CLAS C&C

Agenda

Chair: Pamela Bedore

3.12.2019

**A. Discussion: Common Class Schedule (3:30-4:00 PM)**

Thank you to our guests, Gregory Bouquot and Erin Mason, for joining us for a discussion about the common class schedule. Bring your questions and suggestions about classroom scheduling.

**B. Announcements (4:00 PM)**

1. The Senate C&C, chaired by Pamela Bedore, is looking for faculty members for 2019-20; you do not need to be a senator to serve. This committee meets every other week and reviews proposals to add, delete, and revise courses that are at the 1000 or 2000 level, are graded S/U, or are part of the general education curriculum. There are many laughs. And sometimes pastries. Please contact Bedore if you are willing to serve on this committee.

**C. Approvals by the Chair**

2019-110 WGSS 3995 Add Special Topic: Speculative Culture and American Identity

**D. New Business (4:00-5:30 PM)**

2019-111 ANTH 1010E Revise Course (G) (S)

2019-112 ECON/GEOG 5612 Add Course

2019-113 EEB 2244E/WE Revise Course (G) (S)

2019-114 FREN 3101 Add Course

2019-115 FREN 3102 Add Course

2019-119 FREN 3103 Add Course

2019-116 GSCI 2140E Add Course (G) (S)

2019-117 MATH 2705W Add Course (G) (S)

2019-118 SLHS 2203 Revise Course (S)

2019-120 ECON 3492 Add Course

**E. Discussion**

1. Curriculum Topics: senior-year experience, practicums, and independent studies (Bedore)

**CATALOG COPY:**

**2019-111 ANTH 1010E Revise Course (G) (S)**

*Current Copy:*

ANTH 1010. Global Climate Change and Human Societies

Three credits.

A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it. CA 2. CA 4-INT.

*Proposed Copy:*

ANTH 1010E. Global Climate Change and Human Societies

Three credits.

A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it. CA 2. CA 4-INT.

**2019-112 ECON/GEOG 5612 Add Course**

*Proposed Copy:*

GEOG 5612/ECON 5612. Spatial Econometrics

Three credits. Prerequisite: GEOG 3500Q or equivalent; or instructor consent.

Concepts, theories, methods, techniques, and programming for spatial econometrics. An introduction to estimating and interpreting econometric models for analysis of socioeconomic relationships and human-environment interactions.

**2019-113 EEB 2244E/WE Revise Course (G) (S)**

*Current Copy:*

EEB 2244. General Ecology

Four credits. Prerequisite: Six credits of college biology. Three lectures and one 2-hour discussion section.

Fundamental ecological dynamics of communities, populations and ecosystems, with emphasis in discussion sections on reading primary literature, problem-solving, and exposure to ecological research techniques.

EEB 2244W. General Ecology

Four credits. Prerequisite: Six credits of college biology; ENGL 1010 or 1011 or 2011. Content as in EEB 2244; requires major writing assignment.

*Proposed Copy:*

EEB 2244E. General Ecology Four credits. Prerequisite: BIOL 1108. Three lectures and one 2-hour discussion section.

Fundamental ecological dynamics of communities, populations and ecosystems; emphasis in discussion sections is on reading primary literature, problem-solving, scientific method, and sampling techniques.

EEB 2244WE. General Ecology

Four credits. Prerequisite: BIOL 1108; ENGL 1010 or 1011 or 2011.

**2019-114 FREN 3101 Add Course**

*Proposed Copy:*

FREN 3101. French for Engineers I

One credit. Recommended Preparation: FREN 1103 or equivalent. Open only to dual-degree French and Engineering students. Instructor consent required.

This course provides dual-degree French and Engineering students with the technical and scientific vocabulary they will need to be comfortable discussing a wide variety of topics in engineering.

**2019-115 FREN 3102 Add Course**

*Proposed Copy:*

FREN 3102. French for Engineering II

One credit. Recommended Preparation: FREN 1103 or equivalent. Open only to dual-degree French and Engineering students. Instructor consent required.

This course provides dual-degree Engineering and French students more advanced vocabulary, methods, and field-specific knowledge in French for Engineers. Students will learn to describe scientific processes, to follow scientific presentations in French, and to create preparation and evaluation materials for these presentations.

**2019-119 FREN 3103 Add Course**

FREN 3103: French for Engineering III

One credit. Recommended Preparation: FREN 1103 or equivalent. Open only to dual-degree French and Engineering students. Instructor consent required.

This course provides dual-degree Engineering and French students more advanced vocabulary, methods, and field-specific knowledge in French for Engineers. Students will learn to describe scientific processes, to follow scientific presentations in French, to do some research in specialized fields and to create preparation materials for their interviews with engineers. They will also learn practical job-seeking skills, including practice with French-style CVs, job letters and interviews.

**2019-116 GSCI 2140E Add Course (G) (S)**

*Proposed Copy:*

GSCI 2140E. Our Evolving Atmosphere

Three credits. Not open for credit to students who have passed NRE 3145 or NRE 3146.

An introduction to atmospheric science, including a history of the field, features of the atmosphere, weather forecasting, and a geologic history of climate change. CA 3 (non-lab).

**2019-117 MATH 2705W Add Course (G) (S)**

*Proposed Copy:*

MATH 2705W. Technical Writing in Mathematics

One credit. Prerequisites: ENGL 1010 or 1011 or 2011, and MATH 1132Q or 2141Q; completion of or concurrent enrollment in either Math 2110Q, 2142Q, 2210Q, or 2410Q. Open only to Mathematics majors.

An introduction to the communication of mathematics through formal writing.

**2019-118 SLHS 2203 Revise Course (S)**

*Current Copy:*

SLHS 2203. Anatomy and Physiology of Speech and Hearing

Three credits. Prerequisite: Open to sophomores or higher.

Anatomical, neurological and physiological principles fundamental to the understanding of speech and hearing.

*Proposed Copy:*

SLHS 2203. Anatomy and Physiology of Speech, Hearing, and Swallowing

Three credits. Prerequisite: Open to sophomores or higher.

Anatomical, neurological and physiological principles fundamental to the understanding of speech, hearing, and swallowing.

**2019-120 ECON 3492 Add Course**

*Proposed Copy:*

ECON 3492. Practicum.

Variable credits (1-6). Prerequisite: ECON 2201 or 2211Q; ECON 2202 or 2212Q. May be repeated for credit; a maximum of six credits may be counted toward the major. Instructor consent required.

**ADDITIONAL MATERIALS:**

**2019-110 WGSS 3995 Add Special Topic: Speculative Culture and American Identity**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-11458 |
| **Request Proposer** | Gurr |
| **Course Title** | speculative culture and american identity |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Women's Gender and Sexuality Studies > 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** | WGSS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Women's Gender and Sexuality Studies |
| **Course Title** | speculative culture and american identity |
| **Course Number** | 3995 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Barbara A Gurr |
| **Initiator Department** | Women, Gender and Sexuality |
| **Initiator NetId** | bag03001 |
| **Initiator Email** | barbara.gurr@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** | 2019 |
| **Will this course be taught in a language other than English?** | No |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 40 |
| **Number of Students per Section** | 40 |
| **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?** | Yes |
| **Prerequisites** | na |
| **Corequisites** | na |
| **Recommended Preparation** | na |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | Yes |
| **Other restrictions** | open to honors students only |

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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** | instructor located at Storrs |
| **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** | WGSS 3995. Speculative Culture and American Identity Three credits. Open only to Honors students. This course utilizes speculative fiction and visual culture to consider the American Identity. |
| **Reason for the course action** | add special topics section |
| **Specify effect on other departments and overlap with existing courses** | na |
| **Please provide a brief description of course goals and learning objectives** | By the end of the semester you will be able to: 1. Demonstrate a critical understanding of “American” identity/ies and how these are produced, reified, and resisted 2. Identify key narrative themes and origin myths that inform commonplace understandings of “American” identity/ies 3. Practice close textual readings of our texts to support your assertions 4. Distinguish between the personal body and the collective body, as well as identify linkages and points of rupture between these 5. Evaluate the interactions of race, gender, sexuality, religion (specifically but not solely Christianity), dis/ability, and socioeconomic class with the production and reproduction of, and resistance to, “American” identity/ies 6. Speculate on the trajectory of current “American identity” politics  |
| **Describe course assessments** | 6 group or solo projects and class discussion. Possible quizzes. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [Gurr Speculative Culture course calendar 1.25.19.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148024&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C6fb9ee71d2e14e8e7da708d6a365b175%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636876054507455061&sdata=%2FgcejoeaC8evgSZCqW%2BYXvbVeUjHWUMSJPvGkdiYgzY%3D&reserved=0) | Gurr Speculative Culture course calendar 1.25.19.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Barbara A Gurr | 03/05/2019 - 15:47 | Submit |  | na |
| Women's Gender and Sexuality Studies | Sherry L Zane | 03/06/2019 - 08:44 | Approve | 3/6/2019 | per director - teach as special topics  |

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**Speculative Culture and American Identity**

 **COURSE CALENDAR**

**Week 1: Introductions**

What is “America”? What does “America” mean, and to whom? What are “American” ideals and values? How do you know?

How do “American” stories produce/reproduce/resist/re-narrate “America’s” identity? What roles for race and gender, dis/ability, and sexuality (the body)? What about socioeconomic class?

What is speculative “culture”? How does speculating help us “imagine America”?

**MODULE ONE: In the Beginning**

**Week 2:**

Please read:

* Ahmed ch.2 “Defining American Identity” (60 pgs) (pdf on Huskyct)
* Mogen: “Science fiction “Westerns” and American Literature” (12 pages) (pdf on Huskyct)
* Please read: <https://www.cnn.com/2018/12/03/politics/real-american-poll/index.html?utm_content=2018-12-03T23%3A00%3A59&utm_term=link&utm_source=fbCNN&utm_medium=social>

Please watch:

*Westworld* episodes 1, 2, and 3

Group 1 presentation on Ahmed

**Week 3:**

Please Read:

* Mogen: “The Frontier Metaphor in American Culture” (10 pgs) (pdf on huskyct)
* Comer: “Landscapes of Westernness: Gender, Race, and the Politics of American Spaces” (41 pgs) (pdf on huskyct)

Please Watch:

*Westworld* episodes 4, 5, and 6

Group 2 presentation on Comer

**Week 4:**

Please Read:

* Bradbury: The Settlers, The Green Morning, The Locusts, Night Meeting, The Shore, Interim, The Musicians (from *The Martian Chronicles;* these are SUPER short – 23 pages total – so don’t be intimidated!) (pdf on huskyct)

Please Watch:

*Westworld* episodes 7, 8 and 9

**Make sure you’ve got your Module 1 project submitted by today** (see description on Huskyct). Please note: Module 2 is SHORT but FULL; your module 2 project is due in three weeks. You have a rather long novel due next week.

**MODULE TWO: Enter the Machine**

**Week 5:**

Please read:

* Priest, *Boneshaker* all (400 pgs)

**Week 6:**

Please Read:

* Rosenberg et al: *Cowboys and Aliens,* all (110 pages)
* “The Petrified Man” at <http://hoaxes.org/archive/permalink/the_petrified_man>

Please watch:

* *Wild, Wild West:* Choose two: *The Night of the Inferno* (S1E1); *The Night the Dragon Screamed* (S1E17); *Night of the Flying Pie Plate* (S2E6);and *Night of the Underground* (S3E19) (available at <https://www.dailymotion.com/> )

**MODULE 3: Super America**

**Week 7:**

Please Read:

* Fawaz: “Introduction: Superhumans in America” (36 pgs) and “Flame on! Nuclear Families, Unstable Molecules, and the Queer History of the Fantastic Four” (27 pgs) (pdf on huskyct)
* Walker: “The Token Superhero” (9 pgs) (pdf on huskyct)

Please Watch:

*Luke Cage* episodes 1 and 2

Group 3 presentation on Fawaz “Introduction” and Group 4 presentation on Fawaz “Flame on!”

**MODULE 2 PROJECTS DUE AT START OF CLASS!**

**Week 8:**

Please Read:

* Yang: *The Shadow Hero* (including the notes at the end; app. 155 pages)
* Rivera: *America Chavez #1* (15 pgs)

Please Watch

*Luke Cage* episodes 3, 4, and 5

**MODULE FOUR: Pilgrim’s Progress**

**Week 9:**

Please read:

* Gaiman: *American Gods* up to and including ch. 6 (150 pgs)

Please Watch:

*American Gods* episodes 1 and 2

**MODULE 3 ASSIGNMENT DUE AT START OF CLASS!**

**Week 10:**

Please Read:

* Gaiman: *American Gods* up to and including ch. 15 (156 pgs)

Please Watch:

*American Gods* episodes 3 and 4

**Week 11:**

Please Read:

* *American Gods* finish, including: postscript, appendix, and “How Dare You?” (115 pgs)

Please Watch:

*American Gods* episodes 5, 6 and 7

*We will watch American Gods episode 8 in class*

***Please be aware: in the next 4 weeks the following are due:***

***1 novel, 4 short stories, 2 module projects, 1 final project, and a final response paper.***

**MODULE FIVE: Shaping Our Destiny (or: Oh, Aeneas)**

**Week 12:**

Please Read:

* Brown: “The River” (6 pgs) (pdf on huskyct)
* Roanhorse: “Welcome to your Authentic Indian Experience” (approximately 9 pgs) at <https://www.apex-magazine.com/welcome-to-your-authentic-indian-experience/>
* Philips: “The Long Memory” (16 pgs) (pdf on Huskyct)

**MODULE 4 PROJECTS DUE AT START OF CLASS!**

**Week 13:**

Please Read:

* Older: *Shadowshaper*, all (300 pages)

**Week 14:**

Please Read:

* Liu: “Paper Menagerie” at <https://io9.gizmodo.com/5958919/read-ken-lius-amazing-story-that-swept-the-hugo-nebula-and-world-fantasy-awards>

Please Watch:

* “Bao” at <https://www.youtube.com/watch?v=g2zt45rpn4k>

**MODULE 5 ASSIGNMENT DUE AT START OF CLASS! Final projects AND final response papers due next week!**

**Final Exam meeting time TBA: Final Projects due! Final Response papers due within 48 hours!**

**2019-111 ANTH 1010E Revise Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 18-8737 |
| **Request Proposer** | Ouimet |
| **Course Title** | Global Climate Change and Human Societies |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Anthropology |

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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** | ANTH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Anthropology |
| **Course Title** | Global Climate Change and Human Societies |
| **Course Number** | 1010 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | I am submitting this existing Gen Ed course for designation as part of the Environmental Literacy Gen Ed requirement. |

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| **CONTACT INFO** |
| **Initiator Name** | Eleanor S Ouimet |
| **Initiator Department** | Anthropology |
| **Initiator NetId** | eso11001 |
| **Initiator Email** | eleanor.ouimet@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** | 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** | Yes |
| **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 |
| **General Education Competency** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 125 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | 3 hr lecture/week (including class time dedicated to student-group presentations and films) |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | N/A |
| **Corequisites** | N/A |
| **Recommended Preparation** | N/A |
| **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 primary instructor is an APIR with a high teaching load at the Storrs campus and is not able to teach classes in multiple locations.  |
| **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** | 1010. Global Climate Change and Human Societies Three credits. A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it. CA 2. CA 4-INT. |
| **Provide proposed title and complete course catalog copy** | 1010. Global Climate Change and Human Societies Three credits. A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it. CA 2. CA 4-INT. EL. |
| **Reason for the course action** | I am submitting this existing Gen Ed course for designation as part of the Environmental Literacy (EL) Gen Ed requirement |
| **Specify effect on other departments and overlap with existing courses** | There are other courses that address the human-environmental relationship in the context of climate change, but this course has been taught for several years and has not had any significant effect on the enrollment in related courses.  |
| **Please provide a brief description of course goals and learning objectives** | While emphasizing the cross-cultural and ethnographic anthropological lens, this course integrates multidisciplinary cultural and climate sources of information on the nature, anthropogenic drivers, range of expressions, and health and other risks of contemporary and future global climate change as well as cultural understandings of and responses to this significant environmental process. Course Objectives: Based on an anthropological perspective, by the end of this course, students will be able to: • Articulate the nature of climate change as a world changing process, including having a grasp of key issues and causes, relevant natural and social processes, concepts, theories, and controversies and debates. • Command new knowledge about the existing and emergent range of environmental and health and social effects of climate change across diverse physical settings and human populations, including indigenous and global populations of gravest immediate risk. • Demonstrate critical judgment (e.g., accuracy, credibility, objectivity, and cultural sensitivity) in assessing information on climate change and the selection of practical adaptive and mitigatory responses. • Articulate the moral issues raised by the human impacts of climate change, especially on the lives of those least responsible for greenhouse gas production, as well as the difficult decisions (e.g., sacrifices) required in response to the varied and mounting risks and vulnerabilities it produces. • Acquire awareness of the diversity of human experiences and conditions impacted by climate change and human social capacity for climate change adaptation and mitigation. |
| **Describe course assessments** | Description of Assignments Readings: At this time, there is no required readings for this course. There is an optional textbook that reinforces lecture materials, as well as articles and book chapters posted on HuskyCT. I3 Questions: "I'm here, I'm listening, I'm thinking." I will give students time at the end of each class to write 3 well- articulated question or comments based on lecture, film, or presentations. To accomplish this assignment, students are encouraged take notes during class, participate, ask questions, then at the end of lecture, presentation, or film, write down the question or comment related to class topics that were most interesting, confounding, etc. Students should keep a notebook or index cards specifically for this purpose. Group Presentations (4-5 Students per group; 20 minutes per presentation): We will discuss presentation topics at the beginning of the semester and students will choose their topic. Presentations should consist of 4 main elements: (1) Detailed description/overview of topic; (2) Detailed Case Study example of the topic (that includes discussion of environmental and human impacts of topic); (3) ethnographic data from student interviews on the topic (assess how aware UCONN students are on the topic). Groups must write questions and execute interviews prior to your presentation; (4) An informational flier or webpage about the topic for distribution/dissemination around UConn (for the purposes of increasing awareness and educating the UConn student body). Presentations should conclude with 2-3 discussions questions for the class. Exams: There will be 2 varied format (Multiple Choice, short answer, T/F) exams based on lecture and reading material. Extra Credit: During the course of the semester students will inevitably read or see something in the news regarding climate change. Students may write up a 2 page, double-spaced, summary of the coverage and relate it to specific topics discussed in class. Students may turn in up to 4 of these, but only one at a time. Students will receive a 1/2 pt added to their final grade for every one turned in. Max: 2 extra pts to your final grade) |
| **General Education Goals** | Climate change is considered by many scientists to be the gravest threat to humanity in the 21st century. This undergraduate general education course provides a broad overview to this topic of growing importance, with a special focus on the interface of climate change with human societies in all of their diversity. This course addresses the University of Connecticut’s undergraduate general education goals in a rapidly changing world. Already the source of a growing number of extreme weather events (resulting in flooding, drought, fires), the spread of infectious diseases, a growing global prevalence of noncommunicable diseases (e.g., asthma), the creation of emergent arenas of human conflict, a primary source of new refugee populations, and a cause of rising economic costs that especially threaten middle and lower income communities and nations), global climate change is likely to intensify with each passing year. Existing research, however, indicates that there are significant deficiencies in climate change understanding in the general U.S. population and among university students. Misconception leads some to doubt that global warming is occurring, to misunderstand its causes, and potential beneficial responses, and to be unaware of inherent local and global risks and vulnerabilities. |
| **Content Area: Social Sciences** | The course uses anthropological theory and practice to demonstrate how cross-cultural belief systems and environmental ethics influence societal responses to climate change; and pays specific attention to the fact that those individuals and groups responsible for the largest amount of greenhouse gas emissions are not those experiencing the immediate effects of their own actions. Rather, we see that the most devastation among highly populated and largely impoverished coastal regions and island nations - many of which lack the resources and representation to adapt to the effects of climate change or to demand increased mitigation efforts amongst more industrialized nations. As part of their final grade, students work together in groups to conduct ethnographic interviews with their peers to assess the extent to which UConn students are aware of various climate change realities. Students are taught to analyze the data collected to determine where understanding and information fall short and brainstorm effective ways to spread awareness and information about climate change to the larger student body.  |
| **Content Area: Diversity and Multiculturalism (International)** | ANTH 1010 exposes students to the ways in which cross-cultural belief systems, lifestyles, subsistence strategies, economies, and underlying environmental philosophies influence societal contributions to climate change, as well as impact underlying levels of vulnerability and resiliency. Students are exposed to a large range of case studies from around the world that highlight the many different ways in which climate change is impacting societies, from Alaska and Canada to Greenland and South Africa and several island nations and communities, we examine how communities are being unfairly affected by anthropogenic climate change.  |
| **Environmental Literacy** | ANTH 1010 introduces students to the ways in which human communities around the world are both contributing to, as well as, being impacted by climate change; and the environmental impacts that anthropogenic climate change is having on ecosystems around the world. Specific topics covered include: The science of climate change; The adverse environmental effects of climate change (melting glaciers, coral bleaching, floods, melting tundra, rising sea levels, natural disasters, species extinctions, etc.,); Human fingerprints on climate change (measurable evidence that contemporary climate change is caused by greenhouse gas emissions); Climate Change policy; Environmental Justice; Environmental Racism; Climate Change and Human health; Climate Refugees; Urban Agriculture; Technological Solutions, etc. Despite the fact that this is a lecture course, students are also given the opportunity to engage with specific aspects related to these topics by working together to prepare group presentations that include summaries of specific climate change related topics; case studies of the human and environmental impacts of their topic; ethnographic interview data; and the creation of artistic infographics to help educate the public about climate change and related issues.  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [ANTH 1010 Global Climate Change and Human Societies\_9\_18.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F137084&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C1050ba031d2748679fac08d6a279b906%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636875041031832739&sdata=Re3Hkr3flJK8vN8JccRZKYW8kvHI5ruSqJGH1YySfUM%3D&reserved=0) | ANTH 1010 Global Climate Change and Human Societies\_9\_18.pdf | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Eleanor S Ouimet | 10/08/2018 - 15:48 | Submit |  | Thank you for considering Gen-Ed course, ANTH 1010: Global Climate Change and Human Societies for designation as an Environmental Literacy course. I think it will be a great addition to the Environmental Literacy Content Area.  |

 |

**ANTH 1010 Global Climate Change and Human Societies**



**MWF 1:25-2:15, Austin 108**

**Course description**: While emphasizing the cross-cultural and ethnographic anthropological lens, this course integrates multidisciplinary cultural and climate sources of information on the nature, anthropogenic drivers, range of expressions, and health and other risks of contemporary and future global climate change as well as cultural understandings of and responses to this significant environmental process.

