

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Pam Bedore, Chair

March 20th, 2018

Announcements

CLAS C&C/Delta GE meeting on Tuesday, 4.10, 3:30-5:30PM, Oak 408.

A. Approvals by the Chair

2018-112	COMM 4995	Add Special Topic: Nonfiction Digital Video Production
2018-113	COMM 5895	Add Special Topic: Sexual Communication
2018-114	EEB 5895	Add Special Topic: Science Communication I
2018-115	HEJS 3295	Add Special Topic: The Black Death: Medieval and Modern Responses to Catastrophe
2018-116	MCB 1895	Add Factotum Course (S)
2018-117	MCB 1895	Add Special Topic: Virus Hunting Laboratory (S)

B. Old Business

2018-96	FREN 1101	Revise Course (guest: Gustavo Nanclares) (S)
2018-97	FREN 1102	Revise Course (guest: Gustavo Nanclares) (S)
2018-98	FREN 1103	Revise Course (guest: Gustavo Nanclares) (S)
2018-99	FREN 1104	Revise Course (guest: Gustavo Nanclares) (S)
2018-101	FREN 5363	Add Course (guest: Gustavo Nanclares)
2018-102	FREN 5365	Add Course (guest: Gustavo Nanclares)
2018-103	LCL 5040	Add Course (guest: Gustavo Nanclares)

C. New Business

2018-118	ASLN 3306W	Add Course (guest: Linda Pelletier) (G) (S)
2018-119	COMM 4940	Revise Course
2018-120	COMM 4941	Add Course
2018-121	MARN 6011	Add Course
2018-122	MCB 1201	Add Course (G) (S)
2018-123	MCB 3841W	Revise Course (G) (S)
2018-124	MCB	Change Major
2018-125	PHYS 6720	Add Course
2018-126	PSYC 5711	Add Course
2018-127	MATH	Change Minor

OLD BUSINESS

2018-96 FREN 1101 Revise Course (guest: Gustavo Nanclares) (S)

Current Copy:

FREN 1161 Elementary French I

Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society and reinforces through these areas the linguistic skills taught in the preceding classes.

Elementary French grammar. Emphasis is on the skills of speaking, oral and written comprehension, reading of simple texts and writing.

Proposed Copy:

FREN 1101 Elementary French I

Four credits. Four class periods with the fourth class period devoted to online activities. Not open for credit to students who have had three or more years of high school French.

Elementary French grammar. Emphasis on the skills of speaking, oral, and written comprehension along with the reading of simple texts and writing. Cultural and social content reinforces the linguistic skills taught in every class.

2018-97 FREN 1102 Revise Course (guest: Gustavo Nanclares) (S)

Current Copy:

FREN 1162 Elementary French II

Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society and reinforces through these areas the linguistic skills taught in the preceding classes.

Elementary French grammar. Emphasis is on the skills of speaking, oral and written comprehension, reading of simple texts and writing.

Proposed Copy:

1102 Elementary French II

Four credits. Four class periods with the fourth class period devoted to online activities.

Prerequisite: French 1101 or permission of the Language Coordinator.

Elementary French grammar. Emphasis is on the skills of speaking, oral, and written comprehension along with the reading of simple texts and writing. Cultural and social content reinforces the linguistic skills taught in every class.

2018-98 FREN 1103 Revise Course (guest: Gustavo Nanclares) (S)

Current Copy:

1163 Intermediate French I.

Prerequisite: FREN 1162 or 173 or two years of high school French. Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society.

Continuation of 1161-1162. Review and extension of French grammar. Graded composition. Intensive and extensive reading. Intensive oral practice.

Proposed Copy:

FREN 1103 Intermediate French I.

Prerequisite: FREN 1102 or two years of high school French or permission of Language Coordinator. Four credits. Four class periods with the fourth class period devoted to online activities.

Continuation of 1102. Review and extension of French grammar. Graded Composition. Intensive and extensive reading. Intensive oral practice. Cultural and social content reinforce the linguistic skills taught in every class.

2018-99 FREN 1104 Revise Course (guest: Gustavo Nanclares) (S)

Current Copy:

FREN 1164 Intermediate French II.

Prerequisite: FREN 1163 or 173 or two years of high school French. Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society.

Continuation of 1161-1162. Review and extension of French grammar. Graded composition. Intensive and extensive reading. Intensive oral practice.

Proposed Copy:

FREN 1104 Intermediate French II.

Prerequisite: FREN 1103 or two years of high school French or permission of Language Coordinator. Four credits. Four class periods with the fourth class period devoted to online activities.

Continuation of 1103. Review and extension of French grammar. Graded Composition. Intensive and extensive reading. Intensive oral practice. Cultural and social content reinforce the linguistic skills taught in every class.

2018-101 FREN 5363 Add Course (guest: Gustavo Nanclares)

Proposed Copy:

FREN 5363. Topics in Nineteenth-Century French Literature

Three credits. Open only to Literatures, Cultures and Languages graduate students, others with consent. May be repeated with a change of topic for up to nine credits.

Explores the problems of genre, criticism, theory, and material conditions of the literary production of nineteenth-century France.

2018-102 FREN 5365 Add Course (guest: Gustavo Nanclares)

Proposed Copy:

FREN 5365. Topics in Nineteenth-Century Media

Three credits. Open only to Literatures, Cultures and Languages graduate students, others with consent. May be repeated with a change of topic for up to nine credits.

Explores visual, spectacle-oriented, and print media; the commercial and technological dimensions of nineteenth-century media production, genre, advertising, and information theory; and the ways in which these elements challenge traditional literary categories.

2018-103 LCL 5040 Add Course (guest: Gustavo Nanclares)

Proposed Copy:

LCL 5040. Introduction to Literary and Cultural Theory

Three credits. Open only to Literatures, Cultures and Languages graduate students, others with consent.

A broad introduction to the historical, interdisciplinary, and contemporary theoretical parameters and models in literary, visual and cultural studies.

NEW BUSINESS

2018-118 ASLN 3306W Add Course (guest: Linda Pelletier) (G) (S)

Proposed Copy:

ASLN 3306W. Advanced American Sign Language, Level II

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; ASLN 3305 or consent of the instructor.

Continuation of advanced study of American Sign Language and Deaf culture.

2018-119 COMM 4940 Revise Course

Current Copy:

COMM 4940: Digital Video Production

Three credits. Prerequisite: COMM 1000, 1300, and 2940 or consent of instructor; open to juniors or higher.

Hands-on work in digital video production. Students rotate through all production positions for a digital production and complete field shoots and editing for a narrative production project.

Preproduction skills such as proposal and script writing, storyboarding and budgeting included in each class project.

Proposed Copy:

COMM 4940: Narrative Digital Video Production Three credits. Prerequisite: COMM 1000, 1300, and 2940 or consent of instructor; open to juniors or higher.

Hands-on work in narrative digital video production. Students rotate through all production positions for a digital production and complete field shoots and editing for a narrative production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting included in each class project.

2018-120 COMM 4941 Add Course

Proposed Copy:

COMM 4941: Nonfiction Digital Video Production Three Credits. Prerequisites: COMM 1000, COMM 1300, and COMM 2940 or instructor consent.

Hands-on work in nonfiction video production. Role of documentary and informational media in various communication contexts. Students rotate through all production positions for a digital production and complete field shoots and editing for a nonfiction production project. Production skills such as proposal writing, interviewing, b-roll, and budgeting included in each class project.

2018-121 MARN 6011 Add Course

Proposed Copy:

MARN 6011: Advanced Biological Oceanography—Benthic Processes

Prerequisite: MARN 5010 or instructor permission.

Physical and physiological constraints on the benthos, benthic-pelagic coupling, species interactions, community assembly & dynamics, and anthropogenic impacts.

2018-122 MCB 1201 Add Course (G) (S)

Proposed Copy:

MCB 1201. Virus Hunting: Applied Bioinformatics

Four credits. Two 50-minute lecture periods and two 3-hour lab periods.

Bacterial viruses, or bacteriophages, are among the most abundant biological entities on the planet, yet they remain poorly characterized. Computational biology approaches including genome assembly, phylogenetic analysis and database searching will be used to characterize the gene content and evolutionary relationships of bacteriophages isolated by students in MCB 1200; Phage Hunting Laboratory. Students are direct participants in this scientific discovery with focus on research methods and approaches, data interpretation, and written and oral communication of scientific findings. Part of a two-semester series with MCB 1200, which can be taken in either order.

2018-123 MCB 3841W Revise Course (G) (S)

Current Copy:

3841W. Research Literature in Molecular and Cell Biology

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open only with consent of instructor. Recommended preparation: one 2000-level course in MCB. With a change in content, may be repeated for credit.

Discussion of current research in molecular and cell biology.

Proposed Copy:

3841W. Research Literature in Molecular and Cell Biology

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; MCB course prerequisites vary depending on course content. Open only with consent of instructor. With a change in content, may be repeated for credit.

Discussion of current research in molecular and cell biology.

2018-124 MCB Change Major

Current Copy:

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Requirements for the major:

At least 24 credits of MCB courses

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

Required Courses:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, [3414](#), 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

Proposed Copy:

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

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Requirements for the major:

At least 24 credits of MCB courses

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

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For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements,

students must take an MCB W course ~~or EEB 2244W or 2245W~~.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the “Minors” section of this *Catalog*.

2018-125 PHYS 6720 Add Course

Proposed Copy:

PHYS 6720: Galaxies and the Interstellar Medium.
(Also offered as PHYS 4720). Three credits. Recommended preparation: proficiency in calculus. Galaxy formation and evolution in the hierarchical expanding Universe. Properties of the interstellar medium, including star formation and radiative transfer; stellar populations, structure, kinematics and dynamics of galaxies.

2018-126 PSYC 5711 Add Course

Proposed Copy:

PSYC 5711 Behavioral and Social Aspects of HIV/AIDS
Three Credits. Seminar. Open to graduate students across all departments and advanced undergraduates with permission.
Comprehensive overview of the global AIDS epidemic and its behavioral underpinnings, including the consequences of HIV epidemics for individuals, families, communities, and societies

2018-127 MATH Change Minor

Current Copy:

Mathematics

The requirements for this minor are 15 or more credits following one of three tracks:

Track 1. Five courses chosen from List A; or

Track 2. Five courses chosen from Lists A and B with at least two courses coming from List B. Note that all the courses in List B (except for MATH 2710 or 2142) have a prerequisite of a grade of “C” (2.0) or better in MATH 2710 (or 2142); or

Track 3. MATH 2141Q, 2142Q, 2143Q and 2144Q.

List A. MATH 2110Q (or 2130Q or 2143Q), 2210Q, 2410Q (or 2420Q), 3146, 3160 (or 3165),

3170 (or STAT 3965), 3410, 3435, 3510, 3511, 3710; certain sections of MATH 3094, 3795 and 3799 approved by the Department Head.

List B. MATH 2710 (or 2142), 3150 (or 4110), 3151, 3210, 3230 (or 4210), 3231, 3240, 3250, 3260, 3330 (or 4310), 3370.

The minor is offered by the Mathematics Department.

Proposed Copy:

Mathematics

The requirements for this minor are 15 or more credits following one of three tracks:

Track 1. Five courses chosen from List A; or

Track 2. Five courses chosen from Lists A and B with at least two courses coming from List B. Note that all the courses in List B (except for MATH 2710 or 2142) have a prerequisite of a grade of “C” (2.0) or better in MATH 2710 (or 2142); or

Track 3. MATH 2141Q, 2142Q, 2143Q and 2144Q.

List A. MATH 2110Q (or 2130Q or 2143Q), 2210Q, 2410Q (or 2420Q), 3146, 3160 (or 3165), 3170 (or STAT 3965), [3265](#), 3410, 3435, 3510, 3511, 3710; certain sections of MATH 3094, 3795 and 3799 approved by the Department Head.

List B. MATH 2710 (or 2142), 3150 (or 4110), 3151, 3210, 3230 (or 4210), 3231, 3240, 3250, 3260, 3330 (or 4310), 3370.

The minor is offered by the Mathematics Department.

ADDITIONAL MATERIALS:

2018-112 COMM 4995 Add Special Topic: Nonfiction Digital Video Production

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COMMITTEE ON CURRICULA AND COURSES

Proposal to offer a new or continuing 'Special Topics' course (xx95; formerly 298)

Last revised: September 24, 2013

Understanding the unique character of [special topics](#) courses: 'Special Topics', in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of [variable topics](#) (xx98) courses.

It is proposed by a department and approved conditionally by the college only with a view toward its eventual adoption as a permanent departmental offering. For this reason, such conditional approval may be renewed for not more than three semesters, after which the course must be either brought forward for permanent adoption, or abandoned. The factotum designation xx95 is to be assigned to all such developmental offerings as proposed.

Note: Such courses are normally reviewed by the Chair of CLAS CC&C, and do not require deliberation by the Committee unless questions arise. Courses must be approved prior to being offered, but are not subject to catalog deadlines since they do not appear in the catalog. Special Topics courses are to be employed by regular faculty members to pilot test a new course, with the idea that it is likely to be proposed as a regular course in the future.

Submit one copy of this form by e-mail to the Chair of CLAS after all departmental approvals have been obtained, with the following deadlines:

(1) for Fall listings, by the first Monday in March (2) for Spring listings, by the first Monday in November

1. Date of this proposal: **2/27/2018**
2. Semester and year this xx95 course will be offered: **Fall, 2018**
3. Department: **Communication**
4. Course number and title proposed: **4995: Nonfiction Digital Video Production**
5. Number of Credits: **3**
6. Instructor: **Stephen Stifano, Ph.D.**

7. Instructor's position: **Assistant Professor in Residence**

(**Note:** in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).

8. Has this topic been offered before? **No** If yes, when?

9. Is this a **(X)** 1st-time, () 2nd-time, () 3rd-time request to offer this topic?

10. Short description:

Catalog Copy:

Hands-on work in nonfiction video production. Role of documentary and informational media in various communication contexts. Students rotate through all production positions for a digital production and complete field shoots and editing for a nonfiction production project. Production skills such as proposal writing, interviewing, b-roll, and budgeting included in each class project.

Note: COMM 2940 as a pre-requisite.

11. Please attach a sample/draft syllabus to first-time proposals.

12. Comments, if comment is called for: **This course is being proposed as a special topics offering for Fall, 2018 registration while COMM 4941 is vetted by the CLAS CCC for permanent catalog inclusion. The courses are identical in nature.**

13. Dates approved by:

Department Curriculum Committee: **2/16/18**

Department Faculty: **2/21/18**

14. Name, Phone Number, and e-mail address of principal contact person:

Stephen C. Stifano, Ph.D.

(401)323-4652

Stephen.Stifano@uconn.edu

Supporting Documents

If required, attach a syllabus and/or instructor CV to your submission email in separate documents. This version of the CV will be made public. Do not include any private information.

Syllabus Attached.

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COMMITTEE ON CURRICULA AND COURSES

Proposal to offer a new or continuing 'Special Topics' course (xx95; formerly 298)

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Understanding the unique character of [special topics](#) courses: 'Special Topics', in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of [variable topics](#) (xx98) courses.

It is proposed by a department and approved conditionally by the college only with a view toward its eventual adoption as a permanent departmental offering. For this reason, such conditional approval may be renewed for not more than three semesters, after which the course must be either brought forward for permanent adoption, or abandoned. The factotum designation xx95 is to be assigned to all such developmental offerings as proposed.

Note: Such courses are normally reviewed by the Chair of CLAS CC&C, and do not require deliberation by the Committee unless questions arise. Courses must be approved prior to being offered, but are not subject to catalog deadlines since they do not appear in the catalog. Special Topics courses are to be employed by regular faculty members to pilot test a new course, with the idea that it is likely to be proposed as a regular course in the future.

Submit one copy of this form by e-mail to the Chair of CLAS after all departmental approvals have been obtained, with the following deadlines:

(1) for Fall listings, by the first Monday in March (2) for Spring listings, by the first Monday in November

1. Date of this proposal: February 24, 2018
2. Semester and year this xx95 course will be offered: Fall 2018
3. Department: Communication
4. Course number and title proposed: 5895001: Sexual Communication
5. Number of Credits: 3
6. Instructor: Amanda Denes, PhD
7. Instructor's position: Associate Professor

(Note: in the rare case where the instructor is not a regular member of the department's faculty, please

attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).

8. Has this topic been offered before? No If yes, when?

9. Is this a (x) 1st-time, () 2nd-time, () 3rd-time request to offer this topic?

10. **Short description:** This course acquaints students with the breadth of conceptual frameworks, research topics, and methodological approaches applicable to the inquiry of sexual communication with a focus on sex and sexuality in close relationships.

11. Please attach a sample/draft syllabus to first-time proposals.

12. Comments, if comment is called for: n/a

13. Dates approved by:

Department Curriculum Committee: February 2018 (Chair)

Department Faculty: February 2018 (Chair)

14. Name, Phone Number, and e-mail address of principal contact person:

Amanda Denes, 860-486-6139, amanda.denes@uconn.edu

Supporting Documents

If required, attach a syllabus and/or instructor CV to your submission email in separate documents. This version of the CV will be made public. Do not include any private information.

Syllabus attached; CV available if needed

University of Connecticut
College of Liberal Arts & Sciences
Department of Communication

Sexual Communication

COMM 5895-001 – Fall 2018
Tuesdays 5-7:30, Arjona 203

Instructor: Amanda Denes, PhD

E-Mail: Amanda.Denes@uconn.edu

Office Location: Arjona 216

Office Hours: TBD and by appointment

Course Information

Course Description

This course acquaints students with the breadth of conceptual frameworks, research topics, and methodological approaches applicable to the inquiry of sexual communication with a focus on sex and sexuality in close relationships. Throughout the semester, we will review a range of topics and theories such as sexual disclosure, sexual satisfaction, pornography use, friends with benefits, coming out, condom negotiation, sexual consent and coercion, hookups, parent-child

communication about sex, etc. Each week we will offer a critical perspective of recent studies (studies that range generally between 2010-2018 with a few exceptions) that have sought to understand issues related to sexual communication. When you are finished with this course, you should be able to do the following:

Course Objectives

1. Understand the primary theories used to investigate sexual communication
2. Explain the major topics, issues, and concepts in the field of sexual communication
3. Evaluate the strengths and weaknesses of research on sexual communication
4. Become familiar with the current trends and latest research in the field
5. Develop your own understanding of where the area of sexual communication scholarship has been and where you see its future
6. Apply your knowledge to an independent research project/proposal

Course Organization

This class meets once a week for approximately 2.5 hours. The first 5-10 minutes of class will be spent catching up on any course-related issues and answering questions. We will then spend an hour discussing “Part 1” for the week (under the direction of the first discussion leader). We will then take a 15-minute break and resume after the break to discuss “Part 2” (under the direction of the second discussion leader) for an hour. You are welcome to bring food to class.

Readings/Texts

The readings will be available for you on HuskyCT.

Assignments and Grading

Grading Summary:

Discussion Leader = 30 points (3 x 10 points each)

Participation = 10 points

Weekly Reflection = 10 points

Final Paper = 40 points

Final Presentation = 10 points

Total Points = 100 points

Discussion Leader (30 points)

My role is to facilitate discussion in our graduate course and yours is to lead discussion. Thus, a primary aspect of our course is the role of discussion leader. The goal of this assignment is to lead and facilitate intellectual discussion among a group of peers about interpersonal

communication theory and research. This is great practice for interactions with colleagues in the field! You will take the role of discussion leader three times this semester. This position involves the following:

- Presenting a 5-10 minute opening orientation and summary of the readings (handouts are suggested, but not required)
- Co-leading the subsequent discussion with me
- Preparing and providing to me a list of discussion questions the night before class that you will use to guide class discussion

Participation (10 points)

On the days that you're not presenting, you are expected to come to class ready to engage in thoughtful and critical discussion on the readings. How much you ultimately get out of this class depends, in large part, on your preparedness to push the boundaries of in-class discussion. Therefore, attendance is expected as well as your completion of the readings in advance. A proficient understanding of the information within the course readings will be required to fully participate in discussion. If you expect to miss more than two classes this semester, I would strongly suggest you reconsider taking this course, as it will hinder the learning process and classroom climate.

Weekly Reflection (10 points)

It is paramount that you attend class and come to every course session prepared. **Each student must submit via the journal feature on HuskyCT two typed reading responses (approximately a paragraph each) and 2-4 discussion questions by 9AM the day of class about the assigned readings (e.g., questions about the articles, critiques of the methods/literature/research/theory, avenues for future research, links to other articles).** The best way to make sure you understand the articles is to fully participate in the discussions and read the articles thoroughly. It is also important to recognize that participation does not necessarily mean talking more, but providing valuable insights and helping others do the same.

Additional information regarding the weekly reflections:

1. Your response should be two paragraphs and address at least two of the assigned readings for the week. Your reflection should include information that is likely to encourage critical reflection on the material. Your intention with this assignment should be to clearly explicate the issues you would like to raise in class. You may discuss methodological limitations or highlights of the study, faulty or insightful interpretations of the research findings, weak or strong features of the theory, ways that theories tie together, etc.
2. Following the above analysis, you should provide 2-4 questions you would like to bring up in class. These questions can be related to your reflection or a summary of the points you made in your reflection.

This assignment should be posted to HuskyCT by 9AM the day of class.

Note: On a week that you are a discussion leader, you do not need to submit a weekly reflection.

Final Paper (40 points)

Your final assignment is meant to be a culmination of what you have learned throughout the course. You should choose a topic that you are interested in and that you are willing to commit substantial time to studying. Your paper can focus on any of the topics covered throughout the course, as well as other relevant topics not discussed (see instructor). As long as the topic falls within the domain of sexual communication, it is acceptable for this course. **YOU MUST MEET WITH ME AT LEAST ONCE DURING THE SEMESTER AS YOU DEVELOP YOUR PAPER.** You have 3 options for this assignment: conduct an original study, present a research proposal, or develop a new theory or theoretical model.

1. **ORIGINAL STUDY:** Your first option for your final paper is to actually conduct an original study. If you choose this assignment, you may work with a partner. For this assignment, you need to first review the literature on the subject of interest and compose an articulate and well-argued literature review. The literature review should also include testable hypotheses and/or research questions. Once you have developed this portion of the assignment, you then need to gain IRB approval for the study and collect and analyze your data. The final portion of the assignment involves discussing the results of the study and their implications for society and scholars. Your final assignment should be suitable for submission to a conference or journal. It should follow APA guidelines and include a cover page, abstract, and all necessary sections of a research report (introduction, literature review/rationale, method, results, discussion, conclusion, references). You may use data collected for another course or project as long as you are writing a unique paper for this course and conducting new analyses of the data.
2. **RESEARCH PROPOSAL:** Your second option is to propose a study for future testing. Similar to option 1, this assignment involves a thorough review of the literature, a strong rationale for studying the topic of interest, and suggestions for testable hypotheses and/or research questions. If you choose this option, you do not need to conduct the study (though I hope you do in the future!).
3. **THEORY DEVELOPMENT:** Your third option is to write a paper in which you offer a new theory or theoretical model of sexual communication. This paper should follow principles of theory building and offer testable propositions and/or pathways. Like any theory, you should explain how your new theory builds upon previous work (such as those discussed in this course). Other options include putting two theories into conversation with one another to offer a new theory, or putting a theory of sexual communication in conversation with a theory from another discipline (such as a biological theory). Your theoretical paper should be novel and exciting and push the field to consider interpersonal phenomena in a new way.

Whichever assignment you choose, your final paper should be 15-25 pages, not including cover page, abstract, references, tables, figures, etc. All final papers are due in class on TBD.

Grading for All Written Work. All written work should be typed, double-spaced, and be in accordance with APA guidelines (the new 6th edition). Additional criteria include: (1) a clear argument and rationale, using the literature as evidence, (2) scope and focus in your work, (3) conciseness and clarity (paying attention to detail in your writing, methods, and theory), (4) knowledge of the topic, (5) depth of your research, (6) unique contribution of your investigation to the existing body of literature (going beyond the argument that “it has never been done before”), and (7) use of scholarly references.

Final Presentation (10 points)

For whichever assignment you choose, you will prepare a final presentation. The final presentation should be conference-length (10-12 minutes +3 minutes of questions and answers). All presentations will take place on the final day of class on TBD. You must bring a copy of your presentation slides to class and hand them to me before your presentation (you can print multiple slides on one page). The order of the presentations will be randomly chosen prior to the presentation day.

Additional Information

Late Work and Incompletes

Neither of these will be accepted except in cases of dire emergency. Part of the purpose of this course is to prepare you for real life circumstances that accompany your scholarship (e.g., reviewers, editors, publishers, convention planners). You are at the mercy of the person reading your work if you hand it in late. Late submissions may result in no points for the project or a substantial grade deduction.

Classroom Etiquette

- The University of Connecticut does not tolerate harassment. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disability, including learning disability, mental retardation and past/present history of a mental disorder. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse.
- Please be respectful of the diverse opinions and experiences of your fellow classmates. If at any point you feel uncomfortable with the course material or the behavior of other students, please contact me.
- You may disagree with your colleagues’ opinions, but respect the right for them to have their own views. Imagine a world with only one viewpoint, how boring would that be?
- Silence all electronic equipment. It is distracting to the entire class, including the instructor.
- Students are responsible for remembering assigned presentation dates and being prepared on the day to which they have committed. Failure to do so will result in a zero for the assignment.

Policies & Procedures (<http://provost.uconn.edu/syllabi-references/>)

Students are responsible for familiarizing themselves with all policies of the University of Connecticut (<http://policy.uconn.edu/>). Those policies can be found in the following places:

Attendance and Absences from Final Examinations

<http://catalog.uconn.edu/academic-regulations/grade-information/#exam-absence>

Credit Hour

<http://policy.uconn.edu/2012/08/22/credit-hour/>

People with Disabilities, Policy Statement

<http://policy.uconn.edu/2011/05/24/people-with-disabilities-policy-statement/>

Policy Against Discrimination, Harassment, and Related Interpersonal Violence

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

The Student Code

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

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/>

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

<http://provost.uconn.edu/syllabi-references/>

Academic Honesty

The Student Conduct Code states that "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." It further states that, "A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation." See <http://www.dosa.uconn.edu/Code2.html> for more information on the University's student code.

Plagiarism is the most extreme form of Academic Dishonesty and will result in failing this course and possible removal from the university. Plagiarism is defined as presenting another person's work or ideas as one's own.

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.

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/>.

Course Schedule and Readings

Date	Topic	Reading
<u>Week 1</u>	Course Overview	
Part 1	The Sexual Landscape	<p>Petersen, J. L., & Hyde, J. S. (2010). A meta-analytic review of research on gender differences in sexuality, 1993–2007. <i>Psychological Bulletin</i>, 136, 21-36.</p> <p>Wells, B. E., & Twenge, J. M. (2005). Changes in Young People's Sexual Behavior and Attitudes, 1943-1999: A Cross-Temporal Meta-Analysis. <i>Review of General Psychology</i>, 9, 249-261.</p>
Part 2	Talking About Sex	<p>Byers, S. E. (2011). Beyond the birds and the bees and was it good for you?: Thirty years of research on sexual communication. <i>Canadian Psychology</i>, 52(1), 20-28.</p> <p>Carpenter, L. M. (2001) The ambiguity of “having sex”: The subjective experience of virginity loss in the United States. <i>The Journal of Sex Research</i>, 38(2), 127-139.</p>
<u>Week 3</u>		
Part 1	Hooking Up	<p>Holman, A., & Sillars, A. (2012). "Talk about “hooking up”: The influence of college student social networks on nonrelationship sex." <i>Health Communication</i>, 27, 205-216.</p> <p>Garcia, J. R., Reiber, C., Massey, S. G., & Merriwether, A. M. (2012). Sexual hookup culture: A review. <i>Review of General Psychology</i>, 16, 161-176.</p>
Part 2	Sexual Scripts	<p>Frith, H., & Kitinger, C. (2001). Reformulating sexual script theory: Developing a discursive psychology of sexual negotiation. <i>Theory & Psychology</i>, 11(2), 209-232.</p> <p>La France, B. H. (2010). What verbal and nonverbal communication cues lead to sex?: An analysis of the traditional sexual script. <i>Communication Quarterly</i>, 58(3), 297-318.</p>

		Vannier, S. A., & O'Sullivan, L. F. (2011). Communicating interest in sex: Verbal and nonverbal initiation of sexual activity in young adults' romantic dating relationships. <i>Archives of Sexual Behavior, 40</i> (5), 961-969. doi:10.1007/s10508-010-9663-7
<u>Week 2</u>		
Part 1	Sex and Alcohol	<p>Menegatos, L., Lederman, L. C., & Hess, A. (2010). Friends don't let Jane hook up drunk: A qualitative analysis of participation in a simulation of college drinking-related decisions. <i>Communication Education, 59</i>, 374-388.</p> <p>Griffin, J. A., Umstattd, M. R., & Usdan, S. L. (2010). Alcohol use and high-risk sexual behavior among collegiate women: a review of research on alcohol myopia theory. <i>Journal of American College Health, 58</i>, 523-532.</p> <p>Monahan, J. L., & Lannutti, P. J. (2000). Alcohol as social lubricant: Alcohol myopia theory, social self-esteem, and social interaction. <i>Human Communication Research, 26</i>(2), 175-202.</p>
Part 2	Alcohol, Rape, and Condom Use	<p>LaBrie, J., Earleywine, M., Schiffman, J., Pedersen, E., & Marriot, C. (2005). Effects of alcohol, expectancies, and partner type on condom use in college males: Event-level analyses. <i>Journal of Sex Research, 42</i>, 259-266.</p> <p>Abbey, A. (1991). Acquaintance rape and alcohol consumption on college campuses: How are they linked? <i>Journal of American College Health, 39</i>, 165-169.</p>
<u>Week 4</u>		
Part 1	Discussing Sexual Histories	<p>Nichols, W. L. (2012). Deception versus privacy management in discussions of sexual history. <i>Atlantic Journal of Communication, 20</i>(2), 101-115. doi:10.1080/15456870.2012.665346</p> <p>Anderson, M., Kunkel, A., & Dennis, M. R. (2011). "Let's (not) talk about that": Bridging the past sexual experiences taboo to build healthy romantic relationships. <i>Journal of Sex Research, 48</i>(4), 381-391.</p>

<p>Part 2</p>	<p>Sexual Communication and Satisfaction</p>	<p>Coffelt, T. A., & Hess, J. A. (2014). Sexual disclosures: Connections to relational satisfaction and closeness. <i>Journal of Sex & Marital Therapy, 40</i>(6), 577-591.</p> <p>Montesi, J. L., Conner, B. T., Gordon, E. A., Fauber, R. L., Kim, K. H., & Heimberg, R. G. (2013). On the relationship among social anxiety, intimacy, sexual communication, and sexual satisfaction in young couples. <i>Archives of Sexual Behavior, 42</i>(1), 81-91.</p> <p>Montesi, J. L., Fauber, R. L., Gordon, E. A., & Heimberg, R. G. (2011). The specific importance of communicating about sex to couples' sexual and overall relationship satisfaction. <i>Journal of Social and Personal Relationships, 28</i>, 591-609.</p> <p>MacNeil, S., & Byers, E. S. (2005). Dyadic assessment of sexual self-disclosure and sexual satisfaction in heterosexual dating couples. <i>Journal of Social and Personal Relationships, 22</i>, 169–181. doi: 10.1177/0265407505050942</p>
<p><u>Week 5</u></p> <p>Part 1</p>	<p>Communicating During Sex</p>	<p>Babin, E. A. (2013). An examination of predictors of nonverbal and verbal communication of pleasure during sex and sexual satisfaction. <i>Journal of Social and Personal Relationships, 30</i>, 270-292.</p> <p>Brogan, S. M., Fiore, A., & Wrench, J. S. (2009). Understanding the psychometric properties of the sexual communication style scale. <i>Human Communication, 12</i>, 421–445.</p>
<p>Part 2</p>	<p>Post Sex Communication</p>	<p>Denes, A., +Dhillon, A., & Speer, A.C. (2017). Relational maintenance strategies during the post sex time interval. <i>Communication Quarterly, 65</i>, 307-332. doi: 10.1080/01463373.2016.1245206</p> <p>Denes, A., Afifi, T.A., & Granger, D. (2017). Physiology and pillow talk: Relations between testosterone and communication post sex. <i>Journal of Social and Personal Relationships, 34</i>, 281-308. doi: 10.1177/0265407516634470</p>

