiences, challenges and expectations regarding the process involved in future writing assignments. Discussions should focus on providing constructive advice and tips regarding meeting expecting writing challenges.

Peer editing: A key part of writing is learning how to constructively edit and revise written work. Editing the work of your peers is a great way to do that and to get feedback from others on your own writing. You will be given guidelines in class (along with a worksheet of questions) on key points to look for when reading the works of others (and your own). You will take time in-class to read and edit your classmates work before meeting with them to offer them your advice. Key to this is learning how to provide constructive criticism. This is something we will discuss in more detail in class.

Absences: I do not take attendance; however, you receive credit for in-class participation and, because class material is meant to develop your skills in scientific writing, students who regularly miss class tend to do less well in the course overall. Accommodations for missing in-class participation require official documentation. Only a note from a physician, academic advisor, or similar authority in advance of the missed class will be accepted as an excuse. Please discuss any foreseeable conflicts with me as soon as you become aware of the issue.

Late assignments: You have weeks of warning for most assignments (see course schedule on next page) and it is up to you to plan ahead so that you do not miss deadlines, even if something does happen right before an assignment is due. “The computer ate my homework” is not an excuse. Back-up everything you do (twice). Extensions will only be given in highly unusual circumstances. Extensions will not be considered unless you have documentation of the problem that resulted in the request. Late penalties are severe (1 point per day for short essays and 5 points per day for term papers; very late papers will not be accepted).

Plagiarism and academic integrity: The penalties for anyone found to have committed plagiarism or any form of academic misconduct are severe. All students should read the Student Code (<http://community.uconn.edu/the-student-code-preamble/>). If you have questions about academic misconduct, please consult the online information available on the website of the Dean of Students Office, or come and talk to me about the issue. Understanding what does and does not constitute academic misconduct is your responsibility.

Anything that you write that is not phrased in your own original words will be considered plagiarism. Minor reorganization of someone else’s words is plagiarism. Any time that you use information from someone else’s work you must attribute it using proper in-text citation format followed by a full-length reference at the end of your document. In general, quotations are not used in scientific writing and are not permitted in this course. Please take these warnings very seriously. The costs of plagiarism are simply not worth it. For more information, please see the documents on plagiarism and citation formatting on the course’s HuskyCT site.

Resources: The UConn Writing Center (<http://writingcenter.uconn.edu>) is a wonderful resource. They will help you revise short portions of your writing. Please use them!

Course schedule (subject to change)

Week	Topic and in-class activities (A)	Assignment
1	<ol style="list-style-type: none"> Course introduction. Activity (A): Self-survey of goals and peer-exchange. Recognizing and avoiding plagiarism Brief introduction to the primary literature. A: Finding articles using BIOSIS 	Read assigned article, outline it and write a 1 paragraph (1/2 page) summary. List 3 possible paper topics and 2 primary literature sources for each.
2	<ol style="list-style-type: none"> Scientific writing. What makes a good paper? A: Excerpt critique and comparison. Does grammar matter? Common pitfalls. A: Peer re-write sample text and exchange 	Write short essay! It is due next class.
3	<ol style="list-style-type: none"> Short essay due. A: Reflections. How to edit and revise your own writing and that of others. A: Peer editing 	Read sample term paper and complete 1 page “guided critique sheet”.
4	<ol style="list-style-type: none"> The term paper challenge. A: Reflect on sample paper and your two topics. Searching the primary literature. A: Research workshop 	For each of two possible term paper topics: Write a 1-paragraph summary and list 5 peer-reviewed primary literature sources.
5	<i>Essays will be returned during week prior.</i> <ol style="list-style-type: none"> Writing workshop and peer-exchange. 	Required one-on-one meetings: TBA Revise short essay – due next class!
6	<ol style="list-style-type: none"> Final short essay due. A: Reflections Outlining your term paper. Focus on paragraph structure: introduction, body, summary. A: Identify structure of sample long paper excerpts. 	Write detailed term paper outline with source use indicated.
7	<ol style="list-style-type: none"> One-on-one meetings for discussion of progress. A: Introduction writing time. 	Write term paper – must complete introduction + 5 pages and bring to class.
8	<ol style="list-style-type: none"> Review paragraph structure and common pitfalls. A: Avoiding source-driven writing A: Peer-editing of intro. and 1 body paragraph 	Write term paper! It is due next class.
9	<ol style="list-style-type: none"> Term paper due. A: Reflections Abstracts. A: Abstract writing. 	Write your abstract.
10	<ol style="list-style-type: none"> The peer review process and further tips for peer-editing. A: In-class peer editing. 	Write out peer review comments following guidelines given in class (approximately 1 page).
11	<ol style="list-style-type: none"> Presenting your paper. A: writing your presentation. 	Complete your presentation PowerPoint (3-5 slides) for submission.
12	<i>Papers will be returned during week prior.</i> <ol style="list-style-type: none"> Help sessions and writing workshop. 	Revise term paper Required one-on-one meetings: TBA
13	<ol style="list-style-type: none"> Writing workshop and help session. 	Revise term paper – due next class!
14	<ol style="list-style-type: none"> Final term paper due. 	

	2. Class presentations.	
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2017-104

SLHS 5327

Add Course (guest: Christine Njuki)

COURSE ACTION REQUEST	
CAR ID	17-3680
Request Proposer	Njuki
Course Title	Introduction to Clinical Topics in Audiology
CAR Status	In Progress
Workflow History	Start > Draft > Speech Language and Hearing Services > College of Liberal Arts and Sciences > 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 Areas	1
Course Subject Area	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Introduction to Clinical Topics in Audiology
Course Number	5327
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Christine D Njuki
Initiator Department	Speech, Lang and Hearing Sci

Initiator NetId	chh02005
Initiator Email	christine.hare@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	2018
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	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture, Lab, Discussion

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
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?	Yes
Number of Total Credits Allowed	6
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	Graded

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	Clinical course requires access and use of Speech & Hearing Clinic on Storrs Campus. All students are graduate students in the Graduate Audiology program housed in Storrs.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	Introduction to Clinical Topics in Audiology I SLHS 5XXXX 3 credits Fall Semester This course provides the mandated training required prior to any interaction with patients during clinical observations. This course will also allow students to demonstrate understanding and practice of evaluation protocols, professionalism, documentation and interpersonal communication required prior to practicum and support early experiences once clinical practicum has begun.		
Reason for the course action	It has been a special topics course for several years now and is a requirement for the Doctoral Degree. It has been offered as 6367 Topics in Hearing & Speech Science Section 004, which is currently taught in the Fall and Section 002 in Spring.		
Specify effect on other departments and overlap with existing courses	none		
Please provide a brief description of course goals and learning objectives	Objectives of the course are to provide the mandated training required prior to any interaction with patients . This course will allow students to demonstrate understanding and practice of evaluation protocols, professionalism, documentation and interpersonal communication required prior to participating in clinical practicum and then to support early experiences in clinical practicum.		
Describe course assessments	Weekly readings, weekly quizzes, labs, final exam		
Syllabus and other attachments	Attachment Link	File Name	File Type

Fall 2017 Syllabus-Topics in Hearing & Speech Science -Introductory1.docx	Fall 2017 Syllabus-Topics in Hearing & Speech Science -Introductory1.docx	Syllabus
Spring 2017 Syllabus-Topics in Hearing & Speech Science -Introductory (6367-001).docx	Spring 2017 Syllabus-Topics in Hearing & Speech Science -Introductory (6367-001).docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Christine D Njuki	05/25/2017 - 09:58	Submit		Approved by department. 16/20 voted, 16 in favor
	Speech Language and Hearing Services	Lendra Friesen	07/27/2017 - 19:18	Approve	7/27/2017	Lendra Friesen signed off on this on July 27/17.
	College of Liberal Arts and Sciences	Pamela Bedore	08/30/2017 - 19:20	Return		Returning to Christine for minor changes as per email request 8/30/2017. PB
	College of Liberal Arts and Sciences	Pamela Bedore	08/31/2017 - 10:10	Resubmit		complete
	Speech Language and Hearing Services	Lendra Friesen	08/31/2017 - 11:01	Approve	8/31/2017	approved on 8/31/2017

Introduction to Clinical Topics in Audiology

SLHS 5327

Fall 2017

Instructor:

Christine Njuki, Au.D., CCC-A

christine.hare@uconn.edu

Office Phone: (860) 486-0403

Office Hours: Wednesday 2:30-4 and by appointment

Course goals

1. To prepare students for interaction with patients during observations this semester
2. To prepare students for clinical practice next semester
3. To provide a bridge between academic classes and clinical service provision
4. To develop knowledge and skills related to ethical practices and patient confidentiality
5. To foster in students an understanding of professional behavior and evidenced-based practices in the provision of clinical services in Audiology
6. To demonstrate the importance of self-evaluation as it pertains to developing interpersonal skills, professionalism, and clinical competence

Learning Objectives

1. Students will demonstrate knowledge and understanding of the Hearing Insurance Portability and Accountability Act
2. Students will demonstrate knowledge and understanding of Infection Control & Universal Precautions.
3. Students will demonstrate knowledge and understanding of the ASHA and AAA Ethical Guidelines in Audiology
4. Students will learn how to use Clinical and Educational tracking systems (TIMS, EValue, Noah)
5. Students will demonstrate knowledge and understanding of basic equipment calibration concepts
6. Students will demonstrate a beginning competency in Pediatric Second Testing and
7. Pediatric Screenings
8. Students will be demonstrate understanding of what Cultural Competence is and how that applies to the provision of clinical services in Audiology
9. Students will practice and demonstrate understanding of basic report writing and documentation skills in Audiology
10. Students will demonstrate an understanding of the importance of interpersonal communication in health care, begin to develop an ability to self-reflect on their own interpersonal communication and identify how interpersonal communication affects clinical interactions through observation of other student clinicians.

Class Requirements:

Orientation to Clinic and Clinic Protocols:

- a. Participation in Au.D. and Clinic Orientations (First Friday of the semester)
- b. Participation in Introduction to audiometric protocols/practice (First week of classes whenever you are not in classes)
- c. Attendance at Active Threat Training (First Thursday of the semester)

Weekly Meeting times:

- d. Attendance at Weekly lecture/discussion
 - Weekly readings/assignments/quizzes most often due prior to class in preparation for discussion, lab, lectures

- e. Attendance at Weekly 6367-006 class
 - Grand Rounds Presentations by 3rd year students most weeks
 - Completion of weekly readings and assignments prior to and following Grand Rounds Presentations.
 - Department Colloquia will be substituted for Grand Rounds once/month
- f. Attendance at additional lectures on special topics during other times as they are offered throughout the semester. The schedule will be made available to you through HuskyCT announcements and emails. Attendance is expected.
- g. Missing a class is unacceptable and considered unprofessional. Very few reasons will result in an excused absence. Unexcused absences from class will be reflected in Professionalism performance. Please see/contact clinical faculty to obtain an excused absence.

Independent Lab activities:

- h. Weekly, the Audiology section of the Speech & Clinic will be closed to patients and is available for independent practice
- i. AudSim Virtual Audiology Software is available in the Learning Lab

Clinic Observation:

- j. Weekly clinical observation of Second Year students

Clinic Participation:

- k. Travel to and participation in Hearing Screenings scheduled throughout the Fall
- l. Participation as a Pediatric Second Tester during your scheduled Pediatric Observation Rotation

Final Exam

Unlike many of your other graduate courses whose exams will be during the last week of classes, our Final Exam will be held during University assigned exam times during the official Finals Week. Plan accordingly.

Course Materials: Details of course content can be found on the HuskyCT system. Students are responsible for frequent checking of the HuskyCT for all relevant information. HuskyCT is also where the documents, templates, forms and other relevant clinic materials will be housed. Students are expected to be aware of the information housed in HuskyCT and notify clinical faculty if material is not present.

Grading will be based on the following:

Grand Rounds assignments 25%

Class topic assignments/labs/quizzes/discussion 25%

Class topic summative final exam 50%

Please see grading rubrics as they relate to specific assignments on HuskyCT.

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
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

This syllabus and HuskyCT information are subject to change when deemed necessary.

There may be changes in scheduling to accommodate and balance additional responsibilities and unforeseen conflicts. There may be changes to topics or assignments to better prioritize or emphasize certain topics and improve the learning experience. Change should be expected.

Your professionalism and flexibility is also expected in these cases. We encourage input for clarification and for desired topics for this class in future semesters.

Professionalism: We take great pride in our role as professionals. We respect our patients, our students, and the professional skills of our colleagues both on-campus and off-campus. Students are expected to demonstrate respectful behaviors in all their encounters, in and out of clinic.

A central part of professional behavior includes following ethical guidelines as defined by the ASHA Code of Ethics, AAA Code of Ethics, and HIPAA Guidelines. Students are expected to read and study these guidelines as part of their program of study and should expect assignments and quizzes on these topics during the semester. If at any time, you have questions regarding this information, you are expected to request clarification from a certified audiologist.

Confidentiality: Students will participate in education related to privacy and security of client information. This is mandatory. Information related to the management of client files will be included in orientation and through information on Husky CT. As a reminder, **no client file or portion thereof may be removed from the clinic at any time for any reason by a student. In addition, client reports or other forms of documentation may not be maintained on a hard drive, flash drive or other portable data collection device.**

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

For more information, contact: Kim McKeown at kimberly.mckeown@uconn.edu

Student Conduct: The University's Code of Conduct for students, and the statement of Hearing Appeal Procedures that applies, are clearly summarized in a document titled "Responsibilities of Community Life: The Student Code." Briefly, some of the forms that academic and scholarly misconduct take include cheating, plagiarism, misrepresentation, unauthorized possession/use /destruction of materials, computer violations, fabrication/falsification, research violations, conflicts of interest, tampering, attempt to influence improperly, aiding/abetting another individual in the act of misconduct, misconduct committed by a graduate student in a teaching role, and deliberate obstruction of an investigation.

For a complete transcript of this document, please go to:
http://www.community.uconn.edu/docs/1213_The_Student_Code.pdf

The Code states: "Responsibility for such misconduct...is not excused by ignorance.

Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research

<http://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/>

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

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 Romantic 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 Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at <http://policy.uconn.edu/?p=2884>.

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](#) under the [Sexual Assault Response Policy](#). 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/>.

This information is provided to you as requested by the Dean of Students.

Counseling and Mental Health Services: 486-4705 (after hours: 486-3427)

www.cmhs.uconn.edu

Career Services: 486-3013 www.career.uconn.edu

Alcohol and Drug Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

2017-105

SLHS 5328

Add Course (guest: Christine Njuki)

COURSE ACTION REQUEST	
CAR ID	17-3700
Request Proposer	Yanaway
Course Title	Intermediate Clinical Topics in Audiology
CAR Status	In Progress
Workflow History	Start > Draft > 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 Areas	1
Course Subject Area	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Intermediate Clinical Topics in Audiology
Course Number	5328
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Christine D Njuki
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	chh02005
Initiator Email	christine.hare@uconn.edu
Is this request for you or someone else?	Someone else

Proposer Last Name	Yanaway
Proposer First Name	Terry
Select a Person	toy11001
Proposer NetId	toy11001
Proposer Phone	+1 860 486 3408
Proposer Email	terry.yanaway@uconn.edu
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018
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	15
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture, Discussion, Lab

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	5XXXX Introduction to Clinical Topics in Audiology
Corequisites	none
Recommended Preparation	none
Is Consent Required?	No Consent Required

Is enrollment in this course restricted?	No
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GRADING	
Is this course repeatable for credit?	Yes
Number of Total Credits Allowed	6
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	No
What is the Grading Basis for this course?	Graded

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	Clinical audiology course and Clinic is in Storrs.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS							
Provide proposed title and complete course catalog copy	SLHS 5XXXX Intermediate Clinical Topics in Audiology 3 credits Fall and Spring Repeatable for Credit with a change in topic This course provides exposure to intermediate level topics in providing clinical audiology services with a focus on prevention and intervention and supports ongoing clinical practicum.						
Reason for the course action	This has been a special topics Course for several years now and is a requirement for the Doctoral Degree in Audiology. ref.: Fall 6367-005 and Spring 6367-002.						
Specify effect on other departments and overlap with existing courses	none						
Please provide a brief description of course goals and learning objectives	Overall goals are to provide intermediate level clinically-based Audiology instruction in a group setting. Learning objectives are to provide students opportunities to demonstrate knowledge in Professional Practice Competencies as well as Identification, Prevention, and Intervention Services that they may encounter clinically.						
Describe course assessments	Weekly reading, written assignments and quizzes in preparation for lecture. Labs. Final Exam.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Attachment Link	File Name	File Type			
Attachment Link	File Name	File Type					

	SLHS 6367-005 Intermediate-Fall 2017.doc	SLHS 6367-005 Intermediate-Fall 2017.doc	Syllabus
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Christine D Njuki	06/01/2017 - 12:42	Submit		Faculty vote: 16/20 voted. 16 in favor.
	Speech Language and Hearing Services	Lendra Friesen	07/27/2017 - 19:21	Approve	7/27/2017	Lendra signed off on this on July 27/17

Topics in Hearing and Speech Science
SLHS 6367-005
Intermediate Class
Fall 2017

Instructor:

Terry Yanaway, Au.D., CCC-A

terry.yanaway@uconn.edu

Course Objectives

7. To provide opportunities to delve deeper into clinical topics related to prevention and intervention
8. To provide intermediate level clinically-based instruction complementary to academic coursework
9. To provide opportunities for group clinical instruction

Learning Objectives

(ASHA 2017 Accreditation Standards 3.1.1A Professional Practice Competencies)

1. To reinforce and demonstrate understanding of HIPAA regulations
2. To demonstrate effective and professional writing skills through all written assignments
3. To further develop independence in self-reflecting on clinical service provision
4. To develop skills in clinical reasoning by critically evaluating and consuming literature related to amplification devices

5. To develop skills in understanding how evidence-based practice applies to the provision of treatment services

(ASHA 2017 Accreditation Standard 3.1.3A Identification and Prevention of Hearing Loss)

6. To develop skills in implementing a prevention project to a population at risk for hearing loss, tinnitus or vestibular disorders.

(ASHA 2017 Accreditation Standard 3.1.4A Assessment of the structure and function of the auditory and vestibular system)

7. To develop skills in assessing the characteristics of tinnitus

(ASHA 2017 Accreditation Standard 3.1.6A Intervention to minimize the effects of changes in the auditory and vestibular systems on an individual's ability to participate in his or her environment)

8. To develop an understanding of populations at risk for the development of communication disorders and to apply strategies to prevent and minimize those disorders
9. To develop skills in performing assessments for tinnitus intervention
10. To develop skills in assessing efficacy of tinnitus intervention
11. To develop a greater understanding of the provision of amplification services
12. To develop a greater familiarity with specific hearing aid manufacturers and their representatives.

Course Requirements:

- m. Two 50 minute classes weekly.
 - Wednesday: Grand Rounds Presentations by 3rd year Students (once/month Department Colloquia will be substituted)
 - Wednesday: Discussion/Lecture/LabMissing a class is unacceptable and considered unprofessional. Very few reasons will result in an excused absence. Unexcused absences from class will be reflected in Professionalism performance. Please see/contact clinical faculty to obtain an excused absence.
- n. You will attend additional lectures on special topics during other times as they are offered throughout the semester. The schedule will be made available to you through HuskyCT announcements and emails. Attendance is expected.
- o. Self-assessment skills are an essential component of clinical development. You will complete "personal reflection" assignments according to the criteria provided. Class participation, meetings with supervisors, reaction to feedback and constructive criticism and thoughtful questions also contribute to self-assessment skill development.
- p. You will identify an area of prevention that is of interest to you. You will develop a proposal for an outreach activity to the community targeting an at risk population and

- providing education about prevention. Projects are to be approved by Dr. Terry Yanaway during the fall semester (deadline TBA) and to be presented during the spring semester.
- q. You will complete any additional assignments that are made including but not limited to journal review, clinical practice labs, summary questions following grand rounds, mock interviews, and/or test administration practice.
 - r. Additional requirements: Save the Date
 - 1. Attendance at Capstone Projects - Spring
 - 2. Presentation of completed Prevention Projects - Spring

Course Materials: Details of course content can be found on the HuskyCT system. Students are responsible for frequent checking of the HuskyCT system for assignments, bulletins, notices and schedules. HuskyCT is also where the documents, templates, forms and other relevant clinic materials will be housed. Students are expected to be aware of the information housed in HuskyCT and notify clinical faculty if material is not present.

Grading will be based on the following:

Grand Rounds participation 20%
Class topic assignments 40%
Class topic summative final exam 40%

Please see grading rubrics as they relate to specific assignments on HuskyCT.