**Professor:** **Elle Shoreman-Ouimet**, Office: Beach Hall 439, best method of contact**:** **eleanor.ouimet@uconn.edu****. Office Hours:** By appt

**Teaching Assistant: Joy Ciofi, joy.ciofi@uconn.edu**; Office Hours: By appt.

**Overview:** *Climate change is considered by many scientists to be the gravest threat to humanity in the 21st century.* This undergraduate general education course provides a broad overview to this topic of growing importance, with a special focus on the interface of climate change with human societies in all of their diversity. This course addresses the University of Connecticut’s undergraduate general education goals in a rapidly changing world. Already the source of a growing number of extreme weather events (resulting in flooding, drought, fires), the spread of infectious diseases, a growing global prevalence of noncommunicable diseases (e.g., asthma), the creation of emergent arenas of human conflict, a primary source of new refugee populations, and a cause of rising economic costs that especially threaten middle and lower income communities and nations), global climate change is likely to intensify with each passing year. Existing research, however, indicates that there are significant deficiencies in climate change understanding in the general U.S. population and among university students. Misconception leads some to doubt that global warming is occurring, to misunderstand its causes, and potential beneficial responses, and to be unaware of inherent local and global risks and vulnerabilities.

**Objectives:** Based on an anthropological perspective, by the end of this course, students will be able to:

* Articulate the nature of climate change as a world changing process, including having a grasp of key issues and causes, relevant natural and social processes, concepts, theories, and controversies and debates.
* Command new knowledge about the existing and emergent range of environmental and health and social effects of climate change across diverse physical settings and human populations, including indigenous and global populations of gravest immediate risk.
* Demonstrate critical judgment (e.g., accuracy, credibility, objectivity, and cultural sensitivity) in assessing information on climate change and the selection of practical adaptive and mitigatory responses.
* Articulate the moral issues raised by the human impacts of climate change, especially on the lives of those least responsible for greenhouse gas production, as well as the difficult decisions (e.g., sacrifices) required in response to the varied and mounting risks and vulnerabilities it produces.
* Acquire awareness of the diversity of human experiences and conditions impacted by climate change and human social capacity for climate change adaptation and mitigation.

**RECOMMENDED Reading Material:**

Hans A. Baer and Merrill Singer. The Anthropology of Climate Change: An Integrated Critical Perspective. Abingdon, Oxford, U.K.: Routledge, Earthscan, 2018 (second edition) OR 2014.

[https://tinyurl.com/W19-8207-ANTH-1010-001](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftinyurl.com%2FW19-8207-ANTH-1010-001&data=02%7C01%7Celeanor.ouimet%40uconn.edu%7C44f8ff9a0a5a4f1b497708d676795f5e%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636826660987431606&sdata=sJuKbsXbEpPzOJI5Gx56qwG0XwG%2BCOlD5MLNyDcKOX4%3D&reserved=0)

**Grades:**

I3 Questions (graded on completion) 25%

Group Project and Presentation 25%

Midterm 25%

Final 25%

**Course Format**

**Mondays: Lecture**. Come prepared by reading assigned chapters. In class, record and submit I-3s

**Wednesdays: Student Group Presentation**. Come prepared by reading assigned chapters. In class, record and submit I-3s

**Friday: Media Day**. Come prepared by reading assigned chapters. Record and submit I-3s

**Description of Assignments (hint: read carefully)**

**I3 Questions:**

**"**I'm here, I'm listening, I'm thinking." I will give you time at the end of each class to write 3 well-articulated question or comments based on lecture, film, or presentations. To make this easy on yourself, take notes during class, participate, ask questions, then at the end of lecture, presentation, or film, write down the question or comment related to class topics that were most interesting, confounding, etc. (**Hint:** Don't just ATTEND class, be PRESENT for class - engage your mind, engage with the material). You should keep a notebook or index cards specifically for this purpose.

**Group Presentations (4-5 Students per group; 20 minutes per presentation):** We will discuss presentation topics at the beginning of the semester and you will choose your topic. Presentations should consist of 4 main elements: (1) Detailed description/overview of topic; (2) Detailed Case Study example of the topic (that includes discussion of environmental and human impacts of topic); (3) ethnographic data from student interviews on the topic (assess how aware UCONN students are on the topic). Groups must write questions and execute interviews prior to your presentation; (4) An informational flier or webpage about the topic for distribution/dissemination around UConn (for the purposes of increasing awareness and educating the UConn student body). (**Hint:** TO PREPARE: START EARLY! Divide your tasks and check in with each other. All of you must carefully review material from readings and PowerPoint lectures ahead of time. It will also be important that you get together to practice your presentation as time management will be important so not to run over on another group’s time. Meet often to organize and determine what is left to complete. PROOFREAD.)

**Exams:** There will be 2varied format (Multiple Choice, short answer, T/F)exams based on lecture and reading material. (**Hint**: Come to class, take notes, do your readings).

**Extra Credit**: During the course of the semester you will inevitably read or see something in the news regarding climate change. Write up a 2 page, double-spaced, summary of the coverage and relate it to specific topics discussed in class. You may turn in up to 4 of these, but only one at a time (**Hint:** you can't turn them all in at the end of the semester). You will receive a 1/2 pt added to your final grade for every one you turn in. Max: 2 extra pts to your final grade)

**IPCC Goals (Hint: get it??): Interdisciplinary, Presence, Communication, Compassion**

**Schedule and Assignments: \*\*This schedule is subject to change\*\***

Wed Jan 23 Introduction to the course

Why is this an Anthropology course?

Fri Jan 25 Introduction of Presentation topics

 Assignment: Select your topic, meet presentation groups

Mon Jan 28 Lecture: Gaining a Historic Perspective on Climate Change

 At home Readings: Ch. 3 in B&S

 I-3s

Wed Jan 30 Lecture: Gaining a Historic Perspective on Climate Change

 At home Readings: Ch. 3 in B&S

 I-3s

F Feb 1 Joy Ciofi: Library Lecture and ethnographic interview discussion At home Readings: Ch. 3 in B&S

 I-3s

M Feb 4 Lecture: Climate Change: The Basics

 At home Readings: B&S Ch. 1&2

 I-3

W Feb 6 Lecture: Climate Change: The Basics

 At home Readings: B&S Ch. 1&2

 I-3

(OPTIONAL Library research outing with Joy)

F Feb 8 Lecture: Climate Change: The Basics

 At home Readings: B&S Ch. 1&2

 I-3

M Feb 11 The Human Finger Print on Global Warming

 At home Readings: B&S Ch. 4

 I-3s

W Feb 13 Group Presentations: 1. CO2 Emissions 2. Sea level rise

 At home Readings: B&S Ch. 4

 I-3s

F Feb 15 Media Day: *Chasing Ice*

 At home Readings: B&S Ch. 4

I-3s

M Feb 18 Lecture: Adverse Environmental Impacts of CC, Joy Ciofi, Coral Reefs

 At home readings: B&S Ch. 5 p. 86-121

 I-3s

W Feb 20 Group Presentation: 3. Melting Glaciers 4. Coral Bleaching

 At home readings: B&S Ch. 5 p. 86-121

I-3s

F Feb 22 Media Day: Finish *Chasing Ice*

 I-3s

M Feb 25 Lecture: Climate Change and Human Health (use this class for some env impacts)

 At home readings Singer & Erickson Ch. 3 (posted on HusktCT)

 I-3s

W Feb 27 Group Presentation: 5. Vector Borne Disease 6. Pollution and Respiratory Health

 I-3s

F Mar 1 Media Day: *Before the Flood (Env and Health, assign movie for homework)*

 I-3s

M Mar 4 Lecture: Climate Change Denial

 At home readings B&S Ch. 5 p. 121-136

I-3s

W Mar 6 Group Presentation: 7. Denialism 8. Climate Change Policy

 At home readings B&S Ch. 5 p. 121-136

 I-3s

F Mar 8 Media Day: *Before The Flood (Env and Health, assign movie for homework)*

 At home readings B&S Ch. 5 p. 121-136

I-3’s

M Mar 11 Lecture: Social inequality, social relations, and perception: Carbon footprints, Cap and Trade and land-grabbing

 At home readings: B&S Ch. 6

 I-3s

W Mar 13 Group Presentation: 9. Payments for Ecosystem Services 10. Land grabbing

 At home readings: B&S Ch. 6

I-3s

F Mar 15 Midterm

**Mar 17-24 Spring Break**

M Mar 25Social Inequality, relations and perception: Environmental Justice

Watch Majora Carter TedTalk

Read “Ch. 7 Environmental Justice and Democratic Legitimacy”, posted on HuskyCT

AT HOME: At home: watch “When the Levees Broke: A Requiem in Four Parts”

 I-3s

W Mar 27 Group Presentation: 11. Environmental Racism 12. Climate Change and Poverty

Read “Ch. 7 Environmental Justice and Democratic Legitimacy”, posted on HuskyCT

At home: watch “When the Levees Broke: A Requiem in Four Parts”

 I-3s

F Mar 29 Media Day: *Climate Refugees*

At home readings: Read “Ch. 7 Environmental Justice and Democratic Legitimacy”, posted on HuskyCT

 I-3s

M Apr 1 Lecture: The future of climate change: Mitigation

 At home: Read B&S Ch. 7

 I-3s

W Apr 3 Presentation: 13.Coastal Communities 14. Climate Refugees

 At home: Read B&S Ch. 7

I-3s

F Apr 5 Media Day: Finish *Climate Refugees*

 At home: Read B&S Ch. 7

Record and submit 1-3

M Apr 8 Lecture: The future of climate change: Adaptation

 At home: Read B&S Ch. 8

I-3s

W Apr 10 Group Presentation: 15. Urban agriculture 16. Permaculture

 At home: Read B&S Ch. 8

1-3s

F Apr 12 Media Day: *Tomorrow*

 1-3s

M Apr 15 Lecture: Future of Climate Change: (Al Gore) Risk and Resilience (Nile Initiative)

 1-3s

W Apr 17Group Presentation: 17. Hurricanes and floods 18. Wildfires and droughts

1-3s

F Apr 19 Media Day: *Tomorrow* (cont.)

 I-3s

M Apr 22 Lecture: The Future of Climate Change: Sustainability

1-3s

W Apr 24 Group Presentation: 19. Technological Solutions to Climate Change 20. Green Transportation

 1-3s

F Apr 26 Media Day: Tomorrow (finish)

 I-3’s

M Apr 29 The Future of Climate Change: Circular Economy, Cradle to Cradle, William McDonough.

At home: Read “Chapter 8: Sustaining the Unsustainable: Debates over Development, Population and Consumption” posted on HuskyCT

1-3s

W May 1 Group Presentation: 21. Circular Economy 22. Green Washing and Capitalism

At home: Read “Chapter 8: Sustaining the Unsustainable: Debates over Development, Population and Consumption” posted on HuskyCT

1-3s

F May 3 Last Day of Class: Class Wrap-Up

1-3s + Course Evaluations

TBA Final Exam

**We’ve Got Rules:**

Assignments are due on the assigned day – this includes readings listed in the schedule. If you have a serious problem meeting a deadline or coming to a quiz, talk with the TA or me beforehand. If you have a sudden emergency, please bring University documentation. Otherwise, you will not get credit or opportunities to make up work.

No texting or visiting websites or emailing during class. Remember, you are not invisible especially when you are smiling at your cellphone during a lecture on the mounting death toll of climate change.

Is it on the quiz/exam? Probably! Did you miss something important? Of course! Students are expected to attend all class sessions and complete all assignments.

PLAGIARISM IS NOT ALLOWED. See University policy defining plagiarism. It is now possible to check electronically for plagiarism (e.g., copying sections of your assignments from websites), so don’t tempt fate.

**If you are encountering any difficulties keeping up with the class please see the instructor or teaching assistants ASAP, don’t let problems multiply.**

**--True Cost**

**-When the levees broke**

**2019-112 ECON/GEOG 5612 Add Course**



**Proposal to Add a New Graduate Course**

Last revised: February 6, 2019

1. Date: March 6, 2019

2. Department requesting this course: Geography (GEOG) and Economics (ECON)

3. Semester and year in which course will be first offered: Fall 2020

# 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 5612/ECON 5612. Spatial Econometrics

Three credits. Prerequisite: GEOG 3500Q or equivalent; or instructor consent.

Concepts, theories, methods, techniques, and programming for spatial econometrics. An introduction to estimating and interpreting econometric models for analysis of socioeconomic relationships and human-environment interactions.

# Items Included in Catalog Listing

**Obligatory Items**

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

2. Course Number: 5612

3. Course Title: Spatial Econometrics

4. Number of Credits: 3 credits

5. Course Description (second paragraph of catalog entry):

Concepts, theories, methods, techniques, and programming for spatial econometrics. An introduction to estimating and interpreting econometric models for analysis of socioeconomic relationships and human-environment interactions.

**Optional Items**

6. Pattern of instruction, if not standard: N/A

7. Prerequisites, if applicable: GEOG 3500Q or similar course which provides exposure to basic statistics and regression analysis (e.g., OLS), or permission of the instructor

 a. Consent of Instructor, if applicable:

 b. Open to sophomores/juniors or higher:

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”: None

12. S/U grading: N/A

# Justification

1. Reasons for adding this course: Spatial econometric methods have increasingly been applied in a wide range of empirical investigations in more traditional fields of economics as well -- including, among others, studies in demand analysis, international economics, labor economics, public economics and local public finance, and agricultural and environmental economics. However, there is no graduate level course in the geography curriculum or another program’s curriculum at UCONN to teach students these important skills. The Geography and Economics departments are proposing a new Professional Master Degree program in Spatial Econometrics and Data Science. This course is listed as one of the required courses for this degree program.
2. Academic merit: This course will teach students the fundamentals of spatial econometric methods. By the end of the semester, students should have learned the set of models and theoretical instruments of spatial statistics and spatial data analysis to analyze various economic effects such as externalities, interactions, spatial concentration and many others. This course will use the popular open source statistical computer language R.
3. Overlapping courses and departments consulted: None.
4. Number of students expected: 25

5. Number and size of sections: one section with 25 students.

6. Effects on other departments: There is no negative effect.

7. Effects on regional campuses: None

8. Staffing: Dr. Chuanrong (Cindy) Zhang

# General Education

If the course is being proposed for university general education Content Area 1 (Arts and Humanities), then the course should be added to a CLAS general education area (A-E). It is recommended that courses be listed in **one** **and only one** of these areas (A-E).

For a Content Area 1 course:

a. Provide justification for inclusion in Content Area 1:

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

 b. Specify a CLAS area, A-E:

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

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

# Proposer Information

1. Dates approved by

    Department Curriculum Committee: Feb. 28, 2019

Department Faculty: Mar. 6, 2019

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

Chuanrong (Cindy) Zhang

Phone: 860-486-2196

Email: cindy.zhang@uconn.edu

# Syllabus

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

GEOG 5612

ECON 5612

Spatial Econometrics

Geography

GEOG 5612/ECON 5612 Spatial Econometrics Syllabus – Fall 2020

**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:** GEOG 5612/ECON 5612 Spatial Econometrics

**Credits:** 3

**Format:** Lecture

**Prerequisites:**  GEOG 3500Q or similar course which provides exposure to basic statistics and regression analysis (e.g. OLS), or permission of the instructor

**Professor:** Chuanrong (Cindy) Zhang

**Email:** cindy.zhang@uconn.edu

**Telephone:** Office phone (860) 486-2196

**Other:** Cell phone (860) 938-6582

**Office:** Aust #422

**Office Hours/Availability:** 1:00pm—2:00pm EST Wednesday

Course Materials

Suggested Textbooks:

1. LeSage, J., & Pace, R. K. (2009). Introduction to spatial econometrics. Chapman and Hall/CRC.
2. Anselin, L. (2013). Spatial econometrics: methods and models (Vol. 4). Springer Science & Business Media.
3. Arbia, G. (2014). A primer for spatial econometrics: with applications in R. Springer.
4. Wooldridge, Jeffrey M. 2013. Introductory Econometrics: A Modern Approach, 5th Edition. South-Western Cengage Learning, USA. Its e-book is freely downloadable. Chapters 1-4, 6, 13 and 14.
5. Ward, Michael D. and Gleditsch, Kristian Skrede. 2008. Quantitative Applications in the Social Sciences: Spatial Regression Models. SAGE Publications Inc. A pre-published version of this book (2007), entitled An Introduction to Spatial Regression Models in the Social Sciences, can be downloaded at https://web.duke.edu/methods/pdfs/SRMbook.pdf .
6. Millo, G. and Piras, G. 2012. splm: Spatial Panel Data Models in R. Journal of Statistical Software, 47(1), 1-38. URL <http://www.jstatsoft.org/v47/i01/>.

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

**Course Website:**

There is a course website that is accessible through UCONN HuskyCT [https://huskyct.uconn.edu/]. Materials for this course including syllabus, reading materials, lecture notes, exercises, and other information of interest will be put on the course website.

Course Description

Spatial econometrics is the collection of econometric methods specifically geared at dealing with problems of spatial dependence and spatial heterogeneity encountered in cross-sectional (and panel) data sets. The use of spatial econometric techniques is increasingly common in empirical work in economics, not only in regional and urban economics (including real estate analysis), but also in resource and environmental economics, public economics, and international economics, among others. The main objective of the course is to expose students to state-of-the-art methods in applied spatial econometrics so that students can effectively incorporate them into their empirical research.

This course will use the popular open source statistical computer language R. Its focus is on using statistical computing to produce analytical reports for real-world economic applications, research papers, and dissertations. Its aim is to enable students to develop the application of spatial statistics to the study of economic geography, to understand how these techniques can help them comprehend complexity, and endow them with a fascination for spatial econometric methods. Through lectures, group work, and hands-on computer sessions, the class will enable students to explain when and why to use spatial econometrics and demonstrate how to apply spatial econometric methods.

Course Objectives

This course introduces students to the fundamentals of spatial econometrics. By the end of the semester, students should be able to:

* estimate and interpret spatial econometric models for analyzing socioeconomic relationships and human-environment interactions
* use spatial econometric tools in R
* utilizes spatial econometric techniques to analyze real-world issues

Course Format

Classes will be split into lecture and lab sessions each week. The lectures will focus on the theories, concepts and principles of spatial econometrics. Lab exercises focus on training students to conduct various statistical and econometric analyses and modeling using R programming language. During lab time students will work through problems. If you cannot finish your assignment during lab time, you need to find your own time to finish it.

You are expected to participate in all of these activities. Failure to participate in these activities may affect your final class grade. You are strongly encouraged to ask questions during class. The more questions you ask, the more you will get out of the course.

Course Outline (and Calendar if Applicable)

**Tentative Course Outline (Subject to Change)**

|  |  |
| --- | --- |
| **Date** | **Topic** |
| Week 1(Aug. 31- Sept. 6) | The Nature of Econometrics and Economic Data |
| Week 2(Sept. 7- Sept. 13) | The Simple Regression Model **(Labor Day No class)** |
| Week 3 (Sept. 14- Sept. 20) | Multiple Regression Analysis  |
| Week 4(Sept.21- Sept. 27) | Spatial Dependence, Measuring Spatial Association & Correlation |
| Week 5(Sept.28- Oct. 4) | Spatially Lagged Dependent Variables and Spatial Weights  |
| Week 6(Oct.5 - Oct. 11) | Spatially Lagged Model |
| Week 7(Oct.12- Oct. 18) | Spatial Error Model |
| Week 8(Oct.19- Oct. 25) | Further Issues on Regression Analysis with Cross-Sectional Data |
| Week 9(Oct.26- Nov. 1) | Pooling Cross Sections across Time: Simple Panel Data Methods |
| Week 10(Nov.2- Nov. 8) | Fixed-effect versus Random Effects in Panel Data Estimation |
| Week 11(Nov. 9- Nov. 15) | Spatial Lag Model of Panel Data |
| Week 12(Nov.16- Nov. 22) | Spatial Error Model of Panel Data |
| Week 13(Nov.23- Nov. 29) | Further Issues on Applications and Extensions |
| Week 14(Nov.30- Dec. 6) | **Thanksgiving week No class**  |
| Week 15(Dec.7- Dec. 13) | Final project |
| Week 16(Dec. 14-Dec. 20) | Final exam  |

Course Requirements and Grading

**Tests and Assignments:**

(10%) Course project: At the final weeks of this course, students will carry out a course project. This project will require you write a 10-12 page (not including citations or graphics), double-spaced research paper. The project will provide you with an opportunity to explore a globalization issue in detail.