		Denes, A. (in press-online 2015). Toward a post sex disclosures model (PSDM): Exploring the associations among orgasm, self-disclosure, and relationship satisfaction. <i>Communication Research</i> . doi: 10.1177/0093650215619216 Published online first; print version forthcoming.
<u>Week 6</u>		
Part 1	Friends with Benefits	<p>Mongeau, P. A., Knight, K., Williams, J., Eden, J., & Shaw, C. (2013). Identifying and explicating variation among friends with benefits relationships. <i>Journal of Sex Research, 50</i>, 37-47.</p> <p>Hughes, M., Morrison, K., & Asada, K. J. K. (2005). What's love got to do with it? Exploring the impact of maintenance rules, love attitudes, and network support on friends with benefits relationships. <i>Western Journal of Communication, 69</i>, 49-66.</p>
Part 2	Talking About Sex with Friends	<p>Busse, P., Fishbein, M., Bleakley, A., & Hennessy, M. (2010). The role of communication with friends in sexual initiation. <i>Communication research, 37</i>, 239-255.</p> <p>Widman, L., Choukas-Bradley, S., Helms, S. W., Golin, C. E., & Prinstein, M. J. (2014). Sexual communication between early adolescents and their dating partners, parents, and best friends. <i>The Journal of Sex Research, 51</i>(7), 731-741.</p> <p>Holman, A., & Sillars, A. (2012). "Talk about "hooking up": The influence of college student social networks on nonrelationship sex." <i>Health Communication, 27</i>, 205-216</p>
<u>Week 7</u>		
Part 1	Biological Correlates of Sexual Communication	<p>Denes, A., Dhillon, A., Ponivas, A., & Winkler, K.L. (in press). The hormonal underpinnings of sexual communication. In L.S. Aloia, A. Denes, & J.P. Crowley (Eds.), <i>Oxford handbook of the physiology of interpersonal communication</i>. New York, NY: Oxford University Press.</p> <p>van Anders, S. M., Goldey, K. L., & Kuo, P. X. (2011). The Steroid/Peptide Theory of Social Bonds: Integrating testosterone and peptide responses for classifying social</p>

		behavioral contexts. <i>Psychoneuroendocrinology</i> , 36(9), 1265-1275. doi:10.1016/j.psyneuen.2011.06.001
Part 2	Communication in Families	<p>Kuhle, B. X., Melzer, D. K., Cooper, C. A., Merkle, A. J., Pepe, N. A., Ribanovic, A., . . . Wettstein, T. L. (2015). The “birds and the bees” differ for boys and girls: Sex differences in the nature of sex talks. <i>Evolutionary Behavioral Sciences</i>, 9(2), 107-115.</p> <p>Dalenberg, W. G., Timmerman, M. C., Kunnen, E. S., & Van Geert, P. L. (2016). Young people’s everyday romance and sexual experiences in relation to sex-related conversations with parents: a diary study in the Netherlands. <i>Sex Education</i>, 16(6), 692-706.</p>
<u>Week 8</u>		
Part 1	Sexual Consent	<p>Humphreys, T. (2007). Perceptions of sexual consent: The impact of relationship history and gender. <i>Journal of Sex Research</i>, 44, 307-315.</p> <p>Beres, M. A., Herold, E., & Maitland, S. B. (2004). Sexual consent behaviors in same-sex relationships. <i>Archives of Sexual Behavior</i>, 33, 475-486.</p> <p>Humphreys, T. P. (2004). Understanding sexual consent: An empirical investigation of the normative script for young heterosexual adults. In M. Cowling & P. Reynolds (Eds.) <i>Making sense of sexual consent</i> (pp. 209-225). Burlington, VT: Ashgate.</p>
Part 2	Sexual Coercion	<p>Burnett, A., Mattern, J. L., Herakova, L. L., Kahl Jr, D. H., Tobola, C., & Bornsen, S. E. (2009). Communicating/muting date rape: A co-cultural theoretical analysis of communication factors related to rape culture on a college campus. <i>Journal of Applied Communication Research</i>, 37, 465-485.</p> <p>Byers, E. S., & Glenn, S. A. (2012). Gender differences in cognitive and affective responses to sexual coercion. <i>Journal of Interpersonal Violence</i>, 27, 827-845.</p> <p>Collibee, C., & Furman, W. (2014). Impact of sexual coercion on romantic experiences of adolescents and young adults. <i>Archives of Sexual Behavior</i>, 43(7), 1431-41</p>

<u>Week 9</u>		
Part 1	Coming Out (Guest Speaker)	<p>Manning, J. (2015a). Communicating sexual identities: A typology of coming out. <i>Sexuality & Culture</i>, 19(1), 122-138. doi:10.1007/s12119-014-9251-4</p> <p>Manning, J. (2015b). Positive and negative communicative behaviors in coming-out conversations. <i>Journal of Homosexuality</i>, 62(1), 67-97.</p> <p>Denes, A., & Afifi, T.D. (2014). Coming out again: Exploring GLBQ individuals' communication with their parents after the first coming out. <i>Journal of GLBT Family Studies</i>, 10, 298-325. doi: 10.1080/1550428X.2013.838150</p> <p>Billings, A. C., Moscovitz, L. M., Rae, C., & Brown-Devlin, N. (2015). The art of coming out: Traditional and social media frames surrounding the NBA's Jason Collins. <i>Journalism and Mass Communication Quarterly</i>, 92(1), 142-160.</p>
Part 2	Sexual Minorities	<p>Kattari, S. (2015). "Getting It": Identity and Sexual Communication for Sexual and Gender Minorities with Physical Disabilities. <i>Sexuality & Culture</i>, 19(4), 882-899.</p> <p>Dune, T., & Shuttleworth, R. (2009). "It's Just Supposed to Happen": The Myth of Sexual Spontaneity and the Sexually Marginalized. <i>Sexuality and Disability</i>, 27(2), 97-108.</p>
<u>Week 10</u>		
Part 1	Virginity and First Sex	<p>Theiss, J. A., & Solomon, D. H. (2007). Communication and the emotional, cognitive, and relational consequences of first sexual encounters between partners. <i>Communication Quarterly</i>, 55, 179-206.</p> <p>Smith, C. V., & Shaffer, M. J. (2013). Gone but not forgotten: Virginity loss and current sexual satisfaction. <i>Journal of sex & marital therapy</i>, 39(2), 96-111.</p>

Part 2	Faking It	<p>Muehlenhard, C. L., & Shippee, S. K. (2010). Men's and women's reports of pretending orgasm. <i>Journal of Sex Research</i>, 47(6), 552-567.</p> <p>Cooper, E. B., Fenigstein, A., & Fauber, R. L. (2014). The faking orgasm scale for women: Psychometric properties. <i>Archives of sexual behavior</i>, 43(3), 423-435.</p> <p>Thomas, E. J., Stelzl, M., & Lafrance, M. N. (2017). Faking to finish: Women's accounts of feigning sexual pleasure to end unwanted sex. <i>Sexualities</i>, 20(3), 281-301.</p>
<u>Week 11</u>		<p>National Communication Association Conference</p> <p>No class—use time to work on final paper</p>
<u>Week 12</u>	Part 1	<p>Broaddus, M. R., Morris, H., & Bryan, A. D. (2010). 'It's not what you said, it's how you said it': Perceptions of condom proposers by gender and strategy. <i>Sex Roles</i>, 62(9-10), 603-614.</p> <p>Holland, K. J., & French, S. E. (2012). Condom negotiation strategy use and effectiveness among college students. <i>Journal of Sex Research</i>, 49, 443-453.</p>
Part 2	Sexual Health Campaigns (Guest Speaker)	<p>Noar, S. M., Palmgreen, P., Chabot, M., Dobransky, N., & Zimmerman, R. S. (2009). A 10-year systematic review of HIV/AIDS mass communication campaigns: have we made progress?. <i>Journal of Health Communication</i>, 14, 15-42.</p> <p>Moyer-Gusé, E., & Nabi, R. L. (2011). Comparing the effects of entertainment and educational television programming on risky sexual behavior. <i>Health communication</i>, 26, 416-426.</p> <p>Morrison, K. (2005). Motivating women and men to take protective action against rape: Examining direct and indirect persuasive fear appeals. <i>Health Communication</i>, 18, 237-256.</p>
November TBD: NO CLASS—FALL BREAK		

<u>Week 13</u>		
Part 1	Pornography in Relationships	Wright, P. J., Tokunaga, R. S., & Kraus, A. (2016). Consumption of pornography, perceived peer norms, and condomless sex. <i>Health Communication, 31</i> (8), 954-963.
Part 2	Sexting	Burkett, M. (2015). Sex(t) talk: A qualitative analysis of young adults' negotiations of the pleasures and perils of sexting. <i>Sexuality & Culture, 19</i> (4), 835-863. Dir, A. L., & Cyders, M. A. (2015). Risks, risk factors, and outcomes associated with phone and internet sexting among university students in the United States. <i>Archives of Sexual Behavior, 44</i> (6), 1675-1684.
<u>Week 14</u>	Final Presentations Final Papers Due	Hand in one copy of your presentation slides at the beginning of class. A hard copy of your paper must be submitted in class on TBD and turned in online via SafeAssign.

****I reserve the right to make changes to the syllabus to fit the needs of the course***

2018-114 EEB 5895 [Add Special Topic: Science Communication I](#)

COURSE ACTION REQUEST	
CAR ID	18-6747
Request Proposer	Rubega
Course Title	SPECIAL TOPICS: Science Communication I
CAR Status	In Progress
Workflow History	Start > Ecology and Evolutionary Biology > College of Liberal Arts and Sciences > Graduate School

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	SPECIAL TOPICS: Science Communication I

Course Number	5895
Will this use an existing course number?	Yes
Please explain the use of existing course number	This is an NSF-funded Special Topics course. EEB has a single course number used for graduate special topics courses.

CONTACT INFO	
Initiator Name	Margaret A Rubega
Initiator Department	Ecology and Evolutionary Bio
Initiator NetId	mar02013
Initiator Email	margaret.rubega@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	10
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	The class will meet two times per week, for 1 hour and 15 minutes; meetings will include lectures, interactive exercises and discussions. Students also participate outside of class in videotaped practice interviews, conducted by undergraduate Journalism students (graded separately in a course not cross-listed with this course), learning to interview content experts.

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Graduate student in a STEM field
Corequisites	None
Recommended Preparation	None
Is Consent Required?	Instructor Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	No
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?	Yes
Other restrictions	The course is NSF-funded as a test bed for assessing the effect of training methods on communication performance of graduate students. Permissions will therefore be distributed to balance gender and discipline of the admitted students.

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	This is a grant-funded special-topics course; resources are only available to teach it at the campus where the instructor is resident.
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	EEB 5895. SPECIAL TOPICS: Science Communication I. Prerequisite: Graduate students in STEM disciplines. Instructor Consent required. Students will read books and some papers from the primary literature on factors influencing the success of science communications, watch and analyze video examples of science communicators, and discuss the relationship of scientists to the press, public and specialized audiences. Students will write social media posts, and will be required to sit for short video recordings, during which they will explain a science concept, at the beginning and end of the course, and should expect to attend consistently, participate in mock interviews, work directly with journalists, and give and receive constructive feedback on video recordings of their own and others' interview skills.
Reason for the course action	This pilot course is funded by a National Science Foundation National Research Training- Innovative Graduate Education grant. The ability to communicate the results of scientific research is fundamental to a career as a scientist. The ability of scientists to communicate the results of science is fundamental to science literacy and public policy, as illustrated by the intelligent design and climate change debates. Further, federal science funding agencies increasingly demand evidence of successful communication in the public arena, but STEM graduate degree programs do not currently include training in communications, and nationally there are no methods to assess the impact of different training approaches. This course has two purposes: it will provide graduate students in the STEM disciplines with training in how to speak to and work with the news media and other audiences, and provides a test bed for developing metrics to assess the impact of training methods.
Specify effect on other departments and overlap with existing courses	We anticipate no effect on other departments, other than offering their graduate students in a range of STEM disciplines the opportunity to learn effective techniques and methods for speaking about science in a way that is clear and engaging for non-scientists, and for successfully participating in news interviews for print and other media. The Department of Journalism will benefit from the opportunity for their undergraduate majors to practice interview skills on content experts from STEM disciplines. The course does not overlap with any existing course; it does provide useful preparation for EEB 5895, SPECIAL TOPICS: Science Communication II (Spring semester), which focuses on science writing for public audiences.
Please provide a brief description of course goals and learning objectives	The overarching goals of the course are for students to build the professional skills needed to communicate effectively, and to learn to identify the roles of journalism and the STEM disciplines, respectively, in the public discourse about science. Learning outcomes: Students will be able to: 1. Identify what a journalist needs from them to produce an accurate, engaging news piece 2. Identify the audience they are trying to communicate with, and any barriers to that communication. 3. Distill what they know/understand about their research into something their audience can understand and put in context/value appropriately. 4. Communicate with a non-scientist with clarity (without jargon), brevity, and responsiveness. 5. Constructively evaluate how effectively the substance and meaning of research is being communicated in public interactions.
Describe course assessments	Weekly readings from two books about science communication (Cornelia Dean, am i making myself clear?: A Scientist's Guide to Talking to the Public, Harvard University Press, 2009; and Nancy Baron, Escape from the Ivory Tower: A Guide to Making Your Science Matter, Island Press, 2010, Second Edition), and from the primary literature. Students will discuss these readings in class. A single, 5 page (maximum) written analysis of a public science communication, drawn from the news media, using the assigned readings as background. Two 20-minute long Practice Interviews; video taped and played back in class for review and discussion. Students will complete a Message Box, a written (3 - 5 page) exercise to identify and eliminate jargon from planned communication about a science topic, before each of two practice Interviews. Preparation notes, kept as students prepare for interviews, detailing background work, contact time and interaction with the reporter before the

	interview, handed in on the day an interview takes place. All students will contribute to, and be assessed on, peer assessment of all interview videos. Students will write science-related Twitter posts weekly, and be assessed on the frequency and quality (clarity; concision) of tweets, and the growth of their Twitter network over the semester.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Draft CAR Syllabus EEB 5895 Science Communication I.docx	Draft CAR Syllabus EEB 5895 Science Communication I.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Margaret A Rubega	03/02/2018 - 13:41	Submit		The course is proposed as a Special Topics course because it is funded by a National Science Foundation National Research Training - Innovative Graduate Education grant. as a test bed for assessing the effect of training methods on science communication performance. (IRB #H16-026). Assuming there is departmental and college support for continuation after the grant ends in 2019, I will propose the course for full approval as a permanent addition to the graduate course catalog.
	Ecology and Evolutionary Biology	Paul O Lewis	03/03/2018 - 17:36	Approve	3/3/2018	Approved by EEB C&C Committee
	College of Liberal Arts and Sciences	Pamela Bedore	03/14/2018 - 14:27	Approve	3/14/2018	CLAS C&C chair approved 3.14.2018. This course will be announced at the next CLAS C&C meeting on 3.20.2018.

**I reserve the right to make changes to the syllabus to fit the needs of the course*

Syllabus EEB-5895

Course Title: EEB-5895: Variable Topics: Science Communication I

Course Schedule: Tuesday & Thursday (9:30am - 10:45am)

Instructor

- Margaret Rubega, Ecology and Evolutionary Biology, PharmBio 500, 860 486-4502, Margaret.rubega@uconn.edu, @ProfRubega

Course Descriptions

The purpose of this course is to bring undergraduate journalism students together with graduate science students to improve their communication skills through the art of interviewing. Each group will work together but have separate requirements.

Graduate STEM students will learn a range of skills to communicate to the press, the public, and specialized audiences. To understand how to conduct a news interview it is helpful to understand how the news media operates and that will be demonstrated in this course.

We will be doing many interviews in this course. An undergraduate journalism student will interview a graduate student on a subject usually pertaining to the graduate student's research interests. The interview is videotaped.

The video-recorded interview is shown in class and instructors and students critique the interview. The emphasis is equally on the journalism student in asking clear, concise questions and on the graduate student in explaining issues with clarity.

Students will provide a one-page work sheet of what they did to prepare for the interview. This will include what material the science student provided to the journalism student. The science student will be graded on the completion of a message box exercise related to the interview. Class participation is also important and will be graded.

Deadlines are fundamentally important in this class; everyone's learning depends on you meeting yours! You will be asked to sign-up in advance for the video-recorded interviews. They **MUST** occur by the deadline specified in the sign-up sheet. Those deadlines, with each student's individual assignments, will be posted online on the course HuskyCT site. **The participants in any video must also be in class the day the video is presented and critiqued in class.** Failure to meet these deadlines will constitute an F for that specific assignment.

Learning Goals

Overarching Learning Goals:

- Identify the roles of journalism and the STEM disciplines in public discourse about science.
- Build the professional skills needed to communicate effectively.

Students will be able to:

1. Identify what a journalist needs from them to produce an accurate, engaging news piece
2. Identify the audience they are trying to communicate with, and any barriers to that communication.
3. Distill what they know/understand about their research into something their audience can understand and put in context/value appropriately.
4. Communicate with a non-scientist with clarity (without jargon), brevity, and responsiveness.
5. Constructively evaluate how effectively the substance and meaning of research is being communicated in public interactions.

Core Readings

Cornelia Dean, *am i making myself clear?: A Scientist's Guide to Talking to the Public*, Harvard University Press, 2009.

with additional selections from the peer-reviewed literature, and from:

Nancy Baron, *Escape from the Ivory Tower: A Guide to Making Your Science Matter*, Island Press, 2010, Second Edition.

Assessment (total 100 points)

The detailed guidelines and the assigned rubrics for each assignment listed below will be

1. **Message Box Exercise** (1st draft due Sept. 21;
2nd draft due on date of your second interview) 15 points
2. **Midterm: Public science communication analysis paper**
(Due Oct. 13) 25 points.
3. **Interviews, Quality and Preparation**
(See interview assignment hand-out for deadlines;
your preparation notes are due the day of your interview) 10 points (1st
interview) & 20 points (2nd
interview)
4. **Social Media (Twitter)** (ongoing: frequency/quality/connectedness) 10 points
5. **Participation** (ongoing: in-class and online discussion participation;
attendance) 10 points
6. **Peer Assessment** (ongoing: peer feedback on all interviews) 10 points

Weekly Class Schedule and Activities:

Week	Date	Topic(s) & Class Activities
W1	8/29 (Tues.)	Course Overview
	8/31 (Thur.)	Introduction to Culture of Journalism
W2	9/5 (Tues.)	Introduction to Culture of Science (Alternative meeting place: Oak 439)
	9/7 (Thur.)	Exemplars & Reading #1
W3	9/12 (Tues.)	Exemplars & Reading #2
	9/14 (Thur.)	Spin & Message (ethics, humility, & intent)
W4	9/19 (Tues.) (separate topics)	JOUR-3098 Introduction to final projects & examples (OAK 408) EEB-5895 Message Box Exercise and Peer Learning (usual meeting place)
	9/21 (Thur.)	Introduction to Social Media
W5	9/26 (Tues.)	Social Media Workshop
	9/28 (Thur.)	Interview A1
W6	10/3 (Tues.)	Interview A2
	10/5(Thur.)	Interview A3 (Alternative meeting place: Oak 408)
W7	10/10 (Tues.)	Interview A4 (Alternative meeting place: Oak 408)
	10/12 (Thur.)	Interview A5
W8	10/17 (Tues.)	Journalist visit

	10/19 (Thur.)	Journalist visit
W9	10/24 (Tues.)	Interview A6
	10/26 (Thur.)	Interview A7
W10	10/31 (Tues.)	Interview A8
	11/2 (Thur.)	Interview A9
W11	11/7 (Tues.)	TBA
	11/9 (Thur.)	Interview B1, B2
W12	11/14 (Tues.)	Interview B3, B4 (Alternative meeting place: Oak 408)
	11/16 (Thur.)	Interview B5, B6
Recess	11/19-25	<i>No class (Thanksgiving Recess)</i>
W13	11/28 (Tues.)	Interview B7, B8
	11/30 (Thur.)	Interview B9
W14	12/5 (Tues.)	Summary
	12/7 (Thur.)	(Reserved in case of Cancelled Class)

Student Responsibilities and Resources

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

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code Review](#) and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity: [Academic Integrity in Undergraduate Education and Research](#)

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

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Netiquette and Communication

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

Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

Students with Disabilities

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

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

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. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information.

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. Refer to the [Sexual Assault Reporting Policy](#) for more information.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to offer a new or continuing 'Special Topics' course (xx95; formerly 298)

Last revised: September 24, 2013

Understanding the unique character of special topics courses: 'Special Topics', in CLAS curricular usage, has a narrow definition: it refers to the content of a course offering approved on a provisional basis for developmental purposes only. Compare this definition with that of variable topics (xx98) courses.

It is proposed by a department and approved conditionally by the college only with a view toward its eventual adoption as a permanent departmental offering. For this reason, such conditional approval may be renewed for not more than three semesters, after which the course must be either brought forward for permanent adoption, or abandoned. The factotum designation xx95 is to be assigned to all such developmental offerings as proposed.

Note: Such courses are normally reviewed by the Chair of CLAS CC&C, and do not require deliberation by the Committee unless questions arise. Courses must be approved prior to being offered, but are not subject to catalog deadlines since they do not appear in the catalog. Special Topics courses are to be employed by regular faculty members to pilot test a new course, with the idea that it is likely to be proposed as a regular course in the future.

Submit one copy of this form by e-mail to the Chair of CLAS after all departmental approvals have been obtained, with the following deadlines:

(1) for Fall listings, by the first Monday in March (2) for Spring listings, by the first Monday in November

1. Date of this proposal: **23 February 2018**
2. Semester and year this xx95 course will be offered: **Fall 2018**
3. Department: **LCL**
4. Course number and title proposed: **HEJS 3295. The Black Death: Medieval and Modern Responses to Catastrophe**

5. Number of Credits: **3**

6. Instructor: **Susan L. Einbinder**

7. Instructor's position: **Professor**

(**Note:** in the rare case where the instructor is not a regular member of the department's faculty, please attach a statement listing the instructor's qualifications for teaching the course and any relevant experience).

8. Has this topic been offered before? **Yes** If yes, when? **Fall 2017**

9. Is this a () 1st-time, (**X**) 2nd-time, () 3rd-time request to offer this topic?

10. Short description: **The Black Death (1346-50) from its origins in China through Europe. Readings explore institutional, medical, religious, literary, social responses to the plague, how modern scholars reconstruct medieval experience, and new findings by historians and scientists that shed light on the challenges of past, present and future pandemics.**

11. Please attach a sample/draft syllabus to first-time proposals.

12. Comments, if comment is called for: **Course has been approved by for future listing as HEJS/HIST 3362.**

13. Dates approved by: February 22, 2018

Department Curriculum Committee: Jennifer Terni

Department Faculty: Jennifer Terni

14. Name, Phone Number, and e-mail address of principal contact person:

Susan L. Einbinder 860-486-9249 susan.einbinder@uconn.edu

Supporting Documents

If required, attach a syllabus and/or instructor CV to your submission email in separate documents. This version of the CV will be made public. Do not include any private information.

THE BLACK DEATH: RESPONSES TO CATASTROPHE

Fall 2017

Dr. Susan L. Einbinder, 256 Oak Hall

Office Hours: Mon. 10:30-11:00, 12:30-1:30 or by appointment

This course centers on the Black Death (1347-52), the second great pandemic of bubonic plague and the one best remembered for its staggering mortality rates, as it is estimated to have killed 40-60% of the population of Europe and spanned from China across Europe and Africa, eventually reaching the New World. Recent research on the Black Death has made this an exciting historical moment to study. This is not only because collaborations of historians and scientists have clarified and transformed our knowledge of what transpired in the mid-fourteenth century, but because the fact of their collaboration has opened new pathways for thinking about history, health and disease in the present and future as well as the past. Readings for this course will introduce you to the questions – old and new – scholars have asked about the Black Death. How do we know what happened and how it affected people, institutions, economies, governments, behaviors and beliefs? How do we know what disease the medieval accounts were describing, where did it come from and how did it move so rapidly across Europe, the Middle East, and North Africa? What role did medieval governments and religions play in responding to the pandemic? What role was played by universities and physicians? Did the plague constitute a fundamental crisis of belief and social institutions? Did it change medicine or medical theory, and how did it contribute to new approaches to public health? Finally, where did the plague go and where is it now? What can we learn from medieval experience that might apply to future pandemics?

The course will be divided into units. You are responsible for preparing the readings or watching the videos assigned for each unit, which we will discuss together in class. At the end of each unit, I will ask you to provide me with a short reaction paper on a specific question raised by our readings and discussion. For a final project, you can either pursue in greater depth something we have touched upon in class, or a topic we have not had time to cover. **Your final grade will depend upon all of these components: readings/discussion (30%); reaction papers (30%); final project (40%).**

Readings: I will post excerpts and articles on HuskyCT for each unit. In addition, we will be relying a lot on the following:

John Aberth, *The Black Death: The Great Mortality* (Palgrave 2005)

Monica Green, ed., *Pandemic Disease in the Medieval World, The Medieval Globe* 1.1 (2014).

Online at: http://scholarworks.wmich.edu/medieval_globe/1/

Rosemary Horrox, *The Black Death* sourcebook (Manchester, 1994) (excerpts on HuskyCT).

The course units as currently conceived will follow these rubrics:

- I. The sources, then and now. What happened and how do we know? Welcome to *Yersinia pestis*. The skeptics, the challenges, the evidence. New thinking about the role of ecological and climate disruption).

Plague catcher (article by Eric Boodman)

: <https://www.statnews.com/2017/07/19/plague-scientist-arizona-prairie-dogs/>

Video lecture, Paleogeneticist, Johannes Krause, Max Planck Institute at Jena, delivered at Harvard (Feb 2017). The videotape of the lecture is at

<https://youtu.be/ywlXj46SeUg>

Bruce Campbell, *The Great Transition*, chaps. 1 and 4.

- II. Eastern origins. The China story. China to Crimea to Italy. Establishing the genetic trail. Crossing continents. Carriers (fleas, lice), animal vectors (fleas on what? The problem of *rattus rattus*. Prairie dogs, marmots, camels and rabbits.) Trade routes, human disruption of ecosystems, changes in diet and fashion (ermine, venison). Some modern parallels.

Monica Green, *Medieval Globe* 1.1 (2014), "Taking 'Pandemic' Seriously: Making the Black Death Global," pp. 27-62.

- III. The Muslim World. What difference it made to have Islamic responses to the first (Justinian) pandemic of the 7th century. How the scholarly perspective on Islam and plague has changed.

Aberth, 16-18; 55-62.

Michael Dols, "The Comparative Communal Responses to the Black Death in Muslim and Christian Societies," *Viator* 5 (1974): 269-87.

Justin Stearns, *Infectious Ideas: Contagion in Premodern Islamic and Christian Thought* (2014), Chapter 3: Contagion Contested: Greek Medical Thought, Prophetic Medicine and the First Plague Treatises, 67-90.

- IV. Christian Europe. From Sicily to Genoa to Marseille. Central Europe and the east.

- A. The early plague tractates (Jacme d'Agramant, Paris physicians, Gentile da Foligno; Montpellier anonymous; Alphonse de Cordoba; Abraham Caslari: the physicians weigh in. Medieval medical theory and the plague. Christian, Muslim, Jewish physicians.)

Aberth, 37-63. (2d ed., 40-52)

Jon Arrizabalaga, "Facing the Black Death: perceptions and reactions of university medical practitioners," in *Practical Medicine from Salerno to the Black*

Death, eds. Luis García-Ballester, Roger French, Jon Arrizabalaga and Andrew Cunningham (Cambridge:Cambridge Univ. Press 1994), 237-288.

Erik Heinrichs, "The Live Chicken Treatment for Buboes: Trying a Plague Cure in Medieval and Early Modern Europe," *Bulletin of the History of Medicine* 91.2 (summer 2017).

- B. Social/economic/institutional impact: How we put the evidence together. Look forward: quarantines, lazarettos, customs and border controls, public sanitation and health measures.

Aberth, intro, 67-70, 80-82, 84-93. (2d ed.: 57-79)

A. Campbell, 160-70 (universities)

Ann Carmichael, "Plague legislation in Early Modern Italy."

Jane Crawshaw, *Plague hospitals* (Ashgate,2012), chapter 1 (introd.), 2 (the sick and poor), 3 (expenses of staff and daily routine).

Maynard Swanson, "The Sanitation Syndrome: Bubonic Plague and Urban Native Policy in the Cape Colony, 1900-09," in Wm. Beinart and Saul Dubow, eds., *Segregation and Apartheid in Twentieth Century South Africa* (Lon: Routledge, 1995), 19-25.

The Great Plague of Marseilles and building a plague wall: "Examining DNA from the Great Plague Pits of Marseille,"

<https://globalbiodefense.com/2016/01/25/examing-DNA-from-the-great-plague-pits-of-marseille>.

Podcast, Cindy Ermus at the AskHistorians Project:

http://askhistorians.libsyn.com/askhistorians-podcast-090-la- peste-the-great-plague-of-marseille?tdest_id=181064. It is listed as Podcast 90. This is about the great plague of 1720-22 in Marseille (Provence).

- C. Literary, religious responses. Examples of artistic representations, new cemetery rituals, penitential practices, liturgical forms. Dance of Death (Hamilton).

Aberth, (danse macabre) 160-79 = 2nd ed., 144-61

Aberth (flagellants), 93-111; 139-57 = 2nd edition 113-31.

Mark Jenner. "Plague on a Page: Lord Have Mercy Upon Us in Early Modern London," *The Seventeenth Century* 27.3 (2012): 255-86.

Lerner, Robert. "The Black Death and Western European Eschatological Mentalities," in Daniel Williman, ed., *The Black Death* (SUNY 1982), 77-105.

Stearns, Justin, "New Directions in the Study of Religious Responses to the Black Death," *History Compass* 7.5 (Sept 2009): 1363-75.

Jacob ben Solomon, *Evel Rabbati*, excerpt (his daughter's death from plague in 1382 Avignon) (Einbinder translation).

- V. Jewish responses in Europe. When plague brought violence. The scholarship's changing perspective, and the early focus on Ashkenaz (central and eastern Europe). The sources. The Jewish physicians. Attacks on Jewish communities. The excavations at Tàrrega and what they tell us. Religious literature and response.

Aberth, 139-60 = 111-132 (overlaps with much of Horrox, 207-23)

Samuel K. Cohn, Jr. "The Black Death and the Burning of the Jews," *Past & Present* 196 (2007): 3-36.

Anna Colet et al., "The Black Death and its Consequences for the Jewish Community in Tàrrega: Lessons from History and Archeology," *The Medieval Globe* 1.1 (2014): 63- 96.

Einbinder, *After the Black Death*, from chap. 4 – Toledo epitaphs.

- VI. England, Scandinavia, and beyond. The East Smithfield Cemetery and more mass graves. The challenge of mass graves as evidence.

Colomer, Laia. "The Politics of Human Remains in Managing Archaeological Medieval Jewish Burial Grounds in Europe," *Nordisk Kulturpolitisk Tidskrift [Nordic Journal of Cultural Politics]* 17.2(2014): 168-86.

