CLAS C&C

Agenda

4.17.2018

Chair: Pamela Bedore

**Announcements**

1. This is the last meeting of AY 2017-18! Send forth your CARs over the summer. Meeting dates for AY 2018-19 are forthcoming.
2. AY 2017-18 numbers. Bedore will report to CLAS at CLAS All-Faculty meeting on Weds, 4.25, 3:30-5PM.
3. Next year’s curriculum committee chairs will be as follow:
   1. CLAS C&C – Bedore,
   2. GEOC – Schultz, and
   3. Senate C&C – Bedore.

**A. Approvals by the Chair**

2018-128 ALDS 5385 Add Factotum Course: Special Topics

2018-129 ALDS 5388 Add Factotum Course: Variable Topics

2018-130 ALDS 5399 Add Factotum Course: Independent Study

2018-131 ENGL 1095 Add Factotum Course: Special Topics (S)

2018-132 GEOG 4095 Add Special Topic: Sustainable Community Food Systems

2018-179 GEOG 5810 Add Special Topic: Sustainable Community Food Systems

2018-133 MATH 3899 Add Factotum Course: Independent Study S/U (S)

2018-134 PSYC 5171 Add Factotum Course: Special Topics in Cognitive Science

2018-135 PSYC 5171 Add Special Topic: Neuroimaging Methods

**B. New Business**

2018-136 Add MS in Intraoperative Neuromonitoring (guests: Joe Loturco and Payam Andalib)

2018-137 GEOG/MAST 3600 Add Course (guest: Nat Trumbull)

2018-156 ILCS 1180 Add Course (guest: Tina Chiappetta-Miller) (G) (S)

2018-138 MCB 3410 Add Course (guest: Mark Longo)

2018-139 MCB 3843W Add Course (guest: Mark Longo) (G) (S)

2018-140 MARN 3001 Revise Course (guest: Annelie Skoog)

2018-141 MARN 3002 Revise Course (guest: Annelie Skoog)

2018-142 MARN 3812 Add Course (guest: Annelie Skoog)

2018-143 MARN 5812 Add Course (guest: Annelie Skoog)

2018-144 MARN 6031 Add Course (guest: Annelie Skoog)

2018-145 MARN Change Major (guest: Annelie Skoog)

2018-157 BIST/STAT 5215 Add Course (guest: Zhiyi Chi)

2018-158 BIST/STAT 5225 Add Course (guest: Zhiyi Chi)

2018-159 BIST/STAT 5535 Add Course (guest: Zhiyi Chi)

2018-160 BIST/STAT 5615 Add Course (guest: Zhiyi Chi)

2018-161 BIST/STAT 5655 Add Course (guest: Zhiyi Chi)

2018-162 BIST/STAT 5675 Add Course (guest: Zhiyi Chi)

2018-163 BIST/STAT 5705 Add Course (guest: Zhiyi Chi)

2018-164 BIST/STAT 5815 Add Course (guest: Zhiyi Chi)

2018-146 FREN 5309 Drop Course (guest: Gustavo Nanclares)

2018-147 FREN 5401 Drop Course (guest: Gustavo Nanclares)

2018-148 FREN 5374 Add Course (guest: Gustavo Nanclares)

2018-149 HIND 1103 Revise Course (guest: Gustavo Nanclares) (S)

2018-150 HIND 1104 Revise Course (guest: Gustavo Nanclares) (S)

2018-151 PERS 1103 Add Course (guest: Gustavo Nanclares) (S)

2018-152 PORT 1101 Add Course (guest: Gustavo Nanclares) (G) (S)

2018-153 PORT 1102 Add Course (guest: Gustavo Nanclares) (G) (S)

2018-154 PORT 1103 Add Course (guest: Gustavo Nanclares) (S)

2018-155 PORT 1104 Add Course (guest: Gustavo Nanclares) (S)

2018-178 ENGL 2001 Add Course (S)

2018-165 ENGL 3303 Revise Course

2018-166 ENGL 3650 Drop Courses

2018-167 ENGL 3651 Drop Course

2018-168 ENGL Change Major

2018-169 GSCI 1140 Add Course (S)

2018-170 GSCI 4850 Add Course

2018-171 GSCI 5850 Add Course

2018-172 HDFS Change Major

2018-173 MCB 3842W Add Course (G) (S)

2018-174 MCB 3845W Add Course (G) (S)

2018-175 PSYC 2208 Revise Course (S)

2018-176 PSYC Change Major

2018-177 PSYC Change Minor

2018-179 WGSS 2217/W Add Course (G) (S)

**C. Subcommittee Report**

Subcommittee report for CA-1 areas

**PROPOSALS**

**2018-136 Add MS in Intraoperative Neuromonitoring (guests: Joe Loturco and Payam Andalib)**

Proposal to add MS in Intraoperative Neuromonitoring is below for advisory discussion.

**2018-137 GEOG/MAST 3600 Add Course (guest: Nat Trumbull)**

*Proposed Copy:*

MAST 3600 Global Dynamics of the Shipping Industry

Three credits.

Introduction to the global shipping industry and the essential role it plays in the conduct of world trade and the growth of the global economy.

**2018-156 ILCS 1180 Add Course (guest: Tina Chiappetta-Miller) (G) (S)**

*Proposed Copy:*

ILCS 1180. Adaptation: Italian Literature into Film

Three credits.

Survey of literary genres adapted into film in Italian context. Focus on literary and visual styles, visual literacy, and film critique. Literary texts cover a range of time periods and cultural considerations. Films represent a variety of cinematic techniques and the new audiences and artistic goals targeted by film adaptations. General film theory and theories of adaptation will be explored.

**2018-138 MCB 3410 Add Course (guest: Mark Longo)**

*Proposed Copy:*

MCB 3410. Eukaryotic Genomics

Three credits. Prerequisite: MCB 2400 or MCB 2410. Open to sophomores or higher.

Introduction to the study of eukaryotic genomes. Topics include genome sequence organization and analysis, comparative genomics, structural variants, transposable elements and genome regulation in human health and disease.

**2018-139 MCB 3843W Add Course (guest: Mark Longo) (G) (S)**

*Proposed Copy:*

MCB 3843W. Research Literature in Comparative Genomics.

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; MCB 2400 or 2410; open only with consent of instructor.

Discussion of current research in comparative genomics. Comparative genomics uses cross-species analyses to identify functional genome sequences. This course uses primary research literature to explore the complex and dynamic nature of eukaryotic genomes. The course emphasizes communicating scientific findings using experimental data.

**2018-140 MARN 3001 Revise Course (guest: Annelie Skoog)**

*Current Copy:*

3001. Marine Sciences II

First semester (Avery Point). Four credits. Three hours lecture and three hours laboratory. Prerequisite: MARN 2002; MATH 1110Q or 1071Q or 1132Q; and PHYS 1202Q or 1402Q.

Biological, chemical, physical and geological structure and function of coastal systems, with a special focus on field observations in three important coastal habitats: beaches and rocky shores, marshes, and estuaries.

*Proposed Copy:*

3001. Foundations of Marine Sciences

First semester (Avery Point). Four credits. Three hours lecture and three hours laboratory. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.

Biological, chemical, physical and geological structure and function of coastal systems, with a special focus on field observations in three important coastal habitats: beaches and rocky shores, marshes, and estuaries.

**2018-141 MARN 3002 Revise Course (guest: Annelie Skoog)**

*Current Copy:*

MARN 2002. Marine Sciences I

Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.

Biological, chemical, physical, and geological structure and function of coastal systems; a worldwide survey with emphasis on important coastal habitats and processes.

*Proposed Copy:*

MARN 3002. Foundations of Marine Sciences

(formerly 2002) Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.

Relationships between biological and physical processes in the ocean. Topics include spatial structure of physical properties, patterns and mechanisms of circulation, biological production, food web structure and function, recycling and export of nutrients and organic matter.

**2018-142 MARN 3812 Add Course (guest: Annelie Skoog)**

*Proposed Copy:*

MARN 3812: Seminar in Marine Biodiversity and Conservation

Three credits. Prerequisite: MARN 2801W or EEB 2244 or instructor consent

Critical examination of state-of-the-art research, policy and regulatory frameworks of marine conservation biology and associated environmental, cultural, and socio-economic implications. Topics may include aquaculture, endangered species, strandings, biomedicine, ocean pollution, and marine protected areas. Research projects to be conducted at the Mystic Aquarium.

**2018-143 MARN 5812 Add Course (guest: Annelie Skoog)**

*Proposed Copy:*

MARN 5812: Seminar in Marine Biodiversity and Conservation

Three credits.

Critical examination of state-of-the-art research, policy and regulatory frameworks of marine conservation biology and associated environmental, cultural, and socio-economic implications. Topics may include aquaculture, endangered species, strandings, biomedicine, ocean pollution, and marine protected areas. Research projects to be conducted at the Mystic Aquarium.

**2018-144 MARN 6031 Add Course (guest: Annelie Skoog)**

*Proposed Copy:*

MARN 6031. Stable Isotope Biogeochemistry Three credits.

Prerequisite: MARN 4930W or 5030 or instructor consent

Overview of important stable isotopic systems used to study biogeochemical cycling of bioactive elements. Focus will be on carbon, nitrogen, and oxygen isotopic systems with an introduction to sulfur, silicic acid, and trace metals.

**2018-145 MARN Change Major (guest: Annelie Skoog)**

*Current Copy:*

The Marine Sciences major at the University of Connecticut provides students the opportunity to study the biological, chemical, geological and physical environment of the oceans. This field-intensive program focuses on understanding the ocean environment and human impacts on coastal habitats. Courses are designed to provide a solid foundation in science and mathematics. Experiential learning opportunities, internships, study abroad and senior-year capstone courses allow for interdisciplinary studies and hands-on learning. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies and research institutions, and for graduate studies.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 30 credits of Marine Sciences courses, and 12 credits of Related Area courses. Marine Sciences majors in the B.S. must pass the following courses:

I. 1000-Level Courses

BIOL 1107 and 1108; either CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q; MATH 1131Q, and 1132Q; either PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the Department Head.

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3003Q, 3801W, 4001, 4002, and three electives. The electives must represent different areas of Marine Sciences. Three courses must be completed from the following groups of electives. At least one course must be completed from each of the two groups:

•Group 1: MARN 2060, 3000, 3060, 3230, 3505, 4030W, 4050, 4060, 4066.

•Group 2: MARN 3012, 3014, 3015, 3017, 3030, 3811, 4010, 4018.

Students may be able to use MARN 3893, 4893, 4895, 4898 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Marine Sciences

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 26 credits of Marine Sciences courses, and 18 credits constituting the Related Area.

Marine Sciences majors in the B.A. must pass the following courses:

I. 1000-Level Courses

BIOL 1107 and 1108; either CHEM 1124Q, 1125Q, and 1126Q, or CHEM 1127Qand 1128Q; either MATH 1060Q and 1110Q, or MATH 1060Q and 1071Q; either PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the department.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3801W, 4001, 4002, and any three of the MARN electives listed in Group 1 or Group 2 in the B.S. requirements above.

Students may be able to use MARN 3893, 4893, 4895, 4898, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests. The department maintains a list of acceptable courses.

Competency Requirements (B.S. and B.A. programs)

The University’s General Education competency requirements for information literacy will be satisfied by completing the requirements above, in particular MARN 3001, 3801W, and 4002. The writing in the major requirement will be satisfied by MARN 3801W.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this Catalog.

Minors in Marine Biology and Oceanography are described in the Minors section.

*Proposed Copy:*

Students in the Marine Sciences major receive multidisciplinary training in the biological, chemical, physical, and geological processes of the ocean with emphasis on how humans impact the coastal environment.  In addition to receiving a strong foundation in mathematics and natural sciences, students engage in experiential learning, field work, internships, study abroad and senior-year capstone courses that foster interdisciplinary training. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies and research institutions, and for graduate studies.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 30 credits of Marine Sciences courses, and 12 credits of Related Area courses. Marine Sciences majors in the B.S. must pass the following courses:

I. Required courses in Basic Sciences and Math

* BIOL 1107 and 1108;
* CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q;
* MATH 1131Q, and 1132Q;
* PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q;
* STAT 1100Q or another course approved by the Department Head.

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN 1002 or 1003, ~~2002~~ 2801W, 3001, 3002, 3003Q, 4001, 4002, and three electives. The electives must represent different areas of Marine Sciences. Three courses must be completed from the following groups of electives. At least one course must be completed from each of the two groups:

•Group 1: MARN 2060, 3000, 3060, 3230, 3505, 4030W, 4050, 4060, 4066.

•Group 2: MARN 3012, 3014, 3015, 3017, 3030, 3811, 4010, 4018.

Students may be able to use MARN 3893, 4893, 4895, 4898 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests.

**Bachelor of Arts in Marine Sciences**

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 26 credits of Marine Sciences courses, and 18 credits constituting the Related Area.

Marine Sciences majors in the B.A. must pass the following courses:

I. Required courses in Basic Sciences and Math

* BIOL 1107 and 1108;
* CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q;
* MATH 1060Q and MATH 1071Q or 1131Q;
* PHYS 1201Q or ~~and 1202Q~~ PHYS 1401Q ~~and 1402Q~~;
* STAT 1100Q or another course approved by the Department Head.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 1002 or 1003, ~~2002,~~ 2801W, 3001, 3002, 4001, 4002, and any three of the MARN electives listed in Group 1 or Group 2 in the B.S. requirements above.

Students may be able to use MARN 3893, 4893, 4895, 4898, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be ~~partially~~ available through Distance Learning. Please check the Directory of Courses in this Catalog.

**2018-157 BIST/STAT 5215 Add Course (guest: Zhiyi Chi)**

*Proposed Copy:*

STAT/BIST 5215. Statistical Consulting.

Three credits. Prerequisite: STAT 5315, STAT 5505/5605, STAT 5725, or instructor consent. Applied inference for academia, government, and industry: ethical guidelines, observational studies, surveys, clinical trials, designed experiments, data management, aspects of verbal and written communication, case studies.

**2018-158 BIST/STAT 5225 Add Course (guest: Zhiyi Chi)**

*Proposed Copy:*

STAT/BIST 5225. Data Management and Programming in R and SAS.

Three credits. Prerequisites: STAT 5505/5605 or instructor consent.

Creation and management of datasets for statistical analysis: software tools and databases, user--defined functions, importing, exporting, and manipulation of data, conditional and iterative processing, generation of reports.

**2018-159 BIST/STAT 5535 Add Course (guest: Zhiyi Chi)**

*Proposed Copy:*

STAT/BIST 5535. Nonparametric Methods

Three credits. Prerequisite: STAT 3445 or instructor consent.

Theory and applications of statistical methods for analyzing ordinal, non-normal data: one and multiple sample hypothesis testing, empirical distribution functions and applications, order statistics, rank tests, efficiency, linear and nonlinear regression, and classification.

**2018-160 BIST/STAT 5615 Add Course (guest: Zhiyi Chi)**

*Proposed Copy:*

STAT/BIST 5615. Categorical Data Analysis.

Three credits. Prerequisites: STAT 5505 and 5605, or instructor consent.

Statistical analysis of data on a nominal scale: discrete distributions, contingency tables, odds ratios, interval estimates, goodness of fit tests, logistic/probit/complementary log-log regression, and Poisson related regression.

**2018-161 BIST/STAT 5655 Add Course (guest: Zhiyi Chi)**

*Proposed Copy:*

STAT/BIST 5655. Epidemiology.

Three credits. Prerequisites: Open only to graduate students in the Department of Statistics, others with consent.

The statistical study of health and illness in human and veterinary populations: epidemiological study designs, measures of disease frequency, effect, and potential impact respectively, selection and information biases, confounding, stratified analysis.

**2018-162 BIST/STAT 5675 Add Course (guest: Zhiyi Chi)**

*Proposed Copy:*

STAT/BIST 5675. Bayesian Data Analysis.

Three credits. Prerequisites: STAT 5585 and 5685, or instructor consent.

Theory of statistical inference based on Bayes' Theorem: basic probability theory, linear/nonlinear, graphical, and hierarchical models, decision theory, Bayes estimation and hypothesis testing, prior elicitation, Gibbs sampling, the Metropolis--Hastings algorithm, Monte Carlo integration.

**2018-163 BIST/STAT 5705 Add Course (guest: Zhiyi Chi)**

*Proposed Copy:*

STAT/BIST 5705. Bioinformatics.

Three credits. Prerequisites: STAT 5505 and STAT 5585, or instructor consent.

Statistical methods and software tools for the analysis of biological data: sequencing methods, gene alignment methods, expression analysis, evolutionary models, analysis of proteomics, metabolomics, and methylation data, pathway analysis, gene network analysis.

**2018-164 BIST/STAT 5815 Add Course (guest: Zhiyi Chi)**

*Proposed Copy:*

STAT/BIST 5815. Longitudinal Data Analysis.

Three credits. Prerequisites: STAT 5505 and 5605, or instructor consent.

Statistical theory and methodology for data collected over time in a clustered manner: design of experiments, exploratory data analysis, linear models for continuous data, general linear models for discrete data, marginal ("population-average") and mixed ("subject-specific") models, treatment of missing data.

**2018-146 FREN 5309 Drop Course (guest: Gustavo Nanclares)**

*Current Copy:*

5309. Provençal Language and Literature

Three credits.

**2018-147 FREN 5401 Drop Course (guest: Gustavo Nanclares)**

*Current Copy:*

5401. Seminar on Villon

Three credits. Prerequisite: [FREN 5353](https://gradcatalog.uconn.edu/FREN/#5353).

**2018-148 FREN 5374 Add Course (guest: Gustavo Nanclares)**

*Proposed Copy:*

FREN 5374. Narrative Forms in 20th- and 21st-Century French Literature

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

This course covers narrative in 20th- and 21st-century literature, including its criticism and theory, in traditional and nontraditional literary forms.

**2018-149 HIND 1103 Revise Course (guest: Gustavo Nanclares) (S)**

*Current Copy:*

1103-1104. Intermediate Hindi Levels I and II

Three credits each semester. 1103 is offered in the first semester and 1104 in the second. Consult the Program Director in Oak Hall 207 for more information.

*Proposed Copy:*

1103. Intermediate Hindi I

Four credits. Prerequisite: HIND 1102 or equivalent.

Further development of understanding, speaking, reading, and writing skills in Hindi within a cultural setting. Readings to enhance cultural awareness of the Hindi-speaking world.

**2018-150 HIND 1104 Revise Course (guest: Gustavo Nanclares) (S)**

*Current Copy:*

1103-1104. Intermediate Hindi Levels I and II Three credits each semester. 1103 is offered in the first semester and 1104 in the second. Consult the Program Director in Oak Hall 207 for more information.

*Proposed Copy:*

1104. Intermediate Hindi II

Four credits. Prerequisite: HIND 1103 or equivalent.

Further development of understanding, speaking, reading, and writing skills in Hindi within a cultural setting. Readings to enhance cultural awareness of the Hindi-speaking world.

**2018-151 PERS 1103 Add Course (guest: Gustavo Nanclares) (S)**

*Proposed Copy:*

PERS 1103. Intermediate Persian I

Four credits. Prerequisite: PERS 1102 or equivalent.

Further development of listening, speaking, reading, and writing skills in Persian within a cultural setting. Readings to enhance cultural awareness of the Persian-speaking world.

**2018-152 PORT 1101 Add Course (guest: Gustavo Nanclares) (G) (S)**

*Proposed Copy:*

1101. Elementary Portuguese I Four credits. Development of ability to communicate in Portuguese, orally and in writing, to satisfy basic survival needs within a cultural setting.

**2018-153 PORT 1102 Add Course (guest: Gustavo Nanclares) (G) (S)**

*Proposed Copy:*

1102. Elementary Portuguese II

Four credits. Prerequisite: PORT 1101 or equivalent.

Development of ability to communicate in Portuguese, orally and in writing, to satisfy basic survival needs within a cultural setting.

**2018-154 PORT 1103 Add Course (guest: Gustavo Nanclares) (S)**

*Proposed Copy:*

PORT 1103. Intermediate Portuguese I.

Four credits. Prerequisite: PORT 1102 or equivalent.

Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Lusophone world.

**2018-155 PORT 1104 Add Course (guest: Gustavo Nanclares) (S)**

*Proposed Copy:*

PORT 1104. Intermediate Portuguese II

Four credits. Prerequisite: PORT 1103 or equivalent.

Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Lusophone world.

**2018-178 ENGL 2001 Add Course (S)**

*Proposed Copy:*

ENGL 2001. Introduction to Grant Writing

Three credits. S/U graded. Prerequisite: ENGL 1010 or 1011 or 2011.

An introduction to the basics of grants and grant writing, including the purpose of writing grants, grant opportunities available to undergraduates, and features of successful grant proposals. Requires submission of a grant.

**2018-165 ENGL 3303 Revise Course**

*Current Copy:*

ENGL 3495. Studies in Early Literature in English

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Studies in literature written in English before 1800.

*Proposed Copy:*

ENGL 3303. Studies in Early Literature in English

(Formerly offered as ENGL 3495.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Studies in literature written in English before 1800.

**2018-166 ENGL 3650 Drop Courses**

*Current Copy:*

### 3650. Maritime Literature

Three credits. Prerequisite: [ENGL 1010](https://catalog.uconn.edu/engl/#1010) or [1011](https://catalog.uconn.edu/engl/#1011) or [2011](https://catalog.uconn.edu/engl/#2011); open to juniors or higher.

Classic works of the maritime literary tradition, including texts by Conrad and Melville and other texts contributing significantly to the culture, history and aesthetics of the sea.

**2018-167 ENGL 3651 Drop Course**

*Current Copy:*

### 3651. Maritime Non-Fiction

Three credits. Prerequisite: [ENGL 1010](https://catalog.uconn.edu/engl/#1010) or [1011](https://catalog.uconn.edu/engl/#1011) or [2011](https://catalog.uconn.edu/engl/#2011); open to juniors or higher.

Classics of the non-fictional genre as they apply to an understanding of the culture of the sea. Social, humanistic, intellectual and scientific perspectives are examined through analysis of works by writers such as Steinbeck, McPhee, and Sebastian Junger.

**2018-168 ENGL Change Major**

*Current Copy:*

To satisfy the English major, the student must present for the degree thirty credits of English courses numbered 2000 or above and including the following:

A. Introduction to Literary Studies

[ENGL 2600](https://catalog.uconn.edu/ENGL/#2600) (3 credits). This course should be taken within a semester of declaring the major or at its next offering.

B. Literary Histories and Areas (9 credits)

One course from each of the following three groups:

1. British Literature: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), [2101](https://catalog.uconn.edu/ENGL/#2101), [3111/W](https://catalog.uconn.edu/ENGL/#3111), [3113/W](https://catalog.uconn.edu/ENGL/#3113), [3115/W](https://catalog.uconn.edu/ENGL/#3115), [3117/W](https://catalog.uconn.edu/ENGL/#3117), [3118/W](https://catalog.uconn.edu/ENGL/#3118), [3123/W](https://catalog.uconn.edu/ENGL/#3123), [3124/W](https://catalog.uconn.edu/ENGL/#3124).
2. American Literature: [ENGL 2201/W](https://catalog.uconn.edu/ENGL/#2201), [2203/W](https://catalog.uconn.edu/ENGL/#2203), [2214/W](https://catalog.uconn.edu/ENGL/#2214), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [3213/W](https://catalog.uconn.edu/ENGL/#3213), [3215/W](https://catalog.uconn.edu/ENGL/#3215), [3218/W](https://catalog.uconn.edu/ENGL/#3218), [3220/W](https://catalog.uconn.edu/ENGL/#3220) [3605](https://catalog.uconn.edu/ENGL/#3605), [3607](https://catalog.uconn.edu/ENGL/#3607).
3. Anglophone and Postcolonial Literature: [ENGL 2301/W](https://catalog.uconn.edu/ENGL/#2301), [3120](https://catalog.uconn.edu/ENGL/#3120), [3122](https://catalog.uconn.edu/ENGL/#3122), [3318](https://catalog.uconn.edu/ENGL/#3318), [3319](https://catalog.uconn.edu/ENGL/#3319), [3320](https://catalog.uconn.edu/ENGL/#3320).

C. Genre (3 credits)

One from the following: [ENGL 2401](https://catalog.uconn.edu/ENGL/#2401), [2405](https://catalog.uconn.edu/ENGL/#2405), [2407](https://catalog.uconn.edu/ENGL/#2407), [2408](https://catalog.uconn.edu/ENGL/#2408), [2409](https://catalog.uconn.edu/ENGL/#2409).

D. Major Author (3 credits)

One from the following: [ENGL 3501](https://catalog.uconn.edu/ENGL/#3501), [ENGL 3503](https://catalog.uconn.edu/ENGL/#3503), [ENGL 3505](https://catalog.uconn.edu/ENGL/#3505), [ENGL 3507](https://catalog.uconn.edu/ENGL/#3507), [ENGL 3509](https://catalog.uconn.edu/ENGL/#3509).

E. Advanced Study (3 credits)

These courses satisfy the departmental requirements for Writing in the Major and Information Literacy. One from the following: [ENGL 4101W](https://catalog.uconn.edu/ENGL/#4101W), [4201W](https://catalog.uconn.edu/ENGL/#4201W), [4203W](https://catalog.uconn.edu/ENGL/#4203W), [4301W](https://catalog.uconn.edu/ENGL/#4301W), [4302W](https://catalog.uconn.edu/ENGL/#4302W), [4401W](https://catalog.uconn.edu/ENGL/#4401W), [4405W](https://catalog.uconn.edu/ENGL/#4405W), [4407W](https://catalog.uconn.edu/ENGL/#4407W), [4600W](https://catalog.uconn.edu/ENGL/#4600W), [4601W](https://catalog.uconn.edu/ENGL/#4601W), [4613W](https://catalog.uconn.edu/ENGL/#4613W), [4965W](https://catalog.uconn.edu/ENGL/#4965W).

F. Electives (9 credits)

In addition to courses used to satisfy requirements A-E above, nine credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

Distribution Requirements

At least two courses in the major must concern literature written before 1800. Courses applied toward categories B-F may also apply toward this requirement. Courses satisfying this requirement are: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), [3111](https://catalog.uconn.edu/ENGL/#3111), [3113](https://catalog.uconn.edu/ENGL/#3113), [3115](https://catalog.uconn.edu/ENGL/#3115), [3301](https://catalog.uconn.edu/ENGL/#3301), [3495](https://catalog.uconn.edu/ENGL/#3495), [3501](https://catalog.uconn.edu/ENGL/#3501), [3503](https://catalog.uconn.edu/ENGL/#3503), [3505](https://catalog.uconn.edu/ENGL/#3505), [3507](https://catalog.uconn.edu/ENGL/#3507), [4965W](https://catalog.uconn.edu/ENGL/#4965W).

Concentrations offered for English majors

* Irish Literature
* Creative Writing
* Teaching English

Education Abroad in London

The Department of English sponsors programs in London occurring on an as-offered basis.

A minor in English is described in the [Minors](https://catalog.uconn.edu/minors/english/) section.

*Proposed Copy:*

To satisfy the English major, the student must present for the degree thirty credits of English courses numbered 2000 or above and including the following:

A. Introduction to Literary Studies

[ENGL 2600](https://catalog.uconn.edu/ENGL/#2600) (3 credits). This course should be taken within a semester of declaring the major or at its next offering.

B. Literary Histories and Areas (9 credits)

One course from each of the following three groups:

1. British Literature: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), [2101](https://catalog.uconn.edu/ENGL/#2101), [3111/W](https://catalog.uconn.edu/ENGL/#3111), [3113/W](https://catalog.uconn.edu/ENGL/#3113), [3115/W](https://catalog.uconn.edu/ENGL/#3115), [3117/W](https://catalog.uconn.edu/ENGL/#3117), [3118/W](https://catalog.uconn.edu/ENGL/#3118), [3123/W](https://catalog.uconn.edu/ENGL/#3123), [3124/W](https://catalog.uconn.edu/ENGL/#3124).
2. American Literature: [ENGL 2201/W](https://catalog.uconn.edu/ENGL/#2201), [2203/W](https://catalog.uconn.edu/ENGL/#2203), [2214/W](https://catalog.uconn.edu/ENGL/#2214), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [3213/W](https://catalog.uconn.edu/ENGL/#3213), [3215/W](https://catalog.uconn.edu/ENGL/#3215), [3218/W](https://catalog.uconn.edu/ENGL/#3218), [3220/W](https://catalog.uconn.edu/ENGL/#3220) [3605](https://catalog.uconn.edu/ENGL/#3605), [3607](https://catalog.uconn.edu/ENGL/#3607).
3. Anglophone and Postcolonial Literature: [ENGL 2301/W](https://catalog.uconn.edu/ENGL/#2301), [3120](https://catalog.uconn.edu/ENGL/#3120), [3122](https://catalog.uconn.edu/ENGL/#3122), [3318](https://catalog.uconn.edu/ENGL/#3318), [3319](https://catalog.uconn.edu/ENGL/#3319), [3320](https://catalog.uconn.edu/ENGL/#3320).

C. Genre (3 credits)

One from the following: [ENGL 2401](https://catalog.uconn.edu/ENGL/#2401), [2405](https://catalog.uconn.edu/ENGL/#2405), [2407](https://catalog.uconn.edu/ENGL/#2407), [2408](https://catalog.uconn.edu/ENGL/#2408), [2409](https://catalog.uconn.edu/ENGL/#2409).

D. Major Author (3 credits)

One from the following: [ENGL 3501](https://catalog.uconn.edu/ENGL/#3501), [ENGL 3503](https://catalog.uconn.edu/ENGL/#3503), [ENGL 3505](https://catalog.uconn.edu/ENGL/#3505), [ENGL 3507](https://catalog.uconn.edu/ENGL/#3507), [ENGL 3509](https://catalog.uconn.edu/ENGL/#3509).

E. Advanced Study (3 credits)

These courses satisfy the departmental requirements for Writing in the Major and Information Literacy. One from the following: [ENGL 4101W](https://catalog.uconn.edu/ENGL/#4101W), [4201W](https://catalog.uconn.edu/ENGL/#4201W), [4203W](https://catalog.uconn.edu/ENGL/#4203W), [4301W](https://catalog.uconn.edu/ENGL/#4301W), [4302W](https://catalog.uconn.edu/ENGL/#4302W), [4401W](https://catalog.uconn.edu/ENGL/#4401W), [4405W](https://catalog.uconn.edu/ENGL/#4405W), [4407W](https://catalog.uconn.edu/ENGL/#4407W), [4600W](https://catalog.uconn.edu/ENGL/#4600W), [4601W](https://catalog.uconn.edu/ENGL/#4601W), [4613W](https://catalog.uconn.edu/ENGL/#4613W), [4965W](https://catalog.uconn.edu/ENGL/#4965W).

F. Electives (9 credits)

In addition to courses used to satisfy requirements A-E above, nine credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

Distribution Requirements

At least two courses in the major must concern literature written before 1800. Courses applied toward categories B-F may also apply toward this requirement. Courses satisfying this requirement are: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), [3111](https://catalog.uconn.edu/ENGL/#3111), [3113](https://catalog.uconn.edu/ENGL/#3113), [3115](https://catalog.uconn.edu/ENGL/#3115), [3301](https://catalog.uconn.edu/ENGL/#3301), 3303, [~~3495~~](https://catalog.uconn.edu/ENGL/#3495)~~,~~ [3501](https://catalog.uconn.edu/ENGL/#3501), [3503](https://catalog.uconn.edu/ENGL/#3503), [3505](https://catalog.uconn.edu/ENGL/#3505), [3507](https://catalog.uconn.edu/ENGL/#3507), 3652, [4965W](https://catalog.uconn.edu/ENGL/#4965W).

Concentrations offered for English majors

* Irish Literature
* Creative Writing
* Teaching English

Education Abroad in London

The Department of English sponsors programs in London occurring on an as-offered basis.

A minor in English is described in the [Minors](https://catalog.uconn.edu/minors/english/) section.

**2018-169 GSCI 1140 Add Course (S)**

*Proposed Copy:*

1140. Our Evolving Atmosphere

Three credits.

Introduction to physical, chemical, and dynamical concepts in atmospheric sciences. Topics include a range of temporal and spatial scales, and provide an understanding of atmospheric composition, meteorology, and climatology.

**2018-170 GSCI 4850 Add Course**

*Proposed Copy:*

4850. Paleoclimatology

Three credits. Recommended preparation: GSCI 1050 or 1051. Open only to juniors or higher. Introduction to the geological evidence, research methods, and hypotheses associated with major climatic events in Earth’s history through a combination of lectures, paper discussions, and a climate modeling project.

**2018-171 GSCI 5850 Add Course**

*Proposed Copy:*

5850. Paleoclimatology

Three credits. Open to graduate students only. Not open for credit to students who have passed GSCI 4850.

Introduction to the geological evidence, research methods, and hypotheses associated with major climatic events in Earth’s history through a combination of lectures, paper discussions, and a climate modeling project.

**2018-172 HDFS Change Major**

*Current Copy:*

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070); [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103) (or [1101](https://catalog.uconn.edu/PSYC/#1101)); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001) or [HDFS 1060](https://catalog.uconn.edu/HDFS/#1060); and [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (Note: These courses may also fulfill University General Education requirements.) Students must meet the information literacy and writing competency requirements through satisfactory completion of [HDFS 2004W](https://catalog.uconn.edu/HDFS/#2004W) and one of the following: [HDFS 3311/W](https://catalog.uconn.edu/HDFS/#3311), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

The major in Human Development and Family Studies requires 43 credits at the 2000 level or above including 31 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

This major must include completion of one of the following courses as a second W: [HDFS 3311W](https://catalog.uconn.edu/HDFS/#3311W), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

This major also must include at least 12 credits from the following courses: [HDFS 3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550) if not applied to satisfaction of the foregoing requirement.

\* No more than 6 credits can be counted toward the 12 selected credits.

\*\* No more than 3 credits can be counted toward the 12 selected credits.

*Proposed Copy:*

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070); [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103) (or [1101](https://catalog.uconn.edu/PSYC/#1101)); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001) or [HDFS 1060](https://catalog.uconn.edu/HDFS/#1060); and [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (Note: These courses may also fulfill University General Education requirements.) Students must meet the information literacy and writing competency requirements through satisfactory completion of [HDFS 2004W](https://catalog.uconn.edu/HDFS/#2004W) and one of the following: [HDFS 3311/W](https://catalog.uconn.edu/HDFS/#3311), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

The major in Human Development and Family Studies requires 43 credits at the 2000 level or above including 31 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

This major must include completion of one of the following courses as a second W: [HDFS 3311W](https://catalog.uconn.edu/HDFS/#3311W), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

This major also must include at least 12 credits from the following courses: [HDFS 3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), 3127, 3141, [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), 3251, [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), 3341, [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), 3432, [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550) if not applied to satisfaction of the foregoing requirement.

\* No more than 6 credits can be counted toward the 12 selected credits.

\*\* No more than 3 credits can be counted toward the 12 selected credits.

**2018-173 MCB 3842W Add Course (G) (S)**

*Proposed Copy:*

MCB 3842W. Current Investigations in Cancer Cell Biology

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; MCB 2000 or 2210 or 3010

Mechanisms involved in cancer initiation, promotion, and progression: cancer genomes, epigenetic regulation of gene expression and reprogramming, cancer stem cells, alterations in cell signaling networks, cancer cell bioenergetics, environmental exposures and xenobiotic metabolism, development of resistance to therapeutics. Writing assignments involve analysis and critique of the research literature with demonstration of writing proficiency in the style of a commentary, mini-review, and analysis of controversial findings.

**2018-174 MCB 3845W Add Course (G) (S)**

*Proposed Copy:*

MCB 3845W Microbial Diversity, Ecology and Evolution

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; BIOL 1107. Recommended preparation: MCB 2610

Prokaryotes generate diversity and evolve mainly through Horizontal Gene Transfer. In order to gain a deeper appreciation for how prokaryotes evolve and adapt to their environment, we will examine the scientific literature examining mechanisms, strategies and outcomes of gene exchange.

**2018-175 PSYC 2208 Revise Course (S)**

*Current Copy:*

2208. Sensory Systems Neuroscience

Three credits. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 1108. Recommended preparation: PSYC 2200.

Cellular, circuit, and neural systems basis of sensation and perception including evolutionary and ecological differences among mammals.

*Proposed Copy:*

2208. Sensory Systems Neuroscience

Three credits. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 1108.

Cellular, circuit, and neural systems basis of sensation and perception including evolutionary and ecological differences among mammals.

**2018-176 PSYC Change Major**

*Current Copy:*

Psychological Sciences

[Course descriptions](https://catalog.uconn.edu/psyc/)

The Department of Psychological Sciences recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include [BIOL 1102](https://catalog.uconn.edu/BIOL/#1102), [1107](https://catalog.uconn.edu/BIOL/#1107), or [1108](https://catalog.uconn.edu/BIOL/#1108); [ANTH 1006](https://catalog.uconn.edu/ANTH/#1006) or [2000](https://catalog.uconn.edu/ANTH/#2000); and [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001). If at all possible, majors should take [STAT 1100Q](https://catalog.uconn.edu/STAT/#1100Q) (or [1000Q](https://catalog.uconn.edu/STAT/#1000Q)) by their third semester.

A maximum of seven 2000-level or above transfer credits in psychology may count toward the major upon approval of the transfer coordinator in the Department of Psychological Sciences.

Up to three credits of [PSYC 3889](https://catalog.uconn.edu/PSYC/#3889) or [3899](https://catalog.uconn.edu/PSYC/#3899) can be used, and [PSYC 3880](https://catalog.uconn.edu/PSYC/#3880) cannot be used.

All Department of Psychological Sciences majors are required to take two introductory-level psychology courses – General Psychology I ([PSYC 1100](https://catalog.uconn.edu/PSYC/#1100)) and either General Psychology II ([PSYC 1101](https://catalog.uconn.edu/PSYC/#1101)) or General Psychology II (Enhanced) ([PSYC 1103](https://catalog.uconn.edu/PSYC/#1103)) – followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

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[PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ).

Area I: Social, Developmental, Clinical, and Industrial/Organizational

[PSYC 2300](https://catalog.uconn.edu/PSYC/#2300) or [2300W](https://catalog.uconn.edu/PSYC/#2300W), [2301](https://catalog.uconn.edu/PSYC/#2301), [2400](https://catalog.uconn.edu/PSYC/#2400), [2600](https://catalog.uconn.edu/PSYC/#2600), [2700](https://catalog.uconn.edu/PSYC/#2700).

Area II: Experimental and Behavioral Neuroscience

[PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), [2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501), [3201](https://catalog.uconn.edu/PSYC/#3201), [3500](https://catalog.uconn.edu/PSYC/#3500), [3501](https://catalog.uconn.edu/PSYC/#3501).

Area III: Cross Area (I and II)

[PSYC 2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [3100/W](https://catalog.uconn.edu/PSYC/#3100), [3102](https://catalog.uconn.edu/PSYC/#3102), [3105](https://catalog.uconn.edu/PSYC/#3105), [3400](https://catalog.uconn.edu/PSYC/#3400), [3601](https://catalog.uconn.edu/PSYC/#3601).

Area IV: Advanced and Specialty Lecture Courses

*Includes Area III courses except for*[*PSYC 3100/W*](https://catalog.uconn.edu/PSYC/#3100)*:* [PSYC 2101](https://catalog.uconn.edu/PSYC/#2101), [2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [2701](https://catalog.uconn.edu/PSYC/#2701), [3101](https://catalog.uconn.edu/PSYC/#3101), [3102](https://catalog.uconn.edu/PSYC/#3102), [3103](https://catalog.uconn.edu/PSYC/#3103), [3104](https://catalog.uconn.edu/PSYC/#3104), [3105](https://catalog.uconn.edu/PSYC/#3105), [3106](https://catalog.uconn.edu/PSYC/#3106), [3200/W](https://catalog.uconn.edu/PSYC/#3200), [3300](https://catalog.uconn.edu/PSYC/#3300), [3301](https://catalog.uconn.edu/PSYC/#3301), [3400](https://catalog.uconn.edu/PSYC/#3400),

[3470](https://catalog.uconn.edu/PSYC/#3470), [3502](https://catalog.uconn.edu/PSYC/#3502), [3600](https://catalog.uconn.edu/PSYC/#3600), [3601](https://catalog.uconn.edu/PSYC/#3601), [3670/W](https://catalog.uconn.edu/PSYC/#3670), [3770](https://catalog.uconn.edu/PSYC/#3770), [3883](https://catalog.uconn.edu/PSYC/#3883), [3884](https://catalog.uconn.edu/PSYC/#3884), [3885](https://catalog.uconn.edu/PSYC/#3885).

Laboratory Courses

[PSYC 3150](https://catalog.uconn.edu/PSYC/#3150), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3251](https://catalog.uconn.edu/PSYC/#3251), [3252](https://catalog.uconn.edu/PSYC/#3252), [3253](https://catalog.uconn.edu/PSYC/#3253), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3552](https://catalog.uconn.edu/PSYC/#3552).

Research

[PSYC 3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), [4197W](https://catalog.uconn.edu/PSYC/#4197W).

Tracks

After completing [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100) and [1101](https://catalog.uconn.edu/PSYC/#1101) (or [1103](https://catalog.uconn.edu/PSYC/#1103)), students must select one of our tracks for their major: Standard (B.A. or B.S.); Research Concentration (B.A. or B.S.); or Honors (B.A. or B.S.). The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, one Area III course, two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Research Concentration

31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV courses (lecture and/or laboratory), three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Research Concentration

31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV laboratory courses, three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV courses (lecture and/or laboratory) [3899](https://catalog.uconn.edu/PSYC/#3899) and [4197W](https://catalog.uconn.edu/PSYC/#4197W) from Area IV research, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Honors

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV laboratory courses, [3899](https://catalog.uconn.edu/PSYC/#3899) and [4197W](https://catalog.uconn.edu/PSYC/#4197W) from Area IV research ([4197W](https://catalog.uconn.edu/PSYC/#4197W) may be substituted for one of the laboratory courses. If substituted, student must take one other 2000-level or above PSYC course from any area.), 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, [COMM 3100](https://catalog.uconn.edu/COMM/#3100), [EPSY 3010](https://catalog.uconn.edu/EPSY/#3010), and [HDFS 2100](https://catalog.uconn.edu/HDFS/#2100) may not be used.

Information Literacy

To satisfy the information literacy competency, all students must pass [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q)/[2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ). Other courses that will further enhance competency in information literacy include [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), and [4197W](https://catalog.uconn.edu/PSYC/#4197W).

Writing in the Major

To satisfy the writing in the major requirement, all students must pass [PSYC 2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ). Other courses that will further help students develop writing skills in psychological science are [PSYC 2300W](https://catalog.uconn.edu/PSYC/#2300W), [3100W](https://catalog.uconn.edu/PSYC/#3100), [3200W](https://catalog.uconn.edu/PSYC/#3200W), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3600W](https://catalog.uconn.edu/PSYC/#3600), [3670W](https://catalog.uconn.edu/PSYC/#3670W), [3770W](https://catalog.uconn.edu/PSYC/#3770W), and [4197W](https://catalog.uconn.edu/PSYC/#4197W). For students who have taken [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) rather than [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in [Psychological Sciences](https://catalog.uconn.edu/minors/psychological-sciences/). A minor in [Neuroscience](https://catalog.uconn.edu/minors/neuroscience/) is offered jointly by the Department of Psychological Sciences and the Physiology and Neurobiology Department. Both programs are described in the [Minors](https://catalog.uconn.edu/minors/) section.

The Department of Psychological Sciences also offers a joint major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under [Linguistics](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/linguistics/).

# *Proposed Copy:*

Psychological Sciences

[Course descriptions](https://catalog.uconn.edu/psyc/)

The Department of Psychological Sciences recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include [BIOL 1102](https://catalog.uconn.edu/BIOL/#1102), [1107](https://catalog.uconn.edu/BIOL/#1107), or [1108](https://catalog.uconn.edu/BIOL/#1108); [ANTH 1006](https://catalog.uconn.edu/ANTH/#1006) or [2000](https://catalog.uconn.edu/ANTH/#2000); and [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001). If at all possible, majors should take [STAT 1100Q](https://catalog.uconn.edu/STAT/#1100Q) (or [1000Q](https://catalog.uconn.edu/STAT/#1000Q)) by their third semester.

A maximum of seven 2000-level or above transfer credits in psychology may count toward the major upon approval of the transfer coordinator in the Department of Psychological Sciences.

Up to three credits of [PSYC 3889](https://catalog.uconn.edu/PSYC/#3889) or [3899](https://catalog.uconn.edu/PSYC/#3899) can be used, and [PSYC 3880](https://catalog.uconn.edu/PSYC/#3880) cannot be used.

All Department of Psychological Sciences majors are required to take two introductory-level psychology courses – General Psychology I ([PSYC 1100](https://catalog.uconn.edu/PSYC/#1100)) and either General Psychology II ([PSYC 1101](https://catalog.uconn.edu/PSYC/#1101)) or General Psychology II (Enhanced) ([PSYC 1103](https://catalog.uconn.edu/PSYC/#1103)) – followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

Foundation

[PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ).

Area I: Social, Developmental, Clinical, and Industrial/Organizational

[PSYC 2300](https://catalog.uconn.edu/PSYC/#2300) or [2300W](https://catalog.uconn.edu/PSYC/#2300W), [2301](https://catalog.uconn.edu/PSYC/#2301), [2400](https://catalog.uconn.edu/PSYC/#2400), [2600](https://catalog.uconn.edu/PSYC/#2600), [2700](https://catalog.uconn.edu/PSYC/#2700).

Area II: Experimental and Behavioral Neuroscience

[PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), 2208, 2209, [2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501), [3201](https://catalog.uconn.edu/PSYC/#3201), [3500](https://catalog.uconn.edu/PSYC/#3500), [3501](https://catalog.uconn.edu/PSYC/#3501).

Area III: Cross Area (I and II)

[PSYC 2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [3100/W](https://catalog.uconn.edu/PSYC/#3100), [3102](https://catalog.uconn.edu/PSYC/#3102), [3105](https://catalog.uconn.edu/PSYC/#3105), [3400](https://catalog.uconn.edu/PSYC/#3400), [3601](https://catalog.uconn.edu/PSYC/#3601).

Area IV: Advanced and Specialty Lecture Courses

*Includes Area III courses except for*[*PSYC 3100/W*](https://catalog.uconn.edu/PSYC/#3100)*:* [PSYC 2101](https://catalog.uconn.edu/PSYC/#2101), [2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [2701](https://catalog.uconn.edu/PSYC/#2701), [3101](https://catalog.uconn.edu/PSYC/#3101), [3102](https://catalog.uconn.edu/PSYC/#3102), [3103](https://catalog.uconn.edu/PSYC/#3103), [3104](https://catalog.uconn.edu/PSYC/#3104), [3105](https://catalog.uconn.edu/PSYC/#3105), [3106](https://catalog.uconn.edu/PSYC/#3106), [3200/W](https://catalog.uconn.edu/PSYC/#3200), [3300](https://catalog.uconn.edu/PSYC/#3300), [3301](https://catalog.uconn.edu/PSYC/#3301), [3400](https://catalog.uconn.edu/PSYC/#3400),

3405, [3470](https://catalog.uconn.edu/PSYC/#3470), [3502](https://catalog.uconn.edu/PSYC/#3502), [3600](https://catalog.uconn.edu/PSYC/#3600), 3644, [3601](https://catalog.uconn.edu/PSYC/#3601), [3670/W](https://catalog.uconn.edu/PSYC/#3670), [3770](https://catalog.uconn.edu/PSYC/#3770), [3883](https://catalog.uconn.edu/PSYC/#3883), [3884](https://catalog.uconn.edu/PSYC/#3884), [3885](https://catalog.uconn.edu/PSYC/#3885).

Laboratory Courses

[PSYC 3150](https://catalog.uconn.edu/PSYC/#3150), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3251](https://catalog.uconn.edu/PSYC/#3251), [3252](https://catalog.uconn.edu/PSYC/#3252), [3253](https://catalog.uconn.edu/PSYC/#3253), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3552](https://catalog.uconn.edu/PSYC/#3552).

Research

[PSYC 3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), [4197W](https://catalog.uconn.edu/PSYC/#4197W).

Tracks

After completing [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100) and [1101](https://catalog.uconn.edu/PSYC/#1101) (or [1103](https://catalog.uconn.edu/PSYC/#1103)), students must select one of our tracks for their major: Standard (B.A. or B.S.); Research Concentration (B.A. or B.S.); or Honors (B.A. or B.S.). The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, one Area III course, two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Research Concentration

31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV courses (lecture and/or laboratory), three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Research Concentration

31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV laboratory courses, three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV courses (lecture and/or laboratory) [3899](https://catalog.uconn.edu/PSYC/#3899) and [4197W](https://catalog.uconn.edu/PSYC/#4197W) from Area IV research, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Honors

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV laboratory courses, [3899](https://catalog.uconn.edu/PSYC/#3899) and [4197W](https://catalog.uconn.edu/PSYC/#4197W) from Area IV research ([4197W](https://catalog.uconn.edu/PSYC/#4197W) may be substituted for one of the laboratory courses. If substituted, student must take one other 2000-level or above PSYC course from any area.), 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, [COMM 3100](https://catalog.uconn.edu/COMM/#3100), [EPSY 3010](https://catalog.uconn.edu/EPSY/#3010), and [HDFS 2100](https://catalog.uconn.edu/HDFS/#2100) may not be used.

Information Literacy

To satisfy the information literacy competency, all students must pass [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q)/[2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ). Other courses that will further enhance competency in information literacy include [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), and [4197W](https://catalog.uconn.edu/PSYC/#4197W).

Writing in the Major

To satisfy the writing in the major requirement, all students must pass [PSYC 2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ). Other courses that will further help students develop writing skills in psychological science are [PSYC 2300W](https://catalog.uconn.edu/PSYC/#2300W), [3100W](https://catalog.uconn.edu/PSYC/#3100), [3200W](https://catalog.uconn.edu/PSYC/#3200W), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3600W](https://catalog.uconn.edu/PSYC/#3600), [3670W](https://catalog.uconn.edu/PSYC/#3670W), [3770W](https://catalog.uconn.edu/PSYC/#3770W), and [4197W](https://catalog.uconn.edu/PSYC/#4197W). For students who have taken [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) rather than [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in [Psychological Sciences](https://catalog.uconn.edu/minors/psychological-sciences/). A minor in [Neuroscience](https://catalog.uconn.edu/minors/neuroscience/) is offered jointly by the Department of Psychological Sciences and the Physiology and Neurobiology Department. Both programs are described in the [Minors](https://catalog.uconn.edu/minors/) section.

The Department of Psychological Sciences also offers a joint major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under [Linguistics](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/linguistics/).

**2018-177 PSYC Change Minor**

*Current Copy:*

Psychological Sciences Minor

Students seeking to complete a minor in Psychological Sciences are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

* **Foundation:** [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q)or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ).
* **Area I.** Social, Developmental, Clinical, and Industrial/Organizational: [PSYC 2300/W](https://catalog.uconn.edu/PSYC/#2300), [2301](https://catalog.uconn.edu/PSYC/#2301), [2400](https://catalog.uconn.edu/PSYC/#2400), [2600](https://catalog.uconn.edu/PSYC/#2600), [2700](https://catalog.uconn.edu/PSYC/#2700).
* **Area II.** Experimental and Behavioral Neuroscience: [PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), [2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501), [3201](https://catalog.uconn.edu/PSYC/#3201) ([EEB 3201](https://catalog.uconn.edu/EEB/#3201)), [3500](https://catalog.uconn.edu/PSYC/#3500), [3501](https://catalog.uconn.edu/PSYC/#3501).
* **Area III.** Cross Area (I and II): [PSYC 2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [3100/W,](https://catalog.uconn.edu/PSYC/#3100) [3102](https://catalog.uconn.edu/PSYC/#3102), [3105](https://catalog.uconn.edu/PSYC/#3105), [3400](https://catalog.uconn.edu/PSYC/#3400), [3601](https://catalog.uconn.edu/PSYC/#3601).
* **Area IV.** Advanced and Specialty Lecture Courses: [PSYC 2101](https://catalog.uconn.edu/PSYC/#2101), [2701](https://catalog.uconn.edu/PSYC/#2701), [3101](https://catalog.uconn.edu/PSYC/#3101), [3103](https://catalog.uconn.edu/PSYC/#3103) ([COMM 3103](https://catalog.uconn.edu/COMM/#3103)), [3104](https://catalog.uconn.edu/PSYC/#3104), [3106](https://catalog.uconn.edu/PSYC/#3106) ([AFRA 3106](https://catalog.uconn.edu/AFRA/#3106)), [3200/W](https://catalog.uconn.edu/PSYC/#3200), [3300/W](https://catalog.uconn.edu/PSYC/#3300), [3301](https://catalog.uconn.edu/PSYC/#3301), [3470/W](https://catalog.uconn.edu/PSYC/#3470), [3502](https://catalog.uconn.edu/PSYC/#3502), [3600/W](https://catalog.uconn.edu/PSYC/#3600), [3670/W](https://catalog.uconn.edu/PSYC/#3670), [3770](https://catalog.uconn.edu/PSYC/#3770), [3883](https://catalog.uconn.edu/PSYC/#3883), [3884](https://catalog.uconn.edu/PSYC/#3884),
* [3885](https://catalog.uconn.edu/PSYC/#3885).
* **Laboratory Courses:**[PSYC 3150](https://catalog.uconn.edu/PSYC/#3150), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3251](https://catalog.uconn.edu/PSYC/#3251), [3252](https://catalog.uconn.edu/PSYC/#3252), [3253](https://catalog.uconn.edu/PSYC/#3253), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3552](https://catalog.uconn.edu/PSYC/#3552).
* **Research:**[PSYC 3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), [4197W](https://catalog.uconn.edu/PSYC/#4197W).

The requirements for the Minor in Psychological Sciences are as follows:

* One Area I course
* One Area II course
* Any three additional 2000-level and above Psychological Sciences courses listed above.

No more than three credits of either [PSYC 3889](https://catalog.uconn.edu/PSYC/#3889) or [3899](https://catalog.uconn.edu/PSYC/#3899) may be counted toward the minor. [PSYC 3880](https://catalog.uconn.edu/PSYC/#3880) cannot be used. The courses composing the minor should be selected in consultation with the student’s major advisor to form a coherent program relevant to the student’s academic and/or career interests and objectives.

# *Proposed Copy:*

Psychological Sciences Minor

Students seeking to complete a minor in Psychological Sciences are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

* **Foundation:** [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q)or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ).
* **Area I.** Social, Developmental, Clinical, and Industrial/Organizational: [PSYC 2300/W](https://catalog.uconn.edu/PSYC/#2300), [2301](https://catalog.uconn.edu/PSYC/#2301), [2400](https://catalog.uconn.edu/PSYC/#2400), [2600](https://catalog.uconn.edu/PSYC/#2600), [2700](https://catalog.uconn.edu/PSYC/#2700).
* **Area II.** Experimental and Behavioral Neuroscience: [PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), 2208, 2209, [2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501), [3201](https://catalog.uconn.edu/PSYC/#3201) ([EEB 3201](https://catalog.uconn.edu/EEB/#3201)), [3500](https://catalog.uconn.edu/PSYC/#3500), [3501](https://catalog.uconn.edu/PSYC/#3501).
* **Area III.** Cross Area (I and II): [PSYC 2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [3100/W,](https://catalog.uconn.edu/PSYC/#3100) [3102](https://catalog.uconn.edu/PSYC/#3102), [3105](https://catalog.uconn.edu/PSYC/#3105), [3400](https://catalog.uconn.edu/PSYC/#3400), [3601](https://catalog.uconn.edu/PSYC/#3601).
* **Area IV.** Advanced and Specialty Lecture Courses: [PSYC 2101](https://catalog.uconn.edu/PSYC/#2101), [2701](https://catalog.uconn.edu/PSYC/#2701), [3101](https://catalog.uconn.edu/PSYC/#3101), [3103](https://catalog.uconn.edu/PSYC/#3103) ([COMM 3103](https://catalog.uconn.edu/COMM/#3103)), [3104](https://catalog.uconn.edu/PSYC/#3104), [3106](https://catalog.uconn.edu/PSYC/#3106) ([AFRA 3106](https://catalog.uconn.edu/AFRA/#3106)), [3200/W](https://catalog.uconn.edu/PSYC/#3200), [3300/W](https://catalog.uconn.edu/PSYC/#3300), [3301](https://catalog.uconn.edu/PSYC/#3301), 3405, [3470/W](https://catalog.uconn.edu/PSYC/#3470), [3502](https://catalog.uconn.edu/PSYC/#3502), [3600/W](https://catalog.uconn.edu/PSYC/#3600), 3644, [3670/W](https://catalog.uconn.edu/PSYC/#3670), [3770](https://catalog.uconn.edu/PSYC/#3770), [3883](https://catalog.uconn.edu/PSYC/#3883), [3884](https://catalog.uconn.edu/PSYC/#3884), [3885](https://catalog.uconn.edu/PSYC/#3885).
* **Laboratory Courses:**[PSYC 3150](https://catalog.uconn.edu/PSYC/#3150), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3251](https://catalog.uconn.edu/PSYC/#3251), [3252](https://catalog.uconn.edu/PSYC/#3252), [3253](https://catalog.uconn.edu/PSYC/#3253), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3552](https://catalog.uconn.edu/PSYC/#3552).
* **Research:**[PSYC 3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), [4197W](https://catalog.uconn.edu/PSYC/#4197W).

The requirements for the Minor in Psychological Sciences are as follows:

* One Area I course
* One Area II course
* Any three additional 2000-level and above Psychological Sciences courses listed above.

No more than three credits of either [PSYC 3889](https://catalog.uconn.edu/PSYC/#3889) or [3899](https://catalog.uconn.edu/PSYC/#3899) may be counted toward the minor. [PSYC 3880](https://catalog.uconn.edu/PSYC/#3880) cannot be used. A maximum of three 2000-level or above transfer credits in psychology may count toward the minor upon approval of the transfer coordinator in the Department of Psychological Sciences. The courses composing the minor should be selected in consultation with the student’s major advisor to form a coherent program relevant to the student’s academic and/or career interests and objectives.

**2018-179 WGSS 2217/W Add Course (G) (S)**

*Current Copy:*

3217. Women and Film

(Formerly offered as WS 3217.) Three credits. Prerequisite: Any 1000 or 2000-level WGSS course or instructor consent.

Feminist analysis of film. Investigates women’s roles as filmmakers, writers, editors, and actresses, as well as messages communicated to female viewers.

*Proposed Copy:*

2217. Women, Gender and Film

(Formerly offered as WS 3217 and WGSS 3217.) Three credits.

Examines intersectional identities of gender, race, and sexuality depicted in film through feminist analysis. CA 1 and CA 4 (non-international)

2217W. Women, Gender and Film

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

**ADDITIONAL MATERIALS:**

**2018-128 ALDS 5385 Add Factotum Course: Special Topics**

**2018-129 ALDS 5388 Add Factotum Course: Variable Topics**

**2018-130 ALDS 5399 Add Factotum Course: Independent Study**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx85’ or ‘xx95’): 5385

3. Course Title: Special Topics

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_X\_\_ : \_\_ 3\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_X\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_X\_\_ : With a change in content, may be repeated for credit.

(check all that apply) \_X\_\_ : Up to a maximum of \_6\_\_ credits

Bottom of Form

**II. Variable Topics course**

A variable topics number provides a stable framework for content that changes.  A variable topic course routinely treats different material in different semesters, or in different sections offered simultaneously.

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx88’ or ‘xx98’): 5388

3. Course Title: Variable Topics

Top of Form

4. Credits: 3 credits

5. Prerequisites: Prerequisites and recommended preparation vary

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

yes\_\_\_ : Up to a maximum of \_\_6\_ credits

Bottom of Form

**III. Foreign Study course**

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx83’ or ‘xx93’):

3. Course Title: Foreign Study

Top of Form

4. Credits: Credits and hours by arrangement

\_\_\_ : Up to a maximum of \_\_\_ credits

5. Prerequisites: Consent of Department Head required, normally to be

(check all that apply) granted before the student’s departure.

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: May be repeated for credit.