(70%) Ten exercise assignments: All assignments are due at the specific time assigned. No late assignments will be accepted, except in extraordinary circumstances.

(20%) Final Exam: The exam format may include multiple choice, true or false, and short answer questions. Student access to the exam will be restricted by day and hour. The exams will also be timed, and the amount of time taken by each student will be recorded. Students will be required to turn in their exam when the exam time expires. All exams will be open-book and open-notes. The exams cover the lecture notes, assigned reading, and assigned exercises. A make-up exam will be scheduled only in the event of personal illness or extraordinary circumstances. Anyone who will miss an exam must notify the instructor in advance of the exam date. The exam questions are designed to test whether you understand the assignments and course notes and whether you are achieving the class objectives outlined above.

Your instructor and the university have a responsibility to promote academic honesty and integrity. You, as a student, are (1) responsible for the honest completion and representation of your work, and (2) expected to respect the academic endeavors of others.

STUDENTS WITH SPECIAL NEEDS SHOULD INFORM THE INSTRUCTOR AS EARLY AS POSSIBLE.

**Grading:**

Student’s final course grade will be based on course project, 10 exercise assignments, and final exam:

a. Course project 100points 10%

 b. 10 exercises 700points 70%

 d. Final exam 200points 20%

 Total: 1000 points 100%

Course final grades are based on a linear, percentage based system. That is, the final course score equals to the total points students earned divided by the total points available.

The following cutoffs will be used as a guide for assigning letter grades:

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%

E: below 60%

Due Dates and Late Policy

All course due dates are identified in the course outline. 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.*

Feedback and Grades

I will make every effort to provide feedback through individual meeting, course website, emails, and phone. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

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

Student Code

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

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

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

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

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](http://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))

**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.

Software Requirements and Technical Help

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

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

Minimum Technical Skills

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

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

(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.

**2019-113 EEB 2244E/WE Revise Course (G) (S)**

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| --- |
| **COURSE ACTION REQUEST** |
| **CAR ID** | 18-10114 |
| **Request Proposer** | Schultz |
| **Course Title** | General Ecology |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Ecology and Evolutionary Biology > Return > Ecology and Evolutionary Biology > 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** | EEB |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Ecology and Evolutionary Biology |
| **Course Title** | General Ecology |
| **Course Number** | 2244/W |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | Course revision |

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| **CONTACT INFO** |
| **Initiator Name** | Eric T Schultz |
| **Initiator Department** | Ecology and Evolutionary Bio |
| **Initiator NetId** | ets02002 |
| **Initiator Email** | eric.schultz@uconn.edu |
| **Is this request for you or someone else?** | 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** | 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?** | Yes |
| **Non-W Sections Term(s) Offered ¹** | Fall,Spring,Summer (over 4 weeks) |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 5 |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 4 |
| **Instructional Pattern** | Lecture, discussion, tutorial |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | BIOL 1108; 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 |

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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,Waterbury |
| **If not generally available at all campuses, please explain why** | EEB 2244 is regularly taught at three campuses, and it is hoped will be available at all campuses. EEB 2244W has recently been taught regularly at only Storrs. It was offered in Stamford until a few years ago. |
| **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** | EEB 2244. General Ecology Four credits. Prerequisite: Six credits of college biology. Three lectures and one 2-hour discussion section. Fundamental ecological dynamics of communities, populations and ecosystems, with emphasis in discussion sections on reading primary literature, problem-solving, and exposure to ecological research techniques. 2244W. General Ecology Four credits. Prerequisite: Six credits of college biology; ENGL 1010 or 1011 or 2011. Content as in EEB 2244; requires major writing assignment. |
| **Provide proposed title and complete course catalog copy** | EEB 2244E. General Ecology Four credits. Prerequisite: BIOL 1108. Three lectures and one 2-hour discussion section. Fundamental ecological dynamics of communities, populations and ecosystems; emphasis in discussion sections is on reading primary literature, problem-solving, scientific method, and sampling techniques. 2244WE. General Ecology Four credits. Prerequisite: BIOL 1108; ENGL 1010 or 1011 or 2011. |
| **Reason for the course action** | Course content is appropriate for the Environmental Literacy designation. |
| **Specify effect on other departments and overlap with existing courses** | There is no substantive overlap in subject matter with other courses at the university. |
| **Please provide a brief description of course goals and learning objectives** | Ecology is the study of the distribution and abundance of organisms and their interactions with their environments. The goal of this course is to build a comprehensive understanding of the principles of ecology and to be able to apply those principles to situations observed in nature. At the end of this courses, students should be able to: explain major ecological concepts and apply ecological theory to novel examples; interpret ecological data, graphs and mathematical models so that they may critically examine ecological hypotheses and their scientific evidence; appreciate the relevance of ecology to modern day issues such as conservation, wildlife population management, disease control, environmental change and sustainability. In W sections of the course, students learn to search for scientific literature that bears on issues in the ecological sciences, describe study methods and inference, and how to summarize and synthesize information. |
| **Describe course assessments** | Assessments for non-W deliveries of the course are exams, exercises associated with discussion sections, and participation as assessed by classroom response to clicker questions. In addition to assessments associated with non-W delivery, students taking the course as a W complete at least 15 pages of revised writing. |
| **General Education Goals** | Students taking this course develop greater intellectual breadth and versatility by learning principles of a major branch of biological sciences and how these principles play out in the function of the living world around them. In discussion sections, students conduct interactive exercises that enhance their critical judgment. The course helps to build awareness of our era and society; ecological dynamics are at play in several major challenges of our time, including climate change and the biodiversity crisis. |
| **Writing Competency** | The assignments associated with the W portion of the course may vary with the instructor, but always entail completion of at least 15 pages of writing that are subjected to revision. Students must pass the writing assignments in order to pass the course.  |
| **Environmental Literacy** | The subject matter of the course is interactions among living components of earth systems, and how living components exchange materials and energy with nonliving components of ecosystems. Humans are recognized throughout as part of the living world, and their impact on the abundance and distribution of other organisms, and the extent to which they have altered cycles of water, carbon etc. is emphasized. As such, at its core the course deals with theories, observations, and models of how humans impact the health and well-being of the natural world. The course also covers the concept of ecosystem services, which describe how features and processes of the natural world influence human well-being, and the synergy between conservation of the biota and sustainability. As indicated in a document aligning lecture and discussion topics with components of Environmental Literacy, more than half of the lectures (13 of 25 at the Storrs campus, 14 of 18 at Avery Point), and a substantial proportion of the discussions (6 of 14 in Storrs, 9 of 13 in AVPT) include consideration of human impacts on the environment, reciprocal effects of environmental effects on human well-being, environmental public policy, and/or moral dimensions of human environment interactions. The effect of humans on ecological systems (component 1 of the EL definition) is introduced in the first lecture at Storrs and is then covered in lectures on population growth and regulation, life histories, population dynamics, and community development. These lectures highlight anthropogenic effects arising from harvest and its consequences. The topic of human effects on ecological systems continues in lectures on landscape ecology and several lectures on ecosystem ecology, all of which highlight the far-reaching consequences of human land use and alteration of material pools and fluxes. At the Avery Point campus the effect of humans on ecological systems is discussed in nearly all of the lectures. For example, the lecture on Evolution and Adaptation details how fisheries have promoted evolutionary change in harvested populations. Lectures on life history studies and population biology make the connection between thermal performance curves and the attendant effects on organismal and population biology arising from climate change. The effect of natural systems on human health and well-being (component 2 of the EL definition) is introduced at Storrs in the first lecture and is then covered in lectures on population growth and regulation, then in parasitism and infectious diseases, with an in depth discussion of the dynamics of disease spread and epidemics including those experienced by humans. The impacts of diseases which are carried by wildlife populations and passed to humans (e.g. Ebola) and of tropical diseases expanding their range due to climate change are also addressed. The conservation lecture identifies areas of human-wildlife conflict, such as between livestock owners and wolves in Yellowstone, while the aquatics lecture examines the tension in fisheries between the need to avoid over-fishing while preserving livelihoods. The same issues are covered in comparable lectures at Avery Point. Component 3 of the EL definition (public policies, legal frameworks, and/or other social systems that affect the environment) is covered at the Storrs campus in the following ways. The IUCN red list, Clean Air Act and Acid rain, regulation of trade in animals, and the concept of the Anthropocene are discussed in the lecture on Human Impacts. The economics of conservation (Gross National Product from natural systems), single-species vs. whole system conservation approaches, and how reserves are designated and set aside including the international network of Biodiversity Hotspots are covered In the lecture on conservation biology. This lecture also touches on society’s investment in ecotourism as a supposed panacea for conservation and human interests. The history of disease and human mortality and the role of vaccinations and herd immunity in protecting society from epidemics is discussed in the parasitism and disease lectures. The same issues are covered in comparable lectures at Avery Point. These three components, as well as moral and ethical dimensions are covered most extensively in concluding lectures in Storrs on human impacts, conservation biology, and aquatic systems. A lecture on conservation biology with the same touchpoints to environmental literacy concludes the semester at Avery Point. Discussions reinforce the learning outcomes in lecture. In Storrs, discussion exercises on population dynamics, species distributions, island biogeography, climate change and conservation biology emphasize how human decisions can alter natural systems (components 1 and 3). At Avery Point, the unique local coastal environment is used to emphasize the connections between humans and the environment specified above. Specifically, students investigate how coastal structures change environmental conditions and variability, and the effects on species distribution. Further, the Avery Point region is heavily influenced by historic agricultural practices. Field trips to coastal farms helps students investigate the legacy effects and conservation issues these agricultural practices have on the local environment. As indicated in a document aligning lecture and discussion topics with components of Environmental Literacy, slightly more than half of the lectures (13 of 25), and a substantial proportion of the discussions (6 of 14 in Storrs, 9 of 13 in AVPT) include consideration of human impacts on the environment, reciprocal effects of environmental effects on human well-being, environmental public policy, and/or moral dimensions of human environment interactions. The second lecture on population growth and regulation includes attention to how humans  |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [2018S EEB2244 Lecture Syllabus.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143713&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C24a854bc1c1c4ba3699308d6a2ad1969%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636875261680975109&sdata=xf4aLqDOG62pnvfkonlYYO%2BTqdyCF0zRFqnybwO2rtE%3D&reserved=0) | 2018S EEB2244 Lecture Syllabus.docx | Syllabus |
| [EEB2244W Seemann Syllabus S18 ver 3.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143714&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C24a854bc1c1c4ba3699308d6a2ad1969%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636875261680985113&sdata=sjFZCXssgiOGut8HIlS0iRS175QowibYKNHt4jLgZgA%3D&reserved=0) | EEB2244W Seemann Syllabus S18 ver 3.doc | Syllabus |
| [EEB2244W.2017.LewisSyllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143715&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C24a854bc1c1c4ba3699308d6a2ad1969%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636875261680995125&sdata=cYiRIKsx%2F8OuNAl8jF%2BC4cqj69IV7HFGyK97wt5MIaA%3D&reserved=0) | EEB2244W.2017.LewisSyllabus.pdf | Syllabus |
| [EEB2244W\_Bagchi\_SyllabusF17.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143716&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C24a854bc1c1c4ba3699308d6a2ad1969%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636875261680995125&sdata=slJsj0y7%2B2Nn2iwnWbxEcezcJUkd5E4OEl4XY%2BY%2BBmE%3D&reserved=0) | EEB2244W\_Bagchi\_SyllabusF17.pdf | Syllabus |
| [EEB2244W\_Davis\_SyllabusS18.doc](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143717&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C24a854bc1c1c4ba3699308d6a2ad1969%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636875261681005138&sdata=NS675axJRDI%2BcB3Tg4nlteb9HmBz86b5yDq%2F10AqCic%3D&reserved=0) | EEB2244W\_Davis\_SyllabusS18.doc | Syllabus |
| [EEB2244W\_Fall2018\_CourseInfo(1)(Harrington).docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143718&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C24a854bc1c1c4ba3699308d6a2ad1969%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636875261681005138&sdata=8y6kSnbRc875f3BWosvx0P2g%2B71HaZUyRINZggbfqC0%3D&reserved=0) | EEB2244W\_Fall2018\_CourseInfo(1)(Harrington).docx | Syllabus |
| [urban 2244W FA 17 syllabus.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143720&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C24a854bc1c1c4ba3699308d6a2ad1969%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636875261681015142&sdata=th6euIoYiUC%2FrfFMdcxa4wDlJm33P6Bl0OWo3Xndk78%3D&reserved=0) | urban 2244W FA 17 syllabus.pdf | Syllabus |
| [syllabus jones.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F143721&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C24a854bc1c1c4ba3699308d6a2ad1969%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636875261681015142&sdata=LsXABIXMVHKETXE9Jj3arGiKaPY5rG6tXcw1yPG8%2FAM%3D&reserved=0) | syllabus jones.docx | Syllabus |
| [Mapping of lecture and discussion topics to Environmental Literacy.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148121&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C24a854bc1c1c4ba3699308d6a2ad1969%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636875261681025150&sdata=H4PFi8ef%2FfcZGulPNSzYw4S%2Bcz1bCvuRVK5HwA1aV3A%3D&reserved=0) | Mapping of lecture and discussion topics to Environmental Literacy.docx | Other |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Eric T Schultz | 12/31/2018 - 07:48 | Submit |  | Schultz and Davis worked together on this course revision proposal to add an E to EEB 2244/W |
| Ecology and Evolutionary Biology | Paul O Lewis | 02/12/2019 - 12:53 | Return | 2/12/2019 | Returning so that proposer can revise justification for E designation |
| Return | Eric T Schultz | 03/06/2019 - 15:53 | Resubmit |  | We have now provided detail on how components of the environmental literacy definition map to lectures and discussions |
| Ecology and Evolutionary Biology | Paul O Lewis | 03/06/2019 - 20:39 | Approve | 3/6/2019 | Approved by EEB faculty Jan. 30, 2019. |

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**EEB 2244W Course Manual – Spring, 2018
(for students of Prof M Davis only)**

**I. Contact Information**
**II.  What Help is Available?**

**III. Summary of Assignments and Due Dates** **IV. Grading**

**A.  Teaching goals
    B.  General grading criteria**

**V. The Short Paper Assignment
    A.  Basics
    B.  The task**

**C.  Choosing a topic and paper for your short assignment
    D.  Detailed grading criteria**

**VI. The Term Paper
    A.  Basics
    B.  The task**

**C.  Format
    D.  Choosing a topic and sources for your term paper
    E.  Researching the paper**

**F.  Outlining your paper**

 **G. Detailed grading criteria**

**VII. Important Tips and Requirements
    A.  Summary of requirements
    B.  General advice
    C.  Plagiarism and the misuse of other people’s writing**

**D.  Cover letters**

**E.  Avoid some common problems
    F.  Tips on writing style**

**G.  Scientific paper citation format**

**=======================================================****I.  Contact Information**

**Dr. Miranda Davis.** TLS 364; Telephone: (860) 486-0373; Office Hours: By appointment. Email: miranda.l.davis @ uconn.edu. Email is the best way to contact me, but you MUST put "EEB 2244W" in the subject line to ensure your message does not get treated as SPAM.

All papers should be sent to me by email at the address above. All assignments should be in my email inbox before 4 pm on the due date, with "EEB 2244W" in the subject line. Whenever possible, I will acknowledge receipt of papers within 24 hours of the deadline. If you do not get an email back from me, assume that I did not get the paper, and that you should check with me.

For the final term paper send me an email copy but also turn in a hard copy to my office (TLS 364) or to my mailbox in the EEB department office (TLS 316) by 4 pm on the due date.

**II. What Help is Available?**

LOTS – but you are responsible for seeking it.  First, please email me to ask questions or make an appointment at any time, not just those required.  When you do, tell me what you want to talk about and give me a range of times when you are available. I do not monitor email constantly, and cannot always check it at night or over the weekend. I will typically respond to queries within a day or two. Also, note that there are times when I will be working off-campus due to research needs or will be away from email for up to several days due to travel commitments. Consequently, if you choose to leave things until the last minute, I may not be around to help.

Second, take advantage of the Writing Center ([www.writingcenter.uconn.edu](http://www.writingcenter.uconn.edu)), which runs regular tutorials for students. Visit the web site for information on how to make an appointment.  The Center has a section of its web site devoted specifically to advice on writing in biology (see <http://writingcenter.uconn.edu/writing-in-biology/> and <http://writingcenter.uconn.edu/writing-in-biology-2/>) with a lot of superb information. Review this site during the first two weeks of the semester as it will serve you well for the assignments. Pay particular attention to the "Practical Guide to Reading the Primary Literature in Biology" and the "245W Long Paper Guide", which provides guidance on how to plan your paper. Although the latter is aimed at EEB2245W (formerly 245W) almost everything it says applies to 2244W.

Finally, please read this entire manual carefully **and send me an email by Friday January 26th acknowledging that you have read and understood it**. It is long (sorry), but it should contain almost everything that you need to know. I would suggest quickly reading the entire document early in the semester so that you know what it covers and can ask questions about anything you do not understand. Then, refer back to specific sections frequently as you work on the assignments to ensure that you do not miss important details.

**Students with disabilities**: Students who think that they may need accommodations because of a disability should meet with me privately early in the semester. Such students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations.  For more information, please go to <http://www.csd.uconn.edu/>.

**III. Summary of Assignments and Due Dates**

Students are required to write two papers over the course of the semester, both of which will be revised and resubmitted.  The first paper is a 2-page summary and discussion of a recent (2016 or later) peer-reviewed scientific paper.  The second is a longer term paper on an ecological topic of your choice (subject to my approval).  The paper used for the first assignment can be used as a source for the term paper, and I would recommend this approach.

All assignments should be submitted via email. Every document you submit should be titled using the course name, your last name, and the assignment, using the following format: "EEB2244W\_yourname\_initial\_short ", "EEB2244W\_yourname\_source\_paper", "EEB2244W\_yourname\_initial\_short\_cover", "EEB2244W\_yourname\_final\_short", etc. Points will be deducted if you fail to do this.

**VERY IMPORTANT: Every assignment you submit should include the following text in the accompanying email: "On my honor as a student, I pledge that this work is my own, and that the writing is original as defined in the course manual. I understand the penalties for violating this requirement."**

**NOTE: ASSIGNMENTS, DUE DATES, AND POINT SYSTEMS VARY AMONG 2244W INSTRUCTORS AND MAY BE DIFFERENT FOR STUDENTS IN OTHER SECTIONS.**

The following table summarizes each part of each assignment. More detail is provided in the subsequent pages of this document. The total number of points for the W portion of EEB 2244 is 250 (25% of the entire EEB 2244W grade). Failing an assignment means that you will get zero points for that assignment. If this happens on the long paper you will fail both 2244 and 2244W. **One point per day will be deducted for short papers that are turned in late; five points per day for late term papers (these penalties apply to both initial and final versions).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ASSIGNMENT** | **POINTS** | **DUE DATE** | **RETURN DATE** | **BRIEF DESCRIPTION** |
| Short paper – email initial submission, cover letter and source paper to instructor | 20 | Before 4 pm, Tues 30th Jan | ByWeds 7th Feb | Summary and discussion of a published peer-reviewed paper on ecological research. The paper must have been published in 2016 or later. Try to pick a paper that relates to the topic you will use for your term paper.   Include a cover letter.  |
| Required meeting with instructor | Fail short paper assignment if do not attend | Pick a time withinThurs 8th Feb -Tues 13th Febusing doodle poll (arranged via email) | Make a 30 min appointment to meet during the times shown. You should be ready to discuss revision of your short paper and your term paper topic. Setting up the meeting is your responsibility. If you have classes during all listed times, email me before Thurs 1st Feb to discuss alternatives. |
| 1) Email final short paper and cover letter2) Email short description of term paper topic | 30 | Before 4 pm, Thurs 22nd Feb | ByTues 6th Mar | 1) Final version, with cover letter. 2) A brief (1/2 page max) description of your term paper topic with a list of at least 5 references that you plan to use (including one from 2016 or later).  The references must be listed in the proper format for a "References cited" section (see section VII). |
| Required meeting with instructor. Bring a detailed outline of your paper, for grading.  | 10 | Pick a time within Thurs 1st Mar -Fri 2nd Marusing doodle poll | Make an appointment to meet with me to discuss your term paper. Your outline can either be in list or diagram form, but must be a hard (paper) copy. If you have classes during all listed times, email me before Thurs 22nd Feb to discuss alternatives. |
| Term paper – email initial submission, cover letter, and revised outline to instructor. | 70 | Before 4 pm, Thurs 22nd Mar | By Tues 10th Apr | The paper should include all parts listed in section VI. Include a cover letter and a revised version of your outline. |
| Required meeting with instructor | Fail term paper assignment if do not attend | Pick a time withinThurs 12th Apr – Fri 13th Aprusing doodle poll | Make an appointment to discuss revision of your term paper. You should have already thought about the revision so that we can talk about your plan. Setting up the meeting is your responsibility. If you have classes during all listed times, email me before Thurs 5th Apr to discuss alternatives. |
| Revised term paper to instructor in hard copy and via email. | 120 | Before 4 pm, Thursday 26th Apr |  | Final version of the term paper, with cover letter. |

**IV. Grading**

**A. Teaching goals**

My goals are to (1) help you learn to present information, ideas, and arguments in clear, well-organized, original prose and (2) introduce you to library research in biology, including reading the primary peer-reviewed literature in which scientists report the results of their studies.