Sam Pfizenmaier. *Charterhouse Square: Black Death Cemetery and Carthusian Monastery, Meat Market and Suburb*. (London: Crossrail Archaeology/ Museum of London 2016), introd and 17-28.

A. Gwynn Henderson, "Remembering Slack Farm," in *Archaeology for the People*, eds. John Cherry and Felipe Rojas (Oxbow, 2015), 53-69.

Nick Henderson, "Digging Deep: A Hauntology of Cape Town," in *Archaeology for the People*, see just above, 95-109.

- VII. More literary representations (early modern and modern):

Manzoni, *The Betrothed*, excerpt.

Sinclair Lewis, *Arrowsmith*, excerpt.

Diary of Sam Pepys, "plague extracts," www.pepys.info/1665/plague.html

- VIII. Long-term effects. The recurring "waves" of plague outbreaks and their significance; new research on low-level persistence in animal hosts. What differences can we see in responses to the plague as a recurring phenomenon? Economic/institutional (municipal, taxes, wages, wills); public health (quarantines, hospitals, municipal physicians); theological and cultural.

Ann Carmichael, "Plague Persistence in Western Europe: A Hypothesis," *The Medieval Globe* 1 (2014): 157-92.

Samuel K. Cohn, Jr., *Cultures of Plague* (Oxford Univ., 2010), chapter 8: Towards a New Public Health Consciousness in Medicine (238-63).

Plague and visual art: Invited lecture, Michael Young (UConn librarian and art historian)

- IX. Modern and Future Pandemics: Lessons from the Black Death.

R. Barrett, "The 1994 Plague in Western India: Human Ecology and the Risks of Misattribution," in Anne Clunan et al., eds., *Terrorism, War or Disease? Unravelling the Use of Biological Weapons* (Stanford Univ., 2008), 49-71.

David Quammen, *Spillover: Animal Infections and the Next Human Pandemic* (2012). Pick your pandemic: AIDs, Ebola, SARs, etc – you vote, we'll read!

Benjamin Shapiro, "The Return of the Black Death," *Vice Magazine*, Sept. 26, 2014. Online at <https://www.vice.com/sv/article/ppa8qm/the-return-of-the-black-death-part-2-151> or watch on YouTube at <https://www.youtube.com/watch?v=Ofsy84dpGKU>

- X. The Justinianic Plague:

Dionysios Stathakopoulos, "Crime and Punishment: The Plague in the Byzantine Empire, 541-749," in Lester Little, ed., *Plague and the End of Antiquity* (Cambridge Univ., 2007), 99-118.

Michael McCormick, "Tracking Mass Death during the Fall of Rome's Empire, part I," *Journal of Roman Archaeology* 28 (2015): 325-57.

- XI. Summing Up:

Jo Hays, "Historians and Epidemics: Simple Questions, Complex Answers," in L. Little, ed., *Plague and the End of Antiquity* (2007), 33-58.

Michelle Ziegler, "The Black Death and the Future of the Plague," *The Medieval Globe* 1.1 (2014): 259-84.

2018-116 MCB 1895 Add Factotum Course (S)

COURSE ACTION REQUEST	
CAR ID	18-6607
Request Proposer	Knecht
Course Title	Special Topics in Molecular and Cell Biology
CAR Status	In Progress
Workflow History	Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences > Senate C&C

COURSE INFO	
Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MCB
School / College	College of Liberal Arts and Sciences
Department	Molecular and Cell Biology
Course Title	Special Topics in Molecular and Cell Biology
Course Number	1895
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	David A Knecht
Initiator Department	Molecular and Cell Biology
Initiator NetId	dak02007
Initiator Email	david.knecht@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	3
Number of Students per Section	25
Is this a Variable Credits Course?	Yes
Variable Credits Min	1
Variable Credits Max	4
Is this a Multi-Semester Course?	No
Instructional Pattern	Varies with section

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Prerequisites vary with change in topic
Corequisites	Corequisites vary with a change in topic
Recommended Preparation	Recommended preparation varies with a change in topic
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	8
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	Yes
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	Trial course number for MCB courses and no MCB department at other campuses.
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	MCB 1895 Special Topics in Molecular and Cell Biology Credits and hours by arrangement. With a change in content, may be repeated for credit. Prerequisites and recommended preparation vary.		
Reason for the course action	We have had several new courses run over the last few years that are trial courses so they run as MCB 3895. However, we now have proposals for new courses that will be open to Freshmen and it seems inappropriate to use a 3895 number for trial runs of these courses. Therefore we are creating a new 1895 Special Topics number to use for this type of course.		
Specify effect on other departments and overlap with existing courses	None		
Please provide a brief description of course goals and learning objectives	Varies with course. Some will be lab courses and some lecture courses. This number is only for trial offerings of new courses prior to obtaining permanent course numbers		
Describe course assessments	Varies with section.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	MCB1200 Phage hunters Add-UG-Course 2-14.docx	MCB1200 Phage hunters Add-UG-Course 2-14.docx	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments

	Draft	David A Knecht	02/22/2018 - 11:10	Submit		No comments
	Molecular and Cell Biology	David A Knecht	02/23/2018 - 11:14	Approve	2/22/2018	Approved by MCB C&C
	College of Liberal Arts and Sciences	Pamela Bedore	03/06/2018 - 11:07	Approve	3/6/2018	approved by CLAS C&C chair. Will be announced at next meeting of CLAS C&C: 3.20.2018.

2018-117 MCB 1895 Add Special Topic: Virus Hunting Laboratory (S)

COURSE ACTION REQUEST

CAR ID	18-6608
Request Proposer	Knecht
Course Title	Special Topics in Molecular and Cell Biology
CAR Status	In Progress
Workflow History	Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences > Senate C&C

COURSE INFO

Type of Action	Add Course
Is this a UNIV or INTD course?	Neither
Number of Subject Areas	1
Course Subject Area	MCB
School / College	College of Liberal Arts and Sciences
Department	Molecular and Cell Biology
Course Title	Special Topics in Molecular and Cell Biology
Course Number	1895
Will this use an existing course number?	Yes
Please explain the use of existing course number	This is a special topics trial offering of the course prior to obtaining a permanent number

CONTACT INFO

Initiator Name	David A Knecht
Initiator Department	Molecular and Cell Biology
Initiator NetId	dak02007
Initiator Email	david.knecht@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	14
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	Two lectures and two 3 hour labs per week

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	8
Is it repeatable only with a change in topic?	Yes
Does it allow multiple enrollments in the same term?	Yes
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	Specialized equipment and training needed to teach this course
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	MCB 1895. Virus Hunting Laboratory Four credits. Two 50-minute lecture periods and two 3-hour lab periods. Bacterial viruses, or bacteriophages, have vast genetic diversity and potential therapeutic value that has only begun to be explored. As part of a world-wide effort to better understand bacteriophage diversity and evolution, local environmental samples will be used as a source for the isolation, characterization and genome sequencing of new bacteriophages. Students are direct participants in this scientific discovery with focus on research methods and approaches, experimental design, data interpretation, and written and oral communication of scientific findings.
Reason for the course action	The purpose of this course is to introduce beginning students to an authentic research experience early in their undergraduate career. GEOC approval will be sought once the course is listed under a non-Special Topics number. The program has been developed as part of a national effort by the Howard Hughes Medical Institute's Science Education Alliance to improve science education. The Phage Hunters Advancing Genomics and Evolutionary Science (SEA-PHAGES) program provides a well-established framework in which each student will isolate novel bacteriophages from soil samples. The students will purify and characterize the bacteriophages using established microbiological techniques. One or two DNA samples from bacteriophages selected by the class will be sent to HHMI for genome sequencing. These genomes will be used for the subsequent class in the two-semester series.
Specify effect on other departments and overlap with existing courses	no effect/no overlap
Please provide a brief description of course	Critical Thinking Form hypotheses, test them experimentally, and form conclusions. Data analysis and interpretation Experimental design Reading and analysis of primary literature Understanding applications of

goals and learning objectives	mathematical modeling in problem solving Scientific Skills How to keep a proper lab notebook, labeling of materials, and tracking your experimental work Aseptic technique Microbiology; plating of host microbes and bacteriophages Molecular biology; PCR, gel electrophoresis, genomic DNA isolation, restriction enzyme digestion Electron microscopy Professional Development Effective presentation of research Networking with other SEA participants, including the possibility to present at a conference for SEA-PHAGE participants from across the U.S. Dissemination of research findings including co-authorship on peer-reviewed publications and submissions to genomic databases		
Describe course assessments	Well described in the syllabus provided. Grading will be based on quizzes, presentations, Poster presentation, participation, and lab notebooks.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	MCB 1200:1895 Phage Hunting Lab Syllabus.docx	MCB 1200:1895 Phage Hunting Lab Syllabus.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	David A Knecht	02/22/2018 - 11:37	Submit		This proposal is for the MCB 1895 Virus Hunting Laboratory to be offered in the Fall of 2018 presuming the MCB1895 general proposal is approved.
	Molecular and Cell Biology	David A Knecht	03/05/2018 - 11:24	Approve	3/2/2018	committee and department approved
	College of Liberal Arts and Sciences	Pamela Bedore	03/14/2018 - 14:37	Approve	3/14/2018	CLAS C&C chair approved 3.14.2018 and will announce to CLAS C&C at next meeting: 3.20.2018. PS. The "shell" for MCB 1895 is currently awaiting approval at Senate C&C or Senate.

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Add a New Undergraduate Course

Last revised: September xx, 2013

1. Date: February 13, 2018
2. Department requesting this course: Molecular and Cell Biology
3. Semester and year in which course will be first offered: Fall 2018

Final Catalog [Listing](#)

MCB 1200. Phage Hunting Laboratory

Four credits. Two 50 minute lecture periods and two 2 hour lab periods.

Bacterial viruses, or bacteriophages, have vast genetic diversity and potential therapeutic value that has only begun to be explored. As part of a world-wide effort to better understand bacteriophage diversity and evolution, local environmental samples will be used as a source for the isolation, characterization and genome sequencing of new bacteriophages. Students are direct participants in this scientific discovery with focus on research methods and approaches, experimental design, data interpretation, and written and oral communication of

scientific findings. Part of a two-semester series with MCB 1201, which can be taken in either order.

Items Included in Catalog Listing

Obligatory Items

1. Standard abbreviation for Department, Program or Subject Area: MCB
2. Course Number: 1200
3. Course Title: Phage Hunting Laboratory
4. Number of Credits: 4
5. Course Description (second paragraph of catalog entry):

Bacterial viruses, or phages, possess a high degree of genetic diversity and many unique genes. Students will isolate, name, characterize and sequence the genome of new bacteriophages from environmental isolates, which will provide insights into viral diversity and evolution. Research methods and approaches, experimental design, and data interpretation introduced, with students as direct participants in scientific discovery. Written and oral communication skills are emphasized. The first laboratory research course in a two-semester series.

Optional Items

6. Pattern of instruction, if not standard: Two 50 minute lecture periods and two 2 hour lab periods.
7. Prerequisites, if applicable: none
8. Recommended Preparation, if applicable: none
9. Exclusions, if applicable:
10. Repetition for credit, if applicable: No repetition for credit
11. Skill codes "W", "Q" or "C":
12. University General Education Content Area(s), if any: Content area 3
13. S/U grading: N/A

Justification

1. Reasons for adding this course:

- To use experiential learning to engage students in authentic scientific discovery
- To elevate student engagement in science, stimulating overall academic performance, and encouraging persistence in academics.
- To increase scientific literacy.

2. Academic merit:

The purpose of this course is to introduce beginning students to an authentic research experience early in their undergraduate career. The program has been developed as part of a national-effort by the Howard Hughes Medical Institute's Science Education Alliance to improve science education. The Phage Hunters Advancing Genomics and Evolutionary Science (SEA-PHAGES) program provides a well-established framework in which each student will isolate novel bacteriophages from soil samples. The students will purify and characterize the bacteriophages using established microbiological techniques. One or two DNA samples from bacteriophages

selected by the class will be sent to HHMI for genome sequencing. These genomes will be used for the subsequent class in the two-semester series.

3. Overlapping courses: none
4. Number of students expected: 12-14
5. Number and size of sections: 1 section
6. Effects on other departments: none
7. Effects on regional campuses: none
8. Staffing: Dr. Carolyn Teschke, Dr. Simon White

General Education

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

For a Content Area 1 course:

- a. Provide justification for inclusion in Content Area 1:
(This should be copied from item 41a of the GEOC Curricular Action Request)
- b. Specify a CLAS area, A-E: ____
- c. Provide justification for inclusion in CLAS area, A-E:
(Please consult [CLAS guidelines](#) for areas A-E.)

Proposer Information

1. [Dates approved](#) by
Department Curriculum Committee:
Department Faculty:
2. Name, Phone Number, and e-mail address of principal contact person:

Syllabus

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

MCB 1200 Phage Hunters Syllabus

Semester: Fall

M/W 1:30-4:30 Beach Hall,

open lab times M/W 9-1:30, most Fridays



Instructors:

Dr. Carolyn Teschke; Office BPB 206, 486-4282; carolyn.teschke@uconn.edu

Dr. Simon White; Office BPB 208, 486-4331; simon.white@uconn.edu

Course description and rationale

This course is a unique classroom-based undergraduate research experience that is part of the Howard Hughes Medical Institutes Science Education Alliance Phage Research Program. It

spans two terms (with MCB 1201, Phage Genome Bioinformatics) and culminates in a research symposium held at HHMI's Janelia campus. Throughout this semester, you will learn about the biology of bacterial viruses by identifying a new one from the environment. Your work will be connected to a larger community of undergraduate and graduate level research scientists that are exploring the biology and evolution of bacteriophages.

Course objectives:

An Opportunity for Critical Thinking

- Form hypotheses, test them experimentally, and form conclusions.
- Data analysis and interpretation
- Experimental design
- Reading and analysis of primary literature
- Understanding applications of mathematical modeling in problem solving

An Introduction to Scientific Skills

- How to keep a proper lab notebook, labeling of materials, and tracking your experimental work
- Aseptic technique
- Microbiology; plating of host microbes and bacteriophages
- Molecular biology; PCR, gel electrophoresis, genomic DNA isolation, restriction enzyme digestion
- Electron microscopy

An Opportunity for Professional Development

- Effective presentation of research
- Networking with other SEA participants, including the possibility to present at a conference for SEA-PHAGE participants from across the U.S.
- Dissemination of research findings including co-authorship on peer-reviewed publications and submissions to genomic databases

Quizzes

We will administer one online quiz each week for a total of 13 quizzes. The quizzes are intended to review material from the previous week and test knowledge and concepts in the reading for the upcoming week. Students are required to complete each week's quiz by 9 pm on Sunday of the upcoming week. Quizzes will be administered through HuskyCT; each student is responsible for ensuring that they have access HuskyCT prior to the due date. You will receive credit for taking the quizzes, but performance on them will **not** be graded.

Presentations

A brief oral will be done by each student to convince the class that the phage isolated is the best one to send for sequencing. prepare students for these final projects by providing practice in oral presentation with subsequent feedback. The course will culminate in a final presentation of your work through a public poster symposium to the class, and MCB.

Poster

At the end of the semester, each student in MCB 1200 will present their work in a public poster session with details to follow. You will each present a poster on the rationale, experimental design, results, and conclusions from the first semester of this research project. This will be your opportunity to share your discoveries with the community of scientists in the MCB Department.

Participation

Engagement with instructors and classmates is an integral part of this course. Thus, participating in all class activities will be required. Class absences will be excused only with documentation and will require make-up labs to complete the necessary laboratory experiments. A failure to make-up the laboratory experiments will result in a grade deduction.

Grading

Assignment	%
EXAMS AND QUIZZES	
Exam 1	10
Exam 2	10
Exam 3	10
Quizzes	10
PRESENTATIONS	
Why my phage should be picked for sequencing (Phage Olympics)	10
Poster	15
Lab Notebook	25
Participation and attendance	5
Experiential writing (blog)	5
Final Grade Total	100

Grade Scale

Grade %	Letter Grade
>93	A
90-92	A-
87-89	B+
82-86	B
80-82	B-
77-87	C+
72-76	C
70-71	C-
60-69	D
<60	F

Classroom Etiquette

Cell Phones: Cell phone use is only permitted during the lab portion of class for data recording (pictures, notes, etc) and is never permitted for texting, calls, apps, or email. If a student is observed using the phone inappropriately he/she will be asked to turn in their phone and may lose privileges for the remainder of the semester.

Computer Use: While we understand that students will be using computers/tablets for note-taking during the class, if a student is observed using the computer for anything other than lecture materials (email, facebook, youtube, etc...) the same policy as outlined for cell phone use will apply.

Our Philosophy

We believe in having a dynamic classroom, open to discussion, participation, and inquiry from all members of the class. We strive to establish a fair and balanced classroom where all students can participate.

Academic Honesty

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). Examples of misconduct in this class include, but are not limited to: cheating on exams, plagiarism, turning in questions for fellow students, impersonating another

student, falsifying data, copying, fabricating or stealing data. For more details on the University of Connecticut's policy on academic integrity, including the instructor's role and procedures you are referred to the following page and references therein:
http://www.community.uconn.edu/student_code_appendixa.html

Disabilities:

It is the policy of the University of Connecticut 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 policy derives from the commitment to non-discrimination for all persons in employment, access to facilities, student programs, activities and services. If you have a disability and need assistance please contact me as soon as possible so that appropriate arrangements can be made. Also refer to Center for Students with Disabilities for guidelines to request accommodations or any other assistance you may require.
http://www.csd.uconn.edu/accommodation_services.html

WEEK	DATES	LECTURE AND LAB ACTIVITIES (subject to change)	ASSIGNMENTS
1	Aug 27, 29	Overview of course, background. Pipettor workshop. Aseptic technique. Notebook keeping guidelines. Collect local soil samples. Start enrichment cultures. <i>Viruses, living or not?</i> Biosafety training: David Cavellaro	Read the manual: Ch1 "Welcome", Ch2 "Lab Basics", Ch 3 "Phage basics" Read "All the World's a Phage" article
2	Sept 5	<i>The Value of Controls in Experimental Design</i> Collect and extract samples for direct plating & start enrichment cultures	Ch 4 "Host Basics"
3	Sept 10,12	<i>Phage lifestyles</i> Plate for plaques. Plate by direct enrichment & start enrichment. Spot assays for putative plaques <i>Group problem solving</i>	Ch 5 "Phage Isolation" Notebook checks
4	Sept 17,16	<i>Phages in mol bio history</i> Pick plaques; perform plaque assay. Titer lysate or spot test <i>Exam 1</i>	Ch 6 "Phage Purification"
5	Sept 24,26	<i>How are protein structures determined?</i> Titer lysate or spot test. Purify phage. <i>Group problem solving</i>	
6	Oct 1, 3	<i>What determines Host-range?</i> Purify phage. Pick purified plaque; infect cells for 1-plate lysate, Harvest 1-plate lysate; titer lysate <i>Group problem solving</i>	Ch 7 "Phage Amplification"
7	Oct 8, 10	<i>DNA structure and restriction analysis</i> Set up 10-plate lysate (large vol. HTL), Harvest and titer 10 plate lysates <i>Group problem solving</i>	Ch 9 "Extracting phage DNA" Notebook checks
8	Oct 15, 17	<i>Electrophoresis</i> Extract and purify DNA. DNA quantification, restriction analysis; Agarose gel electrophoresis of restriction analysis <i>Group problem solving</i>	Ch 10 "RE Analysis"
9	Oct 22, 24	<i>DNA sequencing</i> DNA quality control tests, Next-gen sequencing facility tour <i>Exam 2</i>	Ch 8 "TEM Imaging"
10	Oct 29, 31	<i>Electron microscopy</i> <i>How to write a report</i> Make grids, Open self-paced lab <i>Phage Olympics presentations</i>	Ch 11 "Patterns of Phage Sensitivity"
11	Nov 5, 7	<i>Phage Olympics presentations, cont.</i> Archive your phage Complete measurements from EM photos	DEADLINE: QC gel image submitted to Sequencing Center for approval!
12	Nov 12, 14	<i>How to design experiments without a set protocol.</i> Begin other experiments such as: lysogen superimmunity tests, ions, temp. conditions, etc. Open self-paced lab	DEADLINE: Sequencing Center must receive DNA sample Hand in first draft of 'Phage Data Report'
13	Nov 26, 28	<i>How to design an effective poster</i> Open self-paced lab	Work on Posters
14	Dec 3, 5	All phage data should be uploaded to class wiki by today! <i>Exam 3</i>	Hand in 'Phage Data Report' today! Hand-in Lab notebooks
Finals week		Poster presentation session	

COURSE ACTION REQUEST	
CAR ID	18-6307
Request Proposer	Terni
Course Title	Elementary French I
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, Cultures and Languages > 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	FREN
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Elementary French I
Course Number	1161
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Jennifer Terni
Initiator Department	Lit, Cultures and Languages
Initiator NetId	jet08007
Initiator Email	jennifer.terni@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?	Yes
Specify Language	French
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	4
Instructional Pattern	This course is typically taught by different GAs each semester and overseen by the section's language coordinator.

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?	No
Is there a specific course prohibition?	Yes
List specific classes	Not open for credit to students who have had three or more years of high school French.
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	no personnel available
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	1161 Elementary French I Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society and reinforces through these areas the linguistic skills taught in the preceding classes. Elementary French grammar. Emphasis is on the skills of speaking, oral and written comprehension, reading of simple texts and writing.		
Provide proposed title and complete course catalog copy	1101 Elementary French I Four credits each semester. Four class periods with the fourth class period devoted to online activities. Not open for credit to students who have had three or more years of high school French. Elementary French grammar. Emphasis is on the skills of speaking, oral, and written comprehension along with the reading of simple texts and writing. Cultural and social content reinforces the linguistic skills.		
Reason for the course action	LCL is rationalizing the numbering sequence of all modern language courses so that they are the same for all sections. We have chosen the sequence of 1101, 1102, 1103, 1104 since it is intuitive to facilitate advising and registration.		
Specify effect on other departments and overlap with existing courses	none		
Please provide a brief description of course goals and learning objectives	This course provides an introduction to reading, writing, listening and oral skills to students who have never studied French. Students acquire basic vocabulary, conjugation, principles of French grammar. The language skills they are introduced to are embedded in examples taken directly from the French and Francophone worlds to introduce students both to the idea of intercultural competence and its practice.		
Describe course assessments	Assessment is based on active class participation, necessary to practice speaking and listening skills; weekly homework assignments; frequent short quizzes; in-class writing activities; weekly participation in online activities; two chapter exams; a final comprehensive exam.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	1101 Syllabus Spring 2018[1].doc	1101 Syllabus Spring 2018[1].doc	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Jennifer Terni	02/09/2018 - 13:40	Submit		Effort to renumber all elementary modern language courses across LCL.
	Literatures, Cultures and Languages	Jennifer Terni	02/13/2018 - 23:15	Approve	2/13/2018	Committee approved today

French1161
FIRST-SEMESTER FRENCH
Spring 2018

“ Avoir une autre langue, c’est posséder une deuxième âme.” – Charlemagne
To have another language is to possess a second soul.

Contact

Instructor

Name

Email

Office hours

Classmates

Name _____

Email _____

Name _____

Email _____

Language Coordinator

Valérie Saugera

valerie.saugera@uconn.edu

Why learn French

- *French can get you a job.* There are 2,600 subsidiaries of French companies in the United States, which are responsible for approximately 550,000 jobs, and American companies operating in France employ 600,000 people. (e.g. *Bic* in Shelton, *La Brioche* in Vernon)
- *Connect with local history.* Over 10% of New Englanders are of French or French Canadian descent.
- *Knowing French is a personal satisfaction!* It will give you a more genuine understanding of French history, arts, politics, cuisine, and so much more.

Objectives

This introductory course is designed for students who have no prior study of the French language. It addresses three objectives.

- 1) *Linguistic.* It will help you develop basic language skills using the vocabulary and structures that you are learning to listen, speak, read, and write.
- 2) *Cultural.* It will present cultural facets of different French-speaking places.
- 3) *Exploratory.* Learning a new language is an experience that is sometimes frustrating, commonly slow and time-consuming, but always rewarding, imaginative and fun!

Required materials

- *Chez nous*, fourth edition, ed. Pearson.¹
 - Package (9780134851501): MyLab + Book 3 semesters + e-book 24 months
 - MyFrenchLab: www.myfrenchlab.com ; you will need your UConn email address, your instructor's code ID, and an access code.

Recommended

- 📅 *Notebook/flashcards*
for keeping track of vocabulary items, grammatical difficulties, pronunciation tricks and anything relevant to you.
- 🔗 *Online bilingual dictionary*
www.wordreference.com
Read the language forum for discussion of examples and word usage.
- 🗣️ *Acapela*, a useful tool for working on your pronunciation
<http://www.acapela-group.com/text-to-speech-interactive-demo.html>

NOT required

- *Translation programs*
Not only do translation programs produce mediocre results, but their use in your French class is considered cheating. Your professor and textbook are more effective resources. Consult them as much as you like!
- *Cell phones*
A cell phone will not help you make progress in French. Be respectful and turn it off.
- *Laptops*
Computers are not allowed. The course is not a lecture; it requires your oral participation!

Required work

Required work and grade breakdown	
Participation and preparation.....	15%
Homework.....	10%
Quizzes.....	15%
In-class writing assignments.....	10%
Heure en solo: <i>Paris, je t'aime</i>	15%
Exams.....	20%
Final exam.....	15%

Grade Scale

¹ The textbook is slightly expensive, but remember that you will be using it for three semesters of instruction (French 1161, 1162, and 1163), so it is a good deal after all!

A = 925-1000	B = 825-874	C = 725-774	D = 625-674
A- = 895-924	B- = 795-824	C- = 695-724	D- = 595-624
B+ = 875-894	C+ = 775-794	D+ = 675-694	F = 0-594

Participation and preparation

Be there! Speak!

You cannot miss class. Where else are you going to practice the language? The more involved and attentive you are in your French class, the more exciting the class will be and the easier your homework will be.

See detailed information about your participation grade on page 4.

Absences will affect your grade. There are two types of absences in F1161 - excused and unexcused.

1) An **excused absence** is one that you can document with a note of some kind. You will be allowed to make up missed work and your absence will not receive a zero as a participation grade for that day.

If you know in advance that you are going to be absent and that it will be an excused absence, you must complete and turn into the instructor the homework due for those days in advance.

2) **Unexcused absences** are those absences for which no documentation is possible or where no written excuse is provided.

Homework

No late homework will be accepted. Do not even ask. Learning a language, like playing basketball, dancing tango, singing opera, needs to be done on a regular basis if it is to be effective. Homework assignments are not exams and perfect accuracy is not expected.

Quizzes

In order to get the most of this class, it is important for you to review what has been covered in the previous class as well as to prepare reading and assignments BEFORE you come to class. To verify your preparation, your instructor will give you frequent short quizzes.

In-class writing assignments

There will be two in-class writing activities. One composition will deal with topics covered in class throughout the semester, and the second composition will be based on a French movie that we will watch in class

Heure en solo: *Paris je t'aime* project (substitution for 4th hour in class)

All information about this fun project will be emailed to you. You will perform the project activities independently outside of the classroom.

Exams

There will be two chapter exams and a final comprehensive exam.

Participation Grade

Since preparing for class, attending, and participating actively on a daily basis are necessary for success in FRENCH161, instructors will record a participation grade for each student. A maximum participation score of 10 points can be earned per week of class. Your instructor will assign a participation grade on a daily basis, and average your daily scores from each day of the week to get your weekly participation grade. The following are general guidelines your instructor will follow in assigning your participation grade.

8.5-10 points -- Used only French and spoke often during class period. Participated actively in group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond correctly to detailed questions about material.

7-8 points -- Used mostly French but used English on occasion (including during partner work). Spoke often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.

5-6.5 points -- Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.

0-4.5 points -- Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

PARTICIPEZ!

HOW TO TYPE ACCENTED CHARACTERS IN FRENCH

I. Directions for PC, using newer versions of MS Word:

1. Press CTRL and the key that most closely resembles the accent needed.
2. Release the two keys pressed in Step 1.
3. Press the character, and voilà--the accented character will appear.

à, è, ì, ò, ù - À, È, Ì, Ò, Ù	CTRL+` (ACCENT GRAVE), the letter
á, é, í, ó, ú, ý - Á, É, Í, Ó, Ú, Ý	CTRL+' (APOSTROPHE), the letter
â, ê, î, ô, û Â, Ê, Î, Ô, Û	CTRL+^ (CARET), the letter
ã, ñ, õ Ã, Ñ, Õ	CTRL+~ (TILDE), the letter
ä, ë, ï, ö, ü, ÿ Ä, Ë, Ì, Ö, Ù, Û	CTRL+: (COLON), the letter
å, Å	CTRL+@, a or A
æ, Æ	CTRL+&, a or A
ï, Î	CTRL+&, o or O
ç, Ç	CTRL+, (COMMA), c or C
ð, Ð	CTRL+' (APOSTROPHE), d or D
ø, Ø	CTRL+/, o or O
ı	ALT+CTRL+?
ı	ALT+CTRL+!
ß	CTRL+&, s

II. For Macintosh

For Macs, in most cases, first hold down the "Option" key on the keyboard and then strike a regular character key as indicated below. Nothing will appear on your screen at this point. Release both keys, and then type the letter which should carry the diacritical. For some special characters press "Option" and one key together. See the following table to get the character that you want.

To find characters others than those listed above, choose Key Caps from the Apple menu for a diagram of your particular keyboard. Vary the font that is displayed by selecting other fonts from the new menu "Key Caps" which will have appeared at the right of your menu bar. The Apple Language Kits offer additional foreign language fonts and Zapf Dingbats consist of nothing but special characters.

Acute	á, é, í	Option + e, <i>the letter</i>
Grave	è, à, ù	Option + `, <i>the letter</i>
Tilde	ñ Ñ	Option + n, <i>the letter</i>
Circumflex	ê Ê	Option + I, <i>the letter</i>
Umlaut	ä Ä	Option + u, the letter "a" or Option + u, Shift and the letter for capital "A"
Umlaut	ö Ö	Option + u, the letter "o" or Option + u, Shift and the letter for capital "O"
Umlaut	ü Ü	Option + u, the letter "u" or Shift and the letter "U"
Cedilla	ç Ç	Option + c or C
reverse question mark	¿	Option + ?
Esszett	ß	Option + s
reverse examation mark	¡	Option + 1
Pound	£	Option + 3
Paragraph	§	Option + 6
Degree	°	Option + 0 (zero)
Copyright	©	Option plus g

Useful expressions

Keep this list in your textbook.

How do you say “cheese” in French?	<i>Comment dit-on “cheese” en français?</i>
What does “tableau” mean?	<i>Que veut dire “tableau”?</i>
I do not understand (very well).	<i>Je ne comprends pas (très bien).</i>
Could you write it on the board?	<i>Pourriez-vous l’écrire au tableau?</i>
I do not know. I don’t know.	<i>Je ne sais pas. Je sais pas. (informal, spoken)</i>
Repeat, please.	<i>Répétez, s’il vous plaît Répète, s’il te plaît.</i>
Speak more slowly.	<i>Parlez plus doucement. Parle plus doucement.</i>
Speak louder.	<i>Parlez plus fort. Parle plus fort.</i>
I’m kidding!	<i>Je plaisante!</i>

2018-97 FREN 1102 Revise Course (guest: Gustavo Nanclares) (S)

COURSE ACTION REQUEST	
CAR ID	18-6308
Request Proposer	Terni
Course Title	Elementary French II
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, Cultures and Languages > 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	FREN
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Elementary French II

Course Number	1162
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Jennifer Terni
Initiator Department	Lit, Cultures and Languages
Initiator NetId	jet08007
Initiator Email	jennifer.terni@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?	Yes
Specify Language	French
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	4
Instructional Pattern	This course is typically taught by different GAs each semester and overseen by the section's language coordinator.