\_\_\_ : Up to a maximum of \_\_\_ credits

7. Major: May count toward major with consent of \_\_\_\_\_\_\_\_\_

(For 2000-level and above; choose one of: advisor,

director of undergraduate studies, department head)

Bottom of Form

**IV. Independent Study course**

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx99’): 5399

3. Course Title: Independent Study

Top of Form

4. Credits: Credits and hours by arrangement

\_X\_\_ : Up to a maximum of 6\_\_\_

5. Prerequisites: X Open only with consent of instructor

(check all that apply) \_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Course list:

6. Repeatability: With a change in content, may be repeated for credit.

\_yes\_\_ : Up to a maximum of \_12\_\_ credits

Bottom of Form

# Proposer Information

1. [Dates approved](http://ccc.clas.uconn.edu/form-instructions/#dates) by March 29th, 2018

    Department Curriculum Committee: Jennifer Terni

    Department Faculty: Chunsheng Yang

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

Chunsheng Yang

860-486-9240

chunsheng.yang@uconn.edu

**2018-131 ENGL 1095 Add Factotum Course: Special Topics (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5786 |
| **Request Proposer** | Fairbanks |
| **Course Title** | Special Topics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > 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** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Special Topics |
| **Course Number** | 1095 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Albert H Fairbanks |
| **Initiator Department** | English |
| **Initiator NetId** | ahf02001 |
| **Initiator Email** | [albert.fairbanks@uconn.edu](mailto:albert.fairbanks@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** | 0 |
| **Number of Students per Section** | 0 |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 4 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Depends on special topic. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Depends on special topic. |
| **Corequisites** | Depends on special topic. |
| **Recommended Preparation** | Depends on special 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** | 4 |
| **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?** | Yes |
| **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** | 1095. Special Topics Credits and hours by arrangement. Prerequisites and recommended preparation vary. With a change in content, may be repeated for credit. |
| **Reason for the course action** | The immediate purpose is to set up a shell course to allow for possible pilot sections of First Year Writing courses. No such sections are currently intended for Fall 2018 or any later semester. |
| **Specify effect on other departments and overlap with existing courses** | Depends on topic of special topics course. |
| **Please provide a brief description of course goals and learning objectives** | Depends on special topic. |
| **Describe course assessments** | Depends on special topic. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syll ENGL 1095.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/107470) | C:\Users\ahf02001\Documents\Department\C&C\2017-18\Syll ENGL 1095.docx | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Albert H Fairbanks | 12/28/2017 - 10:24 | Submit |  | CAR is necessarily indefinite on many items since 1095 is a shell course. | | English | Albert H Fairbanks | 04/11/2018 - 05:21 | Approve | 4/9/2018 | Approved by English C&C 2/19/18 and by English Department 4/9/18. | |

**2018-132 GEOG 4095 Add Special Topic: Sustainable Community Food Systems**



**Proposal to offer a new or continuing ‘Special Topics’ course (GEOG 4095; formerly 298)**

Last revised: September 24, 2013

**Understanding the unique character of** [**special topics**](http://ccc.clas.uconn.edu/form-instructions/#special) **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](http://ccc.clas.uconn.edu/form-instructions/#variable) (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: April 12, 2018

2. Semester and year this GEOG 4095 course will be offered: Fall, 2018

3. Department: Geography

4. Course number and title proposed: GEOG 4095: Sustainable Community Food Systems

5. Number of Credits: 3 (Service Learning)

6. Instructor: Andy Jolly-Ballantine

7. Instructor's position: Associate 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: **GEOG 4095. Special Topics: Sustainable Community Food Systems**

Three credits. Prerequisite: SOCI 2705 or instructor permission.

Capstone seminar for the Sustainable, Community Food Systems Minor. Students will build a portfolio project around service learning related to the Windham Community Food Network. Topics include spatial relationships between agents of local food production, delivery, and consumption, components of a sustainable food network, strategic planning for non-profit organizations, building effective non-profit networks, creating local, alternative economies, social entrepreneurship, and volunteer organization.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 4/2/2018

Department Faculty:

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

Andy Jolly-Ballantine, (860) 486-2579, andy.ballantine@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.

# Final Catalog Listing

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

**GEOG 4095. Special Topics: Sustainable Community Food Systems**

Capstone seminar for the Sustainable, Community Food Systems Minor. Students will build a portfolio project around service learning related to the Windham Community Food Network. Topics include spatial relationships between agents of local food production, delivery, and consumption, components of a sustainable food network, strategic planning for non-profit organizations, building effective non-profit networks, creating local, alternative economies, social entrepreneurship, and volunteer organization. Three credits. Prerequisite: SOCI 2705 or instructor permission.

# Items Included in Catalog Listing

**Obligatory Items**

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

2. Course Number: 4095

3. Course Title: Sustainable Community Food Systems

4. Number of Credits: 3

5. Course Description (second paragraph of catalog entry): A seminar for students engaged in the fall, Sustainable Community Food Systems, residential experience. Students will engage in a service learning project associated with the Windham Community Food Network. Class sessions will discuss ideas supporting food security and building effective, local food networks.

**Optional Items**

6. Pattern of instruction, if not standard: Group seminar

7. Prerequisites, if applicable: SOCI 2705

a. Consent of Instructor, if applicable:

b. Open to sophomores/juniors or higher:

8. Recommended Preparation, if applicable:

9. Exclusions, if applicable:

10. Repetition for credit, if applicable:

11. Skill codes “W”, “Q” or “C”: SL

12. University General Education Content Area(s), if any:

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

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

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

13. S/U grading:

# Justification

1. Reasons for adding this course: The core of the rural semester program is the summer and fall internship, during which a student cohort will live and work together at the Spring Valley Student Farm. During the fall experience, students will be wrapping up their internship, researching the literature related to their project, reading on special topics related to the interconnectedness of sustainable community food systems, and reviewing one another’s work. The immersive and extended nature of the rural semester service learning internship requires extensive research, reflection, and contextualization. This seminar class provides the students with the chance to read about and discuss the components of effective community food networks. The instructor will create a regular program of relevant readings pertaining to the students’ projects, current topics in organic farming, and sustainable community food systems. This class provides the practical and intellectual context for the internship experiences of the Sustainable Community Food Systems minor.

2. Academic merit: This class provides academic context and guidance to pair with the service learning internships in the Windham Community Food Network. For students in the Sustainable Community Food Systems Minor, this class provides academic and practical context to the internship work of EVST 3211 and the portfolio building done in GEOG 4000W or SOCI 3996W.

3. Overlapping courses: None

4. Number of students expected: Maximum 15 The capacity of the Sustainable Community Food Systems minor program with room for a few additional students.

5. Number and size of sections: 1 section of 15 students

6. Effects on other departments: This will enhance the offerings of the departments mentioned above and be the basis for interdisciplinary collaboration.

7. Effects on regional campuses: There is no effect on regional campuses.

8. Staffing: Phoebe Godfrey (Sociology) or Andy Jolly-Ballantine (Geography)

# General Education

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

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

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

b. Specify a CLAS area, A-E:

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

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

# Proposer Information

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

    Department Curriculum Committee:

    Department Faculty:

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

Andy Jolly-Ballantine, (860) 486-2579, andy.ballantine@uconn.edu

# Syllabus

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

**Sustainable Community Food Systems**

**Geography 4095: Fall, 2018**

As a part of your Sustainable Community Food Systems experience, you have immersed yourself in the local food system of the Windham region through coursework and your internship. In this class, we will build a theoretical and practical framework for how an effective food system works. You have done the challenging work of living, serving, and studying a sustainable, community, food system and now it is time to place this work in a context that will enable you to build community food non-profits and networks. I will provide you with writings about issues and guidance with your writing, but I leave it to you all to make these topics come alive with your interest in them. I challenge you to master your topic and learn from your colleagues’ mastery of their topics. Your final product will be you, and the personal changes you have experienced through your Sustainable Community Food Systems experience, but also a portfolio of writings that you will share with others to celebrate your work, share with future collaborators, and show to potential employers.

Here are answers to a few questions you may have about the class. Throughout the semester, you should feel welcome in my office and ask me questions about class or any other topic on your mind.

**WHO?** Instructor: Andy Jolly-Ballantine E-mail: andy.ballantine@uconn.edu

Office: AUST 432 Office Hours: \*\*\* or by appointment. I will visit the farm at least once a week for personal conferences with you and the other interns.

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible.

**WHAT?**

According to the catalog: Capstone seminar for the Sustainable, Community Food Systems Minor. Students will build a portfolio project around service learning related to the Windham Community Food Network. Topics include spatial relationships between agents of local food production, delivery, and consumption, components of a sustainable food network, strategic planning for non-profit organizations, building effective non-profit networks, creating local, alternative economies, social entrepreneurship, and volunteer organization.

We will explore a number of topics as a class and become familiar with each person’s individual topics. Thus, you should come out of this class with a deep understanding of one topic and a broad understanding of many of the important issues involved with building sustainable community food systems.

**WHERE?** Spring Valley Student Farm

**WHEN?** \*\*\*

**Course Requirements**

**ASSIGNMENTS**

Assignments in this class are designed to provide you with hands-on experience in the community through a service learning project, while also researching and discussing the nature of community food networks. Grading will be based on a combination of research, discussion, hands-on practice, and presentation of results.

**GRADING:**

Assignment % of Final Grade

Service learning project 20%

Research presentations (2) 30%

Handbook/Almanac 25%

Participation 25%

**POLICIES AND EXPECTATIONS:**

Attendance and Participation:I expect everyone to attend all class sessions. Discussion and constant writing about the pieces we are reading, watching, or listening to is an essential component of this class, as expressed in the importance of the participation grade. You can miss one of these participation days with no penalty. If a prolonged illness or other tragedy forces you to miss more than two classes, I will require written documentation from an appropriate professional.

**COURSE AIDS**

Here are several aids that can help you with the course material:

1. Set up an appointment to meet with me or see me before or after class if you have any questions about course topics, questions about assignments, or if you want to discuss your place in the Environment
2. UCONN Connects student services offers a comprehensive array of academic support services. Look them up at http://web.uconn.edu/uconnconnects/default.htm
3. Students who think that they may need accommodations because of a disability are encouraged to meet with me early in the semester. For help and to determine eligibility, contact the Center for Students with Disabilities 486-2020 or online at <http://www.csd.uconn.edu/>

**I HATE TO HAVE TO SAY THIS…**

I prefer to think that plagiarism or cheating will not be an issue. In general the assignments in this class are designed to help you learn about writing and the environment, not pressure you into regurgitating facts. 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 share your ideas with one another and discuss the readings 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. I will provide you with a reading on proper academic citation.

If there is any improperly copied material, material written by another and not cited, or cheating, you will fail that assignment in the first instance, and fail the course in the second. I will also follow the established university disciplinary procedures outlined in the student code at http://community.uconn.edu/the-student-code-pdf/. Ignorance of the policies set out in this code is not an excuse for any academic violation. You are encouraged to see me if you have questions about when and how to cite. I also encourage you to refer to the text for proper citation methods.

**Tentative Schedule**

Each class will be split into three parts. We will begin with a check-in on significant developments in your service learning work (or at the farm) over the past week. Next we will discuss an academic topic related to sustainable, community food networks. Finally, we will discuss selected readings related to each of your topics. We will also engage in activities related to topics like strategic planning for non-profit organizations, building effective non-profit networks, creating local, alternative economies, etc.

Weeks 1-2: The Bounty of Summer – What have you been doing? Writing Proposals

Weeks 3-4: Community food systems. Producers, distributors, consumers, educators, and supporters.

Weeks 5-7: Building your own non-profit or small business in the food network. Social entrepreneurship. How to research your work. Strategic planning for non-profits

Weeks 8-9: Building connections in the community, network collaborative impact model

Weeks 10-11: Thinking creatively about your work – how to express your experience in poetry, song, and art. Celebrating community, volunteerism, and success!

Weeks 12-13: Pass it on – Create materials to pass on to the next intern or community worker. Build a lasting legacy

**2018-179 GEOG 5810 Add Special Topic: Sustainable Community Food Systems**



**Proposal to offer a new or continuing ‘Special Topics’ course (GEOG 5810)**

Last revised: September 24, 2013

**Understanding the unique character of** [**special topics**](http://ccc.clas.uconn.edu/form-instructions/#special) **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](http://ccc.clas.uconn.edu/form-instructions/#variable) (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: April 13, 2018

2. Semester and year this GEOG 5810 course will be offered: Fall, 2018

3. Department: Geography

4. Course number and title proposed: GEOG 5810: Sustainable Community Food Systems

5. Number of Credits: 3 (Service Learning)

6. Instructor: Andy Jolly-Ballantine

7. Instructor's position: Associate 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: **GEOG 4095. Special Topics: Sustainable Community Food Systems**

Students will build a portfolio project around service learning related to the Windham Community Food Network. Topics include spatial relationships between agents of local food production, delivery, and consumption, components of a sustainable food network, strategic planning for non-profit organizations, building effective non-profit networks, creating local, alternative economies, social entrepreneurship, and volunteer organization. Three credits. Prerequisite: SOCI 2705 or instructor permission.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee: 4/2/2018

Department Faculty:

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

Andy Jolly-Ballantine, (860) 486-2579, andy.ballantine@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.

# Final Catalog Listing

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

**GEOG 5810. Special Topics: Sustainable Community Food Systems**

Capstone seminar for the Sustainable, Community Food Systems Minor. Students will build a portfolio project around service learning related to the Windham Community Food Network. Topics include spatial relationships between agents of local food production, delivery, and consumption, components of a sustainable food network, strategic planning for non-profit organizations, building effective non-profit networks, creating local, alternative economies, social entrepreneurship, and volunteer organization. Three credits. Prerequisite: SOCI 2705 or instructor permission.

# Items Included in Catalog Listing

**Obligatory Items**

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

2. Course Number: 5810

3. Course Title: Sustainable Community Food Systems

4. Number of Credits: 3

5. Course Description (second paragraph of catalog entry): A seminar for graduate students engaging with Sustainable Community Food Systems. Students will engage in a service learning project associated with the Windham Community Food Network. Class sessions will discuss ideas supporting food security and building effective, local food networks.

**Optional Items**

6. Pattern of instruction, if not standard: Group seminar

7. Prerequisites, if applicable: SOCI 2705

a. Consent of Instructor, if applicable:

b. Open to sophomores/juniors or higher:

8. Recommended Preparation, if applicable:

9. Exclusions, if applicable:

10. Repetition for credit, if applicable:

11. Skill codes “W”, “Q” or “C”: SL

12. University General Education Content Area(s), if any:

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

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

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

13. S/U grading:

# Justification

1. Reasons for adding this course: Undergraduate students in the rural semester program conduct intensive summer and fall internships, but some graduate students perform similar work as a part of their graduate research. During the fall experience, undergraduate students will be wrapping up their internship, researching the literature related to their project, reading on special topics related to the interconnectedness of sustainable community food systems, and reviewing one another’s work, placing them nearly on the level of graduate students in the intensity of their work. The immersive and extended nature of the rural semester service learning internship requires extensive research, reflection, and contextualization. This seminar class provides the students with the chance to read about and discuss the components of effective community food networks. The instructor will create a regular program of relevant readings pertaining to the students’ projects, current topics in organic farming, and sustainable community food systems. This class provides the practical and intellectual context for the internship experiences of the Sustainable Community Food Systems minor.

2. Academic merit: This class provides academic context and guidance to pair with the service learning internships in the Windham Community Food Network. This class provides graduate students in food systems with an undergraduate cohort that has been doing dedicated work with the food system. Class topics on non-profit management, social entrepreneurship, and food systems will enhance graduate education in food security.

3. Overlapping courses: None

4. Number of students expected: Maximum 15 The capacity of the Sustainable Community Food Systems minor program with room for a few additional students.

5. Number and size of sections: 1 section of 15 students

6. Effects on other departments: This will enhance the offerings of the departments mentioned above and be the basis for interdisciplinary collaboration.

7. Effects on regional campuses: There is no effect on regional campuses.

8. Staffing: Phoebe Godfrey (Sociology) or Andy Jolly-Ballantine (Geography)

# General Education

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

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

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

b. Specify a CLAS area, A-E:

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

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

# Proposer Information

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

    Department Curriculum Committee:

    Department Faculty:

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

Andy Jolly-Ballantine, (860) 486-2579, andy.ballantine@uconn.edu

# Syllabus

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

**Sustainable Community Food Systems**

**Geography 5810: Fall, 2018**

As a part of your Sustainable Community Food Systems experience, you have immersed yourself in the local food system of the Windham region through coursework and your internship. In this class, we will build a theoretical and practical framework for how an effective food system works. You have done the challenging work of living, serving, and studying a sustainable, community, food system and now it is time to place this work in a context that will enable you to build community food non-profits and networks. I will provide you with writings about issues and guidance with your writing, but I leave it to you all to make these topics come alive with your interest in them. I challenge you to master your topic and learn from your colleagues’ mastery of their topics. Your final product will be you, and the personal changes you have experienced through your Sustainable Community Food Systems experience, but also a portfolio of writings that you will share with others to celebrate your work, share with future collaborators, and show to potential employers.

Here are answers to a few questions you may have about the class. Throughout the semester, you should feel welcome in my office and ask me questions about class or any other topic on your mind.

**WHO?** Instructor: Andy Jolly-Ballantine E-mail: andy.ballantine@uconn.edu

Office: AUST 432 Office Hours: \*\*\* or by appointment. I will visit the farm at least once a week for personal conferences with you and the other interns.

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible.

**WHAT?**

According to the catalog: Capstone seminar for the Sustainable, Community Food Systems Minor. Students will build a portfolio project around service learning related to the Windham Community Food Network. Topics include spatial relationships between agents of local food production, delivery, and consumption, components of a sustainable food network, strategic planning for non-profit organizations, building effective non-profit networks, creating local, alternative economies, social entrepreneurship, and volunteer organization.

We will explore a number of topics as a class and become familiar with each person’s individual topics. Thus, you should come out of this class with a deep understanding of one topic and a broad understanding of many of the important issues involved with building sustainable community food systems.

**WHERE?** Spring Valley Student Farm

**WHEN?** \*\*\*

**Course Requirements**

**ASSIGNMENTS**

Assignments in this class are designed to provide you with hands-on experience in the community through a service learning project, while also researching and discussing the nature of community food networks. Grading will be based on a combination of research, discussion, hands-on practice, and presentation of results.

**GRADING:**

Assignment % of Final Grade

Service learning project 20%

Research presentations (2) 30%

Handbook/Almanac 25%

Participation 25%

**POLICIES AND EXPECTATIONS:**

Attendance and Participation:I expect everyone to attend all class sessions. Discussion and constant writing about the pieces we are reading, watching, or listening to is an essential component of this class, as expressed in the importance of the participation grade. You can miss one of these participation days with no penalty. If a prolonged illness or other tragedy forces you to miss more than two classes, I will require written documentation from an appropriate professional.

**COURSE AIDS**

Here are several aids that can help you with the course material:

1. Set up an appointment to meet with me or see me before or after class if you have any questions about course topics, questions about assignments, or if you want to discuss your place in the Environment
2. UCONN Connects student services offers a comprehensive array of academic support services. Look them up at http://web.uconn.edu/uconnconnects/default.htm
3. Students who think that they may need accommodations because of a disability are encouraged to meet with me early in the semester. For help and to determine eligibility, contact the Center for Students with Disabilities 486-2020 or online at <http://www.csd.uconn.edu/>

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Weeks 5-7: Building your own non-profit or small business in the food network. Social entrepreneurship. How to research your work. Strategic planning for non-profits

Weeks 8-9: Building connections in the community, network collaborative impact model

Weeks 10-11: Thinking creatively about your work – how to express your experience in poetry, song, and art. Celebrating community, volunteerism, and success!

Weeks 12-13: Pass it on – Create materials to pass on to the next intern or community worker. Build a lasting legacy

**2018-133 MATH 3899 Add Factotum Course: Independent Study S/U (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6507 |
| **Request Proposer** | Gross |
| **Course Title** | Independent Study |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Mathematics > 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** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Independent Study |
| **Course Number** | 3899 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | David L Gross |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | dlg02006 |
| **Initiator Email** | [david.gross@uconn.edu](mailto:david.gross@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** | open |
| **Number of Students per Section** | open |
| **Is this a Variable Credits Course?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 3 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | This will be an independent study course where the student(s) will work independently under the guidance of a faculty member. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open only by consent of instructor. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

|  |  |
| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | 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?** | S/U |
| **Rationale for S/U Grading** | This is intended to be used when an A-F grading system is not practical. Example: working on a group project where individual contributions cannot be adequately discerned. |

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | It's not that the couse can't be used at the regional campuses, it's only that I don't foresee its need. |
| **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** | Math 3899. Independent Study Credits and hours by arrangement. Prerequisite: Open only with consent of instructor. This course, with a change of topic, may be repeated once for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). |
| **Reason for the course action** | The department has a MATH 3799 Independent Study course that is letter (A-F) graded, but we would like to create a Satisfactory/Unsatisfactory (S/U) version of the course for situations where a letter grade is not suitable (preparatory work for a thesis, independent study in groups, etc.). |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | This will vary based on the topic and nature of the independent study. |
| **Describe course assessments** | Assessments will be done at the discretion of the faculty overseeing the independent study. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Math 3899 syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118433) | Math 3899 syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Post College Routing / Workflow** | Senate C&C |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David L Gross | 02/19/2018 - 04:06 | Submit |  | Department approval: 04/04/2018 | | Mathematics | Luke Rogers | 04/06/2018 - 12:09 | Approve | 4/4/2018 | Ap | |

**2018-134 PSYC 5171 Add Factotum Course: Special Topics in Cognitive Science**



**Proposal to Add a Factotum Course**

Any proposal that conforms to the checklists below may be approved by the chair without a committee vote. If the desired course description does not conform, a regular “Add a course” proposal form must be submitted for committee vote.

All 1000- and 2000-level courses require additional approval by Senate C&C.

**I. Special Topics course**

A special topics number is used for new courses in the early stages of development and intended eventually for permanent adoption as a departmental offering. To offer a section of a special topics number, complete the “Offer a Special Topics course” form.

# Items Included in Catalog Listing

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

2. Course Number (must be ‘xx85’ or ‘xx95’): 5171

3. Course Title: Special Topics In Cognitive Science

Top of Form

4. Credits: \_\_\_ : Credits by arrangement

(choose one) \_\_x\_ : \_\_3\_ credits

\_\_\_ : From \_\_\_ to \_\_\_ credits

5. Prerequisites: \_\_\_ : By arrangement

(check all that apply) \_\_\_ : Open only with consent of instructor

\_\_\_ : Open to sophomores/juniors of higher (choose one)

\_\_\_ : Prerequisites and recommended preparation vary

\_\_\_ : Course list:

6. Repeatability: \_\_x\_ : With a change in content, may be repeated for credit.

(check all that apply) \_\_x\_ : Up to a maximum of \_12\_\_ credits

Bottom of Form

Bottom of Form

# Proposer Information

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

    Department Curriculum Committee: Feb 22, 2018 (standing approval from 2016)

    Department Faculty: N/A

2. Name, Phone Number, and e-mail address of principal contact person: Robert Henning, 6-5918, Robert.henning@uconn.edu

**2018-135 PSYC 5171 Add Special Topic: Neuroimaging Methods**



**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:  3/1/2018

2. Semester and year this xx95 course will be offered:  Fall 2018

3. Department:  Psychological Sciences

4. Course number and title proposed:  PSYC 5171 Special Topics in Cognitive Science Neuroimaging Methods

5. Number of Credits:  3

6. Instructor:  Roeland Hancock, PhD

7. Instructor's position: Assistant Research Professor, Psychological Sciences; Associate Director, Brain Imaging Research Center

(**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:  A hands-on introduction to the design and analysis of neuroimaging experiments.

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

12. Comments, if comment is called for:

13. Dates approved by:

Department Curriculum Committee:

Department Faculty:

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

Roeland Hancock

6-4042

Roeland.Hancock@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.

PSYC5595

Neuroimaging Methods

Department of Psychological Sciences

Syllabus – Fall 2018

**Excluding materials for purchase, syllabus information may be subject to change.** **The latest version of the syllabus will be available on HuskyCT.**

Course and Instructor Information

**Course Title:** Neuroimaging Methods

**Credits:** 3

**Format:** lecture

**Prerequisites:** none

**Professor**: Roeland Hancock, PhD

**Email:** For private questions, please email [Roeland.Hancock@uconn.edu](mailto:Roeland.Hancock@uconn.edu). Most questions should be posted on Slack so that other students can benefit from the discussion. Responses will be provided within 24 hours.

**Telephone:** Office phone 860-486-4042

**Slack:** @rhancock. You will be added to the course Slack discussion group.

**Office Hours/Availability:** PCSB 142A. Hours by appointment, <https://tinyurl.com/visitrh>

Course Materials

**Required course materials should be obtained as early as possible.**

Texts are available through a local or online bookstore, such as Amazon.com. The book can be purchased in any format, e-reader, paperback, used, hardcover, etc. The [UConn Co-op](http://bookstore.uconn.edu/index.html) carries many materials that can be shipped via its online [Textbooks To Go](http://bookstore.uconn.edu/text/ttg.html) service. For more information, see Textbooks and Materials on our [Enrolled Students](http://ecampus.uconn.edu/enrolled_students.html) page.

Required Materials:

Huettel, S. A., Song, A. W., & McCarthy, G. (2014) *Functional magnetic resonance imaging (2nd or 3rd Ed)*. Sunderland: Sinauer Associates.

Course Description

**Short description**

PSYC5485. Special Topics in Neuroimaging Methods.

Three credits. Instructor consent required.

A hands-on introduction to the design and analysis of neuroimaging experiments.

**Extended description**

Neuroimaging, particularly techniques based on magnetic resonance imaging (MRI), is a powerful technique for addressing empirical questions in cognitive neuroscience. However, MRI is also a complex technique with rapidly evolving best practices. This course will prepare you to turn theoretical questions into rigorous neuroimaging results.

This course addresses three themes that are critical to successful neuroimaging research:

*The origins of MRI signal.*

MRI signals are extremely noisy, indirect correlates of the neural processes that are usually of theoretical interest. This course will provide a basic introduction to the physics of MRI and the limitations of MRI as a research tool. The design of an MRI experiment involves many choices, each with their own tradeoffs, and very few universally correct choices. We will discuss the basic physics of MRI signals, the origins of design tradeoffs, and the consequences of design decisions. This will provide a foundation for making informed decisions in the design of your own experiments, and critically evaluating the methods and theoretical implications of extant MRI literature.

*Reproducibility and Computing Skills.*

There is increasing recognition that many studies in psychology, cognitive neuroscience and other fields have fallen short of scientific ideals, raising serious questions about the knowledge contributed by past findings. Addressing this issue requires multiple changes to the way science is done. This course will address one of these—the need for internal reproducibility through sound computing practice. This is particularly important for modern complex neuroimaging pipelines and the high value in reusing and sharing neuroimaging data. This course will cover the basic programming skills needed to create flexible, automated, and reproducible analysis scripts; the use of version control and software containers to preserve the reproducibility and provenance of your data and analysis. Programming, in any language, is an essential skill in modern science.

*Using MR Analysis Software.*

Through in-class exercises and homework, this course will provide a hands-on introduction to using common software packages, such as AFNI and FSL. You will create flexible, reproducible pipelines for a variety of common analysis steps (e.g. preprocessing, quality control, single subject and group statistics).

Course Objectives

This course will prepare students to conduct cognitive neuroscience research using magnetic resonance imaging (MRI) techniques. Upon completion, students will be able to:

* understand the origins of MRI signals
* design functional MRI experiments
* use selected software packages to analyze MRI data
* develop workflows to support reproducible science

Course Outline and Calendar

Course schedule is subject to change.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Homework** |
| 1 | 27-Aug | Introduction to MR Physics |  |
| 2 | 3-Sep | Introduction to Computing |  |
| 3 | 10-Sep | Reproducibility and data management | |
| 4 | 17-Sep | fMRI Experimental Design | HW1 Due |
| 5 | 24-Sep | Design optimization |  |
| 6 | 1-Oct | fMRI preprocessing |  |
| 7 | 8-Oct | Quality control |  |
| 8 | 15-Oct | Single subject statistics |  |
| 9 | 22-Oct | Multiple comparisons | HW2 Due |
| 10 | 29-Oct | Group analysis |  |
| 11 | 5-Nov | Diffusion MRI | HW3 Due |
| 12 | 12-Nov | Diffusion models |  |
|  | 19-Nov | Thanksgiving recess-no class | |
| 13 | 26-Nov | Tractography | HW4 Due |
| 14 | 3-Dec | Review and Summary |  |

Course Requirements and Grading

Summary of Course Grading:

|  |  |
| --- | --- |
| Course Components | Weight |
| Participation | .5 |
| Homework | .5 |

**Participation**

You are expected to attend and fully participate in every class meeting unless prior arrangements have been made. A portion of your grade will be based on your engagement with in-class discussions.

**Grading**

Homework assignments. Full credit will be awarded for timely, documented efforts to fully complete the assignment in accordance with directions.

**Grading Scale**

* The letter “A” represents work of distinction.
* The letter “B” represents work of good quality, such as is expected of any successful graduate student.
* The letter “C” represents work below the standard expected of graduate students in their area of study.
* The letter “D” represents work of unsatisfactory quality.
* The letters “F” and “U” signify failure in the course and necessitate a recommendation by the advisory committee to the Graduate School as to whether or not the student shall be permitted to continue graduate study.

Student Responsibilities and Resources

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

Student Code

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

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

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

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

Copyright

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

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

Academic Support Resources

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

Students with Disabilities

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

**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](http://policy.uconn.edu/?p=2884) 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](http://www.ode.uconn.edu/) under the [Sexual Assault Response Policy](http://policy.uconn.edu/?p=2139).  The University takes all reports with the utmost seriousness.  Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](http://sexualviolence.uconn.edu/) for more information.

Evaluation of the Course

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

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

**2018-136 Add MS in Intraoperative Neuromonitoring (guests: Joe Loturco and Payam Andalib)**

**Request for New UConn Academic Degree Program**

**General Information**

Name of proposed academic degree program (If solely a Name Change, indicate old and new names):

**Professional Masters in Intraoperative Neuromonitoring (PMIN)**

Name of sponsoring Department(s):

**Physiology and Neurobiology (PNB)**

Name of sponsoring School(s) and/or College(s):

**CLAS**

Campuses (Storrs and/or regional[s]) proposed to offer this degree program:

**Storrs, CT**

Contact persons and contact details:

**Joseph LoTurco, Professor and Head of Physiology and Neurobiology**

**Payam Andalib, Clinical Professor, Physiology and Neurobiology**

**Radmilla Filipovic, Assistant Professor in Residence, Physiology and Neurobiology**

Type of Proposal (New/Modified/Name Change/Discontinuation):

**New**

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC):

**Professional M.S.**

Anticipated Initiation Date: **June 2019** Anticipated Date of First Graduation: **Summer 2020**

CIP Code: DHE Code (if available):

**Submittal Information**

Name of Department Head(s): Joseph LoTurco, Ph.D

Department: Physiology and Neurobiology

Signature of Department Head: Date:

Name of Dean: Davita Silfen Glasberg, Ph.D.

School/College: CLAS

Signature of Dean: Date:

Name of Document Recipient in Provost’s Office: Date:

**Please include the following applicable documents upon delivery to Provost’s Office:**

Course and Curriculum Committee Minutes (One set for all involved departments)

**Approved by PNB Faculty and C&C on April 6, 2018**

Undergraduate Program Review Committee Minutes (Undergrad Only)

Graduate Faculty Council Executive Committee Minutes (Grad Only; not for the Law School)

Board of Trustees Resolution (Template available on Provost’s website)

The Provost’s Office will submit the proposal to the Council of Deans, the Board of Trustees, the Advisory Committee on Accreditation (if necessary), and the Board of Regents.

**Program Proposal Instructions**

Please populate the following fields with all applicable information for your proposed program, modification, or discontinuation. The information below will be shared with the Council of Deans, the Board of Trustees, the Connecticut Board of Regents and the Advisory Committee in Accreditation (if necessary). If you have any questions, please contact the Provost’s Office.

Please submit the Program Proposal in WORD format.

Further instructions are available here: <http://policy.uconn.edu/?p=1024>

CONSENT CALENDAR

Institution: University of Connecticut

Item: Professional Masters in Intraoperative Neuromonitoring

Date: 4-6-2018

**Background & Description**

Intraoperative neuromonitoring (IONM) is the field in which individuals trained in neuroanatomy, neurophysiology, and neuromonitoring technologies apply neurophysiological tests during certain surgeries to provide a surgical team with an ongoing assessment of the functional integrity of the nervous system. IONM professionals acquire and communicate data collected real-time to a surgical team with the goal of reducing iatrogenic damage to the nervous system during surgery. The professional MS program in IONM at UConn will be a one year 30-35 credit professional MS program, 21 credits of coursework in Physiology and Neurobiology (PNB) and 9 credits of clinical practicum. The clinical practicum will include 100 surgical cases, a number that will qualify students to sit for the Certification in Neurophysiologic Intraoperative Monitoring (CNIM) board exam. In order to provide for the surgical experience during the MS program, a three party affiliation agreement has been established between UConn, a major IONM service provider (Nuvasive/Safepassage), and Saint Francis Hospital and Medical Center. An additional affiliation agreement is pending with Hartford Medical Center, contingent upon establishing a masters program, and discussions are underway with the UConn Health Center. The clinical practicum will be operated in collaboration with Nuvasive/Safepassage, and practicing IONM professionals employed by Nuvasive/Safepassage will serve as clinical mentors for students in the program. The program organization is designed to meet or exceed the accreditation requirements for IONM set by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). We will apply for accreditation in the first year of the program, and anticipate the first class to start the second summer session of 2019.

**Reasons for the Proposed Program**

Approximately 750,000 surgical cases use IONM in the USA annually, and this is

expected to increase as the number of surgical procedures employing IONM increases. There are approximately 3,100 active board certified CNIM professionals in the field, with an estimated need of over 200 additional certified and trained professionals each year. To help meet this need UConn established a 9 credit summer graduate certificate program in IONM in 2015. It has grown from 10 to 15 students, and applications have increased from 10 in the first year to approximately 30 for this coming summer. The current certificate program provides students with an introduction to the field of IONM and a foundation in Neuroanatomy and Neurophysiology. The certificate prepares students to enter advanced training and clinical experience, typically run by IONM service companies, but does not have advanced coursework or a clinical practicum required for students to be eligible to take the CNIM board exam in IONM offered by the American Board of Registration of Electroencephalographic and Evoked Potential Technologists (ABRET). The new professional MS in IONM will be a one year program that will provide students with a full IONM training experience, advanced coursework in Neurophysiology, and a full clinical practicum series with 100 surgical cases that will qualify students to take the board exam.

**Curriculum & Program Outline**

The Professional Master’s Program in IONM is designed to provide students with in depth knowledge of neuroanatomy, neurophysiology, signal acquisition and analysis, and its application to the surgical environment. Students who complete the 9 credit certificate program in the summer may apply to, and with acceptance into the MS program, continue into the professional MS in IONM. In addition to coursework, students will participate in neuromonitoring surgical cases in the operating room setting. The program will prepare students to perform duties of a neuromonitoring professional. After completion of 100 surgical cases in the Clinical Practicum course (PNB 5104), students will be eligible for participation in the national exam for Certification in Neurophysiologic Intraoperative Monitoring (CNIM Certification) conducted by the American Board of Registration of Electroencephalographic and Evoked Potential Technologists (ABRET). A minimum of 30 credits must be completed from the following list of required and elective courses.

**Summer session II: 9 credits**

*3 Required:*

PNB 5101: Anatomy and Physiology for Intraoperative Neuromonitoring,  3 cr

PNB 5102: Fundamentals of Intraoperative Neuromonitoring, 3 cr

PNB 5103: Applied Intraoperative Neuromonitoring, 2 cr

**Fall term: 8 to 11 credits**

*2 Required:*

PNB 5104: Clinical Practicum in Intraoperative Neuromonitoring: 3 cr

PNB 5105: Seminar in Intraoperative Neuromonitoring 2 cr

*1-2 electives from the following:*

PNB 3251: Biology of the Brain, 3 cr

PNB 4400: Biology of Nervous System Diseases, 3 cr

PNB 5390: Membrane Transport in Health and Disease, 3 cr

PNB 6418: Integrative Neurobiology, 3 cr

PNB 6417: Developmental Neurobiology, 3 cr

PNB 3275: Biology of Synaptic Transmission, 2 cr

**Spring term: 9 to 12 credits**

*3 Required:*

PNB 5104: Clinical Practicum in Intraoperative Neuromonitoring 3 cr

PNB 5106: Advanced Modalities in Intraoperative Neuromonitoring 4 cr

PNB 5105: Seminar in Intraoperative Neuromonitoring 2 cr

*0-1 electives from the following:*

PNB 3251: Biology of the Brain, 3 cr.

PNB 6426: Molecular and Cellular Neurobiology, 3 cr.

**Summer session I** : 3 credits

PNB 5104: Clinical Practicum in Intraoperative Neuromonitoring 3 cr

**Must take a minmum of 30 credits.**

**Learning Outcomes**

Over the course of the MS program, students will obtain comprehensive knowledge needed for IONM professionals. Students will gain an in depth knowledge of Neuroanatomy and Neurophysiology in health and disease, and in acquiring and communicating neurophysiological data to a surgical team. Specific learning objectives of the curriculum include:

* Understand the purpose of IONM and common IONM tests that are performed in the operating room.
* Understand the biological basis of neurophysiological processes.
* Possess an understanding of the anatomy of the central and peripheral nervous systems and muscle.
* Possess a deep understanding of specific aspects of neuroanatomy and neurophysiology with greatest relevance to IONM.
* Possess an in-depth knowledge of the operation of instrumentation in IONM and ability to program and operate IONM machines independently.
* Possess a working familiarity with operating room rules and regulations.
* Possess skills in professional communication and knowledge of appropriate documentation of communications in the IONM setting.
* Understand proper set-up for the IONM machines in the operating room and placement of electrodes on the patients.
* Possess a general knowledge of common surgical procedures that employ IONM and the neuromonitoring plan for each type.
* Learn how to troubleshoot IONM methodologies to obtain quality neurophysiological signals, and to reduce electrical and physiological artifacts.
* Identify the “alerts” criteria for each IONM test (modality) and the appropriate way to communicate those alerts to the surgical team.
* Apply advanced IONM tests (modalities) and know their uses.

**Enrollment & Graduation Projections**

The enrollment target in the profession MS program is 10-12 students per year, with a projected graduation success rate of 90%. The IONM certificate program has had an enrollment of between 12-15 students and a drop out rate of 5%. We receive approximately 250 inquiries concerning the IONM certificate program each year, and with additional marketing and recruiting, estimate between 30-50 applications each year in the MS program. We plan to offer 20 slots for the summer certificate program starting in 2018, and 10-12 to the MS program starting in 2019. Students who complete the 9 credit certificate program may apply to, and with acceptance into the program, proceed into the professional MS in IONM. The limiting factor to class size in the MS program is the number of affiliated/internship sites in hospitals where students must participate in 100 surgical cases. We anticipate the first graduating students to complete the one year professional MS in 2020.

**Financial Resources**

The Program will be self-supporting from tuition dollars collected in both the certificate program and in professional MS program. The current reimbursement rate of 85% for these programs will be sufficient for all operational and instructional expenses and no additional funds are being requested from the College or University. Of the 30 total credits, 15 credits are from existing courses taught by tenure track or long-term-contract faculty. The Clinical Practicums will be mentored by IONM/CNIM certified clinical instructional staff (mentors) working in area hospitals as specified in the Affiliation Agreements.

**Facilities/Equipment/Library/Special Resources**

This program will be housed in the PNB Department with Offices in TLS, and a teaching lab currently in Beach Hall (rooms 343 a, b, c, 335). An Academic Plan Tier II award of $100,000 provided the seed money to purchases equipment for the IONM program. Equipment and resources for the program includes 10 laptops with installed Cadwell software for signal analysis and acquisition, and models and software for instruction in Neuroanatomy.

**Program Administration**

Personnel roles are determined by recommendation of “Standards and guidelines for the accreditation of educational programs in neurodiagnostic technology”, published in Neurodiagnostic Technology in 2017.

**1. Program Directors**

Radmila Filipovic, PhD, Academic Program Director.

Payam Andalib, PhD, CNIM, Clinical Program Director.

The program directors will be responsible for:

* Administration, organization, and supervision of the program
* Long range planning, continuous quality review and improvement of the educational program.
* Tracking outcomes of the program and utilization of appropriate systems to ensure the effectiveness of the program.
* Admissions of students into the program
* Advising students throughout program
* Analysis of the program growth, quality, progress, and job placement of the former student in IONM industry. Exit surveys will be given to students and analyzed by Qualtrics Survey software.

Besides duties above, the Clinical Program Director is responsible for:

* The coordination of the add-on(s) for which the academic program director does not hold the appropriate credential. Dr. Andalib is certified in intraoperative neuromonitoring and holds CNIM since 2009. Dr. Andalib will ensure the students will receive appropriate interaction with their mentors and physicians during the clinical practicums (internships) that are part of the Master’s program (course PNB 5104 which will be offered 3 times during the Master’s program).

***The program director(s) should have a minimum of 5 years clinical and/or teaching experience;***

***and should possess expertise and experience in leadership, organization, and teaching.***

**2. Curriculum Coordinator**

* Dr. Andalib will serve as the curriculum coordinator of the program as well and in coordination with Dr. Filipovic will work on admitting and selection of the students into the program. Moreover, the curriculum coordinator will assist in the selection of qualified clinical instructional staff (mentors) for the program.
* Entry and exit surveys will be provided to students at the beginning and at the end of the program using the Qualtrics Survey software. We are currently using this software to analyze quality and outcome of Graduate Certificate Program in Intraoperative Neuromonitoring.
* Successful students will be interviewed by SafePassage/NuVasive or will be connected with other IONM companies or in-house IONM programs. We will keep in touch with all students and follow their job placement and progress in companies.

***The Curriculum Coordinator should have teaching experience in related fields including teaching in clinical practice areas in neurodiagnostic technology.***

**3.** **Medical Director and Associate Medical Director(s)**

* The medical director of the program (to be named) will provide the input necessary to ensure that the medical components of the curriculum, both the didactic and supervised clinical practice, meet current standards of medical practice.
* Promote the cooperation and support of practicing physicians for interaction with and instruction of students.
* One or more associate medical director(s) will be appointed when either the medical director delegates specified responsibilities to another physician(s).
* Medical director and associate medical directors will meet all the requirements set forth by “standards and guidelines for the accreditation of educational programs in neurodiagnostic technology.

***Competence may be demonstrated by evidence of participating in recent surgeries, hospital privileges for neuromonitoring, case logs and/or types of cases monitored within the last five years, authorship of scientific publications in professional IONM literature, participation in professional IONM meetings, and preparation and/or presentation of IONM workshops or lectures at professional meetings.***

**4. Clinical Instructional Staff**

* In classrooms, laboratories, and all clinical facilities where a student is assigned, there will be a qualified individual(s) clearly designated as a liaison(s) to the program to provide instruction, supervision, and timely assessments of the student’s progress in meeting program requirements.
* The curriculum coordinator will assist in the selection of qualified clinical instructional staff for the program and assigns the students to appropriate instructors (mentors) throughout their progress within the Master’s program.

**5. Faculty**

Faculty teaching courses included in the IONM program include PNB tenure track faculty, faculty in residence and Clinical Professor.

**Similar Programs in Connecticut or Region**

There are no similar MS graduate programs in either Connecticut or the northeast region in IONM.

**2018-137 GEOG/MAST 3600 Add Course (guest: Nat Trumbull)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6208 |
| **Request Proposer** | Rozwadowski |
| **Course Title** | Global Dynamics of the Shipping Industry |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Maritime Studies > Geography > 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** | 2 |
| **Course Subject Area** | MAST |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Maritime Studies |
| **Course Subject Area #2** | GEOG |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Geography |
| **Reason for Cross Listing** | Although the class is interdisciplinary, geography is particularly important as a framework to examine the shipping industry, which is global. |
| **Course Title** | Global Dynamics of the Shipping Industry |
| **Course Number** | 3600 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Helen M Rozwadowski |
| **Initiator Department** | History |
| **Initiator NetId** | hmr03003 |
| **Initiator Email** | [helen.rozwadowski@uconn.edu](mailto:helen.rozwadowski@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** |  |

|  |  |
| --- | --- |
| **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?** | Avery Point |
| **If not generally available at all campuses, please explain why** | It is a specialized Maritime Studies course, so it will be taught at Avery Point. |
| **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** | MAST 3600 Global Dynamics of the Shipping Industry Three credits. Introduction to the global shipping industry and the essential role it plays in the conduct of world trade and the growth of the global economy. |
| **Reason for the course action** | This course has been taught three times as a special topics course (Spring 2017, Spring 2015, Spring 2013). It introduces Maritime Studies majors to the global shipping industry, which carries percent (90%) of all cargoes between countries and continents around the world. Appropriately for MAST, the interdisciplinary course encompasses technology, economic development, commodities, manufacturing, global trade patterns, environmental considerations, piracy, and more. In addition to teaching students about an under-appreciated industry, the course makes students aware of career opportunities and specialized MBA programs in marine transportation. The course enables majors to knit together what they learn in other MAST courses in maritime law, economics of the ocean, maritime history, among others, and explore this specialized but incredibly important field. A few students who took the special topics courses have graduated and gone into maritime law and logistics for shipping, suggesting that our goals for this course are realistic. |
| **Specify effect on other departments and overlap with existing courses** | MARN majors at Avery Point have used the course to fulfill Related requirements for their major. Students interested in economics, business and other areas have also taken the course at Avery Point, but there is not any anticipated effect on other departments aside from availability of the course for Related course requirements. There is no anticipation of overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | " To recognize the essential role played by the global shipping industry in the conduct of world trade and the growth of the global economy - in short, its contribution to globalization. " To gain familiarity with the types and sizes of ships (e.g., oil tankers, dry bulk carriers, container ships), and the types of cargoes that are carried in those ships (e.g., oil, gasoline, wheat, televisions and cargo pants). " To analyze the economic geography of location of energy and raw materials, manufacturing centers and consumer populations. " To understand the economics of shipping, including market forces of supply and demand as well as external forces such as weather or political events. " To examine current issues facing the shipping industry, including piracy, increasing environmental regulations, and implications of opening Arctic sea routes and expansion of the Panama Canal. |
| **Describe course assessments** | Assessments include in-class quizzes and writing exercises; take home quizzes and other short assignments; a midterm exam; and a major stock market exercise lasting much of the semester and culminating in a paper and a presentation. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MAST 3600 Global Shipping copy.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118760) | MAST 3600 Global Shipping copy.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Helen M Rozwadowski | 01/29/2018 - 12:47 | Submit |  | MAST initiated this new course proposal and passed it in Fall 2017. GEOG Dept. faculty voted unanimously today (April 4 is the date of the vote for the CAR) to cross-list/add MAST/GEOG 3600, Global Dynamics of the Shipping Industry. On 4/5/18 ECON indicated no objection to the new course. | | Maritime Studies | Matthew G McKenzie | 04/09/2018 - 07:26 | Approve | 4/8/2018 | MAST committee has long supported this class as a special topics course, which was confirmed via email exchange over the weekend | | Geography | Carol Atkinson-Palombo | 04/09/2018 - 11:08 | Approve | 4/9/2018 | Approved by Geography C&C as well as faculty | |

# GEOG/MAST 3600

**Global Dynamics of the Shipping Industry**

Spring 2019

Course Overview

This course will take an introductory look at the global shipping industry and the essential role it plays in the conduct of world trade and the growth of the global economy. Ships carry ninety percent (90%) of all cargoes throughout the world, between countries and continents and everywhere else a ship can navigate. For over 5,000 years shipping has been the most international business in the world.

We will start with an overview of the types and sizes of ships (e.g., oil tankers, dry bulk carriers, container ships), and the types of cargoes that are carried in those ships (e.g., oil, gasoline, wheat, televisions and cargo pants). We will take a geographical look at where energy and raw materials are extracted from the earth, loaded onto ships, then carried to the manufacturing centers around the world, followed by the transport of manufactured goods to the consumer populations. By looking at cargo movements we will begin to see a relationship between global trade patterns and economic development, and the importance of shipping to global economic expansion. By the end of the first part of the course we will understand how shipping has played the most important role in globalization.

In the second part of the course we take a basic look at the economics of shipping. We will learn how the market forces of supply and demand influence the shipping industry. What happens when there are too many ships and not enough cargoes? What happens when there are too many cargoes but not enough ships? We will look at how external forces such as weather or political events can influence the shipping market. For example, what happens when a hurricane strikes in the Gulf of Mexico, or a war breaks out in the Middle East. By the end of this part we will understand the inter-relationship between shipping and world in which it operates.

In the third part of the course we will look at current issues facing the shipping industry, from piracy on ships transiting the Indian Ocean, to increasing environmental regulations on the construction, operation and demolition of ships. We will look at specific events such as the sinking of the Titanic and the Exxon Valdez oil spill and see how governments have passed laws for safety and environmental protection. We will also look at recent developments such as the increase of shipping in the Arctic, and the expansion of the Panama Canal, to see how shipping companies are constantly looking for the most efficient way to transport cargo.

During the semester each student will choose a publicly traded shipping company that is listed on the New York Stock Exchange (either a tanker or dry bulk company) and will follow the company and its share price over the course of the semester. Each student will own a fictional $250,000 worth of stock in the chosen company. We will follow world events and trends (positive and negative) and analyze changes in the share prices of the stocks. There will be trade dates when students can sell their stocks

and buy different stocks (to take profits or cut losses) based on their view of world events and trends. By the end of the semester we will have a better understanding of the multi-dimensional world of shipping in the global economy.

Course Goals & Learning Objectives

* To recognize the essential role played by the global shipping industry in the conduct of world trade and the growth of the global economy – in short, its contribution to globalization.
* To gain familiarity with the types and sizes of ships (e.g., oil tankers, dry bulk carriers, container ships), and the types of cargoes that are carried in those ships (e.g., oil, gasoline, wheat, televisions and cargo pants).
* To analyze the economic geography of location of energy and raw materials, manufacturing centers and consumer populations.
* To understand the economics of shipping, including market forces of supply and demand as well as external forces such as weather or political events.
* To examine current issues facing the shipping industry, including piracy, increasing environmental regulations, and implications of opening Arctic sea routes and expansion of the Panama Canal.

Course Materials

Although shipping is one of the oldest industries, it relies on the most current information. For homework assignments and in class discussions we will rely primarily on internet sources of information, including digital newspapers and magazines, and government and shipping company websites, as well as selected readings from relevant shipping texts.

Our primary reference sources will be:

* The "Review of Maritime Transport 2012", published by the United Nations Conference on Trade and Development (UNCTAD). This publication is available on UNCTAD's website at: [http://unctad.org/en/pages/PublicationWebflyer.aspx?publicationid=380.](http://unctad.org/en/pages/PublicationWebflyer.aspx?publicationid=380)
* The "Review of Maritime Transport 2014", published by the United Nations Conference on Trade and Development (UNCTAD). This publication is available on UNCTAD's website at: [http://unctad.org/en/pages/PublicationWebflyer.aspx?publicationid=380.](http://unctad.org/en/pages/PublicationWebflyer.aspx?publicationid=380)
* Selected portions from Maritime Economics by Martin Stopford (3rd Edition, 2009). This book will be available in the classroom and HuskyCT.

We will also read materials from the following websites:

* Tradewinds ([www.tradewindsnews.com](http://www.tradewindsnews.com/))
* The Baltic and International Maritime Council (www.bimco.org)
* The Maritime Executive ([www.maritime-executive.com](http://www.maritime-executive.com/))
* Marine Log (www.marinelog.com)
* Hellenic Shipping News (www.hellenicshippingnews.com) For Statistical data and facts:
* The Central Intelligence Agency's "World Fact Book" ([www.cia.gov/library/publications/the-world-](http://www.cia.gov/library/publications/the-world-) factbook).
* U.S. Energy Information Service (www.eia.gov)
* NationMaster Data Compilation (www.nationmaster.com)

The following trade newspaper will be available online and in the classroom, or both:

* Tradewinds (a weekly paper dedicated to shipping news) Homework

To prepare for class, readings will be assigned as set forth in the "Assignments" column below. Additions and/or deletions may be made to the listed Assignments depending upon current events and topics. In addition, there will be short writing exercises and quizzes (some graded, some not) based on the readings and class discussions. Unless otherwise indicated, the Assignments will be due on the date shown below under the column “Assignments/Due Date”.

Class Approach

Class participation will be an important part of the course. We can easily grasp the basic principles of shipping, but the real learning comes from considering and discussing the unlimited number of variables that influence shipping, trade and the world economy. We will learn more by thinking together than by thinking alone.

In addition to the class assignments there will be a mid-term exam, a five page paper, and a final presentation based on the shipping company stock project mentioned above.

Grade Calculations

25% Class participation, including in-class quizzes and writing exercises 15% Take home quizzes and assignments

25% Mid-term exam

15% Paper

20% End of semester presentation on the AP Shipping stock project.

Grade conversions are as follows:

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and lower

Students with disabilities:

If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Student Services Director, Trudy Flanery, as soon as possible.

Academic Integrity

As students at the University of Connecticut, you must follow the University's guidelines for academic integrity, available at [http://www.dosa.uconn.edu](http://www.dosa.uconn.edu/) under Student Resources. If any student has any questions about whether a particular behavior constitutes a violation of the guidelines, please come see me or one of the tutoring or administrative staff in the Academic Center. The requirement to abide by the guidelines is absolute.

Schedule of Classes Assignments/Due Dates

|  |  |
| --- | --- |
| Week 1 -- January 21, 2015:  *Introduction*.  -- An overview of shipping, including basic concepts relating to ships and cargoes.  -- Map of the world -- continents, oceans, seas, and major ports.  -- Sources of Information.  -- Review of Syllabus.  -- Glossary of Terms. |  |
| Week 2 – January 28, 2015:  *The Hardware of Shipping*  -- Types, number, profile of ships in the world fleet. | -- Stopford essay, *How Shipping has Changed the World,* pp. 1 – 9. |

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| -- Measurement.  -- Obtaining ships:   * Newbuilds and Second Hand Ships. * Charter Parties.   -- Ownership of the World Fleet. | -- RMT 2012, pp. 33 - 39.  -- RMT 2014, pp. 27 – 32  -- Stopford, p. 69 (Table 2.5)  -- *BBC Magazine* (01/07/15 Article) |
| Week 3 -- February 4, 2015: |  |
| *Cargoes -- Origins and Destinations* | -- Iron Ore and Bauxite. View: |
| -- Bulk Cargoes (Wet and Dry) | <https://www.youtube.com/watch?v=9l7JqonyoKA> |
| -- Manufactured Goods. | <https://www.youtube.com/watch?v=uCC2SW> |
| -- Breakbulk. | gbEQM&list=PLadeEB9Jmj0KJ0g1WkHRY6KRg 0U1HCa3b |
| -- Review of the continents and oceans, and a look at the world distribution of (i) raw materials and | -- Stopford, pp. 347 - 352. |
| natural resources; (ii) manufacturing and |  |
| production facilities; (iii) consumer populations. | -- Shipping, Nigel Draffin (2014), pp. 5 – 11. |
| -- World Trade. |  |
| -- Seaborne Trade. |  |
| Week 4 -- February 11, 2015:  *Oil*  -- Producers and Consumers  -- Tar Sands and Shale Oil  -- The impact on Shipping | -- Watch (00:00 – 06:36):  [https://www.youtube.com/watch?v=VY34PQUiwO](https://www.youtube.com/watch?v=VY34PQUiwOQ) [Q](https://www.youtube.com/watch?v=VY34PQUiwOQ)  -- New York Times (article) - January 25, 2015, "Who Will Rule the Oil Market"? [http://nyti.ms/1CLzxYz](http://p.nytimes.com/email/re?location=InCMR7g4BCKC2wiZPkcVUicIRqZs0Nao&amp;user_id=c695987435dc1739893276c9e5e3c18c&amp;email_type=eta&amp;task_id=1423319439855762&amp;regi_id=0)  -- New York Times (article) - January 23, 2015, "New King in Saudi Arabia Unlikely to Alter Oil Policy"  [http://nyti.ms/1E9NsvC](http://p.nytimes.com/email/re?location=InCMR7g4BCKC2wiZPkcVUpxtbIHJqdpi&amp;user_id=c695987435dc1739893276c9e5e3c18c&amp;email_type=eta&amp;task_id=142332140534870&amp;regi_id=0)  -- New York Times (article) - June 7, 2013, "Huge Petroleum Coke Pile Makes Way Back to Canada**"** <http://nyti.ms/13dU5He> |

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| Week 5 -- February 18, 2015:  *Shipping Markets and World Events*  -- The Markets:   * Freight Market. * Sale & Purchase. * Newbuilding * Scrap Market.   -- Determining the Markets:   * The Global Economy. * The Economic Indicators * Utilization (distances, speed, time in port). * Ton Miles:   - Geographic Distribution of Production and Consumption  -- Random Shocks.  -- Influences: weather, disasters, financial crises, Political turmoil. | -- Maritime Economics, pp. 180 - 183 ("The Freight Market");  -- Maritime Economics, pp. 188 - 191 (Freight Market Reporting);  -- Review Maritime Transport 2012, pp. xiii - xiv (Forward and Executive Summary), and pp. 2 - 4 (World Economic Growth);  -- Maritime Economics, pp. 147 - 129 ("The Impact of Random Shocks on Ship Demand"). |
| Week 6 -- February 25, 2015:  *Shipping Markets and World Events, Continued;*  *The Business of Shipping and the AP Shipping Stock Project*  -- Determining the Markets:   * The Global Economy. * The Economic Indicators * Utilization (distances, speed, time in port). * Ton Miles: Geographic Distribution of Production and Consumption.   -- Random Shocks.  -- Influences: weather, disasters, financial crises, political turmoil. | * go to the Tradewinds website ([http://www.tradewindsnews.com](http://www.tradewindsnews.com/)).   + click on "Paper" (all the way to the left);   + in the "Select an Issue" dropdown box, click on the February 6, 2015 issue (2015-02-06);   + scroll down to page 10; click and read "Dry bulk shake out". (As a head's up, the "BDI" is an index of the dry bulk freight market).   + then read 2 more articles in the paper and be prepared to discuss in class. |
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| Week 7 -- March 4, 2015 |  |
| *Connecting the Dots* | Research the dry bulk and tanker markets. Feel free to use any sources, but make sure to note which |
| -- Mid-Term Review. | sources/articles you use. As a starting point, check the following: |
| -- Quiz # 2. | BIMCO.org |
|  | click on "Reports" |
|  | click on "Market Analysis" |
|  | The Market Analysis Reports 2015 will appear. |
|  | Scroll through and read any that are relevant. In |
|  | particular, read "The Ship Market in 2014 and |
|  | Looking Forward". |
|  | Also click on "Market Analysis Reports 2014". |
|  | Lots of articles will appear. Scroll through and |
|  | read/skim the articles that are relevant, particularly |
|  | the ones dated in October/November/December |
|  | Also, do research on Tradewindsnews.com (user |
|  | name: [pdrakos@drakosllc.com](mailto:pdrakos@drakosllc.com) / password: |
|  | RADAR). |
|  | There is a search box. Type in your search. You |
|  | can also click on the "Tanker" tab and the "Dry |
|  | Bulk" tab and surf around. |
|  | Writing assignment: |
|  | a. Write a half page discussion (or more) on what |
|  | you see is the current tanker market, and a |
|  | prediction of whether you think it will be going up |
|  | or down during 2015 (and explain your reasons); |
|  | b. Write a half page discussion (or more) on what |
|  | you see is the current dry cargo market, and a |
|  | prediction of whether you think it will be going up |
|  | or down during 2015 (and explain your reasons). |
| Week 8 -- March 11, 2015:  -- *Mid-Term Exam.* |  |
| Week 9 - March 16 - 20, 2015  -- *Spring Break* |  |

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| Week 10 -- March 25, 2015:  *Avery Point Shipping Stock Project*  -- Review Mid-Term Exam.  -- Discuss Connecticut Maritime Association Shipping Conference 2015, Stamford, Connecticut: March 23 - March 25, 2015  -- Ship Financing.  -- Public vs. Private Shipping Companies.  -- Introduce Environmental Issues:  - Ship Scrapping | CMA Shipping 2015 Program, found at  [http://www.shipping2015.com/Shipping2015programA.](http://www.shipping2015.com/Shipping2015programA.pdf) [pdf](http://www.shipping2015.com/Shipping2015programA.pdf) |
| Week 11 -- April 1, 2015:  *Environmental Issues*  -- Ship Scrapping, Continued  -- Oil pollution: The EXXON VALDEZ and other tanker incidents. | -- Tradewinds Article (03/13/15) “Bangladeshi’s Angry over Norway Scrapping Policy”  -- Out of the Channel, J. Keeble (1991), pp. 31-49. |
| Week 12 -- April 8, 2015:  *Environmental Issues and Security*  -- Offshore Oil Drilling: The Deepwater Horizon  -- Environmental Crimes/Whistleblowers  -- Maritime Security  -- Ship and Port Security | -- "Rewarding the Reprobates", Ship Management International, December 2012, pp. 30 - 33.  -- "United States v. Rick Dean Stickle", (United States District Court for the Southern District of Florida, 2006).  -- Stephen Flynn, "Beyond Border Control", Foreign Affairs - December 2000 (pp. 57 - 68).  -- The Maritime Transportation Security Act of 2002, Section 101 "Findings" |

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| Week 13 -- April 15, 2015:  *Efficiencies: The Canals and Arctic Shipping*  -- The Panama Canal and its Expansion.  -- The Northern Sea Route and the Northwest Passage. | -- Shipping, Nigel Draffin (2014), pp. 93 – 97.  -- After the Ice, Alun Anderson (2009): pp. 1 - 10; 181 -  195; 209 - 224  -- *New Yorker Magazine* (12/24/12 Article) found at:  [http://www.newyorker.com/magazine/2012/12/24/polar-](http://www.newyorker.com/magazine/2012/12/24/polar-express) [express](http://www.newyorker.com/magazine/2012/12/24/polar-express) |
| Week 14 -- April 22, 2015:  *Efficiencies: The Canals and Arctic Shipping, Continued*  -- The Northern Sea Route and the Northwest Passage.  *The Laws that Apply to Shipping*  *--* The International Maritime Organization (IMO).  -- The Registration ("flag") of ships.  -- The "Classification" of ships.  -- U.S. Registered Ships: The Jones Act | -- After the Ice, Alun Anderson (2009): pp. 1 - 10; 181 -  195; 209 - 224  -- *New Yorker Magazine* (12/24/12 Article) found at:  [http://www.newyorker.com/magazine/2012/12/24/polar-](http://www.newyorker.com/magazine/2012/12/24/polar-express) [express](http://www.newyorker.com/magazine/2012/12/24/polar-express)  -- Shipping, Nigel Draffin (2014), pp. 69 – 71.  -- Shipping, Nigel Draffin (2014), pp. 73 – 74.  -- Shipping, Nigel Draffin (2014), pp. 63 – 67.  -- 46 USC.App. Sec. 883. |
| Week 15 – April 29, 2015:  *Avery Point Shipping Stock Project*  -- Student Presentations. | -- Final Paper Due. |

**2018-156 ILCS 1180 Add Course (guest: Tina Chiappetta-Miller) (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6927 |
| **Request Proposer** | Chiappetta-Miller |
| **Course Title** | Adaptation: Italian Literature into Film |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ILCS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Adaptation: Italian Literature into Film |
| **Course Number** | 1180 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Concetta Chiappetta-Miller |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | coc07002 |
| **Initiator Email** | [concetta.chiappetta-miller@uconn.edu](mailto:concetta.chiappetta-miller@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 |

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| **COURSE FEATURES** | |
| **Proposed Term** | Summer 1 |
| **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** | 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)** | Yes |
| **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** |  |
| **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** | Online course |

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| **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 |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | Yes |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ILCS 1180. Adaptation: Italian Literature into Film Three credits. Survey of literary genres adaption into film in Italian context. Focus on literary and visual styles, visual literacy, and film critique. Literary texts cover a range of time periods and cultural considerations. Films represent a variety of cinematic techniques and the new audiences and artistic goals targeted by film adaptations. General film theory and theories of adaptation will be explored. |
| **Reason for the course action** | This course will expand online and alternate session offerings in ILCS. It will enhance ILCS by adding a range of literary texts to the curriculum in a context that focuses on creative approach rather than historical progression. This course will not change enrollment in other ILCS courses since it will be offered in the Summer session. This is an introductory course (1000 level); it does not require any prerequisites. |
| **Specify effect on other departments and overlap with existing courses** | N/A |
| **Please provide a brief description of course goals and learning objectives** | Based on readings, screenings, group discussion, and assignments, students will: • Develop historical and cultural understanding of Italy via a range of primary Italian texts and films; • Expand their knowledge of social structures and practices of modern Italy; • Display a cogent understanding of literary and cinematic genres in the Italian context; • Develop a familiarity with film technique and an ability to interpret cinematic forms and content; • Develop visual literacy – i.e. understand the visual media’s methods for manipulating emotions and opinions; • Understand theories and practice of literary adaptation and how literature and cinema relate to one another; • Make use of high-level secondary material, including articles from peer-reviewed journals and other reputable sources, with a view to understanding the discipline. |
| **Describe course assessments** | Reading assignments include about 50-60 pgs of secondary materials per module; primary texts include 8 short stories/plays and 4 full-length books; students also screen 7 feature films. Because of the online format, assessments will include quizzes (8/8 modules), Discussion Boards (6/8 modules); Journal Entries (5/8 modules) and Formal Written Assignments of about 3 pages (4/8 modules). Students will receive feedback on discussion boards and essays. All submissions are graded. |
| **General Education Goals** | This course will expose students to diverse forms of creative texts, focusing attention on the relationship between film and literature. Students will develop knowledge of movements in Italian cinema and particular important figures in the industry and their influences on Italian culture. They will develop skills to recognize and critique literary and cinematic strategies at work. They will improve their written communication skills. |
| **Content Area: Arts and Humanities** | Students will familiarize themselves with symbolic strategies of film and literature. They will investigate the human experience of negotiating meaning, culture and identity via different forms of artistic expression, and via the translation of one form to another. Attention will be paid to the aesthetic strategies of cinema and the visual vocabulary of cinema. |
| **Content Area: Diversity and Multiculturalism (International)** | This course will expose students to a different cultural and historical context of film, one that has had a profound influence on American aesthetics. It will also expose students to prominent Italian thinkers and filmmakers who draw from the American cinematic model. It will explore adaptation across cultures and languages (English, Argentinian, American to Italian). It will expose students to specific Italian cultural issues like organized crime, migration, poverty, and incarceration. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ILCS1180Adaptation\_Chiappetta.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117522) | ILCS1180Adaptation\_Chiappetta.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Concetta Chiappetta-Miller | 03/26/2018 - 10:49 | Submit |  | I am excited to work with the eCampus staff to develop this course! | | Literatures, Cultures and Languages | Jennifer Terni | 04/10/2018 - 22:25 | Approve | 4/10/2018 | LCL CCC approved. | |

ILCS 1180 – Adaptation: Italian Literature into Film

**Format**: Online via HuskyCT

**Offered**: Summer Session 2019

**Instructor**: Professor Concetta (Tina) Chiappetta-Miller

**Email**: [chiappetta-miller@uconn.edu](mailto:chiappetta-miller@uconn.edu)

**Course Overview:**

What are the strategies of adaptation? What do we expect from it? What does it ultimately yield? How does Italian cinema in particular negotiate the relationship to its literary patrimony via the medium of cinema, a medium Italy helped to define in the post WWII period?