Professionalism

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www.cmhs.uconn.edu

Career Services: 486-3013 www.career.uconn.edu

Alcohol and Drug Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

2017-106

SLHS 5329

Add Course (guest: Christine Njuki)

COURSE ACTION REQUEST	
CAR ID	17-4042
Request Proposer	McMahon
Course Title	Advanced Clinical Topics in Audiology
CAR Status	In Progress
Workflow History	Start > 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 Areas	1
Course Subject Area	SLHS
School / College	College of Liberal Arts and Sciences
Department	Speech Language and Hearing Services
Course Title	Advanced Clinical Topics in Audiology
Course Number	5329
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Christine D Njuki
Initiator Department	Speech, Lang and Hearing Sci
Initiator NetId	chh02005
Initiator Email	christine.hare@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	McMahon
Proposer First Name	Ann
Select a Person	ncm06001
Proposer NetId	ncm06001
Proposer Phone	+1 860 486 0341
Proposer Email	ann.mcmahon@uconn.edu
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Fall
Proposed Year	2018

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	50
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	3
Is this a Multi-Semester Course?	No
Instructional Pattern	Presentations, Discussion Boards, Lecture, Journals

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
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?	Yes
Number of Total Credits Allowed	18
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

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	It is a requirement of the Clinical Audiology Program which is housed in Storrs.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	SLHS 5329 Advanced Clinical Topics in Audiology Three Credits Fall and Spring This course focuses on integrating advanced diagnostic and treatment topics with evidenced based practice through presentations and case studies.		
Reason for the course action	This has been a Special Topics course for several years and is a requirement for the Doctoral Degree in Audiology. ref: Fall 6367 -006, Spring 6367-004		
Specify effect on other departments and overlap with existing courses	none		
Please provide a brief description of course goals and learning objectives	To practice integrating clinic and research knowledge through real case studies, promote critical thinking in the area of advanced clinical topics through case studies, and develop presentation skills.		
Describe course assessments	Grand Rounds presentations, participation in Q&A following presentations, leading and participating in discussion boards, class lecture/discussion of clinical cases, personal reflections, article review and annotated bibliographies, final exam.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Revised SLHS 6367-006 Fall 2017 Syllabus Topics in Hearing Advanced.docx	SLHS 6367-006 Fall 2017 Syllabus Topics in Hearing Advanced.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Christine D Njuki	08/30/2017 - 09:42	Submit		Approved by Department 16/20 voted, 16 in favor.
	Speech Language and Hearing Services	Lendra Friesen	08/30/2017 - 14:15	Approve	8/30/2017	Approved on 8/30/2017

Special Topics in Audiology

6367-006

Fall 2017

Instructor:

Nancy C. McMahon, Au.D., CCC-A, ABA

nancy.mcmahon@uconn.edu

860-486-0341

Office hours: Wednesdays, 9:00 a.m. - 11:00 a.m.

Learning Objectives

10. To bolster clinical and research understanding
11. To provide an opportunity to learn as much as possible about the evaluation, etiologies, and management of hearing loss using real world cases
12. to provide opportunities to form opinions about audiology and to express these opinions in writing and in discussion
13. to prepare students for clinical situations/issues they may encounter in practicum and in work settings
14. to foster in students an understanding/demonstration of professional behavior and evidenced-based practices in the provision of clinical services in Audiology
15. To promote clinical thinking in the area of vestibular evaluation through the use of case studies

Semester Goals

1. To present information about a unique case that most of your peers know little about
2. To disseminate new information, research and clinical
3. To recognize the importance of evidence based practices in the evaluation and management of hearing loss
4. To be able to integrate research and clinical results in objectively evaluating cases presented
5. To offer alternatives to evaluation and treatment based on research and evidenced based practices
6. To understand and respect the differences in the approaches to the evaluation and management of hearing loss amongst audiologists and other professionals

ASHA Standards related to course content:

Standard IV-A: Foundations of Practice: A1-A3, A7-A20

Standard IV-C: Assessment C1-C11

Standard IV-D: Intervention (Treatment) D1-D7

Standard IV-E: Advocacy/Consultation E1-E3

Standard IV-F: Education/Research Administration F1-F3

Course Requirements:

- s. You will attend one 50-minute class weekly, Wednesdays, 12:25 p.m. – 1:15 p.m., Ryan, with all audiology doctoral students, as well as meet four times throughout the semester with AuD3 cohorts for 2 hours each session to participate in vestibular and central auditory processing case studies. In addition, you will be required to actively participate in two discussion boards, one related to AuD3 grand rounds and one related to AuD4 case presentations. While attendance is not mandatory by university policies ([University Policy on Attendance](#)), absences may have an impact on your final grade.
- t. You may be asked to attend additional special topic lectures during other times as offered throughout the semester. All additional classes and topics will be made available to you through HuskyCT announcements and emails. Attendance is expected.
- u. Self-assessment skills are an essential component of clinical development. You will complete “personal reflection” assignments according to the criteria provided three times during the semester, beginning, mid, and end.
- v. You will complete any additional assignments that are made including but not limited to journal review, clinical practice labs, summary questions following grand rounds, mock interviews, and/or test administration practice.

Course Materials: Details of course content can be found on the HuskyCT system. Students are responsible for frequent checking of the HuskyCT system for assignments, bulletins, notices and schedules. HuskyCT is also where the documents, templates, forms and other relevant materials will be housed. Students are expected to be aware of the information housed in HuskyCT and notify faculty if material is not present.

Grading will be based on the following:

- I. Participation in AuD3 Discussion Board – per guidelines and rubric - 21 points
- II. Participation in AuD4 Discussion Board – per guidelines and rubric - 21 points
- III. Personal Reflections per guidelines and rubric - 15 points
- IV. Assignments and Quizzes – 30 points
- V. Article Review and Annotated Bibliographies – 21 points
- VI. Vestibular and Central Auditory Processing Case Studies – 60 points
- VII. Class Participation – Grand Rounds – 3 points
- VIII. Grand Rounds Presentation (grade will be assigned in Spring)

IX. Final Exam – 100 points ([Final Exam Absence](#))

90 – 100	A
80 – 89	B
70 – 79	C

Professionalism

We take great pride in our role as professionals. We respect our patients, our students, as well as the professional skills of our colleagues both on-campus and off-campus. Students are expected to demonstrate respectful behaviors in all their encounters, in and out of clinic.

A central part of professional behavior includes following ethical guidelines as defined by the ASHA Code of Ethics, AAA Code of Ethics, and HIPAA Guidelines. Students are expected to read and study these guidelines as part of their program of study and should expect assignments and quizzes on these topics during the semester. If at any time, you have questions regarding this information, you are expected to request clarification from a certified audiologist.

Student Conduct: The University’s Code of Conduct for students, and the statement of Hearing Appeal Procedures that applies, are clearly summarized in a documents titled “Responsibilities of Community Life: The Student Code.” Briefly, some of the forms that academic and scholarly misconduct take include cheating, plagiarism, misrepresentation, unauthorized possession/use /destruction of materials, computer violations, fabrication/falsification, research violations, conflicts of interest, tampering, attempt to influence improperly, aiding/abetting another individual in the act of misconduct, misconduct committed by a graduate student in a teaching role, and deliberate obstruction of an investigation.

For a complete transcript of this document, please go to:

[Student Code Preamble](#)

http://www.community.uconn.edu/docs/1213_The_Student_Code.pdf

The Code states: “Responsibility for such misconduct...is not excused by ignorance”.

Scholarly Integrity in Graduate and Post-Doctoral Education and Research

[Scholarly Integrity in Graduate and Post-Doctoral Education and Research](#)

Confidentiality: Students will participate in education related to privacy and security of client information. This is mandatory. Information related to the management of client files will be included in orientation and through information on Husky CT. As a reminder, no client file or portion thereof may be removed from the clinic at any time for any reason by a student. In addition, client reports or other forms of documentation may not be maintained on a hard drive, flash drive or other portable data collection device.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

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 Romantic 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 Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

<http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/>

More information is available at <http://policy.uconn.edu/?p=2884>.

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](#) under the [Sexual Assault Response Policy](#). 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/>.

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

[UCONN People with Disability Policy Statement](#)

For more information, contact: Kim McKeown at kimberly.mckeown@uconn.edu

This information is provided to you as requested by the Dean of Students.

Graduate School <http://grad.uconn.edu/>

Counseling and Mental Health Services: 486-4705 (after hours: 486-3427)

www.cmhs.uconn.edu

Career Services: 486-3013 www.career.uconn.edu

Alcohol and Drug Services: 486-9431 www.aod.uconn.edu

Dean of Students Office: 486-3426 www.dos.uconn.edu

SLHS 6367-006

8/17

2017-107 AMST/ARTH 3440/W Revise Course (guest: Christopher Vials) (G)(S)

COURSE ACTION REQUEST	
CAR ID	17-3523
Request Proposer	Boylan

Course Title	19th Century American Art
CAR Status	In Progress
Workflow History	Start > Art and Art History > School of Fine Arts > Return > Art and Art History > American Studies > School of Fine Arts > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	ARTH
School / College	School of Fine Arts
Department	Art and Art History
Course Subject Area #2	AMST
School / College #2	College of Liberal Arts and Sciences
Department #2	American Studies
Reason for Cross Listing	Asked by American Studies to cross-list. The subject is germane to American Studies and adds to their visual culture offerings. Additionally, cross-listing will encourage students to explore Art History as a part of American historical and cultural studies.
Course Title	19th Century American Art
Course Number	3440
Will this use an existing course number?	Yes
Please explain the use of existing course number	This is an application for cross-listing so can use the same number in AAH and SFA.

CONTACT INFO	
Initiator Name	Alexis L Boylan
Initiator Department	Art and Art History
Initiator NetId	alb10009

Initiator Email	alexis.boylan@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	2018
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	No
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)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
W Sections Term(s) Offered	Fall
Will there also be a non-W section?	Yes
Non-W Sections Term(s) Offered	Fall
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures and Discussions

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	sophomore or permission of instructor
Corequisites	no
Recommended Preparation	no
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	No
Is Consent Required for course?	No Consent Required
Who is this course open to?	Sophomore,Junior,Senior,Graduate

GRADING	
Is this course repeatable for credit?	No
What is the Grading Basis for this course?	Graded

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	No faculty to teach it.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS	
Provide existing title and complete course catalog copy	Art History 3440(W): 19th-Century American Art This course provides an overview of major artists and stylistic movements in the United States in the long 19th century
Provide proposed title and complete course catalog copy	Art History 3440(W): 19th-Century American Art This course provides an overview of major artists and stylistic movements in the United States in the long 19th century

Reason for the course action	Due to the shifting outreach and the major in American Studies (CLAS), I have been asked to cross-list this course so it can be fully integrated into the American Studies curriculum. I am very happy to do this as I believe it will help the Art History major and students as well. This seems like a win-win for both departments.								
Specify effect on other departments and overlap with existing courses	No other class like this that focuses on visual culture.								
Please provide a brief description of course goals and learning objectives	1. Help students have a clear picture of the trajectory of visual culture in the United States in the long 19th century. 2. Aid students in critically engaging with the ways visual culture creates and sustains identity and nationalism. 3. Use the scholarship of 19th century American art to help students think about the ways in which knowledge is created and the methods various historians use to consider visual culture. 4. Use visual culture as a vector to discuss race and gender in the United States.								
Describe course assessments	1. Weekly reading and discussions. Class participation is part of the total grade. 2. Three exams. Two in-class and then a final exam. 3. Book review (5-7 pages) 4. Poster project (group project based on book review)								
General Education Goals	Become articulate---- I try and do this through class discussion and the poster project orally and in exams and the paper project in writing. Acquire intellectual breadth and versatility---I try and give the students a variety of perspectives and ask them to form their own tastes and opinions about the work created and about nationalism and identity broadly. Acquire critical judgment--- Again, I want the students to feel comfortable walking into a museum and being able to know what they are seeing, know the historical context, and have opinions about what the piece meant when it was created and what it might mean now.								
Skill Code W	When I teach this class as a "w" I follow the "w" guidelines which mean more writing and more revision. In other words, an all-term paper that they build up in pieces over the term.								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>19th Century Syllabus 2016.docx</td> <td>19th Century Syllabus 2016.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	19th Century Syllabus 2016.docx	19th Century Syllabus 2016.docx	Syllabus		
Attachment Link	File Name	File Type							
19th Century Syllabus 2016.docx	19th Century Syllabus 2016.docx	Syllabus							

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Alexis L Boylan	04/13/2017 - 18:50	Submit		Again, this is to newly cross-list a class.
	Art and Art History	Monica M Bock	04/27/2017 - 00:15	Approve	4/26/2017	Approved by faculty meeting vote 4/26/2017
	Art and Art History	Monica M Bock	04/27/2017 - 00:15	Approve	4/26/2017	Approved by faculty meeting vote 4/26/2017
	School of Fine Arts	Thomas Meacham	04/28/2017 - 15:16	Return		Grading rubric required for syllabus. See Nickie Bock for more details.
	Return	Alexis L Boylan	04/28/2017 - 15:34	Resubmit		Fixed form and added grade criteria sheet to syllabus. Thanks!
	Art and Art History	Monica M Bock	04/28/2017 - 15:49	Approve	4/28/2017	Updates Approved 4.28.2017

	American Studies	Matthew G McKenzie	04/30/2017 - 17:47	Approve	4/30/2017	A strong addition to the AMST course offerings.
	School of Fine Arts	Thomas Meacham	05/10/2017 - 13:15	Approve	5/5/2017	The SFA C&C Committee and the SFA Faculty voted and successfully approved this proposal.

Art History 3440: 19th-Century American Art

Fall 2016, 11am-12:15pm

Alexis Boylan

E-Mail: alexis.boylan@uconn.edu

Office Hours: TTH 9:30-10:30am, and by appointment, Art Building 209

Description: This course provides an overview of major artists and stylistic movements in the United States in the long 19th century.

Course Requirements:

1. **Participation.** Class is on Tuesdays and Thursdays and you are EXPECTED to participate each week, all semester. This class is fast-paced, has significant weekly readings, and will engage with complex ideas about art, nationalism, race, and gender. Success will demand that you stay committed to participating in class and seeking help immediately if problems arise.
2. **Exams and Papers.** There are two, in-class exams in this class and a final exam (date TBA-finals period). There will be **no make-up exams** except with written permission from the academic dean of students. Additionally, there is a book review, collaborative poster/website project, and group presentation. Again, no late papers will be accepted without a note from the Dean. Finally, you will be evaluated on class participation. All readings for the class are to be completed by class on Thursday and it will be expected that everyone will make daily contributions to class discussion and debate.
3. **Final Exam Policy.** I STRICKLY follow UConn's final exam policy. All exams taken outside of the designated time must be handled through the formal process. See this webpage for more info: <http://catalog.uconn.edu/academic-regulations/grade-information/#exam-absence>
4. **Computer Policy.** Because attending to lecture and discussion, looking at the projected images, and taking notes on both already involves significant multitasking, this is an **unplugged classroom environment: cell phone, laptop, and iPad/tablet use are not permitted in class.** Per the UConn student conduct manual, cell phones must be turned completely off, not merely left in "standby" or silent mode (please refer to the relevant pages regarding these policies if you need more information). The instructor is responsible for having a cell phone on standby in case of official UConn Emergency Alert text messages and will communicate any emergency procedures and instructions to students. The only exception to this policy is for students with

special needs and those students will need documentation from the CSD before computers can be brought to class.

5. **Audio and video recording.** No audio or video recording of class is permitted. This is a violation of intellectual property rights.
6. **Center for Students with Disabilities.** The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>
7. **HuskyCT.** Important course documents will be posted on HuskyCT as will any changes made to the class. You should make it a habit to check HuskyCT at least once a week for updates.
8. **Cheating.** I take plagiarism very seriously. Thus if there is a case of plagiarism I will vigorously pursue the issue and if the offender is found guilty she/he/they will **FAIL THE WHOLE COURSE.** Misconduct will be handled in accordance with the guidelines established in *The Student Code* as they are outlined at http://www.dosa.uconn.edu/student_code_appendixa.html. As stated in these guidelines:
“Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research or ideas to their rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).”

Look at the guidelines and if you are unclear about citations or have any questions about writing, please ask ASAP.

9. **General UConn Policies.** For more on UConn policies relating to class and class work, see: <http://provost.uconn.edu/syllabi-references>
This link is also on the class HuskyCT site in the syllabus tab.
10. **Grading.** All grades will be calculated according to the percentage formula below. For more details see the grading sheet posted on HuskyCT.

Final Grade Formula:

Exams I and II (20% each)	40%
Final exam	25%
Book Review (5-7 pages)	20%
Poster Project (Group/Individual score)	10%
Class Participation	5%

	100%

Textbooks: Two texts available at the University bookstore and on reserve. *All other readings are on the class HuskyCT site.*

Framing America, Frances Pohl, Thames and Hudson, 2nd or 3rd edition, 2008/2012. (This book is lovely but very expensive. Either edition will do but the pages noted below are for the 3rd edition.)

Reading American Art, edited by Marianne Doezema and Elizabeth Milroy, Yale University Press, 1998.

Tentative Class Schedule: Note, this schedule may change so be sure to check announcements on HuskyCT and those that will be sent to your UConn email.

August 31/September 1 **Introduction: Nation Building and Visual Culture, or, What do Americans look like?**

Readings: Pohl, Preface (pp 10-13)
Doyle, "Is American Art History Conservative?"

Sept 6/8 **Colonial Portraiture and Copley**

Readings: Pohl, pp. 63-67, 82-86 (skim 69-78)
Reading American Art- Chapter 2 (*Staiti*)
Ethan W. Lasser, "Selling Silver The Business of Copley's *Paul Revere*"
Emily Neff "... John Singleton Copley, *Watson and the Shark*, and the Cultures of Natural History"
Burns and Davis, Part I, pp 44-53

(September 8 Book choice needs to be made; in class)

Sept 13/15 **Revolutionary Images and George Washington**

Readings: Pohl, pp. 92-95, 98-101

Reading American Art- Chapter 3 (Stein)

Susan Rather, "Contrary Stuart"

Kirk Savage, "The Self-Made Monument"

Burns and Davis Part I, pp. 77-81

September 20

NO CLASS

September 22

Thomas Cole

Readings: Pohl, pp. 140-165, 173-176

Reading American Art- Chapter 4 (Wallach)

Burns and Davis Part I, pp. 237-243

Burns and Davis Part II, pp 264-271

Sept 27/29

The Hudson River School

Readings: Jennifer Raab, "Narrative Luxury" from *Frederic Church: The Art and Science of Detail*

Asher B. Durand, "Letters on Landscape Painting"

October 4

Robert Duncanson

Readings: David Lubin, "Reconstructing Duncanson"

Margaret Rose Vendryes, "Race Identity/ Identifying Race..."

Burns and Davis Part II, pp. 602

Oct 6

NO CLASS

Oct 11

Luminism: True or False?

Readings: Alan Wallach, "Rethinking Luminism"

October 13

Exam 1

Oct 18/20

Genre Painting

Readings: Pohl, pp. 176-184
Reading American Art- Chapter 6 (*Oedel and Gernes*)

(October 20 Book review drafts accepted)

Oct 25/27 **The West/ Images of Native Americans**

Readings: Pohl, pp. 165-173, 236-250
Burns and Davis Part II, pp 439-448
Reading American Art- Chapter 7 (*Hight*)
Janet Berlo, "Men of the Middle Ground"
Curtis M. Hissley, "The World as a Marketplace: Commodification of the Exotic at the World's Columbian Exposition, Chicago, 1893"

November 1/3 **Civil War/Reconstruction**

Readings: Pohl, pp. 209-236
Burns and Davis Part II, pp 520
Reading American Art- Chapter 8 (*Kasson*) AND Chapter 9 (*Buick*)
Kirk Savage, "Molding Emancipation"
Steven Conn, "Narrative Trauma and Civil War History Painting, or Why are these Pictures so Terrible?"

Nov 8/10 **Winslow Homer, Vision, and Art/History**

Readings: Reading American Art- Chapter 12 (*Prown*)
Sarah Burns, "Revitalizing the "Painted-Out" North: Winslow Homer, Manly Health, and New England Regionalism in Turn-of-the-Century America"
Eleanor Lewis Jones, "Deer Drinking: Reflections on a Watercolor by Winslow Homer"

November 10 Book reviews due

Nov 15 **Under the Foreign Influence: J.A.M. Whistler, Mary Cassatt, John Singer Sargent**

Readings: Pohl, pp. 283-294, 266-272, 310-315
Burns and Davis Part II, pp. 803-805
Jonathan Weinberg, "Origins: The Artist's Mother"
Anne Higonnet, "Two Ways of Thinking About Mary Cassatt"

November 17 Exam II

Thanksgiving Break

Nov 29/December 1 **Thomas Eakins and the Gilded Age Art/ Modern Art? The Curious Cases of Childe Hassam and Charles Schreyvogel**

Readings: Pohl, pp. 315-318
Reading American Art- Chapter 11 (*Johns*)
Kirsten Buick, "Selection about Tanner"
Albert Boime, "Tanner and Subversion of Genre"
Katherine Spies "Figuring the Neurasthenic"
Alan Braddock, "Shooting the Beholder: Charles Schreyvogel and the Spectacle of Gun Vision"

Dec 6/8 POSTER/WEBSITE Group Presentations

December 6/8 Poster project evaluation form due

FINAL EXAM---TBA

19th Century American Art Grading Policies:

There will be no discussion of grades over email. That said, you are always welcome and encouraged to come to office hours to talk about study and writing skills. You can also calculate your own grades as the term progresses. Grades will be calculated using the following method:

Exams: Each exam is given number grade. At the end of the term each number grade is multiplied by its weighted percent and then added to the overall grade. (Exam I 20%, Exam II 20% Final Exam-25%)

Book Review Paper: These papers will be graded and given a numerical score. This number is multiplied by its weighted percent and then added to the overall grade. (Book Review 20%)

Poster Project (Group/Individual score): The poster project will have two components, an individual score and a group score. The two scores will be averaged for a final numerical score. This number is multiplied by its weighted percent and then added to the overall grade. (Poster Project 10%)

Class Participation: This is given on an A-F scale; 95=A, 85=B, 75=C, 65=D, 50=F. At the end of the term each number grade is multiplied by its weighted percent and then added to the overall grade. (Discussion 5%)

Final grades use the following number scale: A= 100-92.5, A-= 92.4-89.5, B+=89.4-85.5, B=85.4-82.5, B-= 82.4-79.5, C+=79.4-75.5, C=75.4-72.5, C-= 72.4-69.5, D+= 69.4-65.5, D=65.4-62.5, D-= 62.4-59.5, F= 59.4 and below

Below is UConn's grading scale. For more information, see UConn's course catalog.