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	French 1101 or permission of the Language Coordinator.
Corequisites	none
Recommended Preparation	none
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	No
Is there a specific course prohibition?	Yes
List specific classes	Not open for credit to students who have had three or more years of high school French. Students who have less than three year's high school French or who feel ill prepared should consult the Language Coordinator for placement.
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	no personnel available
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	1162 Elementary French II Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society and reinforces through these areas the linguistic skills taught in the preceding classes. Elementary French grammar. Emphasis is on the skills of speaking, oral and written comprehension, reading of simple texts and writing.						
Provide proposed title and complete course catalog copy	1102 Elementary French II Four credits each semester. Four class periods with the fourth class period devoted to online activities. Prerequisite: French 1101 or permission of the Language Coordinator. Elementary French grammar. Emphasis is on the skills of speaking, oral, and written comprehension along with the reading of simple texts and writing. Cultural and social content reinforces linguistic skills.						
Reason for the course action	LCL is rationalizing the numbering sequence of all modern language courses so that they are the same for all sections. We have chosen the sequence of 1101, 1102, 1103, 1104 since it is intuitive to facilitate advising and registration.						
Specify effect on other departments and overlap with existing courses	none						
Please provide a brief description of course goals and learning objectives	This course extends students' basic introduction to reading, writing, listening and oral skills. Students acquire more vocabulary, learn to conjugate in more tenses, and their knowledge of French grammar principles. The language skills they are taught are embedded in examples taken directly from the French and Francophone worlds in order to introduce students to the idea of intercultural competence and its practice.						
Describe course assessments	Assessment is based on active class participation, necessary to practice speaking and listening skills; weekly homework assignments; frequent short quizzes; in-class writing activities; weekly participation in online activities; two chapter exams; a final comprehensive 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>1102 Syllabus Spring 2018.doc</td> <td>1102 Syllabus Spring 2018.doc</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	1102 Syllabus Spring 2018.doc	1102 Syllabus Spring 2018.doc	Syllabus
Attachment Link	File Name	File Type					
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Jennifer Terni	02/09/2018 - 15:59	Submit		Effort to standardize numbering of all modern language courses in LCL
	Literatures, Cultures and Languages	Jennifer Terni	02/13/2018 - 23:16	Approve	2/13/2018	committee approved today

French1162
SECOND-SEMESTER FRENCH
Spring 2018

Contact

Instructor
Name

Email _____
Office hours _____
Classmates
Name _____ Email _____
Name _____ Email _____
Language Coordinator
Valérie Saugera
valerie.saugera@uconn.edu

Why learn French

- *French can get you a job.* There are 2,600 subsidiaries of French companies in the United States, which are responsible for approximately 550,000 jobs, and American companies operating in France employ 600,000 people. (e.g. *Bic* in Shelton, *La Brioche French Bakery* in Vernon)
- *Connect with local history.* Over 10% of New Englanders are of French or French Canadian descent.
- *Knowing French is a personal satisfaction!* It will give you a more genuine understanding of French history, arts, politics, cuisine, and so much more.

Objectives

This course is a continuation of French 1161. It addresses three objectives:

- 1) *Linguistic.* This course will continue the development of basic language skills using the vocabulary and structures to listen, speak, read, and write.
- 2) *Cultural.* It will present cultural facets of different French-speaking places.
- 3) *Exploratory.* Learning a new language is an experience that is sometimes frustrating but always rewarding, imaginative and fun, as this course will demonstrate.

Required materials

- *Vis-à-vis.* Sixth edition. Mc Graw Hill.
 - Textbook (chapters 7-11)
 - Online Learning Center
http://highered.mheducation.com/sites/0073386472/student_view0/index.html

Recommended

- 📓 *Notebook/flashcards*
for keeping track of vocabulary items, grammatical difficulties, pronunciation tricks and anything relevant to you.
- 🔗 *Online bilingual dictionary*
www.wordreference.com
Read the language forum for discussion of examples and word usage.
- 👂 *Acapela*, a useful tool for working on your pronunciation

<http://www.acapela-group.com/text-to-speech-interactive-demo.html>

NOT required

- *Translation programs*
Not only do translation programs produce mediocre results, but their use in your French class is considered cheating. Your professor and textbook are more effective resources. Consult them as much as you like!
- *Cell phones*
A cell phone will not help you make progress in French. Be respectful and turn it off.
- *Laptops*
Computers are not allowed. The course is not a lecture; it requires your oral participation!

Required work

Required work and grade breakdown	
Participation and preparation.....	15%
Interview project.....	10%
Homework.....	10%
Quizzes.....	10%
In-class writing assignments.....	10%
Heure en solo: <i>music project</i>	15%
Exams.....	15%
Final exam.....	15%

Grade Scale

A = 925-1000	B = 825-874	C = 725-774	D = 625-674
A- = 895-924	B- = 795-824	C- = 695-724	D- = 595-624
B+ = 875-894	C+ = 775-794	D+ = 675-694	F = 0-594

Participation and preparation

Be there! Speak!

You cannot miss class. Where else are you going to practice the language? The more involved and attentive you are in your French class, the more exciting the class will be and the easier your homework will be.

See detailed information about your participation grade on page 4.

Absences will affect your grade. There are two types of absences in F1162 - excused and unexcused.

1) An **excused absence** is one that you can document with a note of some kind. You will be allowed to make up missed work and your absence will not receive a zero as a participation grade for that day.

If you know in advance that you are going to be absent and that it will be an excused absence, you must complete and turn into the instructor the homework due for those days in advance.

2) **Unexcused absences** are those absences for which no documentation is possible or where no written excuse is provided.

Interview Project

You will interview three native or near native speakers of French throughout the semester. Your instructor will assist you with this project designed to help you improve both your speaking and listening skills. A separate handout with specific instructions will be emailed to you.

Homework

No late homework will be accepted. Do not even ask. Learning a language, like playing basketball, dancing tango, singing opera, needs to be done on a regular basis if it is to be effective. Homework assignments are not exams and perfect accuracy is not expected.

Quizzes

In order to get the most of this class, it is important for you to review what has been covered in the previous class as well as to prepare reading and assignments BEFORE you come to class. To verify your preparation, your instructor will give you frequent short quizzes.

In-class writing assignments

There will be two in-class writing activities. One composition will be based on a French movie that we will watch in class, and the second composition will deal with topics covered in class throughout the semester.

Heure en solo: Music Project (substitution for 4th hour in class)

All information about this fun project will be emailed to you. You will perform the project activities independently outside of the classroom.

Exams

There will be two chapter exams (chapters 7-8; chapters 8-9) and a final comprehensive exam (chapters 7-11).

Participation Grade

Since preparing for class, attending, and participating actively on a daily basis are necessary for success in FRENCH1162, instructors will record a participation grade for each student. A maximum participation score of 10 points can be earned per week of class. Your instructor will assign a participation grade on a daily basis, and average your daily scores from each day of the week to get your weekly participation grade. The following are general guidelines your instructor will follow in assigning your participation grade.

8.5-10 points -- Used only French and spoke often during class period. Participated actively in group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond correctly to detailed questions about material.

7-8 points -- Used mostly French but used English on occasion (including during partner work). Spoke often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.

5-6.5 points -- Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.

0-4.5 points -- Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

PARTICIPEZ!

HOW TO TYPE ACCENTED CHARACTERS IN FRENCH

I. Directions for PC, using newer versions of MS Word:

1. Press CTRL and the key that most closely resembles the accent needed.
2. Release the two keys pressed in Step 1.
3. Press the character, and voilà--the accented character will appear.

à, è, ì, ò, ù – À, È, Ì, Ò, Ù	CTRL+` (ACCENT GRAVE), the letter
á, é, í, ó, ú, ý - Á, É, Í, Ó, Ú, Ý	CTRL+' (APOSTROPHE), the letter
â, ê, î, ô, û Â, Ê, Î, Ô, Û	CTRL+^ (CARET), the letter
ã, ñ, õ Ã, Ñ, Õ	CTRL+~ (TILDE), the letter

ä, ë, ï, ö, ü, ÿ Ä, Ë, Ì, Ö, Ü, Ù	CTRL+: (COLON), the letter
å, Å	CTRL+@, a or A
æ, Æ	CTRL+&, a or A
ï, Î	CTRL+&, o or O
ç, Ç	CTRL+, (COMMA), c or C
đ, Đ	CTRL+' (APOSTROPHE), d or D
ø, Ø	CTRL+/, o or O
ı	ALT+CTRL+?
ı	ALT+CTRL+!
ß	CTRL+&, s

II. For Macintosh

For Macs, in most cases, first hold down the “Option” key on the keyboard and then strike a regular character key as indicated below. Nothing will appear on your screen at this point. Release both keys, and then type the letter which should carry the diacritical. For some special characters press "Option" and one key together. See the following table to get the character that you want.

To find characters others than those listed above, choose Key Caps from the Apple menu for a diagram of your particular keyboard. Vary the font that is displayed by selecting other fonts from the new menu “Key Caps” which will have appeared at the right of your menu bar. The Apple Language Kits offer additional foreign language fonts and Zapf Dingbats consist of nothing but special characters.

Acute	á, é, í	Option + e, <i>the letter</i>
Grave	è, à, ù	Option + ` , <i>the letter</i>
Tilde	ñ Ñ	Option + n, <i>the letter</i>
Circumflex	ê Ê	Option + I, <i>the letter</i>
Umlaut	ä Ä	Option + u, the letter "a" or Option + u, Shift and the letter for capital "A"
Umlaut	ö Ö	Option + u, the letter "o" or Option + u, Shift and the letter for capital "O"
Umlaut	ü Ü	Option + u, the letter "u" or Shift and the letter "U"
Cedilla	ç Ç	Option + c or C
reverse question mark	¿	Option + ?
Esszett	ß	Option + s
reverse examation mark	¡	Option + 1
Pound	£	Option + 3
Paragraph	§	Option + 6
Degree	°	Option + 0 (zero)
Copyright	©	Option plus g

Useful expressions

How do you say “laptop” in French?	<i>Comment dit-on “laptop” en français?</i>
What does “grenouille” mean?	<i>Que veut dire “grenouille”?</i>
I don’t understand (very well).	<i>Je ne comprends pas (très bien).</i>
I don’t know.	<i>Je ne sais pas.</i>
Repeat, please.	<i>Répétez, s’il vous plaît Répète, s’il te plaît.</i>
Speak more slowly.	<i>Parlez plus doucement. Parle plus doucement.</i>
Speak louder.	<i>Parlez plus fort. Parle plus fort.</i>
Could you write it on the board?	<i>Pourriez-vous l’écrire au tableau?</i>
I’m kidding!	<i>Je plaisante!</i>

Why Bilinguals Are Smarter

By YUDHIJIT BHATTACHARJEE

http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html?_r=0&pagewanted=print

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for *inhibition* that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. “Bilinguals have to switch languages quite often — you may talk to your father in one language and to your mother in another language,” says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The bilingual experience appears to influence the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned to look at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their anticipatory gaze in the new direction while the other babies did not.

Bilingualism's effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the onset of dementia and other symptoms of Alzheimer's disease: the higher the degree of bilingualism, the later the age of onset.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

Yudhijit Bhattacharjee is a staff writer at Science.

This article has been revised to reflect the following correction:

Correction: March 25, 2012

The Gray Matter column on bilingualism last Sunday misspelled the name of a university in Spain. It is Pompeu Fabra, not Pompea Fabra.

2018-98 FREN 1103 Revise Course (guest: Gustavo Nanclares) (S)

COURSE ACTION REQUEST	
CAR ID	18-6309
Request Proposer	Terni
Course Title	Intermediate French I
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, Cultures and Languages > 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	FREN
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Intermediate French I
Course Number	1163
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Jennifer Terni
Initiator Department	Lit, Cultures and Languages
Initiator NetId	jet08007
Initiator Email	jennifer.terni@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?	Yes
Specify Language	French
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	4
Instructional Pattern	This course is typically taught by different GAs each semester and overseen by the section's language coordinator.

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	FREN 1102 or permission of the Language Coordinator.
Corequisites	none
Recommended Preparation	none
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	No
Is there a specific course prohibition?	Yes
List specific classes	Not open for credit to students who have had two or more years of high school French. Students who have less than two year's high school French or who feel ill prepared should consult the Language Coordinator for placement
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	personnel not available
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	1163 Intermediate French I. Prerequisite: FREN 1162 or 173 or two years of high school French. Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society. Continuation of 1161-1162. Review and extension of French grammar. Graded composition. Intensive and extensive reading. Intensive oral practice.						
Provide proposed title and complete course catalog copy	1103 Intermediate French I. Prerequisite: FREN 1102 or two years of high school French or permission of Language Coordinator. Four credits. Four class periods with the fourth class period devoted to online activities. Continuation of 1101 and 1102. Review and extension of French grammar. Graded Composition. Intensive and extensive reading. Intensive oral practice. Cultural and social content reinforce the linguistic skills taught in every class.						
Reason for the course action	LCL is rationalizing the numbering sequence of all modern language courses so that they are the same for all sections. We have chosen the sequence of 1101, 1102, 1103, 1104 since it is intuitive to facilitate advising and registration.						
Specify effect on other departments and overlap with existing courses	none						
Please provide a brief description of course goals and learning objectives	Students increase their knowledge of vocabulary, conjugation, and the principles of French grammar. They will extend their language skills in the four areas, listening, speaking, reading and writing through intensive and extensive practice. Their work is embedded primary and secondary source materials to enrich knowledge of the French and Francophone worlds and the students' intercultural competence.						
Describe course assessments	Assessment is based on active class participation, necessary to practice speaking and listening skills; weekly homework assignments; frequent short quizzes; in-class writing activities; watching one French film; weekly participation in online activities; intensive phonetics practice in the scope of a class presentation; two chapter exams; a final comprehensive 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>1103 Syllabus Spring 2018[1].doc</td> <td>1103 Syllabus Spring 2018[1].doc</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	1103 Syllabus Spring 2018[1].doc	1103 Syllabus Spring 2018[1].doc	Syllabus
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Jennifer Terni	02/09/2018 - 16:31	Submit		Effort to standardize numbering of all modern language courses in LCL
	Literatures, Cultures and Languages	Jennifer Terni	02/13/2018 - 23:16	Approve	2/13/2018	Committee approved today

French1163 Spring 2018



THIRD-SEMESTER FRENCH

Contact

Instructor

Name _____

Email _____

Office hours _____

Classmates

Name _____

Email _____

Name _____

Email _____

Language Coordinator

Valérie Saugera

valerie.saugera@uconn.edu

Why learn French

- *French can get you a job.* There are 2,600 subsidiaries of French companies in the United States, which are responsible for approximately 550,000 jobs, and American companies operating in France employ 600,000 people. (e.g. *Bic* in Shelton, *Isabelle et Vincent* in Fairfield)
- *Connect with local history.* Over 10% of New Englanders are of French or French Canadian descent.
- *Knowing French is a personal satisfaction!* It will give you a more genuine understanding of French history, arts, politics, cuisine, and so much more.

Objectives

This course features the development of the four language skills: speaking, listening, reading, and writing. It will also review the basics of the French language learned during the first two semesters of instruction. Students will work on a variety of short projects and activities designed to reinforce all language skills and will explore a series of cultural topics.

Required materials

Textbook

Vis-à-vis. Sixth edition. Mc Graw Hill.

Online Learning Center

http://highered.mheducation.com/sites/0073386472/student_view0/index.html

Recommended

- 📓 *Notebook/flashcards*
for keeping track of vocabulary items, grammatical difficulties, pronunciation tricks and anything relevant to you.
- 🔗 *Online bilingual dictionary*
www.wordreference.com
Read the language forum for discussion of examples and word usage.
- 🗣️ *Acapela*, a usefu tool for working on your pronunciation
<http://www.acapela-group.com/text-to-speech-interactive-demo.html>

NOT required

- *Translation programs*
Not only do translation programs produce mediocre results, but their use in your French class is considered cheating. Your professor and textbook are more effective resources. Consult them as much as you like!
- *Cell phone*
Be respectful and turn it off. A cell phone will not help you make progress in French.
- *Laptop*
Computers are not allowed in FREN 1163. The course is not a lecture; it requires your oral participation instead!

Required work

Required work and grade breakdown	
Participation and preparation.....	15%
Homework.....	10%
Quizzes.....	15%
Heure en solo: <i>French Region Project</i>	15%
Phonetics project.....	5%
In-class writing.....	5%
Exams.....	20%
Final exam.....	15%

Grade Scale

A = 925-1000	B = 825-874	C = 725-774	D = 625-674
A- = 895-924	B- = 795-824	C- = 695-724	D- = 595-624

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Participation and preparation

Be there! Speak!

You cannot miss class. Where else are you going to practice the language? The more involved and attentive you are in your French class, the more exciting the class will be and the easier your homework will be.

See detailed information about your participation grade on page 4.

Absences will affect your grade. There are two types of absences in F1163 - excused and unexcused.

1) An **excused absence** is one that you can document with a note of some kind. You will be allowed to make up missed work and your absence will not receive a zero as a participation grade for that day. If you know in advance that you are going to be absent and that it will be an excused absence, you must complete and turn into the instructor the homework due for those days in advance.

2) **Unexcused absences** are those absences for which no documentation is possible or where no written excuse is provided.

Homework

No late homework will be accepted. Do not even ask. Learning a language, like playing basketball, dancing tango, singing opera, needs to be done on a regular basis if it is to be effective. **Homework assignments are not exams and perfect accuracy is not expected.**

Quizzes

In order to get the most of this class, it is important for you to review what has been covered in the previous class as well as to prepare reading and assignments BEFORE you come to class. To verify your preparation, your instructor will give you frequent short quizzes.

Heure en solo: *Les Régions de France* (substitution for 4th hour in class)

All information about this fun project will be emailed to you. You will perform the project activities independently outside of the classroom.

Phonetics project

A detailed handout about the pronunciation project will be handed out in class. Your instructor will help you in being ready and at ease for your oral project, which should be fun, useful, and rewarding.

In-class writing

There will be one in-class writing assignment based on a French film that we will watch in class by the end of the semester. A detailed handout about this assignment will be emailed to you.

Exams

There will be two chapter exams and a final comprehensive exam.

Participation Grade

Since preparing for class, attending, and participating actively on a daily basis are necessary for success in FRENCH1163, instructors will record a participation grade for each student. A maximum participation score of 10 points can be earned per week of class. Your instructor will assign a participation grade on a daily basis, and average your daily scores from each day of the week to get your weekly participation grade. The following are general guidelines your instructor will follow in assigning your participation grade.

8.5-10 points -- Used only French and spoke often during class period. Participated actively in group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond correctly to detailed questions about material.

7-8 points -- Used mostly French but used English on occasion (including during partner work). Spoke often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.

5-6.5 points -- Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.

0-4.5 points -- Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

PARTICIPEZ!

HOW TO TYPE ACCENTED CHARACTERS IN FRENCH

I. Directions for PC, using newer versions of MS Word:

1. Press CTRL and the key that most closely resembles the accent needed.
2. Release the two keys pressed in Step 1.
3. Press the character, and voilà--the accented character will appear.

à, è, ì, ò, ù - À, È, Ì, Ò, Ù	CTRL+` (ACCENT GRAVE), the letter
á, é, í, ó, ú, ý - Á, É, Í, Ó, Ú, Ý	CTRL+' (APOSTROPHE), the letter
â, ê, î, ô, û Â, Ê, Î, Ô, Û	CTRL+^ (CARET), the letter
ã, ñ, õ Ã, Ñ, Õ	CTRL+~ (TILDE), the letter
ä, ë, ï, ö, ü, ÿ Ä, Ë, Ì, Ö, Ù, Û	CTRL+: (COLON), the letter
å, Å	CTRL+@, a or A
æ, Æ	CTRL+&, a or A
ï, Î	CTRL+&, o or O
ç, Ç	CTRL+, (COMMA), c or C
ð, Ð	CTRL+' (APOSTROPHE), d or D
ø, Ø	CTRL+/, o or O
ı	ALT+CTRL+?
ı	ALT+CTRL+!
ß	CTRL+&, s

II. For Macintosh

For Macs, in most cases, first hold down the "Option" key on the keyboard and then strike a regular character key as indicated below. Nothing will appear on your screen at this point. Release both keys, and then type the letter which should carry the diacritical. For some special characters press "Option" and one key together. See the following table to get the character that you want.

To find characters others than those listed above, choose Key Caps from the Apple menu for a diagram of your particular keyboard. Vary the font that is displayed by selecting other fonts from the new menu "Key Caps" which will have appeared at the right of your menu bar. The Apple Language Kits offer additional foreign language fonts and Zapf Dingbats consist of nothing but special characters.

Acute	á, é, í	Option + e, <i>the letter</i>
Grave	è, à, ù	Option + `, <i>the letter</i>
Tilde	ñ Ñ	Option + n, <i>the letter</i>
Circumflex	ê Ê	Option + I, <i>the letter</i>
Umlaut	ä Ä	Option + u, the letter "a" or Option + u, Shift and the letter for capital "A"
Umlaut	ö Ö	Option + u, the letter "o" or Option + u, Shift and the letter for capital "O"
Umlaut	ü Ü	Option + u, the letter "u" or Shift and the letter "U"
Cedilla	ç Ç	Option + c or C
reverse question mark	¿	Option + ?
Esszett	ß	Option + s
reverse examation mark	¡	Option + 1
Pound	£	Option + 3
Paragraph	§	Option + 6
Degree	°	Option + 0 (zero)
Copyright	©	Option plus g

Useful expressions

How do you say “dark chocolate” in French?	<i>Comment dit-on “dark chocolate” en français?</i>
What does “canard” mean?	<i>Que veut dire “canard”?</i>
I don’t understand (very well).	<i>Je ne comprends pas (très bien).</i>
I don’t know.	<i>Je ne sais pas.</i>
Repeat, please.	<i>Répétez, s’il vous plaît Répète, s’il te plaît.</i>
Speak more slowly.	<i>Parlez moins vite. Parle moins vite.</i>
Speak louder.	<i>Parlez plus fort. Parle plus fort.</i>
Could you write it on the board?	<i>Pourriez-vous l’écrire au tableau?</i>
...	...

--

10 good reasons for learning French

1. A world language

More than 220 million people speak French on the five continents. The OIF, an international organisation of French-speaking countries, comprises 77 member States and governments. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world. French is also the only language, alongside English, that is taught in every country in the world. France operates the biggest international network of cultural institutes, which run French-language courses for close on a million learners.

2. A language for the job market

The ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and the continent of Africa). As the world's fifth biggest economy and third-ranking destination for foreign investment, France is a key economic partner.

3. The language of culture

French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature in the original French, as well as films and songs. French is the language of Victor Hugo, Molière, Léopold Senghor, Edith Piaf, Jean-Paul Sartre, Alain Delon and Zinedine Zidane.

4. A language for travel

France is the world's top tourist destination and attracts more than 79,5 million visitors a year. The ability to speak even a little French makes it so much more enjoyable to visit Paris and all the regions of France (from the mild climes of the Cote d'Azur to the snow-capped peaks of the Alps via the rugged coastline of Brittany) and offers insights into French culture, mentality and way of life. French also comes in handy when travelling to Africa, Switzerland, Canada, Monaco, the Seychelles and other places.

5. A language for higher education

Speaking French opens up study opportunities at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. Students with a good level of French are eligible for French government grants to enroll in postgraduate courses in France in the discipline of their choice and qualify for internationally recognised degrees.

6. The other language of international relations

French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg.

7. A language that opens up the world

After English and German, French is the third most widely used language on the Internet, ahead of Spanish. An ability to understand French offers an alternative view of the world through communication with French speakers from all over the world and news from the leading French-language international media (TV5, France 24 and Radio France Internationale).

8. A language that is fun to learn

French is an easy language to learn. There are many methods on the market that make learning French enjoyable for children and adults alike. It does not take long to reach a level where you can communicate in French.

9. A language for learning other languages

French is a good base for learning other languages, especially Romance languages (Spanish, Italian, Portuguese and Romanian) as well as English, since fifty per cent of current English vocabulary is derived from French.

10. The language of love and reason

First and foremost, learning French is the pleasure of learning a beautiful, rich, melodious language, often called the language of love. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations.

<http://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony-1113/promoting-french-around-the-world-7721/article/10-good-reasons-for-learning>

Et vous... quelles sont vos raisons pour apprendre le français?

2018-99 FREN 1104 Revise Course (guest: Gustavo Nanclares) (S)

COURSE ACTION REQUEST	
CAR ID	18-6310
Request Proposer	Terni
Course Title	Intermediate French II
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, Cultures and Languages > 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	FREN
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Intermediate French II
Course Number	1104
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Jennifer Terni
Initiator Department	Lit, Cultures and Languages
Initiator NetId	jet08007
Initiator Email	jennifer.terni@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?	Yes
Specify Language	French
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	4
Instructional Pattern	This course is typically taught by different GAs each semester and overseen by the section's language coordinator.

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	FREN 1103 or two years of high school French or permission of Language Coordinator
Corequisites	none
Recommended Preparation	none
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	No
Is there a specific course prohibition?	Yes
List specific classes	Not open for credit to students who have had two or more years of high school French. Students who have less than two year's high school French or who feel ill prepared should consult the Language Coordinator for placement
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	personnel not available
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	1164 Intermediate French II. Prerequisite: FREN 1163 or 173 or two years of high school French. Four credits each semester. Four class periods and a one-hour laboratory period. The fourth class period is devoted to culture and society. Continuation of 1161-1162. Review and extension of French grammar. Graded composition. Intensive and extensive reading. Intensive oral practice.		
Provide proposed title and complete course catalog copy	1104 Intermediate French II. Prerequisite: FREN 1103 or two years of high school French or permission of Language Coordinator. Four credits. Four class periods with the fourth class period devoted to online activities. Continuation of 1101, 1102 and 1003. Review and extension of French grammar. Graded Composition. Intensive and extensive reading. Intensive oral practice. Cultural and social content reinforce the linguistic skills taught in every class.		
Reason for the course action	LCL is rationalizing the numbering sequence of all modern language courses so that they are the same for all sections. We have chosen the sequence of 1101, 1102, 1103, 1104 since it is intuitive to facilitate advising and registration.		
Specify effect on other departments and overlap with existing courses	none		
Please provide a brief description of course goals and learning objectives	Students increase their knowledge of vocabulary, conjugation, and the principles of French grammar. They will extend and reinforce their language skills in the four areas, listening, speaking, reading and writing through intensive and extensive practice. Their work is embedded primary and secondary source materials to enrich knowledge of the French and Francophone worlds and the students' intercultural competence.		
Describe course assessments	Assessment is based on active class participation, necessary to practice speaking and listening skills; weekly homework assignments; frequent short quizzes; in-class writing activities; watching one French film; weekly participation in online activities; intensive practice in speaking and listening; weekly participation in online activities; two chapter exams; a final comprehensive exam.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	1104 Syllabus Spring 2018.doc	1104 Syllabus Spring 2018.doc	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Jennifer Terni	02/09/2018 - 17:01	Submit		Effort to standardize numbering of all modern language courses in LCL
	Literatures, Cultures and Languages	Jennifer Terni	02/13/2018 - 23:17	Approve	2/13/2018	committee approved today

French1104
FOURTH-SEMESTER FRENCH
Spring 2018



Contact

Instructor

Name _____

Email _____

Office hours _____

Classmates

Name _____

Email _____

Name _____

Email _____

Language Coordinator

Valérie Saugera

valerie.saugera@uconn.edu


Why learn French

- *French can get you a job.* There are 2,600 subsidiaries of French companies in the United States, which are responsible for approximately 550,000 jobs, and American companies operating in France employ 600,000 people. (e.g., *Bic* in Shelton, *Isabelle et Vincent* in Fairfield)
- *Connect with local history.* Over 10% of New Englanders are of French or French Canadian descent.
- *Knowing French is a personal satisfaction!* It will give you a more genuine understanding of French history, arts, politics, cuisine, and so much more.

Content and Objectives

This course features the development of the four language skills: speaking, listening, reading, and writing. The textbook *Cinéphile* is an innovative book organized around the study of subtitled French and francophone films. Discussing the films, reading related authentic texts, and researching information will enable students to discover many facets of francophone life, master related vocabulary and grammar points, and feel confident in their ability to discuss issues and use language creatively. In addition, students will work on a French poetry project OR will read and explore the short and engaging novel *Oscar et la dame rose* that will be the focus of the *heure en solo*.

Required materials

- Textbook: *Cinéphile. French and Language Culture through Film.* (2011). SECOND EDITION. Kerri Conditto.
- Online Poetry Project
OR
Short novel: *Oscar et la dame rose.* (2002). [Éric-Emmanuel Schmitt](#).
-  Free online grammar: *Tex's French Grammar*
<http://www.laits.utexas.edu/tex/gr/index.html>

Recommended

- *Notebook/flashcards*

for keeping track of vocabulary items, grammatical difficulties, pronunciation tricks and anything relevant to you.

- *Online bilingual dictionary*

www.wordreference.com

Read the language forum for discussion of examples and word usage.

- *Dictionary*

Collins-Robert is a superb dictionary and is available in different sizes. As a general rule, the bigger, the better, but it all depends on how far you want to go with the French language.

NOT required

- *Translation programs*

Not only do translation programs produce mediocre results, but their use in your French class is considered cheating. Your professor and textbook are more effective resources. Consult them as much as you like!

- *Cell phone*

Be respectful and turn it off. A cell phone will not help you make progress in French.

Required work

Required work and grade breakdown	
Participation and preparation.....	15%
Projet oral>>>>>.....	10%
Homework.....	10%
Quizzes.....	15%
In-class writing assignment.....	5%
<i>Oscar et la dame rose</i> project.....	15%
Exams.....	15%
Final exam.....	15%

Grade Scale

A = 925-1000	B = 825-874	C = 725-774	D = 625-674
A- = 895-924	B- = 795-824	C- = 695-724	D- = 595-624
B+ = 875-894	C+ = 775-794	D+ = 675-694	F = 0-594

Participation and preparation

Be there! Speak!

You cannot miss class. Where else are you going to practice the language? The more involved and attentive you are in your French class, the more exciting the class will be and the easier your homework will be.

See detailed information about your participation grade on page 5.

Absences will affect your grade. There are two types of absences in F1164 - excused and unexcused.

1) An **excused absence** is one that you can document with a note of some kind. You will be allowed to make up missed work and your absence will not receive a zero as a participation grade for that day.

If you know in advance that you are going to be absent and that it will be an excused absence, you must complete and turn into the instructor the homework due for those days in advance.

2) **Unexcused absences** are those absences for which no documentation is possible or where no written excuse is provided.

Projet oral (Table ronde, Interview, etc.)

Your instructor will assist you with this project designed to help you improve both your speaking and listening skills. A separate handout with specific instructions will be emailed to you.

Homework

No late homework will be accepted. Do not even ask. Learning a language, like playing basketball, dancing tango, singing opera, needs to be done on a regular basis if it is to be effective. Homework assignments are not exams and perfect accuracy is not expected.

Heure en solo: *Oscar et la dame rose* project (substitution for 4th hour in class) OR Poetry Project

All information about this fun project will be emailed to you. You will perform the project activities independently outside of the classroom.

In-class writing assignments

There will be one in-class writing activity based on a French film that you will watch outside of the classroom (DVD on reserve at the library; Netflix).

Quizzes/Exams

In order to get the most of this class, it is important for you to review what has been covered in the previous class as well as to prepare reading and assignments **BEFORE** you come to class. To verify your preparation, your instructor will give you frequent short quizzes.

There will be two chapter exams and a final comprehensive exam.

♣ *Interested in a major or a minor in French?*

This is a brilliant idea!