**B. General grading criteria**

Grading will be based both on the quality of the writing and on the content. I will expect you to use the conventions of scientific writing, which I describe in detail later in this manual. I also expect your papers to read as well as good science journalism, though with more attention to the methods and specific results than is typically included in popular science articles. Grades will be based on your ability to follow the instructions; organize your ideas and develop cogent arguments; use correct spelling, grammar, and syntax; and hold the reader’s interest. Detailed grading criteria are given with the descriptions of each assignment. Please read those descriptions carefully.

To convert your numeric score into a letter grade, use the following scheme (interpretations are based on the undergraduate catalog’s description of each letter grade).

|  |  |  |
| --- | --- | --- |
| **Percent** | **Grade** | **Interpretation** |
| > 92 | A | Excellent |
| 90-92 | A- | Excellent |
| 87-89 | B+ | Very Good |
| 83-86 | B | Good |
| 80-82 | B- | Good |
| 77-79 | C+ | Good |
| 73-76 | C | Average |
| 70-72 | C- | Fair |
| 67-69 | D+ | Poor |
| 63-66 | D | Poor |
| 60-62 | D- | Merely Passing |
| < 60 | F | Failure |

A few general things to consider:

* If you do not meet the minimum requirements for an assignment (number of pages, etc.), I will consider the assignment unfinished and return the paper without grading it and you will get a zero for the assignment. I also will not accept final versions of assignments if I have not seen an initial submission. Since deadlines are set well in advance and papers can be turned in early, I will accept late papers only under truly exceptional circumstances (e.g., prolonged illness) and with documentation. My advice is to plan ahead so that papers are finished early. If you get sick two days before a deadline and have nothing to hand in, then your paper will be considered late and penalties applied (1 pt/day for short papers; 5 pt/day for term papers). Back up everything you do (twice), and keep back-ups in separate places (e.g., email the latest version to yourself so it is on a server somewhere). "The computer ate my homework" is not an excuse.
* Learning to identify errors yourself and edit your own text are critical writing skills. Consequently, I will only correct spelling, grammar, syntax, etc. for the first ~20% of each paper. After that I will highlight places where I see something that needs fixing for the next ~20%. You should use these marks to guide your revision. For the rest of the paper I will not highlight basic writing errors, but will leave them for you to find. More substantial problems will be identified throughout. The required cover letters are intended to help you reflect on your writing and learn to critique your own work.
* Self-editing (revising) is something you should be doing on everything you submit (including initial submissions, cover letters, even emails, etc.). The more you do this, the better a writer you will become. The Writing Center provides good guidance on revision here: <http://writingcenter.uconn.edu/wp-content/uploads/sites/593/2014/06/Tips_for_revising_any_scientific_writing.pdf>.
* The ability to keep your writing sufficiently concise for the job at hand is another important skill. Consequently, I will not read beyond the assigned page count and your grade is likely to suffer if you write more than the assignment calls for. Writing the same thing over and over in slightly different ways also will not get you a good grade.
* If you turn in a paper that you did not write, is not based on your ideas, or does not appropriately cite other peoples’ work, you will almost certainly fail the course. MAKE SURE YOU READ THE SECTION ON PLAGIARISM LATER IN THIS MANUAL (section VII). Papers should not include any direct quotations, even if attributed.
* According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components. I.e., if you fail the W, you will also fail the lecture course.
* I do not give "extra-credit" under any circumstances. To do so retrospectively would be unfair to students who did not have the same opportunity to gain that credit …. and credit that is available to everyone is just normal credit.

**V. The Short Paper Assignment**

**A. Basics**

BEFORE YOU START writing, email me a copy of the paper you have selected to discuss, so I can approve it for you (for criteria see “Choosing a topic and paper for your short assignment” below). The short paper should be 2 pages long and double-spaced.  Use a 12 point Times Roman font throughout (including headings). Number the pages. Use 1-inch margins and black text. Insert a header that includes your name, my name, and "EEB 2244W", so that this information appears on every page. Do not include any additional formatting. Email me the paper as an MS Word file (.doc or .docx). Also email me a pdf of the published paper that your paper discusses (if you just send me a link, or the abstract, you will not have met the minimum requirements of the assignment and I will return it ungraded). These details have all been included for a reason; consequently, I will deduct points if they are not followed.

Getting input from your peers is often a helpful way to improve the quality of your paper, so I encourage you to seek out other students and read each other’s papers. When reading and discussing a fellow student’s paper, please make every effort to be constructive. Give them the type of feedback you would like to receive and that you think will help them get a better grade. Use my grading criteria (part D, this section) to determine what grade you think your fellow student is likely to get (assume I’m a tougher grader than you) – and then explain to them how you came to that conclusion. Doing this will also help you understand the criteria better, which may help you get a better grade. Use the grading criteria to judge your own papers too.

Due date for the initial submission:  **Tuesday 30th January**, emailed to me before 4 pm. Your email should have three attachments: (a) the submitted paper, (b) a cover letter (c) source paper as a pdf. Make sure that all emailed documents are named using the conventions described in section III. Graded papers will be returned by Wednesday 7th February.

First required meeting: Make an appointment for a 30-min meeting with me within **8th – 13th Feb** to talk about your initial submission and your term paper topic. I will email you a “doodle” poll with available meeting times (see also the list in the table in section III). You should come to this meeting prepared to (a) talk about my comments on your initial submission, (b) ask questions about how to revise the paper, (c) describe what you liked or disliked about the writing in the source paper, and (d) discuss possible topics for the term paper.

Due date for the final version: **Thursday** **22nd Feb**, emailed to me before 4 pm. Your email should have three attachments: a) the final paper, (b) a cover letter, and (c) a short description of your term paper topic (1/2 page max, at least 5 references, at least one reference from 2016, references must follow the format in section VII). Make sure that all emailed documents are named using the conventions described in section III. Graded papers will be returned by Tuesday 6th Mar.

**B. The task**

The goals of the assignment are to write a concise summary of the key points of a scientific paper, to think about the paper critically, and to start developing a term paper topic.  This is also an important, early chance to get feedback on your writing.

The short paper should summarize a scientific paper in ecology that was published in 2016 or later. Choose an ecological topic using the guidelines given below.  I encourage you to choose a paper related to your probable term paper topic.  This paper can be used (and cited) in your term paper as well.  Use the library to locate one paper from the primary peer-reviewed literature that relates to your chosen topic.  This paper must contain original data collected by the authors, i.e. it should not be a commentary or a review of primary literature.  You must check with me once you have found a paper to verify whether or not it is suitable.

Your assignment is to:

* State the main research problem addressed in the paper.
* Briefly summarize how the data were collected.
* Briefly summarize the results of the paper.
* Discuss the strengths and weaknesses of the study.
* Correctly cite the source paper and any other references that you use. (See section VII, for guidance on how to cite papers – yes, you need to follow this style exactly.)
* Think about the quality of the writing in the paper you read. Was the writing easy to understand? If so, why? If not, why not? Identifying what makes another piece of writing good or bad can help you with your own writing. You should not write about this issue in your paper, but thinking about it will help. I might also ask you about it when we meet.

Your audience is someone who has taken EEB 2244 and has solid basic ecological knowledge, but has not read the source paper that you are discussing and is not an expert on the topic.  Strive to write a clear, concise "executive summary" for such a reader, so that she or he can understand what the scientists did, why they did it, what they found, and what conclusions they reached.  Point out any important ways in which the study was incomplete or unconvincing.  Be sure to write your summary in your own words: do not copy the phrasing or organization of the paper's own summary or abstract.  If you copy sentences, or even phrases, from the paper you will get a grade of zero. Make sure you read my comments on plagiarism (section VII) before writing.

**C. Choosing a topic and paper for your short assignment**

One goal of the short assignment is to get you thinking about your term paper topic, so you should choose a paper related to the probable topic for the longer paper.  You can consider any area of ecology, including terrestrial or marine ecology; plants, animals, fungi, or microbes; applied ecology (conservation, sustainable harvest, pest control, disease ecology); global, ecosystem, community, population, behavioral, or physiological ecology.  Looking through a textbook might help you discover topics that you are interested in and can focus on.

Be aware that ecology is not the same as environmental science and that the way the term "ecology" is often used in the media or by the general public does not always match the way it is used by ecologists. Hence, a paper on wetland food webs or on the effects of wetland loss on biodiversity would be appropriate, but a paper on the effects of wetland loss on the human water supply would not. Similarly, most papers on human health are not appropriate for this course. There are exceptions (e.g., papers that deal with the ecological interactions among human parasites, the effects of biodiversity on human disease risk, or human population dynamics in response to disease, etc., might be suitable), but if you have chosen something that verges into this area, check with me first to ensure that it is OK.

Then, look at recent issues of journals that report basic ecological research (e.g., *Ecology Letters*, *Ecology*, *Journal of Animal Ecology, Journal of Ecology*, *Oecologia*, *Oikos*), or the application of ecological research (e.g., *Biological Conservation*, *Conservation Biology*, *Conservation Letters*, *Ecological Applications*, *Journal of Applied Ecology*), or journals that include ecological topics among other areas of science (*Nature*, *Science*).  Journals such as *The American Scientist*, *Bioscience*, and *Scientific American* are good sources for ideas, but often do not present primary research and are less likely to be appropriate.  Babbidge Library receives all of these journals.

You can also search for papers on-line using one of the search engines available at the library. These can be used for free on any computer within UConn's network (note, you should be able to connect your computer to the network – contact UITS for help or go to: <http://security.uconn.edu/services/vpn/>).  You can find these, and other, databases by going to the UConn library web page: <http://www.lib.uconn.edu/>. More information will be given at the special library sessions set up for students taking this course.

Another good way to search for papers is Google Scholar (<http://scholar.google.com/>; note this is different from the regular Google site). This database will return links to pdfs of papers available on-line. As with the library databases, you will generally need to be connected to the UConn network (via the VPN) to get online access to papers without paying for them. Do not use the regular Google site for searches because most of the returns will be articles that are not peer-reviewed and thus not acceptable sources for my assignments. Even Google Scholar will provide returns that are not peer-reviewed articles so ensure that you know how to identify papers from peer-reviewed journals. For further help, ask the librarians at help desk, or me.

**D. Detailed grading criteria**

The following table describes the grading criteria for the short paper. I will place greatest emphasis on clarity of writing. I do not expect flowery or profound writing, that you have a thesis or a particular point of view to defend, or that you will be knowledgeable about statistical or technical methods presented. I want to read a clear, concise summary of the source paper without snagging on awkward or ungrammatical sentences. I want to find your paper interesting, to not have to read over sentences to understand them, and to feel that I have learned something by the end. Achieving all of that is harder than it sounds, and will require self-editing and revision before you turn in the initial submission. With practice it should get easier (really).

|  |  |  |  |
| --- | --- | --- | --- |
| **Grading criteria** | **Strong papers: A to high B grades** | **Satisfactory papers: low B to C grades** | **Problematic papers: D and F grades** |
| **Clarity of writing** | The paper reads smoothly, so that the reader can follow the intent of the writer, and readily extract information. The reader can easily understand the most important aspects of the source paper, including its intent, methods, and conclusions. The overall organization (number, order, and content of paragraphs) is strong, as are paragraph and sentence structure. Within each paragraph, the individual sentences cohere around a unified theme, which is declared by a topic sentence, when appropriate. Sentence structures are direct and clear. There are very few or no errors in grammar, spelling, punctuation, or word use.  | The paper is mostly well written, presenting a good summary of the source paper and its conclusions. The flow may occasionally be interrupted by confusing statements or awkward sentences. The paper has some problems in overall organization, paragraph structure, and/or sentence structure. For example, it may begin abruptly, may not return to questions raised early on, may lack strong topic sentences where they would be helpful, or may contain sentences that are choppy, awkward, or hard to interpret. The reader can readily comprehend some, but perhaps not all, major aspects of the source study. A few spelling and grammatical errors may be present, and word choice not always optimal.  | The organization of the paper is discernable, but has not been crafted to convey information effectively. This may be because sentences are rewritten in the same order in which they appear in the source, without taking into account how well this approach works in a short summary. The reader cannot understand key aspects of the source paper. Sentences have to be re-read multiple times to discern their meaning. Errors in spelling, grammar, punctuation, and word use are common.  |
| **Use of evidence** | All statements are well supported with evidence from the cited paper(s). Personal or anecdotal observations and unsupported opinion are largely avoided.  | Most information in the paper is based on data presented in the cited paper(s). Personal opinion or emotion-based statements interfere with objectivity in places. | Supporting evidence is rarely provided in sufficient detail to back up statements made in the paper. |
| **Was the assignment followed?** | All requirements are met. The source paper is from the primary literature and published since 2016. The goals, methods, and results of the study are summarized, and the paper addresses strengths and limitations. The paper is turned in on time, along with a copy of the source paper. | Most or all aspects of the assignment were followed. A copy of the source paper was turned in. Documents and email were labeled appropriately. The source paper is acceptable, but one or more sections may be treated too briefly. Points will be lost due to missed deadlines. | Characterized by major deficiencies in following the assignment, e.g., choosing an inappropriate source, not turning in a copy of the source paper or cover letter, not including important aspects of the summary, or submitting the paper late. |
| **Lack of plagiarism** | The summary and discussion of the source paper show that the source was read and information digested. The organization and wording of the summary are original, rather than being closely related to those in the source.  | The paper is based on original writing, but papers too commonly adopt elements of paragraph organization, sentence organization, or wording from the original source. Doing this results in a lower score.  | The paper is unacceptable if not written by the student, or if it takes wording from the original source(s), e.g., by quoting phrases or using the same organization with minor word changes. |
| **Mechanics** | Each requirement in the format checklist was met.  | The format checklist was satisfied with no more than minor deviations. | The specified format was not followed. |
| **Revision** | The final version represents a serious effort to improve on the initial submission, based on the instructor’s comments and on the writer’s own efforts to improve the content and quality of the writing. Evidence of self-editing is essential. | The revision addresses most of the instructor’s comments, but does little more. For example, if particular problems are noted in the first two paragraphs by the instructor, a weak revision does not correct similar problems elsewhere in the paper.  | Little effort was put into revision beyond typing in corrections noted by the instructor. |

**VI. The Term Paper**

**A. Basics**

The term paper should be 13-15 pages long (excluding references, tables, figures, etc.) and double-spaced. Use a 12 point Times Roman font throughout (including headings). Number the pages. Use 1-inch margins and black text. Insert a header that includes your name, my name, and "EEB 2244W", so that this information appears on every page. Do not include any additional formatting. For the initial submission, email me the paper as an MS Word file (.doc or .docx). For the final paper, send me an electronic version and turn in a hard copy (staple pages together, printing double-sided is preferable). Do not send source papers. Once again, all of these details are listed for a reason and points will be deducted if they are not followed.

Second required meeting: Make an appointment for a 30-min meeting with me on **Thursday 1st orFriday 2nd March** to talk about your term paper. I will email you a “doodle” poll with available meeting times (see also the list in the table in section III). You should prepare an outline of your paper before this meeting (see below for guidance) and bring two copies with you; one to leave with me and one for you to write comments on. Be prepared to (a) describe the paper you plan to write, (b) go over your outline with me, and (c) ask questions about anything you do not understand in the source papers you have been reading (bring copies of the papers – or the citation so that I can look them up). Your outline is graded.

Due date for the initial submission: **Thursday 22nd March**, emailed to me before 4 pm. Your email should have three attachments: (a) the initial submission, (b) a cover letter, and (c) a revised outline. Make sure that all emailed documents are named using the conventions described in section III. Graded papers will be returned by Tuesday 10th April.

Third required meeting: Arrange a 30-min meeting with me on **Thursday 12th or Friday 13th April** to talk about your initial term paper submission. I will email you a “doodle” poll with available meeting times (see also the list in the table in section III). Before this meeting you should have (a) read my comments on the initial submission, (b) drawn up a list of questions about those comments, and (c) thought about how you plan to revise your paper. During the meeting I will ask about these things.

Due date for the final version: **Thursday 26th April**, emailed to me before 4 pm, with hard copy turned in to my office or the EEB office on the same day. Make sure that all emailed documents are named using the conventions described in section III. Include a cover letter.

**B. The task**

The term paper should summarize and discuss several related papers from the primary literature that focus on an ecological topic.  Your audience is the same as for the short paper: someone who understands basic ecological concepts, but knows little about the specific topic that you have chosen.  Your paper should bring such a person up to date on ecological research on your chosen topic.  In organizing your paper, you might find it helpful to consider the following issues.  What are the main questions around which the research is organized?  What approaches have been taken by scientists investigating this topic, and what have these studies revealed?  If there are several competing hypotheses, which ones have been well supported? Have any of the others been refuted?  What questions remain unanswered?  You should comment on the strengths and limitations of the studies you summarize. We can also discuss these things when we meet to talk about your paper.

Your first goal is to find an appropriate topic (see below), which must be approved by me, and several papers from the primary literature that relate closely to that topic.  There is no magic number of papers, but if you discuss fewer than fifteen you should not expect a good grade (the best papers often cite a lot more); less than 10 papers is unacceptable. At least one paper must be from 2016 or later.  These papers must all come from the peer-reviewed sections of scientific journals (news articles, editorials, etc. are not appropriate, even if they appear in journals that also publish original peer-reviewed research). Many appropriate papers will be available on-line, but you may not use changeable web pages (e.g., Wikipedia) as sources. If you are uncertain about what a peer-reviewed scientific paper is, please ask for help. I can guide you in your search for papers, but I will expect you to have made a serious attempt to find materials on your own first.

**C. Format**

The term paper should include the following items:

**Title** – The title should be brief and informative.  This is the bait that lures the potential reader to continue further, so choose your words carefully. Most scientific publishers limit the number of words or characters that you can use in a title, so it is good to learn to be concise.

**Abstract** – This brief section (no more than 200 words – yes I will count them) gives a concise, specific, balanced summary of all the main points made in the paper.  The abstract should not simply describe what the paper is about, but should summarize the content. Write it after you have finished a full draft of your paper or it is unlikely to be very good.

Do not include a separate title page.  Instead, put your name (in the header), title, and abstract all on the first page, along with however much of the introduction fits.

**Introduction** – This section can range from one to several pages, but is generally on the shorter end of that range. The purposes of the section are to introduce your topic or question, to put it into a general framework, and to provide necessary background information for the reader.  Clearly state the specific question you are asking, or the topic you are addressing.  Put the question or topic in some more general context so that the reader understands why it is interesting and important.  If you are not sure why it is interesting and important, then you should find another topic.

Also use this section to provide a “roadmap” for your paper. In other words, explain (briefly) HOW you are going to address the topic.  For example, you might indicate that you are going to (i) summarize several hypotheses related to the issue you have selected, (ii) present and discuss the results of several studies testing these hypotheses, and (iii) draw conclusions about the best-supported view(s) (without self-referencing statements, “such as this paper will. . .” and without personal pronouns such as “I”).

It is not necessary to organize your paper around a particular thesis (a single idea that you plan to support). It is more likely that you will present several lines of evidence that bear on a problem, or several hypotheses along with evidence for or against each of them.

**Main body of the text** – This section should present an objective, unbiased account of the relevant information from the primary literature and your critical evaluation of that literature.  It will be most effective if you present information organized around key points, rather than around individual papers (do not simply summarize the source papers sequentially or you will get a horrible grade).  You should give the reader sufficient information about the sources for your arguments to be followed and your opinions understood and evaluated, but no more.  Being critical does not necessarily mean finding flaws in the papers.  Rather, it involves expressing a reasoned opinion on a matter, involving judgment on its correctness, value, or significance.

***Use of citations*** – The main point of each paragraph should be clear and supported by evidence from the literature. You must use proper citation format when describing data or conclusions from the papers you read.  If the author's name is used as part of the sentence, the citation should be in the form: "Waites (2005) argues that …."  If the author's name is not used in the sentence, then the citation should be in the form "(Waites 2005; Earle and Waites 2005; Richards *et al.* 2007)".  If there are more than two authors, use "*et al.*" rather than listing all authors. (Note that "*al.*" is an abbreviation and needs a period; "*et*" is not and does not. Since these words are not English, they should be italicized.) The citation should be placed at the end of the sentence (but before the punctuation – not after the period) if it applies to the entire sentence, or immediately following the information to which it applies. See the citation guide later in this document.

***Use of subsections*** – If you think that subdividing your paper into sections will help the reader to follow your discussion, then do so. If you use subsections, think carefully about what they should be, and be careful not to subdivide the paper up so much that it lacks flow. Also, make sure that your subsections are clearly distinguished from each other and follow a logically nested structure. If you find you have multiple subsections with only a paragraph or two in each, then you have too many subsections.

***Tables and Figures*** – In general you will not need to include tables or figures in your paper, and I do not expect you to include them. If, though, you think they will help you to communicate something to the reader, then it is fine to use them. In particular, graphics can be useful for simply describing the framework for a set of ideas or for summarizing the results of a set of papers reviewed. You should not, however, simply copy graphics from the articles you read – any that you use must be original and based on your synthesis of the material you have written about. Note that, like the references, figures and tables do not count towards the page total.