Explanation	Final Grades	Grade Points	Course Credit	Skill
Excellent	A	4.0	yes	yes
	A-	3.7	yes	yes
Very Good	B+	3.3	yes	yes
	B	3.0	yes	yes
Good	B-	2.7	yes	yes
	C+	2.3	yes	yes
Average	C	2.0	yes	yes
	C-	1.7	yes	yes
Fair	D+	1.3	yes	yes
	D	1.0	yes	yes
Merely Passing	D-	0.7	yes	yes

Failure

F

0.0

no

no

Art History 3440W: 19th-Century American Art

Alexis Boylan

E-Mail: alexis.boylan@uconn.edu

Office Hours:

Description: This course provides an overview of major artists and stylistic movements in the United States in the long 19th century.

Course Requirements:

1. There are three, hour-long exams in this class, which includes the final exam (time TBA). There will be no make-up exams except with written permission from the academic dean of students. **As part of the “W” requirement, there are also a 3-pg paper and a 12-pg paper due.** Both papers will demand drafts produced for, and discussed in, class. Additionally, class participation will constitute a part of your final grade.
2. **Participation.** Class is on Tuesdays and Thursdays and you are EXPECTED to participate each week, all semester. This class is fast-paced, has significant weekly readings, and will engage with complex ideas about art, nationalism, race, and gender. Success will demand that you stay committed to participating in class and seeking help immediately if problems arise.
3. **Final Exam Policy.** I STRICKLY follow UConn’s final exam policy. All exams taken outside of the designated time must be handled through the formal process. See this webpage for more info: <http://catalog.uconn.edu/academic-regulations/grade-information/#exam-absence>
4. **Computer Policy.** Because attending to lecture and discussion, looking at the projected images, and taking notes on both already involves significant multitasking, this is an **unplugged classroom environment: cell phone, laptop, and iPad/tablet use are not permitted in class.** Per the UConn student conduct manual, cell phones must be turned completely off, not merely left in “standby” or silent mode (please refer to the relevant pages regarding these policies if you need more information). The instructor is responsible for having a cell phone on standby in case of official UConn Emergency Alert text messages and will communicate any emergency procedures and instructions to students. The only exception to this policy is for students with special needs and those students will need documentation from the CSD before computers can be brought to class.
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require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>

7. **HuskyCT.** Important course documents will be posted on HuskyCT as will any changes made to the class. You should make it a habit to check HuskyCT at least once a week for updates.
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Look at the guidelines and if you are unclear about citations or have any questions about writing, please ask ASAP.

9. **General UConn Policies.** For more on UConn policies relating to class and class work, see: <http://provost.uconn.edu/syllabi-references>. This link is also on the class HuskyCT site in the syllabus tab.
10. All grades will be calculated according to the percentage formula below and with the rubric at the end of the syllabus. Please note that for “W” courses, the 50% of the course devoted to writing/revising (noted with an asterisks below*) must be passed to pass the class. **Final Grade Formula:**

Three Exams	45% (15% each)
Discussion	5%
3-pg Paper (+drafts)*	10%
12-pg Paper (+ drafts)*	40%

	100%

Some notes about the “W” requirement:

The Writing requirement at the University of Connecticut mandates 1) a deliberate process for revision of 15 pages over the course of the semester; and 2) that “the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation.” That is, that students learn

appropriate research and documentation techniques and the critical thinking skills of discipline-specific writing.

By the end of the course you will:

1. Understand that writing is a process and a mode of gaining knowledge and understanding, and that revision is fundamental to that process.
2. Be more critical of your own writing through dialog, drafts, reading, and peer review.
3. Have improved the mechanics of your writing so that you write at the college level in Art History and American Studies.

Some class time will be used to assist students in choosing appropriate paper topics, identifying theses, research in art history, paper organization, and style. This will involve on some days a “workshop” environment designed to facilitate your revision process as required for Writing credit. The bulk of our work will take place in the revision process, in which students will acquire the objective tools of self-assessment that are applied in online, individual, and peer contexts.

Each student will write on one 19th century work of art that is owned by UConn’s excellent museum, The Benton. The images will be on display in the museum for the month of September and are also available online at: **XXX**

For more info on the general rules and ideology behind the “w” class, see:

<http://writingcenter.uconn.edu/w-course-information-2/>

Textbooks: Two texts available at the University bookstore and on reserve. *All other readings are on the class HuskyCT site.*

Framing America, Frances Pohl, Thames and Hudson, 2nd or 3rd edition, 2008/2012. (This book is lovely but very expensive. Either edition will do but the pages noted below are for the 3rd edition.)

Reading American Art, edited by Marianne Doezema and Elizabeth Milroy, Yale University Press, 1998.

Tentative Class Schedule: Note, this schedule may change so be sure to check announcements on HuskyCT and those that will be sent to your UConn email. **WRITING DUE DATES AND EXAMS ARE HIGHLIGHTED.**

- August 31/September 1 **Introduction: Nation Building and Visual Culture, or,
What do Americans look like? AND For term-length paper: goals,
picking an image, and explanation of the term-long assignment**
- Readings:** Pohl, Preface (pp 10-13)
Doyle, "Is American Art History Conservative?"
- Sept 6/8 **Colonial Portraiture/ ****Benton Visit**** Elements of formal analysis-in writing**
- Readings:** Pohl, pp. 63-67, 82-86 (skim 69-78)
Reading American Art- Chapter 2 (Staiti)
- Sept 13/15 **Copley and Revolutionary Images**
- Readings:** Pohl, pp. 92-95, 98-101
Reading American Art- Chapter 3 (Stein)
Ethan W. Lasser, "Selling Silver The Business of Copley's *Paul Revere*"
Emily Neff "... John Singleton Copley, *Watson and the Shark*, and the Cultures of Natural History"
Burns and Davis, Part I, pp 44-53, pp. 77-81
- September 20/22 **Thomas Cole/ Thinking about being a critical reader: How to be a constructive
editor in peer review**
- Due:** **Draft of Formal Analysis paper, 3pages (Bring 2 copies_Peer review)**
- Readings:** Pohl, pp. 140-165, 173-176
Reading American Art- Chapter 4 (Wallach)
Burns and Davis Part I, pp. 237-243
Burns and Davis Part II, pp 264-271
- Sept 27/29 **The Hudson River School/ Starting to pull together research and ideas: Where
to start and how to build**
- Readings:** Jennifer Raab, "Narrative Luxury" from *Frederic Church: The Art and Science of Detail*

Asher B. Durand, "Letters on Landscape Painting"

October 4/6 **Robert Duncanson/ Structuring a thesis: What is an argument and how do you know you have one**

Due: **Formal Analysis Paper (3 pages), Final Draft**

Readings: David Lubin, "Reconstructing Duncanson"
Margaret Rose Vendryes, "Race Identity/ Identifying Race..."
Burns and Davis Part II, pp. 602

Oct 11 **Luminism: True or False?**

Readings: Alan Wallach, "Rethinking Luminism"

October 13 Exam 1

Oct 18/20 **Genre Painting/ Endnotes, Plagiarism, and Illustrations: Details matter**

Due: **Draft Bibliography -10 sources**

Draft of Thesis Statement

Readings: Pohl, pp. 176-184
Reading American Art- Chapter 6 (*Oedel and Gernes*)

Oct 25/27 **The West/ Images of Native Americans**

Readings: Pohl, pp. 165-173, 236-250
Burns and Davis Part II, pp 439-448
Reading American Art- Chapter 7 (*Hight*)
Janet Berlo, "Men of the Middle Ground"
Curtis M. Hissley, "The World as a Marketplace: Commodification of the Exotic at the World's Columbian Exposition, Chicago, 1893"

November 1/3 **Civil War & Reconstruction/ Quotations: How and when to use them**

Due: Full Bibliography (15 sources)

Draft of Introduction and start to paper, 3pages---thesis included (Bring 2 copies_Peer review)

Readings: Pohl, pp. 209-236
Burns and Davis Part II, pp 520
Reading American Art- Chapter 8 (*Kasson*) AND Chapter 9 (*Buick*)
Kirk Savage, "Molding Emancipation"
Steven Conn, "Narrative Trauma and Civil War History Painting, or Why are these Pictures so Terrible?"

Nov 8/10 **Winslow Homer/ Peer Review**

Due: *NEW* 3-Page Draft (Bring 2 copies_Peer Review)

Readings: Reading American Art- Chapter 12 (*Prown*)
Sarah Burns, "Revitalizing the "Painted-Out" North: Winslow Homer, Manly Health, and New England Regionalism in Turn-of-the-Century America"
Eleanor Lewis Jones, "Deer Drinking: Reflections on a Watercolor by Winslow Homer"

Nov 15 **Under the Foreign Influence: J.A.M. Whistler, Mary Cassatt, John Singer Sargent**

Readings: Pohl, pp. 283-294, 266-272, 310-315
Burns and Davis Part II, pp. 803-805
Jonathan Weinberg, "Origins: The Artist's Mother"
Anne Higonnet, "Two Ways of Thinking About Mary Cassatt"

November 17 Exam II

Thanksgiving Break

Nov 29/December 1 **Thomas Eakins and the Gilded Age Art/ Peer review**

Due: 8 Page Draft (Bring 2 copies...Note, this is the last time I will see your paper before the final draft_Peer review)

Readings: Pohl, pp. 315-318

Reading American Art- Chapter 11 (Johns)

Dec 6/8

Modern Art? The Curious Cases of Childe Hassam and Charles Schreyvogel

Katherine Spies "Figuring the Neurasthenic"

Alan Braddock, "Shooting the Beholder: Charles Schreyvogel and the Spectacle of Gun Vision"

*****FINAL PAPERS DUE DEC 8 last class, in class. *****

FINAL EXAM---TBA

19th Century American Art Grading Policies:

There will be no discussion of grades over email. That said, you are always welcome and encouraged to come to office hours to talk about study and writing skills.

Final grades use the following number scale: A= 100-92.5, A-= 92.4-89.5, B+=89.4-85.5, B=85.4-82.5, B-= 82.4-79.5, C+=79.4-75.5, C=75.4-72.5, C-= 72.4-69.5, D+= 69.4-65.5, D=65.4-62.5, D-= 62.4-59.5, F= 59.4 and below

Below is UConn's grading scale. For more information, see UConn's course catalog.

Explanation	Final Grades	Grade Points	Course Credit	Skill
Excellent	A	4.0	yes	yes
	A-	3.7	yes	yes
Very Good	B+	3.3	yes	yes
Good	B	3.0	yes	yes
	B-	2.7	yes	yes

	C+	2.3	yes	yes
Average	C	2.0	yes	yes
Fair	C-	1.7	yes	yes
Poor	D+	1.3	yes	yes
	D	1.0	yes	yes
Merely Passing	D-	0.7	yes	yes
Failure	F	0.0	no	no

2017-108 AMST/HIST 3542 Revise Course (guest:
Christopher Vials)

COURSE ACTION REQUEST	
CAR ID	17-3546
Request Proposer	Vials
Course Title	New England Environmental History
CAR Status	In Progress
Workflow History	Start > Draft > History > American Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	HIST
School / College	College of Liberal Arts and Sciences
Department	History

Course Subject Area #2	AMST
School / College #2	College of Liberal Arts and Sciences
Department #2	American Studies
Reason for Cross Listing	American Studies, in consultation with History, is seeking to cross-list this course because it is interdisciplinary in design (it is regularly taught by Matthew McKenzie, the director of American Studies at Avery Point). More specifically, it is interdisciplinary in a way characteristic of American Studies due to its simultaneous attention to material history, the cultural imagination, and human relationship to the environment. The land as both a source of economic power and an object of the cultural imagination has been an ongoing theme in the interdiscipline of American Studies.
Course Title	New England Environmental History
Course Number	3542
Will this use an existing course number?	Yes
Please explain the use of existing course number	We are proposing to keep the old course number for convenience sake, and to add an AMST designation with the same number (3542) for the same reason.

CONTACT INFO

Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	christopher.vials@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	2018
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	26
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	lecture and discussion

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	none
Corequisites	none
Recommended Preparation	ENGL 1010 or 1011 or 2011
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

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?	Avery Point, Storrs
If not generally available at all campuses, please explain why	The faculty to teach this course are not on hand at all campuses.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	HIST 3542. New England Environmental History Three credits. Recommended preparation: ENGL 1010 or 1011 or 2011. Interdisciplinary history of New England's terrestrial and marine environmental change. Links among land, sea, and human natural resource use and management, including precontact patterns, colonial impacts, agricultural decline, industrial pollution, overfishing, re-forestation, and the rise of eco-tourism.								
Provide proposed title and complete course catalog copy	HIST 3542 / AMST 3542. New England Environmental History Three credits. Recommended preparation: ENGL 1010 or 1011 or 2011. Interdisciplinary history of New England's terrestrial and marine environmental change. Links among land, sea, and human natural resource use and management, including precontact patterns, colonial impacts, agricultural decline, industrial pollution, overfishing, re-forestation, and the rise of eco-tourism.								
Reason for the course action	American Studies, in consultation with History, is seeking to cross-list this course because it is interdisciplinary in design (it is regularly taught by Matthew McKenzie, the director of American Studies at Avery Point). More specifically, it is interdisciplinary in a way characteristic of American Studies due to its simultaneous attention to material history, the cultural imagination, and human relationship to the environment. The land as both a source of economic power and an object of the cultural imagination has been an ongoing theme in the interdiscipline of American Studies.								
Specify effect on other departments and overlap with existing courses	None, since the change does not affect the teaching of the existing course. The only change is that American Studies majors will be able to apply it toward their degree more easily in a forthcoming revision of the American Studies major.								
Please provide a brief description of course goals and learning objectives	Course goals: To identify and analyze the significance of relationships between New England's non-human environment and human worlds of work, economic development, gender identity, ecological impact, and cultural understanding. This course seeks to analyze how these relationships have changed from initial human migration through colonial contact and into industrialization and post-industrial periods. Finally, this course seeks to contextualize in both historical and cultural frames current issues surrounding natural resource management, recovery, suburbanization, and open space designations. Course Objectives: --To analyze through the lens of ecological relationships changing human natural resource uses. --To identify and interpret connections between New England people and environment made by authors and commentators. --To identify linkages between political and economic development and assumptions about New England landscape and values. --To examine and analyze linkages between individual identity formation and encounters with New England's non-human environment.								
Describe course assessments	Readings are drawn from the disciplines and interdisciplines of history, literature, geography, biology, American studies, and environmental studies. Assessments vary by instructor, but they will typically include a combination of exams, written papers, and participation.								
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>AMST, HIST 3542 Syllabus.docx</td> <td>AMST, HIST 3542 Syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	AMST, HIST 3542 Syllabus.docx	AMST, HIST 3542 Syllabus.docx	Syllabus		
Attachment Link	File Name	File Type							
AMST, HIST 3542 Syllabus.docx	AMST, HIST 3542 Syllabus.docx	Syllabus							

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Christopher R Vials	04/14/2017 - 16:03	Submit		Matt: would you mind filling out the "course goals and learning objectives" section under "Course Details." These were not spelled out in the old proposal materials I have on hand. Thanks!
	History	Melina A Pappademos	04/16/2017 - 00:47	Approve	4/7/2017	This course will expand AMST offerings as well support thematic foci for students.

	American Studies	Matthew G McKenzie	07/07/2017 - 13:25	Approve		Added course goals to complete record.
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AMST 3542 / HIST 3542

New England Environmental History: Linking Mountains and Maritimes

Course Syllabus

Matthew McKenzie (matthew.mckenzie@uconn.edu)

History Department, University of Connecticut

Introduction

Environmental history has emerged in the past decade as one of the most dynamic fields in History itself. Linking human and non-human systems across space and time, the field brings new perspectives to social history, gender history, labor history, and the agency of the non-human world in shaping human historical change. Doing so has required the field to look to other disciplines—history of science, literary studies, history of technology, and including those in the natural sciences and ecology—to present its conclusions. This course, like the field from which it emerges, invites students to look beyond disciplinary boundaries to see their immediate world in new ways.

This course also seeks to translate the field to New England’s particular circumstances. Environmental history came out of studies of the American west that focused on stories of natural resource use, abuse, and degradation. While those trends are readily apparent in the New England case, our region’s reliance upon both marine and terrestrial resources, and its longer integration into global market systems also compel us to move beyond the field’s established patterns. Unlike the US West, New England has a longer history using marine resources than terrestrial resources. Furthermore, this region’s ability to integrate those different non-human worlds created opportunities for local people to not only change their societies, but also change societies far away. Finally, as a region where industrialization came early, and left sooner, New England’s environmental history must also consider questions of natural “recovery,” definitions of recovery, and stories of shifting loci of natural resource exploitation. In short, we have different stories to tell here, and those stories force us to consider our assumptions about the line—if there is one—between human and non-human; exploited and recovered, land and sea, and management and mismanagement.

Over the semester, we will analyze the history of New England’s relationship to both land and sea—mountains and maritime—from before contact to the present day. In doing so, we will focus on four overarching themes that, I think, unite the course’s far-reaching material.

- 1.) The interconnectedness of terrestrial and marine environments. Modern analyses tend to separate these two realm largely because of the different tools need to examine each. People in New England, however, saw the region as integrating both, and to their advantage. How that perspective shaped human relationships to their region forms one core theme.

- 2.) The shared fates of non-human environments and the people working among them. In New England, subsistence and market production have not always stood together. As this course will explore, how lands and seas are worked carries a direct relationship to how hard the people working those lands and seas are also worked. Over time, an awareness of environmental health and social “health” has changed in New England.
- 3.) Visual evidence and environmental awareness. Not surprisingly, people respond most to change they can see. In New England, however, changes to marine resources have remained hidden to human sight, and are only visible—still—through the intermediaries of science and technology. Thus, a history environmental awareness in New England must also consider how the role that opacity, and the filters through which that opacity is reduced, affect awareness.
- 4.) Recreational vs. working visions of the environment. New England’s land- and seascapes have hosted both work and play over the past four centuries. How each activity shapes visions of the nonhuman world plays an important component of the region’s history.

Student Expectations and Grading

Assignments are expected to be handed-in on the date listed as being due. Late work will be accepted only under extenuating circumstances and through prior agreement established one week prior to the due date.

Final grades will be determined based on the following rubric and break-down of assignments:

Paper I:	10%
Midterm I:	20%
Paper II:	20%
Midterm II:	20%
Final:	20%
Participation:	10%

For this class, the following values for each grade will be used:

A = 95%
A- = 92%
B+ = 88%
B = 85%
B- = 82%
C+ = 78%
C = 75%
C- = 72%
D+ = 68%

D = 65%

D- = 62%

F = < 62

Academic Honesty

All students are expected to abide by the academic honesty policies laid out in the UConn Student Code. The full code can be found at: <http://vm.uconn.edu/~dosa8/code2.html>

Students with Disabilities

The University of Connecticut is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the policy that no qualified person be excluded from participating in any University program or activity or otherwise be subjected to discrimination with regard to any University program or activity. This course is equally committed to ensuring that all accommodations be provided to support students with their needs. For more information about the rights and accommodations for students with disabilities, please see http://www.csd.uconn.edu/accommodation_services.html. At Avery Point, please be sure you speak with Trudy Flannery to ensure that you receive the best support you need.

Assigned Readings

Books:

Richard Judd, *Second Nature* (Massachusetts, 2014).

Richard Judd, *Common Lands, Common People* (Cambridge, 1997).

Michael Rawson, *Eden on the Charles* (Harvard, 2010).

Articles (to be handed out):

William M. Denevan, "The Pristine Myth: The Landscape of the Americas in 1492." *Annals of the Association of American Geographers*, 82, 3 (Sept., 1992): 369-385.

Gary Kulick, "Dams, Fish, and Farmers: Defense of Public Rights in Eighteenth Century Rhode Island." In Stephen Hahn and Jonathan Prude (eds.), *The Countryside in the Age of Capitalist Transformation: Essays in the Social History of Rural America* (Chapel Hill, 1985): 25-50.

George Perkins Marsh, *Man and Nature*, ed David Lowenthal (Seattle: University of Washington Press, 1864 [2003]): 29- 43.

Peter A. Thomas, "The Fur Trade, Indian Land, and the Need to Define Adequate 'Environmental' Parameters," *Ethnohistory* 28, 4 (Autumn, 1981): 359-379.

Henry David Thoreau, *Walden*, ed. Jeffrey S. Cramer (New Haven: Yale University Press, 1854 [2006]): 168-181.

Course Outline

January 18: Introductions. Ecology, History, and Economics: What Exactly is Environmental History?

Unit I, Pre-Contact New England

January 20: Nature and Western Culture

January 23 and January 25: Seeing Humanity in Wilderness. In lieu of class, take a one-hour walk through Barn Island, Bluff Point, or Haley Farm noting where you see evidence of past human activity. Write up a two page essay (500 words) answering what activities put that evidence there and what can it tell us past human uses of that land. Due in class 1/27 (**Paper I**).

January 27: Discussion, Judd, *Second Nature*, pp. 1-94.

January 30: New England's changing pre-human landscape

February 1: New England's Pre-Contact Cultural Landscape

Unit II, Colonizing the Environment

February 3: Colonizing the Continental Shelf

February 6: Discussion, Denevan, "The Pristine Myth."

February 8: Beachheads of Settlement

February 10: Discussion, Thomas, "The Fur Trade, Indian Land, and the Need to Define Adequate Environmental Parameters."

February 13: Ecological Imperialism

February 15: Discussion, Kulick, "Dams, Fish and Farmers."

February 17: Deforestation and Farm Building

February 20: Shipbuilding, Fishing, and Global Trade: Expanding the Regional Carrying Capacity.