- Consult our website: <http://www.languages.uconn.edu/programs/french/undergrad/>
- For more information, please contact Professor Valérie Saugera: valerie.saugera@uconn.edu

☞ *Interested in studying in Toulouse or Paris?*

You may choose to spend a summer in Toulouse (6-7 credits), or to spend a semester or a full year in our program in Paris (9-15 credits). *Allez-y!*

- <http://languages.uconn.edu/programs/french/undergrad/studyabroad.html>
- Contact Professor Eliane DalMolin: eliane.dalmolin@uconn.edu

☞ **The Competitive Advantage of Foreign Languages and Cultural Knowledge**

CHRISTINE UBER GROSSE Department of Global Business
Thunderbird, The Garvin School of International Management, Glendale, AZ 85306
Email: grossec@t-bird.edu

This study presents the results of an electronic survey of 2,500 randomly selected alumni from the graduating classes of 1970 through 2002 of Thunderbird, The Garvin School of International Management. Of the 2,500 alumni, 581 responded. Thunderbird required a minimum of 4 semesters of foreign language for graduation. The survey concerned whether or not the alumni had received a competitive advantage in their careers from their foreign language skills and cultural knowledge. The vast majority of the respondents acknowledged that both foreign language skills and cultural knowledge had benefited them in their professional lives. Slightly more of them reported receiving an edge from their cultural skills (89%) than from their foreign language abilities (82%). The research results provide empirical data on how members of the U.S. and international business communities perceive the value of foreign language and cultural knowledge to their work.

Si vous souhaitez lire l'article, je peux vous l'envoyer par email.

Participation Grade

Since preparing for class, attending, and participating actively on a daily basis are necessary for success in FRENCH1164, instructors will record a participation grade for each student. A maximum participation score of 10 points can be earned per week of class. Your instructor will assign a participation grade on a daily basis, and average your daily scores from each day of the week to get your weekly participation grade. The following are general guidelines your instructor will follow in assigning your participation grade.

8.5-10 points -- Used only French and spoke often during class period. Participated actively in group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond correctly to detailed questions about material.

7-8 points -- Used mostly French but used English on occasion (including during partner work). Spoke often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.

5-6.5 points -- Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it.

0-4.5 points -- Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did homework, slept, read the news, or did not pay attention during class activities.

PARTICIPEZ!

HOW TO TYPE ACCENTED CHARACTERS IN FRENCH

I. Directions for PC, using newer versions of MS Word:

1. Press CTRL and the key that most closely resembles the accent needed.
2. Release the two keys pressed in Step 1.
3. Press the character, and voilà--the accented character will appear.

à, è, ì, ò, ù - À, È, Ì, Ò, Ù	CTRL+` (ACCENT GRAVE), the letter
á, é, í, ó, ú, ý - Á, É, Í, Ó, Ú, Ý	CTRL+' (APOSTROPHE), the letter
â, ê, î, ô, û Â, Ê, Î, Ô, Û	CTRL+^ (CARET), the letter
ã, ñ, õ Ã, Ñ, Õ	CTRL+~ (TILDE), the letter
ä, ë, ï, ö, ü, ÿ Ä, Ë, Ì, Ö, Ü, Û	CTRL+: (COLON), the letter
å, Å	CTRL+@, a or A
æ, Æ	CTRL+&, a or A
ï, Î	CTRL+&, o or O

ç, Ç	CTRL+, (COMMA), c or C
ď, Ď	CTRL+' (APOSTROPHE), d or D
ø, Ø	CTRL+/, o or O
ı	ALT+CTRL+?
ı	ALT+CTRL+!
ß	CTRL+&, s

II. For Macintosh

For Macs, in most cases, first hold down the “Option” key on the keyboard and then strike a regular character key as indicated below. Nothing will appear on your screen at this point. Release both keys, and then type the letter which should carry the diacritical. For some special characters press "Option" and one key together. See the following table to get the character that you want.

To find characters others than those listed above, choose Key Caps from the Apple menu for a diagram of your particular keyboard. Vary the font that is displayed by selecting other fonts from the new menu “Key Caps” which will have appeared at the right of your menu bar. The Apple Language Kits offer additional foreign language fonts and Zapf Dingbats consist of nothing but special characters.

Acute	á, é, í	Option + e, <i>the letter</i>
Grave	è, à, ù	Option + ` , <i>the letter</i>
Tilde	ñ Ñ	Option + n, <i>the letter</i>
Circumflex	ê Ê	Option + I, <i>the letter</i>
Umlaut	ä Ä	Option + u, the letter "a" or Option + u, Shift and the letter for capital "A"
Umlaut	ö Ö	Option + u, the letter "o" or Option + u, Shift and the letter for capital "O"
Umlaut	ü Ü	Option + u, the letter "u" or Shift and the letter "U"
Cedilla	ç Ç	Option + c or C
reverse question mark	¿	Option + ?
Esszett	ß	Option + s
reverse examation mark	¡	Option + 1
Pound	£	Option + 3
Paragraph	§	Option + 6
Degree	°	Option + 0 (zero)
Copyright	©	Option plus g

COURSE ACTION REQUEST	
CAR ID	18-6368
Request Proposer	Terni
Course Title	Topics in Nineteenth-Century French Literature
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, 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	FREN
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Topics in Nineteenth-Century French Literature
Course Number	5363
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Jennifer Terni
Initiator Department	Lit, Cultures and Languages
Initiator NetId	jet08007
Initiator Email	jennifer.terni@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	2019
Will this course be taught in a language other than English?	Yes
Specify Language	French
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	Graduate seminar

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Open only to Literatures, Cultures and Languages graduate students, others with consent.

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?	Yes
Number of Total Credits Allowed	9
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

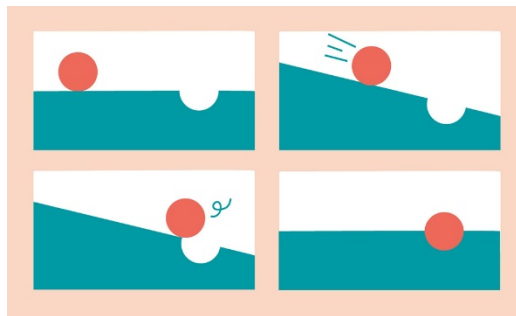
SPECIAL INSTRUCTIONAL FEATURES	
Do you anticipate the course will be offered at all campuses?	No
At which campuses do you anticipate this course will be offered?	Storrs
If not generally available at all campuses, please explain why	Graduate program only at Storrs
Will this course be taught off campus?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

COURSE DETAILS		
Provide proposed title and complete course catalog copy	FREN 5363. Topics in Nineteenth-Century French Literature Three credits. Open only to Literatures, Cultures and Languages graduate students, others with consent. May be repeated with a change of topic for up to nine credits. Explores the problems of genre, criticism, theory, and material conditions of the literary production of nineteenth-century France.	
Reason for the course action	I have inherited my predecessor's graduate course designations and they do not correspond to the themes, divisions or to my approach to graduate teaching even broadly construed. Current designations mislead students about the classes they imagine they are signing up for, which causes issues almost every semester.	
Specify effect on other departments and overlap with existing courses	none	
Please provide a brief description of course goals and learning objectives	To learn how to think critically about issue like genre; representation; literariness (versus media); problems aesthetics and style; the relationship between popular and canonical genres as well as those between genre and medium; the material conditions of literary production; exposure to a literary corpus. Developing mature reading techniques, intense practice speaking and reading in a second-language, writing at a more advanced level, recognition of the various genres of critical writing (abstract, proposal, essay).	
Describe course assessments	Intensive reading, active class participation, oral presentations and structured debate, short writing assignments, one longer research paper in French.	
Syllabus and other attachments	Attachment Link	File Name
	Les formes brèves syllabus 2018.docx	Les formes brèves syllabus 2018.docx
		File Type
		Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Jennifer Terni	02/12/2018 - 10:22	Submit		This description more accurately conveys the content of nineteenth century French grad offerings than current listings.
	Literatures, Cultures and Languages	Jennifer Terni	02/13/2018 - 23:26	Approve	2/13/2018	Read and approved by LCL CC Committee.

Les formes brèves au dix-neuvièmes siècle : Narrativité, poétique, et dispositifs



Séance 1 : Introduction.

- ❖ Gerald Prince, “The Long and the Short of it,” *Style: A Quarterly Journal of Aesthetics, Poetics, Stylistics, and Literary Criticism*, Vol. 27, Issue 3, September, 1993.

Séance 2 » Dominique Vivant Denon, « Sans lendemain » et Maupassant « La Blague »

- ❖ Joanne Stalnaker, “Introduction” *The Unfinished Enlightenment: Description in the Age of Reason* (Ithaca: Cornell University Press, 2010)
- ❖ Extrait: Jean-François Marmontel, “Imitation” dans *Éléments de littérature*, ed. Sophie Le Ménahèze (Paris: Desjonquères, 2005)

Séance 3 : Flaubert, « Un coeur simple »

- ❖ Alain Montandon, « Formes brèves et microrécits » and *Les Cahiers de Framespa*, no 14 (2013)

Séance 4 : Maupassant, « Le Horla » et Balzac, «Le Chef d’oeuvre inconnu »

- ❖ Antonia FONNYI, « La nouvelle en question: exemples de Maupassant », *Cahiers Flaubert-Maupassant*, n° 32, 2016, p.183-199.
- ❖ Alex Woloch, “Partial Representation” dans *The Work of Genre: Selected Essays from the English Institute* (Cambridge MA: the English Institute, 2013)

Séance 5 : Maupassant : six nouvelles (beveté et invention)

- ❖ Gerald Prince, “On Narrative Sequence, Classical and Postclassical” in *Narrative Sequence in Contemporary Narratology* (Ohio State U Press, 2016)
- ❖ GENETTE, Gérard, Extrait « Discours du récit » (vitesse)

Séance 6 : Balzac, « Albert Sévarus » (Maupasant “Boule de Suif”)

- ❖ Camille Esmein-Sarrazin, *L'anecdote entre littérature et histoire à l'époque moderne* (Rennes: Presses universitaires de Rennes, 2015)
- ❖ Extrait : Montadon, « Anecdotes » dans *Les formes brèves* (Paris : Hachette 1994)

Séance 7 : Anecdote/recit exotique : Xavier De Maistre, « Voyage autour de ma chambre »

- ❖ Jean-Michel Gouvard, *Le Spleen de Paris* de Charles Baudelaire : des « petits genres journalistiques » aux « petits poèmes en prose », *Mémoires du Livre*, Volume 8, Numéro 2, Printemps, 2017

Séance 8 : Baudelaire, *Petits poèmes en prose*

- ❖ LAROCHE, Hugues, « "Tout à la pointe de l'épée": Barbey d'Aurevilly et Jules Renard. Réflexions sur l'art de la pointe », *Poétique*, 2/2006 (n° 146), p. 237-251.

Congé du printemps

Séance 9: Pétrus Borel “Gottfried Wolfgang”, Rachilde: “ La dent”, Villiers de L’Isle-Adam: *Vera*

- ❖ Paul Ricoeur, “Archive, Document, Trace 1978”
- ❖ Julien Schuh, « Le temps du journal. Construction médiatique de l'expérience temporelle au XIX^e siècle », *Romantisme*, 2016/4 (n° 174), p. 72-82.

Séance 10: nouvelle et histoire JK Huysmans, « Sac à dos », Alphonse Daudet “La partie de billard” *Les contes du lundi*

- ❖ Michel Viegnès, « L'Etrangeté dans le récit de voyage et le conte fantastique: L'Exemple de Mérimée” dans *Voyager en France au temps du romantisme: Poétique, esthétique, idéologie*. (Grenoble: ELLUG, 2003) pp. 375-388

Séance 11: Catulle Mendès, *Oiseaux bleus* et Prosper Mérimé, “Venus de l’Ile”

- ❖ LITS, Marc, « Nouvelle littéraire et nouvelle journalistique », *Le Français aujourd'hui*, 3/2001, n° 134, p. 43-52. (information)

Séance 12: Zola: “L’Attaque du Moulin” et Arsene Houssaye “Le violon voilé”

- ❖ *Jean-Michel Adam* “Les « Nouvelles en trois lignes » de Félix Fénéon (*Le Matin*, 1906)” dans, *La récit minimal, du minime au minimalisme*, , eds. Sabrinelle Bedrane, Françoise Revaz, et Michel Vieignes (Paris : Sorbonne Nouvelle, 2012)

Séance 13 : Félix Fénéon, *Nouvelles en trois lignes*, Francis Ponge,

- ❖ Gerald Prince “ Récit minimal et narrativité” dans *Le récit minimal, du minime au minimalisme*, eds. Sabrinelle Bedrane, Françoise Revaz, et Michel Vieignes (Paris: Sorbonne Nouvelle, 2012)

Séance 14: la culture de la micro-micro-fiction ailleurs: exemples d’Angleterre, Espagne, le Japon et le monde digital.

Travail attendu:

Lecture attentive des textes critiques ET littéraires

Apportez tous les textes de la séance SUR PAPIER

Participation active en classe

2 interventions en classe (élaboration des questions ou problèmes théoriques pour la semaine à venir)

Examen de mi-session

Travail final

[2018-102](#) [FREN 5365](#) [Add Course \(guest: Gustavo Nanclares\)](#)

COURSE ACTION REQUEST	
CAR ID	18-6370
Request Proposer	Terni
Course Title	Topics in Nineteenth-Century Media
CAR Status	In Progress
Workflow History	Start > Literatures, 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	FREN
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Topics in Nineteenth-Century Media
Course Number	5365
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Jennifer Terni
Initiator Department	Lit, Cultures and Languages
Initiator NetId	jet08007
Initiator Email	jennifer.terni@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	2019
Will this course be taught in a language other than English?	Yes
Specify Language	French
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	15
Is this a Variable Credits Course?	Yes
Variable Credits Min	3
Variable Credits Max	9
Is this a Multi-Semester Course?	No
Instructional Pattern	Graduate seminar

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Graduate level French
Corequisites	none
Recommended Preparation	Advance reading, writing, and critical skills
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?	Yes

Number of Total Credits Allowed	9
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	Graduate program only at 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	FREN 5365. Topics in Nineteenth-Century Media Three credits. Repeatable with a change of topic for up to nine credits. Explores visual, spectacle-oriented, and print media; the commercial and technological dimensions of nineteenth-century media production, genre, advertising, and information theory; and the ways in which these elements challenge traditional literary categories.						
Reason for the course action	I have inherited my predecessor's graduate course designations and they do not correspond to the themes, divisions or to my approach to graduate teaching even broadly construed. Current designations mislead students about the classes they imagine they are signing up for, which causes issues almost every semester.						
Specify effect on other departments and overlap with existing courses	none						
Please provide a brief description of course goals and learning objectives	To learn how to think critically about the contrast between information, representation, communication, and literariness; thinking in sophisticated ways about genre, aesthetics and style; the relationship between new media genres, their mediums, and the technologies that made them possible; the impact of media on popular and more canonical forms; the impact of commerce and consumption patterns; familiarity with the major forms and transformations in media during the nineteenth century and their impacts on culture and literature. Developing mature reading techniques, intense practice speaking and reading in a second-language, writing at a more advanced level, recognition of the various genres of critical writing (abstract, proposal, essay).						
Describe course assessments	Intensive reading, active class participation, oral presentations and structured debate, short writing assignments, one longer research paper in French.						
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>syllabus FREN 5370 curriculum.docx</td> <td>syllabus FREN 5370 curriculum.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	syllabus FREN 5370 curriculum.docx	syllabus FREN 5370 curriculum.docx	Syllabus
Attachment Link	File Name	File Type					
syllabus FREN 5370 curriculum.docx	syllabus FREN 5370 curriculum.docx	Syllabus					

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Jennifer Terni	02/12/2018 - 10:57	Submit		New variable course description to better meet course offerings
	Literatures, Cultures and Languages	Jennifer Terni	02/13/2018 - 23:27	Approve	2/13/2018	read and approved by LCL CCCommittee

Les médias au dix-neuvième siècle





les mardis de 15:15 à 18:00hrs

avec Jennifer Terni
254 Oak Hall

Heures de bureau:

les mardis et mercredis après-midi de 13 à 15hrs ou sur rendez-vous.

Objectifs:

Ce cours a été conçu pour répondre à quatre objectifs : 1) vous immerger dans l'écologie médiatique du dix-neuvième siècle ; 2) vous familiariser avec des grandes lignes de la théorie des médias ainsi que l'histoire du développement du premier système médiatique multimodal au dix-neuvième siècle ; 3) encourager le développement de réflexes analytiques distincts de ceux généralement en usage dans les études strictement littéraires 4) vous familiariser avec les méthodes et ressources de recherche digitale. Nous ferons la lecture de journaux, d'articles de littérature panoramique, de romans-feuilletons ainsi que d'images telles que les caricatures, les planches de modes et les daguerréotypes. Nous nous pencherons également sur le monde du spectacle, y compris le théâtre populaire, les expositions universelles, le music hall ainsi que les débuts du cinéma. À la fin du semestre vous manierez avec confiance des concepts comme « information », « plateforme », « réseau », « virtualité », « circulation (flow) », « communication », « représentation » et « genre ». Vous serez aussi en mesure de poser de nouvelles questions sur le rôle des médias—soit des images, textes, ou spectacles qui le composent—dans les dispositions de la culture.

Lectures et ressources:

Toutes les lectures académiques sont disponibles sur Husky CT
Toutes les ressources médiatiques sont accessibles sur le site:
<http://nineteenth-centurymedia.myfreesites.net/>

Apportez toujours vos ordinateurs personnels en cours!

Travaux

25 % Multiples petits travaux (questionnaires, notes de lectures, journal, questions de lectures, analyse informelle pour préparer la dimension médiatique du cours).

15% analyse formelle d'une illustration

10% résumé de « l'article » du travail final

35% travail final

15% participation en classe, préparation (10 à 12 pages)

Lectures

Première séance : les revues de loisir

Régis Debray, « Médiasphère, » *Médium* vol. 3 (no 4) 2004, pp. 162-169

Marshall McLuhan : « The Media is the Message » (extrait) *Media Studies Reader*, eds. Sue Thornham, Caroline Basset and Paul Marris (New York : NYU Press, 2009)

septembre

Deuxième séance: les journaux illustrés (questionnaire)

Pierre Lévy: "Welcome to Virtuality." *DIGITAL CREATIVITY* 8, no. 1 (1997): 3–10.

John Guillory, "The Memo and Modernity," *Critical Inquiry*, Vol. 31, No. 1 (Autumn 2004), pp. 108-132.

Troisième séance: la publicité (cliché et questionnaire sur l'analyse d'une image)

Hazel Hahn, *Scenes of Parisian Modernity* (New York: Palgrave-Macmillan, 2009), 1-105

Quatrième séance: la littérature panoramique I (questions de lecture, lecture panoramique)

Martina Lauster, *Sketches of the Nineteenth Century: European Journalism and its Physiologies 1830-1850* (New York: Pargrave-Macmillan, 2007), 59-119,

Cinquième séance: la littérature panoramique II (journal comparant deux articles panoramiques)

Martina Lauster, *Sketches of the Nineteenth Century: European Journalism and its Physiologies 1830-1850* (New York: Pargrave-Macmillan, 2007), 211-287.

octobre

Sixième séance: les caricatures, les illustrations et la mode (analyse d'une illustration/caricature: devoir formel)

Anne Higonnet, "Real Fashion: Clothes Unmake the Working Woman," in *Spectacles of Realism: Body, Gender, Genre*, ed. Margaret Cohen and Christopher Prendergast, pp. 137-162.

James Cuno, "Violence, Satire and Social Types in the Graphic Art of the July Monarchy." In *The Popularization of Images*, edited by Petra Ten-Doesschate Chu and Gabriel P. Weisberg, First., (Princeton NJ: Princeton University Press, 1994), 10-36.

Septième séance: le roman-feuilleton I

Lire la première partie du Comte de Monte-Cristo dans son état feuilleton (à partir du 28 août, 1844 jusqu'au 26 novembre) dans le *Journal des Débats* et accessible sur notre site: <http://gallica.bnf.fr/ark:/12148/cb39294634r/date1844>

Huitième séance: le roman-feuilleton II (remise d'une proposition de sujet pour le travail final)

Umberto Eco "Rhetoric and Ideology in Eugène Sue's *Les Mystères de Paris*" in *The Role of the Reader: explorations in the semiotics of texts* (Bloomington: Indiana University Press, 1979)

Marc Angenot, "Roman et Idéologie: Les Mystères de Paris," in *Revue des Langues Vivantes*, vol. 38 (1972), pp. 392-410.

Neuvième séance: le roman-feuilleton III (questions de lecture)

Margaret Cohen, *The Sentimental Education of the Novel* (Princeton: Princeton University Press, 1999), pp 26-76.

Maria Adamowicz-Hariasz "The Roman Feuilleton and the Transformation of the Nineteenth-

Century French Press” in De la Motte, Dean, and Jeanne Przyblyski, eds. *Making the News Modernity & the Mass Press in Nineteenth-Century France* (Amherst: University of Massachusetts Press, 1999), pp. 160-179.

novembre

Dixième séance: les panoramas et petits spectacles (résumé d'article: 2 paragraphes développant hypothèse et sujet de travail en 350 mots + bibliographie)

Maurice Samuels: “Showing the Past” *The Spectacular Past* (Ithaca, NY: Cornell University Press), pp. 18-62.

Vanessa Schwartz: “Public Visit to the Morgue” in *Spectacular Realities* (Berkeley: University of California Press) pp. 45-88.

onzième séance: le théâtre populaire: le vaudeville et Robert Macaire

Les deux pièces de vaudeville disponibles sur notre site-web (*Le Magasin Pittoresque* et *Le Dindon*) (questions de lecture sur les pièces)

Marie-Eve Thérenty, “Un comique trans : Robert Macaire Transmédialité et transgénéricité d’une figure national” at https://www.academia.edu/19320979/Un_comique_trans_Robert_Macaire._Transm%C3%A9dialit%C3%A9_et_transg%C3%A9n%C3%A9ricit%C3%A9_dune_figure_nationale

Jennifer Terni ““A Genre for Early Mass Culture: French Vaudeville and the City, 1830-1848.” *Theatre Journal* 58, no. 2 (summer 2006): 221–48

douzième séance: les expositions universelles et les music-halls (premiers 4 paragraphes de votre travail final – hypothèse en entrée en matière)

Marc Gaillard, *Les Expositions Universelles de 1855 à 1937*, (Paris 2003 Presses Franciliennes)

Charles Rearick, “Music Halls: A New Democratic Culture?” in *Pleasures of the Belle Époque* (New Haven: Yale University Press, 1985), pp. 83-115.

A revoir. Include a text on networks?

décembre

Treizième séance: L’ère photographique (questionnaire pour une photographie/daguerréotype)

Richard Rudisill, *The Mirror Image, chapter 1*

Susan Sontag, "On Plato's Cave" "The Heroism of Vision" *On Photography*.

Ultime séance: Le cinéma

Raymond Williams: "Programming as Sequence or Flow" (extrait) Media Studies Reader, eds. Sue Thornham, Caroline Basset and Paul Marris (New York : NYU Press, 2009), pp. 187-198.

Tom Gunning, "Cinema of Attractions: early film, its spectator and the avant-garde" in *Wide Angle*, vol. 8, no. 3/4 (1986), pp. 63-70.

Jason Camlot, "

Travail final à remettre le 17 décembre.

2018-103 LCL 5040 Add Course (guest: Gustavo Nanclares)

COURSE ACTION REQUEST	
CAR ID	18-6367
Request Proposer	Terni
Course Title	Introduction to Literary and Cultural Theory
CAR Status	In Progress
Workflow History	Start > Draft > Literatures, 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	LCL
School / College	College of Liberal Arts and Sciences
Department	Literatures, Cultures and Languages
Course Title	Introduction to Literary and Cultural Theory
Course Number	5040
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Jennifer Terni
Initiator Department	Lit, Cultures and Languages
Initiator NetId	jet08007
Initiator Email	jennifer.terni@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	2019
Will this course be taught in a language other than English?	No
Is this a General Education Course?	No
Number of Sections	1
Number of Students per Section	30
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Graduate seminar

COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	Advanced reading, writing and critical skills
Corequisites	none
Recommended Preparation	experience with literary analysis
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?	Yes
List specific classes	Open only to Literatures, Cultures and Languages graduate students, others with consent.
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	Graduate program at Storrs only
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	LCL 5040. Introduction to Literary and Cultural Theory Three credits. Open only to Literatures, Cultures and Languages graduate students, others with consent. A broad introduction to the historical, interdisciplinary, and contemporary theoretical parameters and models in literary, visual and cultural studies.
Reason for the course action	We have been giving this course as a mandatory requirement across LCL for years. So far each section has its own designation for it. We'd like to create an LCL designation to simplify registration and help consolidate the ways in which LCL has developed an LCL-wide graduate program.
Specify effect on other departments and overlap with existing courses	None

Please provide a brief description of course goals and learning objectives	To provide students with an overview of the major milestones of literary and cultural theory including exposure to seminal texts from Marx, the Frankfurt School, and critical theory, psychoanalysis, Structuralism and Post-Structuralism, Deconstruction, reader-response criticism, New Historicism, Feminism and LGBT theory, Cultural Studies, and Post-Colonial Theory.		
Describe course assessments	Intensive reading, active class participation, short response papers on a weekly basis.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	Syllabus for Literary Theory Class Weidauer 2017.docx	Syllabus for Literary Theory Class Weidauer 2017.docx	Syllabus
	Literary Theory Graduate Seminar Spring 2018_fin2.pdf	Literary Theory Graduate Seminar Spring 2018_fin2.pdf	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Jennifer Terni	02/12/2018 - 09:34	Submit		Adding an LCL-wide designation for mandatory Intro to Literary Theory course
	Literatures, Cultures and Languages	Jennifer Terni	02/13/2018 - 23:26	Approve	2/13/2018	Read and approved by LCL committee today

Literary Theory/Methods Spring 2017
Friedemann Weidauer, 261 Oak Hall, Friedemann.weidauer@uconn.edu
Office Hours Tuesdays 11:15- 1:15

For all readings from Tyson: skip the part on *The Great Gatsby*

Week 1 (1/19)

Introduction/Psychoanalysis I
(Tyson 2)

Week 2 (1/26)

Psychoanalysis II
Rivkin/Ryan Part 5, Chapters 2, 7, 8 (“The Interpretation of Dreams”, “The Mirror Stage”, “The Instance of the Letter”)//Kleist, “The Foundling”

Week 3 (2/2)

Marxism I
Tyson 3//Kleist, “Michael Kohlhaas”

Week 4 (2/9)

Marxism II
Rivkin/Ryan Part 7, Chapters 8, 10, 11, 12 (“Discourse in the Novel,” “Ideology and Ideological State Apparatuses,” “For a Theory of Literary Production,” “The Sublime Object of Ideology”)

Week 5 (2/16)

Structuralism I
Tyson 7//Kleist, “The Beggarwoman of Locarno”

Week 6 (2/23)

Structuralism II
Rivkin/Ryan Part 2, Chapters 2, 6, 7 (“The Linguistic Foundation,” “Mythologies,” “The Archeology of Knowledge”)

Week 7 (3/2)

Deconstruction/Post-Structuralism I

Tyson 8//Kleist, "The Earthquake in Chile"

Week 8 (3/9)

Deconstruction/Post-Structuralism II

Rivkin/Ryan Part 4 Chapters 6, 8, 11, 12 ("Difference," "Semiology and Grammatology," "The Postmodern Condition," "Simulacra and Simulations")

Week 9 (3/23)

New Historicism/Cultural Studies I

Tyson 9//Kleist, "St. Cecilia or the Power of Music"

Week 10 (3/30)

New Historicism/Cultural Studies II

Rivkin/Ryan Part 6, Chapters 4, 6 and Part 12 Chapters 2, 6 ("Discipline and Punish," "Professing the Renaissance: The Poetics and Politics of Culture," "The Work of Art in the Age of Mechanical Reproduction," "Culture, Ideology, Interpellation")

Week 11 (4/6)

Feminism

Tyson 4 and Rivkin/Ryan Part 8 Chapters 3, 8 ("The Power of Discourse and the Subordination of the Feminine," "Age, Race, Class and Sex: Women Redefining Difference")//The Marquise of O--

Week 12 (4/13)

LGBTQ Studies

Tyson 10 and Rivkin/Ryan Part 9 Chapters 4, 7 ("Performative Acts and Gender Constitution," "Female Masculinity")//Kleist, "The Duel"

Week 13 (4/20)

Post-Colonialism I

Tyson 12//The Betrothal in Santo Domingo

Week 14 (4/27)

Post-Colonialism II

Rivkin/Ryan Part 11, Chapters 4, 6, 8, 12 ("Situating Colonial and Postcolonial Studies," "Decolonising the Mind," "Signs Taken for Wonders," "A Small Place")

Assignments:

1. For each week, take notes on the questions, concepts etc. I give you the week before as you do the readings and take notes on everything else that seems important to you.
2. Try to apply the "Some questions..." section in each chapter from Tyson to the reading from Kleist.
3. A week after completion of each topic, hand in a paper (2 – 3 pages, 500 – 750 words) with your reactions to the method we discussed: What questions can you apply in your own papers, research, ...? What additional questions does the method bring up? What are its strong/weak points? Using this method, what would an interpretation of the short story from Kleist look like?

Questions and aspects relevant to all texts/theories:

1. Think of a text, picture, movie, ... that you could use as a model for applying the respective theoretical approach. (Bring it to class if possible)
2. What are the main concepts?
3. Which concepts do you find helpful for your own work?
4. To what extent could you introduce some of them already at the undergraduate level?
5. What does the theory consider a "text" and how does it approach it?
6. Where do you see overlap, complementation or contradiction with other theories?
7. To what extent can the theory be part of an agenda to change, correct, analyze aspects of society as a whole (beyond literature and art)?
8. To what extent has the theory in fact influenced (aspects of) society?
9. What are the theory's blind spots?
10. How does the theory address aspects of individual identity such as race, class, gender, ethnicity?
11. To what extent does the theory affirm or criticize transcendental notions like the "I", "freedom", "nature", "identity" (of any kind), ... ?