This course will consider different genres of literary texts (plays, short stories, novels and more), as they are adapted into the cinematic medium. We will explore the directors’ relationships to the source material with respect to their particular use of a visual vocabulary, and how cinematic style may diverge from (or intersect with) literary style. We will, for example, investigate the filmic adaptation of the culturally foundational text *Pinocchio* (a fable by Carlo Collodi written in 1883); compare and contrast one author’s essays and stories to his own cinematic product (Pier Paolo Pasolini, one of Italy’s great post-war thinkers and directors); investigate the adaptation of literary works in different languages and cultural contexts into the context of Italian film; and examine the new ways in which cinema influences authors of novels. Students will be introduced to theoretical approaches to literary and cinematic texts, as well as to theories of adaptation.

**Course Objectives – This course fulfills Gen Ed content areas 1 (Arts & Humanities) and 4 (Diversity & Multiculturalism). Based on readings, screenings, group discussion, and assignments, students will:**

* Develop historical and cultural understanding of Italy via a range of primary Italian texts and films;
* Expand their knowledge of social structures and practices of modern Italy;
* Display a cogent understanding of literary and cinematic genres in the Italian context;
* Develop a familiarity with film technique and an ability to interpret cinematic forms and content;
* Develop visual literacy – i.e. understand the visual media’s methods for manipulating emotions and opinions;
* Understand theories and practice of literary adaptation and how literature and cinema relate to one another;
* Make use of high-level secondary material, including articles from peer-reviewed journals and other reputable sources, with a view to understanding the discipline.

**Course Materials:**

Text(s) to purchase:

* Ammaniti, Niccolò. [*I’m not scared*](https://en.wikipedia.org/wiki/I%27m_Not_Scared_(novel))*.*
* Saviano, Roberto. [*Gomorrah*](https://en.wikipedia.org/wiki/Gomorrah_(book))*.*

All other readings will be available on HuskyCT (🞑) or via links to Library Reserves, or other websites (🞇).

Rental of films: Films are listed under each module and can be rented in various ways. Below is a key for showing the film’s online availability. Rentals generally cost $2.99 per film. Films available on Netflix will require an Instant Play subscription to Netflix. Films available from [*Filmstruck*](https://www.filmstruck.com/us/student) can be viewed with a 14-day free trial from Criterion Collection’s partner website (these are arranged on the syllabus to be covered within a 14-day period). A 6-month subscription to *Filmstruck* costs $39.99 for students.

♣ Available on Google Play, Amazon, iTunes or You Tube

♠ Available on Filmstruck from the Criterion Collection

♦ Available on Netflix

**Technical Requirements:**

Students must be able to access, navigate and post work to HuskyCT, download from HuskyCT or link to reading materials through the library’s website or other websites, and stream films online via US-based streaming sites like Netflix, Google Play, Amazon, iTunes or You Tube. Most of the films are in Italian with English subtitles.

**Internet Requirements and Connection Speeds:** You will need dedicated access to the internet to participate in UConn online courses. We recommend the following range.

**MINIMUM:**Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps   
**RECOMMENDED:**Broadband (high-speed) Internet connection with a consistent speed of 4 Mbps or higher

**Course Requirements & Guidelines**

* Readings / Screening of films
* Quizzes (1 per module, 8 total)
* Discussion Boards and other activities (6 total)
* Journal Entries (5 total)
* Formal Written Assignments (2 – 3 pages) (4 total)

**Readings / Screening of films**: Readings and films to be screened are listed in the course schedule and need to be completed before completing the written work for the module.

“Film notes,” which will be posted to accompany each module, will offer background information and other material that will support an understanding of the texts and films, and should be thoroughly reviewed. These introductory remarks will also alert students to any “trigger” content in the films. Please be aware that some films may contain nudity and/or disturbing content (violence or abusive behavior). If you have particular issues with such content, please consider that not watching films in their entirety may affect your full understanding of the material and/or your quiz grades.

**Quizzes**: Each module will require the completion of a quiz that relates to the primary sources (readings and film). These are designed to ensure you are doing the reading carefully and thoughtfully, that the films are being viewed in their entirety and that you are processing the reading and films together to consider how they relate to one another.

**Discussion Boards and other activities**: Most modules will require some online submission of work to a group forum. This may be a post to a Discussion Board, an entry in a group activity such as annotating text via Googledocs, or working with other students to present materials related to the author or director of the module’s texts. Prompts related to the readings and films will be provided within each module.

Discussion postings should be clearly written and free of shorthand and abbreviations. All postings must show respect for the opinions and postings of classmates and the instructor. Participation in group, online activity is a graded component of your final grade, and failure to abide by these courtesies may result in a reduced grade. You will be expected to respond in a timely manner to the prompt provided in a given module, and to also respond to the prompts of your classmates, or to one of my responses. Deadlines for submission to Discussion Boards will be announced and will be enforced. Late entries will not be accepted and will be given a grade of zero.

**Journal Entries**: Students will submit a one-page informal response to some of the films in the form of a private journal entry (only the professor will be able to read and respond to your post). As with discussion board postings, language and content should be appropriate, courteous and clear. While deadlines for Journal entries will be more ample than for other assignments, late entries will not be accepted and will be given a grade of zero.

**Formal Written Assignments**: Students will submit four formal written assignments of 2 – 3 pages that will integrate primary and secondary source materials in response to an essay prompt offered by the professor. These assignments should be submitted as MS Word documents (.doc or .docx) attached properly to the Assignment’s prompt. Formal written assignments will be graded not only on content but on format as well (grammar, readability, argumentation, e.g.) and will require formal MLA citation of quoted material. The submission of non-original work will result in a grade of zero for that assignment and will subject the student to disciplinary action from the University and potentially a grade of F for the course. See the note on Student Code & Academic Integrity below.

You will receive feedback on formal written assignments from your professor to help you improve over the course of the semester. Late assignments will not be accepted and will be given a grade of zero.

**Grade Breakdown**

25% Quizzes

25% Discussion Boards (or other activities)

20% Journal Entries

30% Formal Written Assignments

**Student Responsibilities & 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 & Academic Integrity:**

According to the UConn [Student Code](https://community.uconn.edu/the-student-code-pdf/), you must work alone when taking quizzes, exams or writing formal and informal responses. Written work and research must result from your own individual effort. If you are in doubt about standards of research or Academic Integrity, please consult the conduct rules and regulations of the Uconn [Student Code](mailto:https://community.uconn.edu/the-student-code-part-iii/) or the helpful list of [Proactive Strategies for Students to Minimize Academic Misconduct](https://community.uconn.edu/proactive-strategies-for-students-to-minimize-academic-misconduct/). Academic misconduct will be dealt with as outlined by the University of Connecticut [Office of Community Standards](http://www.community.uconn.edu). This includes plagiarism in any form. 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, please consult the library’s [Plagiarism Resources](https://lib.uconn.edu/about/get-help/writing/plagiarism-resources/) page.

**Communication:**

Your professor will use your Uconn email address (first.last@uconn.edu) for all communications regarding this course. Please be sure to check email regularly. Your professor will be available to answer emails from 9:00 AM – 4:00 PM weekdays. If you send an email over the weekend, please know that you may have to wait until Monday morning for a response.

**Students with Disabilities:**

The Center for Students with Disabilities (CSD) collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible.  The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu/). (Note: Student requests for accommodation must be filed each semester.)

**C L A S S S C H E D U L E**

MODULE 1: Understanding Adaptation

**Readings:**

* Bazin, André. “Adaptation, or the Cinema as Digest” (1948). *Bazin at Work: Major Essays & Reviews from the Forties & Fifties*. Trans. Alaian Piette & Bert Cardullo. Routledge, 1997. 41-51. 🞇
* Barthes, Roland. “The Third Meaning” (1970). Time, Music, Text. Trans. Stephen Heath. Hill & Wang, 1977. 44-68. 🞇 <http://filmadaptation.qwriting.qc.cuny.edu/files/2012/08/Barthes-3rd-Meaning.pdf>
* Richardson, Robert. “Verbal and Visual Languages.” Literature and Film. Indiana University Press, 1969. 🞑
* Marcus, Millicent. “Literature and Film: Negotiating the Terms.” *Filmmaking by the Book: Italian Cinema and Literary Adaptation*. Johns Hopkins University Press, 1993. 1-24. 🞑

**Preliminary Discussion Board – Getting to know each other**

**Journal Entry 1 – *Your thoughts on adaptation***

**Quiz 1**

MODULE 2: Pirandello’s One Act Plays to Film

**Readings:**

* Serra, Ilaria. “From Literature to Film Through Figurative Arts: Italian *Imagistic Substitutions*,” *Adaptation*, Volume 4, Issue 2, 1 September 2011, Pages 137 – 166.  <https://doi.org/10.1093/adaptation/apq016> 🞇
* Marcus, Millicent. “The Taviani’s Kaos: The Poetics of Adaptation.” *Filmmaking by the Book: Italian Cinema and Literary Adaptation*. Johns Hopkins University Press, 1993. 179-203. 🞑
* Luigi Pirandello, “The Jar”; “The Other Son”; “Moon Sickness” 🞑

**Screening:**

*Kaos* (Taviani Brothers, 1986) ♣

**Discussion Board 1**

**Quiz 2**

MODULE 3: Tales Told a Thousand Times: The Quintessential Italian Fable

**Readings:**

* Selected chapters from *The Adventures of Pinocchio* (by Carlo Collodi) 🞇

<http://www.gutenberg.org/files/500/500-h/500-h.htm#link2HCH0001>

* Giannetti, Louis. “Photography.” *Understanding Movies*. 2-33. 🞑

**Screening:**

*Pinocchio* (Roberto Benigni, 2002) ♣

**Google doc – annotation of Pinocchio**

**Journal Entry 2 – *Pinocchio***

**Quiz 3**

MODULE 4: Crime Story: Between Fiction & Non-fiction

**Readings:**

* *Gomorrah* by Roberto Saviano
* Giannetti, Louis. “Mise En Scene” & “Movement.” *Understanding Movies*. 47-79 & 96-123. 🞑

**Screening:**

*Gomorrah* (Matteo Garrone, 2008) ♦

**Discussion Board 2**

**Written Assignment 1**

**Quiz 4**

MODULE 5: Author & Director Pier Paolo Pasolini: In his own words and images

**Readings:**

* Selected stories from *Stories from the City of God* by Pier Paolo Pasolini 🞑
* Pasolini, Pier Paolo. “The Cinema of Poetry” (1965) 🞑
* Luzzi, Joseph. “Poesis in Pasolini: Theory and Practice.” *A Cinema of Poetry: Aesthetics of the Italian Art Film*. Johns Hopkins University Press, 2014. 70-85. 🞑

**Screening:**

*Mamma Roma* (Pier Paolo Pasolini, 1962) ♠

**Journal Entry 3 – *Mamma Roma***

**Written Assignment 2**

**Quiz 5**

MODULE 6: The Sublime & the Absurd: Antonioni adapts Cortazar, Fellini adapts Poe

**Readings:**

* “Never Bet the Devil Your Head: A Tale with a Moral” by Edgar Allen Poe 🞇 <http://xroads.virginia.edu/~hyper/poe/neverbet.html>
* “The Devil’s Drool” by Julio Cortazar (1959) 🞇

<https://jessbarga.wikispaces.com/file/view/Cort%C3%A1zar%2C+Blow+up.pdf>

* Porcari, George. (2013). “Doubting Thomas Michelangelo Antonioni's Blow-Up.” *CineAction,* (90), 32. 🞇
* Peavler, Terry J. “Blow-Up: A Reconsideration of Antonioni's Infidelity to Cortázar.” *PMLA*, vol. 94, no. 5, 1979, pp. 887–893. *JSTOR*, JSTOR, [www.jstor.org/stable/461971](http://www.jstor.org/stable/461971). 🞇

**Screening:**

*Toby Dammit* (Fellini, 1968) [episode in the film *Spirits of the Dead*, 1968] ♠

*Blow Up* (Michelangelo Antonioni, 1966) ♠

**Discussion Board 3 or Wiki**

**Journal Entry 4 – *Toby Dammit & Blow Up***

**Quiz 6**

MODULE 7: Modern Marriage: The Current Relationship of Novel to Film

**Readings:**

* *I’m not scared* (*Io non ho paura*) by Niccolò Ammaniti
* Chatman, Seymour. “What Novels Can Do That Films Can’t (and Vice Versa).” *Critical Inquiry* 7.1 (1980): 121-140.
* Richardson, Robert. “Film and Modern Ficition.” *Literature and Film*, Indiana University Press, 1969. 79-90.

**Screening:**

*I’m not scared* (Gabriele Salvatores, 2003)

**Discussion Board 4**

**Written Assignment 3**

**Quiz 7**

MODULE 8: Shakespeare in Italian

**Readings:**

* *Julius Caesar* (Shakespeare) 🞇 <http://www.folgerdigitaltexts.org/html/JC.html>

**Screening:**

*Caesar Must Die* (Taviani Brothers, 2013) ♣

**Written Assignment 4**

**Journal Entry 5 – *Caesar Must Die***

**Discussion Board 5 – Conclusions**

**Quiz 8**

**2018-138 MCB 3410 Add Course (guest: Mark Longo)**



**Proposal to Add a New Undergraduate Course**

Last revised: September 24, 2013

1. Date: January 8, 2018

2. Department requesting this course: MCB

3. Semester and year in which course will be first offered: Fall 2018

# Final Catalog Listing

**MCB 3410. Eukaryotic Genomics**

Three credits. Prerequisite: MCB 2400 or MCB 2410. Open to sophomores or higher.

Introduction to the study of eukaryotic genomes. Topics include genome sequence organization and analysis, comparative genomics, structural variants, transposable elements and genome regulation in human health and disease.

# Items Included in Catalog Listing

**Obligatory Items**

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

2. Course Number: 3410

3. Course Title: Eukaryotic Genomics

4. Number of Credits: 3

5. Course Description:

Introduction to the study of eukaryotic genomes. Topics include genome sequence organization and analysis, comparative genomics, structural variants, transposable elements and genome regulation in human health and disease.

**Optional Items**

6. Pattern of instruction, if not standard: Lecture.

7. Prerequisites, if applicable: MCB 2400 or MCB 2410

a. Consent of Instructor, if applicable: no

b. Open to sophomores/juniors or higher: yes

8. Recommended Preparation, if applicable: None

9. Exclusions, if applicable: None

10. Repetition for credit, if applicable: No

11. Skill codes “W”, “Q” or “C”: No

12. S/U grading: No

# Justification

1. Reasons for adding this course: Genome sequencing has become common place and is a foundational component to the way scientists address biological questions today. Moreover, genome sequencing is emerging as a component of modern medical practice. There are several courses currently available examining the genomes of prokaryotes and archaea, but none are dedicated to the complex genomes of eukaryotes. There are a few courses that deal with the molecular mechanistic aspects of complex genomes, but do not focus on genomics. This course will examine the complexities of eukaryotic genome content and regulation, including sequence features such as telomeres and centromeres and the role of transposable elements and other sequence variants in genome evolution and population variation. This course will provide a framework for students to understand these and other structural features of eukaryotic genomes, including human, and how we can study them to understand underlying biological processes, as well as apply that knowledge to improving human health.

2. Academic merit: This course will teach in depth topics focused on eukaryotic genomics and will provide both lecture style course content combined with hands-on knowledge application utilizing current databases and web-based tools employed in genomics analysis. Students will learn basic approaches to studying large complex genomes using problem solving activities, both individually and in small groups. In addition, students will gain experience in communicating experimental results when they use both their own findings from genomic databases and current primary research articles to research a sequenced eukaryotic genome and present their findings in a final group presentation.

3. Overlapping courses and departments consulted: Consulted with MCB and EEB. Three courses briefly introduce some of the topics to be covered in the proposed course, but only as part of a survey of examples rather than in depth study.

MCB 3201 (Gene Expression) covers transposable elements very briefly and generally in one lecture as components of the genome. This proposed course will discuss in greater detail the repercussions these elements have on eukaryotic genomes over several lectures. In addition, MCB3201 covers miRNA but in a very general way in the context of a general survey of all noncoding RNA in one lecture. The proposed course will examine in more detail during several lectures the role of small RNAs as global genomic regulators. We will study the miRNA pathway in more detail as one example of small RNAs. We will study the biogenesis of these small RNAs as well as their role in post-transcriptionally regulating complex gene networks. We will also consider the role of misregulation of these small RNAs in human disease and how they can be used both for prognostic biomarkers and as potential therapeutic targets.

MCB 3412 (Genetic Engineering and Functional Genomics) covers contemporary techniques and technologies in genomics. It focuses on the chemistry and the process of experimentation using these techniques. This new course will only offer a brief review of techniques and technologies focusing more on genome biology.

MCB 3413 (Concepts of Genetic Analysis) also covers transposable elements but is limited to fruit fly genetic engineering using DNA transposons. This course will focus on the role of transposable elements in genome structure and function, primarily in the primate lineage. We will look at these elements as ancient genomic invaders that act as structural variants between species and individuals. We will also consider their role in human health as contributors to disease (e.g. cancer) but also as substrate for genome innovation by considering their current role as enhancers and promoters in primates.

4. Number of students expected: 24

5. Number and size of sections: 1 section.

6. Effects on other departments: This course is beneficial to all CLAS biology majors (BIO, PNB, MCB, and EEB).

7. Effects on regional campuses: None

8. Staffing: Mark Longo, mark.longo@uconn.edu

# Proposer Information

1. Dates approved by

    Department Curriculum Committee: 3/29/18

    Department Faculty: 4/6/18

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

Mark Longo, 860-486-8905, mark.longo@uconn.edu

# Syllabus

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

**Introduction to Eukaryotic Genomics**

**MCB 3410 – 3 credits**

**Spring 2017**

**Syllabus**

**Instructor:** Dr. Mark Longo mark.longo@uconn.edu

**Prerequisites**: Either MCB 2400 or 2410.

**Time and Place:** Monday, Wednesday and Friday **10:10-11:05** in **---**.

**Office Hours:** By appointment in Beach Hall room 201A.

**Textbook:** - **Introduction to Genomics.** *Second Edition*, Arthur Lesk.

Copyright: 2012, Oxford University Press

(ISBN – 978-0-19-956435-4)

**Overview and Goals:**

This course will introduce you to eukaryotic genomics. The eukaryotic genome is complex and fluid. We will examine genome organization and content including; sequence structure of genome features such as centromeres and telomeres. We will study the dynamic role transposable elements play as genomic invaders and as substrate for genome innovation. Genome sequencing is becoming commonplace and many human as well nonhuman genomes have been successfully sequenced. You will learn of the different databases used to house this enormous amount of information. We will examine this recent data to better understand the natural variation found within the human population. We will also use comparative genomics and cross species analyses to better understand the evolution of eukaryotic genomes including an examination of ancient genomes and the evolution of the mammalian genome. Lastly, we will look at how our understanding of the genome in combination with modern analytical techniques can guide how we understand human health and how we treat disease.

The course will be a combination of traditional lectures as well as in-class activities. The in-class activities will be both individual and group work in nature. They will utilize many of the web-based genome databases and analysis tools currently available. These activities will offer both real-life connections to the lecture material but will also provide you with useful skills in the area of eukaryotic genomics. As many of these activities will require internet access, a laptop will be required during class. If you do not have access to a laptop, you will be partnered with someone with one.

**Grading:** The final course grade is based on the following breakdown:

***Semester exam – 25%***

***Final exam – 30%***

***Homework – 10%***

***In-class activities – 25%***

***Group presentation – 10%***

**Final grade calculation:** Each component of your final grade will be calculated ***independently*.** Each of these grades will then be ***averaged*** to determine your final grade in the course.

***Grading scheme*:**

≥93 = A 90-92 = A- 87-89 = B+ 83-86 = B

80-82 = B- 77-79 = C+ 73-76 = C 70-72 = C-

67-69 = D+ 63-66 = D 60-62 = D- <60 = F

**Comparative genomics group project:**

The course will culminate with a group presentation. Each group will be given a set of genome sequences to analyze (e.g. BAC sequences) from some unknown species. You will use the tools we learn through the semester to evaluate these sequences, describe any identifiable features and identify the originating species. You will then research this species’ genome for a final 20-minute group presentation.

**Homework:**

Homework assignments will be assigned throughout the semester with due dates indicated on the schedule. These assignments can be completed individually but you are welcome to work together to complete them. Each student is expected to write their own final answers and submit their own homework during class on the day indicated on the schedule. Late assignments will be subject to a late-penalty of minus 5% for each day it is late.

**In-class activities:**

In-class activities will be handed out on Fridays during the designated “Application activity” dates. These activities will be worked on during these class times. As sometimes you may require additional time to write out your answers to the activities, all in-class activities will be due in class on the Monday following the day it is assigned. Late activities will not be accepted.

**HuskyCT** – HuskyCT will be used for course announcements and for maintaining posted course material including schedule, syllabus, lectures, answer keys, etc.

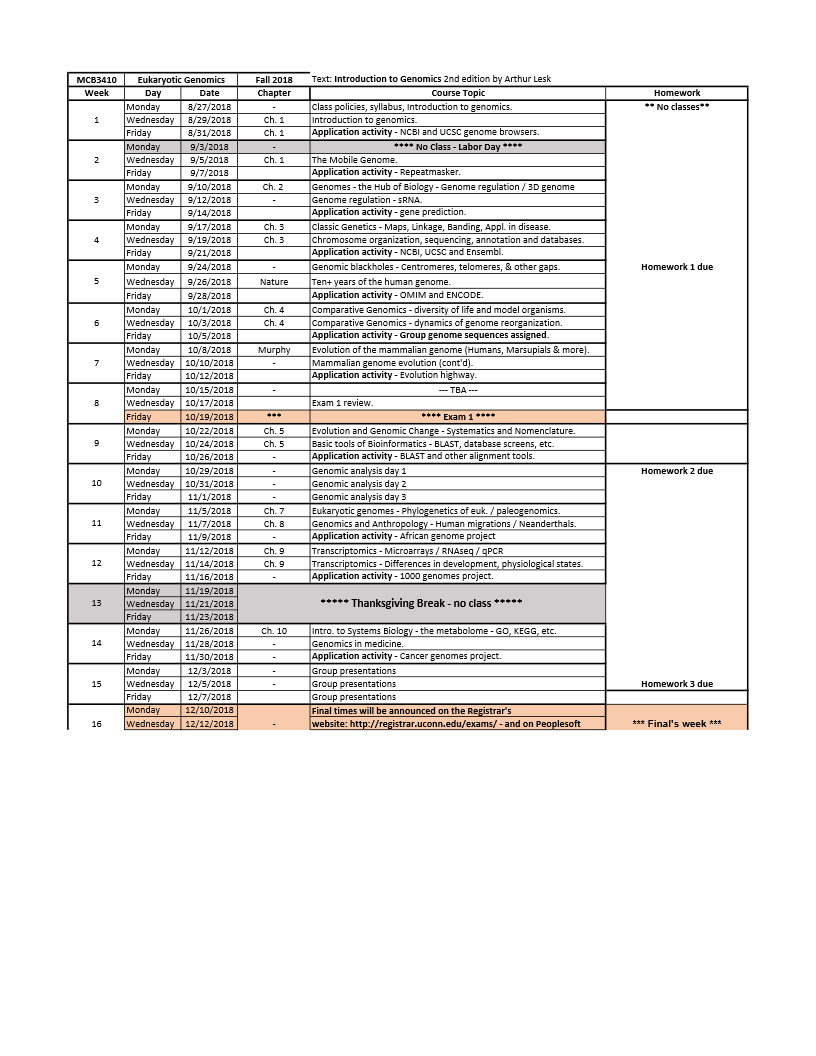
**Correspondence**: All students are expected to check and respond to their email on a routine basis.  Students will be contacted at their UConn email address (firstname.lastname@uconn.edu).  It is the student’s responsibility to have UConn email forwarded to personal email accounts.  The instructor is not responsible for undelivered email.  Students must retain a copy of important emails sent to the instructor for documentation purposes (including date, time, and address sent to).  In addition to university e-mail, HuskyCT will also be used for course announcements.

**Subject to Change Statement:** Information contained in the course syllabus, other than the grade policy, may be subject to change with advanced notice, as deemed appropriate by the instructor.

**Academic Misconduct:** All University policies regarding academic integrity apply to this course. Please read the Dean of Student’s office for information regarding academic integrity and dishonesty at www.dosa.uconn.edu. Please note that cheating of any sort will not be tolerated and will be dealt with appropriately.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Final exam week for Fall 2018 takes place from Monday, May. -- through Sunday, May. --. Students are required to be available for their exam during the stated time. If you have a conflict with this time you must visit the Office of Student Services and Advocacy to discuss the possibility of rescheduling this exam. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy with any questions. Thank you in advance for your cooperation.**



**2018-139 MCB 3843W Add Course (guest: Mark Longo) (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7030 |
| **Request Proposer** | Longo |
| **Course Title** | Research Literature in Comparative Genomics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| --- | --- |
| **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** | Research Literature in Comparative Genomics |
| **Course Number** | 3843W |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Longo |
| **Proposer First Name** | Mark |
| **Select a Person** | msl01003 |
| **Proposer NetId** | msl01003 |
| **Proposer Phone** | +1 860 486 8905 |
| **Proposer Email** | [mark.longo@uconn.edu](mailto:mark.longo@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **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)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall,Spring |
| **Will there also be a non-W section?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | standard |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011; MCB 2400 or 2410 |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required for course?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **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 knowledge |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 3843W. Research Literature in Comparative Genomics. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; MCB 2400 or 2410; open only with consent of instructor. Discussion of current research in comparative genomics. Comparative genomics uses cross-species analyses to identify functional genome sequences. This course uses primary research literature to explore the complex and dynamic nature of eukaryotic genomes. The course emphasizes communicating scientific findings using experimental data. |
| **Reason for the course action** | This course has been taught for many years as a section of MCB 3841W number as a way for MCB majors to satisfy the W in the MCB major requirement. With seven sections of this course being taught under the same number, we realized that students were unclear on the fact that each section was a different course with a different topic and different prerequisites. Therefore we are converting most of the sections to their own course number. |
| **Specify effect on other departments and overlap with existing courses** | Some of the topics in this course are similar to those that are taught in Eukaryotic genomics (MCB3410 - currently in process of approval) but the focus of the two courses are entirely different. MCB3410 is an informational class teaching detailed information about eukaryotic genomes with only a portion of the semester investigating the field of comparative genomics. MCB3843W focuses on comparative genomics for the entire semester with an emphasis on reading and communicating scientific information that is done in the context of comparative genomics. MCB3843W emphasizes developing reading, writing and speaking skills that are applicable to any scientific topic. |
| **Please provide a brief description of course goals and learning objectives** | The course will critically evaluate current research literature in comparative genomics to illustrate the scientific method at work as well as to further develop the student's ability to both read, write and present scientific material. The course will improve student fluency in reading scientific literature by teaching the basic structure of scientific research articles. This allows students to more easily identify the relevant information in the article. Students are also taught how to effectively communicate their ideas using experimental data to support their claims. |
| **Describe course assessments** | The students read approximately 21 assigned primary research articles. This does not include the 10 sources required for their research paper. Their grade is divided into the following categories; 50% in two writing assignments (20% for 5-page summary of an assigned article and 30% for a 10 page review of a topic of their choosing), 15% for Leading the discussion on their summarized article, 15% for a 15 minute presentation on their research topic, 10% in class participation and 10% for student feedback of presentations. Students,in pairs, lead the discussion of their assigned article in a journal club format. In class participation is in the form of quizzes and in-class responses. There are 15-18 class participation activities. Student's also complete a form providing feedback to each speaker (these forms are provided anonymously to the speaker for feedback). |
| **General Education Goals** | The course meets several goals of general education. It fulfills the requirements for a W course by requiring 15 pages of reviewed writing. In addition, students learn to articulate their thoughts concisely both in writing and orally. Critical judgement is taught as we discuss what information can and can not be inferred from experimental results. Awareness of or era and society as well as encouraging intellectual breadth is discussed throughout the semester in the context of discussing changing perceptions in scientific inquiry over time, specifically a consideration of mechanistic versus systems approaches to studying biological phenomenon. The impact of genomic data on society is also a running theme throughout the semester with discussions about ethics and privacy concerns. |
| **Skill Code W** | Fifteen pages of writing are completed as two assignments (1 @ 5-page and 1 @ 10-page). All writing is read and critiqued by me and students typically have two weeks to make revisions. Through out the semester in class time is taken to teach writing strategies and style. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MCB3843W\_ComparativeGenomics\_syllabus.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118598) | MCB3843W\_ComparativeGenomics\_syllabus.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 04/02/2018 - 16:03 | Submit |  | approved by MCB 4/6/18 | | Molecular and Cell Biology | David A Knecht | 04/11/2018 - 12:20 | Approve | 4/6/2018 | approved by MCB 4/6/18 | |

Research Literature in Molecular and Cell Biology

**Comparative Genomics.**

MCB 3843W

Syllabus

**Meeting time and place:** Monday, Wednesday and Friday from 9:05-9:55am in CHM T212.

**Instructor:** Mark S. Longo, Ph.D.

**Contact information:** email: mark.longo@uconn.edu

**Office Hours:** By appointment in Beach Hall 201A

Comparative genomics assumes that functionally important genomic elements are conserved across species. These elements are thought to be evolutionarily constrained by selective pressures to maintain their sequences. Comparative genomics uses a ‘comparative’ approach using both model and non-model species to identify these functionally relevant regions of the genome.

This course will introduce you to ‘the Genome’ of many organisms. We will examine how this comparative approach can answer many questions such as how do genomes and species evolve? What makes up a typical genome? How do alterations in genome structure or behavior result in human disease? You will gain an appreciation for the eukaryotic genome as a fluid, dynamic and complex three-dimensional system acting not in isolation but as part of a larger whole, the organism.

We will use current reviews and primary research literature to learn about contemporary molecular genetic techniques and how these new techniques and technologies have allowed for the ‘Age of Genomics’. We will discuss how these rapidly changing technologies will profoundly affect both human health and society in general. Over the course of the semester we will critically evaluate current literature to illustrate the scientific method at work as well as to further develop your ability to both read, write and present scientific material.

**Course Goals:**

We will focus on improving reading fluency of research literature and **using experimental data to support arguments** in both written and oral communication of scientific information.

**Course prerequisites:**

ENGL 1010 or 1011 or 3800 and ‘C’ or better in either MCB 2400 or 2410.

**Correspondence**: All students are expected to check and respond to their email on a routine basis.  Students will be contacted at their UConn email address ([firstname.lastname@uconn.edu](mailto:firstname.lastname@uconn.edu)).  It is the student’s responsibility to have UConn email forwarded to personal email accounts.  The instructor is not responsible for undelivered email.  Students must retain a copy of important emails sent to the instructor for documentation purposes (including date, time, and address sent to).

***Subject to Change Statement:*** Information contained in the course syllabus, other than the grade policy, may be subject to change with advanced notice, as deemed appropriate by the instructor.

**GRADING**: As this is a writing course, there will be one short paper due during the semester and one final paper that will count as your final exam. Along with these papers your grade will be based on your class participation and a presentation as outlined below.

***Grading scheme*:**

≥93 = A 90-92.9 = A- 87-89.9 = B+ 83-86.9 = B

80-82.9 = B- 77-79.9 = C+ 73-76.9 = C 70-72.9 = C-

67-69.9 = D+ 63-66.9 = D 60-62.9 = D- <60 = F

***IMPORTANT***: **According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.**

**Your course grade will be determined based on the following six components:**

1) **Article Summary** (20%) – 5 pages - You will summarize the article you will lead the discussion on in the middle of the semester. **The goal of the summary is to give you practice concisely *reporting scientific data* and its relevance**. The summary will be evaluated both for content (do you clearly and accurately summarize the information) as well as for writing quality.

You should identify the question the authors are trying to answer. What is their hypothesis? Briefly explain the background and context for why the particular study is relevant in the context of a larger picture. You should then summarize what the significant findings of the paper are. You do not need to give detailed descriptions of the methods used but they should be indicated in your description of the results. You should then conclude with a summary of the findings and why these results are significant. When writing these and all of your papers **use your own words (see Academic integrity statement below)**. ***Be sure to include a full citation of the paper you are summarizing and your name.***

**The rough draft of your summary paper is due in class on 2/16/18**. I will read and critique these drafts. The **final revised draft is due in class on 3/2/18**.

2) **Final** **Review Paper** (30%) - This paper will be a mini-review of the current state of research about a topic of your choosing (within the realm of “Genomics”). It will be **10 pages** in length and will require at least **10 properly cited sources** (you can use more). The sources must be scientific **research articles** published in peer-reviewed scientific journals within the last 10 years. *Reviews may be used for* ***2*** *of your sources* (**8** must be *primary research* articles).

This paper should integrate all of your sources to tell a coherent story. You should spend some time introducing the background information of your topic. Why is your topic important? Your introduction should also provide the reader what scope of the topic you will be discussing. You should then discuss what current research is being done on this topic. This should be a report of the primary research articles you have found. This should be a cohesive summary that smoothly connects **the data from the research** you have found in the context of the larger topic you have chosen. Why are these particular research studies relevant to your topic? **What did these researchers actually do and what were their findings**? You should also include a conclusion summarizing the data you presented and discussing any future implications.

**The rough draft of your final paper is due on 4/2/18**. I will read and critique these drafts. The **final revised draft is due on 4/30/18 by 4pm**.

All assigned papers will be handed in first as a draft and then as a final version. Late drafts will result in an initial 5% reduction on the final paper grade and an additional 1% for each additional day it is late. ***Incomplete drafts will not be accepted***. Poorly written drafts that have obviously **not been proofread will also not be accepted.**  Late final papers will result in the same grade reductions as late drafts.

Rough drafts should be handed in as a hard-copy (on paper) as well as uploaded to the “Assignments” section of HuskyCT. **Filenames should include *your name* as well as the assignment name** (**e.g. LongoMark\_Summary1\_Draft.docx**).

**\*\*\*Final versions of papers** should be handed in as an ***electronic copy*** (uploaded to HuskyCT) ***and as a hard copy*** **along with** **the copy of your rough** draft with reviewer comments. **\*\*\***

**Paper Formatting**: Papers are to be double-spaced typed in 11 or 12-point Times New Roman Font with one-inch margins. Include **only your name** and **the title of the assignment at the top of the page**.

**References and Citations:** When you cite an article in your final paper, you will use the format used in the **journal PNAS**. 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 does not count toward the final required number of pages for your paper.

3) **Leading Discussion (15%)** – You will be required to lead (or co-lead) the discussion of one of the research articles covered in class. You will be expected to lead the discussion explaining the details of the experiment including; understanding the relevant background information as well as the methods used and what the results mean. You should not only present the data but should be prepared to discuss and interpret the meaning of the data.

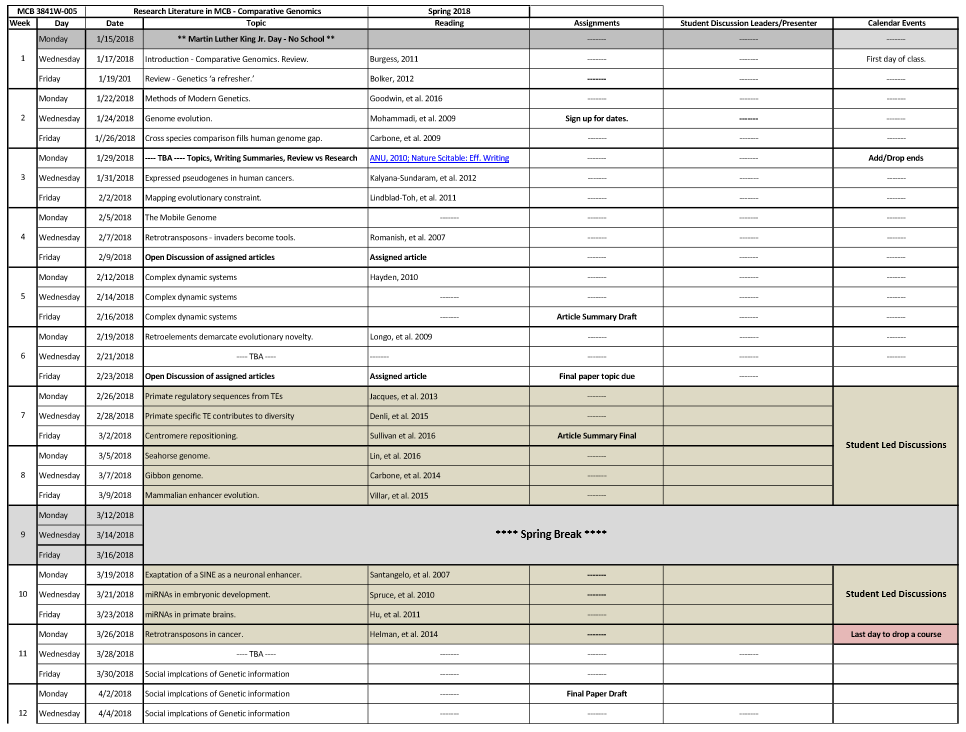
4) **Presentation (15%) –** At the end of the semester, each student will be required to give a 15 minute presentation about your chosen research topic. You will be expected to ***present the data*** you have found about your topic. The presentation should include an introduction to the broader topic as well as a detailed report of the data supporting your chosen topic.

5) **Participation** **(10%)** - The participation component of your grade will depend on several factors. You are expected to regularly participate in class discussions and other class activities. Science does not occur in isolation. A normal part of every scientist’s week is to meet and discuss data, research and papers. Participation in class means being engaged with the discussion. **Use of personal devices for purposes other than contributing to the class discussion will result in no participation credit for that day**. Participation willalso be assessed **with brief quizzes on the day’s reading.**

6) **Student feedback (10%)** – during the final presentations, you will be expected to provide written feedback for each presenter.

**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 outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. 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, can 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>

**\*\*\* Please note that submitted papers will be screened for similarity to already published material by *SafeAssign* on HuskyCT \*\*\***

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**2018-140 MARN 3001 Revise Course (guest: Annelie Skoog)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7069 |
| **Request Proposer** | Dierssen |
| **Course Title** | Marine Sciences II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Marine Sciences > College of Liberal Arts and Sciences > Return > Marine Sciences > 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** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Marine Sciences II |
| **Course Number** | 3001 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Heidi M Dierssen |
| **Initiator Department** | Marine Sciences |
| **Initiator NetId** | hmd03003 |
| **Initiator Email** | [heidi.dierssen@uconn.edu](mailto: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** | 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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | 2-75 minute class periods and 1 3-hour lab weekly |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Change prerequisites to: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| --- | --- |
| **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** | For marine sciences students with laboratory at Avery Point campus |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3001. Marine Sciences II First semester (Avery Point). Four credits. Three hours lecture and three hours laboratory. Prerequisite: MARN 2002; MATH 1110Q or 1071Q or 1132Q; and PHYS 1202Q or 1402Q. Biological, chemical, physical and geological structure and function of coastal systems, with a special focus on field observations in three important coastal habitats: beaches and rocky shores, marshes, and estuaries. |
| **Provide proposed title and complete course catalog copy** | 3001. Foundations of Marine Sciences First semester (Avery Point). Four credits. Three hours lecture and three hours laboratory. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q. Biological, chemical, physical and geological structure and function of coastal systems, with a special focus on field observations in three important coastal habitats: beaches and rocky shores, marshes, and estuaries. |
| **Reason for the course action** | Changing the sequence of required courses in the major and updating their titles to "Foundations of Marine Sciences." This action is done in conjunction with changes to Marine Sciences I (MARN 2002), which is now becoming MARN 3002 with the same title "Foundations of Marine Sciences." The students can take these foundational courses in any sequence. The prerequisites have been changed so that MARN 2002 is no longer needed as a prerequisite for the course and the same prerequisites are used for both MARN 3001 and 3002. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The course is divided into 2 units : Marsh and Estuary. By the end of this course, students will be able to carry out and interpret some of the most fundamental field measurements in oceanography and coastal marine sciences, including CTD casts, ADCP surveys, sediment coring, sediment grabs, marsh elevation profiles, and Niskin bottle rosette water samples for nutrients and chlorophyll. Students will also learn to download and analyze publicly available wind, tide, air pressure, air temperature, wave, and water temperature data provided online by NOAA, using Matlab or Excel. Students will learn to identify common benthic organisms and marsh plants; assess benthic community diversity; and test for statistically significant relationships of biomass and diversity to environmental variables such as salinity, oxygen, and temperature. Students will learn to assess coastal water origins by using mixing curves of oxygen, nutrients, salinity, and temperature, with oceanic and riverine endmembers. Students will be able to explain verbally and in writing the main geomorphological, physical, chemical, and biological processes that affect organisms in marsh and estuarine environments. Overall, students will learn to characterize coastal systems that are changeable in both time and space and assess how organisms adapt to those changes. |
| **Describe course assessments** | Course Component % of Final Grade Written Reports (2 x 10%) 20% Exams (2 x 15%) 30% Poster 15% Reading Quizzes and Homework 15% Participation 20% Written Reports There will be 3 very short and concise written reports. Each student will turn in a draft and final version of each report, with a cover letter. Mid-term Exams There will be 2 in-class closed-book exams 45 minutes long, 1 for each unit. The homework assignments, readings, and lecture material will be the basis for the exams. Reading Quizzes In the physics portion of the course, for some lectures you will be assigned reading material to read before the lecture. To ensure students complete the reading and to provide guidance on what topics the instructor thinks are most important in the reading, a short, timed Reading Quiz will be posted on HuskyCT. Students will have 2 minutes to answer each question. Each quiz will be available from a day or two before the lecture until 5 minutes before the lecture starts. Homework These will be good practice for the exams. We encourage you to work together to discuss the homework problems, but you must write up your own solutions individually. Posters Students will be divided into 4 groups for the posters. These will also be displayed to the Marine Sciences department. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN 3001 Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118688) | MARN 3001 Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Heidi M Dierssen | 04/03/2018 - 18:16 | Submit |  | In response to UPAC recommendation | | Marine Sciences | Heidi M Dierssen | 04/04/2018 - 10:51 | Approve | ‎4‎/‎6‎/‎2018 | Approved by UPAC | | College of Liberal Arts and Sciences | Pamela Bedore | 04/05/2018 - 10:37 | Return |  | Returning to MARN as per email of 4.5.2018. | | Return | Heidi M Dierssen | 04/06/2018 - 16:06 | Resubmit |  | Revised and Approved by the Department. Ready for CLAS action. | | Marine Sciences | Heidi M Dierssen | 04/10/2018 - 17:36 | Approve | ‎4‎/‎6‎/‎2018 | Resubmitting | |



MARN 3001

Marine Sciences II

MARN 3001 Syllabus – Fall 2017

**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:** Foundations of Marine Sciences

**Credits:** 4

**Meeting Times:** M, W 1:15-2:30 (lectures); W 2:40-5:30 (lab)

**Prerequisites:**  MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.

**Instructors:**  Dr. Melanie Fewings, Dr. Craig Tobias

**Teaching Assistant:** Matt Lacerra

**Email:** [melanie.fewings@uconn.edu](mailto:melanie.fewings@uconn.edu), [craig.tobias@uconn.edu](mailto:craig.tobias@uconn.edu), [matthew.lacerra@uconn.edu](mailto:matthew.lacerra@uconn.edu)

**Telephone:** Fewings: (860) 405-9080 (email preferred)

**Office Hours/Availability:** TA office hours will be announced. Otherwise, please stop by or make an appointment by email.

Course Materials

Required Materials:

Open University (1997). Waves, Tides and Shallow-Water Processes. Butterworth-Heinemann, Oxford. Online.

*Additional course readings and media are available within HuskyCT.*

Course Description

Biological, chemical, physical and geological structure and function of coastal marine systems, with a special focus on field observations in two important coastal habitats: marshes and estuaries.

Course Objectives

The course is divided into 2 units : Marsh and Estuary. By the end of this course, students will be able to carry out and interpret some of the most fundamental field measurements in oceanography and coastal marine sciences, including CTD casts, ADCP surveys, sediment coring, sediment grabs, marsh elevation profiles, and Niskin bottle rosette water samples for nutrients and chlorophyll. Students will also learn to download and analyze publicly available wind, tide, air pressure, air temperature, wave, and water temperature data provided online by NOAA, using Matlab or Excel. Students will learn to identify common benthic organisms and marsh plants; assess benthic community diversity; and test for statistically significant relationships of biomass and diversity to environmental variables such as salinity, oxygen, and temperature. Students will learn to assess coastal water origins by using mixing curves of oxygen, nutrients, salinity, and temperature, with oceanic and riverine endmembers. Students will be able to explain verbally and in writing the main geomorphological, physical, chemical, and biological processes that affect organisms in marsh and estuarine environments. Overall, students will learn to characterize coastal systems that are changeable in both time and space and assess how organisms adapt to those changes.

Course Outline and Calendar

**The schedule below is subject to change as needed, e.g., due to weather conditions and boat availability.**

"A" and "B" refer to groups A and B.

Red indicates items that have changed date since the first version.

Field trip info is probably always going to be out of date due to weather issues. Field trip plans will be announced in lecture on Mondays for the following Wednesdays.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Week | Monday | | | Wednesday | | |
|  | Date | Lecture | Assignments | Date | Lab | Assignments |
| 1 | 8/28 | Intro |  | 8/30 | Estuary Phys Lecture  Field Trip Planning |  |
| 2 | 9/4 | Labor Day – No Class |  | 9/6 | A, B: Standard curves / T-S diagrams / mixing lines |  |
| 3 | 9/11 | Estuary Physics |  | 9/13 | CTD Field Trip / Standard Curves |  |
| 4 | 9/18 | Estuary Chemistry | Reading Quiz 1 due (HuskyCT) | 9/20 | nutrients data workup / CTD Field Trip |  |
| 5 | 9/25 | Estuary Mixing |  | 9/27 | A: Sediment Field Trip  B: Figures | HW 1 due |
| 6 | 10/2 | Estuary PP / Food Webs | HW 2 due | 10/4 | A: Sediment Field Trip  B: Figures |  |
| 7 | 10/9 | Estuary PP / Food Webs |  | 10/11 | A, B: Data workup (share lab w/Dierssen) |  |
| 8 | 10/16 | Marsh Geomorphology and SLR Feedbacks (F) |  | 10/18 | A, B: Data workup |  |
| 9 | 10/23 | Estuary Exam |  | 10/25 | Lec: Marsh Chem/Hydrology (T) /  A, B: Data workup |  |
| 10 | 10/30 | Marsh Biology (T) |  | 11/1 | A, B: Marsh Field Trip |  |
| 11 | 11/6 | Light profiles (Matt) |  | 11/8 | Data workup |  |
| 12 | 11/13 | Tides (F) |  | 11/15 | Data workup | Estuary draft writeup due by midnight Friday 11/17 |
| 13 | 11/20 | Thanksgiving – No Class |  | 11/22 | Thanksgiving – No Class |  |
| 14 | 11/27 | Marshes and SLR (T) / Review / Synthesis |  | 11/29 | Begin Posters | Marsh Physics HW and ~~Marsh draft writeup~~ due by midnight Friday 11/31 |
| 15 | 12/4 | Begin Posters |  | 12/6 | Marsh Exam /  Finalize Posters |  |
| 16 | 12/13  1:00-3:00 | Poster Presentations | | | | |

Course Requirements and Grading

Summary of Course Grading:

| Course Component | % of Final Grade |
| --- | --- |
| Written Reports (2 x 10%) | 20% |
| Exams (2 x 15%) | 30% |
| Poster | 15% |
| Reading Quizzes and Homework | 15% |
| Participation | 20% |

Written Reports

There will be 3 very short and concise written reports. Each student will turn in a draft and final version of each report, with a cover letter.

Mid-term Exams

There will be 2 in-class closed-book exams 45 minutes long, 1 for each unit. The homework assignments, readings, and lecture material will be the basis for the exams.

Reading Quizzes

In the physics portion of the course, for some lectures you will be assigned reading material to read before the lecture. To ensure students complete the reading and to provide guidance on what topics the instructor thinks are most important in the reading, a short, timed Reading Quiz will be posted on HuskyCT. Students will have 2 minutes to answer each question. Each quiz will be available from a day or two before the lecture until 5 minutes before the lecture starts.

Homework

These will be good practice for the exams. We encourage you to work together to discuss the homework problems, but you must write up your own solutions individually.

**Posters**

Students will be divided into 4 groups for the posters. These will also be displayed to the Marine Sciences department.

Grading Scale:

| Grade | Letter Grade | GPA |
| --- | --- | --- |
| 93-100 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

Due Dates and Late Policy

All course due dates are identified in the calendar above. Deadlines (especially for the Reading Quizzes to be completed before class starts) are based on Eastern Time (Daylight Savings or Standard Time as appropriate). *The instructors reserve the right to change dates if necessary as the semester progresses. All changes will be communicated by HuskyCT announcements.*

The schedule for MARN 3001 is very tight. ALL ASSIGNMENTS MUST BE TURNED IN ON TIME.

Homework must be turned in on time in order to allow time for the TA to grade the assignment and return it before the next exam. Homework turned in after the TA has graded the assignment will receive zero credit.

Final written reports that are late will be penalized 10% (i.e. one letter grade) for each day they are late. Draft written reports that are late will receive no feedback.

**Study habits**

Each week you will be exposed to a large amount of new information. Use the entire lab session to become thoroughly acquainted with the material. In addition, we highly recommend that you form a small study group with fellow students and review the lecture and lab material again on your own time. Access to the lab during weekends can be arranged with security; see us for details. Remember, the lab material is for your learning experience...utilize it to the fullest!

Feedback and Grades

We will make every effort to provide feedback and grades in time for students to ask questions before the next homework or exam. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

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

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)
* [Academic Integrity in Graduate Education and Research](http://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-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](http://lib.uconn.edu/instruction/tutorials/plagiarism.htm)
* [Instructional Module about Plagiarism](http://irc.uconn.edu/PlagiarismModule/intro_m.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/instruction/students.htm) (includes research, citing and writing resources)

**Copyright**

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

**Netiquette and Communication**

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

**Adding or Dropping a Course**

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

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

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

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

<http://catalog.grad.uconn.edu/grad_catalog.htmlgrad_catalog.html>

**Academic Calendar**

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

**Academic Support Resources**

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

**Students with Disabilities**

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

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

<http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>)

**Software Requirements and Technical Help**

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

(add additional items as needed)

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

**Minimum Technical Skills**

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

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

(add additional skills as needed)

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

**Evaluation of the Course**

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

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

**2018-141 MARN 3002 Revise Course (guest: Annelie Skoog)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7089 |
| **Request Proposer** | Dierssen |
| **Course Title** | Marine Sciences I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Marine Sciences > College of Liberal Arts and Sciences > Return > Marine Sciences > 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** | MARN |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Marine Sciences |
| **Course Title** | Marine Sciences I |
| **Course Number** | 2002 |
| **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](mailto: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 |

|  |  |
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| **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** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 2-75 minute lectures per week |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Avery Point,Storrs |
| **If not generally available at all campuses, please explain why** | This is taught at Avery Point with distance learning to Storrs. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | MARN 2002. Marine Sciences I Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q. Biological, chemical, physical, and geological structure and function of coastal systems; a worldwide survey with emphasis on important coastal habitats and processes. |
| **Provide proposed title and complete course catalog copy** | MARN 3002. Foundations of Marine Sciences (formerly 2002) Second semester (Avery Point). Three credits. Prerequisite: MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q. Relationships between biological and physical processes in the ocean. Topics include spatial structure of physical properties, patterns and mechanisms of circulation, biological production, food web structure and function, recycling and export of nutrients and organic matter. |
| **Reason for the course action** | This course is moving to a junior level course (2002 to 3002) and the writing course MARN 2801W has become the new sophomore level course required in the major. This course will have the same name as MARN 3001 and the two courses can be taken in any sequence. We are also changing the description to represent the current course content. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | At the end of the course, Students will be able to articulate: • Factors that regulate the vertical and horizontal structure of physical variables in the ocean, and patterns and mechanisms of horizontal and vertical circulation. • Factors that regulate the biological production of the ocean, food web structure and function, trophic transfer, and recycling and export of nutrients and organic matter. • The interrelationship between biological and physical processes in the ocean. |
| **Describe course assessments** | Course Component Weight Homework Assignments 40% Mid-term exam 25% Final exam 25% Participation in lecture discussions 10% Homework Assignments Homework assignments are due one week after they are assigned, unless otherwise stated. Completed assignments should be submitted via HuskyCT. Mid-term and Final Exams The exams will be closed-book, in-class exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN3002\_Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118687) | MARN3002\_Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 04/04/2018 - 10:40 | Submit |  | Based on UPAC Recommendation | | Marine Sciences | Heidi M Dierssen | 04/04/2018 - 10:49 | Approve | ‎4‎/‎6‎/‎2018 | approved by UPAC | | College of Liberal Arts and Sciences | Pamela Bedore | 04/05/2018 - 10:38 | Return |  | Returning to MARN as per email of 4.5.2018. | | Return | Heidi M Dierssen | 04/06/2018 - 15:56 | Resubmit |  | Revised and approved by Department. Ready for CLAS action. | | Marine Sciences | Heidi M Dierssen | 04/10/2018 - 17:37 | Approve | ‎4‎/‎6‎/‎2018 | Resubmitted | |



MARN 3002 Syllabus – Spring 2017

**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:** Foundations of Marine Sciences

**Credits:** 3

**Meeting Times:** T,Th: 2-3:15 (Lecture)

**Prerequisites:** MARN 1002 or 1003; MATH 1110Q or 1071Q or 1131Q; BIOL 1107 and 1108; CHEM 1127Q and 1128Q; and PHYS 1201Q or 1401Q.

**Professors:** Michael Whitney, Hans Dam

**Email:** [michael.whitney@uconn.edu](mailto:michael.whitney@uconn.edu), [hans.dam@uconn.edu](mailto:hans.dam@uconn.edu)

**Office Hours/Availability:** Email Instructor for an appointment

Course Materials

1. Long Island Sound: Prospects for the Urban Sea, Editors J.S.Latimer, M. A. Tedesco, R. L. Swanson, C. Yarish, P.E. Stacey, and C. Garza, Springer.

Available for purchase in print or E-book by chapter at <http://www.springer.com/us/book/9781461461258>

Available for free in print or E-book loan at UCONN library

*2. Introduction to Physical Oceanography*. Department of Oceanography. Texas A&M University. 344 p.

Available online at <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=20> .

3. Biological Oceanography: An Introduction. 2nd ed. Carol M. Lalli and Timothy R. Parsons. The Open University, Butterworth-Heinemann, Elsevier.

Available as free PDF at <http://www.sciencedirect.com.ezproxy.lib.uconn.edu/science/book/9780750633840>

*Additional course readings and media are available within HuskyCT through an Internet link or as PDFs.*

Course Description

Biological, chemical, physical, and geological structure and function of coastal systems; a worldwide survey with emphasis on important coastal habitats and processes.

**Physical portion:** Sea level rise, storm response in coastal waters, stratification and mixing, estuary circulation, and physical influences on estuary water quality.

**Biological portion:** Primary and secondary production; population biology, food webs and trophic transfer, and recycling and export of nutrients and organic matter.

Learning Outcomes

At the end of the course, Students will be able to articulate:

* Factors that regulate the vertical and horizontal structure of physical variables in the ocean, and patterns and mechanisms of horizontal and vertical circulation.
* Factors that regulate the biological production of the ocean, food web structure and function, trophic transfer, and recycling and export of nutrients and organic matter.
* The interrelationship between biological and physical processes in the ocean.