February 22: Discussion, Judd, *Second Nature*, pp. 95-174.

February 24: No Class

February 27: Apex of New England Farming

March 1: **Mid Term I**

Unit III, Seeing and Confronting Limits

March 3: The Limits of Farming and Forestry

March 6: Overfishing and its Discontents

Paper II due

March 8: Agricultural Science and Solutions?

March 10: Discussion, Marsh, *Man and Nature*

March 13-17: **Spring Break**

March 20: Fisheries Science as Solutions?

Unit IV, Conservation and Industrialization

March 22: Discussion, Judd, *Second Nature*, pp. 175-272.

March 24: The Beatification of Nature

March 27: Discussion, Thoreau, *Walden*, pp. 168-181.

March 29: Hunting, Angling, and the Industrial Revolution of Natural Resource Use

March 31: Discussion, Judd, *Common Lands, Common People*

April 3: Ports and Pollution

April 5: The Environmental Challenge of Urbanization

April 7: Discussion, Rawson, *Eden on the Charles*

April 10: The Industrial Utility of Conservation

April 12: **Mid Term II**

Unit V, The Re-Wilding of New England

April 14: Farm Abandonment and Suburbanization

April 17: The Hurricane of 1938 and the Problems of Reforestation

April 19: Herring Restoration

April 21: The Gulf of Maine's Perpetual (?) Frontier

April 24: Managing the Invisible: Fisheries in the 1930s

April 26: New Englanders' Slow Move toward Marine Resource Conservation

April 28: Conclusions. A New New England?

2017-109 AMST/HRTS/POLS 3807 Revise Course (guest:
Christopher Vials)

COURSE ACTION REQUEST	
CAR ID	17-3862
Request Proposer	Vials
Course Title	Constitutional Rights and Liberties
CAR Status	In Progress
Workflow History	Start > Draft > Political Science > American Studies > Human Rights > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	3
Course Subject Area	POLS
School / College	College of Liberal Arts and Sciences
Department	Political Science
Course Subject Area #2	AMST
School / College #2	College of Liberal Arts and Sciences
Department #2	American Studies

Course Subject Area #3	HRTS
School / College #3	College of Liberal Arts and Sciences
Department #3	Human Rights
Reason for Cross Listing	American Studies is seeking to cross-list this course for two main reasons: (a) it is interdisciplinary in scope, combining political science, legal studies, and history, and (b) a course on the US Constitution and Bill of Rights is crucial for students majoring or minoring in American Studies
Course Title	Constitutional Rights and Liberties
Course Number	3807
Will this use an existing course number?	Yes
Please explain the use of existing course number	Continuity.

CONTACT INFO	
Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	christopher.vials@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	2018
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	45

Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	lecture and discussion

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	open to juniors and higher
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
Is there a specific course prohibition?	No
Is credit for this course excluded from 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?	No
What is the Grading Basis for this course?	Graded

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?	Avery Point,Hartford,Storrs

If not generally available at all campuses, please explain why	Faculty not available to teach this course on all campuses
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS							
Provide existing title and complete course catalog copy	POLS 3807. Constitutional Rights and Liberties (Also offered as HRTS 3807.) Three credits. Prerequisite: Open to juniors or higher. The role of the Supreme Court in interpreting the Bill of Rights. Topics include freedoms of speech and religion, criminal due process, and equal protection.						
Provide proposed title and complete course catalog copy	POLS 3807. Constitutional Rights and Liberties (Also offered as AMST 3807 and HRTS 3807.) Three credits. Prerequisite: Open to juniors or higher. The role of the Supreme Court in interpreting the Bill of Rights. Topics include freedoms of speech and religion, criminal due process, and equal protection.						
Reason for the course action	American Studies is seeking to cross-list this course for two main reasons: (a) it is interdisciplinary in scope, combining political science, legal studies, and history, and (b) a course on the US Constitution and Bill of Rights is crucial for students majoring or minoring in American Studies						
Specify effect on other departments and overlap with existing courses	As the proposal aims only to cross-list an existing course with American Studies, the impact on other departments should be nil.						
Please provide a brief description of course goals and learning objectives	Upon completion of the course, students should: --be thoroughly conversant with the US Constitution and Bill of Rights --be knowledgeable of the history of their interpretation --know the processes by which the Constitution and Bill of Rights have been interpreted by the Supreme Court and by lower courts, and be able to articulate their own interpretations in an informed manner						
Describe course assessments	As currently taught, students must pass written exams and, in the case of David Yalof's sections, write Supreme Court opinions. Readings include constitutional case law, Supreme Court decisions, and secondary readings in history and political science.						
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>POLS 3807 syllabus.docx</td> <td>POLS, AMST, HRTS 3807 syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	POLS 3807 syllabus.docx	POLS, AMST, HRTS 3807 syllabus.docx	Syllabus
Attachment Link	File Name	File Type					
POLS 3807 syllabus.docx	POLS, AMST, HRTS 3807 syllabus.docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Christopher R Vials	07/09/2017 - 10:39	Submit		I am submitting this proposal to Meina Cai (POLS) and Samuel Martinez (HRTS) for approval. I have consulted with David Yalof, Kim Bergdahl, and Virginia Hettinger about cross-listing this course.
	Political Science	Meina Cai	07/12/2017 - 21:49	Approve	7/12/2017	I've communicated with David Yalof, the instructor, who has no problem with the cross-list request.

American Studies	Matthew G McKenzie	08/07/2017 - 11:32	Approve	8/7/2017	POLS 3862 has long served as a core course for AMST majors. Cross listing makes sense and promises to help broaden the appeal of both majors.
Human Rights	Samuel M Martinez	08/07/2017 - 11:51	Approve	8/7/2017	HRTS approves cross-listing 3807 with AMST, along w its existing cross-listing w POLS.

POLS 3807-001/HRTS 3807/AMST 3807

Spring 2016

Dr. Yalof

Tues/Thur 9:30-10:45

CONSTITUTIONAL RIGHTS AND LIBERTIES

This course explores the roles that the Supreme Court and the Constitution play in protecting individual rights in the American political system. By combining a study of cases with historical and political analysis, students will become acquainted with the way the judicial process serves as a mechanism for protecting fundamental liberties. During the course of the semester we will address some of the most controversial issues of our time – incitement, obscenity, libel, school prayer, the rights of the accused, equal protection, abortion, gay rights and even physician-assisted suicide. Additionally, we will learn about litigants and judges, particularly those judges (often Justices) who decide cases raising fundamental social, moral and political issues.

Reading assignments are listed on the pages that follow, with approximate dates assigned for discussion. You should be prepared at each class to discuss the key cases (highlighted as "cases" in the accompanying syllabus) and opinions from the reading. All reading assignments must be completed, regardless of whether or not they have been discussed in class. Note that to consult the on-line "case archive" you will need to register using the registration number provided on a card inserted in the assigned textbook. Check the HuskyCT site as well (<http://lms.uconn.edu>) for articles and other items of interest.

Grading: Students will take one cumulative final examination (*40 percent of the grade*) and write two Supreme Court opinions (*40 percent total*). Attendance is crucial to your success, as class participation is worth **20 percent** of the final grade. Specifically, I will evaluate each student's level of participation in regular class sessions, as well as his or her "court preparation and collegiality" during Supreme Court simulation exercises. (See further explanation below).

Obviously, it will be difficult for you to demonstrate your level of preparation if you do not attend class; thus frequent absences may have an adverse effect on your grade. *And the failure to participate on all four days of the Supreme Court simulations could substantially affect your final grade.*

Office hours: My office is located in the Oak building, Room 412. My office hours will be held on Tuesdays and Thursdays from 11-12, and by appointment. (If you wish, you can make an appointment using the on-line appointment system at <http://advapp.uconn.edu/>). The phone number in my office is 860-486-0416. Please also feel free to speak to me before or after class if you need to set up an appointment at an alternative time. Finally, you may also leave messages for me by e-mail (My address is david.yalof@uconn.edu). NOTE: WE WILL NOT BE MEETING ON THURSDAY SEPTEMBER 25TH

Supreme Court deliberations/opinions: Beginning Thursday January 28th, a “Supreme Court simulations supplement” will be available for all students on Husky CT. Specifically, you will be divided into “courts” of 5-7 persons for the purpose of deciding six legal controversies drawn loosely from actual cases being decided in state or federal courts. Twice during the semester (Weeks 6 and 11) you will meet with other members of your court during normal class sessions to decide cases. The process of decision making for this exercise will be similar to the one used by members of the actual Supreme Court.

Prior to your court's conferences, you will be expected to carefully read the precedents that are relevant to the cases you are deciding. The members of each court will produce a single majority opinion for the court. In addition, members will produce, as necessary concurring and/or dissenting opinions. You personally are required to be the lead author for a total of at least two majority, concurring and/or dissenting opinions (Each will be worth 20 percent of your grade).

"Court preparation and collegiality" grades are based on your preparation for and participation in your court's oral deliberations, and your cooperation in the timely writing and editing of opinions. At the end of the semester I will ask each student to provide me with a confidential evaluation of each member of your court. (I will not feel bound by these suggestions, but I do find them quite helpful).

Materials required for purchase: (available at the Co-op)

1. Lee Epstein and Thomas G. Walker, *Constitutional Law for a Changing America: Rights, Liberties and Justice, Ninth Edition (plus case archive)*. (2016).
2. Anthony Lewis, *Make No Law: The Sullivan Case and the First Amendment* (1991).
3. Peter Wallenstein: *Race, Sex and the Freedom to Marry: Loving v. Virginia* (2014).
4. Supreme Court Simulation Exercises Supplement. (available on HuskyCT beginning January 28)

CLASS ASSIGNMENTS

A. INTRODUCTION TO THE BILL OF RIGHTS

(January 19)

Reading: U.S. Constitution, 1st through 14th Amendments, pp. 773-781.

Epstein & Walker, pp. 3-44, 267-272

Cases: West Virginia v. Barnette, 267

B. THE FIRST AMENDMENT - FREEDOMS OF SPEECH & PRESS

1. Theories of Freedom of Speech – The “Multi-Level” Approach and the Role of Context

(January 21)

Reading: Epstein & Walker, pp. 91-94, 221-235, 258-267

Cases: U.S. v. Carolene Products (Footnote 4), 93

Chaplinsky v. New Hampshire, 234

Texas v. Johnson, 228

Tinker v. Des Moines, 258

Morse v. Frederick, 262

2. Advocacy of Violation of Law

(January 26, 28, February 2)

Reading: Epstein & Walker, pp. 191-221

Lewis, Make No Law, pp. 56-89

Cases: Schenck v. United States, 194

Whitney v. California, Case archive

Dennis v. United States, 211

Brandenburg v. Ohio, 217

3. Obscenity, Fighting Words and Other Offensive Speech

(February 4, 9 & 11)

Reading: Epstein & Walker, pp. 236-253, 335-378

Cases: Cohen v. California, 236

Snyder v. Phelps, 248

Roth v. U.S., 337

Miller v. California, 342

New York v. Ferber, 349

Reno v. ACLU, 364

U.S. v. Williams, 372

LEGAL RESEARCH SESSION – Second half of class on February 11th

4. Freedom of the Press

(February 16 & 18)

Reading: Epstein & Walker, pp. 293-335

Lewis, Make No Law, pp. 1-55, 90-248

Cases: Near v. Minnesota, 295
 New York Times v. United States. 298
 New York Times v. Sullivan, 322
 Gertz v. Robert Welch, Inc., case archive
 Hustler Magazine v. Falwell, 331

February 23 & 25: Simulation Courts meet to discuss Hypotheticals #1,
#2, #3

(Final signed opinions due by Thursday March 10th at 9:30 am)

C. DUE PROCESS AND CRIMINAL PROCEDURE

1. Unreasonable Searches and Seizures

(March 1)

Reading: Epstein & Walker, pp. 468-514

Cases: Olmstead v. United States, case archive
Katz v. United States, 470
U.S. v. Jones, 475
Terry v. Ohio, 494
Mapp v. Ohio, 500
U.S. v. Leon, 505

2. Confessions and The Privilege Against Self-Incrimination

(March 3)

Reading: Epstein & Walker, pp. 514-535

Cases: Miranda v. Arizona, 520
Rhode Island v. Innis, case archive

D. FIRST AMENDMENT – THE RELIGION CLAUSES

1. Free Exercise of Religion

(March 8 & 10)

Reading: Epstein & Walker, pp. 95-131

Cases: Reynolds v. United States, Case archive

Sherbert v. Verner, 106
Wisconsin v. Yoder, 110
Employment Division v. Smith, 116
City of Boerne v. Flores, 124

2. Establishment of Religion

(March 22 & 24)

Reading: Epstein & Walker, pp. 131-190

Cases: Everson v. Board of Education, 132
Lemon v. Kurtzman, 146
Zorach v. Clauson, 159
Engel v. Vitale, 169
Lee v. Weisman, 169
Town of Greece v. Galloway, 171
Van Orden v. Perry, 177

E. EQUAL PROTECTION OF THE LAW

1. Racial Discrimination & Race-Based Affirmative Action

(March 29 & 31)

Reading: Epstein & Walker, pp. 601-669

Wallenstein, Race, Sex and the Freedom to Marry, 1-140

Cases: Yik Wo v. Hopkins, 602
Plessy v. Ferguson, 611
Brown v. Bd. of Education, 619
Parents Involved v. Seattle. 631
Loving v. Virginia, 644
Regents of the University of Calif v. Bakke, 649
Grutter v. Bollinger, 660
Fisher v. Texas, *forthcoming*

April 5 & 7: Simulation Courts meet to discuss Hypotheticals #4, #5, #6
(Final signed opinions due by Thursday April 21st at 9:30 am)

2. Discrimination based on Gender and Sexual orientation

(April 12 & 14)

Reading: Epstein & Walker, pp. 669-694
Wallenstein, Race, Sex and the Freedom to Marry, 141-229

Cases: Reed v. Reed, 671
Craig v. Boren, 675
Mississippi University of Women v. Hogan, 680
United States v. Virginia, 681
Romer v. Evans, 690

F. PRIVACY, AUTONOMY AND DUE PROCESS

1. Abortion and Contraception Rights

(April 19 & 21)

Readings: Epstein & Walker, pp, 390-427

Cases: Griswold v. Connecticut, 394
Roe v. Wade, 402
Planned Parenthood v. Casey, 415
Gonzales v. Carhart, Case archive

2. Sexual Autonomy, Assisted Suicide, Same-Sex Marriage, etc.

(April 26 & 28)

Readings: Epstein & Walker, pp. 427-460

Cases: Bowers v. Hardwick, Case archive
Lawrence v. Texas, 430
Washington v. Glucksberg, Case archive
Obergefell v. Hodges, 438

G. SUMMARY: The Role of the Supreme Court in Protecting Individual Rights

(April 28th)

FINAL EXAMINATION: First week of May (TBA)

2017-110 AMST/POLS 3082
Christopher Vials)

Revise Course (guest:

COURSE ACTION REQUEST	
CAR ID	17-3592
Request Proposer	Vials
Course Title	Critical Race Theory as Political Theory
CAR Status	In Progress
Workflow History	Start > Draft > Political Science > American Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	POLS
School / College	College of Liberal Arts and Sciences
Department	Political Science

Course Subject Area #2	AMST
School / College #2	College of Liberal Arts and Sciences
Department #2	American Studies
Reason for Cross Listing	Critical Race Theory developed along with US ethnic studies as a way of studying racial formation in the United States. It first emerged within American law schools, and then spread throughout the social sciences and humanities in the United States. It has since become an essential component of American Studies scholarship and pedagogy nationally. Given the centrality of comparative ethnic studies within American Studies, critical race theory has become foundational for any advanced-level American Studies education. Interdisciplinarity is built into its design, as the course was originally created by Fred Lee, who currently sits on the Executive Committee for American Studies and is the recurrent instructor of record.
Course Title	Critical Race Theory as Political Theory
Course Number	3082
Will this use an existing course number?	Yes
Please explain the use of existing course number	Cross-listing existing course

CONTACT INFO	
Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	christopher.vials@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	2018
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	45
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture and discussion

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Open to juniors and higher
Corequisites	none
Recommended Preparation	POLS 1002
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
Is there a specific course prohibition?	No
Is credit for this course excluded from 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?	No
What is the Grading Basis for this course?	Graded

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	Faculty not available to teach this course at all regional campuses
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS			
Provide existing title and complete course catalog copy	<p>POLS 3082. Critical Race Theory as Political Theory Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: POLS 1002. Interdisciplinary scholarship on racial identity, legal decisions, and political action from the perspective of political science and political theory. Topics include interactions between states and social movements, the intersections of race, class, gender, and membership, and the problems with both post-racialism and identity politics.</p>		
Provide proposed title and complete course catalog copy	<p>POLS 3082 / AMST 3082. Critical Race Theory as Political Theory Three credits. Prerequisite: Open to juniors or higher. Recommended preparation: POLS 1002. Interdisciplinary scholarship on racial identity, legal decisions, and political action from the perspective of political science and political theory. Topics include interactions between states and social movements, the intersections of race, class, gender, and membership, and the problems with both post-racialism and identity politics.</p>		
Reason for the course action	<p>The only revision sought here is the AMST cross-listing. We are seeking this cross-listing because Critical Race Theory developed along with US ethnic studies as a way of studying racial formation in the United States. It first emerged within American law schools, and then spread throughout the social sciences and humanities in the United States. It has since become an essential component of American Studies scholarship and pedagogy nationally and internationally. Given the centrality of comparative ethnic studies within American Studies, critical race theory has become foundational for any advanced-level American Studies education. Interdisciplinarity is built into its design, and its default instructor in practice (Fred Lee) currently sits on the Executive Committee for American Studies.</p>		
Specify effect on other departments and overlap with existing courses	<p>None, as this revision only adds an American Studies designation to an existing course. As stated in the original CAR from 2013: "POLS offers several classes on racial issues, but most focus on either a single race or focus on questions of public policy and electoral behavior, not questions of intellectual history or political philosophy. This course has some overlapping interests with Anth 3152 and Soci 1501/3501. We have shared the course material with them and amended the course descriptions to emphasize the political theory emphasis of the course in light of their concerns about overlap. Philosophy, AASI, Africana Studies, and El Instituto have no concerns with this course."</p>		
Please provide a brief description of course goals and learning objectives	<p>The primary objective of the course is to map out the political and theoretical contours of contemporary race studies. We will compare how critical theorists from various intellectual traditions are posing and responding to a common set of questions about the political functions of race. By the end of the course, students will be able to assess the relative strengths and weaknesses of individual critical race theorists as well as the legal, social, and political theoretical sources of their ideas.</p>		
Describe course assessments	<p>Assessments may vary under different instructors, but they currently include a mixture of exams, pop-quizzes, an oral presentation, and a final paper, and future classes will likely draw from this range of assessments as well.</p>		
Syllabus and other attachments	Attachment Link	File Name	File Type
	POLS 3082, AMST 3082 Critical Race Theory Syllabus - Fred Lee.docx	POLS 3082, AMST 3082 Critical Race Theory Syllabus - Fred Lee.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Christopher R Vials	04/18/2017 - 20:14	Submit		I am submitting this cross-list proposal for approval to the C&C representatives for Political Science and American Studies.
	Political Science	Meina Cai	06/27/2017 - 23:22	Approve	6/27/2017	I communicated with the instructor, Fred Lee, who was happy to have his course cross-listed.
	American Studies	Matthew G McKenzie	06/28/2017 - 11:14	Approve	6/28/2017	Cross-listing this course will enhance AMST presence and facilitate the teaching of this course at regional campuses.

Political Science

Professor Fred Lee

University of Connecticut, Storrs

Fall 2016

POLS 3082 / AMST 3082: Critical Race Theory as Political Theory

Course Syllabus

Class times: 12:30 - 1:45 pm TLS 301

Office hours: 2 - 3:15pm

Email: fred.lee@uconn.edu

and by appointment, 436 Oak

I. Overview

Critical race theory for our purposes is the study of how racial identities are created and used in political situations and for political purposes. Narrowly construed, the term refers to left-leaning legal scholarship on race. More broadly, critical race theory is also practiced by scholars outside the legal academy, social movement activists, and media producers. This course concerns critical race theory *about* the United States by scholars *in* the United States—namely, Ian Haney López, Michelle Alexander, Michael Omi & Howard Winant, Cristina Beltrán, and Claire Kim.

Part one of this course is about the legal construction of race. Here Haney López and Alexander will argue that the U.S. legal system plays a central role in the creation and perception of racial identities (e.g. “white citizenship” and “black criminality”). Part two will turn to racially-identifiable social movements. Here Omi & Winant, Beltrán, and Kim will explore the promise and perils of movements at least partially mobilized around ethnic and racial identities (e.g. Haitian, black, Chicano/a, Puerto Rican, Latina/o, Korean, Asian).

This is a **reading-intensive** and **discussion-based** seminar. Any lecturing I do will be by way of clarifying the course material and responding to your questions. If you are not prepared to read and discuss at least 50 pages of material a week, this class is probably not for you.

II. Objectives

Our primary objective is to develop interpretations of Haney López, Alexander, Omi & Winant, Beltrán, and Kim. These interpretations will recognize the distinctive contributions of our critical race theorists to contemporary racial and ethnic studies (e.g. Omi and Winant’s concept of “racial formation”). They will also address how our theorists relate to their respective academic disciplines and intellectual traditions (e.g. Beltrán’s reliance upon political philosophy, Haney López’s critique of legal studies).