Grade: Papers (7): 60%, Participation on the basis of (1.) and (2.) and your own thoughts on the readings as contributions to class discussion: 40%

2018-118 ASLN 3306W Add Course (guest: Linda Pelletier) (G) (S)

COURSE ACTION REQUEST	
CAR ID	18-6427
Request Proposer	Pelletier
Course Title	Advanced American Sign Language, Level II
CAR Status	In Progress
Workflow History	Start > Draft > Linguistics > 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	ASLN
School / College	College of Liberal Arts and Sciences
Department	Linguistics
Course Title	Advanced American Sign Language, Level II
Course Number	3306W

Will this use an existing course number?	No
------------------------------------------	----

CONTACT INFO	
Initiator Name	Linda J Pelletier
Initiator Department	Linguistics
Initiator NetId	ljp00004
Initiator Email	linda.pelletier@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	2019
Will this course be taught in a language other than English?	Yes
Specify Language	American Sign Language
Is this a General Education Course?	Yes
Content Area 1 Arts and Humanities	Yes
Content Area 2 Social Sciences	No
Content Area 3 Science and Technology (non-Lab)	No
Content Area 3 Science and Technology (Lab)	No
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
Is this course in a College of Liberal Arts and Sciences General Education Area A - E?	Yes
Specify General Education Areas	Area B: Literature
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	5
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	ASLN 3305, ENGL 1010 or 1011 or 2011.
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?	Storrs
If not generally available at all campuses, please explain why	Other campuses either do not offer ASL or do not offer advanced levels of ASL courses. Waterbury offers ASL level 1 and 2 only.
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	ASLN 3306W. Advanced American Sign Language, Level II Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; ASLN 3305 or consent of the instructor Continuation of advanced study of American Sign Language and Deaf culture.		
Reason for the course action	This course has been taught as a variable topics course for the past 4 years and has proven to be a beneficial course for our program. It will enhance our program as it is the only course offered at this level, offering students advanced study towards language fluency and cultural competency. As with other world languages offered here at UConn, we would like to offer a major in ASL and Deaf studies in the near future. This course will serve as an important component of that field of study. There will be no impact on teaching loads as it is currently taught by full time faculty.		
Specify effect on other departments and overlap with existing courses	None		
Please provide a brief description of course goals and learning objectives	The goal of this course is to fluently and spontaneously express ideas and converse in ASL and develop a deeper understanding of American Deaf culture. Learning objectives for this course: • Understand the main ideas of a complex story or conversation, with both concrete and abstract topics; • Maintain a conversation in ASL with a high degree of fluency • Use ASL flexibly and effectively with a wide range of topics and within a wide array of linguistic variations among ASL signers. • Use technology to either record, document or revise ASL conversations, assignments and stories.		
Describe course assessments	Exams and presentations in ASL. Exams are conducted in ASL, either spontaneously or video recorded in advance. Students will be asked to analyse and review work presented in ASL (videos, vlogs, etc) as part of class discussion and/or homework assignments.		
General Education Goals	To engage learners in acquiring and developing increasing levels of proficiency in expressive and receptive use of American Sign Language. This course offers an in depth analysis of ASL literature, culture and research including the exploration of the development of the language, its complexities and relevance to the American Deaf community. Historical and cultural research in both texts and videos will serve as a valuable resource for research and critical analysis. The study of American Sign Language and Deaf culture offers students an opportunity to learn and understand how ASL and the Deaf community are an important part of human diversity. This course is designed to provide advanced study of ASL and Deaf culture through a multidisciplinary approach in the areas of language, community, history, culture, and literature. Students will demonstrate an understanding of Deaf communities through comparisons of ASL and their own languages and cultures including the opportunity to apply their knowledge of ASL as it is used in other academic disciplines.		
Content Area: Arts and Humanities	American Sign Language offers a rich resource in ASL literature, culture and research including ASL poetry, film, and theater. Historical and cultural research in both text and video will serve as a valuable resource for research and critical analysis.		
Skill Code W	Given that American Sign Language is a visual language, the appropriate format in satisfying the W requirement is through the use of video recordings. Moreover, given the content of this course, satisfaction of the W requirement will be most beneficial through the effective use of ASL (rather than written English). This is best accomplished through video platforms such as GoReact, an interactive software program that can enable an ongoing and effective exchange between students and faculty including any necessary feedback and development throughout the process. Throughout the semester, students will work closely with the professor in developing a clear topic including necessary revisions and clarification where needed. The research project will make explicit the relationship between learning in the course and "writing" through documented recordings. In accordance with the policies of the General Education Oversight Committee and Faculty Senate, "15 pages of edited written work" will instead be satisfied with a 20 to 30-minute video, documenting your edited and revised work in ASL. The process for documenting and recording your revised work will be done through the use of a video recording platform, specifically, GoReact. This assignment will be graded based on the following criteria but not limited to the following: ASL fluency and spontaneity, creativity, depth of research, preparedness, organization, and effort.		
Syllabus and other attachments	Attachment Link	File Name	File Type

	ASL 6 Syllabus.docx	ASL 6 Syllabus.docx	Syllabus
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COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Draft	Linda J Pelletier	02/14/2018 - 18:55	Submit		We would like to present this proposal at the next C&C meeting.
	Linguistics	Jon Gajewski	02/19/2018 - 20:29	Approve	2/13/2018	-



ASLN 3306 (ASL 6)

Advanced American Sign Language VI

Instructor: Sherry Powell

Email: Sherry.Powell@uconn.edu

Class: Mondays and Wednesdays, 5:30-6:45

Office hours: Mondays and Wednesdays, 12:00-1:30

Course Description:

This advanced course is designed to build on what students have learned in previous American Sign Language (ASL) courses with advanced conversational tools needed to communicate effectively within a diverse Deaf population. It will also incorporate a further understanding of the Deaf culture and of the Deaf community.

Course Prerequisite:

ASLN 3305 (ASL 5) with a grade of B or better, or equivalent, or with professor's teacher's consent.

Course Objectives:

- Understand the main ideas of a complex story or conversation, on both concrete and abstract topics;
- Express ideas in ASL fluently and spontaneously without much obvious searching for vocabulary or expressions;
- Maintain a conversation in ASL with a degree of fluency and spontaneity that makes an interaction with near native or native signers quite possible without much strain for either party;
- Use ASL flexibly and effectively with a wide range of topics, with ASL signers of different backgrounds, for social and professional purposes;
- Use technology to either record, document or revise ASL conversations, assignments and stories.

Required Course Purchases:

A. GoReact

For this course, we will use GoReact. This is a web-based tool for recording your video assignments for the purpose of providing instruction and feedback. Please wait for an invitation link from the teacher. When you click on the link, you will be prompted to register and pay with your credit/debit card or use your bookstore code purchased from the UConn Coop. Use this link to register for this GoReact course: <https://get.goreact.com/bookstore/>

B. Books and Resources

Suppalla, Sam & Bahan, Ben. (1994) *ASL Literature Series - Student Workbook Set* (Book & DVD). San Diego, CA: Dawn Sign Press. NOTE: You must have the DVD accompanied with the book.

<https://www.dawnsign.com/products/details/asl-literature-series-student-workbook-set>

https://www.goodreads.com/book/show/278782.ASL_Literature_Series_

Course Assignments:

A. Project – Story Telling Presentation:

Students will narrate a story using proper ASL grammar structure, vocabulary, and cultural information learned throughout the semester and in previous ASL courses. The presentation is to be at least three minutes in length and will be done during class time. Class presentation rubric and guideline will be provided in class.

B. Weekly Assignments / Participation in Class:

You will be assigned to do weekly exercises, based either on the textbook, handouts, or the internet. You will use GoReact to upload and send videotaped assignments.

The purpose of this exercises is to help you improve your receptive and expressive skills in ASL. Late assignments will be reduced by one point for each day beyond the due date. Your videos will be graded on overall effort in your sign production.

C. Research Project and Presentation:

Select a research topic of your choice. The purpose of the assignment is to provide you the opportunity to present a topic of interest in ASL. You are expected to:

- Submit a 1-minute video using GoReact (with a margin of 10 seconds) introducing the topic in ASL.
- Submit a 15-minute video report using GoReact on a specified and approved topic including a separate video log listing your sources.
- Will present the topic in ASL using slide presentations (such as PowerPoint, Google Slides or Prezi), where the use of English will be strictly limited and lead a discussion on your topic. The presentation should be a minimum of 20 minutes. Staff from the ASL program may attend and provide feedback on your ASL skills.

Details regarding this assignment will be explained further in class.

D. Community Outreach:

Engaging with people who are Deaf is an important component for this course. The purpose of this assignment is to foster community engagement and to provide you with a deeper understanding of the cultural and linguistic diversity that exists within the Deaf community.

There are two requirements for this assignment:

1. Volunteer/participant at a Deaf Event. You will volunteer or participate at an event related to the Deaf community.
 - Typically, the American School for the Deaf (ASD) can provide such opportunities including sporting events in the spring.
 - Other opportunities to engage with the Deaf community can be through organized events such as cultural presentations,

sporting events, recreation (i.e. Deaf bowling or bingo events), Deaf senior centers, etc.

- Another possibility is that you collectively organize an evening event for students at ASD.

It is up to you to either individually or collectively coordinate and arrange your volunteerism or participation time with the appropriate individuals or entities. You are required to videotape your experience on GoReact sharing your perspective and insight of the experience or event. Further information will be provided in class.

2. Video “Pal” with a Deaf Person. We will set up a “video pal” (akin to the popular pen pal system) with a person who is Deaf and communicate with them using ASL on a weekly basis. The purpose of this assignment is to further develop conversational skills with a member of our Deaf community and to glean additional insight into Deaf culture. You are required to submit a video using ASL on GoReact after each weekly session sharing your experience. Further information regarding this assignment will be discussed in class.

Course/Student Assessment:

PARTICIPATION / ASSIGNMENTS:

- | | |
|---------------------------------------------------------------|-----|
| • In-class participation, including discussions and exercises | 20% |
| • Weekly Assignments | 20% |
| • Community Outreach | 10% |

EXAM:

- | | |
|------------------------------|-----|
| • ‘For A Decent Living’ Exam | 10% |
|------------------------------|-----|

PROJECT:

- | | |
|---------------------------------------|-----|
| • Research Project | 15% |
| • Project- Story Telling Presentation | 25% |

W Course Requirements:

This course is available for students who wish to satisfy their W course requirements. According to university-wide policies for W courses, you cannot pass this course unless you receive passing grade for its writing components.

Given that American Sign Language is a visual language, the appropriate format in satisfying the W requirement is through the use of video recordings. Moreover, given the content of this course, satisfaction of the W requirement will be most beneficial through the effective use of ASL (rather than written English). This is best accomplished through video platforms such as GoReact, an interactive software program that can enable an ongoing and effective exchange between students and

faculty including any necessary feedback and development throughout the process. For this course, we will use GoReact.

Throughout the semester, you will work closely with the professor in developing a clear topic including necessary revisions and clarification where needed. The research project will make explicit the relationship between learning in the course and “writing” through documented recordings. In accordance with the policies of the General Education Oversight Committee and Faculty Senate, “15 pages of edited written work” will instead be satisfied with a 20 to 30-minute video, documenting your edited and revised work in ASL. The process for documenting and recording your revised work will be done through the use of GoReact. This assignment will be graded based on the following criteria but not limited to the following: ASL fluency and spontaneity, creativity, depth of research, preparedness, organization, and effort.

Grading Scale:

95-100 A
90-94 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
60-63 D-
0-59 F

University and Course Policies:

Academic Integrity:

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings and ASL videos outside of class, share your drafts during peer review and outside of class. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of

academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's Responsibilities of Community Life: The Student Code and the Office of Community Standards: <http://www.community.uconn.edu>

Attendance:

You will have to decide how important it is for you to attend each class. I assume you are capable adults who can make important decisions such as this. If you are absent from a class, it is your responsibility to get the assignments from a classmate.

Student Conduct Code:

Students are expected to conduct themselves in accordance with UConn's Student Conduct Code (community.uconn.edu/the-student-code/)

Students with Disabilities:

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. Please make this known to the instructor and contact the Center for Students with Disabilities if you feel you may qualify for services and/or specialized accommodations. Please contact the Office of Disability Services and me if you would like to request accommodations (<http://www.csd.uconn.edu/>).

Inclement Weather:

This class will follow the Central Administration's decisions about closure of the campus due to weather. In the event of a canceled class, watch for an e-mail from me about how we will adapt course readings and assignments.

Course Evaluation:

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

SCHEDULE AND ASSIGNMENTS (TENTATIVE):

Week #	Date	Assignments/Exercises	For students who wish to satisfy the W Requirements
1	1/17	Read Syllabus / Tech Prep (GoReact & Google Drive)	
2	1/22 & 1/24	DL Chapter 1/2	Choose a topic
3	1/29 & 1/31	DL Chapter 3/4	Discussion about topic with instructor
4	2/5 & 2/7	DL Chapter 5/6	Submission of 1st version of the outline and draft
5	2/12 & 2/14	Exam Chapters 1-6	Discussion/feedback on outline/draft
6	2/19 & 2/21	Weekly Assignment / ASL Practice for Presentation	
7	2/26 & 2/28	Weekly Assignment / ASL Practice for Presentation	Submission of 2nd version of the outline and draft
8	3/5 & 3/7	Weekly Assignment / ASL Practice for Presentation	Discussion/feedback on outline/draft
9	3/11-3/17	NO CLASS - SPRING RECESS	
10	3/19 & 3/21	Weekly Assignment / ASL Practice for Presentation	
11	3/26 & 3/28	Weekly Assignment / ASL Practice for Presentation	Submission of 3rd version of the outline and draft
12	4/2 & 4/4	Weekly Assignment / ASL Practice for Presentation	Discussion/feedback on outline/draft
13	4/9 & 4/11	Project -Discussions & Project Wrap-Up	Submission of final version of the outline and draft

14	4/16 & 4/18	Project - Presentation	Presentations and Discussions (1st group)
15	4/23 & 4/25	Project - Presentation	Presentations and Discussions (2nd group)
16	4/30- 5/5	Presentation WEEK	

2018-119 COMM 4940 Revise Course

COURSE ACTION REQUEST	
CAR ID	18-6847
Request Proposer	Stifano
Course Title	Narrative Digital Video Production
CAR Status	In Progress
Workflow History	Start > Communication > 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	COMM
School / College	College of Liberal Arts and Sciences
Department	Communication
Course Title	Narrative Digital Video Production
Course Number	4940
Will this use an existing course number?	Yes
Please explain the use of existing course number	Subtle changes to existing course title and catalog copy only; no need to change the course number.

CONTACT INFO	
Initiator Name	Stephen C Stifano
Initiator Department	Communication
Initiator NetId	scs06002
Initiator Email	stephen.stifano@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	35
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	COMM 1000, 1300, and 2940 or Permission of Instructor
Corequisites	None
Recommended Preparation	None
Is Consent Required?	No Consent Required
Is enrollment in this course restricted?	Yes
Is it restricted by class?	Yes
Who is it open to?	Junior, Senior, Graduate
Is there a specific course prohibition?	No
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	Departmental resources for courses dealing with Multimedia Production are located 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	COMM 4940: Digital Video Production Three credits. Prerequisite: COMM 1000, 1300, and 2940 or consent of instructor; open to juniors or higher. Hands-on work in digital video production. Students rotate through all production positions for a digital production and complete field shoots and editing for a narrative production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting included in each class project.
Provide proposed title and complete course catalog copy	COMM 4940: Narrative Digital Video Production Three credits. Prerequisite: COMM 1000, 1300, and 2940 or consent of instructor; open to juniors or higher. Hands-on work in narrative digital video production. Students rotate through all production positions for a digital production and complete field shoots and editing for a narrative production project. Preproduction skills such as proposal and script writing, storyboarding and budgeting included in each class project.
Reason for the course action	In concert with the introduction of COMM 4941 (Nonfiction Digital Video Production) it becomes important to make a simple change to the existing COMM 4940 course to emphasize how the two courses differ - we can do

	this by adding the word "narrative" to the title and twice in the course catalog copy. Previously, elements of nonfiction production were taught in 4940, but with the introduction of 4941, each course will be focused on specialized skills relative to informational (4941) or fictitious (4940) media production.		
Specify effect on other departments and overlap with existing courses	None noted or anticipated; this material is already taught in COMM 4940 but will be more emphasized going forward.		
Please provide a brief description of course goals and learning objectives	Upon completion of this course, students should be able to: • Thoroughly develop a narrative film idea through comprehensive preproduction. • Successfully organize and execute narrative film shoots. • Show a working knowledge of techniques for directing actors across creative and dramatic contexts. • Show proficiency in non-linear digital editing of recorded video and sound. • Assemble a successful brief trailer for a digital short film. • Use appropriate visual and sound effects to augment digital projects in post-production. • Manage a digital workflow, including backups, from capturing content through editing, final touches, and uploading to the internet. • Work successfully and consistently with others on a production team to create a narrative film project over an extended period of time.		
Describe course assessments	Production projects as offered by instructor, including but not limited to pre-production plot synopses, scripts, and production binders; rough cuts of narrative films; final cuts of narrative films; reflection papers; and workshop-based assessments of student production skills.		
Syllabus and other attachments	Attachment Link	File Name	File Type
	4940-Syllabus-New.pdf	4940-Syllabus-Revised.pdf	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Stephen C Stifano	03/13/2018 - 16:14	Submit		Submitted as approved by UCONN Faculty; March 9th, 2018.
	Communication	Stephen C Stifano	03/13/2018 - 16:43	Approve	3/13/2018	Moved to CLAS as approved by UCONN COMM Faculty; March 9th, 2018.

COMM 4940: Narrative Digital Video Production

Spring, 2019

Stephen.Stifano@uconn.edu

Stephen C. Stifano, Ph.D.

Email:

Office:

Arjona 242

Hours: Monday 10-11 & 1:15-2:15; Wednesday

10-11

Course Description

This course builds upon the work we began in COMM 2940 and refines your ability to create compelling, successful video productions. You will work in the narrative realm to create two short video projects in this course. You will develop these projects in greater depth and focus more on the pre-production and post-production aspects of the filmmaking process. The primary focus of this course will be on developing story ideas into cogent digital video pieces. This course will require a steady focus and consistent commitment to digital filmmaking for all students who are enrolled.

Course Objectives

Upon completion of this course, you should be able to:

- Thoroughly develop a narrative film idea through comprehensive preproduction.
- Successfully organize and execute narrative film shoots.

- Show a working knowledge of techniques for directing actors across creative and dramatic contexts.
- Show proficiency in non-linear digital editing of recorded video and sound.
- Assemble a successful brief trailer for a digital short film.
- Use appropriate visual and sound effects to augment digital projects in post-production.
- Manage a digital workflow, including backups, from capturing content through editing, final touches, and uploading to the internet.
- Work successfully and consistently with others on a production team to create a narrative film project over an extended period of time.

Required Materials -

1. Rabiger, M. (2013) Directing: Film Techniques and Aesthetics. New York: Focal Press.
2. Other readings, tutorials, and digital content to be provided via HuskyCT.

Course Components:

2:00 narrative piece (25%)	
Concept Paper	5%
Outline / Script	5%
Finished Piece	15%
Narrative Film Short (75%)	
Synopsis	5%
Pre-Production Binder	15%
:30 Trailer	5%
Final Narrative Cut	40%
Reflection Paper	10%

ASSIGNMENTS:

2:00 narrative piece (25%): The first assignment will be completed with a partner, where you will complete a narrative piece of video aimed at accomplishing a specific communicative goal for a particular target audience. The project will be assessed both conceptually (through the concept paper and the later outline/script) and for the finished product. Topics must be approved in advance. Components of the narrative piece will include:

Concept Paper (5%): Explains the idea for the video, the specific goal it meets, its intended target audience, and the approach you intend to take with the video.

Outline / Script (5%): Provides a roadmap for the edited video, including a complete script for all on-screen action and performance elements.

Finished Piece (15%): The completed project, including title and credits.

Narrative Film Short (75%): The narrative short will be approximately 6 to 15 minutes in length, and will explore a creative narrative topic in extended detail. It should be tailored for a wide audience (not just UCONN students/community.) The project will be assessed in part for its final completed piece and in part for the depth and quality of the work that goes into producing the piece. Topics must be approved in advance. Components of the narrative project will include:

Synopsis (5%): A summary of the film topic and general approach to the story you intend to tell.

Pre-Production Binder (15%): A complete set of materials to guide the film from idea through completion. This binder will include information on the production style (both technical and aesthetic), key characters in the film, filming locations, visual style, production timeline, and role of each team member, as well as other details. A successful binder will guide your team through their film.

:30 Trailer (5%): A trailer for your narrative short that we can distribute online for promotional purposes.

Final Narrative (40%): Your completed film, including proper leader with Commotion Pictures logo, title, and end-credits.

Reflection Paper (10%): A short paper where you will reflect on the process of creating this film.

COURSE POLICIES:

Equipment Rental: The Department of Communication houses a number of digital SLR cameras, tripods, and card-based sound recorders. This equipment can (and should) be used to aid the development of your production projects. In order to rent equipment, you must complete the Rental Agreement form which covers the department's rental policies and expectations. Equipment may not always be readily available due to high demand, though every effort will be made to ensure that students can access equipment when needed.

ADOBE Creative Cloud Software: Through the computers at the Homer Babbidge Library, UCONN students have direct access to the ADOBE Creative Cloud software package, which includes Adobe Photoshop (for image editing) and Adobe Premiere (for video editing.) Whenever possible, these software platforms should be used for creative projects – they are powerful applications that are more in-line with the tools used by professional firms. Note that at present time, the University does not license the software directly to students, but that you can purchase a license for your own device with an education discount; for more information, please visit <http://www.adobe.com/creativecloud/buy/students.html>

Please Note: Current Adobe Pricing allows all individuals to purchase a monthly license for Adobe Premiere at the rate of \$29.99 per month; timed appropriately, this will allow you to keep Premiere on your personal machine for the semester at a total cost of \$89.97.

Attendance and Participation: Given the ample discussions and active ongoing work in the class, participation in this course is **essential**. Participation begins with attendance: You are expected to attend EVERY session of this class. During class, our work will involve discussions where we share opinions and offer one another advice to try to better understand the craft of filmmaking. In these discussions, you are expected to contribute consistently and courteously. You should show up to class prepared and engaged for each weekly class meeting, and open to new exercises and activities that can make you a better filmmaker. Outside of the classroom, your enrollment in this course also signifies your commitment to contribute meaningfully to your production teams and to support your fellow students. Disappearing for periods of time out of contact with your group, ignoring your responsibilities on assignments, and failing to stay in the loop with assignments and group progress are all indicators of poor participation. Students who do not participate in this course at a high level EVERY WEEK will see reductions in their individual assignment grades to reflect their lack of effort. This is an upper-level advanced course and requires your dedication. In short: Make a point of staying involved.

Civility: This course will be conducted as an adult seminar, and as such all obvious considerations regarding civility, lateness, and use of cell phones and internet devices should be observed. Having said that, I will not make an active effort to enforce or 'police' such policies during our course meetings – those uncivil and discourteous to our course environment will see reductions in their participation grades.

Creativity: You are encouraged to be creative in this class. Your main goal is to make films that show you understand filmmaking techniques and can use them to tell a story. Do not feel that you need to make a certain type of film that the instructor likes. It is important that you listen to critiques from the instructor and your classmates, but ultimately you need to decide whether or not you use, or disregard, this information. Be prepared to talk about the choices that you make while shooting and editing your projects. This information will be helpful to your classmates in learning new ways to think about filmmaking.

Work: All work is to be completed and submitted on time at the specified due date. *No late work will be accepted* for the course without prior notification and approval; even then, late assignments will be penalized. Exceptional circumstances will be handled on a case-by-case basis, and students in these circumstances must notify me *as soon as possible*. In short: submit your work on time, or you will most likely score 0% on the assignment. Remember, failing to complete work by the deadline in a production environment is often grounds for losing one's job. Additionally, I reserve the right to alter or replace any of the assignments in the syllabus at a later time if deemed in the best interest of the course.

Grading: Project grades are based on criteria that will be provided with each project description. Even if an assignment is no longer accepted for credit, it must still be submitted in order for the following assignment to be accepted. Late assignments may interfere with scheduling future projects. **Incompletes cannot be given.** Filmmaking is challenging; nevertheless, if you do consistently GOOD (better than average) work, you should expect to get a "B" in this class. To get an "A" your work must be exceptional (consistently excellent technical quality with original, coherent and creative application of those skills, within project goals and limitations.) **Any discussions about grades must be done in person and within 1 week from the time the grade was issued. DO NOT request grade information or explanations via email;** instead, make an appointment to meet with me during my office hours.

Academic Honesty: Cheating and plagiarism, or any other form of representing another's work as your own will not be tolerated in ANY capacity in this course. Please be aware that these offenses are serious and can result in long-term academic consequences even beyond the failure of this course. Any student who knowingly assists or enables another student in an act of cheating or plagiarism is equally culpable for the penalties associated with academic dishonesty. All cases of cheating and plagiarism are subject to the rules stated in the UCONN Student Code of Conduct.

Students with Disabilities: Any student with a documented disability should contact me as early in the semester as possible to arrange accommodations. Students with disabilities should be in touch with the Center for Students with Disabilities as a part of this process.

COURSE SCHEDULE

Subject to change; All changes will be announced in-class.

Readings will be announced weekly.

<i>Week</i>	<i>Subject</i>	<i>Assignments Due</i>
1	Course Introduction Constructing the Narrative Production	
2	The Narrative Piece: Approaches & Goals	NP Concept Paper (5%)
3	Outlining a Project Planning a Narrative Production	
4	Directing Workshop Refining Storylines	Short Film Synopsis (5%) NP Outline / Script (5%)
5	The logistics of the Narrative Shoot: Lighting, Sound, Color, and Locations	Short Film Pre-Pro Binder (15%)
6	Shooting Compelling Narrative Visuals	NP Finished Piece (15%)
7	Sound Recording for Narrative Work	
8	Editing for Narrative	
9	“What do we have?” Finishing the rough assembly	Trailer (5%)
10	Viewing Rough Cuts: Deconstructing Works in Progress	Short Film Rough Cut
11	Taking Feedback; Refining the Final Cut	
12	Effects, Tweaking, and Fine-Tuning	
13	Finishing: Color, Sound, Titles	

14 Final Film Project Screenings

Final Cut of Narrative Short (40%)
Reflection (10%)

2018-120 COMM 4941 Add Course

COURSE ACTION REQUEST	
CAR ID	18-6688
Request Proposer	Stifano
Course Title	Nonfiction Digital Video Production
CAR Status	In Progress
Workflow History	Start > 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	Nonfiction Digital Video Production
Course Number	4941
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Stephen C Stifano
Initiator Department	Communication
Initiator NetId	scs06002
Initiator Email	stephen.stifano@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	35
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	COMM 1000, COMM 1300, and COMM 2940 or instructor consent.
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	Resources for courses in multimedia production are housed within the Department of Communication, located at the Storrs Campus.
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 4941: Nonfiction Digital Video Production Three Credits. Prerequisites: COMM 1000, COMM 1300, and COMM 2940 or instructor consent. Hands-on work in nonfiction video production. Role of documentary and informational media in various communication contexts. Students rotate through all production positions for a digital production and complete field shoots and editing for a nonfiction production project. Production skills such as proposal writing, interviewing, b-roll, and budgeting included in each class project.
Reason for the course action	Currently COMM 4940 (Digital Video Production) offers students some exposure to the creation of nonfiction multimedia from a communication perspective, but the work is brief due to the incorporation of narrative production principles in that course. By adding this course, we would be able to treat production of informational multimedia in much greater detail, and allow students to give such projects the time and attention they deserve. Given that these skills are in high demand for communication graduates and practitioners, this course will help students develop vital skills in arranging multimedia information for effective storytelling. Consequentially, COMM 4940 would then be free to provide students a deeper-dive on narrative digital video production.
Specify effect on other departments and overlap with existing courses	Some departments may choose to make this course a related course, but there are no wholly or largely redundant courses in other departments. This course is specifically geared towards Communication majors and the diverse work they do in multimedia production (including anticipating the needs and goals of companies and organizations, the most effective devices for reaching diverse audiences, and the value of storytelling beyond strict production skills training.) Given this degree of tailoring and the Communication-centric pre-requisites for enrollment, no conflicts are anticipated.
Please provide a brief description of course goals and learning objectives	Upon completion of this course, students should be able to: • Thoroughly develop a nonfiction film idea through comprehensive preproduction. • Successfully organize and execute nonfiction film shoots. • Show a working knowledge of techniques for interviewing subjects for documentaries. • Show proficiency in non-linear digital editing of recorded video and sound. • Assemble a successful brief trailer for a digital short film. • Use appropriate visual and sound effects to augment digital projects in post-production. • Manage a digital workflow, including backups, from capturing content through editing, final touches, and uploading to the internet. • Work successfully and consistently with others on a production team to create a nonfiction film project over an extended period of time.
Describe course assessments	Incremental assignments based on conceptualizing works of nonfiction media, producing said works, and eventually refining and reflecting on said works. Students will not only complete multimedia projects, but also assemble production binders that prepare them for real-world execution of larger multimedia projects in entertainment and industry.

Syllabus and other attachments	Attachment Link	File Name	File Type
	4941-Syllabus.pdf	4941-Syllabus.pdf	Syllabus

COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Stephen C Stifano	02/27/2018 - 14:48	Submit		Submitted as approved by Communication faculty, 2/21/18
	Communication	Stephen C Stifano	02/28/2018 - 14:48	Approve	February 21, 2018	Approved by Department of Communication.

COMM 4941: Nonfiction Digital Video Production

Fall, 2018

Stephen.Stifano@uconn.edu

Stephen C. Stifano, Ph.D.

Email:

Office:

Arjona 242

Hours: Monday 10-11 & 1:15-2:15; Wednesday

10-11

Course Description

This course builds upon the work we began in COMM 2940 and refines your ability to create compelling, successful video productions. You will work in the nonfiction realms to create two short video projects in this course. You will develop these projects in greater depth and focus more on the pre-production and post-production aspects of the filmmaking process. The primary focus of this course will be on developing story ideas into cogent digital video pieces. This course will require a steady focus and consistent commitment to digital filmmaking for all students who are enrolled.

Course Objectives

Upon completion of this course, you should be able to:

- Thoroughly develop a nonfiction film idea through comprehensive preproduction.
- Successfully organize and execute nonfiction film shoots.
- Show a working knowledge of techniques for interviewing subjects for documentaries.
- Show proficiency in non-linear digital editing of recorded video and sound.
- Assemble a successful brief trailer for a digital short film.
- Use appropriate visual and sound effects to augment digital projects in post-production.
- Manage a digital workflow, including backups, from capturing content through editing, final touches, and uploading to the internet.
- Work successfully and consistently with others on a production team to create a nonfiction film project over an extended period of time.

Required Materials -

3. Rabiger, M. (2009) Directing the Documentary. New York: Focal Press.
4. Other readings, tutorials, and digital content to be provided via HuskyCT.

Course Components:

2:00 non-fiction piece (25%)	
Concept Paper	5%
Outline / Script	5%
Finished Piece	15%
Documentary Film Short (75%)	
Synopsis	5%
Pre-Production Binder	15%
:30 Trailer	5%
Final Documentary	40%
Reflection Paper	10%

ASSIGNMENTS:

2:00 non-fiction piece (25%): The first assignment will be completed with a partner, where you will complete a non-fiction piece of video aimed at accomplishing a specific communicative goal for a particular target audience. The project will be assessed both conceptually (through the concept paper and the later outline/script) and for the finished product. Topics must be approved in advance. Components of the non-fiction piece will include:

Concept Paper (5%): Explains the idea for the video, the specific goal it meets, its intended target audience, and the approach you intend to take with the video.

Outline / Script (5%): Provides a roadmap for the edited video, including specific B-Roll to be used, voiceover narration, or key sound bytes.

Finished Piece (15%): The completed project, including title and credits.

Documentary Film Short (75%): The documentary short will be approximately 6 to 15 minutes in length, and will explore an interesting real-world person, group, idea, or social problem in detail. It should be tailored for a wide audience (not just UCONN students/community.) The project will be assessed in part for its final completed piece and in part for the depth and quality of the work that goes into producing the piece. Topics must be approved in advance. Components of the documentary project will include:

Synopsis (5%): A summary of the film topic and general approach to the story you intend to tell.

Pre-Production Binder (15%): A complete set of materials to guide the film from idea through completion. This binder will include information on the production style (both technical and aesthetic), key characters in the film, interviews, filming locations, B-roll, production timeline, and role of each team member, as well as other details. A successful binder will guide your team through their film.

:30 Trailer (5%): A trailer for your documentary short that we can distribute online for promotional purposes.

Final Documentary (40%): Your completed film, including proper leader with Commotion Pictures logo, title, and end-credits.

Reflection Paper (10%): A short paper where you will reflect on the process of creating this film.

COURSE POLICIES:

Equipment Rental: The Department of Communication houses a number of digital SLR cameras, tripods, and card-based sound recorders. This equipment can (and should) be used to aid the development of your production projects. In order to rent equipment, you must complete the Rental Agreement form which covers the department's rental policies and expectations. Equipment may not always be readily available due to high demand, though every effort will be made to ensure that students can access equipment when needed.