Course Outline and Calendar

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Physical Oceanography (Whitney)** |  |
| Week | Date | Topic | Readings |
| 1 | T 1/17 | 1 Introductions |  |
|  | R 1/19 | 1 Temperature, salinity, and density | Stewart Chapter 6 |
| 2 | T 1/24 | 2 Sea level rise | TBD |
|  | R 1/26 | 2 Sea level rise | TBD |
| 3 | T 1/31 | 3 Storm impacts on coastal waters | Stewart Chapters 4.4-4.6, 9 and 16.4 |
|  | R 2/2 | 3 Storm impacts on coastal waters | Stewart Chapters 9 and 17.3, LIS Chapter 3.1 and 3.8 |
| 4 | T 2/7 | 4 Rivers and stratification | TBD |
|  | R 2/9 | 4 Tides and mixing | Stewart Chapters 17.4-17.6, LIS Book Chapter 3.1 |
| 5 | T 2/14 | 5 Estuary circulation | LIS Book Chapters 3.2-3.4 |
|  | R 2/16 | 5 Estuary circulation | LIS Book Chapters 3.2-3.4 |
| 6 | T 2/21 | 6 Transport pathways | TBD |
|  | R 2/23 | 6 River loading of nutrients and pollutants | LIS Book Chapters 5.7 |
| 7 | T 2/28 | 7 Physical influences on hypoxia | LIS Book Chapter 3.6 |
|  | R 3/2 | **In-class Midterm Exam** | Covers Weeks 1-7 |
|  |  | **Biological Oceanography (Dam)** |  |
| 8 | T 3/7 | Basic concepts in oceanic biology: functional responses, effects of temperature and size on physiology, exponential growth | Barnes & Mann chapter 1 & chapter 2 (pp-44-47) |
|  | R 3/9 | Physical-biological coupling | Barnes & Mann chapter 1.8, 1.9, Lalli & Parsons chapter 2 |
| 9 | T 3/14 | **SPRING BREAK** |  |
|  | R 3/16 | **SPRING BREAK** |  |
| 10 | T 3/21 | Physical-biological coupling | Barnes & Mann chapter 1.8, 1.9, Lalli & Parsons chapter 2 |
|  | R 3/23 | Primary producers | Lalli & Parsons Chapter 3, Barnes & Mann, Chapter 2.1-2.2 |
| 11 | T 3/28 | Primary producers | Lalli & Parsons Chapter 3, Barnes & Mann, Chapter 2.1-2.2 |
|  | R 3/30 | Primary producers | Lalli & Parsons Chapter 4, Valiela, Chapter 5.3 |
| 12 | T 4/4 |  |  |
|  | R 4/6 | Secondary producers | Valiela Chapter 3, Lalli & Parsons, Chapter 4, 5.3 |
| 13 | T 4/11 | Secondary producers | Valiela Chapter 3, Lalli & Parsons, Chapter 4, 5.3 |
|  | R 4/13 | Secondary producers |  |
| 14 | T 4/18 | Food webs and trophic transfer | Lalli & Parsons Chapter 5.1-5.2, Ryther’s paper |
|  | R 4/20 | Nutrient cycling and export or organic matter | Lalli & Parsons Chapter 5. 5 |
| 15 | T 4/25 | Review |  |
|  | R 4/27 | Exam or reading period |  |
| 16 | 5/5 | **Avery Point Final Exam** | Covers Weeks 8-15 |
|  | 5/5 | **Storrs Final Exam** | Covers Weeks 8-15 |

Course Requirements and Grading

Summary of Course Grading:

| Course Component | Weight |
| --- | --- |
| Homework Assignments | 40% |
| Mid-term exam | 25% |
| Final exam | 25% |
| Participation in lecture discussions | 10% |

Homework Assignments

Homework assignments are due one week after they are assigned, unless otherwise stated. Completed assignments should be submitted via HuskyCT.

Mid-term and Final Exams

The exams will be closed-book, in-class exams.

Grading Scale:

| Grade | Letter Grade | GPA |
| --- | --- | --- |
| 94-100 | A | 4.0 |
| 90-93 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 84-86 | B | 3.0 |
| 80-83 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 74-76 | C | 2.0 |
| 70-73 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 64-66 | D | 1.0 |
| 60-53 | D- | 0.7 |
| <60 | F | 0.0 |

Due Dates and Late Policy  
The instructors reserve the right to change dates if necessary as the semester progresses. All changes will be communicated in a timely manner in class and/or by an announcement on HuskyCT.

Late homework assignments will be penalized 10% for each day they are late, and not accepted after 1 week of being due.

Feedback and Grades

We will make every effort to provide feedback and grades in time for students to ask questions before the next homework or exam. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

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

* [Academic Integrity in Undergraduate Education and Research](http://community.uconn.edu/the-student-code-appendix-a/)
* [Academic Integrity in Graduate Education and Research](http://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-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](http://lib.uconn.edu/instruction/tutorials/plagiarism.htm)
* [Instructional Module about Plagiarism](http://irc.uconn.edu/PlagiarismModule/intro_m.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/instruction/students.htm) (includes research, citing and writing resources)

**Copyright**

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

**Netiquette and Communication**

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

**Adding or Dropping a Course**

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

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

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

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

**Academic Calendar**

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

**Academic Support Resources**

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

**Students with Disabilities**

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

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

**Software Requirements and Technical Help**

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

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

**Minimum Technical Skills**

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

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

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

**Evaluation of the Course**

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

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

**How to Succeed in this Course1**

Studying requires discipline and focus. To succeed in this course you need to have the right learning attitude. This includes: 1) Attending class and 2) Smart studying.

You need to attend classes for several reasons: a) You will learn what is essential in the course, and may hear explanations that are easier to understand than those in the texts. b) We will point out errors in the texts, and will cover material not found in the texts. c) We will point out what sections in the texts are essential. d) You will learn from your peers, and you'll meet people to organize study groups.

Smart studying starts with "*Active Reading and Learning*." If you read a science textbook the way you read a novel, you will miss 90% of what you should be getting. You need to learn to read effectively. The keys to successful "*Active Reading and Learning*" are:

(1) **When you first acquire the text, skim the whole book to find out what resources it contains.** Read the Preface. Look at the contents section to see what the book covers. Read the preface. Look at the end of a chapter (for instance chapter 2 of Lalli and Parsons) and note the organization; e.g., headings, subheading and study question. Note the appendices in the book: what do they cover? Look up the unfamiliar terms in the glossary. Using the index, find out which pages make reference to that specific terms.

(2) **Before class, skim the assigned chapter**. Read the section titles, not the text. Look at the figures and read a few figure captions. Now, most important, close the book and ask yourself: "What is this chapter about? What topics are covered? What do I already know about this?" Don't assume that, because you read the chapter, you know the material. Active reading requires that you stop, frequently, ask yourself questions, and answer as best you can without looking back at the book.

(3) **As soon as possible, either before or within a day of a lecture, take an hour or two to read the assigned chapter carefully.** Again, use the "Active reading" technique: read one section, then look away from the book and ask yourself questions. "What is this section about? What do the figures illustrate? Do I understand this?" Have blank paper handy, and draw your own version from memory of some of the important figures. Go to the study questions and find a question on that section's material to test yourself with. Then continue with the next section. Time yourself, and once you begin to feel you've saturated your brain, STOP! Take a break, do something different, continue with the text later on. Use the end-of-chapter questions and those of the online quizzing in the textbook website to evaluate yourself as frequently as possible. Keep a list of terms from the reading, and use these terms in your self-quizzing. Make flash cards of terms, and keep reviewing the ones you get wrong. For smart studying, you should also follow this advice:

(4) **Don't wait until the night before the exam/assignment is due to study**. If you practice active learning regularly, you should be comfortable preparing for an exam without last minute cramming. The best single thing you can do to prepare for an exam is get a good night's sleep, so your brain is alert and rested. Exams are in some ways like athletic events; they put pressure on you to excel, and are best met with steady, regular preparation and good rest. Exams will often occur during busy times of the semester, when you have other exams, papers due, etc. Waiting to study material until just before an exam is like waiting to work out at the gym until just before an athletic event.

Some of you may find that attending lectures and reading the text is all the support you need. Others will have problems with some of the material. There are several forms of support to help you with difficulties you may experience. Different students have different ways of learning. I urge you to experiment with the options listed, and find what best helps you.

(5) **Use class materials provided by the instructors.** Summaries of lectures, videos, handouts, etc. are provided on the course website. Spend some time with these materials as soon as you can review them -- don't put them aside and wait till the night before an exam to look at them.

(6) **Make use of your instructors**. The instructors are available for individual consultation regarding any aspect of the course. If you have unanswered questions or concerns, or are in serious academic trouble, see us after class, during office hours, or contact us by e-mail. No student who has come to see us, and done so early in the semester, has fared poorly in this course. You are also welcome to stop by even if you have no immediate problem, but simply want to learn how to study better, talk about oceanography, etc. In addition, if necessary, we can assign you to work individually with the class T.A.

(8) **Attend the review sessions.** We hold review sessions prior to class exams. Please, understand that this is intended to clarify issues and solve specific problems. Don't expect that you'll be able to learn the material for the exams by simply attending the reviews. On the other hand, attending the review always helps students do better in exams.

(9) **Visit the course website (HuskyCT)**. We post all course materials for your use on the class website available to you through any Internet connection. These materials include the lecture handouts, class announcements and updates, practice exams, quizzes and homework assignments and their keys, and web activities for specific topics in lecture.

~~(10)~~ **~~Attend the field trip.~~** ~~Attending the field trip is not only fun, but essential to produce the trip report. Those who miss the trip without justification are not allowed to turn in a field trip assignment. Just as important, this trip is about doing some hands-on oceanography. You'll receive more details on the field trip later in the course.~~ (Sorry, the R/V Connecticut is unavailable).

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1. Originally adapted from material from Prof. Terry (retired, MCB Dept). We are grateful to Professor Terry for his generosity.

**2018-142 MARN 3812 Add Course (guest: Annelie Skoog)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6907 |
| **Request Proposer** | Dierssen |
| **Course Title** | Seminar in Marine Biodiversity and Conservation |
| **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** | Seminar in Marine Biodiversity and Conservation |
| **Course Number** | 3812 |
| **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](mailto: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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3 hours of class time per week |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | MARN 2801W or EEB 2244 or instructor consent |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | 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?** | Yes |
| **Off campus details** | Visits to Mystic Aquarium will enable students to observe endangered species and ecosystems first hand, and learn how conservation issues can be addressed with Aquarium exhibits as well as in presentations and discussions with Aquarium staff. Students will complete individual or group projects using the resources and facilities of the Mystic Aquarium. |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MARN 3812: Seminar in Marine Biodiversity and Conservation Three credits. Prerequisite: MARN 2801W or EEB 2244 or instructor consent Critical examination of state-of-the-art research, policy and regulatory frameworks of marine conservation biology and associated environmental, cultural, and socio-economic implications. Topics may include aquaculture, endangered species, strandings, biomedicine, ocean pollution, and marine protected areas. Research projects to be conducted at the Mystic Aquarium. |
| **Reason for the course action** | This course has been developed and successfully taught as a special topics course by Dr. Tracy Romano who is professor in residence in Marine Sciences at the University of Connecticut and Vice President of Research & Chief Scientist at the Mystic Aquarium, and Dr. Ann Bucklin professor in Marine Sciences. This course fills a niche in our program that allows students to further explore current topics in marine biodiversity and conservation. This course also furthers the established collaborations with the Mystic Aquarium and allows students to gain exposure to experts in the field of marine conservation biology. |
| **Specify effect on other departments and overlap with existing courses** | Students in the biological sciences or maritime studies may find this course interesting and useful as a related area. |
| **Please provide a brief description of course goals and learning objectives** | Students will gain new knowledge and appreciation for recent fundamental scientific research results in the fields of marine biodiversity and conservation. New skills will be developed in critical thinking needed to assess the complex and sometimes conflicting environmental, cultural, and socio-economic aspects of the core questions. |
| **Describe course assessments** | A written report summarizing the class presentation, discussion, and readings will be required each week. Students will complete individual or group projects using the resources and facilities of the Mystic Aquarium. Assignments, class activities, and associated grading will be as follows: • Written weekly reports (11 @ 20 points each) 220 points • Discussion leads (2 @ 90 points each) 180 points • Final Project (50 points presentation; 50 points written report) 100 points • Total class score: 500 points More details can be found in the syllabus. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN3812-5812\_Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117077) | MARN3812-5812\_Syllabus.docx | Syllabus | | [Romano Biosketch-.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117078) | Romano Biosketch-.pdf | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 03/19/2018 - 16:55 | Submit |  | This course will also have a graduate version 5812 | | Marine Sciences | Heidi M Dierssen | 03/19/2018 - 17:20 | Approve | ‎3‎/‎16‎/‎2018 | This was approved by faculty. | |

**MARN 3812/5812: Seminar in Marine Biodiversity and Conservation**

Spring 2019

**Instructors (Office hours by appointment)**

Dr. Tracy Romano

Vice President of Research & Chief Scientist

Mystic Aquarium

UConn office: Community and Professional Building #127

Office phone: 860-572-5955 ext. 102

Email: [tromano@mysticaquarium.org](mailto:tromano@mysticaquarium.org)

Dr. Ann Bucklin

Professor of Marine Sciences

University of Connecticut – Avery Point

UConn office: Marine Sciences Building #387

Office phone: 860-405-9260

Email: [ann.bucklin@uconn.edu](mailto:ann.bucklin@uconn.edu)

**Class meeting time and place**

Monday 1:25 – 4:25 PM (pending final scheduling); Marine Sciences Building (MAR) #124

**Minimum prerequisites**

MARN 2801W or EEB 2244 or instructor consent.

**Course description**

This course is designed to highlight key topics and state-of-the-art research in marine biodiversity and conservation. Each class will be framed around an important question or issue underlying current challenges and opportunities in the preservation of marine environments and organisms. Topics each week will be framed by sets of more specific questions to help structure the class activities. Class sessions will include presentations by the instructors and/or invited guest experts in the field of marine conservation biology, including Mystic Aquarium staff. Visits to Mystic Aquarium will enable students to observe endangered species and ecosystems first hand, and learn how conservation issues can be addressed with Aquarium exhibits as well as in presentations and discussions with Aquarium staff. Each class will also include a student-led discussion based on the presentation and assigned readings from the primary scientific research literature. A written report summarizing the class presentation, discussion, and readings will be required each week. Students will complete individual or group projects using the resources and facilities of the Mystic Aquarium.

**Course Objectives:**

Students will gain new knowledge and appreciation for recent fundamental scientific research results in the fields of marine biodiversity and conservation. New skills will be developed in critical thinking needed to assess the complex and sometimes conflicting environmental, cultural, and socio-economic aspects of the core questions.

**Course Schedule of Weekly Discussion Topics**

|  |  |
| --- | --- |
| ***Week*** | ***Topic*** |
| 1 | Introduction to the Course |
| 2\* | Role of Aquaculture in Marine Conservation |
| 3\* | Strandings of Marine Animals: Human Impacts and Responses |
| 4\* | Aquatic animals and biomedicine: Case study of Horseshoe Crabs |
| 5\* | Marine Protected Areas |
| 6\* | Endangered Species: Case Study of the African Penguin |
| 7\* | Ocean Pollution: Case Study of Plastic |
| 8 | Tour of exhibits and discussion with staff at Mystic Aquarium |
|  | Spring Break - No Class |
| 9\* | Sound in the Ocean and Implications for Marine Life |
| 10\* | Conservation and Cultural Identity: Case Study of the Inupiat |
| 11\* | Marine Biodiversity: Past, Present and Future |
| 12\* | Conservation Research at the Mystic Aquarium |
| 13\* | Students' Choice - TBD |
| 14 | Student Presentations |

Schedule may be subject to change pending speaker availability. Week numbers shown with asterisks (\*) indicate that written reports are required.

**Required course materials.**

The course will not use a textbook. Course readings and media will be made available within HuskyCT, through either an Internet link or Library Resources.

**Assignments and Grading**

*MARN 3995 (Undergraduate students)*

Assignments, class activities, and associated grading will be as follows:

* Written weekly reports (11 @ 20 points each) 220 points
* Discussion leads (2 @ 90 points each) 180 points
* Final Project (50 points presentation; 50 points written report) 100 points
* Total class score: 500 points

*MARN 5995 (Graduate students)*

Assignments, class activites, and associated grading will be as follows:

* Written weekly reports (11 @ 20 points each) 220 points
* Discussion leads (2 @ 90 points each) 180 points
* Final Project (50 points presentation; 50 points written report) 100 points
* Research paper on topic related to student’s research interests (100 points)
* Total class score: 600 points

The grading rubric for written reports, discussion leadership, and presentations will be as follows: Completion (70%); Complexity or sophistication (15%); Presentation, including grammar (10%).

Detailed descriptions of all assignments are as follows:

1) Report summaries from each class session, including presentation, required readings, and discussion (2-3 pages, double spaced, 12 point Times Roman font of equivalent). Weekly reports will be due by the classtime of the following week. Each report is worth 20 points; total of 11 reports or 220 points.

2) Leadership of class discussions. Two students will serve as discussion leaders each week, with each student expected to co-lead 2 group discussions during the semester. Discussion sessions will cover the presentation and required readings for the topic selected each week. Each student will be expected to lead the discussion on one of the two required papers. Classes will be chosen by the students themselves to the extent possible. Students will be asked to select their 1st, 2nd, and 3rd choices, with assignments to be made as equitably and fairly as possible among all students. Discussion leaders will be graded for participation, with each discussion worth 90 points for participation per class for 2 classes; total 180 points.

3) Individual or group final projects: Students will be required to design individual or group projects using the resources and facilities of the Mystic Aquarium and associated staff. A project title and abstract will be required and approved by the instuctor and students will make presentations to the class summarizing the results and findings of their projects. Each student will be required to submit an individual writtten report summarizing the project outcomes (3-5 pages, double spaced, 12 point Times Roman font of equivalent). Total points for the project is 100 points: 50 points for presentation; 50 points for the report. Note that the project presentations and reports are in place of a final exam.

4) Research paper (MARN 5995, Graduate students only): A research paper on a central topic of marine conservation biology will be required for graduate students, ideally related to the student’s thesis or dissertation research topic. Topics should be well-focused to allow detailed description of the conservation issue, underlying causes, and possible approaches to addressing or improving the situation.

Length: 10 pages (double spaced, 12 point font Times Roman font or equivalent), excluding required literature citations (minimum 15 articles in the peer-reviewed scientific literature).

Grade based on total percentage.

| Percentage | Letter Grade | GPA |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

Due Dates and Late Policy

All course due dates are identified in class and on HuskyCT. Deadlines are based on Eastern Standard Time. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Feedback and Grades

We will make every effort to provide feedback and grades on a weekly basis. 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 and policies on the following webpage:

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

* Absences from Final Examinations
* Class Attendance
* Credit Hour
* People with Disabilities, Policy Statement
* Discrimination, Harassment and Related Interpersonal Violence, Policy Against
* Sexual Assault Reporting Policy
* The Student Code
* Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Evaluation of the Course

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

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

**2018-143 MARN 5812 Add Course (guest: Annelie Skoog)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6908 |
| **Request Proposer** | Dierssen |
| **Course Title** | Seminar in Marine Biodiversity and Conservation |
| **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** | Seminar in Marine Biodiversity and Conservation |
| **Course Number** | 5812 |
| **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](mailto: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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3 hour class time per week. |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | None for graduate students |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | 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?** | Yes |
| **Off campus details** | Visits to Mystic Aquarium will enable students to observe endangered species and ecosystems first hand, and learn how conservation issues can be addressed with Aquarium exhibits as well as in presentations and discussions with Aquarium staff. Students will complete individual or group projects using the resources and facilities of the Mystic Aquarium. |
| **Will this course be offered online?** | No |

|  |  |
| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MARN 5812: Seminar in Marine Biodiversity and Conservation Three credits. Critical examination of state-of-the-art research, policy and regulatory frameworks of marine conservation biology and associated environmental, cultural, and socio-economic implications. Topics may include aquaculture, endangered species, strandings, biomedicine, ocean pollution, and marine protected areas. Research projects to be conducted at the Mystic Aquarium. |
| **Reason for the course action** | This course has been developed and successfully taught as a special topics course by Dr. Tracy Romano who is professor in residence in Marine Sciences at the University of Connecticut and Vice President of Research & Chief Scientist at the Mystic Aquarium, and Dr. Ann Bucklin professor in Marine Sciences. This course fills a niche in our program that allows students to further explore current topics in marine biodiversity and conservation. This course also furthers the established collaborations with the Mystic Aquarium and allows students to gain exposure to experts in the field of marine conservation biology. |
| **Specify effect on other departments and overlap with existing courses** | Graduate students in biological sciences or natural resources or maritime studies may find this course appropriate as a related area to their field. |
| **Please provide a brief description of course goals and learning objectives** | Students will gain new knowledge and appreciation for recent fundamental scientific research results in the fields of marine biodiversity and conservation. New skills will be developed in critical thinking needed to assess the complex and sometimes conflicting environmental, cultural, and socio-economic aspects of the core questions. |
| **Describe course assessments** | Assignments, class activites, and associated grading will be as follows: • Written weekly reports (11 @ 20 points each) 220 points • Discussion leads (2 @ 90 points each) 180 points • Final Project (50 points presentation; 50 points written report) 100 points • Research paper on topic related to student’s research interests (100 points) • Total class score: 600 points The grading rubric for written reports, discussion leadership, and presentations will be as follows: Completion (70%); Complexity or sophistication (15%); Presentation, including grammar (10%). |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN3812-5812\_Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117080) | MARN3812-5812\_Syllabus.docx | Syllabus | | [Romano Biosketch-.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117081) | Romano Biosketch-.pdf | Other | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 03/19/2018 - 17:22 | Submit |  | Approved by faculty | | Marine Sciences | Heidi M Dierssen | 03/19/2018 - 17:29 | Approve | ‎3‎/‎9‎/‎2018 | This was approved by the faculty. | |

**MARN 3812/5812: Seminar in Marine Biodiversity and Conservation**

Spring 2019

**Instructors (Office hours by appointment)**

Dr. Tracy Romano

Vice President of Research & Chief Scientist

Mystic Aquarium

UConn office: Community and Professional Building #127

Office phone: 860-572-5955 ext. 102

Email: [tromano@mysticaquarium.org](mailto:tromano@mysticaquarium.org)

Dr. Ann Bucklin

Professor of Marine Sciences

University of Connecticut – Avery Point

UConn office: Marine Sciences Building #387

Office phone: 860-405-9260

Email: [ann.bucklin@uconn.edu](mailto:ann.bucklin@uconn.edu)

**Class meeting time and place**

Monday 1:25 – 4:25 PM (pending final scheduling); Marine Sciences Building (MAR) #124

**Minimum prerequisites**

MARN 2801W or EEB 2244 or instructor consent.

**Course description**

This course is designed to highlight key topics and state-of-the-art research in marine biodiversity and conservation. Each class will be framed around an important question or issue underlying current challenges and opportunities in the preservation of marine environments and organisms. Topics each week will be framed by sets of more specific questions to help structure the class activities. Class sessions will include presentations by the instructors and/or invited guest experts in the field of marine conservation biology, including Mystic Aquarium staff. Visits to Mystic Aquarium will enable students to observe endangered species and ecosystems first hand, and learn how conservation issues can be addressed with Aquarium exhibits as well as in presentations and discussions with Aquarium staff. Each class will also include a student-led discussion based on the presentation and assigned readings from the primary scientific research literature. A written report summarizing the class presentation, discussion, and readings will be required each week. Students will complete individual or group projects using the resources and facilities of the Mystic Aquarium.

**Course Objectives:**

Students will gain new knowledge and appreciation for recent fundamental scientific research results in the fields of marine biodiversity and conservation. New skills will be developed in critical thinking needed to assess the complex and sometimes conflicting environmental, cultural, and socio-economic aspects of the core questions.

**Course Schedule of Weekly Discussion Topics**

|  |  |
| --- | --- |
| ***Week*** | ***Topic*** |
| 1 | Introduction to the Course |
| 2\* | Role of Aquaculture in Marine Conservation |
| 3\* | Strandings of Marine Animals: Human Impacts and Responses |
| 4\* | Aquatic animals and biomedicine: Case study of Horseshoe Crabs |
| 5\* | Marine Protected Areas |
| 6\* | Endangered Species: Case Study of the African Penguin |
| 7\* | Ocean Pollution: Case Study of Plastic |
| 8 | Tour of exhibits and discussion with staff at Mystic Aquarium |
|  | Spring Break - No Class |
| 9\* | Sound in the Ocean and Implications for Marine Life |
| 10\* | Conservation and Cultural Identity: Case Study of the Inupiat |
| 11\* | Marine Biodiversity: Past, Present and Future |
| 12\* | Conservation Research at the Mystic Aquarium |
| 13\* | Students' Choice - TBD |
| 14 | Student Presentations |

Schedule may be subject to change pending speaker availability. Week numbers shown with asterisks (\*) indicate that written reports are required.

**Required course materials.**

The course will not use a textbook. Course readings and media will be made available within HuskyCT, through either an Internet link or Library Resources.

**Assignments and Grading**

*MARN 3995 (Undergraduate students)*

Assignments, class activities, and associated grading will be as follows:

* Written weekly reports (11 @ 20 points each) 220 points
* Discussion leads (2 @ 90 points each) 180 points
* Final Project (50 points presentation; 50 points written report) 100 points
* Total class score: 500 points

*MARN 5995 (Graduate students)*

Assignments, class activites, and associated grading will be as follows:

* Written weekly reports (11 @ 20 points each) 220 points
* Discussion leads (2 @ 90 points each) 180 points
* Final Project (50 points presentation; 50 points written report) 100 points
* Research paper on topic related to student’s research interests (100 points)
* Total class score: 600 points

The grading rubric for written reports, discussion leadership, and presentations will be as follows: Completion (70%); Complexity or sophistication (15%); Presentation, including grammar (10%).

Detailed descriptions of all assignments are as follows:

1) Report summaries from each class session, including presentation, required readings, and discussion (2-3 pages, double spaced, 12 point Times Roman font of equivalent). Weekly reports will be due by the classtime of the following week. Each report is worth 20 points; total of 11 reports or 220 points.

2) Leadership of class discussions. Two students will serve as discussion leaders each week, with each student expected to co-lead 2 group discussions during the semester. Discussion sessions will cover the presentation and required readings for the topic selected each week. Each student will be expected to lead the discussion on one of the two required papers. Classes will be chosen by the students themselves to the extent possible. Students will be asked to select their 1st, 2nd, and 3rd choices, with assignments to be made as equitably and fairly as possible among all students. Discussion leaders will be graded for participation, with each discussion worth 90 points for participation per class for 2 classes; total 180 points.

3) Individual or group final projects: Students will be required to design individual or group projects using the resources and facilities of the Mystic Aquarium and associated staff. A project title and abstract will be required and approved by the instuctor and students will make presentations to the class summarizing the results and findings of their projects. Each student will be required to submit an individual writtten report summarizing the project outcomes (3-5 pages, double spaced, 12 point Times Roman font of equivalent). Total points for the project is 100 points: 50 points for presentation; 50 points for the report. Note that the project presentations and reports are in place of a final exam.

4) Research paper (MARN 5995, Graduate students only): A research paper on a central topic of marine conservation biology will be required for graduate students, ideally related to the student’s thesis or dissertation research topic. Topics should be well-focused to allow detailed description of the conservation issue, underlying causes, and possible approaches to addressing or improving the situation.

Length: 10 pages (double spaced, 12 point font Times Roman font or equivalent), excluding required literature citations (minimum 15 articles in the peer-reviewed scientific literature).

Grade based on total percentage.

| Percentage | Letter Grade | GPA |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

Due Dates and Late Policy

All course due dates are identified in class and on HuskyCT. Deadlines are based on Eastern Standard Time. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Feedback and Grades

We will make every effort to provide feedback and grades on a weekly basis. 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 and policies on the following webpage:

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

* Absences from Final Examinations
* Class Attendance
* Credit Hour
* People with Disabilities, Policy Statement
* Discrimination, Harassment and Related Interpersonal Violence, Policy Against
* Sexual Assault Reporting Policy
* The Student Code
* Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Evaluation of the Course

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

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

**2018-144 MARN 6031 Add Course (guest: Annelie Skoog)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7149 |
| **Request Proposer** | Dierssen |
| **Course Title** | Stable Isotope Biogeochemistry |
| **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** | Stable Isotope Biogeochemistry |
| **Course Number** | 6031 |
| **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](mailto: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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3 hours of lecture a week |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | MARN 5030 or MARN 4030W or instructor consent |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| --- | --- |
| **GRADING** | |
| **Is this course repeatable for credit?** | 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** | Intended for graduate students in Marine Sciences at the Avery Point 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** | MARN 6031. Stable Isotope Biogeochemistry Three credits. Prerequisite: MARN 4930W or 5030 or instructor consent Overview of important stable isotopic systems used to study biogeochemical cycling of bioactive elements. Focus will be on carbon, nitrogen, and oxygen isotopic systems with an introduction to sulfur, silicic acid, and trace metals. |
| **Reason for the course action** | This course was successfully taught as a special topics course twice and is now ready to be a permanent offering for graduate students in Marine Sciences. |
| **Specify effect on other departments and overlap with existing courses** | None that we are aware. No graduate courses in CLAS with "isotope." Sent to the chemistry representative. |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester, students should be able to: 1. Express isotope ratios with standard notation 2. Distinguish equilibrium from kinetic isotope effects 3. Recognize closed vs. open system isotopic dynamics 4. Recognize diagnostic trends in environmental distributions of C, N and O isotopologues 5. Formulate a box model of a simple isotope system allowing for sensitivity analysis of governing parameters. |
| **Describe course assessments** | Summary of Course Grading: Course Components Weight Participation/attendance 20% Homework 40% Model exercise 20% Take-home final 20% |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [MARN6031\_Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118690) | MARN6031\_Syllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Heidi M Dierssen | 04/06/2018 - 16:12 | Submit |  | Approved by faculty. | | Marine Sciences | Heidi M Dierssen | 04/06/2018 - 17:02 | Approve | ‎4‎/‎6‎/‎2018 | Approved and ready for CLAS action | |

MARN 6031

 Stable Isotope Biogeochemistry

Marine Sciences

Syllabus - Semester Year

**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:** MARN 6031. Stable Isotope Biogeochemistry

**Credits:** 3

**Format:** Class, 3 hours weekly; face-time only (online, blended). Advanced graduate course. Special permission for undergraduates.

**Prerequisites:**  MARN 5030 or MARN 4030W or instructor consent

**Professor:** Julie Granger

**Email:** julie.granger@uconn.edu

**Telephone:** 860 405 9094

**Other:** (If applicable)

**Office Hours/Availability:** Monday - Thursday 3-5 pm

Course Materials

Optional Materials:

Item 1. Robert E. Criss. 1999. Principles of Stable Isotope Distribution. Oxford University Press

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

Course Description

Course Description from Course Catalog.

Additional faculty description.

The class will provide an overview of important stable isotopic systems used to study biogeochemical cycling of bioactive elements, with particular attention to carbon, nitrogen, and oxygen isotopic systems. Other isotopic systems, including those of sulfur, silicic acid, and trace metals will be discussed briefly. Classes will take place twice weekly at a time to be determined. These will involve discussions of assigned papers from the literature, in-class problem worksheets, as well computer-assisted periods to develop individual isotope modeling projects. Weekly homework will provide hands-on exercises to clarify concepts covered in the readings and in class.

Course Objectives

By the end of the semester, students should be able to:

1. Express isotope ratios with standard notation
2. Distinguish equilibrium from kinetic isotope effects
3. Recognize closed vs. open system isotopic dynamics
4. Recognize diagnostic trends in environmental distributions of C, N and O isotopologues
5. Formulate a box model of a simple isotope system allowing for sensitivity analysis of governing parameters.

Course Outline (and Calendar if Applicable)

Module 1: Introduction to stable isotope systematics

Module 2: Carbon isotope systems

Module 3: Nitrogen isotope systems

Module 4: Oxygen isotope systems

Module 5: Other isotope systems (as time allows)

Introduction

Criss, Chapter 1

Sharp, Chapters 1, 2 & 3

Hayes, Isotope Calculations

Mariotti et al. 1981

Carbon isotope systems

Mook, 1974: CO2 hydration

O’Leary 1988: review C fractionation in plants

Mook et al. 1986: 13CO2 atmosphere

Paneth and O’Leary 1985

Nitrogen isotope systems

DeNiro and Epstein 1981

Cabana and Rasmussen 1999

Granger et al. 2004

Brandes and Devol 1997

Brandes and Devol 2002

Casciotti 2009

Oxygen isotope systems

Sharp, Chapter 4

Shackleton et al. 1977

Lane and Dole 1956

Thiemens et al. 2012

Luz and Barkan 1999

Other isotope systems

T.B.D. based on students’ interests

Course Requirements and Grading

Summary of Course Grading:

| Course Components | Weight |
| --- | --- |
| Participation/attendance | 20% |
| Homework | 40% |
| Model exercise | 20% |
| Take-home final | 20% |

Grading Scale:

Undergrad

| Grade | Letter Grade | GPA |
| --- | --- | --- |
| 93-100 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| <60 | F | 0.0 |

Graduate

| Grade | Letter Grade | GPA |
| --- | --- | --- |
| 97-100 | A+ | 4.3 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 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 course due dates are identified in the Husky CT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

5% will be deducted daily for late submissions.

Feedback and Grades

I will make every effort to provide feedback and grades within one week of 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](http://ecampus.uconn.edu/policies.html), 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)](http://csd.uconn.edu/). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

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

Software Requirements

The technical requirements for this course include:

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

(add additional items as needed)

Help

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

This course is completely facilitated online using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through [HuskyTech](http://huskytech.uconn.edu/). You also have [24x7 Course Support](http://www.ecampus24x7.uconn.edu/) 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.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
* Open and access PDF files.
* Use of EXCEL software

(add additional skills as needed)

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

Evaluation of the Course

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

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

**2018-145 MARN Change Major (guest: Annelie Skoog)**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 10/20/2017

2. Department or Program: Marine Sciences

3. Title of Major: Marine Sciences

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 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: Change a course and description of major.

# Existing Catalog Description of Major

The Marine Sciences major at the University of Connecticut provides students the opportunity to study the biological, chemical, geological and physical environment of the oceans. This field-intensive program focuses on understanding the ocean environment and human impacts on coastal habitats. Courses are designed to provide a solid foundation in science and mathematics. Experiential learning opportunities, internships, study abroad and senior-year capstone courses allow for interdisciplinary studies and hands-on learning. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies and research institutions, and for graduate studies.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 30 credits of Marine Sciences courses, and 12 credits of Related Area courses. Marine Sciences majors in the B.S. must pass the following courses:

I. 1000-Level Courses

BIOL 1107 and 1108; either CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q; MATH 1131Q, and 1132Q; either PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the Department Head.

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3003Q, 3801W, 4001, 4002, and three electives. The electives must represent different areas of Marine Sciences. Three courses must be completed from the following groups of electives. At least one course must be completed from each of the two groups:

•Group 1: MARN 2060, 3000, 3060, 3230, 3505, 4030W, 4050, 4060, 4066.

•Group 2: MARN 3012, 3014, 3015, 3017, 3030, 3811, 4010, 4018.

Students may be able to use MARN 3893, 4893, 4895, 4898 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

Bachelor of Arts in Marine Sciences

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 26 credits of Marine Sciences courses, and 18 credits constituting the Related Area.

Marine Sciences majors in the B.A. must pass the following courses:

I. 1000-Level Courses

BIOL 1107 and 1108; either CHEM 1124Q, 1125Q, and 1126Q, or CHEM 1127Qand 1128Q; either MATH 1060Q and 1110Q, or MATH 1060Q and 1071Q; either PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q; MARN 1002 or 1003.

Marine Sciences requires a course in data analysis and interpretation. This requirement may be fulfilled with STAT 1100Q or another course approved by the department.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 2002, 3001, 3801W, 4001, 4002, and any three of the MARN electives listed in Group 1 or Group 2 in the B.S. requirements above.

Students may be able to use MARN 3893, 4893, 4895, 4898, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests. The department maintains a list of acceptable courses.

Competency Requirements (B.S. and B.A. programs)

The University’s General Education competency requirements for information literacy will be satisfied by completing the requirements above, in particular MARN 3001, 3801W, and 4002. The writing in the major requirement will be satisfied by MARN 3801W.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be partially available through Distance Learning. Please check the Directory of Courses in this Catalog.

Minors in Marine Biology and Oceanography are described in the Minors section.

# Proposed Catalog Description of Major

Students in the Marine Sciences major receive multidisciplinary training in the biological, chemical, physical, and geological processes of the ocean with emphasis on how humans impact the coastal environment.  In addition to receiving a strong foundation in mathematics and natural sciences, students engage in experiential learning, field work, internships, study abroad and senior-year capstone courses that foster interdisciplinary training. The Marine Sciences major at UConn prepares graduates for employment in environmental consulting, regulatory agencies and research institutions, and for graduate studies.

Bachelor of Science in Marine Sciences

The B.S. in Marine Sciences requires a foundation of courses including 30 credits of Marine Sciences courses, and 12 credits of Related Area courses. Marine Sciences majors in the B.S. must pass the following courses:

I. Required courses in Basic Sciences and Math

* BIOL 1107 and 1108;
* CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q;
* MATH 1131Q, and 1132Q;
* PHYS 1201Q and 1202Q, or PHYS 1401Q and 1402Q;
* STAT 1100Q or another course approved by the Department Head.

II. Marine Sciences B.S. Major Requirements

The following courses constitute the major requirements: MARN 1002 or 1003, 2801W, 3001, 3002, 3003Q, 4001, 4002, and three electives. The electives must represent different areas of Marine Sciences. Three courses must be completed from the following groups of electives. At least one course must be completed from each of the two groups:

•Group 1: MARN 2060, 3000, 3060, 3230, 3505, 4030W, 4050, 4060, 4066.

•Group 2: MARN 3012, 3014, 3015, 3017, 3030, 3811, 4010, 4018.

Students may be able to use MARN 3893, 4893, 4895, 4898 or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.S. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests.

**Bachelor of Arts in Marine Sciences**

Students who choose the B.A. in Marine Sciences are typically more interested in marine and environmental policy, management, and/or education. The B.A. in Marine Sciences requires a foundation of courses including 26 credits of Marine Sciences courses, and 18 credits constituting the Related Area.

Marine Sciences majors in the B.A. must pass the following courses:

I. Required courses in Basic Sciences and Math

* BIOL 1107 and 1108;
* CHEM 1124Q, 1125Q and 1126Q, or CHEM 1127Q and 1128Q;
* MATH 1060Q and MATH 1071Q or 1131Q;
* PHYS 1201Q or PHYS 1401Q; ;
* STAT 1100Q or another course approved by the Department Head.

II. Marine Sciences B.A. Major Requirements

The following courses constitute the major requirements: MARN 1002 or 1003, 2801W, 3001, 3002, 4001, 4002, and any three of the MARN electives listed in Group 1 or Group 2 in the B.S. requirements above.

Students may be able to use MARN 3893, 4893, 4895, 4898, or other MARN courses towards one or more of these electives with prior approval of the Department Head.

III. Marine Sciences B.A. Related Area

In consultation with their faculty advisor, students choose Related Area courses appropriate to their interests.

Note: Some Marine Sciences courses may be offered only at the Avery Point campus. Others may be available through Distance Learning. Please check the Directory of Courses in this Catalog.

# Justification

1. Reasons for changing the major: We changed MARN 2002 from a sophomore level course to a junior level course MARN 3002. We are proposing to delete the second semester of Physics from the B.A.

2. Effects on students: They can take the 3001 and 3002 courses in any sequence

3. Effects on other departments: None

4. Effects on regional campuses: Courses mainly taught at Avery Point

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

    Department Curriculum Committee: 04/03/2018

    Department Faculty:04/06/2018

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

Heidi Dierssen, 860-405-9239, [heidi.dierssen@uconn.edu](mailto:heidi.dierssen@uconn.edu)

# Plan of Study

If the proposed change modifies the requirements of the major, then attach a revised "Major Plan of Study" form to your submission email.

Plan of Study

Bachelor of Arts in Marine Sciences

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID \_\_\_\_\_\_\_\_\_\_\_ Est. Grad date \_\_\_\_\_\_\_\_

**Basic Science and Math**

\_\_\_\_\_ BIOL 1107 and 1108

\_\_\_\_\_ CHEM 1124Q, 1125Q, and 1126Q **or**

\_\_\_\_\_ CHEM 1127Q and 1128Q

\_\_\_\_\_ MATH 1060Q

\_\_\_\_\_ MATH 1071Q **or** \_\_\_\_\_ MATH 1131Q

\_\_\_\_\_ PHYS 1201Q **or** \_\_\_\_\_ PHYS 1401Q

\_\_\_\_\_ STAT 1100Q **or**

\_\_\_\_\_\_other approved course in data analysis

**Core major requirements**

\_\_\_\_\_ MARN 1002 **or** \_\_\_\_\_MARN 1003

\_\_\_\_\_ MARN 2801W \_\_\_\_\_ MARN 3001

\_\_\_\_\_ MARN 3002 \_\_\_\_\_ MARN 4001

\_\_\_\_\_ MARN 4002

**Major electives**

**Three** courses must be chosen from the following list of electives. Students may be able to use MARN 3893, MARN 4893, MARN 4895, MARN 4898 or other MARN courses towards these electives with prior approval of the Department Head.

\_\_\_\_\_\_ MARN 2060 \_\_\_\_\_\_ MARN 3000

\_\_\_\_\_\_ MARN 3012 \_\_\_\_\_\_ MARN 3014

\_\_\_\_\_\_ MARN 3015 \_\_\_\_\_\_ MARN 3017

\_\_\_\_\_\_ MARN 3030 \_\_\_\_\_\_ MARN 3060

\_\_\_\_\_\_ MARN 3230 \_\_\_\_\_\_ MARN 3505

\_\_\_\_\_\_ MARN 3811 \_\_\_\_\_\_ MARN 4010

\_\_\_\_\_\_ MARN 4018 \_\_\_\_\_\_ MARN 4030W

\_\_\_\_\_\_ MARN 4050 \_\_\_\_\_\_ MARN 4060

\_\_\_\_\_\_ MARN 4066

Edited April 2018

Substitute courses, if any:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Group \_\_\_\_)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Group \_\_\_\_)

**Related area**

In consultation with their faculty advisor and a social science faculty member, students choose 6 related area courses appropriate to their interests. The department maintains a list of courses acceptable for this requirement.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_ 45 credits at the 2000‐level or above (minimum)

\_\_\_\_\_\_ 120 credits total (minimum)

Signed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Date

Approved:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evan Ward, Dept. Head, Marine Sciences Date

Plan of Study

Bachelor of Science in Marine Sciences

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID \_\_\_\_\_\_\_\_\_\_\_ Est. Grad date \_\_\_\_\_\_\_\_

**Basic Science and Math**

\_\_\_\_\_ BIOL 1107 and 1108

\_\_\_\_\_ CHEM 1124Q, 1125Q, and 1126Q **or**

\_\_\_\_\_ CHEM 1127Q and 1128Q

\_\_\_\_\_ MATH 1120Q, 1121Q and 1122Q **or**

\_\_\_\_\_ MATH 1131Q and 1132Q

\_\_\_\_\_ PHYS 1201Q and 1202Q **or**

\_\_\_\_\_ PHYS 1401Q and 1402Q

\_\_\_\_\_ STAT 1100Q **or**

\_\_\_\_\_ other approved course in data analysis

**Core major requirements**

\_\_\_\_\_ MARN 1002 **or** \_\_\_\_\_ MARN 1003

\_\_\_\_\_ MARN 2801W \_\_\_\_\_ MARN 3001

\_\_\_\_\_ MARN 3002 \_\_\_\_\_ MARN 3003Q

\_\_\_\_\_ MARN 4001 \_\_\_\_\_ MARN 4002

**Major electives**

**Three** courses must be chosen from the following groups of electives. At least one course must be taken from each of the two groups. Students may be able to use MARN 3893, MARN 4893, MARN 4895, MARN 4898 or other MARN courses towards these electives with prior approval of the Department Head.

Group 1:

\_\_\_\_\_\_ MARN 2060 \_\_\_\_\_\_ MARN 3000

\_\_\_\_\_\_ MARN 3060 \_\_\_\_\_\_ MARN 3230

\_\_\_\_\_\_ MARN 3505 \_\_\_\_\_\_ MARN 4030W

\_\_\_\_\_\_ MARN 4050 \_\_\_\_\_\_ MARN 4060

\_\_\_\_\_\_ MARN 4066

Group2:

\_\_\_\_\_\_ MARN 3012 \_\_\_\_\_\_ MARN 3014

\_\_\_\_\_\_ MARN 3015 \_\_\_\_\_\_ MARN 3017

\_\_\_\_\_\_ MARN 3030 \_\_\_\_\_\_ MARN 3811

\_\_\_\_\_\_ MARN 4010 \_\_\_\_\_\_ MARN 4018

Edited April 2018

Substitute courses, if any:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Group \_\_\_\_)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Group \_\_\_\_)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Group \_\_\_\_)

**Related area**

In consultation with their faculty advisor and a social science faculty member, students choose 4 related area courses appropriate to their interests.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_ 45 credits at the 2000‐level or above (minimum)

\_\_\_\_\_\_ 120 credits total (minimum)

Signed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Date

Approved:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evan Ward, Dept. Head, Marine Sciences Date

**2018-157 BIST/STAT 5215 Add Course (guest: Zhiyi Chi)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5306 |
| **Request Proposer** | Bar |
| **Course Title** | Statistical Consulting |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences > Return > Statistics > 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** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | We offer degrees in both Statistics and Biostatistics. |
| **Course Title** | Statistical Consulting |
| **Course Number** | 5215 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kun Chen |
| **Initiator Department** | Statistics |
| **Initiator NetId** | kuc13001 |
| **Initiator Email** | [kun.chen@uconn.edu](mailto:kun.chen@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Bar |
| **Proposer First Name** | Haim |
| **Select a Person** | hyb13001 |
| **Proposer NetId** | hyb13001 |
| **Proposer Phone** | +1 860 486 5455 |
| **Proposer Email** | [haim.bar@uconn.edu](mailto:haim.bar@uconn.edu) |
| **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** |  |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Stat 5315, Stat 5505/5605, Stat 5725, or equivalent. |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Graduate |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** |  |
| **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** | STAT/BIST 5215. Statistical Consulting. Three credits. Prerequisite: STAT 5315, STAT 5505/5605, STAT 5725, or equivalent. Instructor consent required. Applied inference for academia, government, and industry: ethical guidelines, observational studies, surveys, clinical trials, designed experiments, data management, aspects of verbal and written communication, case studies. |
| **Reason for the course action** | The course has been taught regularly in the department using the generic course number STAT 6494. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | This is a project-based course designed to introduce the basics of a statistical consulting process. The students will learn about the human side (non-statistical aspect) of statistical consulting which includes: the role of the consultant; conducting meetings with clients; interpersonal and communication skills (written and verbal); interaction with clients; principles of good consulting practice - learning to critique consulting sessions; ethics, professional conducts, and authorships. The statistical aspects of the course include: design an experiment that fits the need of the clients, power and interval-width based sample size determination; data handling, data validation and summary data descriptions; quality graphical display, statistical modeling with clear statements of assumptions made. Special lectures from invited guests may be scheduled during the semester. Students may meet with clients, analyze the dataset provided by the client, produce a summary report, give recommendations and present the results to their peers. |
| **Describe course assessments** | Homework assignments Pop quizzes Attending classes Class discussions Class presentations Consulting projects or class projects Project reports |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [ConsultingSyllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117712) | ConsultingSyllabus.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Kun Chen | 11/20/2017 - 16:03 | Submit |  | This request is approved unanimously by the statistics faculty. | | Statistics | Kun Chen | 11/26/2017 - 18:32 | Approve | 11/26/2017 | The request has been approved by the department. | | Statistics | Kun Chen | 11/26/2017 - 18:41 | Approve | 11/26/2017 | The request is approved by the department. | | College of Liberal Arts and Sciences | Pamela Bedore | 11/27/2017 - 09:42 | Return |  | As per email 11/27, I'm returning to proposer for further revisions. PB. | | Return | Kun Chen | 04/01/2018 - 14:45 | Resubmit |  | None. | | Statistics | Kun Chen | 04/04/2018 - 17:36 | Approve | 4/4/2018 | None. | | Statistics | Kun Chen | 04/04/2018 - 17:37 | Approve | 4/4/2018 | None. | |

**STAT 6494 - 004**

**Seminar in Applied Statistics on Statistical Consulting**

**Spring 2018**

**Instructor**: Haim Bar (email haim.bar@uconn.edu)

**Time and Place**: Tuesday + Thursday 12:30-1:45pm, KNS 201

**Office Hour**: Tuesday 11:00am-12:00pm or by appointment

**Prerequisite**: STAT/BIST 5515 or STAT 5315, STAT/BIST 5505/5605, STAT/BIST 5725; or instructor’s consent.

**Topics**: This is a project-based course designed to introduce the basics of a statistical consulting process. The students will learn about the human side (non-statistical aspect) of statistical consulting which includes: the role of the consultant; conducting meetings with clients; interpersonal and communication skills (written and verbal); interaction with clients; principles of good consulting practice - learning to critique consulting sessions; ethics, professional conducts, and authorships.

The statistical aspects of the course include: design an experiment that fits the need of the clients, power and interval-width based sample size determination; data handling, data validation and summary data descriptions; quality graphical display, statistical modeling with clear statements of assumptions made.

Special lectures from invited guests may be scheduled during the semester. Students may meet with clients, analyze the dataset provided by the client, produce a summary report, give recommendations and present the results to their peers.

**Recommended Text**:

* *Statistical Consulting*. Javier Cabrera and Andrew McDougall (2002). Springer-Verlag. ISBN: 0-387-98863-7

Websites:

<http://www.csam.montclair.edu/~mcdougal/zBook/book.html>

<http://webcache.googleusercontent.com/search?q=cache:http://pages.csam.montclair.edu/~mcdougal/zBook/book.html>

<http://www.rci.rutgers.edu/~cabrera/sc/>

* *Statistical Consulting: A Guide to Effective Communication*. Janice Derr (1999). Duxbury Press. ISBN: 0-534-36228-1.

Additional books:

*The Human Side of Statistical Consulting*. James R. Boen and Douglas A. Zahn (1982).

*Statistical Case Studies: A Collaboration Between Academe and Industry.* Roxy Peck, Larry D. Haugh, and Arnold Goodman (1998). SIAM.

*Problem Solving: A Statistician's Guide*. Chris Chateld (1995). Second Edition. Chapman & Hall.

*Practical Data Analysis for Designed Experiments.* Brian S. Yandell (1997). Chapman

& Hall.

**Additional Useful Resources**

* The ASA Statistical Consulting Section at <http://community.amstat.org/cnsl/home> and then click on “Resources > Useful Books and Journals”.
* North American Statistical Collaboration and Consulting Centers and Labs, at <http://www.lisa.stat.vt.edu/?q=north_american_stat_labs>
* ASA Ethical Guidelines for Statistical Practice: <http://www.amstat.org/asa/files/pdfs/EthicalGuidelines.pdf>
* http://www.ats.ucla.edu/stat/seminars/

**Software**: SAS and SPSS are available via Skybox (Virtual PC) http://skybox.uconn.edu/ or in computing labs at UConn, as well as in the teaching lab in the department of statistics during scheduled hours). We will also use R, available from http://www.r-project.org/ and RStudio Desktop (the free version) from https://www.rstudio.com/products/rstudio/download/

**Course Materials**: Lecture notes, assignments, sample code, datasets, and other course material will be posted on the HuskyCT course website (available through https://lms.uconn.edu/). Please visit this site often to ensure timely obtainment of materials. The lecture notes will be available online before each class.

**Assignments**: Homework, pop quizzes, reading assignments, analysis and discussion of case studies, individual and group projects. There may be presentations from the SCS team, or other researchers.

**Grading policy**: Your grades will be determined based on your participation and performance in the following activities:

Homework assignments;

Pop quizzes;

Attending classes;

Class discussions;

Class presentations;

Consulting projects or class projects; and Project reports.

This course adheres to the policies from the University Senate, the Office of Institutional Equity, the Office of the Provost, and Community Standards. Please read http://provost.uconn.edu/syllabi-references for more information.

**2018-158 BIST/STAT 5225 Add Course (guest: Zhiyi Chi)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5326 |
| **Request Proposer** | Bar |
| **Course Title** | Data Management and Programming in SAS and R |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Statistics > College of Liberal Arts and Sciences > Return > Statistics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | The department offers degrees in both statistics and biostatistics. |
| **Course Title** | Data Management and Programming in SAS and R |
| **Course Number** | 5225 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Kun Chen |
| **Initiator Department** | Statistics |
| **Initiator NetId** | kuc13001 |
| **Initiator Email** | [kun.chen@uconn.edu](mailto:kun.chen@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Bar |
| **Proposer First Name** | Haim |
| **Select a Person** | hyb13001 |
| **Proposer NetId** | hyb13001 |
| **Proposer Phone** | +1 860 486 5455 |
| **Proposer Email** | [haim.bar@uconn.edu](mailto:haim.bar@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **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** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | STAT 5505/5605 or equivalent. |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | Instructor 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 |

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

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| **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 |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT/BIST 5225. Data Management and Programming in R and SAS. Three credits. Prerequisites: STAT 5505/5605 or equivalent. Instructor Consent Required. Creation and management of datasets for statistical analysis: software tools and databases, user--defined functions, importing, exporting, and manipulation of data, conditional and iterative processing, generation of reports. |
| **Reason for the course action** | The course has been taught regularly in the department using the generic course number STAT 6494. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | We will use two very popular programming languages, namely SAS and R. Both languages are very powerful general purpose programming platforms and include advanced tools for a wide range of statistical analyses. The approach in this class is to learn by doing. Like any topic, and especially when learning a new language it is critical to practice a lot and often. At the end of the course, students should be proficient in SAS and R, and be able to • Create and manage datasets. • Write user-defined functions. • Create customized reports and graphs |
| **Describe course assessments** | Homework assignments Participation/Quizzes  Midterm exam Final project Final exam |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [DataManagement.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117715) | DataManagement.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kun Chen | 11/21/2017 - 17:07 | Submit |  | This request is approved unanimously by the statistics faculty. | | Statistics | Kun Chen | 11/26/2017 - 18:34 | Approve | 11/26/2017 | The request is approved by the department. | | Statistics | Kun Chen | 11/26/2017 - 18:40 | Approve | 11/26/2017 | The request is approved by the department. | | College of Liberal Arts and Sciences | Pamela Bedore | 11/27/2017 - 09:43 | Return |  | As per email 11/27, I'm returning to proposer for further revisions. PB. | | Return | Kun Chen | 04/01/2018 - 14:46 | Resubmit |  | None. | | Statistics | Kun Chen | 04/04/2018 - 17:38 | Approve | 4/4/2018 | None. | | Statistics | Kun Chen | 04/04/2018 - 17:38 | Approve | 4/4/2018 | None. | |

**Data Management in SAS and R – BIST/STAT 6494**

**Fall 2017: Tu Th 3:30pm - 4:45pm; AUST 340**

Updated August 21, 2017

**Instructor:** Haim Bar haim.bar@uconn.edu

**Office Hours:** AUST 315 Tuesday 1:30-2:30pm

**Course Description**

In today’s world most academic and industrial research is data-driven and is based on statistical methods. Thus, many scientists, not just statisticians, must have strong analytical and computational skills. This course covers data management and computational techniques in detail. You are strongly encouraged to choose advanced courses in statistical inference, in addition to this class.

We will use two very popular programming languages, namely SAS and R. Both languages are very powerful general purpose programming platforms and include advanced tools for a wide range of statistical analyses.

The approach in this class is to learn by doing. Like any topic, and especially when learning a new language it is critical to practice a lot and often.

**Course Objectives**

At the end of the course, students should be proficient in SAS and R, and be able to

* Create and manage datasets.
* Write user-defined functions.
* Create customized reports and graphs.

**Recommended Text**

1. **Learning SAS by Example: A Programmers Guide.** *Ron Cody,* 2007. Cary, NC: SAS Institute Inc. The course structure will follow the order of the chapters in this book.
2. **R in Action, Data analysis and graphics with R (second edition).** *Robert I. Kabacoff*, 2015. Manning Publications Co.
3. **The Little SAS Book: A Primer, (Fifth Edition).** *Lora D. Delwiche and Susan J. Slaughter*, 2012. Cary, NC: SAS Institute Inc.

Many online resources are available. For example:

* https://www.r-project.org/other-docs.html
* http://support.sas.com/documentation/onlinedoc/91pdf/index\_913.html
* UCLA’s Statistical Computing website offers excellent tutorials/resources for SAS and R (and other languages): [www.ats.ucla.edu/stat/](http://www.ats.ucla.edu/stat/).

**Course Materials**

Lecture notes, assignments, sample code, datasets, and other course material will be posted on the HuskyCT course website (available through <https://lms.uconn.edu/>). Please visit this site often to ensure timely obtainment of materials. The lecture notes will be available online before each class.

**Software:**

* SAS (≥v 9.4); SAS ODS, BASE, PROCEDURES, STAT, GRAPHICS, IML, and MACRO will be used. Available for (free) use through

-library (HBL, level 1).

-Skybox (Virtual PC): http://skybox.uconn.edu/

* R: freely available for download at http://www.r-project.org/.
* RStudio: freely available at https://www.rstudio.com/products/rstudio/download/

**Course Activities & Grading:**

* Homework
* At least 8-11 homeworks will be assigned during the semester. Students may consult amongst themselves or with the instructor, but **each student must submit his/her own work**.
* No credit will be given for submitted assignments exhibiting duplication or copying of solutions (from peers or existing solutions).
* All completed assignments are to be submitted by the due date, without exception.
* All homework assignments must be typed and submitted through the HuskyCT course website. **Students may submit each assignment only once.**
* Participation: We will have ‘active learning’ in the classroom via discussion, Q&A, and problem solving. You **must** read the material (reading from the text and notes posted on the course HuksyCT site) before coming to class, and participate. There will be pop quizzes and the dates will be randomly selected.

• Assignment grading: homework and class assignments will be checked by the students. More detailed about the process will be provided separately during the first week.

• There will be one in-class midterm exam on Thursday, October 19, 2017 (tentative date), in AUST 340.

• The date and time of the final exam will be announced later.

• There will be a final project due on Sunday, December 10, 2017. More details about the project will be provided separately.

• Students are encouraged to take the SAS certification exam (Programming 1). If you already obtained a certificate, bring me the official copy. If you haven’t obtained a Programming 1 SAS certificate, and you are interested in taking the exam, let me know by September 15, 2017. I can arrange for an exam to take place on campus.

Note that if you sign up to take the exam on campus, you will get a reduced rate. As an academic institution we get a 50% discount. To get that reduced rate you must notify me via email by 9/15 that you are interested in taking the exam. Taking the Programming 1 SAS certification exam is optional. Passing it will be worth 5 extra credit points toward the final grade.

Note - you can only get this extra credit for the Programming 1 certificate. If you already obtained a higher level certification from SAS, you should consider choosing a different course.

The grades will be assigned as follows:

Homework Assignments 10%

Participation/Quizzes 10%

Midterm Exam 30%

Final Project 20%

Final Exam 30%

Optional SAS certification Exam (Programming 1) = 5% extra credit.

The letter grades will be assigned based on the following cut-offs:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| < 60 | [60,63) | [63, 67) | [67, 70) | [70, 73) | [73, 77) | [77, 80) |
| F | D- | D | D+ | C- | C | C+ |
| [80, 83) | [83, 87) | [87, 90) | [90, 93) | [93, 97) | [97, 100) |  |
| B- | B | B+ | A- | A | A+ |  |

In order to obtain a good course grade, students must successfully complete all homework assignments, the course project, the mid-term exam, the final exam, attend every lecture, and actively participate in class.

**Topics and tentative schedule:**

|  |  |  |
| --- | --- | --- |
| Week | Topic | Reading\* |
| 1 | Introduction | Ch 1 & 2 |
| 1 | Reading raw data from external files | Ch 3 |
| 2 | Creating permanent data sets | Ch 4 |
| 2 | Creating formats and labels | Ch 5 |
| 3 | Reading and writing data from Excel | Ch 6 |
| 3-4 | Performing conditional processing | Ch 7 |
| 4 | Performing iterative processing | Ch 8 |
| 5 | Working with dates | Ch 9 |
| 5 | Subsetting and combining data sets | Ch 10 |
| 6 | Numeric functions | Ch 11 |
| 7 | Character functions | Ch 12 |
| 8 | Arrays, MIDTERM | Ch 13 |
| 9-10 | Displaying the data, customized reports, summarizing data | Ch 14-16 |
| 10 | Counting frequencies, creating tabular reports | Ch 17-18 |
| 11 | Generating graphs | Ch 19-20 |
| 12 | Special topics | (TBD) |
| 13 | Nov 21, 23 | THANKSGIVING RECESS |
| 14 | Special topics | (TBD) |

∗Reading chapters refer to those in Ron Cody’s book.

NOTE: This course adheres to the policies from the University Senate, the Office of Institutional Equity, the Office of the Provost, and Community Standards. See http://provost.uconn.edu/syllabi-references for more information.