Our second objective is to assess the limits of each theorist’s perspectives and the persuasiveness of their arguments with regards to contemporary U.S. politics. In undertaking this task, we might compare their thought to related political ideologies (e.g. we might compare Alexander’s notion of mass-incarceration with that of the prison abolition movement); we might also apply their insights to political predicaments of our times (e.g. we might attempt to compare how different groups are differently racialized in the style of Kim).

III. Schedule

Part I. White and black in the legal system

8.30.16. Introduction to class [no assigned reading]

9.1.16. Haney López, *White by Law*, “A Note on Whiteness,” chap. 1

9.6.16 Haney López, *White by Law*, chap. 2-3

9.8.16 Haney López, *White by Law*, chap. 4

9.13.16 Haney López, *White by Law*, chap. 5

9.15.16 Haney López, *White by Law*, chap. 6

9.20.16 Haney López, *White by Law*, chap. 7-8

9.22.16 Alexander, *The New Jim Crow*, chap. 1

9.27.16 Alexander, *The New Jim Crow*, chap. 2

9.29.16 Alexander, *The New Jim Crow*, chap. 3

10.4.16 Alexander, *The New Jim Crow*, chap. 4

10.6.16 Alexander, *The New Jim Crow*, chap. 5

10.11.16 Alexander, *The New Jim Crow*, chap. 6

10.13.16 **Midterm examination in-class**

Part II. Black, Latina/o, and Asian American social movements

10.18.16 Omi and Winant, *Racial Formation...*, chap. 5 [reading on HuskyCT]

10.20.16 Omi and Winant, *Racial Formation...*, chap. 6 [reading on HuskyCT]

10.25.16 Omi and Winant, *Racial Formation...*, chap. 7 [reading on HuskyCT]

10.27.16 Beltrán, *The Trouble with Unity* "Introduction," "Conclusion"

11.1.16 Beltrán, *The Trouble with Unity*, chap. 1

11.3.16 Beltrán, *The Trouble with Unity*, chap. 2

11.8.16 Beltrán, *The Trouble with Unity*, chap. 4

11.10.16 Beltrán, *The Trouble with Unity*, chap. 5

11.15.16 Kim, *Bitter Fruit*, chap. 1, "Conclusion: Bitter Fruit"

11.17.16 Kim, *Bitter Fruit*, chap. 2

11.20.16-11.26.16 Thanksgiving break – no class

11.29.16 Kim, *Bitter Fruit*, chap. 4

12.1.16 Kim, *Bitter Fruit*, chap. 5

12.6.16 Kim, *Bitter Fruit*, chap. 6

12.8.16 Conclusion to class [no assigned reading]

12.13.16 Final paper due at 1 pm on HuskyCT

IV. Requirements

Final grades will be broken down into the following percentages:

1. **10% in-class presentation.** One or two students will make a presentation on the reading assignment for the first 8-12 minutes of any class. In the case of joint presentations, both presenters will receive the same grade. Presentations should conform to one of the following formats:
 - a. The presenter(s) can give an interpretation of what an assigned reading is trying to accomplish, establish, say, or explore. An interpretation should have a unifying theme, which should not substantially overlap with any of the topics covered by the pre-distributed questions (see 2 below).
 - b. The presenter(s) can use arguments, concepts, or frameworks from a reading to discuss a current or historical event (e.g. newspaper article, archival document). Here be sure that you are making a defensible usage of the reading and that you have carefully selected an event.
 - c. The presenter(s) can connect specific ideas from a reading to an artwork from another media or genre (e.g. short film, novel, music video). Make sure that you

carefully select an artwork and that you clearly articulate a connection with the reading.

2. **15% collective discussion.** Approximately 3 questions about the assigned reading will be posted on HuskyCT around 3 days before we discuss them. You will be evaluated on how often and how well you respond to these questions. Show that you've done the reading by referring to specific ideas, passages, and arguments.
3. **15% pop quizzes.** Six reading quizzes—consisting of 3 questions requiring short answer responses—will be randomly distributed over the course of the semester. The lowest score will be dropped. Each quiz will be graded on a 2.9 point scale, with each question worth .3 points.
 - a. 3 full credit answers = 2.9 points/~97%
 - b. 2 full credit answers = 2.6 points/~87%
 - c. 1 full credit answer = 2.3 points/~77%
 - d. 0 full credit answers = 0 points/0%
4. **30% midterm exam.** The midterm exam will ask you to respond to 8 out of 12 short-answer questions. Each question will require you to explain one of Haney López's or Alexander's concepts, arguments, or statements. Each response should be about half a blue-book page.
5. **30% final paper.** A double-spaced 5-7 page paper will respond to 1 out of 3 prompts. All prompts will ask you to compare Omi and Winant's, Beltrán's, and/or Kim's respective thoughts on a common theme. Essay prompts and grading criteria will be distributed as we approach the deadline for this assignment.

V. Policies

The aforementioned assignments will be subject to the following policies:

1. An in-class presentation cannot be made up. However, you can reschedule your presentation up to **48 hours** before the original date if you can find someone willing to trade spots or share a spot (consult the sign-up sheet, which will be uploaded to HuskyCT).
2. Class discussions cannot be made up. You must show up and participate to receive credit.
3. Makeup quizzes will be administered only in cases of participation in official UConn activities—athletic or academic—during regularly scheduled quiz times. Makeup quizzes, like originally scheduled quizzes, will be **pop quizzes**.

4. Makeup examinations will be administered only in cases of (a) personal or family emergency (b) religious observance (c) participation in an official UConn activity during regularly scheduled exam times. I will not be investigating whether claims of personal or family emergency are genuine. Makeup examinations will be harder than the regularly scheduled exam.
5. Requests for paper extensions must be made at least **48 hours** before the paper is due. Essays submitted after the specified deadline will be penalized 3 points (out of 100) every 12 hours: a paper which earns 95% but is turned in 0-12 hours late will count as 92%, a paper which earns 95% but is turned in 12-24 hours late will count as 89%, and so forth.

VI. Academic integrity

There will be a zero-tolerance policy for any academic dishonesty or misconduct prohibited by the [University of Connecticut's Student Code](#) (quoted below):

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g., papers, projects, and examinations); any attempt to influence improperly (e.g., bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code."

VII. University Policies

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 and 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 under the Sexual Assault Response Policy. 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 sexualviolence.uconn.edu.

VIII. Books

The books for this class will be available at the campus bookstore. If you purchase these books from a different store, pay attention to the publication information below.

1. Ian Haney López, *White by Law*, rev. ed., NYU, ISBN: 9780814736944
2. Michelle Alexander, *The New Jim Crow*, rev. ed, New, ISBN: 9781595586438
3. Cristina Beltrán, *The Trouble with Unity*, Oxford, ISBN: 9780195375916
4. Claire Jean Kim, *Bitter Fruit*, Yale, ISBN: 9780300093308

Please note that

- Older editions of the Haney López and Alexander books are missing material we will read. Make sure to purchase the most recent editions.
- The Omi & Winant selections will be available on HuskyCT, but feel free to purchase a copy: Michael Omi and Howard Winant, *Racial Formation in the United States*, 3rd. ed. (New York: Routledge, 2015) ISBN: 9780415520317

2017-111 AMST/POLS 3822/W Revise Course (guest: Christopher Vials) (G)(S)

COURSE ACTION REQUEST	
CAR ID	17-3721
Request Proposer	Vials
Course Title	Law and Popular Culture
CAR Status	In Progress
Workflow History	Start > Draft > Political Science > American Studies > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	2
Course Subject Area	POLS

School / College	College of Liberal Arts and Sciences
Department	Political Science
Course Subject Area #2	AMST
School / College #2	College of Liberal Arts and Sciences
Department #2	American Studies
Reason for Cross Listing	American Studies, in consultation with Political Science, is seeking to cross-list POLS 3822 (Law and Popular Culture) with AMST because the course is a quintessentially American Studies course. It is interdisciplinary (combining political science, literary studies, and cultural studies), it deals with the United States, and it examines the relationship between political power and popular culture.
Course Title	Law and Popular Culture
Course Number	3822
Will this use an existing course number?	Yes
Please explain the use of existing course number	Cross-list of existing course

CONTACT INFO

Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	christopher.vials@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	2018
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	No
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)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
W Sections Term(s) Offered	Spring
Will there also be a non-W section?	Yes
Non-W Sections Term(s) Offered	Fall
Number of Sections	1
Number of Students per Section	19
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture, discussion, in-class writing activities.

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.
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
Is there a specific course prohibition?	No
Is credit for this course excluded from any specific major or related subject area?	No
Are there concurrent course conditions?	No
Are there other enrollment restrictions?	No
Is Consent Required for course?	No Consent Required
Who is this course open to?	Junior,Senior

GRADING	
Is this course repeatable for credit?	No
What is the Grading Basis for this course?	Graded

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,Waterbury
If not generally available at all campuses, please explain why	To my knowledge, it has only been taught and these two campuses thus far.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS	
Provide existing title and complete course catalog copy	POLS 3822. Law and Popular Culture Three credits. Prerequisite: Open to juniors or higher. Exploration of themes in the study of law and courts by contrasting scholarly work against representations of such themes in movies, television, and other media of popular culture. POLS 3822W. Law and Popular Culture Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Open to juniors or higher.
Provide proposed title and complete course catalog copy	POLS 3822 / AMST 3822 Law and Popular Culture Three credits. Prerequisite: Open to juniors or higher. Exploration of themes in the study of law and courts by contrasting scholarly work against representations of such themes in movies, television, and other media of popular culture. POLS/AMST 3822W. Law and Popular Culture Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Open to juniors or higher.
Reason for the course action	American Studies, in consultation with Political Science, is seeking to cross-list POLS 3822 (Law and Popular Culture) with AMST because the course is a quintessentially American Studies course. It is interdisciplinary

	(combining political science, literary studies, and cultural studies), it deals with the United States, and it examines the relationship between political power and popular culture.									
Specify effect on other departments and overlap with existing courses	The effect on extant courses of this course revision should be nil, since we are merely cross-listing an existing course that is regularly taught.									
Please provide a brief description of course goals and learning objectives	The course combines portrayals of the legal system in movies and popular press books (fiction and non-fiction) with scholarly discussions of the legal system. The goal is to challenge students to reflect on the accuracy of these portrayals, as well as the political and public policy implications of the legal system as it is structured and as it is portrayed.									
Describe course assessments	In the non-W version of the course, assignments will vary from instructor to instructor, but will range from take-home midterm exams, in-class final exams during exam week, written paper assignments, and in-class activities related to the course content.									
General Education Goals	Only the W version of this course is designed to meet Gen Ed goals (see Skill Code W below).									
Skill Code W	Revision is mandatory in this class. No students will pass this class without passing the writing component. Students will write at least fifteen pages; all of this writing will be revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness. Writing will be addressed as a process and there will be substantial supervision of student writing. Instructors will offer either oral or written feedback to guide students in making needed revisions. The structure of revision and supervision may vary, and may include in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.									
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>AMST-POLS 3822W syllabus.docx</td> <td>AMST-POLS 3822W syllabus.docx</td> <td>Syllabus</td> </tr> <tr> <td>POLS-AMST 3822 syllabus, nonW.docx</td> <td>POLS-AMST 3822 syllabus, nonW.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	AMST-POLS 3822W syllabus.docx	AMST-POLS 3822W syllabus.docx	Syllabus	POLS-AMST 3822 syllabus, nonW.docx	POLS-AMST 3822 syllabus, nonW.docx	Syllabus
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AMST-POLS 3822W syllabus.docx	AMST-POLS 3822W syllabus.docx	Syllabus								
POLS-AMST 3822 syllabus, nonW.docx	POLS-AMST 3822 syllabus, nonW.docx	Syllabus								

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Christopher R Vials	06/19/2017 - 13:40	Submit		After consulting with instructors of record Jeff Dudas, Virginia Hettinger, and Kimberly Bergdahl, I am submitting this cross-list proposal to C&C reps Meina Cai (POLS) and Matt McKenzie (AMST) for approval.
	Political Science	Meina Cai	06/27/2017 - 16:47	Approve	6/27/2017	I communicated with Prof. Jeffrey Dudas, the instructor, about this cross-list. He has no problem with it.
	American Studies	Matthew G McKenzie	06/28/2017 - 11:16	Approve	6/28/2017	Cross listing this course will enhance AMST presence throughout the university and facilitate the offering of the course at regional campuses.

Political Science / American Studies 3822: Law and Popular Culture

Professor Dudas

T, TH: 11am-12:15pm

Oak 421

Laurel Hall 202

Office Hours: T, TH: 1-2:15pm

Fall 2016

jeffrey.dudas@uconn.edu

Themes

This course is an exploration of the myriad relationships between law and popular culture, where popular culture is treated simultaneously as a reflection, a distortion, and a shaper of law and legal practice.

Requirements

Each student is expected to participate fully in our discussions. Quality participation requires that you come to class having completed all of the reading assignments and having spent time contemplating their strengths, their weaknesses, and their relations to one another. Your grade will be calculated in the following manner:

Participation:	15%
2 Response Papers: 2 @ 25% each =	50%
Final Paper:	35%
	<hr/>
	100%

Academic Misconduct:

Academic misconduct will not be tolerated. In all cases of suspected misconduct, I will follow the University of Connecticut's Student Code, accessible at http://www.community.uconn.edu/academic_integrity.html.

Course Policies – Frequently Asked Questions

Q: What happens if I miss a quiz or exam without prior notice and I do not have verifiable evidence of a medical or family emergency?

A: You receive a zero on the assignment.

Q: I missed lecture. Did I miss anything important?

A: Yes.

Q: Will you provide me with your lecture notes if I miss a lecture?

A: No.

Q: Are the notes available on Husky CT?

A: No.

Q: May I read and/or answer my text messages during lecture?

A: No. After a first warning, continued violations of this policy will result in taking a 0 on your course participation grade.

Q: May I do work for extra credit?

A: No.

Q: When I send you an email should I write “IMPORTANT” or “URGENT” or “PLEASE READ” in the subject line?

A: No. Please use the subject line to identify the actual subject of the message.

Q: How should I address you when I send an email?

A: Please address me as “Professor Dudas,” or “Professor.”

Course Schedule:

I. Legal Process: Lawyers, Trials, and Juries

Week 1:

Tuesday, August 30: **Course Introduction**

Thursday, September 1: Kitty Calavita, "Law in the Everyday, Everywhere"*; Patricia Ewick & Susan Silbey, "Why the Haves Still Come Out Ahead"*

Week 2:

Tuesday, September 6: *Legally Blonde* (movie)

Thursday, September 8: *Legally Blonde* (movie); Elizabeth Mertz, *The Language of Law School* (Chapters 5 & 6)*

Week 3:

Tuesday, September 13: Elizabeth Mertz, *The Language of Law School* (Chapters 5 & 6)*; Patricia Williams, "Crimes without Passion"*

Thursday, September 15: *Liar, Liar* (movie)

Week 4:

Tuesday, September 20: *Liar, Liar* (movie); Marc Galanter, *Lowering the Bar* (selections)*

Thursday, September 22: Marc Galanter, *Lowering the Bar* (selections)*

Week 5:

Tuesday, September 27: *Perry Mason* (Episode 1)

Thursday, September 29: Steve Greenfield, “Hero or Villain? Cinematic Lawyers and the Delivery of Justice”*

Week 6:

Tuesday, October 4: **Response Paper #1 Due**; *12 Angry Men* (movie)

Thursday, October 6: *12 Angry Men* (movie); Capital Jury Project (various readings)*

Week 7:

Tuesday, October 11: Capital Jury Project (various readings)*

II. Crime and Justice

Thursday, October 13: *Gotham* (Episode 1)

Week 8:

Tuesday, October 18: Jonathon Simon, *Governing Through Crime* (selections)*

Thursday, October 20: *Dirty Harry* (movie)

Week 9:

Tuesday, October 25: *Dirty Harry* (movie); Drew Todd, “The History of Crime Films”*

Thursday, October 27: Sage Publications, “The History of the Police”*; Jerome Skolnick, “Corruption and the Blue Code of Silence”*

Week 10:

Tuesday, November 1: *The Wire* (Episode #1); Peter Moskos, *Cop in the Hood* (selections)*

Thursday, November 3: Peter Moskos, *Cop in the Hood* (selections)*

III. Private and Amateur Detectives

Week 11:

Tuesday, November 8: **Response Paper #2 Due**; *Murder, She Wrote* – “The Murder of Sherlock Holmes”

Thursday, November 10: *Murder, She Wrote* – “The Murder of Sherlock Holmes”; Steve Greenfield and Guy Osbson, “Love Vigilantes: Private Eyes and Beyond”*

Week 12:

Tuesday, November 15: *Sherlock: The Reichenbach Fall* (movie)

Thursday, November 17: Chris Baruniak, “The Amateur Detectives Tackling Murders and Kidnaps”*

Week 13:

Tuesday, November 22: **Thanksgiving Holiday – No Class**

Thursday, November 24: **Thanksgiving Holiday – No Class**

Week 14:

Tuesday, November 29: *Serial, Season 1* (podcast)

Thursday, December 1: Mark Lawson, “Serial Thrillers: Why True Crime is Popular Culture’s Most Wanted” (<https://www.theguardian.com/culture/2015/dec/12/serial-thrillers-why-true-is-popular-cultures-most-wanted>); Pamela Burger, “The Bloody History of the True Crime Genre” (<http://daily.jstor.org/bloody-history-of-true-crime-genre/>)

Week 15:

Tuesday, December 6: **TBA**

Thursday, December 8: **TBA**

Week 16:

TBA: Final Paper Due

Note: All readings marked with an asterisk (*) will be electronically distributed to students by Professor Dudas.

POLS/AMST 3822W
Law and Popular Culture

Professor Virginia A. Hettinger
virginia.hettinger@uconn.edu
Monteith 208
860-486-9053

This is a W course. As such we will follow of the university guidelines. The information below is taken from the General Education guidelines. Please read it carefully.

Criteria

Courses (and their equivalents) appropriate for a W designation should:

1. Require that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness;
2. Address writing in process, require revision, and provide substantial supervision of student writing. (The structure of revision and supervision may vary, including in-class writing workshops, individual consultation, substantial formative commentary on drafts, and so on.);
3. Have an enrollment cap of nineteen students per section;
4. Make explicit the relation between writing and learning in the course;
5. Articulate the structure of supervision of student writing;
6. Explain the place and function of revision in the course;
7. Detail how the page requirement will be met;
8. Require that students must pass the writing component in order to pass the course.

Books:

The readings are available through the UConn library. You are only required to purchase one book but you must have this book in order to complete the writing and revision process.

Hacker, Diana. 2008. *A Pocket Style Manual*, 5th Ed. Bedford/St Martin's. ISBN: 0-312-45275-6

Course Requirements:

Class activities	10%
Paper 1	10%
Paper 2	10%
Paper 3	25%

Midterm	20%
Final	25%

Remember, you must pass the W part of the class to receive a passing grade in course.

Attendance: Regular and attentive class attendance is necessary to succeed in this course. While I do not take attendance, there are in-class activities, including writing workshop activities and quizzes that will count toward your grade.

Exams: There will be a midterm take home exam. The final will take place in during the scheduled exam time.

Paper 1: Submit a 3-5 page biographical essay. I am giving you a topic that should require no outside sources because I do not want you to worry about citations but I DO want you to concentrate on submitting an example of your best formal writing.

Paper 2: Submit a 3-5 page paper that discusses your favorite representation of the legal system in American popular culture. In the paper you should explain:

- The program, book, or film
- Why it is your favorite
- Whether you believe it presents a realistic portrayal of the legal system, based on your current understanding of the system.
- Whether you believe any departures from reality (as you understand it now) are necessary for the success of the work you are discussing and whether more realism would enhance or detract from the work's effectiveness.

You will be expected to provide citations, where appropriate, to the work and any other documentation you consult. We will discuss this in class and have a citation workshop prior to the due date.

Paper 3: Select a film or book not listed on the syllabus. It should truly reflect popular culture. Please avoid academic press books or videos aimed at classroom use. Please get the work you choose approved by me by October 20th.

Please assume I have read or seen the work you are discussing. This means you should not devote a great deal of time to summarizing the plot or characters. Devote your 10-12 pages to analyzing the work in two ways.

First, discuss the work in the context of two of the themes we have discussed in class. This means you will have to draw on the articles that have been assigned during the semester.

Second, discuss the work as a reflection of popular culture and as a possible influence on popular culture.

Since you will draw on some of the assigned articles (and any others you may consult) you will have to provide citations to those articles. If you are doing a book, you will need to provide citations to the specific pages from the book that are the basis for the discussion. If you are doing a film please refer to the hour/minute of the movie in which the scene takes place.

A draft of the **entire** paper, in hard copy, is due at 4:00 p.m. the Friday before Thanksgiving.

Violations of Conduct Code: This is a matter I take very seriously. I will handle any academic misconduct in accord with the University's Conduct Code. If you are not familiar with this document I direct your attention to the following web page:

<http://community.uconn.edu/the-student-code-appendix-a/>

Schedule

Week 1

Introduction

Week 2

Legal Education

Reading assignment:

Susan Sturm and Lani Guinier. 2007. "The Law School Matrix: Reforming Legal Education in a Culture of Competition and Conformity." *Vanderbilt Law Review* 60: 515-553. Please access through Hein Online database available through the library web site.

Michael H. Davis. 1981. "The Courtroom Mystique and Legal Education." *Arizona Law Journal* 23: 661-688. Please access through Hein Online database available through the library web site.

In class films: *The Paper Chase*

Week 3

Library research session on Monday.

Paper 1 due at start of class on Friday.

The Lawyer as Hero

Reading assignment:

Michael Asimow. 1996. "When Lawyers Were Heroes." *University of San Francisco Law Review* 30 (Summer): 1131-1138. Please access through Hein Online database available through the library web site.