**Conclusions** – In this section, present your own conclusions or analysis of the information you have described.  The quality of your paper rests on how well you support your case, not on what position you choose to support.  If there is no controversy, use this section to synthesize the major conclusions of the papers you have read.  If there is controversy, then suggest what studies/experiments should be done to resolve it. Be sure to return to the main issues you said you would address in the Introduction.

**References cited** – This section is a list of all the source papers (references) that you cited.  Do not list references that are not cited in your paper.  It is inappropriate to list papers that are related to your topic, but to which you do not specifically refer – such a comprehensive list is a bibliography. On the other hand, any ideas or information that are derived from papers that you have read should be credited to the authors who wrote the original paper through correct citation. Failing to give appropriate credit is plagiarism and could result in you failing the class.

Use the format exactly as shown in the section on scientific paper citation at the end of this document to produce a list of sources, which should come at the end of the paper. In the body of your paper, sets of citations should be listed chronologically, not alphabetically (e.g., Davies 2005, Moffat 2010, Gatiss and Moffat 2011). In the References cited section, papers should be listed alphabetically according to the first author’s last name. When there are multiple papers by the same author(s), list them chronologically within author.

**D. Choosing a topic and sources for your term paper**

When selecting a topic, the trick is to choose something that is neither too broad nor too narrow. "Pollination ecology" is far too broad – thousands of papers on diverse aspects of pollination ecology have been published.  "Pollination of azaleas by bumblebees in northern Venezuela" is perhaps too narrow: you may not find enough appropriate sources.  It will also be easier to write a strong paper if you focus on a conceptual question, rather than a description of a particular organism or interaction.  Once you have done your initial literature search and have some ideas about what you would like to write about, ask whether your topic sounds suitable. No one should start work on the term paper without first getting my approval of the topic.

**E. Researching the paper**

The campus library is a tremendous resource.  In addition to books and journals, it provides electronic databases searchable by topic or author and an interlibrary loan (ILL) service to obtain books and articles that the library does not own.  Information about library databases will be given at the library sessions organized for EEB2244W students. Databases can be used to do standard author or topic searches, or to search for papers that have cited a known paper or author.  This second feature is especially useful if you have found an older paper on your chosen topic and want to move forward in time to discover more recent sources. Furthermore, once you have found a good source, you can easily find other papers on the same topic. Google Scholar is probably the most useful and easiest to use (see guidelines for the short paper) and JSTOR is good for finding older papers, but feel free to explore any of the databases available at the library. Note that you should not have to pay to access articles in any of the major ecology journals – if your searches suggest otherwise, you either need to connect via the VPN or you should seek help from a librarian.

Requesting articles through interlibrary loan (ILL).  If you find yourself wanting articles that are not available at UConn, you should submit an ILL request through the library website.  The first time you do this, you will have to set up a patron profile.  Subsequently, all you will have to do is log on with your netID.  In many cases ILL is amazingly fast, with next day turn-around. But, sometimes it can take longer, so you should begin your research early to give the library time to respond to any request.  Typically, if you request a journal article, the library will send you a digital version.

**F. Outlining your paper**

Before you start writing, it is a good idea to create an outline of your paper. An outline should identify all of the main parts of the paper and put them into some sort of organization. At the second required meeting I will expect you to bring an outline of your planned term paper (in hard copy), which I will grade. During the meeting we will discuss your outline and I will expect you to revise it and submit an updated version with the initial submission of your term paper.

There are many on-line resources that describe the process of outlining a paper (just Google “outlining a research paper”); one that I like is <http://owl.english.purdue.edu/owl/resource/544/1/> (note that there are multiple pages, this link just takes you to the first one; this site has a lot of other good writing advice). Most people (and most writing guides) use a linear, hierarchical structure similar to the table of contents at the start of the manual you are reading. Another method that I sometimes use, especially early in the writing process, is to draw a diagram summarizing the main points and showing how they connect with each other (sometimes called a “mind map” or a “concept diagram”). Again, there are many examples on-line, including this one, <http://www.school-for-champions.com/writing/graphical_outlines.htm>, which focuses on using the process when writing. Often, diagramming can be a good way to get all your ideas on paper without having to worry about the order. Then, once you’ve done that, you can work out a good sequence and convert the mind map into a linear outline that guides your actual writing.

I do not mind what form your outline takes (linear vs. mind map), as long as it clearly conveys to me the main topics your paper will cover and how they will be organized. It should not, however, take up much more than about a page.

**G. Detailed grading criteria**

**Stronger papers** clearly reveal an effort to synthesize information from the different sources, to think critically about their strengths and limitations, and to provide evidence from the sources to support statements made.  How best to synthesize information will depend on the specifics of your topic and on the sources you read. Two possibilities are:  If the sources approach the topic in different ways (e.g., some are based on surveys, while others use controlled experiments), then it might be effective to group the studies by approach, discussing the successes and problems with each approach.  Alternatively, it may be that multiple hypotheses have been developed to explain a phenomenon.  Then, you might organize your paper according to the hypotheses, discussing the papers that provide evidence on each one.  There are many other approaches.

Stronger papers avoid plagiarism in all its forms/interpretations (see discussion in section VII), and have strong and original paragraph and sentence organization, with few or no grammatical and spelling errors.  Strong revisions respond to the comments written by the instructor on the initial submission by reorganizing material, rewriting whole paragraphs, seeking new information, and even eliminating paragraphs or writing new ones, as appropriate.  Stronger papers indicate a critical attitude toward the sources by commenting on their strengths and weaknesses in insightful and original ways.

**Weaker papers** often lack synthesis, for example by moving through the sources one-by-one, summarizing each source separately and doing little to pull them together coherently to produce something that goes beyond the sum of the separate parts. Failure to adequately back-up arguments with supporting evidence drawn from the source papers also is often a problem. In weaker papers, critiques of sources are often gratuitous and lack justification, for example by suggesting simply that the researchers should have collected more data over a longer period of time. (Nearly every study would benefit from including more data, so this is rarely an insightful comment. If you really think it to be true then you should identify the types of data that are missing, describe how they could have been obtained without unrealistic amounts of time or money, and/or explain how the lack of specific data has lead to poor conclusions.) Relying on the wording, sentence structure, and paragraph organization of the original sources will also result in a low grade. You will be better off if you write an awkward paragraph yourself, which can then be revised for the final paper, than if you copy a good paragraph by someone else and tweak the wording in the hope that it will help you avoid the charge of plagiarism. Weak revisions involve little more than typing in corrections marked on the initial submission by the instructor.

Grading of the term paper will include the same criteria as those for the short paper, plus the items in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grading criteria** | **Strong papers: A to high B grades** | **Satisfactory papers: low B to C grades** | **Problematic papers: D and F grades** |
| **Choice of source papers** | The source papers are all from the peer-reviewed primary literature, and cohere around a common issue. | The source papers are clearly related, but discussion of sources may not be well integrated, e.g., because they focus on substantially different issues. For example, the source papers may all be about the same animal species, but one may address habitat choice, while another addresses breeding. In these cases, term papers often march through the sources one after the other, without synthesizing material.  | The number of papers from the primary literature is unacceptably low; one or more may be treated too briefly; there is no source from 2016; or the paper relies on information obtained from web sites (such as Wikipedia) or news items, rather than peer-reviewed papers from science journals. |
| **Outline** | The outline is detailed, clearly identifies several major areas that will be discussed in the paper, connects those topics to specific sources, and indicates what the organization of the paper will be. | The outline identifies major areas that will be discussed, but lacks detail on content to be covered in each area, on which sources will provide information on each topic, or lacks a clear organization for the final paper. | The outline is brief, lacking detail and clear organization. If no outline is submitted during the second meeting no points will be given for this portion of the grade. |
| **Discussion of the underlying question, issue, or topic** | The paper describes how the source papers’ authors drew their conclusions (what methods were used, and how the conclusions follow from the results). The paper evaluates the strengths and limitations of the approaches presented in the source papers, informing the reader of the current status of investigation and of any controversy. Information from different papers is well integrated and synthesized around general themes. | Descriptions of methods and results from source papers have problems, such as presenting too much detail on specifics rather than a concise summary that informs the reader of the essence of the approach. The paper could go further in evaluating what has been firmly established, and what is not yet known. Information from different papers is presented well but is not well integrated to address broader themes. | The paper presents statements about ecological phenomena, but does not focus on how these conclusions were reached, or the degree of support. Overall, the paper lacks independent thought and synthesis of the material. |

**VII. Important Tips and Requirements**

**A. Summary of requirements**

**Short paper checklist (see also detailed description given previously)**

* Written in black, double-spaced, with page numbers, a header containing required information, and 1-inch margins.
* No more than 2 pages long (I will not read beyond this limit).
* 12-point Times Roman (or similar) font (not Courier, Arial, Helvetica, etc.).
* No quotations from the source paper. No phrases copied from the source paper.
* Source paper (from 2016 or later) is cited within the text of your paper and referenced at the end, following the required format.
* Submissions emailed to instructor before the deadlines or points will be lost.
* Submissions both need a cover letter, emailed as a separate attachment (details given later in this section).
* Paper and cover letter should be MS Word (.doc or .docx) files. Email a .pdf of the source paper (not a web link) when you turn in your initial submission.
* All emailed documents follow required naming conventions described in section III.
* Email contains original writing pledge.
* Backup copies retained in at least two places.

**Term paper checklist (see also detailed description given previously)**

* Written in black, double-spaced, with page numbers, a header containing required information, and 1-inch margins.
* 13-15 full pages (references do **not** count toward this limit!).
* 12-point Times Roman (or similar) font (not Courier, Arial, Helvetica, etc.).
* No quotations from the source papers. No phrases copied from the source paper.
* No separate title page. The title, synopsis, etc. are on the first page.
* Discusses multiple papers (at least >10) from the primary literature, including at least one since 2016.
* Each source paper is cited within the text of your paper following the required format.
* “References cited” section lists papers alphabetically by the first author’s last name, and follows format described in this document (exactly).
* Submissions both emailed to instructor before the deadlines or points will be lost. Hard copy of the final paper also required (double-sided, stapled).
* Submissions both need a cover letter, emailed as a separate attachment (details given later in this section).
* Initial submission should be accompanied by an outline (in a separate document).
* Paper and cover letter should be MS Word (.doc or .docx) files. Outline can be a word document, or a scanned/photograph image if you draw a mind map (as long as I can read it - .pdf or .jpg are best). Do not turn in copies of your source papers.
* All emailed documents follow required naming conventions described in section III.
* Email contains original writing pledge.
* Backup copies retained in at least two places.

**B.  General advice**

* **Know the deadlines.** For your own benefit, meet the deadlines on the attached schedule. One point per day will be deducted for short papers that are turned in late; five points per day for late term papers (these penalties apply to both initial submissions and final versions). It is your responsibility to meet deadlines and make appointments with your assigned instructor to keep on schedule. In this course, you have weeks of warning for most assignments. Consequently, it is up to you to plan ahead so that you do not miss deadlines, even if something does happen right before an assignment is due. Do not expect to get an extension except in highly unusual circumstances. Extensions will not be considered unless you have documentation of the problem that resulted in the request.
* **Backup your work.** Keep a copy of anything you turn in, just in case something gets lost.  And back-up your computer files constantly, in duplicate. Periodically emailing your paper to yourself, or storing it in the cloud somewhere, is not a bad idea. If a computer eats your homework and you don’t have a backup, you won’t get an extension.
* **Make sure I receive your assignments.** When you turn in a paper, expect to get an acknowledgement from me within 24 hours. If I will be unable to respond within this time frame (e.g., due to research travel), I will let you know before the assignment is due. If you do not hear back from me, email me as soon as possible to ensure that I got the paper. Keep a copy of the emails that you send. If an assignment disappears in the ether, the only acceptable evidence that it was sent will be the original email.
* **Treat class-related emails as a professional activity.** Class assignments are part of your training for a professional career. Consequently, your emails should be written professionally, using full sentences, avoiding abbreviations, starting with a salutation (“Dear Dr. Davis,”), ending with your name, etc., etc. This requirement may seem like I am just being an annoying pedant, but it will greatly increase the chance that I understand what you are telling me if you treat email exchanges seriously. Note too that many employers are at least as annoying and old-fashioned as I am, so view it as good practice for life after college and humor me a little.
* **Know how the grading system works.** Most importantly, if you fail the "W" portion of the course, you will receive a grade of "F" for the entire EEB 2244W course, regardless of your scores on exams, etc.  This is a University rule, not mine, so there are no exceptions. Failure can result from plagiarism (see next section), from failing to turn in required assignments (including initial submissions) or attend required meetings, or from poor performance on the assignments.
* **If you are not sure, check your grammar on-line.** Help with grammar is available at multiple web sites. Two that I find helpful are: <http://owl.english.purdue.edu/owl/section/1/>, and <http://grammar.quickanddirtytips.com/>.

**C. Plagiarism and the misuse of other people’s writing**

Plagiarism has always been a serious concern in science (and elsewhere), but is increasingly so as scandal after scandal hits the science headlines and results in people losing their jobs. Especially with the advent of the internet, an increasing number of people seem unaware of what constitutes appropriate use of work created by others. In order to ensure that you understand my views on what is and is not okay, it is important that you read this section extremely carefully. It is your responsibility to ensure that you understand what I judge to constitute plagiarism. If you are not sure, please talk to me about it when we first meet (or before) so that you do not find yourself in an unfortunate position.

Representing the work of another author as your own in any way is plagiarism.  There are several ways to commit plagiarism.  The most obvious is to turn in a paper that you did not write (i.e., a paper that you bought, borrowed, copied, or stole).  Doing this will result in a grade of "F" for the paper and course, and the possibility of sanction under the Student Code (see <http://community.uconn.edu/the-student-code-preamble/>). No matter how pressed you are for time, it is simply not worth the risk.

Another form of plagiarism is to copy the wording or sentence structure of your sources.  To do so without explicitly acknowledging the original author is dishonest.  Even when acknowledged (e.g. by quotation marks), direct quotes are very rarely necessary for the papers I assign – the sources are rarely paragons of literary expression and the reader does not need to study the subtle nuances of the original text (the same is not necessarily true when writing in the arts).  Because this course is focused on the production of original writing, I will not accept papers that contain direct quotes, whether they are attributed or not. It is important in many careers to be able to express the information and ideas that you read about in your own words and a major goal of this course is for you to get practice doing just that.

It is also not enough to rework the original source writing by substituting or omitting some words and phrases.  Here is an example:

The original: "Interspecific competition between *Balanus* and *Chthamalus* was, on the other hand, a most important cause of death of *Chthamalus*.  This is shown both by the direct observations of the process of crowding at each census and by the differences between the survival curves of *Chthamalus* with and without *Balanus*....In addition, the evidence is strong that the observed competition with *Balanus* was the principal factor determining the local distribution of *Chthamalus*.  *Chthamalus* thrived at lower levels when it was not growing in contact with *Balanus* ." (Text taken from: Connell, J. H.  1961.  The influence of interspecific competition and other factors on the distribution of the barnacle *Chthamalus stellatus*.  Ecology 42: 710-723.)

An unacceptable summary: "Competition between the two barnacle species was, nonetheless, an important source of mortality for *Chthamalus* (Connell 1961).  This was indicated both by the observations of crowding and by the contrasts between the survivorship schedules of *Chthamalus* with and without *Balanus*.  Furthermore, there is strong evidence that competition with *Balanus* was the most important factor determining the local distribution of *Chthamalus*.  *Chthamalus* prospered at lower levels when they were not touching *Balanus*."

This summary is not original writing, even though it is not identical to the original. Instead, it simply mimics the source material in the organization of the paragraph, in sentence structure, and in choice of words and phrases.  Writing of this kind is both lazy and unoriginal, and will result in a substantially lower grade. If I identify cases like this in your initial submission, I will point out the problem, reduce the grade (substantially if it happens a lot), and suggest that you rewrite the section of the paper. If I find examples like this in the final version of a paper, you will receive an F.

**How to avoid “accidental” plagiarism** – It is not unusual for students to tell me that they did not realize that their writing was so similar to their source. One way that this can happen is when you start writing just after you have read a passage and it is fresh in your mind. Although making this mistake is easy to do, it is still not okay and it remains your responsibility to guard against it happening. (By analogy, it is easy to drive faster than the speed limit by accident, but the courts will still judge you to be at fault and penalize you accordingly.)

To reduce the chance of falling into the trap of inadvertent plagiarism, I would recommend that you do not write your paper with your source papers directly in front of you. Instead, read the papers, put them aside, make notes based on what you remember (i.e., do not copy phrases directly into your notes), take a break (maybe even a day or two), then start writing without looking back at the source(s). Once you have a draft of your paper, go back to the source material to ensure that you have not mischaracterized it and to check specific details. My experience is that people who do this not only avoid inadvertent plagiarism but also learn more and write better papers.

Another situation where I frequently see this form of plagiarism is when the source material is quite complicated or poorly explained by the original authors. I suspect that the reason is that such material is hard to understand, so people worry that they will make a mistake if they do not use similar wording to that in the source. Unfortunately, when people take this approach it is usually still obvious that they do not really understand the source information and they get penalized because they both explained the science poorly AND they copied the source material. If you think that this scenario may apply to you, then you should either pick a different paper (one that you are confident that you understand) or seek help understanding the material you have chosen. It is worth also knowing that the parts of papers that trip people up often are not even terribly important (e.g., frequently they are very specific details from the methods or data analysis sections). This information is important to specialists, but not critical to a basic understanding of the research goals or conclusions. The bottom line is that, if you are to write well about a topic, you need to understand it. So, the first step to getting a good grade is to ensure that you know what the source material means.

Once again, please ask questions if you are unsure as I am very happy to help you learn to navigate this difficult issue. I do not like failing people or having to discuss this topic any more than the average student does and would much rather talk to you about it before it becomes a problem.

Finally, if you think that I will not really check up on any of this stuff, you should know that I often have to give warnings to more than half of the students in my W sections, and I frequently apply the penalties I have warned about. I would prefer it if that does not happen this year.

**D. Cover letters**

Each paper you turn in to be graded should have a brief cover letter. The point of doing this is to help you critique your own work, which will hopefully help you to get a better grade. The exact format of the cover letters is up to you, but I would suggest using these sample formats provided by the Writing Center, which give a good summary of the type of information to include.

For initial submissions (should be no more than half a page long):

Dear Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

In this submission I am trying to….

I arrived at my core ideas for this paper by…and developed them by…….

I think that the strongest parts of the paper are…. And what I struggled with most was….

My top two priorities for revising are….

Other things that I know I need to work on include…

Questions I have for you at this stage are…

Sincerely,

And for final papers (should be less than a page long):

Dear Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:

In this paper I am trying to….

In my initial submission I…………. Given the feedback I received on that version, I decided to… because…….

What I struggled with most was…. Now, as I look over all my notes and compare my draft(s), I would characterize my revision process as…

I think that the strongest parts of the final essay are…. But if given more time, I would work on………

Given the goals of the assignment and your grading criteria, I think that my essay … [excels/does OK/falls short/etc.]… in [your rubric categories here] categories……For example, in the \_\_\_\_\_\_ part of my essay, I …..

On my last paper, your comments and evaluation focused on…. Looking over those earlier comments again now, I realize that in this paper I ….

Other things you may want to keep in mind as you read this essay are….

Sincerely,

**E. Avoid some common problems**

Everyone (professor, editor, potential employer, boss) who ever reads your writing will have pet peeves that make them grumpy whenever they see them. Some are true errors that are always wrong (though sometimes accepted), some are widely accepted conventions, and others are more a matter of preference (though often no less annoying). If you look carefully, you will find all of these problems (even clear errors) in published papers and books. You might even find some in this manual. (In fact, can you spot the one in this paragraph?) All this does not make them okay, and you should guard against them. Just as fair warning, this section includes a few things that – rightly or wrongly – really drive me crazy, and that I would recommend learning to avoid.

**The word "data" is a plural noun** – Thus, it is grammatically correct to write "The data are presented in Table 1," but it is incorrect to write "The data is presented in Table 1." "The data set is summarized in Table 1" would be acceptable because “data set” is singular.

**Effects affect things** – The most common spelling error in 2244W papers arises from confusion of "affect" and "effect." One is a verb and one a noun. If you do not know the difference, look them up – they are not interchangeable.

**Format species names properly –** Scientific ("Latin") names for species should be italicized. The genus name is capitalized, but the species name is not. The lion, for example, is *Panthera leo*. The genus name should be written in full on first use, and abbreviated to its initial letter thereafter. So, *P. leo* should be used for any further references to lions. If you abbreviate, be careful that Word does not capitalize the specific name (*leo*) because it thinks a sentence has just ended. Taxonomic names at higher levels of classification should be capitalized, but not italicized.  Our own classification, for example, is: Animalia (kingdom), Chordata (phylum), Primates (order), Hominidae (family), *Homo sapiens* (genus and species).

If a species has a common name, it is okay to use it. But, you should also give the scientific name when you first mention the species. For example, if you are explaining the lack of coyote *Canis latrans* predation on greater roadrunners *Geococcyx californianus*, you should give the scientific names when you first mention each species. When you then write that roadrunners have amazing anti-coyote defensive mechanisms you can just use the common names.