**2018-159 BIST/STAT 5535 Add Course (guest: Zhiyi Chi)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6948 |
| **Request Proposer** | Wang |
| **Course Title** | Nonparametric Methods |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | The course is for graduate students in both the regular statistics program and biostatistics program. |
| **Course Title** | Nonparametric Methods |
| **Course Number** | 5535 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Haiying Wang |
| **Initiator Department** | Statistics |
| **Initiator NetId** | haw17013 |
| **Initiator Email** | [haiying.wang@uconn.edu](mailto:haiying.wang@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** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussions |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | STAT 3445 |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor 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 |

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| --- | --- |
| **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** |  |
| **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** | STAT/BIST 5535. Nonparametric Methods Three credits. Prerequisite: STAT 3445. Instructor consent required. Theory and applications of statistical methods for analyzing ordinal, non-normal data: one and multiple sample hypothesis testing, empirical distribution functions and applications, order statistics, rank tests, efficiency, linear and nonlinear regression, and classification. |
| **Reason for the course action** | This course revamps the course STAT 4875, for which many of the materials are outdated. The new course will cover modern nonparametric statistics techniques that are important for graduate students in the statistics department. The new course STAT/BIST 5505 will be offered to graduate students, while undergraduate students will register for STAT 4875. Enrollment in other courses are often around 20. Since STAT 4875 has an enrollment cap at 20, this course has an enrollment cap of 10 so that the total enrollment is controlled at or below 30. |
| **Specify effect on other departments and overlap with existing courses** | There is no overlap with existing courses. |
| **Please provide a brief description of course goals and learning objectives** | The course provides an introduction to statistical estimation and inference methods that require relatively mild assumptions about the population distribution. Classical nonparametric hypothesis testing methods, Spearman and Kendall correlation coefficients, permutation tests, bootstrap methods, and nonparametric regressions will be covered. |
| **Describe course assessments** | There will be a final in-class exam. Homework will be assigned bi-weekly. There will also be a take home final project based on real data sets. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus\_4875-01\_2018\_Fall.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118225) | Syllabus\_4875-01\_2018\_Fall.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Haiying Wang | 03/26/2018 - 20:35 | Submit |  | HaiYing Wang | | Statistics | Kun Chen | 04/04/2018 - 17:44 | Approve | 4/4/2018 | None. | | Statistics | Kun Chen | 04/04/2018 - 17:44 | Approve | 4/4/2018 | None. | |

# STAT 4875/5535: Nonparametric Methods

**Course Information**

* Time: **Mo 2:30PM - 4:25PM, We 2:30PM - 3:20PM, 08/27/2018 - 12/07/2018**
* Location: **TBA**
* Instructor: **HaiYing (Ben) Wang**
  + Office: **AUST 319**
  + Office Hours: **Monday, Wednesday 3:30 PM - 4:30 PM**, or by appointment

**–** Office Phone: **(860) 486-6142**

* + Email: [**haiying.w**](mailto:haiying.wang@uconn.edu)[**ang@uconn.edu**](mailto:ang@uconn.edu)
* Grader: **TBA @uconn.edu**
* Textbook:

1. “**Nonparametric Statistical Methods**” 3rd Edition by by Myles Hollander, Douglas A. Wolfe, Eric Chicken.

**Notes**: they will be posted on HuskyCT. Prerequisite: Stat 3445 or consent of instructor.

*•*

*•*

**Course Objectives**: The course provides an introduction to statistical estimation and inference methods that require relatively mild assumptions about the population distribution. Classical nonparametric hypothesis testing methods, Spearman and Kendall correlation coefficients, permutation tests, bootstrap methods, and nonparametric regressions will be covered.

*•*

* Computer software: **R language is required**

# Grading

The grade for this course will be based on:

Category Weight

|  |  |  |  |
| --- | --- | --- | --- |
| Homework |  |  | 40% |
| Exam |  |  | 40% |
| Project |  |  | 10% |
| Participation | and | Quizzes | 10% |

Grades for the course are assigned totally at the instructor’s discretion. As a rough guide:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | Percentage | Grade  B+ | Percentage  (87, 90) | Grade  C+ | Percentage  (77, 80) | Grade | Percentage |
| A+ | (97, 100] | D+ | (67, 80) |
| A | [92, 97] | B | [82, 87] | C | [72, 77] | D | [62, 67] |
| A- | [90, 92) | B- | [80, 82) | C- | [70, 72) | D- | [60, 62) |

# Material coverage

1. Introduction and Review
2. The dichotomous data problem
3. One-Sample Location Problem
4. Two-Sample Location Problem
5. Other Two-Sample Problems
6. The One-Way Layout
7. The Two-Way Layout
8. The Independence Problem
9. Comparing Two Success Probabilities
10. Nonparametric Bootstrap Methods
11. Nonparametric Regression

# Academic Integrity

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats)any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one’s own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

# Support Services

* [Counseling and Mental Health Services](http://www.cmhs.uconn.edu/) 486-4705 (after hours, use 486-3427)
* [Career Services](http://www.career.uconn.edu/) 486-3013
* [Alcohol and Other Drug Services](http://www.aod.uconn.edu/) 486-9431
* [Dean of Students Office](http://www.dos.uconn.edu/) 486-3426
* [Center for Students with Disabilities](http://www.csd.uconn.edu/) 486-2020 (voice), 486-2077 (TDD)

# Disclaimer

The professor reserves the right to make changes to the syllabus as necessitated by circumstances.

**2018-160 BIST/STAT 5615 Add Course (guest: Zhiyi Chi)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5328 |
| **Request Proposer** | Chen |
| **Course Title** | Categorical Data Analysis |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Statistics > College of Liberal Arts and Sciences > Return > Statistics > 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** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | The department offers degrees in both statistics and biostatistics. |
| **Course Title** | Categorical Data Analysis |
| **Course Number** | 5615 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Kun Chen |
| **Initiator Department** | Statistics |
| **Initiator NetId** | kuc13001 |
| **Initiator Email** | [kun.chen@uconn.edu](mailto:kun.chen@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Chen |
| **Proposer First Name** | Ming-Hui |
| **Select a Person** | mic02006 |
| **Proposer NetId** | mic02006 |
| **Proposer Phone** | +1 860 486 6984 |
| **Proposer Email** | [ming-hui.chen@uconn.edu](mailto:ming-hui.chen@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** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisites: STAT 5505/5605 |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | Instructor 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 |

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

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| **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 |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT/BIST 5615. Categorical Data Analysis. Three credits. Prerequisites: STAT 5505/5605, or equivalent. Instructor consent required. Statistical analysis of data on a nominal scale: discrete distributions, contingency tables, odds ratios, interval estimates, goodness of fit tests, logistic/probit/complementary log-log regression, and Poisson related regression. |
| **Reason for the course action** | This course has been taught regularly in the department using the generic course number STAT 6494. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | This is a research-oriented course. This course will cover a broad range of applications in categorical data analysis. The desirable knowledge for this course includes STAT 5585 (315), STAT 5685 (316), STAT 5505 (320), and STAT 5605 (321). Main topics to be covered but not limited to are: sampling models for categorical data - Poisson, multinomial, product multinomial, generalized hypergeometric, inter relationship; analysis for a 2×2 table, normal and chi-square approximations, continuity corrections, Fisher's exact test; prospective and retrospective studies, sensitivity, specificity; odds ratios and interval estimates - the use of the "delta" method, exact interval estimates, Bayesian approaches; correlated 2 × 2 tables, McNemar's test, Simpson's paradox, combining 2 × 2 tables, Mantel-Haenszel approach, R×C tables, trend tests, association for R×C tables, log-linear models for R×C tables, log-linear models for three way tables, model selection, goodness of fit, residual analysis, logistic regression, probit regression, complementary log-log regression, other link functions (skewed versus symmetric), Poisson regression, correlated categorical (binary and ordinal) regressions, and Bayesian analysis. If time permits, models for discrete longitudinal data will be covered. |
| **Describe course assessments** | Homework assignments Course project Final exam |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [CategoricalData.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117718) | CategoricalData.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Kun Chen | 11/21/2017 - 17:16 | Submit |  | This request is approved unanimously by the statistics faculty. | | Statistics | Kun Chen | 11/26/2017 - 18:35 | Approve | 11/26/2017 | The request has been approved by the department. | | Statistics | Kun Chen | 11/26/2017 - 18:41 | Approve | 11/26/2017 | The request is approved by the department. | | College of Liberal Arts and Sciences | Pamela Bedore | 11/27/2017 - 09:43 | Return |  | As per email 11/27, I'm returning to proposer for further revisions. PB. | | Return | Kun Chen | 04/01/2018 - 14:47 | Resubmit |  | None. | | Statistics | Kun Chen | 04/04/2018 - 17:38 | Approve | 4/4/2018 | None. | | Statistics | Kun Chen | 04/04/2018 - 17:39 | Approve | 4/4/2018 | None. | |

**Stat 6494-003. Categorical Data Analysis**

Fall 2014

**Instructor:** Dr. Ming-Hui Chen

Professor, Department of Statistics

AUST 335, Phone: (860) 486-6984; Email: ming-hui.chen@uconn.edu

**Office Hours:** Tuesday 5:00-6:00pm and Thursday 2:00-3:30pm or by appointment.

**Class Hours:** Tuesday and Thursday 3:30-4:45pm; **Class Room:** AUST 313.

**Teaching Assistant:** Gyuhyeong Goh; Email: gyuhyeong.goh@uconn.edu.

**Textbook:** Categorical Data Analysis, Third Edition, Alan Agresti, Wiley, 2013.

**References:**

1. *Analysis Categorical Data,* J.S. Simonoff, Springer, 2003*.*
2. *An Introduction to Categorical Data Analysis,* A. Agresti, Wiley, 1996*.*
3. *Statistical Analysis of Categorical Data,* C.J. Lloyd, Wiley, 1999*.*
4. *Ordinal Data Modeling*, V.E. Johnson and J. H. Albert, Springer, 1999.
5. *Generalized Linear Models,* Second Edition, P. McCullagh and J.A. Nelder, Chapman & Hall, 1989*.*
6. *Categorical Data Analysis Using the SAS System,* M.E. Stokes, C.S. Davis, and G.G. Koch, SAS Institute Inc., 1995.
7. *Applied Logistic Regression,* Second Edition. D.W. Hosmer and S. Lemeshow, Wiley, 2000. (ISBN:0-471-35632-8).

**Website for the Data Sets and Partial Solutions for Many of the Odd-Numbered Exercises for the Textbook:**

http://www.stat.ufl.edu/∼aa/cda/cda.html

**Topics:**

This is a research-oriented course. This course will cover a broad range of applications in categorical data analysis. The desirable knowledge for this course includes STAT 5585 (315), STAT 5685 (316), STAT 5505 (320), and STAT 5605 (321). Main topics to be covered but not limited to are: sampling models for categorical data — Poisson, multinomial, product multinomial, generalized hypergeometric, inter relationship; analysis for a 2×2 table, normal and chi-square approximations, continuity corrections, Fisher’s exact test; prospective and retrospective studies, sensitivity, specificity; odds ratios and interval estimates — the use of the “delta” method, exact interval estimates, Bayesian approaches; correlated 2 × 2 tables, McNemar’s test, Simpson’s paradox, combining 2 × 2 tables, Mantel-Haenszel approach, R×C tables, trend tests, association for R×C tables, log-linear models for R×C tables, log-linear models for three way tables, model selection, goodness of fit, residual analysis, logistic regression, probit regression, complementary log-log regression, other link functions (skewed versus symmetric), Poisson regression, correlated categorical (binary and ordinal) regressions, and Bayesian analysis. If time permits, models for discrete longitudinal data will be covered.

**Course Materials:**

Course syllabus, lecture notes, homework assignments, sample SAS codes, OpenBUGS codes, and some other related course material will be posted on the HuskyCT.

website:

“http://learn.uconn.edu”.

The lecture note will be available before each class. The students are responsible to print out all required course materials.

**Software:**

* R (version 3.1.0 or higher) (free to download)
* OpenBUGS version 3.2.3 (free to download)
* SAS (version 9.3 or 9.4) (available on UCONN vpc)
* SPSS version 21 (available on UCONN vpc)

**Course Activities:**

* There will be a few homework assignments.
* There will be a semester course project for each student. Each student is expected to browse a few current research papers, then select a possible topic or the paper that you intended to work on. Then, a research plan should be worked out as the course progresses. The students without advanced theoretical background and computational skill may be assigned to explain how to use the SAS CATMOD, GENMOD, LOGISTIC, and PROBIT procedures or SPSS categorical analysis or OpenBUGS or R to perform a comprehensive data analysis on applications of these procedures. Each student is required to type the project report. The final project report is due 11:59pm, Saturday, December 13, 2014.
* There will be a final exam. The final exam will be 6:00pm-8:00pm, Saturday, December 6, 2014, AUST 344.
* The class grades will be determined based on your performance of all course works.

**Grading:**

The grades will be assigned as follows:

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Homework Assignments 25 %

Course Project 25 %

Final Exam 50 %

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In order to obtain a good grade, you need to successfully complete all assignments, the course project, and the final exam, to show your effort putting into the class, and to attend every lecture.

**2018-161 BIST/STAT 5655 Add Course (guest: Zhiyi Chi)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5329 |
| **Request Proposer** | Cappelleri |
| **Course Title** | Epidemiology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences > Return > Statistics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | The department offers degrees in both statistics and biostatistics. |
| **Course Title** | Epidemiology |
| **Course Number** | 5655 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Kun Chen |
| **Initiator Department** | Statistics |
| **Initiator NetId** | kuc13001 |
| **Initiator Email** | [kun.chen@uconn.edu](mailto:kun.chen@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Cappelleri |
| **Proposer First Name** | Joseph |
| **Select a Person** | jcc03008 |
| **Proposer NetId** | jcc03008 |
| **Proposer Phone** | +1 860 486 4196 |
| **Proposer Email** | [joseph.cappelleri@uconn.edu](mailto:joseph.cappelleri@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **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** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisites: Open only to graduate students in the Department of Statistics, others with consent. |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | Instructor 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 |

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

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| **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 proposed title and complete course catalog copy** | STAT/BIST 5655. Epidemiology. Three credits. Prerequisites: Open only to graduate students in the Department of Statistics, others with consent. Instructor consent required. The statistical study of health and illness in human and veterinary populations: epidemiological study designs, measures of disease frequency, effect, and potential impact respectively, selection and information biases, confounding, stratified analysis. |
| **Reason for the course action** | The course has been taught regularly in the department using the generic course number STAT 6494. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Epidemiology is the study of health and illness in human or veterinary populations. In this course, we consider real-world health and illness problems in human populations. This course consists of three parts. Part I covers objects and methods of epidemiologic research, including epidemiologic study designs, measures of disease frequency, measures of effect, and measures of potential impact. Part II covers the validity of epidemiologic research, including selection bias, information bias, and confounding. Part III covers epidemiologic analysis, including simple analysis, control of extraneous factors, stratified analysis, and matching. |
| **Describe course assessments** | Homework assignments Midterm exams Final exam |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [UCONN\_Epi\_Syllabus\_Fall\_2017.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117719) | UCONN\_Epi\_Syllabus\_Fall\_2017.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Kun Chen | 11/21/2017 - 17:26 | Submit |  | This request is approved unanimously by the statistics faculty. | | Statistics | Kun Chen | 11/26/2017 - 18:35 | Approve | 11/26/2017 | The request has been approved by the department. | | Statistics | Kun Chen | 11/26/2017 - 18:42 | Approve | 11/26/2017 | The request is approved by the department. | | College of Liberal Arts and Sciences | Pamela Bedore | 11/27/2017 - 09:44 | Return |  | As per email 11/27, I'm returning to proposer for further revisions. PB. | | Return | Kun Chen | 04/01/2018 - 14:47 | Resubmit |  | None. | | Statistics | Kun Chen | 04/04/2018 - 17:40 | Approve | 4/4/2018 | None. | | Statistics | Kun Chen | 04/04/2018 - 17:40 | Approve | 4/4/2018 | None. | |

## COURSE SYLLABUS

**Course:** STAT/BIST 6494-001

**Title:** Seminar in Applied Statistics - Epidemiology

**Time:** Friday, 2:30 to 5:15 pm, Fall 2017 semester

**Location:** AUSTIN 344

**Office Hours:** Friday, 2 to 2:30 pm, Room 304

**Instructor:** Dr. Joseph C. Cappelleri

**E-mail:** [joseph.c.cappelleri@pfizer.com](mailto:joseph.c.cappelleri@pfizer.com)

**Phone:** (860) 441-8033

**Course Description:**

Epidemiology is the study of health and illness in human or veterinary populations. In this course, we consider real-world health and illness problems in human populations. This course consists of three parts. Part I covers objects and methods of epidemiologic research, including epidemiologic study designs, measures of disease frequency, measures of effect, and measures of potential impact. Part II covers the validity of epidemiologic research, including selection bias, information bias, and confounding. Part III covers epidemiologic analysis, including simple analysis, control of extraneous factors, stratified analysis, and matching.

**Course Material** (lecture slides, homework solutions, exams):

[http://merlot.stat.uconn.edu/~jcappelleri/f17/](https://urldefense.proofpoint.com/v2/url?u=http-3A__merlot.stat.uconn.edu_-7Ejcappelleri_f17_&d=DwMFaQ&c=UE1eNsedaKncO0Yl_u8bfw&r=193tYAnUsRWuvI2b0ztttQRehaN0KnsDkTJNJ63epA4&m=xOSQC8N8CKMdNHLefvTVZLG33jAS6xp9RTSR9yp_Ga0&s=v7cS7GTdXVQ3VzrL-O0IL_mVcLEPIjPIfDDoKlUtiiU&e=)

**Reading Material:**

*Required:* ActivEpi Companion Textbook: A supplement for use with the ActivEpi CD-ROM, by David G. Kleinbaum, Kevin M. Sullivan, and Nancy B. Barker. Second Edition. New York, NY: Springer, 2013.

*Optional:* Epidemiology: An Introduction, by Kenneth J. Rothman. Second Edition. New York, NY: Oxford University Press, 2012.

**Homework Assignments:**

Generally, each chapter topic will have a homework assignment.

**Course Grade:**

Mean of three exam scores:

1st Midterm – 1/3; 2nd Midterm – 1/3; Final – 1/3

**Course Syllabus (Fall 2017):**

Date Chapter in ActivEpi Topic

September 1 1 Introduction;

2 Epidemiological Research-

An Overview

September 8 3 Epidemiologic Study Designs

September 15 4 Measures of Disease Frequency

September 22 5 Measures of Effect

September 29 6 Measures of Potential Impact

October 6 -- 1st Midterm Exam (Chapters 1-6)

7 Validity & General Considerations

October 13 8 Selection Bias

October 20 9 Information Bias

October 27 10 Confounding

November 3 11 Confounding Involving Several

Risk Factors

November 10 -- 2nd Midterm Exam (Chs. 7-11)

12 Simple Analyses

November 17 13 Control of Extraneous Factors

November 24 No Class Thanksgiving Break

December 1 14 Stratified Analysis

December 8 15 Final Exam (Chs. 12-14)

**2018-162 BIST/STAT 5675 Add Course (guest: Zhiyi Chi)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5330 |
| **Request Proposer** | Chen |
| **Course Title** | Bayesian Data Analysis |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences > Return > Statistics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | The department offers degrees in both statistics and biostatistics. |
| **Course Title** | Bayesian Data Analysis |
| **Course Number** | 5675 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Kun Chen |
| **Initiator Department** | Statistics |
| **Initiator NetId** | kuc13001 |
| **Initiator Email** | [kun.chen@uconn.edu](mailto:kun.chen@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Chen |
| **Proposer First Name** | Ming-Hui |
| **Select a Person** | mic02006 |
| **Proposer NetId** | mic02006 |
| **Proposer Phone** | +1 860 486 6984 |
| **Proposer Email** | [ming-hui.chen@uconn.edu](mailto:ming-hui.chen@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **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** |  |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisites: STAT 5585/5685, or equivalent |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | Instructor 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 |

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

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| --- | --- |
| **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 |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT/BIST 5675. Bayesian Data Analysis. Three credits. Prerequisites: STAT 5585/5685, or equivalent. Instructor consent required. Theory of statistical inference based on Bayes' Theorem: basic probability theory, linear/nonlinear, graphical, and hierarchical models, decision theory, Bayes estimation and hypothesis testing, prior elicitation, Gibbs sampling, the Metropolis--Hastings algorithm, Monte Carlo integration. |
| **Reason for the course action** | This course has been taught regularly in the department using the generic course number STAT 6494. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Fundamentals of Bayesian inferences, standard normal theory inference problems (regression and ANOVA), hierarchical models, Bayes estimation and hypothesis testing (Bayes factor), summarizing and reporting of Bayesian analysis (Bayesian 1 standard error, Bayesian credible interval, and HPD interval), prior elicitation, model identi-fiability, Bayesian model building, comparisons and diagnostics, basic simulation techniques such as rejection/acceptance algorithm and inverse CDF method, methods for sampling from posterior distributions such as Gibbs sampler and Metropolis Hastings algorithm, and Monte Carlo integration. Bayesian sample size calculation and application of Bayesian methods to categorical data analysis may also be discussed if time permits. |
| **Describe course assessments** | Homework assignments Special assignment Written exam Course project |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Bayesian.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117720) | Bayesian.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Kun Chen | 11/21/2017 - 17:40 | Submit |  | This request is approved unanimously by the statistics faculty. | | Statistics | Kun Chen | 11/26/2017 - 18:36 | Approve | 11/26/2017 | The request has been approved by the department. | | Statistics | Kun Chen | 11/26/2017 - 18:42 | Approve | 11/26/2017 | The request is approved by the department. | | College of Liberal Arts and Sciences | Pamela Bedore | 11/27/2017 - 09:44 | Return |  | As per email 11/27, I'm returning to proposer for further revisions. PB. | | Return | Kun Chen | 04/01/2018 - 14:48 | Resubmit |  | None. | | Statistics | Kun Chen | 04/04/2018 - 17:41 | Approve | 4/4/2018 | None. | | Statistics | Kun Chen | 04/04/2018 - 17:41 | Approve | 4/4/2018 | None. | |

Stat 6494-001. Seminar in Applied Statistics on Bayesian Data Analysis

Spring 2010

**Instructor:** Dr. Ming-Hui Chen

Professor, Department of Statistics

CLAS 335, Phone: (860) 486-6984; Email: [mhchen@stat.uconn.edu](mailto:mhchen@stat.uconn.edu)

**Office Hours:** Tuesday 2:00-3:30pm, Thursday 5:00-6:00pm, or by appointment

**Class Hours:** Tuesday and Thursday 3:30-5:00pm; **Class Room:** CLAS 344

**Textbook:**

*Bayesian Data Analysis*, Second Edition, A. Gelman, J.B. Carlin, H.S. Stern, and D.B. Rubin, Chapman & Hall/CRC, 2004.

**Websites for the Data Sets and Partial Solutions for the textbook:**

http://www.stat.columbia.edu/∼gelman/book/

**References:**

1. *Monte Carlo Methods in Bayesian Computation*, M.-H. Chen, Q.-M. Shao, and J.G. Ibrahim, Springer, 2000.
2. *Bayesian Inference in Statistical Analysis*, G.E.P. Box and G.C. Tiao, Wiley, 1992.
3. *Bayes and Empirical Bayes Methods for Data Analysis*, Third Edition, B.P. Carlin and T.A. Louis, Chapman & Hall/CRC, 2008.
4. *Bayesian Statistical Modeling*, Second Edition, P. Congdon, Wiley, 2006.

**Topics:**

This is a research-oriented course with emphasis on applications of Bayesian methods. The prerequisites for this course are STAT 5585 (STAT 315) and STAT 5685 (STAT 316) or equivalent.

Topics to be covered are: fundamentals of Bayesian inferences, standard normal theory inference problems (regression and ANOVA), hierarchical models, Bayes estimation and hypothesis testing (Bayes factor), summarizing and reporting of Bayesian analysis (Bayesian standard error, Bayesian credible interval, and HPD interval), prior elicitation, model identifiability, Bayesian model building, comparisons and diagnostics, basic simulation techniques such as rejection/acceptance algorithm and inverse CDF method, methods for sampling from posterior distributions such as Gibbs sampler and Metropolis-Hastings algorithm, and Monte Carlo integration. Bayesian sample size calculation and application of Bayesian methods to categorical data analysis may also be discussed if time permits.

**Course Materials:**

Course syllabus, lecture notes, homework assignments, sample WinBUGS codes, and

some other related reading materials will be posted in the website:

“http://www.stat.uconn.edu/∼mhchen/stat6494f10/”.

The lecture note will be available before each class. The students are responsible to print

out all required course materials.

**Software:**

* WinBUGS version 1.4.3.
* SAS version 9.2.

**Course Activities:**

* There will be homework assignments (perhaps one per three weeks).
* There will be one special individual assignment on a comprehensive data analysis using the Bayesian method.
* There will be a semester group course project. The group size is less than or equal to **3.** Each project team is expected to browse a few current research papers, then select a possible topic or the paper that you intended to work on. Then, a research plan should be worked out as the course progresses. It is expected that some of the course projects will be selected to be presented in the last class of the semester. The project report must be typed and will be submitted electronically. For a group project, percentage of efforts for each group member should be clearly stated in the final report. **The course project is due on Friday December 10, 2010.**
* There will be a final exam, which will be given on 6:00pm-9:00pm Thursday, November 18, 2010. Books and class notes are allowed in the final exam.
* The class grades will be determined based on your performance of all course works.

**Grading:**

The grades will be assigned as follows:

Homework Assignments 20%

Special Assignment 10%

Written Exam 40%

Course Project 25%

Effort 5%

In order to obtain a good grade, you need to successfully complete all assignments, the course project, and the final exam, to show your effort putting into the class, and to attend every lecture. Generally, 95% or higher of the final grade is required for A+ and exact percentages for other grades will be determined based on the overall performance of the entire class for the semester.

**2018-163 BIST/STAT 5705 Add Course (guest: Zhiyi Chi)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5331 |
| **Request Proposer** | Zhang |
| **Course Title** | Bioinformatics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences > Return > Statistics > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | The department offers degrees in both statistics and biostatistics. |
| **Course Title** | Bioinformatics |
| **Course Number** | 5705 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Kun Chen |
| **Initiator Department** | Statistics |
| **Initiator NetId** | kuc13001 |
| **Initiator Email** | [kun.chen@uconn.edu](mailto:kun.chen@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Zhang |
| **Proposer First Name** | Yuping |
| **Select a Person** | yuz14026 |
| **Proposer NetId** | yuz14026 |
| **Proposer Phone** | +1 860 486 4763 |
| **Proposer Email** | [yuping.zhang@uconn.edu](mailto:yuping.zhang@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **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** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Open only to graduate students in the Department of Statistics, others with instructor consent. |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | Instructor 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 |

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

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| **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 |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT/BIST 5705. Bioinformatics. Three credits. Prerequisites: STAT 5505, STAT 5585, or equivalent. Statistical methods and software tools for the analysis of biological data: sequencing methods, gene alignment methods, expression analysis, evolutionary models, analysis of proteomics, metabolomics, and methylation data, pathway analysis, gene network analysis. |
| **Reason for the course action** | This course has been taught regularly in the department using the generic course number STAT 6494. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Bioinformatics is a highly rising young field. It fuses biology with statistics, mathematics and computer science. Bioinformatics has been defined as the science of interpreting the rapidly expanding amount of biological information through the use of statistics, pattern recognition and computational analysis. It is driving the collection and analysis of big data in the biosciences and genomic medicine. The role of bioinformatics is to convert massive and complex biological data into knowledge. This course covers the basics of molecular biology and analyses of genomic data from high-throughput biotechnologies. Topics include the biological motivations in disease association and functional regulatory genomics studies, experimental procedures, and statistical methods. Students are expected to read some materials/papers in this field, implement some of the algorithms and using existing toolkits for analysis of genomic datasets as the course progresses. |
| **Describe course assessments** | Homework assignments Final exam |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Bioinformatics.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117721) | Bioinformatics.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Kun Chen | 11/21/2017 - 17:50 | Submit |  | This request is approved unanimously by the statistics faculty. | | Statistics | Kun Chen | 11/26/2017 - 18:36 | Approve | 11/26/2017 | The request has been approved by the department. | | Statistics | Kun Chen | 11/26/2017 - 18:42 | Approve | 11/26/2017 | The request is approved by the department. | | College of Liberal Arts and Sciences | Pamela Bedore | 11/27/2017 - 09:44 | Return |  | As per email 11/27, I'm returning to proposer for further revisions. PB. | | Return | Kun Chen | 04/01/2018 - 14:48 | Resubmit |  | None. | | Statistics | Kun Chen | 04/04/2018 - 17:42 | Approve | 4/4/2018 | None. | | Statistics | Kun Chen | 04/04/2018 - 17:42 | Approve | 4/4/2018 | None. | |

**Statistics 5705 Bioinformatics (Spring 2018)**

**Time and Place**: TuTh 11:00AM - 12:15PM, AUST 340

**Instructor:** Yuping Zhang

**Email:** [yuping.zhang@uconn.edu](mailto:yuping.zhang@uconn.edu)

**Office:** AUST 318

**Prerequisite:** STAT/BIST 5505 (Applied Statistics I), STAT/BIST 5585 (Mathematical Statistics I). Background in bioinformatics, molecular biology and genomics is not required. But interest in the field is assumed.

**Course Description**: Bioinformatics is a highly rising young field. It fuses biology with statistics, mathematics and computer science. Bioinformatics has been defined as the science of interpreting the rapidly expanding amount of biological information through the use of statistics, pattern recognition and computational analysis. It is driving the collection and analysis of big data in the biosciences and genomic medicine. The role of bioinformatics is to convert massive and complex biological data into knowledge. This course covers the basics of molecular biology and analyses of genomic data from high-throughput biotechnologies. Topics include the biological motivations in disease association and functional regulatory genomics studies, experimental procedures, and statistical methods. Students are expected to read some materials/papers in this field, implement some of the algorithms and using existing toolkits for analysis of genomic datasets as the course progresses.

**Grading Policy:** Grades will be based upon assignments and an exam.

**Recommended References:**

1. Drăghici, S. (2011). *Statistics and Data Analysis for Microarrays Using R and Bioconductor*, 2nd ed. Chapman and Hall/CRC
2. Moses, A. (2017). *Statistical Modeling and Machine Learning for Molecular Biology*, Chapman and Hall/CRC
3. Pevsner, J. (2015). *Bioinformatics and Functional Genomics*, 3rd ed. Wiley-Blackwell.
4. James, G., Witten, D., Hastie, T. and Tibshirani, R. (2013). *An Introduction to Statistical Learning with Applications in R* (http://www-bcf.usc.edu/~gareth/ISL/)
5. Hastie, T., Tibshirani, R., Friedman, J. (2009). *The Elements of Statistical Learning* (2nd Ed.) (http://web.stanford.edu/~hastie/ElemStatLearn/)

**2018-164 BIST/STAT 5815 Add Course (guest: Zhiyi Chi)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5332 |
| **Request Proposer** | Harel |
| **Course Title** | Longitudinal Data Analysis |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Statistics > College of Liberal Arts and Sciences > Return > Statistics > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 2 |
| **Course Subject Area** | STAT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Statistics |
| **Course Subject Area #2** | BIST |
| **School / College #2** | College of Liberal Arts and Sciences |
| **Department #2** | Statistics |
| **Reason for Cross Listing** | The department offers degrees in both statistics and biostatistics. |
| **Course Title** | Longitudinal Data Analysis |
| **Course Number** | 5815 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Kun Chen |
| **Initiator Department** | Statistics |
| **Initiator NetId** | kuc13001 |
| **Initiator Email** | [kun.chen@uconn.edu](mailto:kun.chen@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Harel |
| **Proposer First Name** | Ofer |
| **Select a Person** | ofh05001 |
| **Proposer NetId** | ofh05001 |
| **Proposer Phone** | +1 860 486 6989 |
| **Proposer Email** | [ofer.harel@uconn.edu](mailto:ofer.harel@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **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** |  |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisites: STAT 5505/5605 |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | Instructor 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 |

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

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| **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 |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | STAT/BIST 5815. Longitudinal Data Analysis. Three credits. Prerequisites: STAT 5505/5605, or equivalent. Instructor consent required. Statistical theory and methodology for data collected over time in a clustered manner: design of experiments, exploratory data analysis, linear models for continuous data, general linear models for discrete data, marginal ("population-average") and mixed ("subject-specific") models, treatment of missing data. |
| **Reason for the course action** | The course has been taught regularly in the department using the generic course number STAT 6494. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | Each student is required to work independently on a class project on a topic of your choice that involves longitudinal data. Examples are an investigation of the properties of a methodology you find interesting, a comparison of several methods on a variety of problems, a comprehensive analysis of a real data with methodologies from the course, or an R package. |
| **Describe course assessments** | Homework Participation Course project |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Longitudinal.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/117722) | Longitudinal.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Kun Chen | 11/21/2017 - 17:58 | Submit |  | This request is approved by the statistics department. | | Statistics | Kun Chen | 11/26/2017 - 21:52 | Approve | 11/26/2017 | This request is approved by the statistics department. | | Statistics | Kun Chen | 11/26/2017 - 21:53 | Approve | 11/26/2017 | This request is approved by the statistics department. | | College of Liberal Arts and Sciences | Pamela Bedore | 11/27/2017 - 09:45 | Return |  | As per email 11/27, I'm returning to proposer for further revisions. PB. | | Return | Kun Chen | 04/01/2018 - 14:48 | Resubmit |  | None. | | Statistics | Kun Chen | 04/04/2018 - 17:43 | Approve | 4/4/2018 | None. | | Statistics | Kun Chen | 04/04/2018 - 17:43 | Approve | 4/4/2018 | None. | |

**STAT/BIST 6494-04**

**Longitudinal Data Analysis**

**Text:** Hedeker & Gibbons (2006) Longitudinal Data Analysis.

**Notes:**

<http://merlot.stat.uconn.edu/~oharel/Classes/Stat6494Spring16/Stat6494Spring16.html>

**Time and Place:** Monday 11:15-1:10, Wednesday 11:15-12:05, AUST 445

**Instructor:** Ofer Harel

Office: AUST 320

Phone: 486-6989

Office hours: Mondays and Thursdays 9:00-10:00 or by appointment

Email: ofer.harel@uconn.edu

Webpage: www.stat.uconn.edu/~oharel

**Teaching Assistant**: Chun Wang

Office: AUST 341

Email: [chun.wang@uconn.edu](mailto:chun.wang@uconn.edu)

**Grading:** You are responsible for all the material covered in lectures, readings, presentations and homework. The final grade will be based on class participation (might composed of quizzes, topic presentation, and other types of participation), homework and project. There will be no exams. Each homework assignment is due in class on the assigned date.

Homework: 30%

Class participation: 20%

Project: 50% (paper and presentation)

**Final Project (50%) Information:** Each student is required to work independently on a class project on a topic of your choice that involves longitudinal data. Examples are an investigation of the properties of a methodology you find interesting, a comparison of several methods on a variety of problems, a comprehensive analysis of a real data with methodologies from the course, or an R package. The project should represent new work, not something you have done for another course or as part of your thesis.

1. Project proposal is due in week 5. This is a detailed, one-page description of what you plan to do, including question(s) to be addressed and models to be used.
2. Project interim report is due in week 11. This informal report will indicate that your project is “on track”. The report includes results obtained thus far and a brief summary of what they mean and what remains to be done.
3. The final project will be presented in the last three weeks. This presentation is research oriented presentation. The schedule of the presentation will be finalized in week 2.
4. Attendance in the last three weeks is required (or you lost 5 points for each absence). Each student will give a score for other projects and the score will be incorporated into my grading. Each student is expected to participate through questions, comments and discussions.
5. Final project is due in the exam week. The final form of the project is a research paper in PDF format of no more than 6 pages (single spaced, font no smaller than 11pt, 1 inch margin, with references, graphics and tables included).

**2018-146 FREN 5309 Drop Course (guest: Gustavo Nanclares)**



**Proposal to Drop an Existing Course**

Last revised: September 24, 2003

1. Date: **2/26/18**

2. Department: **Literatures, Cultures & Languages**

3. Effective Date (semester, year): **Fall 2018**

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

# Current Catalog Copy

**5309. Provençal Language and Literature**

Three credits.

# Justification

1. [Reasons for dropping this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): **Has not been taught for at least 30 years.**

2. Other departments consulted: **None**

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

4. Effects on regional campuses: **None**

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

    Department Curriculum Committee:

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: **Anne Berthelot,** [**anne.berthelot@uconn.edu**](mailto:anne.berthelot@uconn.edu)**, 860 486-3313**

**2018-147 FREN 5401 Drop Course (guest: Gustavo Nanclares)**



**Proposal to Drop an Existing Course**

Last revised: September 24, 2003

1. Date: **2/26/18**

2. Department: **Literatures, Cultures & Languages**

3. Effective Date (semester, year): **Fall 2018**

(Consult Registrar’s change catalog site to determine earliest possible effective date. If a later date is desired, indicate here.)

# Current Catalog Copy

**5401. Seminar on Villon**

Three credits. Prerequisite: [FREN 5353](https://gradcatalog.uconn.edu/FREN/#5353).

# Justification

1. [Reasons for dropping this course](http://ccc.clas.uconn.edu/form-instructions/#_justification): **Has not been taught for at least 30 years.**

2. Other departments consulted: **None**

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

4. Effects on regional campuses: **None**

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

    Department Curriculum Committee:

    Department Faculty:

6. Name, Phone Number, and e-mail address of principal contact person: **Anne Berthelot,** [**anne.berthelot@uconn.edu**](mailto:anne.berthelot@uconn.edu)**, 860 486-3313**

**2018-148 FREN 5374 Add Course (guest: Gustavo Nanclares)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7269 |
| **Request Proposer** | Terni |
| **Course Title** | Narrative Forms in 20th- and 21st-Century French Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **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** | Narrative Forms in 20th- and 21st-Century French Literature |
| **Course Number** | 5374 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jennifer Terni |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | jet08007 |
| **Initiator Email** | [jennifer.terni@uconn.edu](mailto: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** | 15 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Graduate Seminar |

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| **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 |

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| --- | --- |
| **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?** | Yes |
| **What is the Grading Basis for this course?** | Graded |

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| **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 available instructors |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | FREN 5374. Narrative Forms in 20th- and 21st-Century French Literature Three credits. Open only to graduate students in Literatures, Cultures and Languages; others with consent. May be repeated with a change of topic for up to nine credits. This course covers narrative in 20th- and 21st-century literature, including its criticism and theory, in traditional and nontraditional literary forms. |
| **Reason for the course action** | We've realized we have a shortage of titles for 20th- and 21rst-Century and this belongs to a broader initiative to update our offerings |
| **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 narrative and its impact in helping us to understand the literariness of specific textual features; how it relates to issues of genre, aesthetics, style, poetics and textual performance; the relationship between popular and canonical genres and between genre and media on evolving narrative forms; exposure to a literary corpus. Developing mature reading techniques, intense practice speaking and reading in a second-language, writing at an 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, and typically one longer research paper in French. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Sample Syllabus FREN 5374.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/119392) | Sample Syllabus FREN 5374.docx | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jennifer Terni | 04/11/2018 - 10:03 | Submit |  | Ready to submit | | Literatures, Cultures and Languages | Jennifer Terni | 04/13/2018 - 00:02 | Approve | 4/10/2018 | this was approved by LCL CCC on April 10. | |

**“Zoopoétique : Rencontres humains-animaux dans la littérature et le cinéma français et francophones”.**

Programme de séminaire du professeur Eliane DalMolin

Département de *Literatures, Cultures and Languages*.

Université du Connecticut

Référence et numéro du séminaire: FREN 5374, Problems in French Literature.

Professeur Eliane DalMolin

**Description.**

«  Le poète est en charge de l'humanité et des animaux même ». (Rimbaud, « Lettre du voyant » 1871)

«  Je suis un ruminant//Je broute des mots » (Guillevic, *Art poétique*, 1989)

**« La zoopoétique** veut montrer que la littérature apporte **un savoir – et non pas simplement une représentation – spécifique et novateur sur le vivant. La zoopoétique est une zoopolitique et une zoopoéthique ». (Anne Simon, *Carnet de Zoopoétique)***

Ce séminaire sur la zoopoétique propose d’examiner les phénomènes d’échange, les zones de partage et les mondes de proximité qui réunissent humains et animaux dans la culture moderne et contemporaine française et francophone. Nous ferons un rapide tour d’horizon de l’émergence de ce « couple » en formation au XIXe siècle. Nous verrons comment la question devient plus pressante au milieu du XXe siècle, pour devenir incontournable au XXIe siècle où il sera question de voir comment les bêtes sont le passé, mais aussi le présent et l’avenir de l’homme. La zoopoétique qui engage sciences humaines et sociales mais aussi sciences du vivant servira de fil conducteur et d’approche théorique aux textes littéraires et cinématographiques proposés.

**Liste de lecture et de films**

Romans/Poésie:

• Colette. *La Chatte*. Paris: Hachette Littératures (Le livre de poche), 2004.

• Guillaume Apollinaire. *Alcools*, suivi de *Le Bestiaire*. Paris: Gallimard, 1920.

• Romain Gary. *Les Racines du ciel*. Paris: Folio, 1973.

• Jacques Roubaud. *Les Animaux de tout le monde*. Paris: Seghers Jeunesse, 2004.

• Marie Darrieussecq. *Truismes*. Paris: POL Folio, 1996.

• Alain Mabanckou. *Mémoires de porc-épic*. Paris: Seuil (Points). 2006

• Sélection de poèmes contemporains

Philosophie:

• Jean-Christophe Bailly. *Le Versant Animal*. Paris: Bayard, 2007.

• Dominique Lestel. *L’Animal singulier*. Paris: Seuil (La couleur des idées), 2004.

• Sélection de textes de Jacques Derrida, Gilles Deleuze, Elisabeth de Fontenay, Florence Burgat, Eric Baratay, Anne Simon.

Manuel de référence:

Michel Jarrety. *Lexique des termes littéraires*. Paris: LGF (Livre de poche), 2001.

Films :

Henri Verneuil. *La Vache et le prisonnier* (1959)

Jean-Jacques Annaud. *L’Ours*. (1988)

Christophe Gans. *Le Pacte des loups* (2001)

Site internet :

<http://animots.hypotheses.org/>

Travaux :

Lectures, exposés, écriture de poèmes, devoir de recherche.

**Programme :**

**Week 1**: Introduction :

• Le statut de l’animal : chronologie.

• La zoopoétique ?

• Les animaux au XIXe siècle. Les éléphants (Hugo, *Les Misérables*. Flaubert, *Salammbô*) et les ours (Mallarmé, « Spectacle interrompu », Mérimée, *Le Lokis*) dans la culture et la littérature.

• « Les chats » de Charles Baudelaire.

**Week 2**: *La Chatte,* Colette.

• Question de l’anthropomorphisme

• Lecture d’un extrait de Jean-Christophe Bailly, *Le Versant Animal*

**Week 3**:: Animaux et/en poésie

• *Alcools* suivi de *Le Bestiaire*, Apollinaire.

• Lecture éco-critique de « Les Colchiques »

**Week 4**: L’animal au cinéma : amitié « humanimales » et/dans l’ histoire

• *La Vache et le prisonnier*.

**Week 5**: Jacques Roubaud

• Poésie, langue et humour. Bestiaire OuLiPien. Jacques Roubaud. *Les Animaux de tout le monde*, et *Les Animaux de personne*.

• Conférence du professeur Florence Marsal, UConn, spécialiste de Roubaud.

**Week 6**: **Animaux en philosophie**

• Jacques Derrida*. L’Animal que donc je suis* (texte scanné)

• Jean-Christophe Bailly, *Le Versant Animal*

**Week 7**: Animaux dans l’histoire.

• Eric Baratay, « Histoire Animale » (texte scanné)

• Conférence du professeur Alain Lescart : “Une Girafe et Six Indiens pour un Roi, ou l’Exotisme comme Voix du Peuple."

**Week 8**: Cinéma. Le point de vue animal. Jean-Jacques Annaud. *L’Ours*. Le langage des bêtes.

• La question de l’empathie.

**Week 9**:: Cinéma. Animaux et fantastique. *Le Pacte des loups*.

• Conférence du professeur Anne Berthelot, UConn, spécialiste de littérature médiévale et de la *fantasy* .

**Week 10**: Spéciste ou anti-spéciste ?

• Peter Singer, *La libération animale*. Extraits

• Romain Gary, *Les Racines du ciel*.

**Week 11**: Nouvelles métamorphoses et « écriture cochonne ». Marie Darrieussecq. *Truismes.*

**Week 12**: Francophonie et animalité. Alain Mabanckou. *Mémoires de porc-épic*.

**Week 13**: Atelier d’écriture. Préparation à la soirée poésie

**Week 14**: Remise de l’essai final.

**2018-149 HIND 1103 Revise Course (guest: Gustavo Nanclares) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7129 |
| **Request Proposer** | Nanclares |
| **Course Title** | Intermediate Hindi I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIND |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Hindi I |
| **Course Number** | 1103 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We're updating the catalog description to make the course 4 credits (like all other language courses) and to better describe what the course is about. |

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| **CONTACT INFO** | |
| **Initiator Name** | Gustavo Nanclares |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | gun05001 |
| **Initiator Email** | [gustavo.nanclares@uconn.edu](mailto:gustavo.nanclares@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 |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Hindi |
| **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** | Lectures, discussions, readings, speaking and listening activities, writing exercises. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | HIND 1102 or equivalent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1103-1104. Intermediate Hindi Levels I and II Three credits each semester. 1103 is offered in the first semester and 1104 in the second. Consult the Program Director in Oak Hall 207 for more information. |
| **Provide proposed title and complete course catalog copy** | 1103. Intermediate Hindi I Four credits. Prerequisite: HIND 1102 or equivalent. Further development of understanding, speaking, reading, and writing skills in Hindi within a cultural setting. Readings to enhance cultural awareness of the Hindi-speaking world. |
| **Reason for the course action** | The existing course was part of the Critical Languages Program, which does not exist anymore. Our plan is to offer the whole 4-semester Hindi language sequence as regular 4-credit language courses. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | The main goal of this course is to acquire Intermediate-Low proficiency in Hindi based on ACTFL standards in the following skills: SPEAKING: The student should be able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. LISTENING: The student should be most accurate in their comprehension when getting meaning from simple straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. READING: The student should be able to understand conventional narrative and descriptive texts and derive some meaning from texts that are structurally and/or conceptually more complex. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. WRITING: The student should be able to meet practical writing needs, such as simple messages and letters, requests for information, and notes. The student can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. CULTURE: The student should be able to gain knowledge and understanding of other cultures and connect with other disciplines and acquire information about them. |
| **Describe course assessments** | Class participation in all sorts of oral activities, basic writing assignments, grammar and vocab quizzes, midterm and final exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus HIND 1103.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118662) | Syllabus HIND 1103.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Gustavo Nanclares | 04/06/2018 - 11:55 | Submit |  | Thanks. | | Literatures, Cultures and Languages | Jennifer Terni | 04/10/2018 - 22:26 | Approve | 4/10/2018 | LCL CCC approved | |

**1103-Intermediate Hindi I**

Fall-2017 Syllabus (Subject to change)

Instructor: Saroj Kashwan

**About the course:**

The course is intended for students who have completed Hindi 1102 or equivalent. We will focus on developing all five skills that help to learn Hindi language and culture more intensely. You will learn how to engage Hindi conversations in various contexts such as phone conversations, campus life, family relations, etc. You will have more practice on the speaking and listening. To do so, you will acquire more sophisticated expressions such as detailed treatment expressions, clausal connectives, noun-modifying forms, etc. We will practice all communicative skills, such as listening, speaking, reading, and writing in a cultural context.

**Requirements:**

A) This class meets three times a week. Attendance is required and absolutely essential. It is not easy to make up classroom work. In case of an emergency or serious illness, contact your instructor, preferably before class. Participation counts as 20% of your final grade, and you can only participate when you are in class!

B) Your preparation outside of class is **essential and mandatory**. You should spend at least 8 hours a week to study, do your homework, practice writing, and speaking out and so on. Your preparation outside the class will help you to get the best out of the classroom activities. All textbook and workbook exercises must be completed **prior to class**. (Exercises listed for each week on the syllabus are to be completed **before** coming to class that week).

**Assessment:**

* Class participation 20%
* Homework (textbook exercises, workbook)           25%
* Performance assessments (quizzes, dictations) 35%
* Midterm and Final exam 20%

**Week Date Topic Readings/ Exercises**

1 Aug. 28th -Sept.1st Class introduction

Review- Devanagari script Class handout

Postpositions, Tenses etc,

गर्मी की छुट्टियाँ (open conversation) Class handout

Practical Hindi Expressions (Hereafter PHE) Class handout

2 Sept.4th - 8th Introduce yourself in class in Hindi

Review-Interrogative Words Class handout

Subjunctives, Hindi Nouns, Adjectives etc. Class handout

Classroom Expressions home work

Practical Hindi Expressions

3 Sep.11th- 15th Hindi short story Class handout

Name of Countries and Languages Identify countries on a map

Greetings

Classroom Expressions

Listening comprehension home work

4 Sep.18th- 22nd What Is This? (यह क्या है ?) Class handout , Exercise

Colors

conversation practice Reading pp. 18-19/ Exercise 1 (p. 18)

PHE

Quiz 1

5 Sep.25th- Sep.29th Hindi Cardinal Numbers Class handout

Hindi Ordinal Numbers Exercise, Class handout

Basic Verbs in Hindi

Listening comprehension

6 Oct. 2nd-Oct. 6th In The Room (कमरे में) Exercise- Describe your room

Hindi Story reading Class handout

Pronoun with Postposition

Quiz 2

7 Oct. 9th-13th Weather /describe today’s weather Class handout

“मेरा परिवार” My Family Write 8-10 sentences in Hindi

Listening comprehension: मेरा जूता है जापानी

Hindi Story

PHE

8 Oct. 16th – 20th Midterm Review

MIDTERM Oral and Written EXAM

9 Oct.23rd- Oct. 27th Sentence Translation Class handout

Kinship terms Draw your family tree

Days of the week

Quiz 3,

10 Oct.30th- Nov. 3rd Hindi Short Story Class handout

Talk about your daily routine Write a paragraph

Professions Exercise

11 Nov.6th- Nov. 10th Sentences writing “to have” Class handout

PHE

Advertisement Class handout

12 Nov. 13th- Nov.17th Write about your Partner

Hindi Story reading Class handout

Make an Advertisement in Hindi

13. Nov. 20th- Nov.24th Thanksgiving Break

13 Nov.27th- Dec.1st Quiz 4 Class handout

PHE Review

Listening comprehension

14 Dec.4th-Dec.8th Final Exam Review Class handout

15 Dec.11th-Dec.15th Final Oral and Written Exam

**2018-150 HIND 1104 Revise Course (guest: Gustavo Nanclares) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7130 |
| **Request Proposer** | Nanclares |
| **Course Title** | Intermediate Hindi II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | HIND |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Hindi II |
| **Course Number** | 1104 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | We're updating the catalog description to make it a 4-credit course and to better reflect what the course is about. |

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| **CONTACT INFO** | |
| **Initiator Name** | Gustavo Nanclares |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | gun05001 |
| **Initiator Email** | [gustavo.nanclares@uconn.edu](mailto:gustavo.nanclares@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 |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Hindi |
| **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** | Lectures, discussions, listening and speaking activities, writing assignments. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | HIND 1103 or equivalent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 1103-1104. Intermediate Hindi Levels I and II Three credits each semester. 1103 is offered in the first semester and 1104 in the second. Consult the Program Director in Oak Hall 207 for more information. |
| **Provide proposed title and complete course catalog copy** | 1104. Intermediate Hindi II Four credits. Prerequisite: HIND 1103 or equivalent. Further development of understanding, speaking, reading, and writing skills in Hindi within a cultural setting. Readings to enhance cultural awareness of the Hindi-speaking world. |
| **Reason for the course action** | The existing course was part of the Critical Languages Program, which does not exist anymore. Our plan is to offer the whole 4-semester Hindi language sequence as regular 4-credit language courses. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The main goal of this course is to acquire Intermediate-Mid proficiency in Hindi based on ACTFL standards in the following skills: SPEAKING: Students should be able to express personal meaning through a creative use of language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. LISTENING: Students should be most accurate in their comprehension when getting meaning from simple interactions, such as straightforward speech. Students should be able to comprehend messages found in highly familiar everyday contexts. READING: Students should be able to understand conventional narrative and descriptive texts and derive some meaning from texts that are structurally and/or conceptually more complex. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. WRITING: Students should be able to meet practical writing needs, such as simple messages and letters, requests for information, and notes. Students should be able to create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. CULTURE: Students should be able to gain knowledge and understanding of other cultures and connect with other disciplines and acquire information about them. |
| **Describe course assessments** | Class participation in all sorts of oral activities, basic writing assignments, grammar and vocab quizzes, midterm and final exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllabus HIND 1104.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118664) | Syllabus HIND 1104.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Gustavo Nanclares | 04/06/2018 - 12:10 | Submit |  | Thanks. | | Literatures, Cultures and Languages | Jennifer Terni | 04/10/2018 - 22:27 | Approve | 4/10/2018 | LCL CCC approved | |

**1104-Intermediate Hindi II**

Spring-2018 Syllabus (Subject to change)

Instructor: Saroj Kashwan

**About the course:**

The course is intended for students who have completed Hindi 1103 or equivalent. We will focus on developing intensely speaking, listening, and writing of Hindi language. You will learn how to engage Hindi conversations more promptly in various contexts such as travelling, doing shopping in the market, or eating out at a restaurant. You will also learn how to express your hobbies. To do so, you will acquire more sophisticated expressions such as detailed treatment expressions, clausal connectives, noun-modifying forms, etc. We will practice all communicative skills, such as listening, speaking, reading, and writing in a cultural context.

**Requirements:**

A) This class meets three times a week. Attendance is required and absolutely essential. It is not easy to make up classroom work. In case of an emergency or serious illness, contact your instructor, preferably before class. Participation counts as 20% of your final grade, and you can only participate when you are in class!

B) Your preparation outside of class is **essential and mandatory**. You should spend at least 8 hours a week to study, do your homework, practice writing, and speaking out and so on. Your preparation outside the class will help you to get the best out of the classroom activities. All textbook and workbook exercises must be completed **prior to class**. (Exercises listed for each week on the syllabus are to be completed **before** coming to class that week).

**Assessment:**

* Class participation 20%
* Homework (textbook exercises, workbook)           25%
* Performance assessments (quizzes, dictations) 35%
* Midterm and Final exam 20%

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| **Week** |  | **Date** |  | **Topic/ Readings** |  | **Homework/ Exercise** |
|  |  |  |  |  |  |  |
| 1 |  | Jan.16th- 19th |  | Course Introduction  Review |  |  |
|  |  | सर्दी की छुट्टियाँ (open conversation) |  | Class handout |
|  |  |  |  |  |
|  |  |  |  |  |  |  |
| 2 |  | Jan.22nd-26th |  | बनिए को आशीर्वाद (contd.) / Hindi Passive Construction |  |  |
|  |  | Relative-Correlative Construction |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |  |
| 3 |  | Jan.29th-Feb.2nd |  | Hindi Story-द्रौपदी का चीर |  | Exercise |
|  |  | अकबर और बीरबल |  | Exercise |
|  |  | अकबर और बीरबल contd. |  |  |
|  |  |  |  |  |  |  |
| 4 |  | Feb.5th-9th |  | situational conversation “at movie theatre” |  |  |
|  |  | Hindi compound verbs |  | Class Handout |
|  |  | Role play |  |  |
|  |  |  |  |  |  |  |
| 5 |  | Feb.12th-16th |  | Hindi Story Reading  Quiz 1  Hindi film viewing |  |  |
|  |  |  |  |  |
|  |  |  |  |  |  |  |
| 6 |  | Feb.19th- 23rd |  | Hindi New Bulletin |  |  |
|  |  | Hindi compound postpositions |  | Class Handout |
|  |  | / काकी contd. |  |  |
|  |  |  | |  |  |  |
| 7 |  | Feb.26th-Mar.2nd | | काकी contd. |  |  |
|  | | Participial Construction | Class Handout | |
|  | | बाज़ार (situational conversation) |  | |
|  |  |  | |  |  | |
| 8 |  | Mar.5th-9th | | Review  Mid-Term Exam |  | |
|  | |  |  | |
| 9 |  | Mar. 12th -16th | | Spring break |  | |
|  | |  |  | |
|  |  |  | |  |  | |
| 10 |  | Mar.19th- 23rd | | Hindi Story “झूठ और झूठ” |  | |
|  |  |  | | Further use of से/ reflexive pronouns | Class Handout | |
| 11 |  | Mar.26th-30th | | Hindi news bulletin  Quiz 2 |  | |
|  | | Conjunct Verb | Class Handout | |
|  | | Open discussion – खाना |  | |
|  |  |  | |  |  | |
| 12 |  | Apr.2nd-6th | | Hindi Story”पहाड़ की स्मृति” |  | |
|  | | Hindi song | Class Handout | |
|  | | Hindi recipe  अतिथि का स्वागत (Situational conversation) |  | |
|  |  |  | |  |  | |
| 13 |  | Ap.9th-13th | | पहाड़ की स्मृति (contd.) |  | |
|  | | Hindi Causal Verbs | Class Handout | |
|  | | स्टेशन पर (Situational conversation)  Quiz 3 |  | |
|  |  |  | |  |  | |
| 14 |  | Apr.16th-20th | | सत्य के प्रयोग से |  | |
|  | | Hindi Poem | Class Handout | |
|  | | Role play  Conditional Sentences |  | |
|  |  |  | |  |  | |
| 15 |  | Apr.23rd- 27th | | Review | Class Handout | |
|  |  |  | |  |  | |
| 16 |  | Apr.30th-May 4th | | Final Oral Exam |  | |

**2018-151 PERS 1103 Add Course (guest: Gustavo Nanclares) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7009 |
| **Request Proposer** | Nanclares |
| **Course Title** | Intermediate Persian I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PERS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Persian I |
| **Course Number** | 1103 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Gustavo Nanclares |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | gun05001 |
| **Initiator Email** | [gustavo.nanclares@uconn.edu](mailto:gustavo.nanclares@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 |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Persian |
| **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** | Lectures, readings, discussion. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PERS 1102 or equivalent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **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 instructors available. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PERS 1103. Intermediate Persian I Four credits. Prerequisite: PERS 1102 or equivalent. Further development of listening, speaking, reading, and writing skills in Persian within a cultural setting. Readings to enhance cultural awareness of the Persian-speaking world. |
| **Reason for the course action** | We have been offering Persian for a year under the CRLP rubric and we would like to offer it in its own right under the PERS designation. Persian is also a new area under the new Arabic and Islamic Civilizations program. |
| **Specify effect on other departments and overlap with existing courses** | None. |
| **Please provide a brief description of course goals and learning objectives** | The main goal of this course is to expand and solidify student’s command of Persian vocabulary, grammar, and spelling, and to develop intermediate-level listening, reading, speaking, and writing skills. Students will improve their ability to comprehend and exchange ideas with native speakers. Students will also express original ideas, report on various types of events, and conduct interviews in the language. The course incorporates a variety of activities and drills including dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, translations, interviews, and discussion of topics. By the completion of this course, students are expected to acquire an ACTFL proficiency level of “Intermediate Mid” or better in listening, speaking, reading, and writing. At the end of this course students will be able to: --Initiate and maintain predictable face-to-face conversations and satisfy limited social demands --Create sentences and short paragraphs related to most survival needs, personal history, daily life, etc. --Write short paragraphs with reasonable accuracy. --Read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. --Develop some cultural awareness through readings, films, and class discussions. |
| **Describe course assessments** | Students will participate in all sorts of classroom activities: dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, translations, interviews, and discussion of topics. Students will have a number of simple literary or culturally relevant readings from media and other sources throughout the semester. All these activities will be graded with a participation score that will represent 20% of their final grade as well as a homework and spelling score that will represent an additional 15% of their final grade. There will be also two quizzes (30%), a final exam (25%), and a final project (10%) |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus PERS 1103.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118290) | syllabus PERS 1103.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Gustavo Nanclares | 04/02/2018 - 12:33 | Submit |  | Thanks. | | Literatures, Cultures and Languages | Jennifer Terni | 04/08/2018 - 23:07 | Approve | 4/8/2018 | Looks good for departmental CCC approval. | |

**PERS 1103: Intermediate Persian I**

**Fall 2018**

**COURSE INFORMATION**

Monday & Wednesday

Instructor: Seyedeh Taebi

[seyedeh.taebi@uconn.edu](mailto:seyedeh.taebi@uconn.edu)

Office Hours Days: W 12:00pm-2:00pm

Office Hours Location: OAK

Course Overview

Persian language is spoken in Iran, Afghanistan, Tajikistan, and parts of Uzbekistan, in three dialects of Farsi, Dari and Tajiki respectively. Farsi and Dari have the same alphabet, grammar, sentence structure and script. This intermediate course in Persian language and culture is a continuation of the elementary course and is intended to enhance overall communicative competence in Persian as spoken in modern Iran.

The main goal of this course is to expand and solidify student’s command of Persian vocabulary, grammar and spelling, and to develop intermediate-level listening, reading, conversational, and compositional skills. Students will improve their ability to comprehend and exchange ideas with native speakers. Students will also express original ideas, report on various types of events, and conduct interviews in the language. The course incorporates a variety of activities and drills including dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, translations, interviews, and discussion of topics.

