Colleges of Letters, Arts, and Social Sciences

Proposed Catalog Changes

Effective Term (unless otherwise noted) = Summer 2015

English

1. Add the following course:

Engl 318 Science Writing (3 cr)
Same as JAMM 328. Principles and practices of making scientific concepts and work accessible to general audiences through multiple forms of media; also examines the ways in which media coverage of scientific issues shapes public opinion and policy.

Prereq: Engl 102 and sophomore Standing

Rationale:
Science Writing is intended to round out our current selection of 300-level offerings, which include Engl 309 (Advanced Prose), Engl 313 (Business Writing), Engl 316 (Environmental Writing), and Engl 317 (Technical Writing). The distinction between Business, Technical, Environmental, and Science Writing is detailed below:

- **Business Writing** emerged from the communication needs of commerce, so it has a focus on interpersonal communication (both from within and without an organization) and business ethics. Students who take this course tend to be business, finance, and accounting majors.

- **Technical Writing** emerged from the communication needs of inventing and using technology, so it has a user-centered design focus. Students who take this course tend to be engineering and technology majors.

- **Environmental Writing** emerged from the need to express our relationship to our environment and to understand how language shapes this relationship both personally and in terms of public policy. Students who take this course tend to be majoring in environmental science, natural resources, and wildlife management.

- **Science Writing** emerged from the need to communicate the results of scientific research, so it has a focus of disseminating those results to both expert and lay audiences. Students who would take this course may be majoring in biology, chemistry, food science, plant science, animal science, and geological science.

Science Writing (Engl 318) will be offered on a rotating basis with Environmental Writing (Engl 316), once every other year. It will be taught by English faculty in the Composition Program.

Rationale:
Science and technology profoundly shape our lives, changing the way we communicate with others, the kinds of careers we will have, and the quality of our natural environment. This class is an introduction to writing about science—including nature, medicine, and technology. Through reading and writing, the class will explore the craft of making scientific concepts, and the work of scientists, accessible to the public through news articles and essays. When science and technology move from laboratory to corporate boardroom to CNN to congressional policy-making, writing is involved in every step in this process. This course will focus on the writing that constitute science and technology. We will explore writing done by scientists. We will examine how scientific concepts are represented in society through journalism, press releases, and such to various audiences, such as policy makers and citizens.

Writing assignments will develop real world writing skills and will promote a deeper understanding of the role writing plays as science and technology reshape society and society reshapes science and technology. Understanding the writing process is even more important today because new forms of writing—web pages, instant messages, databases, interactive billboards—have different audience expectations, different presentation styles and different persuasive strategies.

In writing assignments, attention will be paid to the tight connections among writing, reading, and research. Students will have numerous opportunities to conceive, draft, revise, and complete writing projects tailored to various audiences. Writing will also be an important tool and vehicle for thinking about the readings, preparing for class discussion, and developing ideas. In addition to receiving instruction and practice in conceiving, drafting, revising, and completing writing projects of various lengths for various audiences.

Course Objectives

- Become familiar with writing about science—including nature, medicine and technology.
- Use writing for the purposes of reflection, action, and participation in academic inquiry;
- Work within a repertoire of genres and modes—including digital media—to meet appropriate rhetorical purposes of writing to multiple audiences about scientific concepts;
- Exercise a flexible repertoire of invention, arrangement, and revision strategies;
- Engage in reading about science for the purposes of reflection, critical analysis, decision-making, and inquiry;
- Demonstrate the ability to locate, critically evaluate, and employ a variety of sources for a range of purposes;
- Synthesize external data and documentary sources into your own writing with greater awareness of proper citation;
- Develop lifelong habits of utilizing peer review to develop ideas and revise texts in the context of science writing;
- Demonstrate more fluency in standard, edited English and distinguish the contexts in which formal, informal, and colloquial writing may be appropriate.

Learning Outcomes:
This course proposal supports the following UI Undergraduate Learning Outcomes:
1. Learn and integrate—students will be learning various science concepts and will be writing about them to a variety of audiences.
2. Think and create—students will be thinking about contemporary scientific issues, and will be tasked with writing about these concepts in real-world settings.
3. Communicate—this course emphasizes writing to a variety of audiences for a variety of purposes.
4. Clarify purpose and perspective—students will explore how science concepts are presented in a variety of settings, and they will explore the impact such writing has on the way science and technology shape our society.

Assessment:
The assessment of these learning outcomes will occur through a variety of assignments. Student will write such assignments as a press release, a rhetorical analysis of a review of a gadget, website, or technology; a research-based critical science/technology essay. Assessment of their work will be done via portfolio and will also include a reflective essay that asks the student to discuss the course objectives in relation to the course assignments.

Interdisciplinary Studies

1. Add the following course:

   **Intr 492  College of Science Ambassadors (1 cr, max 8)**
   Student ambassadors are selected through an application and interview process. Students will learn skills in leadership, communication, networking, and public speaking. Students will be responsible for representing the College of Science in various recruiting activities and events.
   **Prereq:** Permission

Journalism and Mass Media

1. Add the following course:

   **JAMM 328  Science Writing (3 cr)**
   See as Engl 318.

   Rationale: The School of Journalism and Mass Media is working to develop expertise in communicating about science, health, technology, and the environment. This course addresses the need of journalists to better cover science and related fields, as well as public-information professionals at government agencies, universities and scientific organizations to reach diverse audiences through multiple forms of media.

   Rather than develop its own course, JAMM will cooperate with the Department of English in offering this course. Each unit would offer the course on an alternating-year basis, similar to the arrangement for JAMM/ENGL 477: Documentary Film.

   Assessment reference: JAMM learning outcome (from ACEJMC values and competencies): “All graduates should be able to ... Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.”