**Avoid naked "this"** – When the word "this" is used as a stand-alone pronoun to refer to some previous idea, the logic of the passage is often lost – or, worse, the reader may assume the wrong antecedent and get confused.  (If you don’t know what pronouns or antecedents are, look them up.) Although not necessarily incorrect grammatically, you should avoid using a "naked this."  For example: "Leaf-cutter ants cultivate fungi in their nests on a mulch of leaves from many species of plants.  Biologists consider this a case of mutualism."  "This" what?  The cultivation?  The relationship between the ants and the fungus? Between the ants and the plants? Between the fungus and the plants?  There would be no doubt if the second sentence read: "Biologists consider the relationship between the ants and the fungus to be a clear case of mutualism."

**Don’t write about “proof”** – A basic tenet of science is that scientists keep an open mind to alternative hypotheses. In other words, we accept that there is at least a small possibility that our current understanding of a phenomenon might be wrong. If we do not do this, then our preconceptions might cloud our objectivity when we design studies and examine data. This way of thinking should be reflected in your writing – so avoid statements such as “without a doubt” or “the researchers proved”. Instead use wording that acknowledges at least some uncertainty.

**F. Tips on writing style**

**Sentence length** – Vary the length of your sentences.  Short ones are fine, but not too many in a row.  To combine two or more short sentences, identify the most important idea, and frame the other ideas around that. Avoid simply "gluing" sentences end-to-end.  For example, all the short sentences make this piece of writing rather stilted: "Leaf-cutter ants have several castes.  Each caste carries out a specific duty for the colony.  For example, one caste cuts leaf discs.  Another caste guards the foragers." The "gluing" method seems like an easy fix but yields an awkward and wordy result: "Leaf-cutter ants have several castes and each caste carries out a specific duty for the colony, so that, for example, one caste cuts leaf discs and another caste guards the foragers." Instead, choose the first sentence as the primary idea and subordinate the others within the same sentence: "Leaf-cutter ant colonies have several castes, each committed to a specific duty, such as cutting leaf discs or guarding foragers."

**Real nouns and verbs** – Try to find ways to maximize the information conveyed by the subject and the main verb of every sentence you write.  Many sentences waste the power of these two key grammatical elements by beginning sentences or clauses with "It is...," or "There is..., "There are...," or "This is...."  Thus, instead of writing, "There are many important effects of the activities of leaf-cutter ants on tropical forests," write "Leaf-cutter ants transform tropical forests with their activities."  Go over your drafts and circle every occurrence of the words is, are, was, and were.  Then, try to substitute other verbs that make the text more interesting to read, altering other parts of the sentence as necessary.  Sometimes you will find that you must use the verb to be, but not nearly as often as many writers do – including many successful scientists.

**Unnecessarily long words and jargon** – Scientists (and many students) often suffer from the apparent belief that long words seem more “scientific” than shorter ones with the same meaning.  Instead of "Leaf-cutter formicids acquire nutritional materials from the fungi they cultivate in subterranean habitats," simply write: "Leaf-cutter ants get food from the fungi they grow underground." Remember that the main reason for writing is to communicate to someone else. Avoiding long words when short ones will do nearly always improves technical writing. Limiting your use of jargon will usually also make your writing easier to understand. There are times when a longer, less familiar or technical word is helpful because it has a very specific meaning. Frequently, however, such language just makes it harder to work out what the writer is trying to say. Even worse, it can reveal that the writer does not really know the meaning of the words they are using. For example, it is common to see people use the word "utilize" (or, worse, "utilization") as a synonym for "use." Choosing this word not only uses three (or five) syllables where one would do, but it also demonstrates that the writer does not know that the words have different meanings (or, at least, they did before the jargonistas took over).

**Readable prose** – Be a reader and a listener as you write.  When you complete a paragraph or a section, read the passage out loud to yourself.  If your writing sounds stilted or you find that you cannot read it in a clear and communicative way, then the passage needs revision. If you are worried about whether your writing is readable, ask a friend or someone else in the class to read it. If they do not understand what you are trying to say, then you should probably revise the text before you turn it in.

**G. Scientific paper citation format**

Reference styles vary from journal to journal, even within the field of ecology. For your term paper, I will expect you to use a simplified "generic" style that is common to the field. Do not use MLA reference style. Instead, follow the examples shown below carefully; both for the “References cited” section at the end of your paper and for citations of these references in the text (see the last Note in each reference category, below). Getting these details exactly right is important because it is what would be expected of you if you were writing as a professional scientist. Points will be deducted if you do not follow the format described below.

In your References cited section, you should use a "hanging indent" style (first line of entry left-justified, continuation lines indented), as shown below. To do this in Microsoft Word, select the relevant text, then go to Format/Page Layout, then Paragraph, then select "Hanging" in the "Special" pull-down menu (details may be slightly different in different versions of Word). Do not try to achieve this effect using spaces or tabs.

In-text citations should not be placed after the period at the end of the sentence the citation refers to. The citation is part of the sentence, not a new one

**Citing journal articles with a single author**

Holt, R.D. 1990. The microevolutionary consequences of climate change. Trends in Ecology and Evolution 5:311-315.

*Notes:*

1. Give the author's last name (surname) first, then *initials only*, not the author's full given names (Holt, R.D., not Holt, Robert David).
2. The year of publication (1990), followed by a period, is placed immediately after the author's name.
3. The title of the article (The microevolutionary consequences of climate change) is set in lowercase, except for the initial capital and any proper nouns (see the word *British* in the next example). The title is followed by a period.
4. The title of the article is *not* italicized.
5. *No quotation marks* enclose the title of the article.
6. The journal name (Trends in Ecology and Evolution) follows full capitalization rules for titles (each word is capitalized except for conjunctions, articles, and prepositions).
7. The journal name is *not* italicized.
8. The volume number and page range for the article, separated by a colon, without any spaces (5:311-315), follow the journal name without any intervening punctuation (Trends in Ecology and Evolution 5:311-315).
9. A period appears after the page range to end the citation.
10. In-text reference to this article would be: Holt (1990) or (Holt 1990). Do *not* give the particular page(s) cited for in-text citations of journal articles unless you are referencing a direct quote. (Note that in papers of this type, quotes should be exceedingly rare, short, and only used in exceptional circumstances where a quote is absolutely necessary. As a general rule I do not allow ANY quotation. If you think you have an exceptional case you must ask me about it first.)

**Citing journal articles with two or more authors**

Lennon, J.J., P. Koleff, J.J.D. Greenwood, and K.J. Gaston. 2001. The geographical structure of British bird distributions: diversity, spatial turnover and scale. Journal of Animal Ecology 70:966-979.

*Notes:*

1. The first author's name is entered in the same way as for a single-author journal article: last name first, followed by initials for given name(s).
2. Names of the second and any additional authors are *not* inverted: initials for given name(s) *first*, followed by last name.
3. All other elements appear exactly as for a single-author journal article.
4. In-text reference to this article (*three or more* authors) would be: Lennon *et al.* (1990) or (Lennon *et al.* 1990). Note that *et al.* (an abbreviation for *et alia*, Latin for "and others") is italicized because it uses non-English words. Note too that “*et*” is not an abbreviation and should not be followed by a period (unlike “*al.*”).
5. For articles with *exactly two authors*, use *and* instead of *et al.*: Brown and Smith (2004) or (Brown and Smith 2004).

**Citing books**

Darwin, C. 1859. The origin of species by means of natural selection. Murray, London.

*Notes:*

1. The book title is *not* italicized.
2. Author names (single or multiple) and year of publication appear just as they would for a journal article.
3. The name of the publisher and the city of publication, separated by a comma and followed by a period, end the citation.
4. No page numbers are given. You may cite page numbers in the text, if necessary to identify the location of a specific idea, as shown in the next note, but this is generally not necessary.
5. In-text reference to this book would be: Darwin (1859) or (Darwin 1859). To cite a particular page in a book: Darwin (1859, p. 325) or (Darwin 1859, p. 325).

**A titled chapter in an edited book**

Colwell, R.K. 1984. What's new? Community ecology discovers biology. Pages 387-397 *in* Price, P.W., C.N. Slobodchikoff, and W.S. Gaud, eds. A new ecology: novel approaches to interactive systems. Wiley, New York.

*Notes:*

1. The format for authors, year of publication, and title of the chapter (What's new? Community ecology discovers biology) follows the rules for journal articles.
2. The pages that the chapter occupies in the book appear as shown above in the example (Pages 387-397), followed by the italicized word "*in*".
3. The editor (or list of editors) of the book itself appears just as for a journal article, but is followed by: "ed." (for one editor) or "eds." (for more than one editor). In the example: Price, P.W., C.N. Slobodchikoff, and W.S. Gaud, eds.
4. The publisher and city of publication end the citation entry, as for any other book.
5. In-text reference to this article would be: Colwell (1984) or (Colwell 1984). The editors are not mentioned in this case.

**IMPORTANT: Many sections of this manual are based on text written by other members of EEB over the years and it is not all my own work. They have given permission for me to use their material in this way, without direct attribution.**

**2019-114 FREN 3101 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-11418 |
| **Request Proposer** | Terni |
| **Course Title** | French for Engineers I |
| **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** | French for Engineers I |
| **Course Number** | 3101 |
| **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 |
| **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** | 2019 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | 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 dual-degree French and Engineering students. |
| **Corequisites** | no |
| **Recommended Preparation** | FREN 1103 or equivalent. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | 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 topic means teaching only available at Storrs |
| **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 3101: French for Engineers I One credit. Recommended Preparation: FREN 1103 or equivalent. Open only to dual-degree French and Engineering students. Instructor consent required. This course provides dual-degree French and Engineering students with the technical and scientific vocabulary they will need to be comfortable discussing a wide variety of topics in engineering.  |
| **Reason for the course action** | This is the first of a new sequence of three 1 credit courses designed to provide dual-degree Engineering and French students with the scientific vocabulary and language tools they will need to perform day-to-day tasks in their engineering disciplines during their internships in France.  |
| **Specify effect on other departments and overlap with existing courses** | This course is unlike any other course offered at UConn so will not affect any current listings. |
| **Please provide a brief description of course goals and learning objectives** | The students will learn the vocabulary of engineering fields including the basics in math, numbers, physics, computing, modeling, biology, chemistry and electronics relevant to the core content of the ensemble of engineering fields. Students will also learn about differences in emphases that shapes the practice of science in France. For this first course, they will focus on a special engineering topic, aviation broadly conceived, which will be enriched with the active collaboration with a French aviation company.  |
| **Describe course assessments** | Students will have weekly homework, short quizzes, and oral presentations. Active participation in class games and exercises to promote vocabulary acquisition and encourage speaking will also be a graded feature of the course. Students will fill out and also create discrete work sheets. The course culminates in group project related to the special topic in the class. A final take-home will ask them to describe an engineering process that they have already developed in the context of their group projects in French in full paragraphs. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [French for Engineering I.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148266&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C30ba3f45deb44521e5fc08d6a42e6a03%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636876916589411886&sdata=BU6VDGMb5E9zsNgIMkYNQ2y5Kdr5L2L1ciIszErIERU%3D&reserved=0) | French for Engineering I.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Jennifer Terni | 03/04/2019 - 14:15 | Submit |  | This CAR has been vetted and is ready for submission to the CCC |
| Literatures, Cultures and Languages | Jennifer Terni | 03/08/2019 - 09:55 | Approve | 3/8/2019 | This course has been vetted and is ready for submission. |

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**French for Engineering I**

University of Connecticut

Fall 2019

FREN 3295 (Special Topics)

This is the first of a three 1-credit Technopole courses sequence that you will be taking during three successive semesters from your sophomore to junior years. This course is designed to introduce students to the technical and scientific vocabulary they will need to be comfortable discussing a wide variety of topics in engineering. The focus of this course will be aerospace very broadly conceived: possible subjects include materials and fluid dynamics, mechanics and manufacturing, electronics/avionics, environmental impact and risk assessment, and airport design and on-board food delivery. Engineers from many disciplines contribute to the many challenges in this complex sector.

Instructor:

Niv Schwarz

Office hours: Monday from 1:30-2:30

Email: niv.schwarz@uconn.edu

French Faculty: Prof. Jennifer Terni(jennifer.terni@uconn.edu)

**Grading**:

20% participation

40% weekly homework

10% quizzes

15 % group projects

15% take-home exam



**Schedule:**

Week 1: 28 August Introduction

Week 2: 4 September Numbers and calculations : some basic terms of aeronautics: worksheet

Week 3: 11 September Geometry, more aeronautical terms

 worksheet

Week 4: 18 September Geometry, shapes, talking about wings and fuselage

 worksheet

Week 5: 25 September Homemade planes / basic electronics

 worksheet

Week 6: 2 October Civil aviation protocols and safety design

 Worksheet / quiz

Week 7; 9 October Materials: Site visit (Innovation Partnership Building) worksheet

Week 8: 16 October Temperature and fluid dynamics

 worksheet

Week 9: 23 October Interview

 worksheet

Week 10: 30 October Manufacturing

 worksheet

Week 11: 6 November Health risks for long flights

 Worksheet /quiz

Week 12: 13 November Airports / civil engineering

 Worksheet / presentation topics

Week 13: 20 November Airport systems (luggage/food design)

 worksheet

Week 14: 4 December Group presentations

Week 15: 11 December Group presentations

Take-home exam

**E-mail:**

Since e-mail is now the main venue through which teachers interact with students, etiquette is really important. Please address emails to me by name. Always sign your own name, since it is sometimes not completely obvious who is writing. Remember that when asked nicely, people will go out of their ways to help and that will be the case here. If you are upset about something pertaining to class, e-mail is probably not the best way to discuss it. Please make an appointment to see me in person. In order to preserve a positive relationship with students, I don’t answer messages that are not basically courteous.

**Workload**

The University of Connecticut, as mandated by the U.S. Department of Education and the New England Association of Schools and Colleges, and following Federal regulation, defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for one semester.

This course is designed to give you sustained exposure to new vocab and formulas for communication in a professional environment. Most weeks—perhaps with the exception of the group presentation project—it should not involve more than an hour or so of homework.

**Policy Against Discrimination**

The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living, and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

**2019-115 FREN 3102 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-11419 |
| **Request Proposer** | Terni |
| **Course Title** | French for Engineering II |
| **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** | French for Engineering II |
| **Course Number** | 3102 |
| **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 |
| **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** | 2020 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | 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 dual-degree French and Engineering students |
| **Corequisites** | none |
| **Recommended Preparation** | French 1103 or equivalent. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | 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** | Because of the specialization instruction is not available anywhere by Storrs |
| **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 3102: French for Engineering II One credit. Recommended Preparation: FREN 1103 or equivalent. Open only to dual-degree French and Engineering students. Instructor consent required. This course provides dual-degree Engineering and French students more advanced vocabulary, methods, and field-specific knowledge in French for Engineers. Students will learn to describe scientific processes, to follow scientific presentations in French, and to create preparation and evaluation materials for these presentations.  |
| **Reason for the course action** | This is the second of a new sequence of three 1 credit courses designed to provide dual-degree Engineering and French students with the scientific vocabulary and language tools they will need to work in France during their internships.  |
| **Specify effect on other departments and overlap with existing courses** | This course is unlike any other course offered at UConn so will not affect any current listings. |
| **Please provide a brief description of course goals and learning objectives** | The students will continue to build learn their vocabulary in different engineering fields and the relevant field-specific terminology for different engineering disciplines. Students will continue to learn about the cultural differences that shape the practice of science in France.  |
| **Describe course assessments** | Students will have weekly homework, short quizzes, with oral descriptions of their engineering experience and career aspirations. Active participation in class games and exercises to promote vocabulary acquisition and encourage speaking will also be a graded feature of the course. Students will be expected to do an individual presentation about a topic from their field |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [French for Engineering II.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148271&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C90b2748441684e6082ae08d6a42da0d3%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636876913214137015&sdata=SYP0PFWzpl0MlM8wOvKwsokA6qFFn%2BoWDVL9rol7Ugo%3D&reserved=0) | French for Engineering II.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Jennifer Terni | 03/04/2019 - 16:36 | Submit |  | this course has been vetted and is ready for submission to the CCC |
| Literatures, Cultures and Languages | Jennifer Terni | 03/08/2019 - 10:41 | Approve | 3/8/2019 | course has been approved |

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**French for Engineering II**

University of Connecticut

 Spring 2020

FREN 3102

This is the second of the three 1-credit Technopole courses in French for Engineering. This course is designed to enhance student’s abilities to become comfortable discussing topics in engineering in terms of all for competencies and begins to spend more time with the differences between scientific and business cultures in France and the US. Here the focus will be on exploring the technical and conceptual vocabulary in a variety of engineering fields through live interviews, some guided research and site visits. The course will culminate in individual projects for which students will be asked to present a project from their own disciplines.

Instructor:

Sarah Lancelin

Office hours: Monday from 1:30-2:30

Email: sarah.lancelin@uconn.edu

French Faculty: Prof. Jennifer Terni (jennifer.terni@uconn.edu)

**Grading**:

20% participation

40% weekly vocab lists or worksheets

10% quizzes

10% work-up sheets to prepare for interviews

20 % individual projects

**Schedule:**

The semester will be divided into three major blocks, each of which focuses on a particular engineering field. During these blocks we will build familiarity with vocabulary, concepts, and the soft language skills (and useful grammar) you will need to be ready to follow an interview with an engineering or site visit in the target language and ask questions and interact during these activities. Each block will include the completion of worksheets, the guided creation of worksheets, an interview or site visit, and then a form of assessment (either take-home quiz or in-class quiz) to consolidate the language skills we have been building.

The final project will involve a description and presentation of an engineering project that is specific to the disciplines of each of the Technopole students.

**E-mail:**

Since e-mail is now the main venue through which teachers interact with students, etiquette is really important. Please address emails to me by name. Always sign your own name, since it is sometimes not completely obvious who is writing. Remember that when asked nicely, people will go out of their ways to help and that will be the case here. If you are upset about something pertaining to class, e-mail is probably not the best way to discuss it. Please make an appointment to see me in person. In order to preserve a positive relationship with students, I don’t answer messages that are not basically courteous.

**Workload**

The University of Connecticut, as mandated by the U.S. Department of Education and the New England Association of Schools and Colleges, and following Federal regulation, defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for one semester.

This course is designed to give you sustained exposure to new vocab and formulas for communication in a professional environment. Most weeks—perhaps with the exception of the group presentation project—it should not involve more than an hour or so of homework.

**Policy Against Discrimination**

The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living, and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

**2019-119 FREN 3103 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-11577 |
| **Request Proposer** | Terni |
| **Course Title** | French for Engineering III |
| **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** | French for Engineering III |
| **Course Number** | 3103 |
| **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 |
| **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** | 2021 |
| **Will this course be taught in a language other than English?** | Yes |
| **Specify Language** | French |
| **Is this a General Education Course?** | No |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | 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 dual-degree French and Engineering students |
| **Corequisites** | none |
| **Recommended Preparation** | French 1103 or equivalent. |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | 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** | Because of specialization, instruction is not available anywhere by Storrs |
| **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 3103: French for Engineering III One credit. Recommended Preparation: FREN 1103 or equivalent. Open only to dual-degree French and Engineering students. Instructor consent required. This course provides dual-degree Engineering and French students more advanced vocabulary, methods, and field-specific knowledge in French for Engineers. Students will learn to describe scientific processes, to follow scientific presentations in French, do some research in specialized fields and create preparation materials for their interviews with engineers. They will also learn practical job-seaking skills, including practice with French-style CVs, job letters and interviews. |
| **Reason for the course action** | This is the third of a new sequence of three 1 credit courses designed to provide dual-degree Engineering and French students with the language tools they will need to find internships and work comfortably in a French engineering environment. |
| **Specify effect on other departments and overlap with existing courses** | This course is unlike any other course offered at UConn so will not affect any current listings. |
| **Please provide a brief description of course goals and learning objectives** | The semester will be divided into three major blocks, each of which focuses on a particular engineering field. During these blocks we will build familiarity with vocabulary, concepts, and the soft language skills (and useful grammar) they will to interact with an engineer in the target language. Students will also learn the basics of practical job application skills in the French cultural context. |
| **Describe course assessments** | Research on the interview or site visit topic, the development of worksheets to prepare for the interview or site visit, and then the formation of self-assessment materials to consolidate the language skills we have been building and quizzes. Students will also produce a French-style CV, job letter and practice job interviews as their final projects. |
| **Syllabus and other attachments** |

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| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [French for Engineering III.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148483&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C184a73aeb6a541192a5208d6a63d3900%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636879179213444814&sdata=Oa8IwKSuCtxksQhfCrLau4c0JIHRUBn6Je%2BuKIPdsyw%3D&reserved=0) | French for Engineering III.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Jennifer Terni | 03/10/2019 - 22:25 | Submit |  | Course is ready for CAR submission |
| Literatures, Cultures and Languages | Jennifer Terni | 03/10/2019 - 22:44 | Approve | 3/11/2019 | This course has been vetted and is ready for submission to CCC |

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**French for Engineering III**

University of Connecticut

 Fall 2021

FREN 3103

This is the third of the three 1-credit Technopole courses in French for Engineering. This course is designed to further enhance student’s abilities to become comfortable discussing topics in engineering in ways that enhance all four language competencies: written, oral, listening, reading. The focus will again be exploring the technical and conceptual vocabulary in a variety of engineering fields through live interviews and some site visits, but here you will begin to perform a large portion of the research and preparation materials for these encounters. During this final sequence, students will also begin to learn more about the business culture in France. The course will culminate in individual projects for which students will be asked to present a project from their own disciplines.