By the completion of this course, students are expected to acquire an ACTFL proficiency level of “Intermediate Mid” or better in listening, speaking, reading, and writing.

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

1. Initiate and maintain predictable face-to-face conversations and satisfy limited social demands
2. Create sentences and short paragraphs related to most survival needs, personal history, daily life, etc
3. Write short paragraphs with reasonable accuracy.
4. Read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines
5. Develop some cultural awareness through readings, films and class discussions.

**Expectations**

1. Please do not use smartphones in class.
2. Do not arrive habitually late nor leave habitually early.
3. Have your own class materials with you each day, including the textbook
4. Learn, Know, and use the Vocabulary
5. Use Persian in class as frequently as possible.
6. DO NOT be afraid of making mistakes. Remember that we would not be here if you knew how to speak Persian!

**Course Materials**

* **Persian Learner** Intermediate Persia for collage students. Peyman Nojoumian.
* <https://www.persianlearner.com/pages/login.php>

**Course Assessment and Grading**

We will have two Quiz and final exam and final project

**Point System**

Class Participation 20%

Homework and spelling 15%  
Two quizzes 30%  
Projects 10%

Final 25%

**Course Schedule: PER**

**Week 1**

Unit 21 **Persian tradition Restaurant**

Describing food and places in details Explaining instructions in steps. Dealing with a simple situation. Expressing opinions in simple terms.

Homework   
pages   
6, 11

Unit 21: **Persian tradition Restaurant**

Narrating a memorable event. Identifying positive, negative and neutral views. Project: Writing a food critic short essay.

Homework   
pages   
16, 20

**Week 2:**

Unit 22: **National Customs and Traditions**

Finding similarities and differences. Comparing objects, places, concepts, jobs, etc. Expressing and supporting opinions through comparing places.

Homework   
pages 25, 30 , 35, 39

**Week 3:**

Unit 22: **National Customs and Traditions**

Comparing national traditions and customs; e.g. Noruz with Christmas.

Project: Writing a letter invitation to an event.

**Week 4:**

**Week 5**

**Review Unit 21&22**

**First Midterm Exam**

**Week 6**

Unit 23: **Marriage Iranian Style**

Identifying cultural values, personalities and characters. Expressing opinion on characteristics. Describing personality.

**Week 7**

Thanksgiving Break

Enjoy

Unit 23: **Marriage Iranian Style**

Comparing marriage Iranian vs. western styles. analyzing a case. Watching a movie  
Project: Writing about a memorable event

Homework pages : 57, 60

**Week 8**

Unit 24: **Taarof Requests**

Supporting opinions. Dealing with social interactions properly using Taarof. Dealing with a familiar situation with complexity.

Homework   
pages: 76, 80

**Week 9**

**Week10**

Unit24:**Taarof Requests**

Analyzing humor and cartoons.  
Project: Writing a short story

Homework   
pages : 76, 80

**Week 11**

**Review unit 23&24**

**Second Mid term exam**

Unit 25; **Accidents Current Events**

Narrating an event. Report an event. Analyzing an infographic.

Homework pages

96, 100

**Week 13**

Unit 25; **Accidents Current Events**

Describing current events. Describing an accident in detail.

Homework pages   
87, 92

**Week 12**

**Final review and Presentation**

**Week 14**

**2018-152 PORT 1101 Add Course (guest: Gustavo Nanclares) (G) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7131 |
| **Request Proposer** | Nanclares |
| **Course Title** | Elementary Portuguese I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PORT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary Portuguese I |
| **Course Number** | 1101 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Gustavo Nanclares |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | gun05001 |
| **Initiator Email** | [gustavo.nanclares@uconn.edu](mailto:gustavo.nanclares@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** | Portuguese |
| **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** | Lectures, discussions speaking and listening activities, writing exercises |

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| **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 |

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

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

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | 1101. Elementary Portuguese I Four credits. Development of ability to communicate in Portuguese, orally and in writing, to satisfy basic survival needs within a cultural setting. |
| **Reason for the course action** | After the retirement of our last tenured professor in Portuguese almost two decades ago, the position was never refilled and Portuguese hasn't been offered. We would like to offer the basic language sequence again and we need the courses in the books. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The main goal of this course is to acquire Novice-High proficiency in Portuguese based on ACTFL standards in the following skills: SPEAKING: Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Able to respond to simple questions LISTENING: You will be able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned. READING: You will be able to understand conventional narrative and descriptive texts. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex. WRITING: You will be able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. You will be able to express yourself within the context in which the language was learned, relying mainly on practiced material and developing common topics of daily life. CULTURE: You will be able to use some memorized words and phrases in verbal exchanges for most immediate needs and able to alter speech and behavior to adjust to different interlocutors (child/adult, same/different gender, friend/ stranger), senior/junior in status or rank and the differences between private and public manners. |
| **Describe course assessments** | Class participation in all sorts of oral activities, basic writing assignments, grammar and vocab quizzes, midterm and final exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllab PORT 1101.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118670) | Syllab PORT 1101.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Gustavo Nanclares | 04/06/2018 - 13:26 | Submit |  | Thanks. | | Literatures, Cultures and Languages | Jennifer Terni | 04/10/2018 - 22:27 | Approve | 4/10/2018 | LCL CCC Approved | |

**PORT 1101**

**Elementary I**

**Instrutor/Instructor:** Gustavo Nanclares

**Oficina / Office:** Oak Hall 207

**Correo eletronico / Email**: gustavo.nanclares@uconn.edu

**Course:**

This is an Elementary I Portuguese language class. Classes will consist of and focus on the following language skills:

 Oral communication and conversation

 Aural comprehension

 Writing and Composition

 Grammar

 Language usage outside the classroom

There will be an emphasis on class participation and communication of the language between students. Pair work and group activities are central, therefore students will be expected to engage fully in all lessons and class activities. The language will be taught in the context of Portuguese culture from the past to the modern day. We will also look at some Portuguese literature and media publications from a cultural and linguistic aspect. By the end of the semester you should be able to converse, read and write with the Portuguese language and be more knowledgeable about Portuguese culture and the status of the language today. Students will also practice using the language outside the classroom in practical ways.

It is hoped that students will have a good grasp of the above language skills upon completion of this course, along with an understanding of different dialects and a sense of Portuguese culture.

**Attendance**:

Attendance is not mandatory, but absence from discussion will both lower your grade, especially the participation element, and make language learning significantly more difficult. Absence will render you less prepared for class discussions, coursework and exams.

**Grading**:

Progress is evaluated through classroom interaction and participation, assignments, exams and an oral exam with the class teacher. Your main final exam will be an individual oral examination/conversation with the teacher based on topics covered over the semester.More information about the following assignments will be provided over the course of the semester.

Participation: 10%

*Your participation will be assessed based on your active participation in class activities, and by showing that you have revised work from the previous lesson.*

Quizzes: 10%

*You will have 12 unannounced 5 minute quizzes over the course of the semester. Your 10 best quiz marks will count towards your grade.*

Homework: 30%

*The dates on which homework is due are given in the syllabus. The exact question for the homework will be provided one week before these dates. Written homework will not be given every week, so it is important that you put maximum effort into all pieces of written homework. Even if you don’t have specific written homework, you should spend time revising classwork. This will help with your fluency, as well as contributing to your success in the quiz and participation aspects of your grade.*

Written Exams: 30% (3 exams at 10% each)

*Written exams will be held during class time and will include writing, reading and listening questions.*

Oral exam: 20%

Extra credit opportunities will be announced during the semester

**Classroom Etiquette:**

Students will respect and honor the language teacher along with the other language learners in the class. Not all people learn at the same pace, and not all learning skills are evident in certain situations, therefore it is important to help each other and yourself by respecting other students’ contributions in class participation.

**General Class Rules.**

* All homework should be submitted within one week of the date it’s given. If you miss a class you are responsible for getting notes and homework from your teacher.
* No food allowed in class.
* No Cell phones, iPads etc. in class.
* Be present for all classes, except in cases of real emergency/inability to attend class.

**Academic Integrity**

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

Academic misconduct includes, but is not limited to: Providing or receiving assistance on academic work (papers, projects, examinations) **­­**in a way that was not authorized by the instructor, any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research, plagiarism, doing academic work for another student, presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

In situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation and subject to the sanctions and other remedies described in *The Student Code*.

More information on Academic Integrity and the Student Code may be obtained at <http://www.community.uconn.edu/index.html>. As regards this class, plagiarism will result in an automatic ‘F’ grade for the assignment in question.

**Programa do curso – Syllabus**

**This gives a general overview of what will be covered on a weekly basis, and may be subject to change during the semester.**

**Week 1**

Introductions

Lição Preliminar: Primeiros Passos

Greetings: As presentações, Saudações, Despedidas, Expressões de Cortesia

O Alfabeto, Identificação e descrição de pessoas, Cognatos

**Week 2**

The classroom: O que há na sala de aula? Onde é que está?

Os números 0-99, Os meses do ano e os dias da semana

As horas, Cultura, Para ler

Expressões úteis na sala de aula, Projeto Final

**Week 3**

Lição 1: A universidade: À primeira vista, Cultura

A vida dos estudantes, Cultura, Na livraria Na universidade

Para escutar, Estruturas 1, 2 (Talking about people and Academic Life)

Review of Estruturas, Vamos Viajar – A Vida Universitária

**Week4**

Estrutura: Specifying gender and number: articles and nouns

Estrutura: Combining words: contractions

Estrutura: Expressing location and states of being

**Week 5**

Estrutura: Asking and answering questions

Vamos Viajar – As Universidades, Mais um passo

Leitura: São Paulo e Rio de Janeiro

**Week 6**

Exame 1 (conteúdo da lição preliminar e lição 1)

Lição 2: Entre amigos: À primeira vista

Estrutura: Describing people, places, and things

Estrutura: Identifying and describing

Estrutura: Expressing inherent qualities and changeable conditions

**Week 7**

Review and Mid-term

**Week 8**

Expressões úteis, Vamos Viajar – Um mosaico étnico e racial

Estrutura: Expressing ownership

Lição 3: Horas de Lazer: À primeira vista

Leitura: O Sudeste e o Sul do Brasil

**Week 9**

Expressões úteis, Cultura, A comida

Estrutura: Talking about daily life

Estrutura: Expressing movement and future actions

**Week 10**

Estrutura: Expressing age, possession, and obligation

A música e os concertos

Estrutura : Talking about quantity

Expressões úteis, Horizontes – O Nordeste do Brasil

**Week 11**

Lição 4 – A família: À primeira vista

Expressões úteis

Estrutura: Epxressing opinions, plans, preferences, and feelings

**Week 12**

Review of Estrutura 1, Vamos Viajar – Laços de Família

Estrutura: Expressing when, where, or how an action occurs

Estrutura: Talking about daily activities

**Week 13**

Review of Estrutura 3 and Estrutura 4 (Expressing how long something has being going on)

Situações and Vamos Viajar: A família e a Sociedade

Horizontes: O Norte do Brasil e o Amazonas

**Week 14**

Review for the Final Exam

Oral Interviews (6 minutes at time designated by instructor)

**2018-153 PORT 1102 Add Course (guest: Gustavo Nanclares) (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7132 |
| **Request Proposer** | Nanclares |
| **Course Title** | Elementary Portuguese II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PORT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Elementary Portuguese II |
| **Course Number** | 1102 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Gustavo Nanclares |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | gun05001 |
| **Initiator Email** | [gustavo.nanclares@uconn.edu](mailto:gustavo.nanclares@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** | Portuguese |
| **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** | Lectures, discussions speaking and listening activities, writing exercises. |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PORT 1101 or equivalent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

|  |  |
| --- | --- |
| **SPECIAL INSTRUCTIONAL FEATURES** | |
| **Do you anticipate the course will be offered at all campuses?** | No |
| **At which campuses do you anticipate this course will be offered?** | Storrs |
| **If not generally available at all campuses, please explain why** | No faculty available |
| **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** | 1002. Elementary Portuguese II Four credits. Prerequisite: PORT 1101 or equivalent. Development of ability to communicate in Portuguese, orally and in writing, to satisfy basic survival needs within a cultural setting. |
| **Reason for the course action** | After the retirement of our last tenured professor in Portuguese almost two decades ago, the position was never refilled and Portuguese hasn't been offered. We would like to offer the basic language sequence again and we need the courses in the books. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The main goal of this course is to acquire Novice-High proficiency in Portuguese based on ACTFL standards in the following skills: SPEAKING: You will be able to handle successfully a limited number of interactive, task-oriented. and social situations. You can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation. LISTENING: You will be able to understand sentence-length utterances which consist of recombination of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. READING: You will be able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically non-complex and have a clear underlying internal structure. WRITING: You will be able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. CULTURE: You will be able to realize that differences exist between behaviors in one’s own society and that of the other society and reflect on the differences. You will be able to successfully greet, bid farewell, express very basic needs and desires, ask directions, buy food, use transportation, etc. increasing the sense of the appropriate use of phrases used for these purposes in other contexts. |
| **Describe course assessments** | Class participation in all sorts of oral activities, basic writing assignments, grammar and vocab quizzes, midterm and final exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllab PORT 1102.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118671) | Syllab PORT 1102.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Gustavo Nanclares | 04/06/2018 - 13:37 | Submit |  | Thanks | | Literatures, Cultures and Languages | Jennifer Terni | 04/10/2018 - 22:28 | Approve | 4/10/2018 | LCL CCC Approved | |

**PORT 1102**

**Elementary II**

**Instrutor/Instructor:** Gustavo Nanclares

**Oficina / Office:** Oak Hall 207

**Correo eletronico / Email**: gustavo.nanclares@uconn.edu

**Course:**

This is an Elementary II Portuguese language class. Classes will consist of and focus on the following language skills:

 Oral communication and conversation

 Aural comprehension

 Writing and Composition

 Grammar

 Language usage outside the classroom

There will be an emphasis on class participation and communication of the language between students. Pair work and group activities are central, therefore students will be expected to engage fully in all lessons and class activities. The language will be taught in the context of Portuguese culture from the past to the modern day. We will also look at some Portuguese literature and media publications from a cultural and linguistic aspect. By the end of the semester you should be able to converse, read and write with the Portuguese language and be more knowledgeable about Portuguese culture and the status of the language today. Students will also practice using the language outside the classroom in practical ways.

It is hoped that students will have a very good grasp of the above language skills upon completion of this course, along with a clear understanding of different dialects and a strong sense of Portuguese culture.

**Attendance**:

Attendance is not mandatory, but absence from discussion will both lower your grade and make language learning significantly more difficult. Absence will render you less prepared for class discussions, coursework and exams.

**Grading**:

Progress is evaluated through classroom interaction and participation, assignments, exams and an oral exam with the class teacher. Your main final exam will be an individual oral examination/conversation with the teacher based on topics covered over the semester. More information about the following assignments will be provided over the course of the semester.

Participation: 10%

*Your participation will be assessed based on your active participation in class activities, and by showing that you have revised work from the previous lesson.*

Quizzes: 10%

*You will have 12 unannounced 5 minute quizzes over the course of the semester. Your 10 best quiz marks will count towards your grade.*

Homework: 30%

*The dates on which homework is due are given in the syllabus. The exact question for the homework will be provided one week before these dates. Written homework will not be given every week, so it is important that you put maximum effort into all pieces of written homework. Even if you don’t have specific written homework, you should spend time revising classwork. This will help with your fluency, as well as contributing to your success in the quiz and participation aspects of your grade.*

Written Exams: 30% (3 exams at 10% each)

*Written exams will be held during class time and will include writing, reading and listening questions.*

Oral exam: 20%

Extra credit opportunities will be announced during the semester

**Classroom Etiquette:**

Students will respect and honor the language teacher along with the other language learners in the class. Not all people learn at the same pace, and not all learning skills are evident in certain situations, therefore it is important to help each other and yourself by respecting other students’ contributions in class participation.

**General Class Rules.**

* All homework should be submitted within one week of the date it’s given. If you miss a class you are responsible for getting notes and homework from your teacher.
* No food allowed in class.
* No Cell phones, iPads etc. in class.
* Be present for all classes, except in cases of real emergency/inability to attend class.

**Academic Integrity**

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

Academic misconduct includes, but is not limited to: Providing or receiving assistance on academic work (papers, projects, examinations) **­­**in a way that was not authorized by the instructor, any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research, plagiarism, doing academic work for another student, presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

In situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation and subject to the sanctions and other remedies described in *The Student Code*.

More information on Academic Integrity and the Student Code may be obtained at <http://www.community.uconn.edu/index.html>. As regards this class, plagiarism will result in an automatic ‘F’ grade for the assignment in question.

**Programa do curso – Syllabus**

**This gives a general overview of what will be covered, and may be subject to change during the semester.**

**Week 1**

As partes da casa – À Primeira Vista

A casa; as Tarefas domésticas

Estrutura: Expressing Ongoing Actions

**Week 2**

Vamos Viajar: Lugares para morar

Estrutura: Describing physical and emotional states

Estrutura: Pointing out and identifying people and things

**Week 3**

Estrutura: Verbs: dar, ler, ver, and vir.

Vamos Viajar: O exterior e interior das casas

Saber e Conhecer; Situações

**Week 4**

Mais um passo: Some reflexive verbs and pronouns

Encontros: Para conversar, escutar, e ler

Leitura: Brasília e o CentroOeste

**Week 5**

A Roupa e as Compras

À Primeira Vista; Vamos às compras, Tecidos e desenhos

**Week 6**

Estrutura: Talking about the past: regular verbs, ir and ser

Leitura -Vamos viajar: as compras

**Week 7**

Review and Mid-Term

**Week 8**

Leitura: Vamos Viajar: Feiras e Mercados, Tag Questions

Mais um Passo: Por e para

Encontros: para conversar

**Week 9**

Lisboa, a capital de Portugal

O tempo e os Passatempos - À primeira vista

Atividade suplementar: Que esportes você praticou no ano passado?

**Week 10**

Estrutura: Talking about the past: some irregular verbs

Situações e Vamos Viajar: Os clubes desportivos

**Week 11**

Estrutura: Expressing ongoing actions and descriptions in the past

Estrutura: More on expressing ongoing actions

**Week 12**

Estrutura: Narrating in the past: the preterite and the imperfect

Vamos Viajar: A história do Futebol, Situações

Mais um passo: Há/Faz

**Week 13**

Encontros: Para conversar

Horizontes: O Sul de Portugal

Atividade Suplementar: Narração no Passado

**Week 14**

Review

Oral interviews (15 minutes at time designated by instructor)

**2018-154 PORT 1103 Add Course (guest: Gustavo Nanclares) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7133 |
| **Request Proposer** | Nanclares |
| **Course Title** | Intermediate Portuguese I |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PORT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Portuguese I |
| **Course Number** | 1103 |
| **Will this use an existing course number?** | No |

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| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Gustavo Nanclares |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | gun05001 |
| **Initiator Email** | [gustavo.nanclares@uconn.edu](mailto:gustavo.nanclares@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 |

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| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Portuguese |
| **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** | Class participation in all sorts of oral activities, basic writing assignments, grammar and vocab quizzes, midterm and final exams. |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PORT 1102 or equivalent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **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 available faculty |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PORT 1103. Intermediate Portuguese I. Four credits. Prerequisite: PORT 1102 or equivalent. Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Lusophone world. |
| **Reason for the course action** | After the retirement of our last tenured professor in Portuguese almost two decades ago, the position was never refilled and Portuguese hasn't been offered. We would like to offer the basic language sequence again and we need the courses in the books. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The main goal of this course is to acquire Intermediate-Low proficiency in Portuguese based on ACTFL standards in the following skills: SPEAKING: The student should be able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. LISTENING: The student should be most accurate in their comprehension when getting meaning from simple straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. READING: The student should be able to understand conventional narrative and descriptive texts and derive some meaning from texts that are structurally and/or conceptually more complex. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. WRITING: The student should be able to meet practical writing needs, such as simple messages and letters, requests for information, and notes. The student can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. CULTURE: The student should be able to gain knowledge and understanding of other cultures and connect with other disciplines and acquire information about them. |
| **Describe course assessments** | Class participation in all sorts of oral activities, basic writing assignments, grammar and vocab quizzes, midterm and final exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllab PORT 1103.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118674) | Syllab PORT 1103.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Gustavo Nanclares | 04/06/2018 - 13:44 | Submit |  | Thanks. | | Literatures, Cultures and Languages | Jennifer Terni | 04/10/2018 - 22:28 | Approve | 4/10/2018 | LCL CCC Approved | |

**PORT 1103**

**Intermediate I**

**Instrutor/Instructor:** Gustavo Nanclares

**Oficina / Office:** Oak Hall 207

**Correo eletronico / Email**: gustavo.nanclares@uconn.edu

**Course:**

This is an Intermediate I Portuguese language class. Classes will consist of and focus on the following language skills:

 Oral communication and conversation

 Aural comprehension

 Writing and Composition

 Grammar

 Language usage outside the classroom

There will be an emphasis on class participation and communication of the language between students. Pair work and group activities are central, therefore students will be expected to engage fully in all lessons and class activities. The language will be taught in the context of Portuguese culture from the past to the modern day. We will also look at some Portuguese literature and media publications from a cultural and linguistic aspect. By the end of the semester you should be able to converse, read and write with the Portuguese language and be more knowledgeable about Portuguese culture and the status of the language today. Students will also practice using the language outside the classroom in practical ways.

It is hoped that students will have a very good grasp of the above language skills upon completion of this course, along with a clear understanding of different dialects and a strong sense of Portuguese culture.

**Attendance**:

Attendance is not mandatory, but absence from discussion will both lower your grade and make language learning significantly more difficult. Absence will render you less prepared for class discussions, coursework and exams.

**Grading**:

Progress is evaluated through classroom interaction and participation, assignments, exams and an oral exam with the class teacher. Your main final exam will be an individual oral examination/conversation with the teacher based on topics covered over the semester. More information about the following assignments will be provided over the course of the semester.

Participation: 15%

*Your participation will be assessed based on your active participation in class activities, and by showing that you have revised work from the previous lesson.*

Quizzes: 10%

*You will have 12 unannounced 5 minute quizzes over the course of the semester. Your 10 best quiz marks will count towards your grade.*

Homework: 25%

*The dates on which homework is due are given in the syllabus. The exact question for the homework will be provided one week before these dates. Written homework will not be given every week, so it is important that you put maximum effort into all pieces of written homework. Even if you don’t have specific written homework, you should spend time revising classwork. This will help with your fluency, as well as contributing to your success in the quiz and participation aspects of your grade.*

Written Exams: 30% (3x10%)

*Written exams will be held during class time and will include writing, reading and listening questions.*

Oral exam: 20%

Extra credit opportunities will be announced during the semester

**Classroom Etiquette:**

Students will respect and honor the language teacher along with the other language learners in the class. Not all people learn at the same pace, and not all learning skills are evident in certain situations, therefore it is important to help each other and yourself by respecting other students’ contributions in class participation.

**General Class Rules.**

* All homework should be submitted within one week of the date it’s given. If you miss a class you are responsible for getting notes and homework from your teacher.
* No food allowed in class.
* No Cell phones, iPads etc. in class.
* Be present for all classes, except in cases of real emergency/inability to attend class.

**Academic Integrity**

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

Academic misconduct includes, but is not limited to: Providing or receiving assistance on academic work (papers, projects, examinations) **­­**in a way that was not authorized by the instructor, any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research, plagiarism, doing academic work for another student, presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

In situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation and subject to the sanctions and other remedies described in *The Student Code*.

More information on Academic Integrity and the Student Code may be obtained at <http://www.community.uconn.edu/index.html>. As regards this class, plagiarism will result in an automatic ‘F’ grade for the assignment in question.

**Programa do curso – Syllabus**

**This gives a general overview of what will be covered on a weekly basis, and may be subject to change during the semester.**

**Week 1**

Introdução ao curso, Festas e Tradições

Mais dias e datas importantes

Outras comemorações

**Week 2**

Estrutura: Comparisons of Inequality

**Week 3**

Estrutura: Comparisons of Equality

**Week 4**

Estrutura 3: The Superlative

Situações e Leitura: Festas populares

**Week 5**

Estrutura: Emphasizing or clarifying information

Estrutura: Talking about daily routine

**Week 6**

Leitura: As religiões no mundo lusófono

Introdução à leitura da Turma da Mônica

**Week 7**

Review and Mid-Term

**Week 8**

Leitura: Mônica Cor de Rosa

Encontros: Para Conversar

Leitura Horizontes: O Centro e o Norte de Portugal

**Week 9**

Estrutura: Talking about the past

Leitura: Alho nos Olhos e A Razão

Leitura: Quem não tem sangue e Quero ajudar

**Week 10**

Estrutura: Asking questions

Leitura: Poesia de Salgado Maranhão

Leitura: Papo de Anjo e A Caronista

**Week 11**

Leitura: Jurassic Quarto, Solucionando Soluços, e Bidu em Explode Coração

Leitura: Mônica & Magali em De Mal, Piteco – Uma História da Pré-História, Mônica em O Mais Suspeito

**Week 12**

O Trabalho e os Negócios, À Primeira Vista

Estrutura: Impersonal Information

**Week 13**

Leitura: Os jovens e o trabalho

Estrutura: Giving Instructions

Situações e Leitura: A união faz a força

Horizontes: Os Açores e A Madeira

**Week 14**

Review for final

Oral Interviews (15 minutes at time designated by instructor)

**2018-155 PORT 1104 Add Course (guest: Gustavo Nanclares) (S)**

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| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7134 |
| **Request Proposer** | Nanclares |
| **Course Title** | Intermediate Portuguese II |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Literatures, Cultures and Languages > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | PORT |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Literatures, Cultures and Languages |
| **Course Title** | Intermediate Portuguese II |
| **Course Number** | 1104 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Gustavo Nanclares |
| **Initiator Department** | Lit, Cultures and Languages |
| **Initiator NetId** | gun05001 |
| **Initiator Email** | [gustavo.nanclares@uconn.edu](mailto:gustavo.nanclares@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 |

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| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | Portuguese |
| **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** | Lectures, discussions speaking and listening activities, writing exercises. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | PORT 1103 or equivalent. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **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 available faculty |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | PORT 1104. Intermediate Portuguese II Four credits. Prerequisite: PORT 1103 or equivalent. Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Lusophone world. |
| **Reason for the course action** | After the retirement of our last tenured professor in Portuguese almost two decades ago, the position was never refilled and Portuguese hasn't been offered. We would like to offer the basic language sequence again and we need the courses in the books. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | The main goal of this course is to acquire Intermediate-Low proficiency in Portuguese based on ACTFL standards in the following skills: SPEAKING: Students should be able to express personal meaning through a creative use of language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. LISTENING: Students should be most accurate in their comprehension when getting meaning from simple interactions, such as straightforward speech. Students should be able to comprehend messages found in highly familiar everyday contexts. READING: Students should be able to understand conventional narrative and descriptive texts and derive some meaning from texts that are structurally and/or conceptually more complex. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. WRITING: Students should be able to meet practical writing needs, such as simple messages and letters, requests for information, and notes. Students should be able to create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. CULTURE: Students should be able to gain knowledge and understanding of other cultures and connect with other disciplines and acquire information about them. |
| **Describe course assessments** | Class participation in all sorts of oral activities, basic writing assignments, grammar and vocab quizzes, midterm and final exams. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Syllab PORT 1104.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118676) | Syllab PORT 1104.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Gustavo Nanclares | 04/06/2018 - 13:51 | Submit |  | Thanks. | | Literatures, Cultures and Languages | Jennifer Terni | 04/10/2018 - 22:29 | Approve | 4/10/2018 | LCL CCC Approved | |

**PORT 1104**

**Intermediate II**

**Instrutor/Instructor:** Gustavo Nanclares

**Oficina / Office:** Oak Hall 207

**Correo eletronico / Email**: gustavo.nanclares@uconn.edu

**Course:**

This is an Intermediate II Portuguese language course. Classes will consist of and focus on the following language skills:

 Oral communication and conversation

 Aural comprehension

 Writing and Composition

 Grammar

 Language usage outside the classroom

There will be an emphasis on class participation and communication of the language between students. Pair work and group activities are central, therefore students will be expected to engage fully in all lessons and class activities. The language will be taught in the context of Portuguese and Lusophone cultures from the past to the modern day. We will also look at some Portuguese literature and media publications from a cultural perspective. By the end of the semester you should be able to converse, read and write with the Portuguese language and be more knowledgeable about Portuguese culture and the status of the language today. Students will also practice using the language outside the classroom in practical ways.

It is hoped that students will have a very good grasp of the above language skills upon completion of this course, along with a clear understanding of different dialects and a strong sense of Portuguese, Brazilian, and Lusophone cultures as a whole.

**Attendance**:

Attendance is not mandatory, but absence from discussion will both lower your grade and make language learning significantly more difficult. Absence will render you less prepared for class discussions, coursework and exams.

**Grading**:

Progress is evaluated through classroom interaction and participation, assignments, exams and an oral exam with the class instructor. Your main final exam will be an individual oral examination/conversation with the teacher based on topics covered over the semester. More information about the following assignments will be provided over the course of the semester.

Participation: 10%

*Your participation will be assessed based on your active participation in class activities, and by showing that you have revised work from the previous lesson.*

Quizzes: 10%

*You will have 12 unannounced 5 minute quizzes over the course of the semester. Your 10 best quiz grades will count towards your grade.*

Homework: 30%

*The dates on which homework is due are given in the syllabus. The exact question for the homework will be provided one week before these dates. Written homework will not be given every week, so it is important that you put maximum effort into all pieces of written homework. Even if you don’t have specific written homework, you should spend time revising classwork. This will help with your fluency, as well as contributing to your success in the quiz and participation aspects of your grade.*

Written Exams: 30% (3 exams at 10% each)

*Written exams will be held during class time and will include writing, reading and listening questions.*

Oral exam: 20%

Extra credit opportunities will be announced during the semester

**Classroom Etiquette:**

Students will respect and honor the language teacher along with the other language learners in the class. Not all people learn at the same pace, and not all learning skills are evident in certain situations, therefore it is important to help each other and yourself by respecting other students’ contributions in class participation.

**General Class Rules.**

* All homework should be submitted within one week of the date it’s given. If you miss a class you are responsible for getting notes and homework from your teacher.
* No food allowed in class.
* No Cell phones, iPads etc. in class.
* Be present for all classes, except in cases of real emergency/inability to attend class.

**Academic Integrity**

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

Academic misconduct includes, but is not limited to: Providing or receiving assistance on academic work (papers, projects, examinations) **­­**in a way that was not authorized by the instructor, any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research, plagiarism, doing academic work for another student, presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

In situations where one student knowingly assists another student in committing an act of academic misconduct, any student doing so will be held equally accountable for the violation and subject to the sanctions and other remedies described in *The Student Code*.

More information on Academic Integrity and the Student Code may be obtained at <http://www.community.uconn.edu/index.html>. As regards this class, plagiarism will result in an automatic ‘F’ grade for the assignment in question.

**Programa do curso – Syllabus**

**This gives a general overview of what will be covered over the semester, and may be subject to change during the semester.**

**Week 1**

Introduction

Punctuation

Common expressions in letters

**Week 2**

Subjunctive mood & Conditional clauses

Leitura

**Week 3**

Formal/informal language

Quiz 1

**Week 4**

Foreign words used in Portuguese

Leitura

**Week 5**

Reported speech

Possibility, probability, certainty

**Week 6**

Passive voice (types 1 & 2)

Quiz 2

**Week 7**

Relative pronouns and relative clauses

Leitura

**Week 8**

Review and Mid-term exam

**Week 9**

Revision of verbs (SER/ESTAR; IR/VIR; FAZER/PODER)

Lusophone Africa

**Week 9**

Hypothetical writing & “I wish” structures

Leitura

**Week 10**

Hypothetical writing & “I wish” structures

Quiz 3

**Week 11**

Treatment pronouns

Leitura

**Week 12**

Expressing ideas

Providing arguments and counter-arguments

**Week 13**

Verbal regency

Common errors in Portuguese

**Week 14**

Oral Interviews

Review for Final

**2018-178 ENGL 2001 Add Course (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-4102 |
| **Request Proposer** | Courtmanche |
| **Course Title** | Grant Writing |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Grant Writing |
| **Course Number** | 2001 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Jason C Courtmanche |
| **Initiator Department** | English |
| **Initiator NetId** | jcc00003 |
| **Initiator Email** | [jason.courtmanche@uconn.edu](mailto:jason.courtmanche@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 |

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| **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** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion. |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | English 1010 or 1011 or 2011. |
| **Corequisites** | None. |
| **Recommended Preparation** | None. |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** | |
| **Is this course repeatable for credit?** | No |
| **What is the Grading Basis for this course?** | S/U |
| **Rationale for S/U Grading** | Students will be learning about grant writing but also writing and submitting a grant application. Some will be awarded and others will not. Passing the course should be based upon successful completion and submission of an application. The possibility of awarded grants complicates the grading process. Ie. Does a successful award automatically warrant an A? Does "failure" to be awarded preclude an A? |

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| **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** | We do not have sufficient qualified faculty members to offer this course at multiple campuses at this time. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | ENGL 2001. Introduction to Grant Writing 3 credits. S/U graded. Prerequisite: ENGL 1010 or 1011 or 2011. An introduction to the basics of grants and grant writing, including the purpose of writing grants, grant opportunities available to undergraduates, and features of successful grant proposals. Requires submission of a grant. |
| **Reason for the course action** | This course, which has been taught successfully as an independent study, could be of general interest to many students within and outside the English major. It fulfills a need for more coursework opportunities in professional writing. The course would also help promote OUR programs such as the IDEA, SHARE, and SURF grants. |
| **Specify effect on other departments and overlap with existing courses** | This would not directly affect other departments, though students from other majors could be interested in the course. The course would not overlap with existing courses, other than to complement other Composition courses, or to the extent that other courses could inform student interest in the process of completing a grant application. For instance, one independent study student, a dual degree student in English and Education, had taken a UNIV course on Education Policy and completed an OUR Travel Grant that defrayed the cost of travel to DC to meet with Congressional education aides to discuss education policy. |
| **Please provide a brief description of course goals and learning objectives** | The goals and learning objectives are: \*to make students aware of the purposes of and opportunities provided by grants, \*to help students learn how to write a successful grant application, \*to help students use grants to explore, research, and participate in areas of academic and/or pre-professional interest, \*to, ideally, receive funding and complete an articulated academic/intellectual task. |
| **Describe course assessments** | \*Process journal. This will be used to explore ideas and to reflect upon the process of completing a grant application, to discuss assigned readings, which will include articles about grant writing as well as RFPs and completed grant applications, and to draft the actual grant, including narrative, timeline, and budget. \*All the requirements of a grant application, which will vary from student to student base on the varied requirements of RFPs. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Grant Writing Syllabus.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/98293) | Grant Writing Syllabus.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Jason C Courtmanche | 09/03/2017 - 21:16 | Submit |  | This has been reviewed by members of the Committe for Undergraduate Writing and Instruction of the English Department. | | English | Albert H Fairbanks | 04/13/2018 - 05:03 | Approve | 2/19/2018 | Approved by ENGL C&C 2/19/18 and by department 4918. | |

English 3699-011, Independent Study in Grant Writing

Jason Courtmanche

Spring 2017

This course will introduce you to the basics of grants and grant writing. We will review some successfully awarded grant proposals, conduct research on grant opportunities available to you, talk with grant writers, and, finally, write and submit a grant.

We will meet at least once a week and sometimes twice weekly. In addition to the work of writing a grant, I expect you to keep a weekly journal in which you write about the process. Please also feel free to draft your ideas in this journal.

You’ll be graded on your successful participation in all aspects of the grant writing process and on your successful completion of your process reflection journal.

**Week 1, January 16 and 18**

***Why do you want to learn to write grants?***

\*What fields are you interested in?

\*What would you like to do? Who would you like to work with?

\*What experience, if any, do you have with grant writing?

**\*IDEA grant info sessions this week.**

**Weeks 2 and 3, January 23 and 25, January 30 and February 1**

***Identifying sources of grant funding.***

\*Who do they work with? Do you qualify?

\*Matching funds, partners, sponsors, letters of support.

\*Team members. Who is available to help you? Who might you be required to work with? (OSP, grants office, Foundation, etc)

**\*I’ll plan to have a guest from the Office of Undergraduate Research around this time.**

**Week 4, February 6 and 8**

***Reviewing RFPs.***

\*Requirements, deadlines, etc.

\*We’ll review some awarded grant I have received.

**Weeks 5 and 6, February 13 and 15, 20 and 22**

***Writing the narrative and the abstract.***

\*Creating a vision.

\*Selling or marketing your idea.

**\*We’ll have a guest lecturer—Jane Cook.**

**Week 7, February 27 and March 1**

***Measurable outcomes.***

\*What will be your final product or presentation?

\*How will you or your grant provider know you have succeeded?

**Week 8, March 6 and 8**

***Timelines.***

\*What are you required to do and when?

\*How does your implementation timeline intersect with the grant reporting timeline?

\*Mid-year reports.

**Spring Break. IDEA grant deadline is March 13.**

**Week 9, March 20 and 22. NWP Spring Meeting in DC is March 22 to 24.**

***Budget.***

\*Minimum and maximum requests.

\*Matching funds.

\*In-kind support.

\*Restrictions on uses of funds.

\*Tracking and reporting use of funds.

\*Budget revisions.

**\*Another guest lecturer this week or next—Nick Franconi.**

**Week 10, March 27 and 29**

***Research.***

\*What kinds of evidence do you need to provide in your proposal?

\*What kinds of evidence do you need to provide in your final report?

\*What literature exists to support your work and your proposal?

**Week 11, April 3 and 5**

***Evaluation.***

\*Does the grant provider have its own evaluation protocol or do you have to develop one?

\*How do you go about evaluating your work?

\*Peer review.

**Week 12, April 10 and 12**

***Approvals.***

\*Will your work involve human subject research?

\*Do you need to get approval or a waiver? How do you do this?

\*IRB

**Week 13, April 17 and 19**

***Organization.***

\*How do you document your work as you do the work of the grant?

\*What kinds of data do you have to collect? How do you collect, collate, and protect it?

**Week 14, April 24 and 26**

***Close out.***

\*How do you bring a grant to a close?

\*What kinds of activities do you have to complete to complete a grant?

\*What kinds of final reports will you have to write?

**2018-165 ENGL 3303 Revise Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6989 |
| **Request Proposer** | Fairbanks |
| **Course Title** | Studies in Early Literature in English |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > English > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Studies in Early Literature in English |
| **Course Number** | 3495 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The use of the existing course number was a mistake made in 2007 since it ends in xx95 but was not intended as a course fitting the nature of courses so defined. The only revision being requested is a change of course number to obviate this error. |

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| **CONTACT INFO** | |
| **Initiator Name** | Albert H Fairbanks |
| **Initiator Department** | English |
| **Initiator NetId** | ahf02001 |
| **Initiator Email** | [albert.fairbanks@uconn.edu](mailto:albert.fairbanks@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 |

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| **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** | 40 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | lecture and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011; |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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| **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** | The regional campuses are restricted in the range of courses they can offer by the need to serve a small number of majors. All regional campuses, however, have faculty qualified to offer courses in pre-1800 literature. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | ENGL 3495. Studies in Early Literature in English Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. Studies in literature written in English before 1800. |
| **Provide proposed title and complete course catalog copy** | ENGL 3303. Studies in Early Literature in English Formerly offered as ENGL 3495. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. Studies in literature written in English before 1800. |
| **Reason for the course action** | This course was erroneously given an xx95 number as it was never considered under development in the sense described in the CLAS instructions for completing CAR forms. It has also been offered more than three times. Furthermore, the second digit "4" in 3495 does not conform with departmental usage, where x4xx refers to genre courses. The proper second digit is "3" because, as a course that could include both English and American literature, it deserves the digit reserved for courses focused on literature written in English but assignable exclusively to neither England nor America. The purpose of this course is to provide an option that will count toward the distribution requirement for two courses that focus on literature written before 1800 but whose content does not fit under any of the others listed under the requirement. |
| **Specify effect on other departments and overlap with existing courses** | No effect on other departments. As a course focused on a fairly specialized topic, it will have some overlap with broader surveys such as British Literature I or a period like Medieval Literature as is true of any other specialized course in an area covered by a survey. |
| **Please provide a brief description of course goals and learning objectives** | The English Department believes in the value of courses that consider earlier literature in the context of cultural beliefs, values, and norms markedly different from those of the current period and in the genres and styles developed in those earlier periods that helped to shape the tradition of literature written in English. |
| **Describe course assessments** | Will vary by topic. English Department regulations require 10-12 pages of writing in all 2000+-level courses. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syl3303.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118523) | syl3303.docx | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Albert H Fairbanks | 03/31/2018 - 07:50 | Submit |  | Approved by English C&C 3/22/18 and by English Department 4/9/18. | | English | Albert H Fairbanks | 04/11/2018 - 05:25 | Approve | 2/19/2018 | Approved by English C&C 3/22/18 and by English Department 4/9/18. | |

**English 3495.001 [hoping to be 3303]: Studies in Early Literatures in English**

Introduction to Old English

Instructors: Bre Leake and Fred Biggs

Classroom/Hours: Austin 12:20-1:10

Office: Austin 152 and 140

Office Hours: MW 8:30-9:30 and TTh 10:45-11:45

email: [Breann.Leake@uconn.edu](mailto:Breann.Leake@uconn.edu); Frederick.Biggs@uconn.edu

Course Overview

There is one outstanding reason to read Old English: *Beowulf*. Learn the language, and you may next semester. *Beowulf*, however, is only 10% of the poetic corpus and much significant prose survives as well, including, for example, the *Anglo-Saxon Chronicle*. Moreover, these works are related to the other great literatures of the early Middle Ages, the Irish myths and legends, and the Norse eddas and sagas. Welcome to the study of some of the best literature ever written.

Texts

Bruce Mitchell and Fred C. Robinson, *A Guide to Old English*, 8th ed. (Oxford: Blackwell, 2012).

Class Schedule/Assignments

Aug. 29: Introduction to the class. Reading: the *Lord’s Prayer*.

31: 2nd introduction.

Sept. 2: *Guide* 1-19 (through pronouns). Learn one paradigm. Reading: “Cædmon’s Hymn” (p. 230).

Sept. 5: Labor Day

7: *Guide* 20-27 (through masculine and neuter nouns). Reading: Fall (182).

9: review and continue the reading.

12: *Guide* 27-30 (through u-nouns). Reading: Fall (182-84).

14: *Guide* 31-35 (adjectives). Reading: Abraham and Isaac (186-88).

16: review and continue the reading.

19: review nouns and adjectives. Reading: Colloquy (190-92).

21: *Guide* 35-43 (classes of strong verbs). Reading: Colloquy (193-97).

23: review and continue the reading.

26: *Guide* 43-46 (conjugation of strong verbs). Reading: Preface to Genesis (199-200).

28: *Guide* 46-52 (weak verbs). Reading: Preface to Genesis (200-03).

30: review and continue the reading.

Oct. 3: *Guide* 52-54 (other verbs and adverbs). Reading: Edmund (205-08).

5: *Guide* 55-60 (word formation). Reading: Edmund (208-11).

7: review and continue the reading.

10: *Guide* 61-65 (syntax: word order). Reading: Preface to Gregory (212-15).

12: *Guide* 66-70 (sentence structure). Reading: Cynewulf and Cyneheard (216-19).

14: review and continue the reading.

17: *Guide* 70-75 (noun clauses). Reading:Chronicle (220-23).

19: *Guide* 75-81 (adjective clauses). Reading: Edwin (225-27).

21: review and continue the reading.

24: *Guide* 81-93 (adverb clauses). Reading: Cædmon (229-33).

26: *Guide* 93-97 (parataxis). Reading: Goths and Boethius (235-38).

28: review and continue the reading.

31: *Guide* 97-98 (concord).

Nov. 2: *Guide* 98-100 (cases).

4: reading.

7: *Guide* 100-101 (articles, pronouns, and numerals).

9: *Guide* 101-106 (verbs).

11: reading.

14: *Guide* 106-09 (verbs, continued).

16: *Guide* 109-10 (prepositions).

18: reading.

20-26: Thanksgiving

28: *Guide* 156-62 (metre).

30: reading.

Dec. 2: reading.

Dec. 5: reports.

7: reports.

9: reports.

Course Outcomes:

1. You should learn to read Old English.

2. You should become familiar with the main works of the period.

3. You should be able to write a research paper.

Course Components:

1. Writing: 1 research paper (15 pages).

2. 2 exams: midterm (translation) and final (translation and essay).

3. 1 seminar report.

4. Participation.

Evaluation/Grading

1. Your exams and research paper will be graded.

2. An “A” paper will show originality of thought on a significant topic conveyed in an appropriate form.

3. A “B” paper will show a strong command of a significant topic conveyed in an appropriate form.

4. A “C” paper will show a good command of a significant topic conveyed in an appropriate form.

5. You will also be graded on your participation and quizzes.

Class Policies

1. In accordance with UConn policies and Title IX, this course is a designated safe space for all students regardless of background, ability, sexual orientation, gender identity, religion, socioeconomic status, race or ethnicity. If you feel you have experienced discrimination or harassment at UConn, you can find support and resources at the UConn Office of Diversity and Equity. You may also contact Health Services, Counseling & Mental Health Services, and/or the Women’s Center. Please note that I am a mandatory reporter to the Office of Diversity & Equity if I become aware of issues that may pose a danger to a student’s health or safety. Our conversations can be private, but some information cannot be confidential.

2. The Department of English is committed to making educational opportunities available to all students. If you have a physical, psychological, medical, or learning disability that might impact your course work, please contact the Center for Students with Disabilities (Wilbur Cross 204; 860-486-2020). They will determine with you what accommodations are necessary and appropriate, and provide me with a letter describing those accommodations. All information and documentation is confidential. Please let me know if you have any concerns.

Course Concerns: If you have any questions about the course or your final course grade, please see one of us as soon as possible. If that conversation is not productive, please contact the Head of English, Robert Hasenfratz.

**2018-166 ENGL 3650 Drop Courses**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5062 |
| **Request Proposer** | Bedore |
| **Course Title** | Maritime Literature |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > College of Liberal Arts and Sciences > Return > English > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Maritime Literature |
| **Course Number** | 3650 |

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| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

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| **COURSE FEATURES** | |
| **Is this a General Education Course?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | We are redesigning the Maritime Literature offerings through the addition of ENGL/MAST 3652 and ENGL/MAST 3653. When these two courses are added, ENGL 3650 and 3651 will no longer be taught. |
| **Specify effect on other departments and overlap with existing courses** | This change to the ENGL curriculum was developed in conjunction with MAST, which has long had ENGL 3650 or 3651 as a core course. MAST is in full agreement with this change. |

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| **COMMENTS / APPROVALS** | |
| **Post College Routing / Workflow** | Senate C&C |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Pamela Bedore | 11/05/2017 - 09:27 | Submit |  | Submitted 11.5.2017. This drop action will be submitted at the departmental and college levels at the same time as the additions of 3652 and 3653. | | English | Albert H Fairbanks | 02/01/2018 - 12:40 | Approve | 1/31/2018 | Approved by ENGL C&C and ENGL department. | | College of Liberal Arts and Sciences | Pamela Bedore | 02/01/2018 - 13:57 | Return |  | Returning to proposer as per email 2/1/2018. | | Return | Pamela Bedore | 02/01/2018 - 13:59 | Resubmit |  | Returning to department level as per email 2/1/2018. :) | | English | Albert H Fairbanks | 04/11/2018 - 05:42 | Approve | 2/19/2018 | Approved by English C&C 2/19/18 and by English Department 4/9/18. | |

**2018-167 ENGL 3651 Drop Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5063 |
| **Request Proposer** | Bedore |
| **Course Title** | Maritime Non-Fiction |
| **CAR Status** | In Progress |
| **Workflow History** | Start > English > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Drop Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | ENGL |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | English |
| **Course Title** | Maritime Non-Fiction |
| **Course Number** | 3651 |

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| **CONTACT INFO** | |
| **Initiator Name** | Pamela Bedore |
| **Initiator Department** | English |
| **Initiator NetId** | pab05001 |
| **Initiator Email** | [pamela.bedore@uconn.edu](mailto:pamela.bedore@uconn.edu) |
| **Is this request for you or someone else?** | Myself |

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| **COURSE FEATURES** | |
| **Is this a General Education Course?** | No |

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| **COURSE RESTRICTIONS** |

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| **GRADING** |

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| **SPECIAL INSTRUCTIONAL FEATURES** |

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| **COURSE DETAILS** | |
| **Reason for the course action** | We are redesigning the Maritime Literature offerings through the addition of ENGL/MAST 3652 and ENGL/MAST 3653. When these two courses are added, ENGL 3650 and 3651 will no longer be taught. |
| **Specify effect on other departments and overlap with existing courses** | This course redesign was done in consultation with MAST, which has long included ENGL 3650 or 3651 as a core course. MAST is in full agreement with the redesign. |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Pamela Bedore | 11/05/2017 - 09:32 | Submit |  | Submitted 11.5.2017. This drop action will go to the departmental and college levels at the same time as the additions of ENGL 3652 and 3653. | | English | Albert H Fairbanks | 04/11/2018 - 05:48 | Approve | 2/19/2018 | Approved by English C&C 2/19/18 and by English Department 4/9/18. | |

**2018-168 ENGL Change Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: April 4, 2018

2. Department or Program: English

3. Title of Major: English

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Fall 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: Renumber one course and add another to list of courses that count toward a requirement.

# Existing Catalog Description of Major

English

To satisfy the English major, the student must present for the degree thirty credits of English courses numbered 2000 or above and including the following:

A. Introduction to Literary Studies

[ENGL 2600](https://catalog.uconn.edu/ENGL/#2600) (3 credits). This course should be taken within a semester of declaring the major or at its next offering.

B. Literary Histories and Areas (9 credits)

One course from each of the following three groups:

1. British Literature: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), [2101](https://catalog.uconn.edu/ENGL/#2101), [3111/W](https://catalog.uconn.edu/ENGL/#3111), [3113/W](https://catalog.uconn.edu/ENGL/#3113), [3115/W](https://catalog.uconn.edu/ENGL/#3115), [3117/W](https://catalog.uconn.edu/ENGL/#3117), [3118/W](https://catalog.uconn.edu/ENGL/#3118), [3123/W](https://catalog.uconn.edu/ENGL/#3123), [3124/W](https://catalog.uconn.edu/ENGL/#3124).
2. American Literature: [ENGL 2201/W](https://catalog.uconn.edu/ENGL/#2201), [2203/W](https://catalog.uconn.edu/ENGL/#2203), [2214/W](https://catalog.uconn.edu/ENGL/#2214), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [3213/W](https://catalog.uconn.edu/ENGL/#3213), [3215/W](https://catalog.uconn.edu/ENGL/#3215), [3218/W](https://catalog.uconn.edu/ENGL/#3218), [3220/W](https://catalog.uconn.edu/ENGL/#3220) [3605](https://catalog.uconn.edu/ENGL/#3605), [3607](https://catalog.uconn.edu/ENGL/#3607).
3. Anglophone and Postcolonial Literature: [ENGL 2301/W](https://catalog.uconn.edu/ENGL/#2301), [3120](https://catalog.uconn.edu/ENGL/#3120), [3122](https://catalog.uconn.edu/ENGL/#3122), [3318](https://catalog.uconn.edu/ENGL/#3318), [3319](https://catalog.uconn.edu/ENGL/#3319), [3320](https://catalog.uconn.edu/ENGL/#3320).

C. Genre (3 credits)

One from the following: [ENGL 2401](https://catalog.uconn.edu/ENGL/#2401), [2405](https://catalog.uconn.edu/ENGL/#2405), [2407](https://catalog.uconn.edu/ENGL/#2407), [2408](https://catalog.uconn.edu/ENGL/#2408), [2409](https://catalog.uconn.edu/ENGL/#2409).

D. Major Author (3 credits)

One from the following: [ENGL 3501](https://catalog.uconn.edu/ENGL/#3501), [ENGL 3503](https://catalog.uconn.edu/ENGL/#3503), [ENGL 3505](https://catalog.uconn.edu/ENGL/#3505), [ENGL 3507](https://catalog.uconn.edu/ENGL/#3507), [ENGL 3509](https://catalog.uconn.edu/ENGL/#3509).

E. Advanced Study (3 credits)

These courses satisfy the departmental requirements for Writing in the Major and Information Literacy. One from the following: [ENGL 4101W](https://catalog.uconn.edu/ENGL/#4101W), [4201W](https://catalog.uconn.edu/ENGL/#4201W), [4203W](https://catalog.uconn.edu/ENGL/#4203W), [4301W](https://catalog.uconn.edu/ENGL/#4301W), [4302W](https://catalog.uconn.edu/ENGL/#4302W), [4401W](https://catalog.uconn.edu/ENGL/#4401W), [4405W](https://catalog.uconn.edu/ENGL/#4405W), [4407W](https://catalog.uconn.edu/ENGL/#4407W), [4600W](https://catalog.uconn.edu/ENGL/#4600W), [4601W](https://catalog.uconn.edu/ENGL/#4601W), [4613W](https://catalog.uconn.edu/ENGL/#4613W), [4965W](https://catalog.uconn.edu/ENGL/#4965W).

F. Electives (9 credits)

In addition to courses used to satisfy requirements A-E above, nine credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

Distribution Requirements

At least two courses in the major must concern literature written before 1800. Courses applied toward categories B-F may also apply toward this requirement. Courses satisfying this requirement are: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), [3111](https://catalog.uconn.edu/ENGL/#3111), [3113](https://catalog.uconn.edu/ENGL/#3113), [3115](https://catalog.uconn.edu/ENGL/#3115), [3301](https://catalog.uconn.edu/ENGL/#3301), [3495](https://catalog.uconn.edu/ENGL/#3495), [3501](https://catalog.uconn.edu/ENGL/#3501), [3503](https://catalog.uconn.edu/ENGL/#3503), [3505](https://catalog.uconn.edu/ENGL/#3505), [3507](https://catalog.uconn.edu/ENGL/#3507), [4965W](https://catalog.uconn.edu/ENGL/#4965W).

Concentrations offered for English majors

* Irish Literature
* Creative Writing
* Teaching English

Education Abroad in London

The Department of English sponsors programs in London occurring on an as-offered basis.

A minor in English is described in the [Minors](https://catalog.uconn.edu/minors/english/) section.

# Proposed Catalog Description of Major

English

To satisfy the English major, the student must present for the degree thirty credits of English courses numbered 2000 or above and including the following:

A. Introduction to Literary Studies

[ENGL 2600](https://catalog.uconn.edu/ENGL/#2600) (3 credits). This course should be taken within a semester of declaring the major or at its next offering.

B. Literary Histories and Areas (9 credits)

One course from each of the following three groups:

1. British Literature: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), [2101](https://catalog.uconn.edu/ENGL/#2101), [3111/W](https://catalog.uconn.edu/ENGL/#3111), [3113/W](https://catalog.uconn.edu/ENGL/#3113), [3115/W](https://catalog.uconn.edu/ENGL/#3115), [3117/W](https://catalog.uconn.edu/ENGL/#3117), [3118/W](https://catalog.uconn.edu/ENGL/#3118), [3123/W](https://catalog.uconn.edu/ENGL/#3123), [3124/W](https://catalog.uconn.edu/ENGL/#3124).
2. American Literature: [ENGL 2201/W](https://catalog.uconn.edu/ENGL/#2201), [2203/W](https://catalog.uconn.edu/ENGL/#2203), [2214/W](https://catalog.uconn.edu/ENGL/#2214), [3207/W](https://catalog.uconn.edu/ENGL/#3207), [3210](https://catalog.uconn.edu/ENGL/#3210), [3212](https://catalog.uconn.edu/ENGL/#3212), [3213/W](https://catalog.uconn.edu/ENGL/#3213), [3215/W](https://catalog.uconn.edu/ENGL/#3215), [3218/W](https://catalog.uconn.edu/ENGL/#3218), [3220/W](https://catalog.uconn.edu/ENGL/#3220) [3605](https://catalog.uconn.edu/ENGL/#3605), [3607](https://catalog.uconn.edu/ENGL/#3607).
3. Anglophone and Postcolonial Literature: [ENGL 2301/W](https://catalog.uconn.edu/ENGL/#2301), [3120](https://catalog.uconn.edu/ENGL/#3120), [3122](https://catalog.uconn.edu/ENGL/#3122), [3318](https://catalog.uconn.edu/ENGL/#3318), [3319](https://catalog.uconn.edu/ENGL/#3319), [3320](https://catalog.uconn.edu/ENGL/#3320).

C. Genre (3 credits)

One from the following: [ENGL 2401](https://catalog.uconn.edu/ENGL/#2401), [2405](https://catalog.uconn.edu/ENGL/#2405), [2407](https://catalog.uconn.edu/ENGL/#2407), [2408](https://catalog.uconn.edu/ENGL/#2408), [2409](https://catalog.uconn.edu/ENGL/#2409).

D. Major Author (3 credits)

One from the following: [ENGL 3501](https://catalog.uconn.edu/ENGL/#3501), [ENGL 3503](https://catalog.uconn.edu/ENGL/#3503), [ENGL 3505](https://catalog.uconn.edu/ENGL/#3505), [ENGL 3507](https://catalog.uconn.edu/ENGL/#3507), [ENGL 3509](https://catalog.uconn.edu/ENGL/#3509).

E. Advanced Study (3 credits)

These courses satisfy the departmental requirements for Writing in the Major and Information Literacy. One from the following: [ENGL 4101W](https://catalog.uconn.edu/ENGL/#4101W), [4201W](https://catalog.uconn.edu/ENGL/#4201W), [4203W](https://catalog.uconn.edu/ENGL/#4203W), [4301W](https://catalog.uconn.edu/ENGL/#4301W), [4302W](https://catalog.uconn.edu/ENGL/#4302W), [4401W](https://catalog.uconn.edu/ENGL/#4401W), [4405W](https://catalog.uconn.edu/ENGL/#4405W), [4407W](https://catalog.uconn.edu/ENGL/#4407W), [4600W](https://catalog.uconn.edu/ENGL/#4600W), [4601W](https://catalog.uconn.edu/ENGL/#4601W), [4613W](https://catalog.uconn.edu/ENGL/#4613W), [4965W](https://catalog.uconn.edu/ENGL/#4965W).

F. Electives (9 credits)

In addition to courses used to satisfy requirements A-E above, nine credits must be chosen from English courses numbered 2000 or above. Course numbers used to satisfy requirements A-E may be used toward satisfaction of requirement F only when they designate a second or third section of a course repeated for credit with a change of topic.

Distribution Requirements

At least two courses in the major must concern literature written before 1800. Courses applied toward categories B-F may also apply toward this requirement. Courses satisfying this requirement are: [ENGL 2100](https://catalog.uconn.edu/ENGL/#2100), [3111](https://catalog.uconn.edu/ENGL/#3111), [3113](https://catalog.uconn.edu/ENGL/#3113), [3115](https://catalog.uconn.edu/ENGL/#3115), [3301](https://catalog.uconn.edu/ENGL/#3301), 3303, [~~3495~~](https://catalog.uconn.edu/ENGL/#3495)~~,~~ [3501](https://catalog.uconn.edu/ENGL/#3501), [3503](https://catalog.uconn.edu/ENGL/#3503), [3505](https://catalog.uconn.edu/ENGL/#3505), [3507](https://catalog.uconn.edu/ENGL/#3507), 3652, [4965W](https://catalog.uconn.edu/ENGL/#4965W).

Concentrations offered for English majors

* Irish Literature
* Creative Writing
* Teaching English

Education Abroad in London

The Department of English sponsors programs in London occurring on an as-offered basis.

A minor in English is described in the [Minors](https://catalog.uconn.edu/minors/english/) section.

# Justification

1. Reasons for changing the major: To correct a numbering error and add a new course to the distribution requirement of two courses concentrating on literature written before 1800.

2. Effects on students: Added opportunity to satisfy a requirement.

3. Effects on other departments: None.

4. Effects on regional campuses: Significant benefit to Avery Point by adding a Maritime Literature course that counts toward a requirement.