ADOBE Creative Cloud Software: Through the computers at the Homer Babbidge Library, UCONN students have direct access to the ADOBE Creative Cloud software package, which includes Adobe Photoshop (for image editing) and Adobe Premiere (for video editing.) Whenever possible, these software platforms should be used for creative projects – they are powerful applications that are more in-line with the tools used by professional firms. Note that at present time, the University does not license the software directly to students, but that you can purchase a license for your own device with an education discount; for more information, please visit <http://www.adobe.com/creativecloud/buy/students.html>

Please Note: Current Adobe Pricing allows all individuals to purchase a monthly license for Adobe Premiere at the rate of \$29.99 per month; timed appropriately, this will allow you to keep Premiere on your personal machine for the semester at a total cost of \$89.97.

Attendance and Participation: Given the ample discussions and active ongoing work in the class, participation in this course is **essential**. Participation begins with attendance: You are expected to attend EVERY session of this class. During class, our work will involve discussions where we share opinions and offer one another advice to try to better understand the craft of filmmaking. In these discussions, you are expected to contribute consistently and courteously. You should show up to class prepared and engaged for each weekly class meeting, and open to new exercises and activities that can make you a better filmmaker. Outside of the classroom, your enrollment in this course also signifies your commitment to contribute meaningfully to your production teams and to support your fellow students. Disappearing for periods of time out of contact with your group, ignoring your responsibilities on assignments, and failing to stay in the loop with assignments and group progress are all indicators of poor participation. Students who do not participate in this course at a high level EVERY WEEK will see reductions in their individual assignment grades to reflect their lack of effort. This is an upper-level advanced course and requires your dedication. In short: Make a point of staying involved.

Civility: This course will be conducted as an adult seminar, and as such all obvious considerations regarding civility, lateness, and use of cell phones and internet devices should be observed. Having said that, I will not make an active effort to enforce or 'police' such policies during our course meetings – those uncivil and discourteous to our course environment will see reductions in their participation grades.

Creativity: You are encouraged to be creative in this class. Your main goal is to make films that show you understand filmmaking techniques and can use them to tell a story. Do not feel that you need to make a certain type of film that the instructor likes. It is important that you listen to critiques from the instructor and your classmates, but ultimately you need to decide whether or not you use, or disregard, this information. Be prepared to talk about the choices that you make while shooting and editing your projects. This information will be helpful to your classmates in learning new ways to think about filmmaking.

Work: All work is to be completed and submitted on time at the specified due date. *No late work will be accepted* for the course without prior notification and approval; even then, late assignments will be penalized. Exceptional circumstances will be handled on a case-by-case basis, and students in these circumstances must notify me *as soon as possible*. In short: submit your work on time, or you will most likely score 0% on the assignment. Remember, failing to complete work by the deadline in a production environment is often grounds for losing one's job. Additionally, I reserve the right to alter or replace any of the assignments in the syllabus at a later time if deemed in the best interest of the course.

Grading: Project grades are based on criteria that will be provided with each project description. Even if an assignment is no longer accepted for credit, it must still be submitted in order for the following assignment to be accepted. Late assignments may interfere with scheduling future projects. **Incompletes cannot be given.** Filmmaking is challenging; nevertheless, if you do consistently GOOD (better than average) work, you should expect to get a "B" in this class. To get an "A" your work must be exceptional (consistently excellent technical quality with original, coherent and creative application of those skills, within project goals and limitations.) **Any discussions about grades must be done in person and within 1 week from the time the grade was issued. DO NOT request grade information or explanations via email;** instead, make an appointment to meet with me during my office hours.

Academic Honesty: Cheating and plagiarism, or any other form of representing another's work as your own will not be tolerated in ANY capacity in this course. Please be aware that these offenses are serious and can result in long-term academic consequences even beyond the failure of this course. Any student who knowingly assists or enables another student in an act of cheating or plagiarism is equally culpable for the penalties associated with academic dishonesty. All cases of cheating and plagiarism are subject to the rules stated in the UCONN Student Code of Conduct.

Students with Disabilities: Any student with a documented disability should contact me as early in the semester as possible to arrange accommodations. Students with disabilities should be in touch with the Center for Students with Disabilities as a part of this process.

COURSE SCHEDULE

Subject to change; All changes will be announced in-class.

Readings will be announced weekly.

<i>Week</i>	<i>Subject</i>	<i>Assignments Due</i>
1	Course Introduction Constructing the Nonfiction Production	
2	The Non-Fiction Piece: Approaches & Goals	NF Concept Paper (5%)
3	Outlining a Project Planning a Documentary	
4	Interviewing workshop Finding Storylines	Documentary Synopsis (5%) NF Outline / Script (5%)
5	The logistics of the Documentary Shoot: Lighting, Sound, Color, and Locations	Documentary Pre-Pro Binder (15%)
6	Shooting Compelling B-Roll & Documentary Visuals	NF Finished Piece (15%)
7	Analyzing Interviews & Reviewing Footage	
8	Editing for Documentary	
9	“How does it end?” Finishing the rough assembly	Trailer (5%)
10	Viewing Rough Cuts: Deconstructing Works in Progress	Documentary Rough Cut
11	Taking Feedback; Refining the Final Cut	
12	Effects, Tweaking, and Fine-Tuning	
13	Finishing: Color, Sound, Titles	

14 Final Film Project Screenings

Final Cut of Documentary (40%)
Reflection (10%)

2018-121 MARN 6011 Add Course

COURSE ACTION REQUEST	
CAR ID	18-6808
Request Proposer	Dierssen
Course Title	Advanced Biological Oceanography -- Benthic Processes
CAR Status	In Progress
Workflow History	Start > Marine Sciences > 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	MARN
School / College	College of Liberal Arts and Sciences
Department	Marine Sciences
Course Title	Advanced Biological Oceanography -- Benthic Processes
Course Number	6011
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Heidi M Dierssen
Initiator Department	Marine Sciences
Initiator NetId	hmd03003
Initiator Email	heidi.dierssen@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	2019
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	This graduate class meets once per week for 2.5-3 hour block at Avery Point campus
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COURSE RESTRICTIONS	
Will the course or any sections of the course be taught as Honors?	No
Prerequisites	MARN 5010 or Instructor Consent
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?	Avery Point
If not generally available at all campuses, please explain why	
Will this course be taught off campus?	No
Will this course be offered online?	No

COURSE DETAILS	
Provide proposed title and complete course catalog copy	MARN 6011: Advanced Biological Oceanography --- Benthic Processes Prerequisite: MARN 5010 or instructor permission. Physical and physiological constraints on the benthos, benthic-pelagic coupling, species interactions, community assembly & dynamics, and anthropogenic impacts.
Reason for the course action	This is a needed course for our graduate students who are specializing in biological oceanography. It complements the other advanced graduate course offering: MARN 6010. Advanced Biological Oceanography: Pelagic Processes and was developed and approved by the faculty at our last retreat. We have a new Assistant Professor Catherine Matassa who specializes in benthic ecology and will be the lead for the course.
Specify effect on other departments and overlap with existing courses	None
Please provide a brief description of course goals and learning objectives	Upon completion of the course, students should be able to: (1) identify classic paradigms in benthic ecology and their influence on contemporary questions (2) critically analyze the primary literature (3) apply concepts or questions studied in one ecosystem to another, likely their own study system.
Describe course assessments	Active participation in group discussions 30% Annotated Bibliography 40% Research Proposal 30% Active participation in group discussions Students are expected to prepare for and actively participate in class dialogue. All readings are required unless specified as optional. Active participation includes, but is not limited to, summarizing key findings, identifying problems in a study's design or interpretation, discussing possible solutions to those problems, and proposing new research questions related to one or more of the topics at hand. Annotated Bibliography (due week 6) An annotated bibliography is a list of papers, each with a brief summary of the paper's key contribution(s) to the field. Select one of the subtopics listed in the course schedule (or obtain instructor's permission to choose your own topic/process) and provide an annotated bibliography of 8-12 key papers from the primary literature, including full citations. The papers you select should tell a somewhat chronological story of the major developments and/or perspectives in the field and span classic and contemporary works. In addition to summaries of each paper (~1 paragraph each), provide an introductory paragraph or two that gives a broad overview of the topic/process and its importance in marine science. See oxfordbibliographies.com/page/Ecology for examples. Research Proposal (outline/topic due week 8; final draft due week 14) Propose a research project that integrates one of the course concepts with your personal research interests. Your proposal must include relevant background/rationale, a clear statement of key questions/hypotheses, research methods to be used, and anticipated findings and how these relate to your original rationale. The proposal is limited to 2 single-spaced pages, excluding references.

Syllabus and other attachments	Attachment Link	File Name	File Type
	MARN6011_Syllabus.docx	MARN6011_Syllabus.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Start	Heidi M Dierssen	03/08/2018 - 13:16	Submit		Already Approved by Faculty
	Marine Sciences	Heidi M Dierssen	03/08/2018 - 13:49	Approve	2/9/2018	Marine Sciences approved this and wants it on the books by next year.

MARN 6011



Advanced Biological Oceanography: Benthic Processes
Dept. Marine Sciences

Syllabus - Fall 2019

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

Course and Instructor Information

Course Title: Advanced Biological Oceanography: Benthic Processes

Credits: 3

Format: meets once per week for 2.5h at Avery Point campus

Prerequisites: MARN 5010 Biological Oceanography or instructor consent

Professors: Catherine M. Matassa, J. Evan Ward

Email: catherine.matassa@uconn.edu, evan.ward@uconn.edu

Telephone: 860-405-9028 (Matassa), 860-405-9073 (Ward)

Office Hours/Availability: by appointment, response within 24h

Course Materials

All readings and course materials are available within HuskyCT.

Course Description

Course Description from Course Catalog: Physical and physiological constraints on the benthos, benthic-pelagic coupling, species interactions, community assembly & dynamics, and anthropogenic impacts.

Additional faculty description: This course covers classic and contemporary concepts in benthic marine ecology for students who have already taken Biological Oceanography or equivalent coursework. Advanced topics are covered through active discussion of key papers from the primary literature with an emphasis on benthic processes, the patterns they generate, and their underlying mechanisms. Instructors provide an overview of each process then offer guidelines for student-led discussions of selected papers.

Course Objectives

Upon completion of the course, students should be able to:

- (1) identify classic paradigms in benthic ecology and their influence on contemporary questions

- (2) critically analyze the primary literature
 (3) apply concepts or questions studied in one ecosystem to another, likely their own study system.

Course Outline (and Calendar if Applicable)

Weeks	Process/Topic	Subtopics
1-2	The Benthic Lifestyle	Physical & physiological constraints on benthic organisms; Causes & consequences of variation in larval recruitment
3-5	Benthic-Pelagic Coupling	BPC- an overview; Ecosystem Effects; Complex Effects & Test of Concepts (modeling)
6-8	Species interactions	Competition; Predation & Herbivory; Facilitation
9-11	Community Assembly & Dynamics	Disturbance; Biodiversity & Ecosystem Function; Metacommunities
12-14	Anthropogenic Impacts	Emerging Contaminants; Climate Change; Species Invasions

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Active participation in group discussions	30%
Annotated Bibliography	40%
Research Proposal	30%

Active participation in group discussions

Students are expected to prepare for and actively participate in class dialogue. All readings are required unless specified as optional. Active participation includes, but is not limited to, summarizing key findings, identifying problems in a study's design or interpretation, discussing possible solutions to those problems, and proposing new research questions related to one or more of the topics at hand.

Annotated Bibliography (due week 6)

An annotated bibliography is a list of papers, each with a brief summary of the paper's key contribution(s) to the field. Select one of the subtopics listed in the course schedule (or obtain instructor's permission to choose your own topic/process) and provide an annotated bibliography of 8-12 key papers from the primary literature, including full citations. The papers you select should tell a somewhat chronological story of the major developments and/or perspectives in the field and span classic and contemporary works. In addition to summaries of each paper (~1 paragraph each), provide an introductory paragraph or two that gives a broad overview of the topic/process and its importance in marine science. See oxfordbibliographies.com/page/Ecology for examples.

Research Proposal (outline/topic due week 8; final draft due week 14)

Propose a research project that integrates one of the course concepts with your personal research interests. Your proposal must include relevant background/rationale, a clear statement of key questions/hypotheses, research methods to be used, and anticipated findings and how these relate to your original rationale. The proposal is limited to 2 single-spaced pages, excluding references.

Grading Scale for Graduate Students:

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

Grade	Letter Grade	GPA
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

Due Dates and Late Policy

All due dates are identified under "Course requirements." Assignments are due at the start of class during the indicated week. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late assignments will not be accepted without prior approval from the instructor(s). If you need extra time, contact

the instructors at least 1 week before the due date.

Feedback and Grades

I/We will make every effort to provide feedback and grades in a timely manner. Graded assignments will be returned to you within 2 weeks of their submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

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

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

Software Requirements

The technical requirements for this course include:

- Word processing software
- [Adobe Acrobat Reader](#)
- Reliable internet access

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance. This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through [HuskyTech](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

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

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats

- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

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

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

2018-122 MCB 1201 Add Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	18-6767
Request Proposer	Knecht
Course Title	Virus Hunting: Applied Bioinformatics
CAR Status	In Progress
Workflow History	Start > Molecular and Cell 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	MCB
School / College	College of Liberal Arts and Sciences
Department	Molecular and Cell Biology
Course Title	Virus Hunting: Applied Bioinformatics
Course Number	1201
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	David A Knecht
Initiator Department	Molecular and Cell Biology
Initiator NetId	dak02007
Initiator Email	david.knecht@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	2019
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)	Yes
Content Area 4 Diversity and Multiculturalism (non-International)	No
Content Area 4 Diversity and Multiculturalism (International)	No
General Education Competency	
Number of Sections	1
Number of Students per Section	14
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	4
Instructional Pattern	Two 50 minute lectures and two 3 hour labs per week

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	specialized training and knowledge
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	MCB 1201. Virus Hunting: Applied Bioinformatics Four credits. Two 50-minute lecture periods and two 3-hour lab periods. Bacterial viruses, or bacteriophages, are among the most abundant biological entities on the planet, yet they remain poorly characterized. Computational biology approaches including genome assembly, phylogenetic analysis and database searching will be used to characterize the gene content and evolutionary relationships of bacteriophages isolated by students in MCB 1200; Phage Hunting Laboratory. Students are direct participants in this scientific discovery with focus on research methods and approaches, data interpretation, and written and oral communication of scientific findings. Part of a two-semester series with MCB 1200, which can be taken in either order.
Reason for the course action	To use experiential learning to engage students in authentic scientific discovery To elevate student engagement in science, stimulating overall academic performance, and encouraging persistence in academics. To increase scientific literacy. The purpose of this course is to introduce beginning students to an authentic research experience early in their undergraduate career. The program has been developed as part of a national effort by the Howard Hughes Medical Institute's Science Education Alliance to improve science education. The Phage Hunters Advancing Genomics and Evolutionary Science (SEA-PHAGES) program provides a well-established framework. In the companion course, students use laboratory methods to isolate novel bacteriophages from soil samples and sequence the genome of one of them. In this course students learn to analyze the genome of that bacteriophage using techniques in computational biology. Students write up and present their scientific results and submit their data to the national database.

Specify effect on other departments and overlap with existing courses	none						
Please provide a brief description of course goals and learning objectives	The goal of the course is for every single student to characterize a bacteriophage genome. This involves finding genes and annotating them, comparing the gene content of this phage to other known phages, and using sequence analysis to infer evolutionary relationships. The genomic sequences will then be submitted to Dr. Graham Hatfull at U.Pitt, and eventually to the National Center for Biotechnology Information (NCBI's) GenBank database for publication. Your phage data will also be entered into the PhagesDB database. Learning objectives: By the end of the semester students will be able to 1. Use annotation software to predict genes from DNA sequence. 2. Refine computer-generated gene predictions using evidence and informed judgment. 3. Show proficiency with DNA Master, Blast, Phamerator, HHPred, Aragorn and other programs used to analyze DNA and protein sequences. 4. Describe the biology of bacteriophage in general, and mycobacteriophage in particular. 5. Design and execute a research project related to mycobacteriophage genomics. 6. Write a scientific abstract and a scientific paper reporting the results of the research project. 7. Construct a poster reporting on the research project. 8. Keep clear and informative electronic records of gene annotations and associated evidence. 9. Present data orally.						
Describe course assessments	Electronic notebook of gene annotations and evidence 20% Exams 30% Research paper 25% Poster 15% In-class presentations of work ("Group meetings") 10%						
General Education Goals	The course is intended to introduce STEM and non-STEM students to scientific inquiry. Students will engage in discovery science in the lab, but will also present their work to each other verbally in "lab meetings" and visually and verbally to an outside audience in a poster session. They will also engage in scientific writing to summarize their research efforts. Through this they will gain insight into what science is, how it is carried out and how it is communicated to scientists and non-scientists.						
Content Area: Science and Technology (Lab)	This course is a inquiry based experiential lab course where students are actually doing discovery science. Being part of a larger scientific endeavor, coordinated by the Hughes Medical Education Alliance will introduce them to how many small scientific efforts come together to promote large scale knowledge. They will gain experience in the general science education areas, including: scientific thought, observation, experimentation, and hypothesis testing. They will gain knowledge of the basic vocabulary of the DNA revolution by using Bioinformatics to characterize a raw DNA sequence and dissect its underlying information content.						
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>MCB 1201 Virus Hunting- Applied Bioinformatics syllabus.docx</td> <td>MCB 1201 Virus Hunting- Applied Bioinformatics syllabus.docx</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	MCB 1201 Virus Hunting- Applied Bioinformatics syllabus.docx	MCB 1201 Virus Hunting- Applied Bioinformatics syllabus.docx	Syllabus
Attachment Link	File Name	File Type					
MCB 1201 Virus Hunting- Applied Bioinformatics syllabus.docx	MCB 1201 Virus Hunting- Applied Bioinformatics syllabus.docx	Syllabus					

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	David A Knecht	03/05/2018 - 11:15	Submit		I was not sure how long and detailed the GEOC section was supposed to be. I have never done a GEOC proposal before so if more is needed, let me know.
	Molecular and Cell Biology	David A Knecht	03/05/2018 - 11:55	Approve	3/2/2018	department and C&C committee

MCB 1201 Phage Genomics - Practical Bioinformatics

Semester: Spring
M/W 1:30-4:30 Beach Hall,
open lab times M/W 9-1:30, most Fridays



Instructors:

Dr. Johann Peter Gogarten; Office BPB 404, 486-4061; gogarten@uconn.edu
Dr. Noah Reid; Office TLS 413a, 486-6963; noah.reid@uconn.edu

Course description and rationale

This course is a unique classroom-based undergraduate research experience that is part of the Howard Hughes Medical Institutes Science Education Alliance Phage Research Program. It

spans two terms (with MCB 1200, Phage Hunters) and culminates in a research symposium held at HHMI's Janelia campus. Throughout this semester, you will learn about the biology of bacterial viruses by identifying a new one from the environment. Your work will be connected to a larger community of undergraduate and graduate level research scientists that are exploring the biology and evolution of bacteriophages. This course is a part of a Phage Hunters Advancing Genomics and Evolutionary Science (PHAGES) educational program sponsored by the Howard Hughes Medical Institute (HHMI) and one of its divisions called the Science Education Alliance (SEA).

Course objectives:

Goal of the course is for every single student to characterize a bacteriophage genome. This involves finding genes and annotating them, comparing the gene content of this phage to other known phages, and using sequence analysis to infer evolutionary relationships. The genomic sequences will then be submitted to Dr. Graham Hatful at U.Pitt, and eventually to the National Center for Biotechnology Information (NCBI's) GenBank database for publication. Your phage data will also be entered into the PhagesDB database.

Learning objectives: By the end of the semester students will be able to

1. Use annotation software to predict genes from DNA sequence.
2. Refine computer-generated gene predictions using evidence and informed judgment.
3. Show proficiency with DNA Master, Blast, Phamerator, HHPred, Aragorn and other programs used to analyze DNA and protein sequences.
4. Describe the biology of bacteriophage in general, and mycobacteriophage in particular.
5. Design and execute a research project related to mycobacteriophage genomics.
6. Write a scientific abstract and a scientific paper reporting the results of the research project.
7. Construct a poster reporting on the research project.
8. Keep clear and informative electronic records of gene annotations and associated evidence.
9. Present data orally.

Grading: Grades will be based on the following:

Electronic notebook of gene annotations and evidence	20%
Exams	30%
Research paper	25%
Poster	15%
In-class presentations of work ("Group meetings")	<u>10%</u>

Oral Presentations

A brief oral presentation will be made by each student on the phage genome they have characterized.

Poster

At the end of the semester, each student in MCB 1201 will present their work in a public poster session with details to follow. You will each present a poster on the rationale, experimental design, results, and conclusions from your analysis of a phage genome. This will be your opportunity to share your discoveries with the community of scientists in the MCB Department.

Participation

Engagement with instructors and classmates is an integral part of this course. Thus, participating in all class activities will be required. Class absences will be excused only with documentation and will require make-up labs to complete the necessary laboratory experiments. A failure to make-up the laboratory experiments will result in a grade deduction.

Classroom Etiquette

Cell Phones: Cell phone use is only permitted during the lab portion of class for data recording (pictures, notes, etc) and is never permitted for texting, calls, apps, or email. If a student is observed using the phone inappropriately he/she will be asked to turn in their phone and may lose privileges for the remainder of the semester.

Computer Use: While we understand that students will be using computers/tablets for note-taking during the class, if a student is observed using the computer for anything other than lecture materials (email, facebook, youtube, etc...) the same policy as outlined for cell phone use will apply.

Our Philosophy

We believe in having a dynamic classroom, open to discussion, participation, and inquiry from all members of the class. We strive to establish a fair and balanced classroom where all students can participate.

Academic Honesty

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). Examples of misconduct in this class include, but are not limited to: cheating on exams, plagiarism, turning in questions for fellow students, impersonating another student, falsifying data, copying, fabricating or stealing data. For more details on the University of Connecticut's policy on academic integrity, including the instructor's role and procedures you are referred to the following page and references therein: http://www.community.uconn.edu/student_code_appendixa.html

Disabilities:

It is the policy of the University of Connecticut 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 policy derives from the commitment to non-discrimination for all persons in employment, access to facilities, student programs, activities and services. If you have a disability and need assistance please contact me as soon as possible so that appropriate arrangements can be made. Also refer to Center for Students with Disabilities for guidelines to request accommodations or any other assistance you may require. http://www.csd.uconn.edu/accommodation_services.html

Schedule

Week	Activities
-------------	-------------------

1-4	Genome files are finished and oriented. Faculty and students discuss post-annotation strategies.
3-7	Students generate draft annotations and evaluate overall genome structure. Students perform some comparative genomic analyses.
6-10	Students complete annotations of phage genomes.
9-14	Students pursue post-annotation experimentation on their phages. Post annotation research.
12-14	Student-annotated files are merged, finalized, and reviewed by the Hatfull Laboratory for future submission to GenBank.

2018-123 MCB 3841W Revise Course (G) (S)

COURSE ACTION REQUEST	
CAR ID	18-6026
Request Proposer	Knecht
Course Title	Research Literature in Molecular and Cell Biology
CAR Status	In Progress
Workflow History	Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences > Return > Molecular and Cell Biology > 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	MCB
School / College	College of Liberal Arts and Sciences
Department	Molecular and Cell Biology
Course Title	Research Literature in Molecular and Cell Biology
Course Number	3841W
Will this use an existing course number?	Yes
Please explain the use of existing course number	revising the course

CONTACT INFO

Initiator Name	David A Knecht
Initiator Department	Molecular and Cell Biology
Initiator NetId	dak02007
Initiator Email	david.knecht@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 ¹	Fall, Spring, Summer (over 4 weeks)
Will there also be a non-W section?	No
Number of Sections	7
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

COURSE RESTRICTIONS

Will the course or any sections of the course be taught as Honors?	No
Prerequisites	ENGL 1010 or 1011 or 2011; MCB course prerequisites vary depending on course content.
Corequisites	none
Recommended Preparation	none
Is Consent Required for course?	Instructor 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?	Yes
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	
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	3841W. Research Literature in Molecular and Cell Biology Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open only with consent of instructor. Recommended preparation: one 2000-level course in MCB. With a change in content, may be repeated for credit. Discussion of current research in molecular and cell biology.						
Provide proposed title and complete course catalog copy	3841W. Research Literature in Molecular and Cell Biology Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; MCB course prerequisites vary depending on course content. Open only with consent of instructor. With a change in content, may be repeated for credit. Discussion of current research in molecular and cell biology.						
Reason for the course action	1. Reasons for changing this course: This course is taught in ten different sections by different faculty members in MCB. Each section is a unique course with different content. All focus on reading, discussing and writing about the scientific literature, but the topics vary widely. We are seeking to make each section a new course, but in the meantime, we want to clarify for students taking the course that the prerequisites for each section are different.						
Specify effect on other departments and overlap with existing courses	none						
Please provide a brief description of course goals and learning objectives	Introduces students to reading the primary scientific literature and writing about science literature. Discussions of the papers students read to learn the structure of a paper, how to read a paper, how to interpret the information and how scientific writing differs from standard prose.						
Describe course assessments	Differs for each instructor's section. Below is an example. Others follow a similar but not identical distribution: (30%) Research paper on disease topic: 9 content pages (revised), 1 page prologue (revised) (10%) Powerpoint presentation of research paper topic (15%) Group project (includes outline and formal presentation open to public) (15%) Research paper on current topic: 3 content pages (revised) (10%) Group Powerpoint presentation on current topic of interest (10%) 2 Journal article summaries (1 page each) (5%) Final exam essay (5%) Effort and participation in weekly readings, discussions and presentations						
General Education Goals	This is not a GEOC course. It is a W course						
Skill Code W	This set of courses are intended to give students experience reading and discussing the scientific literature in specific topic areas and then learn to write in the style of scientific journals. The different sections all meet the specific requirements of a W course as detailed in a sample syllabus below. Each of the 7 sections taught has a different syllabus, but all are taught in a similar manner.						
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>spurling MCB3841 syllabus Spring 2017.doc</td> <td>spurling MCB3841 syllabus Spring 2017.doc</td> <td>Syllabus</td> </tr> </tbody> </table>	Attachment Link	File Name	File Type	spurling MCB3841 syllabus Spring 2017.doc	spurling MCB3841 syllabus Spring 2017.doc	Syllabus
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COMMENTS / APPROVALS						
Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments

	Draft	David A Knecht	01/17/2018 - 14:56	Submit		This is complicated because we have used MCB 3841W for more than 7 different writing courses taught by many different faculty for many years. We are in the process of creating separate course numbers for most of the versions that are taught repeatedly in the same format and topic, but want to also retain the 3841W number for new versions of the course.
	Molecular and Cell Biology	David A Knecht	03/02/2018 - 08:34	Approve	11/10/2017	Not sure why this has been sitting so long. I hope I haven't forgotten something.
	College of Liberal Arts and Sciences	Pamela Bedore	03/14/2018 - 14:22	Return		Hi Dave! Under the Course Features (the third tab), you need to click "yes" for Gen Ed course. That will open up a bunch of questions about W. Those need to be filled out, since the proposal will go from our committee and on to the GEOC W subcommittee. PB
	Return	David A Knecht	03/15/2018 - 18:35	Resubmit		corrected as per Pam Bedore's suggestions
	Molecular and Cell Biology	David A Knecht	03/15/2018 - 18:52	Approve	3/15/2018	corrected as per Pam Bedore comments

**MCB 3841W, Section 002
Spring 2017**

Current Topics in Genetics

Mondays and Wednesdays 1pm to 2:15pm in HBL Room 2-153 (unless notified otherwise)

To use the technology in the Collaborative Learning Center you need to download Solstice Client Apps by Mersive (it is free software that works with the technology in the room). The link for it is: <https://www.mersive.com/download/>.

Instructor: Colleen Spurling, Ph.D.
Office: TLS room 204
Phone: 860-486-8832
Email: colleen.spurling@uconn.edu
Office hours: Tuesdays 10:00am to 11:00am, and by appointment

Required text: To be determined. The class will select a fictional novel to review that incorporates genetic topics/material. Selections presented by students will be voted on in class on Monday, Jan-23rd. The class will read the novel and discuss (in class) the feasibility of the science involved.

Recommended text: *A Writer's Reference* by Diana Hacker (or equivalent, any edition published after 2001 should be sufficient)

Course Goals:

This course has been designed with the goal of improving your communication skills on three levels: (1) conducting efficient database searches, (2) providing verbal presentations both formal and informal, and (3) completing well-structured and well-written papers for the non-science educated individual or scientifically informed audience. In completing these tasks, we will use contemporary topics in genetics as a basis for our work. The class

sessions each week will vary in format in order to best accomplish our goals. Some sessions will focus on writing or communication exercises, while others will consist of more traditional lectures and discussions on genetics topics or use of relevant videos. Students should plan to participate routinely in writing and speaking exercises during class. Additionally, students will be required to complete assigned readings on relevant information throughout the semester. Assessment for material will be performed through in-class verbal participation, written submissions and formal presentations.

Course grade components:

1) (30%) Research paper on disease topic: 9 content pages (revised), 1 page prologue (revised)

(10%) Powerpoint presentation of research paper topic

2) (15%) Group project on multiple sclerosis (includes outline and formal presentation open to public)

3) (15%) Research paper on current topic: 3 content pages (revised)

(10%) Group Powerpoint presentation on current topic of interest

Current Topic Examples: Ebola Virus Outbreak, Medical Marijuana and

Epilepsy,

The Cancer Genome, Human Extraterrestrial Existence, "Personalized

Medicine" and

DNA/Phenotype Databases, Novel Gene Therapy

Techniques (a decade in review), Concerns

Surrounding Insufficient Polio

Vaccination in Syria / Vaccination Fears in the U.S., U.S.

patents on

scientific findings/technologies-crispr/cas9

4) (10%) 2 Journal article summaries (1 page each)

5) (5%) Final exam essay

6) (5%) Effort and participation in weekly readings, discussions and presentations

Assignment letter grade to point conversion:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93	90	87	83	80	77	73	70	67	63	60	0-50

Requirements for the writing assignments:

All your writing assignments must be typed using 12-point Times font, double spacing, and one-inch margins right and left, top and bottom. Be aware that some word processing programs use a 1¹/₄" inch default setting, so change this if necessary. **Include only your name and the title of the assignment at the top of the page.**

ASSIGNMENTS MUST BE TURNED IN ACCOMPANIED BY A SAFE ASSIGN REPORT (EXCEPTION: PROLOGUE)

During the semester students will be required to meet in small focus groups in order to discuss progress with both your writing and that of your classmates. ***Occasionally, meeting times may need to occur outside of regularly scheduled class time.*** The objective of these meetings is to provide a safe and comfortable forum to discuss ways to improve your work. ***Participation with the focus groups is mandatory*** and relevant drafts

will not be eligible to be turned in until you have met with your group.

LATE ASSIGNMENTS (including drafts) will result in a loss of 5% of the final assignment grade for each day the assignment is late. Additionally, drafts that do not meet the minimum criteria for a draft as described in class will be subject to a 10% to 25% reduction in the final draft grade—depending on the degree to which the draft is insufficient. Please communicate promptly with Dr. Spurling if you have trouble meeting course assignment deadlines. Extensions will be permitted when justified.

- **Research Paper on Disease Topic**

You will write a paper about a genetic disease of interest to you. Resources for your paper should result from searches of the OMIM (on-line inheritance in man) database in addition to the PUBMED database. These databases will provide you with primary literature in the form of journal articles and review articles. You are welcome to consult textbooks or websites for background information for yourself, however you may not use textbooks or websites as cited information sources. **You must use at least 10 journal articles** published in the scientific literature. **2 of these may be review articles, but at least 8 must be primary journal articles.**

Paper format: When you cite an article in your paper, you will use the format used in the journal Nature. You should list at the end of your paper under the heading "References" your cited references in the order in which they are mentioned in the text. This list should be numbered. In the text, the citations are indicated by placing the appropriate number in parentheses at the end of the sentence in which the information is mentioned. Do not list any sources in your reference list that are not cited in the text. The Reference section is not included in the 10 required content pages of the report.