Instructor:

Sarah Lancelin

Office hours: Monday from 1:30-2:30

Email: sarah.lancelin@uconn.edu

French Faculty: Prof. Jennifer Terni (jennifer.terni@uconn.edu)

**Grading**:

20% participation

20% research, description of relevant concepts and preparation of terms for the site interviews

10% quizzes

10% for self-assessment of site visit, preparation of follow self-study materials

10% preparation of first draft of materials for job search

20 % CV, cover letter

10% mock interview / preparation sheet

**Schedule:**

The semester will be divided into three major blocks, each of which focuses on a particular engineering field. During these blocks we will build familiarity with vocabulary, concepts, and the soft language skills (and useful grammar) you will need to follow an interview with an engineer in the target language and ask questions and interact during this exchange. Each block will include research on the topic, the development of worksheets to prepare for the interview or site visit, and then the formation of self-assessment materials to consolidate the language skills we have been building.

Students will also be introduced to the techniques for applying for their internships while in France. To this end they will learn how to write a French-style CV, a job letter and will begin practicing how to present themselves in an interview setting.

The final project will be focused on the production of a French-style CV, a job letter and a practice interview.

**E-mail:**

Since e-mail is now the main venue through which teachers interact with students, etiquette is really important. Please address emails to me by name. Always sign your own name, since it is sometimes not completely obvious who is writing. Remember that when asked nicely, people will go out of their ways to help and that will be the case here. If you are upset about something pertaining to class, e-mail is probably not the best way to discuss it. Please make an appointment to see me in person. In order to preserve a positive relationship with students, I don’t answer messages that are not basically courteous.

**Workload**

The University of Connecticut, as mandated by the U.S. Department of Education and the New England Association of Schools and Colleges, and following Federal regulation, defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for one semester.

This course is designed to give you sustained exposure to new vocab and formulas for communication in a professional environment. Most weeks—perhaps with the exception of the group presentation project—it should not involve more than an hour or so of homework.

**Policy Against Discrimination**

The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living, and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

**2019-116 GSCI 2140E Add Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 18-6867 |
| **Request Proposer** | Tabor |
| **Course Title** | Our Evolving Atmosphere |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Draft > Geosciences > College of Liberal Arts and Sciences > Return > 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** | 2140E |
| **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 |
| **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** | 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)** | Yes |
| **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** |  |
| **Environmental Literacy** | Yes |
| **Number of Sections** | 1 |
| **Number of Students per Section** | 20 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures and 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** | GSCI 2140E. Our Evolving Atmosphere Three credits. An introduction to atmospheric science, including a history of the field, features of the atmosphere, weather forecasting, and a geologic history of climate change. CA 3 (non-lab). |
| **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, chemical, and even structural 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 and its evolution through time. Our Evolving Atmosphere will help guide students’ future academic pursuits and allow them to better understand the consequences of climate change. |
| **Specify effect on other departments and overlap with existing courses** | There are currently no other 2000 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. This class can be used as a building block to more advanced courses in atmospheric sciences, such as Meteorology and Climatology. |
| **Please provide a brief description of course goals and learning objectives** | Course goals include: -Understand the mechanisms that drive weather and climate -Know how to interpret weather maps and model forecasts -Understand the causes and consequences of climate change -Apply the fundamentals of atmospheric sciences to Earth’s past and future, and other planets Learning objectives include: -Composition and structure of the atmosphere -Energy distribution and balance -Atmospheric circulation -Clouds and precipitation -Weather systems and climate variability -The geologic history of Earth’s climate |
| **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: short research project that gets student to apply class learning objectives for a long term regional climate forecast |
| **General Education Goals** | Climate change is one of the major challenges of our time. Unfortunately, climate change is frequently presented as a controversial topic. Starting from the physical basis, students will be challenged to think critically about the causes and consequences of anthropogenic climate change. Through lecture and discussion, students will learn that the costs of climate change will not be shared equally. Students will be required to communicate this knowledge through a short climate forecast presentation for a region of their choice. By course conclusion, students will be well versed in the science of climate change and be able to separate fact from fiction. This knowledge will allow students to make informed decisions for a better climate future. They will discover that the actions of their generation are critical to determining the fate of the climate system for generations to come. |
| **Content Area: Science and Technology (non-Lab)** | This course will provide a broad overview of the field of atmospheric science, with topics ranging from atmospheric composition to severe weather forecasts to long term climate change. A history of atmosphere science will serve as a vehicle for explaining the scientific method as well as highlight how atmospheric science has and continues to influence society. Lectures on the tools of atmospheric science will help students understand the science behind the weather forecasts they use on a daily basis. In assignments, student will apply concepts from class to determine the potential consequences of climate change and how best to mitigate the impacts. Students will also learn about the remaining physical and societal uncertainties surrounding climate change. By completion, students will know 1) the mechanisms that drive weather and climate, 2) how to interpret weather maps and model forecasts, 3) how and why their choices impact our shared atmosphere, and 4) why their generation is key to deciding our climate future. |
| **Environmental Literacy** | 1. theories, observations, or models of how humans impact the health and well-being of the natural world. MUCH OF THIS COURSE INVOLVES MATCHING MODELS TO OBSERVATIONS, INCLUDING HUMAN IMPACT SCENARIOS FOR CLIMATE CHANGE. 2. theories, observations, or models of how the natural world affects human health and well-being. THE NATURAL BOUNDARY CONDITIONS FOR ATMOSPHERIC BEHAVIOR, AND THE CHANGES THEREOF, IMPACT HUMAN WELL BEING, I.E. WILDFIRES, HEATWAVES, DROUGHT, STORMS, ETC. ALL THESE ARE EXPLORED 3. public policies, legal frameworks, and/or other social systems that affect the environment. NONE. 4. moral and/or ethical dimensions regarding the environment. THE NATURAL ATMOSPHERIC CHANGES DRAMATICALLY, PUTTING ANTHROPOGENIC CHANGE IN PERSPECTIVE. 5. cultural, creative, or artistic representations of human-environment interactions NONE  |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [syllabus\_Our\_Evolving\_Atmosphere\_f.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F145894&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cfcdb7da3a6e242927cdb08d6a4301846%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636876923875036169&sdata=%2FHPKVLLKJZ%2B3JjD8hiGgCLD3PUmuHN70mO7o1epylR4%3D&reserved=0) | syllabus\_Our\_Evolving\_Atmosphere\_f.pdf | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Draft | Clay Tabor | 03/14/2018 - 13:56 | Submit |  | I am submitting a proposal for a new course, GSCI 2140 - Our Evolving Atmosphere. This course proposal has been discussed with and approved by the Center for Integrative Geosciences' curriculum committee. |
| Geosciences | Robert M Thorson | 12/12/2018 - 12:42 | Approve |  | This was approved long ago by Geoscience. I am only now approving because I was unaware that it was on an approval dashboard. I added the E designation because we've agreed to do this for all our 1000 and 2000 level courses.  |
| College of Liberal Arts and Sciences | Pamela Bedore | 01/29/2019 - 21:36 | Return | 1/29/2019 | Proposal tabled at CLAS C&C meeting pending consultation with other departments in CAHNR. PB. |
| Return | Clay Tabor | 03/02/2019 - 11:07 | Resubmit |  | I made some revisions to better distinguish the course. |
| Geosciences | Robert M Thorson | 03/08/2019 - 08:17 | Approve | 1/8/2019 | The GSCI curriculum committee approved this several months ago, but it was held up for approval at the college level because potentially impacted departments, schools, and faculty were not contacted. Prior to this resubmission, I've asked the proposer (Clay Tabor) to ensure that those potentially impacted be contacted. He assured me that did by using the email contact function on the Comments/Approvals tab.  |

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**2019-117 MATH 2705W Add Course (G) (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-11517 |
| **Request Proposer** | Lozano-Robledo |
| **Course Title** | Technical Writing in Mathematics |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Mathematics > 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** | MATH |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Mathematics |
| **Course Title** | Technical Writing in Mathematics |
| **Course Number** | 2705W |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | David L Gross |
| **Initiator Department** | Mathematics |
| **Initiator NetId** | dlg02006 |
| **Initiator Email** | david.gross@uconn.edu |
| **Is this request for you or someone else?** | Someone else |
| **Proposer Last Name** | Lozano-Robledo |
| **Proposer First Name** | Alvaro |
| **Select a Person** | all08012 |
| **Proposer NetId** | all08012 |
| **Proposer Phone** | +1 860 486 3850 |
| **Proposer Email** | alvaro.lozano-robledo@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?** | 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 |
| **Environmental Literacy** | No |
| **Number of Sections** | at first only 1, then possibly more sections |
| **Number of Students per Section** | 19 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 1 |
| **Instructional Pattern** | 1 contact hour per week - a mixture of lecture and collaborative learning. |

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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, and MATH 1132Q or 2141Q; completion of or concurrent enrollment in either Math 2110Q, 2142Q, 2210Q, or 2410Q. Open only to Mathematics majors. |
| **Corequisites** | none |
| **Recommended Preparation** | none |
| **Is Consent Required for course?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | No |
| **Is there a specific course prohibition?** | No |
| **Is credit for this course excluded from any specific major or related subject area?** | No |
| **Are there concurrent course conditions?** | No |
| **Are there other enrollment restrictions?** | 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** | We do not anticipate demand for this course at the regional campuses, but if there is we would consider it.  |
| **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** | MATH 2705W. Technical Writing in Mathematics 1 credit. Prerequisites: ENGL 1010 or 1011 or 2011, and MATH 1132Q or 2141Q; completion of or concurrent enrollment in either Math 2110Q, 2142Q, 2210Q, or 2410Q. Open only to Mathematics majors. An introduction to the communication of mathematics through formal writing. |
| **Reason for the course action** | There is a need for students to understand how written mathematics is structured and how this structure enhances communication and understanding. |
| **Specify effect on other departments and overlap with existing courses** | none |
| **Please provide a brief description of course goals and learning objectives** | Goal: The primary goal of this course is to communicate and discuss mathematics accurately and effectively. The student will improve in their ability to communicate and write clearly about mathematics. Students will also gain a better understanding of how to structure and write a proof. The students will learn how to use LaTeX in order to typeset papers with mathematical content. LaTeX is the free software that mathematicians use to write mathematics. Using the mathematical constructs in LaTeX can help one to focus on how to arrange content logically and in a mathematically correct fashion. Learning objectives: 1. Write about mathematics clearly, using correct grammar, in a well-organized manner. 2. Discuss mathematical ideas and results in a clear and concise manner that is understood by others. 3. Explain a proof in a manner that is easily understood by a reader. 4. Use clear and appropriate examples to explain ideas and illustrate points. 5. Develop documents and presentations that effectively and correctly communicate mathematical ideas.  |
| **Describe course assessments** | There will be 5 written assignments with at least 15 pages in aggregate.  |
| **General Education Goals** | None |
| **Writing Competency** | In a writing-intensive course (W Course), writing should be integral to the learning goals and subject matter of the course. In the language of the General Education Guidelines at UConn, students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of course material. In addition to questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression and discipline specific stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation. |
| **Syllabus and other attachments** |

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| **Attachment Link** | **File Name** | **File Type** |
| [MATH 2705W\_Technical Writing in Mathematics.pdf](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148215&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C68f6402907e04d10dc7108d6a3c456b9%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636876460999490352&sdata=FPv5cQRjTplJvmiMRhMzaDFjBm3PYNxGndTBcADXmtg%3D&reserved=0) | MATH 2705W\_Technical Writing in Mathematics.pdf | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | David L Gross | 03/07/2019 - 14:24 | Submit |  | Mathematics Undergraduate Program Committee approval: 02/05/2019 Departmental approval: 02/15/2019 |
| Mathematics | Luke Rogers | 03/08/2019 - 07:41 | Approve | 2/5/2019 | Mathematics Undergraduate Program Committee approval: 02/05/2019 Departmental approval: 02/15/2019 |

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**MATH 2705W: Technical Writing in Mathematics (Fall 2019)**

Catalog Description:

An introduction to the communication of mathematics through formal writing.

Prerequisites:

Prerequisite: ENGL 1010 or 1011 or 2011, and MATH 1132Q or 2141Q; completion of or concurrent enrollment in either Math 2110Q, 2142Q, 2210Q, or 2410Q. Enrollment restricted to students with a major in the department of mathematics.

Offered:

Either semester for 1 credit.

Meets:

One hour per week, M 10:10am-11am at MONT 227.

Learning objectives:

1. Write about mathematics clearly, using correct grammar, in a well-organized manner.

2. Discuss mathematical ideas and results in a clear and concise manner that is understood by others.

3. Explain a proof in a manner that is easily understood by a reader.

4. Use clear and appropriate examples to explain ideas and illustrate points.

5. Develop documents and presentations that effectively and correctly communicate mathematical ideas.

Goal:

The primary goal of this course is to communicate and discuss mathematics accurately and effectively. The student will improve in their ability to communicate and write clearly about mathematics. Students will also gain a better understanding of how to structure and write a proof. The students will learn how to use LaTeX in order to typeset papers with mathematical content. LaTeX is the free software that mathematicians use to write mathematics. Using the mathematical constructs in LaTeX can help one to focus on how to arrange content logically and in a mathematically correct fashion.

Instructor:

Alvaro Lozano-Robledo, associate professor of mathematics and director of the Q Center

Room Monteith 233; (860) 486-3850; alvaro.lozano-robledo@uconn.edu

Office hours are Tu/Th 3:30-4:30, Wed 9:30-10:30

References:

* “Mathematical Writing”, by Vivaldi
* “Mathematical Proofs: A Transition to Advanced Mathematics” (3rd Edition), by Gary Chartrand, Albert D. Polimeni, Ping Zhang.

LaTeX: The students can install LaTeX for free in their own machines, or use online sites such as overleaf.com to typeset their papers. Supporting references:

* Grätzer’s First Steps in LaTeX,
* Grätzer’s Practical LaTeX,
* LaTeX and Friends,
* Math into LaTeX

The Purpose of a “W” Course

In a writing-intensive course (W Course), writing should be integral to the learning goals and subject matter of the course. In the language of the General Education Guidelines at UConn, students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of course material. In addition to questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression and discipline specific stylistic norms, the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation.

The purpose of a writing course in mathematics is to teach students how to communicate mathematics in a precise, concise, and clear manner. Throughout this course, your instructor will emphasize the best practices in writing mathematics, as it pertains to writing mathematical proofs in particular.

“W” Course Grading and Revision Policy

According to university-wide policies for W courses:

* an overall passing grade on the writing components of the course (the 15+ page assignments described below) is required to pass the course, and
* all writing components of the course (the assignments described below) must go through a feedback and revision process.

Accordingly, your portfolio will not be considered complete unless you have made revisions addressing the points raised in the assessment of your initial submission and you will not pass the course without a complete portfolio that achieves a passing standard.

Grading Plan:

Five writing assignments (double-spaced and each at least 2, 1, 4, 4, and 4 pages long, respectively) will be assigned. Each assignment will be submitted, and then re-submitted once comments and feedback or insights by the instructor have been addressed. Each final draft is worth 20% of your grade. All assignments must be typeset using LaTeX. The writing portfolio will consist of the compilation of all the assignments completed throughout the semester.

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| **Assignment topic** | **Tasks** |
| 1. The basic elements of mathematical writing: lemmas, theorems, proofs, examples, inline and displayed equations, numbering and cross-referencing. How to arrange mathematical ideas using these structures and how to typeset them in LaTeX.(2 pages) | In this assignment the student will learn some LaTeX basics, by elaborating on a handwritten text, and transforming it into a properly typeset LaTeX document.  |
| 2. Write a precise statement and proof of the quadratic formula. (1 page) | In this assignment the student will create a LaTeX document that states a proper statement of the quadratic formula, and contains a complete proof of the formula, followed by worked out examples. |
| 3. Including graphics, diagrams, matrices, arrays, hyper-references, tables, and bibliography in your documents (tikz, Geogebra, etc) (4 pages)  | Write a paper about a theorem or result or theory where graphs and graphics play an important role. Include a discussion that references the graphics as an aid to understand the result. |
| 4. History of Mathematics (4 pages)  | Write a paper about a famous theorem shown by a well-known mathematician, which discusses some of the previous or related work, and illustrates the context in which the theorem was shown. |
| 5. Applied Mathematics (4 pages)  | Write a paper about an application of mathematics |

**Week by week schedule:**

1. The importance of communicating mathematics and, in particular, through formal writing. Why LaTeX in communicating mathematics? Installing, and compiling documents using LaTeX. Writing LaTeX papers in an online site such as Overleaf.com
2. The basic elements of mathematical writing: lemmas, theorems, proofs, examples, inline and displayed equations, numbering and cross-referencing. How to arrange mathematical ideas using these structures and how to typeset them in LaTeX.
3. Basics of mathematical logic. Translating symbols and quantifiers to words in writing.
4. Feedback and discussion on the writing assignments from Week 2.
5. The different types of proofs (e.g., induction, contradiction), and elements of a proof. The difference between examples, a generic example, evidence, and a proof.
6. How to communicate the idea of a proof. From a schematic proof, to writing a proof in text/prose form.
7. Feedback and discussion on the writing assignments from Week 5.
8. Using formulas and equations as part of a proof, and to illustrate a mathematical paper. The role of examples in a math paper.
9. Feedback and discussion on the writing assignments from Week 7.
10. Using graphs, diagrams, and images as part of a proof, and to illustrate a mathematical paper.
11. Feedback and discussion on the writing assignments from Week 9.
12. How to write a paper about a theorem, or about the work of a mathematician. How to focus the writing on the mathematical content.
13. How to write a paper about an application of mathematics to other areas. How to include mathematics and figures that explain the strengths of the model.
14. Feedback and discussion on the writing assignments from Week 11.

**2019-118 SLHS 2203 Revise Course (S)**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-11177 |
| **Request Proposer** | Grela |
| **Course Title** | Anatomy and Physiology of Speech and Hearing |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Speech Language and Hearing Services > 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** | SLHS |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Speech Language and Hearing Services |
| **Course Title** | Anatomy and Physiology of Speech and Hearing |
| **Course Number** | 2203 |
| **Will this use an existing course number?** | Yes |
| **Please explain the use of existing course number** | The title of the course is being changed from "Anatomy and Physiology of Speech and Hearing" to the "Anatomy and Physiology of Speech, Hearing, and Swallowing". The term "swallowing" is also being added to the course description.  |

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| **CONTACT INFO** |
| **Initiator Name** | Bernard Grela |
| **Initiator Department** | Speech, Lang and Hearing Sci |
| **Initiator NetId** | beg02004 |
| **Initiator Email** | bernard.grela@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** | 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** | 50 |
| **Is this a Variable Credits Course?** | No |
| **Is this a Multi-Semester Course?** | No |
| **Credits** | 3 |
| **Instructional Pattern** | Lectures during the fall/spring semesters and online during the summer.  |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | NA |
| **Corequisites** | NA |
| **Recommended Preparation** | NA |
| **Is Consent Required?** | No Consent Required |
| **Is enrollment in this course restricted?** | Yes |
| **Is it restricted by class?** | Yes |
| **Who is it open to?** | Sophomore,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** | Storrs is the only campus that houses SLHS. The course will be offered online during the summer.  |
| **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** | SLHS 2203. Anatomy and Physiology of Speech and Hearing Three credits. Prerequisite: Open to sophomores or higher. Anatomical, neurological and physiological principles fundamental to the understanding of speech and hearing. |
| **Provide proposed title and complete course catalog copy** | SLHS 2203. Anatomy and Physiology of Speech, Hearing, and Swallowing Three credits. Prerequisite: Open to sophomores or higher. Anatomical, neurological and physiological principles fundamental to the understanding of speech, hearing, and swallowing. |
| **Reason for the course action** | This change in title and description more completely describes the content areas of the course. The three majors topic areas covered (speech, hearing, and swallowing) are required to meet the 2020 standards set by the Council on Academic Accreditation (CAA) which is governed by the American Speech Language and Hearing Association (ASHA).  |
| **Specify effect on other departments and overlap with existing courses** | Since this is a title change only, it will have no effect on other departments.  |
| **Please provide a brief description of course goals and learning objectives** | 1. Be able to identify and describe the biological subsystems that compromise the human speech, hearing, and swallowing systems. 2. Have a foundation in speech, hearing and swallowing disorders and diseases and their anatomical and physiological underpinnings. 3. Have a foundation in the instrumentation and methods used by scientists to study the structure and function of the speech, hearing, and swallowing mechanisms.  |
| **Describe course assessments** | The assessments will include midterm exams, a final exam, weekly quizzes, and development of anatomical models.  |
| **Syllabus and other attachments** |

|  |  |  |
| --- | --- | --- |
| **Attachment Link** | **File Name** | **File Type** |
| [SLHS 2203.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F146512&data=02%7C01%7Cpamela.bedore%40uconn.edu%7C7702442e01a14fd0453508d697712192%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636862909484897687&sdata=s0iQ%2FK%2Flq3nQzyUnk03L67Haf%2FHxEmmobSEOcKCzk8s%3D&reserved=0) | SLHS 2203.pdf | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| --- | --- | --- | --- | --- | --- |
| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Bernard Grela | 02/20/2019 - 11:08 | Submit |  | I am submitting the modifications to the course title and description as the Chair of the Undergraduate Curriculum committee. A syllabus is attached with description of the section on swallowing being covered under "Mastication/deglutition" under Topics .  |
| Speech Language and Hearing Services | Lendra Friesen | 02/20/2019 - 12:47 | Approve |  | signed off by dept rep on 2/20/2019 |

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**SLHS 2203 – Anatomy and Physiology of Speech and Hearing**

**ROWE, 221**

**Spring 2019: Tuesday and Thursday 2-3:15**

**Instructor:**

Erika Skoe, Ph.D.