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

    Department Curriculum Committee: 3/22/18

    Department Faculty: 4/9/18

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

A. Harris Fairbanks, 6-2376, albert.fairbanks@uconn.edu

**2018-169 GSCI 1140 Add Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6487 |
| **Request Proposer** | Tabor |
| **Course Title** | Our Evolving Atmosphere |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Our Evolving Atmosphere |
| **Course Number** | 1140 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Clay Tabor |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | clt17007 |
| **Initiator Email** | [clay.tabor@uconn.edu](mailto:clay.tabor@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 |

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| **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** | 30 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussions |

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| **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 |

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

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| **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** | The course materials are not in online format. Therefore, classes will only be available on the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | 1140. Our Evolving Atmosphere Three credits. Introduction to physical, chemical, and dynamical concepts in atmospheric sciences. Topics include a range of temporal and spatial scales, and provide an understanding of atmospheric composition, meteorology, and climatology. |
| **Reason for the course action** | Geosciences involve the study of the Earth system. The atmosphere is an integral component of this complex system. Often, understanding biological, hydrological, and chemical responses depend on atmospheric changes. Currently, there is no introductory atmospheric sciences class to help students develop a more complete understanding of the Earth system. Further, introductory atmospheric sciences will help guide students’ future academic pursuits and help them better understand the consequences of climate change. The course is 1000 level because it is introductory and has no prerequisites. |
| **Specify effect on other departments and overlap with existing courses** | There are currently no other 1000 level classes on atmospheric sciences in the UConn catalog. The most similar course is “Meteorology” (NRE 3145), which is only open to juniors and above. The proposed course will broadly cover meteorology and climatology at an introductory level for majors and non-majors, and emphasize connections between the atmosphere and other Earth system components. |
| **Please provide a brief description of course goals and learning objectives** | Course goals / learning objectives include understanding: -Composition and structure of the atmosphere -Energy distribution and balance -Atmospheric circulation -Clouds and precipitation -Weather systems and variability -Global climate change |
| **Describe course assessments** | -Exam format: concept-based and quantitative questions that test comprehension of topics covered in lecture -Readings: book chapters that reinforce and expand upon concepts covered in lecture -Homework: fact, concept, and quantitative questions that test students’ ability understand course material -Project: a research and writing assignment that gets students to apply class learning objectives to a historical weather event |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus\_our\_evolving\_atm.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/113848) | syllabus\_our\_evolving\_atm.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Clay Tabor | 02/18/2018 - 14:41 | Submit |  | Submitting a proposal for a new introductory atmospheric sciences course GSCI 1140 - Our Evolving Atmosphere | | Geosciences | Lisa Park Boush | 02/20/2018 - 15:57 | Approve | 2/19/2018 | I approve. | |

**2018-170 GSCI 4850 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6347 |
| **Request Proposer** | Tabor |
| **Course Title** | Paleoclimatology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences |

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| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Paleoclimatology |
| **Course Number** | 4850 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Clay Tabor |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | clt17007 |
| **Initiator Email** | [clay.tabor@uconn.edu](mailto:clay.tabor@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 |

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| **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** | 10 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and discussion |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | none |
| **Corequisites** | none |
| **Recommended Preparation** | GSCI 1050 or 1051 |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Junior,Senior |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | No |

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

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| **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** | The program is intended mainly for geoscience majors. This major is located on the Storrs campus. |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | 4850. Paleoclimatology Three credits. Recommended preparation: GSCI 1050 or 1051. Open only to juniors or above. Introduction to the geological evidence, research methods, and hypotheses associated with major climatic events in Earth’s history through a combination of lectures, paper discussions, and a climate modeling project. |
| **Reason for the course action** | Reasons for adding the course: Future climate change is an important issue that motivates many undergraduate students’ interest in the geosciences. Paleoclimatology uses Earth’s history to provide a unique view of current and future climate change. However, currently a geologic perspective on climate change is only briefly mentioned in the geoscience introductory courses. Further, many graduate students are conducting research related to climate change. For these reasons, an upper level class on paleoclimatology is a valuable addition to the geosciences curriculum. Reasons for restrictions: Enrollment will be limited to juniors or above. The course relies on paper discussions and an independent project, both of which benefit from a clear understanding of personal interests and a passion for the subject. Typically, first and second year undergraduates have not developed clear academic interests, which will make it difficult for them to lead discussions and propose an independent project. |
| **Specify effect on other departments and overlap with existing courses** | There are currently no other classes in the UConn catalog that focus on paleoclimatology. |
| **Please provide a brief description of course goals and learning objectives** | Course goals / learning objectives: -Model and proxy climate reconstruction techniques -Climate forcings and feedbacks across time scales -Paleoclimate perspectives on future climate change |
| **Describe course assessments** | -Exam format: concept-based short answer and quantitative questions that test comprehension of topics covered in lecture -Readings: a combination of book chapters and peer-reviewed journal articles that reinforce and expand upon concepts covered in lecture -Quizzes: fact-based questions that motivate students to keep up with course material -Homework: quantitative questions that test students’ ability to apply key concepts from lecture in new scenarios -Project: use a lower complexity climate model to simulate, analyze, and report on a past climate event of interest (see attachment for details) -Presentation: a short presentation on the finding of their class project prepared in a common scientific conference format |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus\_paleoclimate\_u.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/113852) | syllabus\_paleoclimate\_u.pdf | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Clay Tabor | 02/11/2018 - 11:16 | Submit |  | Submitting a proposal for a new paleoclimate course GSCI 4850 - Paleoclimatology | | Geosciences | Lisa Park Boush | 02/20/2018 - 15:56 | Approve | 2/19/2018 | I approve. | |

**2018-171 GSCI 5850 Add Course**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-6528 |
| **Request Proposer** | Tabor |
| **Course Title** | Paleoclimatology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences |

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| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Add Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | GSCI |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Geosciences |
| **Course Title** | Paleoclimatology |
| **Course Number** | 5850 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | Clay Tabor |
| **Initiator Department** | Integrative Geoscience |
| **Initiator NetId** | clt17007 |
| **Initiator Email** | [clay.tabor@uconn.edu](mailto:clay.tabor@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** | 5 |
| **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** | GSCI 1050 or 1051 |
| **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** | GSCI 4850 |
| **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 |

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| **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** | The program is intended mainly for geoscience graduate students. This program is located on 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** | 5850. Paleoclimatology Three credits. Open to graduate students only. Not open for credit to students who have passed GSCI 4850. Introduction to the geological evidence, research methods, and hypotheses associated with major climatic events in Earth’s history through a combination of lectures, paper discussions, and a climate modeling project. |
| **Reason for the course action** | Reasons for adding the course: Future climate change is an important issue that motivates many undergraduate students’ interest in the geosciences. Paleoclimatology uses Earth’s history to provide a unique view of current and future climate change. However, currently a geologic perspective on climate change is only briefly mentioned in the geoscience introductory courses. Further, many graduate students are conducting research related to climate change. For these reasons, an upper level class on paleoclimatology is a valuable addition to the geosciences curriculum. |
| **Specify effect on other departments and overlap with existing courses** | There are currently no other classes in the UConn catalog that focus on paleoclimatology. |
| **Please provide a brief description of course goals and learning objectives** | Course goals / learning objectives: -Model and proxy climate reconstruction techniques -Climate forcings and feedbacks across time scales -Paleoclimate perspectives on future climate change |
| **Describe course assessments** | -Exam format: concept-based short answer and quantitative questions that test comprehension of topics covered in lecture -Readings: a combination of book chapters and peer-reviewed journal articles that reinforce and expand upon concepts covered in lecture -Quizzes: fact-based questions that motivate students to keep up with course material -Homework: quantitative questions that test students’ ability to apply key concepts from lecture in new scenarios -Project: use a lower complexity climate model to simulate, analyze, and report on a past climate event of interest (see attachment for details) -Presentation: a short presentation on the finding of their class project prepared in a common scientific conference format |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [syllabus\_paleoclimate\_g.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/113851) | syllabus\_paleoclimate\_g.pdf | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Clay Tabor | 02/19/2018 - 16:02 | Submit |  | Submitting a proposal for a new paleoclimate course GSCI 5850 - Paleoclimatology | | Geosciences | Lisa Park Boush | 02/20/2018 - 15:54 | Approve | 2/19/2018 | I approve of this. | |

**2018-172 HDFS Change Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 4/9/18

2. Department or Program: HDFS

3. Title of Major: HDFS

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year): Summer 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: Adding courses to the major

# Existing Catalog Description of Major

Students in the Human Development and Family Studies major must complete the following requirements: [HDFS 1070](https://catalog.uconn.edu/HDFS/#1070); [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103) (or [1101](https://catalog.uconn.edu/PSYC/#1101)); [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001) or [HDFS 1060](https://catalog.uconn.edu/HDFS/#1060); and [STAT 1000Q](https://catalog.uconn.edu/STAT/#1000Q) or [1100Q](https://catalog.uconn.edu/STAT/#1100Q) (Note: These courses may also fulfill University General Education requirements.) Students must meet the information literacy and writing competency requirements through satisfactory completion of [HDFS 2004W](https://catalog.uconn.edu/HDFS/#2004W) and one of the following: [HDFS 3311/W](https://catalog.uconn.edu/HDFS/#3311), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

The major in Human Development and Family Studies requires 43 credits at the 2000 level or above including 31 credits in Human Development and Family Studies and 12 credits in courses related to but outside the major department. A student completing requirements for a major must have a grade point average of 2.0 or better in the credits that count toward the major in Human Development and Family Studies. Students are allowed much flexibility in tailoring their major to meet their particular interests and educational goals. Most students choose to focus their work in one or more of the following concentrations: Early Childhood Development and Education, Childhood and Adolescence, Family Relationships: Services and Counseling, Family in Society: Social Policy and Planning, Adult Development and Aging.

This major must include all of the following required courses: [HDFS 2001](https://catalog.uconn.edu/HDFS/#2001), [2004W](https://catalog.uconn.edu/HDFS/#2004W), [2100](https://catalog.uconn.edu/HDFS/#2100), [2200](https://catalog.uconn.edu/HDFS/#2200), and [2300](https://catalog.uconn.edu/HDFS/#2300).

This major must include the completion of one of the following courses: [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550).

This major must include completion of one of the following courses as a second W: [HDFS 3311W](https://catalog.uconn.edu/HDFS/#3311W), [3540W](https://catalog.uconn.edu/HDFS/#3540W), [4007W](https://catalog.uconn.edu/HDFS/#4007W), [4087W](https://catalog.uconn.edu/HDFS/#4087W), or [4181W](https://catalog.uconn.edu/HDFS/#4181W).

This major also must include at least 12 credits from the following courses: [HDFS 3042](https://catalog.uconn.edu/HDFS/#3042), [3083](https://catalog.uconn.edu/HDFS/#3083)\*, [3092](https://catalog.uconn.edu/HDFS/#3092)\*\*, [3095](https://catalog.uconn.edu/HDFS/#3095), [3098](https://catalog.uconn.edu/HDFS/#3098), [3101](https://catalog.uconn.edu/HDFS/#3101), [3102](https://catalog.uconn.edu/HDFS/#3102), [3103](https://catalog.uconn.edu/HDFS/#3103), [3110](https://catalog.uconn.edu/HDFS/#3110), [3120](https://catalog.uconn.edu/HDFS/#3120), [3122](https://catalog.uconn.edu/HDFS/#3122), [3123](https://catalog.uconn.edu/HDFS/#3123), [3125](https://catalog.uconn.edu/HDFS/#3125), [3240](https://catalog.uconn.edu/HDFS/#3240), [3249](https://catalog.uconn.edu/HDFS/#3249), [3250](https://catalog.uconn.edu/HDFS/#3250), [3252](https://catalog.uconn.edu/HDFS/#3252), [3261](https://catalog.uconn.edu/HDFS/#3261), [3268](https://catalog.uconn.edu/HDFS/#3268), [3277](https://catalog.uconn.edu/HDFS/#3277), [3310](https://catalog.uconn.edu/HDFS/#3310), [3311/W](https://catalog.uconn.edu/HDFS/#3311), [3319](https://catalog.uconn.edu/HDFS/#3319), [3340](https://catalog.uconn.edu/HDFS/#3340), [3342](https://catalog.uconn.edu/HDFS/#3342), [3343](https://catalog.uconn.edu/HDFS/#3343), [3420](https://catalog.uconn.edu/HDFS/#3420), [3421](https://catalog.uconn.edu/HDFS/#3421), [3423](https://catalog.uconn.edu/HDFS/#3423), [3430](https://catalog.uconn.edu/HDFS/#3430), [3431](https://catalog.uconn.edu/HDFS/#3431), [3433](https://catalog.uconn.edu/HDFS/#3433), [3442](https://catalog.uconn.edu/HDFS/#3442), [3473](https://catalog.uconn.edu/HDFS/#3473), [3510](https://catalog.uconn.edu/HDFS/#3510), [3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), [3550](https://catalog.uconn.edu/HDFS/#3550), [4004](https://catalog.uconn.edu/HDFS/#4004), [4007W](https://catalog.uconn.edu/HDFS/#4007W), and [4255](https://catalog.uconn.edu/HDFS/#4255).

These 12 credits may include elections from [HDFS 3520](https://catalog.uconn.edu/HDFS/#3520), [3530](https://catalog.uconn.edu/HDFS/#3530), [3540/W](https://catalog.uconn.edu/HDFS/#3540), or [3550](https://catalog.uconn.edu/HDFS/#3550) if not applied to satisfaction of the foregoing requirement.

\* No more than 6 credits can be counted toward the 12 selected credits.

\*\* No more than 3 credits can be counted toward the 12 selected credits.

### **Minors**

Minors in [Gerontology](https://catalog.uconn.edu/minors/gerontology/) and [Human Development and Family Studies](https://catalog.uconn.edu/minors/human-development-family-studies/) are offered. Please refer to their descriptions in the Minors section of this Catalog.

### **Honors Program**

The Human Development and Family Studies Honors Program offers motivated students a way of enhancing their studies while providing distinction to their academic records through more in-depth study and the opportunity for independent projects or research. Human Development and Family Studies majors with an overall GPA of 3.2 or higher and a GPA in the major of 3.5 or higher are eligible to apply to the Honors Program in Human Development and Family Studies. Students should apply as early as possible, and applications will not be accepted after the first semester of a student’s junior year. Honors Scholars who complete the required honors course work and an approved honors thesis project, as well as maintain the required GPA, will graduate with a degree with Honors. For more information on this program, contact the Human Development and Family Studies Honors Advisor.

# Proposed Catalog Description of Major

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# Justification

1. Reasons for changing the major: Courses were inadvertently never added to the major after creating them.

2. Effects on students: More options to fulfill the major.

3. Effects on other departments: N/A

4. Effects on regional campuses: More options

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

    Department Curriculum Committee: N/A

    Department Faculty: 4/4/18

6. Name, Phone Number, and e-mail address of principal contact person: Kari Adamsons, 6-8971, kari.adamsons@uconn.edu

**2018-173 MCB 3842W Add Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7031 |
| **Request Proposer** | Bruno |
| **Course Title** | Current Investigations in Cancer Cell Biology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| --- | --- |
| **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** | Current Investigations in Cancer Cell Biology |
| **Course Number** | 3842W |
| **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](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Bruno |
| **Proposer First Name** | Mary |
| **Select a Person** | mkb02001 |
| **Proposer NetId** | mkb02001 |
| **Proposer Phone** | +1 860 486 0360 |
| **Proposer Email** | [mary.bruno@uconn.edu](mailto:mary.bruno@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Fall |
| **Proposed Year** | 2020 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | No |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall |
| **Will there also be a non-W section?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | standard |

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| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011, MCB 2000 or 2210 or 3010 |
| **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** | specialized knowledge |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 3842W. Current Investigations in Cancer Cell Biology Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; MCB 2000 or 2210 or 3010 Mechanisms involved in cancer initiation, promotion, and progression: cancer genomes, epigenetic regulation of gene expression and reprogramming, cancer stem cells, alterations in cell signaling networks, cancer cell bioenergetics, environmental exposures and xenobiotic metabolism, development of resistance to therapeutics. Writing assignments involve analysis and critique of the research literature with demonstration of writing proficiency in the style of a commentary, mini-review, and analysis of controversial findings. |
| **Reason for the course action** | This course has been taught for many years as a section of MCB 3841W number as a way for MCB majors to satisfy the W in the MCB major requirement. With seven sections of this course being taught under the same number, we realized that students were unclear on the fact that each section was a different course with a different topic and different prerequisites. Therefore we are converting most of the sections to their own course number. |
| **Specify effect on other departments and overlap with existing courses** | AH 3133 (Cancer and Your Health) and MCB 3211 (Cancer Cell Biology and Genetics) both address the broad topic of cancer biology, however neither fulfill the W requirement. AH 3133 is also restricted to Allied Health majors. While it is difficult to avoid some content overlap with MCB 3211,which is offered during spring semester, the proposed course differs from MCB 3211 with emphasis on cancer cell bioenergetics, environmental exposures, xenobiotic metabolism, and development of resistance to therapeutics. Additionally the proposed course addresses the intersection between political, economic, environmental, and public health decisions surrounding the case of Toms River, New Jersey, the focus of a Pulitzer prize-winning documentary on environmental abuse by industry with lessons applicable to the present. |
| **Please provide a brief description of course goals and learning objectives** | Writing extends learning beyond the acquisition of factual knowledge by fostering a student’s ability to think, evaluate, formulate arguments or ideas, and communicate succinctly to an audience/reader. Students are often challenged by writing assignments as it pushes them beyond their comfort zone. For students in scientific disciplines, comprehension of the research literature, scientific jargon, analysis of experimental data, including contradictory results, and formulating conclusions based on evidence pose additional difficulties. The course objective is to develop a student’s ability to read and evaluate information from the research literature in cancer biology. Lectures, assigned readings from journals, and discussion provide a foundation for further in-depth analysis in their writing assignments. The first writing assignment is guided, however the two remaining assignments encourage inquisitiveness by giving students the independence to explore an area of cancer biology of specific interest to them. Students are expected to formulate arguments or summarize information derived from multiple sources in a clear and concise style appropriate to the defined assignment. Additional course objectives include developing the skill to communicate in a professional manner not only with colleagues but also with individuals outside the discipline. |
| **Describe course assessments** | The course requires three assignments written in the style of a scientific commentary, mini-review, and critical analysis of an environmental controversy. Detailed written comments are provided within the body of the paper to evaluate content development, including the strength of the argument and supporting evidence. In addition, a rubric with point values is attached to the draft to emphasize further criteria (clarity, organization, use of grammar, vocabulary, style, resources) in need of improvement for the two rounds of revision. Individual conferences to review student writing may also be scheduled upon request. Focus questions or periodic quizzes based on the assigned research literature represent a component of class participation in addition to contribution to discussion. A final exam consisting of essay questions completes the assessment. Students must pass the writing component to pass the course. |
| **General Education Goals** | The course is not a GEOC, but is a W that is used to fulfill the W requirement for MCB and BIOL majors. |
| **Skill Code W** | Each of the 3 assignments can be of variable length (3-8 pages) but combined must yield a total of 15 double-spaced pages (minimum) and formatted with one-inch margins and specific font size (11 or 12 points) by the end of the semester. Each draft will undergo 2 rounds of consecutive revisions with comments. As it is difficult to address all flaws in a paper at once, each submission will focus on selected elements for the draft and revision prior to submission of the final version for each paper. Comments on student writing are provided within the body of the paper, individual conferences, and common issues are addressed during segments of class time as needed. Students are asked to maintain an original of their submitted draft and make revisions on a copy of the draft. This allows for students to compare the progress in development of the paper to its final version and avoid repetition of similar mistakes in the future. A final version of a paper with multiple uncorrected errors and failure to proofread the document will not yield a passing grade for the paper. Failing grades on all 3 papers will result in failure for the course. The course has a cap of 15 students to ensure that the writing process is addressed in detail for each student. As stated under Course Goals and Objectives, writing develops a student’s ability to think, evaluate, formulate arguments or ideas, and communicate succinctly to an audience/reader. Effective verbal or written communication skills in a discipline begins with a level of understanding but evolves with thoughtful inquiry, conceptualization, summation, expression as well as frequency of opportunities to exercise those skills. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Bruno\_F17\_MCB 3841W\_Syllabus.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118323) | Bruno\_F17\_MCB 3841W\_Syllabus.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 04/02/2018 - 15:34 | Submit |  | Done | | Molecular and Cell Biology | David A Knecht | 04/11/2018 - 13:35 | Approve | 4/6/2018 | approved by MCB faculty 4/6/18 | |

***RESEARCH LITERATURE IN MOLECULAR AND CELL BIOLOGY:***

***Cancer Biology***

***MCB 3841W Section 001***

***Fall 2017***

Mary K. Bruno, Ph.D.

***Office:*** TLS 281

***Phone:*** 486-0360

***E-mail:*** [*mary.bruno@uconn.edu*](mailto:mary.bruno@uconn.edu)

***Office hours:*** By appointment

***Lecture:*** MW 2:30-3:45 PM TLS 263

***Resources:*** Readings for the course will include papers from the primary literatureposted as PDF files on HuskyCT. Readings will be posted prior to discussion of the topic in class.

Fagin, Dan (2013) *Toms River: A Story of Science and Salvation* Bantam Books, New York

***PRIMARY COURSE OBJECTIVE:***

“Learning to write in a discipline means learning to think, argue, research and communicate with the community of scholars in a given field.” (excerpted from The Writing Center FAQ)

***ADDITIONAL Course objectives***:

* Examine in detail current hypotheses addressing cell transformation and mechanisms of tumor development. Appreciate the complexity of interactions that determines cell function.
* Critically evaluate environmental factors as cancer risk factors.
* Develop skills in analyzing and presenting research literature.
* Foster good communication skills. All disciplines need excellent communicators. Scientists not only need to communicate the complexities of their field to fellow colleagues, but also to non-scientists, such as policy makers in government, industry, or in the biomedical field, to patients.

***ASSIGNMENTS:***

**A minimum of 15 revised and edited pages** of writing is a standard requirement for W courses. For MCB 3841W-001, this will consist of:

* ONE 3-4 page paper in the style of a scientific commentary or essay based on ideas and

arguments taken from Readings to be posted

* ONE 7 page paper in the style of an analysis/argument on a selective aspect of cancer biology For example, what are the arguments, pro and con, regarding the involvement of cancer stem cells in tumor progression?
* ONE 5-7 page paper on either the effects of environmental or epigenetic factors. The paper should address the controversy of the role of the environment in contributing to cancer. You may integrate segments of ***Toms River*** with additional sources for this assignment
* Two consecutive rounds of revisions (a revision of the first draft followed by submission of the final version of the paper) for the each writing assignment listed above

Assignment Objectives:

* Inform audience/reader regarding points of controversy or unresolved questions.
* Present arguments
* Defend your position

Format:

* The type of paper (commentary, review, essay) must be indicated on the first page before the title
* The assignments should use a **10-12 point font** and the text should be **double spaced with 1 inch side and top/bottom margins**
* **Number pages.**
* **Header: Include your Name, Date that the paper is submitted followed by “Draft”, “Revision 1”, or “Final Version”.** Since we will be cycling through the papers and their revisions, this is an ABSOLUTE REQUIREMENT – Points will be deducted if this is not done.
* **Papers are to be submitted through *Safe*-*Assign* in HuskyCT.**

***Reading List:*** Paper 1 will be based on Readings which will be provided for you.. A reading list of selected review articles will help you get started on topics for 2 of your papers **By reading from this list first before you begin searching for sources on your own will save you quite a bit of time.**

These readings will also provide for the basis for questions and discussions during class.

Other considerations:

* As students in MCB or the Biological Sciences, you are expected to read the scientific literature. No pre-digested sources from the Internet will be accepted in your list of citations—points may even be taken off for their use. It takes practice to become proficient or comfortable with the actual literature. Review articles have been provided to get you started. Bring questions to class if you are having difficulty with the reading. Jargon WILL be an issue, but these can be defined in class if they are not defined in the paper.
* Do not rely heavily on one source for the basis of your paper. This introduces bias. Learn to understand arguments. Experimental data from different laboratories do not always agree.
* Use the most current references (2017-2012) then work backwards if needed. This field moves at a very rapid pace. Older papers may give a perspective on the problem, but the conclusions or interpretations may have advanced considerably since that time—or may no longer be valid in the context of recent findings.

***Useful sites:***

* \*\*\*\* <http://www.ncbi.nlm.nih.gov/> PubMed
* <http://www.plos.org> Public Library of Science
* <http://www.cancer.gov/> National Cancer Institute
* <http://www.cancer.org/> American Cancer Society

***EVALUATION:***

* Your grade in the course will be composed of several components with the writing assignments comprising 70% of your grade. Class participation (see below) and the Final exam each will each represent 15% of your grade.
* **Specific criteria will be provided with the assignment, however, general criteria for the evaluation of your assignments include:**
  + Concise, focused thesis statement—what is a thesis statement?
  + Content development—include discussion of critical experiments that led to current understanding of a particular process.
  + Originality in pursuit of topic and investigative work—DO NOT just give a summary of 1-2 papers, especially review articles
  + Clarity, organized development of ideas or arguments
  + Transitions between paragraphs
  + Concise summary/conclusion—the bottom-line.
  + Grammatical errors, proofreading, incorporation of comments made on your drafts
  + Use of resources and appropriate documentation.

**NOTE:** A final submission for each assignment that contains multiple errors will not receive a passing grade.

* Class participation
  + Attendance
  + Preparation—read assignments in advance, come with questions, **be prepared to discuss.**
* Individual conferences to go over papers
  + Conferences (20-30 minutes) can be scheduled for each paper with each student to provide additional feedback on your writing. This will also be an opportunity to seek direction for your papers should you have specific questions.
  + Please email me if you would like to set up a conference; indicate the times that you are free. FYI--My schedule is more flexible on Tuesdays and Thursdays.
* Final exam: **Rescheduling of the final exam requires the approval of the Office of Student Services and Advocacy.**
* **Statement from Office of Student Services and Advocacy follows:**

**Finals week for fall 2011 takes place from Monday, December 11th, through Sunday, December 17th. Students are required to be available for their exam and/or complete any assessment during the time stated in the Registrar's Office schedule. If you have a conflict with this time you must visit the Office of Student Services and Advocacy to discuss the possibility of rescheduling this final.**

**OSSA REQUIRES advance notice from students who have prior knowledge of a conflict (i.e., bunched finals, religious obligation, legal/medical appointments…) Students must come to OSSA to seek permission to reschedule their final. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule and over-sleeping are not viable reasons for rescheduling a final. If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy (2nd floor Wilbur Cross) to meet with a staff member.**

**According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.**

#### **DISABILITIES:**

Any student with disabilities that he/she would like the faculty to be aware of should communicate that information in confidence to the faculty and any issues arising will be addressed in accordance with the policy of the University. For more information, please go to <http://www.csd.uconn.edu/>

#### **ACADEMIC MISCONDUCT STATEMENT:**

“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. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, or could be suspended or expelled.”

**Policy On Plagiarism**

Plagiarizing is defined as “**To steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source”**([www.Merrian-Webster.com](http://www.Merrian-Webster.com), 2005)

**Plagiarism violates the Academic Misconduct section of “The Student Code” of the University of Connecticut (**[**http://web.uconn.edu/mcb201/misconduct.html**](http://web.uconn.edu/mcb201/misconduct.html)**) and will not be tolerated in MCB courses. The instructors of MCB 241W will adhere to the guidelines laid out in “The Student Code”; therefore, students should read and understand these policies and the consequence of violations**.

The definition of plagiarism extends to all aspects of evaluated work in this course. **Copying another student's work is plagiarism. Failure to give full and proper citation to other people's work is plagiarism.** Full and proper citation includes putting quotation marks around any quoted passage, including a correct citation to the publication from where the ideas originated and a complete reference to that publication in the "literature cited" section. This applies to all forms of communication including websites or personal communication from someone, such as would occur in verbal discussions of scientific data. Direct quotations are appropriate when the original statements would lose clarity or intent. However, your assignment should not include multiple direct quotations. **Paraphrasing of other authors' work is acceptable given that the ideas contained in the paraphrased passage are properly attributed to the author and the ideas are re-worded into the student's own original language.**

Should you need additional information the following web sites may be of help:

http://www.lib.uconn.edu/using/tutorials/LILT/plagiarism.htm

<http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html>

**The penalties for copying another students work are:**

**1. The first violation will result in a "0" for the entire assignment.**

**2. The second violation may result in an ‘F’ for the course.**

**The penalties for failure to cite properly are:**

**1. The first violation will result in a written warning.**

**2. The second violation will result in a "0" for that assignment.**

**3. The third violation will result in a "0" for the assignment and failure in the course.**

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| ***Part 1:***  ***Why, when, how??? Development of cancer: old vs. current hypotheses***  *“The chaos of cancer is not a modern affliction but a risk run by all multicellular organisms from ancient to modern.”*  *Robert A. Weinberg, One Renegade Cell: How Cancer Begins* | | |
| ***DATE*** | ***LECTURE TOPIC*** | ***ASSIGNMENT*** |
|  |  |  |
| Aug 28 | Introduction / Cancer Kaleidoscope-Historical Perspective |  |
| Aug 30 | Cancer Kaleidoscope-Historical Perspective (cont’d)  Current Challenges---Present Perspective  *Hallmarks of Cancer-*  *“*an organizing principle*”* 2000 vs. 2011  *Review of rubric for first writing assignment* | Readings 1-8  Writing assignment 1 handed out |
| Sept 4 | LABOR DAY—No class |  |
| Sept 6 | Discuss Readings posted for Paper 1 |  |
| Sept 11 | The Cancer Genome  What genes are altered? How are mutations acquired?  Ecosystems and selective pressures | **Draft of Paper 1 Due**  Readings 9-11 |
| Sept 13 | Epigenetics  Patterns of methylation: DNA and histones | Reading 12 |
| Sept 18 | Epigenetics  Role RNAs in controlling gene expression | Draft of Paper 1 returned  Readings 13-15 |
| Sept 20 | Epigenetic reprogramming and the cancer stem cell | Readings 16-18 |
| Sept 25 | The cancer stem cell—its challenges | **Revision 1 Due** |
| Sept 27 | Hallmarks: Growth Signalling and its players |  |
| Oct 2 | Hallmarks: Evading Growth Suppressors  Role of p53 and its myriad functions | Revision 1 returned  Reading 19 |
| Oct 4 | Hallmarks: Apoptosis  Role of p53 in cell growth and cell death | **Paper 1 Final Version Due**  **Select topic for Paper 2 & begin research** |
| Oct 9 | Hallmarks: Angiogenesis  Hypoxia response: Relationship to angiogenesis |  |
| Oct 11 | Hallmarks: Invasion & metastasis  The Epithilial-Mesenchymal Transition (EMT)  The tumor microenvironment | Reading 20  **Paper 2 Draft Due** |
| Oct 16 | Roles of Exosomes and cancer | Reading 21 |
| Oct 18 | Energetics  Metabolic pathways in cancer—Unique or shared?? | Paper 2 draft returned |
| Oct 23 | Metabolic pathways in cancer—  Glycolysis-pH regulation-Cell migration | Readings 22-24  Begin reading *Toms River* p.3-134  For discussion on 10/30 |
| Oct 25 | Metabolic pathways in cancer—advantages to progression of disease | **Paper 2 Revision 1 Due** |
|  | ***See Parts 2 & 3 Next Page*** |  |

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| **Part 2:****Cancer—a preventable disease?** ***Genetic, Environmental and Nutritional Factors***  *“One of the most elusive questions about cancer is how much is timeless and inevitable—arising spontaneously inside the body—and how much has been brought on by pollution, industrial chemicals, and other devices of man.” George Johnson, The Cancer Chronicles*  *“From the right to know and the duty to inquire flows the obligation to act.”*  *Sandra Steingraber, Living Downstream* | | | | |
| ***DATE*** | ***LECTURE TOPIC*** | | | ***ASSIGNMENT*** |
|  | ***NOTE: a separate reading list will be posted for Part 2 in addition to Toms River*** | | |  |
| Oct 30 | Environmental causes of cancer: The Exposome  The Precautionary Principle  Discussion—*Toms River* Part 1 (p.3-134) | | | Continue Toms River p. 137-271 for Discussion on 11/6 |
| Nov 1 | The cytochrome P450 system and genetic polymorphisms; Metabolism of xenobiotics | | | **Paper 2 Final Version Due**  **Select topic for Paper 3 & begin** |
| Nov 6 | Discussion—*Toms River* Part 2 (p. 137-271) | | | Continue Toms River p. 272-462 for Discussion on 11/27 |
| Nov 8 | Endocrine disrupters | | | **Paper 3 Draft Due** |
| Nov 13 | The obesity-cancer connection  Discuss Readings # 24, 25, 26 | | |  |
| Nov 15 | Open topic | | | Paper 3 draft returned |
| ***Nov 20-24*** | ***Thanksgiving Break*** | | |  |
| Nov 27 | Discussion—*Toms River* Part 3 (p.272-462) | | |  |
| ***Part 3:***  ***Challenges of Therapeutic Approaches***  *“We propose that without a robust mechanism for selecting the right treatment for the right patient at the right time—the central concepts of personalized medicine—we will continue to see only incremental improvements and have little hope for substantial survival gains”*  *A.Potti, R.L.Schilsky, and J.R.Nevins (Science Translational Medicine, 2 (28), 1-3, 2010)* | | | | |
| Nov 29 | | Overview of therapeutic approaches | **Paper 3**  **Final Version Due** | |
| Dec 4 | | Multi-drug resistance |  | |
| Dec 6 | | Directions for the future & Course Summary |  | |
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| ***TBA*** | | ***Final Exam*** |  | |

**2018-174 MCB 3845W Add Course (G) (S)**

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| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7032 |
| **Request Proposer** | Papke |
| **Course Title** | Microbial Diversity, Ecology and Evolution |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Molecular and Cell Biology > College of Liberal Arts and Sciences |

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| **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** | Microbial Diversity, Ecology and Evolution |
| **Course Number** | 3845W |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** | |
| **Initiator Name** | David A Knecht |
| **Initiator Department** | Molecular and Cell Biology |
| **Initiator NetId** | dak02007 |
| **Initiator Email** | [david.knecht@uconn.edu](mailto:david.knecht@uconn.edu) |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Papke |
| **Proposer First Name** | Robertson |
| **Select a Person** | rtp07002 |
| **Proposer NetId** | rtp07002 |
| **Proposer Phone** | +1 860 486 7963 |
| **Proposer Email** | [robertson.papke@uconn.edu](mailto:robertson.papke@uconn.edu) |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

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| **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)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | No |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Spring |
| **Will there also be a non-W section?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | standard |

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| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | ENGL 1010 or 1011 or 2011; BIOL 1107 |
| **Corequisites** | None |
| **Recommended Preparation** | MCB 2610 |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |

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

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| **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 knowledge |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | No |

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| **COURSE DETAILS** | |
| **Provide proposed title and complete course catalog copy** | MCB 3845W Microbial Diversity, Ecology and Evolution Three credits. Prerequisites: ENGL 1010 or 1011 or 2011; BIOL 1107. Recommended preparation: MCB 2610 Prokaryotes generate diversity and evolve mainly through Horizontal Gene Transfer. In order to gain a deeper appreciation for how prokaryotes evolve and adapt to their environment, we will examine the scientific literature examining mechanisms, strategies and outcomes of gene exchange. |
| **Reason for the course action** | This course has been taught for many years as a section of MCB 3841W number as a way for MCB majors to satisfy the W in the MCB major requirement. With seven sections of this course being taught under the same number, we realized that students were unclear on the fact that each section was a different course with a different topic and different prerequisites. Therefore we are converting most of the sections to their own course number. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | To develop intellectual skills that enable students to synthesize facts, principles, and logic that allows understanding the role of microorganisms in our world. Additionally, the course is heavily concentrated on developing skills and gaining confidence in communicating through writing and presenting |
| **Describe course assessments** | Breakdown of final grade: Participation 15%; Writing Assignments 40%; Presentation 15%; Midterm, 10%; Final Exam 20%. All students are required to participate in a class discussion, every day. There are 8-500 word essays based on the previous week's reading assignments. One essay is due each week, with rewrites due two weeks later, after they get my comments from their first draft. Essays are graded on factual content (50%), style (40%) and creativity (10%). Students learn how to independently research a new topic (e.g., methanogenesis) and make a 30 minute Powerpoint presentation on their topic. I have several one on one meetings with each student to guide them through the research and presentation process. There are two exams, a midterm and a final. Exams are essay style, with 4-5 questions that requires students to synthesize major facts and concepts. |
| **General Education Goals** | This course develops skills for being articulate through at least three avenues: required in-class participation, writing and rewriting essays, and presenting a 30 minute Powerpoint talk on their library research. Developing communication skills is a prominent feature of this class. Students are also subjected to a wide variety of microbiological research literature, which allows them to acquire intellectual breadth and versatility. Prokaryotic evolution, ecology, and diversity is an all-encompassing research field requiring synthesis of disparate ideas and concepts. Further, understanding how gene flow (horizontal gene transfer) occurs in prokaryotes; how its outcomes effect their evolution and adaptation to the environment; and how those traits resemble the complicated life we observe around us everyday allows students to make connections to their own lives, and how the earth "lives". We also spend one week on the evolution of cooperation, and though it is about microorganisms, the students always make great connections to the morality of humans. |
| **Skill Code W** | Students write and rewrite 8-500 word essays (16 pages). I critically evaluate each essay draft, provide substantial feedback within a week, and provide individual consultation when necessary. The class is capped at 19. Essays are written based on reading assignments and classroom discussions. I provide them a copy, and read to them the course syllabus, which states students must pass the writing component of the course in order to pass the class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Papke\_ MCB3845W\_Syllabusdoc.doc](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118324) | Papke\_ MCB3845W\_Syllabusdoc.doc | Syllabus | |

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| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | David A Knecht | 04/02/2018 - 16:37 | Submit |  | none | | Molecular and Cell Biology | David A Knecht | 04/11/2018 - 10:54 | Approve | 4/6/2018 | approved by MCB on 4/6/18 | |

**Microbial Diversity, Ecology and Evolution: MCB 3845W**

**Spring, 2017**

**Instructor: Dr. Thane Papke**

**Tu/Th 12:30-1:45 am; Ratcliffe Hicks Building and Arena (RHBA) 101**

**Contact Info:**

Office BSP 402; 860-486-7963; [thane@uconn.edu](mailto:thane@uconn.edu)

**Office Hours:**

After class and by appointment.

**Course Objectives:**

Prokaryotes generate diversity and evolve mainly through Horizontal Gene Transfer. In order to gain a deeper appreciation for prokaryote evolution, and how they adapt to their environment, we will examine the scientific literature demonstrating mechanisms and strategies for gene exchange, as well as the outcomes. Writing will be an integral part of the learning experience in this class.

**Course goal:**

To develop intellectual skills that enable students to synthesize facts, principles, and logic that allows understanding the role of microorganisms in our world. Additionally, the course is heavily concentrated on developing skills and gaining confidence in communicating through writing and presenting.

**NO TEXTBOOK!** Journal article titles and authors are listed below. Each student is responsible for finding the article. All articles are available and free from the Internet, if using a computer on campus. If off campus, you can still get it for free, but you have to sign into the library.

**Grades:**

**Participation:** S**tudents are required to come to class prepared to discuss the assigned reading!** There will be an open-ended discussion about the reading material. Students who do not voluntarily participate will be called on. Each student is expected to participate voluntarily every day.

**There are eight essays due.** Essays are based on the previous week’s papers and discussion. Students will synthesize ideas from the reading assignments, and write a coherent, logical essay. Each essay will be between 500-600 words, double-spaced. **Essays must be brought to class, printed. No hand written essays will be accepted. Essays cannot be emailed, nor submitted after class.**  You may turn in essays early if you are not planning to attend class on the day they are due.

General grading criteria for essays

• *Factual* (50%): Thoroughness and rigor in identifying information: Accuracy in reporting “the known scientific facts”.

• *Style* (40%): Basic writing style. Issues that should be emphasized include an opening sentence that frames the essay goals, sound logic, grammar, spelling, punctuation, word choice, sentence structure, etc.

• *Creativity* (10%): How interesting and exciting is the essay? Is it a report of the facts? Was the student able to weave facts together with new insight?

Draft essays will be graded and editorial comments will be made. Students have one week to rewrite their essays based on the editorial comments, and resubmit them for a second grade.

**Presentation:** Starting April 11th : Each student will make a 30-minute PowerPoint presentation (approximately 25-30 slides). Dr. Papke will guide students tremendously in this pursuit, as learning to give presentations is an applicable life-long skill for all scientists.

**Exams**: One each: midterm and final exam.

**Breakdown of final grade**: Participation 15%; Writing Assignments 40%; Presentation 15%; Midterm, 10%; Final Exam 20%.

**Important Note**: In order to pass this course, you MUST pass the writing component. This is University of Connecticut policy.

**Grade Conversion Scale:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F | | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | 59 or less | |

**Important Dates**

**February 10th:** Must have met with Dr. Papke at a scheduled time to discuss topic of presentation. Bring with you two review articles, and three primary literature articles on the topic.

**March 9th**: Midterm exam

**March 31st:** Must have met with Dr. Papke, to go over your Power Point presentation: bring with you your draft presentation, and be prepared to present and discuss it.

**March 12th – 18th:** Spring Break

**April 11th:** Presentations begin

**April 27th**: Last day of class.

**May 1-6:**In Class Final, 12:30pm (subject to change)

**Reading Assignments:**

**January 19th** Chemical communication among bacteria (2003) Taga and Bassler.

**January 24th** Physiological heterogeneity in biofilms (2008) Stewart and Franklin

**January 26th** Biofilms (2010) Lopez et al.

**January 31st** DNA uptake during bacterial transformation (2004) Chen and Dubnau.

**February 2nd** Natural transformation of *Neisseria gonorrhoeae*: From DNA donation to homologous recombination (2006) Hamilton and Dillard

**February 7th** Cell death in *Streptococcus mutants* biofilms: a link between CSP and extracellular DNA (2009) Perry et al

**February 9th**  Induction of natural competence in *Streptococcus pneumoniae* triggers lysis and DNA release from a subfraction of the cell population (2002) Steinmoen et al.

**February 14th** Chitin induces natural competence in *Vibrio cholerae* (2005) Meibom et al.

**February 16th** The type VI secretion system of *Vibrio cholera* fosters horizontal gene transfer (2015) Borgeaud et al.

**February 21st** The Archaeal Ced system imports DNA (2016) van Wolferen et al.

# February 23rd **Gene transfer agents: phage-like elements of genetic exchange (2012) Lang et al.**

**February 28th** Horizontal gene transfer of the secretome drives the evolution of bacterial cooperation and virulence (2009) Nogueira et al.

**March 2nd** Bacterial Quorum Sensing and Metabolic Incentives to Cooperate (2012) Dandekaret al.

**March 7th** Do bacteria have sex? (2001) R. Redfield

**March 9th** Midterm Exam

**March 21st** Bacterial species and speciation (2001) Cohan

**March 23rd** Gene Transfer in Bacteria: Speciation without species? (2002) Lawrence

**March 28th** Fuzzy species among recombinogenic bacteria (2005) Hanage et al.

**March 30th** On the chimeric nature, thermophilic origin and phylogenetic placement of the Thermotogales (2009) Zhaxybayeva et al.

**April 4th** Bacterial community assembly based on functional genes rather than species (2011) Burke et al.

**April 6th** Decoupling function and taxonomy in the global ocean microbiome (2016) Louca et al

**April 11th** Presentations begin

**Topics for presentations:**

1. Virus evolution/ecology
2. Anoxygenic photosynthesis
3. Sulfur cycle
4. CO2 Fixation
5. Rhodopsins
6. Nitrogen Cycle
7. Origin of life
8. Microbial Mats
9. Fermentation (non-alcoholic)
10. Adaptation to High Salt
11. Methanogenesis
12. Petroleum Biodegradation
13. Oxygenic photosynthesis and cyanobacteria

**Each student is expected to abide by the University of Connecticut Code of Conduct. We are all here to learn and to be excited about learning.**

**Plagiarism:**

In the past there have been misunderstandings about whether it is appropriate to copy material from references or from other students. Briefly, it is never appropriate to copy anything written by someone else: neither students, published works, dissertations, nor internet material. The work you turn in must be in your own words. Do not copy anything from work written by others. If you must quote from written work (and this is rarely done in scientific work), the passage that is quoted must be enclosed in quotation marks and followed immediately by the reference citation. All facts and interpretations of facts that are not your own must include a literature citation. When describing factual material, you should restate it in your own words. If you want to include tables of data or diagrams from the literature, you may do so as long as you cite the appropriate reference in the legend to the figure or table. All the references in your reference list should be cited in your work. Do not cite sources from which you did not use information.

Excerpt from the Student Conduct Code (http://www.dosa.uconn.edu/scc11.html)

**If you have any questions about the acceptability of your work regarding plagiarism, contact Dr. Papke before submitting the work. After you submit the work it is too late and any violations of this policy will be dealt with according to the guidelines given in Section XI of the *Student Conduct Code* (see below).**

**You are recommended to check your own papers for plagiarism with freely available on line plagiarism detection software. Here are some example urls:**

[**http://www.dustball.com/cs/plagiarism.checker/**](http://www.dustball.com/cs/plagiarism.checker/)

**http://www.plagiarismchecker.com/**

[**http://www.plagtracker.com/**](http://www.plagtracker.com/)

**http://plagiarisma.net/**

[**http://www.grammarly.com/?q=plagiarism&gclid=CJvHkL\_IiLICFcXb4Aod0HYAcw**](http://www.grammarly.com/?q=plagiarism&gclid=CJvHkL_IiLICFcXb4Aod0HYAcw)

**Academic Misconduct**

A fundamental concept of all educational institutions is academic honesty. All academic work depends upon respect for and acknowledgment of research and ideas of others. Misrepresentation of someone else's work as one's own is a most serious offense in any academic setting.

No academic misconduct, including any forms of cheating and plagiarism, can be condoned. Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; attempting to influence one's academic evaluation for reasons other than academic achievement or merit; presenting, as one's own, the ideas or words of another for academic evaluation without proper acknowledgment; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

Also, one is not allowed to cooperate or be an accessory to another's academic misconduct. Thus a student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. It is perhaps less obvious, but it is equally logical, that a student who knowingly permits another to copy from his or her own paper, examination, or project should be held as accountable as the student who submits the copied material.

Details of the proceedings involved in academic misconduct cases are provided on the web site http://www.dosa.uconn.edu/scc11.html.

**2018-175 PSYC 2208 Revise Course (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 18-7249 |
| **Request Proposer** | Henning |
| **Course Title** | Sensory Systems Neuroscience |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Psychological Sciences > 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** | PSYC |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Psychological Sciences |
| **Course Title** | Sensory Systems Neuroscience |
| **Course Number** | 2208 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | It is the same course number currently in use for this same course (?) |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Robert A Henning |
| **Initiator Department** | Psychological Sciences |
| **Initiator NetId** | rah02008 |
| **Initiator Email** | [robert.henning@uconn.edu](mailto:robert.henning@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** | 80 |
| **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** | PSYC 1100 or BIOL 1107 or BIOL 1108. |
| **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 |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 2208. Sensory Systems Neuroscience Three credits. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 1108. Recommended preparation: PSYC 2200. Cellular, circuit, and neural systems basis of sensation and perception including evolutionary and ecological differences among mammals. |
| **Provide proposed title and complete course catalog copy** | 2208. Sensory Systems Neuroscience Three credits. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 1108. Cellular, circuit, and neural systems basis of sensation and perception including evolutionary and ecological differences among mammals. |
| **Reason for the course action** | After offering this new course, it has been determined that "Recommended preparation: PSYC 2200" is not necessary and it also may discourage students from enrolling in this course. Eliminating this "recommended preparation" also is consistent with status as an introductory course in Area II of the Psychology major and minor. |
| **Specify effect on other departments and overlap with existing courses** | None anticipated. |
| **Please provide a brief description of course goals and learning objectives** | Course Objectives: 1. Learn the major molecular and cellular mechanisms involved in sensory transduction at peripheral endothelium. 2. Learn the anatomy of the major sensory pathways from sensory organ to higher-order associative cortices. 3. Learn in detail the basic neuroanatomy and neurophysiology of the visual and auditory circuits as well as fundamental differences in different mammals (mouse/rat, cat, rabbit, monkey, human). 4. Understand the basic structure-function interactions that underlie sensory perceptual abilities and how they differ across different species based on ethological niche. 5. Understand the relationship between basic neuroanatomy and neurophysiology with regards to neural circuits multiple mammals and how that relates to sensory and task-related functional neuroimaging studies in humans. 6. Learn about current technologies (e.g., fMRI, TMS, optogenetic techniques) used to probe/understand the relationship between brain mechanisms and sensory/perceptual processes. |
| **Describe course assessments** | Course Requirements & Assessment: Examinations: There will be three mid-term exams and a final exam. The final may be used to replace a lower mid-term grade All exam will consist of multiple-choice questions and be administered at the electronic testing center (Arjona Bldg). Content of exams will come from posted book readings, posted lectures and any posted material on Husky CT specifically designated. Study & Exam Tips: Review “Objectives” on each lecture before class and to study for exams. Come to class and ask questions. Practice exams will be available on huskyct. Make-up Policy: There WILL BE NO exams/tests given outside of scheduled exam times. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [PSYC-2208-Sensory Systems Neuroscience-syllabus\_4-18-16\_RH.docx](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/119202) | PSYC-2208-Sensory Systems Neuroscience-syllabus\_4-18-16\_RH.docx | Syllabus | |

|  |  |
| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Start | Robert A Henning | 04/11/2018 - 13:40 | Submit |  | None. | | Psychological Sciences | Robert A Henning | 04/11/2018 - 14:25 | Approve | 4/4/2018 | All set. | |

|  |  |  |
| --- | --- | --- |
| **Sensory Systems Neuroscience (3200)**  **Syllabus: Fall and/or Spring 2017** |  | **Instructor**  **Heather L. Read, PhD**  **Email: heather.read@uconn.edu**  **Office Hours: by appointment** |

**Course Description: Course reviews the sensory neuroscience that underlies perception. Neurobiology and function at several general levels are covered: a) sensory receptor molecules and chemical pathways, b) peripheral sensory organs c) central sensory anatomic pathways; and b) structure-function relations underlying sensory perceptual abilities. The focus is on basic principles of sensory perception and how neural circuits and neurophysiology shape that perception. We will discuss evolutionary theories and clinical practice related to sensory neuroscience. Prerequisite: PSYC 1100 or BIOL 1107 or BIOL 108. PSYC 2200 is recommended background but not required.**

**Textbook:** Purves and Wolfe e-book and textbook, respectively, and some additional reading links are required reading material.

**Course Objectives:**

1. Learn the major molecular and cellular mechanisms involved in sensory transduction at peripheral endothelium.
2. Learn the anatomy of the major sensory pathways from sensory organ to higher-order associative cortices.
3. Learn in detail the basic neuroanatomy and neurophysiology of the visual and auditory circuits as well as fundamental differences in different mammals (mouse/rat, cat, rabbit, monkey, human).
4. Understand the basic structure-function interactions that underlie sensory perceptual abilities and how they differ across different species based on ethological niche.
5. Understand the relationship between basic neuroanatomy and neurophysiology with regards to neural circuits multiple mammals and how that relates to sensory and task-related functional neuroimaging studies in humans.
6. Learn about current technologies (e.g., fMRI, TMS, optogenetic techniques) used to probe/understand the relationship between brain mechanisms and sensory/perceptual processes.

**Course Requirements & Assessment:**

Examinations: There will be three mid-term exams and a final exam. The final may be used to replace a lower mid-term grade

All exam will consist of multiple-choice questions and be administered at the electronic testing center (Arjona Bldg).

Content of exams will come from posted book readings, posted lectures and any posted material on Husky CT specifically designated.

**Study & Exam Tips:** Review “Objectives” on each lecture before class and to study for exams. Come to class and ask questions. Practice exams will be available on huskyct.

**Make-up Policy: There WILL BE NO exams/tests given outside of scheduled exam times.**

**Grade Conversion Scale:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F | | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | 59 or less | |

**Tentative Schedule**

|  |  |  |
| --- | --- | --- |
| Date | Lecture Topic | Lecture |
| Sep 1 | Introduction to sensory neuroscience | 1 |
| Sep 3 | Early Vision: light, photoreceptors opsin molecules, color sensation | 2 |
| Sep 8 | Early Vision: organization and phylogenetic differences in visual sensory fields for motion, acuity, color | 3 |
| Sep 10 | Early Vision: synaptic and circuit organization principles for retinal “on” and “off” straight-through pathways | 4 |
| Sep 15 | Early Vision: physiology and circuit organization principles for thalamic pathways | 5 |
| Sep 17 | Interactive Class | 6 |
| Sep 22 | Review | 7 |
| Sep 24 | Exam 1 | Exam 1 |
| Sept 29 | Higher Vision: transformations of neural receptive fields from retina to primary visual cortex for visual image analysis | 8 |
| Oct 1 | Higher Vision: phylogenetic increase in hypercolumn number, cortical surface area and visual contrast sensitivity in mammals | 9 |
| Oct 6 | Higher Vision: principles of organization of non-primary visual cortices | 10 |
| Oct 8 | Interactive class | 11 |
|  | Review | 12 |
| Oct 13 | Exam 2 | Exam 2 |
| Oct 15 | Early Audition: sound, tip-link molecules, haircells and physiology of sensation along the cochlea | 13 |
| Oct 20 | Higher Audition: transformations of neural receptive fields from cochlea to primary auditory cortex for encoding sound frequency | 14 |
| Oct 22 | Higher Audition: physics, anatomy and physiology for hearing in stereo | 15 |
| Oct 27 | Higher Audition: neurophysiology and pathways for perception of acoustic loudness, rhythms and objects | 16 |
| Oct 29 | Interactive Class | 17 |
| Nov 3 | Review |  |
| Nov 5 | Exam 3 | Exam 3 |
| Nov 10 | Early Somatosensation: receptors, physiology. | 17 |
| Nov 12 | Early Somatosensation: stretch, mechano and pain receptor physiology | 18 |
| Nov 17 | Higher Somatosensation: organization and transformations of neural receptive fields from skin to primary somatosensory cortex |  |
| Nov 19 |  |  |
| Nov 24 | Fall Break | Fall Break |
| Nov 26 | Fall Break | Fall Break |
| Dec 1 | Higher Somatosensation: species differences in receptive fields and organization of primary somatosensory cortex | 17 |
| Dec 3 | Higher Somatosensation: neural principles of somatosensory perceptual plasticity and filling in. | 18 |
| Dec 8 | Interactive Class | 19 |
| Dec 10 | Review |  |
| Dec 11 | Last Day Fall Classes |  |
| Dec 14 | Cumulative Final Exam | Final |

**2018-176 PSYC Change Major**



**Proposal to Change a Major**

Last revised: September 24, 2013

1. Date: 11-Apr-2018

2. Department or Program: Psychological Sciences

3. Title of Major: Psychological Sciences

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year):

5. Nature of change: Update with 4 new course offerings: PSYC 2208, 2209, 3405, & 3644.

# Existing Catalog Description of Major

Psychological Sciences

[Course descriptions](https://catalog.uconn.edu/psyc/)

The Department of Psychological Sciences recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include [BIOL 1102](https://catalog.uconn.edu/BIOL/#1102), [1107](https://catalog.uconn.edu/BIOL/#1107), or [1108](https://catalog.uconn.edu/BIOL/#1108); [ANTH 1006](https://catalog.uconn.edu/ANTH/#1006) or [2000](https://catalog.uconn.edu/ANTH/#2000); and [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001). If at all possible, majors should take [STAT 1100Q](https://catalog.uconn.edu/STAT/#1100Q) (or [1000Q](https://catalog.uconn.edu/STAT/#1000Q)) by their third semester.

A maximum of seven 2000-level or above transfer credits in psychology may count toward the major upon approval of the transfer coordinator in the Department of Psychological Sciences.

Up to three credits of [PSYC 3889](https://catalog.uconn.edu/PSYC/#3889) or [3899](https://catalog.uconn.edu/PSYC/#3899) can be used, and [PSYC 3880](https://catalog.uconn.edu/PSYC/#3880) cannot be used.

All Department of Psychological Sciences majors are required to take two introductory-level psychology courses – General Psychology I ([PSYC 1100](https://catalog.uconn.edu/PSYC/#1100)) and either General Psychology II ([PSYC 1101](https://catalog.uconn.edu/PSYC/#1101)) or General Psychology II (Enhanced) ([PSYC 1103](https://catalog.uconn.edu/PSYC/#1103)) – followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

Foundation

[PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ).

Area I: Social, Developmental, Clinical, and Industrial/Organizational

[PSYC 2300](https://catalog.uconn.edu/PSYC/#2300) or [2300W](https://catalog.uconn.edu/PSYC/#2300W), [2301](https://catalog.uconn.edu/PSYC/#2301), [2400](https://catalog.uconn.edu/PSYC/#2400), [2600](https://catalog.uconn.edu/PSYC/#2600), [2700](https://catalog.uconn.edu/PSYC/#2700).

Area II: Experimental and Behavioral Neuroscience

[PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), [2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501), [3201](https://catalog.uconn.edu/PSYC/#3201), [3500](https://catalog.uconn.edu/PSYC/#3500), [3501](https://catalog.uconn.edu/PSYC/#3501).

Area III: Cross Area (I and II)

[PSYC 2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [3100/W](https://catalog.uconn.edu/PSYC/#3100), [3102](https://catalog.uconn.edu/PSYC/#3102), [3105](https://catalog.uconn.edu/PSYC/#3105), [3400](https://catalog.uconn.edu/PSYC/#3400), [3601](https://catalog.uconn.edu/PSYC/#3601).

Area IV: Advanced and Specialty Lecture Courses

*Includes Area III courses except for*[*PSYC 3100/W*](https://catalog.uconn.edu/PSYC/#3100)*:* [PSYC 2101](https://catalog.uconn.edu/PSYC/#2101), [2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [2701](https://catalog.uconn.edu/PSYC/#2701), [3101](https://catalog.uconn.edu/PSYC/#3101), [3102](https://catalog.uconn.edu/PSYC/#3102), [3103](https://catalog.uconn.edu/PSYC/#3103), [3104](https://catalog.uconn.edu/PSYC/#3104), [3105](https://catalog.uconn.edu/PSYC/#3105), [3106](https://catalog.uconn.edu/PSYC/#3106), [3200/W](https://catalog.uconn.edu/PSYC/#3200), [3300](https://catalog.uconn.edu/PSYC/#3300), [3301](https://catalog.uconn.edu/PSYC/#3301), [3400](https://catalog.uconn.edu/PSYC/#3400),

[3470](https://catalog.uconn.edu/PSYC/#3470), [3502](https://catalog.uconn.edu/PSYC/#3502), [3600](https://catalog.uconn.edu/PSYC/#3600), [3601](https://catalog.uconn.edu/PSYC/#3601), [3670/W](https://catalog.uconn.edu/PSYC/#3670), [3770](https://catalog.uconn.edu/PSYC/#3770), [3883](https://catalog.uconn.edu/PSYC/#3883), [3884](https://catalog.uconn.edu/PSYC/#3884), [3885](https://catalog.uconn.edu/PSYC/#3885).

Laboratory Courses

[PSYC 3150](https://catalog.uconn.edu/PSYC/#3150), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3251](https://catalog.uconn.edu/PSYC/#3251), [3252](https://catalog.uconn.edu/PSYC/#3252), [3253](https://catalog.uconn.edu/PSYC/#3253), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3552](https://catalog.uconn.edu/PSYC/#3552).

Research

[PSYC 3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), [4197W](https://catalog.uconn.edu/PSYC/#4197W).

Tracks

After completing [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100) and [1101](https://catalog.uconn.edu/PSYC/#1101) (or [1103](https://catalog.uconn.edu/PSYC/#1103)), students must select one of our tracks for their major: Standard (B.A. or B.S.); Research Concentration (B.A. or B.S.); or Honors (B.A. or B.S.). The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, one Area III course, two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Research Concentration

31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV courses (lecture and/or laboratory), three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Research Concentration

31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV laboratory courses, three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV courses (lecture and/or laboratory) [3899](https://catalog.uconn.edu/PSYC/#3899) and [4197W](https://catalog.uconn.edu/PSYC/#4197W) from Area IV research, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Honors

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV laboratory courses, [3899](https://catalog.uconn.edu/PSYC/#3899) and [4197W](https://catalog.uconn.edu/PSYC/#4197W) from Area IV research ([4197W](https://catalog.uconn.edu/PSYC/#4197W) may be substituted for one of the laboratory courses. If substituted, student must take one other 2000-level or above PSYC course from any area.), 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, [COMM 3100](https://catalog.uconn.edu/COMM/#3100), [EPSY 3010](https://catalog.uconn.edu/EPSY/#3010), and [HDFS 2100](https://catalog.uconn.edu/HDFS/#2100) may not be used.

Information Literacy

To satisfy the information literacy competency, all students must pass [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q)/[2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ). Other courses that will further enhance competency in information literacy include [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), and [4197W](https://catalog.uconn.edu/PSYC/#4197W).

Writing in the Major

To satisfy the writing in the major requirement, all students must pass [PSYC 2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ). Other courses that will further help students develop writing skills in psychological science are [PSYC 2300W](https://catalog.uconn.edu/PSYC/#2300W), [3100W](https://catalog.uconn.edu/PSYC/#3100), [3200W](https://catalog.uconn.edu/PSYC/#3200W), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3600W](https://catalog.uconn.edu/PSYC/#3600), [3670W](https://catalog.uconn.edu/PSYC/#3670W), [3770W](https://catalog.uconn.edu/PSYC/#3770W), and [4197W](https://catalog.uconn.edu/PSYC/#4197W). For students who have taken [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) rather than [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in [Psychological Sciences](https://catalog.uconn.edu/minors/psychological-sciences/). A minor in [Neuroscience](https://catalog.uconn.edu/minors/neuroscience/) is offered jointly by the Department of Psychological Sciences and the Physiology and Neurobiology Department. Both programs are described in the [Minors](https://catalog.uconn.edu/minors/) section.

The Department of Psychological Sciences also offers a joint major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under [Linguistics](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/linguistics/).