John Jay Osborn. 1996. "Atticus Finch—The End of Honor: A Discussion of *To Kill a Mockingbird*." *University of San Francisco Law Review* 30 (Summer): 1139-1142. Please access through Hein Online database available through the library web site.

In class film: *To Kill a Mockingbird*

Week 4

Paper 1 will be returned on Wednesday. We will have an in-class writing workshop to review common errors. Bring Hacker book to class.

The Lawyer as Villian

Reading assignment:

Michael Asimow. 2000. "Bad Lawyers in Movies." *Nova Law Review* 24 (Winter): 533-591. Please access through Hein Online database available through the library web site.

In class film: *The Devil's Advocate*

Week 5

Citation/ plagiarism workshop on Wednesday

Legal Ethics

Reading assignment:

Tonja Haddad. 2000. Silver Tongues on the Silver Screen: Legal Ethics in the Movies." *Nova Law Review* 24: 673-700. Please access through Hein Online database available through the library web site.

Carrie Menkel-Meadow. 2001. "Can They Do That? Legal Ethics in Popular Culture: Of Characters and Acts." *U.C.L.A. Law Review* 48: 1305-1337. Please access through Hein Online database available through the library web site.

In class: *The Verdict*

Week 6

Paper 2 due at start of class on Monday. Paper will be returned on Friday. We will have an in-class writing workshop to review common errors. Bring Hacker book to class.

The Law Firm

Reading assignment:

Michael Asimow. 2001. "Embodiment of Evil: Law Firms in the Movies." *U.C.L.A. Law Review* 48: 1305-1337. Please access through Hein Online database available through the library web site.

In class films: TBA

Week 7

Judges and Judging

Take home midterm exam due on Friday at start of class. Exams will be graded on content and writing.

Reading assignment:

Sheldon Goldman. 1982. "Judicial Selection and the Qualities that Make a "Good" Judge." *The Annals of The American Academy Of Political And Social Science*, 462: 112-124. Please access through ejournal locator at library.

Michael Asimow. 1998. "Judges Judging Judges." *Picturing Justice: The Online Journal of Law and Popular Culture*

<http://www.usfca.edu/pj/articles/Nuremberg.htm>

Doug Linder. 2000. *The Nuremberg Trials, The Justice Trials*

<http://www.law.umkc.edu/faculty/projects/ftrials/nuremberg/Alstoetter.htm#Commentary>

In class film: *Judgment at Nuremberg*

Week 8

Judges and Judging

Final paper topic must be approved

Reading Assignment:

John Grisham. 2008. *The Appeal*. Dell Books.

In class film: *The Star Chamber*

Week 9

The Jury System

Reading assignment:

Nancy S. Marder. 2003. "Introduction to the Jury at a Crossroad: The American Experience." *Chicago-Kent Law Review* 78: 909-933. You need only read through page 925. Please access through Hein Online database available through the library web site.

Carol J. Clover. 1999. "Movie Juries." *DePaul Law Review* 48: 389-405. Please access through Hein Online database available through the library web site.

In class film: *12 Angry Men*

Week 10

The Death Penalty

Reading assignment:

John Grisham. 2006. *The Innocent Man: Murder and Injustice in a Small Town*. Doubleday.

Roberta M. Harding. 1996. "Celluloid Death: Cinematic Depictions of Capital Punishment." *University of San Francisco Law Review* 30: 1167-1180. Please access through Hein Online database available through the library web site.

In class film: *Dead Man Walking*

Week 11

Complete Draft of paper due by 4:00 Friday

Criminal Litigation-Prosecution

Reading Assignment:

Abbe Smith. 2001. "Can You Be A Good Person and A Good Prosecutor?" *Georgetown Journal of Legal Ethics.* 14: 355-400. Please access through Hein Online database available through the library web site.

In class film: TBA

Week 12

Criminal Litigation-Defense

Reading Assignment:

Abbe Smith and William Montross. 1999. "The Calling of Criminal Defense." *Mercer Law Review* 50: 443-535. Please access through Hein Online database available through the library web site.

In class film: *A Time to Kill*

Week 13

Civil Litigation

Reading assignment:

Gerald M. Stern. 1976. *The Buffalo Creek Disaster*. New York: Vintage Books.

In class film: *Erin Brokovich*

TBA

Final exam

2017-112

AMST 3695

Drop Course (guest: Christopher Vials)

COURSE ACTION REQUEST	
CAR ID	17-3842
Request Proposer	Vials
Course Title	Special Topics
CAR Status	In Progress
Workflow History	Start > American Studies > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Drop Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	AMST
School / College	College of Liberal Arts and Sciences
Department	American Studies
Course Title	Special Topics
Course Number	3695

CONTACT INFO

Initiator Name	Christopher R Vials
Initiator Department	English
Initiator NetId	crv09002
Initiator Email	christopher.vials@uconn.edu
Is this request for you or someone else?	Myself

COURSE FEATURES

Is this a General Education Course?	No
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COURSE RESTRICTIONS**GRADING****SPECIAL INSTRUCTIONAL FEATURES**

COURSE DETAILS

Reason for the course action	This course is never offered, and it is redundant given the existence of AMST/ENGL 3265W. It will still be redundant with the proposed revisions to AMST/ENGL 3265W.
Specify effect on other departments and overlap with existing courses	None, since it is never offered.

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Christopher R Vials	07/07/2017 - 12:43	Submit		I am now submitting this to the American Studies C&C rep, Matt McKenzie.
	American Studies	Matthew G McKenzie	07/07/2017 - 13:09	Approve		Represents removal of redundancy and house cleaning of the course catalog.

2017-113 COMM 5900 Add Course

COURSE ACTION REQUEST

CAR ID	17-4144
Request Proposer	Meade
Course Title	Professional Communication
CAR Status	In Progress
Workflow History	Start > Draft > Communication > College of Liberal Arts and Sciences

COURSE INFO

Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1

Course Subject Area	COMM
School / College	College of Liberal Arts and Sciences
Department	Communication
Course Title	Professional Communication
Course Number	5891
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Thomas L Meade
Initiator Department	Communication
Initiator NetId	thm16102
Initiator Email	thomas.meade@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	2018
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	20
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lectures and discussion

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	None
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?	Graduate
Is there a specific course prohibition?	No
Is credit for this course excluded from 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?	No
What is the Grading Basis for this course?	Graded

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	Course will be taught at Storrs campus, where the majority of graduate students the course is targeted towards complete their coursework.
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS								
Provide proposed title and complete course catalog copy	COMM 5891 Professional Communication. Three credits. Open to graduate students. Theories and applications of communication in professional settings. Focus on effective design of professionally-relevant messages to reach various audiences. Prepares students for future employment by cultivating professional-caliber communication skills through lecture content and workshops.							
Reason for the course action	Many students across the University may be looking for a way to master communication skills in order to apply them to their professional portfolio. This course offers that opportunity by surveying theory in communication and applying those techniques to work related messages. This fills a need in the Department by applying principles discussed in other courses in a professionally-relevant manner. Additionally, other graduate students in other departments may be interested in the same material.							
Specify effect on other departments and overlap with existing courses	Students in other departments may be interested in this course in order to further their professional prospects after graduate education. This course will be open to all graduate students, so some students in other departments may seek to include this course in their coursework. That said, the course focuses strictly on communication in professional settings, so it falls well within the purview of the department of Communication; we anticipate no conflict with other courses.							
Please provide a brief description of course goals and learning objectives	At the end of this course, a student will be able to: <ul style="list-style-type: none"> • Explain and differentiate concepts related to organizational, intercultural, interpersonal, small group, and mediated communication • Apply principles of applied communication design across a wide range of settings and contexts • Create high-quality professional presentations, including presenting your research in a concise and appealing manner in both academic and public settings • Develop professional-looking communication materials, including business proposals, media kits, memos, & cover letters • Perform well when being interviewed by the media or for a job. 							
Describe course assessments	This course will apply communication skills to professional writing, presentation, and design. Therefore, all assignments will require at least one of those aspects, and often multiple. There will be formal written communication in the form of letters, resumes, etc. There will be presentations and designs in the forms of business proposals and media kits. Weekly readings will focus on a survey of communication topics published in top journals in the discipline as well as chapters in edited handbooks. Further, each assignment will require a peer workshop where strengths and weaknesses of messages will be highlighted.							
Syllabus and other attachments	<table border="1"> <thead> <tr> <th>Attachment Link</th> <th>File Name</th> <th>File Type</th> </tr> </thead> <tbody> <tr> <td>COMM 5891 DEPT Approved.docx</td> <td>COMM 5891 DEPT Approved.docx</td> <td>Syllabus</td> </tr> </tbody> </table>		Attachment Link	File Name	File Type	COMM 5891 DEPT Approved.docx	COMM 5891 DEPT Approved.docx	Syllabus
Attachment Link	File Name	File Type						
COMM 5891 DEPT Approved.docx	COMM 5891 DEPT Approved.docx	Syllabus						

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Thomas L Meade	09/06/2017 - 13:32	Submit		This course is meant to be a resource to the University community.
	Communication	Stephen C Stifano	09/07/2017 - 17:17	Approve	September 7, 2017	Approved with slight changes to catalog copy and potential impact on other departments.

COMM 5900: Professional Communication

instructor: Thomas Meade, Ph.D.

office: 222 Arjona Hall

e-mail: thomas.meade@uconn.edu

office hours:

Communicating with the Instructor:

Course announcements will be made through HuskyCT and email. Please pay close attention to both. If you have a question about the course, I am available through email, during office hours, and after class. Please do not hesitate to contact me and set up an appointment.

Course Description:

Students will be expected to master course material at a level consistent with graduate study.

This course is designed to examine professional and business communication. We will discuss various methods of business communication as well as designing professional messages. This course will take a professional perspective – there will be many assignments and they will be done in a short period of time. Further, this course will study some theoretical aspects of the organization. At the end of this course, a student will be able to:

- Understand concepts related to organizational, intercultural, interpersonal, small group, and mediated communication
- Apply principles of applied communication design across a wide range of settings and contexts
- Make good quality professional presentations, including presenting your research in a concise and appealing manner in both academic and public settings
- Develop professional-looking communication materials, including business proposals, media kits, memos, & cover letters
 - Perform well when being interviewed by the media or for a job.

Required materials:

Quintanilla, K. M. & Wahl, S. T. (2017). *Business and professional communication* (3rd ed.). Thousand Oaks, CA: Sage. ISBN: 9781506315522

Various readings posted on HuskyCT

Grading:

Grades will be posted on HuskyCT as soon as they become available. Come to office hours or set up an appointment to discuss questions about grades. If you do not question it, a grade becomes permanent one week after it has been posted to HuskyCT. Privacy laws prohibit the discussion of grades via email.

Grades are based on total points earned. The grading chart is as follows:

	+	-
A	278 – 300 pts.	270 – 277 pts.
B	263 – 269 pts.	243 – 262 pts. 239 – 242 pts.
C	233 – 238 pts.	218 – 232 pts. 209 – 217 pts.
D	203 – 208 pts.	188 – 202 pts. 179– 187pts.
F	178 and below	

Business Proposal (100 points total)

At the beginning of the semester, the class will choose a topic that interests them and we will all “compete” for that business. More information will be given in the assignment directions posted on HuskyCT. You will work in groups of two or three. You will complete both a presentation (pitch) and a formal written business proposal.

Media Kit (100 total)

Your task is to either make up a new organization related to your research interest or select an existing non-profit organization related to your area of study. If you choose, you could focus on an academic unit as the organization. For the assignment, you need to create a media kit – a collection of information for the organization that are aimed at media professionals, designed to increase and guide coverage of the organization. You’ll have to come up with a good-looking design and incorporate a corporate responsibility plan into the media kit. More information will be given in the assignment directions posted on HuskyCT.

Writing and Editing Assignments (100 total)

You will be asked to complete various written assignments throughout the semester. The assignments will be graded on the appropriateness of the format, quality of writing/presentation (including grammar and clarity of ideas), organization of information, internal consistency in information presented, and potential for impact given the goal of the communication. Further, you will be asked to edit various documents for grammar throughout the semester.

Class policies:

Attendance – I expect that you will be in every class, on time. I also expect that you will come to class prepared to participate fully in the lesson planned for the day. This would include having assigned readings and written assignments completed with the goal of actively participating in the day’s discussion and activities.

Tests and quizzes due to absence can only be made up for legitimate reasons with documentation. Legitimate reasons include, but are not limited to: absence while under the care of a health professional; absence due to a University-sanctioned event; absence due to your presence at a legal proceeding (documentation required); absence due to religious holiday; and absence due to family crisis, funeral, death, or serious illness.

If you miss a test or a quiz due to an excused absence, you are responsible for contacting me to schedule a make-up time. I expect that you will contact me in a timely manner (i.e., before the

absence occurs, if possible). If I do not hear from you by one week after the test/quiz, your grade will be a zero.

HuskyCT - This course uses HuskyCT for all course material. All course announcements are posted on HuskyCT, so please check frequently. You are responsible for all information posted there.

Late assignments – Absolutely no late assignments will be accepted. This class will follow a business type atmosphere in this way – you cannot submit any assignment late. There are no exceptions to this rule, unless a student has made arrangements with the professor before the assignment was due, or in the case of a documented emergency.

Assignment guidelines – Written assignments should be double-spaced. Please use black ink and a 12-point font. Please use a stapler if necessary. All work should reflect APA formatting guidelines.

Classroom Civility - In this course, it is important that people and ideas are treated with respect, and that class time is used productively. Please avoid behaviors that make it difficult to accomplish our mutual objectives (e.g., side conversations, showing disrespect to classmates, coming to class late or leaving early, etc.). In addition, please refrain from disruptive technology use in class. Understand that I will impose appropriate penalties if such behaviors are flagrantly or routinely exhibited. Immature behavior will not be tolerated, period.

Cell phones – Cell phones must be silenced and **put away** during class. Texting during class is unacceptable.

Laptops, Tablets, etc. – These devices may be used in class for notetaking purposes only.

Email – I will need 48 hours to answer email. Please note: I will not be able to answer email received Saturday or Sunday until the following week.

Academic Misconduct

Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating); failing to properly credit information, research, or ideas to their rightful originators; or representing such information, research, or ideas as

your own (e.g., plagiarism). Cheating or plagiarism may result in failing this course and/or removal from the university.

Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation. If there is evidence of any deliberate violation of academic integrity (e.g., cheating, plagiarism, or the like), including collaboration or sharing of course content, materials, etc., your instructor will pursue the most punitive response the university allows. Sometimes these standards are subtle; please ask if you have questions or concerns.

See community.uconn.edu/the-student-code-appendix-a/ for more information on the University's student code as it pertains to Academic Integrity.

Students with Disabilities

Please contact the instructor at the beginning of the semester to discuss academic accommodations that may be needed during the semester due to a documented disability.

The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a documented disability, you may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities.

If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at csd.uconn.edu.

Other Resources

CLAS Academic Services Center
860-486-2822
clasadvising.uconn.edu

Career Services

860-486-3013

career.uconn.edu

Counseling and Mental Health Services

860-486-4705 (after hours: 860-486-3427) counseling.uconn.edu

Dean of Students Office

860-486-3426

dos.uconn.edu

UNIVERSITY POLICIES

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 and titleix.uconn.edu.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of,

or coordinated by, a University official. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of the Dean of Students.

Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

Week	Topic	Topics	Assignment Due
WEEK 1	Course Introduction/Syllabus Course Overview Communication Theory	Introduction to Communication in Practice	
WEEK 2	Business and Academic Writing	Writing for the Job Writing for Academe Writing for External Publics and Media, Press Releases	
WEEK 3	Business Proposals & Grant Applications	Creating and Preparing Business Proposals Grants/Funding Competing for Business/Contracts	Memo, Letter,
WEEK 4	Presentation	Interviews with Media Conference Presentation Presenting Research to Lay Audience Business Presentation	

WEEK 5	Persuasion Theory	Theory of Planned Behavior Elaboration Likelihood Model Credibility	Business Proposal
WEEK 6	Marketing Yourself	Resume/CV, Cover Letter, Interviews Three Minute Thesis LinkedIn Profile	
WEEK 7	Organizational Communication, Leadership, & Organizational Cultures	Leadership Communication within organizations	Cover Letter, Resume, LinkedIn Profile
WEEK 8	Design and Visual Communication	Introduction to Graphic Design and Design Programs	
	SPRING BREAK		
WEEK 9	Mediated Communication	Mass Communication Effects Theory Media selection Popular media, blogs, mainstream media	Write a short blog entry about your research
WEEK 10	Small Group Communication	Working in Teams Meetings	Three-minute thesis

WEEK 11	Conflict	Communicating in Groups Conflict Management and Resolution Aggressive and Antisocial Communication	
WEEK 12	Interpersonal and intercultural Communication	Skills for positive and collegial communication in the workplace Communication and diversity Intercultural theory and communication interventions	
WEEK 13	Academic Communication	Academic organizations, specialized conferences, scientific journals	Cover Letter for Journal Submission Tiered list of important organizations, conferences (large and small), and journals in your field (interview your advisor and other faculty members)
WEEK 14	Non-profit and governmental communication	Target groups, stakeholders, strategies for policy change	
FINALS WEEK	TBD		Media Kit

List of readings:

Week 1:

Craig, R.T. (2007). Pragmatism in the field of communication theory. *Communication Theory*, 17, 125-145

Week 5:

Ajzen, I. (2012). The theory of planned behavior. In P.A.M. Van Lange, A.W. Kruglanski, & E.T. Higgins (Eds.), *The handbook of theories of social psychology volume 1* (pp. 438-459). Thousand Oaks, CA: Sage.

Petty, R.E., & Cacioppo, J.T. (2012). Elaboration Likelihood Model. In P.A.M. Van Lange, A.W. Kruglanski, & E.T. Higgins (Eds.), *The handbook of theories of social psychology volume 1* (pp. 224-245). Thousand Oaks, CA: Sage.

McCroskey, J.C., Hamilton, P.R., Weiner, A.N. (1974). The effect of interaction behavior on source credibility, homophily, and interpersonal attraction. *Human Communication Research*, 1, 42-52.

Week 7:

Kramer, M.W., & Miller, V.D. (2013). Socialization and assimilation: Theories, processes, and outcomes. In L.L. Putnam & D.K. Mumby (Eds.), *The Sage handbook of organizational communication: Advances in theory, research, and methods* (pp. 525-548). Thousand Oaks, CA: Sage.

Keyton, J. (2013). Organizational culture: Creating meaning and influence. In L.L. Putnam & D.K. Mumby (Eds.), *The Sage handbook of organizational communication: Advances in theory, research, and methods* (pp. 549-568). Thousand Oaks, CA: Sage.

Week 9:

Walther, J.B., & Parks, M.R. (2002). Cues filtered out, cues filtered in: Computer-mediated communication and relationships. In M.L. Knapp & J.A. Daly (Eds.), *The handbook of interpersonal communication* (pp. 529-563). Thousand Oaks, CA: Sage.

Weisenfeld, B.M., Raghuram, S., & Garud, R. (1998). Communication patterns as determinants of organizational identification in a virtual environment. *Journal of Computer-Mediated Communication*, 3(4)

Week 10:

Anderson, C.M., Riddle, B.L., & Martin, M.M. (1999). Socialization processes in groups. In L.R. Frey, D.S. Gouran, & M.S. Poole (Eds.), *The handbook of group communication theory and research* (pp. 139-163). Thousand Oaks, CA: Sage.

Week 11:

Putnam L.L. (2006). Definitions and approaches to conflict and communication. In J. Oetzel & S. Ting-Toomey (Eds.), *The Sage handbook of conflict communication* (pp. 1-32). Thousand Oaks, CA: Sage.

Volkema, R.J., & Bergmann, T.J. (2001). Conflict styles as indicators of behavioral patterns in interpersonal conflicts. *The Journal of Social Psychology*, 135, 5-15.

Sternberg, R.J., & Dobson, D.M. (1987). Resolving interpersonal conflicts: An analysis of stylistic consistency. *Journal of Personality and Social Psychology*, 52, 794-812.

Week 13:

Petronio, S. (1991). Communication boundary management: A theoretical model of managing disclosure of private information. *Communication Theory*, 1 311-335.

Johnson, J.D. (2009). Information regulation in work-life: Applying the comprehensive model of information seeking to organizational networks. In T.D Afifi & W.A. Afifi (Eds.), *Uncertainty, information management, and disclosure decisions: Theories and applications* (pp. 182-200). New York, NY: Routledge.

2017-114 COMM 5991 [Add Course](#)

COURSE ACTION REQUEST	
CAR ID	17-4145
Request Proposer	Meade
Course Title	Internship in Communication
CAR Status	In Progress
Workflow History	Start > Draft > Communication > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	COMM
School / College	College of Liberal Arts and Sciences
Department	Communication
Course Title	Internship in Communication
Course Number	5991
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Thomas L Meade
Initiator Department	Communication
Initiator NetId	thm16102
Initiator Email	thomas.meade@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	2018
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	40
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	3
Is this a Multi-Semester Course?	No
Instructional Pattern	Off site internship. Students complete internship as well as some online assignments.

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Limited to graduate students in Communication.
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?	Graduate
Is there a specific course prohibition?	No
Is credit for this course excluded from 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?	No
What is the Grading Basis for this course?	S/U
Rationale for S/U Grading	Students will be completing internship off site. The internship supervisor will rate them on their abilities and this is the only information that the instructor will have regarding that. Therefore, the instructor does not have a reliable way to assign a grade beyond satisfactory or unsatisfactory.