2. Change the following course:

   **JAMM 477  Documentary Film (3 cr)**
   Same as Engl 477. An examination of the historical development of nonfiction film and television. Study of documentary style and form, a consideration of social issues raised by documentary and a survey of significant practitioners and theorists of documentary film and television. Recommended preparation: Engl 230.
   **Prereq:** JAMM 100 with a grade of 'C' or better and JAMM 121 with a grade of 'C' or better Engl 102 and sophomore standing

   Rationale: This change is intended to facilitate the registration of non-JAMM majors in this cross-listed course by dropping the prerequisites of JAMM 100 and 121. Completion of Engl 102 and sophomore standing is sufficient preparation.

Modern Languages & Cultures

1. Change the curricular requirements of **French (B.A.)**: Required course work includes the university requirements (see regulation J-3), the general requirements for the B.A. degree, and:

   An international experience (eight week minimum) and the course work listed below are required of students. This international experience requirement will be fulfilled by completing a MLC approved study abroad program or international internship or faculty-led experience or a combination of all. This experience (completed in French) should take place after the student has finished language study through the intermediate (200) level. The study abroad program or the internship must receive prior approval from the student’s MLC advisor and/or MLC Validation Committee appointed by MLC chair. Shorter international experiences exceptions can be considered by MLC Validation Committee in case of extraordinary financial or family circumstances.

   The French Major consists of a minimum of 29-36 upper-division credits which must include the following:
• At least 9 Fren credits must be at the 400-level (9 cr)
• At least 9 credits of these required upper-division courses in the Fren must be completed on campus
• A maximum of 9 FLEN credits out of the total 39 36 may be applied towards the major; the remaining credits must be in Fren.

A second foreign language (elem & interm or equivalent) (16 cr)*

Additionally, all majors must complete a 1-credit MLC capstone course based on their international experience and take the Avant’s STAMP (STAndards-based Measurement of Proficiency) exit exam before applying for graduation.

*Note: This requirement is waived for students with a double major (MLC French plus another major)

Courses to total 120 credits for this degree

2. Change the curricular requirements of Spanish (B.A.):

Required course work includes the university requirements (see regulation J-3), the general requirements for the B.A. degree, and:

An international experience (eight week minimum) and the course work listed below are required of students. This international experience requirement will be fulfilled by completing a MLC approved study abroad program or international internship or faculty-led experience or a combination of all. This experience (completed in Spanish) should take place after the student has finished language study through the intermediate (200) level. The study abroad program or the internship must receive prior approval from the student’s MLC advisor and/or MLC Validation Committee appointed by MLC chair. Shorter international experiences exceptions can be considered by MLC Validation Committee in case of extraordinary financial or family circumstances.

The Spanish major consists of a minimum of 39 36 upper-division credits, which must include the following:
• Span 301, Span 302, Span 305, and Span 306
• At least 9 Span credits must be at the 400-level (9 cr)
• At least 9 credits of these required upper-division courses in Span must be completed on campus
• A maximum of 9 FLEN credits out of the total 39 36 may be applied towards the major; the remaining credits must be in Span.

A second foreign language (elem & interm or equivalent) (16 cr)*

Additionally, all majors must complete a 1-credit MLC capstone course based on their international experience and take the Avant’s STAMP (STAndards-based Measurement of Proficiency) exit exam before applying for graduation.

*Note: This requirement is waived for students with a double major (MLC Spanish plus another major)

Courses to total 120 credits for this degree

Political Science

1. Add the following course:

   PolS 490  Senior Seminar (3 cr)

   Required of all political science majors; capstone course devoted to mastery of inquiry in political science research; topics will vary.

   Prereq: Senior standing and 24 credits in political science

   Rationale: This course is intended to satisfy the general education senior experience requirement for political science majors. The course will add to our assessment program since it will provide artifacts to support the evaluation of writing and presentation skills.

Psychology and Communication Studies

1. Change the curricular requirements of Organizational Dynamics (GR Certificate):

   Pick four from:
   - AOLL 410  Foundations of Human Resource Development (3 cr)
   - Bus 413  Organizational Behavior (3 cr)
   - Comm 410  Conflict Management (3 cr)
   - Comm 456 or JAMM 456  Nonprofit Fundraising (3 cr)
   - OrgS 210  Introduction to Organizational Sciences (1 cr)
   - OrgS 305  Nonprofit Organizations (3 cr)
   - OrgS 407  Advanced Nonprofit Organizations (3 cr)
   - PolS 451  Public Administration (3 cr)
   - Psyc 541 or OrgS 441  Social Psychology in the Workplace/Human Relations in the Workplace (3 cr)

   Courses to total 12 credits for this certificate
Rationale:
The certificate has been essentially dormant until revisions could be made. The biggest issues have been course levels (410 and 541) and lack of choice (only 4 courses). This revision fixes those problems.

- AOLL 410 is no longer offered at the undergraduate level, so is removed and replaced with the graduate version, AOLL 510.
- ORGS 305 is a new course, has capacity, and is well suited to the certificate.
- PSYC 541 did not have an undergraduate number when the certificate was first developed.
- ORGS 405 (Advanced Nonprofit Orgs.) is now available.
- COMM 410, 456 (same as JAMM 456) are added to offer more choices; both fit well.

Note that most of these course changes were met with favorable oversight by the CLASS Curriculum Committee and UCC last year (F13). However, a simultaneous request to change the level of the Certificate from graduate to undergraduate resulted in the overall Curriculum Change request being tabled. So, we are separating these aspects of the request. This request takes care of the course changes. SBOE action will be required to instantiate an undergraduate version of this certificate; additional paperwork to that effect will be following along. The need for SBOE action could delay the undergraduate certificate request by as much as a year. The course changes in this request are appropriate for a graduate-level certificate.