*Email:* erika.skoe@uconn.edu *Office Phone:* 860-341-2110 (lab) or *(*860) 486 3289 *Office*: PCSB Room 221

*Office hours*: Mondays 3:30-5:00, Tuesdays 3:30-5:00 (schedule through advapp)

**Course description:**

This is a three-credit class in anatomy and physiology. This course is customized for students in the clinical sciences and aims to promote advanced knowledge of the anatomical structures and physiological mechanisms that give rise to respiration, phonation, swallowing, hearing, and neural processing. The course will emphasize both basic and applied aspects of topics in anatomy and physiology.

*Course Objectives:* Upon completion of the course, students will:

* Be able to identify and describe the biological subsystems that comprise the human speech and hearing systems.
* Have a foundation in speech and hearing disorders and diseases and their anatomical and physiological underpinnings.
* Have a foundation in the instrumentation and methods used by scientists to study the structure and function of the speech and hearing mechanisms.

**Text and Materials**

* Any and all **required** readings and materials will be made available on HuskyCT.
* A laptop or tablet for taking exams
* **(Recommended)** Seikel, King, Drumright (2010) Anatomy & Physiology for Speech, Language, and Hearing, 4th Edition Delmare, Cengage Learning (or newer version, if available).
* **(Recommended).** 3D lab ($15) https://www.dictionforsingers.com/voice-science/speech-and-hearing-multimedia-labs.html

**Grades**

Students are expected to attend each class meeting. Because of the nature of the course, and the emphasis on in-class demonstrations, attendance is critical; if a student cannot attend a specific class session because of an emergency, he or she should contact the professor as soon as possible to discuss the situation. Students are expected to actively participate in class activities and to stay on top of course material.

If a situation arises that may prevent you from completing an assignment on time or taking an exam, please contact Dr. Skoe ASAP by email (preferably) or phone. Make-up exams will be given only under extenuating circumstances at the discretion of the instructor.

There are 255 points possible to earn in this course:

A 95-100% C 74-76%

A- 90-94% C- 70-73%

B+ 87-89% D+ 67-69%

B 84-86% D 64-66%

B- 80-83% D- 60-63%

C+ 77-79% F 0-59%

**The course grade will be determined by the following components, with 255 total points for the course:**

2 Midterm Exams: 50 points/each (100 points total)

1 Final Exam: 75 points (25 of the points are cumulative)

10 weekly quizzes: 5 points/each (50 points total, 1 quiz dropped)

3 Anatomical models 10 points/each (30 points total)

*Note:* Extra credit may be available (up to 10 points), in the form of participation in ongoing research in the Department of Speech, Language, and Hearing Sciences, participating in the Art Contest at the end of the semester, extra assignments, or attending a relevant lecture on campus. Details will be provided later in the semester.

**Exams**

The format of the exams will include multiple choice, true/false, matching, labeling of figures and diagrams, and short answer . If a student wishes to dispute the grading of a test question, please submit your request in writing within 1 week after the exam has been returned. In such cases the entire test will be re-graded, which may result in a higher or lower grade. After the re-grading, the final grade is non-negotiable, except in the case of mathematical errors. All exams will be administered in HuskyCT in class using the lock-down browser feature. On exam days, you must come to class with a laptop or tablet.

**Quizzes**

There will be 11 quizzes throughout the semester, posted on HuskyCT, on topics covered in class. Each quiz is worth 5 points. Your lowest quiz score will be dropped; thus, your final quiz grade is based on 10 quizzes. Students have unlimited time to complete the quizzes, but only 2 attempts. Quizzes will be due by 11:59 PM on the date listed on the syllabus. Quiz due dates are always Tuesdays. Quizzes will be posted on HuskyCT the Friday before the due date.

 **Anatomical model construction**

There are three assignments spaced thorough the semester that will require students to construct an anatomical model using common materials found in an office supply store or hardware store. Students may work in groups to complete the model. After completing the model, each student must upload a “selfie” with the model to HuskyCT by the assigned day/time. For full credit, you must include your last name in the filename (e.g., “Skoe\_Model1.jpeg”). Select selfies may be shown in class; if you do not wish to have your photo displayed as part of my lecture, please add “PRIVATE” to the end of the filename (“Skoe\_Model1\_PRIVATE.jpeg”).

**Recording lectures**

Recording of classroom lectures, in video or audio format, is prohibited unless advance written permission is obtained from Dr. Skoe.

**Course etiquette**

To foster an environment that is conducive to learning, the following policies are in place:

o Turn off cell phones and place out of sight.

o Laptops may be used for note taking but professional behavior is expected.

o If you must leave early, please sit so that you can leave with minimal disruption to the class.

Students are expected t to conduct themselves in accordance with UConn’s [Student Conduct Code](http://www.community.uconn.edu/the-student-code).

**Course Outline**

The following topics will be covered in class, in this order. Please note: the dates listed are approximations. The instructor reserves the right to adjust the schedule after gauging the learning rate of the class and/or due to weather considerations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Day** | **Topic** | **Recommended Reading** | **Assignment due** |
| 22-Jan | T | Overview/Basics of Anatomy | Ch 1 |  |
| 24-Jan | Th | Basics of Anatomy/Respiration | Ch1 |  |
| 29-Jan | T | Respiration | Ch2 | Quiz 1 |
| 31-Jan | Th | Respiration | Ch2 |  |
| 5-Feb | T | Respiration | Ch3 | Quiz 2 |
| 7-Feb | Th | Phonation | Ch3 | Lung model due |
| 12-Feb | T | **No Class** |   | Quiz 3 |
| 14-Feb | Th | Phonation | Ch4 |  |
| 19-Feb | T | Exam 1  | Ch4 |   |
| 21-Feb | Th | Phonation | Ch6 | Laryngeal model due |
| 26-Feb | T | Articulation | Ch6 | Quiz 5 |
| 28-Feb | Th | Articulation | Ch6 |  |
| 5-Mar | T | Articulation | Ch6 | Quiz 6 |
| 7-Mar | Th | Mastication/deglutition | Ch7 |  |
| 12-Mar | T | Mastication/deglutition | Ch7 | Quiz 7 |
| 14-Mar | Th | Mastication/deglutition | Ch7 |  |
| 19-Mar | T | **Spring break** |  |  |
| 21-Mar | Th | **Spring break** |  |  |
| 26-Mar | T | Compative Anatomy |  |  |
| 28-Mar | Th | Compative Anatomy |  |  |
| 2-Apr | T | Compative Anatomy/Review |  | Quiz 8 |
| 4-Apr | Th | **Exam 2** |   |   |
| 9-Apr | T | Hearing  | Ch9 |  |
| 11-Apr | Th | Hearing  | Ch9 |  |
| 16-Apr | T | Hearing  | Ch10 | Quiz 9 |
| 18-Apr | Th | Hearing  | Ch10 | Ear model due |
| 23-Apr | T | Neurophysiology/Neuroanatomy | Ch11/12 | Quiz 10 |
| 25-Apr | Th | Neurophysiology/Neuroanatomy | Ch11/12 |  |
| 30-Apr | T | Art Contest |  | Quiz 11 |
| 2-May | Th | Review |  |  |

**ASHA Standards**

**Course number**: SLHS 2203

**Course title:** Anatomy of Speech and Hearing

**Instructor**: Erika Skoe, Ph.D.

**Semester:** Spring 2018

**American Speech-Language-Hearing Association (ASHA) Certification Standards addressed in this course:**

*III-B Basic Human Communication & Swallowing Process Bases*

Biological

Neurological

**Behaviorally defined objectives related to the standards and the target knowledge/skills to be acquired upon course completion:**

* The student will demonstrate knowledge of the anatomy and physiology of the voice production mechanism across the life span, including knowledge of respiration, phonation, and resonance mechanisms.
* The student will demonstrate knowledge of the neurological basis of phonation.
* The student will demonstrate knowledge of the hearing mechanism and speech perception abilities that underlie language comprehension.

**Evidence for evaluation of achievement of target knowledge/skills competencies:**

Examinations

Weekly quizzes

Group projects/Individual report

Construction of anatomical models

Class participation

**Opportunities for remediation:**

If criteria for successful demonstration of the knowledge/skills expected upon completion of this class are not achieved in the first assessment, then the remediation option available is for the student to repeat this class one time in an attempt to receive a passing grade.

**Final Exam Policy**

In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the stated time. If you have a conflict with this time, you must visit the Dean of Students Office to discuss the possibility of rescheduling this exam.  If permission is granted, the Dean of Students Office will notify the instructor and student via email of the approval. Please note that vacations, previously purchased tickets or reservations, 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 [Dean of Students Office](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdos.uconn.edu%2Ffinals-rescheduling%2F&data=02%7C01%7C%7C7f279578dfa94e1916e408d614021efa%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636718396662794072&sdata=%2FLSehZNFboR7TtK9BORWPuaHxI2072oImwi17cBNfwI%3D&reserved=0) with any questions.

**Students with Disabilities (CSD)**

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/*](http://csd.uconn.edu/).

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.More information is available at <http://policy.uconn.edu/?p=2884>

**Sexual Assault Reporting Policy**

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

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**2019-120 ECON 3492 Add Course**

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| **COURSE ACTION REQUEST** |
| **CAR ID** | 19-11557 |
| **Request Proposer** | Langlois |
| **Course Title** | Practicum |
| **CAR Status** | In Progress |
| **Workflow History** | Start > Economics > 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** | ECON |
| **School / College** | College of Liberal Arts and Sciences |
| **Department** | Economics |
| **Course Title** | Practicum |
| **Course Number** | 3492 |
| **Will this use an existing course number?** | No |

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| **CONTACT INFO** |
| **Initiator Name** | Richard N Langlois |
| **Initiator Department** | Economics |
| **Initiator NetId** | rnl02002 |
| **Initiator Email** | richard.langlois@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?** | Yes |
| **Variable Credits Min** | 1 |
| **Variable Credits Max** | 6 |
| **Is this a Multi-Semester Course?** | No |
| **Instructional Pattern** | Practicum |

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| **COURSE RESTRICTIONS** |
| **Will the course or any sections of the course be taught as Honors?** | No |
| **Prerequisites** | Prerequisite: ECON 2201 or 2211Q; ECON 2202 or 2212Q. |
| **Corequisites** | None |
| **Recommended Preparation** | None |
| **Is Consent Required?** | Instructor Consent Required |
| **Is enrollment in this course restricted?** | No |

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| **GRADING** |
| **Is this course repeatable for credit?** | Yes |
| **Number of Total Credits Allowed** | 6 |
| **Is it repeatable only with a change in topic?** | No |
| **Does it allow multiple enrollments in the same term?** | 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?** | Stamford,Storrs |
| **If not generally available at all campuses, please explain why** | This course will be used in the first instance to give credit to students participating in the Fed Challenge competition. There are teams only at Storrs (Boston Fed) and Stamford (New York Fed). |
| **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** | ECON 3492. Practicum. Variable credits (1-6). Prerequisite: ECON 2201 or 2211Q; ECON 2202 or 2212Q. May be repeated for credit; a maximum of six credits may be counted toward the major. Instructor consent required. |
| **Reason for the course action** | We want this in the first instance as a vehicle for giving credit to students participating int he Fed Challenge competition. This requires extensive supervised preparation of an economic analysis presentation. The competition is in the fall but students may start preparing in the spring. |
| **Specify effect on other departments and overlap with existing courses** | None |
| **Please provide a brief description of course goals and learning objectives** | To provide credit for supervised application of economic tools and concepts to a policy or business problem outside a classroom setting but not on an internship. |
| **Describe course assessments** | Written Monetary Policy Briefs (20%) Oral Monetary Policy Presentations (20%) Class Participation (20%) Team Federal Reserve Challenge Presentation (20%) Final Reflection Paper (20%) |
| **Syllabus and other attachments** |

|  |  |  |
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| **Attachment Link** | **File Name** | **File Type** |
| [Syllabus ECON 3492.docx](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.prod.uconn.edu%2Ffeb%2Fsecure%2Forg%2Frun%2Fservice%2FContentStorageService%2F148369&data=02%7C01%7Cpamela.bedore%40uconn.edu%7Cb945f676563b432499bc08d6a6d439f6%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C636879827772649610&sdata=faOWRDLuzqO3kGePe3QsLfPtW7Rc4mgPevjLPtJx9WE%3D&reserved=0) | Syllabus ECON 3492.docx | Syllabus |

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| **COMMENTS / APPROVALS** |
| **Comments & Approvals Log** |

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| **Stage** | **Name** | **Time Stamp** | **Status** | **Committee Sign-Off** | **Comments** |
| Start | Richard N Langlois | 03/09/2019 - 08:25 | Submit |  | Approved by the Undergraduate Affairs Committee 3/5/19 Approved by the Department of Economics 3/8/19. |
| Economics | Richard N Langlois | 03/09/2019 - 08:47 | Approve | 3/8/2019 | Approved by the Undergraduate Affairs Committee 3/5/19 Approved by the Department of Economics 3/8/19. |

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 ECON 3492

Federal Reserve Challenge

Syllabus – Spring 2020

Course and Instructor Information

**Course Title:** Federal Reserve Challenge (ECON 3492)

**Credits:** 3, may be repeated for 3 credits

**Prerequisites:**  ECON 1200 and 1201; ECON 2201 and ECON 2411 preferred

**Instructors:** Natalia Smirnova,Oskar Harmon, Owen Svalestad, Kanda Naknoi, Steven Lanza, Derek Johnson

**Email:** [natalia.smirnova@uconn.edu](http://natalia.smirnova@uconn.edu),oskar.harmon@uconn.edu, owen.svalestad@uconn.edu Kanda.Naknoi@uconn.edu, Steven.Lanza@uconn.edu , Derek.Johnson@uconn.edu

**Office Hours/Availability:** TBA

Course Materials

Required Textbook:  Croushore, Dean “ Money and Banking”, 3rd edition. Croushore will act as a basic reference text. However, the vast majority of readings will be from other sources, such as recent policy papers and financial news articles.

Online sources for studying and making notes about overall economic conditions.

Beige Book: <https://www.federalreserve.gov/monetarypolicy/files/BeigeBook_20190116.pdf>
Data: <https://www.newyorkfed.org/research/data_indicators>
Research: <https://www.newyorkfed.org/research/publication_annual>s
Economic Indicators Calendar: <https://www.newyorkfed.org/research/calendars/i-dec15.html>
FOMC: <https://www.federalreserve.gov/monetarypolicy/fomc.htm>

FOMC minutes: <https://www.federalreserve.gov/monetarypolicy/fomc_historical.htm>
Speeches of the Chair: <https://www.federalreserve.gov/mediacenter/files/FOMCpresconf20181219.pdf> Bureau of Economic Analysis (BEA): <https://www.bea.gov/>

National Bureau of Economic Research (NBER): <https://www.nber.org/>
FRED Blog: <https://fredblog.stlouisfed.org/>

Course Description

This course will expose selected students to a rigorous exploration of macroeconomic and monetary economics concepts with a special emphasis on the conduct of monetary policy by the Federal Reserve. During the semester, students will read chosen articles, write policy briefings and make policy-oriented presentations. All aspects of the course will emphasize teamwork. It is an excellent opportunity for students to develop professional skills such as strong knowledge of macroeconomic and financial data, solid command of software to create charts and presentation materials, and extensive practice of oral communication skills. The course will prepare students to participate in the Federal Reserve Challenge competition. The Federal Reserve Challenge is a competition sponsored by the Federal Reserve System, in which teams from participating schools present monetary-policy analyses to a panel of judges at regional Federal Reserve Banks and regional winners advance to a national competition in Washington, D.C.

Course Objectives

By the end of the semester, students should be able to:

* Explain the mechanisms for the transmission of monetary
* Explain the pros and cons of monetary ease
* Explain the pros and cons monetary tightening
* Create charts relevant for analysis of economic conditions

Course Requirements and Grading

Written Monetary Policy Briefs (20%)

Students will write several 3-page policy briefs that analyze economic conditions, and discuss the pros and cons of alternative monetary policy recommendations.

The intent of the written briefings is to have students research, analyze, and write up policy

recommendations on a variety of monetary policy issues. Written briefings are limited to

five pages in length. Tables, figures, and references are not counted against this limit.

Subjects of briefings will be determined during the semester as dictated by current

economic events relevant to monetary policy. For example, possible topics related to

current policy issues may include:

●  Now that the federal funds rate is approximately 1 percent, how can the Fed influence

the economy?

●  Should the Fed adopt an explicit inflation target?

●  What risks does the Fed face because of the changes in the size and composition of its

balance sheet?

●  How can the Fed improve communication of its policy objectives?

●  How should the Fed respond to the possibility of deflation/inflation?

●  Under what circumstances should the Fed begin to scale back use of its newly developed

policy tools?

●  What factors are affecting long term interest rates? How do these limit the Fed’ s ability?

to impact the economy?

●  Is the Fed’ s independence being compromised given it is now working arm in arm with

the Treasury?

●  Has the Fed’ s credibility been damaged in any way?

●  How have other central banks responded to the current economic and financial

problems?

●  What are the major factors affecting GDP and inflation?

●  How have the new tools worked?

●  How are the transmission channels working? Or not working, as the case may be?

All briefings are graded on content and presentation, so proper grammar and

professional looking work is expected.

Oral Monetary Policy Presentations (20%)

Students will make policy presentations that analyze economic conditions, and explain the pros and cons of alternative monetary policy recommendations.

The intent of the oral briefings is to prepare students to discuss and defend their recommendations in front of a knowledgeable audience. On the basis of the written briefing, students will make 10-minute presentations that summarize their findings. Students will be graded based on the quality of the presentation as well as how they respond to unscripted questions from the instructors and classmates.

Class Participation (20%)
Given the nature of the course, class participation is expected and mandatory. Absences other than

for valid reasons (illness, college sponsored event, for example) will be penalized. Additional time for research and team preparation outside of the formal class meetings is expected.

Team Federal Reserve Challenge Presentation (20%)

As the intent of the course is to prepare students for participation in the FED Challenge Competition. Students at each campus will work as a team to make and present the slides the FED Challenge Competition. Students will choose a presentation theme, do research on current economic and financial market issues, become “ experts”  in several areas relevant to current policy issues, prepare a PowerPoint presentation, conduct rehearsals, and answer practice questions. Presentations are limited to a maximum of 15 minutes, during which time the team is expected to:

●  analyze current economic conditions as of the day of the competition;

●  provide a near-term forecast for economic and financial conditions (e.g., inflation,

unemployment, real GDP, and other variables.) critical to the development of monetary

policy;

●  explain timely issues and risks that should receive special attention in formulating

monetary policy; and

●  make a real-time policy recommendation for the target fed funds rate. Include

recommendations for other monetary policy tools and temporary liquidity measures, as

warranted. Judges will expect the team to justify its recommendations.

The end of the semester presentation will be scored by judges. The score is the score for the team as determined by the judges at the using the rubric that judges use in the actual competition.

Final Reflection Paper (20%)

The intent of the Final Reflection Paper is to have the team members summarize as a group

their experience in Econ 3490. The paper should be no more than 15 pages in length and

answer the following questions:

● What have you learned from Econ 2495 and from participating in preparing for the 2018 FED Challenge?

● What areas of your preparations and presentation went well?

● What recommendations do you have for next year’s team members in terms of

preparation and presentation?

● What would you have done differently as far as your preparations and presentation are

concerned?

● Did you face any particular challenges as a team? How were these overcome?

● What do you think it takes to win the Federal Reserve Challenge?

● Is there anything else that you wish to convey to your successors?

The paper will be graded based on content and presentation, so proper grammar and

professional looking work is expected.

Grading Scale:

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Due Dates and Late Policy

*You are expected to be conscientious about deadlines for assignment activities. Much thought and care has gone into the design of the assignments and their due dates. For the course to proceed as designed it is essential that these deadlines be observed.*

***Late assignments***

The penalty for late submission of an assignments is 15% of the total possible points for the assignment

 ***Missed Deadlines***

Assignments must be submitted on time, except in case of documented emergency or scheduling conflict. If you have a scheduling conflict, please inform me ASAP before the event and the assignment deadline may be extended. If you can document an emergency that has prevented you from timely submission of these activities the deadline may be extended. Computer problems by themselves do not constitute a documentable emergency unless you can provide evidence, for example from the HuskyCT support team, that you made a diligent effort to complete the activity during its availability but were prevented by computer issues.

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/instruction/tutorials/plagiarism.htm)
* [University of Connecticut Libraries’ Student Instruction](http://lib.uconn.edu/help/start-guides/undergraduate-students/) (includes research, citing and writing resources)

Copyright

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

Netiquette and Communication

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

Adding or Dropping a Course

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

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

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

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

Academic Calendar

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

Academic Support Resources

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

Students with Disabilities

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

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

**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.

Software Requirements and Technical Help

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

The component of the course is facilitated using the learning management platform, [HuskyCT](http://huskyct.uconn.edu/). If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through [HuskyTech](http://huskytech.uconn.edu/).  Students 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.
* Patience, persistence

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