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	Course is offered to Communication graduate students. These students are housed in Storrs.
Will this course be taught off campus?	Yes
Off campus details	Students will complete internship off site. Various assignments, like a resume, will be submitted online.
Will this course be offered online?	Yes

COURSE DETAILS			
Provide proposed title and complete course catalog copy	COMM 5991 Internship in Communication. One to three credits. Open only to graduate students in Communication. Online and off campus. Students will complete an offsite departmentally approved internship within one semester.		
Reason for the course action	No graduate level credits for internship are currently available in the department of Communication. Some graduate students may be interested in positioning themselves for jobs outside of academe, and this may offer that opportunity.		
Specify effect on other departments and overlap with existing courses	Only Communication graduate students may complete this course.		
Please provide a brief description of course goals and learning objectives	At the end of this course, a student will be able to: • Apply what has been taught in a classroom environment to a professional environment • Understand what practices are accepted in a given industry as being successful • Creatively formulate new ideas for progress of the chosen industry/profession • Apply what you have learned in internship to position yourself for a new opportunity after graduation • Become aware of and enact proper professional behavior • Formulate a resume on LinkedIn		
Describe course assessments	The student will be assessed by their internship site supervisor. The site supervisor will report if the student has completed the hours that the student has reported. A student will receive three credits for a minimum of 126 hours worked during a semester, two credits for a minimum of 84 hours worked during a semester, and one credit for a minimum of 42 hours worked during a semester.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	COMM 5991 Faculty APPROVED.docx	COMM 5991 Syllabus.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Thomas L Meade	09/06/2017 - 14:17	Submit		The goal of this course is to offer graduate students the ability to complete an internship.
	Communication	Stephen C Stifano	09/07/2017 - 17:36	Approve	September 7, 2017	Approved 9/7/17 as a standard graduate-level internship course.

COMM 5991: Internship in Communication

instructor: Thomas Meade, Ph.D.

office: 222 Arjona Hall

e-mail: thomas.meade@uconn.edu

office hours:

Communicating with the Instructor:

Course announcements will be made through HuskyCT and email. Please pay close attention to both. If you have a question about the course, I am available through email and during office hours. I will be in my office more than my office hours state, so please do not hesitate to contact me and set up an appointment.

Course Description:

In this course, you will complete an internship. The purpose of this course is to learn professionalism and how to be successful in your chosen field after graduation. This internship is valuable experience that may help you to land a full time job after graduation. It is important to take this internship very seriously – as seriously as you would any other job. At the end of this course, a student will be able to:

- Apply what has been taught in a classroom environment to a professional environment
- Understand what practices are accepted in a given industry as being successful
- Creatively formulate new ideas for progress of the chosen industry/profession
- Apply what you have learned in internship to position yourself for a new opportunity after graduation
- Become aware of and enact proper professional behavior
- Formulate a resume on LinkedIn

Required materials:

LinkedIn account

Approved Internship

Grading:

By the College of Liberal Arts and Sciences rules, you will be assigned a grade of “S” (Satisfactory) or “U” (Unsatisfactory) for the internship. This grade will not be used in computing your GPA, but the credits will count toward graduation. At the end of the semester your supervisor will be asked to fill out a form to evaluate your performance. This will be the primary evaluation that you will receive. If you receive an “Unsatisfactory” evaluation from your supervisor, you will be asked to discuss the evaluation with the Course Supervisor. The final grade will be assigned by the Course Supervisor, after taking into account both the site supervisor’s evaluation and your comments.

Course Components:

- Completion of learning contract between yourself and your site supervisor
- Completion of a midterm evaluation of your internship to your course supervisor
- Creation of a resume and LinkedIn profile
- Completion of a final evaluation by your site supervisor – this will determine your grade of S/U for the course
- Completion of weekly journal (full journal to be submitted at the end of the semester)
- NOTE: The work completed in this course should be characteristic of a 5000-level graduate course

Learning Contract: At the beginning of the semester, an agreement notice will be sent to your site supervisor. Your site supervisor must complete and return this agreement in a timely manner for you to be considered as taking part in this course.

Midterm Evaluation: A midterm evaluation survey will be sent to you via your school email address. This is a strictly voluntary survey.

Creation of Resume: By the end of the semester, you will upload a new version of your resume, updated with the completed internship. This is a pass/fail assignment - You will be graded on the completion of this task. An incomplete or poorly organized/formatted resume may result in failure of this assignment. If you do not have a resume or you are worried that yours is not properly organized/formatted, you can use the format provided by the Center for Career Development found on HuskyCT.

Creation of LinkedIn Profile: Similarly, you will update your LinkedIn profile to reflect the internship by the end of the semester. This assignment will also be pass/fail – in order to pass, the assignment must be completed.

Final Evaluation: At the end of the semester, your site supervisor will once again be contacted. Your site supervisor will complete a final evaluation of your performance – this will focus mainly on your completion of the hours stated in the contract.

Weekly Journal: Each week, you will complete a journal entry of your own accord. You should focus your entries on the tasks completed that week and what was learned. Further, you may be able to apply theory to your experience in your journal entry. Your entire journal will be submitted to HuskyCT at the end of the semester. This is a pass/fail assignment – you must complete the assignment to pass. This assignment must be done in entirety – each week must be complete. A complete journal entry will include at least two full APA formatted pages per week.

Unfair Treatment at Internship:

During the internship, if you find yourself being unfairly treated because of race, gender, religion, national origin, political view, or any other illegitimate reasons, you should contact our Internship Coordinator immediately. Wait for the faculty decision before continuing the internship. For on-campus internships, you may contact the Office of Diversity and Equity directly or seek assistance from any of the institutions cited in the President’s Policy on Harassment such as the Women’s Center, the Office of the Dean of Students, etc. University regulations require that you must file the complaint within 30 days after the discriminatory act. For more information on the policies and procedures on harassment, consult the following sections in the Student Handbook referring to: (a) “Discrimination and Complaint Procedures” (b) President’s Policy on Harassment (for on-campus sites), and (c) “Protection of Students and Staff from Discrimination and Harassment During Off-Campus Experiences”. If you feel your supervisor’s evaluation performance is not fair (such as based on inadequate information), you can appeal to the instructor. Your supervisor’s evaluation is suggestive in determining your grade, and the instructor will not alter that part of the grade unless there is evidence of unfairness. If you do not like your supervisor or your job, stick with it and learn what you can. Think about doing another internship later with a different focus.

UNIVERSITY POLICIES

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 and titleix.uconn.edu.

2017-115 PNB 3264W Revise Course (G)(S)

COURSE ACTION REQUEST	
CAR ID	17-3681
Request Proposer	Kanadia
Course Title	Molecular Principles of Physiology
CAR Status	In Progress
Workflow History	Start > Draft > Physiology and Neurobiology > College of Liberal Arts and Sciences > Return > Physiology and Neurobiology > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Revise Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	PNB
School / College	College of Liberal Arts and Sciences
Department	Physiology and Neurobiology
Course Title	Molecular Principles of Physiology
Course Number	3264W

Will this use an existing course number?	Yes
Please explain the use of existing course number	Course already exists

CONTACT INFO	
Initiator Name	Robert V Gallo
Initiator Department	Physiology and Neurobiology
Initiator NetId	rvg02001
Initiator Email	robert.gallo@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Kanadia
Proposer First Name	Rahul
Select a Person	rnk10001
Proposer NetId	rnk10001
Proposer Phone	+1 860 486 8947
Proposer Email	rahul.kanadia@uconn.edu
Does the department/school/program currently have resources to offer the course as proposed?	Yes

COURSE FEATURES	
Proposed Term	Spring
Proposed Year	2018
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	No
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)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	W
W Sections Term(s) Offered	Spring
Will there also be a non-W section?	No
Number of Sections	2
Number of Students per Section	16
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	lecture/lab

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	Yes
Prerequisites	Prerequisite: PNB 2274 or one of the following: MCB 2410, 2210 or 3010 or equivalent; Open to juniors or higher. Instructor consent required;
Corequisites	none
Recommended Preparation	Requires students to read primary literature and learn how to write original manuscript detailing their laboratory findings.
Is Consent Required for course?	Instructor Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is this course open to?	Junior,Senior,Graduate
Is there a specific course prohibition?	No
Is credit for this course excluded from 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?	No
What is the Grading Basis for this course?	Graded

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	Lab based course that requires specific reagents and instrumentation that is only available at the Storrs campus
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide existing title and complete course catalog copy	3264W. Molecular Principles of Physiology Four credits. Two class periods and one 4-hour laboratory. Prerequisite: PNB 2274, MCB 2410, or MCB 3010; ENGL 1010 or 1011 or 2011; open to juniors or higher; instructor consent required. Case study of a disease: genetics and inheritance patterns, molecular defects, including transcription and post-transcription defects, physiological defects, therapeutic approaches. A fee of \$30 is charged for this course.
Provide proposed title and complete course catalog copy	3264W. Molecular Principles of Physiology Four credits. Two class periods and one 4-hour laboratory. Prerequisite: PNB 2274 or one of the following: MCB 2410, 2210 or 3010 or equivalent; ENGL 1010 or 1011 or 2011; open to juniors or higher. Instructor consent required. Case study of a disease: genetics and inheritance patterns, molecular defects, including transcription and post-transcription defects, physiological defects, therapeutic approaches. A fee of \$30 is charged for this course.
Reason for the course action	Aligns the prerequisites with changes in the content of MCB courses.
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	The objective of the course is to teach students application of the scientific method to understanding a fundamental biological issue both by theoretical and practical approaches.
Describe course assessments	The students are assessed, by a final manuscript submission, poster, class group presentation.

General Education Goals	The course objective is to teach students the ability to read primary literature and integrate the information to formulate a clear hypothesis that can be tested at the bench with experiments. Subsequently the students are expected to present their findings in context of the larger scientific narrative as it relates to previous discoveries.		
Skill Code W	This course is designed to teach students to incorporate existing primary literature as it relates to the interpretation of their results obtained in the laboratory portion of this course. Inherent to this design is the need for students to produce an original document that will test their ability to communicate original findings. Importantly, interpretation of their results will require students to engage critical thinking and engage them into communicating original ideas as each student will have unique results.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	PNB-3264W.docx	PNB-3264W.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Robert V Gallo	05/25/2017 - 13:42	Submit		This is request to update the PNB3264W prerequisites.
	Physiology and Neurobiology	Robert V Gallo	05/26/2017 - 11:40	Approve	5/26/2017	I approve
	College of Liberal Arts and Sciences	Pamela Bedore	06/15/2017 - 10:26	Return		Thanks for the request! I'm returning the form to make sure it gets routed correctly. On the Course Features page, you need to click that the course is a gen ed (W). This will, I believe, prompt you for some additional info. Let me know if you have questions. PB
	Return	Rahul N Kanadia	08/21/2017 - 11:39	Resubmit		As per the phone conversation with Pam, I am submitting this revised form.
	Physiology and Neurobiology	Robert V Gallo	08/22/2017 - 13:27	Approve		I approve this, and I hope it is done!

Course Information

PNB3264W "Molecular Principles of Physiology" is a 4 credits course with a wet laboratory component. This class focuses on principles governing gene organization, regulation of transcription, transcript processing, protein production, protein function and physiological output. Specifically, we are going to focus on how mutation in DNA can lead to aberrant molecular pathways including, RNA processing, protein production which then manifest as physiological defects. The overall goal of this course is to give you a thorough understanding of how basic science research is conducted with laboratory experience and how concepts crucial to molecular biology are used to formulate hypotheses. Importantly, you will be taught

to directly test these hypotheses by conducting experiments followed by data collection and interpretation to conclude whether or not the data gathered supports the hypotheses. Greater emphasis will be placed on communicating the results and interpretation. The art of communicating results through data discussion, analysis and interpretation will figure prominently throughout the course.

Instructor

Asst. Prof. Rahul N Kanadia (TLS-121)

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(860) 486-2692

Graduate Teaching Assistant

Marybeth Baumgartner (PBB-112) Mary.baumgartner@uconn.edu

Devi Krishna Priya Karunakaran dkpkaran@gmail.com

HuskyCT resources

Reference material for PNB3264W will be distributed through HuskyCT.

Students will submit written assignments as hard-copy.

Pre- and/or post lab exercises will be distributed and answered using HuskyCT.

Lecture/Lab

Lab 1: Bioinformatics

Lab 2: Retinal harvest and Isolation of RNA ([Trizol](#), [Phenol/Chlorofom](#), [RNase-Inhibitor](#), [Pipets](#), [Tips](#), [Agarose](#), [TAE buffer](#), [microfuge tubes](#))

Lab 3: cDNA preparation ([dNTPs](#), [Reverse transcriptase](#), [RNase-Inhibitor](#), [pipets](#), [tips](#), [microfuge tubes](#))

Lab 4: Primer design, PCR ([dNTPs](#), [Taq-polymerase](#), [PCR tubes](#), [Thermocycler](#))

Lab 5: Agarose gel electrophoresis ([Agarose](#), [TAE buffer](#))

Lab 6: Gel Extraction and pGEMT cloning ([Pipets](#), [microfuge tubes](#))

Lab 7: Colony PCR ([Same as PCR](#))

Spring break

Lab 8: Plasmid isolation (Mini prep) and Restriction Digestion

Lab 9: Sequence analysis

Lab 10: Retina dissection and cryo preservation of blocks

Lab 11: Cryosection

Lab 12: H&E

Lab 13: Fluorescence Microscopy

Lab 14: Optional review

No food or drinks in the lab. NO texting and cellphone use in the lab. Lab partners cannot be swapped unless you get approval from the instructor. Please wear close toed shoes, lab coats and protective eye wears.

Lecture/Lab 1: Case Study of Retinitis Pigmentosa:

Brief talk about the mutation

Look up the gene on NCBI

Gene annotation

Introduction to Bioinformatics and Logistics

Prepare for a two page write-up

Lecture/Lab 2: Mouse Retina harvest and Isolation of RNA:

Turn in your two-page write-up from the previous week

Initial introduction

Mouse Retina Harvest

Homogenizer – each group

Tube transfer & spin

Chloroform, vortex'

Supernatant collection and Isopropanol

Receive edited document from TAs

Prepare for the next two page write-up

Lecture/Lab 3: cDNA preparation:

Turn in your two-page write-up from the previous week

Initial introduction

cDNA preparation

Receive edited document from TAs

Prepare for the next two page write-up

Lecture/Lab 4: Primer design, PCR and Agarose gel electrophoresis:

Turn in your two-page write-up from the previous week

Introduction DNA hybridization kinetics

Primer design

PCR

Gel electrophoresis (cut the bands out)

Receive edited document from TAs

Prepare for the next two page write-up

Lecture/Lab 5: Gel Extraction and pGEMT cloning:

Turn in your two-page write-up from the previous week

Gel electrophoresis continued

Gel extraction

Ligation

Transformation (Control – PCR fragment given by us)

Plating – overnight at 37 C

Receive edited document from TAs

Prepare for the next two page write-up

Lecture/Lab 6: Colony PCR :

Turn in your two-page write-up from the previous week

Colony PCR screen

Receive edited document from TAs

Prepare for the next two page write-up

Lecture/Lab 7: Plasmid isolation (Mini prep) and Restriction Digestion:

Turn in your two-page write-up from the previous week

Introduction

Mini prep

Restriction Digestion (Set up a digest beforehand with EcoR I)

Sending out for sequencing

Receive edited document from TAs

Prepare for the next two page write-up

Lecture/Lab 8: Sequence analysis:

Turn in your two-page write-up from the previous week

Introduction

Analysis of Sequences – NCBI Blast

Receive edited document from TAs

Prepare for the next two page write-up

Lecture/Lab 9: Mouse retina harvest and Cryo preservation of blocks:

Turn in your two-page write-up from the previous week

Introduction

Retina dissections

Mounting

Show cryosection

Receive edited document from TAs

Prepare for the next two page write-up

Lecture/Lab 10: Cryosection

Turn in your two-page write-up from the previous week

Introduction/sectioning

Receive edited document from TAs

Prepare for the next two page write-up

Lab 11: H&E staining:

Lab 12: Fluorescence Microscopy:

Final Exam:

Turn in your 15-page NIH/NSF style proposal with references on your assigned mutation that causes retinitis pigmentosa. This final report will be a compendium of the individual assignments that you have completed over the semester. This final report accounts for 75% of your final grade. This report must be submitted in time for it to undergo revisions, which will be crucial to the final grade assignment.

Notes:

1. You must arrive on time for your labs. Hard-copy of assignments must be handed in at the beginning of lab.
2. You should actively participate in the data discussion, which will be documented and will factor into your final grade.
3. Information will be disseminated via HuskyCT so be sure to check HuskyCT to see whether there are specific pre-class reading assignments posted.

Course Policies

Make sure you understand these policies; Resolve any questions about them with the instructor or the teaching assistants before a problem arises!

Attendance

Lectures. Lectures on Tuesdays will focus on introducing principles and concepts crucial to the laboratory and lectures on Thursdays will be focused on discussing the results obtained on Mondays and/or Wednesday labs.

Laboratory, TLS475. Laboratory attendance is mandatory. You must attend your scheduled lab. You may only utilize data obtained during labs in which you have personally participated. Exceptions to this policy will be considered on an individual basis and requires that you submit a written (EMail) request to the instructor. In the case of unforeseen emergencies, a written request/explanation must be made as soon as possible. Due to the project-based nature of this course you will not be able to make up missed labs but will be held responsible for all material.

Prelab Preparation

Prior to each week's discussion, you should read the pre-assigned literature related to the week's lab.

Written Assignments

This is a W course and the emphasis in this course is to learn to prepare a scientific document that in the style of a NIH or NSF grant.

Deadlines and Late Penalties

All deadlines are strictly enforced! Deadlines are specified on the assignment cover sheet. Unless you are instructed otherwise, a hard-copy of each assignment should be handed in at the beginning (within the first 10 minutes) of the indicated laboratory period. The electronic submission of each assignment must be submitted on-line by the same deadline. Assignments received after their deadlines will receive a late penalty.

Late assignments will be penalized 10 points per day. (Over weekends and holidays each day counts separately towards your penalty.)

Extensions, penalty exemptions or lab makeups

The course policies are *very* strict, however we recognize that there can be circumstances warranting special consideration. All requests for special consideration must be submitted to Dr. Kanadia by Email. Your TA does NOT have the authority to waive assignment deadlines or penalties.

Extensions of deadlines will only be considered in cases of documented emergencies. Extensions will not be granted due to bad planning. (Failure to submit an assignment because of a crashed computer

or a broken printer is a case of bad planning and indicates that you left things to the last minute.) If you know that you will not be around to hand in an assignment you should hand it in EARLY.

In general, you will NOT be able to make up missed labs. But if you know that you will miss a lab you must notify the TA as soon as possible. If your absence is approved you will be allowed to complete the written assignment using data obtained from your partner. An example of a *valid* reason to miss a lab is a conflict because of an interview for medical school since you have minimal control over the scheduling. An example of an *invalid* excuse is that you want time to study for an exam in another course.

Since exercises are done with a lab partner please recognize that absences may be a hardship to your assigned lab partner since he/she will have to perform the exercise without your assistance.

Lab Groups/Partners

For the first few laboratory exercises the TAs will assign lab partners. You must work with your assigned partner(s). In part, this policy allows us to shift students around so that each student learns the necessary laboratory skills and can contribute to the exercises. You will be able to select your own partner(s) for carrying out the independent project, subject to your TAs approval.

Sharing of Data

Laboratory partners perform the lab exercises as a together, however partners must maintain separate lab notebooks. Data obtained during the experiments are the *shared property of the participating lab partners*. However, individuals *must actively participate in the laboratory exercises* to be eligible to use the team's data.

Lab partners may share tables, spreadsheet data, spreadsheet analyses, and graphs, if they so desire. For example, one student can make the final graphs and email to the other student for inclusion in his/her lab report. Although data, spreadsheets and graphs may be shared, the textual parts of your lab reports must be your own work, and written in your own words. Material derived from other sources must clearly identified and the sources must be cited appropriately.

Lab groups may make their data available to other groups (for use in comparisons or other approved uses) provided 1) all members of the group agree to share the data, and 2) groups using the data identify the shared data and cite the source.

Plagiarism & Cheating

Please be sure that you read and understand the meaning of plagiarism and cheating.

In simplest terms, *cheating* is fabrication of work or the misrepresentation of your role in fulfilling assignments and/or demonstrating mastery of the material. Cheating will not be tolerated. If you cheat you will receive an F in the course.

Plagiarism, in simple terms, is the misrepresentation of someone else's work as your own. In science we are always building upon a foundation of knowledge based on the work of others, and it is appropriate to discuss, refer to, and even quote from their work. In such cases it is of paramount importance to cite the source of the information appropriately. During the course we will discuss how you should cite material that you use in your report. (There is an optional on-line module on HuskyCT that deals with plagiarism. If you have not seen this module we recommend that you try it out.)

Plagiarism detection software. HuskyCT provides instructors with plagiarism-detection tools. We may utilize these tools to screen student submissions. For specific assignments we may make this software available for your use so that you can screen your assignment yourself before it is submitted for grading.

Plagiarism is a serious offense and will result in failure of an assignment and possibly an F in the course. The *Student Code of Conduct* explains the procedures that will be followed for cases of cheating and/or plagiarism.

Lab Notebooks

Each student must maintain a laboratory notebook dedicated to serving as a permanent record of your experiments. Your lab notebook must have non-removable pages (i.e., a spiral notebook or ring binder is NOT acceptable). A 1/4" grid chemistry-style lab notebook with permanent white pages and removable yellow pages is convenient, and required; the yellow copy can be given to your lab partner so that you both have copies of all data. Loose sheets (computer printouts or the 'yellow sheets' from your partner) must be glued or taped into your notebook to become part of the permanent record of your experiment.