INTERVIEW REQUIREMENT: You must locate and interview an individual directly or indirectly affected by the genetic disorder you choose to research. The results of the interview will be shared in class.

- **Prologue**

This is a written explanation of why you decided to research your particular topic. Why is it of interest to you? This may be as personal as you wish to make it and does not require use of research material.

- **Research Paper Powerpoint presentation**

You will generate and give a power-point presentation on the disease covered in your research paper. Presentation theme: **Why fund research for this disease?** Your colleagues in the class will serve as investors or a specific government funding panel identified by you.

- **Multiple Sclerosis Group Powerpoint Presentation**

In order to assist you with mastering the tools necessary to perform effective database searches and read primary literature, we will spend the first several weeks focusing on

MS. You will work with a group to research a specific aspect of the disease and present your findings *first* to the rest of our class and *subsequently* in a formal, publically open class presentation. Please note: The date and time of the public presentation will be established after the class has made significant progress in its development. The presentation *MAY* occur at a time other than our regular class time; in particular, after 5pm on a Monday or Wednesday (most likely March 6th or March 8th but this is dependent upon class preparation and readiness).

- [Research Paper on Current Topic](#)

Topic options will be discussed and assigned in class. Your goal is to construct a paper that will inform people *without a science background* about the science and controversies involved. You may utilize both primary and secondary article sources for this assignment.

- [Current Topic Group Presentation](#)

Students will be sorted into groups and will present their research findings to the class. An explanation of the science involved is expected.

- [Final Examination](#)

You will write an essay indicating which disease(s) presented in the powerpoint presentations you would support for funding. Additional instructions will be provided.

- [Effort and Participation](#)

Active participation in discussions and class exercises is important for developing your ability to communicate about science topics with colleagues and non-scientists. Additionally, your participation demonstrates successful completion of the assigned readings.

Plagiarism

In the past there have been misunderstandings about whether it is appropriate to copy material from published sources, Internet materials, or other students. Briefly, it is never appropriate to copy anything written by someone else (including other students, published works or Internet material). The work you turn in must be in your own words. Do not copy anything from work written by others. *All facts and interpretations of facts that are not your own must include a literature citation.* When describing factual material, you should describe it in your own words. Do not take phrases from the published work and connect them with your own words ("creative reiteration"). It is best to write your paper without looking at the original work to avoid using those authors' words. All the references in your reference lists must be cited in your work.

Academic misconduct in any form is in violation of the University of Connecticut Student Conduct Code and will not be tolerated. This includes, but is not limited to copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. If you have any questions about the acceptability of your work regarding plagiarism, contact Dr. Spurling before submitting the work. If submitted work is deemed by the instructor to be in violation of this policy, that assignment will be given a grade of zero points. Subsequent violations will be dealt

with according to the guidelines given in *The Student Code*.

2018-124 MCB Change Major

UCONN | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Major

1. Date: 2/14/18
2. Department or Program: Molecular and Cell Biology
3. Title of Major: Molecular and Cell Biology
4. Effective Date (semester, year): Fall 2018
5. Nature of change: change in requirements

Existing Catalog Description of Major

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Requirements for the major:

At least 24 credits of MCB courses

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

Required Courses:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3413, [3414](#), 3633, 4026W, 4624, or 3 credits of

3989 or 4989.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take one of the following courses: Any MCB W course or EEB 2244W or 2245W.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the "Minors" section of this *Catalog*.

Proposed Catalog Description of Major

Molecular and Cell Biology

This B.S. program is suitable for students with interests that integrate the organismal, cellular and subcellular levels of biology, including the areas of biochemistry, cell biology, developmental biology, genetics and genomics, and microbiology, as well as their applications in biotechnology and medical science.

Many opportunities for independent research projects in these areas are open for undergraduates. BIOL 1107 is required in addition to the general CLAS requirements for the B.S. degree.

Requirements for the major:

At least 24 credits of MCB courses

At least 9 credits of the 24 MCB credits must be at the 3000-level or above.

A maximum of 3 credits from among MCB 3189, 3899, 3989 and 4989 may count toward the 24 credit requirement.

Required Courses:

Group 1: All of the following core courses: MCB 2400 or 2410, 2210, 2610, and 2000 or 3010

Group 2: CHEM 2443 and 2444

Group 3: Laboratory requirement: One laboratory course chosen from the following list: MCB 2225, 3189, 3220, 3413, 3414, 3633, 4026W, 4624, or 3 credits of 3989 or 4989.

For breadth of study in biology, it is recommended that students take PNB 2250 and EEB 2244 or 2245. BIOL 2289 may be used to count toward the 24 credits of required MCB courses.

To satisfy the MCB writing in the major and information literacy competency requirements, students must take an MCB W course ~~or EEB 2244W or 2245W~~.

A minor in Molecular and Cell Biology is offered. A minor in Bioinformatics is offered jointly by the School of Engineering and the College of Liberal Arts and Sciences. Both programs are described in the "Minors" section of this *Catalog*.

Justification

Reasons for changing the major: Students majoring in Molecular and Cell Biology

MCB 3414 is being removed because the course has not been taught in many years and is no longer listed in the catalog. MCB 3220 is a new course that also fulfills the requirement for a laboratory research experience for our majors.

2. Effects on students: Increases the options for lab courses for the major.
3. Effects on other departments: none
4. Effects on regional campuses: none
5. Dates approved by
Department Curriculum Committee:
Department Faculty:
6. Name, Phone Number, and e-mail address of principal contact person: David Knecht,
6-2200, david.knecht@uconn.edu

University of Connecticut College of Liberal Arts and Sciences
Department of Molecular and Cell Biology-- MCB Major Degree Plan of Study

Last revised: *February 2016*

A. Core Group: **all** of the following courses:

- MCB 2000 Introduction to Biochemistry (4 cr.) **or** MCB 3010 Biochemistry (5 cr.)
 MCB 2210 Cell Biology (3 cr.)
 MCB 2410 Genetics (3 cr.) **or** MCB 2400 Human Genetics (3 cr.)
 MCB 2610 Fundamentals of Microbiology (4 cr.)

B. Laboratory Requirement: at least **one** laboratory course chosen from the following:

- | | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <input type="checkbox"/> MCB 2225 Cell Biology Laboratory (4 cr.) | <input type="checkbox"/> MCB 3989 Introduction to Research (3 cr.)* |
| <input type="checkbox"/> MCB 3189 Clinical Research Lab (3 cr.)* | <input type="checkbox"/> MCB 4026W Advanced Biochem. Lab (4 cr.) |
| <input type="checkbox"/> MCB 3414 Experiments in DNA Identification (2 cr.) | <input type="checkbox"/> MCB 4624 Experiments in Bacterial Genetics (3 cr.) |
| <input type="checkbox"/> MCB 3633 Pathogenic Microbiology (4 cr.) | <input type="checkbox"/> MCB 4989 Introduction to Honors Research (3 cr.)* |

*Three total credits required. May be repeated, but only 3 cr. of **these courses** may count toward the 24 cr. of required MCB courses.

C. Writing in the major: at least one of the following courses:

- | | | |
|------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> MCB 3022W | <input type="checkbox"/> MCB 3996W | <input type="checkbox"/> EEB 2244W |
| <input type="checkbox"/> MCB 3602W | <input type="checkbox"/> MCB 4026W | <input type="checkbox"/> EEB 2245W |
| <input type="checkbox"/> MCB 3841W | <input type="checkbox"/> MCB 4997W | |

D. Advanced Courses: at least 9 credits at the 3000 level or higher:

___ credits in MCB _____
 ___ credits in MCB _____
 ___ credits in MCB _____

E. Total credits. List and sum credits for all 2000 level and above MCB courses taken. [Example: “3 credits in MCB 3201”]. Include courses listed in A, B, C and D above.

___ credits in MCB _____	___ credits in MCB _____	___ credits in
MCB _____		
___ credits in MCB _____	___ credits in MCB _____	___ credits in
MCB _____		
___ credits in MCB _____	___ credits in MCB _____	___ credits in
MCB _____		

___ **Total credits in MCB courses** (must be **24** or more at the 2000 level and above).

F. Related courses. At least 12 credits in related subjects at 2000 level or higher.

<input type="checkbox"/> 3 credits in CHEM 2443	___ credits in _____	___ credits in

<input type="checkbox"/> 3 credits in CHEM 2444	___ credits in _____	___ credits in

___ **Total credits in related courses** (must be **12** or more).

G. Other graduation requirements:

- 120 or more total credits or higher At least 45 credits at 2000 level
 Passed all courses required by CLAS for a Bachelor of Science degree at least 2.0 Overall and major GPA of at least 2.0

Expected graduation month/year: May August December Year: _____

Are you pursuing any minors? Yes No If yes, please list here: _____

Are you pursuing a double major or additional degree? Yes No If yes, please list here: _____

Student Name (print) _____ PeopleSoft #: _____

e-mail: _____ Cell/Local Phone: _____

I approve the above program for the Major in Molecular & Cell Biology. Advisor (print)

Advisor's signature _____ Dept. _____ Date _____

2018-125 PHYS 6720 Add Course

COURSE ACTION REQUEST	
CAR ID	18-6708
Request Proposer	Tease
Course Title	Galaxies and the Interstellar Medium
CAR Status	In Progress
Workflow History	Start > Physics > 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	PHYS
School / College	College of Liberal Arts and Sciences
Department	Physics
Course Title	Galaxies and the Interstellar Medium
Course Number	6720
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Katherine E Tease
Initiator Department	Physics
Initiator NetId	ket16101
Initiator Email	kate.whitaker@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	2019
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	25
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	Proficiency in calculus (differentiation, integration, differential equations) strongly recommended.
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	Current instructors are at Storrs, but course could be offered at other campuses in the future.
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	PHYS 6720: Galaxies and the Interstellar Medium. (Also offered as PHYS 4720). Three credits. Recommended preparation: proficiency in calculus. Galaxy formation and evolution in the hierarchical expanding Universe. Properties of the interstellar medium, including star formation and radiative transfer; stellar populations, structure, kinematics and dynamics of galaxies.		
Reason for the course action	This course is part of the new astrophysics program being built at UConn, and will be offered for the first time in Spring 2019. Here we are proposing to also offer it for credit at the graduate level, with the same course already listed in the undergraduate course catalog as an upper-level elective that can be counted towards a physics major or astrophysics minor (PHYS4720). In addition to introducing new content not currently taught at UConn, the new coursework will be instrumental in cultivating graduate students for astrophysics research.		
Specify effect on other departments and overlap with existing courses	This new course covers subject matter not currently taught at UConn, and will also be offered at the undergraduate level as PHYS4720.		
Please provide a brief description of course goals and learning objectives	PHYS4720 describes the observations and scientific theories that shape our understanding of astrophysical phenomena related to galaxy formation and evolution. Students will learn about physical processes in the gaseous interstellar medium (photoionization, HII regions, energy balance in molecular clouds), the dynamics and structure of stellar systems (the Virial Theorem, Jeans' equations), the stellar content of galaxies (star formation, stellar population synthesis), galaxy rotation and the presence of dark matter in the universe, and active galactic nuclei (synchrotron radiation, accretion disks, supermassive black holes). Stepping away from the more traditional lecture style, this course will combine lectures with discussions, group activities, and lab-style projects. The learning goals of the course include: - General understanding of the interstellar medium and the structures and stellar populations of galaxies - Learn about the key processes behind how galaxies form and evolve from the Big Bang to the present day - Appreciate the open questions in galaxy formation and evolution through reading current astrophysical literature		
Describe course assessments	Homework sets, exams, lab-based group project, and final presentation based on astrophysical literature		
Syllabus and other attachments	Attachment Link	File Name	File Type
	PHYS6720_Syllabus.pdf	PHYS6720_Syllabus.pdf	Syllabus

COMMENTS / APPROVALS

	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
Comments & Approvals Log	Start	Katherine E Tease	02/28/2018 - 15:01	Submit		This request is to create a graduate level version PHYS6720 of an existing upper-level undergraduate elective (PHYS4720).
	Physics	Vernon F Cormier	03/01/2018 - 10:20	Approve	3/1/2018	Approved in Physics faculty meeting

2018-126 PSYC 5711 Add Course

COURSE ACTION REQUEST

CAR ID	18-6647
Request Proposer	Kalichman
Course Title	Behavioral and Social Aspects of HIV/AIDS
CAR Status	In Progress
Workflow History	Start > Draft > Psychological Sciences > 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	PSYC
School / College	College of Liberal Arts and Sciences
Department	Psychological Sciences
Course Title	Behavioral and Social Aspects of HIV/AIDS
Course Number	5711
Will this use an existing course number?	No

CONTACT INFO	
Initiator Name	Robert A Henning
Initiator Department	Psychological Sciences
Initiator NetId	rah02008
Initiator Email	robert.henning@uconn.edu
Is this request for you or someone else?	Someone else
Proposer Last Name	Kalichman
Proposer First Name	Seth
Select a Person	sck02003
Proposer NetId	sck02003
Proposer Phone	+1 860 486 4042
Proposer Email	seth.k@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	16
Is this a Variable Credits Course?	No
Is this a Multi-Semester Course?	No
Credits	3
Instructional Pattern	Seminar

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	Staffing limitations
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	PSYC 5711 Behavioral and Social Aspects of HIV/AIDS 3 Credits. Seminar. Open to graduate students across all departments and advanced undergraduates with permission. Comprehensive overview of the global AIDS epidemic and its behavioral underpinnings, including the consequences of HIV epidemics for individuals, families, communities, and societies		
Reason for the course action	This course has been previously offered over as a special topics seminar. The course adds to the health psychology curriculum and meets a broader need at the University. The course bridges across departments with programs and interests in health, medicine, and public health. Psychological Sciences has a Health Psychology Certificate Program that this course meets requirements for completion. In addition, the University has a fellowship program for students interested in HIV/AIDS behavioral sciences, and this course is required for students receiving that fellowship.		
Specify effect on other departments and overlap with existing courses	We are not aware of a course like this in other departments. The course bridges across departments with programs and interests in health, medicine, and public health.		
Please provide a brief description of course goals and learning objectives	The goal of this class is to overview the HIV/AIDS pandemic from a social and behavioral sciences point of view. We will examine the nature of HIV, from its disease causing processes to its behavioral transmission and socio-cultural contexts. This course will therefore cover a lot of ground. The field of social and behavioral aspects of AIDS is rapidly changing. It would be impossible to discuss all of the facets of AIDS in a single class, even if we only focused on the social and behavioral aspects. The topics we will cover are therefore a sample of the most essential and most contemporary areas of psychology related to all aspects of HIV/AIDS. As a seminar, there will be discussion of the readings as well as new material introduced during the class sessions. The content of the course roughly answers three questions: What is the nature of HIV/AIDS? How is HIV treated? And how is HIV transmission prevented? Within each of these topic areas, we will concentrate on the history of HIV and current state of epidemics.		
Describe course assessments	<p>Grades in this class will be based on three sources: 1. Class participation (50%) Each week topics will be covered that have assigned readings. Students must come to class prepared to discuss the topics listed on the syllabus. Discussion of the readings will form much of the basis for what is covered in class. To help structure our discussions of the books and articles, students will be asked to bring to class 5 specific questions from the readings. Each question should be written on an index card. Questions can be factual. "At what point did this happen and how was the surrounding social context related to that?" The questions should be thoughtful, critical, and substantive. "When the author said this, it seems to contradict when our other author said that. How is that reconciled?" Questions about what happened, why, and how things may have been different if handled differently. With the benefit of hindsight, use that to think about how the course of HIV may have been altered. "So what if.....?"</p> <p>2. Term paper and discussion of topic (50%) The Term Paper in this class offers an opportunity to learn about a topic in AIDS that interests each student most. The Term Paper must be a substantive literature review. The topic should be something that the student is excited to learn more about and must have a discrete and well defined collection of empirical work. Final topics must be approved by the date indicated in the class schedule. Students are encouraged to meet with the professor for help shaping up a topic. A topic that has more than 25 empirical studies published in the past 5 years is probably too broad. A topic with less than 10 empirical studies published in the past 5 years is probably too narrow. The paper itself is intended to be a review paper. It should have a clear and logical structure and may include tables and or figures. The paper should be between 25 and 30 total manuscript pages, with a title page, abstract, references, and should have a comprehensive review table. The paper should be a research-scholarly style (Vancouver, APA, AMA) with 1 inch margins all around, in an 11 or 12 point font, and double spaced throughout. Students present the topic of their term papers to the class. The presentation and discussion should overview the topic area, discuss the research reviewed, and lead a discussion of what the topic may hold for the future. One week before the student's presentation and discussion, they will provide the class with one key article that best represent what we should know about the area. The article should be the most relevant and essential to the student's topic.</p>		
Syllabus and other attachments	Attachment Link	File Name	File Type
	AIDS Seminar Syllabus.docx	AIDS Seminar Syllabus.docx	Syllabus

COMMENTS / APPROVALS

Comments & Approvals Log	Stage	Name	Time Stamp	Status	Committee Sign-Off	Comments
	Draft	Robert A Henning	02/26/2018 - 10:10	Submit		None
	Psychological Sciences	Robert A Henning	02/26/2018 - 10:51	Approve	11/8/2017	None

Social Aspects of HIV/AIDS Seminar – Fall 2017

Seth C. Kalichman, PhD
CHIP 215

THURS 12:30-3:30

Week	Date	Topic	Readings
1		Class introductions, syllabus, readings & goals Introduction to our approach to studying HIV Discussion of How to Write a Review Article Historical Overview I	Sternberg 1997 Handouts
2		Introduction to the pandemic HIV & AIDS a Very Short Introduction	Whiteside 2016 entire book
3		Emergence, Public Response, Cultural Phenomenon	Harden 2012 Chapts 1-4
4		Control, Media, Globalization International Politics, Activism, Right to Treatment	Harden 2012 Chapts 5-8
5		State of the Pandemic	El Sadr 1998 Sullivan 2009 Stall 2016
6		State of HIV Prevention Sexual and drug use risk reduction Biomedical Innovations	Medlock, 2017 Corey, 2017 Bailey, 2007
7		Pre-Exposure Prophylaxis HIV Treatment as (is) Prevention	Grant, 2010 Eaton 2015 Cohen, 2011
8		State of HIV Treatment The Continuum of Care Treatment engagement & retention	Mugavero 2013 Gardner 2011 IAS 2014
9		HIV Treatment adherence Predictors Interventions	Mills 2016 Horne 2013 Sweeney 2016
10		HIV Stigma and its ramifications	Goffman 1963 Earnshaw 2009, 2013 Herek 2002
11		Mental Health Coping with HIV Stress Management	Scott-Sheldon 2008 Sikkema 2009 Riley 2015
12		Behavior Change & HIV Prevention Theories of Behavior Change	Fishbein 1975 Fisher 1992, 1994 Ewart 1991 Rotheram- Borus, 2009a,b

			Collins 2009
13		THANKSGIVING/Spring BREAK	
		Behavioral Interventions 1987-1996 1997-2010 2011-Present	Explore 2004 Kelly 2006 NIMH 2010 Eaton 2012
14		Integrating Behavioral interventions with HIV treatment for prevention	Kalichman, 2013
15		Paper Presentations and Discussion	

**Social & Behavioral
Aspects of HIV/AIDS Seminar**

Seth C. Kalichman, Ph.D.

Phone 860 208 3706
seth.k@uconn.edu

Office: CHIP 215
E-mail:

The goal of this class is to overview the HIV/AIDS pandemic from a social and behavioral sciences point of view. We will examine the nature of HIV, from its disease causing processes to its behavioral transmission and socio-cultural contexts. This course will therefore cover a lot of ground. The field of social and behavioral aspects of AIDS is rapidly changing. It would be impossible to discuss all of the facets of AIDS in a single class, even if we only focused on the social and behavioral aspects. The topics we will cover are therefore a sample of the most essential and most contemporary areas of psychology related to all aspects of HIV/AIDS.

As a seminar, we will discuss the readings as well as new material introduced during the class sessions. The content of the course roughly answers three questions: What is the nature of HIV/AIDS? How is HIV treated? And how is HIV transmission prevented? Within each of these topic areas, we will concentrate on the history of HIV and current state of epidemics.

Your grade in this class will be based on three sources:

1. Class participation (50%)

Each week we will cover topics that have assigned readings. Please come to class prepared to discuss the topics listed on the syllabus. Our discussion of the readings will form much of the basis for what we cover in class. To help structure our discussions of the books and articles, you are to bring to class 5 specific questions from the readings. Each question should be written on an index card.

Questions can be factual. "At what point did this happen and how was the surrounding social context related to that?"

The questions should be thoughtful, critical, and substantive. "When the author said this, it seems to contradict when our other author said that. How is that reconciled?"

Questions about what happened, why, and how things may have been different if handled differently. We have the benefit of hindsight. Use that hindsight to think about how the course of HIV may have been altered. "So what if.....?"

2. Term paper and discussion of topic (50%)

The Term Paper in this class offers an opportunity for you to learn about a topic in AIDS that interests you most. The Term Paper must be a substantive literature review. The topic should be something that you are excited to learn more about and must have a discrete and well defined collection of empirical work. I must approve your final topic by the date indicated in the class schedule. I encourage you to meet with me if you need help shaping up your topic. A topic that has more than 25 empirical studies published in the past 5 years is probably too broad. A topic with less than 10 empirical studies published in the past 5 years is probably too narrow.

The paper itself is intended to be a review paper. It should have a clear and logical structure and may include tables and or figures. I would expect the paper to be between 25 and 30 total manuscript pages, with a title page, abstract, references, and should have a comprehensive review table. The paper should be a research-scholarly style (Vancouver, APA, AMA) with 1 inch margins all around, in an 11 or 12 point font, and double spaced throughout.

You will present the topic of your term paper to the class. The presentation and discussion should overview the topic area, discuss the research reviewed, and lead a discussion of what the topic may hold for the future. One week before your presentation and discussion you will provide the class with one key article that best represent what we should know about the area. The article should be the most relevant and essential to your topic.

Required books/monograph

Whiteside, A. (2016) *HIV & AIDS: A Very Short Introduction*. Oxford.

Harden, V. (2012) *AIDS at 30: A History*. Potomac Books

Goffman E. *Stigma : notes on the management of spoiled identity*. 1st Touchstone ed. New York: Simon & Schuster. 1963.

Kalichman, S. (2012). *HIV Treatment as Prevention (TasP)*. Springer Science.

Articles/Readings

Bailey, R. et al. (2007). Male circumcision for HIV prevention in young men in Kisumu, Kenya: a randomised

controlled trial. *Lancet*, 369, 643-656.

Cohen et al., Prevention of HIV-1 Infection with Early Antiretroviral Therapy. *NEJM*, 2011; 365:493-505.

Collins, C.B., Jr., *Evidence based interventions for preventing HIV transmission: commentary on Rotheram-Borus et al. (2009)*. *AIDS Behav*, 2009. **13**(3): p. 414-9; discussion 420-3.

Eaton LA, Driffin DD, Bauermeister J, Smith H, Conway-Washington C. Minimal Awareness and Stalled Uptake of Pre-Exposure Prophylaxis (PrEP) Among at Risk, HIV-Negative, Black Men Who Have

Sex with Men. *AIDS Patient Care STDS*. Aug 2015;29(8):423-429.

Eaton LA, Huedo-Medina TB, Kalichman SC, et al. Meta-analysis of single-session behavioral interventions to prevent sexually transmitted infections: implications for bundling prevention packages. *American journal of public health*. Nov 2012;102(11):e34-44.

Earnshaw VA, Chaudoir SR. From conceptualizing to measuring HIV stigma: a review of HIV stigma mechanism measures. *AIDS and behavior*. Dec 2009;13(6):1160-1177.

- Earnshaw VA, Smith LR, Chaudoir SR, Amico KR, Copenhaver MM. HIV Stigma Mechanisms and Well-Being Among PLWH: A Test of the HIV Stigma Framework. *AIDS and behavior*. Mar 3 2013.
- El-Sadr WM, Mayer KH, Hodder SL. AIDS in America--forgotten but not gone. *N Engl J Med*. 1998;362(11):967-70.
- Ewart, C. K. (1991). Social action theory for a public health psychology. *American Psychologist*, 46(9), 931–946. doi:10.1037/0003-066X.46.9.931
- Explore Study Team. Effects of a behavioural intervention to reduce acquisition of HIV infection among men who have sex with men: the EXPLORE randomised controlled stud. *The Lancet*, 2004
- Fishbein, M. & Ajzen, I. (1975). *Belief, attitude, intention and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley
- Fisher, J. D., Fisher, W. A., Williams, S. S., & Malloy, T. E. (1994). Empirical tests of an information-motivation-behavioral skills model of AIDS-preventive behavior with gay men and heterosexual university students. *Health Psychology*, 13(3), 238.
- Fisher, Jeffrey D., & Fisher, W. A. (1992). Changing AIDS-risk behavior. *Psychological Bulletin*, 111(3), 455–474. doi:10.1037/0033-2909.111.3.455
- Gardner, E., et al. (2011). The Spectrum of Engagement in HIV Care and its Relevance to Test-and-Treat Strategies for Prevention of HIV Infection. *Clinical Infectious Diseases*, 52, 793-800.
- Grant RM, Lama JR, Anderson PL, et al. Preexposure chemoprophylaxis for HIV prevention in men who have sex with men. *N Engl J Med*. Dec 30 2010;363(27):2587-2599.Cohen, 2011
- Herek GM, Capitanio JP, Widaman KF. HIV-related stigma and knowledge in the United States: prevalence and trends, 1991-1999. *American journal of public health*. Mar 2002;92(3):371-377.
- Horne R, Chapman SC, Parham R, Freemantle N, Forbes A, Cooper V. Understanding patients' adherence-related beliefs about medicines prescribed for long-term conditions: a meta-analytic review of the Necessity-Concerns Framework. *PloS one*. 2013;8(12):e80633.
- Kelly et al. Prevention of HIV and sexually transmitted diseases in high risk social networks of young Roma (Gypsy) men in Bulgaria: randomised controlled trial. *BMJ* 2006.
- Mathews, D. (2016). Running Backwards: Consequences of Current HIV Incidence Rates for the Next Generation of Black MSM in the United States. *AIDS Behavior*, 20:7–16
- Medlock, J. et al. (2017). Effectiveness of UNAIDS targets and HIV vaccination across 127 countries. *Proceedings of the National Academy of Science*, 114, 4017–4022.
- Mills E, et al. Adherence to Antiretroviral Therapy in Sub-Saharan Africa and North America: A Meta-analysis. *JAMA* 2006; 296:679.
- NIMH Collaborative HIV/STD Prevention Trial Group. Results of the NIMH collaborative HIV/sexually transmitted disease prevention trial of a community popular opinion leader intervention. *J Acquir Immune Defic Syndr*. 2010 Jun;54(2):204-14.
- Riley, K. & Kalichman, S. (2014). Mindfulness-based stress reduction for people living with HIV/AIDS: preliminary review of intervention trial methodologies and findings. *Health Psychology Review*.
- Rotheram-Borus, M.J., et al., *Common principles embedded in effective adolescent HIV prevention programs*. *AIDS Behav*, 2009. 13(3): p. 387-98.
- Rotheram-Borus, M.J., et al., *Common factors in effective HIV prevention programs*. *AIDS Behav*, 2009. 13(3): p. 399-408.
- Scott-Shedon, L. et al. (2008). Stress Management Interventions for HIV Adults: A Meta-Analysis of Randomized Controlled Trials, 1989 to 2006. *Health Psychology*, 27, 129-139.
- Sikkema, Kathleen J.; Watt, Melissa H.; Drabkin, Anya S.; Meade, Mental health

- treatment to reduce HIV transmission risk behavior: A positive prevention model. *AIDS and Behavior*, Vol 14(2), Apr, 2010. pp. 252-262.
- Sternberg, R. Getting in: Criteria for acceptance of manuscripts in *Psychological Bulletin*, 1993-1996. *Psych Bull* 1997, 121:321
- Sullivan PS, Hamouda O, Delpech V, et al. Reemergence of the HIV epidemic among men who have sex with men in North America, Western Europe, and Australia, 1996-2005. *Ann Epidemiol*. Jun 2009;19(6):423-431.
- Sweeney, S. & Vanable, P. (2016). The Association of HIV-Related Stigma to HIV Medication Adherence: A Systematic Review and Synthesis of the Literature *AIDS Behav*, 20:29–50

2018-127 MATH Change Minor

UConn | COLLEGE OF LIBERAL ARTS AND SCIENCES

COMMITTEE ON CURRICULA AND COURSES

Proposal to Change a Minor

Last revised: September 24, 2013

1. Date: [3/14/2018](#)
2. Department or Program: [Mathematics](#)
3. Title of Minor: [Mathematics](#)
4. **Effective** Date (semester, year): [Spring 2018](#)
(Consult Registrar's change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)
5. Nature of change: [Add a course for the minor in Mathematics](#)

Existing Catalog Description of Minor

Mathematics

The requirements for this minor are 15 or more credits following one of three tracks:

Track 1. Five courses chosen from List A; or

Track 2. Five courses chosen from Lists A and B with at least two courses coming from List B. Note that all the courses in List B (except for MATH 2710 or 2142) have a prerequisite of a grade of "C" (2.0) or better in MATH 2710 (or 2142); or

Track 3. MATH 2141Q, 2142Q, 2143Q and 2144Q.

List A. MATH 2110Q (or 2130Q or 2143Q), 2210Q, 2410Q (or 2420Q), 3146, 3160 (or 3165), 3170 (or STAT 3965), 3410, 3435, 3510, 3511, 3710; certain sections of MATH 3094, 3795 and 3799 approved by the Department Head.

List B. MATH 2710 (or 2142), 3150 (or 4110), 3151, 3210, 3230 (or 4210), 3231, 3240, 3250, 3260, 3330 (or 4310), 3370.

The minor is offered by the Mathematics Department.

Proposed Catalog Description of Minor

Mathematics

The requirements for this minor are 15 or more credits following one of three tracks:

Track 1. Five courses chosen from List A; or

Track 2. Five courses chosen from Lists A and B with at least two courses coming from List B. Note that all the courses in List B (except for MATH 2710 or 2142) have a prerequisite of a grade of "C" (2.0) or better in MATH 2710 (or 2142); or

Track 3. MATH 2141Q, 2142Q, 2143Q and 2144Q.

List A. MATH 2110Q (or 2130Q or 2143Q), 2210Q, 2410Q (or 2420Q), 3146, 3160 (or 3165), 3170 (or STAT 3965), [3265](#), 3410, 3435, 3510, 3511, 3710; certain sections of MATH 3094, 3795 and 3799 approved by the Department Head.

List B. MATH 2710 (or 2142), 3150 (or 4110), 3151, 3210, 3230 (or 4210), 3231, 3240, 3250, 3260, 3330 (or 4310), 3370.

The minor is offered by the Mathematics Department.

Justification

1. Reasons for changing the minor: [This is a new course and we want to add it to the list of courses applicable for the Minor in Mathematics.](#)
2. Effects on students: [One more option for those choosing a minor in Mathematics.](#)

3. Effects on other departments: [None. This will possibly open up a minor in mathematics to students in philosophy.](#)
4. Effects on regional campuses: none
5. [Dates approved](#) by
Department Curriculum Committee: [1/23/2018](#)
Department Faculty: [3/14/2018](#)
6. Name, Phone Number, and e-mail address of principal contact person:
[David Gross, david.gross@uconn.edu](#)