# Proposed Catalog Description of Major

Psychological Sciences

[Course descriptions](https://catalog.uconn.edu/psyc/)

The Department of Psychological Sciences recommends that its majors take a broad selection of psychology courses and electives to obtain a well-rounded introduction to the science. The Department encourages students to participate in its research activities, including laboratory courses, research seminars, and independent study experiences.

The Department advises students planning to major in psychology to secure a background in the basic sciences and relevant social sciences, preferably before their junior year. Suggested courses include [BIOL 1102](https://catalog.uconn.edu/BIOL/#1102), [1107](https://catalog.uconn.edu/BIOL/#1107), or [1108](https://catalog.uconn.edu/BIOL/#1108); [ANTH 1006](https://catalog.uconn.edu/ANTH/#1006) or [2000](https://catalog.uconn.edu/ANTH/#2000); and [SOCI 1001](https://catalog.uconn.edu/SOCI/#1001). If at all possible, majors should take [STAT 1100Q](https://catalog.uconn.edu/STAT/#1100Q) (or [1000Q](https://catalog.uconn.edu/STAT/#1000Q)) by their third semester.

A maximum of seven 2000-level or above transfer credits in psychology may count toward the major upon approval of the transfer coordinator in the Department of Psychological Sciences.

Up to three credits of [PSYC 3889](https://catalog.uconn.edu/PSYC/#3889) or [3899](https://catalog.uconn.edu/PSYC/#3899) can be used, and [PSYC 3880](https://catalog.uconn.edu/PSYC/#3880) cannot be used.

All Department of Psychological Sciences majors are required to take two introductory-level psychology courses – General Psychology I ([PSYC 1100](https://catalog.uconn.edu/PSYC/#1100)) and either General Psychology II ([PSYC 1101](https://catalog.uconn.edu/PSYC/#1101)) or General Psychology II (Enhanced) ([PSYC 1103](https://catalog.uconn.edu/PSYC/#1103)) – followed by at least 25 2000-level or above psychology credits, which are grouped as follows:

Foundation

[PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ).

Area I: Social, Developmental, Clinical, and Industrial/Organizational

[PSYC 2300](https://catalog.uconn.edu/PSYC/#2300) or [2300W](https://catalog.uconn.edu/PSYC/#2300W), [2301](https://catalog.uconn.edu/PSYC/#2301), [2400](https://catalog.uconn.edu/PSYC/#2400), [2600](https://catalog.uconn.edu/PSYC/#2600), [2700](https://catalog.uconn.edu/PSYC/#2700).

Area II: Experimental and Behavioral Neuroscience

[PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), 2208, 2209, [2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501), [3201](https://catalog.uconn.edu/PSYC/#3201), [3500](https://catalog.uconn.edu/PSYC/#3500), [3501](https://catalog.uconn.edu/PSYC/#3501).

Area III: Cross Area (I and II)

[PSYC 2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [3100/W](https://catalog.uconn.edu/PSYC/#3100), [3102](https://catalog.uconn.edu/PSYC/#3102), [3105](https://catalog.uconn.edu/PSYC/#3105), [3400](https://catalog.uconn.edu/PSYC/#3400), [3601](https://catalog.uconn.edu/PSYC/#3601).

Area IV: Advanced and Specialty Lecture Courses

*Includes Area III courses except for*[*PSYC 3100/W*](https://catalog.uconn.edu/PSYC/#3100)*:* [PSYC 2101](https://catalog.uconn.edu/PSYC/#2101), [2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [2701](https://catalog.uconn.edu/PSYC/#2701), [3101](https://catalog.uconn.edu/PSYC/#3101), [3102](https://catalog.uconn.edu/PSYC/#3102), [3103](https://catalog.uconn.edu/PSYC/#3103), [3104](https://catalog.uconn.edu/PSYC/#3104), [3105](https://catalog.uconn.edu/PSYC/#3105), [3106](https://catalog.uconn.edu/PSYC/#3106), [3200/W](https://catalog.uconn.edu/PSYC/#3200), [3300](https://catalog.uconn.edu/PSYC/#3300), [3301](https://catalog.uconn.edu/PSYC/#3301), [3400](https://catalog.uconn.edu/PSYC/#3400),

3405, [3470](https://catalog.uconn.edu/PSYC/#3470), [3502](https://catalog.uconn.edu/PSYC/#3502), [3600](https://catalog.uconn.edu/PSYC/#3600), 3644, [3601](https://catalog.uconn.edu/PSYC/#3601), [3670/W](https://catalog.uconn.edu/PSYC/#3670), [3770](https://catalog.uconn.edu/PSYC/#3770), [3883](https://catalog.uconn.edu/PSYC/#3883), [3884](https://catalog.uconn.edu/PSYC/#3884), [3885](https://catalog.uconn.edu/PSYC/#3885).

Laboratory Courses

[PSYC 3150](https://catalog.uconn.edu/PSYC/#3150), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3251](https://catalog.uconn.edu/PSYC/#3251), [3252](https://catalog.uconn.edu/PSYC/#3252), [3253](https://catalog.uconn.edu/PSYC/#3253), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3552](https://catalog.uconn.edu/PSYC/#3552).

Research

[PSYC 3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), [4197W](https://catalog.uconn.edu/PSYC/#4197W).

Tracks

After completing [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100) and [1101](https://catalog.uconn.edu/PSYC/#1101) (or [1103](https://catalog.uconn.edu/PSYC/#1103)), students must select one of our tracks for their major: Standard (B.A. or B.S.); Research Concentration (B.A. or B.S.); or Honors (B.A. or B.S.). The requirements for each of these tracks are as follows:

Bachelor of Arts: Standard

25 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, One Area III course, Two other 2000-level or above PSYC courses from any areas, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Standard

25 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, one Area III course, two Area IV laboratory courses, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Research Concentration

31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV courses (lecture and/or laboratory), three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Research Concentration

31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV laboratory courses, three credits of Area IV research, one other 2000-level or above PSYC course from any area, 12 related 2000-level or above non-PSYC credits

Bachelor of Arts: Honors

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV courses (lecture and/or laboratory) [3899](https://catalog.uconn.edu/PSYC/#3899) and [4197W](https://catalog.uconn.edu/PSYC/#4197W) from Area IV research, 12 related 2000-level or above non-PSYC credits

Bachelor of Science: Honors

(Available only to students accepted into the University Honors Program) 31 PSYC credits, including: [2100Q](https://catalog.uconn.edu/PSYC/#2100Q) or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), two Area I courses, two Area II courses, [3100](https://catalog.uconn.edu/PSYC/#3100) from Area III, two Area IV laboratory courses, [3899](https://catalog.uconn.edu/PSYC/#3899) and [4197W](https://catalog.uconn.edu/PSYC/#4197W) from Area IV research ([4197W](https://catalog.uconn.edu/PSYC/#4197W) may be substituted for one of the laboratory courses. If substituted, student must take one other 2000-level or above PSYC course from any area.), 12 related 2000-level or above non-PSYC credits

Related 2000-level or above non-psychology courses

At least 12 credits. Must be approved by advisor prior to registration. Because of content overlap, [COMM 3100](https://catalog.uconn.edu/COMM/#3100), [EPSY 3010](https://catalog.uconn.edu/EPSY/#3010), and [HDFS 2100](https://catalog.uconn.edu/HDFS/#2100) may not be used.

Information Literacy

To satisfy the information literacy competency, all students must pass [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q)/[2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ). Other courses that will further enhance competency in information literacy include [PSYC 1100](https://catalog.uconn.edu/PSYC/#1100), [1103](https://catalog.uconn.edu/PSYC/#1103), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), and [4197W](https://catalog.uconn.edu/PSYC/#4197W).

Writing in the Major

To satisfy the writing in the major requirement, all students must pass [PSYC 2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ). Other courses that will further help students develop writing skills in psychological science are [PSYC 2300W](https://catalog.uconn.edu/PSYC/#2300W), [3100W](https://catalog.uconn.edu/PSYC/#3100), [3200W](https://catalog.uconn.edu/PSYC/#3200W), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3600W](https://catalog.uconn.edu/PSYC/#3600), [3670W](https://catalog.uconn.edu/PSYC/#3670W), [3770W](https://catalog.uconn.edu/PSYC/#3770W), and [4197W](https://catalog.uconn.edu/PSYC/#4197W). For students who have taken [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q) rather than [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ), any 2000-level or above PSYC W course may be used to satisfy the writing in the major requirement.

There is a minor in [Psychological Sciences](https://catalog.uconn.edu/minors/psychological-sciences/). A minor in [Neuroscience](https://catalog.uconn.edu/minors/neuroscience/) is offered jointly by the Department of Psychological Sciences and the Physiology and Neurobiology Department. Both programs are described in the [Minors](https://catalog.uconn.edu/minors/) section.

The Department of Psychological Sciences also offers a joint major with the Department of Linguistics. The description of the Linguistics-Psychology major appears under [Linguistics](https://catalog.uconn.edu/college-of-liberal-arts-and-sciences/linguistics/).

# Justification

1. Reasons for changing the major: Updating needed to reflect new course offerings.

2. Effects on students: Will offer more options to complete their major; reduce advising needs.

3. Effects on other departments: None known

4. Effects on regional campuses: Proposed changes are expected to benefit students at the regional campuses in the same manner as students at the main campus.

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

    Department Curriculum Committee: April 4, 2018

    Department Faculty: N/A

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

Robert Henning, x-5918, robert.henning@uconn.edu

**2018-177 PSYC Change Minor**



**Proposal to Change a Minor**

Last revised: September 24, 2013

1. Date: 11-Apr-2018

2. Department or Program: Psychological Sciences

3. Title of Minor: Psychological Sciences

4. [Effective](http://ccc.clas.uconn.edu/form-instructions/#effective) Date (semester, year):

5. Nature of change: 1) Update with 4 new course offerings: PSYC 2208, 2209, 3405, & 3644; 2) set cap on transfer courses.

# Existing Catalog Description of Minor

Psychological Sciences Minor

Students seeking to complete a minor in Psychological Sciences are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

* **Foundation:** [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q)or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ).
* **Area I.** Social, Developmental, Clinical, and Industrial/Organizational: [PSYC 2300/W](https://catalog.uconn.edu/PSYC/#2300), [2301](https://catalog.uconn.edu/PSYC/#2301), [2400](https://catalog.uconn.edu/PSYC/#2400), [2600](https://catalog.uconn.edu/PSYC/#2600), [2700](https://catalog.uconn.edu/PSYC/#2700).
* **Area II.** Experimental and Behavioral Neuroscience: [PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), [2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501), [3201](https://catalog.uconn.edu/PSYC/#3201) ([EEB 3201](https://catalog.uconn.edu/EEB/#3201)), [3500](https://catalog.uconn.edu/PSYC/#3500), [3501](https://catalog.uconn.edu/PSYC/#3501).
* **Area III.** Cross Area (I and II): [PSYC 2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [3100/W,](https://catalog.uconn.edu/PSYC/#3100) [3102](https://catalog.uconn.edu/PSYC/#3102), [3105](https://catalog.uconn.edu/PSYC/#3105), [3400](https://catalog.uconn.edu/PSYC/#3400), [3601](https://catalog.uconn.edu/PSYC/#3601).
* **Area IV.** Advanced and Specialty Lecture Courses: [PSYC 2101](https://catalog.uconn.edu/PSYC/#2101), [2701](https://catalog.uconn.edu/PSYC/#2701), [3101](https://catalog.uconn.edu/PSYC/#3101), [3103](https://catalog.uconn.edu/PSYC/#3103) ([COMM 3103](https://catalog.uconn.edu/COMM/#3103)), [3104](https://catalog.uconn.edu/PSYC/#3104), [3106](https://catalog.uconn.edu/PSYC/#3106) ([AFRA 3106](https://catalog.uconn.edu/AFRA/#3106)), [3200/W](https://catalog.uconn.edu/PSYC/#3200), [3300/W](https://catalog.uconn.edu/PSYC/#3300), [3301](https://catalog.uconn.edu/PSYC/#3301), [3470/W](https://catalog.uconn.edu/PSYC/#3470), [3502](https://catalog.uconn.edu/PSYC/#3502), [3600/W](https://catalog.uconn.edu/PSYC/#3600), [3670/W](https://catalog.uconn.edu/PSYC/#3670), [3770](https://catalog.uconn.edu/PSYC/#3770), [3883](https://catalog.uconn.edu/PSYC/#3883), [3884](https://catalog.uconn.edu/PSYC/#3884),
* [3885](https://catalog.uconn.edu/PSYC/#3885).
* **Laboratory Courses:**[PSYC 3150](https://catalog.uconn.edu/PSYC/#3150), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3251](https://catalog.uconn.edu/PSYC/#3251), [3252](https://catalog.uconn.edu/PSYC/#3252), [3253](https://catalog.uconn.edu/PSYC/#3253), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3552](https://catalog.uconn.edu/PSYC/#3552).
* **Research:**[PSYC 3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), [4197W](https://catalog.uconn.edu/PSYC/#4197W).

The requirements for the Minor in Psychological Sciences are as follows:

* One Area I course
* One Area II course
* Any three additional 2000-level and above Psychological Sciences courses listed above.

No more than three credits of either [PSYC 3889](https://catalog.uconn.edu/PSYC/#3889) or [3899](https://catalog.uconn.edu/PSYC/#3899) may be counted toward the minor. [PSYC 3880](https://catalog.uconn.edu/PSYC/#3880) cannot be used. The courses composing the minor should be selected in consultation with the student’s major advisor to form a coherent program relevant to the student’s academic and/or career interests and objectives.

# Proposed Catalog Description of Minor

Psychological Sciences Minor

Students seeking to complete a minor in Psychological Sciences are required to take at least 15 2000-level and above psychology credits from among the following courses, which are grouped as follows:

* **Foundation:** [PSYC 2100Q](https://catalog.uconn.edu/PSYC/#2100Q)or [2100WQ](https://catalog.uconn.edu/PSYC/#2100WQ).
* **Area I.** Social, Developmental, Clinical, and Industrial/Organizational: [PSYC 2300/W](https://catalog.uconn.edu/PSYC/#2300), [2301](https://catalog.uconn.edu/PSYC/#2301), [2400](https://catalog.uconn.edu/PSYC/#2400), [2600](https://catalog.uconn.edu/PSYC/#2600), [2700](https://catalog.uconn.edu/PSYC/#2700).
* **Area II.** Experimental and Behavioral Neuroscience: [PSYC 2200](https://catalog.uconn.edu/PSYC/#2200), 2208, 2209, [2500](https://catalog.uconn.edu/PSYC/#2500), [2501](https://catalog.uconn.edu/PSYC/#2501), [3201](https://catalog.uconn.edu/PSYC/#3201) ([EEB 3201](https://catalog.uconn.edu/EEB/#3201)), [3500](https://catalog.uconn.edu/PSYC/#3500), [3501](https://catalog.uconn.edu/PSYC/#3501).
* **Area III.** Cross Area (I and II): [PSYC 2110](https://catalog.uconn.edu/PSYC/#2110), [2201](https://catalog.uconn.edu/PSYC/#2201), [3100/W,](https://catalog.uconn.edu/PSYC/#3100) [3102](https://catalog.uconn.edu/PSYC/#3102), [3105](https://catalog.uconn.edu/PSYC/#3105), [3400](https://catalog.uconn.edu/PSYC/#3400), [3601](https://catalog.uconn.edu/PSYC/#3601).
* **Area IV.** Advanced and Specialty Lecture Courses: [PSYC 2101](https://catalog.uconn.edu/PSYC/#2101), [2701](https://catalog.uconn.edu/PSYC/#2701), [3101](https://catalog.uconn.edu/PSYC/#3101), [3103](https://catalog.uconn.edu/PSYC/#3103) ([COMM 3103](https://catalog.uconn.edu/COMM/#3103)), [3104](https://catalog.uconn.edu/PSYC/#3104), [3106](https://catalog.uconn.edu/PSYC/#3106) ([AFRA 3106](https://catalog.uconn.edu/AFRA/#3106)), [3200/W](https://catalog.uconn.edu/PSYC/#3200), [3300/W](https://catalog.uconn.edu/PSYC/#3300), [3301](https://catalog.uconn.edu/PSYC/#3301), 3405, [3470/W](https://catalog.uconn.edu/PSYC/#3470), [3502](https://catalog.uconn.edu/PSYC/#3502), [3600/W](https://catalog.uconn.edu/PSYC/#3600), 3644, [3670/W](https://catalog.uconn.edu/PSYC/#3670), [3770](https://catalog.uconn.edu/PSYC/#3770), [3883](https://catalog.uconn.edu/PSYC/#3883), [3884](https://catalog.uconn.edu/PSYC/#3884), [3885](https://catalog.uconn.edu/PSYC/#3885).
* **Laboratory Courses:**[PSYC 3150](https://catalog.uconn.edu/PSYC/#3150), [3250W](https://catalog.uconn.edu/PSYC/#3250W), [3251](https://catalog.uconn.edu/PSYC/#3251), [3252](https://catalog.uconn.edu/PSYC/#3252), [3253](https://catalog.uconn.edu/PSYC/#3253), [3350W](https://catalog.uconn.edu/PSYC/#3350W), [3450W](https://catalog.uconn.edu/PSYC/#3450W), [3550W](https://catalog.uconn.edu/PSYC/#3550W), [3551W](https://catalog.uconn.edu/PSYC/#3551W), [3552](https://catalog.uconn.edu/PSYC/#3552).
* **Research:**[PSYC 3889](https://catalog.uconn.edu/PSYC/#3889), [3899](https://catalog.uconn.edu/PSYC/#3899), [4197W](https://catalog.uconn.edu/PSYC/#4197W).

The requirements for the Minor in Psychological Sciences are as follows:

* One Area I course
* One Area II course
* Any three additional 2000-level and above Psychological Sciences courses listed above.

No more than three credits of either [PSYC 3889](https://catalog.uconn.edu/PSYC/#3889) or [3899](https://catalog.uconn.edu/PSYC/#3899) may be counted toward the minor. [PSYC 3880](https://catalog.uconn.edu/PSYC/#3880) cannot be used. A maximum of three 2000-level or above transfer credits in psychology may count toward the minor upon approval of the transfer coordinator in the Department of Psychological Sciences. The courses composing the minor should be selected in consultation with the student’s major advisor to form a coherent program relevant to the student’s academic and/or career interests and objectives.

# Justification

1. Reasons for changing the minor: To offer more flexibility in completing the major; to restrict transfer credits – something which was an oversight not to have included earlier inasmuch as a credit transfer cap has been in place for our major for some time.

2. Effects on students: Offers more flexibility in completing the major; to maintain the quality of a minor in Psychological Sciences granted by the UConn.

3. Effects on other departments: non known

4. Effects on regional campuses: Proposed changes are expected to benefit students at the regional campuses in the same manner as students at the main campus.

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

    Department Curriculum Committee: April 4, 2018

    Department Faculty: N/A

6. Name, Phone Number, and e-mail address of principal contact person: Robert Henning, x-5918, robert.henning@uconn.edu

**2018-179 WGSS 2217/W Revise Course (G) (S)**

|  |  |
| --- | --- |
| **COURSE ACTION REQUEST** | |
| **CAR ID** | 17-5790 |
| **Request Proposer** | Zane |
| **Course Title** | Women, Gender and Film |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Women's Gender and Sexuality Studies > College of Liberal Arts and Sciences |

|  |  |
| --- | --- |
| **COURSE INFO** | |
| **Type of Action** | Revise Course |
| **Is this a UNIV or INTD course?** | Neither |
| **Number of Subject Areas** | 1 |
| **Course Subject Area** | WGSS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Women's Gender and Sexuality Studies |
| **Course Title** | Women, Gender and Film |
| **Course Number** | 3217 |
| **Will this use an existing course number?** | No |

|  |  |
| --- | --- |
| **CONTACT INFO** | |
| **Initiator Name** | Sherry L Zane |
| **Initiator Department** | Women, Gender and Sexuality |
| **Initiator NetId** | sli96001 |
| **Initiator Email** | [sherry.zane@uconn.edu](mailto:sherry.zane@uconn.edu) |
| **Is this request for you or someone else?** | Myself |
| **Does the department/school/program currently have resources to offer the course as proposed?** | Yes |

|  |  |
| --- | --- |
| **COURSE FEATURES** | |
| **Proposed Term** | Spring |
| **Proposed Year** | 2018 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | Yes |
| **Content Area 1 Arts and Humanities** | Yes |
| **Content Area 2 Social Sciences** | No |
| **Content Area 3 Science and Technology (non-Lab)** | No |
| **Content Area 3 Science and Technology (Lab)** | No |
| **Content Area 4 Diversity and Multiculturalism (non-International)** | Yes |
| **Content Area 4 Diversity and Multiculturalism (International)** | No |
| **Is this course in a College of Liberal Arts and Sciences General Education Area A - E?** | Yes |
| **Specify General Education Areas** | Area A: Arts |
| **General Education Competency** | W |
| **W Sections Term(s) Offered** | Fall,Spring |
| **Will there also be a non-W section?** | Yes |
| **Non-W Sections Term(s) Offered ¹** | Fall,Spring,Summer (over 4 weeks) |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures, discussion, writing lab |

|  |  |
| --- | --- |
| **COURSE RESTRICTIONS** | |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: ENGL 1010 or 1011 or 2011 . |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | No |
| **Is Consent Required for course?** | No Consent Required |

|  |  |
| --- | --- |
| **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?** |  |
| **If not generally available at all campuses, please explain why** |  |
| **Will this course be taught off campus?** | No |
| **Will this course be offered online?** | Yes |

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| --- | --- |
| **COURSE DETAILS** | |
| **Provide existing title and complete course catalog copy** | 3217. Women and Film (Formerly offered as WS 3217.) Three credits. Prerequisite: Any 1000 or 2000-level WGSS course or instructor consent. Feminist analysis of film. Investigates women’s roles as filmmakers, writers, editors, and actresses, as well as messages communicated to female viewers. |
| **Provide proposed title and complete course catalog copy** | 2217 Women, Gender and Film (Formerly offered as WS 3217 and WGSS 3217.) Three credits. Prerequisite: none. CA 1 and CA 4 (non-international) Examines intersectional identities of gender, race, and sexuality depicted in film through feminist analysis. |
| **Reason for the course action** | Offer students more variety in W offerings and expand our Gen Ed course offerings. This course already exists as a regular course in both Fall and Spring as well as summer session online. |
| **Specify effect on other departments and overlap with existing courses** | None. Consulted with LCL, who supports the course and sees no overlap. |
| **Please provide a brief description of course goals and learning objectives** | Course Goals and Objectives: Students will examine both historical and critical analyses of human experience as depicted in films over time from the varied perspectives of different directors, producers, writers, and actors. Students will use a variety of theoretical frameworks to analyze films such as, but not limited to: essentialism, social construction theory, critical race theory, orientalism, feminism, intersectionality and queer theory. Students will investigate, compare and contrast how people with marginalized identities have been depicted in films as well as the ways in which filmmakers and actors have worked to push back against hegemonic narratives. Students will evaluate cultural and symbolic representations of gender, race, sexuality, and other categories of identity in film, filmmaking, and marketing of films. Students will discuss how cultural frameworks shape scripts and messages about intersectionality to the public. Students will develop skills in multimodal literacy. For the final project, students will read a screenplay, watch the film, and find various representations and mediums used to market the film through social media. Students will be assessed through weekly written analysis and a final multimodal project. |
| **Describe course assessments** | Discussion posts, essays, multimodal project. Discussion Posts Post to the weeklyl discussion threads in Husky CT: 13 total discussions @ 15 POINTS EACH = 195 POINTS TOTAL Posts are Due on Sundays by 11:59 pm (Your posts will be due AFTER you watch the film and BEFORE our group discussion in class.) Submit your first post and respond to 1 other students’ posts by Sundays. There is one extra credit discussion (week 13) - learning module 13 Since there are 15 weeks, you may choose which two films you do NOT post on, however, please note in the course schedule that there are certain weeks that I require EVERYONE to post, so you may not drop that week. VIP - You must sign up for a GROUP on HuskyCT BEFORE you do your first post. These groups are listed under the “Groups (Discussions)” tab on the left-side navigation in HuskyCT. The names are listed as superhero groups. (Ms. Marvels, Silver Surfers, the Avengers, etc.) - see the Course Orientation Module in HuskyCT for more details. You will not be able to access the discussion board for your group until you sign up for one. Space is limited in each group! Your first task will be to introduce yourself to your group under the forum titled “group introductions”. See HuskyCT for more instructions. You do not have to share the information you posted for me in your student profile assignment but please do introduce at least the name you go by and any other information you think is important. Also, you might want to share a couple of your favorite movie titles and/or why you like movies or what you hope to get out of this course other than just watching movies every week) \*See appendix A – Questions to answer for posts on films! You are required to post to HuskyCT in response to the readings and the films we watch each week. There are 13 required posts TOTAL. ALL POSTS MUST BE at least 600 words. In order to get full credit, you need to analyze the film and use the READING for the week. Don’t just cite one sentence from the reading. Identify the point of the reading and apply it to the movie. Since there is no midterm exam, your posts are a major portion of your grade! Make sure you integrate the readings in your posts to get full credit! Quizzes: @ 10 POINTS EACH = 55 POINTS – Quizzes are on the READINGS (5 quizzes) There will be unannounced quizzes in class throughout the semester in class. For the final you may choose either the essay or the body map project ~ see below: Final Exam Essay: 60 POINTS - Due during exam week. If you choose to do feminist film analysis for the final project, you must write a 5-7 page paper that examines a film using at least two theoretical frameworks, for example: feminist theory and critical race theory. You may choose whatever film you wish to write about. Here is an example of an analysis of a film, however, this example DOES not meet the requirements for our final! Please see requirements under the example. <http://msmagazine.com/blog/2010/08/23/feminist-film-analysis-101-a-case-study-of-despicable-me/> Requirements: 5-7 page paper, typed, double-spaced, footnotes (Chicago Manual Style) and bibliography page. You must use at least two theoretical lenses to examine this film: feminist, orientalism, essentialism, social construction theory and/or critical race theory. You must cite at least four readings, one of which should be the textbook. You should not need to consult readings outside of the course. There are plenty of module readings you can use for your analysis. Submission Guidelines and Instructions: Submit this assignment as an MS Word Document in this assignment area. Attach your Word Doc and then hit "Submit". Final Multimodal Project - Podcast/Movie trailer/Social Media Advertising (30 points) & Essay (30 points): 60 TOTAL POINTS – Due by 11:59pm on HuskyCT during exam week. For this final project you will choose any film you want and do an analysis of it using the theory that we discuss in class. You will then create a podcast based off of your analysis and either a “new” movie trailer OR a social media advertising campaign for the film. You will write a 5 page essay using your discussion posts and readings for the semester to explain why and how you created your podcast/trailer/social media advertising in the way that you did. Also, share your podcast/trailer/social media in the Multimodal Group Discussion by the due date for this project. More instructions are provided in HuskyCT. You can view the detailed instructions for the Multimodal project and essay in the Assignments tab on the left-side navigation in HuskyCT. |
| **General Education Goals** | This course contributes to the broad goals of general education by expanding students intellectual breadth and versatility. It requires students to examine both historical and critical analyses of human experience as depicted in films over time through a variety of theoretical lenses. Students will examine cultural and symbolic representations of intersectional identities in film, filmmaking, and marketing of films. |
| **Content Area: Arts and Humanities** | Criteria: Courses appropriate to this category introduce students to and engage them in at least one of the following: – Investigations and historical/critical analyses of human experience; WGSS 2217 requires that students examine both historical/critical analyses of human experience as depicted in films over time. – Inquiries into philosophical and/or political theory;WGSS 2217 requires that students use a variety theoretical frameworks to examine films such as, but not limited to: essentialism, social construction theory, critical race theory, feminism, orientalism and intersectionality. – Investigations into cultural or symbolic representation as an explicit subject of study; WGSS 2217 requires that students examine cultural and symbolic representation of gender, race, sexuality, and other categories of identity in film, filmmaking, and marketing of films. – Comprehension and appreciation of written, visual, multi-modal and/or performing art forms; WGSS 2217 requires that students develop multimodal literacy. Students will read a screenplay, watch the visual production of the film, and find various representations and mediums used to market the film through social media. Students will then be assessed through written analysis and a final multi-modal project. |
| **Content Area: Diversity and Multiculturalism (non-International)** | Criteria: Courses may be contemporary or historical in focus; they may be broadly based or highly specialized; they may be at an introductory or advanced level. Courses must contribute to advancing multicultural and/or diverse perspectives and also highlight the perspective of the group(s) under study. Courses appropriate to this category must meet at least one of the following criteria: 1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity; WGSS 2217 requires students to view and analyze films from the perspective of different directors, producers, and actors. 2. Emphasize that interpretive systems and/or social structures are cultural creations; WGSS 2217 requires that students examine the cultural frameworks that shape scripts and messages about intersectional identities to the public. 3. Consider the similarities that may exist among diverse groups; WGSS 2217 requires that students examine the similar ways in which people with marginalized identities have been depicted in film as well as the ways in which filmmakers and actors have worked to push back against hegemonic narratives. |
| **Skill Code W** | The course requires that students write a minimum of fifteen pages that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness. The course will require writing labs, peer review, instructor comments, etc. The course will cap at 19 students and students will be aware that they must pass the writing component of the course in order to pass the class. |
| **Syllabus and other attachments** | |  |  |  | | --- | --- | --- | | **Attachment Link** | **File Name** | **File Type** | | [Sample Syllabus Hybrid WGSS 2217 Fall 2018 Syllabus.doc (1).pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118408) | Sample Syllabus Hybrid WGSS 2217 Fall 2018 Syllabus.doc (1).pdf | Syllabus | | [Sample Syllabus WGSS 2217 Online Summer Session 2 2018 Syllabus (1).pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118409) | Sample Syllabus WGSS 2217 Online Summer Session 2 2018 Syllabus (1).pdf | Syllabus | | [Sample Syllabus WGSS 2217W Fall 2018 Syllabus.doc.pdf](https://forms.prod.uconn.edu/feb/secure/org/run/service/ContentStorageService/118410) | Sample Syllabus WGSS 2217W Fall 2018 Syllabus.doc.pdf | Syllabus | |

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| --- | --- |
| **COMMENTS / APPROVALS** | |
| **Comments & Approvals Log** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** | | Draft | Sherry L Zane | 12/28/2017 - 11:56 | Submit |  | Approved at WGSS Faculty meeting - February 6, 2018 | | Women's Gender and Sexuality Studies | Sherry L Zane | 04/03/2018 - 13:46 | Approve | 2/6/2018 | approved at WGSS faculty meeting | |



**Women, Gender, and Film**

**WGSS 2217:001 - Hybrid Course (Fall semester)**

**Course and Instructor Information:**

Where: Online AND Koons Hall

When: Thursdays (12:30- 1:30pm) the rest of the credit hours will be done online.

**Instructor**: Professor Sherry Zane

Email: [Sherry.zane@uconn.edu](mailto:Sherry.zane@uconn.edu) (I will respond to emails within 24 hours)

Office: Beach Hall 410 - Beach Hall is next to the Austin Building and across from the Wilbur Cross building.

Office Hours: Mondays, 11:45-1:00pm in Beach Hall 410

Online office hours - Tuesdays, 9:00-10:00am.

**Teaching Assistant**: Lynne Alexander

Email: [Lynne.Alexander@uconn.edu](mailto:Lynne.Alexander@uconn.edu)

**Course Description & Objectives**

This course offers feminist analyses of U.S.-based films. We will critically investigate gender and other intersectional identities as filmmakers, writers, directors, and actors convey messages that are communicated to viewers about these roles, through a wide range of cinematic genres.

\*\*Please be aware that some films are sexually explicit, some contain graphic violence, and some may be offensive at times – we are watching from a critical feminist film lens.

**Course Objectives:**

* Students will examine both historical and critical analyses of human experience as depicted in films over time from the varied perspectives of different directors, producers, writers, and actors.
* Students will use a variety of theoretical frameworks to analyze films such as, but not limited to: essentialism, social construction theory, critical race theory, orientalism, feminism, intersectionality and queer theory.
* Students will investigate, compare and contrast how people with marginalized identities have been depicted in films as well as the ways in which filmmakers and actors have worked to push back against hegemonic narratives.
* Students will evaluate cultural and symbolic representations of gender, race, sexuality, and other categories of identity in film, filmmaking, and marketing of films. Students will discuss how cultural frameworks shape scripts and messages about intersectionality to the public.
* Students will develop skills in multimodal literacy. For the final project, students will read a screenplay, watch the film, and find various representations and mediums used to market the film through social media.
* Students will be assessed through weekly written analysis and a final multimodal project.

**Course Materials:**

1. Benshoff, Harry M. and Griffen, Sean. *America on Film: Representing Race, Class, Gender, and Sexuality at the Movies. (Second Edition)* Wiley-Blackwell Publishers, 2009.

YOU ARE REQUIRED TO WATCH FILMS ON YOUR OWN AND SOMETIMES YOU ARE REQUIRED TO WATCH 2 FILMS FOR THE WEEK. All of these films are available for rental on Amazon, iTunes, Vimeo, Netflix, etc. There is only one textbook for this 2000 level course, so you will have to pay for rentals if you cannot find the films streaming online. I will try to put some of the DVD’s on course reserve in the library as well.

All additional readings are online, either on HuskyCT or on the Internet. All Jump Cut articles can be accessed online. It is your responsibility to find all texts not provided on HuskyCT, Aka: HCT

**Course Requirements & Grading  
  
ASSIGNMENTS:** YOU WILL BE GRADED OUT OF 400 TOTAL POINTS!   
*(see details in the table below)*

|  |  |
| --- | --- |
| Course Components | Points/Weight |
| Student Profile | 5 points |
| Syllabus Quiz | 5 points |
| Midterm Essay | 45 points |
| Discussion Posts | 195 points |
| Quizzes | 55 points |
| Final Exam Multimodal Project | 60 points |
| **Total** | **365 points** |

**NOTE:** See the Course Schedule for due dates on all assignments. The assignments are described below:

**Student Profile** - **5 points**\*See instructions in HuskyCT **Syllabus Quiz** - **5 points**\*See instructions in HuskyCT

**Discussion Posts**Post to the weekly discussion threads in Husky CT: **13 total discussions** @ 15 POINTS EACH = **195 POINTS TOTAL**

* Posts are Due on **Sundays by 11:59 pm** (Your posts will be due AFTER you watch the film and BEFORE our group discussion in class.)
  + Submit your first post and respond to **1** other students’ posts by Sundays.
* There is ***one extra credit*** discussion (week 13) - learning module 13

Since there are 15 weeks, *you may choose which two films you do NOT post on*, however, please note in the course schedule that there are certain weeks that I require **EVERYONE** to post, so you may not drop that week.

***VIP***- You must sign up for a GROUP on HuskyCT BEFORE you do your first post. These groups are listed under the **“Groups (Discussions)”** tab on the left-side navigation in HuskyCT. The names are listed as superhero groups. (Ms. Marvels, Silver Surfers, the Avengers, etc.) - see the Course Orientation Module in HuskyCT for more details.

You will not be able to access the discussion board for your group until you sign up for one. Space is limited in each group! Your first task will be to introduce yourself to your group under the forum titled “group introductions”. *See HuskyCT for more instructions*.

You do not have to share the information you posted for me in your student profile assignment but please do introduce at least the name you go by and any other information you think is important. Also, you might want to share a couple of your favorite movie titles and/or why you like movies or what you hope to get out of this course other than just watching movies every week)

\*See appendix A – Questions to answer for posts on films!

You are required to post to HuskyCT in response to the readings and the films we watch each week. There are 13 required posts TOTAL. ALL POSTS MUST BE at least 600 words. In order to get full credit, you need to analyze the film and use the READING for the week. Don’t just cite one sentence from the reading. Identify the point of the reading and apply it to the movie. Since there is no midterm exam, your posts are a major portion of your grade! Make sure you integrate the readings in your posts to get full credit!

**Quizzes:** @ 10 POINTS EACH = **55 POINTS** – Quizzes are on the READINGS (5 quizzes)

* There will be unannounced quizzes in class throughout the semester **in class**.

**Midterm Essay:** @ 45 points

Write feminist film analysis on the film of your choice, you must write a 5-7 page paper that examines a film using at least two theoretical frameworks, for example: feminist theory and critical race theory. You may choose whatever film you wish to write about. Here is an example of an analysis of a film, however, this example DOES not meet the requirements for our final! Please see requirements under the example.

<http://msmagazine.com/blog/2010/08/23/feminist-film-analysis-101-a-case-study-of-despicable-me/>

Requirements:

5-7 page paper, typed, double-spaced, footnotes (Chicago Manual Style) and bibliography page.

You must use at least two theoretical lenses to examine this film: feminist, orientalism, essentialism, social construction theory and/or critical race theory.

You must cite at least four readings, one of which should be the textbook. You should not need to consult readings outside of the course. There are plenty of module readings you can use for your analysis.

*Submission Guidelines and Instructions:*

* Submit this assignment as an MS Word Document in this assignment area. Attach your Word Doc and then hit "Submit".

**Final Multimodal Project - Podcast/Movie trailer/Social Media Advertising (30 points) & Essay (30 points)**: **60 TOTAL POINTS** – Due by 11:59pm on HuskyCT during exam week.

For this final project you will choose any film you want and do an analysis of it using the theory that we discuss in class. You will then create a podcast based off of your analysis and either a “new” movie trailer OR a social media advertising campaign for the film.

You will write a 5 page essay using your discussion posts and readings for the semester to explain why and how you created your podcast/trailer/social media advertising in the way that you did.

* Also, share your podcast/trailer/social media in the **Multimodal Group Discussion** by the due date for this project. *More instructions are provided in HuskyCT*.
* You can view the detailed instructions for the Multimodal project and essay in the *Assignments* tab on the left-side navigation in HuskyCT.

**Grading Scale:**

|  |  |
| --- | --- |
| * **A to A-** = 400 – 360 points or 100% to 90.0% * **B+ to B-** = 359 – 320 points or 89.9% to 80.0% | * **C+ to C-** = 319 – 280 points or 79.9% to 70.0% * **D+ to D-** = 279 – 240 points or 69.9% to 60.0% |

***Detailed grading scale breakdown:***

|  |  |
| --- | --- |
| **A** = 400 - 373 points  **A-** = 372 - 360 points  **B+**= 359 - 347 points  **B** = 346 - 333 points  **B-** = 332 - 320 points | **C+** = 319 - 307 points  **C** = 306 - 293 points  **C**- = 292 - 280 points  **D+** = 279 - 267 points  **D** = 266 - 253 points  **D-** = 252 - 240 points  **F** = less than 240 points |

**Due Dates**

All course due dates are identified in the (Course Schedule & in HuskyCT). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

**Late Policy**...

**Feedback and Grades**

I will make every effort to provide feedback and grades in seven days from the time you hand in the assignment. To keep track of your performance in the course, refer to My Grades in HuskyCT.

**Academic Integrity - Student Code of Conduct**

**Cheating**: As always, cheating – including plagiarism – is completely unacceptable and will not be tolerated. Plagiarism includes quoting someone else without quotation marks and/or proper citation; using someone else’s ideas without proper attribution; and “close” paraphrasing. You MUST cite all of the sources you have consulted. Unless it is enclosed in quotation marks and properly cited, all of the material included in your papers and exams MUST be in your own words. If you are unsure about what constitutes plagiarism, you should seek guidance from either your TA or me. The penalty for plagiarism in this class will be: (1) For dialogues, you will be given the opportunity to re-do the assignment, without plagiarism, for half-credit. If you fail to re-do the assignment without plagiarism, you will receive a grade of “0” for the assignment. (2) For exams, you will receive a grade of “0” for the exam question on which the plagiarism occurred. (3) For a second offense, you will receive a grade of “F” for the course. Cases of plagiarism will be reported to the Dean of Students for further action. For the full University of Connecticut Policy on Academic Misconduct, see <http://www.sp.uconn.edu/~m1201vc/misconduct.html>

**Etiquette:**

Although your participation is encouraged and your comments are welcome, I nevertheless expect you to treat me, your classmates, and the material with respect. I expect you to arrive on time, pack up to leave only after the class is dismissed, and refrain from getting up in the middle of class and wandering around. I reserve the right to remove disruptive and/or unprepared students from the classroom. I greatly respect and admire students who are able to present their own positions, provided that they do so in a rational, logical, and well-spoken manner. Discriminatory comments or behavior based on race, gender, religion, class, or sexuality will not be tolerated in the classroom.

## 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](http://ecampus.uconn.edu/policies.html), 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

**Electronic Devices:**

All electronic devices including (cell phones, ipods, etc,) must be turned off during class time. Absolutely NO TEXTING is allowed during class. If you violate these rules, your participation grade will be affected negatively and you will be asked to leave the class.

**ADVICE TO STUDENTS ON PROFESSIONAL DEVELOPMENT**

Here is a list of things NOT to do to be a professional student (points will be deducted if you repeat these bad habits):

1. Emailing me to find out what you missed in class. Please befriend your classmates and ask them what you missed. Below are spaces to write down 2 of your classmates contact information.

2. Having your pager/phone/video game on while the professor conducts class.

3. Reading materials (e.g., newspapers/magazines) not relevant to class activities during class.

4. Disrupting class discussion by having your private conversation with other students.

5. Sleeping in class. If you are not feeling well, rest at home. The classroom is not your bedroom.

6. Disrupting class by arriving late or leaving early.

7. Faxing/emailing me your paper. If WE don’t have your paper by the due date, you’ll have a zero.

8. Disrespecting others in class, including name-calling, cat-calling, snickering, disrupting.

9. Cheating and plagiarizing.

**Things to do to be a professional student:**

1. Be organized and allocate study time for this class as you do for each of your other classes.

2. Attend class regularly and arrive on time.

3. Be respectful of everyone in class and keep an open mind.

4. Contribute positively to class discussion by active listening and thoughtful commenting.

5. Read assigned readings or do assignment before class and arrive prepared to discuss readings or assignment.

6. Hand in or post assignments through safe assignment on HuskyCT on time, typed and stapled.

7. Take notes in class and on assigned readings. Go over them for reinforcement and write down questions on items you still need clarification. Ask these questions in class.

8. ASK QUESTIONS when you don’t understand. Remember, the best way to learn is to ask questions.

9. If you miss a film, find out how you can view it on your own.

10. Visit the professor and TA’s during office hour for extra help, if need be, or just to familiarize yourself to speaking to your professor and to keep in touch in case you ever need a recommendation letter.

**\*Appendix A**

**QUESTIONS FOR POSTS AND WRITING ASSIGNMENTS:**

Here are some general questions to help you with reading articles, viewing films and participating in events critically. This page serves as a general guide for extra credit assignments.

**READING CRITICALLY**

Questions to Answer:

1. What is the larger context of why this article was written? To what is the author responding?

I hope that you will begin to ask this question for everything you read. All perspectives are partial and you need to not only know where the article is situated in the larger sociopolitical debate but also what it is saying and not saying or implying about a specific issue. This question may best be answered last after you understand the author's main argument. This question is about the larger debate that the author is engaged in or the implication of his/her work given his/her thesis. The author’s own background is mostly a factor in the reason for the essay. [e.g., The article is about “lazy welfare mothers” and thus it contributes to the debate for welfare reform.]

2. What is the author's main argument?

Search the reading for the thesis statement and either quote or paraphrase it with citation (page number, and location in page if reference is assigned reading). Explain clearly what the main argument of the author is. If question #1 is about motive, this question is about what the crime is. [e.g., The main argument by the author is that welfare mothers are lazy and just abusing taxpayers’ generosity.]

3. What are the evidences the author used to support his/her argument?

Good scholarly work requires a thesis and supporting evidence. What kind of evidence does the author have to support the thesis? How was the data compiled? Elaborate on at least three specific evidences the author makes to support his/her thesis. [Is the evidence based on personal anecdotes or beliefs, on scholarly national survey research, on limited samples, etc. and what are the evidences?]

4. Are the arguments compelling?

This question is meant to remind you to question authority rather than blindly accept what is dished out or packaged to you. Sometimes people have facts that don't support their argument. So, you need to make sure their facts back the argument the author makes. Just because something is written, doesn't mean it's true. [Despite the fact that the author may have support for his/her argument, can that evidence be generalized to the larger population or other populations? What is the reliability (duplication) and validity (operationalization) of this work? Can you come up with counterarguments?]

5. What questions arose for you from reading this article?

This is to urge you to reflect on what you read and become an active reader instead of a passive recipient of information. This is to help you apply what you just learned. [What issues did the author not address?]

6. Any other reactions you have from reading this article? Relates to some other issues? Personal reaction?

Does the information challenge your original thoughts and assumptions? Do you find yourself resistant to the information? Why do you think that is so? These are good questions to think for yourself as you become more reflexive of the information around you, those that you readily accept and those that challenge the foundation of your values.

## 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/>.

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

## Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

* HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx), [HuskyCT/ Blackboard Privacy Policy](http://www.blackboard.com/footer/privacy-policy.aspx))
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([Adobe Reader Accessibility Statement](http://www.adobe.com/accessibility/products/reader.html), [Adobe Reader Privacy Policy](http://www.adobe.com/privacy.html))
* Google Apps ([Google Apps @ UConn Accessibility](http://g.uconn.edu/accessibility-info/), [Google for Education Privacy Policy](https://www.google.com/edu/trust/))
* Microsoft Office (free to UConn students through [uconn.onthehub.com](https://uconn.onthehub.com) and/or via [UCONN SkyBox)](http://skybox.uconn.edu/) ([Microsoft Accessibility Statement](http://www.microsoft.com/enable/microsoft/mission.aspx), [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement/))
* Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

**NOTE:** This course has **NOT** been designed for use with mobile devices.

## Help

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

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## Minimum Technical Skills

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

* Use electronic mail with attachments.
* Save files in commonly used word processing program formats.
* Copy and paste text, graphics or hyperlinks.
* Work within two or more browser windows simultaneously.
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## Evaluation of the Course

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**Women, Gender, and Film**

**WGSS 2217W:001**

**Course and Instructor Information:**

Where: Online AND Koons Hall

When: Tuesdays/Thursdays (12:30-2:15pm)

**Instructor**: Professor Sherry Zane

Email: [Sherry.zane@uconn.edu](mailto:Sherry.zane@uconn.edu) (I will respond to emails within 24 hours)

Office: Beach Hall 410 - Beach Hall is next to the Austin Building and across from the Wilbur Cross building.

Office Hours: Mondays, 11:45-1:00pm in Beach Hall 410

Online office hours - Tuesdays, 9:00-10:00am.

**Course Description & Objectives**

This course is a writing intensive course and therefore requires that students will submit a minimum of 15 pages of work that have been revised for conceptual clarity and development of ideas, edited for expression, and proofread for grammatical and mechanical correctness. Students must attend all writing labs to receive full participation in the revision process. Revision literally means to “see again,” to look at something from a fresh, critical perspective. It is an ongoing process of rethinking the paper: reconsidering your arguments, reviewing your evidence, refining your purpose, reorganizing your presentation, reviving stale prose. Students must PASS the writing component to pass the entire course.

\*\*Please be aware that some films are sexually explicit, some contain graphic violence, and some may be offensive at times – we are watching from a critical feminist film lens.

**Course Objectives:**

* Students will examine both historical and critical analyses of human experience as depicted in films over time from the varied perspectives of different directors, producers, writers, and actors.
* Students will use a variety of theoretical frameworks to analyze films such as, but not limited to: essentialism, social construction theory, critical race theory, orientalism, feminism, intersectionality and queer theory.
* Students will investigate, compare and contrast how people with marginalized identities have been depicted in films as well as the ways in which filmmakers and actors have worked to push back against hegemonic narratives.
* Students will evaluate cultural and symbolic representations of gender, race, sexuality, and other categories of identity in film, filmmaking, and marketing of films. Students will discuss how cultural frameworks shape scripts and messages about intersectionality to the public.
* Students will develop skills in multimodal literacy. For the final project, students will read a screenplay, watch the film, and find various representations and mediums used to market the film through social media.
* Students will be assessed through weekly written analysis and a final multimodal project.

**Course Materials:**

1. Benshoff, Harry M. and Griffen, Sean. *America on Film: Representing Race, Class, Gender, and Sexuality at the Movies. (Second Edition)* Wiley-Blackwell Publishers, 2009.

YOU ARE REQUIRED TO WATCH FILMS ON YOUR OWN AND SOMETIMES YOU ARE REQUIRED TO WATCH 2 FILMS FOR THE WEEK. All of these films are available for rental on Amazon, iTunes, Vimeo, Netflix, etc. There is only one textbook for this 2000 level course, so you will have to pay for rentals if you cannot find the films streaming online. I will try to put some of the DVD’s on course reserve in the library as well.

All additional readings are online, either on HuskyCT or on the Internet. All Jump Cut articles can be accessed online. It is your responsibility to find all texts not provided on HuskyCT, Aka: HCT

**Course Requirements & Grading  
ASSIGNMENTS:** YOU WILL BE GRADED OUT OF 400 TOTAL POINTS!   
*(see details in the table below)*

|  |  |
| --- | --- |
| Course Components | Points/Weight |
| Student Profile | 5 points |
| Syllabus Quiz | 5 points |
| Writing Lab Participation | 45 points |
| Discussion Posts | 195 points |
| Midterm Essay | 30points |
| Final Exam Multimodal Project | 85 points |
| **Total** | **365 points** |

**NOTE:** See the Course Schedule for due dates on all assignments. The assignments are described below:

**Student Profile** - **5 points**\*See instructions in HuskyCT **Syllabus Quiz** - **5 points**\*See instructions in HuskyCT

**Writing Lab Participation**= **45 points**

You must attend all writing labs during the semester to receive these participation points.

**Discussion Posts**Post to the weeklyl discussion threads in Husky CT: **13 total discussions** @ 15 POINTS EACH = **195 POINTS TOTAL**  You will be revising 5 of these discussion posts (your choice) over the course of the semester. More details about revisions and due dates will be discussed in class.

* Posts are Due on **Sundays by 11:59 pm** (Your posts will be due AFTER you watch the film and BEFORE our group discussion in class.)
  + Submit your first post and respond to **1** other students’ posts by Sundays.
* There is ***one extra credit*** discussion (week 13) - learning module 13

Since there are 15 weeks, *you may choose which two films you do NOT post on*, however, please note in the course schedule that there are certain weeks that I require **EVERYONE** to post, so you may not drop that week.

***VIP***- You must sign up for a GROUP on HuskyCT BEFORE you do your first post. These groups are listed under the **“Groups (Discussions)”** tab on the left-side navigation in HuskyCT. The names are listed as superhero groups. (Ms. Marvels, Silver Surfers, the Avengers, etc.) - see the Course Orientation Module in HuskyCT for more details.

You will not be able to access the discussion board for your group until you sign up for one. Space is limited in each group! Your first task will be to introduce yourself to your group under the forum titled “group introductions”. *See HuskyCT for more instructions*.

You do not have to share the information you posted for me in your student profile assignment but please do introduce at least the name you go by and any other information you think is important. Also, you might want to share a couple of your favorite movie titles and/or why you like movies or what you hope to get out of this course other than just watching movies every week)

\*See appendix A – Questions to answer for posts on films!

You are required to post to HuskyCT in response to the readings and the films we watch each week. There are 13 required posts TOTAL. ALL POSTS MUST BE at least 800 words. In order to get full credit, you need to analyze the film and use the READINGS for the week. Don’t just cite one sentence from the reading. Identify the point of the reading and apply it to the movie. Make sure you integrate the readings in your posts to get full credit!

**Quizzes:** @ 10 POINTS EACH = **55 POINTS** – Quizzes are on the READINGS (5 quizzes)

* There will be unannounced quizzes in class throughout the semester **in class**.

**Midterm Exam Essay**: **30 POINTS (Draft 15 points) - (Final Version 15 points)**

If you choose to do feminist film analysis for the final project, you must write a 5-7 page paper that examines a film using at least two theoretical frameworks, for example: feminist theory and critical race theory. You may choose whatever film you wish to write about. Here is an example of an analysis of a film, however, this example DOES not meet the requirements for our final! Please see requirements under the example.

<http://msmagazine.com/blog/2010/08/23/feminist-film-analysis-101-a-case-study-of-despicable-me/>

Requirements:

5-7 page paper, typed, double-spaced, footnotes (Chicago Manual Style) and bibliography page.

You must use at least two theoretical lenses to examine this film: feminist, orientalism, essentialism, social construction theory and/or critical race theory.

You must cite at least four readings, one of which should be the textbook. You should not need to consult readings outside of the course. There are plenty of module readings you can use for your analysis.

*Submission Guidelines and Instructions:*

* Submit this assignment as an MS Word Document in this assignment area. Attach your Word Doc and then hit "Submit".

**Final Multimodal Project - Podcast/Movie trailer/Social Media Advertising (30 points) & Essay (15 points for draft + 15 points for final =)**: **60 TOTAL POINTS** – Due by 11:59pm on HuskyCT during exam week.

For this final project you will choose any film you want and do an analysis of it using the theory that we discuss in class. You will then create a podcast based off of your analysis and either a “new” movie trailer OR a social media advertising campaign for the film.

You will write a 7- page essay using your discussion posts and readings for the semester to explain why and how you created your podcast/trailer/social media advertising in the way that you did.

* Also, share your podcast/trailer/social media in the **Multimodal Group Discussion** by the due date for this project. *More instructions are provided in HuskyCT*.
* You can view the detailed instructions for the Multimodal project and essay in the *Assignments* tab on the left-side navigation in HuskyCT.

**Grading Scale:**

|  |  |
| --- | --- |
| * **A to A-** = 400 – 360 points or 100% to 90.0% * **B+ to B-** = 359 – 320 points or 89.9% to 80.0% | * **C+ to C-** = 319 – 280 points or 79.9% to 70.0% * **D+ to D-** = 279 – 240 points or 69.9% to 60.0% |

***Detailed grading scale breakdown:***

|  |  |
| --- | --- |
| **A** = 400 - 373 points  **A-** = 372 - 360 points  **B+**= 359 - 347 points  **B** = 346 - 333 points  **B-** = 332 - 320 points | **C+** = 319 - 307 points  **C** = 306 - 293 points  **C**- = 292 - 280 points  **D+** = 279 - 267 points  **D** = 266 - 253 points  **D-** = 252 - 240 points  **F** = less than 240 points |

**Due Dates**

All course due dates are identified in the (Course Schedule & in HuskyCT). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

**Late Policy**...No late papers or assignments are allowed unless the instructor has given you permission prior to the submission deadline.

**Feedback and Grades**

I will make every effort to provide feedback and grades in seven days from the time you hand in the assignment. To keep track of your performance in the course, refer to My Grades in HuskyCT.

**Academic Integrity - Student Code of Conduct**

**Cheating**: As always, cheating – including plagiarism – is completely unacceptable and will not be tolerated. Plagiarism includes quoting someone else without quotation marks and/or proper citation; using someone else’s ideas without proper attribution; and “close” paraphrasing. You MUST cite all of the sources you have consulted. Unless it is enclosed in quotation marks and properly cited, all of the material included in your papers and exams MUST be in your own words. If you are unsure about what constitutes plagiarism, you should seek guidance from either your TA or me. The penalty for plagiarism in this class will be: (1) For dialogues, you will be given the opportunity to re-do the assignment, without plagiarism, for half-credit. If you fail to re-do the assignment without plagiarism, you will receive a grade of “0” for the assignment. (2) For exams, you will receive a grade of “0” for the exam question on which the plagiarism occurred. (3) For a second offense, you will receive a grade of “F” for the course. Cases of plagiarism will be reported to the Dean of Students for further action. For the full University of Connecticut Policy on Academic Misconduct, see <http://www.sp.uconn.edu/~m1201vc/misconduct.html>

**Etiquette:**

Although your participation is encouraged and your comments are welcome, I nevertheless expect you to treat me, your classmates, and the material with respect. I expect you to arrive on time, pack up to leave only after the class is dismissed, and refrain from getting up in the middle of class and wandering around. I reserve the right to remove disruptive and/or unprepared students from the classroom. I greatly respect and admire students who are able to present their own positions, provided that they do so in a rational, logical, and well-spoken manner. Discriminatory comments or behavior based on race, gender, religion, class, sexuality, and ability will not be tolerated in the classroom.

## 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](http://ecampus.uconn.edu/policies.html), 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

**Electronic Devices:**

All electronic devices including (cell phones, ipods, etc,) must be turned off during class time. Absolutely NO TEXTING is allowed during class. If you violate these rules, your participation grade will be affected negatively and you will be asked to leave the class.

**ADVICE TO STUDENTS ON PROFESSIONAL DEVELOPMENT**

Here is a list of things NOT to do to be a professional student (points will be deducted if you repeat these bad habits):

1. Emailing me to find out what you missed in class. Please befriend your classmates and ask them what you missed. Below are spaces to write down 2 of your classmates contact information.

2. Having your pager/phone/video game on while the professor conducts class.

3. Reading materials (e.g., newspapers/magazines) not relevant to class activities during class.

4. Disrupting class discussion by having your private conversation with other students.

5. Sleeping in class. If you are not feeling well, rest at home. The classroom is not your bedroom.

6. Disrupting class by arriving late or leaving early.

7. Faxing/emailing me your paper. If WE don’t have your paper by the due date, you’ll have a zero.

8. Disrespecting others in class, including name-calling, cat-calling, snickering, disrupting.

9. Cheating and plagiarizing.

**Things to do to be a professional student:**

1. Be organized and allocate study time for this class as you do for each of your other classes.

2. Attend class regularly and arrive on time.

3. Be respectful of everyone in class and keep an open mind.

4. Contribute positively to class discussion by active listening and thoughtful commenting.

5. Read assigned readings or do assignment before class and arrive prepared to discuss readings or assignment.

6. Hand in or post assignments through safe assignment on HuskyCT on time, typed and stapled.

7. Take notes in class and on assigned readings. Go over them for reinforcement and write down questions on items you still need clarification. Ask these questions in class.

8. ASK QUESTIONS when you don’t understand. Remember, the best way to learn is to ask questions.

9. If you miss a film, find out how you can view it on your own.

10. Visit the professor and TA’s during office hour for extra help, if need be, or just to familiarize yourself to speaking to your professor and to keep in touch in case you ever need a recommendation letter.

**\*Appendix A**

**QUESTIONS FOR POSTS AND WRITING ASSIGNMENTS:**

Here are some general questions to help you with reading articles, viewing films and participating in events critically. This page serves as a general guide for extra credit assignments.

**READING CRITICALLY**

Questions to Answer:

1. What is the larger context of why this article was written? To what is the author responding?

I hope that you will begin to ask this question for everything you read. All perspectives are partial and you need to not only know where the article is situated in the larger sociopolitical debate but also what it is saying and not saying or implying about a specific issue. This question may best be answered last after you understand the author's main argument. This question is about the larger debate that the author is engaged in or the implication of his/her work given his/her thesis. The author’s own background is mostly a factor in the reason for the essay. [e.g., The article is about “lazy welfare mothers” and thus it contributes to the debate for welfare reform.]

2. What is the author's main argument?

Search the reading for the thesis statement and either quote or paraphrase it with citation (page number, and location in page if reference is assigned reading). Explain clearly what the main argument of the author is. If question #1 is about motive, this question is about what the crime is. [e.g., The main argument by the author is that welfare mothers are lazy and just abusing taxpayers’ generosity.]

3. What are the evidences the author used to support his/her argument?

Good scholarly work requires a thesis and supporting evidence. What kind of evidence does the author have to support the thesis? How was the data compiled? Elaborate on at least three specific evidences the author makes to support his/her thesis. [Is the evidence based on personal anecdotes or beliefs, on scholarly national survey research, on limited samples, etc. and what are the evidences?]

4. Are the arguments compelling?

This question is meant to remind you to question authority rather than blindly accept what is dished out or packaged to you. Sometimes people have facts that don't support their argument. So, you need to make sure their facts back the argument the author makes. Just because something is written, doesn't mean it's true. [Despite the fact that the author may have support for his/her argument, can that evidence be generalized to the larger population or other populations? What is the reliability (duplication) and validity (operationalization) of this work? Can you come up with counterarguments?]

5. What questions arose for you from reading this article?

This is to urge you to reflect on what you read and become an active reader instead of a passive recipient of information. This is to help you apply what you just learned. [What issues did the author not address?]

6. Any other reactions you have from reading this article? Relates to some other issues? Personal reaction?

Does the information challenge your original thoughts and assumptions? Do you find yourself resistant to the information? Why do you think that is so? These are good questions to think for yourself as you become more reflexive of the information around you, those that you readily accept and those that challenge the foundation of your values.

## 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/>.

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

## Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

* HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx), [HuskyCT/ Blackboard Privacy Policy](http://www.blackboard.com/footer/privacy-policy.aspx))
* [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep2.html) ([Adobe Reader Accessibility Statement](http://www.adobe.com/accessibility/products/reader.html), [Adobe Reader Privacy Policy](http://www.adobe.com/privacy.html))
* Google Apps ([Google Apps @ UConn Accessibility](http://g.uconn.edu/accessibility-info/), [Google for Education Privacy Policy](https://www.google.com/edu/trust/))
* Microsoft Office (free to UConn students through [uconn.onthehub.com](https://uconn.onthehub.com) and/or via [UCONN SkyBox)](http://skybox.uconn.edu/) ([Microsoft Accessibility Statement](http://www.microsoft.com/enable/microsoft/mission.aspx), [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement/))
* Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

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