Your Notebook is the formal record of your experimental procedures and results. It should be a 'running log' of your experiment from the initial thought process and experimental design, through data collection, and finally including analysis. All original data must be recorded in your lab notebook. *Do not use scraps of paper to record data* with the expectation that you will re-enter the data more neatly at a later time. Enter data in real time. If you need to make a correction, make a clear change and annotate the reason for the change, if the reason is not apparent. It is not obvious now, but the entry of *everything* will make it easier to put your data together accurately for your reports.

We will not explicitly grade your notebook, but you must show your notebook to your instructor or TA upon request at any time during the lab. You must also be prepared to show your notebook to support results presented in your assignments. Your commitment to recording things accurately, timely, and appropriately, will be reflected in each assignment's grade.

Course Grade

Each assignment will be graded on a scale of 0-100 but weighted proportional to its complexity. The weight will be indicated on each assignment cover sheet. (In general, early assignments are weighted less than later assignments.) The grade for each assignment will include a subjective component, awarded by the TA that reflects your performance during that specific lab exercise. As a *rough* guide to understanding the numerical grade: 90% is in the range of A-, 85% ~ B, 75% ~ C, <65% ~ F.

Grading policy.

In regard to grades, the final proposal will be 75% of the grade and the weekly revised reports will account for the remaining 25%. The result, divided by the maximum possible number of points, is a final numerical grade between 0 and 100%.

Grading Disputes

As a course policy, TAs are specifically prohibited from regrading any assignments. If you feel that you have a valid reason for having your grade reviewed *you must submit a written request that includes your explanation, including any supporting information*. The TA will then discuss the issue with the instructor and they will determine whether a grade change is justified. (This procedure does not need to be followed to correct bookkeeping errors such as math errors.)

(This syllabus is in part exactly like the syllabus prepared by Dr. Andrew Moiseff for his PNB-3263WQ course and has been done so with his permission.)

2017-116

ILCS 3291

Add Course (S)

COURSE ACTION REQUEST	
CAR ID	17-4123

Request Proposer	Balma
Course Title	Italian Internship
CAR Status	In Progress
Workflow History	Start > Literature, Cultures and Languages > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	ILCS
School / College	College of Liberal Arts and Sciences
Department	Literature, Cultures and Languages
Course Title	Italian Internship
Course Number	3291
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Philip W Balma
Initiator Department	Lit, Cultures and Languages
Initiator NetId	pwb08001
Initiator Email	philip.balma@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	2018
Will this course be taught in a language other than English?	Yes
Specify Language	Italian (and/or English)
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	Internship

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	ILCS 1147 (or Italian Section Chair approval)
Corequisites	none
Recommended Preparation	none
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?	S/U
Rationale for S/U Grading	This is an internship course

SPECIAL INSTRUCTIONAL FEATURES

Do you anticipate the course will be offered at all campuses?	No
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At which campuses do you anticipate this course will be offered?	
If not generally available at all campuses, please explain why	This course will be taught overseas, in the context of a Study Abroad program
Will this course be taught off campus?	Yes
Off campus details	The Summer program in Sorrento allows for students to do an internship (in Summer 1)
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	ILCS 3291 - Italian Internship This course consists of a supervised experience in a work setting using Italian linguistic skills and cultural competencies OR a research endeavor that entails significant intellectual engagement. Through this supervised internship, students have the opportunity to use their Italian and intercultural competencies in a work setting or activity such as a specific trade or industry, business environments, medical or clinical settings, public agency, community-based organization, or research collaboration. (This internship course may be taken in the context of a study abroad program).
Reason for the course action	The Italian section is currently unable to offer internship courses to its students. This course action request is intended to remedy that shortcoming.
Specify effect on other departments and overlap with existing courses	none.
Please provide a brief description of course goals and learning objectives	Course Learning Outcomes: As a result of this internship course students will be able to: <ul style="list-style-type: none"> • Integrate Italian language and culture in the internship experience in the real world/public engagement settings. • Integrate and combine professional knowledge and skills with linguistic and cultural competencies. • Apply academic knowledge of the Italian language and culture to address practical situations in a professional setting • articulate through written reflections and research output in their work experience in a real Italian speaking professional context • Develop and articulate public engagement, leadership skills, collaboration and teamwork in a professional setting in Italian.
Describe course assessments	<p>Assignments: All internship courses must include an internship contract, or work plan that is signed by both the instructor of record and the internship supervisor. (The instructor and the supervisor can be the same person). The instructor of record for this practicum must be an Italian faculty member. The internship contract must be approved by the Italian Section Chair. The instructor of record is responsible for assigning grades. Each student also must have an assigned internship supervisor at the work site. The internship supervisor must agree (by signing the contract) to supervise the work and to participate in the evaluation of the student's performance at the end of the internship. Interns may not be supervised by undergraduate students.</p> <ul style="list-style-type: none"> • Project--Develop a research and or public-engagement project that supports an Italian or Italian-American serving community based organization, cultural center, health organization, or state agency. With support from a faculty sponsor, students must have a specific, semester-long project that supports a specific endeavor in the host organization and that puts the talents and skills of the student to good use in the service of the host institution. (e.g., conduct interviews, translate materials to or from Italian, transcribe and analyze data, create didactic materials in Italian, aid in the production of culturally and linguistically relevant cultural projects or performances). Secretarial work, simple support tasks, unskilled manual labor, random public service will not constitute an acceptable project. • Journal – Students are expected to maintain a journal with regular entries, the number and length of which will be discussed with the instructor based on the nature and length of the internship or field experience. The purpose of the journal is to keep an ongoing log of reflections on the different challenges, interactions, and experiences of any kind that the student will go through during the practicum experience. May be handled electronically and will be assessed by the faculty. • Hold regular meetings/conferences with sight supervisor and faculty sponsor at UConn—Students must meet with supervisor every other week (preferably in person) and also meet with site supervisor to discuss progress. Though not necessary, site supervisor may choose to hold meetings in Italian. • Mid-Term evaluation—list activities and short term goals; assess progress of project;

	<p>discuss challenges. Share and discuss with supervisor and faculty and discuss assessment. Site supervisor and faculty should contact each other regularly (e-mail or phone is appropriate) and thoroughly discuss the Mid-term evaluation. • Final paper – Students will turn a final paper at the end of their practicum experience. This paper could be a research or creative endeavor that directly relates to the work in the site organization, the nature and length of which will be discussed with the faculty supervisor and based on the nature of the internship or field experience and the particular interests of the student. Possible projects could be an oral history, a substantial translation, a research paper, in Italian, on health, nutrition, welfare, sports, migration, related to the placement site in geography or subject matter.</p>		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Syllabus - ILCS 3291-Italian Internship.docx	Syllabus - ILCS 3291-Italian Internship.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Philip W Balma	09/06/2017 - 00:59	Submit		This course is, in essence, a carbon copy of SPAN 3291, which was approved last year.
	Literature, Cultures and Languages	Philip W Balma	09/06/2017 - 01:11	Approve	9/1/2017	unanimously approved

ILCS 3291 – Italian Internship

Course description: This course consists of a supervised experience in a work setting using Italian linguistic skills and cultural competencies OR a research endeavor that entails significant intellectual engagement. Through this supervised internship, students have the opportunity to use their Italian and intercultural competencies in a work setting or activity such as a specific trade or industry, business environments, medical or clinical settings, public agency, community-based organization, or research collaboration. (This internship course may be taken in the context of a study abroad program).

In accordance with College regulations, Internships in the College of Liberal Arts and Sciences may be offered under two different headings:

- **“Internship: Field Study,” involving the line or staff operation of a business or agency. Grading in a course titled “Internship: Field Study” must be on an S/U (satisfactory/unsatisfactory) basis.**

- **“Internship: Research/Seminar.” Letter grades may be assigned in courses titled “Internship: Research/Seminar.” Departments may require concurrent enrollment under both titles (field study and research/seminar).**

Prerequisites: Intermediate Italian I (ILCS 1147) or equivalent. Students need instructor consent in order to enroll in this course. This requirement can be waived with the consent of the Italian Section Chair.

Number of credits: Students can enroll in up to 6 credits in this course. The specific number of credits must be approved by the Italian Section Chair. In accordance to standards set by the College of Liberal Arts and Sciences, one credit for internship work must entail 42 hours of work per semester, term, or project. The required number of hours of work must be stated clearly in the contract for the internship.

Course Learning Outcomes: As a result of this internship course students will be able to:

- Integrate Italian language and culture in the internship experience in the real world/public engagement settings.
- Integrate and combine professional knowledge and skills with linguistic and cultural competencies.
- Apply academic knowledge of the Italian language and culture to address practical situations in a professional setting
- articulate through written reflections and research output in their work experience in a real Italian speaking professional context
- Develop and articulate public engagement, leadership skills, collaboration and teamwork in a professional setting in Italian.

To support student success coherently across the Italian curriculum, these CLOs help students to reach the Italian Major Program Learning Outcomes 1, 2, 4 and 5:

1. Demonstrate Italian writing and reading skills equivalent to at least the advanced-high level of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. (For more information on ACTFL Proficiency Guidelines for the advanced-high level, see Appendix B)
2. Demonstrate Italian speaking and listening skills equivalent to at least the advanced-high level of the ACTFL Proficiency Guidelines.
4. Identify and apply linguistic concepts pertinent to the Italian language when analyzing writing and oral, literary and non-literary texts.
5. Articulate similarities and differences within the cultures of the Italian-speaking world by discerning the main topics and characteristics of different historical periods, and by analyzing literary and non-literary texts in light of their historical embedment in the Italian or Italian-American contexts.

Assignments: All internship courses must include an **internship contract, or work plan** that is signed by both the *instructor of record* and the *internship supervisor*. (The instructor and the supervisor can be the same person).

The instructor of record for this practicum must be an Italian faculty member. The internship contract must be approved by the Italian Section Chair. The instructor of record is responsible for assigning grades. Each student also must have an assigned internship supervisor at the work site. The internship supervisor must agree (by signing the contract) to supervise the work and to participate in the evaluation of the student's performance at the end of the internship. Interns may not be supervised by undergraduate students.

- **Project**--Develop a research and or public-engagement project that supports an Italian or Italian-American serving community based organization, cultural center, health organization, or state agency. With support from a faculty sponsor, students must have a specific, semester-long project that supports a specific endeavor in the host organization and that puts the talents and skills of the student to good use in the service of the host institution. (e.g., conduct interviews, translate materials to or from Italian, transcribe and analyze data, create didactic materials in Italian, aid in the production of culturally and linguistically relevant cultural projects or performances). Secretarial work, simple support tasks, unskilled manual labor, random public service will not constitute an acceptable project.
- **Journal** – Students are expected to maintain a journal with regular entries, the number and length of which will be discussed with the instructor based on the nature and length of the internship or field experience. The purpose of the journal is to keep an ongoing log of reflections on the different challenges, interactions, and experiences of any kind that the student will go through during the practicum experience. May be handled electronically and will be assessed by the faculty.
- **Hold regular meetings/conferences** with sight supervisor and faculty sponsor at UConn— Students must meet with supervisor every other week (preferably in person) and also meet with site supervisor to discuss progress. Though not necessary, site supervisor may choose to hold meetings in Italian.
- **Mid-Term evaluation**—list activities and short term goals; assess progress of project; discuss challenges. Share and discuss with supervisor and faculty and discuss assessment. Site supervisor and faculty should contact each other regularly (e-mail or phone is appropriate) and thoroughly discuss the Mid-term evaluation.
- **Final paper** – Students will turn a final paper at the end of their practicum experience. This paper could be a research or creative endeavor that directly relates to the work in the site organization, the nature and length of which will be discussed with the faculty supervisor and based on the nature of the internship or field experience and the particular interests of the student. Possible projects could be an oral history, a substantial translation, a research paper, in Italian, on health, nutrition, welfare, sports, migration, related to the placement site in geography or subject matter.

Grading:

- In a course titled “Internship: Field Study” must be on an S/U (satisfactory/unsatisfactory) basis.

- Letter grades may be assigned in courses titled “Internship: Research/Seminar.”

To receive credit for an internship, a student must enroll in an internship course prior to undertaking the work. No credit may be given, retroactively, for internship work undertaken without being properly enrolled in advance.

Italian Studies
FIELD INTERNSHIP
Sample MIDTERM/Final self-assessment - STUDENT INTERN

Please complete this form based on your work for the first half of the semester.

Name:

Term:

Placement Site and Supervisor’s Name:

In what ways are you successfully reaching your personal and professional goals for this semester?

What do you need to do during the remainder of the semester to reach these goals?

Describe the progress you have made thus far on the field work tasks and your project.

Are you satisfied with your internship? Why or why not?

Additional comments:

Please set up an appointment at midterm to meet with your academic advisor. Please bring this completed form with you to that meeting.

2017-117

ALDS 5000

Add Course

COURSE ACTION REQUEST	
CAR ID	17-4023
Request Proposer	Yang

Course Title	Foundations of Applied Linguistics and Discourse Studies
CAR Status	In Progress
Workflow History	Start > Literature, Cultures and Languages > College of Liberal Arts and Sciences

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	ALDS
School / College	College of Liberal Arts and Sciences
Department	Literature, Cultures and Languages
Course Title	Foundations of Applied Linguistics and Discourse Studies
Course Number	5000
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Chunsheng Yang
Initiator Department	Lit, Cultures and Languages
Initiator NetId	chy13003
Initiator Email	chunsheng.yang@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	2018

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	20
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Lecture

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
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

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	Currently the course will be offered only at Storrs campus. In the future, it may be available to other campuses, maybe with tele-conferencing.

Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS

Provide proposed title and complete course catalog copy	Foundations of applied linguistics and discourse studies. Issues in applied linguistics, such as second language learning and teaching, curriculum development, language assessment and program evaluation, sociolinguistics, technological application in language learning and teaching, discourse analysis, and cognitive approaches to applied linguistics.		
Reason for the course action	This is the foundation course for the newly approved LCL concentration, Applied linguistics and discourse studies (ALDS). The course will provide students with an overview of the various topics in ALDS and prepare them for more advanced courses in ALDS.		
Specify effect on other departments and overlap with existing courses	None.		
Please provide a brief description of course goals and learning objectives	Through readings, discussions, and presentations, we will a) critically examine some of the theoretical frameworks in applied linguistics and discourse studies, b) become familiar with the research methodologies and research tools often used in ALDS, and c) become prepared for more advanced courses in ALDS. Students are required to interact with a variety of research methods and complete a final project or research paper on a topic of specialization of their choice. Upon completion of this course, students are expected to: Gain an overview of theories in applied linguistic and discourse studies; Compare theories of ALDS from a variety of perspectives; Analyze and apply some of the most frequently used methodologies in ALDS studies; Design and implement an ALDS research project independently; Reflect on current questions in ALDS		
Describe course assessments	Participation (including online discussions) 40% Reflection papers 20% Presentations (2 presentations in pairs or groups) 10% Presentation of final project 10% Final project or research paper 20%		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Foundations of ALDS.docx	Foundations of ALDS.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Chunsheng Yang	08/29/2017 - 20:34	Submit		This course is expected to be offered in Spring 2018.
	Literature, Cultures and Languages	Philip W Balma	09/06/2017 - 00:49	Approve	9/1/2017	unanimously approved by LCL dept c.tee

ALDS 5000: Foundations of Applied Linguistics and Discourse Studies

Language of instruction: English

Credits: 3

A: Instructor:

Office:

Email:

Office hours:

In this course we will explore some of the most important issues in applied linguistics, such as second language learning and teaching, curriculum development, language assessment and program evaluation, sociolinguistics, technological application in language learning and teaching, discourse analysis, and cognitive approaches to applied linguistics.



Through readings, discussions, and presentations, we will a) critically examine some of the theoretical frameworks in applied linguistics and discourse studies, b) become familiar with the research methodologies and research tools often used in ALDS, and c) become prepared for more advanced courses in ALDS.

Students are required to interact with a variety of research methods and complete a final project or research paper on a topic of specialization of their choice.

Upon completion of this course , students are expect to:

- Gain an overview of theories in applied linguistic and discourse studies;

- Compare theories of ALDS from a variety of perspectives;
- Analyze and apply some of the most frequently used methodologies in ALDs studies;
- Design and implement an ALDS research project independently;
- Reflect on current questions in ALDS

B: Required Texts:

Kaplan, R. B. (2010). *The Oxford handbook of applied linguistics*. Oxford University Press.

Additional readings posted in HuskyCT website

Additional readings TBA

C: Grading Components:

Participation (including online discussions)	40%
Reflection papers	20%
Presentations (2 presentations in pairs or groups)	10%
Presentation of final project	10 %
Final project or research paper	20%

Class Policies

A.) Plagiarism: Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: “PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one’s own.” Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations, according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

B.) Academic misconduct: The University of Connecticut Division of Student Affairs (Dean of Students Office) states the following in The Student Code: Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research or ideas to their

rightful originators or representing such information, research or ideas as your own (e.g., plagiarism).

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut as well as the [Student Conduct Code](#). Because questions of intellectual property are important to the field of this course, we can discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#). Additionally, We will follow the guidelines of the First-Year Writing Program's [Statement on Plagiarism](#). Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

C.) Misuse of Sources: The misuse of sources is the failure to acknowledge properly the source of an idea and/or specific language that is presented in any work submitted for evaluation, including (but not limited to) journal entries, drafts of papers, and final submissions of papers. The misuse of sources is a violation of academic codes of conduct and could result in serious penalty. The severity of the penalty depends on an individual instructor's assessment, in consultation with the Director and Associate Director of First-Year Writing.

D.) Full and Proper Acknowledgement: The unambiguous identification of the sources of all ideas, language, and other materials that are not one's own. There are many different methods of identifying a source [MLA, APA, Chicago, etc.], depending on the discipline's academic conventions. Students must consult with their instructors to determine which method is appropriate for the course. For this course we use APA (see folder „final project“ for more information).

E.) Late policies and reminders: If an assignment is due on a day that you miss, it must be attached and sent to the professor via email the same day as the class you missed unless you have made prior arrangements. If you have made prior arrangements with the professor, then your assignment will be due the next time the course meets unless otherwise specified by the professor in written correspondence. Finally, make sure that you partner with a “critical friend” to get class notes if you are absent as they will not necessarily be provided on HuskyCT and you will be responsible for them in your assignments.

F.) Accommodations Policies: The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. The [Center for Students with Disabilities](#) (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at

(860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

G.) Policy Against Discrimination, Harassment and Inappropriate Romantic

Relationships: 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 Romantic 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 Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

H.) 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](#) under the [Sexual Assault Response Policy](#). 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.

I.) Observance of Religious Holidays

After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

J.) Mobile Phone Policy: Absolutely no cell phone use in class unless specified for an assignment. Please make sure that ringers are turned off when in the classroom. If you are text-messaging during class, you can be asked to leave and will receive a zero for participation. If there is a pressing reason why you need to have your cell phone available during a particular class period, then you need to notify the professor about it **before** class begins.

(Tentative) Schedule

Date	Due	Ideas for final project?	Topics and Readings	Please read for next time
			Some readings will be read by everyone. Some readings will be	

			<p>prepared by individuals, pairs, or groups and shared with the class in discussions and presentations in class and online. You are encouraged to share additional readings, examples, scenarios etc. in class and online.</p> <p>During some weeks, there will be additional or different readings based on the directions we decide to take together.</p>	
Week 1	Reflection 1	Definitions	<p><i>Introduction to course</i></p> <p><i>What is ALDS</i></p> <p><i>History of Applied Linguistics</i></p>	
Week 2	Reflection 2	Literature Search	<i>Research Methods in ALDS</i>	Oxford handbook: "The Study of Second Language Learning"
Week 3	Discussion Board 1 Reflection 3	Final Project: Potential Topics	<i>The Study of (Second) Language Learning I</i>	Oxford handbook: "The Study of Second Language Learning"
Week 4	Reflection 4	Definitions Project Planning	<i>The Study of (Second) Language Learning II</i>	

Week 5	Discussion Board 2 Reflection 5	Project Planning	<i>The Study of Second Language Speech</i>	OH: "Language Assessment and Program Evaluation" OH: "Curriculum Development in Foreign Language Education: The Interface between Political and Professional Decisions"
Week 6	Reflection 6	Project Planning	<i>The Study of (Second) Language Teaching: Curriculum development, Language assessment and program evaluation</i>	OH: "Variation in Language Use and Language Performance" "Multilingualism in Society"
Week 7	Discussion Board 3 Reflection 7	Project Planning	<i>Sociolinguistics and Applied Linguistics</i>	OH: "Pragmatics and Second Language Acquisition"
Week 8	Reflection 8	Hand in proposal for your final paper	<i>Intercultural Competence and Pragmatics</i>	OH: "Technological Applications in Applied Linguistics"

Week 9	Discussion Board 4 Reflection 9 Project Planning meeting deadline	Meetings	<i>Technology in Language Teaching and Learning</i>	
Week 10	Reflection 10 Optional: Draft of final paper	Writing Questions	<i>Final project questions</i> <i>Applied Linguistics and Discourse Studies</i>	1-2 articles for final project OH: "Discourse Analysis"
Week 11	Discussion Board 5 Reflection 11	Writing	<i>Applied Linguistics and Discourse Studies</i>	OH: "Cognitive Processing in Bilinguals: From Static to Dynamic Models"
Week 12	Reflection 12	Writing	<i>Cognitive Approaches to Applied Linguistics</i>	
Week 13	Discussion Board 6 Reflection 13	Writing and presenting	<i>Project presentations and Reflections</i>	

	Project presentations			
Week 14	Reflections on project presentations	Writing	<i>Project presentations and Reflections</i>	
	Final paper due			